

Appendix C: Personal-interview-survey instrument
MINNESOTA SURVEY ON MULTIPLE BENEFITS FROM AGRICULTURE

Instructions:

Prior to arriving for an interview, do the following:

1. In upper left corner write household ID#.
2. In upper right corner write the \$ cost to household.
3. Insert \$ cost to household in V-1.
4. Insert \$ cost to household in V-lFor2.
5. Insert \$ cost to household in V-1ag1.
6. Insert \$ cost to household in 3-13.
7. Insert \$ cost to household in 3-14V.
8. Make sure the cards are in order.

Hello, my name is _____. I'm from Bemidji State University. The household of "name of respondent" has been selected to participate in a study we are conducting. Is this the residence of "name of respondent"? If yes, ask to speak to respondent. If no, or unavailable, ask person if he/she is member of "name of respondent" household or if an adult member of the household is available. The respondent must be an adult (18+); if this is obvious, then proceed. If there is some doubt about whether the person is an adult, then ask to speak to someone

18+, if available. If person has moved, ask if they are aware of a new address.

We're conducting a study for the State of Minnesota on a possible program to reward agricultural practices that yield multiple benefits to the environment and to communities. (The Wells Creek Watershed Partnership is collaborating with us on this study.) The interview is completely voluntary, and if we come to any questions that you don't want to answer you can tell me to go on to the next question. Would you be willing to help us out by taking some time to answer these questions? (If person asks how long it takes or seems undecided say: "It has been taking people between 30 minutes or more depending on how much they have to say." If refusal; check . Note any reason given & complete the observations section.)

START INTERVIEW TIME ____:____ A.M. or P.M.?

SECTION 1.

- 1-1 First, let's discuss your views on the importance of some issues in Minnesota. Some may not be important to you, others may be. Your rating the importance of these issues will provide background for the agricultural proposal we will discuss in a few minutes. Please state the importance of each of the following issues using the responses shown on this card.

[Show Card A]

The first issue is reducing crime. Is this issue not important at all to you personally, not very important, somewhat important, very important, or extremely important?

	NOT IMPORTANT AT ALL 1	NOT VERY IMPORTANT 2	SOMEWHAT IMPORTANT 3	VERY IMPORTANT 4	EXTREMELY IMPORTANT 5	NOT SURE 8		
a. Reducing crime			1	2	3	4	5	8
b. Improving K-12 education			1	2	3	4	5	8
c. Reducing air pollution			1	2	3	4	5	8
d. Reducing state taxes			1	2	3	4	5	8
e. Maintaining state parks			1	2	3	4	5	8

Next I am going to list for you five programs that the State of Minnesota spends money on. Households like yours pay for policies to address these issues through taxes or higher prices for products. Keep in mind that there is a limit to what we can afford to spend. The first issue is making highways safer. Here is a card that lists the response categories.

[Show Card B]

1-2 Do you think we should spend a great deal less money than we are spending now, somewhat less money, the same amount of money, somewhat more money, or a great deal more money on making highways safer?

	GREAT DEAL LESS MONEY 1	SOMEWHAT LESS MONEY 2	SAME AMOUNT OF MONEY 3	SOMEWHAT MORE MONEY 4	GREAT DEAL MORE MONEY 5	NOT SURE 8		
a. Making highways safer			1	2	3	4	5	8
b. Reducing water pollution			1	2	3	4	5	8
c. Providing low-income housing			1	2	3	4	5	8
d. Building new state prisons			1	2	3	4	5	8
e. Assisting the elderly			1	2	3	4	5	8

These are just a few of the Minnesota programs that cost households like yours money. Proposals are sometimes made to spend money for new state programs. The State does not want to spend money on new programs unless people are willing to support them. One way for the State to learn what citizens want is to give people like you information about a program so that you can make up your own mind about it.

In studies of this kind, some people think the program they are asked about is not needed and others think it is. We want to learn about the views of both kinds of people.

1-3 Have you ever been interviewed like this before about your view on whether or not the State should spend money on a particular program?

YES	1
NO	2
NOTSURE	8

In this study, the program we are asking about involves the effects of different farming methods on the soil, water for drinking, fishing, and swimming; habitat for birds, fish, and other wildlife; the landscape; air quality; and on human health and nutrition. Scientists have found that different ways of growing food and fiber have different impacts on these things. In the next part of this interview I am going to tell you more about the effects of various agricultural practices. After that I'll tell you about a proposal to provide incentives for farmers to use

farming practices that benefit the environment. I'll ask for your reaction to this proposal, including the reasons why you feel the way you do.

DESCRIPTION OF DIFFERENT IMPACTS OF FARMING PRACTICES

The first impact is soil erosion. You probably understand these impacts but I'm going to describe some of the details.

SOIL EROSION [Show card C1.]

Soil erosion occurs when soil particles detach and move due to forces from wind and water. Usually small soil particles, such as silt, that are important in water and nutrient retention, are the most easily detached and carried away. This process removes a very important part of the soil's make-up and can reduce the soil's fertility. Decades of soil erosion could make some land less fertile in the future. Some of the very productive agricultural areas of Minnesota have severe erosion from wind and water. When ground is tilled, carbon particles (or organic compounds) that had been physically protected in the soil can be exposed. In addition to reducing the fertility of the soil, this exposure can result in the release of carbon dioxide. About a fifth of carbon exposed in this way is eventually released to the atmosphere. Scientists are finding that these releases of carbon dioxide are a cause of global warming, as I will describe in more detail in a few minutes.

[Card C2] The greater the amounts of plant matter in the soil the larger the size of soil aggregates (or the larger the clumps of soil.) This makes the soil less likely to erode from water or wind. Wind buffers, shelter belts, plantings of pasture, grasses, trees and bushes, terracing and contour farming in hilly areas, and conservation tillage are examples of practices that reduce soil erosion and preserve healthy soil structure. Conservation tillage techniques reduce water and wind erosion by keeping more of the soil covered with crop residue. Minimizing or avoiding tilling is helpful because bare soils provide the greatest opportunity for erosion. Maintaining a complete cover on the soil, such as with pastures, reduces soil erosion even further. These and other techniques to reduce soil erosion also reduce the loss of carbon.

[Card C3] The proposal would be flexible in rewarding practices for the results they yield in reduced erosion and decreases in overall pollution leaving the farm. Extensive scientific research has established evidence on the reductions in soil erosion and pollution that various farming practices yield under different circumstances, such as different landscapes and types of soil. Ongoing field testing would verify the benefits from farming practices. Rather than prescribing particular practices, any practices, including innovative approaches would be rewarded based on the environmental benefits they produce.

[Card C4] The current rate of soil erosion from water and wind on Minnesota cropland varies across regions. The average ranges from 4-8 tons per acre per year. The proposal is to reward soil conservation practices so that soil erosion would be reduced by about a half.

EFFECTS ON WATER QUALITY [Show card D1.]

Drinking water can be threatened by different agricultural practices. Use and overuse of pesticides create additional environmental and human health risks. Runoff of nitrogen from fertilizers and animal manure poses health risks to humans, particularly infants. Pathogens, or microorganisms from animal waste, can cause digestive and other health problems for people of all ages. These pathogens can enter the body through drinking water or via the mouth while swimming.

Groundwater is an important source of drinking water in Minnesota, particularly for rural residents. Intensive cropping systems (i.e. production of corn, soybeans, wheat, and sugar beets that is dependent on fertilizer and pesticide application) and intensive animal agriculture (i.e., feedlots) can result in dangerous levels of nitrogen in groundwater. Nitrates can move readily into ground water from excess fertilizer usage. This problem occurs most frequently in areas with shallow wells, but can also reach deepwater wells, especially in the limestone areas of southeastern Minnesota.

Problems in groundwater can also flow into lakes, rivers and streams. Poorly managed grazing areas and manure lagoons also pose risks to nearby lakes, rivers and streams. These risks are due to increased runoff or the potential for catastrophic spills.

[Card D2] Plantings of grass, trees and bushes, located by streams referred to as filter strips, can be very effective in trapping excess fertilizer, pesticides, and eroded soil so it does not runoff into streams. Wetlands can also trap these materials. If a filter strip can stop eroded soil from leaving a field, it will also stop the nutrients, pesticides, and possible pathogens that the soil would carry. By preventing these materials from reaching a waterway, human health risks can be minimized. However, filter strips are not always effective in removing bacterial contamination that can be present in runoff from manured fields or feedlots so a combination of practices may be needed.

Soil containing relatively large amounts of carbon can help to protect water quality. Healthy soil structure not only reduces soil erosion but produces other environmental effects as well. This is because carbon particles (or organic compounds) tend to trap excess nutrients and pesticides in the soil so they are not leached into the ground water or they do not runoff into streams.

Water quality is important not only for human drinking water, but also for fish populations, recreation, and the general aesthetics of the countryside, including odors.

[Card D3] The proposal is to reward farming practices to reduce runoff of fertilizers, pesticides and nutrients into groundwater and surface waters by about a half in most watersheds in the state.

1-4 Do you have any questions about the variety of effects I have described so far?

YES 1 If yes, ask “What are your questions” and record question below. Answer by rereading relevant section above if relevant.

NO 2

SWIMMING AND FISHING EFFECTS [Show Card E1, then E2 before 3rd sentence SE MN.]

The ability to improve surface water quality varies across regions of Minnesota. Within a watershed with 85% or so of the land in row crops, like western or southern Minnesota, there would probably have to be a 50% reduction in sediment and nutrient load to result in any noticeable improvement in stream water quality. For more diversified landscapes with less agricultural land use, such as 50-60% of land in agriculture like southeastern Minnesota, a reduction in the sediment and nutrient load of 25-30% should be sufficient to achieve a noticeable improvement in stream water quality. This would improve the quality of streams for swimming and increase the variety and abundance of game fish species. (Wells Creek: These practices would reduce the rate at which Lake Pepin is filling in at the mouth of Wells Creek.) As noted above, the proposal is to reduce the sediment and nutrient load by about a half.

FLOODING EFFECTS [Show Card F.]

Farming practices that reduce runoff also retain water that can contribute to flooding. Some past drainage practices have caused water to move off the land and into streams quickly; so reducing some of these drainage practices will reduce flooding, especially local floods that occur on average every 2-10 years. Conserving and restoring wetlands can also be effective for water retention. Practices described above to increase the organic content in soils (such as increased plantings of grasses with deep roots) will help absorption of water and thus reduce flood risks. In some areas of the state it is more difficult to reduce flood risks due the hydrology of the area or the effects of past drainage practices. The proposal is to reward farming practices to reduce flooding from agricultural lands by about a fourth. These practices would likely have little or no impact on the most severe flood events that occur on average every 50-100 years.

BIRD AND WILDLIFE EFFECTS [Show Card G1.]

Different agricultural practices will result in different numbers and types of birds that survive on the land, including both game and non-game species, such as songbirds and birds of prey. Game species such as pheasants, (Wells Creek: and grey partridge) also benefit from diverse landscapes. Comparisons between land covered with diverse vegetation and land in row crops show that diverse cover allows birds to be both successful in nesting and more abundant than on land in row crops. Strips of grass and trees along waterways can provide important nesting and breeding spaces for many birds. Many species of birds benefit from having crops nearby for food, but birds also serve as natural controls on insect populations. Wetlands are important for migrating birds that need resting places along their routes between their winter and summer habitats.

[Card G2] Scientists have found that the types of birds can be five times as high in areas with diverse uses such as wooded fence rows, grassed waterways, and a mixture of crops compared to areas of only row crops. Birds also have more success nesting in areas such as permanent grasslands, land retired from production, shelter belts and fence rows.

[Show figure.] Please look at the figure illustrating 4 types of agricultural landscapes. Each square represents 1 quarter section of land or 160 acres. The 4 landscapes shown vary in terms of applying some of the conservation practices described here. The most diverse land uses support up to five times more bird species than an area that is entirely tilled for row crops. Increases in the diversity and abundance of other wildlife also result from diverse land uses. Many farms currently provide substantial

food and habitat benefits to birds and wildlife. This proposal would reward farmers for these results. The proposal would aim to increase these bird and wildlife benefits by about a half.

1-5 Do you have any questions about the variety of effects I have described to this point?

YES 1 If yes, ask “What are your questions” and record question below. Answer by rereading relevant section above if relevant.

NO 2

CLIMATE CHANGE EFFECTS [Show Card H1.]

Carbon. The release of carbon into the atmosphere is one of the major contributors to climate change and global warming. Carbon is released by the burning of fossil fuels such as gasoline and by the burning or harvesting of trees and crops. Land management practices can increase or decrease the amount of carbon held in the soil. The conversion of land from native vegetation to cropland releases carbon dioxide. The amount of carbon that remains in agricultural soil, following years of production, depends on a wide variety of factors including climate, crop selection, residue management, and tillage equipment. [Card H2] As described above, intensive tillage exposes the soil and increases the release of carbon into the atmosphere. Intensive tillage dominates Minnesota cropland because of the relatively short growing season and poor drainage in much of the state's farmland. Almost half of the cropland in Minnesota undergoes intensive tillage.

No-till and ridge till are the best-known conservation tillage practices. These practices generally increase the amount of carbon held in the soil, reduce fossil fuel use, and reduce farm expenses. However, these practices can lead to other environmental impacts because when weeds are not tilled, farmers tend to depend more heavily on herbicides for weed control.

Well-managed pastures have been shown to increase the carbon content of soils. It appears that the conversion of cropland to pasture may increase carbon in the soil. However it may take decades to return the carbon to the levels found in soil with native vegetation.

[Card H3] Agricultural activities in wetlands and drainage practices can affect the release of greenhouse gases (or air emissions resulting in global warming). Soils found in wetlands may have twenty times the carbon storage of other soils. The drainage of such a wetland exposes this organic material to the air and produces a burst of carbon dioxide. About half of Minnesota's wetlands have been drained, mostly to improve agricultural productivity. This drainage in the past reduced the lands capacity for floodwater retention as noted above. This drainage also released carbon that had been stored for centuries in the wetland. The restoration of wetlands could trap carbon by keeping it in wetland soils. Currently there are proposals to reward activities that trap carbon, including non-agricultural practices, at rates of \$20-50 per ton.

[Card H4] Nitrogen. Nitrogen is a necessary nutrient for crops so it must be replenished in most crop lands through the use of synthetic or organic fertilizers. It is an essential component of the proteins present in plants and animals. However nitrogen based compounds can be chemically converted in the

soil into nitrous oxide, which is a greenhouse gas with large global warming potential. Approximately 70% of the nitrous oxide released from human activity is derived from agricultural practices.

Methane is also recognized as a greenhouse gas and a contributor to global warming but it is difficult to determine the effects of various cropping and livestock practices on the release of methane.

The proposal is to reward farming practices to reduce releases of greenhouse gases from agriculture by 10-20%.

1-6 This concludes the description of effects. Do you have any questions at this point?

YES 1 If yes, ask “What are your questions” and record question below. Answer by rereading relevant section above if relevant.

NO 2

DESCRIPTION OF THE PROPOSED POLICY [Show Card I1.]

Policymakers are considering programs that will increase conservation practices in agriculture. Choices of farming practices can make tremendous differences in soil erosion, soil health, air and water quality, floodwater retention, wildlife habitat, and release of greenhouse gases. Minnesota may implement a program that pays farmers based on the real environmental benefits produced on their farms.

Payments to farmers would be based on real, measurable conservation benefits. Payments would be available to all farmers, including those raising livestock, small grains, fruits and vegetables, and dairy, not just to farmers producing certain commodities such as corn and wheat as has been the case in the past. Payments to farmers would take the form of direct payments or tax reductions. The payments would increase for greater conservation results achieved, within the financial limitations of the program.

COSTS OF THE PROGRAM AND COSTS TO YOUR HOUSEHOLD [Show Card I2.]

Currently estimates are being generated on how much this program would cost the typical Minnesota household. This proposal would encourage conservation practices more than current policy and would likely result in a slight increase in the prices of some foods. Price increases would result from factors such as increases in the costs of production, lower production or the idling of some lands. The level of price increases would depend on differences in markets for various foods. Costs will be lower for households that purchase fewer of those products (such as food) that have the highest price increases. Tax dollars will be used to fund payments to reward farmers for their conservation practices.

While economists can estimate the cost to the typical household, the costs to specific households like yours will vary based on factors such as your household’s spending pattern on various goods, especially different food products. It will also be influenced by your household’s income tax bracket. Please answer the questions carefully even if you view the cost stated below as very high or very low. It is

important that you tell us whether you would vote "For" or "Against" this proposal based on whether you view the environmental effects of the policy to be worth the stated cost to your household.

[Show Card I3.] Please keep in mind the following points:

The cost estimate has been calculated as a fixed annual payment over many years similar to a fixed annual mortgage payment.

The estimated costs of this state policy could decrease or even be eliminated through time, such as over the next decade as new conservation practices are phased in. Please decide how to vote based on the estimated cost to your household stated below.

If this proposal passes, your household will have less money to spend on other things for at least the next ten years due to higher prices for some products and higher taxes or lower rebates. Or this policy could lead to less funding for other programs such as those mentioned at the start of this interview.

Please consider how you would vote based on your current level of household income.

V- 1 If this farming program would cost households like yours \$ _____ every year for the foreseeable future, would you vote "For" or "Against" it?

FOR 1

AGAINST 2 If against, go to V-1AG1 below.

[Do not offer chance to say "not sure," but if can't decide after reasonable repeat of question record here as: NOT SURE 8.]

IF voted for,

V-1For1 People have different reasons to vote for the proposal. Please tell me why you would vote for the proposal and what makes it worth paying the costs to your household.

V-1ForM Please tell me which of the reasons you just stated for favoring the proposal is most important to you. _____

V-1For2 What if the cost per year to your household was higher than the dollar amount stated above? [Restate dollar amount.] Is there a higher annual cost your household would be willing to pay and still favor the proposal?

If YES, what is the highest cost your household would be willing to pay per year? \$ ____
NO 2

IF voted against in V-1,

V-1AG1 What if the cost per year to your household was lower than the dollar amount stated above? [Restate dollar amount.] Is there a lower annual cost your household would be willing to pay at which you would favor the policy?

YES 1
If YES, what is the highest cost your household would be willing to pay
per year? \$ ____ [Go to VIFor3.1

NO 2 If NO, go to V-AG

V-1For3 People have different reasons to vote for the proposal. Please tell me why you would vote for the proposal and what makes it worth paying the costs to your household.

V-1ForM Please tell me which of the reasons you just stated for favoring the proposal is most important to you. _____

V-AG

People have different reasons to vote against the proposal. Please tell me if the proposal is not worth paying the costs to your household, if it would be somewhat difficult for your household to pay the costs, or if there are other reasons.

IS NOT WORTH THE COSTS 1
SOMEWHAT DIFFICULT TO PAY 2
OTHER, CIRCLE 3 3 (&SPECIFY BELOW)

SECTION 2

Next we would like to know your opinion of the information I have given you and how it affects your decision in voting.

2-1 First, how do your views on soil erosion caused by various farming practices compare to the effects that I described to you? Do you think the reductions in soil erosion due to the proposed policy would be? [Read card K and record below.]

MUCH LESS REDUCTION IN SOIL EROSION THAN I DESCRIBED 1

SOMEWHAT LESS REDUCTION THAN I DESCRIBED

2

ABOUT THE SAME AS I DESCRIBED 3

SOMEWHAT MORE REDUCTION THAN I DESCRIBED 4

MUCH MORE REDUCTION THAN DESCRIBED HERE

5

[IF NOT SURE] 8

2-2 How do your views on improvements in drinking water caused by various farming practices compare to the effects that I described to you? Do you think the improvements in drinking water due to the proposed policy would be? [Read card L.]

MUCH LESS OF AN IMPROVEMENT IN DRINKING WATER THAN I DESCRIBED

1

SOMEWHAT LESS IMPROVEMENT THAN I DESCRIBED

2

ABOUT THE SAME AS I DESCRIBED

SOMEWHAT MORE IMPROVEMENT THAN I DESCRIBED

MUCH MORE IMPROVEMENT THAN DESCRIBED HERE

5

[IF NOT SURE]

2-3 How do your views on improvements in surface water quality (lakes and streams) caused by various farming practices compare to the effects that I described to you? Do you think the improvements in water quality due to the proposed policy would be? [Read card M.]

MUCH LESS OF AN IMPROVEMENT IN WATER QUALITY THAN I DESCRIBED

1

SOMEWHAT LESS IMPROVEMENT THAN I DESCRIBED

2

ABOUT THE SAME AS I DESCRIBED

SOMEWHAT MORE IMPROVEMENT THAN I DESCRIBED

4

MUCH MORE IMPROVEMENT THAN DESCRIBED HERE

5

[IF NOT SURE]

8

2-4 How do your views on flood prevention caused by various farming practices compare to the effects that I described to you? Do you think the reductions in flooding due to the proposed policy would be? [Read card N.]

MUCH LESS REDUCTION IN FLOODING THAN I DESCRIBED	1	
SOMEWHAT LESS REDUCTION THAN I DESCRIBED		2
ABOUT THE SAME AS I DESCRIBED	3	
SOMEWHAT MORE REDUCTION THAN I DESCRIBED	4	
MUCH MORE REDUCTION THAN DESCRIBED HERE		5
[IF NOT SURE]	8	

2-5 How do your views of the increases in birds and wildlife caused by various farming practices compare to the effects that I described to you? Do you think the increases in birds and wildlife due to the proposed policy would be? [Read card O.]

MUCH LESS (OF AN INCREASE) THAN I DESCRIBED	1	
SOMEWHAT LESS THAN I DESCRIBED		2
ABOUT THE SAME AS I DESCRIBED	3	
SOMEWHAT MORE (OF AN INCREASE) THAN I DESCRIBED	4	
MUCH MORE THAN DESCRIBED HERE		5
[IF NOT SURE]	8	

[Show Card P on effectiveness.]

2-6 Do you believe the program to pay farmers for practices that improve the environment would be mostly effective, somewhat effective, not very effective or not effective at all?

MOSTLY EFFECTIVE	1	
SOMEWHAT EFFECTIVE	2	
NOT VERY EFFECTIVE	3	
NOT EFFECTIVE AT ALL	4	
NOT SURE	8	[Don't offer this option, but record here if this is the response.]

2-7 The next three questions are yes-no questions. Do you believe your household would have to pay higher prices for food and other products if this policy is enacted?

YES	1
NO	2
NOT SURE	8

2-8 Do you believe your household would pay higher taxes or receive lower rebates if this policy is enacted?

YES	1
NO	2
NOT SURE	8

2-9 Do you believe your household would pay roughly the dollar amount I told you in higher prices for products and higher taxes every year for the foreseeable future if this policy is enacted?

YES	1	
NO	2	[IF NO: ASK: Do you believe the cost to your household would be higher or lower than the amount stated? {Circle answer} Please briefly explain why. _____
NOT SURE	8	

[Show Card Q: response options on trust in MN government.]

2-10 How much of the time do you think the Minnesota state government can be trusted to do what is right in terms of environmental policy? Would you say: [Read card Q & record below.]

- | | |
|------------------|---|
| ALWAYS | 1 |
| MOST OF THE TIME | 2 |
| SOME OF THE TIME | 3 |
| ALMOST NEVER, or | 4 |
| NEVER? | 5 |
| NOT SURE | 8 |

2-11 Keeping in mind all that I have told you, does this interview try to push you to vote one way or the other or does it let you make up your own mind on how to vote?

- | | |
|-----------------------------|--|
| PUSHES ONE WAY OR THE OTHER | 1 [Do 2-11a.] |
| LETS ME MAKE UP MY OWN MIND | 2 [IF response either 2 or 8, skip to 2-12.] |
| NOT SURE | 8 |

2-11a Which way does it push you?

- | | |
|------------------------------|---|
| TO VOTE FOR THE PROPOSAL | 1 |
| TO VOTE AGAINST THE PROPOSAL | 2 |
| OTHER | 3 |

[Circle 3 here & prompt respondent: "Please describe the other way it pushed you."]

NOT SURE 8

2-11b Please describe the things about the interview that made you feel pushed in this way.

[Show Card R: response options on how often.]

2-12 How often do people in your household go fishing? [Read card R & record below.]

- | | |
|---|--|
| 1 | LESS THAN ONCE A YEAR |
| 2 | A FEW TIMES A YEAR |
| 3 | ABOUT ONCE A MONTH, ON AVERAGE THROUGHOUT THE YEAR |
| 4 | TWO OR THREE TIMES A MONTH, ON AVERAGE THROUGHOUT THE YEAR |
| 5 | ABOUT ONCE A WEEK, ON AVERAGE THROUGHOUT THE YEAR |
| 6 | MORE THAN ONCE A WEEK, ON AVERAGE THROUGHOUT THE YEAR |

2-13 How often do people in your household go fishing for trout in Minnesota rivers and streams?
[Read card S & record below.]

- 1 LESS THAN ONCE A YEAR
- 2 A FEW TIMES A YEAR
- 3 ABOUT ONCE A MONTH, ON AVERAGE THROUGHOUT THE YEAR
- 4 TWO OR THREE TIMES A MONTH, ON AVERAGE THROUGHOUT THE YEAR
- 5 ABOUT ONCE A WEEK, ON AVERAGE THROUGHOUT THE YEAR
- 6 MORE THAN ONCE A WEEK, ON AVERAGE THROUGHOUT THE YEAR

2-14 How often do people in your household go bird watching or wildlife watching? [Read card T.]

- 1 LESS THAN ONCE A YEAR
- 2 A FEW TIMES A YEAR
- 3 ABOUT ONCE A MONTH, ON AVERAGE THROUGHOUT THE YEAR
- 4 TWO OR THREE TIMES A MONTH, ON AVERAGE THROUGHOUT THE YEAR
- 5 ABOUT ONCE A WEEK, ON AVERAGE THROUGHOUT THE YEAR
- 6 MORE THAN ONCE A WEEK, ON AVERAGE THROUGHOUT THE YEAR

2-15 How often do people in your household go hunting for game birds? [Read card U.]

- 1 LESS THAN ONCE A YEAR
- 2 ONCE DURING THE SEASON
- 3 A FEW TIMES DURING THE SEASON
- 4 ONCE A WEEK THROUGHOUT THE SEASON
- 5 MORE THAN ONCE A WEEK THROUGHOUT THE SEASON

2-16 How often do people in your household swim in lakes or rivers? [Card V.]

- 1 LESS THAN ONCE A YEAR
- 2 A FEW TIMES A YEAR
- 3 ABOUT ONCE A MONTH, ON AVERAGE THROUGHOUT THE YEAR
- 4 TWO OR THREE TIMES A MONTH, ON AVERAGE THROUGHOUT THE YEAR
- 5 ABOUT ONCE A WEEK, ON AVERAGE THROUGHOUT THE YEAR
- 6 MORE THAN ONCE A WEEK, ON AVERAGE THROUGHOUT THE YEAR

SECTION 3: Personal and Demographic Information

I have a few more questions about your background.

3-1 First, what is the total number of years you have lived in Minnesota? _____ YEARS

3-2 Are you eligible to vote in Minnesota?

YES 1
NO 2
NOT SURE 8

3-3 In what month and year were you born? _____ [You may allow respondent to fill in answers on this series of MONTH/YEAR questions: NS = not sure, R = refusal.]

3-4 What is your gender?

MALE 1
FEMALE 2

3-5 [Show card W FIRST.] How do you identify yourself by race?

WHITE 1
BLACK 2
HISPANIC 3
AMERICAN INDIAN 4
ASIAN 5
OTHER 6

3-6 [Show card X FIRST.] What is the highest year of school you completed or the highest degree you received?

1 2 3 4 5 6 7 8 9 10 11
HIGH SCHOOL DIPLOMA OR EQUIVALENT (GED) 12
SOME COLLEGE OR TECHNICAL SCHOOL (NO DEGREE) 13
TECHNICAL SCHOOL DEGREE 14
ASSOCIATES DEGREE 15
COLLEGE BACHELORS DEGREE 16
SOME GRADUATE WORK 17
GRADUATE DEGREE (MASTERS, DOCTORATE. ETC.) 18 NS R

3-7 Including yourself, what is the total number of people living in your household?

_____ PEOPLE

3-8 How many people who live in this household are younger than 18?

_____ PEOPLE

3-9 What is your occupation? _____ (Use respondent's description.)

The next two questions deal with your involvement with farming.

3-10 How dependent is your household's livelihood on farming? Would you say your household is [Show card Y.] very dependent on farming, somewhat dependent, not very dependent, or not dependent on farming at all?

VERY DEPENDENT SOMEWHAT NOT VERY NOT DEPENDENT

	ON FARMING	DEPENDENT	DEPENDENT	AT
ALL				
	1	2	3	4

3-11 How dependent is your community on farming? Would you say your community is very dependent on farming, somewhat dependent, not very dependent, or not dependent on farming at all?

	VERY DEPENDENT	SOMEWHAT	NOT VERY	NOT DEPENDENT
	ON FARMING	DEPENDENT	DEPENDENT	AT
ALL				
	1	2	3	4

For the next few questions, I'd like you to think about all the sources of income received by your household during 1999.

[Show Card Z: income categories with letters on it. Again may allow respondent to circle number of category on interview form.]

3-12 Which letter on this card best describes your household's total income for last year (1999) before taxes? [Circle number.]

- A 1 (Categories on card are increments of \$5,000)
- B 2
- C 3
- D 4
- E 5
- F 6
- G 7
- H 8
- I 9
- J 10
- K 11
- L 12
- M 13
- N 14
- O 15
- P 1.6
- Q 1.7
- R 18
- S 19
- T 20
- U 21
- NSR

[Show Card ZA: response options on difficulty.]

3-13 Please tell me how difficult it would be for your household to pay \$_____ every year for the foreseeable future if this proposal passes. Would it be... [Read card & record below.]

VERY DIFFICULT 1

SOMEWHAT DIFFICULT 2
 NOT TOO DIFFICULT 3
 NOT DIFFICULT AT ALL 4
 NOT SURE 8

[Show Card ZB: degrees of responses on vote.]

3-14V Now that you have had a chance to think more about this proposal to reward various farming practices, I'd like to give you a chance to state how definite your vote would be. How definite would you be in voting "For" or "Against" the proposal if it would cost your household \$_____ every year for the foreseeable future?

DEFINITELY FOR 1
 PROBABLY FOR 2
 NOT SURE 3
 PROBABLY AGAINST 4
 DEFINITELY AGAINST 5

In the final questions I will ask whether you agree or disagree with the following statements about various aspects of farming. Please state your opinion using the response options shown on this card.

[Show Card ZC.]

For each statement please tell us whether you strongly agree, agree, are neutral, disagree, or strongly disagree.

STRONGLY AGREE 1 AGREE 2 NEUTRAL 3 DISAGREE 4 STRONGLY DISAGREE 5 [Don't suggest: 8 if not .]

The first statement is . . . Do you Strongly A, A, N, D or Strongly Disagree?

- 4-1 I would like to see more family farms in Minnesota. 1 2 3 4 5 8
- 4-2 I would like to see more people on the land to maintain the viability of small rural communities. 1 2 3 4 5 8
- 4-3 I would like to see small farm-related businesses survive such as hardware stores, repair shops, and seed dealers in rural communities. 1 2 3 4 5 8
- 4-4 I would like to see affordable health care plans provided to farmers and their families. 1 2 3 4 5 8
- 4-5 I would like to see retirement plan options provided to farmers and their families. 1 2 3 4 5 8
- 4-6 I would like to see locally grown food available for purchase. 1 2 3 4 5 8
- 4-7 I would like to see food grown in an environmentally sound manner available for purchase. 1 2 3 4 5 8
- 4-8 I would like to see local markets for vegetables, dairy, and meat developed in my area. 1 2 3 4 5 8
- 4-9 I would like to see reduced sedimentation and pollution in the Minnesota River. 1 2 3 4 5 8
- 4-10 I would like to see reduced sedimentation and pollution in the Mississippi River. 1 2 3 4 5 8
- 4-11 I would like to see some farmland returned to its native condition,

such as prairie, wetland, woodland, or savanna.	1	2	3	4	5	8
4-12 I would like to see increased production of corn in Minnesota.	1	2	3	4	5	8
4-13 I would like to see increased production of soybeans in Minnesota.	1	2	3	4	5	8
4-14 I would like to see rural communities characterized by strong relationships between neighbors.	1	2	3	4	5	8
4-15 I would like to see vibrant schools in rural communities.	1	2	3	4	5	8
4-16 I would like to see vibrant churches in rural communities.	1	2	3	4	5	8
4-17 I would like to see a limit set on payments to individual farmers at no more than \$100,000 per farm family.	1	2	3	4	5	8
4-18 I would like to see fewer feedlots in Minnesota or better management of existing feedlots.	1	2	3	4	5	8
4-19 I would like to see increased employment options for rural residents.	1	2	3	4	5	8
4-20 I would like to see average farm size decrease in the state.	1	2	3	4	5	8
4-21 I would like to see decreased use of fossil fuel on farms.	1	2	3	4	5	8
4-22 I would like to see more landowners live in the community where they own land.	1	2	3	4	5	8
4-23 I would like to see reduced barriers for young people to begin farming.	1	2	3	4	5	8

[End interview by expressing gratitude such as:]
THANK YOU FOR PARTICIPATING IN THIS STUDY!!!!

Interviewer Name:
 END INTERVIEW TIME _____ A.M. or P.M.?
 Location:
 Date:

INTERVIEWER’S ASSESSMENT OF INTERVIEW

Please assess the following:

	VERY 1	SOMEWHAT 2	SLIGHTLY 3	NOT AT ALL 4		
6-1a How thoughtful & patient was the respondent?					1	2
					3	4
6-1b How distracted was the respondent?				1	2	3
					4	
6-1c How attentive was the respondent?				1	2	3
					4	
6-1d How well did the respondent understand the material?				1	2	3
						4

