Latino National Political Survey, 1989-1990

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DATA COLLECTION DESCRIPTION

Rodolfo de la Garza, Angelo Falcon, F. Chris Garcia, and John A. Garcia
LATINO NATIONAL POLITICAL SURVEY, 1989-1990 (ICPSR 6841)

SUMMARY: This data collection measures the political attitudes and behaviors of three specific Latino groups in the United States: Mexican, Puerto Rican, and Cuban. A geographic Latino population coverage rate of at least 85 percent was desired for this study. Variables cover the respondent's family history, organizational memberships, political participation, voting practices, preferences on policy issues, views toward political parties and political candidates/leaders, political behavior, sources of political information such as the media, feelings about political trust and efficacy, perceptions of the relationship between government and Latino groups, and degree of concern about international issues and social problems. Demographic variables include sex, age, ethnicity, marital status, education, education of parents and spouse, parental status, religious preference, employment status, occupation, home ownership, military service, country of origin, and citizenship.

UNIVERSE: Adult population (18 years and older) of the United States who are Puerto Rican, Mexican, or Cuban with one parent or at least two grandparents solely of Puerto Rican/Mexican/Cuban origin.

SAMPLING: Area probability national sample of Latino households from a selection of 40 Primary Sampling Units (PSUs) stratified based on Standard Metropolitan Statistical Areas (SMSAs) and rural counties. Initial sampling fractions were based on 1980 Census housing unit counts by Latino subgroup.

NOTE: The codebook and data collection instruments are provided as Portable Document Format (PDF) files. The PDF file format was developed by Adobe Systems Incorporated and can be accessed using the Adobe Acrobat Reader. Information on how to obtain a copy of the Acrobat Reader is provided through the ICPSR Website on the Internet.

EXTENT OF COLLECTION: 1 data file + machine-readable documentation (PDF) + SAS data definition statements + SPSS data definition statements + data collection instruments (PDF)

EXTENT OF PROCESSING: DDEF.ICPSR/ SCAN/ REFORM.DOC /REFORM.DATA

DATA FORMAT: Logical Record Length with SAS and SPSS data definition statements

Part 1: Data File
File Structure: rectangular
Cases: 3,415
Variables: 434
Record Length: 623
Records Per Case: 1

Part 2: Non-Latino Questionnaire (PDF)

Part 3: Latino Questionnaire (Spanish) (PDF)

Part 4: Latino Questionnaire (English)

RELATED PUBLICATION:
1. Introduction and Overview

1.1 Introduction

In the summer of 1988, The University of Texas awarded Temple University's Institute for Survey Research a contract to conduct the Latino National Political Survey. The first of its kind, this survey was designed to measure the political attitudes and behaviors of three specific groups of Latinos in the United States: Mexicans, Puerto Ricans and Cubans. (For the sake of brevity, the remainder of this report uses the term "Latino" to denote the collection of Mexican, Cuban and Puerto Rican populations in the US.) A sample of non-Latinos was also desired.

Robert Santos of the Survey Research Center, and Ellin Spector of Temple ISR acted as the project directors for this survey. The Field Administrator for this survey was Carolyn Rahe. Ann Shinefeld oversaw data reduction activity. Robert Santos also was responsible for the sample design and weight generation.

The purpose of this report is to document the methodology utilized in all aspects of the survey. This report also produces survey results, including screening and interview response rates. We begin with a description of the survey objectives.

1.2 Survey Objectives

The survey objectives called for a national area probability sample of households to yield data about political attitudes and behaviors from one hour interviews completed with 800 Mexican, 600 Puerto Rican and 600 Cuban adults, as well as 700 non-Latinos. A geographic Latino population coverage rate of at least 85 percent was desired for this survey. This meant, for instance, that the selection of Puerto Ricans would expand beyond the New York Metropolitan Area. An overall Latino response rate no less than 70 percent was desired.

1.3 Survey Design Overview

A face-to-face data collection mode was specified using a Spanish or English version of the instrument, depending on the respondent's language preference. Non-Latinos were restricted to a shorter version of the instrument which was available to be administered in English only. All respondents were paid an incentive of $10 for their participation.

About 150 interviewers were involved in data collection activity in the LNPS. Virtually all interviewers were completely bilingual. Each completed a rigorous three day training program which involved training in both English and Spanish.

The sample was designed and executed in the first six months of 1989. The geographic area of coverage for this survey included at least 90 percent of the Mexican, Cuban and Puerto Rican populations (based on 1980 census data). A multi-stage area probability sample designed was developed for this survey using 1980 census data.

Sample areas or Primary Sampling Units (PSUs) were selected at the first stage of sampling. PSUs consisted of groups of contiguous metropolitan counties, called Standard Metropolitan Statistical Areas (SMSAs), and groups of rural counties. Forty PSUs were used in the survey, of which 28 were self-representing (i.e., areas so large in Latino population included in every sample of 40 areas). The remaining 12 nonself-representing areas were selected with probabilities proportional to Latino population counts (pps). Selection probabilities were based on weighted measures of size which reflected the oversampling of Cubans and Puerto Ricans relative to the Mexican population. Twelve areas were selected using a highly stratified...
paired selections technique called controlled selection. Stratification factors included metropolitan status, geography (state/region) and concentration of the Latino population.

At the second stage of selection, a total of 550 Listing Areas (consisting of Census Block Groups or Enumeration Districts) were sampled with pps from the PSUs. Stratification for the SSU design included density of Latino population and geography. Higher density Latino neighborhoods were oversampled by a factor of relative to the lowest density areas. The SSU design also featured a sampling stratum to detect the birth and expansion of Latino neighborhoods since 1980. The LNPS included 20 SSUs from this stratum.

Within each SSU, a smaller tertiary unit called a Listing Area (LA) was selected with pps. LAs were formed by taking contiguous blocks and grouping them into geographic units which maintained a prespecified minimum measure of size. A single LA was selected within each SSU with pps. The LA was then sketched and sent into the field for enumeration.

Enumerators were sent to list the addresses of housing units (HUs) found in a selected area. These lists were returned to ISR for processing and subselection into the LNPS.

Interviewers were assigned addresses in the sample, and obtained a household listing of the residents as well as their ages and ethnicity. Latinos (Mexican, Puerto Rican, Cuban) were defined to be those individuals who reported at least one parent or at least two grandparents as being solely of Mexican, Cuban, or Puerto Rican ancestry. When more than one adult (18 or over) Latino resided in a household, one was randomly selected to be the survey respondent. A random subsample of addresses was targeted for the non-Latino portion of the sample, and here there was no ethnicity restriction. In all, about 15,200 addresses were employed in the survey.

The LNPS also utilized a two phase sample design feature. This was necessary because the survey experienced a higher than expected Latino eligibility rate, especially for Mexicans. In October of 1989, after about two thirds of the final interviews had been completed on the sample, it was determined that the overall sampling rate should be adjusted downward to minimize the possibility of cost overruns, yet ensure that the Latino interview targets were attained or achieved.

The second phase of the sample, therefore, consisted of the stratified random subsampling of half the SSUs. A random half sample was retained in the study, and all of its sample addresses were brought to a final disposition. Field work ceased on the nonfinal addresses in the other half sample. The two phase design feature retained the integrity of the sample by preserving the probability structure of the design. Of course, some statistical inefficiency resulted from the introduction of a twofold oversampling factor. Nonetheless, the strategy proved successful.

1.4 Summary of Results

The principal period of data collection spanned July 1989 through March 1990 (although 19 interviews were collected afterwards). However, over 97 percent of all interviews were conducted between August 1989 and February 1990. Many of the survey goals were exceeded: The total number of Latino interviews conducted was 2,817, and 598 non-Latino interviews were completed. Of the Latino total, 1,546 were Mexican, 589 were Puerto Rican and 682 were Cuban. Thus, apart from the non-Latino portion of the sample, the interview targets for the survey were achieved or exceeded.

The screening response attained in this study was 90 percent. Moreover, the Latino interview response rate reached 82 percent, while the non-Latino interview response rate was 62 percent. Thus, Latinos achieved an overall response rate of 74 percent, whereas the overall response rate among non-Latinos was 56 percent. Again, apart from the non-Latino sample, the survey goals were achieved.
Sixty percent of the Latino interviews were conducted in Spanish. With regard to interview length, Latino interviews conducted in English averaged 83 minutes, while those in Spanish averaged an hour and a half (91 minutes). Non-Latino interviews averaged just under an hour (59 minutes).

In order to analyze the survey data, weights which reflect differential selection probabilities were generated. These weights incorporate adjustments for nonresponse and poststratification, as well. Two weights appear on the final data set: a weight for Latino subgroup specific analyses (i.e., Mexican, Cuban, Puerto Rican), and a weight for analyzing the combined Latino population.
2. The Sample Design

2.1 Population Definition

The survey objectives specifically target Mexican, Puerto Rican and Cuban Latino subgroups for inclusion in the study. Other Latinos, while in aggregate comprising a significant percentage of the total Latino population (20%), are composed of several smaller subgroups (e.g., Nicaraguans, Dominicans, Colombians, Guatemalans, etc.). These groups were presumed to be especially heterogeneous in relation to the study subject matter. Moreover, the costs of sampling sufficient numbers of these groups for separate analysis was quite high and subject to high variability due to their rare prevalence in the population. Consequently, only Mexicans, Puerto Ricans and Cubans were included in the "Latino" part of the survey. However, note that "Other Latinos" were given chances of selection through the "non-Latino" part of the survey.

The specification of research goals must include a definition of the population of inference using rigorous, objective criteria. For this study, a Latino (i.e., Mexican, Cuban or Puerto Rican) is defined as one who meets the following criteria:

At least one parent must be solely of Mexican or Cuban or Puerto Rican ancestry;

or

at least two (any two) grandparents must be solely of Mexican or Cuban or Puerto Rican ancestry.

In this survey, Latinos were identified through a face-to-face screening process which was attempted at each sample address. The screening process elicited the names, ages and ethnicity of household residents. No interviews were attempted without: a complete household listing, the establishment of survey eligibility, and (when necessary) the random selection of a respondent.

Non-Latinos were included as a comparison group in the study. Non-Latinos included everyone who was neither Mexican, nor Cuban, nor Puerto Rican. This was simply an operational definition which was established for logistical simplicity.

2.2 Latino Coverage

A principal design issue in the LNPS was Latino population coverage. Coverage refers to the portion of the population of inference which receives a nonzero chance of selection through the sample design. In the LNPS, the principal source of noncoverage resulted from explicit geographic area exclusions from the sampling frame.

Deleting specific geographic areas of the US from the sampling frame is a prudent and natural first step of any rare element survey, provided that the resulting population coverage is sustained at a high level. In the LNPS, 1980 Census data were examined from SMSAs and rural counties to determine what, if any, noncoverage would be incurred.

First, the distribution of Latinos was tabulated by state and Latino type. SMSAs and rural counties were assembled into two state level categories:

1) Low Latino incidence states

The 29 states in this category include:
- Alaska and Hawaii
- New England States (except MA and CT)
- West North Central States (except KS)
- South Atlantic States (except FL)
2) Higher Latino incidence states

The 21 states in this category include:
- Middle Atlantic States
- East North Central States
- Specific West South Central States: TX, OK
- Pacific States
- Specific Mountain States: UT, CO, AZ, NM
- Other States: CT, MA, FL, KS

Note that when an SMSA in Category 2 contained a constituent county which fell into a state listed under Category 1, the entire collection of counties for that SMSA was placed into Category 2.

All rural counties in category 1 above were deleted from the LNPS sampling frame. SMSAs in Category 1 were included in the sampling frame if they met the following criteria:

1) the 1980 population count of a single Latino group (i.e., Mexican, Cuban, Puerto Rican) was 3,000 or more;
   AND
2) the population concentration of that group exceeded 1 percent of the total population.

These criteria caused four SMSAs in Category 1 to be included in the LNPS sampling frame: Des Moines, IA; Fayetteville, NC; Las Vegas, NV; and Omaha, NE.

The states comprising category 2 include an overwhelming majority of Latinos in the US. (The March 1988 CPS reports that 89 percent of all Hispanics reside in the following nine states: CA, TX, NY, FL, IL, AZ, NJ, NM, CO.)

SMSAs were included in the LNPS frame if they satisfied one of the following rules:

1) the SMSA satisfied the inclusion criteria employed in Category 1;
   OR
2) the 1980 population count of a single Latino type for the SMSA exceeded 10,000.

Rural counties in Category 2 were included in the LNPS frame if the 1980 population concentration for a single Latino type exceeded 10 percent of the total population.

These inclusion criteria yield a geographic area which achieved over 90 percent coverage for each of the Mexican, Puerto Rican and Cuban populations. (These estimates are revised from those presented in the coverage memorandum dated 25 October, 1989.) Three hundred eighty-two counties comprised the LNPS frame. Table 2.2.1 presents the attained coverage rates by Latino subgroup.
Table 2.2.1
Coverage of the Latino National Political Survey Sampling Frame by Latino Subpopulation

<table>
<thead>
<tr>
<th>Latino Subpopulation</th>
<th>Covered by LNPS sampling Frame:</th>
<th>Noncoverage Incurred:</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexican</td>
<td>91.0%</td>
<td>9.0%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>(8,740,439)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>90.2%</td>
<td>9.8%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>(2,013,945)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cuban</td>
<td>91.5%</td>
<td>8.5%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>(803,226)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Two additional comments are relevant to Latino population coverage in the LNPS. First, data from Hispanic voter polls in the Southwest suggest that Latino political behavior is related to an area's Latino population density. (i.e., Latinos in high density Latino areas behave differently than those in lower density Latino areas.) Since a significant proportion of Latinos reside in neighborhoods with low (less than 15 percent) Latino population density, it was imperative that the LNPS coverage area include a high proportion (over 90 percent) of the Latino population at the first stage of selection. This ensured that range of Latino density neighborhoods would be represented, and presumably tapped the diverse political attitudes and behaviors of Latinos.

A second comment relates to another source of noncoverage in the LNPS sampling frame: the second stage of selection. Regular secondary sampling units were included in the "regular SSU sampling frame" if their Latino population density exceeded a minimum threshold (usually 3%, but sometimes 5%). Although Latinos residing outside these areas were represented using a "new growth" stratum, a small amount of noncoverage is expected to remain at the second stage. (This author "guesstimates" the extent of noncoverage at the second stage to be no greater than 5 percent. To estimate the noncoverage, however, 1980 and 1990 Block Group level census data must be matched.)

2.3 Sample Design Strategy

2.3.1 Design Issues

In forging a sampling strategy, three basic design issues were addressed. First, it was acknowledged that three separate sampling rates would be required to obtain the desired case counts by Latino type. This, in combination with a desired 85 - 90 percent Latino population coverage, implied that differential weighting both between and within Latino subgroups was inevitable (within resource constraints). The adopted strategy should reduce differential weighting as much as possible within Latino subgroups.

A second issue was the creation of a design which addressed a three dimensional sampling problem: the design of a Mexican sample, the design of a Puerto Rican sample, and the design of a Cuban sample. Simply restricting Latino subgroup samples to a specific area of the country (e.g., restricting the Cuban sample to Miami) was deemed unacceptable because it unduly compromised the coverage of the Latino population. Integrating the designs also required the balancing of oversampling of higher density Latino areas with the differential sampling of the specific Latino subgroups.
The third design issue involved use of 1980 census data for sampling purposes. Measures of size and density strata were based on data collected about ten years previously. In consequence, the potential obsolescence of the data had to be addressed at the design stage of the LNPS. Note that selection probabilities based on 1980 census data did not produce bias in the LNPS. It could decrease the precision of estimates, however, depending on the extent of the obsolescence. Obsolete census data could also adversely affect the coverage of the Latino population. The adopted sample design should increase population coverage by including Latino neighborhoods formed since 1980.

2.3.2 Design Approach

The design of the LNPS posed the challenging problem of integrating the samples of three rare subpopulations while securing prespecified case counts from each. A simplifying factor was the moderate geographic segregation of the three Latino subgroups. According to 1980 census data, most Mexicans resided in the Southwest and Midwest, Cubans were concentrated in Florida and the New York metropolitan area, and Puerto Ricans were found predominantly in the New York and Chicago metropolitan areas.

One approach to the sampling problem was to design three independent surveys. While attractive from the sampler's viewpoint, the implementation of the sample would have required added complexities and risks in the field work. For instance, interviewers would be forced to declare Mexicans "ineligible" if a high density Mexican neighborhood was selected in the "Puerto Rican" sample. This would cause interviewer frustration, especially if the interviewers were having difficulty with their "Mexican" sample.

An integrated sampling approach was preferred because it placed the burden of complexity on the design staff, not the interviewer. An integrated approach allowed an interviewer to interview any Latino in the sample, regardless of Latino type. It also retained many of the attractions of the independent sample approach, since all but a few areas in the country are fairly segregated by Latino type. Finally, it maximized the coverage of the Latino population by including many areas where one or two of the three Latino subgroups were sparsely represented.

The approach for the LNPS was to declare Primary sampling units to be principally Mexican, Cuban or Puerto Rican for the purpose of setting the area's overall sampling rate. Thus, areas in the Southwest were treated as "Mexican", areas in Florida were "Cuban", areas in the Northeast were "Puerto Rican". Remaining areas (e.g., Midwest, Pacific Northwest) were designated "Mexican". Note that all Latinos had chances of selection regardless of their area of residence.

One potential problem with this strategy involved differential sampling rates for Latino subgroups. Survey objectives called for Puerto Ricans and Cubans to be oversampled at considerably higher rates than Mexicans. The proposed strategy could significantly undersample Puerto Ricans and Cubans in "Mexican" Primary Sampling Units because the designated sampling fraction would be designed for the selection of the Mexican sample.

This problem's severity was reduced by utilizing a measure of size for sampling units which combined a weighted count of Cuban, Puerto Rican and Mexicans. The measure of size weighted Cuban and Puerto Ricans in proportion to the oversampling factors relative to the Mexican population. This means, for instance, that Puerto Rican neighborhoods in Los Angeles received a higher chance of selection than Mexican neighborhoods, and Cuban neighborhoods received a higher chance of selection in the New York metropolitan area than Puerto Rican neighborhoods.

2.3.3 Setting Sampling Fractions

Ideally, the sampling fractions for the three Latino subpopulations would be based on the distribution of the population across the Latino density strata used for disproportionate sampling. Time and computing resource
constraints did not permit the assemblage of those data. Instead, initial sampling fractions were based on 1980 housing unit counts by Latino subgroup.

Using 1980 census counts of households by Latino type, overall sampling fractions were set for Mexicans, Puerto Ricans and Cubans. The sampling rates assumed a 90 percent population coverage and an overall 70 percent response rate. Thus, the number of Mexican households to be sampled was

\[
(800) / [(0.9) \times (0.7)] = 1,270.
\]

Using the same assumptions, 952 Cuban and 952 Puerto Rican households were to be selected. In thousands, the 1980 household counts for Mexicans, Puerto Ricans and Cubans was 2,227, 599 and 279, respectively. Taking the ratio of desired to total households (with some rounding) yielded the following overall sampling rates by Latino type:

- Mexican........ 1 in 1,800
- Puerto Rican... 1 in 630
- Cuban......... 1 in 300.

These sampling rates show that, on average, Cubans were oversampled relative to Mexicans by a factor of 6, and were oversampled relative to Puerto Ricans by a factor of 2.1. Similarly, Puerto Ricans on average were oversampled by a factor of 2.9 relative to Mexicans. These sampling rates are conservative, since population growth over the 1980s warranted the use of a somewhat smaller fraction.

2.4 The First Stage of Selection

The first stage of the LNPS sample design consisted of the selection of 40 Primary Sampling units (PSUs). PSUs consisted of SMSAs (groups of contiguous metropolitan counties) and nonmetropolitan counties.

The first stage sample employed a stratified design with probabilities proportional to measures of size which reflected the oversampling of Puerto Ricans and Cubans relative to Mexicans. PSU selection required two steps: (1) the determination of self-representing areas; and (2) the selection of nonself-representing areas. We describe each, in turn.

2.4.1 Identifying Self-Representing Areas

Self-representing areas denote those PSUs which contain so many Latinos that, with virtual certainty, they would fall into every sample which employed a design using selection probabilities proportional to Latino population counts. In the LNPS, 28 PSUs were designated as "self-representing."

Self-Representing areas were established in a two-step process. First, Latino subgroup population thresholds were established at 70 percent of that required to be a self-representing stratum based on a 40 PSU design. For Mexicans, the threshold was calculated to be 139,200; for Puerto Ricans that number was 31,800; and for Cubans the threshold was 12,900. The threshold calculation was obtained by simply dividing the Latino population by the number of PSUs, then taking 70 percent of the result. As an illustration, the threshold for Mexicans was:

\[
\{ (7,956,126) / (40) \} \times (0.7) = 139,232.
\]

If the Mexican, Puerto Rican or Cuban 1980 population counts of an SMSA exceeded one or more of these thresholds, the SMSA was designated as self-representing. Twenty-six SMSAs were established in this fashion. They included twenty-three SMSAs with the highest Hispanic population counts in the US, plus Nassau-Suffolk, Tampa-St. Petersburg and Paterson.
Next, borderline SMSAs (i.e., those just below a threshold) were examined for inclusion as self-representing. If their total expected sample size (aggregating Mexican, Cuban and Puerto Rican interviews) was two thirds or more of a PSU equivalent (or about 20 Latino interviews), then the SMSA was declared self-representing. Two additional SMSAs were identified under this criterion: Boston and Fort Lauderdale. This brought the total number of self-representing areas to twenty-eight.

Table 2.3.1 lists the self-representing SMSAs in the LNPS. In total, self-representing areas accounted for about 69 percent of the total (covered) Mexican population, about 83 percent of the Puerto Rican population, and 94 percent of the Cuban population.

2.4.2 Nonself-Representing Areas

Twelve nonself-representing PSUs were selected in the LNPS according to a paired selections, stratified sample design using a technique to impose deep stratification called controlled selection (Goodman, 1965), and using probabilities proportional to Latino measures of size. The initial step in the sampling process was the identification of stratification variables and the construction of strata.

Stratification factors employed data available from the 1980 Census. Three were utilized:

1) Metropolitan Status  (metro vs. rural)
2) State/Region  (CA, TX, AZ/CO/NM, Other Southwest, North Central, Northeast)
3) Latino-Population Incidence  (O-1%, 1-5, 5-10%, 10-20%, 20-100%).

SMSAs and rural counties were sorted into a 60 cell table formed by cross-tabulating metropolitan status by state/region by Latino incidence (2 x 6 x 5).

To imbed a deep level of stratification in the selection process, controlled selection was used. This technique maintains stratification at a higher degree than simply what is allowed by conventional stratified sampling (which requires that the number of stratification cells not exceed the number of selections).

Controlled selection started with the definition of four superstrata from the 60 cell crosstabulation. The strata were defined by metropolitan and geographic criteria. Within these superstrata, the highest level of control was attained. Two superstrata were of sufficient size to warrant two (i.e., paired) selections of PSUs; two were large enough to warrant four selections each. In all, this yielded the desired twelve PSUs.

Next, selection patterns were devised in such a way as to exhaust all possibilities of selecting PSUs, except that the patterns ensured that stratification was maintained across the 60 cell crosstabulation. Finally, a selection pattern was drawn with probabilities proportional to Latino measure of size. In turn, this indicated which PSUs fell into the sample.

The measure of size used in the sampling process was a weighted sum of Mexican, Puerto Rican and Cuban population counts from the 1980 Census. It reflected the fact that Puerto Ricans and Cubans were being oversampled relative to the Mexican population. The measure of size (MOS) at this stage was calculated by:

\[ \text{MOS} = \text{Mexican} + (3.25) \times \text{Puerto Rican} + (8.53) \times \text{Cuban}. \]

This formula shows that Cubans were being oversampled by a factor of 8.5 relative to Mexicans, and that Puerto Ricans were oversampled by a factor of 3.3 relative to Mexicans. The oversampling rates for Cubans and Puerto Ricans exceeded the average factors for the overall sample (6 and 2.9, respectively). This was due to the disproportionately light presence of Cubans and Puerto Ricans in the nonself-representing strata relative to that of the Mexican population. Table 2.3.1 also presents the nonself-representing PSUs in the LNPS.
2.5 The Second Stage of Selection

The second stage of the sample involved the selection of Secondary Sampling Units (SSUs) from each of the forty Primary Areas. SSUs consisted of Block Groups or Enumeration Districts. A total of 550 SSUs were selected with pps using a weighted measure of size which reflected the oversampling of Puerto Ricans and Cubans relative to Mexicans.

Within each Primary Area, independent stratified samples of SSUs were drawn with pps via systematic sampling. Note that for self-representing areas, SSU selection comprised the first stage of sampling. Stratification included Latino density (3-15%, 15-40%, 40-100%), and geography (via numerical ordering of Census Tracts). Latino density strata were based on the maximum Latino subgroup density among the three subgroups. Thus, if an SSU had Mexican, Puerto Rican and Cuban population prevalence rates of 3%, 17%, and 35%, respectively, then the SSU fell into the 15-40% Latino density stratum.

2.5.1 Regular SSUs

The SSU sample design featured two independent selection procedures: (1) the selection of "regular" SSUs; and (2) the selection of "new growth" SSUs. Regular SSUs were selected via stratified pps sampling using the weighted measures of size mentioned above. A total of 530 SSUs were drawn in the LNPS, using an oversampling protocol described below.

Regular SSUs with higher Latino density were oversampled by factors not exceeding 3 to 1. Relative rates of oversampling across Latino density strata, 3-15%, 15-40%, 40-100%, were 1:2:3, respectively. Note that SSUs with Latino density below 3% were excluded from selection as Regular SSUs.

The sampling of regular SSUs was independent for each PSU, and was accomplished by first sorting SSUs by Latino density strata, and within a Latino stratum, by Census Tract. Next, an adjusted measure of size was calculated which weighted the initial measure of size by the factors 1:2:3, depending on the SSU’s Latino density stratum. The adjusted measures of size were then summed across all SSUs in the PSU, and a sampling interval was calculated by simply dividing the total by the number of desired SSU selections. Once the interval was obtained, a random start was taken, and a systematic pps sample was drawn (using a computer program) from the sorted list of SSUs using the adjusted measures of size. This yielded the desired number of regular SSUs from each PSU.

2.5.2 New Growth SSUs

The New Growth SSU strategy was designed to represent that portion of the Latino population residing in neighborhoods which developed between 1980 and 1989. This strategy identified and sampled low Latino density SSUs at the fringes of Latino neighborhoods. The underlying assumption is that Latino neighborhood expansion, when it occurs, creeps into non-Latino areas adjacent to the Latino neighborhood.

To implement this strategy, a special stratum of potential New Growth SSUs was assembled among the self-representing PSUs. First, we identified all Census Tracts for which at least one SSU exhibited a Latino density greater than 3% (i.e., had a chance of selection as a Regular SSU). From those tracts, all SSUs with less than 3% Latino population density (i.e., those excluded from the Regular SSU frame) were placed in the new growth stratum. The resulting collection of SSUs formed the frame from which New Growth SSUs were drawn.

Because the SSUs in the new growth frame contained few (if any) Latinos, measures of size based on weighted Latino counts were inappropriate. Instead, this stratum was treated as a conventional general population area sample, Measures of size were based on 1980 total population counts, and an overall sampling
rate equal to that targeted for the Puerto Rican sample was adopted. That rate was chosen because it fell between the extremes of the Mexican and Cuban rates.

The selection of New Growth SSUs was not independent across PSUs. The collection of New Growth SSUs was sorted geographically by PSU, and within PSU, by Census Tract. Measures of size were calculated using total population counts, and summed across the frame. This aggregate figure was then divided by 20 to form the sampling interval to be used in this stratum. Finally, a random start was taken, and a systematic sample with pps was drawn via computer to establish the New Growth SSUs.

2.6 Tertiary Unit Selection

Most SSUs selected into the LNPS were too large, or contained too many Latinos to use efficiently as a unit for enumerating housing unit addresses. In consequence, a block or group of blocks was typically subselected from each SSU. These subselected areas are defined to be tertiary sampling units (TSUs). The TSU selection process is described below.

First, maps of every SSU were secured and photocopied. Next, census microfiche were referenced to extract counts of Latinos at the block level; for New Growth SSUs, total population counts were employed. Using the SSU map as a reference, contiguous geographic TSUs formed, each containing a prespecified minimum measure of size based on Latino population counts for Regular SSUs, and total population counts for New Growth SSUs. Ideally, a TSU contained roughly 100 housing units, but often had several hundred and sometimes over a thousand. After all TSUs in a SSU were assembled, one was selected with pps. Once selected, the TSU was called a Listing Area (LA).

All LAs were then sketched by hand. A packet of materials -- including a sketch map, census map, information sheet, listing sheets, and (if needed) special instruction -- were then sent into the field to specially trained enumerators. Their task was to list the address or location of every housing unit located within the bounds of the LA. Over 80,000 addresses were listed in the enumeration process.

2.7 Address Selection

Enumerators returned the address listings to the Sampling Department, where they were checked and processed for subselection. After determining that the listings were complete and of sufficient quality, addresses were randomly subsampled.

The subselection process was independent for each SSU, and consisted of three steps. First, the number of addresses to be sampled was calculated. This calculation was based on the previous selection probabilities, the 1980 Latino population density, and the desired overall sampling rate for the constituent Latino group in that PSU.

Secondly, segments of contiguously listed addresses were sampled randomly throughout the LA address lists. Four to six segments of addresses were selected, depending on the total number of addresses to be sampled. Segment sizes varied by the Latino density of the LA, but on average they consisted of ten addresses. (The higher the Latino density, the smaller the segment size). Sampling Assistants selected the segments by hand on the listing sheets via systematic sampling.

Sampling segments in this fashion maximized dispersion of the sample across the LA, and created some travel efficiency for interviewers within a segment. It also facilitated the listing update process, whereby interviewers double-checked for addresses missed in the enumeration process.
Thirdly, sample addresses were transferred to the Data Reduction Department to be keyed onto disk. The resulting electronic file was used to create interviewer assignment materials, as well as to track field progress through the survey.

On average, roughly 45 addresses were selected per LA. The total LNPS sample contained about 24,000 addresses. Through a two phase sampling protocol (described later), 15,203 addresses were utilized in the actual sample.

2.8 Form Type Allocation

For the non-Latino population, an implicit stage of selection involved the allocation of screening forms to sample addresses. Screening forms triggered the subselection of non-Latinos into the sample. Interviewers used the forms to track visits to households, to determine whether or not residents were eligible to be interviewed, and to subselect a single respondent when more than one was eligible.

Two screening form types were used in the LNSP: white and pink. Latinos were the only eligible respondents when a white form was used. Pink forms allowed any adult, regardless of ethnicity, to be eligible as a respondent. The non-Latino sample was established by randomly assigning form type to addresses. The interviewer simply followed the instructions on the form to establish eligibility of household residents. One-twelfth of the entire sample of addresses were assigned a pink form. Thus, in a given LA, non-Latino households received one-twelfth the chance of Latino households in the LNPS.

2.9 Respondent Selection

The final stage of sampling in the LNPS involved the selection of a respondent within a household when more than one was eligible to participate. Selection tables described in Kish (1965) were used to randomly sample one from a number of eligible persons.

Selection protocols instructed interviewers to use objective, step-by-step instructions to list eligible persons by name on an enumeration table. The interviewer then referenced one of twelve randomly assigned selection tables to identify the only person who could be interviewed. No substitutions were allowed.

2.10 A Two Phase Design

The LNPS also featured a two phase sample design. This aspect of the design compensated for an effective Latino eligibility rate which was substantially higher than that anticipated during the development of the survey.

The two phase approach was adopted after about two thirds of the interviewing had been completed. The first phase of the survey is composed of all addresses brought to final disposition by the end of October 1989.

The second phase of the sample involved a stratified random subsampling of half the SSUs in the LNPS. In one half-sample, the heretofore nonfinal sample addresses were retained in the study and brought to a final disposition during the remaining field period. Field work ceased at the end of October 1989 on the nonfinal sample addresses in the other half-sample.

The attractive and crucial feature of the two phase design was its preservation of the sample's probability structure. Naturally, statistical inefficiency resulted from the introduction of weights reflecting a two-fold oversampling of parts of the sample. Nonetheless, the integrity of the sample was maintained, and the strategy proved successful in controlling final sample sizes.
Under the two phase design, all sample addresses finalized by the end of October 1989 received a relative sampling weight of 1, while those finalized subsequently received a weight of 2.0. The introduction of another source of differential weighting was a necessary but unfortunate design concession.

Reasons for the unexpectedly high Latino yield are not yet clear. At the onset of the study, an effective yield of 1 Latino interview per 12 addresses was projected. This allowed for nonhouseholds, screening nonresponse, interview nonresponse and ethnic eligibility. The actual effective yield was 1 Latino interview per 6.1 addresses. This represents roughly a two-fold increase in efficiency.

A small part of the increase (6 percent) was due to a higher response rate than expected. However, most of the increase was due to increased eligibility among screened households. The original LNPS sample design assumed that an overall eligibility rate of about 13 percent would be attained. The actual eligibility rate was around 24 percent.

One possible explanation for increased eligibility is Latino population growth over the ten year period spanning 1980 to 1990. The US Current Population Report, Series P-20, No. 444, entitled The Hispanic Population in the United States: March 1989, reports that between 1980 and 1989 the Hispanic population grew at a rate five times greater than that of the non-Hispanic population. Comparing the Latino (i.e., Mexican, Puerto Rican and Cuban) population prevalence rates between 1989 and 1980, the national prevalence of Latinos increased by 27 percent.

Although the data are not yet available, restricting attention to the specific LNPS coverage areas (instead of the entire US) should produce a substantially larger increase in Latino eligibility. Moreover, it is plausible to expect Latino population growth to concentrate in higher density Latino neighborhoods. If true, then oversampling higher density Latino neighborhoods would increase the survey's Latino eligibility rate even more. It is clear from aggregate CPS data that Latino population growth throughout the 1980s played a major role in the unexpectedly high Latino eligibility rate. The extent to which this explains the LNPS experience requires further analyses using 1990 Census data.

The LNPS sample design was intentionally conservative. No adjustments were made to 1980 census data to account for Latino population growth. The pitfall of this strategy was the increased risk of departures from design assumptions. Such risks are always present in rare element sample surveys.

2.11 Overall Sampling Fraction Decomposition

Sampling fractions for the LNPS can easily be decomposed to reflect each stage of the selection process. The selection probability of each person interviewed is:

\[ p = P(psu) \times P(ssu) \times P(tsu) \times P(hu) \times P(form) \times P(resl) \times P(phs) \]

where:

- \( P(psu) \) denotes the selection probability of the PSU; PSU probabilities were 1.0 for self-representing PSUs. For non-self-representing areas, PSU probabilities were defined by \( 2^*mos/MOS \), with mos being the PSU's measure of size based on a weighted count of Latinos, and MOS representing the aggregate measure of size in the paired stratum. The two-fold increase in mos signifies the selection of two, nonself-representing PSUs from each paired stratum.

- \( P(ssu) \) denotes the probability of selecting the SSU conditional on the PSU; the probability of selecting the SSU may be written \( k\times m\times c/mos \), where k represents the number of size based on a weighted sum of Latinos, and mos signifies the PSU measure of size. The term c reflects the oversampling of higher density Latino SSUs by factors of 1, 2 or 3, depending on the SSU's Latino density stratum.
\( P(tsu) \) is the selection probability of the TSU conditional on the SSU; the probability of selecting a TSU is simply \((j/m)\), where \(j\) is the TSU measure of size and \(m\) is the SSU measure of size.

\( P(hu) \) is the selection probability of the housing unit conditional on the TSU; housing units were selected at a rate of \({(h/j) \times (1/2.25)}\), where \(h\) was a constant used to convert population counts (used in the measure of size calculations) to housing unit counts.

\( P(form) \) reflects the probability of selection of non-Latinos using the form type which contained no ethnicity eligibility restrictions; in Latino households, \( P(form) \) is 1.0, while in non-Latino households, it is 1/12.

\( P(res) \) is the selection probability of the respondent based on the total number of eligible household residents; the selection probability may be expressed as \(1/n\), where \(n\) is the number of eligible household residents.

\( P(phs) \) denotes the probability of selection based on the two phase sampling model; the selection probability here is triggered by the date of final disposition. Households brought to final disposition before November 1989 receive a probability of 1.0, while those finalized subsequently received a probability of 1/2.

Note that the first four terms in the selection equation produce the household selection probability (apart from the two phase design feature).

To illustrate, consider Houston, a self-representing PSU designated as a "Mexican area" for the purpose of setting the sampling fraction. Its aggregate measure of size was 903,232; thirteen SSUs were selected, and the population to housing unit conversion factor, \(h\), was 87. Thus, in low density SSUs, the household selection probability was:

\[
\text{Prob(HH)} = 1 \times \frac{13 \times m \times 1}{930,232} \times (j/m) \times \left((1/2.25) \times (87/j)\right)
\]

\[= \frac{1}{1,851}.
\]

To obtain the respondent selection probability requires knowledge of the ethnicity of the respondent, the number of eligible persons in the household, and the interview completion date. If, for instance, the respondent was Puerto Rican, lived with a Puerto Rican spouse, and interviewed some time in 1990, the respondent's selection probability would be:

\[
\text{Prob(person)} = \text{Prob(HH)} \times P(form) \times P(res) \times P(phs)
\]

\[= 1/(1,850) \times 1 \times 1/2 \times 1/2
\]

\[= 1/(7,400).
\]

The sampling fraction for the households in the New Growth stratum is simpler, since the sample was drawn independently with measures of size based on the total population. The overall respondent selection probability is:

\[
p = \text{P(ssu)} \times \text{P(tsu)} \times \text{P(hu)} \times \text{P(form)} \times \text{P(res)} \times \text{P(phs)}
\]

\[= \frac{(20)m/MOS \times (j/m) \times ((h/j) \times (1/2.25)) \times P(form) \times P(res) \times P(phs)}{1/600 \times P(form) \times P(res) \times P(phs)}.
\]

The New Growth sampling rate for households was set at 1 in 600. The remaining terms in the selection equation are identical to those presented above.
3. Instrument Development

Two questionnaires were used in the LNPS: a “Latino” instrument administered to Mexicans, Cubans and Puerto Ricans: and a non-Latino version of the questionnaire. The Latino instrument was available both in English and Spanish. The non-Latino questionnaire was available only in English.

The Principal investigators were responsible for generating the first draft of the questionnaire. ISR Temple then reviewed and formatted it, and assisted in the revision process through the conduct of three pretests.

ISR also was responsible for producing the Spanish translation.

3.1 The First Pretest

The development of the LNPS English questionnaire began with a large pretest conducted in January of 1989. Pretest specifications called for interviews to be conducted with 125 Latino adults residing in different parts of the country and representing the three Latino subpopulations. Seven Latino interviewers conducted interviews with Mexicans from California, New Mexico and Texas, with Cubans from New York City, and with Puerto Ricans from Philadelphia. Interviewers and respondents were matched by Latino type, and respondents were not known personally by the interviewers. All interviews were conducted in English.

Respondents in all pretests received a $10 incentive.

The first pretest resulted in 123 completed interviews. Average interview length was 75 minutes. Interviewers were debriefed in a six hour session at the end of the pretest data collection period. Debriefing attenders included the interviewers, ISR Study Direction and Field staff, and some of the Principal Investigators.

Data from the first pretest were coded by ISR, and a data tape was produced for the Principal Investigators to analyze. The PIs conducted analysis to identify questionnaire items requiring refinement or deletion. This process resulted in a "near-final" revised questionnaire. The revised instrument was then translated into Spanish for the next pretest.

3.2 The Spanish Translation

Translation of the instrument into Spanish was a crucial step in the conduct of the LNPS. This is especially true in light of the differences between Latino subgroups in their choice of words to represent certain ideas, behaviors and attitudes. It was imperative that the Spanish version of the LNPS instrument be sufficiently general to be understood by Mexicans, Cubans and Puerto Ricans.

The Spanish translation of the questionnaire involved an elaborate methodology which eschewed "back-translations" in favor of an in-depth focus group technique. The methodology started with a draft Spanish translation of the questionnaire. (This was performed by a Chilean, although the methodology renders this moot.) Next, two Mexicans, two Puerto Ricans and two Cubans who were totally bilingual and college educated were sent both the English and Spanish versions of the instrument. They were asked to review the questionnaire, identify problems and suggest revisions. The Spanish questionnaire was revised on the basis of their comments.

A one day in-depth focus group was then arranged with the six consultants. The agenda of the meeting was simply to review the Spanish instrument, question by question, and discuss uncertainties, problems, preferences and suggestions which arose. This process was insightful, and subsequent pretest results demonstrated that the Spanish translation was comprehended by each Latino ethnic group.
3.3 The Second Pretest

The second pretest was conducted in April 1989. Pretest objectives called for both English and Spanish interviews to be conducted. Twelve English and 24 Spanish interviews were completed using four bilingual Latino interviewers. Interviews were completed with Mexican respondents from Texas and California, and with Cuban and Puerto Rican respondents from New York. English interviews averaged 72 minutes in length, while Spanish interviews averaged 75 minutes.

A one day debriefing session was held to gather interviewer feedback and suggestions. Separate times in the debriefing were devoted to discussions of the English and Spanish questionnaires. The results of the debriefing were used by the Pls to revise the questionnaires for the final pretest.

Once the third revision of the English questionnaire was prepared, the Principal Investigators created the non-Latino Instrument. The non-Latino questionnaire consisted of a subset of items from the Latino Instrument. It was designed to take about half the time to complete relative to the Latino version.

3.4 The Third Pretest

The final pretest was conducted in May of 1989. This pretest involved Latino interviews conducted in English and Spanish, as well as non-Latino interviews. The purpose of the pretest was strictly administrative: timing and interviewer instructions were of paramount importance.

Four interviewers completed 8 English Latino interviews, 7 Spanish interviews and 8 non-Latino interviews. English Latino interviews averaged 88 minutes, while Spanish interviews averaged 90 minutes. Non-Latino interview length averaged 65 minutes.

A one day debriefing session was held. Results suggested that the questionnaire flowed well, was enjoyable to respondents and was virtually free of errors. Interview length needed to be cut, however. The Principal Investigators quickly finalized the questionnaires based on the pretest results. Questionnaires were finalized and printed in June 1989.
4. Staffing and Training

4.1 Staffing

A field force of about 150 bilingual interviewers was desired for the LNPS. A variety of recruitment activities were used to secure applicants. First, ISR tapped its files of current and former staff interviewers. Since interviewers tend to be employed by multiple survey organizations, interviewer and supervisor level networking operations were also initiated. Job postings were placed in newspapers in the vicinity of the LNPS Primary Areas. Finally, local community and university job service agencies were notified.

A memorandum of job availability was mailed to 873 potential interviewers. Of the 345 responses to the memo, 268 indicated an interest in securing a position as an interviewer. These individuals were subjected to an evaluation process which addressed an ability to follow instructions and the extent of fluency in English and Spanish. The process called for the conduct of a "tryout" interview by telephone with in-house ISR staff.

A total of 159 interviewers were trained for the LNPS. Roughly a third of the trainees were male, and half were over 40 years old. Trainees were well educated, roughly five sixths had at least some college education. Almost three quarters of the trainees had previous interviewing experience with ISR or another survey organization. Finally, only about one sixth of the trainees were English monolinguals; the remainder were bilingual.

4.2 Training

Three day interviewer training conferences were conducted for the LNPS. Seven conferences were conducted between July and October 1989. The first five conferences were held in July and August. Two supplemental conferences were held in October, and six interviewers were trained in the field.

All instruction was provided in English. The conference provided training on ISR interviewing conventions and questionnaire formats, question-by-question instructions, scripted round robin sessions and ample practice interviewing in English and Spanish. A training module was also included for door step introductions, refusal avoidance and refusal conversion. Finally, administrative details were reviewed.

Interviewer training also included the conduct of at least one practice interview with a nonsample person. This interview was quickly sent to ISR for evaluation. An interviewer was permitted to begin a work assignment upon successful completion of a practice interview. Of the 159 trainees, ten failed to successfully complete training.
5. Data Collection

5.1 Field Procedures

Data collection on the National Survey of Issues began in July 1989 and continued through March 1990.

Initial assignments and a supply of interviewing materials were shipped to interviewers' homes after they successfully completed the post-training practice interview. Concurrently, introductory letters were mailed from the ISR office to each sample address. The letters introduced the survey, emphasized the confidential nature of the interview data, and mentioned a $10 payment as a token of appreciation to cooperative respondents. Interviewers began data collection activity immediately upon receiving their assignment.

5.1.1 Screening

Data collection protocols called for an unlimited number of attempted contacts (as necessary) to complete a Screening/Call Report Form. "Household informants" provided answers to screening questions in the Screening/Call Report Form. Any household member at ages 16 years or older who was knowledgeable about the ancestry of all household members could act as the "informant.'

If a language barrier prevented communication between the interviewer and an informant, a younger child or other willing person who spoke the interviewer's language could serve as a translator for the screening process.

The screening process commenced with a listing of names and ages of each household member residing at the sample address. Next, the interviewer determined which household members were eligible to be interviewed (by simply following the instructions on the screening form). For Screening Forms which used form type 1 (the white screening form), only adults of Latino descent were eligible. Latino descent was defined as having a minimum of one parent or any two grandparents who were solely of Mexican, Puerto Rican, or Cuban ancestry. For those Screening Forms which used form type 2 (the pink screening form), all adults -- including non-Latinos -- were eligible.

If more than one person in a household was eligible to be interviewed, the interviewer used a random selection table printed on the screening form to identify the one person who would be the survey respondent for that household. Once the respondent was selected, no substitution was permitted.

For non-Latino respondents, only an English version questionnaire was available. Non-Latino respondents who were not able to be interviewed in English were simply not interviewed.

For Latino respondents, the last question on the screening form elicited the language (English or Spanish) he/she preferred for the conduct of the interview. An essential condition of the survey design stipulated that the interview language be determined by the respondent (not the interviewer). This was strongly emphasized in training. If the interviewer who completed the screening was not fluent in the language preferred by the respondent, another interviewer, fluent in the appropriate language, was assigned to the HU to complete the interview.

5.1.2 Interviewing

The type of questionnaire administered was determined by the selected respondent's ancestry. If the respondent was Latino, the Latino questionnaire was used; if the respondent was non-Latino, the non-Latino questionnaire was used.
No interview was conducted under the condition of a language barrier. A language barrier occurred when a Latino respondent spoke neither English nor Spanish. Similarly, a language barrier occurred when a non-Latino respondent could not speak English.

Interviewers visited a household as many times as necessary to complete an interview. When a screening informant or a respondent refused to participate in the study, a period of at least one week passed before an interviewer attempted to convert the refusal. Prior to the re-contact, ISR sent a letter to the household or the respondent explaining the study’s importance, emphasizing confidentiality, reminding the household of the incentive payment (which increased from $10 to $15), and asking for reconsideration of the decision not to participate. Occasionally, a telephone call was also made by the regional field coordinator in an attempt to convert the refusal.

At the conclusion of the interview, interviewers checked the questionnaire for completeness and legibility. If necessary, additional information was obtained to clarify answers or retrieve missed information. Finally, in the presence of the respondent, the interviewer sealed the questionnaire with tape to prevent alterations after the interview.

Of the 159 interviewers trained on the National Survey of Issues, 138 (87%) completed one or more interviews during the field period. On average, each interviewer conducted roughly 25 interviews.

Table 5.1 presents the distribution of interviewers by categories of completed interview counts. The table shows that over a third of the interviewers complete less than 10 interviews, and that over half completed under 20 interviews. About 6 percent of the interviewers were highly productive, completing over 70 interviews each.

Table 5.1

<table>
<thead>
<tr>
<th>Number of Completed Interviews</th>
<th>Number of Interviewers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>30 (21.7%)</td>
</tr>
<tr>
<td>5-9</td>
<td>21 (15.2%)</td>
</tr>
<tr>
<td>10-14</td>
<td>12 ( 8.7%)</td>
</tr>
<tr>
<td>15-19</td>
<td>14 (10.1%)</td>
</tr>
<tr>
<td>20-24</td>
<td>13 ( 9.4%)</td>
</tr>
<tr>
<td>25-29</td>
<td>3 (2.2%)</td>
</tr>
<tr>
<td>30-34</td>
<td>9 (6.5%)</td>
</tr>
<tr>
<td>35-39</td>
<td>7 (5.1%)</td>
</tr>
<tr>
<td>40-44</td>
<td>8 (5.8%)</td>
</tr>
<tr>
<td>45-49</td>
<td>5 ( 3.6%)</td>
</tr>
<tr>
<td>50-59</td>
<td>5 ( 3.6%)</td>
</tr>
</tbody>
</table>
In February 1990, it was announced that the main data collection period would end on March 9, 1990. All interviewers were encouraged to complete everything in their assigned areas before that date and to return all LA materials to ISR as of that date.

5.2 Field Problems

Over the course of the data collection period, a number of field problems arose which required adjustments to administrative policies or procedures. A description of the major field problems encountered follows.

When appropriate local interviewers were either unavailable or insufficiently skilled to handle the work in an area, exceptional interviewers from outside the area travelled there to work for periods of time. This occurred particularly during the cleanup stages at the end of the survey, but also occasionally prior to that, when necessary.

Over the course of the study, 18 interviewers travelled to 11 away-from-home areas to work, staying varying lengths of time. Areas requiring extensive use of travelling interviewers included Las Vegas, Nevada; Los Angeles, Hemet, and Barstow, California; Tampa, Florida; Brooklyn and Queens, New York; Boston, Massachusetts; as well as the areas discussed in the following paragraph.

Four PSU’s (Portland, Oregon; Santa Cruz, California; Eddy County, New Mexico; and Lamb County, Texas) were pre-listed later than the rest of the survey sample. This delayed the sampling department’s review and selection of housing units in those PSUs and their preparation of field assignment folders for the LAs in those areas. Assignment materials were sent to the field department in staggered groups as the listings and selections were completed. The final group of LAs was received in the field department in the first week of October 1989. As a result of the delay, staffing these areas was difficult and most of the work was completed by travelling interviewers.

In mid-October, a two phase sample strategy was adopted by the Study Director in order to reduce the size of the survey sample (to keep the project from exceeding its time and budget limitations). The strategy called for the removal of the nonfinal addresses in half of the LAs. The interviewers who had been working in these LAs were contacted by telephone and instructed to stop working on the areas immediately and to send all affected sample back to ISR.

This was a very disruptive announcement for the interviewers, and a great deal of time was spent, both in the office and in the field, acting on the instruction. Many interviewers had all or most of their assignments removed. Some of these interviewers were given new assignments, but approximately half of those who had work removed were not able to accept new assignments, either because there was no other work in their areas or because the interviewer’s language ability was insufficient for the available work. Interviewing slowed considerably while the interviewers sorted through their assignments, updated their records, packed up the materials to be returned, and resumed or started working in the areas that remained in the sample. A number of interviewers seemed to lose their momentum and never recovered the enthusiasm with which they began the study.
When all screening forms in the removed LAs had been returned to ISR, those on which the interviewers had begun to work (i.e., the HUs had been visited and, in many cases, contact with household members had been made) were evaluated on a case-by-case basis. Special payment was made to the interviewers who had invested significant amounts of time and effort in working on screening forms which resulted in non-final (and normally non-payable) codes.

As November 30, 1990 (the originally scheduled completion date of the survey) approached, it became evident that it was no longer a feasible ending date. The survey deadline was extended to the end of December, and later extended indefinitely. Some interviewers left the project to fulfill previously made commitments. Restaffing to fill the resulting vacancies continued through mid-January 1990. Three coordinators also left the project, and most of their work was distributed among the remaining coordinators. Coordinating duties for the Philadelphia area were assumed by ISR's in-house Field Administration staff.

As interviewers left the project for various reasons, their coordinators attempted to retrieve their assignment records and nonfinal screening forms so that these materials could be reassigned. When retrieval was not possible, materials were recreated by the ISR Field Administration staff. Unfortunately, these recreated materials did not reflect the field results recorded on the original screening forms. The coordinator often provided partial information on each HU from his/her copy of the weekly status report. However, newly assigned interviewers could not benefit from the previous interviewer’s detailed contact notes.

Some interviewers had difficulty overcoming the obstacles of security-locked buildings in apartment complexes or condominiums. Customized letters were prepared for each situation and sent to the managers, or, when possible, directly to the residents.

Interviewers experienced a higher refusal rate among non-Latinos than among Latinos. The interviewers were trained to introduce the study as "The National Survey of Issues" and to avoid emphasis of the Latino issues. However, in the field many interviewers may have discovered that Latino issues engendered a positive response in the Latino community. When they encountered a non-Latino household, they may have had more difficulty explaining the study without relying on the Latino emphasis.

A second reason for lower cooperation among non-Latinos could be the negative attitude of non-Latinos towards the screening questions about ancestry, which clearly focused on Latino ancestry. Another factor which may have contributed to refusals might have been non-Latinos’ negative reaction to interviewers who spoke with Spanish accents.

5.3 Special Field Procedures

5.3.1 Non-Latino Sample Increase

In December 1989, the Non-Latino sample was increased. This was done by refielding a random subsample of form type 1 HUs which had been returned to ISR from the field. The screened HUs had been coded "HU screened, no one eligible." The subsample was sent back into the field without eligibility restrictions on ethnicity.

A total of 406 addresses were refielded. They were assigned to interviewers who either spoke English only or who had little or not noticeable accent to their English. The interviewers were instructed to screen (or re-screen) the current household, to select a respondent, and, if necessary, to explain that this was a second stage of the survey and we now wished to interview the selected respondent. More than one-half of the 406 refielded screening forms yielded completed non-Latino interviews, and several yielded Latino interviews.
5.3.2 Final Close-Out of the Survey

In April 1990, when the interviewers had ceased all regular field work and had returned all field materials to ISR, the Field Administration staff reviewed the completed work. We had checked in nearly 3,400 interviews (2,801 Latinos, 595 non-Latinos). However, the interview rate, particularly for non-Latinos, was lower than had been anticipated, and the numbers of interviews with Puerto Ricans and with non-Latinos were below the expected totals.

After consultation with the Study Direction staff it was decided to supplement the field efforts with a mailing to all HUs for which survey eligibility had not been determined. A total of 1,789 HUs were identified, composed of the following categories:

1) HUs which the interviewer had not been able to screen after multiple attempts because no one was ever home
2) HUs where screening was refused on more than one visit
3) HUs located in a locked building where the interviewer was unable to gain access.

A letter and brief questionnaire designed to determine household eligibility were mailed to these HUs. One outcome expected from the mailing was that post offices would designate some of the HUs as vacant. Furthermore, it was planned that replies from HUs with possible or probable eligible household members would be contacted and interviews attempted.

As a result of the mailing, the eligibility status of 309 HUs were determined and their final results were changed to the following:

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Final Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Non-Latino interview completed (by telephone)</td>
</tr>
<tr>
<td>33</td>
<td>Likely eligible Latino; HU screened by mail</td>
</tr>
<tr>
<td>14</td>
<td>Likely eligible non-Latino white; HU screened by mail</td>
</tr>
<tr>
<td>3</td>
<td>Likely eligible non-Latino non-white; HU screened by mail</td>
</tr>
<tr>
<td>136</td>
<td>No one eligible; HU screened by mail</td>
</tr>
<tr>
<td>120</td>
<td>Vacant or not a housing unit</td>
</tr>
</tbody>
</table>

Although 53 HUs were identified in which at least one household member was likely to be eligible for the survey, interviews were completed with respondents from only three of these HUs. The mail results came in slowly, and, rather than refield the potentially eligible HUs individually, the field administrator waited to see how or whether eligible HUs would cluster geographically. In late May, after consultation with the clients, the Study Director announced the decision to officially terminate the survey's fieldwork, and therefore no other interviews were attempted.
5.4 Interviewer Compensation

The field payment schedule for this study was as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training fee (3 day conference)</td>
<td>$150</td>
</tr>
<tr>
<td>Interview Completed</td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td>$40</td>
</tr>
<tr>
<td>Non-Latino</td>
<td>$20</td>
</tr>
<tr>
<td>Screening completed</td>
<td></td>
</tr>
<tr>
<td>Ineligible household</td>
<td>$5</td>
</tr>
<tr>
<td>Respondent refused interview</td>
<td>$3</td>
</tr>
</tbody>
</table>

Interviewers were paid $.21 per mile after the first 50 miles, and, in most parts of the country, $5 an hour after the first hour of travel time for each trip that exceeded 50 miles (round trip). In large urban areas, such as New York City and Los Angeles, $6 per hour was paid for excess travel time.

One hundred four (104) interviewers (65% of those trained) completed their full assignments to ISR's specifications and therefore received payment for training.

As an incentive to submit complete, carefully administered interviews, interviewers were given the opportunity to earn bonuses for high quality work. A bonus of $5 was paid for an interview without significant errors or missing information, or $3 for an interview with minor errors or missing information. Full ($5) bonuses were awarded for approximately 77% of the interviews completed on this study. On an additional 9% of the interviews partial ($3) bonuses were given. Only 10% of the interviews required recontact with the respondent to obtain missing information.

Beginning in September 1989, additional compensation was offered to New York interviewers working outside of their home boroughs. All mileage and up to 2 hours travel time were paid.

An interviewer incentive for converting non-final refusals was added in January 1990. Interviewers were paid an additional amount, depending on the initial code and the results of the refusal conversion attempt.

Interviewers selected to work in the end-of-study clean-up period were paid on a special basis dependent on the difficulty of the work and the areas to which they assigned. Generally a daily pay minimum was guaranteed, and if the interviewer did not earn at least that minimum amount, based on interviews and screenings completed, ISR paid the difference.

5.5 Validation Procedures

Each respondent was mailed a validation letter immediately after the completed interview was received by ISR. There were both English and Spanish versions of the validation letter; the version sent corresponded to the language in which the interview had been conducted. In addition to expressing appreciation for participation in the survey, the letter included a short questionnaire, which the respondent was asked to complete and return to ISR in a pre-addressed, postage-paid envelope which was provided. The validation questionnaire asked how much time the interview had taken, whether or not certain questions were asked and certain procedures were followed by the interviewer during the interview, and re-asked several factual items from the original interview. The letter also solicited the respondent’s general comments about the interview and the interviewer.
When the incentive check was mailed to the respondent several weeks after the interview, a second validation letter was mailed with it, regardless of whether or not the first one had been completed and returned to the office by the respondent.

The information provided by the respondent in the completed validation questionnaire was keyed onto disk, where responses to the validation items were compared with the responses to the same items in the original interview questionnaire. Discrepancies were brought to the attention of the Field Administrator, who determined what action to take.

For interviewers with a low rate of returned validation letters, or whose work was questionable for any reason, special telephone validations were conducted either on a sample or on all of their completed interviews. Letter validations were obtained for 2,288 cases and 91 additional cases were validated by phone.

A total of 2,379 cases, or 69.5 percent of all completed interviews, were validated on this study. Every interviewer completing 5 or more interviews had at least 10 percent of their work validated.

5.6 Validation Problems

At one point early in the field period, discrepancies in many of the validation letters returned by the respondents raised concern about whether or not interviewers were following correct interviewing procedures. Through follow-up phone contact with the respondents it was discovered that some of the items in the validation letter were unclear, and it was likely that correct interviewing procedures were being observed. The validation letter was revised immediately and the number of discrepancies was reduced considerably. For example, many respondents responded "no" to the following validation questions, (to which a "yes" response was expected, unless the respondent could not read or could not see):

"Did the interviewer show you a set of many different cards on a ring and ask you to choose answers from each card?"

After realizing that the respondents may have interpreted the word "card" to mean playing cards, and remembering that the show cards for this study were bound with a spiral binding along one full 11-inch side, not held together with a single ring, the validation question was revised to:

"At various times during the interview, did the interview hand you a booklet of large white cards from which you were to choose your answers?"

Another problem with the returned validation letters involved respondents answering a date of birth question who mistakenly transposed month and day. A wording change to the validation question did reduce some discrepancies, however many continued to occur.

In all cases of inconsistency in date of birth, the original interview questionnaire was pulled and examined for obvious data entry or clerical error. When none was found, the handwriting on the validation letter was checked against the handwriting obtained from the respondent at the time of the original interview. In some cases it was clear that the validation letter had been completed by someone other than the respondent, and telephone calls were made to the respondent to verify that the interview was conducted with the correct person. If the respondent had recorded the birthdate on the validation form him/herself, that date was taken to be correct and the questionnaire was updated.

Through the validation process it was discovered that the work of 3 interviewers was of questionable validity, and further investigation and analysis indicated that their interviews should be removed from the survey. The interviewers themselves were reprimanded and terminated. Nearly all of the HUs assigned to these interviewers were recontacted in person, and if possible, rescreened, and reinterviewed by other field interviewers or coordinators. The reinterviews were compared to the originals submitted by the interviewers.
under question. In several cases the original interview was clearly not completed with the person who supposedly had been interviewed. In most of the interviews it appeared that an abbreviated version of the interview had been administered to the correct respondent, and that the unasked questions or sections of the questionnaire had been filled in by the interviewer. If recontact or reinterview was not possible because the respondent was uncooperative or unlocatable, the interview was assumed to be invalid and was deleted.

In total, 32 interviews were deleted for validation reasons, and 16 of these were replaced with new interviews completed with the correct respondent, fully in compliance with interviewing protocols.
6. Survey Results

6.1 Respondent Demographics

Interviews were conducted with 3,415 respondents. Latinos accounted for 2,817 cases, and the remaining 598 were non-Latino. Among Latinos, 1,546 were Mexican, 589 were Puerto Rican and 682 were Cuban. Only one Latino respondent claimed to have mixed Latino ancestry -- Cuban and Mexican. This respondent was counted as a Cuban for reporting purposes. Sixty percent of the Latino respondents were interviewed in Spanish.

Table 6.1.1 presents the unweighted percentage distribution by sex of the sample for each Latino type. Over half of all cases are female. For Mexicans and Cubans the percentage is 57 percent, and for Puerto Ricans it is 63. Females comprise 55 percent of Non-Latino cases. These percentages are consistent with what is expected in a national survey in which one person is selected from each eligible household. The reason is that female headed households outnumber households with only males, especially for the Puerto Rican population.

<table>
<thead>
<tr>
<th>Latino Type</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexican</td>
<td>43.3%</td>
<td>56.7%</td>
<td>100%</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>36.5%</td>
<td>63.5%</td>
<td>100%</td>
</tr>
<tr>
<td>Cuban</td>
<td>43.3%</td>
<td>56.7%</td>
<td>100%</td>
</tr>
<tr>
<td>Non-Latino</td>
<td>45.0%</td>
<td>55.0%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>42.4%</td>
<td>57.6%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Turning to respondent age, the sample appears to be spread evenly. However, the age distribution is markedly different by Latino type. A striking result is that Cuban respondents tend to be older than the rest of the sample.

Table 6.1.2 presents the unweighted percentage distributions of the sample across four categories of age (18-24, 25-34, 35-49, 50+) for each Latino type. Roughly half the Mexican and Puerto Rican respondents are under 35 years old, while only a quarter of the Cuban respondents are under 35. Moreover, just over half of the Cuban sample is 50 years old or older. This result, too, is also not surprising, since there was a large influx of Cuban adults in the 1950s who have since transitioned into this age category.
Table 6.1.2
Unweighted Percentage Distribution
of LNPS Respondents by Age
for Each by Latino Type

<table>
<thead>
<tr>
<th>Latino Type</th>
<th>18-24</th>
<th>25-34</th>
<th>35-49</th>
<th>50+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexican</td>
<td>19.9%</td>
<td>32.9%</td>
<td>27.6%</td>
<td>19.6%</td>
<td>100%</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>18.2%</td>
<td>28.2%</td>
<td>28.4%</td>
<td>25.3%</td>
<td>100%</td>
</tr>
<tr>
<td>Cuban</td>
<td>8.2%</td>
<td>15.7%</td>
<td>25.7%</td>
<td>50.4%</td>
<td>100%</td>
</tr>
<tr>
<td>Non-Latino</td>
<td>12.2%</td>
<td>24.4%</td>
<td>26.1%</td>
<td>37.3%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>15.9%</td>
<td>27.2%</td>
<td>27.1%</td>
<td>29.8%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Another important aspect to the LNPS is its geographic distribution of cases. Table 6.1.3 displays the unweighted distributions of the sample by geography for each Latino type. The five geographic areas represent an ad hoc clustering of PSUs: Northeast, Midwest, Florida, Texas plus other Southwest (including Las Vegas), and California (plus Portland).

The distributions show that Mexicans, Cubans and Puerto Ricans emerged (albeit sparsely) in all geographic area. About an eighth of the Mexican sample comes from the Northeast-Midwest-Florida area. The Midwest and Florida account for almost a quarter of the Puerto Rican sample. About one tenth of the Cuban sample was generated outside the Florida PSUs.

The next survey result addresses the representation of the sample across Latino density neighborhoods. Roughly half the Latino interviews were conducted in areas with less than 50 percent
Table 6.1.3
Unweighted Percentage Distribution
LNPS Respondents by Geographic Area
for Each Latino Type

<table>
<thead>
<tr>
<th>PSU GROUP:</th>
<th>Mexican</th>
<th>Puerto Rican</th>
<th>Cuban</th>
<th>Non-Latino</th>
<th>Total Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast</td>
<td>2%</td>
<td>72%</td>
<td>8%</td>
<td>13%</td>
<td>17%</td>
</tr>
<tr>
<td>Midwest</td>
<td>9</td>
<td>9</td>
<td>1</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Florida</td>
<td>1</td>
<td>1</td>
<td>89</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>Texas, et al*</td>
<td>44</td>
<td>1</td>
<td>1</td>
<td>28</td>
<td>25</td>
</tr>
<tr>
<td>California**</td>
<td>44</td>
<td>3</td>
<td>1</td>
<td>31</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Texas, et al includes all PSUs in Texas, Arizona, New Mexico, Colorado, and Nevada.
** Portland is included with the California PSUs for this table.

Latino population density. Just under one quarter of Latinos in the LNPS resided in low Latino density areas -- areas with under 20 percent Latino density. Another quarter resided in areas with 20 to 49 percent Latino density. Thus, the LNPS achieved its goal of significantly representing Latinos from all Latino density neighborhoods.

Finally, consider language of interview among Latinos. In the LNPS, 60 percent of Latino respondents were interviewed in Spanish. This is a higher rate than most surveys involving oversamples of Hispanics in the US. (Previous surveys at ISR Temple yielded Spanish interviews from roughly 40 percent of the Hispanic oversample.)

Table 6.1.4 presents the percentage respondents who were interviewed in Spanish for each subgroup defined by crossing age (under 35, 35 and over) with Latino Type. The third column shows that half the Mexicans chose to be interviewed in Spanish, while 60 percent of Puerto Ricans and over 80 percent of Cubans completed Spanish interviews. This suggests that the high proportion of Spanish interviews is due in part to the oversampling of Puerto Ricans and Cubans relative to Mexicans.

The bottom row of Table 6.1.4 suggests that respondents at ages 35 and older were more than half again more likely than those under 35 to be interviewed in Spanish. Columns 2 and 3, however, show that substantial differences in interview language choice occurred by age and Latino type. For respondents at ages 35 and over, just over half of Mexicans, over three quarters of Puerto Ricans and over 9 in 10 Cubans were interviewed in Spanish. For those under 35, Spanish interviews were conducted with roughly half of Mexicans, about 40 percent of Puerto Ricans and about half of Cubans. These results suggest that language of interview is highly related to age and Latino type in the LNPS.
Table 6.1.4  
Percentage of LNPS Interviews Conducted in Spanish within Each subgroup Formed by Crossing Latino Type and Age Group

<table>
<thead>
<tr>
<th>Latino Type:</th>
<th>Under 35</th>
<th>35 and Older</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexican</td>
<td>48.2%</td>
<td>52.7%</td>
<td>49.7%</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>40.7%</td>
<td>77.5%</td>
<td>60.4%</td>
</tr>
<tr>
<td>Cuban</td>
<td>52.8%</td>
<td>91.5%</td>
<td>82.3%</td>
</tr>
<tr>
<td>Total</td>
<td>47.2%</td>
<td>70.6%</td>
<td>60.2%</td>
</tr>
</tbody>
</table>

6.2  Survey Response

Two sources of survey response in the LNPS are addressed: screening response and interview response. A screening response rate is defined as the percentage of households in the survey for which sufficient information was obtained to establish whether or not an interview should taken. Addresses selected in the sample but known to be vacant, dilapidated (not habitable), businesses are not included in the base of the screening response rate.

An interview response rate denotes the percentage of persons selected to be interviewed who were actually interviewed. Households are excluded from the interview response rate base if eligibility status could not be established (i.e., when households were not screened).

Overall response rate combines screening and interview response by taking their product. The overall response rate estimates the percentage of the survey population which participated in the study. In this section, subsections are devoted to each aspect of survey response.

6.2.1  Screening Response

The LNPS achieved an overall screening response rate of 89.7 percent. This result is based on 13,589 households which were identified from the sample of addresses.

The number of addresses selected into the sample was 15,203. However, 1,614 (or 10.6%) were determined to be nonhouseholds: vacant, dilapidated, businesses, etc.

Virtually all of the 12,187 screened households were conducted using face-to-face screening. (However, 1.6 percent, or 189 households were screened by mail in the final stages of data collection.)

Of the 12,187 screened households, just over a third (4,390) were determined to have residents who were eligible to participate in the study. Eligibility resulted if at least one household member was a Latino adult or if the household was randomly allocated a screening form designating it as part of the non-Latino sample. Table 6.2.1 summarizes the aggregate screening experience of the LNPS.
Although the overall screening response rate reached 90 percent, modest variation was experienced in different areas of the country, from a low of 84 percent in the Northeast, to a high of 98 percent in rural counties (in Texas and New Mexico). Table 6.2.2 exhibits LNPS screening response rates for nine areas of the country. The Northeast fared worst, with an 84 percent screening response; the Midwest and California areas were slightly better, showing screening response in the range 87 to 88 percent. Florida and Texas attained a screening rate of 94 percent; the other Southwest areas and the rural counties achieved the highest screening rates (97 - 98 percent).

These results coincide with previous experience in national area sample surveys. Urban areas in the Northeast and Midwest typically present challenging field assignments. Similarly, large metropolitan areas in California can be problematic. On the other hand, the South, especially in rural areas, is usually manageable.

The Latino density of the neighborhood was not a significant factor in the screening of households. In areas with less than 20 percent Latino population, a 91 percent screening response was attained. In areas with 20 to 49 percent Latino density, 88 percent of households were screened. Finally, in high density Latino neighborhoods (50% or more Latino), 89 percent screening response was achieved.
Table 6.2.1
Screening Disposition of the LNPS Sample

Final Disposition:
Households 13,589 (89.4%)

Screened 12,187 (89.7%)
  Eligible 4,390
  Not Eligible 7,797

Not Screened 1,402 (10.3%)

Non-Households 1,614 (10.6%)

Total Sample of Addresses 15,203 (100%) 13,589 (100%) 12,187 (100%)

Table 6.2.2
Screening Response Rates in the LNPS by Geographic Area

<table>
<thead>
<tr>
<th>Geographic Area</th>
<th>Screening Response Rate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast</td>
<td>83.8%</td>
</tr>
<tr>
<td>Midwest</td>
<td>86.8%</td>
</tr>
<tr>
<td>Florida</td>
<td>94.0%</td>
</tr>
<tr>
<td>Texas</td>
<td>94.0%</td>
</tr>
<tr>
<td>Southwest*</td>
<td>96.9%</td>
</tr>
<tr>
<td>Los Angeles Metro.</td>
<td>87.9%</td>
</tr>
<tr>
<td>Other Self-Representing</td>
<td></td>
</tr>
<tr>
<td>California.</td>
<td>87.8%</td>
</tr>
<tr>
<td>West Coast Nonself-Representing**</td>
<td>86.5%</td>
</tr>
<tr>
<td>Rural Southwest.</td>
<td>97.9%</td>
</tr>
<tr>
<td>Total</td>
<td>89.7%</td>
</tr>
</tbody>
</table>

* Southwest Metro includes all PSUs in AZ, NM, CO, and NV.
** West Coast Nonself-representing includes metropolitan areas in California, plus Portland.

6.2.2 Interview Response

The LNPS produced a Latino interview response rate of 82.4 percent, and a Non-Latino interview response rate of 61.6 percent.
Table 6.2.3 displays interview response rates by Latino type. Among the Latino subgroups, 84 percent of Mexicans selected to be respondents were interviewed. For Cubans that percentage was 82, and Puerto Ricans were slightly more reticent, with an interview response rate of 79 percent.

<table>
<thead>
<tr>
<th></th>
<th>Puerto Rican</th>
<th>Cuban</th>
<th>Non-Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview Rate</td>
<td>84.0%</td>
<td>82.2%</td>
<td>61.6%</td>
</tr>
<tr>
<td>Number of Persons Selected</td>
<td>1,840</td>
<td>749</td>
<td>830</td>
</tr>
</tbody>
</table>

Interview response did not vary much by Latino density neighborhood (except for non-Latinos). Latinos maintained an 80 percent interview response in low (under 20%) and middle (20 to 49%) Latino density areas; in high density Latino areas (50% or more) an 85 percent interview response was achieved. Non-Latinos realized a 65 percent interview response in low density Latino neighborhoods, but suffered a 51 percent interview response in the higher density Latino areas. One contributor to the higher rate of nonresponse among non-Latinos in high density Latino areas may be the restriction of the interview language (for non-Latinos only) to English. Note that Spanish speaking Dominicans, Central and South Americans could not have been interviewed because, for the purpose of this survey, they were considered to be "non-Latino".

Interview response rates varied modestly by geographic area and Latino type. Table 6.2.4 presents interview response rates by geographic area for each Latino subgroup. The Mexican sample achieved its highest interview response rate, 87 percent, in Texas and the Southwest (excluding California). The lowest interview response, 78 percent, occurred in California nonself-representing areas. Interview response for Puerto Ricans was highest in Florida (90 percent), and lowest in the Northeast (77 percent). For Cubans, an 83 percent interview response rate was attained in Florida, while interview response reached 76 percent elsewhere. Finally, Non-Latino interview response rates were highest in Texas and the Southwest (66 percent), and lowest in California (59 percent). These interview response rates reflect the difficulty involved in maintaining the data collection effort on a national basis over an eight month period.

6.2.3 Overall Response Rates

Overall response rates were calculated in the LNPS by simply taking the product of the screening and interview response rates. The LNPS achieved an overall response rate of 73.9 percent for Latinos, and 55.3 percent for Not-Latinos.

Among Latinos, overall response rates were modestly varied. Mexicans attained the highest overall response rate, 75.3 percent. Cubans achieved an overall response rate of 73.7 percent, while Puerto Ricans experienced a 70.5 percent overall response.
<table>
<thead>
<tr>
<th></th>
<th>North East</th>
<th>Texas and Other</th>
<th>California</th>
<th>West Coast</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Florida</td>
<td>Self-Representing</td>
<td>Nonself-Representing</td>
</tr>
<tr>
<td>Mexican</td>
<td>81.6%</td>
<td>87.2%</td>
<td>83.2%</td>
<td>77.6%</td>
</tr>
<tr>
<td>North East, Midwest and Florida</td>
<td>83.0%</td>
<td>76.3%</td>
<td>77.8%</td>
<td>66.3%</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>76.9%</td>
<td>89.8%</td>
<td>Balance</td>
<td></td>
</tr>
<tr>
<td>Cuban</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida</td>
<td>83.0%</td>
<td>76.3%</td>
<td>Balance</td>
<td></td>
</tr>
<tr>
<td>Non-Latino</td>
<td>60.8%</td>
<td>66.3%</td>
<td>58.9%</td>
<td></td>
</tr>
</tbody>
</table>
7. Weights for Analysis

7.1 Overview of Weighting

Weights have been provided for the analysis of the LNPS data. They are used to eliminate bias that might otherwise result from unequal selection probabilities. Selection probabilities differ from case to case because of the oversampling of higher Latino density strata, differential sampling by Latino type and the selection of a single respondent within a household.

Weights provided in the LNPS incorporate adjustments for screening nonresponse and interview nonresponse. These adjustments are aimed at reducing nonresponse bias.

The weights also reflect poststratification. This adjustment aligns the sample to "known" population distributions taken from the March 1989 Current Population Survey, and therefore reduces one source of sampling fluctuation.

Two weights appear on the LNPS data tape: a subgroup specific final weight, SFWT, and a final weight, FWT. The subgroup specific final weight is intended for use when analyzing (or contrasting) one of the following subgroups: Mexican, Puerto Rican, Cuban, Non-Latino/White, or Non-Latino/Non-White. For each of these subgroups, SFWT sums to the unweighted number of cases representing that group in the data set.

The Final Weight, FWT, is intended for use when analyzing combinations of the Latino subgroups, such as the Latinos as a single population (Mexicans, Cubans, Puerto Ricans). As a whole, the sum weighted sum of FWT among Latinos equals the unweighted number of Latino cases in the data set. However, the relative weights of Puerto Ricans and Cubans compared to Mexicans is reduced to reflect their true representation in the Latino population.

7.2 Sampling Weights

Sampling weights reflect the selection probability of a subject. Specifically, the sampling weight is the reciprocal of the selection probability. In the LNPS, the sampling weight, SWT, may be decomposed as follows:

\[ SWT = HHWT \times OSWT \times RWT \times TPS \times NLWT \]

where

HHWT denotes the reciprocal of the household selection probability (in the absence of oversampling high density Latino neighborhoods);

OSWT reflects the disproportionate sampling of higher Latino density neighborhoods;

RWT is the reciprocal of the respondent selection probability within a household;

TPS is the reciprocal of the selection probability resulting from the two phase sample design;

NLWT reflects the reduced sampling fraction among the non-Latino population.

7.3 Nonresponse Adjustments

Nonresponse adjustments were created for screening and interview nonresponse. For each, a "cell mean" nonresponse model is employed. This model postulates that within "cells" or subgroups of the population, the differences between respondents and nonrespondents are negligible.
Adjustments are then made independently within each cell. First, response rates are calculated for each cell used in the adjustment process. (Cells are based on available auxiliary information available to all the sample.) The nonresponse adjustment consists of the cell-specific reciprocal of the weighted response rate. All "respondent" cases receive an adjustment based on their constituent "cell."

In the LNPS, screening response adjustments were based on cells defined by nine geographic areas. Interview nonresponse adjustments were based on cells formed by a crosstabulation of Latino type (Mexican, Cuban, Puerto Rican, Non-Latino) and geography.

The nonresponse adjustment is of the form: \( \text{SCRADJ} \times \text{IWADJ} \), where SCRADJ denotes the screening adjustment, and IWADJ represents the interview nonresponse adjustment.

7.4 Poststratification

Poststratification is an adjustment technique which aligns the sample to known population distributions obtained from an independent source. For the LNPS we employed population distributions based on the March 1989 Current Population Survey.

Distribution arrays were created for a crosstabulation of Latino type (Mexican, Cuban, Puerto Rican, Non-Latino/White, Non-Latino/Non-White), sex, and age group (18-24, 25-34, 35-49, 50+). The same arrays were created using weights equal to the product of SWT, SCRADJ and IWADJ. The poststratification adjustments (PSTR) were formed by simply taking the ratios of the control to sample totals for each cell.

7.5 Final Weights

The final weight, FWT, is the product of the sampling weight (SWT), screening nonresponse adjustment (SCRADJ), interview nonresponse adjustment (IWADJ), and poststratification adjustment (PSTR), scaled back so that the weighted sum of Latino cases matches the unweighted Latino case count, and the weighted sum of Non-Latino cases yields the unweighted cases count of Non-Latinos. Thus, FWT is appropriate for use when analyzing the Latino population as a whole, or the Non-Latino population as a whole.

The subgroup specific final weight is also based on the product of SWT, SCRADJ, IWADJ, and PSTR, but is scaled so that the weighted sum of Latino specific cases yields the unweighted case count for that group. For instance, the weighted case count of Mexicans is 1,546, for Cubans it is 682, and for Puerto Ricans it is 598. Thus, SFWT is appropriate when analyzing Latino specific subgroups.
<table>
<thead>
<tr>
<th>VARIABLE NAME</th>
<th>QUESTION/CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASEOFF</td>
<td>Case Number</td>
</tr>
<tr>
<td>LISTING</td>
<td>Listing Area (LA #)</td>
</tr>
<tr>
<td>HOUSUNIT</td>
<td>Housing Unit # (HU#)</td>
</tr>
<tr>
<td>DATE</td>
<td>Date</td>
</tr>
</tbody>
</table>

**Month**
- 01-January/enero
- 02-February/febrero
- 03-March/marzo
- 04-April/abril
- 05-May/mayo
- 06-June/junio
- 07-July/julio
- 08-August/agosto
- 09-September/septiembre
- 10-October/octubre
- 11-November/noviembre
- 12-December/diciembre

99-No answer

**Day**
- 01
- 31

99-No answer

**Year**
- 89-1989
- 90-1990

**TIMEINTR**
Length of Interview
(CODE IN MINUTES)

001

...  

999-No answer
INTWRID  Interviewer's ID

99999-No answer

TYPINTW  Type of Interview

1-English Latino (white)
2-Spanish Latino (blue)
3-English Non-Latino (green)

RGROUP  Q.1 Respondent's Group

1-Mexican origin/de origen Mexicano
2-Puerto Rican/puertorriqueno
3-Cuban/Cubano

5-Combination of Mexican origin & Cuban

Blank-Inapplicable, Non-Latino questionnaire

GENDER  Q.2 Sex of Respondent

1-Male
2-Female

Q.3 In what month, day and year were you born?

Note: ICPSR has recoded BMONTH and BDAY to zero for confidentiality reasons.

BMONTH  Month of Birth

01-January/enero
02-February/febrero
03-March/marzo
04-April/abril
05-May/mayo
06-June/junio
07-July/julio
08-August/agosto
09-September/septiembre
10-October/octubre
11-November/noviembre
12-December/diciembre

97-Refused
98-Don't know
99-No answer

BDAY  Day of Birth

01
.
.31

97-Refused
98-Don't know
99-No answer
Q.4 Here is a list of names that are used to describe persons of Spanish heritage. Please tell me all of those, if any, you call Yourself. (PROBE: What else?) (USE CODES BELOW FOR VARIABLES MEXICAN TO OTHERID)

1-Code circled
2-Code not circled

GO TO Q.8 -> O="NONE" circled
Blank-Inapplicable, Non-Latino Questionnaire

MEXICAN 1. Mexican
MEXCANO 2. Mexicano(a)
MEXAMER 3. Mexican American
CHICANO 4. Chicano(a)
CUBAN 5. Cuban
PRICAN 6. Puerto Rican
NURICAN 7. Nuiyoricano/Neorican)
HISPANIC 8. Hispanic
LATINO 9. Latino(a)
SPANISH 10. Spanish
SPANAMER 11. Spanish American
RAZA 12. Raza
AMERICAN 13. American
HISPANO 14. Hispano
OTHERID 15. Other (SPECIFY)

3-Black
4-White
5-Cuban-American
6-Mex-Tex/Tex-Mex
7-Hispanic/Latino-American
8-Mexican Indian, American Indian

BOX 1 Circle appropriate code and follow instructions.

NOIDENT GO TO BOX 2 -> 1-R gave one answer to Q. 4
2-R gave two or more answers to Q.4

0-Inapplicable, coded 0 in MEXICAN
Blank-Inapplicable, Non-Latino Questionnaire
<table>
<thead>
<tr>
<th>PREFERID</th>
<th>Q.5</th>
<th>Which one do you most prefer?</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td></td>
<td>Mexican</td>
</tr>
<tr>
<td>02</td>
<td></td>
<td>Mexicano(a)</td>
</tr>
<tr>
<td>03</td>
<td></td>
<td>Mexican American</td>
</tr>
<tr>
<td>04</td>
<td></td>
<td>Chicano(a)</td>
</tr>
<tr>
<td>05</td>
<td></td>
<td>Cuban</td>
</tr>
<tr>
<td>06</td>
<td></td>
<td>Puerto Rican</td>
</tr>
<tr>
<td>07</td>
<td></td>
<td>Nuiyorican/Neorican</td>
</tr>
<tr>
<td>08</td>
<td></td>
<td>Hispanic</td>
</tr>
<tr>
<td>09</td>
<td></td>
<td>Latino(a)</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Spanish</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Spanish American</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Raza</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>American</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Hispano</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Black</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>White</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>Cuban-American</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>Mex-Tex/Tex-Mex</td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>Hispanic/Latino-American</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>Mexican Indian/American Indian</td>
</tr>
<tr>
<td>77</td>
<td></td>
<td>Other (SPECIFY):</td>
</tr>
<tr>
<td>95</td>
<td></td>
<td>Multiple codes circled (probed or not probed)</td>
</tr>
<tr>
<td>98</td>
<td></td>
<td>Don't know</td>
</tr>
<tr>
<td>99</td>
<td></td>
<td>No answer</td>
</tr>
<tr>
<td>00</td>
<td></td>
<td>Inapplicable, coded 0 in Var. MEXICAN or coded 1 in Var. OTHERID</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blank-Inapplicable, Non-Latino questionnaire</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HISPID</th>
<th>BOX 2</th>
<th>Circle appropriate code and follow instructions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1- 'HISPANIC' is circled in either Q.4 or Q.5</td>
<td>GO TO BOX 3</td>
</tr>
<tr>
<td></td>
<td>2- 'HISPANIC' not circled in Q.4 and Q.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0- Inapplicable, coded 0 in Var. MEXICAN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Blank-Inapplicable, Non-Latino questionnaire</td>
<td></td>
</tr>
</tbody>
</table>
Q.6  Different people use the term Hispanic to mean different things. What do you mean when you call yourself Hispanic?

01—Group of people of the same background
02—People who speak Spanish
03—Origin of my family
04—Part of Latin/Spanish/Hispanic culture
05—People who come from a Latin American country or from Spain
06—People born or raised in a Spanish speaking country
07—People with Spanish surnames
08—People of a background that has values and cultural beliefs or mores of Mexico or Spain
09—Hispanic or Latino because of nationality/heritage
10—Of Mexican descent
11—Of Cuban descent
12—Of Puerto Rican descent
13—Of Spanish descent
14—Of Latin descent
15—Doesn't mean anything/just a name, term
16—A mixture of several races: Spanish, Indian, and African
17—Of Roman descent
18—Part Mexican, part Spanish, part America
19—Americano, but not NorteAmericano (North American)
20—It is just a label used in an application form
21—That I'm not white
22—It depends on the context

MEANHIS1  First Mention

77—Other
98—Don't know
99—No answer
00—Inapplicable, coded 0 in Var. MEXICAN or 2 in Var. HISPID
Blank—Inapplicable, Non-Latino questionnaire

MEANHIS2  Second Mention

96—No second mention

BOX 3  Circle appropriate code and follow instructions.

1—'LATINO' is circled in either Q.4 or Q.5
GO TO Q.8 -> 2—'LATINO' not circled in Q.4 and Q.5

0—Inapplicable, coded 0 in Var. MEXICAN
Blank—Inapplicable, Non-Latino questionnaire

Q.7  Different people use the term Latino to mean different things. What do you mean when you
call yourself Latino?

01-Group of people of the same background
02-People who speak Spanish
03-Origin of my family
04-Part of Latin/Spanish/Hispanic culture
05-People who come from a Latin American country or from Spain
06-People born or raised in a Spanish speaking country
07-People with Spanish surnames
08-People of a background that has values and cultural beliefs or mores of Mexico or Spain
09-Hispanic or Latino because of nationality/heritage
10-Of Mexican descent
11-Of Cuban descent
12-Of Puerto Rican descent
13-Of Spanish descent
14-Of Latin descent
15-Doesn't mean anything/just a name, term
16-A mixture of several races: Spanish, Indian, and African
17-Of Roman descent
18-Part Mexican, part Spanish, part America
19-Americano, but not NorteAmerican (North American)
20-It is just a label used in an application form
21-That I'm not white
22-It depends on the context

MEANLIS1
First Mention

77-Other
98-Don't know
99-No answer

00-Inapplicable, coded 0 in Var. MEXICAN or 2 in Var. HISPID
Blank-Inapplicable, Non-Latino questionnaire

MEANLIS2
Second Mention

96-No second mention
RACE  Q.8  Do you consider yourself:
  1-white,
  2-black,
  3-or something else? (SPECIFY):
  4-"Spanish" label (i.e. [RG]/Hispanic/Latino/
    Mestizo/RG, Hisp, Lat-American, etc.)
  5-"Color" oriented label-(Moron/Triune/
    Brown/Olive/Tan/Cafe, etc.)
  6-"Race" label-(Mulatto/N. American/Indian)
  7-Refused
  8-Don't know
  9-No answer

MARSTAT  Q.9  Are you currently:
  01-married,
  02-living with someone,
  GO TO Q.11  
  -> 03-separated,
  -> 04-divorced,
  -> 05-widowed,
  -> 06-or have you never been married?
  -> 07-Married but not living with spouse.
  -> 08-Single
  
  -> 77-Other (SPECIFY)
  
  -> 97-Refused
  -> 98-Don't know
  -> 99-No answer

SPOUBKGD  Q.10  Is (your spouse/the person you live with) of:
  01-Mexican origin,
  02-Cuban origin,
  03-Puerto Rican origin,
  04-other Latino origin,
  05-Anglo origin,

  77-or of some other origin? (SPECIFY):
  
  98-Don't know
  99-No answer

  00-Inapplicable, coded 03-03, 77 or 97-
    99 in Var. MARSTAT
  Blank-Inapplicable, Non-Latino questionnaire

PARGUAR  Q.11  Are you a parent or legal guardian of any
  children?
  1-Yes
  2-No

  8-Don't know
  9-No answer
REDUC  Q.12  Everyone may not have had the chance to go to school. In your case, what is the highest grade or year of school that you have completed? (IF AMBIGUOUS, ASK): How many years does this mean you've completed?

GO TO Q.17 -> 00-No Formal Schooling

GO TO Q.15 -> 01-First year

-> 08-Eighth year

09-Ninth year

12-Twelfth year

GO TO Q.14 -> 13-Thirteenth year

-> 17-Seventeenth year of more

98-Don't know
99-No answer

HISCHOOL  Q.13  Did you get a high school diploma or pass a high school equivalency test?

GO TO Q.15 -> 1-Yes

-> 2-No

8-Don't know
9-No answer

0-Inapplicable, coded 00-08, 13-17 in Var.

REDUC

Blank-Inapplicable, Non-Latino questionnaire
HIDEGREE Q.14 What is the highest degree that you have earned? (IF R SAYS 'NONE' PROBE: Please include high school diploma or high school equivalency certificate [G.E.D.], if any.

HIGH SCHOOL/ ASSOCIATES
01-High school diploma
02-GED-High school equivalency certificate
05-Associate’s degree, any type

BACHELORS
10-B.A. - Bachelor of Arts or Bachelor’s degree, unspecified
11-B.B.A. - Bachelor of Business Administration
12-B.Ed. - Bachelor of Education
13-B.S. - Bachelor of Science
14-B.S.W. - Bachelor of Social Work
15-Bachelor degree - other

MASTERS
20-M.A. - Master of Arts or Masters degree, unspecified
21-M.B.A. - Master of Business Administration
22-M.Ed. - Master of Education
23-M.S. - Master of Science
24-M.S.W. - Master of Social Work
25-Master degree - other

DOCTORATES
30-D.D.S. - Dr. of Dental Surgery or D.M.D. - Doctor of Dental Medicine
31-D.V.M. - Doctor of Veterinary Medicine
32-Ed.D. - Doctor of Education
33-O.D. - Doctor of Osteopathy
34-Ph.D. - Doctor of Philosophy
35-Doctorate degree - other

PROFESSIONAL (non master, non doctorate)
40-J.D. - Doctor of Juris Prudence
41-M.D. - Doctor of Medicine
50-R.N. - Registered Nurse
51-L.P.N./L.G.P.N. - Licensed Practical Nurse
60-Certificate of any kind

77-Other degree
95-None, no degree
97-Refused
98-Don't know
99-No answer

00-Inapplicable, coded 00-08 in Var. REDUC or coded 1-2 or blank in Var. HISCHOOL.
PUBPARCH Q.15  (Between grades one through twelve,) did you attend:

GO TO Q.17 ->
1-public school,
2-parochial schools,
3-other private schools,
4-or any combination of these?

GO TO Q.17 ->
8-Don't know
-> 9-No answer

0-Inapplicable, coded 00 in Var. REDUC
Blank-Inapplicable, Non-Latino questionnaire

Q.16 During what grades did you attend parochial or private school?
(USE CODES BELOW FOR GRADE 01-12)

1-Grade circled
2-Grade not circled

0-Inapplicable, coded 00 in Var. REDUC
or coded 1, 8 or 9 in Var. PUBPARCH
Blank-Inapplicable, Non-Latino questionnaire

GRAPRIV1  13 Grade 01
GRAPRIV2  14 Grade 02
GRAPRIV3  15 Grade 03
GRAPRIV4  16 Grade 04
GRAPRIV5  17 Grade 05
GRAPRIV6  18 Grade 06
GRAPRIV7  19 Grade 07
GRAPRIV8  20 Grade 08
GRAPRIV9  21 Grade 09
GRAPRI10  22 Grade 10
GRAPRI11  23 Grade 11
GRAPRI12  24 Grade 12
FATHEDUC Q.17 If your parents had the opportunity to attend school, what is the highest grade or year of school that your father completed?

00-No Formal Schooling
01-First year ---------| ---> GRAMMAR SCHOOL
08-Eighth year--------|
09-Ninth year---------| 1 ---> HIGH SCHOOL
12-Twelfth year-------|
13-Thirteenth year-----|  
17-Seventeenth year or more-------- |  
17-Other

77-Other
98-Don't know
99-No answer

Blank-Inapplicable, Non-Latino questionnaire

MOMEDUC Q.18 And your mother, what is the highest grade or year of school that she completed?

(USE CODES GIVEN IN Q.17, FATHEDUC)

CODER====> REFER TO MARITAL STATUS ON BOOKMARK. IF R IS MARRIED OR LIVING WITH SOMEONE, ASK Q.19. OTHERWISE GO TO Q.20a.
What was the highest grade or year of school completed by (your husband/your wife/the person you live with)?

00-No Formal Schooling or Inapplicable, coded 03-08, 77 or 97-99 in Var. MARSTAT

01-First year--------|       -------> GRAMMAR SCHOOL
                   .

08-Eighth year-------|

09-Ninth year-------|       -------> HIGH SCHOOL
                   .

12-Twelfth year------|

13-Thirteenth year----|       -------> COLLEGE
                   .

17-Seventeenth year or more-------------|

77-Other

98-Don't know
99-No answer

Blank-Inapplicable, Non-Latino questionnaire
|->Q.20a  What is your religious preference? That is, are you:

RELGEXPE   Q.21  Some people have had deep religious experiences which have transformed their lives. I'm thinking of experiences sometimes described as "being born again in one's faith" or "discovering Jesus Christ in one's life." There are deeply religious people who have not had an experience of this sort. How about you, have you had such an experience?

1-Yes
2-No

8-Don't know
9-No answer

0-Inapplicable, coded 40, 50, or 60 in Var. RELIGION
RELGUIDE  Q.22 Would you say your religion provides:

- 4-a great deal of guidance,
- 3-quite a bit of guidance,
- 2-some guidance,
- 1-or no guidance in your daily living?

- 7-Refused
- 8-Don't know
- 9-No answer

- 0-Inapplicable, coded 40 or 50 in Var. RELIGION

ATTSERV  Q.23 How often do you attend religious services?
Do you attend:

- 1-almost every week or more,
- 2-once or twice a month,
- 3-a few times a year,
- 4-almost never,
- 5-or never?

- 8-Don't know
- 9-No answer

- 0-Inapplicable, coded 40 or 50 in Var. RELIGION

WORKSTAT  Q.24 Please tell me which of these statements best describes your present work situation:

- 01-working full-time, (35 hours or more per week)
- 02-working part-time, (less than 35 hours per week)
- 03-have a job but not at work because of temporary illness, laid off, or on leave,
- 04-work occasionally, temporary jobs,
- 05-unemployed and looking for work,

GO TO Q.28 ->

- 06-unemployed and not looking for work,
- 07-in school.
- 08-retired,
- 09-homemaker,
- 10-disabled
- 11-on Public Assistance/welfare/Social Security/Pension
- 12-Refugee
- 13-Job training
- 14-Volunteer work

- 77-or something else, (SPECIFY):

- 98-Don't know
- 99-No answer

Q.25a Who do you work for? (In what city and state is that located?)
(NOT CODED)
INDUSTRY Q.25b In what kind of business or industry (do/did) you work?
(USE INDUSTRY CODES GIVEN IN U.S. CENSUS ALPHABETICAL INDEX OF INDUSTRIES AND OCCUPATIONS. ADDITIONAL CODES GIVEN BELOW)

See Appendix A for industry codes

940-Armed Forces
997-Other
999-No answer

000-Inapplicable, coded 06-14, 77, 98-99 in Var. WORKSTAT

JOBDUT |->Q.26a What is your occupation? (What sort of work do you do?)

|->Q.26b What are your main duties?
(QQ.26a AND 26b ARE CODED TOGETHER. USE OCCUPATION CODES GIVEN IN 1980 U.S. CENSUS ALPHABETICAL INDEX OF INDUSTRIES AND OCCUPATIONS. ADDITIONAL CODES GIVEN BELOW)

See Appendix B for occupation codes

903-Enlisted man
904-officer
905-Unspecified rank

997-other
999-No answer

00-Inapplicable, coded 06-14, 77, 98-99 in Var. WORKSTAT

SUPERVIS Q.27 Do your duties involve supervising others?

1-Yes
2-No

8-Don't know
9-No answer

0-Inapplicable, coded 06-14, 77, 98-99 in Var. WORKSTAT

CODER=====> REFER TO BOOKMARK. IF R IS MARRIED OR LIVING WITH SOMEONE, ASK Q.28. OTHERWISE, GO TO Q.29.
Please tell me which of these statements best describes the present work situation of (your husband/your wife/the person you are living with):

01-working full-time, (35 hours or more per week)
02-working part-time, (less than 35 hours per week)
03-have a job but not at work because of temporary illness, laid off, or on leave,
04-work occasionally, temporary jobs,
05-unemployed and looking for work,
06-unemployed and not looking for work,
07-in school,
08-retired,
09-homemaker,
10-disabled

77-or something else? (SPECIFY)
97-Refused
98-Don't know
99-No answer

00-Inapplicable, coded 03-08, 77, 97-99 in Var. MARSTAT
Blank-inapplicable, Non-Latino questionnaire

Do you:

GO TO Q.31 -> 1-rent your home,
   -> 2-own your home,
   -> 3-or do you live here under some other type of living arrangement? (SPECIFY)
   -> 5-Lives with other family member(s)
   -> 8-Don't know
   -> 9-No answer

GO TO Q.30 -> 4-(R VOLUNTEERS: LIVING WITH PARENTS.)

Do your parents rent or own their home?

1-Rent
2-Own
3-Other
8-Don't know
9-No answer
0-Inapplicable, coded 1-3, 5, or 8-9 in Var. HOMESTAT
Blank-inapplicable, Non-Latino questionnaire
Q.31 Did you serve on active duty in the U.S. Armed Forces?

1-Yes
GO TO Q.33
2-No

-> 7-Refused
-> 8-Don't know
-> 9-No answer

Q.32 During what years did you serve?

YRSMILT1 Served From
. .
89-1989
98-Don't know
99-No answer
00-Inapplicable, coded 2, 7-9 in ARMEDFOR

YRSMILT2 Served Through
. .
89-1989
95-Current serving
98-Don't know
99-No answer
00-Inapplicable, coded 2, 7-9 in ARMEDFOR

Q.33 Now I'd like to ask you about your family origins. In what country was your father born?

01-United States
02-Mexico
03-Puerto Rico
04-Cuba
05-Argentina
06-Australia
07-Austria
08-Bahamas
09-Barbados
10-Belgium
11-Belize
12-Bermuda
13-Bolivia
14-Brazil
15-(Cambodia) Kampuchea
16-Canada
17-Chile
18-China
19-Colombia
20-Costa Rica
21-Czechoslovakia
22-Denmark
23-Dominican Republic
24-Ecuador
25-Egypt
26-El Salvador
27-Finland
28-France
29-French Guiana
30-Germany
31-Great Britain (England, Wales, Scotland, N. Ireland)
32-Greece
33-Grenada
34-Guatemala
35-Guyana
36-Haiti
37-Honduras
38-Hungary
39-India
40-Indonesia
41-Iran
42-Iraq
43-Ireland
44-Israel
45-Italy
46-Jamaica
47-Japan
48-Jordan
49-Korea
50-Lebanon
51-Netherlands
52-New Zealand
53-Nicaragua
54-Norway
55-Pakistan
56-Panama
57-Paraguay
58-Peru
59-Philippines
60-Poland
61-Portugal
62-Romania
63-(Russia) Soviet Union USSR
64-Spain/Canary Islands
65-Sweden
66-Switzerland
67-Taiwan (Republic of China)
68-Thailand
69-Trinidad
70-Turkey
71-Uruguay
72-Venezuela
73-Vietnam
74-Yugoslavia
75-Guam
76-Liberia

77-Other (specify)

78-Palestine
79-Holland

54
97-Refused
98-Don't know
99-No answer

Blank-Inapplicable, Non-Latino questionnaire

FPATBPLC Q.34 In what country was his father born?

FMATBPLC Q.35 And your father's mother, in what country was she born?

MOMBPLC Q.36 Now about your mother—in what country was your mother born?

MMATBPLC Q.37 What about her mother, in what country was she born?

MFATBPLC Q.38 And your mother's father, in what country was he born?

RCOUNTRY Q.39 In what country were you born?

GO TO Q.46 ->
01-The United States
02-Puerto Rico
03-Mexico
04-Cuba
05-Argentina
06-Australia
07-Austria
08-Bahamas
09-Barbados
10-Belgium
11-Belize
12-Bermuda
13-Bolivia
14-Brazil
15-(Cambodia) Kampuchea
16-Canada
17-Chile
18-China
19-Colombia
20-Costa Rica
21-Czechoslovakia
22-Denmark
23-Dominican Republic
24-Ecuador
25-Egypt
26-El Salvador
27-Finland
28-France
29-French Guiana
30-Germany
31-Great Britain (England, Wales, Scotland, N. Ireland)
32-Greece
33-Grenada
34-Guatemala
35-Guyana
36-Haiti
37-Honduras
38-Hungary
39-India
40-Indonesia
41-Iran
42-Iraq
43-Ireland
44-Israel
45-Italy
46-Jamaica
47-Japan
48-Jordan
49-Korea
50-Lebanon
51-Netherlands
52-New Zealand
53-Nicaragua
54-Norway
55-Pakistan
56-Panama
57-Paraguay
58-Peru
59-Philippines
60-Poland
61-Portugal
62-Romania
63-(Russia) Soviet Union USSR
64-Spain/Canary Islands
65-Sweden
66-Switzerland
67-Taiwan (Republic of China)
68-Thailand
69-Trinidad
70-Turkey
71-Uruguay
72-Venezuela
73-Vietnam
74-Yugoslavia
75-Guam
76-Liberia

77-Other (specify)

78-Palestine
79-Holland

97-Refused
98-Don't know
99-No answer
AGEIMMIG  Q.40  How old were you when you came to this
country to stay? (YEARS OLD):

GO TO Q.42 -> 01-One year or less

-> 05-Five years

06-Six years

98-Don't know
99-No answer

00-Inapplicable, coded 01 in RCOUNTRY
Blank-Inapplicable, Non-Latino questionnaire

EDUCFORQ  Q.41  If you had an opportunity to go to school,
what grades or years of school had you
completed at the time that you came to the
United States?

00-No Formal Schooling or Inapplicable, code
01 in Var. RCOUNTRY or coded 01-05 in Var.
AGEIMMIG

01-First year--------|  -------> GRAMMAR SCHOOL

08-Eighth year--------|  

09-Ninth year--------|  -------> HIGH SCHOOL

12-Twelfth year-------|  

13-Thirteenth year----|  -------> COLLEGE

17-Seventeenth year
  or more----------|  

98-Don't know
99-No answer
Blank-Inapplicable, Non-Latino questionnaire
Q.42 Which of these, if any, are reasons that you came to the U.S.?
(USE CODES BELOW FOR VARIABLES COMEFAM TO COMOTH)
1-Yes
2-No
8-Don't know
9-No answer
0-Inapplicable, coded 01 in Var. RCOUNTRY
Blank-Inapplicable, Non-Latino questionnaire

COMEFAM a. to join family members?

COMFLEE b. to flee political problems?

COMECON c. for economic reasons?

COMBRING d. because your family brought you?

COMOTH e. for any other reason? (IF YES, ASK: What other reason?) (SPECIFY)
1-Yes (other or unspecified)
2-No
3-Health reasons/illness
4-Education/School
5-To get away from family member(s)
6-For a better life/for a job
7-To get married
8-Don't know
9-No answer
0-Inapplicable, coded 01 in RCOUNTRY
Blank-Inapplicable, Non-Latino questionnaire

CODER=====> IF ‘PUERTO RICO’ CIRCLED IN Q.39, GO TO Q.45

CITIZEN Q.43 Now we would like to ask you about U.S. citizenship. Are you now:

GO TO Q.46 -> 1-a U.S. citizen,
              2-currently applying for citizenship,
              3-planning to apply for citizenship,
              4-or do you not plan to become a citizen?
              5-(UNDECIDED)

GO TO Q.45 -> 7-Refused
              8-Don't know
              9-No answer

0-Inapplicable, coded 01 or 02 in Var. RCOUNTRY

58
What is the main reason for this?

**Currently applying or planning to apply**

01-I feel like an American
02-I have been here a long time
03-I will have better job opportunities
04-I plan to stay in this country
05-Plan to take advantage of the amnesty
06-To get a better life
07-To get a better education
08-Because my family is already here, they are citizens
09-To get benefits and/or protection from the U.S.
10-To help my family, send them money
11-Because I want to vote in the elections
13-To not worry about it, to live in peace
14-To learn English
15-I'm afraid of being deported
16-To bring my relatives to the U.S.
17-I'm going to apply
18-To be a part of this country

**Not planning to apply**

50-I never applied
51-I don't want to give up my current citizenship
52-I came with my family - it wasn't my idea
53-I'm a resident, no reason to become a citizen
54-Por el ingles (I don't know English)
55-Too much red tape
56-It takes too much time/I don't have time/I don't have money
57-I don't know how to read/write
58-Because I am too old, sick/sickness in the family
59-Because I want to return to/I want to visit my country
61-Because I don't want to betray my country
62-I don't have too much interest/I don't want to
63-Because I don't want to lose my assets (in my country)
64-Because I just arrived
65-I have not given it serious thought
66-I have not been able to pass the citizenship exam
67-Unable to fulfill the requirements/too many requirements
68-Already applied/waiting for an answer/Currently applying
69-Religious beliefs
70-I have to wait some time before applying
71-I'm an illegal alien
77-Other
95–No reason in particular
   (formerly codes 12 & 60)

98–Don't know
99–No answer

00–Inapplicable, coded 01 or 02 in Var. RCOUNTRY, or 1 or 7 in CITIZEN
Blank–inapplicable, Non-Latino questionnaire

**STAYLEAV**  Q.45  Do you plan to:

1–remain permanently in the U.S.,
2–or return to your country?
3–(UNDECIDED)/Don't know

9–No answer

0–Inapplicable, coded 01 in Var. RCOUNTRY, or coded 1 in CITIZEN
Blank–inapplicable, Non-Latino questionnaire

**LUVCOUN**  Q.46  How strong is your love for the United States? Is it:

1–extremely strong,
2–very strong,
3–somewhat strong,
4–or not very strong?

8–Don't know
9–No answer

CODER=====> CHECK BOOKMARK, IF R IS A U.S. CITIZEN,
ASK Q.47. OTHERWISE GO TO Q.48

**PROUDUS**  Q.47  How proud are you to be an American?
Are you:

1–extremely proud,
2–very proud,
3–somewhat proud,
4–or not very proud?
5–R VOLUNTEERS: I am not an American/ don't consider myself an American

8–Don't know
9–No answer

0–Inapplicable, coded 2–9 in CITIZEN
NEWSOURC Q.48 In general, which, if any, do you rely on most, for news about politics and public affairs:

1-television,
2-newspapers,
3-magazines,
4-or radio?

GO TO INSTRUCTION ABOVE Q. 55 -> 5-NONE

GO TO Q.52/-> 8-Don't know
|-> 9-No answer

LANGNEWS Q.49 Is that in English, in Spanish, or both?

1-English
2-Spanish
3-Both
8-Don't know
9-No answer
0-Inapplicable, coded 5,8 or 9 in NEWSOURC
Blank-Inapplicable, Non-Latino questionnaire

NEWSOUR2 Q.50 Besides (RESPONSE FROM Q.48), which do you rely on the most for news about politics and public affairs?

1-Television
2-Newspapers
3-Magazines
4-Radio
GO TO Q.52 -> 5-None

|-> 8-Don't know
|-> 9-No answer
| 0-Inapplicable, coded 5, 8 or 9 in NEWSOURC

LANGNEW2 Q.51 Is that in English, in Spanish, or both?

1-English
2-Spanish
3-Both
8-Don't know
9-No answer
0-Inapplicable, coded 5,8 or 9 in NEWSOURC
or in NEWSOUR2
Blank-Inapplicable, Non-Latino questionnaire
WATCHNEW  Q.52  How many days during the past week did you watch national network news on TV?

1-One day
2-
3-Seven days
4-No days
5-No answer/Don't know
6-Inapplicable, coded 5 in NEWSOURC

READPAPE  Q.53  How many days during the past week did you read about politics and public affairs in a daily newspaper?

1-One day
2-
3-Seven days
4-No days
5-No answer/Don't know
6-Inapplicable, coded 5 in NEWSOURC

FOLLOW  Q.54  Would you say you follow what's going on in politics and public affairs:

1-most of the time,
2-some of the time,
3-only now and then,
4-hardly at all,
5-or never?
6-Don't know
7-No answer
8-Inapplicable, coded 5 in NEWSOURC
Some of these questions will refer to [RG]s. By [RG] I mean all people born in the U.S. who are of [RG] ancestry, as well as people born in (Mexico/Cuba/Puerto Rico) who now live here.

Please tell me the names of any organizations or associations that you belong to or have given money or goods to in the past twelve months that are:

Q.55 unions, associations, or groups associated with work, business, or professions?

WORKORG Number of organizations listed

GO TO Q.56 -> 0-No organizations
1-One organization
4-Four organizations

WORKORG1-4 Q.55Aa First organization

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048-Service employees union
049-American Business Women
050-Telephone Employees Association
051-Handicapped Workers of America
052-Real Estate organization
053-Food Workers of America
054-Amalgamated Clothing and trade union
       workers/ related unions
055-International Association of Machinists
056-National Federation of Industrial
       Businesses
057-Brotherhood of Railroad workers
058-Pipefitters and Welders union
059-Job Connection
060-Associations of State/ Federal Employees
061-Transportation unions
062-Oil, Chemical and Atomic workers union
063-Cosmetology associations
064-Fishers association
065-Bar association/ other legal associations
066-CPA associations
067-Labors International Union
068-International Brotherhood of Painters
069-Utility Workers of America
070-American Federation of Labor
077-Other Union, Work, Business or
       Professional Association
095-Local given - no union name
CHARITIES, RELIGIOUS ORGANIZATIONS

101-American Cancer Society/
   Liga Contra el Cancer
102-American Civil Liberties Union/
   other Civil Rights groups
103-American Diabetes Association
104-American Heart Association
105-American Red Cross
106-Amnesty International
107-Arthritis Foundation
108-Big Brothers/ Big Sisters Association
109-Birthright
110-Boy Scouts of America/
   Girl Scouts of America
111-Cystic Fibrosis Foundation
112-Easter Seal Society
113-Federation of Jewish Agencies
114-Goodwill Industries
115-MADD/ Mothers Against Drunk Driving
116-March of Dimes
117-Muscular Dystrophy Asso./ Jerry Lewis
   Telethon/ Jerry’s kids
118-Planned Parenthood
119-Salvation Army
120-United Cerebral Palsy
121-United Way
122-Women Against Abuse
123-Women Against Rape/
   Women Organized Against Rape
124-YMCA/ YWCA
125-Boys Ranch
126-American Association of Retarded Persons
127-Police & /or Fireman’s Association
128-Multiple Sclerosis Society
129-American Association of Retired Persons
130-Kidney Foundation of America
131-Other Abused Women & /or
   Children organization
132-United Negro College Fund/ NAACP
133-World Vision
134-Special Olympics
135-Pioneer Club
136-Hogar Renacer
137-Blind persons association
138-Ninos hisiados de P.R.
139-The Mooslach
140-Radio Familiar
141-Victim Services Agency
142-Eating Disorders Inc.
143-Food for the Hungry/
   other Hunger organizations
144-Purple Heart
145-National Council of Senior Citizens
146-Leukemia Society
147-Handicapped of America
148-Organ Transplant organization
149-Groups assisting the disabled
150-Tuberculosis Association
151-Health Centers organizations
152-Volunteers of America
153-Aims
154-Manic Depressive Association
155-Alcoholics Anonymous
156-Lung disease organization
157-Habitat for Humanity

177-Other Charity

201-Catholic Charities/
   Catholic Social Services
202-Catholic Youth Organization
203-Catholic Church or organization
206-Evangelical Church
207-Assembly of God
208-Shriners
209-Church of Christ
210-Pentecostal Church or organization
211-Baptist Church or organization
212-Episcopal Church or organization
213-Lutheran Church or organization
214-Methodist/ United Methodist Church or organization
215-Presbyterian Church or organization
216-Christian Children’s Fund
217-Masonic Lodge or organization
218-Knights of Columbus
219-Jehovah’s Witness/ Witnessing work
220-Other Christian organization
   (unspecified)
221-Synagogue, Jewish/ Hebrew organization
222-Traditional Coalition Values
223-Rosacruces
224-Latter Day Saints Church/ Mormons
225-Islamic/ Muslim organization
226-Spiritualist groups
227-American Bible Society
228-Moral Majority

277-Other Religious organization

SOCIAL ISSUES, CAUSES

301-Greenpeace
302-Vietnam Veterans group/
   other Veterans of Foreign Wars
303-Environmental group (unspecified)
304-Food collection group
305-Pro-choice group/ Women’s Centers
306-Anti-abortion group
307-League of Women Voters
308-Wildlife Fund/ Animal rights groups
309-Humane Society
310-Anti-Smoking group(s)
311-Disabled Veterans (unspecified)
312-American Legion
313-Guardian Angels
314-People for Criminal Justice
315-Saving Social Security
316-Pro-defense lobby
317-Common Cause/ other watchdog groups
318-Homeless assistance group
319-Family counseling centers
320-AIDS support groups
321-Drug rehabilitation and treatment centers
322-Gun control lobby
323-Homosexual rights organizations
324-Legal Services
325-Peace Corps
326-Anti-pornography groups
327-Tax reform advocates
328-The United Nations/
   other International organizations
329-Code Enforcement
330-PIRG
331-Anti-discrimination group

377-Other Social Issue or
   “Cause” organization

SPORTS, RECREATION, COMMUNITY, NEIGHBORHOOD,
SCHOOL, CULTURAL AND YOUTH ORGANIZATIONS

401-Sports organization, association
402-National Rifle Association
403-Bronco Wives

411-Recreation organization, association
412-Senior Citizen Clubs and Centers

419-The Elks/ other lodges
420-Rotary Club/ Lion Club
421-Community/ Neighborhood organization, association
422-Kiwanis
423-Upward Bound

431-School organization, association
432-Parent-Teachers Association/ PTA
433-Home and School Association
434-Upward Bound

441-Cultural organization, association
442-Optimist Club
443-Mensa
444-Public Television
445-Norman Peale’s Positive Living/
   other self-improvement organizations

450-Boys/ Girls Clubs
451-Youth Organization, association

GENERAL LATINO/ HISPANIC ORGANIZATIONS

500-United Council of Spanish Speaking
501-Congressional Hispanic Caucus
502-COSSMHMO (Coalition of Hispanic Mental
   Health Organizations)
503-Hispanic Association for Corporate
   Responsibility (HACER)
504-Hispanic Policy Development Project
   (HPDP)
505-Hispanic National Bar Association
506-IMAGE, Inc.
507-Labor Council for Latin American
Advancement (LACLA)
508-Latino Institute
509-Midwest Northeast Voter Registration Education Project
510-National Association of Hispanic Elderly
511-National Association of Hispanic Journalists (NAHJ)
512-Nat. Asso. of Latino Elected and Appointed Officials (NALEO)
513-National Hispanic Media Coalition
514-National Hispanic Scholarship Fund
515-National Network of Hispanic Women (NNHHW) / other Hispanic women’s asso.
516-United States Hispanic Chamber of Commerce
517-United Congress for Latinos
518-Spanish Youth Organization
519-National Association for Latino-Americans (NALA)
520-Alpha 66
521-Fundacion Latino Americana
522-Hispanic Association of Colleges and University
523-Hola Razon
524-Nosotros Inc.
525-Association of Hispanic Art
526-Hispanic Radio and Television Stations
527-Mujeres Latinas en Accion
528-Organization of Latin Americans (OLA)
529-Hispanic Engineers Society
530-SALAD

MEXICAN-AMERICAN ORGANIZATIONS

531-American G.I. Forum/ G.I. Forum
532-Communities Organized for Public Science (COPS)
533-League of United Latin American Citizens (LULAC)
534-Mexican American Chamber of Commerce of the U.S.
535-Mexican American Legal Defense and Education Fund (MALDEF)
536-Mexican American Women’s National Organization (MANA)
537-National Council of La Raza (NCLR)/ La Raza
538-Southwest Voter Research Institute (SWVRI)
539-Southwest Voter Registration and Education Project (SWVREP)
540-Mexican-American Organization (other)
541-Chicano Federation
542-Union Benefica Mexicana
543-La Raza Unida
544-Chicanos por la Causa
545-Rio Bravo
546-Community Center/ Neighborhood organization
547-Hernandad Mexicana
548-Mexican American Opportunity Foundation
549-LUCHA
PUERTO RICAN ORGANIZATIONS

551-Aspira, Inc. (Nat’l. Ass. of Chicago, Florida, New Jersey, New York, and Puerto Rico)
552-Association of Puerto Rican Executive Directors (APRED)
553-Atrevete Project of the Commonwealth of Puerto Rico
554-Commonwealth of Puerto Rico, Migration Division of the Institute for Puerto Rican Policy
555-National Conference of Puerto Rican Women (NACOPRW)
556-National Congress for Puerto Rican Rights (NCPRR)
557-National Congress for Puerto Rican Veterans
558-National Puerto Rican Coalition (NPRC)
559-National Puerto Rican Forum
560-Puerto Rican Association for Community Affairs (PRACA)
561-Puerto Rican Bar Association
562-Puerto Rican Family Institute (PRFI)
563-Puerto Rican Legal Defense and Education Fund (PRLDEF)
564-Puerto Rican Traveling Theatre
565-Puerto Rican organization (other)
566-Puerto Rican Women’s Association
567-Community Center/ Neighborhood organization
568-Comite Puerto Riqueno
569-Puerto Rican Chamber of Commerce/ other business organizations
570-Puertoriquenos Unidos

CUBAN-AMERICAN ORGANIZATIONS

571-Cuban American Committee
572-Cuban American Legal Defense and Education Fund
573-Cuban American National Council
574-Cuban American National Foundation
575-National Association of Cuban American Women in the U.S.
576-National Federation of Cuban American Republican Women
577-National League of Cuban American Community-Based Centers
578-Asociacion Cubano America
579-La Junta Patriótica
580-Cuban-American Organization (other)
581-Fresos Políticos de Cuba
582-Camara de Comercio de Cuba
583-Community Center/ Neighborhood organization
584-Organizaciones de Cubanos en exilio
585-Organizaciones Cubanitas Anti-Comunistas
586-Cuban Radio Stations
588-Accion Cubana
597-Other [RG]/ Hispanic/ Latino Organization

601-Federal agency or organization
602-State agency or organization
603-Local (city/county) agency or organization
604-Democratic party
605-Republican party
606-Political party, candidate or official (other or unspecified)
607-[RG] Embassy and/or Consulate
608-Political Action Committee (PAC)

777-Other Organization

998-Don't know
999-No answer

000-Inapplicable, no organizations coded or no 2nd, 3rd, 4th organization

**MONWORK1-4 Q.55Ab** Have you given money or goods to (ORGANIZATION) in the Past twelve months?

1-Yes
2-No

8-Don't know
9-No answer
0-Inapplicable, no organizations coded or no 2nd, 3rd, 4th organization

**MEMWORK1-4 Q.55Ac** Are you a member of (ORGANIZATION)?

1-Yes
GO TO Q.56 -> 2-No

-> 8-Don't know
-> 9-No answer

0-Inapplicable, no organizations coded or no 2nd, 3rd, 4th organization

**ACTWORK1-4 Q.55Ad** Are you an active member? That is, do you regularly attend meetings and participate in the activities of the organization?

1-Yes
2-No

8-Don't know
9-No answer

0-Inapplicable, no organizations coded or no 2nd, 3rd, 4th organization
CODER======> USE CODES GIVEN FOR QQ.55Aa-d TO CODE REMAINDER OF QQ.55-59.

AFTER LAST ORGANIZATION IS CODED FOR A QUESTION, CODE ZEROS FOR REMAINDER OF COLUMNS FOR THAT QUESTION.

Q.56 charities, religious organizations, or other organizations that look after people such as the elderly, handicapped children, or similar groups.

CHARORG
CHARORG1-4
MONCHAR1-4
MEMCHAR1-4
ACTCHAR1-4

Q.57 concerned with social issues, such as reducing taxes, protecting the environment, promoting prayer in schools, or any other cause.

SOCORG
SOCORG1-4
MONSOC1-4
MEMSOC1-4
ACTSOC1-4

Please tell me the names of any organizations or associations that you belong to or have given money or goods to in the past twelve months that are:

Q.58 sports, recreation, community, neighborhood, school, cultural, or youth organizations.

SPORORG
SPORORG1-4
MONSPOR1-4
MEMSPOR1-4
ACTSPOR1-4

Q.59 [RG] or Hispanic organizations.
Blank-Non Latino questionnaire (Q.59 inclusive)

HISPORG
HISPORG1-4
MONHISP1-4
MEMHISP1-4
ACTHISP1-4

71
MEMORG BOX 4 Refer to responses in Q.c for QQ. 55-59

GO TO Q.61 -> 1-R is NOT a member of any organization type in QQ. 55-59

2-R IS a member of one or more organization types in QQ. 55-59

Blank-Inapplicable, Non-Latino questionnaire

PERSORG

Q.60 In general, are the members of the organization(s) you belong to:

1-mostly [RG],
2-[RG] and Anglos (White Americans),
3-mostly Anglos,
4-or something else? (SPECIFY)
5-Hispanic, Latino, other Hispanic/Latino group
6-Black
7-Mixed, All types, Everyone
8-Don't know
9-No answer

0-Inapplicable, coded 1 in Var. MEMORG
Blank-Inapplicable, Non-Latino questionnaire

ADVOCORG

Q.61 Is there any group or organization that you think looks out for your concerns, even if you are not a member?

1-Yes

GO TO Q.63 -> 2-No

-> 7-Refused
-> 8-Don't know
-> 9-No answer

Blank-Inapplicable, Non-Latino questionnaire

NAMADVOC

Q.62 What group or organization is that?

UNIONS, WORK, BUSINESS, PROFESSIONAL

001-AFL-CIO
002-American Federation of Government Employees
003-American Federation of State County and Municipal Employees
004-American Federation of Teachers
005-American Postal Worker Union
006-Bakery Confectionery and Tobacco Workers International
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<td>053</td>
<td>Food workers of America</td>
</tr>
<tr>
<td>054</td>
<td>Amalgamated Clothing and trade union workers/ related unions</td>
</tr>
<tr>
<td>055</td>
<td>International Association of Machinists</td>
</tr>
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056-National Federation of Industrial Businesses
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060-Associations of State/ Federal Employees
061-Transportation unions
062-Oil, Chemical and Atomic workers union
063-Cosmetology associations
064-Fishers association
065-Bar association/ other legal associations
066-CPA associations
067-Labors International Union
068-International Brotherhood of Painters
069-Utility Workers of America
070-American Federation of Labor

077-Other Union, Work, Business or Professional Association

095-Local given - no union name

CHARITIES, RELIGIOUS ORGANIZATIONS

101-American Cancer Society/
   Liga Contra el Cancer
102-American Civil Liberties Union/
   other Civil Rights groups
103-American Diabetes Association
104-American Heart Association
105-American Red Cross
106-Amnesty International
107-Arthritis Foundation
108-Big Brothers/ Big Sisters Association
109-Birthright
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131-Other Abused Women & /or Children organization
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377-Other Social Issue or
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445-Norman Peale’s Positive Living/
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450-Boys/ Girls Clubs
451-Youth Organization, association

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510-National Association of Hispanic Elderly
511-National Association of Hispanic
    Journalists (NAHJ)
512-Nat. Asso. of Latino Elected and
    Appointed Officials (NALEO)
513-National Hispanic Media Coalition
514-National Hispanic Scholarship Fund
515-National Network of Hispanic Women
    (NNHW)/ other Hispanic women’s asso.
516-United States Hispanic Chamber of
    Commerce
517-United Congress for Latinos
518-Spanish Youth Organization
519-National Association for Latino-Americans
    (NALA)
520-Alpha 66
521-Fundacion Latino Americana
522-Hispanic Association of Colleges and
    Universities
523-Hola Razon
524-Nosotros Inc.
525-Association of Hispanic Art
526-Hispanic Radio and Television Stations
527-Mujeres Latinas en Accion
528-Organization of Latin Americans (OLA)
529-Hispanic Engineers Society
530-SALAD

MEXICAN-AMERICAN ORGANIZATIONS

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532-Communities Organized for Public Science
    (COPS)
533-League of United Latin American Citizens
    (LULAC)
534-Mexican American Chamber of Commerce of
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535-Mexican American Legal Defense and Education Fund (MALDEF)
536-Mexican American Women’s National Organization (MANA)
537-National Council of La Raza (NCLR)/La Raza
538-Southwest Voter Research Institute (SWVRI)
539-Southwest Voter Registration and Education Project (SWVREP)
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548-Mexican American Opportunity Foundation
549-LUCHA

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553-Atrevete Project of the Commonwealth of Puerto Rico
554-Commonwealth of Puerto Rico, Migration Division of the Institute for Puerto Rican Policy
555-National Conference of Puerto Rican Women (NACOPRW)
556-National Congress for Puerto Rican Rights (NCPRR)
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558-National Puerto Rican Coalition (NPRC)
559-National Puerto Rican Forum
560-Puerto Rican Association for Community Affairs (PRACA)
561-Puerto Rican Bar Association
562-Puerto Rican Family Institute (PRFI)
563-Puerto Rican Legal Defense and Education Fund (PRLDEF)
564-Puerto Rican Traveling Theatre
565-Puerto Rican organization (other)
566-Puerto Rican Women’s Association
567-Community Center/
  Neighborhood organization
568-Comite Puerto Riqueno
569-Puerto Rican Chamber of Commerce/
  other business organizations
570-Puertorriquenos Unidos

CUBAN-AMERICAN ORGANIZATIONS

571-Cuban American Committee
572-Cuban American Legal Defense and
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>573</td>
<td>Cuban American National Council</td>
</tr>
<tr>
<td>574</td>
<td>Cuban American National Foundation</td>
</tr>
<tr>
<td>575</td>
<td>National Association of Cuban American Women in the U.S.</td>
</tr>
<tr>
<td>576</td>
<td>National Federation of Cuban American Republican Women</td>
</tr>
<tr>
<td>577</td>
<td>National League of Cuban American Community-Based Centers</td>
</tr>
<tr>
<td>578</td>
<td>Asociacion Cubano America</td>
</tr>
<tr>
<td>579</td>
<td>La Junta Patriotica</td>
</tr>
<tr>
<td>580</td>
<td>Cuban-American Organization (other)</td>
</tr>
<tr>
<td>581</td>
<td>Presos Politicos de Cuba</td>
</tr>
<tr>
<td>582</td>
<td>Camara de Comercio de Cuba</td>
</tr>
<tr>
<td>583</td>
<td>Community Center/ Neighborhood organization</td>
</tr>
<tr>
<td>584</td>
<td>Organizaciones de Cubanos en exilio</td>
</tr>
<tr>
<td>585</td>
<td>Organizaciones Cubanas Anti-Comunistas</td>
</tr>
<tr>
<td>586</td>
<td>Cuban Radio Stations</td>
</tr>
<tr>
<td>587</td>
<td>Accion Cubana</td>
</tr>
<tr>
<td>597</td>
<td>Other [RG]/ Hispanic/ Latino Organization</td>
</tr>
<tr>
<td>601</td>
<td>Federal agency or organization</td>
</tr>
<tr>
<td>602</td>
<td>State agency or organization</td>
</tr>
<tr>
<td>603</td>
<td>Local (city/county) agency or organization</td>
</tr>
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<td>604</td>
<td>Democratic party</td>
</tr>
<tr>
<td>605</td>
<td>Republican party</td>
</tr>
<tr>
<td>606</td>
<td>Political party, candidate or official (other or unspecified)</td>
</tr>
<tr>
<td>607</td>
<td>[RG] Embassy and/or Consulate</td>
</tr>
<tr>
<td>608</td>
<td>Political Action Committee (PAC)</td>
</tr>
<tr>
<td>777</td>
<td>Other Organization</td>
</tr>
<tr>
<td>998</td>
<td>Don't know</td>
</tr>
<tr>
<td>999</td>
<td>No answer</td>
</tr>
<tr>
<td>000</td>
<td>Inapplicable, coded 2, 7-9 in ADVOCORG</td>
</tr>
</tbody>
</table>

Blank—Inapplicable, Non-Latino questionnaire
Q.63 Thinking about [RG]s, even if you are not a member, is there any group or organization that you think looks out for [RG] concerns?

1-Yes
GO TO Q.65
2-No

-> 7-Refused
-> 8-Don't know
-> 9-No answer

Blank-Inapplicable, Non-Latino questionnaire

Q.64 What group or organization is that? (What other groups look out for the concerns of [RG]s?)

UNIONS, WORK, BUSINESS, PROFESSIONAL

001-AFL-CIO
002-American Federation of Government Employees
003-American Federation of State County and Municipal Employees
004-American Federation of Teachers
005-American Postal Worker Union
006-Bakery Confectionery and Tobacco Workers International
007-Bartenders, Hotel, Motel and Restaurant Employees Union
008-Bricklayers Union
009-Building and Construction Trades Council
010-Communication Workers of America/ related trade unions
011-International Brotherhood of Electrical workers/ related unions
012-International Brotherhood of Firemen and Oilers
013-International Ladies Garment Workers Union
014-International Longshoreman’s Association
015-National Education Association
016-National Union of Hospital & Health Care Employees/ related health care associations
017-Office and Professional Employees International
018-Security Officers, Police and Guards Union
019-Sheet Metal Workers Union
020-Teamsters Union
021-United Auto Workers Union
022-United Electrical Radio & Machine Workers of America
023-United Food and Commercial Workers Union
024-United Garment Workers of America
025-United Paper Workers International Union
026-United Steel Workers of America
027-National Association of Letter Carriers
028-Chamber of Commerce/ Junior Chamber of Commerce
029—Carpenters Union
030—California Farm Workers Union/ United
       Farm Workers/ other Farmer’s association
031—United Postal Workers/ related unions
032—Hairdressers
033—International Brotherhood of Magicians
034—Culinary Workers
035—Western Service Workers Association
037—Exchange Professionals
038—Teachers Associations/ other
       educational-professional organizations
039—Journalists Associations/ other media organizations
040—National Association for Retired Federal
       Employees
041—International Union of Mates and Pilots
042—Scientific Associations/ organizations
043—Credit Union/ Financial organizations
044—International Stage and Theatrical
       Workers
045—Musicians Unions
046—Warehouse chauffeurs and dock workers union
047—Unions/ organizations of individuals working in retail businesses
048—Service employees union
049—American Business Women
050—Telephone Employees Association
051—Handicapped Workers of America
052—Real Estate organization
053—Food Workers of America
054—Amalgamated Clothing and trade union
       workers/ related unions
055—International Association of Machinists
056—National Federation of Industrial Businesses
057—Brotherhood of Railroad workers
058—Pipefitters and Welders union
059—Job Connection
060—Associations of State/ Federal Employees
061—Transportation unions
062—Oil, Chemical and Atomic workers union
063—Cosmetology associations
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   Neighborhood organization
584-Organizaciones de Cubanos en exilio
585-Organizaciones Cubanas Anti-Comunistas
586-Cuban Radio Stations

588-Accion Cubana

597-Other [RG]/ Hispanic/ Latino Organization

601-Federal agency or organization
602-State agency or organization
603-Local (city/county) agency or
Now I would like to ask you some questions about contacts you may have had with local, state, or national government offices.

CONTACT  Q.65  In the past twelve months, have you contacted by letter, telephone, or in person a government office about a problem or to get help or information?

1-Yes
GO TO BOX 5  ->  2-No

-> 7-Refused
-> 8-Don't know
-> 9-No answer
Q.66 What was the reason for this contact? (PROBE FOR SPECIFIC ISSUE OR CONCERN: What was the problem or what kind of help or information did you want?

01-Drivers license, car registration
02-Green card/ immigration problem or question
03-Welfare/ Public assistance
04-Needed to speak to a Social Worker
05-Employment
06-Social Security/ Disability/ VA Benefits
07-Housing problems
08-Interested in military service/
   Saw military recruiter
09-Taxes
10-To discuss school problem
11-Financial (income, salary) problems
12-Billing problems
13-Fix the neighborhood, streets
14-Needed police assistance
15-Medicaid
16-Discrimination/ Affirmative action issue
17-Insurance problem
18-Child care
19-Traffic violation
20-Maintenance problem
21-To request goods (other or unspecified)
22-To report (possible) child abuse
23-Student loan
24-To participate in a government auction program
25-To request retirement information
26-Spouse support
27-To request information (unspecified)
28-To adopt a child
29-To get a marriage license
30-To get information about a political candidate
31-Abortion Issue
32-Birth certificate (for a new baby)
33-Environmental damage
34-Fill out papers (unspecified)
35-Business problems
36-To support a public figure

WHYCONT1 First Mention
77-Other
98-Don't know
99-No answer
00-Inapplicable, coded 2, 7-9 in Var. CONTACT

WHYCONT2 Second Mention
96-No 2nd mention
HOWCONT  Q.67  The last time you contacted a government office, did you:

GO TO Q.69 -> 1-contact the office an your own,
2-or ask someone to help you or go with you?

GO TO Q.69 -> 7-Refused
-> 8-Don't know
-> 9-No answer

0-Inapplicable, coded 2, 7-9 in CONTACT

Q.68  What kind of help did you want this person to give you?

01-Moral support
02-Translation
03-Transportation
04-Financial support
05-Fill out requests, papers
06-To get in touch with an agency/ government

HELPCON1  First Mention
77-Other

98-Don't know
99-No answer

00-Inapplicable, coded 2, 7-9 in Var. CONTACT or 1, 7-9 in Var. HOWCONT
Blank-Inapplicable, Non-Latino questionnaire

HELPCON2  Second Mention
96-No 2nd mention

OFFICIAL  Q.69  Was the official you contacted:

1-a [RG],
2-an Anglo (White American),
3-or something else?

8-Don't know
9-No answer

0-Inapplicable, coded 2, 7-9 in Var. CONTACT
Blank-Inapplicable, Non-Latino questionnaire

SATIFY  Q.70  How satisfied were you with the results of your contact:

1-very satisfied,
2-satisfied,
3-or not satisfied?

8-Don't know
9-No answer

0-Inapplicable, coded 2, 7-9 in Var. CONTACT
TREATED  Q.71  Do you feel that:

1-you were treated as well as anyone would have been,
2-or that other people were treated better than you?

8-Don't know
9-No answer

0-Inapplicable, coded 2, 7-9 in Var. CONTACT

CHKCITIZ  BOX 5  Check Citizenship of R on Bookmark

1-R is a citizen of the U.S.
GO TO Q.98 -> 2-R is not a citizen of the U.S. or citizenship unknown

TALKREG  Q.72  Next, we would like to ask you about elections in the U.S. During 1988, did anyone talk to you about registering to vote?
1-Yes
GO TO Q.74 -> 2-No

-> 8-Don't know
|-> 9-No answer

0-Inapplicable, coded 2 in Var. CHKCITIZ
Q.73   Who spoke to you about registering to vote in the U.S.? (How do you know this person?)

01-Family/relatives (in general)
02-Spouse/partner
03-Father
04-Mother
05-Partner(s)
06-Brother(s)
07-Sister(s)
08-Son(s)
09-Daughter(s)
10-Child(ren)
11-Uncle(s)
12-Aunt(s)
13-Cousin(s)
14-Grandmother(s)
15-Grandfather(s)
16-Grandparents(s)
17-Other relative

20-People at work
21-Employer/boss/supervisor
22-Coworker(s)/workmate(s)
23-Customer(s)/client(s)
24-Attendant
25-Landlord
26-Employee/helper

30-Friend(s)/acquaintance(s)
31-Neighbor(s)

40-People at school
41-Teacher(s)/professor(s)/school official
42-Student(s)
43-Classmate(s)/Schoolmate(s)
44-Counselor(s)
45-School board member

50-Priest/Minister/Rabbi
51-Church member
52-Attorney
53-Organization member
54-People with similar problem
55-Police

60-Government/public official
61-Political Party Representative
62-Candidate
63-Politician
64-Registrar/Volunteer
65-Petitioner

70-Stranger/Someone on the street
71-No one in particular

PERSREG1  First Mention
77-Other

97-Refused
98-Don’t know
Have you ever been registered to vote in the U.S.?

- 1-Yes
- 2-No
- 7-Refused
- 8-Don't know
- 9-No answer

0-Inapplicable, coded 2 in Var. CHKCITIZ
NOWREG  Q.75  Are you currently registered to vote in the U.S.?

1-Yes
GO TO Q.78 -> 2-No

-> 7-Refused
-> 8-Don't know
-> 9-No answer

0-Inapplicable, coded 2 in Var. CHKCITIZ or coded 2, 7-9 in Var. REGVOTE

REGADDRS  Q.76  Are you registered at your current address in the U.S.?

GO TO Q.78 -> 1-Yes
2-No

-> 7-Refused
8-Don't know
-> 9-No answer

0-Inapplicable, coded 2 in Var. CHKCITIZ or coded 2, 7-9 in Var. REGVOTE or in 2, 7-9 in Var. NOWREG
Blank-Inapplicable, Non-Latino questionnaire

Q.77  Please give me the name and address that appear on your voter registration form.

1-Complete name and address given
2-Complete address given
3-Partial address given

7-Refused
8-Don't know
9-No answer

0-Inapplicable, coded 2 in Var. CHKCITIZ or coded 2, 7-9 in Var. REGVOTE or in 2, 7-9 in Var. NOWREG or coded 1, 7 or 9 in Var. REGADDRS
Blank-Inapplicable, Non-Latino questionnaire

VOTE88  Q.78  When we talk to people about elections, we find that a lot of people were not able to vote because they weren't old enough, they weren't registered, they weren't interested, they were sick, or they just didn't have the time. How about you, did you vote in the elections in November 1988?

1-Yes
GO TO Q.86 -> 2-No

-> 7-Refused
-> 8-Don't know
-> 9-No answer
0-Inapplicable, coded 2 in Var. CHK CITIZ or coded 2, 7-9 in Var. REGVOTE
BALUTA Q.79 Cuando fué a votar en las elecciones presidenciales de noviembre de 1988, que usted sepa, ¿había una versión en español de la papeleta de votar?

1- Sí (Yes)

GO TO Q.83 → 2- No (No)

→ 7- Se negó a contestar (Refused)
→ 8- No sé (Don't know)
→ 9- No answer

0- Inapplicable, coded 2 in Var. CHKCITIZ, or coded 2, 7-9 in Var. REGVOTE or in VOTE88 or ENGLISH LATINO QUESTIONNAIRE (coded 1 in Var. TYPINTW) Blank-Inapplicable, Non-Latino questionnaire

ENGSPAN Q.80 ¿Usó usted la versión de la papeleta en inglés, en español, o ambas?

1- inglés solamente
2- español solamente
3- ambas

7- Refused
8- Don't know
9- No answer

0- Inapplicable, coded 2 in Var. CHKCITIZ or coded 2, 7-9 in Var. REGVOTE, or in VOTE88 or in Q.79 or ENGLISH LATINO QUESTIONNAIRE (coded 1 in Var. TYPINTW) Blank-Inapplicable, Non-Latino questionnaire

SPBALLOT Q.81 ¿El hecho que haya papeletas en español le ha facilitado que vote?

1- Sí
2- No

7- Refused
8- Don't know
9- No answer

0- Inapplicable, coded 2 in Var. CHKCITIZ or coded 2, 7-9 in Var. REGVOTE, or in VOTE88 or in Q.79 or ENGLISH LATINO QUESTIONNAIRE (coded 1 in Var. TYPINTW) Blank-Inapplicable, Non-Latino questionnaire
OFFSPAN Q.82 ¿Un representante electoral o de algún partido le explicó a usted en español los procedimientos para votar o el uso de la papeleta cuando fue a votar en noviembre de 1988 o mas recientemente?

1-Sí
2-No
7-Refused
8-Don't know
9-No answer
0-Inapplicable, coded 2 in Var. CHKCITIZ or coded 2, 7-9 in Var. REGVOTE, or in VOTE88 or in Q.79 or ENGLISH LATINO QUESTIONNAIRE (coded 1 in Var. TYPINTW)
Blank-Inapplicable, Non-Latino questionnaire

VOTEPRES Q.83 For whom did you vote for President in 1988:

1-George Bush,
2-Michael Dukakis,
3-another candidate, or
4-did you vote, but not for President?
7-Refused
8-Don't know
9-No answer
0-Inapplicable, coded 2 in Var. CHKCITIZ or coded 2, 7-9 in Var. REGVOTE or in Var. VOTE88

VOTECONG Q.84 Did you vote for a candidate for the U.S. House of Representatives in 1988?

1-Yes
GO TO Q.86 -> 2-No
-> 7-Refused
-> 8-Don't know
-> 9-No answer
0-Inapplicable, coded 2 in Var. CHKCITIZ or coded 2, 7-9 in Var. REGVOTE or in VOTE88

CONGPART Q.85 Was the candidate you voted for:

1-a Republican,
2-a Democrat,
3-or something else?
7-Refused
8-Don't know
9-No answer
0-Inapplicable, coded 2 in Var. CHKCITIZ or coded 2, 7-9 in Var. REGVOTE or in VOTE88 or in VOTECONG
Q.86 Did you vote in the U.S. House of Representatives elections of 1986?
1-Yes
2-No
8-Don't know
9-No answer
0-Inapplicable coded 2 in Var. CHKCITIZ or coded 2, 7-9 in Var. REGVOTE

Q.87 Did you vote in the presidential election of 1984?
1-Yes
2-No
8-Don't know
9-No answer
0-Inapplicable coded 2 in Var. CHKCITIZ or coded 2, 7-9 in Var. REGVOTE
Blank-Inapplicable, Non-Latino questionnaire

Q.88 When a [RG] runs for office:
1-are you more likely to vote,
2-less likely to vote,
3-or does it make no difference to you?
8-Don't know
9-No answer
0-Inapplicable coded 2 in Var. CHKCITIZ or coded 2, 7-9 in Var. REGVOTE
Blank-Inapplicable, Non-Latino questionnaire

Q.89 Have you ever had the opportunity to vote for a ([RG]/Hispanic) in an election in the U.S.
1-Yes
GO TO INSTRUCTIONS -> 2-No
ABOVE Q.91 -> 7-Refused
-> 8-Don't know
-> 9-No answer
0-Inapplicable coded 2 in Var. CHKCITIZ or coded 2, 7-9 in Var. REGVOTE
Think about the most recent election you voted in when a ([RG]/Hispanic) ran against an Anglo. Did you vote:

1-for the ([RG]/Hispanic),
2-for the Anglo (White American),
3-or for another candidate?

7-Refused
8-Don't know
9-No answer

0-Inapplicable coded 2 in Var. CHKCITIZ or coded 2. 7-9 in Var. REGVOTE or in OPPORTRG

At the time of the November 1988 elections do you remember which candidate you preferred for president? was it:

1-George Bush,
2-Michael Dukakis,
3-another candidate,
4-or none of the candidates?

7-Refused
8-Don't know
9-No answer

0-Inapplicable, coded 2 in Var. CHKCITIZ or coded 1-3, 7-9 in Var. VOTEPRES

Do you consider yourself:

1-a Democrat,
GO TO Q.95
2-A Republican,
GO TO Q.97
3-an Independent,
-> 4-or something else? (SPECIFY):
-> 5-None of them (Nothing)
-> 7-Refused
-> 8-Don't know
-> 9-No answer

0-Inapplicable, coded 2 in Var. CHKCITIZ
STRDEMO  Q.93  Would you call yourself:

1-a strong Democrat,
2-or not a very strong Democrat
8-Don't know
9-No answer

0-Inapplicable, coded 2 in Var. CHKCITIZ or coded 2-5, 7-9 in Var. PARTISAN

ALWAYDEM  Q.94  Have you:

ALL GO TO Q.100 -> 1-always considered yourself a Democrat,
-> 2-or did you used to identify with the Republican party,
-> 3-or with some other party? (SPECIFY)

-> 8-Don't know
-> 9-No answer

0-Inapplicable, coded 2 in Var. CHKCITIZ or coded 2-5, 7-9 in Var. PARTISAN

STREPB  Q.95  Would you call yourself:

1-a strong Republican,
2-or a not very strong Republican?
8-Don't know
9-No answer

0-Inapplicable, coded 2 in Var. CHKCITIZ or coded 1, 3-5, 7-9 in Var. PARTISAN

ALWAYREP  Q.96  Have you:

ALL GO TO Q.100 -> 1-always considered yourself a Republican,
-> 2-or did you used to identify with the Democratic party,
-> 3-or with some other party? (SPECIFY)

-> 8-Don't know
-> 9-No answer

0-Inapplicable, coded 2 in Var. CHKCITIZ or coded 1, 3-5, 7-9 in Var. PARTISAN
CLOSEPAR  Q.97  Do you now think of yourself as:

ALL GO TO Q.100  -> 1-closer to the Republican party,
       -> 2-or closer to the Democratic party?
       -> 3-Neither (SPECIFY):

       -> 7-Refused
       -> 8-Don't know
       -> 9-No answer

0-Inapplicable, coded 2 in Var. CHKCITIZ or 
coded 1-2 in Var. PARTISAN

WHOPREFR  Q.98  Regarding the 1988 election in the U.S.,
do you remember which candidate for president
You Preferred at the time? Was it:

1-George Bush,
2-Michael Dukakis,
3-another candidate,
4-or none of the candidates?

7-Refused
8-Don't know
9-No answer

0-Inapplicable, coded 1 in Var. CHKCITIZ
Blank-Inapplicable, Non-Latino questionnaire

PREFPART  Q.99  Regarding U.S. political parties, do you
consider yourself:

1-a Democrat,
2-a Republican,
3-an Independent,
4-or something else? (SPECIFY)
5-None of them (Nothing)

7-Refused
8-Don't know
9-No answer

0-Inapplicable, coded I in Var. CHKCITIZ
Blank-Inapplicable, Non-Latino questionnaire

PARTDIFF  Q.100  Do you think there are important differences
in what the Republicans and the Democrats
stand for?

1-Yes
2-No

8-Don't know
9-No answer
Q.101 What do you think the Republicans stand for?

**SPECIAL GROUPS**

01-Poor/ underprivileged
02-Average person/ “Little people”
03-Working class/ For the people
04-Middle class
05-Wealthy/ rich/ privileged
06-Business/ corporations/ big business
07-Unions
08-Whites
09-Minorities
10-Elderly
11-Women
12-Special Interest Groups (unspecified)
13-Themselves
14-All kinds of people/ Everybody
15-Communists
16-Immigrants
17-Small business
18-Religious Right
19-Younger people/ Youth

**POLITICAL IDEOLOGY**

27-Socialism/ Communism
28-Right/ Extreme Right
29-Left/ Extreme Left
30-Liberal
31-Conservative
32-Capitalism/ Competition
33-Democracy
34-Anti-communism
35-Anti-socialism
36-More government/ active government/ more control of people
37-Less government
38-Money & /or power

**SPECIFIC IDEOLOGY**

41-Anti-public assistance/ welfare/ social programs
42-More fiscally responsible
43-Anti-drugs/ strong drug enforcement policy
45-Pro-education/ school
46-Anti-education/ school
47-Pro-social Reform
48-Anti-Flag burning
49-Pro-family, community
50-Pro-abortion/ pro-choice
51-Anti-abortion/ pro-life
52-Pro-capital punishment
53-Anti-capital punishment
54-Pro-business
55-Anti-business
56-Pro-military/ defense/ pro-war
57-Anti-military/ defense/ pacifist
58-Pro-civil rights
59-More government spending/ wasting money
60-Less government spending
61-More taxes
62-Less taxes
63-Mutual help
64-Peace
65-Equality among people
66-More benefits
67-Keep the economy/country strong
68-Worse or poorer foreign relations
69-Pro-welfare/pro-food stamps/pro-public assistance
70-Strong values
71-Freedom
72-Better foreign relations
73-Weaker economy
74-They are more patriotic
75-Anti-immigration
76-They would like Puerto Rico to become a state
77-Other
78-Less benefits
79-Less freedom

UNSPECIFIC COMMENT

80-Speak too much
81-Don't stand for anything in particular
82-Don't listen to the people
83-The party that represents me
84-Take more interest in the issues
85-Honest, sincere
86-Keep their word
87-Depends on the person
88-They are not very firm
89-Don't keep their word
90-More intelligent, informed
91-More organized
92-They are better
93-They are less helpful
94-Firmer/Better decision makers
95-Less organized

REPSTD1
First Mention
77-Other

97-Refused
98-Don't know
99-No answer

REPSTD2
Second Mention
96-No 2nd mention

REPSTD3
Third Mention
96-No 3rd mention
Q.102 What do You think the Democrats stand for?

SPECIAL GROUPS
01-Poor/ underprivileged
02-Average person/ “Little people”
03-Working class/ For the people
04-Middle class
05-Wealthy/ rich/ privileged
06-Business/ corporations/ big business
07-Unions
08-Whites
09-Minorities
10-Elderly
11-Women
12-Special Interest Groups (unspecified)
13-Themselves
14-All kinds of people/ Everybody
15-Communists
16-Immigrants
17-Small business
18-Religious Right
19-Younger people/ Youth

POLITICAL IDEOLOGY
27-Socialism/ Communism
28-Right/ Extreme Right
29-Left/ Extreme Left
30-Liberal
31-Conservative
32-Capitalism/ Competition
33-Democracy
34-Anti-communism
35-Anti-socialism
36-More government/ active government/ more control of people
37-Less government
38-Money & /or power

SPECIFIC IDEOLOGY
41-Anti-public assistance/ welfare/ social programs
42-More fiscally responsible
43-Anti-drugs/ strong drug enforcement policy
45-Pro-education/ school
46-Anti-education/ school
47-Pro-social Reform
48-Anti-Flag burning
49-Pro-family, community
50-Pro-abortion/ pro-choice
51-Anti-abortion/ pro-life
52-Pro-capital punishment
53-Anti-capital punishment
54-Pro-business
55-Anti-business
56-Pro-military/ defense/ pro-war
57-Anti-military/ defense/ pacifist
58-Pro-civil rights
59-More government spending/ wasting money
60-Less government spending
61-More taxes
62-Less taxes
63-Mutual help
64-Peace
65-Equality among people
66-More benefits
67-Keep the economy/ country strong
68-Worse or poorer foreign relations
69-Pro-welfare/ pro-food stamps/ pro-public assistance
70-Strong values
71-Freedom
72-Better foreign relations
73-Weaker economy
74-They are more patriotic
75-Anti-immigration
76-They would like Puerto Rico to become a state
77-Other
80-Speak too much
81-Don't stand for anything in particular
82-Don't listen to the people
83-The party that represents me
84-Take more interest in the issues
85-Honest, sincere
86-Keep their word
87-Depends on the person
88-They are not very firm
89-Don't keep their word
90-More intelligent, informed
91-More organized
92-They are better
93-They are less helpful
94-Firmer/ Better decision makers
95-Less organized
96-No 2nd mention
97-Refused
98-Don't know
99-No answer
96-No 2nd mention
96-No 3rd mention
CODER========> CHECK BOOKMARK, IF R UNEMPLOYED, 
          GO TO Q.104.

Q.103      Now I would like to ask some different kinds 
of questions. Over the past month, have you 
          had to do any of the following as part of 
your job: 
          (USE CODES BELOW FOR VARIABLES LETTER TO 
TALKOFF)

                          1-Yes
                          2-No
          8-Don't know 
          9-No answer 
          0-Inapplicable, coded 06-14, 77, 98-99 in 
          WORKSTAT

LETTER     a. write a letter?

TELEPHONE  b. make a telephone call to someone you do not 
          know personally?

MEETING    c. take part in a meeting where decisions are 
          made?

PRESENT    d. give a presentation or talk?

TALKOFF    e. get in touch with a government official?

Q.104      KNOWOFF  Do you happen to be personally acquainted 
          with an elected or appointed official who 
          could help you with a personal or community 
          problem?

                          1-Yes 
                          2-No
          8-Don't know 
          9-No answer
Q.105 If you wanted to go to a meeting—for example, a school or community meeting, or a meeting at your church—how difficult would it be to arrange for someone to help you with your responsibilities at home? Would it be:

1-very difficult,
2-somewhat difficult,
3-or not difficult?

8-Don't know
9-No answer

Blank-Inapplicable, Non-Latino questionnaire

Q.106 Here are some ways that people get involved in the schools. Other than when you were a student, have you:

(USE CODES BELOW FOR VARIABLES TEACHER TO SCHELECT)

1-Yes
2-No

8-Don't know
9-No answer

TEACHER

a. met with a teacher or teachers?

Blank-Inapplicable, Non-Latino questionnaire

(item a only)

PTAMEET

b. attended a PTA meeting?

RINPAL

c. met with the school principal?

SBOARD
d. attended a meeting of the school board?

SCHELECT
e. voted in a school board election?

TRUSTGOV

Q.107 Next, I have some questions about trust and satisfaction with government. How much of the time do you think you can trust government officials to do what is right:

1-just about always,
2-most of the time,
3-some of the time,
4-or almost never?

7-Refused
8-Don't know
9-No answer
RUNGOV  Q.108  Would you say that the government generally is:

1-run by a few people looking out for their own interests,
2-or run for the benefit of all?
3-Other (SPECIFY)

7-Refused
8-Don't know
9-No answer

IMPTNATL  Q.109  What do you say is the one most important problem facing people in this country today?

GO TO Q.111 -> 00-No problem

**ECONOMIC ISSUES**

01-Economy
02-Unemployed/ lack of jobs/ lack of good jobs
03-Underemployment
04-Poverty
05-High cost of living
06-Inflation
07-Government budget deficits
08-Tax issues
09-Money (supply, policies)
10-Lack of job skills/ job training
11-Lack of housing/ housing shortage/ high cost of decent housing
12-Homelessness/ The homeless
13-Welfare
14-Low salaries
15-Redevelopment of low income areas
16-Lack of industrial development

19-Other economic Issue

**SOCIAL ISSUES**

20-Drugs/ drug abuse/ Alcoholism
21-Crime/ high rates of crime
22-Violence
23-Gangs/ Juvenile delinquency
24-Right wing groups
25-Homosexuals
26-Elderly
27-Lack of adequate prison/ courts/ police
28-Prejudice/ discrimination/ racial tensions/ ethnic group differences
29-Class difference/ gap between rich and poor
30-Stereotyping groups
31-Acceptance of RG/ integration of RG
32-Identity crises
33-Lack of national identity/ unity
34-Dependency/ no self sufficiency
35-Low self-esteem/ sense of inferiority/ lack of respect
36-Feelings of envy/ jealousy
37-Hunger
38-Gambling
39-Other Social Issue

**HEALTH AND FAMILY ISSUES**

40-Health care
41-Abortion
42-AIDS
43-Mental health/ emotional problems
44-Lack or loss of the family unit
45-Bad family situations
46-Teenage pregnancy
47-Child abuse
49-Other Health and Family Issue

**EDUCATION ISSUES**

50-Education/ lack of education/ inadequate education
51-Improper or poor education
52-No bilingual education
53-Illiteracy
54-High drop-out rates
55-Ignorance
56-High cost of education
57-Lack of language skills (English)
59-Other Education Issue

**IMMIGRATION ISSUES**

60-Immigration
61-Illlegal aliens
62-Amnesty
63-Documentation
64-Other Immigration Issue

**POLITICAL ISSUES**

65-Political lack of unity/ polarization
66-Inadequate government representation
67-Lack of political recognition
68-Lack of leadership
69-Political oppression
70-National defense/ security
71-International/ foreign relations
72-Loss of constitutional rights
73-Political problems
74-Lack of peace
75-City/ county government (public officials)
76-Other Political Issue
77-Other Issue
78-Communism

**ENVIRONMENTAL ISSUES**

80-Environmental damage/ pollution
81-Air pollution
82-Water pollution
83-Water shortage
84-Lack of services
85-Trash
86-Utilities/ power costs
87-Poor maintenance services
88-Overdevelopment/ growth/ congestion/
  Overcrowding/ traffic problems
89-Lack of planning
90-Other Environmental Issue

RELIGIOUS/ MORAL ISSUES

91-Not believing in God/ Jesus Christ
92-Lack of purpose/ direction in life
93-Lack human concern/ lack of compassion/
  feeling of alienation
94-Lack of ambition/ motivation
95-Other Religious/ Moral Issue
96-Lack of moral and spiritual values

  -> 97-Refused
  GO TO Q.111  -> 98-Don't know
  -> 99-No answer

PROBLEM1        Q.110 Which of the following two statements best
                 describes your views about this problem-

1-One: A lot of progress can be made on this
      problem without involving the government.
2-Two: In order to make substantial progress
       on this problem the government will have to
       get involved.
3-Neither

7-Refused
8-Don't know
9-No answer

0-Inapplicable, coded 00 or 97-99 in Var.
IMPTNATL
Q.111 What do you think is the one most important problem facing people in your (city/county)?

GO TO INSTRUCTION -> 00-No problem

ABOVE Q.113

**ECONOMIC ISSUES**

01- Economy
02- Unemployed/ lack of jobs/ lack of good jobs
03- Underemployment
04- Poverty
05- High cost of living
06- Inflation
07- Government budget deficits
08- Tax issues
09- Money (supply, policies)
10- Lack of job skills/ job training
11- Lack of housing/ housing shortage/ high cost of decent housing
12- Homelessness/ The homeless
13- Welfare
14- Low salaries
15- Redevelopment of low income areas
16- Lack of industrial development

19- Other economic Issue

**SOCIAL ISSUES**

20- Drugs/ drug abuse/ Alcoholism
21- Crime/ high rates of crime
22- Violence
23- Gangs/ Juvenile delinquency
24- Right wing groups
25- Homosexuals
26- Elderly
27- Lack of adequate prison/ courts/ police
28- Prejudice/ discrimination/ racial tensions/ ethnic group differences
29- Class difference/ gap between rich and poor
30- Stereotyping groups
31- Acceptance of RG/ integration of RG
32- Identity crises
33- Lack of national identity/ unity
34- Dependency/ no self sufficiency
35- Low self-esteem/ sense of inferiority/ lack of respect
36- Feelings of envy/ jealousy
37- Hunger
38- Gambling
39- Other Social Issue

**HEALTH AND FAMILY ISSUES**

40- Health care
41- Abortion
42- AIDS
43- Mental health/ emotional problems
44- Lack or loss of the family unit
45-Bad family situations
46-Teenage pregnancy
47-Child abuse

49-Other Health and Family Issue

EDUCATION ISSUES

50-Education/ lack of education/ inadequate education
51-Improper or poor education
52-No bilingual education
53-Illiteracy
54-High drop-out rates
55-Ignorance
56-High cost of education
57-Lack of language skills (English)

59-Other Education Issue

IMMIGRATION ISSUES

60-Immigration
61-Illegal aliens
62-Amnesty
63-Documentation
64-Other Immigration Issue

POLITICAL ISSUES

65-Political lack of unity/ polarization
66-Inadequate government representation
67-Lack of political recognition
68-Lack of leadership
69-Political oppression
70-National defense/ security
71-International/ foreign relations
72-Loss of constitutional rights
73-Political problems
74-Lack of peace
75-City/ county government (public officials)
76-Other Political Issue
77-Other Issue
78-Communism

ENVIRONMENTAL ISSUES

80-Environmental damage/ pollution
81-Air pollution
82-Water pollution
83-Water shortage
84-Lack of services
85-Trash
86-Utilities/ power costs
87-Poor maintenance services
88-Overdevelopment/ growth/ congestion/
     Overcrowding/ traffic problems
89-Lack of planning
90-Other Environmental Issue

RELIGIOUS/ MORAL ISSUES
91-Not believing in God/ Jesus Christ
92-Lack of purpose/ direction in life
93-Lack human concern/ lack of compassion/ feeling of alienation
94-Lack of ambition/ motivation
95-Other Religious/ Moral Issue
96-Lack of moral and spiritual values

GO TO INSTRUCTION -> 97-Refused
ABOVE Q.113
-> 98-Don't know
-> 99-No answer

PROBLEM2 Q.112 Which of the following statements best describes your views about this problem:

1-One: A lot of progress can be made on this problem without involving the government.
2-Two: In order to make substantial progress on this problem the government will have to get involved.
3-Neither
7-Refused
8-Don't know
9-No answer
0-Inapplicable, coded 00 or 97-99 in Var. IMPTCITY

CODER=======> IF NO PROBLEMS MENTIONED IN BOTH QQ.109 AND Q.111, GO TO Q.115

TALKPROB Q.113 During the past two weeks, have you talked to anyone about these local or national problems?

1-Yes
GO TO Q.115 -> 2-No

-> 7-Refused
-> 8-Don't remember/Don't know
-> 9-No answer

0-Inapplicable, coded 0's in Q.109-Q.112, or coded 00, 97-99 in Var. IMPTNATL and in Var. IMPTCITY
Q.114 Who did you talk to? (How do you know that person?) (IF R ANSWERS "MANY PEOPLE" OR GIVES ANOTHER UNSPECIFIED RESPONSE, PROBE: Who did you talk to most recently?)

01-Family/relatives (in general)
02-Spouse/partner
03-Father
04-Mother
05-Partner(s)
06-Brother(s)
07-Sister(s)
08-Son(s)
09-Daughter(s)
10-Child(ren)
11-Uncle(s)
12-Aunt(s)
13-Cousin(s)
14-Grandmother(s)
15-Grandfather(s)
16-Grandparents(s)
17-Other relative

20-People at work
21-Employer/boss/supervisor
22-Coworker(s)/workmate(s)
23-Customer(s)/client(s)
24-Attendant
25-Landlord
26-Employee/helper

30-Friend(s)/acquaintance(s)
31-Neighbor(s)

40-People at school
41-Teacher(s)/professor(s)/school official
42-Student(s)
43-Classmate(s)/Schoolmate(s)
44-Counselor(s)
45-School board member

50-Priest/Minister/Rabbi
51-Church member
52-Attorney
53-Organization member
54-People with similar problem
55-Police

60-Government/public official
61-Political Party Representative
62-Candidate
63-Politician
64-Registrar/Volunteer
65-Petitioner

70-Stranger/Someone on the street
71-No one in particular
97-Refused
98-Don't know
99-No answer

00-Inapplicable, coded 0's in Q.109-Q.112,
or coded 00, 97-99 in Var. IMPTNATL and
in Var. IMPTCITY or coded 2, 7-9 in Var.
TALKPROB

WHOTALKB Second Mention.
96-No 2nd mention

WHOTALKC Third Mention
96-No 3rd mention

IMPTRGS Q.115 Lastly, what do you think is the one most
important Problem facing [RG]s?

GO TO Q.119 -> 00-No problem

ECONOMIC ISSUES

01-Economy
02-Unemployed/ lack of jobs/
lack of good jobs
03-Underemployment
04-Poverty
05-High cost of living
06-Inflation
07-Government budget deficits
08-Tax issues
09-Money (supply, policies)
10-Lack of job skills/ job training
11-Lack of housing/ housing shortage/
   high cost of decent housing
12-Homelessness/ The homeless
13-Welfare
14-Low salaries
15-Redevelopment of low income areas
16-Lack of industrial development

19-Other economic Issue

SOCIAL ISSUES

20-Drugs/ drug abuse/ Alcoholism
21-Crime/ high rates of crime
22-Violence
23-Gangs/ Juvenile delinquency
24-Right wing groups
25-Homosexuals
26-Elderly
27-Lack of adequate prison/ courts/ police
28-Prejudice/ discrimination/
   racial tensions/ ethnic group differences
29-Class difference/
   gap between rich and poor
30-Stereotyping groups
31-Acceptance of RG/ integration of RG
32-Identity crises
33-Lack of national identity/ unity
34-Dependency/ no self sufficiency
35-Low self-esteem/ sense of inferiority/ lack of respect
36-Feelings of envy/ jealousy
37-Hunger
38-Gambling
39-Other Social Issue

HEALTH AND FAMILY ISSUES
40-Health care
41-Abortion
42-AIDS
43-Mental health/ emotional problems
44-Lack or loss of the family unit
45-Bad family situations
46-Teenage pregnancy
47-Child abuse
49-Other Health and Family Issue

EDUCATION ISSUES
50-Education/ lack of education/ inadequate education
51-Improper or poor education
52-No bilingual education
53-Illiteracy
54-High drop-out rates
55-Ignorance
56-High cost of education
57-Lack of language skills (English)
59-Other Education Issue

IMMIGRATION ISSUES
60-Immigration
61-Illegal aliens
62-Amnesty
63-Documentation
64-Other Immigration Issue

POLITICAL ISSUES
65-Political lack of unity/ polarization
66-Inadequate government representation
67-Lack of political recognition
68-Lack of leadership
69-Political oppression
70-National defense/ security
71-International/ foreign relations
72-Loss of constitutional rights
73-Political problems
74-Lack of peace
75-City/ county government (public officials)
76-Other Political Issue
77-Other Issue
78-Communism
ENVIRONMENTAL ISSUES
80-Environmental damage/ pollution
81-Air pollution
82-Water pollution
83-Water shortage
84-Lack of services
85-Trash
86-Utilities/ power costs
87-Poor maintenance services
88-Overdevelopment/ growth/ congestion/
Overcrowding/ traffic problems
89-Lack of planning
90-Other Environmental Issue

RELIGIOUS/ MORAL ISSUES
91-Not believing in God/ Jesus Christ
92-Lack of purpose/ direction in life
93-Lack human concern/ lack of compassion/
feeling of alienation
94-Lack of ambition/ motivation
95-Other Religious/ Moral Issue
96-Lack of moral and spiritual values

GO TO Q.119 -> 97-Refused
-> 98-Don't know
-> 99-No answer
Blank-Inapplicable, Non-Latino questionnaire

PROBLEM3 Q.116 Which of the following statements best describes your views about this problem:

1-One: A lot of progress can be made on this problem without involving the government.
2-Two: In order to make substantial progress on this problem, the government will have to get involved.
3-Neither
4-Refused
8-Don't know
9-No answer

0-Inapplicable, coded 00, 97-99 in Var.
IMPTRG5
Blank-Inapplicable, Non-Latino questionnaire
Q.117  During the past two weeks, have you talked to anyone about this problem?

1-Yes
GO TO Q.119  

-> 2-No

-> 7-Refused
-> 8-Don't remember/Don't know
-> 9-No answer

0-Inapplicable, coded 00, 97-99 in Var. IMPTRGS
Blank-Inapplicable, Non-Latino questionnaire

Q.118  Who did you talk to about this problem? (How do you know that person?) (IF R ANSWERS "MANY PEOPLE" OR GIVES ANOTHER UNSPECIFIED RESPONSE, PROBE: Who did you talk to most recently?)

01-Family/ relatives (in general)
02-Spouse/partner
03-Father
04-Mother
05-Partner(s)
06-Brother(s)
07-Sister(s)
08-Son(s)
09-Daughter(s)
10-Child(ren)
11-Uncle(s)
12-Aunt(s)
13-Cousin(s)
14-Grandmother(s)
15-Grandfather(s)
16-Grandparents(s)
17-Other relative

20-People at work
21-Employer/boss/supervisor
22-Coworker(s)/workmate(s)
23-Customer(s)/client(s)
24-Attendant
25-Landlord
26-Employee/helper

30-Friend(s)/acquaintance(s)
31-Neighbor(s)

40-People at school
41-Teacher(s)/professor(s)/school official
42-Student(s)
43-Classmate(s)/Schoolmate(s)
44-Counselor(s)
45-School board member

50-Priest/Minister/Rabbi
51-Church member
52-Attorney
53-Organization member
54-People with similar problem
Now I'd like to ask about some things you may have done in the last year. During the past twelve months, have you worked or cooperated with others to try to solve a problem affecting Your city or neighborhood?

```
Q.119  Now I'd like to ask about some things you may have done in the last year. During the past twelve months, have you worked or cooperated with others to try to solve a problem affecting Your city or neighborhood?
SOLVPROB  1-Yes
           GO TO Q.124 -> 2-No
           -> 7-Refused
           -> 8-Don't remember/Don't know
           -> 9-No answer
```

Was this a problem particularly affecting [RG]s?

```
Q.120  Was this a problem particularly affecting [RG]s?
RGPROB  1-Yes
        2-No
        8-Don't know
        9-No answer
```

0-Inapplicable, coded 2, 7-9 in Var. SOLVPROB
Blank-Inapplicable, Non-Latino questionnaire
What problem was that? (IF MORE THAN ONE PROBLEM, ASK: What was the most recent problem?)

**ECONOMIC ISSUES**

01-Economy
02-Unemployed/ lack of jobs/ lack of good jobs
03-Underemployment
04-Poverty
05-High cost of living
06-Inflation
07-Government budget deficits
08-Tax issues
09-Money (supply, policies)
10-Lack of job skills/ job training
11-Lack of housing/ housing shortage/ high cost of decent housing
12-Homelessness/ The homeless
13-Welfare
14-Low salaries
15-Redevelopment of low income areas
16-Lack of industrial development
19-Other economic issue

**SOCIAL ISSUES**

20-Drugs/ drug abuse/ Alcoholism
21-Crime/ high rates of crime
22-Violence
23-Gangs/ Juvenile delinquency
24-Right wing groups
25-Homosexuals
26-Elderly
27-Lack of adequate prison/ courts/ police
28-Prejudice/ discrimination/ racial tensions/ ethnic group differences
29-Class difference/ gap between rich and poor
30-Stereotyping groups
31-Acceptance of RG/ integration of RG
32-Identity crises
33-Lack of national identity/ unity
34-Dependency/ no self sufficiency
35-Low self-esteem/ sense of inferiority/ lack of respect
36-Feelings of envy/ jealousy
37-Hunger
38-Gambling
39-Other Social Issue

**HEALTH AND FAMILY ISSUES**

40-Health care
41-Abortion
42-AIDS
43-Mental health/ emotional problems
44-Lack or loss of the family unit
45-Bad family situations
46-Teenage pregnancy
47-Child abuse

49-Other Health and Family Issue

EDUCATION ISSUES

50-Education/ lack of education/ inadequate education
51-Improper or poor education
52-No bilingual education
53-Illiteracy
54-High drop-out rates
55-Ignorance
56-High cost of education
57-Lack of language skills (English)

59-Other Education Issue

IMMIGRATION ISSUES

60-Immigration
61-Illegal aliens
62-Amnesty
63-Documentation
64-Other Immigration Issue

POLITICAL ISSUES

65-Political lack of unity/ polarization
66-Inadequate government representation
67-Lack of political recognition
68-Lack of leadership
69-Political oppression
70-National defense/ security
71-International/ foreign relations
72-Loss of constitutional rights
73-Political problems
74-Lack of peace
75-City/ county government (public officials)
76-Other Political Issue
77-Other Issue
78-Communism

ENVIRONMENTAL ISSUES

80-Environmental damage/ pollution
81-Air pollution
82-Water pollution
83-Water shortage
84-Lack of services
85-Trash
86-Utilities/ power costs
87-Poor maintenance services
88-Overdevelopment/ growth/ congestion/ overcrowding/ traffic problems
89-Lack of planning
90-Other Environmental Issue

RELIGIOUS/ MORAL ISSUES

91-Not believing in God/ Jesus Christ
92-Lack of purpose/ direction in life
93-Lack human concern/ lack of compassion/ feeling of alienation
94-Lack of ambition/ motivation
95-Other Religious/ Moral Issue
96-Lack of moral and spiritual values
97-Refused
98-Don't know
99-No answer
00-Inapplicable, coded 2, 7-9 in Var.

SOLVPROB

Q.122 What did you do? (What else?)

01-Communicated with pub. official/ govt. agency/ reported to appropriate
02-Signed petition
03-Wrote letter
04-Discussed issue
10-Worked on problem directly
11-Took direct individual action
12-Made donation/ collected money
13-Testified in court
20-Established a group/ organization
21-Became active volunteer in community organization
22-Participated in neighborhood program/ meetings
23-Worked with/ talked with neighbors, friends
24-Engaged in cooperative group activity
30-Became active in campaign
31-Hosted candidate party
32-Registered voters

DOPROB1 First Mention
77-Other
97-Refused
98-Don't know
99-No answer
00-Inapplicable, coded 2, 7-9 in Var.

SOLVPROB

DOPROB2 Second Mention
96-No 2nd mention

DOPROB3 Third Mention
96-No 3rd mention
RESULT
Q.123 How satisfied were you with the results of your effort:
1-very satisfied,
2-satisfied,
3-unsatisfied,
4-or very unsatisfied?
8-Don't know
9-No answer
0-Inapplicable, coded 2, 7-9 in Var. SOLVPROB

Q.124 We would like to find out about some of the things people in the U.S. do to make their views known. Which of the activities listed on this card, if any, have you done in the past twelve months? (USE CONES BELOW FOR VARIABLES PETITION TO CONMONEY)
1-Yes
2-No
8-Don't know
9-No answer

PETITION
a. Signed a petition regarding an issue or problem that concerns you?

WRITEISS
b. Written a letter, telephoned or sent a telegram to an editor or public official regarding issues that concern your?

PUBMEET
c. Attend a public meeting?

BUTTON
d. Worn a campaign button, put a campaign sticker on your car, or placed a sign in your window or in front of your house?

RALLIES
e. Gone to any political meetings, rallies, speeches, or dinner in support of a particular candidate?

VOLUNTER
f. Worked either for pay or on a volunteer basis for a party or a candidate running for office?

CONMONEY
g. Contributed money to an individual candidate, a political party, or some other political organization supporting a candidate or an issue in an election?
Now we would like to ask you about your views on various types of government programs.

As I read each program, tell me if you would like to see it increased even if it meant paying more taxes, if you would like to see it decreased or if you would leave it the same.

Q.125 How about (PROGRAM)? (AS NEEDED): (Even if it meant paying more taxes, would you like to see this program increased, decreased, or left the same?)

(USE CODES BELOW FOR VARIABLES ENVIRON TO BLACKS)

1-Increase
2-Decrease
3-Left the same
4-No opinion
8-Don't know
9-No answer
Blank-Inapplicable, Non-Latino questionnaire, (items a-f, h and i only)

ENVIRON a. improving and protecting the environment

PUBEDUC b. public education

WELFARE c. public assistance or welfare

HEALTH d. medical or health care

SCIENCE e. programs or support science and technology

CHILDSER f. child care services

REFUGEE g. programs to help legal immigrants and refugees

DEFENSE h. defense spending

DRUGCRIM i. crime control and drug Prevention

RGPROG j. programs to held [RG]s

BLACKS k. programs to help blacks
ATTENRG Q.126 Some people follow what is going on with [RG]'s most of the time. Others aren't that interested. Would you say that you follow what is going on with [RG]:

1-most of the time,
2-some of the time,
3-only now and then,
4-hardly at all,
5-or never?

8-Don't know
9-No answer

Blank-Inapplicable, Non-Latino questionnaire

Q.127 I am going to read a list of things that [RG]s may do together to increase their influence or to get something done within the U.S. As I read each activity, tell me if you have done this activity during the past twelve months. (READ Q.a) (AS NEEDED ASK): (In the past twelve months), have you (ACTIVITY)? (USE CODES BELOW FOR VARIABLES RGVOLUN TO RGMONEY)

1-Yes
2-No

8-Don't know
9-No answer

Blank-Inapplicable, Non-Latino questionnaire

RGVOLUN a. Worked as a volunteer or for pay for a candidate endorsed by [RG] groups or leaders?

RGVOTER b. Worked with [RG]s to get [RG]s to vote as a group?

RGPETIT c. Signed a petition in support of [RG] concerns?

RGBOYCT d. Boycotted a company or a product in support of [RG]'s concerns?

RGDEMO e. Attended a public meeting or demonstration regarding [RG]'s concerns?

RGCULT f. Worked on projects that help maintain or promote [RG]'s culture, history, or art?

RGTELGM g. Written a letter, telephoned or sent a
telegram to an editor, or public official regarding issues concerning ... [RG]s?

**RGMONEY**

h. Contributed money to a [RG] candidate, to a [RG] organization or to support other [RG] activities?

We would like your opinion on some issues that have been talked about in recent months. On each card, the number 1 represents a position held by some people, the number 5 represents an opposing position, and the numbers 2 through 4 stand for positions between these two. Please indicate the number that best represents your opinion on each issue.

**PROJOBS**

Q.128 What number best represents your opinion on this issue?

1-One: The government should provide jobs for everyone who wants a job;
   .
   .

5-Five: It's up to each person to get his own job.

7-Refused
8-Don't know
9-No answer

**HOUSING**

Q.129 What number best represents your opinion on this issue?

1-One: Individuals should provide their own housing;
   .
   .

5-Five: The government should provide housing to anyone who needs it.

7-Refused
8-Don't know
9-No answer
INCOME

Q.130 What number best represents your opinion on this issue?

1-One: The government should guarantee every person or family a minimum income, even if no one in the family can work;

. .

5-Five: People should work and earn their own income.

7-Refused
8-Don't know
9-No answer

Now we have some questions concerning various public figures.

Q.131 What job or political office does Dan Quayle hold now? How about William Rehnquist? What job or political office does he hold now?

How about (PERSON)? What position or job does he hold now?

(USE CODES BELOW FOR VARIABLES QUALYE TO SUAREZ)

1-Correct
2-Partially correct
3-Incorrect

8-Don't know
9-No answer

QUAYLE a. Dan Quayle (VICE PRESIDENT)

REHNQST b. William Rehnquist (SUPREME COURT CHIEF JUSTICE)

CHAVEZ c. Cesar Chavez (HEAD OF CALIFORNIA FARM WORKERS UNION)

RGARCIA d. Robert "Bobby" Garcia (CONGRESSMAN FROM BRONX, NY)

SUAREZ e. Xavier Suarez (MAYOR OF MIAMI, FL)
Q.132 Which party has the most members in the U.S. House of Representatives?

1-Republican
2-Democrat
3-Other (SPECIFY)
7-Refused
8-Don't know
9-No answer

Q.133 Next we would like to know how strongly you agree or disagree with the following statements. (USE CODES BELOW FOR VARIABLES RGWORK TO RGOFFICL)

1-strongly agree,
2-agree,
3-disagree, or
4-strongly disagree?
5-NEITHER AGREE OR DISAGREE
8-Don't know
9-No answer

Blank-Inapplicable, Non-Latino questionnaire

RGWORK a. [RG]s have an obligation to work with other [RG]s to increase the number of [RG] elected and appointed officials. Do you: (READ RESPONSE CATEGORIES)

RGBETTER b. How about: as things get better for [RG]s in general, things also get better for me?

RGOFFICL c. [RG] elected and appointed officials help [RG]s more than Anglo officials do?

CUBAREL Q.134 Another issue we would like to ask you about is international affairs and foreign relations. Some people say that the U.S. government should begin immediately to re-establish diplomatic relations with Cuba. Others are opposed to this. What do you think? Do you think that the U.S. government should:

1-begin immediately to re-establish relations,
2-or should not reestablish relations?
3-UNCERTAIN/DON'T CARE/NO OPINION/DON'T KNOW
9-No answer
PUERTO
Q.135
Some people want Puerto Rico to become a state, others want it to become independent, and others want it to remain as it is, a Commonwealth. What do you think? Do you think that Puerto Rico should:

1- become a state,
2- become independent,
3- or remain as a commonwealth?
4- UNCERTAIN/DON'T CARE/NO OPINION/DON'T KNOW

9- No answer

MEXCURUP
Q.136
Some people say that U.S. policies are a major cause of Mexico's economic crisis; others say that governmental corruption and inefficiency in Mexico are an even greater cause of Mexico's problems. Which do you think is a greater problem for Mexico:

1- U.S. policies,
2- or governmental corruption and inefficiency in Mexico?
3- BOTH
4- UNCERTAIN/DON'T CARE/NO OPINION/DON'T KNOW

9- No answer

POLCOUNT
Q.137
Some [RG]s are more concerned about government and politics in [RG's COUNTRY] than in the U.S. Others are more concerned about government and politics in the U.S. How about you? Are you:

1- more concerned about government and politics in [RG COUNTRY],
2- or more concerned about government and politics in the U.S.?
3- Equally Concerned About Both
4- UNCERTAIN/DON'T CARE/NO OPINION/DON'T KNOW

9- No answer

Blank-Inapplicable, Non-Latino questionnaire
I am going to read the names of some countries. Rate each country using this feeling thermometer. You may use any number from 0 to 100 for rating. Ratings between 50 degrees and 100 degrees mean that you feel favorable and warm toward the country. Ratings between 0 degrees and 50 degrees mean that you don't feel too favorable toward the country.

If we come to a country you don't recognize you don't need to rate that one. Just tell me and we'll move on to the next one. If you do recognize a country but don't feel particularly warm or cold towards it, you would rate the country at 50 degrees.

(USE CODES BELOW FOR VARIABLES RUSSIA TO UNSTAT)

000-No degrees
001-One degree
100-100 degrees
997-Refused
998-Don't recognize/Don't know
999-No answer

RUSSIA a. Let's start with Russia, or the Soviet Union. How would you rate it?

MEXICO b. How about Mexico?

RICO c. Puerto Rico?

JAPAN d. Japan?

NICRGUIA e. Nicaragua?

BRITAIN f. England/Great Britain?

CUBA g. Cuba?

VENUEULA h. Venezuela?

ISRAEL i. Israel?

UNSTAT j. The United States?
FINANCL Q.139  We are interested in how people are getting along financially these days. Would you say you (and your family living with you) are:

1-much better off,
2-better off,
3-the same,
4-worse off,
5-or much worse off financially than twelve months ago?

7-Refused
8-Don't know
9-No answer

BETFINAN Q.140  Now looking ahead, do you think that twelve months from now you (and your family living with you) will be:

1-much better off,
2-better off,
3-the same,
4-worse off,
5-or much worse off financially than now?

7-Refused
8-Don't know
9-No answer

Q.141  Tell us how strongly you agree or disagree with the following statements. (USE CODES BELOW FOR VARIABLES EQUOPPOR AND CHANCE)

1-strongly agree,
2-agree,
3-disagree, or
4-strongly disagree?
5-NEITHER AGREE NOR DISAGREE

8-Don't know
9-No answer

Blank-Inapplicable, Non-Latino questionnaire

EQUOPPOR  a. Our society should do whatever is necessary to make sure that everyone has an equal opportunity to succeed. Do you:

CHANCE  b. How about: It is OK if some people have more of a chance in life than others?
We hear a lot of talk these days about liberals and conservatives. Here is a seven-point scale on which the political views that people might hold are arranged from very liberal to very conservative.

Where would you place yourself on this scale? Would you say that you are:

(USE CODES GIVEN BELOW FOR VARIABLES IDEOLOGY TO REAGAN)

1-very liberal,
2-liberal,
3-slightly liberal,
4-moderate, middle of the road,
5-slightly conservative,
6-conservative,
7-or very conservative?

8-Don't know
9-No answer/Refused

What about Jesse Jackson? What would you call him?

And what would you call Ronald Reagan?

There are many controversial groups in the U.S. From the groups that I name and the ones that you think of, select the one group that you dislike the most. Is it:

01-the Communist party,
02-the Nazi party,
03-the Ku Klux Klan,
04-Gay and Lesbian groups,
05-Black Muslims,
06-English only, U.S. English,
07-Atheist organizations,

77-or some other group? (SPECIFY)

GO TO Q.147
98-Don't know
99-No answer
Q.146 Tell us how strongly you agree or disagree with the following statements.
(USE CODES BELOW FOR VARIABLES HOLDOFF TO HOLDRALY)

1-strongly agree,
2-agree,
3-disagree, or
4-strongly disagree?
5-NEITHER AGREE NOR DISAGREE
7-Refused
8-Don't know
9-No answer
0-Inapplicable, coded 97-99 in Var. TOLERAN

HOLDOFF a. Members of (GROUP) should not be allowed to hold elective office in the U.S. Do you:

ALLOWSCH b. How about: Members of (GROUP) should be allowed to teach in public schools?

HOLDRALY c. (GROUP) should be allowed to hold public rallies in our city?

INVOLVE Q.147 Some people think that the U.S. government should be more involved in the internal affairs of Central American countries. Others think it should be less involved in this area. What do you think? Do you think the U.S. should be:

1-more involved,
2-or less involved?
7-Refused
8-Don't know
9-No answer
Blank-Inapplicable, Non-Latino questionnaire

UNREST Q.148 Which do you think is the greater cause of unrest in Central America today:

1-subversion (stirring up trouble) from Cuba, Nicaragua and the Soviet Union,
2-or poverty and lack of human rights in the area?
3-BOTH
7-Refused
8-Don't know
9-No answer
Blank-Inapplicable, Non-Latino questionnaire
DISCRIM Q.149 Because you are a [RG], have you ever been turned down as renter or buyer of a home, or been treated rudely in a restaurant, or been denied a job, or experienced other important types of discrimination?

1-Yes
2-No

8-Don't know
9-No answer

Blank-Inapplicable, Non-Latino questionnaire

Q.150 Now I would like to ask you about how much discrimination or unfair treatment you think different groups face in the U.S. Do you think the following groups face a lot of discrimination, some, a little, or no discrimination at all?

(USE CODES BELOW FOR VARIABLES AFRICAN TO JEWAMER)

1-A lot
2-Some
3-A little
4-None

7-Refused
8-Don't know
9-No answer

AFRICAN a. How about Blacks?

ASIANS b. Asian Americans (such as Chinese, Japanese, Koreans and other groups)?

MEXORIG c. Mexican origin people?

CUBAMER d. Cuban Americans?

BORICUA e. Puerto Ricans?

WOMEN f. Women?

JEWAMER g. Jewish Americans?
ABORTION  Q.151  There has been some discussion about abortion during recent years. Which one of the statements on the card best agrees with your view? By law:

01—an abortion should never be permitted,  
02—an abortion should be permitted only in case of rape, incest or when the woman's life is in danger,  
03—an abortion should be permitted but only after the need for the abortion has been clearly established, or  
04—a woman should always be able to obtain an abortion as a matter of personal choice?

77—Other (SPECIFY)

97—Refused  
98—Don't know  
99—No answer

Blank—Inapplicable, Non-Latino questionnaire

TRUSTPED  Q.152  Generally speaking, would you say that:

1—most people can be trusted,  
2—or that you must be very careful in dealing with people?

7—Refused  
8—Don't know  
9—No answer

HELPFUL  Q.153  Would you say the most of the time:

1—people try to be helpful,  
2—or that they are mostly looking out for themselves?

8—Don't know  
9—No answer

RGHELP  Q.154  Some [RG]s say the [RG]s usually try to help each other get ahead. Other [RG]s say that instead of helping each other [RG]s usually pull each other down so that no one gets ahead. What do You think? Do [RG]s:

1—help each other,  
2—or pull each other down?  
3—Neither  
4—Both

7—Refused  
8—Don't know  
9—No answer

Blank—Inapplicable, Non-Latino questionnaire
DEATHPEN Q.155 For persons convicted of murder, do you favor or oppose the death penalty?

1-Favor
2-Oppose
3-Depends
7-Refused
8-Don't know
9-No answer

Blank-Inapplicable, Non-Latino questionnaire

Q.156 Using the answers on this card, tell me how strongly you agree or disagree with the following statements.

(USE CODES BELOW FOR VARIABLES SUCCESS AND HARDWORK)

1-strongly agree,
2-agree,
3-disagree,
4-or strongly disagree?
5-NEITHER AGREE NOR DISAGREE
7-Refused
8-Don't know
9-No answer

Blank-Inapplicable, Non-Latino questionnaire

SUCCESS a. Success in life is pretty much determined by forces outside our control. Do you:

HARDWORK b. How about: Hard work does not necessarily lead to success?
The following statements cover issues that are in the news these days. In each scale, the number 1 represents a position held by some people, the number 5 represents an opposing position, and the numbers 2 through 4 stand for positions between these two. Please indicate the number that best represents your opinion on each issue.

**STAYHOME**  Q.157  What number best represents your opinion on this issue?

1-One: In general, women will be better off if they stay home and raise families;

5-Five: In general, women will be better off if they have careers and jobs just like men.

7-Refused
8-Don't know
9-No answer

**CAPABLE**  Q.158  What number best describes your opinion on this issue?

1-One: Men in public office are more capable than women to make decisions in times of crisis.

5-Five: Women in public office are more capable than men to make decisions in times of crisis.

7-Refused
8-Don't know
9-No answer

Blank—Inapplicable, Non-Latino questionnaire
ADVANCE Q.159 What number best describes your opinion on this issue?

1-One: Even if it limits their opportunity for advancement in job or career, women should help their husbands by taking care of household chores and children.

2-

5-Five: Even if it limits their opportunity for advancement in job or career, men should help their wives by taking care of household chores and children.

7-Refused
8-Don't know
9-No answer

Blank-Inapplicable, Non-Latino Questionnaire

QUOTAS Q.160 What number best describes your opinion on this issue?

1-One: The government should establish quotas in college admissions and job hiring to insure ([RG]/Hispanic) representation.

2-

5-Five: College admission and job hiring should be based strictly on merit.

7-Refused
8-Don't know
9-No answer
Q.161 Now we would like to ask you about some other issues that some people have been discussing lately. Tell us how strongly you agree or disagree with the following statements. (USE CODES BELOW FOR VARIABLES OFFENGL TO LEARN)

1-strongly agree,
2-agree,
3-disagree,
4-strongly disagree?
5-NEITHER AGREE NOR DISAGREE

8-Don't know
9-No answer

OFFENGL a. Laws should be passed making English the official language of this country. Do you: (READ RESPONSE CATEGORIES)

SERVLANG b. How about: Government agencies should provide services in Spanish and other languages to non-English speaking clients?

SPEAKBUS c. Businesses have the right to require that employees speak only English during working hours?

LEARN d. All citizens and residents of the U.S. should learn English?

Blank-Inapplicable, Non-Latino questionnaire (item d. only)

HISTORY Q.162 Should [RG] children in U.S. schools study the history and culture of:

1-only the United States,
2-both the U.S. and (RG's COUNTRY), but more about the U.S.,
3-both the U.S. and (RG's COUNTRY) equally,
4-both the U.S. and (RG's COUNTRY), but more about (RG's COUNTRY), or
5-only study the history and culture of (RG's COUNTRY)?

7-Refused
8-Don't know
9-No answer

Blank-Inapplicable, Non-Latino questionnaire
BILINGL Q.163 How strongly do you support or oppose bilingual education? Do you:

1-strongly support it,
2-support it,
3-feel uncertain about it,
4-oppose it,
5-or strongly oppose it?

8-Don't know
9-No answer

Blank-Inapplicable, Non-Latino questionnaire

TAXBILIN Q.164 Would you be willing to pay more taxes to expand bilingual education?

1-Yes
2-No

7-Refused
8-Don't know
9-No answer

Blank-Inapplicable, Non-Latino questionnaire

Q.165 What do you mean by 'bilingual education'?

01-Any language the person chooses
02-Teach/ learn two languages
03-Start in native language, phase into English
04-All subjects taught in two languages
05-Knowing more than one language
06-Teach the cultures of two countries
07-Bilingual education is important if you live in the U.S.
08-Learn English
09-Teaching in native language only
10-Does not teach you to learn English
11-Learn Spanish
12-Respect other groups/ people
13-To preserve ones native culture
14-That you speak two languages in any workplace
15-A better future in life
16-Enables a non-English speaking child to attend school
17-Makes it possible to speak to and understand everybody
18-Children learn better
19-More schools/ Better teachers for Hispanics
20-To become incorporated to the American way
21-To have access to bilingual teachers
22-Identification with the Latin race
23-Right to learn both languages
24-It is not necessary/ important (Bilingual education)
25-Someone who translates Spanish and English
26-Problem/ Mixed nationalities

MEANBIL1
First Mention
77-Other

98-Don't know
99-No answer

Blank-Inapplicable, Non-Latino questionnaire

MEANBIL2
Second Mention
96-No second mention

PARTBILG Q.166 Have you or a member of your family participated in a bilingual education program?

1-Yes
2-No

8-Don't know
9-No answer

Blank-Inapplicable, Non-Latino questionnaire
Q.167 We would also like to ask you some questions about your views on immigration. Tell us how strongly you agree or disagree with the following statements.

(USE CODES BELOW FOR VARIABLES IMMIGLAT TO JOBCITZ)

1—strongly agree,
2—agree,
3—disagree,
4—strongly disagree?
5—NEITHER AGREE NOR DISAGREE

7—Refused
8—Don't know
9—No answer

IMMIGLAT  
a. Latin Americans should have preference over people from other countries who want to immigrate to the U.S. Do you: (READ RESPONSES CATEGORIES)

Blank—Inapplicable, Non-Latino questionnaire (item a. only)

TOOMANY  
b. How about: There are too many immigrants coming to this country?

JOBCITZ  
c. If a citizen and an immigrant apply for the same job, the citizen should be hired?

LANGUAGE  
Q.168 What language do you usually speak at home:

1—only Spanish,
2—more Spanish than English,
3—both languages equally,
4—more English than Spanish,
5—or only English

8—Don't know
9—No answer

Blank—Inapplicable, Non-Latino questionnaire
ABILSPEK Q.169 Considering your abilities in understanding, speaking, reading, and writing English, which of these statements best describes your abilities in Spanish? Would you say that you:

1-don't know Spanish,
2-are much better in English,
3-are better in English,
4-are no different in either language,
5-are better in Spanish, or
6-are much better in Spanish?

8-Don't know
9-No answer

Blank-Inapplicable, Non-Latino questionnaire

SOCIAL Q.170 When you go to social gatherings or parties, are the people there usually:

1-all [RG]s,
2-more [RG]s than Anglos,
3-about half and half,
4-more Anglos than [RG]s,
5-or all Anglos?
6-Other Latinos (South & Central Americans)

O-R does not go to such events

7-Other
8-Don't know
9-No answer/Refused

Blank-Inapplicable, Non-Latino questionnaire

FRIENDS Q.171 At the present time, are your friends:

1-all [RG]s,
2-more [RG]s than Anglos,
3-about half and half,
4-more Anglos than [RG]s,
5-or all Anglos?
6-Other Latinos (South & Central Americans)

O-R has no friends

7-Other
8-Don't know
9-No answer/Refused

Blank-Inapplicable, Non-Latino questionnaire
GORELAX Q.172 Are the people at the places where you go to relax or just have fun:

1-all [RG]s,
2-more [RG]s than Anglos,
3-about half and half,
4-more Anglos than [RG]s,
5-or all Anglos?
6-Other Latinos (South & Central Americans)

0-R does not go places
7-Other
8-Don't know
9-No answer/Refused

Blank-Inapplicable, Non-Latino Questionnaire

COMCULT Q.173 Some [RG]s say all Hispanics or Latinos in the U.S. have a great deal in common culturally. Others say that there are many cultural differences among Hispanics. Do you think that [RG]s and other Hispanics are culturally:

(USE CODES BELOW FOR VARIABLES COMCULT TO POLPRCU)

1-very similar,
2-somewhat similar, or
3-not very similar?

7-Refused
8-Don't know
9-No answer

Blank-Inapplicable, Non-Latino questionnnaire

POLMXPR Q.174 Some people say that Mexican Origin people, Puerto Ricans and Cubans in the U.S. have many concerns in common. (Do you think that the political concerns of Mexican Origin People and Puerto Ricans are:)

POLMXCU Q.175 How about Mexican Origin people and Cubans in the U.S.? (Do you think that the political concerns of these two groups are:)

POLPRCU Q.176 What about Puerto Ricans and Cubans in the U.S.? (Do you think that the political concerns of these two groups are:)

143
MXCONTCT Q.177 (REFER TO BOOKMARK. IF R IS OF MEXICAN ORIGIN, READ PHRASE IN PARENTHESES) (Other than your family.) about how much contact do you have with people of Mexican origin? Is it:

1-a lot of contact,
2-some contact,
3-a little contact,
4-or no contact?

8-Don't know
9-No answer

Blank-Inapplicable, Non-Latino questionnaire

PRCONTCT Q.178 (REFER TO BOOKMARK. IF R IS PUERTO RICAN, READ PHRASE IN PARENTHESES) How about Puerto Ricans? (Other than your family,) how much contact do you have with them? Is it:

1-a lot of contact,
2-some contact,
3-a little contact,
4-or no contact?

8-Don't know
9-No answer

Blank-Inapplicable, Non-Latino questionnaire

CUCONTCT Q.179 (REFER TO BOOKMARK. IF R IS CUBAN, READ PHRASE IN PARENTHESES) (Other than your family.) about how much contact do you have with Cubans? Is it:

1-a lot of contact,
2-some contact,
3-a little contact,
4-or no contact?

8-Don't know
9-No answer

Blank-Inapplicable, Non-Latino questionnaire
Next, we have a few more questions about your household. By members of your household we mean those people who live with you and who share in common expenses. This could include parents, grandparents, spouses, children, brothers and sisters, and other relatives and persons. How many people lived in your household in 1988? (If R says number varied, say: Please count everyone who lived in your household for six months or more in 1988)

01-One
.
.
.

98-Don't know
99-No answer

And how many of these worked for pay in 1988?

00-None
01-One

98-Don't know
99-No answer
Using this card, please tell me the total yearly income received by you and other members of your household in 1988. Include money received by all members of your household from all sources such as work, social security payments, child support, welfare payments, rent, interest, and anything else. What is the total yearly income received by you and the other members of your household in 1988 before taxes? Just tell me the letter next to the income category.

<table>
<thead>
<tr>
<th>Weekly Gross</th>
<th>Monthly Gross</th>
<th>Yearly Gross</th>
</tr>
</thead>
<tbody>
<tr>
<td>01- A $96 or Less</td>
<td>$ 416 or less</td>
<td>$ 4,999 or less</td>
</tr>
<tr>
<td>02- B $97 - $173</td>
<td>$ 417 - $ 750</td>
<td>$ 5,000 - $ 8,000</td>
</tr>
<tr>
<td>03- C $174 - $211</td>
<td>$ 751 - $ 916</td>
<td>$ 9,000 - $10,999</td>
</tr>
<tr>
<td>04- D $212 - $250</td>
<td>$ 917 - $1,083</td>
<td>$11,000 - $12,999</td>
</tr>
<tr>
<td>05- E $251 - $288</td>
<td>$1,084 - $1,250</td>
<td>$13,000 - $14,999</td>
</tr>
<tr>
<td>06- F $289 - $327</td>
<td>$1,251 - $1,416</td>
<td>$15,000 - $16,999</td>
</tr>
<tr>
<td>07- G $328 - $384</td>
<td>$1,417 - $1,666</td>
<td>$17,000 - $19,999</td>
</tr>
<tr>
<td>08- H $385 - $481</td>
<td>$1,667 - $2,083</td>
<td>$20,000 - $24,999</td>
</tr>
<tr>
<td>09- I $482 - $577</td>
<td>$2,084 - $2,500</td>
<td>$25,000 - $29,999</td>
</tr>
<tr>
<td>10- i $578 - $673</td>
<td>$2,501 - $2,916</td>
<td>$30,000 - $34,999</td>
</tr>
<tr>
<td>11- K $674 - $769</td>
<td>$2,917 - $3,333</td>
<td>$35,000 - $39,999</td>
</tr>
<tr>
<td>12- L $770 - $961</td>
<td>$3,334 - $4,166</td>
<td>$40,000 - $49,999</td>
</tr>
<tr>
<td>13- M $962 - $1,154</td>
<td>$4,167 - $5,000</td>
<td>$50,000 - $59,999</td>
</tr>
<tr>
<td>14- N $1,155 - $1,442</td>
<td>$5,001 - $6,250</td>
<td>$60,000 - $74,999</td>
</tr>
<tr>
<td>15- O $1,443 or more</td>
<td>$6,251 or more</td>
<td>$75,000 or more</td>
</tr>
</tbody>
</table>

97-Refused
98-Don't know
99-No answer

Q.183 (RECORD LA#, HU# AND R'S NAME ON THE COVER OF THE SAQ.) These next few questions are for you to answer on your own. Please take this booklet and pen and answer the questions inside. Or, if you like, I can read the questions to you. (NOT CODED)

Q.184A. May I (have/confirm) your telephone number just in case my office needs to contact you? They may want to make sure that I conducted this interview. (IF R HAS NO PHONE, WRITE "NO PHONE")

Whose name is this telephone listed under?

Q.184B. (IF R HAS NO PHONE, ASK): May I have a number where a message can be left for you: (IF NECESSARY, SAY: For example a number at work, or for a relative, neighbor or friend.) Whose telephone number is this? (NOT CODED)
Q.185 The University group conducting this project is considering contacting you again in a year or two.

Of course, your participation will be entirely voluntary. So that we can get in touch with you, I would like to get two names, addresses, and telephone numbers of people who do not live with you. These could be relatives, close friends, or other people who should know where you are. They will not be contacted, unless we are unable to reach you. And they will not be asked any questions about you except your address. (OBTAIN NAMES OF PEOPLE NOT LIVING IN THIS HOUSEHOLD.) (NOT CODED)

LANGINTW Q.186 Circle appropriate code for language of interview.

1-All or mostly English
2- Equally English and Spanish
3- All or mostly Spanish
9-No answer
Blank-Inapplicable, Non-Latino questionnaire

Q.167 In order to receive your $10 payment, please fill out this form. (NOT CODED)

Q.188 Before I leave, I need to look over the questionnaire quickly to be sure that I have completed this interview properly. Please excuse me for a few minutes while I check once again. (NOT CODED)

Q.189 Now that I have checked my work, I will seal your interview closed. Thank you very much for your time and cooperation. You have been very helpful and contributed a great deal to a most important study. (NOT CODED)
Q.I.1 Circle R's skin color on a scale of 1 to 5.
1-Very dark
5-Very light
9-No answer
Blank-Inapplicable, Non-Latino questionnaire

Q.I.2 Other adults in the same room or within hearing range during the interview were:
(CIRCLE ALL THAT APPLY) (USE CODES BELOW FOR VARIABLES RSPOUSE TO ROTHER)
1-Code circled
2-Code not circled
GO TO I.5. -> 0-"No one" circled

RSPOUSE R's spouse/partner
RPARENT R's parent(s)
RBROTHER R's brothers(s)
RSISTER R's sister(s)
RFRIEND R's friend(s)
RADULT R's other adult relative(s)
ROTHADUL Other adult(s)
ROTHER Other (SPECIFY)

COMMENTS Q.I.3 Did (they/he/she) make any comments during the interview about the questions or the respondent's answers?
1-Yes
2-No
9-No answer
0-Inapplicable, coded O's in variables RSPOUSE to ROTHER
TIMEPRES  Q.I.4  How much of the time during the interview was (were) the other person(s) present?

1-A little
2-Half
3-Most
4-All

9-No answer

0-Inapplicable, coded 0's in RSPOUSE to ROTHER

NEIGHOOD  Q.I.5  What type of neighborhood does the respondent live in?

1-Entirely residential
2-More than half residential
3-Less than half residential

9-No answer

TYPEBLDG  Q.I.6  What type of building does the respondent live in?

01-Detached single family house
02-Row house, town house (2 or more units in an attached row, twin, duplex)
03-Small apartment building (2-4 units)
04-Apartment building (5 or more units)
05-Apartment in a partially commercial structure
06-Trailer/Mobile home

77-Other (SPECIFY)

99-No answer

COOPERAT  Q.I.7a  Respondent's overall cooperation was (USE CODES BELOW FOR VARIABLES COORPERAT AND UNDERSTND)

1-Excellent
2-Very good
3-Good
4-Fair
5-Poor
6-Very poor

9-No answer

UNDERSTND  Q.I.7b  Respondent's overall understanding of the Questions was:
Q.I.8 The interview was of questionable quality because the respondent was: (CIRCLE ALL THAT APPLY) (USE CODES BELOW FOR VARIABLES BORED TO OTHQUES)

1-Code circled
2-Code not circled
0-"None of these" circled

BORED bored, disinterested.
EMBARAS embarrassed,
NSERIOUS not serious,
NTRUTH not truthful,
IMPATIEN impatient and restless,
DISTRICT distracted,
NOTREMEM unable to remember,

OTHQUES other, (SPECIFY)

ADDLCOM Q.I.9 Is there anything else you think we should know that would help us to understand or interpret the interview?
1-Yes
2-No
9-No answer

INTWRSIG Q.I.10 I certify that I administered this interview face-to-face with the selected respondent, that I followed all I.S.R. specifications, and that I will keep all information obtained during the interview confidential.
1-Name & ID recorded
2-Name & ID not recorded

OTHPERS Q.I.11 Other comments:
1-Comments recorded
2-No comments recorded
SAQ1RESP

SAO 1:

1-Completed by R alone
2-Read by interviewer
3-Not answered (EXPLAIN)
4-Refused
5-R doesn't speak English/Spanish
6-R is illiterate

8-R is handicapped
9-No answer

SAQ2RESP

SAO 2:

1-Completed by R alone
2-Read by interviewer
3-Not answered (EXPLAIN)
4-Refused

5-R doesn't speak &/or write English/Spanish
6-R is illiterate
9-No answer

Blank-Inapplicable, Non-Latino questionnaire

CODER=====> IF SAQ 1 IS NOT ANSWERED (CODED 3-6, 8 IN VARIABLE SAQ1RESP), THEN CODE 9'S IN VARIABLES AMERMEX TO JEWISH.

CODER=====> IF SAQ 2 IS NOT ANSWERED (CODED 3-4, 6, 8 IN VARIABLE SAQ2RESP), THEN CODE 9'S IN VARIABLES HANDS TO GLANCE.
SAQ 1. Please rate each group using the feeling thermometer. Ratings between 50 degrees and 100 degrees mean that you feel favorable toward the group. The ratings between 0 degrees and 50 degrees mean that you feel unfavorable toward the group. If you don't recognize a group, mark "X" for that group and move on to the next one. (USE CODES BELOW FOR VARIABLES AMERMEX TO JEWISH.)

000-No degrees
001-One degree
.
100-100 degrees
998-Don't know (X marked in SAQ)
999-No answer

AMERMEX A. Mexican Americans
MXIMMIG B. Mexican immigrants
DISBLACKS C. Blacks
USRICAN D. Puerto Ricans in the U.S.
ISLRICAN E. Puerto Ricans in Puerto Rico
ANGLOS F. Anglos (White Americans)
CUBUS G. Cubans in the U.S.
ORIENTAL H. Asian Americans (such as Chinese, Japanese, Koreans, and Other groups)
JEWISH I. Jewish Americans
SAQ 2. We also want to know how easy or difficult it is to use Spanish. Please translate the phrases below. Use the space under each phrase. If you are unable to translate a phrase, mark "X" for that phrase and move on to the next one. If you prefer, the interviewer can read them to you.

(USE CODES BELOW FOR VARIABLES HANDS TO GLANCE.)

1-Perfect
2-Acceptable
3-Poor
4-Unintelligible
9-No answer/Don't know
Blank-Inapplicable, Non-Latino questionnaire

HANDS
A. He raises his hand.
   El (levanta/alza) (las/sus) manos.

COLD
B. It is very cold.
   Hace mucho frio/Está muy frio.

OPENDOOR
C. The door is not open.
   La Puerta no está abierta.

PLAYDOLL
D. She is playing with her doll.
   Ella (juega/esta jugando) con su (muneca/mona).

HORSE
E. There is a horse near the church.
   Hay un caballo cerca de la iglesia.

CHALK
F. She writes with chalk.
   Ella escribe con tiza.

GUILT
G. guilt/blame/fault
   culpa; culpabilidad

SUPLUS
H. surplus/excess/excessive
   exceso; excedente; sobra; sobrante; demasia

GLANCE
I. glance/look
   mirada; ojeada; vistazo
MXDENS 1980 Mexican Specific Population Density Decile
PRDENS 1980 Puerto Rican Specific Population Density Decile
CBDENS 1980 Cuban Specific Population Density Decile

0-0 to 9.9% Density
1-10 to 19.9% Density
2-20 to 29.9% Density
3-30 to 39.9% Density
4-40 to 49.9% Density
5-50 to 59.9% Density
6-60 to 69.9% Density
7-70 to 79.9% Density
8-80 to 89.9% Density
9-90 to 99.9% Density

SFWT Subgroup Specific Final Weight
FWT Final Weight

(See Section 7 "Weights for Analysis" in the Introduction)

The weight variables have 5 implied decimal places.
## 1980 Industrial Classification

### Agriculture, Forestry, and Fisheries

<table>
<thead>
<tr>
<th>Industry</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural production, crops</td>
<td>10</td>
</tr>
<tr>
<td>Agricultural production, livestock</td>
<td>11</td>
</tr>
<tr>
<td>Agricultural services, except horticultural</td>
<td>20</td>
</tr>
<tr>
<td>Horticultural services</td>
<td>21</td>
</tr>
<tr>
<td>Forestry</td>
<td>30</td>
</tr>
<tr>
<td>Fishing, hunting, and trapping, etc.</td>
<td>31</td>
</tr>
</tbody>
</table>

### Mining

<table>
<thead>
<tr>
<th>Industry</th>
<th>Code</th>
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<tbody>
<tr>
<td>Metal mining</td>
<td>40</td>
</tr>
<tr>
<td>Coal mining</td>
<td>41</td>
</tr>
<tr>
<td>Crude petroleum and natural gas extraction</td>
<td>42</td>
</tr>
<tr>
<td>Nonmetallic mining and quarrying, except fuel</td>
<td>50</td>
</tr>
</tbody>
</table>

### Construction

<table>
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<tr>
<th>Industry</th>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>60</td>
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</tbody>
</table>

### Manufacturing

#### Nondurable Goods

<table>
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<tr>
<th>Industry</th>
<th>Code</th>
</tr>
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<tbody>
<tr>
<td>Food and kindred products</td>
<td></td>
</tr>
<tr>
<td>Meat products</td>
<td>100</td>
</tr>
<tr>
<td>Dairy products</td>
<td>101</td>
</tr>
<tr>
<td>Canned and preserved fruits and vegetables</td>
<td>102</td>
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<tr>
<td>Grain mill products</td>
<td>110</td>
</tr>
<tr>
<td>Bakery products</td>
<td>111</td>
</tr>
<tr>
<td>Sugar and confectionery products</td>
<td>112</td>
</tr>
<tr>
<td>Beverage industries</td>
<td>120</td>
</tr>
<tr>
<td>Miscellaneous food preparations and kindred products</td>
<td>121</td>
</tr>
<tr>
<td>Not specified food industries</td>
<td>122</td>
</tr>
<tr>
<td>Tobacco manufactures</td>
<td>130</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Industry</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textile mill products</td>
<td></td>
</tr>
<tr>
<td>Knitting mills</td>
<td>132</td>
</tr>
<tr>
<td>Dyeing and finishing textiles, except wool and knit goods</td>
<td>140</td>
</tr>
<tr>
<td>Floor coverings, except hard surface</td>
<td>141</td>
</tr>
<tr>
<td>Yarn, thread, and fabric mills</td>
<td>142</td>
</tr>
<tr>
<td>Miscellaneous textile mill products</td>
<td>150</td>
</tr>
</tbody>
</table>

#### Apparel and other finished textile products

<table>
<thead>
<tr>
<th>Industry</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apparel and accessories, except knit</td>
<td>151</td>
</tr>
<tr>
<td>Miscellaneous fabricated textile products</td>
<td>152</td>
</tr>
</tbody>
</table>
1980 INDUSTRIAL CLASSIFICATION

Paper and allied products

Pulp, paper, and paperboard mills 160
Miscellaneous paper and pulp products 161
Paperboard containers and boxes 162

Printing, publishing, and allied industries

Newspaper publishing and printing 171
Printing, publishing, and allied industries, except newspapers 172

Chemicals and allied products

Plastics, synthetics, and resins 180
Drugs 181
Soaps and cosmetics 182
Paints, varnishes, and related products 190
Agricultural chemicals 191
Industrial and miscellaneous chemicals 192

Petroleum and coal products

Petroleum refining 200
Miscellaneous petroleum and coal products 201

Rubber and miscellaneous plastics products

Tires and inner tubes 210
Other rubber products, and plastics footwear and belting 211
Miscellaneous plastics products 212

Leather and leather products

Leather tanning and finishing 220
Footwear, except rubber and plastic 221
Leather products, except footwear 222

DURABLE GOODS

Lumber and wood products, except furniture

Logging 230
Sawmills, planning mills, and millwork 231
Wood buildings and mobile homes 232
Miscellaneous wood products 241

Furniture and fixtures 242

Stone, clay, glass, and concrete products

Glass and glass products 250
Cement, concrete, gypsum, and plaster products 251
<table>
<thead>
<tr>
<th>1980 INDUSTRIAL CLASSIFICATION</th>
<th>INDUSTRY CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structural clay products</td>
<td>252</td>
</tr>
<tr>
<td>Pottery and related products</td>
<td>261</td>
</tr>
<tr>
<td>Miscellaneous nonmetallic mineral and stone products</td>
<td>262</td>
</tr>
</tbody>
</table>

**Metal industries**

- Blast furnaces, steelworks, rolling and finishing mills: 270
- Iron and steel foundries: 271
- Primary aluminum industries: 272
- Other primary metal industries: 280
- Cutlery, hand tools, and other hardware: 281
- Fabricated structural metal products: 282
- Screw machine products: 290
- Metal forgings and stampings: 291
- Ordnance: 292
- Miscellaneous fabricated metal products: 300
- Not specified metal industries: 301

**Machinery, except electrical**

- Engines and turbines: 310
- Farm machinery and equipment: 311
- Construction and material handling machines: 312
- Metalworking machinery: 320
- Office and accounting machines: 321
- Electronic computing equipment: 322
- Machinery, except electrical, n.e.c.: 331
- Not specified machinery: 332

**Electrical machinery, equipment, and supplies**

- Household appliances: 340
- Radio, TV, and communication equipment: 341
- Electrical machinery, equipment, and supplies, n.e.c.: 342
- Not specified electrical machinery, equipment, and supplies: 350

**Transportation equipment**

- Motor vehicles and motor vehicle equipment: 351
- Aircraft and parts: 352
- Ship and boat building and repairing: 360
- Railroad locomotives and equipment: 361
- Guided missiles, space vehicles, and parts: 362
- Cycles and miscellaneous transportation equipment: 370
1980 INDUSTRIAL CLASSIFICATION

**INDUSTRY CODE**

**Professional and photographic equipment, and watches**

- Scientific and controlling instruments 371
- Optical and health services supplies 372
- Photographic equipment and supplies 380

- Watches, clocks, and clockwork operated devices 381
- Not specified professional equipment 382

**Toys, amusement, and sporting goods**

- Toys, amusement, and sporting goods 390
- Miscellaneous manufacturing industries 391
- Not specified manufacturing industries 392

**TRANSPORTATION, COMMUNICATIONS, AND OTHER PUBLIC UTILITIES**

**Transportation**

- Railroads 400
- Bus service and urban transit 401
- Taxicab service 402
- Trucking service 410
- Warehousing and storage 411
- U.S. Postal Service 412
- Water transportation 420
- Air transportation 421
- Pipe lines, except natural gas 422
- Services incidental to transportation 432

**Communications**

- Radio and television broadcasting 440
- Telephone (wire and radio) 441
- Telegraph and miscellaneous communication service 442

**Utilities and sanitary services**

- Electric light and power 460
- Gas and steam supply systems 461
- Electric and gas, and other combinations 462
- Water supply and irrigation 470
- Sanitary services 471
- Not specified utilities 472

**WHOLESALE TRADE**

**DURABLE GOODS**

- Motor vehicles and equipment 500
- Furniture and home furnishings 501
- Lumber and construction materials 502
- Sporting goods, toys, and hobby goods 510
<table>
<thead>
<tr>
<th>1980 INDUSTRIAL CLASSIFICATION</th>
<th>INDUSTRY CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metals and minerals, except petroleum</td>
<td>511</td>
</tr>
<tr>
<td>Electrical goods</td>
<td>512</td>
</tr>
<tr>
<td>Hardware, plumbing and heating supplies</td>
<td>521</td>
</tr>
<tr>
<td>Not specified electrical and hardware products</td>
<td>522</td>
</tr>
<tr>
<td>Machinery, equipment, and supplies</td>
<td>530</td>
</tr>
<tr>
<td>Scrap and waste materials</td>
<td>531</td>
</tr>
<tr>
<td>Miscellaneous wholesale, durable goods</td>
<td>532</td>
</tr>
</tbody>
</table>

**NONDURABLE GOODS**

| Paper and paper products             | 540 |
| Drugs, chemicals, and allied products | 541 |
| Apparel, fabrics, and notions        | 542 |
| Groceries and related products       | 550 |
| Farm products, raw materials        | 551 |
| Petroleum products                   | 552 |
| Alcoholic beverages                 | 560 |
| Farm supplies                       | 561 |
| Miscellaneous wholesale, nondurable goods | 562 |
| Not specified wholesale trade        | 571 |

**RETAIL TRADE**

<p>| Lumber and building material retailing | 580 |
| Hardware stores                       | 581 |
| Retail nurseries and garden stores    | 582 |
| Mobile home dealers                  | 590 |
| Department stores                     | 591 |
| Variety stores                        | 592 |
| Miscellaneous general merchandise stores | 600  |
| Grocery stores                        | 601 |
| Dairy products stores                 | 602 |
| Retail bakeries                       | 610 |
| Food stores, n.e.c.                   | 611 |
| Motor vehicle dealers                 | 612 |
| Auto and home supply stores           | 620 |
| Gasoline service stations             | 621 |
| Miscellaneous vehicle dealers         | 622 |
| Apparel and accessory stores, except shoe | 630 |
| Shoe stores                           | 631 |
| Furniture and home furnishings stores | 632 |
| Household appliances, TV, and radio stores | 640 |
| Eating and drinking places            | 641 |
| Drug stores                           | 642 |
| Liquor stores                         | 650 |
| Sporting goods, bicycles, and hobby stores | 651 |
| Book and stationery stores            | 652 |
| Jewelry stores                        | 660 |
| Sewing, needlework, and piece goods stores | 661 |
| Mail order houses                     | 662 |
| Vending machine operators             | 670 |</p>
<table>
<thead>
<tr>
<th>Direct selling establishments</th>
<th>671</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fuel and ice dealers</td>
<td>672</td>
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<tr>
<td>Retail florists</td>
<td>681</td>
</tr>
<tr>
<td>Miscellaneous retail stores</td>
<td>682</td>
</tr>
<tr>
<td>Not specified retail trade</td>
<td>691</td>
</tr>
</tbody>
</table>

**FINANCE, INSURANCE, AND REAL ESTATE**

<table>
<thead>
<tr>
<th>Banking</th>
<th>700</th>
</tr>
</thead>
<tbody>
<tr>
<td>Savings and loan associations</td>
<td>701</td>
</tr>
<tr>
<td>Credit agencies, n.e.c.</td>
<td>702</td>
</tr>
<tr>
<td>Security, commodity brokerage, and investment companies</td>
<td>710</td>
</tr>
<tr>
<td>Insurance</td>
<td>711</td>
</tr>
<tr>
<td>Real estate, including real estate-insurance-law offices</td>
<td>712</td>
</tr>
</tbody>
</table>

**BUSINESS AND REPAIR SERVICES**

| Advertising                   | 721  |
| Services to dwellings and other buildings | 722 |
| Commercial research, development, and testing labs | 730 |
| Personnel supply services      | 731  |
| Business management and consulting services | 732 |
| Computer and data processing services | 740 |
| Detective and protective services | 741 |
| Business services, n.e.c.      | 742  |
| Automotive services, except repair | 750 |
| Automotive repair shops        | 751  |
| Electrical repair shops        | 752  |
| Miscellaneous repair services  | 760  |

**PERSONAL SERVICES**

| Private households            | 761  |
| Hotels and motels             | 762  |
| Lodging places, except hotels and motels | 770 |
| Laundry, cleaning, and garment services | 771 |
| Beauty shops                  | 772  |
| Barber shops                  | 780  |
| Funeral service and crematories | 781 |
| Shoe repair shops             | 782  |
| Dressmaking shops             | 790  |
| Miscellaneous personal services | 791 |

**ENTERTAINMENT AND RECREATION SERVICES**

<p>| Theaters and motion pictures  | 800  |
| Bowling alleys, billiard and pool parlors | 801 |
| Miscellaneous entertainment and recreation services | 802 |</p>
<table>
<thead>
<tr>
<th>PROFESSIONAL AND RELATED SERVICES</th>
<th>INDUSTRY CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offices of physicians</td>
<td>812</td>
</tr>
<tr>
<td>Offices of dentists</td>
<td>820</td>
</tr>
<tr>
<td>Offices of chiropractors</td>
<td>821</td>
</tr>
<tr>
<td>Offices of optometrists</td>
<td>822</td>
</tr>
<tr>
<td>Offices of health practitioners, n.e.c.</td>
<td>830</td>
</tr>
<tr>
<td>Hospitals</td>
<td>831</td>
</tr>
<tr>
<td>Nursing and personal care facilities</td>
<td>832</td>
</tr>
<tr>
<td>Health services, n.e.c.</td>
<td>840</td>
</tr>
<tr>
<td>Legal services</td>
<td>841</td>
</tr>
<tr>
<td>Elementary and secondary schools</td>
<td>842</td>
</tr>
<tr>
<td>Colleges and universities</td>
<td>850</td>
</tr>
<tr>
<td>Business, trade, and vocational schools</td>
<td>851</td>
</tr>
<tr>
<td>Libraries</td>
<td>852</td>
</tr>
<tr>
<td>Educational services, n.e.c.</td>
<td>860</td>
</tr>
<tr>
<td>Job training and vocational rehabilitation services</td>
<td>861</td>
</tr>
<tr>
<td>Child day care services</td>
<td>862</td>
</tr>
<tr>
<td>Residential care facilities, without nursing</td>
<td>870</td>
</tr>
<tr>
<td>Social services, n.e.c.</td>
<td>871</td>
</tr>
<tr>
<td>Museums, art galleries and zoos</td>
<td>872</td>
</tr>
<tr>
<td>Religious organizations</td>
<td>880</td>
</tr>
<tr>
<td>Membership organizations</td>
<td>881</td>
</tr>
<tr>
<td>Engineering, architectural, and surveying services</td>
<td>882</td>
</tr>
<tr>
<td>Accounting, auditing, and bookkeeping services</td>
<td>890</td>
</tr>
<tr>
<td>Noncommercial educational and scientific research</td>
<td>891</td>
</tr>
<tr>
<td>Miscellaneous professional and related services</td>
<td>892</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PUBLIC ADMINISTRATION</th>
<th>INDUSTRY CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive and legislative offices</td>
<td>900</td>
</tr>
<tr>
<td>General government, n.e.c.</td>
<td>901</td>
</tr>
<tr>
<td>Justice, public order, and safety</td>
<td>910</td>
</tr>
<tr>
<td>Public finance, taxation, and monetary policy</td>
<td>921</td>
</tr>
<tr>
<td>Administration of human resources programs</td>
<td>922</td>
</tr>
<tr>
<td>Administration of environmental quality and household programs</td>
<td>930</td>
</tr>
<tr>
<td>Administration of economic programs</td>
<td>931</td>
</tr>
<tr>
<td>National security and international affairs</td>
<td>932</td>
</tr>
<tr>
<td>Don't know</td>
<td>998</td>
</tr>
<tr>
<td>No answer</td>
<td>990,999</td>
</tr>
<tr>
<td>Not applicable</td>
<td>BK</td>
</tr>
<tr>
<td>Code</td>
<td>Occupation</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>0-2</td>
<td>Not used</td>
</tr>
<tr>
<td>3-199</td>
<td>MANAGERIAL AND PROFESSIONAL SPECIALTY OCCUPATIONS</td>
</tr>
<tr>
<td>3-37</td>
<td>Executive, Administrative and Managerial Occupations</td>
</tr>
<tr>
<td>3</td>
<td>Legislators (111)</td>
</tr>
<tr>
<td>4</td>
<td>Chief executives and general administrators, public administration (112)</td>
</tr>
<tr>
<td>5</td>
<td>Administrators and officials, public administration (1132, 1139)</td>
</tr>
<tr>
<td>6</td>
<td>Administrators, protective services (1131)</td>
</tr>
<tr>
<td>7</td>
<td>Financial managers (122)</td>
</tr>
<tr>
<td>8</td>
<td>Personnel and labor relations managers (123)</td>
</tr>
<tr>
<td>9</td>
<td>Purchasing managers (124)</td>
</tr>
<tr>
<td>10-12</td>
<td>Not used</td>
</tr>
<tr>
<td>13</td>
<td>Managers, marketing advertising and public relations (125)</td>
</tr>
<tr>
<td>14</td>
<td>Administrators, education and related fields</td>
</tr>
<tr>
<td>15</td>
<td>Managers, medicine and health (131)</td>
</tr>
<tr>
<td>16</td>
<td>Managers, properties and real estate (1353)</td>
</tr>
<tr>
<td>17</td>
<td>Postmasters and mail superintendents (1344)</td>
</tr>
<tr>
<td>18</td>
<td>Funeral directors (pt. 1359)</td>
</tr>
<tr>
<td>19</td>
<td>Managers and administrators, n.e.c. (121, 126, 127, 132-139, except 1344, 1353, pt. 1359)</td>
</tr>
<tr>
<td>20-22</td>
<td>Not used</td>
</tr>
<tr>
<td>23-37</td>
<td>Management and related occupations</td>
</tr>
<tr>
<td>23</td>
<td>Accountants and auditors (1412)</td>
</tr>
<tr>
<td>24</td>
<td>Underwriters (1414)</td>
</tr>
<tr>
<td>25</td>
<td>Other financial officers (1415, 1419)</td>
</tr>
<tr>
<td>26</td>
<td>Management analysts (142)</td>
</tr>
<tr>
<td>27</td>
<td>Personnel, training and labor relations specialists (143)</td>
</tr>
<tr>
<td>28</td>
<td>Purchasing agents and buyers, farm products (1443)</td>
</tr>
<tr>
<td>29</td>
<td>Buyers, wholesale and retail trade except farm products (1442)</td>
</tr>
<tr>
<td>30-32</td>
<td>Not used</td>
</tr>
<tr>
<td>33</td>
<td>Purchasing agents and buyers, n.e.c. (1449)</td>
</tr>
<tr>
<td>34</td>
<td>Business and promotion agents (145)</td>
</tr>
<tr>
<td>35</td>
<td>Construction inspectors (1472)</td>
</tr>
<tr>
<td>36</td>
<td>Inspectors and compliance officers, except construction (1473)</td>
</tr>
<tr>
<td>37</td>
<td>Management related occupations, n.e.c. (149)</td>
</tr>
<tr>
<td>38-42</td>
<td>Not used</td>
</tr>
<tr>
<td>43-199</td>
<td>Professional Specialty Occupations</td>
</tr>
<tr>
<td>43</td>
<td>Architects (161)</td>
</tr>
<tr>
<td>44-59</td>
<td>Engineers</td>
</tr>
<tr>
<td>44</td>
<td>Aerospace (1622)</td>
</tr>
<tr>
<td>45</td>
<td>Metallurgical and materials (1623)</td>
</tr>
<tr>
<td>46</td>
<td>Mining (1624)</td>
</tr>
<tr>
<td>47</td>
<td>Petroleum (1625)</td>
</tr>
<tr>
<td>Code</td>
<td>Occupation</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>48</td>
<td>Chemical (1626)</td>
</tr>
<tr>
<td>49</td>
<td>Nuclear (1627)</td>
</tr>
<tr>
<td>50-52</td>
<td>Not used</td>
</tr>
<tr>
<td>53</td>
<td>Civil (1628)</td>
</tr>
<tr>
<td>54</td>
<td>Agricultural (1632)</td>
</tr>
<tr>
<td>55</td>
<td>Electrical and electronic (1633, 1636)</td>
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<tr>
<td>56</td>
<td>Industrial (1634)</td>
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<tr>
<td>57</td>
<td>Mechanical (1635)</td>
</tr>
<tr>
<td>58</td>
<td>Marine and naval architects (1637)</td>
</tr>
<tr>
<td>59</td>
<td>Engineers, n.e.c. (1639)</td>
</tr>
<tr>
<td>60-62</td>
<td>Not used</td>
</tr>
<tr>
<td>63</td>
<td>Surveyors and mapping scientists (164)</td>
</tr>
<tr>
<td>64-68</td>
<td>Mathematical and Computer Scientists</td>
</tr>
<tr>
<td>64</td>
<td>Computer systems analysts and scientists (171)</td>
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<tr>
<td>65</td>
<td>Operations and systems researchers and analysts (172)</td>
</tr>
<tr>
<td>66</td>
<td>Actuaries (1732)</td>
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<tr>
<td>67</td>
<td>Statisticians (1733)</td>
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<tr>
<td>68</td>
<td>Mathematical scientists, n.e.c. (1739)</td>
</tr>
<tr>
<td>69-83</td>
<td>Natural Scientists</td>
</tr>
<tr>
<td>69</td>
<td>Physicists and astronomers (1842, 1843)</td>
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<tr>
<td>70-72</td>
<td>Not used</td>
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<tr>
<td>73</td>
<td>Chemists, except biochemists (1845)</td>
</tr>
<tr>
<td>74</td>
<td>Atmospheric and space scientists (1846)</td>
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<td>75</td>
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<tr>
<td>76</td>
<td>Physical scientists, n.e.c. (1849)</td>
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<td>77</td>
<td>Agricultural and food scientists (1853)</td>
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<td>78</td>
<td>Biological and life scientists (1854)</td>
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<td>79</td>
<td>Forestry and conservation scientists (1852)</td>
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<td>80-82</td>
<td>Not used</td>
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<td>83</td>
<td>Medical scientists (1855)</td>
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<td>84-89</td>
<td>Health Diagnosing Occupations</td>
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<td>84</td>
<td>Physicians (261)</td>
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<td>85</td>
<td>Dentists (262)</td>
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<td>86</td>
<td>Veterinarians (927)</td>
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<td>Optometrists (281)</td>
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<td>Podiatrists (283)</td>
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<td>89</td>
<td>Health diagnosing practitioners, n.e.c. (289)</td>
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<td>90-94</td>
<td>Not used</td>
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<tr>
<td>95-106</td>
<td>Health Assessment and Treating Occupations</td>
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<tr>
<td>95</td>
<td>Registered nurses (29)</td>
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<td>96</td>
<td>Pharmacists (301)</td>
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<td>97</td>
<td>Dietitians (302)</td>
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<td>98-105</td>
<td>Therapists</td>
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<tr>
<td>98</td>
<td>Inhalation therapists (3031)</td>
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<tr>
<td>99</td>
<td>Occupational therapists (3032)</td>
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<tr>
<td>100-102</td>
<td>Not used</td>
</tr>
<tr>
<td>103</td>
<td>Physical therapists (3033)</td>
</tr>
<tr>
<td>104</td>
<td>Speech therapists (3034)</td>
</tr>
<tr>
<td>105</td>
<td>Therapists, n.e.c. (3039)</td>
</tr>
<tr>
<td>106</td>
<td>Physicians assistants (304)</td>
</tr>
<tr>
<td>107-112</td>
<td>Not used</td>
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<tr>
<td>113-154</td>
<td>Teachers, Postsecondary</td>
</tr>
<tr>
<td>113</td>
<td>Earth, environmental and marine science teachers (2212)</td>
</tr>
<tr>
<td>114</td>
<td>Biological science teachers (2213)</td>
</tr>
<tr>
<td>115</td>
<td>Chemistry teachers (2214)</td>
</tr>
</tbody>
</table>
116 Physics teachers (2215)
117 Natural science teachers n.e.c. (2216)
118 Psychology teachers (2217)
119 Economics teachers (2218)
120-122 Not used
123 History teachers (2222)
124 Political science teachers (2223)
125 Sociology teachers (2224)
126 Social science teachers, n.e.c. (2225)
127 Engineering teachers (2226)
128 Mathematical science teachers (2227)
129 Computer science teachers (2228)
130-132 Not used
133 Medical science teachers (2231)
134 Health specialties teachers (2232)
135 Business, commerce and marketing teachers (2233)
136 Agriculture and forestry teachers (2234)
137 Art, drama and music teachers (2235)
138 Physical education teachers (2236)
139 Education teachers (2237)
140-142 Not used
143 English teachers (2238)
144 Foreign language teachers (2242)
145 Law teachers (2243)
146 Social work teachers (2244)
147 Theology teachers (2245)
148 Trade and industrial teachers (2246)
149 Home economics teachers (2247)
150-152 Not used
153 Teachers, postsecondary, n.e.c. (2249)
154 Postsecondary teachers, subject not specified
155-159 Teachers, Except Postsecondary
155 Teachers, prekindergarten and kindergarten (231)
156 Teachers, elementary school (232)
157 Teachers, secondary school (233)
158 Teachers, special education (235)
159 Teachers, n.e.c. (236, 239)
160-162 Not used
163 Counselors, educational and vocational (24)
164-165 Librarians, Archivists and Curators
164 Librarians (251)
165 Archivists and curators (252)
166-173 Social Scientists and Urban Planners
166 Economists (1912)
167 Psychologists (1915)
168 Sociologists (1916)
169 Social scientists, n.e.c. (1913, 1914, 1919)
170-172 Not used
173 Urban planners (192)
174-177 Social, Recreation and Religious Workers
174 Social workers (2032)
175 Recreation workers (2033)
176 Clergy (2042)
177 Religious workers (2033)
178-179 Lawyers and Judges
178 Lawyers (211)
179 Judges (212)
180-182 Not used
183-199 Writers, Artists, Entertainers and Athletes
183 Authors (321)
184 Technical writers (398)
185 Designers (322)
186 Musicians and composers (323)
187 Actors and directors (324)
188 Painters, sculptors, craft-artists and artist print-makers (325)
189 Photographers (326)
190-192 Not used
193 Dancers (327)
194 Artists, performers and related workers, n.e.c. (328, 329)
195 Editors and reporters (331)
196 Not used
197 Public relations specialist (332)
198 Announcers (333)
199 Athletes (34)
200-202 Not used

203-389 TECHNICAL, SALES AND ADMINISTRATIVE SUPPORT OCCUPATIONS

203-289 Technicians and Related Support Occupations
203-208 Health Technologists and Technicians
203 Clinical laboratory technologists and technicians (362)
204 Dental hygienists (363)
205 Health record technologists and technicians (364)
206 Radiologic technicians (365)
207 Licensed practical nurses (366)
208 Health technologists and technicians, n.e.c. (369)
209-212 Not used
213-235 Technologists and Technicians, except Health
213-218 Engineering and Related Technologists and Technicians
213 Electrical and electronic technicians (3711)
214 Industrial engineering technicians (3712)
215 Mechanical engineering technicians (3713)
216 Engineering technicians, n.e.c. (3719)
217 Drafting occupations (372)
218 Surveying and mapping technicians (373)
219-222 Not used
223-225 Science Technicians
223 Biological technicians (382)
224 Chemical technicians (3831)
225 Science technicians, n.e.c. (3719)
226-235 Technicians; except Health, Engineering, and Science
226 Airplane pilots and navigators (825)
227 Air traffic controllers (392)
228 Broadcast equipment operators (393)
229 Computer programmers (3971, 3972)
230-232 Not used
233 Tool programmers, numerical control (3974)
234 Legal assistants (396)
235 Technicians, n.e.c. (399)
236-242 Not used
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385 Data-entry keyers (4793)
386 Statistical clerks (4794)
387 Teachers aides (4795)
388 Not used
389 Administrative support occupations, n.e.c., (4787, 4799)
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403-469 SERVICE OCCUPATIONS

403-407 Private Household Occupations
403 Launderers and ironers (503)
404 Cooks, private household (504)
405 Housekeepers and butlers (505)
406 Child care workers, private household (506)
407 Private household cleaners and servants (502, 507, 509)
408-412 Not used

413-427 Protective Service Occupations
413-415 Supervisors, Protective Service Occupations
413 Supervisors, firefighting and fire prevention occupations (5111)
414 Supervisors, police and detectives (5112)
415 Supervisors, guards (5113)
416-417 Firefighting and Fire Prevention Occupations
416 Fire inspection and fire prevention occupations (5122)
417 Firefighting occupations (5123)
418-424 Police and Detectives
418 Police and detectives, public service (5132)
419-422 Not used
423 Sheriffs, bailiffs and other law enforcement officers (5134)
424 Correctional institution officers (5133)
425-427 Guards
425 Crossing guards (5142)
426 Guards and police, exc. public service (5132)
427 Protective service occupations, n.e.c. (5149)
428-432 Not used

433-469 Service Occupations, except Protective and Household
433-444 Food Preparation and Service Occupations
433 Supervisors, food preparation and service occupations (5211)
434 Bartenders (5212)
435 Waiters and waitresses (5213)
436 Cooks, except short order (5214)
437 Short-order cooks (5215)
438 Food counter, fountain and related occupations (5216)
439 Kitchen workers, food preparations (5217)
440-442 Not used
443 Waiters'/waitresses' assistants (5218)
444 Miscellaneous food preparation occupations (5236)
445-447 Health Service Occupations
445 Dental assistants (5232)
446 Health aides, except nursing (5233)
447 Nursing aides, orderlies and attendants (5236)
448-455 Cleaning and Building Service Occupations, except Household
448 Supervisors, cleaning and building service workers (5241)
449 Maids and housemen (5242, 5249)
450-452 Not used
453 Janitors and cleaners (5244)
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<td>533</td>
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<tr>
<td>534</td>
<td>Heating, air conditioning and refrigeration mechanics (616)</td>
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<td>535-549</td>
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<td>538</td>
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<td>539</td>
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<td>540-542</td>
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<td>543</td>
<td>Elevator installers and repairers (6176)</td>
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<td>544</td>
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<td>545-546</td>
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<td>547</td>
<td>Specified mechanics and repairers, n.e.c. (6177, 6179)</td>
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<tr>
<td>548</td>
<td>Not used</td>
</tr>
<tr>
<td>549</td>
<td>Not specified mechanics and repairers</td>
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<td>550-552</td>
<td>Not used</td>
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<td>553-599</td>
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<td>553-558</td>
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<tr>
<td>553</td>
<td>Supervisors; brickmasons, stonemasons and tile setters (6312)</td>
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<tr>
<td>554</td>
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<td>555</td>
<td>Supervisors, electricians and power transmission installers (6314)</td>
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<tr>
<td>556</td>
<td>Supervisors; painters, paperhangers and plasterers (6315)</td>
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<tr>
<td>557</td>
<td>Supervisors; plumbers, pipefitters and steamfitters (6316)</td>
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<tr>
<td>558</td>
<td>Supervisors, n.e.c. (6311, 6318)</td>
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<td>559-562</td>
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<td>563-599</td>
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<tr>
<td>563</td>
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<tr>
<td>564</td>
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<td>565</td>
<td>Tile setters, hard and soft (6414, Pt. 6462)</td>
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<td>566</td>
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<td>Carpenters (Pt. 6422)</td>
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<td>568</td>
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Carpenter apprentices (Pt. 6422)

Drywall installers (6424)

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Precision Woodworking Occupations
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<th>Description</th>
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<td>Patternmakers and model makers, wood (6831)</td>
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<td>657</td>
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<td>659</td>
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<td>660-665</td>
<td>Not used</td>
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<td>666-674</td>
<td>Precision Textile, Apparel and Furnishings Machine Workers</td>
</tr>
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<td>666</td>
<td>Dressmakers (Pt. 6852, Pt. 7752)</td>
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<td>667</td>
<td>Tailors (Pt. 6852)</td>
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<td>668</td>
<td>Upholsterers (6853)</td>
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<td>669</td>
<td>Shoe repairers (6854)</td>
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<td>670-672</td>
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<tr>
<td>673</td>
<td>Apparel and fabric patternmakers (6856)</td>
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<tr>
<td>674</td>
<td>Miscellaneous precision apparel and fabric workers (6859, Pt. 7752)</td>
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<tr>
<td>675-684</td>
<td>Precision Workers, Assorted Materials</td>
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<td>675</td>
<td>Hand molders and shapers, exc. Jewelers (6861)</td>
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<tr>
<td>676</td>
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<td>677</td>
<td>Optical goods workers (6864, Pt. 7477, Pt. 7677)</td>
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<td>678</td>
<td>Dental laboratory and medical appliance technicians (6865)</td>
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<td>679</td>
<td>Bookbinders (6844)</td>
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<td>680-682</td>
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<td>683</td>
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<td>684</td>
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<td>685</td>
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<td>689-692</td>
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<td>694-699</td>
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<td>700-702</td>
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<td>703-779</td>
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<td>703-715</td>
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<td>703</td>
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<td>704</td>
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<td>705</td>
<td>Milling and planing machine operators (7313, 7513)</td>
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<td>706</td>
<td>Punching and stamping press machine operators (7314, 7342, 7515, 7542)</td>
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<td>Rolling machine operators (7316, 7516)</td>
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<td>709</td>
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<td>714</td>
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</table>
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Not used

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Not used

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Not used

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<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>849</td>
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<td>850-852</td>
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<td>853</td>
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<td>854</td>
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<td>855</td>
<td>Grader, dozer and scraper operations (8317)</td>
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<td>856</td>
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<td>857-858</td>
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<td>859</td>
<td>Miscellaneous material moving equipment operators (8319)</td>
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<td>860-862</td>
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<tr>
<td>863-889</td>
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<td>863</td>
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<tr>
<td>864</td>
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<td>866</td>
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<td>868</td>
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<td>869</td>
<td>Construction laborers (871)</td>
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<td>875-883</td>
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<td>877</td>
<td>Stock handlers and baggers (8724)</td>
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<td>878</td>
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<td>883</td>
<td>Freight, stock and material handlers, n.e.c. (8726)</td>
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<td>885</td>
<td>Garage and service station related occupation (873)</td>
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<td>887</td>
<td>Vehicle washers and equipment cleaners (875)</td>
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<td>888</td>
<td>Hand packers and packagers (8761)</td>
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<td>889</td>
<td>Laborers, exc. construction (8769)</td>
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<td>890-904</td>
<td>Not used</td>
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<tr>
<td>905</td>
<td>Assigned to persons whose labor force status is unemployed and whose last job was Armed Forces since 1975</td>
</tr>
<tr>
<td>906-908</td>
<td>Not used</td>
</tr>
<tr>
<td>909</td>
<td>Assigned to persons whose labor force status is unemployed and who last worked in 1974 or earlier</td>
</tr>
<tr>
<td>910+</td>
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</tbody>
</table>