

2003 Nebraska Conservation and Environment Literacy and Awareness Survey

METHODOLOGY REPORT

Designs, Procedures, and Instruments

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Introduction

This report presents a detailed account of the design and fielding of the 2003 Nebraska Conservation and Environment Literacy and Awareness Survey. This data will be used for assessment and planning by a wide variety of Nebraskans including non-profit, agency, and government entities. The research was funded by the Wildlife Conservation and Restoration Program through the Nebraska Game and Parks Commission. Users of the 2003 Nebraska Conservation and Environment Literacy and Awareness data will find it an important reference source for answers to questions about methodology.

The Survey Organization and Interviewers

The survey was administered by the Bureau of Sociological Research (BOSR) at the University of Nebraska-Lincoln. BOSR was formed in 1964 and has administered hundreds of surveys since its inception. BOSR has conducted several national telephone surveys for studies funded by the National Science Foundation, the Social Security Administration, and the National Institute on Aging. BOSR maintains state-of-the-art telephone interviewing facilities and computer assisted interviewing systems. The interviewers hired by BOSR are professional interviewers, extensively trained by BOSR, who work on an on-call basis on current survey projects. BOSR also maintains several interviewer supervisors who are available to the interviewers during calling periods to monitor interviewing quality and answer questions and solve problems as they arise.

The Survey Instrument

The survey instrument (see Appendix A) was developed from a previous study entitled "Ninth Annual National Report Card on Environmental Attitudes, Knowledge, and Behavior". It was conducted in 2000 by Roper Starch Worldwide and was sponsored by the National Environmental Education and Training Foundation. The questionnaire was designed to be administered over the telephone making use of a computer assisted telephone interviewing system (WinCati). All of the question items were entered into the computer and a set of instructions was prepared for each item, indicating its position in the interview, skip patterns, and appropriate response categories. The interviewers conduct the interview in front of a computer. The questions appear on the screen and the interviewer records the answers with the keyboard. The advantage to using this technique for interviewing is that the interviewer's task remains simple, regardless of the complexity of the interview. The computer makes the decisions about question ordering and skip patterns on the basis of the responses to earlier items.

Before the survey was administered for data collection, the interview schedule was programmed on the computer and pretested. The pretests are completed by

professional interviewers, all by telephone and in the city of Lincoln. For pretesting, interviewers are instructed to be particularly observant for problems in wording, item ordering, and skip patterns. Following the pretests, a debriefing meeting is held with the interviewers to go over the schedule item-by-item and to discuss problems encountered and reactions to the interview. These completed pretests indicated that the average interview length was approximately 14.5 minutes. As a result of the pretests, a few changes were made on question wording, some additions and clarifications were added to the interviewer manual, and so on.

The Population and Sample Design

The population universe for this study consisted of non-institutionalized persons age 19 and over living in households with telephones in the state of Nebraska. The sample was targeted at 600 respondents and interviewed 606 respondents were interviewed.

The sample was generated by Genesys, a product of Marketing Systems Group, a major provider of survey samples for survey research organizations. Genesys generates numbers based on known area codes, prefixes within each area code, and working number ranges within each prefix. To make the sample more efficient and cost effective, the sample was run through a process where known non-working numbers were removed. Genesys provided the BOSR with a list of 1,963 randomly generated telephone numbers from across Nebraska.

Random digit dialing requires obtaining a list of all three-digit central office codes (the first three digits of the seven digit telephone number) in the areas to be covered. Within each central office code, four-digit numbers are randomly generated from the universe of all possible four-digit numbers in the suffix. Each number, including the unassigned, unlisted, previously assigned, and newly assigned numbers, has an equal probability of inclusion in the sample. The proportion of telephone numbers that are currently assigned to households is a direct function of the population of the area. Thus selecting an equal number of four-digit random numbers from each three-digit area will result in a self-weighted simple random sample of households with telephones.

Interviewer Training, Supervision, and Quality Control

All interviews were completed by professional interviewers. Training for the interviewers involved two steps. First, the study director and permanent staff met all interviewers and went over in detail the interview schedule and the procedures to be used. Each interviewer was given a detailed instruction manual specific to the survey which they were instructed to read through carefully and which they were required to bring with them each time they interviewed. Second, interviewers were required to complete practice interviews. These practice interviews were carefully examined by BOSR staff for errors, inadequate records

on open-ended questions, and the like. All interviewing was done in BOSR interviewing rooms. Interviewers were supervised by permanent BOSR staff. BOSR supervisory staff was available for most day and evening interview hours to supervise the interviewing and to answer questions.

The proximity of interviews, as well as the use of telephone monitoring equipment, provided opportunities for very careful supervision. The study director and other BOSR staff were always accessible so that questions from the interviewers could be handled immediately and, if necessary, the respondent could be called back. Furthermore, supervisors routinely monitored interviews while they were being conducted. This helped to identify interviewing problems and difficulties. Completed interviews were very carefully edited by BOSR staff. This was done on a daily basis so that errors could be immediately be brought to the attention of the interviewers and corrected. If answers were recorded incorrectly or in an incomplete manner, the interviewer was asked to call the respondent back and correct the error.

The interviewing staff is paid by the hour, not by the number of interviews completed. This method of payment is used so that we can ensure the high quality of the data collected by our staff. The progress and productivity level of each interviewer, however, is monitored to detect problems in the method of interviewing. Various rates are calculated to reflect the completion rate per hour, the total number of attempts per hour, a refusal rate, etc., to monitor the progress of each interviewer compared to the entire group of interviewers. Individual attention is given if an interviewer's rates stray very far from the overall mean.

A total of 19 interviewers completed the interviews for this survey. All were experienced interviewers who had extensive work experience on other telephone interview projects. All interviewers were required to sign a confidentiality agreement prior to the start of the project.

The Interviewing Process

Interviewing began August 21, 2003 and 606 interviews were completed by the end of the evening September 20, 2003. Calling took place generally between 9 AM and 9 PM Monday through Friday, 9 AM to 6 PM on Saturday, and 1 PM to 9 PM on Sunday. Multiple calls were made to numbers for which there was no answer. Telephone numbers resulting in a busy signal called were back 10 minutes later. Additional calls were made at different times of the day and different days of the week to increase the odds that a call would occur at a time when a person is home.

Completed interviews were carefully processed and recorded by BOSR staff to ensure that each interview was accounted for and its progress along the various steps of editing, coding, merging, and uploading could be monitored.

Because the data was directly entered on the computer at the time of the interview in a computer-readable form, no additional data entry steps were needed. The open-ended data was edited and spell-checked for typographical errors, and was sorted and merged. Open-ended responses to the core questions are listed in Appendix B.

Data Automation and Cleaning

The data was recorded and stored in the Bureau of Sociological Research file server. The Statistical Package for the Social Sciences (SPSS) software package was used to process and document the data set. The first step in data cleaning was to generate frequency distributions on each of the variables in the survey. Missing value codes were assigned, and various consistency checks of the data were made. Because of the use of WinCati, errors in data entry and contingency errors were minimal. However, some errors were detected in the choice of answers by the interviewers and corrections of the data set were made.

The cleaned, coded data was stored in a SPSS system file. A list of all variables in the archive file and the variable names used in the SPSS system file for each variable are included in Appendix C.

Selection of the Respondent from Household

The 2003 Nebraska Conservation and Environment Literacy and Awareness Survey is intended to be a sample of persons rather than households. The adult in the household with whom the interviewer was to speak was randomly selected. WinCati randomizes the process and tells the interviewer to ask for the oldest, youngest, middle, etc. respondent from among all eligible respondents in the household. The computer randomizes this procedure so the interviewer simply needs to read the screen to ask for the correct respondent.

This technique, extensively used in telephone surveys, is used to reduce the bias associated with interviewing the person who first answers the telephone. While this procedure ensures that all adults in each household have an equal probability of selection, the probability of a person being included in the sample when they live in a household with several adults present is less than if they were the only adult present. Adults living alone would have a 1/1 chance of being selected; with four adults present, a person's chance would be $\frac{1}{4}$. A weighting procedure is used to adjust for this bias and return the sample to being representative of all eligible adults in the state.

After determining the designated respondent, interviewers were instructed to ask for that person, if the respondent was not the person on they were currently on the phone with. If the person was not present, a good time to find them at home was determined and a return call was made.

Response Rate in the Random Digit Sample

It has been increasingly difficult to obtain high response rates through telephone interviewing in recent years. This is due to a variety of factors such as the public's weariness with telephone solicitation, the difficulty of finding people at home, and the proliferation of answering machines. For that reason, we attempt to reach respondents at least 15 times, and we more systematically attempt to convert refusals to completed interviews. In addition, we left messages including an 800 number at phone numbers where we have only answering machine contact on five or more occasions.

As is true in any random digit dialing method, a substantial proportion of the numbers were unassigned or disconnected, or were businesses and not household numbers. To calculate an overall response rate, these numbers were excluded. Of the 1,963 numbers sampled, 1,240 were likely to be households. Completed interviews were obtained in 49% of these households. The refusal rate, calculated as the percent of all usable telephone numbers that refused, was around 29.8%. This is within the range of refusal rates found for similar random digit telephone surveys conducted by large national survey research organizations. The following chart provides the outcomes of all telephone numbers selected in the random digit sample.

TABLE 1
(Percentage in Each Response Category)

RESPONSE CATEGORY	NUMBER	% OF LIKELY HOUSEHOLDS
Completed Interview	607	49.0%
Refusals	369	29.8%
Unable to Complete – Health or Age Reasons	27	2.2%
Language Barrier	32	2.6%
No Resolution by End of Study Period	264	21.3%
Answering Machine or Answering Service	147	100%
Busy	7	
No Answer	43	
Delayed Callback	67	
No Answer After 15 Calls	113	
Under 19, Nursing Home, Teen or Computer Line	15	
Cellular Phone	2	
Phone Block/Technical Phone Problem		
Business	106	
FAX or Modem Sound – multiple attempts	93	
Unassigned, Wrong Number, Etc.	335	
TOTAL NUMBERS SAMPLED	1963	

Representativeness of the Survey

The representativeness of the survey has been evaluated by comparing the characteristics of the survey respondents with that of the 2001 U.S. Census population estimate data for the state of Nebraska. Age, gender, race, and geographical location (planning region) were all examined to determine representativeness of the sample. The results are presented in Table 2. As is common in most surveys, females are overrepresented and younger adults are underrepresented among the respondents. Weights were created to correct for differences between the sample data and the population estimate data. Application of the weight, called WATE in the data set, adjusts for these differences in age, sex, and region and causes the weighted distributions to reflect the percentage distributions of the population estimate. As mentioned previously, WATE contains a correction factor to compensate for differential probability of selection of the respondent within households with varying numbers of adults present. Users of data requiring a sample of individuals would use the data weighted by the WATE variable. The resulting sample is of the individuals and should be treated as a simple random sample of the over-19 population. All frequencies reported here use WATE.

**TABLE 2
REPRESENTATIVENESS SAMPLE BY REGION OF THE STATE**

CATEGORY	BASED ON 2001 CENSUS	UNWEIGHTED DATA	DATA WEIGHTED BY 'WATE' VARIABLE
REGION:			
Panhandle	5.3%	5.8%	5.3%
Southwest	6.3%	10.1%	6.3%
North	12.6%	13.2%	12.7%
South Central	12.7%	14.4%	12.7%
Omaha Area	38.9%	30.7%	38.8%
Southeast	24.2%	25.9%	24.3%
TOTAL	100.0%	100.0%	100.0%

**TABLE 3
REPRESENTATIVENESS OF SAMPLE BY AGE**

CATEGORY	BASED ON 2001 CENSUS	UNWEIGHTED DATA	DATA WEIGHTED BY 'WATE' VARIABLE
AGE:			
19-24	11.9%	6.3%	11.9%
25-44	39.5%	35.8%	39.5%
45-64	29.8%	36.6%	29.8%
65+	18.8%	21.3%	18.8%
TOTAL	100.0%	100.0%	100.0%

**TABLE 4
REPRESENTATIVENESS OF SAMPLE BY SEX**

CATEGORY	BASED ON 2001 CENSUS	UNWEIGHTED DATA	DATA WEIGHTED BY 'WATE' VARIABLE
SEX:			
Males	49.3%	42.9%	49.3%
Females	50.7%	57.1%	50.7%
TOTAL	100.0%	100.0%	100.0%

Appendix A: The Survey Instrument

Appendix A: 2003 Nebraska Conservation and Environment Literacy and Awareness Survey Instrument

Q: intro1

Hello, this is _____ and I am calling from the Research Center at the University of Nebraska to talk to people in your community about the health and well-being of children who live there.

We're not selling anything. Your telephone number was generated at random by a computer to insure a scientific sample of people in our study.

To make sure our study is scientific, can you tell me how many adults ages 19 and older are living in your household?

If (intro1 = 0) skip to nonqual

Q:nonqual

Thank you for taking a little time to talk to me. We are looking for people who meet certain criteria and unfortunately many of the people we speak with, like yourself, do not fit the specifications for the research project.

That's all the questions I have for you. Thank you again.

Q: intro4

****(Respondent is chosen by random computer selection)****

According to the computer, I need to speak with the

- 1 Respondent is on the phone
- 2 Person on the phone is getting Respondent
- 3 Respondent is not available
- 4 Person refuses for Respondent
- 5 Respondent is on line, but REFUSES

Could you please tell me the first name ONLY of that person?

If (intro4 <> 3) skip to screen1

Q: screen1

Hello, this is _____ and I am calling from the Research Center at the University of Nebraska. We are interviewing people 19 years of age or older in the state of Nebraska about their opinions and characteristics so we can find out more about how Nebraskans think, feel, and live.

We need your help to make the study as accurate as possible. All information will be kept strictly confidential. Your telephone number was generated at random, and your participation is important so the study represents all types of Nebraskans. Your responses will not be linked to your phone number or any identifying information. You may choose not to answer any question you wish. We will report the results only in summary form, so no individual data will be released.

The interview may take about 30 minutes to complete, but we can complete it in more than one session if necessary. I'd like to begin now.

Q: sexr

What is your sex?

1 MALE
5 FEMALE

8 DK
9 REF

Q: intro2

Have I reached [telephone number]?

1 Yes
5 No

If (intro2 = 5) end survey

Q: intro2a

Have I reached you on your HOME phone? I mean that this is NOT a teen line or a second line used for a home business.

1 Yes
5 No

If (intro2a = 5) end survey

Q:RNAME

Could you tell me your first name or your first initial only?

Q:AGER

Please tell me how old you were on your last birthday.

888 DONT KNOW
999 REFUSED

Q:EDR

How many years of schooling have you completed?

- | | | |
|----------------|-------------------|-----------------------|
| 0 No schooling | 9 9th grade | 17 1st yr grad school |
| 1 1st grade | 10 10th grade | 18 2nd yr grad school |
| 2 2nd grade | 11 11th grade | 19 3rd yr grad school |
| 3 3rd grade | 12 12th grade | 20 4th yr grad school |
| 4 4th grade | 13 college fresh | 21 5th yr grad school |
| 5 5th grade | 14 college soph | 22 6th yr grad school |
| 6 6th grade | 15 college junior | 23 GED/GED |
| 7 7th grade | 16 college senior | |
| 8 8th grade | | |

- | | | |
|--------------------------|----|----------|
| ELEMENTARY ONLY = | 8 | |
| HIGH SCHOOL DEGREE = | 12 | |
| ASSOCIATES DEGREE = | 14 | |
| BACHELORS DEGREE = | 16 | 88 = DK |
| MASTERS DEGREE = | 18 | 99 = REF |
| DOCTORATE DEGREE (PHD) = | 22 | |

If (edr < 10) skip to gedr
 If (edr > 11) and (edr < 29) skip to degr_1

Q:GEDR

Do you have a high school diploma or GED Certificate?

- 1 YES
- 5 NO

- 8 DONT KNOW
- 9 REFUSED

If (gedr > 0) skip to hisp1

Q:DEGR_1

What is the highest degree you have attained?

- 1 No diploma
- 2 High School Diploma/G.E.D.
- 3 Some college, but no degree
- 4 Technical/Associate/Junior College (2yr, LPN)
- 5 Bachelor's Degree (4yr, BA, BS, RN)
- 6 Graduate Degree (Masters, MA, Doctorate, Ph.D.)

- 8 DONT KNOW
- 9 REFUSED

Q:HISP1

Are you of Hispanic, Latino or Spanish origin?

- 1 Yes
- 5 No

- 8 DONT KNOW
- 9 REFUSED

Q:RACE_1 to RACE_10

What race or races do you consider yourself to be?

INTERVIEWERS: READ CHOICES IF NECESSARY

The U.S. Census categories are:

White (Caucasian) [race_1]
Black or African American [race_2]
Asian [race_3]
American Indian or Alaska Native [race_5]
Native Hawaiian or Other Pacific Islander [race_6]
Some other national origin / OTHER-SPECIFY [race_7]
DK [race_8]
REF [race_9]

Addition: Hispanic, Latino, or Spanish origin [race_10]

Q:BORN1

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

- 1 Nebraska
- 2 Another state
- 3 Foreign country

- 8 DONT KNOW
- 9 REFUSED

If (born1 > 1) skip to pop

Q:SAME

Were you born in the same *county* you live in now?

- 1 Yes
- 5 No

- 8 DONT KNOW
- 9 REFUSED

Q:RURB

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

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

 - 8 DONT KNOW
 - 9 REFUSED
-

Q:POP

Approximately what is the population of the town or city closest to where you live? Is it...

- 1 Less than 5 thousand
- 2 5 thousand to 9,999 thousand
- 3 10 thousand to 99,999 thousand or
- 4 100 thousand or more?

- 8 DK
 - 9 REF
-

Q:CSAT

How satisfied are you with your community as a place to live? Would you say you are....

BY COMMUNITY, WE MEAN THE TOWN/CITY RESPONENT LIVES IN OR NEAR.

- 1 Very satisfied
- 2 Satisfied
- 3 NEITHER SATISFIED NOR DISSATISFIED
- 4 Dissatisfied
- 5 Very dissatisfied

- 8 DONT KNOW
 - 9 REFUSED
-

Q:PSCH

How do you feel about the quality of the PUBLIC schools that the children from your community attend? Would you say that it is...

- 1 Very good
- 2 Fairly good
- 3 Neither good nor bad
- 4 Not very good
- 5 Not good at all

- 8 DONT KNOW
 - 9 REFUSED
-

Q:AUDU1

Most of the time, do you think environmental protection and economic development can go hand in hand, OR that we must choose between environmental protection and economic development?

- 1 Can go hand in hand
- 2 Must choose between environment and development

- 7 DEPENDS - SPECIFY
 - 8 DON'T KNOW
 - 9 REFUSED
-

Q:AUDU2

When it is impossible to find a reasonable compromise between economic development and environmental protection, which do you usually believe is more important? Would you say...

- 1 Economic development
- 2 Environmental protection

- 7 DEPENDS - SPECIFY
- 8 DON'T KNOW
- 9 REFUSED

Q:AUDU3

Please indicate for each of the following statements whether you strongly agree, mostly agree, mostly disagree, or strongly disagree.

Technology will find a way of solving environmental problems. Do you...

- 1 Strongly agree
- 2 Mostly agree
- 3 Mostly disagree
- 4 Strongly disagree

- 8 DON'T KNOW
- 9 REFUSED

Q:AUDU4

Please indicate for each of the following statements whether you strongly agree, mostly agree, mostly disagree, or strongly disagree.

The condition of the environment will play an increasingly important role in the nation's economic future. Do you...

- 1 Strongly agree
- 2 Mostly agree
- 3 Mostly disagree
- 4 Strongly disagree

- 8 DON'T KNOW
- 9 REFUSED

Q:AUDU5

Please indicate for each of the following statements whether you strongly agree, mostly agree, mostly disagree, or strongly disagree.

Private companies should train their employees to solve environmental problems. Do you...

- 1 Strongly agree
 - 2 Mostly agree
 - 3 Mostly disagree
 - 4 Strongly disagree

 - 8 DON'T KNOW
 - 9 REFUSED
-

Q:AUDU5d

Please indicate for each of the following statements whether you strongly agree, mostly agree, mostly disagree, or strongly disagree.

Government agencies should support environmental education programs for adults. Do you...

- 1 Strongly agree
 - 2 Mostly agree
 - 3 Mostly disagree
 - 4 Strongly disagree

 - 8 DON'T KNOW
 - 9 REFUSED
-

Q:AUDU6

In general, how much do you feel you yourself know about environmental issues and problems? Would you say you know...

- 1 A lot
 - 2 A fair amount
 - 3 Only a little
 - 4 Practically nothing

 - 8 DON'T KNOW
 - 9 REFUSED
-

Q:AUDUintr

The next group of questions are about issues that have been covered in the media during the past two years or so. They are designed to tell us how much accurate information people are getting from television, newspapers, magazines, and other sources. Each question has four possible answers. If you don't know the answer, you can just state that you don't know.

Q:AUDU7

There are many different kinds of animals and plants, and they live in many different types of environments. What is the word used to describe this idea? Is it...

- 1 Multiplicity
 - 2 Biodiversity
 - 3 Socio-economics, or
 - 4 Evolution

 - 8 DON'T KNOW
 - 9 REFUSED
-

Q:AUDU8

Carbon monoxide is a major contributor to air pollution in the U.S. Which of the following is the biggest source of carbon monoxide? Is it...

- 1 Factories and businesses
 - 2 People breathing
 - 3 Motor vehicles, or
 - 4 Trees
-
- 8 DON'T KNOW
 - 9 REFUSED
-

Q:AUDU9

How is most of the electricity in the U.S. generated? Is it...

- 1 By burning oil, coal, and wood
 - 2 With nuclear power
 - 3 Through solar energy, or
 - 4 At hydro electric power plants
-
- 8 DON'T KNOW
 - 9 REFUSED
-

Q:AUDU10

What is the most common cause of pollution of streams, rivers, and oceans? Is it...

- 1 Dumping of garbage by cities
 - 2 Surface water running off yards, city streets, paved lots, and farm fields
 - 3 Trash washed into the ocean from beaches, or
 - 4 Waste dumped by factories
-
- 8 DON'T KNOW
 - 9 REFUSED
-

Q:AUDU11

Which of the following is a renewable resource? Is it...

- 1 Oil
 - 2 Iron ore
 - 3 Trees, or
 - 4 Coal
-
- 8 DON'T KNOW
 - 9 REFUSED
-

Q:AUDU12

Ozone forms a protective layer in the earth's upper atmosphere. What does ozone protect us from? Is it...

- 1 Acid rain
 - 2 Global warming
 - 3 Sudden changes in temperature, or
 - 4 Harmful, cancer-causing sunlight
-
- 8 DON'T KNOW
 - 9 REFUSED

Q:AUDU13

Where does most of the garbage in the U.S. end up? Is it in...

- 1 Oceans
 - 2 Incinerators
 - 3 Recycling centers, or
 - 4 Landfills
-
- 8 DON'T KNOW
 - 9 REFUSED

Q:AUDU15

Which of the following household wastes is considered hazardous waste? Is it...

- 1 Plastic packaging
 - 2 Glass
 - 3 Batteries, or
 - 4 Spoiled food
-
- 8 DON'T KNOW
 - 9 REFUSED

Q:AUDU16

What is the most common reason that an animal species becomes extinct? Is it...

- 1 Pesticides are killing them
 - 2 Their habitats are being destroyed by humans
 - 3 There is too much hunting, or
 - 4 There are climate changes that affect them
-
- 8 DON'T KNOW
 - 9 REFUSED

Q:AUDU17

Scientists have not determined the best solution for disposing of nuclear waste. In the U.S., what do we do with it now? Do we...

- 1 Use it as nuclear fuel
 - 2 Sell it to other countries
 - 3 Dump it in landfills, or
 - 4 Store and monitor the waste
-
- 8 DON'T KNOW
 - 9 REFUSED
-

Q:AUDU18

What is the primary benefit of wetlands? Do they...

- 1 Promote flooding
 - 2 Help clean the water before it enters lakes, streams, rivers, or oceans
 - 3 Help keep the number of undesirable plants and animals low, or
 - 4 Provide good sites for landfills
-
- 8 DON'T KNOW
 - 9 REFUSED
-

Q:AUDU19a

Now I would like to ask you about some of the things you may do in your day-to-day life. For each of the following things, would you please tell me whether you frequently do it, sometimes do it, or never do it.

Recycle things such as newspapers, cans, and glass. Would you say you...

- 1 Frequently do it
 - 2 Sometimes do it, or
 - 3 Never do it
-
- 8 DON'T KNOW
 - 9 REFUSED
-

Q:AUDU19b

Now I would like to ask you about some of the things you may do in your day-to-day life. For each of the following things, would you please tell me whether you frequently do it, sometimes do it, or never do it.

Avoid using chemicals in your yard or garden. Would you say you...

- 1 Frequently do it
 - 2 Sometimes do it, or
 - 3 Never do it
-
- 8 DON'T KNOW
 - 9 REFUSED
-

Q:AUDU19c

Now I would like to ask you about some of the things you may do in your day-to-day life. For each of the following things, would you please tell me whether you frequently do it, sometimes do it, or never do it.

Buy biodegradable or recyclable products. Would you say you...

- 1 Frequently do it
 - 2 Sometimes do it, or
 - 3 Never do it
-
- 8 DON'T KNOW
 - 9 REFUSED
-

Q:AUDU19d

Now I would like to ask you about some of the things you may do in your day-to-day life. For each of the following things, would you please tell me whether you frequently do it, sometimes do it, or never do it.

Conserve water in your home and yard. Would you say you...

- 1 Frequently do it
 - 2 Sometimes do it, or
 - 3 Never do it

 - 8 DON'T KNOW
 - 9 REFUSED
-

Q:AUDU19e

Now I would like to ask you about some of the things you may do in your day-to-day life. For each of the following things, would you please tell me whether you frequently do it, sometimes do it, or never do it.

Turn off lights and electrical appliances when not in use. Would you say you...

- 1 Frequently do it
 - 2 Sometimes do it, or
 - 3 Never do it

 - 8 DON'T KNOW
 - 9 REFUSED
-

Q:AUDU19f

Now I would like to ask you about some of the things you may do in your day-to-day life. For each of the following things, would you please tell me whether you frequently do it, sometimes do it, or never do it.

Try to cut down on the amount of trash and garbage you create. Would you say you...

- 1 Frequently do it
 - 2 Sometimes do it, or
 - 3 Never do it

 - 8 DON'T KNOW
 - 9 REFUSED
-

Q:AUDU19g

Now I would like to ask you about some of the things you may do in your day-to-day life. For each of the following things, would you please tell me whether you frequently do it, sometimes do it, or never do it.

Use other types of transportation, such as biking or the bus, instead of driving your car. Would you say you...

- 1 Frequently do it
- 2 Sometimes do it, or
- 3 Never do it

- 8 DON'T KNOW
- 9 REFUSED

Q:AUDU19h

Now I would like to ask you about some of the things you may do in your day-to-day life. For each of the following things, would you please tell me whether you frequently do it, sometimes do it, or never do it.

Participate in a volunteer clean-up day. Would you say you...

- 1 Frequently do it
- 2 Sometimes do it, or
- 3 Never do it

- 8 DON'T KNOW
- 9 REFUSED

Q:AUDU20a

The following questions are about environmental education for children in grades kindergarten through 12.

Do the schools in your community have environmental education?

- 1 Yes
- 5 No

- 8 DON'T KNOW
- 9 REFUSED

Q:AUDU20b

The following questions are about environmental education for children in grades kindergarten through 12.

Do you think that environmental education should be taught in schools?

- 1 Yes
 - 5 No

 - 8 DON'T KNOW
 - 9 REFUSED
-

Q:AUDU21a

There are many ways that environmental education in schools can affect children. I'd now like you to tell me the extent to which you think environmental education effects each of the following.

Teaching children to respect the people and places around them. Do you think this has...

- 1 A great deal of effect
- 2 A moderate amount of effect
- 3 Only a little effect, or
- 4 No effect at all

- 8 DON'T KNOW
- 9 REFUSED

Q:AUDU21b

There are many ways that environmental education in schools can affect children. I'd now like you to tell me the extent to which you think environmental effects each of the following.

Helping children perform better in science. Do you think this has...

- 1 A great deal of effect
- 2 A moderate amount of effect
- 3 Only a little effect, or
- 4 No effect at all

- 8 DON'T KNOW
- 9 REFUSED

Q:AUDU21c

There are many ways that environmental education in schools can affect children. I'd now like you to tell me the extent to which you think environmental effects each of the following.

Helping children perform better in social studies. Do you think this has...

- 1 A great deal of effect
- 2 A moderate amount of effect
- 3 Only a little effect, or
- 4 No effect at all

- 8 DON'T KNOW
- 9 REFUSED

Q:AUDU21d

There are many ways that environmental education in schools can affect children. I'd now like you to tell me the extent to which you think environmental effects each of the following.

Encouraging children to get involved in community service projects. Do you think this has...

- 1 A great deal of effect
- 2 A moderate amount of effect
- 3 Only a little effect, or
- 4 No effect at all

- 8 DON'T KNOW
- 9 REFUSED

Q:AUDU21e

There are many ways that environmental education in schools can affect children. I'd now like you to tell me the extent to which you think environmental effects each of the following.

Preparing children to better understand environmental issues when they are adults. Do you think this has...

- 1 A great deal of effect
- 2 A moderate amount of effect
- 3 Only a little effect, or
- 4 No effect at all

- 8 DON'T KNOW
- 9 REFUSED

Q:AUDU21f

There are many ways that environmental education in schools can affect children. I'd now like you to tell me the extent to which you think environmental effects each of the following.

Helping children find jobs later in life as the environment will play a larger role in future employment opportunities. Do you think this has...

- 1 A great deal of effect
- 2 A moderate amount of effect
- 3 Only a little effect, or
- 4 No effect at all
- 8 DON'T KNOW
- 9 REFUSED

Q:EMPL

Do you typically work full-time, part-time, go to school, keep house, or something else?

- 1 Working a full time job (35 hours or more)
- 2 Working a part time job(s)
- 4 Unemployed, laid off, looking for work
- 5 Retired
- 6 In school
- 7 Keeping house
- 8 DISABLED
- 9 OTHER – SPECIFY

- 88 DONT KNOW
- 99 REFUSED

Q:D7a

How many children 18 and younger are living in the household?

- 88 DK
- 99 REF

If (D7a = 0) skip to inc
if (D7a > 20) skip to inc

Q:D7b

How many children age 13 to 18 are living in the household?

- 88 DK
- 99 REF

Q:INC

Is your total family income \$30,000 or more, or less than \$30,000?

- 1 \$30,000 or more
- 2 Less than \$30,000

- 8 DK
- 9 REF

If (inc = 2) skip to incless
If (inc > 2) skip to part

Q:INCMORE

I am going to mention a number of income categories. When I mention the category which describes your total family income in the last 12 months, please stop me.

- 7 \$30,000 to \$39,999
- 8 \$40,000 to \$49,999
- 9 \$50,000 to \$59,999
- 10 \$60,000 to \$69,999
- 11 \$70,000 to \$79,999
- 12 \$80,000 to \$89,999
- 13 \$90,000 to \$99,999
- 14 \$100,000 or more

- 88 DK
- 99 REF

skip to part

Q:INCLESS

I am going to mention a number of income categories. When I mention the category which describes your total family income in the last 12 months, please stop me.

- 1 Under \$5,000
 - 2 \$5,000 to \$ 9,999
 - 3 \$10,000 to \$14,999
 - 4 \$15,000 to \$19,999
 - 5 \$20,000 to \$24,999
 - 6 \$25,000 to \$29,999

 - 88 DK
 - 99 REF
-

Q:PART

Generally speaking, do you consider yourself a Democrat, a Republican, an Independent, or something else?

- 1 Democrat
 - 2 Republican
 - 3 Independent
 - 4 OTHER - SPECIFY

 - 8 DK
 - 9 REF
-

Q:POLI

Liberal and conservative are terms often used to describe people's beliefs about politics and government.

In general, do you see yourself politically as very liberal, liberal, middle-of-the-road, conservative, very conservative, or something else?

- 1 Very liberal
 - 2 Liberal
 - 3 Middle-of-the-road
 - 4 Conservative
 - 5 Very conservative
 - 6 OTHER - SPECIFY

 - 88 DK
 - 99 REF
-

Q:ASKZIP

We are speaking to over 600 people across the state of Nebraska. For coding purposes, could you please tell me your zip code?

99999 REF

if (askzip = 99999) skip to close

Q:ZIPCHK

Let me read that zip code back to you to be sure I have it correct.

If (zipchk = 2) skip to askzip

Q:CLOSE

That concludes our survey. I'd like to thank you for taking the time to help us with this important study.

Would you like an 800 number to call if you have any questions about the study?

BUREAU OF SOCIOLOGICAL RESEARCH 800-480-4549
UNIVERSITY OF NEBRASKA - LINCOLN

End Interview Questions: Taken From Computer Interview

Q: intid

INTERVIEWER: ENTER YOUR INTERVIEWER IDENTIFICATION NUMBER

Q:f1qual

INTERVIEWER: HOW WOULD YOU RATE THE QUALITY OF THE INFORMATION OBTAINED IN THIS INTERVIEW?

- 1 EXCELLENT - NO PROBLEMS AT ALL
 - 2 GOOD - A FEW PROBLEMS BUT OVERALL QUALITY GOOD
 - 3 FAIR - A NUMBER OF PROBLEMS BUT OVERALL ACCEPTABLE
 - 4 POOR- MANY PROBLEMS, OVERALL QUALITY OPEN TO QUESTION
 - 5 INADEQUATE - INTERVIEW WAS TERMINATED BY INTERVIEWER OR QUALITY JUDGED TOO POOR TO BE INCLUDED IN DATA SET
-

Q: intcom

PLEASE LIST ANY OTHER COMMENTS ON THE INTERVIEW QUALITY

Appendix B: Open Ended Responses

Appendix B: Open Ended Responses

Item	Text
AGER	(note) she didn't care to answer, all she would say is she is in her 70's

Item	Text
AUDU1	7 on the situation
AUDU1	7 a little of both
AUDU1	7 depends on what kind of economic development
AUDU1	7 a little bit of both
AUDU1	7 depends on situation
AUDU1	7 both because they should work hand in hand but they don't
AUDU1	7 depends on the project
AUDU1	7 neutral on that
AUDU1	7 needs to go hand in hand, but not sure that it always does
AUDU1	7 sometimes hand in hand, sometimes not
AUDU1	7 there is a blend
AUDU1	7 depends on the situation, area, people involved
AUDU1	7 never thought about it
AUDU1	(note) doesn't seem to work that way very often
AUDU1	7 50 50, sometimes it needs to go each way
AUDU1	7 depends on the environment and the development
AUDU1	7 varies from case to case

Item	Text
AUDU10	(note) numbers 2 and 4
AUDU10	(note) 2 and 4
AUDU10	(note) 2 and 4
AUDU10	(note) any of these, combination of all 4
AUDU10	(note) 2 and 4
AUDU10	(note) people
AUDU10	(note) all of the above
AUDU10	(note) all the above
AUDU10	(note) a little bit of everything
AUDU10	(note) all four

Item	Text
AUDU11	(note) not sure what they are thinking of when they say renewable
AUDU11	(note) trees and oil
AUDU11	(note) I don't think he understood this question. I think he understood renewable resource to mean you can use it over and over.
AUDU11	(note) both 1 and 3
AUDU11	(note) None of the above

Item	Text
AUDU12	(note) 1 and 2
AUDU12	(note) the last three
AUDU12	(note) 2 and 4
AUDU12	(note) all the above
AUDU12	(note) all of the answers

AUDU12 (note) global warming or cancer causing sunlight
 AUDU12 (note) it is both number 2 and 4
 AUDU12 (note) 3 and 4
 AUDU12 (note) both 2 and 4
 AUDU12 (note) both 2 and 4
 AUDU12 (note) all of them
 AUDU12 (note) all the above

Item	Text
AUDU15	(note) Styrofoam
AUDU15	(note) plastics send off a gas or spoiled
AUDU15	(note) all the above

Item	Text
AUDU16	(note) evolution
AUDU16	(note) 1, 2 and 4
AUDU16	(note) 2 and 3
AUDU16	(note) 2 and 3
AUDU16	(note) depends on the animal, 1 and 2
AUDU16	(note) 1 and 2
AUDU16	(note) long term environmental question, not a good question
AUDU16	(note) depends on the animals, too much hunting or habitats
AUDU16	(note) any of the above
AUDU16	(note) all of the above
AUDU16	(note) there are more people, they are building houses like mad

Item	Text
AUDU17	(note) 3 and 4
AUDU17	(note) we don't monitor it like we should

Item	Text
AUDU18	(note) good habitat for animals and plants
AUDU18	(note) help protect animals
AUDU18	(note) for their habitat
AUDU18	(note) they are for wildlife
AUDU18	(note) wetlands were suppose to be good for the animal
AUDU18	(note) both 3 and 4
AUDU18	(note) they want to save the land
AUDU18	(note) They are a habitat for the animals around the area. It protects them.

Item	Text
AUDU19a	(note) glass is not available
AUDU19a	(note) don't get enough stuff to do this
AUDU19a	(note) she would, except there is no where to take it
AUDU19a	(note) They make it hard to do. Nobody wants your stuff, can't get rid of glass. If I had access to better recycling, I would frequently do it.

Item	Text
AUDU19b	(note) no yard or garden

Item	Text
AUDU19c	(note) not always available
AUDU19c	(note) I don't buy this stuff

Item	Text
AUDU19g	(note) no bus system
AUDU19g	(note) no buses
AUDU19g	(note) no bus
AUDU19g	(note) She has no car and there are no buses. She walks everywhere.
AUDU19g	(note) not an option where I live, 36 miles from town

Item	Text
AUDU19h	(note) never had the opportunity
AUDU19h	(note) community doesn't do this
AUDU19h	(note) haven't had one here in a while
AUDU19h	(note) haven't had one

Item	Text
AUDU2	7 depends on the impact
AUDU2	7 depends on circumstance
AUDU2	7 depends on situation
AUDU2	7 there are some people that go too far and ban fun activities, got to have economic growth and happy medium
AUDU2	7 on the situation
AUDU2	7 needs a balance
AUDU2	7 it depends, she would have to look at it case by case
AUDU2	7 depends, sometimes environmentalists go overboard, and other times big money does not care about effects, so it depends on the specific situation
AUDU2	(note) depends, sometimes environmentalists go overboard
AUDU2	7 on what we are protecting
AUDU2	7 must have a balance
AUDU2	7 depends on the situation
AUDU2	7 on the lesser of the two evils, really can not answer
AUDU2	7 common sense
AUDU2	7 depends on the situation
AUDU2	7 whether or not she has a job at the moment, a little of both
AUDU2	7 on the situation, just a field or water that people need or something like that
AUDU2	7 not that black and white depends on the environmental question
AUDU2	7 case by case basis
AUDU2	7 wouldn't choose they have to go hand in hand
AUDU2	7 it depends on what part of the environment, history dictates that some species will go extinct
AUDU2	7 they are both equal in importance
AUDU2	7 on hazardous waste
AUDU2	7 believes both are most important
AUDU2	(note) Half and half
AUDU2	7 they have to go hand in hand there is no compromise, have to be able to negotiate or can't make anything work
AUDU2	7 should go hand in hand, not going to answer
AUDU2	7 what protection was for
AUDU2	7 whatever is most beneficial to the community

AUDU2 7 both are the same
 AUDU2 7 In order for a city to grow we have to take over some lands, but at the same time you don't want to destroy natural habitats. It's a dilemma, very difficult. need to be aware of environment
 AUDU2 7 we need both hard to choose
 AUDU2 7 we need to protect our country before our environment
 AUDU2 7 a little of both, they have to go hand in hand
 AUDU2 7 depends on circumstances
 AUDU2 7 not a good question
 AUDU2 7 depends upon the issue
 AUDU2 7 depends on what environmental problem you are talking about
 AUDU2 7 depends on what economic development will bring into the community, mostly environment
 AUDU2 7 depends on the issues
 AUDU2 7 its 50 50
 AUDU2 (note) 2
 AUDU2 (note) for my area economic development, if I lived in a city I might feel differently
 AUDU2 7 depends on the specific situation
 AUDU2 7 depends on situation
 AUDU2 7 depends on the issue
 AUDU2 7 depends on the issue
 AUDU2 7 it depends on the situation, have to look at each situation and then make the determination
 AUDU2 7 it's a hard decision
 AUDU2 7 Depends on what the specific issue
 AUDU2 7 go half and half and work out a compromise

Item	Text
AUDU20a	(note) don't know if there is a formal program, but they do discuss recycling and stuff like that
AUDU20a	(note) not sure
AUDU20a	(note) not to his knowledge

Item	Text
AUDU20b	(note) after a certain age, Sophomore or Junior year
AUDU20b	(note) if it is taught correctly yes
AUDU20b	(note) I think it should be included
AUDU20b	(note) sometimes

Item	Text
AUDU21d	(note) it would depend on the quantity on how many times they hear it

Item	Text
AUDU21f	(note) if they get more power

Item	Text
AUDU3	(note) technology does not have a mind of it's own, people control it
AUDU3	(note) middle of the road

Item	Text
AUDU4	(note) tough question

Item	Text
AUDU5	(note) question not written very well
AUDU5	(note) depends on the problem
AUDU5	(note) should prevent environmental problems
AUDU5	(note) depends on the business

Item	Text
AUDU5d	(note) they are doing it

Item	Text
AUDU8	(note) both and factories
AUDU8	(note) I've seen studies for both factories and cars
AUDU8	(note) mixture of cars and factories
AUDU8	(note) motor vehicles and business
AUDU8	(note) between 1 and 3
AUDU8	(note) both factories and cars

Item	Text
AUDU9	(note) probably a combination of oil coal and wood, and hydro electric

Item	Text
CSAT	(note) not satisfied with the town closest, but do very satisfied with neighborhood

Item	Text
DEGR_1	(note) has an associates and bachelor's degree
DEGR_1	(note) two associate degrees

Item	Text
EDR	(note) Man was a WWII veteran and earned his GED after returning from the service.

Item	Text
EMPL	9 on workmen's comp at this time
EMPL	(note) on workmen's comp at this time
EMPL	9 self employed
EMPL	9 a student
EMPL	9 work full time and go to school
EMPL	9 self employed
EMPL	(note) ranch wife, help with ranch duties
EMPL	(note) full time and school
EMPL	9 volunteer work
EMPL	9 out looking for work
EMPL	9 school full time work part time

Item	Text
PART	4 depends upon the issues
PART	4 none
PART	4 our religious beliefs don't allow us to participate in government, so not affiliated with any
PART	4 refused
PART	4 we need a new party

PART 4 not an American
 PART 4 I vote my conscience
 PART 4 nothing
 PART 4 a little bit of both, democrat & republican
 PART 4 open minded
 PART 4 don't know
 PART 4 nothing
 PART 4 she listens to issues and vote however she supports them
 PART 4 no
 PART 4 depends on person who's running
 PART 4 not a citizen, if I were, democrat
 PART 4 I have not registered
 PART 4 not sure what
 PART 4 no
 PART 4 not political at all
 PART 4 he doesn't vote
 PART 4 none
 PART 4 whoever best represents her
 PART 4 it doesn't matter, if she draws a good conclusion, judges by quality and values
 PART 4 no
 PART 4 doesn't remember what registered as but pretty sure registered as democrat
 PART 4 not vote
 PART 4 I'm not political.
 PART 4 whatever I believe in, I don't have one
 PART 4 libertarian
 PART 4 vote for the person
 PART 4 None of the above, I don't think there should be democrat or republicans. Politicians should do what they say they are going to do.

 PART 4 no
 PART 4 don't believe in political parties
 PART 4 isn't involved in politics
 PART 4 no
 PART 4 don't vote
 PART 4 She doesn't consider herself in any category, when I asked her to specify, she said she is not a registered voter.

 PART 4 does not bother with politics
 PART 4 doesn't go either way

Item	Text
POLI	6 didn't say what that would be
POLI	6 refused
POLI	6 she said she usually studies to see what would best benefit
POLI	6 non-interested
POLI	6 liberal conservative, depends on the issues and how I was raised
POLI	6 just nothing
POLI	6 a combination depending on the issues
POLI	6 democrat and she has been all her life
POLI	6 nothing specific
POLI	6 no
POLI	6 not applicable
POLI	6 no answer
POLI	6 nothing

POLI 6 he does not believe in politics, all are crooked and do no good for the people
 POLI 6 none of the above
 POLI 6 no
 POLI 6 don't go either way
 POLI 6 not political
 POLI 6 not very political
 POLI 6 looks out of the issues
 POLI 6 mildly conservative
 POLI 6 isn't involved in politics
 POLI 6 disinterested

Item	Text
PSCH	(note) elementary is very good, secondary, one is good and one is poor
PSCH	(note) happy with grade schools but, not with secondary, not happy with the safety
PSCH	(note) grade school very good, high school not very good
PSCH	(note) worried about politics of education, not the teachers
PSCH	(note) isn't associated with it except for her tax money going there
PSCH	(note) her children do not attend public schools, she does not know enough about them to make a decision
PSCH	(note) elementary school is fine but middle school was horrible
PSCH	(note) my children have been out of school for more than 20 years

Item	Text
RACE 1	6 other
RACE 1	6 Mexican America
RACE 1	6 Mexican American
RACE 1	6 Asian
RACE 1	6 Hispanic
RACE 1	6 Hispanic
RACE 1	6 Arabic
RACE 1	6 Latino
RACE 1	6 Native American and Mexican
RACE 1	6 French Canadian
RACE 1	6 Hispanic
RACE 1	6 Mexican
RACE 1	6 Spanish
RACE 1	6 Hispanic
RACE 1	6 Hispanic
RACE 1	6 German
RACE 1	6 French and English
RACE 1	6 Mexican American
RACE 1	6 Mexican
RACE 2	6 Bohemian, Dutch and Irish
RACE 2	6 Native American, White Caucasian

Item	Text
RURB	(note) lives around a lake

Appendix C: Variable Names and Labels in Data File

Appendix C: Variable Names and Labels

Listed in the order they appear in the SPSS data file

Name	Label
RESPID	Respondent ID
TIME	Length of survey in minutes
INTRO3	Number of adults 19 or older in HH
SEXR	Sex of respondent
AGER	Age of R
EDR	Years of schooling
GEDR	High School diploma or GED
DEGR_1	Highest degree attained
HISP1	Are you of Hispanic, Latino, or Spanish origin
RACE_1	Race - White (Caucasian)
RACE_2	Race - Black or African American
RACE_3	Race - Asian
RACE_4	Race - American Indian or Alaska Native
RACE_5	Race - Native Hawaiian or other Pacific Islander
RACE_6	Race - Other - some other national origin
RACE_7	Race - Don't Know
RACE_8	Race of respondent -Refused
RACE_10	Race - Hispanic, Latino, or Spanish origin
BORN1	Born in Nebraska, another state, or foreign country
SAME	Born in same county you live in now
RURB	On a farm or in a city
POP	City population
CSAT	Satisfaction with your community
PSCH	Quality of public schools in your community
AUDU1	Do environmental protection and economic development go hand
AUDU2	Which is more important, economic development or environment
AUDU3	Technology will solve environmental problems
AUDU4	Condition of environment will play a role in nations economic
AUDU5	Companies should train employees to solve environmental problems
AUDU5D	Government agencies should support environmental education
AUDU6	How much do you know about environmental issues
AUDU7	Word used to describe different kinds of environments that plants and animals live in
AUDU8	Which is the biggest source of carbon monoxide
AUDU9	How is most of the electricity in the US generated
AUDU10	Most common cause of pollution of streams rivers and oceans
AUDU11	Which is a renewable resource
AUDU12	What does ozone protect us from
AUDU13	Where does garbage in US end up
AUDU15	Which household wastes is considered hazardous waste
AUDU16	Why do animals become extinct
AUDU17	What does the US do with the disposing of nuclear waste
AUDU18	What is the benefit of wetlands
AUDU19A	Do you recycle things such as newspapers, cans and glass
AUDU19B	Avoid using chemicals in your yard or garden
AUDU19C	Buy biodegradable or recyclable products

AUDU19D	Do you conserve water in your home and yard
AUDU19E	Do you turn off lights and electrical appliances when not in
AUDU19F	Do you try to cut down on the amount of trash you create
AUDU19G	Do you use other types of transportation instead of driving
AUDU19H	Do you participate in a volunteer clean-up day
AUDU20A	Do the schools in your community have environmental education
AUDU20B	Do you think that environmental education should be taught in schools
AUDU21A	Effect of teaching - respect people and places
AUDU21B	Effect of environmental education on helping children perform better in science
AUDU21C	Effect of environmental education on helping children perform better in social studies
AUDU21D	Effect of environmental education on encouraging children to get involved
	in community service projects
AUDU21E	Effect of environmental education on to better understand environmental issues as adults
AUDU21F	What effect does environmental education have in helping children find jobs later in life
EMPL	Do you work full-time, part-time, go to school, keep house, or something else
D7A	Number of children 18 and younger in household
D7B	Number of children ages 13 to 18 in household
INC	Is your total family income more or less than \$30,000
INCMORE	Which income category best describes your family income in l
INCLESS	Income category best describes your family income in the last 12 months
PART	Are you a democrat, republican, independent, or something else
POLI	Do you see yourself as very liberal, liberal, middle of the road
ASKZIP	What is your zip code
INTID	Interviewer id number
F1QUAL	How does interviewer rate quality of information
SAMPLE	Sample ID
WAVE	Wave
FIPS	FIPS code
CITY	City
DATECPL	Date completed
REG	Region
AGECAT	Age Category
WATE	

**Appendix D: Frequencies for Nebraska Conservation
and Environment Literacy and Awareness Survey**

Appendix D: Frequencies for Nebraska Conservation and Environment Literacy and Awareness Survey

Number of adults 19 or older

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	90	14.9	14.9	14.9
2	428	70.6	70.6	85.5
3	60	9.9	9.9	95.4
4	19	3.1	3.1	98.5
6	4	.6	.6	99.1
7	5	.9	.9	100.0
Total	606	100.0	100.0	

Sex of respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	299	49.3	49.3	49.3
Female	307	50.7	50.7	100.0
Total	606	100.0	100.0	

Years of schooling

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3rd grade	1	.2	.2	.2
	4th grade	5	.9	.9	1.1
	5th grade	1	.1	.1	1.2
	6th grade	1	.2	.2	1.4
	7th grade	2	.4	.4	1.8
	8th grade	9	1.5	1.5	3.2
	9th grade	8	1.3	1.3	4.5
	10th grade	6	1.0	1.1	5.5
	11th grade	12	2.0	2.0	7.6
	12th grade	162	26.7	26.8	34.4
	college fresh	74	12.2	12.2	46.6
	college soph	97	16.0	16.1	62.7
	college jun	33	5.5	5.5	68.1
	college sen	122	20.1	20.2	88.4
	1st yr grad school	8	1.4	1.4	89.7
	2nd yr grad school	29	4.8	4.8	94.6
	3rd yr grad school	7	1.1	1.1	95.7
	4th yr grad school	7	1.1	1.1	96.7
	5th yr grad school	1	.2	.2	97.0
	6th yr grad school	17	2.7	2.7	99.7
GED	2	.3	.3	100.0	
Total	604	99.6	100.0		
Missing	DK	1	.2		
	REF	1	.1		
	Total	2	.4		
Total		606	100.0		

High School diploma or GED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	5	.8	14.7	14.7
	NO	30	4.9	85.3	100.0
	Total	35	5.7	100.0	
Missing	REF	1	.1		
	System	570	94.1		
	Total	571	94.3		
Total		606	100.0		

Highest degree attained

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No diploma	9	1.6	1.7	1.7
	High School Diploma/GED	187	30.9	32.9	34.5
	Some college, no degree	109	17.9	19.1	53.6
	Technical/Associate/Jr College	91	14.9	15.9	69.5
	Bachelors Degree	128	21.2	22.6	92.1
	Graduate Degree	45	7.5	7.9	100.0
	Total	570	94.0	100.0	
	Missing	REF	1	.1	
	System	36	5.9		
	Total	36	6.0		
Total		606	100.0		

Are you of Hispanic, Latino, or Spanish origin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	17	2.8	2.8	2.8
	NO	589	97.2	97.2	100.0
	Total	606	100.0	100.0	

Race - White (Caucasian)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Checked	47	7.8	7.8	7.8
	Checked	559	92.2	92.2	100.0
	Total	606	100.0	100.0	

Race - Black or African American

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Checked	587	96.8	96.8	96.8
	Checked	19	3.2	3.2	100.0
	Total	606	100.0	100.0	

Race - Asian

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Checked	600	99.1	99.1	99.1
	Checked	6	.9	.9	100.0
	Total	606	100.0	100.0	

Race - American Indian or Alaska Native

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Checked	592	97.7	97.7	97.7
	Checked	14	2.3	2.3	100.0
	Total	606	100.0	100.0	

Race - Native Hawaiian or other Pacific Islander

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Checked	605	99.9	99.9	99.9
	Checked	1	.1	.1	100.0
	Total	606	100.0	100.0	

Race - Other - some other national origin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Checked	604	99.7	99.7	99.7
	Checked	2	.3	.3	100.0
	Total	606	100.0	100.0	

Race - Dont Know

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Checked	606	100.0	100.0	100.0

Race of respondent - Refused

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Checked	602	99.3	99.3	99.3
	Checked	4	.7	.7	100.0
	Total	606	100.0	100.0	

Hispanic, Latino, or Spanish origin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Checked	594	98.0	98.0	98.0
	Checked	12	2.0	2.0	100.0
	Total	606	100.0	100.0	

Born in Nebraska, another state, or foreign country

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nebraska	367	60.6	60.6	60.6
	Another state	209	34.6	34.6	95.1
	Foreign country	30	4.9	4.9	100.0
	Total	606	100.0	100.0	

Born in same county you live in now

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	172	28.5	47.0	47.0
	NO	195	32.1	53.0	100.0
	Total	367	60.6	100.0	
Missing	System	239	39.4		
Total		606	100.0		

Live on a farm or in a city

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Farm	64	10.5	10.5	10.5
	Open country, but not a farm	65	10.7	10.7	21.3
	Town or city	477	78.7	78.7	100.0
	Total	606	100.0	100.0	

City population

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5 thousand	183	30.2	31.4	31.4
	5 thousand to 9,999 thousand	53	8.8	9.1	40.5
	10 thousand to 99,999 thousand	148	24.5	25.4	65.9
	100 thousand or more	199	32.8	34.1	100.0
	Total	583	96.3	100.0	
Missing	DK	23	3.7		
Total		606	100.0		

Satisfaction with your community'

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied	247	40.8	40.8	40.8
	Satisfied	320	52.8	52.8	93.6
	Neither satisfied nor dissatisfied	14	2.3	2.3	95.8
	Dissatisfied	21	3.4	3.4	99.2
	Very Dissatisfied	5	.8	.8	100.0
	Total	606	100.0	100.0	

Quality of public schools in your community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	228	37.7	43.7	43.7
	Fairly good	213	35.2	40.8	84.5
	Neither good nor bad	35	5.7	6.6	91.1
	Not very good	37	6.0	7.0	98.1
	Not good at all	10	1.6	1.9	100.0
	Total	523	86.2	100.0	
Missing	DK	83	13.8		
Total		606	100.0		

Do environmental protection and economic development go hand in hand or must we choose

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Can go hand in hand	441	72.7	78.3	78.3
	Must choose between environment and development	105	17.4	18.7	97.0
	DEPENDS - SPECIFY	17	2.7	3.0	100.0
	Total	563	92.8	100.0	
Missing	DK	41	6.8		
	REF	2	.4		
	Total	43	7.2		
Total		606	100.0		

Which is more important, economic development or environmental protection

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Economic development	178	29.4	31.4	31.4
	Environmental protection	338	55.7	59.6	91.0
	DEPENDS-SPECIFY	51	8.4	9.0	100.0
	Total	567	93.6	100.0	
Missing	DK	34	5.6		
	REF	5	.8		
	Total	39	6.4		
Total		606	100.0		

Technology will solve environmental problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	90	14.9	15.4	15.4
	Mostly agree	343	56.7	58.5	73.9
	Mostly disagree	120	19.8	20.5	94.4
	Strongly disagree	33	5.5	5.6	100.0
	Total	587	96.9	100.0	
Missing	DK	18	3.0		
	REF	1	.1		
	Total	19	3.1		
Total		606	100.0		

Condition of environment will play a role in nations economic future

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	265	43.7	44.8	44.8
	Mostly agree	274	45.2	46.4	91.3
	Mostly disagree	43	7.2	7.4	98.6
	Strongly disagree	8	1.3	1.4	100.0
	Total	591	97.5	100.0	
Missing	DK	13	2.1		
	REF	2	.4		
	Total	15	2.5		
Total		606	100.0		

Companies should train employees to solve environmental problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	182	30.0	31.2	31.2
	Mostly agree	293	48.4	50.3	81.5
	Mostly disagree	92	15.3	15.9	97.4
	Strongly disagree	15	2.5	2.6	100.0
	Total	583	96.2	100.0	
Missing	DK	22	3.7		
	REF	0	.0		
	Total	23	3.8		
Total		606	100.0		

Government agencies should support environmental education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	240	39.6	40.6	40.6
	Mostly agree	258	42.6	43.6	84.2
	Mostly disagree	71	11.8	12.1	96.3
	Strongly disagree	22	3.7	3.7	100.0
	Total	591	97.6	100.0	
Missing	DK	14	2.4		
	REF	0	.0		
	Total	15	2.4		
Total		606	100.0		

How much do you know about environmental issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	58	9.6	9.6	9.6
	A fair amount	364	60.0	60.0	69.7
	Only a little	165	27.2	27.2	96.8
	Practically nothing	19	3.2	3.2	100.0
	Total	606	100.0	100.0	
Missing	REF	0	.0		
Total		606	100.0		

Word used to describe different kinds of environments that plants and animals live in

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Multiplicity	27	4.5	7.3	7.3
	Biodiversity	266	43.9	71.8	79.1
	Socio-economics	20	3.3	5.4	84.5
	Evolution	58	9.5	15.5	100.0
	Total	371	61.2	100.0	
Missing	DK	233	38.4		
	REF	2	.4		
	Total	235	38.8		
Total		606	100.0		

Which is the biggest source of carbon monoxide

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Factories and businesses	135	22.2	23.8	23.8
	People breathing	26	4.3	4.6	28.4
	Motor vehicles	395	65.2	70.0	98.4
	Trees	9	1.5	1.6	100.0
	Total	565	93.2	100.0	
Missing	DK	41	6.8		
Total		606	100.0		

How is most of the electricity in the US generated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	By burning oil, coal, and wood	244	40.2	47.4	47.4
	With nuclear power	92	15.3	18.0	65.3
	Through solar energy	10	1.6	1.9	67.3
	At hydro electric power plants	169	27.8	32.7	100.0
	Total	515	84.9	100.0	
Missing	DK	91	15.1		
Total		606	100.0		

Most common cause of pollution of streams rivers and oceans

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dumping of garbage by cities	83	13.7	16.1	16.1
	Surface water running off	168	27.7	32.6	48.7
	Trash washed into the ocean from beaches	9	1.5	1.7	50.4
	Waste dumped by factories	256	42.2	49.6	100.0
	Total	516	85.2	100.0	
Missing	DK	89	14.7		
	REF	1	.1		
	Total	90	14.8		
Total		606	100.0		

Which is a renewable resource

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oil	43	7.1	8.3	8.3
	Iron ore	39	6.5	7.6	16.0
	Trees	403	66.5	78.3	94.3
	Coal	29	4.9	5.7	100.0
	Total	515	85.0	100.0	
Missing	DK	90	14.9		
	REF	1	.1		
	Total	91	15.0		
Total		606	100.0		

What does ozone protect us from

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Acid rain	6	1.0	1.1	1.1
	Global warming	214	35.2	40.6	41.7
	Sudden changes in temperature	13	2.2	2.5	44.2
	Harmful, cancer-causing sunlight	294	48.5	55.8	100.0
	Total	527	86.9	100.0	
Missing	DK	79	13.1		
Total		606	100.0		

Where does garbage in US end up

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oceans	18	3.0	3.1	3.1
	Incinerators	5	.9	.9	4.0
	Recycling centers	10	1.7	1.8	5.8
	Landfills	555	91.5	94.2	100.0
	Total	589	97.2	100.0	
Missing	DK	17	2.8		
Total		606	100.0		

Which household wastes is considered hazardous waste

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Plastic packaging	83	13.7	14.3	14.3
	Glass	8	1.3	1.3	15.6
	Batteries	466	76.9	80.5	96.1
	Spoiled food	22	3.7	3.9	100.0
	Total	579	95.5	100.0	
Missing	DK	27	4.5		
Total		606	100.0		

Why do animals become extinct

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pesticides are killing them	46	7.7	8.2	8.2
	Their habitats are being destroyed by humans	465	76.8	82.2	90.4
	There is too much hunting	24	3.9	4.2	94.6
	There are climate changes that affect them	31	5.1	5.4	100.0
	Total	566	93.4	100.0	
Missing	DK	39	6.4		
	REF	1	.2		
	Total	40	6.6		
Total		606	100.0		

What does the US do with the disposing of nuclear waste

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Use it as nuclear fuel	22	3.7	4.4	4.4
	Sell it to other countries	6	1.0	1.1	5.6
	Dump it in landfills	41	6.8	8.2	13.7
	Store and monitor the waste	434	71.7	86.3	100.0
	Total	504	83.1	100.0	
Missing	DK	102	16.9		
Total		606	100.0		

What is the benefit of wetlands

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Promote flooding	27	4.5	7.6	7.6
	Help clean the water	268	44.2	74.8	82.4
	Help keep the number plants and animals low	44	7.3	12.3	94.8
	Provide good sites for landfills	19	3.1	5.2	100.0
	Total	358	59.0	100.0	
Missing	DK	248	40.9		
	REF	1	.1		
	Total	248	41.0		
Total		606	100.0		

Do you recycle things such as newspapers, cans and glass

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequently do it	339	56.0	56.0	56.0
	Sometimes do it	162	26.7	26.7	82.7
	Never do it	105	17.3	17.3	100.0
	Total	606	100.0	100.0	

Avoid using chemicals in your yard or garden

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequently do it	248	41.0	42.0	42.0
	Sometimes do it	228	37.6	38.5	80.5
	Never do it	116	19.1	19.5	100.0
	Total	592	97.7	100.0	
Missing	DK	10	1.7		
	REF	3	.5		
	Total	14	2.3		
Total		606	100.0		

Buy biodegradable or recyclable products

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequently do it	240	39.6	40.2	40.2
	Sometimes do it	286	47.3	48.0	88.3
	Never do it	70	11.5	11.7	100.0
	Total	596	98.4	100.0	
Missing	DK	10	1.6		
Total		606	100.0		

Do you conserve water in your home and yard

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequently do it	381	63.0	63.1	63.1
	Sometimes do it	168	27.7	27.8	90.8
	Never do it	55	9.2	9.2	100.0
	Total	605	99.8	100.0	
Missing	DK	1	.2		
Total		606	100.0		

Do you turn off lights and electrical appliances when not in use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequently do it	531	87.7	87.7	87.7
	Sometimes do it	67	11.0	11.0	98.7
	Never do it	8	1.3	1.3	100.0
	Total	606	100.0	100.0	

Do you try to cut down on the amount of trash you create

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequently do it	284	46.9	47.4	47.4
	Sometimes do it	237	39.2	39.6	87.0
	Never do it	78	12.9	13.0	100.0
	Total	600	99.0	100.0	
Missing	DK	6	.9		
	REF	1	.1		
	Total	6	1.0		
Total		606	100.0		

Do you use other types of transportation instead of driving your car

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequently do it	55	9.1	9.1	9.1
	Sometimes do it	122	20.2	20.2	29.3
	Never do it	427	70.5	70.7	100.0
	Total	605	99.8	100.0	
Missing	REF	1	.2		
Total		606	100.0		

Do you participate in a volunteer clean-up day

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequently do it	82	13.5	13.5	13.5
	Sometimes do it	192	31.7	31.8	45.3
	Never do it	330	54.5	54.7	100.0
	Total	604	99.7	100.0	
Missing	DK	2	.3		
Total		606	100.0		

Do the schools in your community have environmental education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	286	47.3	86.1	86.1
	NO	46	7.6	13.9	100.0
	Total	333	54.9	100.0	
Missing	DK	273	45.1		
Total		606	100.0		

Do you think that environmental education should be taught in schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	591	97.5	98.9	98.9
	NO	6	1.1	1.1	100.0
	Total	597	98.6	100.0	
Missing	DK	9	1.4		
Total		606	100.0		

Effect of teaching - respect people and places

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal of effect	307	50.7	51.5	51.5
	A moderate amount of effect	218	36.0	36.6	88.1
	Only a little effect	58	9.5	9.7	97.8
	No effect at all	13	2.2	2.2	100.0
	Total	596	98.4	100.0	
Missing	DK	9	1.4		
	REF	1	.2		
	Total	10	1.6		
Total		606	100.0		

Effect of environmental education on helping children perform better in science

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal of effect	231	38.1	39.2	39.2
	A moderate amount of effect	284	46.9	48.2	87.3
	Only a little effect	65	10.7	11.0	98.3
	No effect at all	10	1.7	1.7	100.0
	Total	590	97.4	100.0	
Missing	DK	15	2.4		
	REF	1	.2		
	Total	16	2.6		
Total		606	100.0		

Effect of environmental education on helping children perform better in social studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal of effect	134	22.2	23.2	23.2
	A moderate amount of effect	289	47.6	49.9	73.2
	Only a little effect	112	18.4	19.3	92.5
	No effect at all	43	7.2	7.5	100.0
	Total	578	95.4	100.0	
Missing	DK	27	4.4		
	REF	1	.2		
	Total	28	4.6		
Total		606	100.0		

Effect of environmental education on encouraging children to get involved in community service projects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal of effect	259	42.8	44.1	44.1
	A moderate amount of effect	250	41.3	42.6	86.7
	Only a little effect	70	11.6	11.9	98.6
	No effect at all	8	1.4	1.4	100.0
	Total	588	97.0	100.0	
Missing	DK	17	2.8		
	REF	1	.2		
	Total	18	3.0		
Total		606	100.0		

Effect of environmental education on preparing children to better understand environmental issues as adults

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal of effect	304	50.1	51.2	51.2
	A moderate amount of effect	237	39.2	40.0	91.2
	Only a little effect	51	8.4	8.5	99.7
	No effect at all	2	.3	.3	100.0
	Total	594	98.0	100.0	
Missing	DK	11	1.9		
	REF	1	.2		
	Total	12	2.0		
Total		606	100.0		

Effect of environmental education in helping children find jobs later in life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal of effect	155	25.5	26.5	26.5
	A moderate amount of effect	270	44.6	46.3	72.8
	Only a little effect	143	23.5	24.5	97.3
	No effect at all	16	2.6	2.7	100.0
	Total	583	96.2	100.0	
Missing	DK	22	3.6		
	REF	1	.2		
	Total	23	3.8		
Total		606	100.0		

Do you work full-time, part-time, go to school, keep house, or something else

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Working full-time	361	59.6	59.6	59.6
	Working part-time	65	10.8	10.8	70.4
	Unemployed	3	.5	.5	70.9
	Retired	96	15.9	15.9	86.8
	In school	27	4.4	4.4	91.2
	Keeping house	43	7.1	7.1	98.3
	Disabled	6	1.0	1.0	99.3
	OTHER - SPECIFY	5	.7	.7	100.0
	Total	606	100.0	100.0	

Number of children 18 and younger in household

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	355	58.7	58.8	58.8
	1	95	15.7	15.8	74.6
	2	89	14.7	14.8	89.4
	3	47	7.7	7.7	97.1
	4	10	1.6	1.6	98.8
	5	6	1.0	1.0	99.8
	6	1	.2	.2	99.9
	7	1	.1	.1	100.0
	Total	604	99.7	100.0	
Missing	REF	2	.3		
Total		606	100.0		

Number of children ages 13 to 18 in household

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	146	24.1	58.6	58.6
	1	72	11.9	29.0	87.7
	2	26	4.3	10.6	98.2
	3	3	.6	1.4	99.6
	4	1	.2	.4	100.0
	Total	249	41.1	100.0	
Missing	System	357	58.9		
Total		606	100.0		

Are you a democrat, republican, independent, or something else

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Democrat	150	24.8	25.8	25.8
	Republican	283	46.8	48.6	74.5
	Independent	108	17.9	18.6	93.0
	OTHER - SPECIFY	41	6.7	7.0	100.0
	Total	583	96.2	100.0	
Missing	DK	19	3.1		
	REF	5	.7		
	Total	23	3.8		
Total		606	100.0		

Do you see yourself as very liberal, liberal, middle of the road, conservative, very conservative, or something else

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very liberal	9	1.5	1.6	1.6
	Liberal	67	11.1	11.6	13.2
	Middle-of-the-road	221	36.5	38.1	51.3
	Conservative	213	35.2	36.8	88.0
	Very conservative	43	7.1	7.4	95.4
	OTHER - SPECIFY	27	4.4	4.6	100.0
	Total	580	95.8	100.0	
Missing	DK	20	3.3		
	REF	6	.9		
	Total	26	4.2		
Total		606	100.0		

Age Category

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19-24	72	11.8	11.9	11.9
	25-44	237	39.2	39.5	51.4
	45-64	179	29.5	29.8	81.2
	65+	113	18.7	18.8	100.0
	Total	601	99.2	100.0	
Missing	-9.00	5	.8		
Total		606	100.0		

Total Family Income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under \$5,000	5	.8	.9	.9
	\$5,000 to \$9,999	12	2.0	2.5	3.4
	\$10,000 to \$14,999	34	5.5	6.8	10.2
	\$15,000 to \$19,999	33	5.5	6.7	16.9
	\$20,000 to \$24,999	24	3.9	4.8	21.7
	\$25,000 to \$29,999	48	7.9	9.7	31.4
	\$30,000 to \$39,000	71	11.8	14.4	45.8
	\$40,000 to \$49,999	62	10.2	12.4	58.2
	\$50,000 to \$59,999	57	9.5	11.6	69.8
	\$60,000 to \$69,999	36	5.9	7.2	76.9
	\$70,000 to \$79,999	23	3.8	4.7	81.6
	\$80,000 to \$89,999	29	4.8	5.9	87.4
	\$90,000 to \$99,999	13	2.1	2.5	90.0
	\$100,000 or more	50	8.2	10.0	100.0
	Total		496	81.9	100.0
Missing	System	110	18.1		
Total		606	100.0		

Appendix E: Estimate of Sampling Error

Estimate of Sampling Error

The 2003 Nebraska Conservation and Environment Literacy and Awareness Survey sample is a simple random sample of households in the state with telephones. Consequently, estimates of the sampling error are straightforward. The following table presents sampling errors for two of the most likely sample sizes collected by the Bureau of Sociological Research. Exact sampling errors can be easily computed by using the following formula for the 95% confidence level:

Sampling error = 1.96 * square root (pq/N)

p = the expected proportion selecting the answer

q = 1 - p

N = sample size

APPROXIMATE SAMPLING ERROR OF PERCENTAGES BY SELECTED SAMPLE SIZE (Expressed in Percentages)*

Reported Percentage	Sample N=1,800	Sample N=600
50	2.27%	3.93%
40 or 60	2.22%	3.85%
30 or 70	2.08%	3.60%
20 or 80	1.80%	3.15%
10 or 90	1.36%	2.36%
5 or 95	0.99%	1.71%

* For most items the chances are 95 to 100 that the actual value lies within a range equal to reported percentage, plus or minus the sampling error figures given in the table. These are only approximate estimates as the use of weights in the sample will affect specific estimates in an unknown manner.