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Fourteen working papers dealing with delayed entry, attrition, the Army Communications Objectives Measurement System, enlistment, retention, and recruitment.

15. SUBJECT TERMS

Delayed entry, attrition, Army Communications Objectives Measurement System, enlistment, retention, recruitment, Citizenship and National Service Act of 1989, Delayed Entry Program, ACOMS, data envelopment

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Verdugo, N. (1986). Methodology for sample size selection. WP MPPRG 86-22.

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Verdugo, N. & Asbury, J. Delayed Entry Program experiences of 1986 Army recruits: A preliminary view. WP MPPRG 87-55.

Weiland, T.A., Schmitz, E., Horne, D., & Gilroy, C. (1986). Determinants of Army attrition: An MOS-specific model. WP MPPRG 86-19.

Westat, Inc. (1987). ACOMS analyst training session I: Overview. WP MPPRG 87-10.

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Whisman, A., Nelson, A., & Schmitz, E. (1986). A computer program for data envelopment analysis. WP MPPRG 86-10.

Young, M. (1989). Research plan for satisfaction with enlisting in the Army for job training: Effects on retention and future recruitment. WP MPPRG 89-10.

Working Paper

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METHODOLOGY FOR SAMPLE SIZE SELECTION

by

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April 1986

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METHODOLOGY FOR SAMPLE SIZE SELECTION

This working paper provides a somewhat technical but general response to inquiries regarding appropriate sample sizes for surveys. If a more thorough understanding of sampling issues is desired, we recommend that the reader consult one of the many books on the subject[1].

I. Determining sample size for large populations

The basic formula to determine sample size is:

$$(1) \quad n = \frac{Z^2 (\sigma)(1 - \sigma)}{e^2}$$

where n = sample size

Z = level of confidence desired

σ = estimated amount of variance of the characteristic being measured

e = tolerable error

Table 1 shows the required sample sizes given various parameter estimates (and assumes that $\sigma = .5$).

II. Assumptions and Notes

Assumptions:

1. Maximum level of variablity is $\sigma = .5$. This is the most conservative choice as it results in a larger estimate of required sample size than would any other number. By assuming $\sigma = .5$ we are assuming that the population being measured is very

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[1] G. Kalton, Introduction to Survey Sampling, Sage University Paper Series on Quantitative Application in the Social Sciences, 07-035, Beverly Hills, CA: Sage, 1983.

heterogeneous. If the population is somewhat homogeneous in the characteristic being measured, formula (1) can be re-estimated with a different value for σ, such as .35.

2. Simple random sampling within groups. This is a key assumption and means that persons must be selected randomly, without any bias, such that each person in the population has an equal chance of being selected.

Note:

1. The confidence level is based on a 2-tailed test.

2. Harris polls and other surveys commonly set .03 (+/- 3%) as the tolerable error. However, selecting a tolerable error depends on the desired degree of accuracy of the survey results versus the increase in survey costs as sample size increases.

3. Formula (1) above is designed to aid in the selection of a sample to accurately estimate a population mean or proportion.

4. The values of Z can be taken from a 't' table which appears in most statistics books. Or, assume that Z = 1.645 (at a 90% confidence level); Z = 1.960 (at 95% confidence); or Z = 2.326 (at 98% confidence). The confidence level is a measure of the reliability we place on our estimate.

III. Determining Sample Size for Small Populations

Suppose the population (N) which is being studied is a highly skilled group of employees of which there are only 1,590 persons in the country. We wish to study this group and we will tolerate an error of no more than +/- 2%. Further, we desire a 95% confidence level. Table 1 indicates that 2,401 persons should be surveyed. Clearly this is not an appropriate sample size since the entire population is less than this. In this case, formula (2) should be used. Formula (2) is used to estimate an appropriate sample size when populations are small.

$$(2)\quad n = \frac{N}{(NE^2) / [\,(\sigma)\,(1-\sigma)\,Z^2 + 1]}$$

Given the example discussed above, formula (2) yields an estimated sample size of 957 when N = 1,590, e = .02, σ = .5, and Z = 1.96 (i.e., 95% confidence).

Alternatively, when a population is small, one may wish to survey everyone in the population. Note that the same assumptions apply to formula (2) as for formula (1).

IV. Sampling Framework Decisions

The requisite sample size depends on the purpose of the study, whether or not we are dealing with a single population or multiple populations, and, if a single population, whether or not we will be sampling by strata. These issues are presented in IV.A., IV.B., and IV.C., and are summarized in Table 2.

A. Determining Sample Size for Multiple Populations

Often, a population contains distinct segments or "strata" that we wish to study. For example, suppose we are studying a group of employees divided among three occupations.

Occupation	Employees	Percent Distribution
I	1,000	10%
II	6,000	60%
III	3,000	30%
Total	10,000	**100%**

There are three ways in which the example above can be conceptualized, and how we conceive of this problem to determine sample size. For example, if each of the three

occupations is taken as a complete population unto itself, we could use formulas (1) and (2) to determine sample size for each occupation. Thus, according to Table 1, if $\sigma = .5$, confidence = 95%, and $e = .03$, we would sample 1,067 persons from occupation II, and 1,067 persons from occupation III. Applying the same parameters to formula (2), we find that a sample of 516 is required when $N = 1{,}000$. In summary, if each of the three occupations is to be treated as a separate population, 516 persons should be sampled from occupation I, and 1,067 each from occupations II and III. (See Table 2, column A.)

B. Determining Sample Size for Distinct Strata from a Single Population

Alternatively, we could conceive of those persons in occupations I through III as distinct segments of a single population. That is, if our population consists of 10,000 persons distributed among three occupations, we would need to apply formula (1) only once -- to the total population. Using Table 1 we see that, given the same parameters as above ($\sigma = .5$, $e = .03$, and $Z = 1.96$), we would need to sample a **total** of 1,067 persons. To determine the number to be sampled from each occupation, we simply divide 1,067 by the number of strata (i.e., 3). Consequently, we should sample 356 persons in each of the three occupational categories. (See Table 2, column B.) This method is used when the objective is to determine the percent within each strata which exhibits characteristic X.

C. Sampling Proportionate to Population

In this section we discuss how to sample from different segments of a population when the objective is to produce a single overall estimate of characteristic X for the entire population. In reference to the example where the population is 10,000 with 10% in occupation I, 60% in occupation II, and 30% in occupation III, we need only sample proportionate to population to estimate the percentage of the entire population

exhibiting characteristic X. If we keep the parameters the same as in the previous examples (i.e., $\sigma = .5$, $e = .03$, and $Z = 1.96$), the appropriate total sample size according to formula (1) is 1,067. Because 10% of the population is in occupation I, 107 persons should be sampled from this group (1,067 X .10 = 107); 640 persons from occupation II should be sampled since 60% of the population is in this group (1,067 X .60 = 640); and 320 persons should be sampled from occupation III. (See Table 2, column C.) This method, sampling proportionate to the population, is used when the objective is to determine the percent for the total population exhibiting characteristic X.

TABLE 1

Appropriate Sample Sizes by Selected Parameters

(Assumes s = .5 and the Population is Large) *

Tolerable Error	Confidence Level 90%	95%	98%
.05	271	384	541
.04	423	600	845
.03	752	1,067	1,503
.02	1,691	2,401	3,381
.01	6,765	9,605	13,525

* Figures here based on Formula (1).

TABLE 2

Required Sample Sizes for Three Different Study Objectives

Occupation	No. of Employees	Required Sample Size[a] A[b]	B[c]	C[d]
I	1,000	516	356	107
II	6,000	1,067	356	640
III	3,000	1,067	356	320

[a] When $s = .5$, $e = .03$, and $Z = 1.96$ (95% confidence).

[b] Sample size estimates in column A assume that each of the occupations is a distinct population, and that the objective of the study is to estimate the percentage of each population which exhibits characteristic X.

[c] Sample size estimates in column B assume that occupations I through III combine to form a single population. It is also assumed that the objective of the study is to estimate the percentage of each occupation which exhibits characteristic X.

[d] Sample size estimates in column C assume that occupations I through III combine to form a single population and that the objective of the study is to derive with a single estimate of the total population (e.g., occupations I through III combined) which exhibits characteristic X.

Manpower and Personnel Policy Research Group

Working Paper MPPRG 89-06

THE CITIZENSHIP AND NATIONAL SERVICE ACT OF 1989: A DISCUSSION OF S.3 AND H.R. 660

NAOMI VERDUGO

MARCH 1989

APPROVED FOR DISTRIBUTION TO SPONSOR/PROPONENT

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Encl 4

THE CITIZENSHIP AND NATIONAL SERVICE ACT OF 1989: A DISCUSSION OF S. 3 and H.R. 660

This report provides a review of the Citizenship and National Service Act of 1989 (S. 3 and H.R. 660) and how the proposed legislation will affect Army recruiting. The main features of the bill are described in Section I. Section II compares the eligibility criteria and benefits of national service in the civilian sector with military service to be established according to S. 3 and H.R. 660. Section III compares the eligibility requirements and benefits accruing from (1) military enlistment via national service, (2) a standard enlistment in the Regular Army, and (3) enlistment in the Selected Reserve. Section IV discusses the overall impact of the Citizenship and National Service Act on the Army, and suggests some modifications and clarifications for consideration in any subsequent revisions to the bill.

I. The Citizenship and National Service Act of 1989

Senator Nunn introduced S. 3 and Congressman McCurdy introduced H.R. 660 in January 1989. Both bills are identical and are referred to as the "Citizenship and National Service Act of 1989" (hereafter referred to as the Nunn-McCurdy Bill). In summary, the bills provide for a 5-year phase-out of all Pell grants (also known as Basic Education Opportunity Grants, BEOG), and Supplementary Education Opportunity Grants (SEOG). Funds which currently go to federally-subsidized grants and loans would now go to support a program of national service whereby students can earn vouchers good for post-secondary education or the purchase of a home. The program is not limited to the needy. Anyone age 17 or over who has graduated from high school or received an equivalency degree can apply. Certain exceptions to participation will be granted (e.g., to the handicapped). Those excepted from the program will be eligible to apply for loans and grants, but will not receive the vouchers which are available only to national service participants.

The national service program proposed in the Nunn-McCurdy Bill involves participation in a "Citizens Corps." This participation has two main forms -- work in the civilian sector, and enlistment in the military. Work in the civilian sector is for 1 year terms with the opportunity to work a second year. Such work is to include jobs in education, human services, conservation, public safety, and work in existing national

Encl 3

programs (e.g., VISTA, the Peace Corps).[1] For this work eligible youth would receive vouchers of $10,000 for one year of service, or $20,000 for two years of service. These vouchers are non-taxable and may be used only for education or the purchase of a home. Additionally, youth receive subsistence pay (referred to as a stipend) of $100 per week.

The other form of national service involves serving in the armed forces, either on active duty or with a reserve component. More specifically, the terms of service are as follows: (1) active duty service for 2 years followed by 2 years in the Selected Reserve (of a reserve component), and 4 years in the Individual Ready Reserve (IRR); or (2) 8 years in the Selected Reserve. For the active duty option, the youth earns a voucher of $24,000 which may be used for educational expenses or purchase of a home. Those serving 8 years in the Selected Reserve receive a voucher of $12,000 to be used similarly for education or home purchase. During the period of military service, youth in both the active duty and reserve components are paid at two-thirds of basic pay, basic allowance for subsistence, and basic allowance for quarters as other members of the armed forces with the same pay grade and years of service.

Eligibility for the national service program is limited to those with a high school diploma or equivalency degree, U.S. citizens or those lawfully admitted for permanent residence, and those age 17 or older. In addition, the bill provides the Secretary of Defense the option of imposing more stringent requirements on military applicants.

II. Comparison of the National Service Options

Youth serving in this Citizens Corps, as proposed by the Nunn-McCurdy Bill, may work in a civilian setting or in the armed forces -- either active or reserve duty. The eligibility criteria and benefits vary among these programs and are described in this section.

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[1]The bills provide examples of these types of service. Among the examples are: working in Head Start, assisting in schools, libraries, literacy programs (education); working in hospitals, homes for the elderly, child-care centers, assisting in programs to help the poor and homeless (human service); work in recreation centers and community beautification (conservation); and working with the police, courts, prisons, and border patrol (public safety).

Eligibility for National Service

	Civilian Service of the Citizens Corps	Armed Forces of the Citizens Corps
ELIGIBILITY		
Age	17 or over	17 or over
Education	HSDG or "equivalent"	HSDG or "equivalent"
Citizenship	U.S. or lawfully admitted for permanent residence	U.S. or lawfully admitted for permanent residence
Other		Satisfies applicable requirements for enlistment in armed forces specified in chapter 31 of title 10, United States Code Satisfies other eligibility criteria established by Secretary of Defense by rule

Note that eligibility criteria for the Citizens Corps are minimum requirements. The Secretary of Defense would be permitted to establish more restrictive enlistment criteria to exclude from the armed forces those who meet the Citizens Corps requirements but are nonetheless deemed unfit for service. (For example, the Nunn-McCurdy bill does not specify a maximum age for participation in this program. Yet current military enlistment regulations require that recruits be under age 35 upon enlistment. The National Service Act will allow the military to exclude those age 35 and older from serving in the military.) Given this provision, it is possible that the quality of the military would not be compromised by the National Service Act. However, a critical issue is whether the best and brightest youth entering national service will choose to serve in the military or in a civilian setting. Clearly, the benefits paid for each type of service will greatly influence the military's quality mix.

Benefits of National Service

	Civilian Service of the Citizens Corps	Armed Forces of the Citizens Corps
BENEFITS		
Stipend	$100/week	66% of rate of basic pay, basic allowance for subsistence, basic allowance for quarters applicable to other forces members with same pay grade and years of service
Health Ins.	Provided by the Corporation for National Service	Provided by DoD
Other	Other assistance as Corporation considers necessary and appropriate	
Taxes	Vouchers are non-taxable. Stipends are taxable	Voucher are non-taxable. Stipends are taxable
Early Release	Voucher pro-rated to reflect service completed	Voucher pro-rated to reflect service completed

The table below outlines the voucher amounts provided under the three forms of service as specified by the National Service Act. Vouchers may be used for educational expenses (this includes tuition, fees, books, supplies, equipment, room and board, and other costs allowed by the Corporation) or to purchase or construct a dwelling to be owned and occupied by an individual as his or her primary residence. Note that the voucher is not liquid and therefore can not be invested, nor can it accrue interest.

The military obligation for both the active duty and Reserve options are 8-year commitments. However, the voucher is received after only one year of the Reserve option, and after two years of the active duty option with the agreement that the full service obligation will be completed and the subsequent discharge will be honorable. The Secretary of Veterans Affairs is charged with

recovering financial assistance (the voucher) from those individuals who fail to honorably complete their military service obligation in the Citizens Corps.

Vouchers must be used within 10 years following completion of term of service unless one has been "unavoidably prevented" from using this assistance. Waivers to the 10-year rule are granted by the Corporation for National Service, the quasi-governmental body that oversees the Citizens Corps.

	Civilian Service of the Citizens Corps	Armed Forces of the Citizens Corps	
		Active Duty	Reserve Duty
Financial Assistance	$10,000/yr, not to exceed $20,000 for 2 years	$24,000	$12,000
Conditions	Voucher received upon satisfactory completion of term of service	Voucher received after 2 yrs with honorable discharge	Voucher received after 1 yr service
Term of Service	1 yr (1 yr extension may be requested)	2 yrs active duty, plus 2 yrs Selected Reserve, plus 4 yrs IRR	8 yrs in Selected Reserve

Comparing Civilian and Military Benefits Under National Service

How does the military option compare with the civilian option? As shown in the table above, the largest voucher is earned after 2 years on active military duty, 2 years in the Selected Reserve and 4 years in the Individual Ready Reserve (IRR). While this is the most generous voucher offered, will it be competitive with the $20,000 voucher obtained following just 2 years of civilian duty of the Citizens Corps? After all, the $24,000 voucher involves an 8-year commitment, while the $20,000 voucher comes after a 2-year commitment. Also, those selecting the active duty military option are likely to be relocated, and are bound by the discipline, rigor, and hardship of military service.

Another factor which favors the civilian option is the possibility of the youth living with parents and, if parents are able to provide subsistence for the youth, saving much of the stipend. Also, it would be easier for youth in the civilian sector of the Citizens Corps to have a part-time job to

supplement the stipend. Part-time work is not likely to be compatible with active duty military service. Or the youth could sign up for reserve duty concurrent with civilian employment and earn a $12,000 voucher after 1 year (thus earning a total of $32,000 in vouchers after 2 years).[2] This suggests that the active duty military option will not prove as attractive to high quality applicants as the civilian option.

Finally, the civilian option of national service is far more attractive to youth because it involves (1) a 1-year term of service with the option of applying for a second year of service; and (2) a wider array of job opportunities. Hence, it offers the youth interested in teaching a chance to work in the classroom. It offers the youth interested in police work the chance to try that. Military jobs may not be as attractive to many youth as those available in the civilian sector.

Public Opinion about National Service

Survey data on National Service are very limited. National Service data from the following three polls are reported: 1988 Youth Attitude Tracking Survey (YATS); Gallup (December 1987); and Roper (1986). However, none of these questions precisely reflects the program as set forth in the Nunn-McCurdy bill. (See Appendix A for question wording.)

On the YATS, youth were asked to select between: (1) serving in the military for 4 years at full pay and receiving a $20,000 voucher; (2) serving in the military for 2 years at half pay and receiving a $20,000 voucher; (3) serving for 2 years in a non-military setting at half the military pay and receiving a $20,000 voucher; or (4) not serving at all. Among males 16-21 43% chose not to serve at all, 13% chose the civilian service, and 42% chose either 2 or 4 years of military service.

When the voucher amount for military service was increased to $24,000 but the civilian service voucher remained at $20,000, an additional 18% said they would select military service. Among males age 16-18, those in TSC IIIB-V were more likely than those in TSC I-IIIA to select the military service options (64% vs. 47%). Finally, YATS respondents were asked to choose among the following, assuming a draft were reinstated: (1) be drafted, serve 2 years at half pay and receive a $24,000 voucher; (2) enlist for 4 years at full pay and receive a $10,000 voucher; and (3) serve for 1 year in a non-military setting at half pay and receive a $10,000 voucher. Thirty-four percent of 16-21 year-old males responded that they would select the draft for 2 years with

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[2]The Nunn-McCurdy Bill does not prohibit earning more than one voucher,

the $24,000 voucher, 24% would enlist for 4 years with the $10,000 voucher, and 39% would select 1 year of civilian service with the $10,000 voucher.

The YATS results for males were surprisingly favorable toward the military. Far higher proportions indicated they would select military service if a voluntary program of national service were established than generally indicate that they are considering enlisting in the military. Note that YATS is a telephone survey. The lengthy questions and response categories on national service can be difficult to comprehend over the telephone. As with any survey, results are only valid to the extent that respondents understand the specific questions.

The Roper and Gallup polls measure attitudes toward national service, not intention to participate. However, data are from personal interviews so it is more likely that questions were understood by the respondents. A 1987 Gallup survey asked respondents if they favor or oppose a voluntary program of national service offering males and females opportunities to serve in the military or in non-military settings for 1 year. The vast majority of respondents (83%) favored such a program. Among 18-24 year olds 87% were in favor. Questions about a mandatory 1 year program met with less approval. Only 55% of the respondents approved of a mandatory program of military or non-military service for males, and even fewer, 44% approved of such a program for females. Among 18-24 year olds only 39% approved of the mandatory program for males, and 37% approved for females. A 1986 Roper survey asked whether respondents favor or oppose a 1 year program of compulsory national service (including the option of either military and non-military service) for males and females between ages 17-25. Overall, 50% approved of such a program, but only 40% of those age 18-29 favored this compulsory program.

III. Comparison of National Service with Enlistment in the Regular Army or Selected Reserve

The National Service Act, as currently written, would seem to threaten the ability of the Army to attract recruits for enlistment in the Regular Army. The primary threat to standard Army enlistments is the differential in benefits between the Citizens Corps and a Regular Army enlistment. In the Citizens Corps the recruit can use the $24,000 voucher (earned after 2 years of service) for education or purchase of a home. In the Regular Army the recruit can earn $17,000 (after a 2-year enlistment), $1,200 of which the recruit contributed. Essentially, the recruit receives $15,800, excluding the recruit's own contributions, from the Montgomery GI Bill plus the Army College Fund (ACF). This benefit cannot be used for the

purchase of a home, only for educational expenses. Hence, under a Regular Army enlistment, the benefits are less generous and the entitlements are limited to educational expenses.

The basic pay differential between the Citizens Corps and a Regular Army enlistment favors the standard enlistment. For example, the table below shows the basic pay of an E-1 (with less than 4 months of service) for both the Citizens Corps and a standard Army enlistment. Citizens Corps recruits earn only 66%

Monthly Basic Pay

	Citizens Corps	Regular Army	Difference
E-1	$426	$646	$220
E-2	$517	$784	$267
E-3	$537	$814	$277

of the Regular Army recruit's pay. However, it seems unlikely that this differential will enhance the Army's ability to recruit quality soldiers under existing programs in light of the generous voucher available via the Citizens Corps. Assume, for example, that the average basic pay for a soldier with a two-year enlistment equals that of an E-2. The differential in basic pay between the Citizens Corps and the Regular Army enlistment comes to $6,408 ($267 x 24). Even if the soldier were very thrifty and managed to save this portion of the basic pay, added to the $15,800 from the GI Bill with ACF, not including his own $1,200 contribution, the total comes to $22,208 -- less than the voucher amount offered by the Citizens Corps.

In short, existing military benefits, even including the Army College fund, are not as generous as the National Service program, nor may such benefits be used to purchase a home. The cost of making standard Army incentives as attractive as the Citizens Corps would be prohibitively expensive.

The table below shows the annual cost of base pay, benefits (e.g., national service voucher, G.I. Bill, Army College Fund (ACF)), and training for a 2-year tour under national service, a 2-year Regular Army enlistment, and a 4-year Regular Army enlistment.

	National Service	Regular Army	Regular Army
Tour Length	2 yr	2 yr	4 yr
Base Pay Over Tour	$12,419[a]	$18,816[b]	$43,824[c]
Benefits	$24,000	$15,800[d]	$0
Training (11B)	$ 8,848	$ 8,848	$ 8,848
Costs For Total Tour	$45,267	$43,464	$52,672
Annual Cost Per Soldier Completing Tour and Collecting Benefits	$22,634	$21,732	$13,168

[a]Assumes base pay averages 66% of E-2 pay for 1989.
[b]Assumes base pay averages an E-2.
[c]Assumes base pay averages an E-4.
[d]Benefits refer to non-contributory portion of G.I. Bill with ACF.

The cost estimates presented here are conservative. They do not consider a variety of costs, such as relocation, health care and health insurance, physical plant, recruiting and processing costs, administration of benefits, special pays, allowances (e.g., basic allowance for quarters, basic allowance for subsistence, variable housing allowance), and a variety of other costs and benefits (direct and indirect). Also, costs do not include attrition nor costs associated with expected increases in the benefits usage stemming from the national service voucher. (Usage of G.I. Bill with ACF benefits by soldiers who served 2-year tours is about 64%. Given the more generous benefits under national service and the ability to use such vouchers for purchase of a home, usage rates of 80% or above would not be surprising.) Also, training costs are conservative, reflecting the cost of training for 11B, infantryman, an occupation having among the lowest training costs.

While the difference in costs between the 2-year tours under national service and a Regular Army enlistment including benefits from the Montgomery G.I. Bill and ACF is only about $900 per recruit annually, the Army's 2-year enlistment is currently a very small and selective program (involving about 10,000 new recruits per year). Note the dramatic cost differential between the 2-year national service enlistment and the 4-year Regular Army enlistment. Annual costs of the 2-year national service enlistment are about 72% higher than the 4-year enlistment. This cost differential is magnified if we consider the impact of a

large proportion of 2-year enlistments on training costs, particularly if the wider availability of 2-year enlistments siphons off 3- and 4-year enlistments.

With respect to end-strength, it would take two 2-year enlistees to replace one 4-year enlistee. Hence, the $13,168 annual cost for a 4-year tour is comparable to the $45,280 annual cost of two 2-year tours. Can the Army then afford a large 2-year force? A small number of 2-year seats is justified as a market expander, and the Army is able to attract a highly selective pool of recruits who would not otherwise consider Army enlistment. (The 2-year option is currently limited to high school diploma graduates in test score categories I-IIIA.) A widely available 2-year enlistment would siphon off 3- and 4-year enlistments, resulting in drastic increases in manpower and training costs, and increases in the annual accession goal.

Another concern is integrating these two classes of soldiers: the soldier receiving full-pay and the soldier receiving two-thirds pay who is almost guaranteed not to reenlist after completing the 2-year term of service. These two types of soldiers would likely yield a two-tiered Army which might result in unit cohesion problems. Further, commanders frequently report that soldiers in pay grades E1-E4 encounter financial difficulty and thus pose management problems. This problem would be particularly acute among those in the Citizens Corps as they receive only two-thirds of the enlisted soldiers' pay. This problem would be further exacerbated by familial responsibilities. The National Service Act does not require the Citizens Corps soldier to live in barracks, nor does it prohibit married soldiers from enlisting and then relocating dependents. The potential, therefore, exists for many of these Citizens Corps soldiers to encounter financial difficulties in relocating families, attempting to live off military posts, providing dependents with health insurance coverage[3], and supporting their families.

The Army specifically may have difficulty competing with other services for Citizens Corps recruits. With the all-volunteer force, the Army has needed to provide a richer package of benefits relative to the other services in order to meet its accession mission. The Army must have the flexibility to adjust these incentives as needed to meet recruiting requirements. However the Nunn-McCurdy Bill calls for benefits to be applied equally across all services. Lacking the ability to offer benefits in excess of those offered by other services, the Army will not be able to attract the best Citizens Corps recruits.

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[3]Under the terms of the Nunn-McCurdy Bill, DoD provides Citizens Corps soldiers with health insurance coverage. No provisions are made for extending coverage to dependents.

The Army may become the service of last choice.

This points up a limitation of the National Service Act. Under current law, the military has some flexibility in managing its programs to attract recruits -- such as ACF, two-year enlistment option, adjusting MOS strength, etc. In a 2-year program such as that proposed in S. 3, this flexibility is greatly limited. Further, the national service program could well lead to a shortage of 3- and 4-year enlistments. Longer tours are particularly crucial and cost-effective in the more high-tech MOS.

IV. Summary and Discussion

The impact of the Nunn-McCurdy bill on the military in general and the Army specifically is impossible to predict with accuracy. However, there are aspects of the bill which seem to threaten military recruiting, and Army recruiting particularly. There are also aspects of the bill which would likely aid military recruiting. On balance it would seem that the bill harms more than helps military recruiting. In this section the pros and cons of the bill are briefly presented. Modifications that would enhance the ability of the military to attract high quality Citizens Corps applicants are proposed in the final portion of this section.

The Nunn-McCurdy Bill raises three potential problems for Army recruiting. First, the benefits are so generous under the 2-year national service program, that standard 3- and 4-year Army enlistments will be undermined. The extent to which this program siphons off 3- and 4-year enlistees depends upon the number of Citizens Corps recruits the Army will accept. It is prohibitively costly to offer similar or greater benefits to those who enlist for even longer tours. Second, the incentives for military service are not competitive with those for civilian service under the terms of the bill. Though stipends and vouchers are somewhat more generous for military service, the military service obligation is 8 years, as compared to 2 years in the civilian service. It is, therefore, doubtful that military service will attract the brightest members of the Citizens Corps. Third, the Army will be unable to compete with the other military services in obtaining Citizens Corps recruits if vouchers and stipends are equal across all services. After all, the Gates Commission noted that "...nonmonetary conditions of service are less attractive in the Army than the other three services."

To counteract the potential problems of Army recruiting under the national service program outlined in the Nunn-McCurdy Bill would require tremendous increases in the recruiting budget or some restructuring of the military recruiting system. To attract high quality recruits to 3- and 4-year enlistments will require a substantial increase in the benefits currently offered so they

exceed those offered under the 2-year national service enlistment. To make the military option more attractive to the brightest of the national service youth will require yet more funds. To keep the Army competitive with the other military services in gaining Citizens Corps recruits would require some restructuring of recruiting operations. Youth entering the military option of national service must be assigned a service. The Army will be hurt if they are free to choose the service. However, assigning a military service suggests a "draft" and this may have unacceptable connotations to the public. Also, if the youth is not assigned the service or MOS of choice, he or she could decide to work in the civilian sector of the national service, or could simply return to the recruiter some days later to see if another service has an opening.

To the extent that a national service bill provides a qualified pool of applicants to active duty and reserve military service, national service benefits the military. However, as the Nunn-McCurdy Bill is currently written, it seems quite likely that this pool of 2-year Citizens Corps recruits comes at a price. That price is a diminished pool of quality applicants who will consider a standard (non-Citizens Corps) enlistment in the military. Hence, the quality of the 3- and 4-year enlistments may be seriously undermined because standard military benefits and incentives are not attractive enough to compete with the generous vouchers received by members of the Citizens Corps. To increase Army incentives and benefits to compete with those provided to the Citizens Corps is prohibitively costly. On the other hand, if the Citizens Corps benefits were reduced so that a standard military enlistment yielded greater remuneration, the appeal of the Citizens Corps would be very limited. Most likely, there needs to be some decrease in the benefits provided via the Citizens Corps accompanied by an increase in benefits stemming from standard military enlistments. At a minimum, the benefits provided by the military must be applicable to both education and housing, such as the vouchers provided by the Nunn-McCurdy bill.

Proposed Modifications to the Nunn-McCurdy Bill

One aspect of the bill which may hamper the ability of the active duty military to compete with other options of the Citizens Corps is the inequity stemming from "double- and triple-dipping." There is nothing in the National Service Act as presently written which prohibits youth from accumulating multiple vouchers. For example, 8 years in the Selected Reserve of the Citizens Corps yields a $12,000 voucher. This voucher is paid after completion of the first year's service. Given that Reserve duty is limited to weekends and an annual 2-week stint, it is quite possible to combine Reserve duty with a 2-year enrollment in the civilian service of the Citizens Corps after which a $20,000 voucher would be earned. Hence, after 2 years the youth has accumulated vouchers worth $32,000. It is unlikely

that multiple vouchers could be earned concurrent with the active duty obligation. Hence, the active duty military option is less attractive.

Standard military educational benefits compare very unfavorably to this possibility. Review of educational entitlement programs in Titles 10 and 38 of the U.S. Code indicates that when a veteran qualifies for more than one educational assistance program, he or she must select only one program from which to draw benefits. Hence, "double-and triple-dipping" is specifically prohibited.

Staff from the Senate Armed Services Committee assume that the acquisition of multiple vouchers would not occur. The intent of the bill is that the programs are mutually exclusive. If this is the intent, however, it must be specified in the bill since in its current form "double- and triple-dipping" is not prohibited.

Clarification is also needed on who pays for the vouchers of the Citizens Corps recruits completing military service. If the vouchers are considered a recruiting incentive, it would be the responsibility of the Department of Defense to pay. If they are considered veterans benefits, however, Veterans Affairs would be responsible. Clarification is also needed on whether those who attrite from the military can then earn a voucher via civilian work. This ought to be prohibited to limit the increased military attrition likely to result from national service.

Congress currently establishes caps on the number of 2-year enlistments the Army may accept, and the MOS (military occupational specialties) in which they may serve. Accommodating a potentially tremendous increase in 2-year enlistments would necessitate that these caps be loosened. Further, hard decisions need to be made about how many 2-year enlistments the Army can handle without seriously reducing readiness.

The concept of national service is commendable. Public opinion polls suggest that a voluntary system of national service would be popular. However, the actual impact on the Army of a program like that proposed in S. 3 and H.R. 660 is less positive. The program would require tremendous funding (estimates range from a minimum of $50 billion (American Council on Education) - $690 billion annually (Office of the Secretary of Defense). Army recruiting would benefit from targeting a portion of these estimated costs to enhance existing military bonuses, kickers, and veterans entitlements.

APPENDIX

Public Opinion Data on the Issue of National Service

1988 Youth Attitude Tracking Study (YATS)
National Service and Related Questions

Question 660 -- Now, I'd like to ask your opinion about some issues that have been the subject of public discussion and which could have a direct effect on your future.

The U.S. Congress is considering several proposals for nation service. Under one program young people could volunteer to serve their country in one of three ways and receive a benefits voucher of $20,000 at the end of their service. The voucher could be used for education expenses, vocation training, a down payment on a house, or any combination of these expenses. This program would replace current federal higher education aid programs (such a Pell grants and student direct loans).

The first way you could participate in this new program is to volunteer to serve in the military for 4 years at full pay ($620 per month). The second option would be military serve for 2 years at half the current pay level ($310 per month). The third option is to serve in a non-military setting (such as a hospital, the Peace Corps, or day care center) for 2 years at half the military pay ($310 per month). Finally you could choose not to serve at all.

Given these options, would you choose to...

1 - Serve in the military at full pay for 4 years and receive a $20,000 benefit voucher.
2 - Serve in the military at half pay for 2 years and receive a $20,000 benefit voucher.
3 - Perform non-military service at half the military pay for 2 years and receive a $20,000 benefit voucher.
4 - Not serve at all.

[If Q660 = 1 or 2, then skip to Q663]

Question 661 -- You just said that if we had a voluntary national service program you...

If Q660 = 3: would perform non-military service at half the military pay for 2 years and receive a $20,000 benefit voucher.
If Q660 = 4: would not serve in the program.

If the benefit voucher for serving in the military were $24,000 instead of $20,000 would you choose to serve in the military instead?

1 - Yes
2 - No

[If Q661 = 2, Then skip to Q664]

Question 662 -- Would you choose to serve in the military for 4 years at full pay of 2 years at half pay?

1 - Serve for 4 years at full pay
2 - Serve for 2 years at half pay

Question 663 -- Instead of serving in the military at...

If Q660 = 1: full pay for 4 years and receiving a $20,000 benefit voucher
If Q660 = 2: half pay for 2 years and receiving a $20,000 benefit voucher
If Q662 = 1: full pay for 4 years and receiving a $24,000 benefit voucher
If Q662 = 2: half pay for 2 years and receiving a $24,000 benefit voucher

would you be willing to serve in the military at full pay for 3 years if the voucher amount was reduced to $10,000.

1 - Yes
2 - No

1988 Youth Attitude Tracking Study (YATS)
National Service and Related Questions

Weighted Distribution of Responses
16-21 Year-old Males and Females

	Males	Females
Question 660		
1 - MIL 4/Full/$20K	25.6	10.3
2 - MIL 2/Half/$20K	16.6	8.0
3 - CIV 2/Half/$20K	12.9	30.8
4 - Not Serve	43.3	50.1
DK/NR	1.7	.8
	(n=5,486)	(n=3,271)
Question 661		
1 - Yes	17.9	13.0
2 - No	78.0	84.0
DK/NR	4.1	3.0
	(n=3,223)	(n=2,681)
Question 662		
1 - 4 years at Full Pay	40.3	36.6
2 - 2 years at Half Pay	58.5	62.9
DK/NR	1.2	.5
	(n=559)	(n=346)
Question 660a (Q660 - Q662 combined)		
1 - MIL 4/Full/$24K	29.7	14.2
2 - MIL 2/Half/$24K	22.6	14.7
3 - CIV 2/Half/$20K	9.1	24.9
4 - Not Serve	37.3	45.4
DK/NR	1.2	.8
	(n=5,486)	(n=3,271)
Question 663		
1 - Yes	44.4	48.3
2 - No	53.4	49.2
DK/NR	2.1	2.5
	(n=2,816)	(n=934)

****

Question:
R16 One proposal before Congress would require all young Americans--both men and women--to serve for one year in a national service program. They could serve in the armed forces, or do some other form of service such as work in a hospital or provide help for the elderly, or work in daycare centers for children, etc. There would be special incentives for those choosing military service. Would you be in favor of or opposed to one year of compulsory national service for all young people at any time of their choice between age 17 and 25?

	Favor	Opposed	Don't know
TOTAL	50%	42%	8%
By Age:			
18-29	40	54	6
30-44	54	39	8
45-59	54	38	8
60 & over	54	33	13

Survey Organization: Roper Organization
Population: National adult
Population Size: 1993
Interview method: Personal
Interview dates: FEBRURARY 8-22, 1986
Source Document: Roper Report 86-3
Date of Source Document: JUN 1986

Question:
R1 Would you favor or oppose a system of voluntary national service in which young people--both men and women--after high school or college would be given opportunities to serve for one year, either in the military forces or non-military work here or abroad?

	Favor	Oppose	No Opinion
TOTAL	83%	11%	6%
By Age:			
18-24	87	6	7
25-29	85	8	7
30-49	81	14	5
50 & over	83	11	6

R2 Would you favor or oppose requiring all young men to give one year of service to the nation, either in the military forces or in non-military work here or abroad, such as VISTA (Volunteers in Service to America), the Peace Corps, or in a local community or city service program?

	Favor	Oppose	No Opinion
TOTAL	55%	39	6
By Age:			
18-24	39	56	5
25-29	38	58	4
30-49	58	36	6
50 & over	66	28	6

R3 Would you favor or oppose such a program for young women (requiring all young women to give one year of service to the nation, either in the military forces or in non-military work here or abroad, such as VISTA (Volunteers in Service to America), the Peace Corps, or in a local community or city service program)?

	Favor	Oppose	No Opinion
TOTAL	44%	56%	6%
By Age:			
18-24	37	59	4
25-29	34	60	6
30-49	50	44	6
50 & over	43	50	7

Survey Organization:	Gallup Organization
Population:	National adult
Population Size:	1549
Interview method:	Personal
Interview dates:	DECEMBER 4-7, 1987
Source Document:	Gallup Report December, 1987

DRAFT

Manpower and Personnel Policy Research Group

Working Paper 87-55

DELAYED ENTRY PROGRAM EXPRIENCES OF
1986 ARMY RECRUITS:
A PRELIMINARY VIEW

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Delayed Entry Program Experiences of 1986 Army Recruits: A Preliminary View

THE ARMY RECRUITER IS THE FIRST ARMY CONTACT FOR POTENTIAL RECRUITS. AS SUCH, THE RECRUITER HAS TREMENDOUS INFLUENCE ON THE RECRUIT'S DEP EXPERIENCE. THE FOLLOWING RESEARCH INDICATES THAT THE DEP EXPERIENCE SIGNIFICANTLY AFFECTS ATTITUDES TOWARDS SERVICE IN THE ARMY AND REENLISTMENT, AS WELL AS THE PROPENSITY TO PROVIDE REFERRALS TO THEIR RECRUITER.

Research on the Delayed Entry Program using New Recruit Survey data for 1986 suggest the following:

Referrals are Most Likely to be Provided By:

- men who enlist for 3 or 4 year terms (p. 3)
- men whose military service of first choice is the Army (p. 4)
- men in the 5th Brigade (Southwest) (p. 5)
- men who receive a cash bonus (p. 6)
- men who initiated the first contact with a recruiter (p. 7)
- men and women who are satisfied with the amount of contact they received from their recruiter (p. 8)
- men and women who are most satisfied with the information received from their recruiter about their military job (p. 9)

Satisfaction with Amount of Recruiter Contact

- men and women preferred individual meetings with their recruiter to group meetings (pp. 11-12)
- men and women who felt they were contacted by their recruiter too frequently expected to be less satisfied with the Army than those contacted less frequently (p.13)
- the largest proportion of men reporting that the amount of contact with their recruiter was "about right" met about twice per month with their recruiter (p. 14)
- the average number of meetings with their recruiter, for men who reported that the amount of contact was "about right," was slightly less than once per week (p. 15)
- the average number of meetings with their recruiter, for women who reported that the amount of contact was "about right," was slightly more than once per week (p. 15)

Satisfaction with Information from Recruiter

- those who were dissatisfied with the information received from their recruiter about their military job were more likely to expect dissatisfaction with Army life (p. 23)

First Contact with Army Recruiter

- men working full-time are more likely than other men to initiate the first contact with their recruiter (p. 29)
- men who are not in school at all or only part-time are more likely to initiate first contact with their recruiter then men in school full-time (p. 30)
- men who initiate the first contact usually walk into a recruiting station, though the telephone is the second most common means of initiating contact (p. 31)

Length of Time in DEP

- Black men spend fewer weeks in DEP than white men (p. 33-35)
- men and women in DEP 10 weeks or less are more likely to feel they were contacted by their recruiter too frequently than are those in DEP longer periods of time (p. 36)
- men and women who receive cash bonuses or are eligible for the ACF are in DEP longer than those who do not receive bonuses or are not eligible for ACF (p. 37)

Comparison of 1986 NRS with 1987 NRS

- fewer men and women reported never having individual meetings scheduled by their recruiter in 1987 as compared to 1986 (p. 40)
- fewer men and women reported never having group meetings scheduled by their recruiter in 1987 as compared to 1986 (p. 42)
- no other significant changes in response patterns to the DEP questions emerged from NRS 1986 to 1987 (pp. 41, 43-47)

ANALYSES OF THE

DELAYED ENTRY PROGRAM

USING 1986 NEW RECRUIT SURVEY DATA

The NRS is a survey administered to a sample of new recruits in the reception stations. Hence, the NRS data do not allow us to compare the DEP losers vs. DEP completers. The findings which follow are mostly from the 1986 NRS. Consequently, all survey respondents successfully completed the Delayed Entry Program.

A draft ARI Research Report will be available for USAREC review 31 March 1988. The report will compare NRS data on DEP for the years 1984-1987.

Caveats

The findings reported here are preliminary. The majority apply to 1986 recruits who were surveyed as part of the 1986 New Recruit Survey. However, several tables at the end of this package present comparisons for 1986 and 1987 NRS DEP questions. All results apply to NRS Regular Army respondents who participated in the DEP, had no prior military service, and were high school diploma graduates. Finally, all reported findings are statistically significant at the .05 level unless otherwise noted.

Issues Examined

- Propensity of DEP participants to provide referrals
- Amount of and satisfaction with recruiter contact
- Satisfaction with information from recruiter and counselor
- First contact with an Army recruiter
- Length of time in DEP
- NRS 1986-1987 comparisons

REFERRALS

FINDINGS REPORTED IN THIS SECTION ARE DERIVED FROM THE NRS QUESTION T530.

T530

IF A GOOD FRIEND OF YOURS ASKED YOUR ADVICE ABOUT SEEING A MILITARY RECRUITER, WOULD YOU SAY IT WAS:

1 = A WASTE OF TIME
2 = UP TO HIM OR HER
3 = A GOOD IDEA

We have interpreted this question as the propensity to provide referrals. Those who responded to the question "a good idea" are presumably more likely to provide referrals to their recruiters.

Because only about 3% of the respondednts answered "a waste of time," they have been excluded from most of these analyses.

Advice to a friend about seeing a recruiter (T530) is associated with term of enlistment (ENLTERM). It appears that males who enlist for 3 or 4 year terms are much more likely to provide their recruiter with referrals than are those men who enlist for 2 year terms.

NOTES

1. Data apply to males only.
2. Those who responded to T530 "a waste of time" were excluded from this analysis.

ENLTERM(TERM OF ENLISMENT)
T530(ADVICE TO FRIEND ABOUT SEEING RECRUITER)

FREQUENCY / PERCENT / ROW PCT / COL PCT	up to him 2	a good idea 3	TOTAL
2 yrs. 2	356	463	819
	5.90	7.67	13.58
	43.47	56.53	
	15.58	12.35	
3 yrs 3	1133	1898	3031
	18.78	31.46	50.24
	37.38	62.62	
	49.58	50.64	
4 yrs 4	796	1387	2183
	13.19	22.99	36.18
	36.46	63.54	
	34.84	37.01	
TOTAL	2285	3748	6033
	37.88	62.12	100.00

FREQUENCY MISSING = 176

Chi-square = 13.050

Advice to a friend about seeing a recruiter (T530) is associated with service of first choice (T031). Males whose service of first choice was the Army are far more likely to provide their recruiter with referrals than males who would rather have entered another service.

NOTES

1. Data apply to males only.
2. Those who responded to T530 "a waste of time" were excluded from this analysis.

FIRSTCH T530(ADVICE TO FRIEND ABOUT SEEING RECRUITER)

Service of 1st choice

FREQUENCY / PERCENT / ROW PCT / COL PCT	up to him 2	a good idea 3	TOTAL
ARMY (1st choice)	1417	2841	4258
	23.82	47.76	71.59
	33.28	66.72	
	63.01	76.80	
OTHER (service 1st choice)	832	858	1690
	13.99	14.43	28.41
	49.23	50.77	
	36.99	23.20	
TOTAL	2249	3699	5948
	37.81	62.19	100.00

FREQUENCY MISSING = 261

Chi-square = 130.928

Advice to a friend about seeing a recruiter (T530) is associated with region of residence (XREGION). It appears that those in the 5th Brigade (Southwest) are most likely to provide referrals (66%), while those in the 4th Brigade (Midwest) are least likely (59%).

NOTES

1. Data apply to males only.
2. Those who responded to T530 "a waste of time" were excluded from this analysis.

XREGION(X-ING VAR:REGION (RECRUITING BRIGADES))
T530(ADVICE TO FRIEND ABOUT SEEING RECRUITER)

FREQUENCY / PERCENT / ROW PCT / COL PCT	up to him (2)	a good idea (3)	TOTAL
1 (NE, 1st Bde)	471	734	1205
	7.80	12.16	19.97
	39.09	60.91	
	20.60	19.58	
3 (SE, 2nd Bde)	479	845	1324
	7.94	14.00	21.94
	36.18	63.82	
	20.95	22.54	
4 (SW, 5th Bde)	346	669	1015
	5.73	11.09	16.82
	34.09	65.91	
	15.14	17.84	
5 (MW, 4th Bde)	673	981	1654
	11.15	16.26	27.41
	40.69	59.31	
	29.44	26.17	
6 (West, 6th Bde)	317	520	837
	5.25	8.62	13.87
	37.87	62.13	
	13.87	13.87	
TOTAL	2286	3749	6035
	37.88	62.12	100.00

FREQUENCY MISSING = 174
chi-square = 14.123

Advice to a friend about seeing a recruiter (T530) is associated with receipt of a cash bonus (CASHBON). It appears that males who receive a cash bonus are slightly more likely to provide their recruiter with referrals than are those who did not receive cash bonuses.

NOTES

1. Data apply to males only.
2. Those who responded to T530 "a waste of time" were excluded from this analysis.
3. ACF eligibility was not significantly associated with T530.

CASHBON(CASH BONUS) T530(ADVICE TO FRIEND ABOUT SEEING RECRUITER)

FREQUENCY / PERCENT / ROW PCT / COL PCT	up to him 2	a good idea 3	TOTAL
0 (no bonus)	1774	2792	4566
	29.40	46.26	75.66
	38.85	61.15	
	77.60	74.47	
1 (received cash bonus)	512	957	1469
	8.48	15.86	24.34
	34.85	65.15	
	22.40	25.53	
TOTAL	2286	3749	6035
	37.88	62.12	100.00

FREQUENCY MISSING = 174

chi-square = 7.553

Advice to a friend about seeing a recruiter (T530) is associated with first contact with a recruiter (T025). Those males who initiated the first contact with a recruiter were more likely to provide referrals to the recruiter.

NOTES

1. Data apply to males only.

T025(FIRST CONTACT WITH ARMY RECRUITER)
T530(ADVICE TO FRIEND ABOUT SEEING RECRUITER)

FREQUENCY / PERCENT / ROW PCT / COL PCT	up to him 2	a good idea 3	TOTAL
I contacted on advice of another service recruiter 1	57	120	177
	0.95	2.00	2.95
	32.20	67.80	
	2.51	3.22	
I contacted Army recruiter first 2	877	1596	2473
	14.60	26.58	41.18
	35.46	64.54	
	38.58	42.77	
recruiter contacted me first 3	1005	1440	2445
	16.74	23.98	40.72
	41.10	58.90	
	44.21	38.59	
with friend w/ whom recruiter was meeting 4	303	520	823
	5.05	8.66	13.71
	36.82	63.13	
	13.33	13.93	
contacted recruiter thru USAR or NG unit or member 5	31	56	87
	0.52	0.93	1.45
	35.63	64.37	
	1.36	1.50	
TOTAL	2273	3732	6005
	37.85	62.15	100.00

FREQUENCY MISSING = 204

chi-square = 19.952

1986 NEW ARMY RECRUITS' SATISFACTION WITH CONTACT WITH RECRUITER DURING DEP

ADVICE TO A FRIEND ABOUT SEEING A RECRUITER	DEP SATISFACTION* 1	2	3
"A WASTE OF TIME"	5.45	1.85	5.22
"UP TO HIM OR HER"	43.73	33.94	41.59
"A GOOD IDEA"	50.82	64.20	53.19

$X^2(4)=133.41$; $p<0.01$

*DEP SATISFACTION:
1=TOO LITTLE ATTENTION
2=ABOUT RIGHT
3=TOO MUCH ATTENTION

o THOSE SATISFIED WITH AMOUNT OF RECRUITER CONTACT DURING DEP WERE MOST LIKELY TO TELL FRIENDS THAT SEEING A RECRUITER IS A GOOD IDEA.

SOURCE: 1986 NEW RECRUIT SURVEY.

1986 NEW ARMY RECRUITS'
SATISFACTION WITH INFORMATION FROM THEIR RECRUITER ABOUT MILITARY JOB

ADVICE TO A FRIEND ABOUT SEEING A RECRUITER	SATISFACTION* 1	2	3
"A WASTE OF TIME"	1.12	2.25	10.65
"UP TO HIM OR HER"	30.67	47.67	48.15
"A GOOD IDEA"	68.21	50.08	41.20

$X^2(4)=523.71$; $p<0.01$

*SATISFACTION WITH INFORMATION FROM RECRUITER:
1=SATISFIED
2=NEITHER SATISFIED NOR DISSATISFIED
3=DISSATISFIED

o THOSE MOST SATISFIED WITH THE INFORMATION FROM THEIR RECRUITER ABOUT THEIR MILITARY JOB WERE MOST LIKELY TO INDICATE THAT THEY WOULD TELL A FRIEND IT WAS A GOOD IDEA TO SEE A RECRUITER.

o THOSE LEAST SATISFIED WITH THE INFORMATION FROM THEIR RECRUITER ABOUT THEIR MILITARY JOB WERE MOST LIKELY TO INDICATE THAT THEY WOULD TELL FRIEND THAT IT WAS A WASTE OF TIME TO SEE A RECRUITER.

SOURCE: 1986 NEW RECRUIT SURVEY.

AMOUNT OF AND SATISFACTION WITH RECRUITER CONTACT

FINDINGS REPORTED IN THIS SECTION ARE DERIVED FROM THE NRS QUESTIONS T368 AND T369.

T368

HOW OFTEN DID YOU HAVE CONTACT WITH YOUR RECRUITER WHILE YOU WERE IN THE DEP?

1 = EVERY DAY
2 = EVERY FEW DAYS
3 = ONCE A WEEK
4 = TWICE A MONTH
5 = ONCE A MONTH
6 = EVERY COUPLE OF MONTHS
7 = ONLY WHEN I SIGNED MY CONTRACT AND WHEN I WAS GETTING READY TO "SHIP OUT" TO THE RECEPTION STATION

T369

WERE YOU SATISFIED WITH THIS CONTACT?

1 = I COULDN'T SEEM TO GET MY RECRUITER TO PAY ATTENTION TO ME
2 = A LOT LESS CONTACT THAN I LIKED
3 = A LITTLE LESS CONTACT THAN I LIKED
4 = ABOUT RIGHT
5 = A LITTLE MORE CONTACT THAN I WANTED
6 = MUCH MORE CONTACT THAN I WANTED

Males (XSEX) who reported that the amount of contact with their recruiter was "about right" (T369) had individual meetings with their recruiter, on average, about once per month (X371). Females reporting that their contact was "about right" had slightly more contact with their recruiter than the males, once every 3-4 weeks.

NOTES

1. No tests of statistical significance were computed for the following table.
2. To interpret the mean amount of contact, note that

A FIGURE OF	IS INTERPRETED AS
5	5 times per week
2.5	2-3 times per week
1	once per week
.5	once every 2 weeks
.23	once per month
.12	once per 2 months
0	only at contract and shipping

	X-ING VAR: GENDER			
	1 men		2 women	
	N	MEAN X371REC	N	MEAN X371REC
DURING DEP: SATISFACTION WITH CONTACT				
1	129.00	0.11	15.00	0.14
2	461.00	0.15	38.00	0.06
3	727.00	0.16	56.00	0.22
4 abt right	4440.00	0.24	359.00	0.31
5	380.00	0.25	32.00	0.33
6	109.00	0.43	13.00	0.88

Males (XSEX) who reported that the amount of contact with their recruiter was "about right" (T369) had group meetings with their recruiter, on average, about once every 1 1/2 months (X373). Females reporting that their contact was "about right" had slightly less contact with their recruiter than the males, once every 2 months. Note that if you compare this table and the previous one, there appears to be a preference for the individual meetings over the group meetings.

NOTES

1. No tests of statistical significance were computed for the following table.
2. To interpret the mean amount of contact, note that

A FIGURE OF	IS INTERPRETED AS
5	5 times per week
2.5	2-3 times per week
1	once per week
.5	once every 2 weeks
.23	once per month
.12	once per 2 months
0	only at contract and shipping

	X-ING VAR: GENDER			
	1 male		2 fem	
	N	MEAN X373REC	N	MEAN X373REC
DURING DEP: SATISFACTION WITH CONTACT				
1	129.00	0.12	15.00	0.20
2	461.00	0.13	38.00	0.11
3	727.00	0.14	56.00	0.10
4 abt right	4440.00	0.17	359.00	0.11
5	380.00	0.18	32.00	0.12
6	109.00	0.22	13.00	0.12

1986 NEW ARMY RECRUITS' SATISFACTION WITH CONTACT WITH RECRUITER DURING DEP

EXPECTED SATISFACTION WITH ARMY	DEP SATISFACTION* 1	2	3
(1) Very Satisfied	14.39	19.08	14.23
(2)	27.37	23.90	29.60
(3)	22.06	21.71	18.60
(4)	20.33	15.77	22.01
(5)	9.59	5.38	6.26
(6)	3.84	2.55	4.93
(7) Very Dissatisfied	2.43	1.62	4.36

$X^2(12)=124.95$; $p<0.01$

*DEP SATISFACTION:
1=TOO LITTLE ATTENTION
2=ABOUT RIGHT
3=TOO MUCH ATTENTION

o AS MIGHT BE EXPECTED, THOSE WHO FELT THAT THEY'D RECEIVED ABOUT THE RIGHT AMOUNT OF ATTENTION FROM THEIR RECRUITER DURING DEP WERE THE MOST LIKELY TO EXPECT TO BE SATISFIED WITH ARMY LIFE.

o THOSE WHO FELT THEY'D RECEIVED TOO MUCH ATTENTION FROM THEIR RECRUITER EXPECTED BE LEAST SATISFIED.

o THOSE WHO FELT THEY'D RECEIVED TOO LITTLE ATTENTION WERE ALSO MORE LIKELY TO EXPECT TO BE DISSATISFIED, BUT NOT TO THE EXTENT THAT THOSE WHO FELT THAT THEY'D RECEIVED TOO MUCH WERE.

SOURCE: 1986 NEW RECRUIT SURVEY.

Satisfaction with the amount of recruiter contact (T369) is associated with the amount of contact the recruit had with his recruiter (T368). Not surprisingly, it appears that recruits' satisfaction with recruiter contact was tied to the amount of contact they had. This was true for all males, regardless of their length of time in DEP.

NOTES

1. Data apply to males only.

T368(DURING DEP: AMOUNT OF RECRUITER CONTACT)
T369(DURING DEP: SATISFACTION WITH CONTACT)

FREQUENCY / PERCENT / ROW PCT / COL PCT	couldn't get recruiter to pay me attention 1	a lot less contact than desired 2	a little less contact than desired 3	about right 4	a little more contact than desired 5	much more contact than desired 6	TOTAL
1 daily contact	2 0.03 2.13 1.55	3 0.05 3.19 0.66	5 0.08 5.32 0.69	76 1.22 80.85 1.72	4 0.06 4.26 1.35	4 0.06 4.26 3.67	94 1.51
2 every few days	5 0.08 0.69 3.88	35 0.56 4.80 7.64	49 0.79 6.72 6.75	573 9.20 78.60 12.94	51 0.82 7.00 13.42	16 0.26 2.19 14.68	729 11.70
3 1x/wk	15 0.24 0.93 11.63	66 1.06 4.07 14.41	122 1.96 7.53 16.80	1264 20.29 78.02 28.55	122 1.96 7.53 32.11	31 0.50 1.91 28.44	1620 26.01
4 2x/mo.	29 0.47 1.40 22.48	108 1.73 5.20 23.58	246 3.95 11.86 33.88	1540 24.72 74.22 34.79	124 1.99 5.98 32.63	28 0.45 1.35 25.69	2075 33.31
5 1x/mo	25 0.40 2.77 19.38	91 1.46 10.08 19.87	157 2.52 17.39 21.63	573 9.20 63.46 12.94	46 0.74 5.09 12.11	11 0.18 1.22 10.09	903 14.50
6 every couple months	26 0.42 4.44 20.16	109 1.75 18.60 23.80	109 1.75 18.60 15.01	301 4.83 51.37 6.80	26 0.42 4.44 6.84	15 0.24 2.56 13.76	586 9.41
7 only at contracting & shipping	27 0.43 12.16 20.93	46 0.74 20.72 10.04	38 0.61 17.12 5.23	100 1.61 45.05 2.26	7 0.11 3.15 1.84	4 0.06 1.80 3.67	222 3.56
TOTAL	129 2.07	458 7.35	726 11.66	4427 71.07	330 6.10	109 1.75	6229 100.00

FREQUENCY MISSING = 165
chi-square = 561.347

There was no association between satisfaction with contact (T369) and length of time in DEP (DEPCAT). That is, those in the DEP longer do not report being more or less satisfied with the amount of contact received than those in the DEP for shorter period of time.

NOTES

1. Data apply to males only.

Males (XSEX) who reported that the amount of contact with their recruiter was "about right" (T369) had contact with their recruiter, on average, slightly less than once per week (T368). Females reporting that their contact was "about right" had slightly more contact with their recruiter than the males, about once per week or a bit more frequently.

NOTES

1. No tests of statistical significance were computed for the following table.
2. To interpret the mean amount of contact, note that

A FIGURE OF	IS INTERPRETED AS
5	5 times per week
2.5	2-3 times per week
1	once per week
.5	once every 2 weeks
.23	once per month
.12	once per 2 months
0	only at contract and shipping

	1 male		2 fem	
	N	MEAN T368REC	N	MEAN T368REC
DURING DEP: SATISFACTION WITH CONTACT				
1 no cctn	129.00	0.47	15.00	0.66
2 a lot less	461.00	0.56	38.00	0.77
3 a little less	727.00	0.61	56.00	0.68
4 abt right	4440.00	0.91	359.00	1.10
5 a little more	380.00	0.91	32.00	1.01
6 a lot more	109.00	1.00	13.00	1.98

1986 NEW ARMY RECRUITS' SATISFACTION WITH CONTACT WITH RECRUITER DURING DEP

HOW LIKELY IS IT THAT AFTER YOUR ENLISTMENT YOU WILL REENLIST	DEP SATISFACTION* 1	2	3
DEFINITELY	2.16	2.89	0.34
PROBABLY	21.19	21.88	20.51
PROBABLY NOT	22.00	22.38	21.88
DEFINITELY NOT	19.84	18.82	24.61
DON'T KNOW	34.82	34.02	29.10

$X^2(8)=15.40$; $p<0.05$

*DEP SATISFACTION:
1=TOO LITTLE ATTENTION
2=ABOUT RIGHT
3=TOO MUCH ATTENTION

NOTE: THOUGH THE ABOVE COMPARISON RESULTED IN A SIGNIFICANT CHI-SQUARE, IT SHOULD BE NOTED THAT THE ROW PERCENTAGES REVEAL FEW DIFFERENCES BETWEEN THOSE WHO DO AND DO NOT EXPECT TO REENLIST IN THE ARMY.

SOURCE: 1986 NEW RECRUIT SURVEY.

1986 NEW ARMY RECRUITS' SATISFACTION WITH CONTACT WITH RECRUITER DURING DEP

HOW LIKELY IS IT THAT AFTER YOUR ENLISTMENT STAY IN ARMY UNTIL YOU RETIRE	DEP SATISFACTION* 1	2	3
DEFINITELY	5.98	8.39	8.07
PROBABLY	20.65	22.36	19.69
PROBABLY NOT	18.21	18.17	17.32
DEFINITELY NOT	22.01	20.64	26.97
DON'T KNOW	33.15	30.44	27.95

$X^2(8)=18.38$; $p<0.02$

*DEP SATISFACTION:
1=TOO LITTLE ATTENTION
2=ABOUT RIGHT
3=TOO MUCH ATTENTION

o THOUGH THE MAJORITY OF THE RECRUITS REPORT BEING YET UNDECIDED ABOUT THE LONGEVITY OF THEIR ARMY CAREER, THOSE WHO FELT THAT THEY RECEIVED TOO MUCH ATTENTION FROM THEIR RECRUITER SEEMED LESS LIKELY TO EXPECT TO STAY IN THE ARMY UNTIL THEY RETIRE.

SOURCE: 1986 NEW RECRUIT SURVEY.

1986 NEW ARMY RECRUITS'
AMOUNT OF CONTACT WITH RECRUITER DURING DEP

FREQUENCY OF CONTACT	EDUCATION AT CONTRACTING 1	2	3
Every day	00.00	0.93	3.64
Every few days	00.00	9.98	16.68
Once a week	00.00	23.40	33.72
Twice a month	100.00	35.43	27.18
Once a month	00.00	16.06	11.43
Every couple of months	00.00	11.43	3.59
Only at contracting & "ship out"	00.00	2.86	5.07

$X^2(12)=337.91$; $p<0.01$

EDUCATION AT CONTRACTING:
1=OTHER CODES
2=SENIOR OR IN HIGH SCHOOL
3=HIGH SCHOOL DIPLOMA OR HIGHER

NOTE: THOUGH THIS COMPARISON RESULTED IN A SIGNIFICANT CHI-SQUARE, THE STATISTIC MUST BE INTERPRETED CAUTIOUSLY GIVEN THE LARGE NUMBER OF EMPTY CELLS OR CELLS WITH VERY LOW FREQUENCIES.

o IT APPEARS THAT RECRUITERS CONTACT THOSE WHO HAVE ALREADY GRADUATED FROM HIGH SCHOOL MORE OFTEN THAN THOSE WHO ARE STILL IN SCHOOL. HOWEVER, THESE FINDINGS MUST BE CONSIDERED WITHIN THE CONTEXT OF DEP LENGTH.

1986 NEW ARMY RECRUITS'
AMOUNT OF CONTACT WITH RECRUITER DURING DEP

FREQUENCY OF CONTACT	LENGTH OF TIME IN DEP* 1	2	3	4
Every day	3.76	0.78	1.09	0.90
Every few days	18.15	10.78	8.94	9.22
Once a week	31.29	29.10	21.58	20.84
Twice a month	16.06	33.64	35.00	35.39
Once a month	4.45	13.22	16.95	16.65
Every couple of months	0.97	4.86	3.06	14.26
Only at contracting & "ship out"	20.24	3.49	1.61	0.95

$X^2(21)=1430.59$; $p<0.01$

*LENGTH OF TIME IN DEP:
1=1-10 WEEKS
2=11-25 WEEKS
3=26-38 WEEKS
4=39-52 WEEKS

o AS MIGHT BE EXPECTED, THOSE IN DEP THE SHORTEST LENGTH OF TIME WERE CONTACTED MORE FREQUENTLY.

SOURCE: 1986 NEW RECRUIT SURVEY.

1986 NEW ARMY RECRUITS' SATISFACTION WITH CONTACT WITH RECRUITER DURING DEP

AMOUNT OF CONTACT WITH RECRUITER	DEP SATISFACTION* 1	2	3
Every day	0.83	1.86	2.43
Every few days	6.93	13.20	13.30
Once a week	15.74	28.89	31.46
Twice a month	29.26	34.49	31.09
Once a month	21.01	12.83	11.05
Every couple of months	17.96	6.60	8.43
Only at contracting & "ship out"	8.25	2.17	2.25

$X^2(12)=468.50$; $p<0.01$

*DEP SATISFACTION:
1=TOO LITTLE ATTENTION
2=ABOUT RIGHT
3=TOO MUCH ATTENTION

SOURCE: 1986 NEW RECRUIT SURVEY.

SATISFACTION WITH INFORMATION FROM RECRUITER AND COUNSELOR

THE FOLLOWING CORRELATIONS SUGGEST:

o Satisfaction with information from the recruiter about the recruit' military job is significantly related to expected satisfaction with Army life.

o Satisfaction with information from the Army counselor about the recruit's military job is significantly related to expected satisfaction with Army life.

o Satisfaction with information from the recruiter and information from the counselor are significantly related.

	T050	T001	T369	T049
T050 SATISFACTION WITH INFO FROM RECRUITER	1.00000 0.0000 6800	0.27364 0.0001 6720	-0.17186 0.0001 6651	0.59701 0.0001 6762
T001 EXPECTED SATISFACTION WITH ARMY LIFE	0.27364 0.0001 6720	1.00000 0.0000 6835	-0.05344 0.0001 6685	0.23940 0.0001 6707
T369 DURING DEP: SATISFACTION WITH CONTACT	-0.17186 0.0001 6651	-0.05344 0.0001 6685	1.00000 0.0000 6760	-0.14128 0.0001 6643
T049 SATISFACTION WITH INFO FROM COUNSELOR	0.59701 0.0001 6762	0.23940 0.0001 6707	-0.14128 0.0001 6643	1.00000 0.0000 6787

1986 NEW ARMY RECRUITS' SATISFACTION WITH INFORMATION FROM THEIR RECRUITER ABOUT MILITARY JOB

EXPECTED SATISFACTION WITH ARMY	SATISFACTION* 1	2	3
(1) Very Satisfied	21.43	10.44	10.47
(2)	35.84	28.50	21.40
(3)	20.40	25.77	21.77
(4)	14.31	22.20	23.04
(5)	4.59	7.62	12.30
(6)	2.23	3.65	5.64
(7) Very Dissatisfied	1.19	1.82	5.56

$X2(12)=438.36$; $p<0.01$

*SATISFACTION WITH INFORMATION FROM RECRUITER:
1=SATISFIED
2=NEITHER SATISFIED NOR DISSATISFIED
3=DISSATISFIED

- THOSE WHO FELT THEY'D RECEIVED SUFFICIENT INFORMATION FROM THEIR RECRUITER ABOUT THEIR MILITARY JOB WERE MORE LIKELY TO EXPECT TO BE SATISFIED WITH ARMY LIFE.

- THOSE WHO WERE NOT SATISFIED WITH THE INFORMATION THEY'D RECEIVED FROM THEIR RECRUITER ABOUT THEIR MILITARY JOB WERE MORE LIKELY TO EXPECT TO BE DISSATISFIED WITH ARMY LIFE.

SOURCE: 1986 NEW RECRUIT SURVEY.

1986 NEW ARMY RECRUITS' SATISFACTION WITH INFORMATION FROM THEIR RECRUITER ABOUT MILITARY JOB

SATISFACTION WITH AMOUNT OF CONTACT WITH RECRUITER DURING DEP	SATISFACTION* 1	2	3
TOO LITTLE ATTENTION	10.77	13.28	21.17
ABOUT RIGHT	81.52	77.62	65.40
TOO MUCH ATTENTION	7.71	9.10	13.44

$X2(4)=109.18;\ p<0.01$

*SATISFACTION WITH INFORMATION FROM RECRUITER:
1=SATISFIED
2=NEITHER SATISFIED NOR DISSATISFIED
3=DISSATISFIED

o THOUGH IN ALL CASES, RECRUITS TENDED TO REPORT THAT THE AMOUNT OF CONTACT THAT THEY HAD WITH THEIR RECRUITER WAS "ABOUT RIGHT", THOSE WERE DISSATISFIED WITH THE AMOUNT OF INFORMATION THEY'D RECEIVED FROM THEIR RECRUITER WERE ALSO THOSE WHO WERE MORE LIKELY TO BE DISSATISFIED WITH THE AMOUNT OF CONTACT THEY'D HAD WITH THEIR RECRUITER.

SOURCE: 1986 NEW RECRUIT SURVEY.

1986 NEW ARMY RECRUITS'
SATISFACTION WITH INFORMATION FROM THEIR RECRUITER ABOUT MILITARY JOB

AMOUNT OF CONTACT WITH RECRUITER DURING DEP	SATISFACTION* 1	2	3
Every day	1.85	1.01	1.84
Every few days	13.26	10.83	7.47
Once a week	28.78	22.00	21.66
Twice a month	32.99	35.85	30.32
Once a month	13.19	15.70	17.88
Every couple of months	7.47	9.91	14.93
Only at contracting & "ship out"	2.45	4.70	5.90

$X^2(12)=168.08$; $p<0.01$

*SATISFACTION WITH INFORMATION FROM RECRUITER:
1=SATISFIED
2=NEITHER SATISFIED NOR DISSATISFIED
3=DISSATISFIED

o THOSE MOST SATISFIED WITH THE INFORMATION THEY OBTAINED FROM THEIR RECRUITER REPORT THAT THEY WERE IN CONTACT WITH THEIR RECRUITER TWICE A MONTH OR MORE.

o THOSE LEAST SATISFIED WITH THE AMOUNT OF INFORMATION THEY OBTAINED FROM THEIR RECRUITER REPORT THAT THEY WERE IN CONTACT WITH THEIR RECRUITER LESS OFTEN; THE MAJORITY ONLY A CONTRACTING AND SHIPPING.

SOURCE: 1986 NEW RECRUIT SURVEY.

1986 NEW ARMY RECRUITS'
SATISFACTION WITH INFORMATION FROM THEIR RECRUITER ABOUT MILITARY JOB

LOOKED FOR ALTERNATIVE SOURCES OF $$ FOR SCHOOL DURING DEP	SATISFACTION* 1	2	3
YES	18.66	20.02	26.06
NO	81.34	79.98	73.94

X2(2)=29.571; p<0.01

*SATISFACTION WITH INFORMATION FROM RECRUITER:
1=SATISFIED
2=NEITHER SATISFIED NOR DISSATISFIED
3=DISSATISFIED

NOTE: THOUGH THE ABOVE COMPARISON RESULTED IN A SIGNIFICANT CHI-SQUARE, IT SHOULD BE NOTED THAT ROW PERCENTAGES REVEAL FEW DIFFERENCES BETWEEN THOSE WHO DID AND DID NOT SEARCH FOR ALTERNATE SOURCES OF FUNDS FOR SCHOOL DURING DEP.

SOURCE: 1986 NEW RECRUIT SURVEY.

THE FOLLOWING VARIABLES DID NOT APPEAR TO MAKE A SIGNIFICANT DIFFERENCE IN HOW SATISFIED RECRUITS WERE WITH THE AMOUNT OF CONTACT THEY HAD WITH THEIR RECRUITERS DURING DEP:

- o age at contracting
- o level of education at time of contracting

FIRST CONTACT WITH ARMY RECRUITER

FINDINGS REPORTED IN THIS SECTION ARE DERIVED FROM THE NRS QUESTIONS T025 AND T026.

T025

HOW DID YOU HAVE YOUR FIRST CONTACT WITH AN ARMY RECRUITER?

1 = I CONTACTED AN ARMY RECRUITER ON THE ADVICE OF ANOTHER SERVICE RECRUITER.
2 = I CONTACTED AN ARMY RECRUITER FIRST.
3 = AN ARMY RECRUITER CONTACTED ME FIRST.
4 = I WAS WITH A FRIEND WITH WHOM A RECRUITER WAS MEETING.
5 = I CONTACTED AN ARMY RECRUITER THROUGH A U.S. ARMY RESERVE OR NATIONAL GUARD UNIT OR MEMBER.

T026

UNDER WHAT CIRCUMSTANCES DID YOU FIRST TALK WITH AN ARMY RECRUITER?

1 = TALKED BY PHONE
2 = TALKED AT A RECRUITING STATION
3 = TALKED AT A JOB FAIR
4 = TALKED AT SCHOOL
5 = TALKED AT AN ARMY RESERVE UNIT
6 = OTHER

First contact with an Army recruiter (T025) is associated with a man's work status when contracted (T279W). Males working full-time were more likely to report initiating the first contact with the recruiter themselves.

NOTES

1. Data apply to males only.

T279W(WORK STATUS WHEN CONTRACTED) T025(FIRST CONTACT WITH ARMY RECRUITER)

FREQUENCY / PERCENT / ROW PCT / COL PCT	I contacted an Army recruiter on advice of another ave recruiter 1	I contacted rec first 2	an army recruiter contacted me first 3	I was w/ a friend w/ whom a recruiter was meeting 4	I contacted an army recruiter through a USAR or NG unit or member 5	TOTAL
work FT 1	32	562	287	111	17	1009
	0.54	9.51	4.86	1.88	0.29	17.07
	3.17	55.70	28.44	11.00	1.68	
	18.60	22.91	11.97	13.81	20.24	
work PT 2	70	999	1165	396	38	2668
	1.18	16.90	19.71	6.70	0.64	45.14
	2.62	37.44	43.67	14.84	1.42	
	40.70	40.73	48.60	49.25	45.24	
not work look 3	36	387	401	133	14	971
	0.61	6.55	6.79	2.25	0.24	16.43
	3.71	39.86	41.30	13.70	1.44	
	20.93	15.78	16.73	16.54	16.67	
not work not look 4	34	505	544	164	15	1262
	0.58	8.54	9.20	2.77	0.25	21.35
	2.69	40.02	43.11	13.00	1.19	
	19.77	20.59	22.70	20.40	17.86	
TOTAL	172	2453	2397	804	34	5910
	2.91	41.51	40.56	13.60	1.42	100.00

FREQUENCY MISSING = 484

chi-square = 118.573

First contact with an Army recruiter (T025) is associated with a man's school status when contracted (T279S). Men in school full-time were most likely to have been contacted by the recruiter first. Those not in school or in school part-time were more likely to report taking the first and contacting a recruiter first themselves.

NOTES

1. Data apply to males only.

T279S(SCHOOL STATUS WHEN CONTRACTED) T025(FIRST CONTACT WITH ARMY RECRUITER)

FREQUENCY / PERCENT / ROW PCT / COL PCT	I contacted rec on advice of another rec recruiter 1	I contacted rec first 2	rec contacted me first 3	I was w/ a friend w/ whom rec was meeting 4	I contacted an army recruiter, their USAR or NG unit or member 5	TOTAL
1 in school FT	108 1.82 2.53 63.16	1536 25.82 35.92 62.31	1954 32.85 45.70 80.69	625 10.51 14.62 77.45	53 0.89 1.24 63.10	4276 71.88
2 in school PT	11 0.18 3.63 6.43	143 2.40 47.19 5.80	99 1.66 32.67 4.09	47 0.79 15.51 5.82	3 0.05 0.99 3.57	303 5.09
3 not in school	52 0.87 3.80 30.41	786 13.21 57.37 31.89	369 6.20 26.93 15.24	135 2.27 9.85 16.73	28 0.47 2.04 33.33	1370 23.03
TOTAL	171 2.87	2465 41.44	2422 40.71	807 13.57	84 1.41	5949 100.00

FREQUENCY MISSING = 445

chi-square = 242.414

First contact with an Army recruiter (T025) is associated with the circumstances of first contact (T026). Men who initiate the first contact with their recruiter are most likely to walk into the recruiting station (48%) followed by contacting a recruiter by telephone (31%).

NOTES

1. Data apply to males only.

T025(FIRST CONTACT WITH ARMY RECRUITER)
T026(CIRCUMSTANCES OF FIRST RECRUITER CONTACT)

FREQUENCY / PERCENT / ROW PCT / COL PCT	talked by phone 1	talked at recruiting station 2	talked at a job fair 3	talked at school 4	talked at an army reserve unit 5	other 6	TOTAL
I contacted Army recruiter on advice of another svc recruiter 1	65	78	0	34	4	16	197
	0.98	1.17	0.00	0.51	0.06	0.24	2.96
	32.99	39.59	0.00	17.26	2.03	8.12	
	2.38	3.89	0.00	2.31	5.97	4.41	
I contacted Army recruiter first 2	878	1363	14	455	33	72	2815
	13.17	20.45	0.21	6.83	0.50	1.08	42.24
	31.19	48.42	0.50	16.16	1.17	2.56	
	32.17	67.91	48.28	30.95	49.25	19.83	
Army recruiter contacted me first 3	1605	178	8	714	6	146	2657
	24.08	2.67	0.12	10.71	0.09	2.19	39.86
	60.41	6.70	0.30	26.87	0.23	5.49	
	58.81	8.87	27.59	48.57	8.96	40.22	
I was w/ friend w/ whom a recruiter was meeting 4	144	353	5	249	19	125	895
	2.16	5.30	0.08	3.74	0.29	1.88	13.43
	16.09	39.44	0.56	27.82	2.12	13.97	
	5.28	17.59	17.24	16.94	28.36	34.44	
I contacted an Army recruiter through a U.S. Army ~~reserve or NG~~ unit 5	37	35	2	18	5	4	101
	0.56	0.53	0.03	0.27	0.08	0.06	1.52
	36.63	34.65	1.98	17.82	4.95	3.96	
	1.36	1.74	6.90	1.22	7.46	1.10	
TOTAL	2729	2007	29	1470	67	363	6665
	40.95	30.11	0.44	22.06	1.01	5.45	100.00

FREQUENCY MISSING = 55

chi-square = 1586.936

LENGTH OF TIME IN DEP

FINDINGS REPORTED IN THIS SECTION ARE DERIVED FROM DATA ON THE LENGTH OF TIME IN DEP. THIS VARIABLE IS NOT LOCATED ON THE NRS 86 FILE, BUT WAS AVAILABLE FOR EACH NRS RESPONDENT ON A SEPARATE TAPE.

WE FIRST CALCULATED THE NUMBER OF DAYS IN THE DEP. WE THEN COMPUTED THE NUMBER OF WEEKS SPENT IN DEP AND THIS RANGED FROM 1-52. (2 OUTLIERS WERE EXCLUDED FROM THE ANALYSES. THESE WERE CLEARLY MISCODES, ONE WAS -65 WEEKS IN DEP, AND THE OTHER 2089 WEEKS IN DEP.)

WEEKS IN DEP WAS THEN DIVIDED INTO 4 CATEGORIES EACH CONTAINING ABOUT 25% OF THE RESPONDENTS. THE 4 CATEGORIES ARE: 1-10 WEEKS, 11-25 WEEKS, 26-38 WEEKS, AND 39-52 WEEKS.

Race group for males was associated with the length of time spent in DEP. Black males spent fewer weeks in DEP than did white males. This was true even controlling for whether or not they contracted as high school seniors or high school diploma graduates (CONEDRA).

NOTES

1. Data apply to males only.
2. The CONEDRA variable was recoded to exclude the response category 1, "other," since this run was limited to high school diploma graduates and very few of these reported contracting when they were neither seniors nor HSDG. Chi-square values would have been distorted if this value was not excluded.

DEPCAT XPOPGRP(X-ING VAR:ETHNIC GROUP)

FREQUENCY / PERCENT / ROW PCT / COL PCT	white 1	black 2	Hispanic 3	Other 4	TOTAL
DEP:1-10 WKS	112	68	13	8	201
	2.42	1.47	0.28	0.17	4.35
	55.72	33.83	6.47	3.98	
	3.30	7.36	7.65	5.71	
11-25 WKS	567	262	35	32	896
	12.26	5.66	0.76	0.69	19.37
	63.28	29.24	3.91	3.57	
	16.72	28.35	20.59	22.86	
26-38 WKS	1296	310	60	51	1717
	28.02	6.70	1.30	1.10	37.12
	75.48	18.05	3.49	2.97	
	38.21	33.55	35.29	36.43	
39-52 WKS	1417	284	62	49	1812
	30.63	6.14	1.34	1.06	39.17
	78.20	15.67	3.42	2.70	
	41.77	30.74	36.47	35.00	
TOTAL	3392	924	170	140	4626
	73.32	19.97	3.67	3.03	100.00

FREQUENCY MISSING = 1768
Chi-square = 112.564

TABLE 1 OF XPOPGRP BY DEPCAT
CONTROLLING FOR CONEDRA=2 : signed contract while in high school
XPOPGRP(X-ING VAR:ETHNIC GROUP) DEPCAT

FREQUENCY / PERCENT / ROW PCT / COL PCT	DEP:1-10 WKS	11-25 WKS	26-38 WKS	39-52 WKS	TOTAL
white 1	5	89	869	1314	2277
	0.17	2.95	28.77	43.50	75.37
	0.22	3.91	38.16	57.71	
	55.56	66.92	73.15	77.71	
black 2	4	36	249	275	564
	0.13	1.19	8.24	9.10	18.67
	0.71	6.38	44.15	48.76	
	44.44	27.07	20.96	16.26	
Hispanic 3	0	4	37	57	98
	0.00	0.13	1.22	1.89	3.24
	0.00	4.08	37.76	58.16	
	0.00	3.01	3.11	3.37	
other 4	0	4	33	45	82
	0.00	0.13	1.09	1.49	2.71
	0.00	4.88	40.24	54.88	
	0.00	3.01	2.78	2.66	
TOTAL	9	133	1188	1691	3021
	0.30	4.40	39.32	55.97	100.00

FREQUENCY MISSING = 1720

chi-square = 21.325

TABLE 2 OF XPOPGRP BY DEPCAT
CONTROLLING FOR CONEDRA=3: signed contract after graduating high school
XPOPGRP(X=ING VAR:ETHNIC GROUP) DEPCAT

Race

FREQUENCY / PERCENT / ROW PCT / COL PCT	DEP:1-10 WKS	11-25 WKS	26-38 WKS	39-52 WKS	TOTAL
white 1	107	476	426	100	1109
	6.70	29.81	26.68	6.26	69.44
	9.65	42.92	38.41	9.02	
	55.73	62.63	80.83	84.75	
black 2	64	225	61	9	359
	4.01	14.09	3.82	0.56	22.48
	17.83	62.67	16.99	2.51	
	33.33	29.61	11.57	7.63	
Hispanic 3	13	31	23	5	72
	0.81	1.94	1.44	0.31	4.51
	18.06	43.06	31.94	6.94	
	6.77	4.08	4.36	4.24	
Other 4	8	28	17	4	57
	0.50	1.75	1.06	0.25	3.57
	14.04	49.12	29.82	7.02	
	4.17	3.68	3.23	3.39	
TOTAL	192	760	527	118	1597
	12.02	47.59	33.00	7.39	100.00

Time in DEP

FREQUENCY MISSING = 46

chi-square = 93.729

nonzero correlation across the 3 dimensions (CONEDRA, Race, DEPCAT) = 34.409
significant at the .001 level

1986 NEW ARMY RECRUITS' SATISFACTION WITH CONTACT WITH RECRUITER DURING DEP

	DEP SATISFACTION*		
LENGTH OF TIME IN DEP	1	2	3
1-10 WEEKS	15.16	16.36	38.05
11-25 WEEKS	29.46	29.89	23.80
26-38 WEEKS	27.51	25.96	20.45
39-52 WEEKS	27.87	27.79	17.70

$X^2(6)=263.17$; $p<0.01$

*DEP SATISFACTION:
1=TOO LITTLE ATTENTION
2=ABOUT RIGHT
3=TOO MUCH ATTENTION

- THOSE IN DEP THE SHORTEST TIME FELT THAT THEY WERE CONTACTED TOO MUCH

SOURCE: 1986 NEW RECRUIT SURVEY.

Receipt of a cash bonus (CASHBON) was associated with the length of time spent in DEP. Males and females who received cash bonuses spent about 5 weeks more, on average, in DEP than did those who did not receive bonuses.

NOTES

1. No tests of statistical significance were computed for the following table.

	X-ING VAR:GENDER			
	1 men		2 women	
	N	MEAN DEPWKS	N	MEAN DEPWKS
CASH BONUS				
0 no bonus	4844.00	27.53	455.00	20.17
1 rec'd bonus	1550.00	32.56	68.00	26.51

Eligibility to participate in the Army College Fund (ACFKICK) was associated with length of time spent in DEP. Males and females who were eligible to participate in the ACF spent about 6-7 weeks more, on average, in DEP than did those who did not receive bonuses.

NOTES

1. No tests of statistical significance were computed for the following table.

	X-ING VAR:GENDER			
	1 men		2 women	
	N	MEAN DEPWKS	N	MEAN DEPWKS
ACF ELIGIBILITY				
0 not eligible	3979.00	26.45	297.00	18.54
1 eligible	2415.00	32.55	226.00	24.20

1986 NEW ARMY RECRUITS'
AMOUNT OF CONTACT WITH RECRUITER DURING DEP

LEVEL OF ED. AT CONTRACTING	LENGTH OF TIME IN DEP*			
	1	2	3	4
OTHER	54.36	41.08	1.66	2.90
SENIOR OR IN HIGH SCHOOL	2.01	24.38	35.22	38.39
HSDG OR HIGHER	53.85	37.11	6.30	2.75

$X2(6)=3933.77$; $p<0.01$

*LENGTH OF TIME IN DEP:
1=1-10 WEEKS
2=11-25 WEEKS
3=26-38 WEEKS
4=39-52 WEEKS

o AS MIGHT BE EXPECTED, THOSE STILL IN SCHOOL ARE IN DEP LONGER WHILE THOSE NOT IN SCHOOL ARE IN DEP A SHORTER PERIOD OF TIME.

SOURCE: 1986 NEW RECRUIT SURVEY.

NRS 1986-1987 COMPARISONS

1986 AND 1987 NEW REGULAR ARMY RECRUITS' RESPONSES TO:

"WHILE IN DEP, DID YOUR RECRUITER SCHEDULE A MEETING WITH JUST YOU?"

FREQUENCY	1986 (N=7875)	1987 (N=3009)
Every day	0.3	0.3
2 to 3 times a week	1.8	1.4
Once a week	6.5	8.3
Twice a month	10.4	12.4
Once a month	13.1	14.0
Less than once a month	15.0	15.5
Never	45.9	40.3
Yes (no indication of freq.)	0.8	1.0
(Not in DEP)	(6.3)	(6.9)

NOTE: Percentages of those not in DEP varies due to rounding error. 1987 Percentages reflect only Trimester 1 (June - August).

o FEWER RECRUITS REPORTED THAT THEIR RECRUITER "NEVER" SCHEDULED MEETINGS WITH THEM IN 1987 THAN IN 1986.

Source: 1986 and 1987 Army Research Institute New Recruit Surveys

1986 AND 1987 NEW REGULAR ARMY RECRUITS' RESPONSES TO:

"HOW OFTEN DID YOU GO TO THIS TYPE OF MEETING WITH YOUR RECRUITER?"

FREQUENCY	1986 (N=7875)	1987 (N=3009)
Every time	16.3	16.4
Often	7.8	9.5
A few times	11.2	13.4
Twice	5.7	7.0
Once	7.6	8.0
Never	5.3	5.7
No meetings scheduled	39.8	33.1
(Not in DEP)	(6.4)	(6.9)

NOTE: Percentages of those not in DEP varies due to rounding error. 1987 Percentages reflect only Trimester 1 (June - August).

o NO NOTABLE CHANGES IN PROPENSITY TO ATTEND MEETINGS FROM 1986 TO 1987. HOWEVER, SINCE FEWER RECRUITS ARE REPORTING THAT NO MEETINGS WERE SCHEDULED, MORE DEP'RS MUST BE ATTENDING MEETINGS WITH RECRUITERS.

Source: 1986 and 1987 Army Research Institute New Recruit Surveys

1986 AND 1987 NEW REGULAR ARMY RECRUITS' RESPONSES TO:

"WHILE IN DEP, DID YOUR RECRUITER SCHEDULE MEETINGS AT THE RECRUITING STATION WITH YOU AND OTHER PEOPLE IN THE DEP?"

FREQUENCY	1986 (N=7875)	1987 (N=3009)
Every day	0.2	0.1
2 to 3 times a week	0.9	1.0
Once a week	2.6	3.9
Twice a month	6.0	6.5
Once a month	18.0	20.9
Less than once a month	17.3	16.5
Never	47.6	42.9
Yes (no indication of freq.)	1.1	1.3
(Not in DEP)	(6.4)	(6.9)

NOTE: Percentages of those not in DEP varies due to rounding error. 1987 Percentages reflect only Trimester 1 (June - August).

o FEWER RECRUITS ARE REPORTING THAT THEIR RECRUITER "NEVER" SCHEDULED DEP MEETINGS IN 1987 THAN IN 1986.

Source: 1986 and 1987 Army Research Institute New Recruit Surveys

1986 AND 1987 NEW REGULAR ARMY RECRUITS' RESPONSES TO:

"HOW OFTEN DID YOU GO TO THIS TYPE OF MEETING WITH OTHER PEOPLE IN DEP?"

FREQUENCY	1986 (N=7875)	1987 (N=3009)
Every time	10.2	9.7
Often	6.0	7.4
A few times	7.7	8.3
Twice	5.9	7.3
Once	11.7	12.3
Never	11.0	12.1
No meetings scheduled	41.2	35.8
(Not in DEP)	(6.4)	(7.0)

NOTE: Percentages of those not in DEP varies due to rounding error. 1987 Percentages reflect only Trimester 1 (June - August).

o NO NOTABLE CHANGE IN PROPENSITY TO ATTEND DEP MEETINGS WHEN SCHEDULED FROM 1986 TO 1987.

Source: 1986 and 1987 Army Research Institute New Recruit Surveys

1986 AND 1987 NEW REGULAR ARMY RECRUITS' RESPONSES TO:

"...WHAT HAVE YOU BEEN DOING SINCE YOU SIGNED YOUR CONTRACT."

ACTIVITY	1986 (N=7875)	1987 (N=3009)
<u>School Status</u>		
In school full time	62.8	61.3
In school part time	10.1	8.7
Out of School	20.1	22.2
(Not in DEP)	(7.0)	(7.8)
<u>Work Status</u>		
Working full time	19.6	23.3
Working part time	42.2	39.6
Not working but looking for work	11.0	9.6
Not working and not looking for work	20.3	19.9
(Not in DEP)	(6.9)	(7.7)

<u>NOTE:</u> Percentages of those not in DEP varies due to rounding error. 1987 Percentages reflect only Trimester 1 (June - August).

- NO NOTABLE CHANGES FROM 1986 TO 1987

Source: 1986 and 1987 Army Research Institute New Recruit Surveys

1986 AND 1987 NEW REGULAR ARMY RECRUITS' RESPONSES TO:

"WHILE YOU WERE IN DEP, DID YOU LOOK FOR ANOTHER JOB OR IN SOME WAY LOOK FOR SOME OTHER WAY TO PAY FOR SCHOOL INSTEAD OF GOING IN THE ARMY?"

RESPONSE	1986 (N=7875)	1987 (N=3009)
YES	19.0	17.8
NO	74.7	75.4
(Not in DEP)	(6.3)	(6.9)

NOTE: Percentages of those not in DEP varies due to rounding error. 1987 Percentages reflect only Trimester 1 (June - August).

- NO NOTABLE CHANGES FROM 1986 TO 1987

Source: 1986 and 1987 Army Research Institute New Recruit Surveys

1986 AND 1987 NEW REGULAR ARMY RECRUITS' RESPONSES TO:

"HOW OFTEN DID YOU HAVE CONTACT WITH YOUR RECRUITER WHILE YOU WERE IN DEP?"

FREQUENCY	1986 (N=7875)	1987 (N=3009)
Every day	1.8	1.7
Every few days	11.4	10.2
Once a week	24.9	27.1
Twice a month	30.6	31.4
Once a month	13.2	12.3
Every couple of months	8.4	7.5
Only at contracting & "ship out"	3.5	2.9
(Not in DEP)	(6.3)	(6.8)

NOTE: Percentages of those not in DEP varies due to rounding error. 1987 Percentages reflect only Trimester 1 (June - August).

- NO NOTABLE CHANGES FROM 1986 TO 1987

Source: 1986 and 1987 Army Research Institute New Recruit Surveys

1986 AND 1987 NEW REGULAR ARMY RECRUITS' RESPONSES TO:

"WERE YOU SATISFIED WITH THIS CONTACT?"

RESPONSE	1986 (N=7875)	1987 (N=3009)
I couldn't seem to get my recruiter to pay attention to me	2.1	2.2
A lot less contact than I liked	7.1	7.3
A little less contact that I liked	10.9	11.2
About right	66.1	64.0
A little more contact than I wanted	5.7	6.3
Much more contact than I wanted	1.8	2.2
(Not in DEP)	(6.3)	(6.9)

NOTE: Percentages of those not in DEP varies due to rounding error. 1987 Percentages reflect only Trimester 1 (June - August).

- NO NOTABLE CHANGES FROM 1986 TO 1987

Source: 1986 and 1987 Army Research Institute New Recruit Surveys

Working Paper

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DETERMINANTS OF ARMY ATTRITION:

AN MOS-SPECIFIC MODEL

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I. INTRODUCTION

Attrition is a serious first-term personnel management problem, as over one-third of all recruits typically fail to complete their enlistment term. This form of turnover adds substantially to recruiting and training costs, and negatively affects force readiness.

This paper examines the determinants of attrition with particular emphasis on gender, term-of-service, and military occupational specialty (MOS). The identification of substantial differences associated with these characteristics could be used by the U.S. Army Recruiting Command (USAREC) to reduce total Army attrition through a policy of directing applicants towards MOS where they are likely to succeed.

A discussion of ways of measuring attrition is provided in Section II, while methodology chosen and data used are described in Section III. Section IV provides a description of results from the attrition model. Concluding remarks appear in Section V.

II. OBSERVED VERSUS ESTIMATED ATTRITION

The most direct way to measure attrition is to observe a group of individuals for a specified period of time and compute the proportion of the group that failed to remain in the service. For example, the percent of males and females that attrit prior to completing their term of service (for a grouped 1981-82 sample) is 35% for males and 45% for females.

This differential cannot wholly be attributed to gender alone, however. Males and females differ in terms of AFQT score, race, education, occupation, term of enlistment and other characteristics which also influence attrition behavior. Table 1 provides some observed attrition rates of males and females (as percent of total enlistments) by these characteristics. For more tabular detail, see Eaton and Nogami (1981) and Belgrave and Nogami (1986).

The use of cross tabulations for analyzing attrition becomes increasingly complicated, however, if one wishes to simultaneously control for or investigate other factors hypothesized to be related to attrition. If one were to simultaneously subdivide or cross-classify attrition rates by MOS, gender, enlistment term, age, AFQT, race, education, and time in the Delayed Entry Program (DEP), there would be very few sample observations in many cells and the presentation would become difficult to comprehend. Moreover, given a model in which numerous variables may affect attrition, such tables cannot illustrate partial or variable-specific effects. Therefore, attrition is modeled in a regression framework to isolate the effects of each individual variable, holding other variables constant.

III. DATA AND METHODOLOGY

The data were drawn from U.S. Army cohort (accession) files. Specifically, combined 1981-82 cohort data were analyzed using 172,985 non-prior service accessions in 49 training MOS. These are listed in Table 2.

This research used data on 2-, 3-, and 4-year enlistment terms. Because the cohort files were last updated in 1985 the 4-year term attrition rates for 1982 accessions may be slightly underestimated. This, however, results in little bias in estimating 4-year attrition rates, since almost all attrition occurs within the first year of service (see Figure 1).

Previous research has shown a number of variables to be related to differences in first-term attrition. These variables include: MOS, labor market experience, marital status, years of education, AFQT (Armed Forces Qualification Test) scores, term of enlistment, high school graduate status, race, gender, participation in the Delayed Entry Program, age at entry, and region of origin.[1] This research utilizes more recent data and focuses specifically on gender, MOS, and enlistment term, while incorporating many of the above factors. For this effort, the variables hypothesized to affect attrition include:

- Gender
- Race/Ethnicity
- Education/diploma status
- Military Occupational Specialty (MOS)
- Enlistment term
- Enlistment bonus
- Time in Delayed Entry Program (DEP)
- Entry pay grade
- Age at entry
- AFQT score
- Region

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[1]See example, Baldwin and Daula (1984); Managanaris and Schmitz (1984, 1985); Buddin (1981, 1984); Belgrave and Nogami (1986).

To determine the independent effects of each of these variables, logistic regression models were estimated. Using separate equations for 49 MOS, the models compare each variable to a "comparison" or "base" case of soldier characteristics. That base case is defined as a white 18 year-old male high school graduate from the nonsouth who has taken the standard enlistment term (3 or 4 years, depending on MOS) at an entry pay grade of E-1. This individual was in the delayed entry program one month or less, scored below 50 on the AFQT, and received no bonus.

IV. ESTIMATION RESULTS

The model identifies a number of explanatory variables that are related to attrition. Separate equations are estimated for the 49 MOS to measure the impact of each variable holding other variables constant. A logit regression technique is used rather than least squares because the dependent variable, attrition, is modeled as dichotomous. The regression equation coefficients are used to calculate the impact of numerous changes in characteristics of the comparison case on the probability of attriting, measured as a change from the attrition rate probability for the base case. The effects of these variations are illustrated in Table 3.

The choice of which variable to include in the model was largely based on the results of previous studies. Several variables were dropped from the final estimating equations because they were not found to be statistically significant at conventional confidence intervals. Dummy variables for college attendance (at least one year), the two-year enlistment term for females, "cohort" effects (changes due to time), and health status (or general "well being") were

excluded from the final equations for this reason. However, numerous variables did demonstrate significance for some MOSs. The variable specifications of the model are listed below.

- FEMALE: Dichotomous variable for females
- BFEMALE: Dichotomous variable for a black females.
- BLACK: Dichotomous variable for black males.
- HISP: Dichotomous variable for Hispanics.
- ASAM: Dichotomous variable for Asian-Americans
- BSOUTH: Dichotomous variable for being both black and from the south.
- WSOUTH: Dichotomous variable for being both white and from the south.
- Enlistment Term: the base case represents the standard term, usually three years (THREE YR). Dummy variables are included in the model for the other terms - two (TWO YR) and four years (FOUR YR) in the usual case.
- NONGRAD: Dichotomous variable for high school nongraduates.
- GED: Dichotomous variable for obtaining a graduate equivalency diploma.
- HIAFQT: Dichotomous variable for AFQT score of 50 or above.
- DEP3: Dichotomous variable for a soldier having spent two or three months in the delayed entry program (DEP).
- DEP4: Dichotomous variable for a soldier having spent four months or more in the DEP.
- EPG: Variable for entry pay grades above E1.
- BONUS: Amount of enlistment bonus.
- AGE: Age at entry.
- AGE2: Age squared (to capture nonlinearities in the age variable).

The estimated probability of attrition for each MOS has been calculated from the logit equation coefficients on the basis of the characteristics previously specified for the base case. The MOS-specific effect can be seen by reading down the rows and comparing the base case of one MOS with another. The variable-specific effects are found by reading across the rows. These numbers demonstrate the impact of changes in each individual variable, holding others constant. The variable values are defined to reflect the variable definition. For example, for MOS 05B, the two-year entry reflects the change in the probability of attrition expected to result from a soldier taking a two-year tour rather than a three-year tour. The expected attrition rate for the two-year recruit would be 15.5 percentage points lower than the attrition rate for the base case, holding AFQT score, gender, and all other variables constant. The -15.5 change is therefore considered to be due solely to the change in the enlistment term. This logic applies to the other variables as well.

The variable specification in Table 3 is similar to that used in the regression equations with several exceptions. The age variables have been used to calculate the attrition effect of being 20 and 25 years old at enlistment (compared to 18 years of age in the base case). The bonus variable is standardized to illustrate the impact per $1,000. The entry pay grade variable illustrates the impact of entering at an E-2 paygrade.

Care must be taken to interpret the numbers in Table 3 because of the numerous interaction effects in the model. The model has been specified in terms of intercept (as opposed to slope) dummy variables. The effects are therefore additive. For example, to measure the impact of female status for MOS 36K, the effect can be derived from Table 3. The attrition rate for females in MOS 36K is 33.4 points higher than for males. The impact of being black for MOS 36K is

9.0 points lower attrition. The black female attrition rate for MOS 36K is 24.4 percentage points below the base case. This number is calculated from the coefficients of the race, gender, and black female variables in the logit equation. The significance of the black female variable in the regression suggests that the attrition behavior of black females cannot be explained fully by the other variables and that a group-specific effect exists. Therefore, the regression equation results imply that a black female, with all the other characteristics as specified by the comparison case, would be expected to attrit at a rate of 15.3 percent, or 24.4 percentage points less than the white male as defined by the base case.

This one illustration demonstrates the problems inherent in the use of cross-tabular presentations of data. The data in Table 1, showing attrition rates by gender and race, for example, produce quite misleading impressions because the effect of other variables cannot be taken into account. The analysis presented here produces a much more comprehensive measure of the aria-ble-specific effects and are more relevant for policy purposes.

The MOS-specific effect appears to be quite substantial, with base case attrition ranging from 27.2% (67N) to 47.5% (94B)[2]. Gender is one of the strongest predictors of attrition, with race compounding the impact. Females attrit at significantly higher rates than their male counterparts in all 33 MOS open to women and studied here. Specifically, in MOS 05C, women with the same characteristics as the base-case individual experience an attrition rate 19 percentage points higher than men. Black women in the same MOS, however,

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[2]98C actually has the lowest reported base rate, but since it was estimated using high-AFQT as a base (it had no low-AFQT enlistees), its base rate cannot be considered fully comparable to the other MOS base rates.

attrit about 7 percentage points less than the base case; their estimated attrition rate would be 33 percent. In all MOS the effects for black women were negative as anticipated and statistically significant.

The black variable, by itself, is not generally significant. In only seven of 49 MOS does the variable meet the significance criterion, though the effect is negative in six of these. The race effect appears to be captured mainly by interactive variables such as black female and southern black. The regional variable is separated into black south and white south variables to allow for variations in the effect of region on the two groups. The black south variable is generally statistically significant and negative. The white south effect is significant less often, but the sign varies across MOS. The results suggest that blacks do attrit less often than whites, though this phenomenon applies mainly to black females and to blacks in the south.

The model also tested for ethnic differences in attrition rates, and found that Hispanics attrit significantly less than whites in all 29 MOS where results are significant. Of particular note is the relatively large negative effect for Asian Americans in those MOS for which significant results were available. The attrition rate in 8 MOS is lower among the Asian-American group.

Attrition is influenced considerably by high school graduation status. The results show a large and significantly positive effect on attrition if our base case individual were a non-high school graduate or a graduate equivalency diploma recipient. The base-case attrition rate would rise for MOS 05C for example, from 40.0% to 62.8% and 57.3%, respectively.

Length of tour is also found to influence attrition; longer tours are generally associated with higher attrition. Where a four-year enlistment term is standard, the effects of a three-year tour are estimated; two out of 7 estimatable MOS are significant but the effects are large and negative. The effects of a four-year term are estimated where a three-year term is standard; all MOS for which significant were estimated were positive. Of particular note, the Army's two-year enlistment option results in considerable reductions in attrition rates in all MOS for which results were significant. To test the hypothesis that females on a 2-year tour attrit at lower rates than would be predicted by the female and two-year variables, a female-two-year interactive variable was included in earlier models. In MOS where sufficient numbers of females had two-year tours, this variable was not significant and was eliminated from the final model.

Time in the delayed entry is significant across a number of MOS. Longer time in DEP is associated with less attrition. The interpretation is that a longer delay tends to eliminate recruits who have less commitment to the Army before they access (see Manganaris and Schmitz, 1985).

Higher quality (AFQT categories I-IIIA) enlistees have lower attrition rates than do those entering as E-2s and those receiving bonuses (although the number of MOS for which there are statistically significant effects of bonus is quite small).

Enlistees aged 20 generally experience lower attrition rates than their 18 year-old counterparts, while 25 year-old recruits have higher rates. In addition, larger bonuses are associated with lower attrition. The relationship between initial pay grade and attrition is also negative.

V. CONCLUSION

The regression model is a useful tool to identify and quantify the determinants of attrition. Our research has demonstrated the influence of numerous variables, including enlistment term, gender, race, ethnicity, education, AFQT score, time in the delayed entry program, pay grade and bonuses, age and region, as well as MOS. The primary task was to compare attrition across enlistment term and gender. These variables are found to be significant across a range of MOS, although the size of the effects also varies.

Females, in general, attrit at much higher rates than do males, and the gender effect is highly significant in those MOS which accept women. However, within the female category there are additional variations in attrition rates. Black women, for example, are less likely to attrit than are white males (the comparison group) holding other variables constant. There are two reasons for this. First, blacks attrit less often than whites. Moreover, there is an additional effect for being a black female over and above the effect of the race and gender variables. This is not surprising given the historically high participation rates of women in the civilian labor market and the relatively low opportunity cost of remaining in the military. Attrition of the nonblack females, therefore, is likely to be higher than the numbers for the broader female category suggest.

The effects of enlistment term are also well-defined and significant. A longer tour is associated with higher attrition. The effects are large enough that, for most MOS, the impact of the two-year tour (compared to the three-year tour) and the four-year tour (again relative to the three-year tour) are both significant. Not all enlistment terms are available in some MOS, of course.

Another variable that should also be emphasized is education. From a cursory review of Table 3, it appears that soldiers who have not obtained a high school diploma have attrition rates on an order of magnitude of 50 percent higher than for graduates. The GED effect is quite similar, and in numerous MOS soldiers with the GED attrit more often than nongraduates, although on average they have slightly lower attrition rates.

The base case is arbitrarily defined by a set of prespecified characteristics. Any set of characteristics could have been used for the purpose of comparison. It is important to reiterate that the numbers in Table 3 are estimated attrition rates as a function of the given characteristics. The numbers in each column reflect changes in attrition resulting from variations in that single variable. To illustrate, the average attrition rate for a high school graduate is 32 percent, versus 56 percent for a nongraduate--a difference of 24 percentage points (Table 1). However, the attributes of the average high school graduate in the Army will differ from the attributes of the average nongraduate, and will reflect differences in AFQT score, race, ethnic and gender composition, MOS assignment, and other characteristics. The coefficients from the logit equation suggests that, for MOS 11B, only a 22.2 percentage point difference can be attributed to diploma status alone (see Table 3). To take another example, in MOS 76C, only a 14.4 percentage point difference is attributed to diploma status alone.

Given the identification of the determinants of attrition, the information in this paper should be particularly useful for policy analysis. The impact of changes in MOS distribution or accession standards will affect attrition. This paper provides data that may be useful for calculating the impact of such policy changes.

FIGURE 1

ATTRITION RATES BY MONTHS IN SERVICE AND TERM OF ENLISTMENT

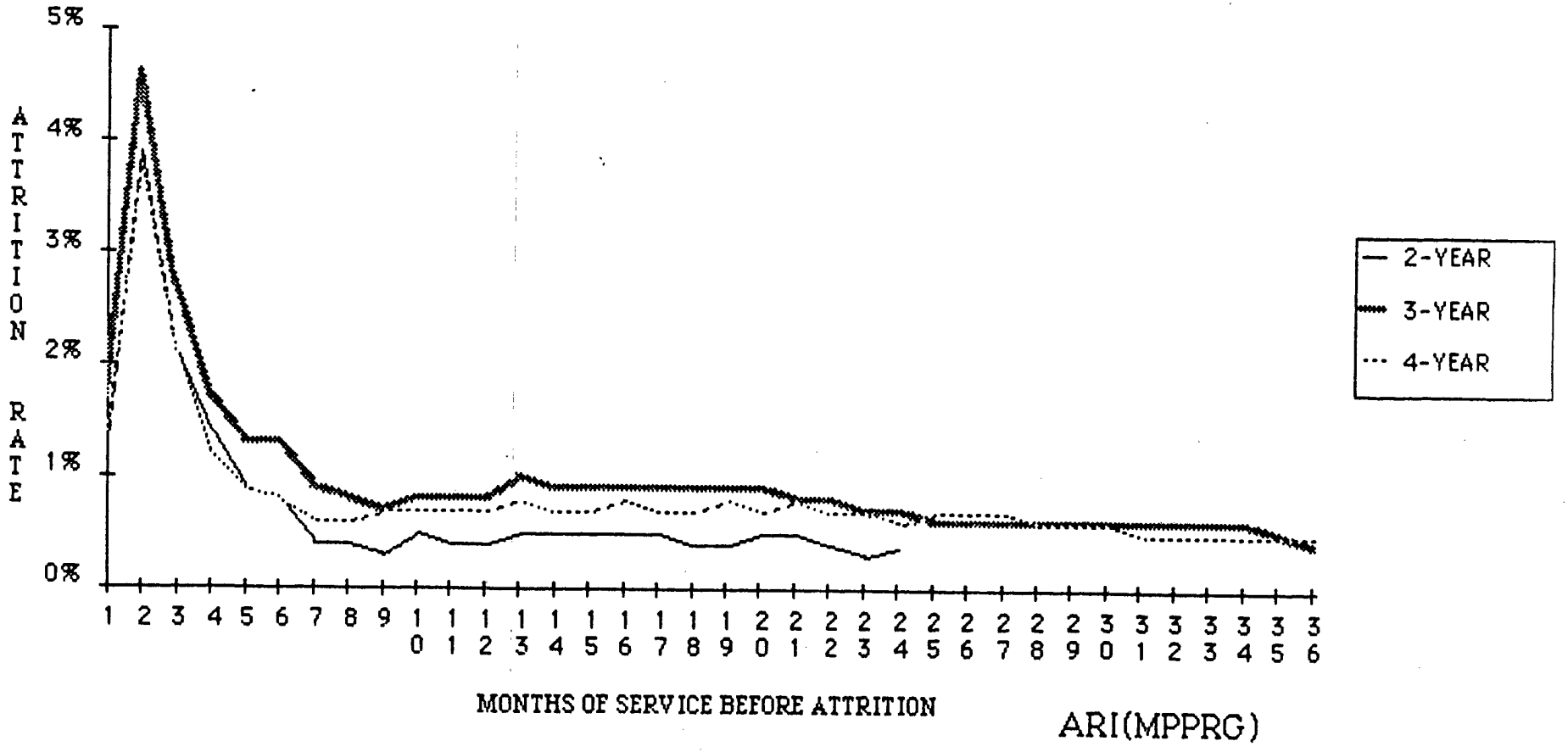

TABLE 1

ATTRITION RATES FOR MALES AND FEMALES BY ENLISTMENT TERM, EDUCATIONAL STATUS, AND RACE: 1981 - 1982*

(in percent)

Characteristic	Males	Female	Total
TOTAL	35	45	36
Term of Service			
Two-Year	19	38	20
Three-Year	37	45	38
Four-Year	35	49	36
Educational Status			
HSDG	30	44	32
NHSDG	56	70	56
GED	49	55	50
Race			
Black	29	33	30
White	37	53	38
Other	29	39	30
AFQT Score			
I-IIIA	34	46	36
IIIB-IV	36	44	37

Source: 1985 U.S. Army Cohort (accession) Files, 1981 and 1982 combined; N = 172,985.

* The attrition rates for the 1982 cohort include attrition only through the three-year enlistment term.

TABLE 2

MILITARY OCCUPATIONAL SPECIALTIES

OBS	MOS	
1	05B	Radio Operator
2	05C	Radio TT Operator
3	11B	Infantryman
4	11C	Indirect Fire Infantryman
5	11H	HV Anti-Ar Wpn Infantryman
6	11X	Infantryman
7	12B	Combat Engr
8	12C	Bridge crewman
9	13B	Cannon crewman
10	13E	Cannon FD SP
11	13F	Fire SPT SP
12	15D	Lance Cmdr/MLRS Sgt
13	15E	Pershing Missile Crmbr
14	16R	Vulcan Crmbr
15	16S	MANPADS Crmbr
16	19A	Armor Crmbr
17	19D	Cavalry Scout
18	31M	Multichannel Comm Eq Op
19	31V	Tach Comm Sys Op/Mech
20	36C	Wire Sys Inst/Op
21	36K	Tac Wire Op Sp
22	52D	Power Gen Eq Rep
23	54E	NBC Specialist
24	55B	Ammunition Sp
25	62B	Const Eq Rep
26	63B	Lt Wheel Vehicle Mech
27	63H	Track Vehicle Rep
28	63N	M60 A1/A3 Tank Sys Mech
29	63T	Bradley FVS Mech
30	63W	Wheel Veh Rep
31	64C	Motor Transport Op
32	67N	Utility Hel Rep
33	71L	Administrative Sp
34	72E	Tactical Telecom Center Op
35	72G	Auto Data Telecom Center Op
36	75B	Per Admin Sp
37	75D	Per Records sp
38	76C	Eq Records/Parts Sp
39	76P	Materiel Control & Accounting Sp
40	76V	Materiel Storage & Handling Sp
41	76W	Petroleum Supply Sp
42	76Y	Unit Supply Sp
43	82C	FA Surveyor
44	91B	Medical Specialist
45	91C	Practical Nurse
46	94B	Food Service Sp
47	95B	Military Police
48	98C	EW/Sigint Analyst
49	98G	EW/Sigint Voice Intcp

TABLE 3
ESTIMATED ATTRITION RATES
BY MOS FOR SELECTED CHARACTERISTICS
IN PERCENT

MOS	BASE	FEMALE	BFEMALE	BLACK	HISP	ASAM	BSOUTH	WSOUTH
05B	36.9	21.4 ***	a	-6.6 *	a	.	a	a
05C	40.0	19.3 ***	-7.0 *	a	-11.3 **	.	-9.2 **	a
11B	37.9	.	.	a	a	.	a	a
11C	45.8	.	.	a	-13.6 **	.	a	a
11H	41.5	.	.	a	-24.3 **	.	a	a
11X	36.2	.	.	a	a	.	a	a
12B	40.0	.	.	a	-17.3 ***	-31.4 *	-16.9 ***	a
12C	31.4	.	.	a	a	.	a	a
13B	36.7	.	.	a	-17.2 ***	.	-9.7 ***	a
13E	34.2	.	.	a	a	.	a	a
13F	36.0	.	.	a	-9.9 *	.	a	7.6 ***
15D	30.9	33.3 ***	.	a	a	.	a	a
15E	37.3	32.1 ***	.	14.0 **	a	.	-14.0 **	9.9 **
16R	36.2	.	.	a	-17.0 ***	.	-17.3 ***	a
16S	36.1	.	.	a	-17.0 **	.	-11.9 **	a
19A	41.8	.	.	a	-15.9 ***	.	-14.2 **	a
19D	34.1	.	.	a	-14.3 ***	.	-11.0 *	a
31M	35.5	19.0 ***	a	-8.0 **	a	.	-11.2 **	-5.9 **
31V	34.0	31.2 ***	.	a	a	.	a	a
36C	43.0	23.6 ***	-7.3 *	-9.4 ***	-18.5 ***	.	-9.7 **	-6.0 *
36K	39.7	33.4 ***	-24.4 ***	-9.0 **	-15.6 ***	-29.8 ***	a	a
52D	34.6	28.0 ***	.	a	-24.7 ***	.	a	a
54E	41.9	25.5 ***	-13.8 *	a	-14.2 **	a	a	a
55B	42.5	31.0 ***	-15.6 **	-9.7 **	-13.8 *	.	a	a
62B	33.8	.	.	a	-17.5 **		a	a
63B	42.4	31.0 ***	.	a	-13.7 ***	a	-17.1 ***	-5.1 *
63H	41.1	38.0 ***	.	a	a	.	-16.6 ***	a
63N	31.7	.	.	a	a	.	a	a
63T	31.4	.	.	a	-22.1 ***	.	a	a
63W	34.1	28.4 ***	.	a	-14.6 **	.	a	a
64C	42.1	27.3 ***	a	a	a	.	-9.9 *	-6.4 **
67N	27.2	14.0 *	.	a	a	.	a	a
71L	37.3	19.5 ***	-6.8 **	a	a	-18.8 *	-8.8 **	a
72E	32.0	19.0 ***	a	a	a	.	a	9.4 ***
72G	37.5	14.2 ***	a	a	a	.	-10.3 **	-10.0 ***
75B	38.4	22.7 ***	-14.6 ***	a	-10.5 **	.	-12.0 ***	7.0 *
75D	38.5	18.2 ***	-8.2 **	a	-9.6 **	-31.8 ***	-6.1 *	a
76C	32.4	17.4 ***	a	a	-6.7 *	-21.1 ***	-6.1 **	a
76P	36.0	18.2 ***	a	a	-14.2 ***	a	-11.2 ***	a
76V	31.3	19.1 ***	-7.3 **	a	-9.2 **	-19.7 **	-7.4 **	a
76W	44.7	17.2 ***	-9.5 *	a	-13.9 ***	-23.6 *	-14.3 ***	a
76Y	36.4	20.7 ***	-13.5 ***	a	-8.5 *	-17.0 *	-6.5 *	a
82C	34.5	40.8 ***	.	a	-19.5 **	.	a	a
91B	30.5	18.6 ***	a	a	-11.1 ***	.	-10.4 ***	a
91C	39.8	11.9 ***	a	a	a	a	a	a
94B	47.5	17.2 ***	-10.8 **	-7.7 **	-15.4 **	.	-13.9 ***	a
95B	32.8	25.3 ***	a	a	a	.	a	a
98C	26.0	15.6 ***	a	a	a	.	a	9.8 ***
98G	43.6	26.0 ***	a	a	a	.	a	9.1 ***

* = SIGNIFICANT AT 0.10 LEVEL
** = SIGNIFICANT AT 0.05 LEVEL
*** = SIGNIFICANT AT 0.01 LEVEL
a = NOT SIGNIFICANT AT 0.10 LEVEL
. = COMPRISED LESS THAN 1 % OF SAMPLE AND WAS NOT ESTIMATED

TABLE 3 (CONT)
ESTIMATED ATTRITION RATES
BY MOS FOR SELECTED CHARACTERISTICS
IN PERCENT

MOS	BASE	TWOYR	THREEYR	FOURYR	NONGRAD	GED	HIAFQT
05B	36.9	-15.5 ***	b	16.8 **	21.9 ***	25.4 ***	a
05C	40.0	-8.1 *	b	a	22.8 ***	17.3 ***	-5.7 **
11B	37.9	-26.7 ***	b	a	22.2 ***	15.7 ***	a
11C	45.8	a	b	14.2 **	17.2 ***	a	-6.3 *
11H	41.5	a	b	a	17.4 ***	14.6 *	a
11X	36.2	-17.2 ***	b	18.9 **	27.4 ***	33.7 ***	a
12B	40.0	-17.6 ***	b	a	24.5 ***	a	-10.2 ***
12C	31.4	a	b	a	29.5 ***	a	a
13B	36.7	-19.9 ***	b	16.4 **	23.4 ***	19.5 **	a
13E	34.2	-12.8 **	b	29.0 ***	26.0 ***	33.8 ***	a
13F	36.0	-13.3 **	b	a	16.7 ***	15.7 **	a
15D	30.9	-17.6 ***	b	26.3 *	27.9 ***	20.0 **	a
15E	37.3	-19.3 **	b	a	24.5 ***	a	-5.4 *
16R	36.2	-14.0 *	b	.	30.1 ***	16.3 *	-8.5 **
16S	36.1	a	b	20.8 *	18.9 ***	18.1 **	a
19A	41.8	-22.2 ***	b	a	23.2 ***	18.1 ***	-8.0 ***
19D	34.1	a	b	14.9 **	27.0 ***	14.1 **	-4.2 *
31M	35.5	.	b	a	28.4 ***	23.6 ***	a
31V	34.0	.	b	a	21.7 ***	22.8 ***	a
36C	43.0	.	a	b	25.1 ***	22.1 **	a
36K	39.7	-16.1 ***	b	a	20.8 ***	23.2 ***	a
52D	34.6	.	b	a	22.0 ***	a	a
54E	41.9	.	b	a	20.6 ***	28.4 ***	a
55B	42.5	.	b	.	10.9 *	a	a
62B	33.8	.	a	b	27.0 ***	26.5 ***	-6.3 *
63B	42.4	-18.7 ***	-17.9 **	b	24.3 ***	19.7 **	-6.2 **
63H	41.1	.	-18.9 **	b	19.3 ***	a	a
63N	31.7	.	b	a	19.2 ***	25.2 ***	a
63T	31.4	-11.6 ***	b	5.4 *	19.1 ***	25.2 ***	a
63W	34.1	.	a	b	27.1 ***	30.0 ***	a
64C	42.1	-16.4 **	b	a	18.6 ***	21.9 ***	-5.4 *
67N	27.2	.	b	a	21.9 ***	20.0 **	a
71L	37.3	-8.7 **	b	.	23.8 ***	44.1 ***	-6.5 **
72E	32.0	a	b	a	17.7 ***	29.5 ***	a
72G	37.5	-11.5 *	b	13.1 ***	18.8 ***	24.9 **	-9.4 ***
75B	38.4	-14.2 *	b	10.3 ***	18.6 ***	24.6 ***	-8.8 ***
75D	38.5	.	a	b	29.0 ***	28.3 ***	a
76C	32.4	a	b	24.3 **	25.0 ***	14.4 **	a
76P	36.0	.	b	.	19.3 ***	.	a
76V	31.3	.	b	a	27.7 ***	a	a
76W	44.7	.	b	.	25.0 ***	27.7 **	a
76Y	36.4	-9.6 *	b	a	24.6 ***	25.2 ***	a
82C	34.5	-12.5 **	b	a	26.9 ***	22.6 ***	-10.8 ***
91B	30.5	.	b	a	25.8 ***	24.7 ***	a
91C	39.8	.	b	8.6 *	.	25.7 ***	-6.9 ***
94B	47.5	-16.7 ***	b	a	21.1 ***	24.7 ***	-4.9 *
95B	32.8	-9.4 ***	b	a	22.0 ***	25.9 ***	a
98C	26.0	-13.4 **	a	b	.	a	b
98G	43.6	.	.	b	.	.	-22.0 **

* = SIGNIFICANT AT 0.10 LEVEL
** = SIGNIFICANT AT 0.05 LEVEL
*** = SIGNIFICANT AT 0.01 LEVEL
a = NOT SIGNIFICANT AT 0.10 LEVEL
b = USED AS BASE-CASE
. = COMPRISED LESS THAN 1 % OF SAMPLE AND WAS NOT ESTIMATED

TABLE 3 (CONT)
ESTIMATED ATTRITION RATES
BY MOS FOR SELECTED CHARACTERISTICS
IN PERCENT

MOS	BASE	DEP3	DEP4	EPG2	BONUS	AGE20	AGE25
05B	36.9	a	-4.6 *	a	-6.3 **	a	a
05C	40.0	-6.8 ***	-5.5 **	-4.5 **	a	-0.9 *	8.3 *
11B	37.9	a	-8.1 ***	a	a	-1.0 **	16.2 **
11C	45.8	a	-12.3 ***	a	-2.8 *	a	a
11H	41.5	a	a	a	a	a	a
11X	36.2	-8.5 ***	-9.2 ***	a	a	a	a
12B	40.0	-5.4 *	-6.4 **	a	a	-0.8 *	12.3 *
12C	31.4	a	a	a	.	a	a
13B	36.7	a	-6.0 **	a	-2.9 **	a	a
13E	34.2	-8.4 ***	-11.9 ***	a	-4.3 ***	a	a
13F	36.0	a	a	-9.6 ***	a	a	a
15D	30.9	-6.4 *	a	a	a	a	a
15E	37.3	-7.6 **	a	-6.8 **	a	a	a
16R	36.2	a	a	a	.	4.9 *	1.3 *
16S	36.1	-7.6 **	a	-7.7 *	a	a	a
19A	41.8	-6.5 **	a	a	a	a	a
19D	34.1	a	a	-3.8 *	a	a	a
31M	35.5	a	a	a	.	a	a
31V	34.0	-5.7 **	-5.5 *	-7.2 ***	.	a	a
36C	43.0	a	a	-8.4 ***	.	a	a
36K	39.7	-5.7 **	a	a	.	a	a
52D	34.6	a	a	a	.	a	a
54E	41.9	-6.2 *	-10.3 ***	-5.4 *	a	a	a
55B	42.5	a	a	a	.	a	a
62B	33.8	a	a	a	.	a	a
63B	42.4	a	-7.9 ***	a	.	a	a
63H	41.1	-6.4 *	-8.1 **	-5.9 *	.	-4.9 ***	6.4 ***
63N	31.7	a	a	a	a	a	a
63T	31.4	-5.0 **	-5.5 *	a	a	a	a
63W	34.1	-6.7 *	a	a	.	a	a
64C	42.1	-6.5 **	-10.3 ***	-5.7 *	.	-2.9 *	2.3 *
67N	27.2	a	-9.3 ***	a	.	a	a
71L	37.3	-7.2 ***	-5.3 *	-5.3 ***	.	a	a
72E	32.0	a	a	a	a	a	a
72G	37.5	a	a	a	.	a	a
75B	38.4	a	-7.3 **	a	.	a	a
75D	38.5	a	-4.9 *	a	.	a	a
76C	32.4	a	-4.7 *	-5.2 **	.	a	a
76P	36.0	a	a	-6.2 ***	.	a	a
76V	31.3	a	a	a	.	a	a
76W	44.7	-5.9 *	-8.3 **	-13.2 ***	.	a	a
76Y	36.4	a	a	a	.	a	a
82C	34.5	a	-12.8 ***	a	a	a	a
91B	30.5	a	-5.2 **	-5.0 ***	.	a	a
91C	39.8	a	-9.5 ***	-7.0 ***	.	a	a
94B	47.5	a	a	-5.2 *	.	a	a
95B	32.8	-5.0 *	a	-5.8 ***	.	a	a
98C	26.0	-7.4 **	a	a	.	a	a
98G	43.6	a	a	-3.8 **	.	a	a

* = SIGNIFICANT AT 0.10 LEVEL
** = SIGNIFICANT AT 0.05 LEVEL
*** = SIGNIFICANT AT 0.01 LEVEL
a = NOT SIGNIFICANT AT 0.10 LEVEL
. = COMPRISED LESS THAN 1 % OF SAMPLE AND WAS NOT ESTIMATED

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ACOMS ANALYST TRAINING SESSION I: OVERVIEW

March 1987

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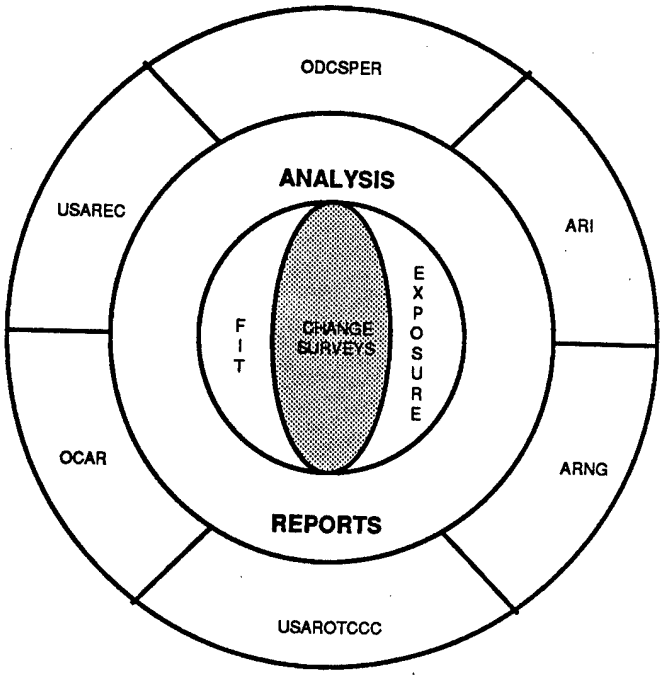
A C O M S

ARMY COMMUNICATIONS OBJECTIVES MEASUREMENT SYSTEM

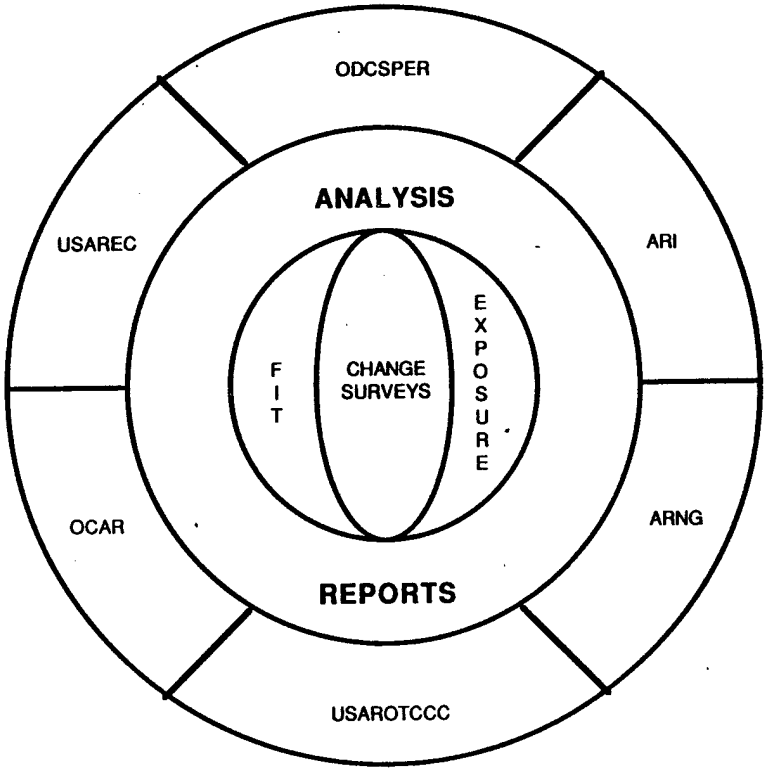
Analyst Training Session I: Overview March, 1987



Prepared by: Westat, Inc.

Prepared for: U.S. Army Research Institute for the Behavioral and Social Sciences

ARMY COMMUNICATIONS OBJECTIVES MEASUREMENT SYSTEM (ACOMS)



MARCH 1987

ACOMS ANALYST TRAINING
SESSION 1: OVERVIEW

ACOMS ANALYST TRAINING

SESSION 1: OVERVIEW

ANALYST TRAINING OBJECTIVES

- PROVIDE A COMPREHENSIVE OVERVIEW OF THE ACOMS SYSTEM

- PROVIDE ANALYSTS WITH INFORMATION NEEDED FOR THE ANALYSIS OF ACOMS DATA

WIDE SCOPE OF OBJECTIVES REQUIRES TWO SESSIONS

- SESSION I: OVERVIEW
- SESSION II: DATA AND ANALYTIC PROCEDURES

SESSION I AGENDA

- OVERVIEW OF ACOMS SYSTEMS
- COMPOSITION OF SURVEY SAMPLES
- DATA COLLECTION
- RESEARCH PRODUCTS

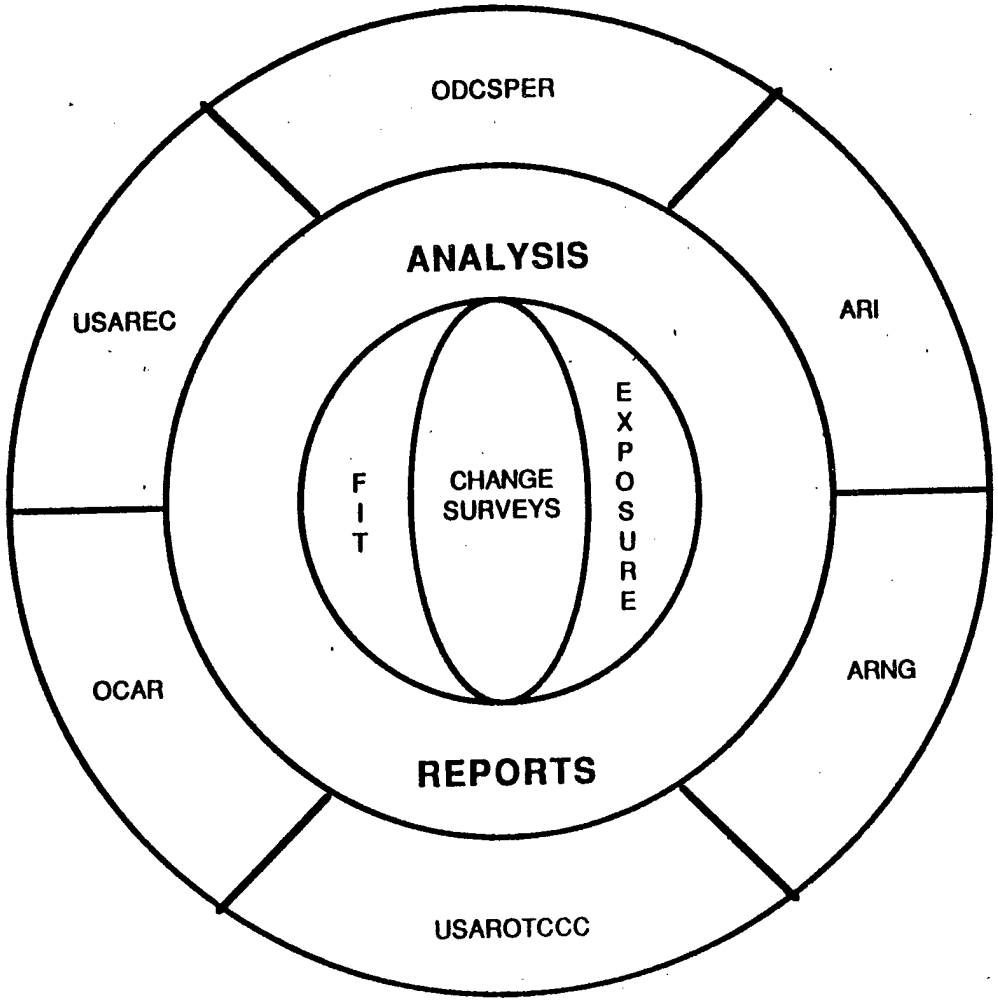
SESSION 1 DOCUMENT

- BASIC DOCUMENATION FOR ACOMS
- MORE DETAILED INFORMATION IN TECHNICAL PAPERS

SESSION II AGENDA

- OVERVIEW OF ISSUES AND TECHNIQUES
- ACCESSING AND USING ACOMS DATA
- PRODUCING TESTS OF STATISTICAL SIGNIFICANCE
- PRESENTING FINDINGS

THE ACOMS SYSTEM



ACOMS OBJECTIVES

- TO SUPPORT ARMY ASSESSMENTS OF ADVERTISING PROGRAM EFFECTIVENESS, IN A TIMELY FASHION

- TO SUPPORT ARMY ASSESSMENTS OF ADVERTISING STRATEGY, IN AN INTEGRATED FRAMEWORK

- TO SUPPORT ARMY ADVERTISING MANAGEMENT AND PLANNING FOR FUTURE STRATEGY

DESIGNING THE ACOMS SYSTEM

- CONTINUOUS CONSULTATION AMONG:
  - SPECIAL ADVISORY GROUP (SAG)
  - ARMY RESEARCH INSTITUTE COR
  - STATISTICAL ADVISORY PANEL
  - WESTAT

ACOMS OVERVIEW

- MULTI-YEAR SYSTEM FOR INTEGRATED ANALYSIS OF ARMY ADVERTISING PROGRAM

- BASIC APPROACH:

  - FIT-EXPOSURE-CHANGE ANALYSIS

FIT-EXPOSURE-CHANGE APPROACH

FIT: HOW EFFECTIVELY DO ADVERTISEMENTS PROJECT THE ARMY'S COMMUNICATIONS OBJECTIVES/MESSAGES?

EXPOSURE: HOW CLOSELY DO EXPOSURE LEVELS FOR THESE MESSAGES REFLECT THE ARMY'S ADVERTISING STRATEGY (E.G., TRIMESTER PLAN)?

CHANGE: HOW DO CHANGES IN TARGET MARKET PERCEPTIONS, ATTITUDES & BEHAVIORS TRACK AGAINST THE ARMY'S PROMOTIONAL PLAN?

FIT: MESSAGE/CONTENT ANALYSIS

PURPOSE: TO ASSESS THE MESSAGE CONTENT OF ADVERTISING EXECUTIONS

METHOD: MALL INTERCEPT INTERVIEWS OF 16-24 YEAR OLD YOUTH

- WILL ASSESS 28 ADVERTISEMENTS IN THE FIRST YEAR

  15 TV ADS 13 PRINT ADS

- USES FINISHED COPY NOT ADS IN DEVELOPMENT AS IN COPYTESTING (EXISTING ARMY METHODOLOGY)

NOTE: Initially to be conducted for enlisted <u>Active</u> Army advertisements only. May be expanded later.

EXPOSURE ANALYSIS

PURPOSE: TO ASSESS EXPOSURE LEVEL FOR EACH COMMUNICATION OBJECTIVE IN ACTIVE ARMY ADVERTISING*

METHOD: ANALYSIS OF SYNDICATED MEDIA DATA FOR TELEVISION (ARBITRON) AND PRINT (MEDIAMARK) ADS

LINK WITH MESSAGE ANALYSIS RESULTS

---

* National advertising for Active enlisted Army only

CHANGE MEASUREMENT

PURPOSE: TO MONITOR TARGET MARKET REACTIONS TO THE ARMY'S ADVERTISING PROGRAM OVER TIME

METHOD: NATIONALLY REPRESENTATIVE SAMPLE OF YOUTH AND THEIR PARENTS

COMPUTER-ASSISTED TELEPHONE INTERVIEWING (CATI)

CONTINUOUS SAMPLING TO ACCOUNT FOR EFFECTS OF EXOGENEOUS FACTORS

ANALYSIS BY MARKET SEGMENTS, ARMY COMPONENTS AND MILITARY SERVICES

INTEGRATED ANALYSIS

FIT

WHAT IS THE MESSAGE CONTENT OF AD?

e.g., Physical & adventure messages in Lightfighter

EXPOSURE

WHAT IS ACTUAL EXPOSURE LEVEL OF AD?

e.g., GRPs for Lightfighter time periods

WHAT ARE THE MESSAGE EXPOSURE LEVELS ACROSS ADS?

QUARTERLY, FOR ADI, AGE ETHNICITY, GENDER

CHANGE

WHAT ARE Δ S IN PERCEPTIONS, (ARMY IMAGE), ATTITUDES, BEHAVIORS?

- Δ IN TIME
- Δ IN INDIVIDUALS

HOW DO Δ S IN THE MESSAGE EXPOSURE LEVELS RELATE TO Δ S IN PERCEPTIONS? e.g.,

- o Changes in message emphasis over time should be reflected in perceptual changes
- o People exposed to Lightfighter's physical messages should see the Army as offering physical challenge more then "unexposed"

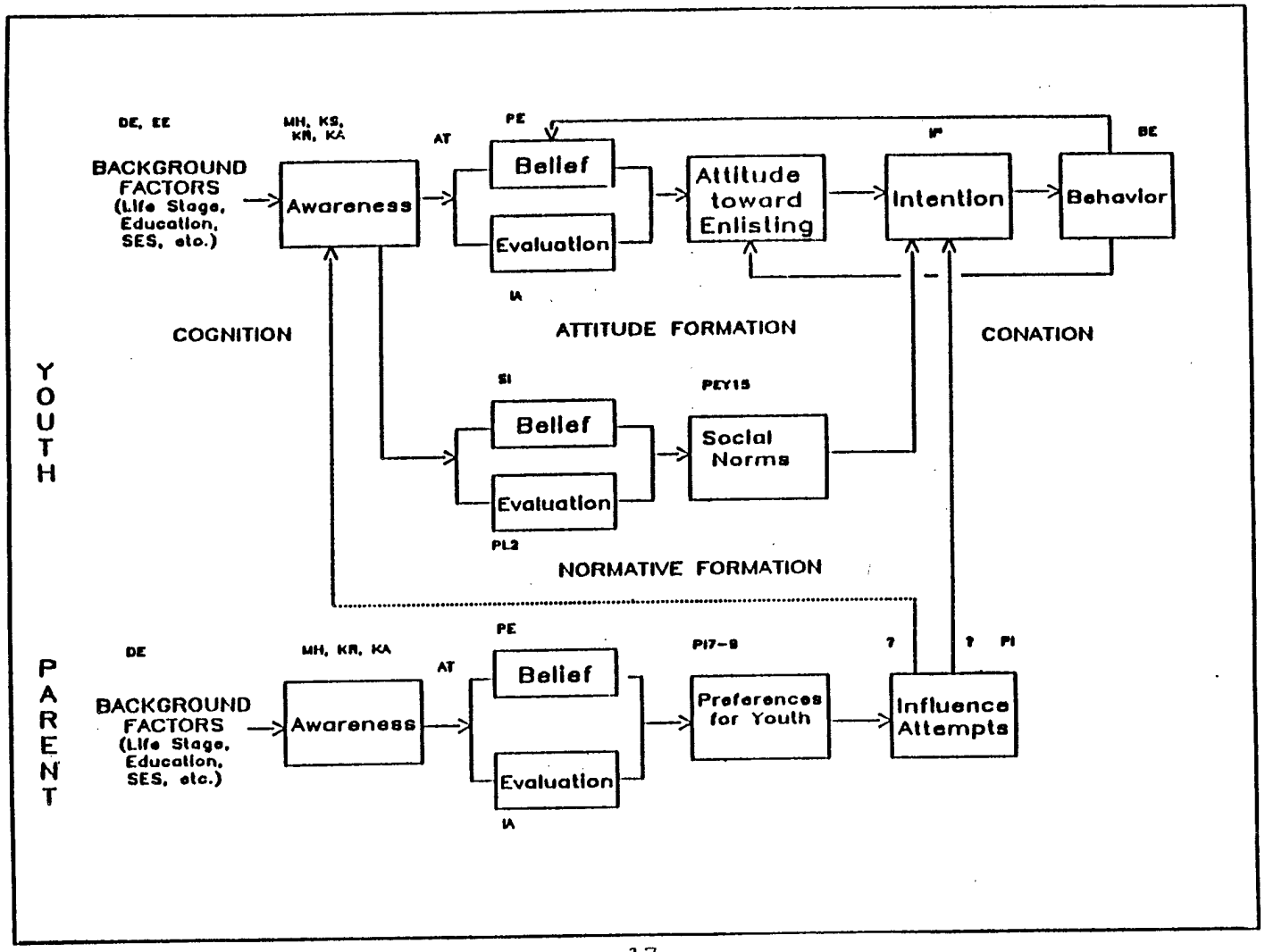
ACOMS DESIGN AND ANALYSIS

- INFORMED BY CONCEPTUAL MODEL OF ADVERTISING EFFECTIVENESS

- CONCEPTUAL MODEL STRUCTURED SURVEY INSTRUMENT DESIGN

CONCEPTUAL MODEL OF ADVERTISING EFFECTIVENESS

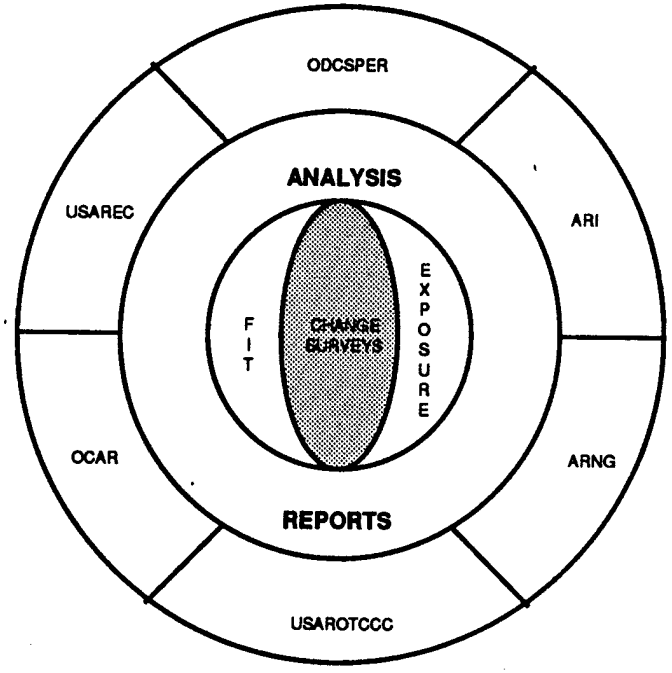
EXPANDED HIERARCHY OF EFFECTS MODEL



INFORMATION PROVIDED BY MODEL

ASSESSMENT OF IMPACT OF ARMY ADVERTISING ON ATTITUDES, PERCEPTIONS, AND BEHAVIORS REGARDING CAREER CHOICES INCLUDING ARMY ENLISTMENT

THE ACOMS SURVEY



THE ACOMS SURVEY SAMPLES

YOUTH SAMPLES* 16-24 YEARS OLD, NPS, NOT COLLEGE GRADS

- o MALE SAMPLE — ANNUAL N = 10,450
  - PRIMARY MALE SAMPLE (PMS): HSDG OR HSD, COLLEGE STUDENTS — N = 9,600
  - SECONDARY MALE SAMPLE (SMS): NOT HSDG NOR HSD STUDENTS — N = 850
- o FEMALE SAMPLE — ANNUAL N = 1,950
  - PRIMARY FEMALE SAMPLE (PFS) — N = 1,800
  - SECONDARY FEMALE SAMPLE (SFS) — N = 150
- o SUPPLEMENTARY SAMPLES
  - -- HISPANIC MALES SUPPLEMENTATION — ANNUAL N = 300
  - -- AREAS OF DOMINANT INFLUENCE (ADI) SPECIAL STUDIES — N = 2,000

PARENTAL SAMPLE

- o FATHERS AND MOTHERS OF 16-20 YEAR OLD PMS AND PFS — ANNUAL N = 5,700
- o INCLUDES NATURAL, FOSTER & STEPPARENTS
- o IMPORTANT "INFLUENCERS" IN YOUTH ENLISTMENT DECISIONS

---

*A subsample of 16-20 year old youth will be reinterviewed in following years (Longitudinal Sample)

ANNUAL, QUARTERLY, AND MONTHLY SAMPLE SIZES

	ANNUAL SAMPLE		QUARTERLY SAMPLE		MONTLY SAMPLE	
SAMPLE COMPONENT	ACROSS BDES	BY BDE	ACROSS BDES	BY BDE	ACROSS BDES	BY BDE
YOUTH						
PMS	9,600	1,920	2,401	480	800	160
FS	1,950	391	488	98	163	33
BLACK	1,200	240	300	60	100	20
HISPANIC	930	186	233	47	78	16
SMS	850	170	213	43	71	14
ENROLLED IN						
2-YR COLLEGE	700	140	175	35	58	12
4-YR COLLEGE	1,200	240	300	60	100	20
INFLUENCERS						
PARENTS	5,770	1,154	1,442	280	480	96

METHOD OF SAMPLE SELECTION

- **RANDOM DIGIT DIALING**
  - FROM RANDOMLY DRAWN CLUSTERS OF TELEPHONE NUMBERS, IDENTIFY RESIDENTIAL CLUSTERS
  - LOCATE INDIVIDUAL HOUSEHOLDS (ELIMINATE NON-RESIDENTIAL, NON-WORKING NUMBERS)
  - SCREEN FOR AND INTERVIEW ELIGIBLE RESPONDENTS
- **SAMPLE FRAME (AT&T LIST) UPDATED EVERY SIX MONTHS**
- **SAMPLE FRAME SUPPLEMENTED GEOGRAPHICALLY FOR HISPANIC SUPPLEMENT**

METHOD OF SAMPLE SELECTION (CONTINUED)

- MONTHLY SAMPLE DRAWN
- SCREENING (FOR ELIGIBILITY) AND INTERVIEWING ARE CONCURRENT
- 8 WEEK DATA COLLECTION PERIOD FOR YOUTH
- ADDITIONAL FOUR WEEKS FOR PARENTAL INTERVIEW

DATA COLLECTION METHODS COMPARED

	POSSIBLE INTERVIEWER CONTROL	MAXIMUM SURVEY LENGTH	EASE OF ADMIN.	POTENTIAL COST	EXPECTED RESPONSE RATE	EXPECTED COVERAGE
IN PERSON	LEAST	LONGEST	HARD	HIGHEST	HIGH	VERY COMPLETE
TELEPHONE	GREATEST	SHORTEST	MODERATE	MIDDLE	HIGH	FAIRLY COMPLETE
MAIL-OUT	NA	MODERATE	EASY	LOWEST	LOW	ACCURACY OF LIST

THE ACOMS QUESTIONNAIRES

- **3 CURRENT QUESTIONNAIRES**
  - HOUSEHOLD SCREENER
  - YOUTH QUESTIONNAIRE
  - PARENTAL QUESTIONNAIRE
- **FUTURE QUESTIONNAIRES**
  - LONGITUDINAL YOUTH QUESTIONNAIRE
  - ADI "SPECIAL AD/CAMPAIGNS" ASSESSMENT

HOUSEHOLD SCREENER

- 3 MINUTE INSTRUMENT

- LOCATES HOUSEHOLDS AND ELIGIBLE RESPONDENTS FOR FULL INTERVIEW

YOUTH AND PARENTAL QUESTIONNAIRE STRUCTURE

- **30 MINUTE AVERAGE INTERVIEW**
  - CORE AND ROTATING MODULES
  - COMPLEX "BRANCHING" & SUB-SAMPLE ALLOCATION
- **PARALLEL CONTENT FOR YOUTH & PARENTAL INSTRUMENTS**

YOUTH AND PARENTAL QUESTIONNAIRE STRUCTURE

o CORE MODULES	YOUTH	PARENT
*Education and Employment	X	
**Enlistment Intentions and Propensity	X	X
Recall of Army Advertisements	X	X
Perceptions of Army Attributes	X	X
Importance of Army Attributes	X	X
Enlistment-Related Behaviors	X	
Demographics	X	X

*Includes questions for Orvis quality index.

**Parental questionnaire focuses on parents' opinion regarding youth's enlistment.

YOUTH AND PARENTAL QUESTIONNAIRE STRUCTURE
(CONTINUED)

o ROTATING MODULES	YOUTH	PARENT
*Media Habits	X	X
*Slogan Recognition	X	
*Knowledge	X	X
**Social Influences	X	
**Parental Location	X	
**Tracking	X	

*Half of youth sample gets each module.

**Only to parental-linked sample.

PERCEPTIONS MODULE

- CENTRAL TO ACOMS CONCERNS ON ADVERTISING-RELATED CHANGE

- FOCUS ON ARMY ATTRIBUTES EMPHASIZED IN ADVERTISING

  1984 POSITION STATEMENT → COMMUNICATIONS OBJECTIVE → ATTRIBUTES

- QUESTIONS RE: PRESENCE OF ATTRIBUTES IN DIFFERENT ARMY COMPONENTS, OTHER MILITARY SERVICES, AND CIVILIAN CAREER OPTIONS

- QUESTIONS REGARDING VARIOUS COMPONENTS/SERVICES/ CAREER OPTIONS ALLOCATED DIFFERENTIALLY BY TARGET MARKETS

ALLOCATION OF PERCEPTIONS SECTIONS

- **ALLOCATION RULES:**

  ACTIVE:

  All respondents with less than 2 years of college completed

  ROTC:

  All college bound HSD students & college students; some proportion of other respondents

  NG, USAR, OTHER SERVICES OR CAREERS:

  Some proportion of each subgroup

- **AMONG ARMY COMPONENTS, TRADEOFFS BETWEEN NUMBER OF QUESTIONS VS. NUMBER OF RESPONDENTS**

ALLOCATION OF PERCEPTIONS TO SERVICES & CAREER OPTIONS

	ARMY	USAR	ARNG	AF	MARI	NAVY	ALL SR	WORK	COLL	ROTC	TOTAL
A WIDE VARIETY OF OPPORTUNITIES TO FIND A JOB YOU CAN ENJOY	X	X	X	X	X	X	X				7
A PHYSICALLY CHALLENGING ENVIRONMENT	X			X	X	X	X	X	X		7
AN EXPERIENCE YOU CAN BE PROUD OF	X	X	X	X	X	X	X	X	X	X	10
AN ADVANTAGE OVER GOING RIGHT FROM HIGH SCHOOL TO COLLEGE	X			X	X	X	X	X			6
AN OPPORTUNITY TO DEVELOP LEADERSHIP SKILLS	X	X	X	X	X	X	X	X	X		9
THE CHANCE TO WORK WITH THE LATEST HIGH-TECH EQUIPMENT	X			X	X	X	X	X			6
A GREAT VALUE IN YOUR CIVILIAN CAREER DEVELOPMENT	X	X	X	X	X	X	X	X	X		9
AN EXCELLENT OPPORTUNITY TO DEVELOP SELF-CONFIDENCE	X	X	X	X	X	X	X	X	X	X	10
THE OPPORTUNITY TO DEVELOP YOUR POTENTIAL	X	X	X	X	X	X	X	X	X		9
A MENTALLY CHALLENGING EXPERIENCE	X	X	X	X	X	X	X	X	X		9
AN OPPORTUNITY FOR YOU TO BECOME MATURE AND RESPONSIBLE	X	X	X	X	X	X	X	X	X		9
MANY OPPORTUNITIES FOR TRAINING IN USEFUL SKILL AREAS	X	X	X	X	X	X	X	X			8
MANY CHANCES TO WORK WITH HIGHLY TRAINED PEOPLE	X	X	X	X	X	X	X	X	X		9
AN EXCELLENT OPPORTUNITY TO OBTAIN MONEY FOR A COLLEGE OR VOCATIONAL EDUCATION	X	X	X	X	X	X	X	X			8
AN OPPORTUNITY TO SERVE AMERICA WHILE STAYING IN YOUR OWN HOMETOWN		X	X								2
A CHANCE TO SERVE YOUR OWN COMMUNITY		X	X								2
INTERESTING AND EXCITING WEEKENDS		X	X								2
	14	14	14	14	14	14	14	13	9	2	

SURVEY DATA COLLECTION

- COMPUTER-ASSISTED TELEPHONE INTERVIEWING (CATI)
  - Produces high quality data from complex questionnaires
  - Software checks consistency among answers, reasonableness

o RANDOM DIGIT DIALING (RDD) METHOD

- Locates representative sample of American youth
- Process:

Identify clusters of telephone numbers likely to be residential	N = 12,000
Call random sample of telephone numbers to identify households	N = 131,000
Screen households for eligible youth	N = 71,600
Interview youth	N = 12,700
Interview parents	N = 5,700

- Extensive callback of respondents to obtain representative, not convenience sample

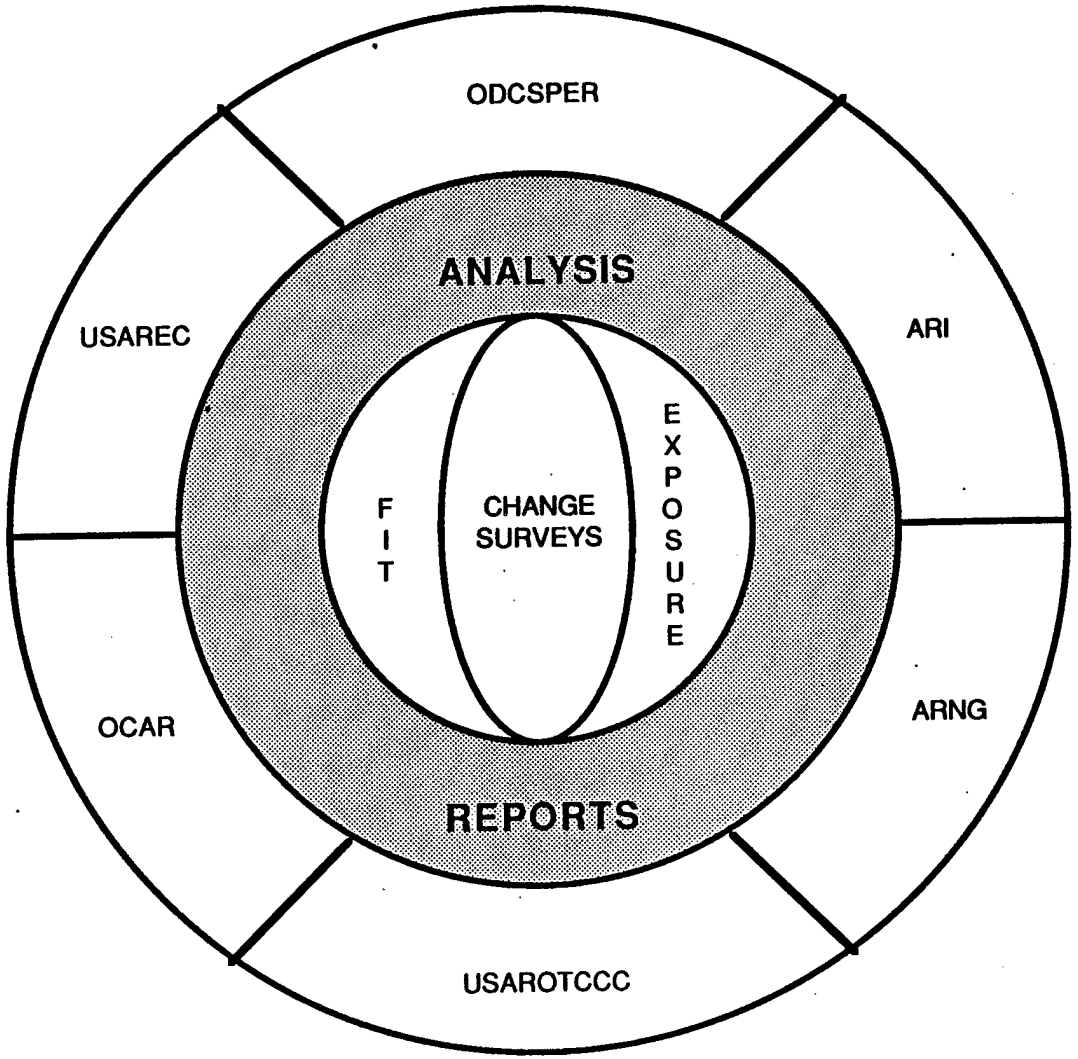
CATI SYSTEM OPERATION

- AUTOMATES THE SURVEY PROCESS
  - PRESENTATION OF QUESTIONS
  - SKIP PATTERNS AND BRANCHING STRUCTURES
  - RANDOM QUESTION PRESENTATION
  - QUESTION WORDING CHOICES
- PROVIDES INTERNAL EDITING PROCEDURES
- MAINTAINS AN AUDIT TRAIL FILE FOR EACH INTERVIEW
- AUTOMATES THE SCHEDULING PROCESS
- CREATES DATA TAPE AND SUPPORT MATERIALS

TELEPHONE RESEARCH CENTER TOUR

- DEMONSTRATION OF CATI SYSTEM
- MONITORING OF INTERVIEWS

ACOMS RESEARCH PRODUCTS



ACOMS RESEARCH PRODUCTS

- QUARTERLY REPORT WITH ANALYSES AND TABULATIONS ON YOUTH
- INTERIM REPORTS FOR VARIOUS ANALYSES
- ANNUAL TABULATIONS AND INTERPRETIVE ANALYSES
- DATA TAPES AND DOCUMENTATION
- ANALYST TRAINING
- METHODOLOGICAL REPORTS

QUARTERLY REPORT

- FOR MONITORING AND TRACKING LEVELS OF MAJOR OUTCOMES AMONG YOUTH

- INCLUDES ALL MAJOR ACOMS OUTCOME MEASURES

- ANALYSIS BY MAJOR MARKETING GROUPS

ADDITIONAL INTERPRETIVE ANALYSES AND REPORTS

- IDENTIFY MOST IMPORTANT VARIABLES FOR ADVERTISING EFFECTIVENESS, MARKET SEGMENTATION AND BRAND DIFFERENTIATION
- EXAMINE TRENDS OVER TIME
- INVESTIGATE SIMULTANEOUS OR TIME-LAGGED RELATIONSHIPS AMONG FACTORS/RESPONSES
- STUDY INDIVIDUAL CHANGE AND ITS CAUSES

ANALYTICAL ACTIVITIES OVERVIEW
(IN CHRONOLOGICAL ORDER OF INITIATION)

	ACOMS ANALYSIS GOALS	DATA SOURCES
I.	TRACKING AUDIENCE RESPONSE TRENDS OVER TIME	SURVEY
II.	MARKET SEGMENTATION ANALYSIS - ANALYZE ESTABLISHED SEGMENTS - DEVELOP NEW SEGMENTS	SURVEY
III.	BRAND DIFFERENTIATION	SURVEY
IV.	MODELING EFFECTS OF ARMY ADVERTISING	SURVEY (LONGITUDINAL/CROSS-SECTION)
V.	FIT OF ADVERTISING TO COMMUNICATION OBJECTIVES	MESSAGE CONTENT ANALYSES
VI.	ANALYSIS OF THE INFLUENCE PROCESS	SURVEY (LINKED PARENTS/YOUTH)
VII.	TRACKING IMPACT OF PARTICULAR ADVERTISEMENTS, CAMPAIGNS OR EVENTS	SURVEY; ADI SUPPLEMENT
VIII.	EXPOSURE OF COMMUNICATION OBJECTIVES	SYNDICATED DATA & MESSAGE CONTENT ANALYSES
IX.	ANALYSIS OF FIT-EXPOSURE-CHANGE	ALL DATA ABOVE

MAJOR MILESTONS FOR FY 87

October 1986	Start of Survey Data Collection
February 1987	First Quarterly Report & Tabulations
March 1987	First Analyst Training Session & Data Tape Delivery
May 1987	Second Quarterly Report
Summer 1987	Message Content Analysis & Data Collection Third Quarterly Report Interim Report on Market Segmentation
Fall 1987	Interim Report on Advertising Message/Content Analysis Annual Tabulations & Interpretive Report Interim Report on Brand Differention Interim Report on Modeling Effects of Advertising Begin Longitudinal Data Collection

MAJOR ACTIVITIES FOR CY 1988

- DESIGN AND IMPLEMENTATION OF FIRST ASSESSMENT OF PARTICULAR ADVERTISEMENTS, CAMPAIGNS, OR EVENTS
- QUARTERLY REPORTS, TABULATIONS, AND DATA TAPES
- ADVANCED ANALYST TRAINING SESSIONS
- INTERIM REPORT ON FIT/EXPOSURE/CHANGE ANALYSES
- INTERIM REPORT ON ADVANCED MODELING OF ARMY ADVERTISING EFFECTS
- INTERIM REPORT ON THE PARENTAL INFLUENCE PROCESS
- ANNUAL TABULATIONS AND INTERPRETIVE REPORT

SIGNIFICANT PRODUCTS OF ACOMS

- FORMALIZATION OF ARMY COMMUNICATIONS OBJECTIVES
- VALIDATION OF COMMUNICATIONS OBJECTIVES
- FIT OF ADVERTISING TO COMMUNICATIONS OBJECTIVES
- MARKET SEGMENTATION AND TARGETING OF ARMY ADVERTISING MESSAGES
- REFINEMENT OF ARMY ADVERTISING MESSAGES AND APPEALS
- SEASONALITY ADJUSTMENTS TO MEDIA SCHEDULES
- BRAND DIFFERENTIATION (INTERSERVICE AND INTRASERVICE)

DATA TAPES AND DOCUMENTATION

- PROVIDED QUARTERLY AND ANNUALLY
- FILE LAYOUTS SPECIFIED (CODEBOOK AND SAS PROC CONTENTS)
- ANNOTATED HARD-COPY QUESTIONNAIRE INCLUDED

USERS' MANUAL CONTENTS

- INTRODUCTION TO ACOMS PROJECT
- QUESTION BANK LISTING
- CODEBOOK
- ANNOTATED HARD-COPY QUESTIONNAIRE

SURVEY ANALYSIS ISSUES

- USE OF SAMPLE ADJUSTMENT WEIGHT
- DETERMINING STATISTICAL SIGNIFICANCE

SESSION II OBJECTIVES

- TO ESTABLISH A COMMON FRAMEWORK FOR ADDRESSING ANALYSIS ISSUES

- TO PROVIDE ANALYSTS WITH MATERIALS NEEDED TO:

  - ACCESS AND ANALYZE ACOMS DATA

  - COMPUTE TESTS OF STATISTICAL SIGNIFICANCE

Analyst Training Agenda

Time	Tuesday March 10 ACOMS Analysis Issues	Wednesday March 11 Data Access and Analysis	Thursday March 12 (Continuation)	Friday March 13 Presentation of Findings
0800				Check out of hotel
0815	Sheraton van leaves for Westat	Same	Same	Same
0830	Coffee and pastry	Same	Same	Same
0900-1200	Review training agenda and purpose Formation of Work Groups and Specification of Research Questions Introduction to Sampling Theory	Review Tuesday's work Demonstration of Questionnaire Administration Data Documentation	Review Wednesday's work Using BRR methodology BRR software (WESVAR)	Review Thursday's work Presentation of Analysis Findings by Work Groups Discussion of Remaining Issues Training Wrap-up
1200-1300	Catered lunch	Same	Same	Same
1300-1715	ACOMS Samples and Adjustment Weighting Use of Weighted Data The Balanced Repeated Replications (BRR) Method Examples and Exercises	Hands-on Training and Analysis: Assessing Data Producing Weighted and Unweighted Frequencies and Crosstabulations Examples and Exercises	Hands-on Training and Analysis: Producing Weighted BRR Frequencies and Crosstabulations Examples and Exercises	
1730	Sheraton van leaves for hotel	Same	Same	
1830		Westat van leaves for restaurant		

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ACKNOWLEDGEMENTS

The presentation of ACOMS Analyst Training Session I: Overview results from the combined efforts of the Westat ACOMS project team, the Army Research Institute for the Behavioral and Social Sciences (ARI), and the Army Special Advisory Group (SAG). Particular mention should be made of the authors of most of the assembled materials: Dr. Leyla Mohadjer, Dr. Michael Wilson, Dr. Veronica Nieva, and Dr. Greg Gaertner. Dr. Timothy Elig of ARI provided valuable technical supervision and review. Dr. Mike Wilson, Shelley Perry, and Dr. Sandra Baxter assembled the training manual and organized the training session for delivery.

PREFACE

This training manual is designed both to accompany the presentation of a day-long training session and to stand alone as a reference document for consumers of ACOMS data. An overview of the ACOMS project background is provided, as are descriptions of the conceptual model underlying ACOMS, the survey samples and questionnaires used in the ACOMS survey, and research products expected from the ACOMS project. In addition, a reference copy of the ACOMS survey instruments is provided.

OVERVIEW OF THE ARMY COMMUNICATIONS OBJECTIVES MEASUREMENT SYSTEM (ACOMS)

THE ACOMS PROJECT

ACOMS BACKGROUND

In an era when manpower experts are predicting increased difficulties for recruiting into military service, it becomes increasingly important for the U.S. Army to improve understanding and management of the factors that enable it to meet its manpower goals. Advertising communications represent one such factor.

Advertising is used extensively by the various Army components--the active Army, the U.S. Army Reserve (USAR), the Army Reserve Officers' Training Corps (ROTC), and the Army National Guard (ARNG)--to bring about changes in the knowledge, attitudes, and behaviors of youth and their parents. Each year, the Army makes a sizable investment in the development and exposure of advertising communications intended to portray the Army favorably and to increase the enlistment propensity of eligible youth.

While in-house assessments have been conducted by the Army and its advertising contractor, and advertising has been touched upon by other youth surveys such as the Youth Attitude Tracking Survey (YATS), to date there has been no in-depth, independent examination of the effectiveness of Army communications. The Army Communications Objectives Measurement System (ACOMS) is such an effort, designed to help the Army monitor and evaluate its advertising communications program. ACOMS is a multi-year project that will provide ongoing measurement of the extent to

which Army communications meet the communications objectives for different target groups.

THE ACOMS PROJECT DESIGN PROCESS

The development of the ACOMS project design has been a collaborative and interactive enterprise involving the Westat Project Team, the ARI COR, the ACOMS Special Advisory Group (SAG) composed of representatives of the various Army components, and the Statistical Advisory Panel, a group of experts providing the project with consultation advice concerning sample design, sample adjustment weighting, and analysis. The design process began in September 1985, with the start of the contract, and continued intensively for about a year until the start of survey data collection in October 1986.

The ACOMS project design was developed in consideration of a number of factors. The formulation of project issues and questions was based on a conceptual model of advertising effectiveness, a modified hierarchy of effects model adapted from Fishbein and Azjen (1975). Further, an extensive review of background documents and interviews with relevant Army personnel and experts ensured that analytic issues important to the client are addressed by the system. This preliminary exploration revealed the diversity and complexity of objectives that the project was expected to fulfill. Notably, the definition of project objectives broadened from its starting point of assessing the effectiveness of Army communications objectives to include additional analyses pertaining to Army advertising strategy and market segmentation.

The main thrust of the ACOMS development effort has focused on specifying the design and analysis plan for the survey component of ACOMS, which is by far the largest component of the system. Because of the multiple constituencies interested in ACOMS, the relative priorities among population groups, the design of the sample was a major issue. Similarly, because of cost and respondent burden concerns, extensive discussion

occurred on the relative priorities among various question areas and on the allocation of specific questions to particular sub-populations. In addition, the design efforts for both the sample and the questionnaires were affected by requirements to maintain comparability in certain key aspects to the Youth Attitude Tracking Survey (YATS), which covers many complementary areas related to enlistment decision-making.

The design process is currently continuing on the other two components, the measurement of FIT between intended and actual Army communications messages, and the measurement of the extent of EXPOSURE which each of these messages receives in television and print media. Also remaining for further development is a final component, the Areas of Dominant Influence (ADI) special studies, which will be used to examine specific advertising campaigns or advertisements.

It should be emphasized that, even with completion of these latter design elements, the ACOMS design process does not end. The design process will again be entered for the planning of the longitudinal ACOMS survey. Because the ACOMS project is intended to provide useful management information in a timely fashion, a small percentage (10%) of the main survey instrument is variable or "floating." The availability of "floating" questions gives ACOMS the capacity to respond to events as they occur in "real time." Requests for development of these "floating questions" should be addressed to the COR who will refer the request to the SAG for final approval (see Figure 1).

REQUEST FOR CHANGE IN ACOMS SURVEY INSTRUMENT

TO: Commander, ARI
ATTN: PERI-RG (Dr. Elig)
5001 Eisenhower Avenue
Alexandria, VA 22333-5600

Date submitted: _____

Date to contractor: _____
Date submitted to SAG: _____
Date of approval/disapproval: _____
Date change made operational: _____

1. Change refers to ____ YOUTH QUESTIONNAIRE ____ PARENTAL QUESTIONNAIRE

_____ HOUSEHOLD SCREENER _____ LONGITUDINAL QUESTIONNAIRE

2. CHANGE REQUESTED. Specify modules and/or items to be altered, deleted, or modified:

3. REASON FOR CHANGE. Specify what event has occurred (or will occur) to require a change; and/or specify what analysis you wanted to do but were unable to do because of data limitations; and/or specify what need for information the change will fill:

4. Describe the most recent relevant research, if any. Identify any publications, articles, and/or papers reviewed.

5. QUESTIONS. Attach draft of proposed survey items.

6. WHEN. [Note that requests reaching ARI by the 20th day of a quarter, if approved by the SAG, will typically be included in the survey for the following quarter.] Please specify when the change needs to be made (to measure a change in advertising content or media) or when data are needed for analysis or when the information is needed for a decision point.

7. NAME OF SPONSORING ORGANIZATION OR OFFICE. Also specify POC and/or subject matter expert for this request.

Figure 1. Request for change in ACOMS survey instrument.

ACOMS OBJECTIVES

The ACOMS objectives are:

- To support Army assessments of advertising program effectiveness in a timely fashion;
- To support Army assessments of advertising strategy in an integrated framework; and
- To support Army advertising management and planning for future strategy.

The major task of ACOMS is to monitor and assess the effectiveness of the Army's advertising communications program. Data will be used to track changes over time in levels of advertising recall, and subsequent effects on the knowledge, attitudes, intentions, and actions of youth and their parents. In addition, the analysis of ACOMS data will allow better understanding of the delayed and cumulative effects of advertising and of the relationships between advertising and other factors that influence the eventual decision to enlist.

The ACOMS effort will contribute to the development of behavioral and economic models of the decision-making process of young people considering military enlistment. As better models of the enlistment decision process are developed, more effective marketing strategies can be applied to help the Army meet its annual recruiting goals.

A second set of goals for ACOMS involves the use of ACOMS data to assess the Army's advertising strategy. ACOMS will examine the extent to which the Army's intended messages are actually being exposed to, and perceived by, their target audiences. Analysis of ACOMS data will also help to refine the definitions of the Army's major market segments. The major demographic segments of interest to the Army's recruiting

categories, broken down by major geographic regions, will be examined for reactions to advertising, media habits, and other variables. In addition, analytical effort will focus on the identification and validation of new market segments that can be defined by attitudes and demographics. This information will be important to determining the nature and extent of advertising to be directed at each segment.

Finally, ACOMS data will also be used to examine "brand differentiation"--that is, comparison of image elements--at several levels: differentiation among the active Army, Reserve, National Guard, and ROTC attributes; differentiation between the Army and other services' attributes; and differentiation between the Army's position and distinctive advantages in comparison with civilian alternatives (i.e., college and civilian employment). This information will help the Army make decisions on relative emphasis of various communications about different attributes and offers of the Army components.

Most importantly, ACOMS data and analyses will be available to the managers of the Army's communications programs in a timeframe that allows maximum utilization of results for management and planning. The ACOMS reporting schedules will be arranged in order to provide timely information to the Department of the Army's planning cycle. Therefore, information on current topics of interest and on reactions to advertising approaches among specific populations can be incorporated into advertising development and placement.

THE FIT-EXPOSURE-CHANGE FRAMEWORK

ACOMS objectives will be achieved through the implementation of a three-pronged "FIT-EXPOSURE-CHANGE" approach that involves a mix of data collection and analytic methods. (It should be noted that in this session of Analyst Training primary attention is placed on the CHANGE or survey component of ACOMS.)

Taken as a whole, the ACOMS system involves the sequential coordination and evaluation of many conceptual elements: (1) the messages conveyed by Army advertisements, (2) the exposure of youth to these advertisements, and (3) changes in youth perceptions of the Army over time as a result of advertising. FIT addresses the first of these elements. This component of the ACOMS analysis framework assesses the degree to which the Army's intended advertising messages are, in fact, communicated to youth.

During the initial planning stages of ACOMS, a series of meetings were held with representatives of the active Army, the Army Reserve, the National Guard, and ROTC, as well as with the COR and SAG. These meetings resulted in the construction of a matrix of 17 communications objectives/messages per component (see pg. 36a). These attributes are discussed in detail in the ACOMS Questionnaire section. While this list is not claimed to be inclusive of all communications objectives for all Army components, it is felt that these attributes do represent the major current communications objectives of the Army.

FIT measures will be obtained through <u>mall intercept interviews</u>, in which youth will be shown different advertisements (both print and television), including Army advertisements, and asked to indicate what messages they thought the advertisements were communicating. Since Army advertisements are far from homogeneous in their intended message content (i.e., both within

and across components--different advertisements stress different messages), we expect to obtain differential message profiles for Army advertisements.

In addition to the FIT of Army advertisements to their intended message content, the integrated ACOMS framework will consider the EXPOSURE of youth to Army advertising. Using syndicated data sources (e.g., Arbitron and Mediamark), it will be possible to construct measures approximating the degree to which youth are exposed to Army advertisements. Syndicated data will allow the estimation of advertising exposure incidence for youths within specific geographic areas, by demographic characteristic. That is, within specified geographic areas, it will be possible to estimate the extent of exposure to Army advertisements experienced by specific demographic groups. Further, using media schedules, the mix of media exposure as well as the mix of messages conveyed can be estimated. In short, for youth in distinct geographic areas, the message content of Army advertisements will be computed. The EXPOSURE component of the ACOMS analysis plan, therefore, assesses the coverage of Army communications objectives.

Finally, CHANGE measures will be obtained from telephone surveys of youth and their parents. This last component of the ACOMS analytic framework will provide indications as to how advertising strategy and scheduling affect the perceptions of youth and their parents regarding the Army and its components. This ongoing survey of youth and their parents forms the heart of the ACOMS project. These surveys will elicit information regarding perceptions of the Army, its benefits and negative aspects, intentions and enlistment behaviors, and the attitudes of parents toward the Army and their youth's enlistment. The ACOMS survey, then, will provide a continuing indicator of attitudes about the Army for both youth and their parents. As such, this survey provides both a baseline for establishing current effects of

advertising and the effects of changes in strategy implemented in the future.

THE ACOMS SURVEY OVERVIEW

The ACOMS survey is a continuous data collection effort designed to monitor the Army's advertising program over time. A national probability sample of youth and their parents will be interviewed using computer-assisted telephone interviewing (CATI) technology. The Waksberg Random Digit Dialing (RDD) method will be used to locate households with youth who fulfill ACOMS eligibility criteria. A brief description of the RDD method is given in the Sample Selection Technical Detail section.

The respondents are questioned regarding a variety of issues related to advertising, e.g., their media habits, knowledge about various Army components and offers, perceptions of various Army attributes, and enlistment intentions and behaviors. The survey instruments for the youth and parental respondents are divided into a number of topical modules, the majority of which are parallel in form and content for the two groups. Because of the nature of the survey objectives and pragmatic limitations on respondent burden, the instruments have complex structures involving branching, random allocation of questions to subpopulations, and randomized ordering of list presentations. To a great extent, such a degree of instrument complexity was made possible by the sophistication of CATI technology.

The ACOMS survey will produce a variety of work products. Quarterly reports of ACOMS data will be available to provide an ongoing system to track changes in the perceptions, attitudes, and enlistment-related intentions and actions of the various market segments at which advertising is targeted. In addition, the survey data will be used to model the effects of Army advertising among youth and among linked pairs of youth and their parents. Data will also be analyzed to examine the utility

of existing market segmentation schemes used by the Army, as well as to identify new market segments.

A CONCEPTUAL MODEL OF ADVERTISING EFFECTIVENESS

The assessment of effectiveness and strategy in an integrated framework requires a conceptual model to organize the various results. In the original ACOMS proposal, a conceptual model of the advertising process based on a modification of the hierarchy of effects approach was presented. An expanded version of this model was subsequently developed and is displayed in Figure 2.

Implicit in the model is the notion that (1) the consumer gains awareness of a product through advertising messages, which result in (2) beliefs about the product, in interaction with the consumer's evaluation of his/her need for the product which in turn affect (3), the respondent's attitude toward the product, and subsequent intentions and actions toward the product. Part (1) describes a cognitive process, part (2) a process of attitude formation, and part (3) a conative process.

Two additional processes are posited by the model. The first, a process of normative formation, is included in Fishbein and Azjen's (1975) subsequent expansions of the hierarchy of effects model. In it, prevalent social norms regarding the purchase as perceived by the respondent (belief) and the respondent's motivation to comply (evaluation) combine to affect overall perception of social norms regarding purchase behavior, which in turn affect purchase intentions. This process is posited to be independent of the respondent's own isolated judgment. A second process, parallel to the youth decision process, is posited to be operating for the parent. Since the empirical assessment of the effects of influential others has not previously been attempted in a hierarchy of effects framework, the

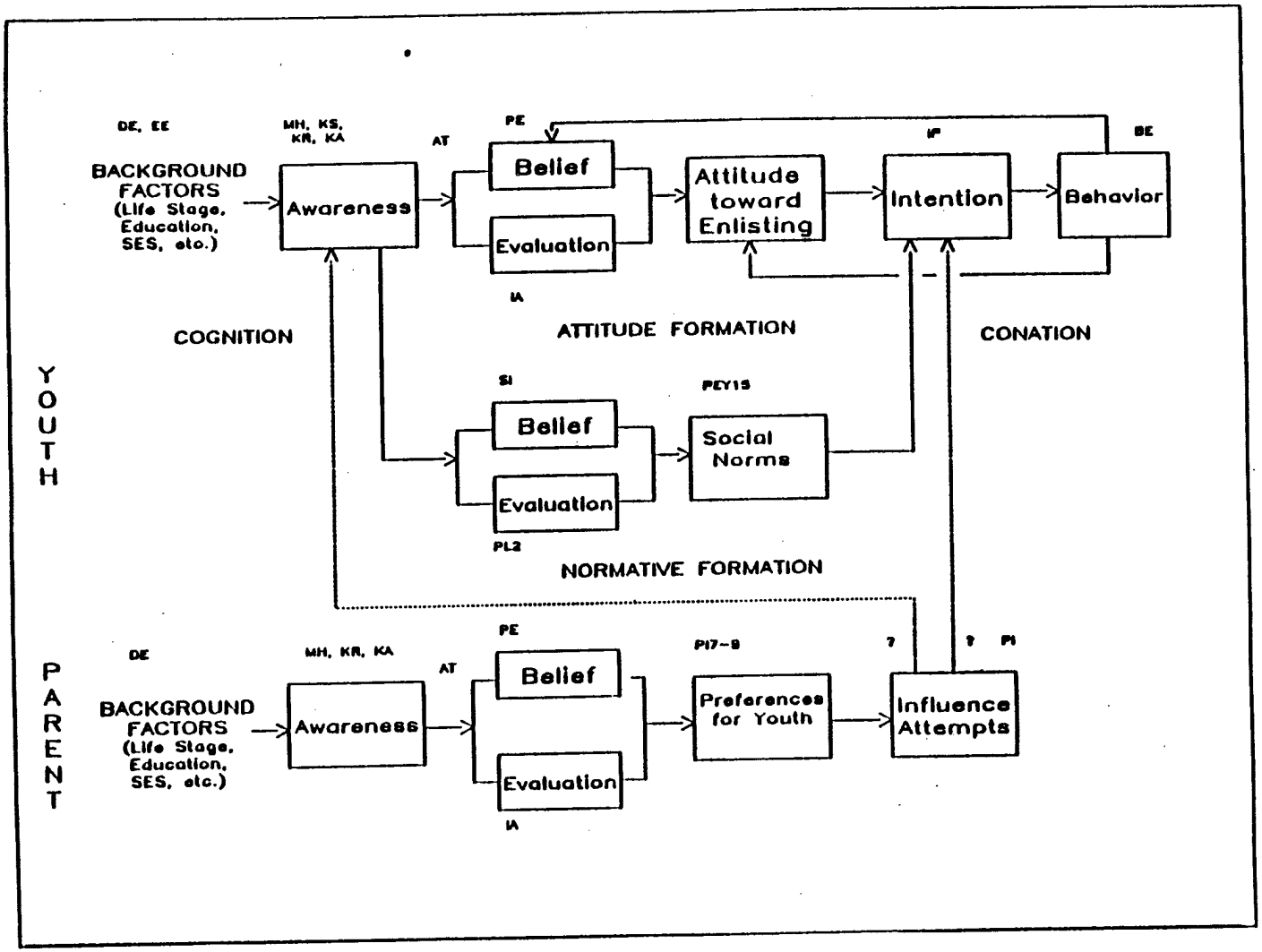


Figure 2. Expanded Fishbein-Azjen hierarchy of effects model for ACOMS

causal paths connecting characteristics of parents and youths are not specified in detail.

In the current context, the hierarchy of effects model suggests important measures for consideration in measuring the effects of Army advertising. Respondent demographics are likely to include region, race and ethnicity, and sex at a minimum. For life stage, variables will include age, employment and marital status, income (or income of household) and stage of education at a minimum. Finally, media habits and exposure are hypothesized as relatively independent of the particular executions of interest in Army advertising. These variables are postulated to affect respondent awareness of the Army gained through exposure to Army advertising. This level of knowledge is hypothesized to affect respondent beliefs about advertising messages (i.e., attributes of the Army). In Fishbein and Azjen's (1975) model as adapted here, these beliefs take the form of agreement that a given attribute is offered by the Army (or component, other service, college or civilian job). In the current list of attributes (refer to Table 3, pg. 36a) these beliefs tend to relate to positive outcomes (for example, the likelihood that the Army offers opportunities for job training, funding for college, challenge and personal development, or patriotic service).

Corresponding to these beliefs are evaluations of the importance of these attributes. As operationalized, attributes are rated by the respondent to be of varying levels of importance. The model assumes that these importance scores depend on a set of underlying needs which can be assessed through a needs-based segmentation analysis.

The youth's attitudes toward enlistment are hypothesized to arise as the products of beliefs about what the Army offers and the corresponding personal importance of those attributes. Thus attitudes will be positive when the respondent

believes that positively-evaluated outcomes relating to military service are likely, indifferent when perceived outcomes are not seen as important, or important positive outcomes seen as only moderately likely, and negative when negatively-evaluated outcomes are likely.

By implication, in the Fishbein and Azjen (1975) formulation, beliefs about attributes are specific to the referent (Army, component, other service, etc.) while importances are specific to the respondent. In this sense, attributes are postulated to belong to the product. However, this position has been modified in the operationalization of ACOMS. So, for example, we ask the youth whether the Army offers him or her each attribute.

These attitudes are hypothesized in turn to affect behavioral intentions (including Army propensity), which in turn are expected to affect behaviors. It is important to note that these actions may include enlistment, but are also likely to include intermediate actions like seeking information, asking for advice, seeing a recruiter and so on. As the model suggests, these intermediate actions can feed back on beliefs and evaluations.

A hypothesis of the model is that attitudes, intentions and actions will generally form consistent sets, but that the character of these sets will depend on geo-demographic and needs-based segments. One area for research will be to discover whether and how effects from attitudes to intentions to behaviors and back to attitudes will cumulate for particular respondents and types of respondents. While the Fishbein and Azjen (1975) and similar expectancy-based models have been criticized as excessively rational, we make no assumptions of rationality. Rather, the hypothesis that youth will act to maximize their

expected utilities (in the form of importance-belief products) is one of several testable hypotheses.

The model presented in the original proposal has been modified to include two additional inputs to the decision process. Fishbein and Azjen (1975) have argued that, independent of their own decision processes taken in isolation, consumers assess prevalent social beliefs regarding aspects of purchase behavior. These beliefs (as assessed by the consumer) combined with the consumer's motivation to comply with them lead to an effect of social norms, which is posited to operate independent of the consumer's own utilities.

A second social influence on the enlistment decision can be assessed more directly--the influence of the parent. As described in further detail below, the sampling and data collection procedures of ACOMS have been designed to interview parents of a subset of ACOMS respondents on their exposure to Army advertising, and beliefs and evaluations of Army attributes parallel to the youth interviews. The parent is also asked about his or her preferences for the target youth's future and how he or she has attempted to influence the youth's planning.

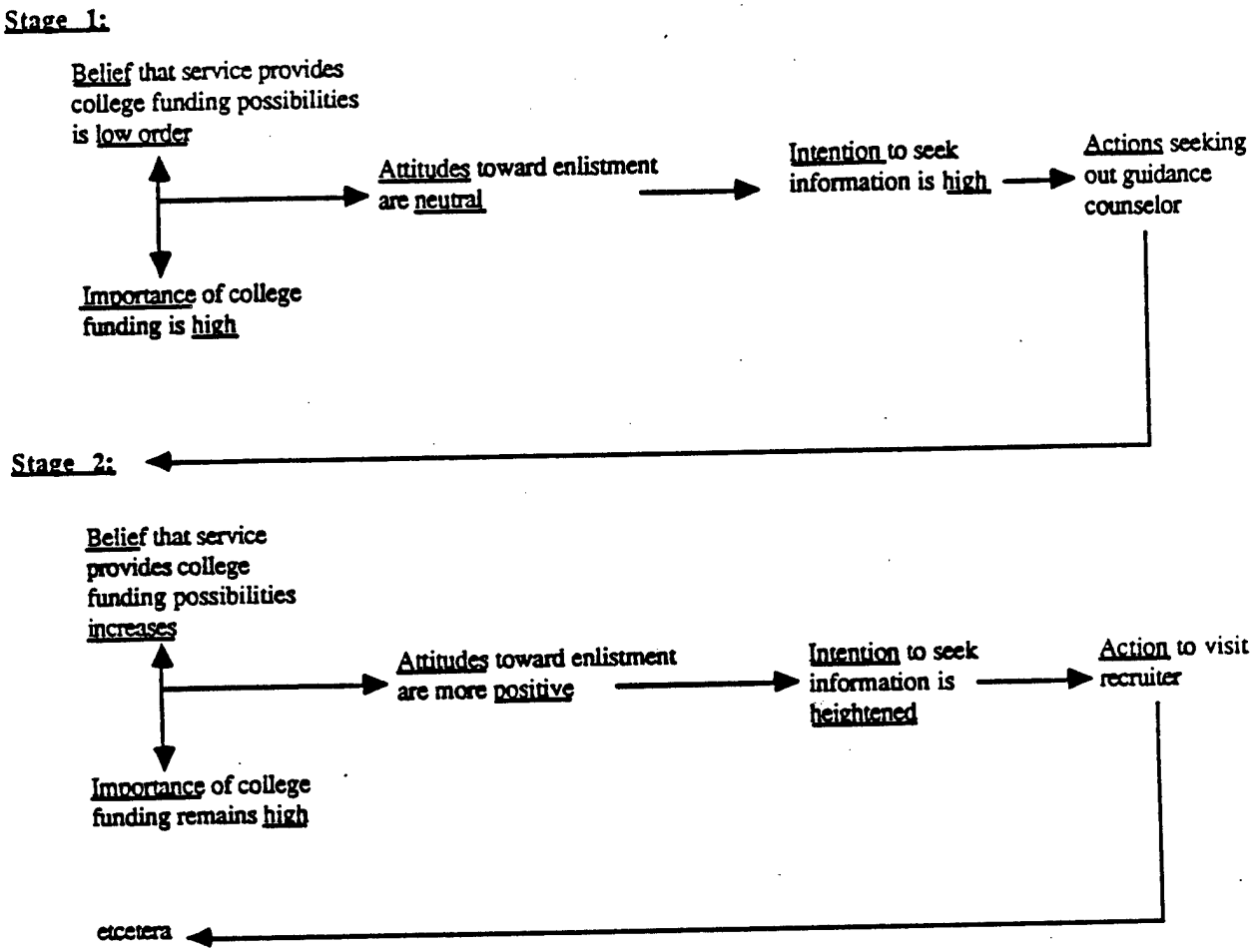
MODEL APPLICATIONS

As an example of the application of the model to likely empirical cases, consider the enlistment decision process of a respondent for whom getting funding for college is of primary importance. Prior to engaging in search behavior, the youth's belief that military service can provide funding for college may be negative or weak. As the time to make college-related decisions approaches, he/she may engage in a variety of tentative actions exploring how this funding can be obtained. To the extent that the respondent comes to believe that the ACF or the new G.I. Bill can provide such funding, his/her attitude toward the service may improve, leading to further intentions and actions to seek out a recruiter or guidance counselor to discover the amounts and limitations on such funding. This action may refine or confirm initial beliefs, leading to additional actions and so on. This step sequence is depicted in Figure 3, top panel. Not displayed in the figure is the possibility that the youth may also be assessing the experiences and beliefs of his or her classmates, or seeking (or receiving unsought) the advice of his/her parents, all of which may affect the search and decision process.

The bottom panel depicts a more truncated search process for a respondent to whom patriotism is of primary importance. To the extent that the respondent believes that service in the military represents an expression of patriotism, this resultant positive attitude might lead, fairly directly, to a recruiter visit and a subsequent enlistment when enlistment becomes a practical possibility. Again, to greater and lesser extents, parental and social influence may have effects.

Some implications for the current research bear mention. First, there are obviously features of "readiness" associated with life stage that must be exogenous to the decision

Decision Sequence for College-Funding Motivated Respondent



Decision Sequence for Patriotism-Motivated Respondent

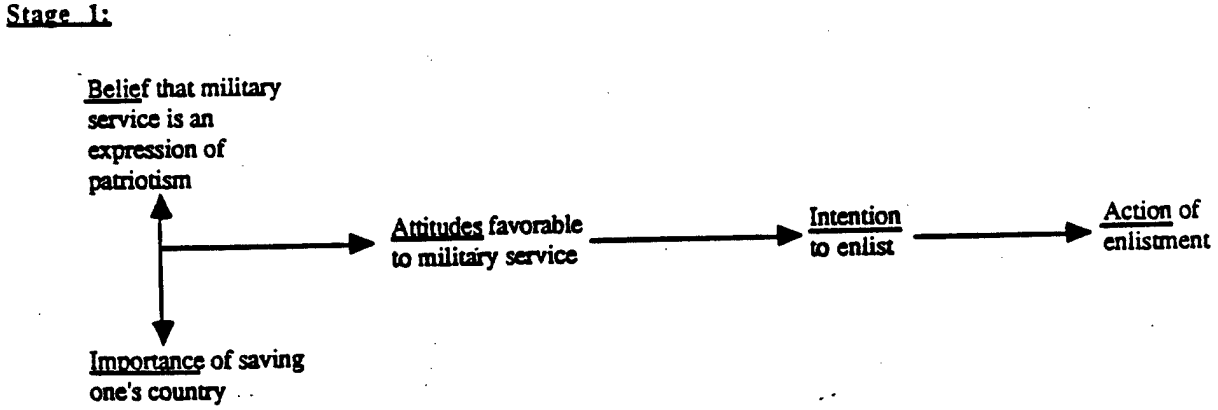


Figure 3. Enlistment decision sequences for differentially motivated respondents

process. That is, there are circumstances (e.g., need for college funding in the first example, and ability to make significant life choices in the second) which allow or impel the youth to make decisions for which information was already available. Second, the two groups of respondents depicted in Figure 2 are likely to come from different demographic and motivational backgrounds. Third, advertising is likely to affect them very differently. For the respondent seeking college funding, an effective advertising strategy may seek to educate him/her on potential Army benefits, to encourage small subsequent action steps and to weigh enlistment as a viable choice among alternatives. For the respondent seeking to express his/her patriotism, the task of advertising is likely to be more inspirational. Obviously, the task of advertising for other segments (for example, influencers) is still different.

As a result of the Army's careful planning process, the objectives of Army communications programs can be translated rather directly into hypotheses about this model and changes in it resulting from advertising-based interventions. Further, these hypothesized effects may take place at a variety of points in the model. For example, one message of USAREC advertising is that "with ACF you can go to college 'older, wiser and richer.'" This message, if effective, will raise the subjective probability (either generally or among those especially interested in college funding) that the Army offers the opportunity to gain funding for college (a <u>belief</u>). If the basic model is correct, this heightened belief will (for those who attach a positive <u>importance</u> to obtaining college funding) result in improved <u>attitudes</u> toward the enlistment, and an <u>intention</u> to seek more information about service in it. This intention may result in subsequent <u>action</u>, leading to a sequence of additional actions. To pursue our other earlier example, the motivational message that the Army is "the best way to serve your country" may have the aim of reinforcing the <u>belief</u> in the Army as an expression of patriotism or of

heightening the importance of patriotism either generally or for a particular segment.

These are, however, only the most obvious effects of advertising, and only the most obvious applications of the model. An additional effect of advertising may be to decouple attributes from the Army, for example, by dispelling the belief that one loses out on career opportunities by choosing the Army. If this advertising is effective, it would not be by changing the importance of career concerns, but rather by reducing the presumed association between military service and career disadvantage. In fact, this is one of USAREC's communications objectives. A further effect of advertising might not be on levels of variables in the model but rather on relationships between them. An example might be to strengthen the link between intention and action by making available better methods for gaining information on the Army, allowing curious respondents to search for information more easily.

THE ACOMS SURVEY SAMPLES

THE YOUTH AND PARENTAL SAMPLES

Sample design for ACOMS was guided by two main criteria--the objectives of the research and the need to retain comparability with existing research (e.g., the Youth Attitude Tracking Study, and the New Recruit Survey). In line with these dual objectives, the final youth sample design for ACOMS consists of 16 to 24 year old males and females who have neither served nor contracted to serve in the Armed Forces and have not yet graduated from a 4-year college. This overall sample is broken into four groups:

- The Primary Male Sample (PMS): (annual N=9600) Male high school diploma graduates and those currently enrolled in regular high school or college;
- The Secondary Male Sample (SMS): (annual N=850) Male high school non-completers not currently enrolled in regular high school or college;
- The Female Sample (FS): (annual N=1950) Female high school diploma graduates and those currently enrolled in regular high school or college (PFS) and high school non-completers not currently enrolled in regular high school or college (SFS); and
- Supplementary Samples:[1] Male Hispanics in all of the above categories (annual N=300) and the ADI supplement (PMS only), described below (annual N=2000).

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[1] Two additional supplements contemplated in the Statement of Work were dropped during the design phase. These included the supplementary sample of four year college students and a sample of Vo-Tech students. It was further decided that given the final sample design, supplementation of black youth would probably not be required.

In addition, the PMS and PFS samples are further subdivided. All 16-20 year old PMS/PFS sample members become part of a parental-linked sample from which target youths will be selected for an additional interview of a pre-designated parent. Half of the parental-linked target youths are designated for participation in a longitudinal sample to be reinterviewed annually.

Each of the main sample groups and the operationalization of their eligibility requirements is discussed below.

The Overall Youth Sample. While the definition of eligibility requirements is apparently straightforward, the operational definition of the sample is a bit more complex. Each potential respondent between 16 and 24 years of age is asked whether he/she has served in the military (Army, Navy, Air Force, Marines, the Reserve or the National Guard), or is currently in the Delayed Entry Program. These youth are excluded. Finally, youth are asked the highest grade they completed and for which they received credit. Those indicating they have graduated from a 4-year college are excluded.

Youth currently enrolled in college present special problems in establishing household residency since it is desirable to avoid double eligibility for students living away from home while at college. In collaboration with the SAG, it was decided that dormitories are to be considered non-residences and that students living in college-sponsored housing would be reached through their parents. Students living on their own would be eligible for interview directly (and therefore not traced through their parents.)

The Primary Male Sample and Primary Female Sample. In addition to the age and prior service qualifications of the overall sample, eligibility for PMS/PFS requires an assessment of educational attainment. High school diploma graduates are defined as those completing a regular high school diploma, thus excluding those with GED and ABE certificates (the latter are classified as SMS unless they are enrolled in a 2- or 4-year college; see below). Current enrollment during the school year is ascertained directly, and, as above, requires enrollment in a regular high school or a 2- or 4-year college, thus excluding enrollment in training and vocational-technical non-degree programs (the latter are considered SMS if they did not complete a regular high school diploma). Enrollment status for youths interviewed from July 1 through September 1 is defined by their plans for September.

The PMS and PFS encompass many of the Army's prime recruiting groups, not only for the active Army but also for ROTC, ARNG and USAR, and thus conform to the research objectives for ACOMS. However, the inclusion of youth with two or more years of college or youth taking a college ROTC course in the primary samples is at variance with the market for enlisted personnel. Consequently, for more precise reporting of enlisted market groups, we define a subset of the PMS as the Primary Male Analytic Sample (PMAS), consisting of PMS members who have not yet begun their junior year in college and are not enrolled in a college ROTC program.

None of the sample groups exactly parallel the sample definition for the Youth Attitude Tracking Study II (YATS II). In order to ensure comparability when desired, a variable has been constructed (YATSFLG) that subsets the samples to include only YATS-eligible youth. Note also that the YATS II sample is restricted to a September and October interviewing period.

The Parental-Linked Sample. PMS and PFS eligibles between the ages of 16 and 20 inclusive are designated for participation in the parental-linked sample. The randomly selected parent will be interviewed regarding his/her own awareness of and attitudes toward Army and other military advertising, Army offers and images, as well as hopes for and attempts to influence the target youth. For households with more than one PMS/PFS eligible, one would be designated randomly as the "target youth" selected to be the object of the parental interview.

For a randomly chosen half of the parental-linked sample, the eligible parent will be female; for the other half the parent will be male. Eligible parents do not have to live in the same household as the target youth. "Parent" does not necessarily imply biological parent, but may include step-parents, foster parents, guardians or adult relatives--the respondent is allowed to self-define the parent, where appropriate. If a parent of the designated sex cannot be found or is not available, the target youth is dropped from the parental-linked sample.

The Longitudinal Sample. A randomly chosen half of the parental-linked target youths will be selected for participation in the longitudinal sample. Longitudinal sample youths will be reinterviewed annually in the years following their original interviews. Their original interviews are slightly longer than those of non-longitudinal sample participants, since tracing information and information on social influences are collected from them as well.

The Secondary Male Sample and Secondary Female Sample. Logically, these samples represent the complements of their respective Primary Samples--that is, youths not currently enrolled in regular high school or college and not having

completed a regular high school diploma. These youths will not participate in the parental-linked or longitudinal samples.

The Hispanic Supplementary Sample. The screening for the main samples can be expected to yield 670 Hispanic youth annually. An additional 300 Hispanic youths will be selected each year from telephone exchanges containing high densities of Hispanics using a list secured for ACOMS from the Donnelley Marketing Information Services. The Donnelley tape is described in the Sample Selection Overview section.

ADI Sample. A supplement of 2,000 PMS in selected Areas of Dominant-Influence (ADIs) may be interviewed at a future date. This "supplement" will be used in special studies of the effects of specific advertising campaigns or advertisements, and thus could be considered as separate from the main ACOMS sample. The content of the questionnaire for the ADI sample may differ from the main ACOMS instrument, depending on the nature of the campaign or advertisement to be assessed.

Table 1 presents the total number of respondents by group included in the survey samples.

Table 1

Expected Number of Respondents in the Sample

Subpopulation	Number
PMS	9,600
FS	1,950
Black*	1,200
Hispanic*	960
SMS	850
PMS enrolled in:	
2-year college	700
4-year college	1,200
ADI	2,000
Parents	5,770

*The black and Hispanic samples consist of PMS and SMS who are black or Hispanic.

METHOD OF SAMPLE SELECTION

The ACOMS survey data is collected via telephone interviews of a nationally representative sample of youth and their parents residing in telephone households. The sample is selected using the modified Waksberg Random Digit Dialing (RDD) method, whereby randomly selected telephone numbers are screened for the youth with characteristics of interest to the survey. The RDD method of sample selection uses an AT&T listing of all existing telephone area codes and exchanges. Using this method, the required numbers of white and black youth are expected to be found. However, the method will not yield a sufficient number of Hispanic youth for separate analysis; therefore, supplementation of this population is required.

The Hispanic youth supplement will be drawn using a tape developed by the Donnelley Marketing Information Services. Located in Stamford, Connecticut, Donnelley sells tapes of telephone exchanges and their associated demographic characteristics. The tape for the U.S. contains 1980 Census characteristics for telephone exchanges with 1985 updates of the 1980 Census. The tape was used to identify areas with concentrations of the Hispanic population. As a result, telephone exchanges in Recruiting Brigades 1, 5, and 6 (see Figure 4) with heavy concentrations of Hispanics are identified and oversampled.

For both the main sample and the supplement, the approach to sample identification will be identical. For each telephone number contacted, a brief "screener interview" will be administered in order to identify whether eligible youth (in terms of age, education, and prior or current service status, etc.) can be found at the telephone number contacted. If a youth is identified by the screener, a complete youth interview is administered. In households with multiple eligible youth, or in households in which a parent has been designated for interview,

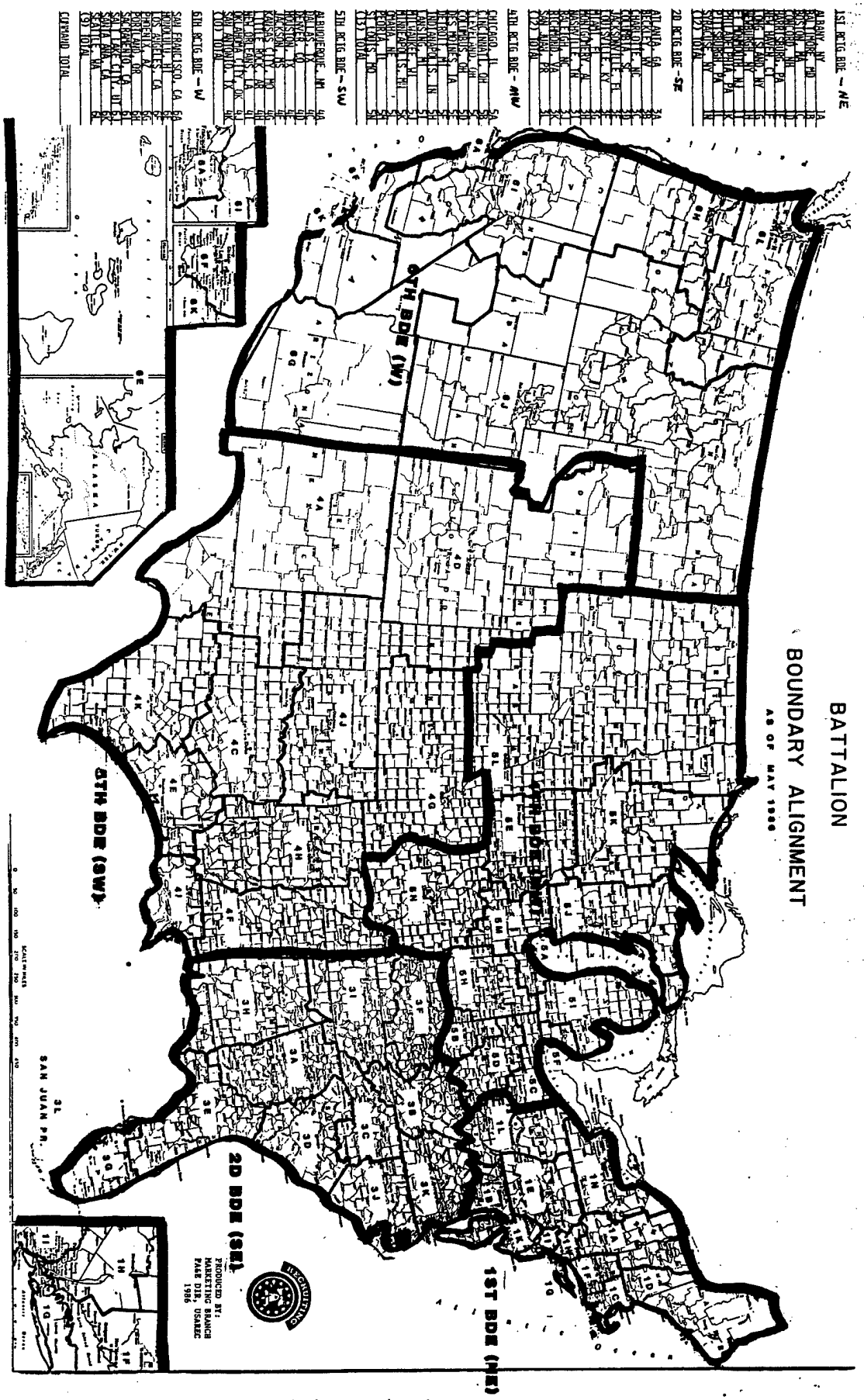

Figure 4. Map of Recruiting Brigades

attempts will be made to complete all the necessary respondents within the household.

In many cases, several telephone calls will be necessary to complete all the interviews within a household. Up to 10 callbacks will be made, at different times of the day, in order to complete interviews within the household. When possible, appointments will be made for the best times to call back for the interview. Callbacks will also be made in cases where an initial refusal is encountered, to attempt a "refusal conversion."

The interview work flow is controlled on a monthly basis. A sample of telephone numbers is drawn monthly from the AT&T and Donnelley lists. For each monthly "sample draw", the active interview period for conducting the household screener interviews and the target youth interviews is 8 weeks. That is, at the start of each month, a new sample of telephone numbers will be activated: Household screener interviews will be conducted, and attempts will be made to interview all target youth identified within 8 weeks after the start of the month. The parental sample will be contacted within a 4-week period after the linked target youth interview is completed.

THE CATI SYSTEM OPERATION

ACOMS interviews will be conducted using Westat's proprietary Computer-Assisted Telephone Interviewing (CATI) system. The system consists of software that facilitates the collection and processing of ACOMS data. The CATI system is particularly appropriate for surveys with complicated instruments, like ACOMS, where the types of information collected from different respondents varies according to key respondent characteristics.

The CATI system automates the presentation/elimination of different sets of questions based on answers obtained earlier in the interview, i.e., skip patterns. In addition, question wording choices and randomized question presentation are also automated. These characteristics make the interviewing process considerably more efficient than using the traditional hard-copy instrument, and also leads to significantly less interviewer error in questionnaires with complicated skip and branching structures.

CATI's internal editing capabilities also reduce error as well as the amount of time required to process the survey data. CATI operations include internal validity checks for value ranges, as well as on-line consistency checks across related survey items. These capabilities virtually eliminate the need for data retrieval and extensive post-interview data cleaning operations. They also minimize post-data collection editing thus facilitating rapid preparation of data files for analysis.

Westat's CATI further minimizes the possibility of erroneous data by maintaining an audit trail file for each respondent contact. Every keystroke that an interviewer enters through the keyboard is recorded in this file. The audit trail allows consistency checks between data collected during the two

interviewing sessions in cases where an interview is prematurely terminated and later restarted. Any questions about how particular responses were recorded during the conduct of the interview can be examined using the audit trail for any case.

Another feature of the CATI system is the automated scheduler program that automatically schedules cases based on study-specific algorithms. The scheduler handles both initial calls and subsequent "callbacks." As each number is attempted, a result code (e.g., "ring-no answer," completed, or specific appointments) is entered into the system which triggers action on that particular case if other attempts are necessary. The management system maintains a record of each call attempt made to each assigned number.

Finally, the CATI software creates both tape and hard-copy versions of the questionnaire, codebook, and call disposition record. Thus, the documentation and variables, data and file editing processes are integrated to make it possible to eliminate many steps that become necessary when using other (e.g., SAS) software. In summary, the program documentation in the CATI system includes: the questionnaire actually used by interviewers; a codebook; a call disposition record; and SAS analysis programs.

SAMPLE SELECTION--TECHNICAL DETAIL

In order to significantly reduce the total ACOMS screening burden, the Waksberg RDD methodology is being used. The Waksberg sampling method is designed to reduce the number of nonproductive calls. It takes advantage of the fact that a high proportion of nonworking and commercial numbers occur in consecutive sequences. In essence, the procedure involves first identifying and selecting blocks of numbers (i.e., a block is defined by its area code, extension, and an additional two digits) which contain working, residential telephone numbers and then dialing random numbers within those blocks. Using this method of sample selection, it is expected that a total of 70,000 residential telephone screenings will be required to yield 9,600 PMS youth.

- Composition of phone numbers
  - 60% residential
- Locating PMS youth
  - Must screen 6 residential households per single PMS youth
- Response rate
  - 80% of youth contacted will complete the survey

For a self-weighting sample, a constant number of households per cluster is required. This method, referred to as the Standard Waksberg method, involves choosing an equal number of households within each cluster. When this method is followed, all residential telephone numbers have the same chance of selection, and thus the sample is a self-weighting sample.

The need for a constant number of households per cluster, however, requires a rather cumbersome series of steps. Until all call-backs have been made for a telephone number, there

is no way to know if an additional household is needed. There are thus built-in delays which make it difficult to use the procedure for the ACOMS study with the tight time schedule for data collection. Therefore, we will use the modified Waksberg method to sample households in selected clusters.

The modified procedure consists of selecting a constant number of telephone numbers per cluster, then weighting the results in each cluster by a factor n/n_i where n_i is the number of respondents in the cluster and n is the average respondents per cluster. The modified Waksberg method is simpler, can be carried out in less time, and is also unbiased (in the same sense as the original method). The modified method does speed up the data collection, but at the price of an increase in sampling variances. The sample requires weighting for the production of unbiased estimates, and the variation in weights increases the sampling variances. Our experience with this method is that the increase in variance is in the range of 10%.

Main Sample. The sample frame adopted for the main sample is derived from a tape supplied by AT&T. AT&T has on tape a list of all existing area codes and telephone exchanges. A recent copy of this tape is used for development of the sample frame. To the area code and three-digit exchanges, all possible two-digit numbers are added. Thus, a list of all possible first eight digits (of ten) for telephone numbers is established as the sampling frame. These eight-digit numbers are treated as Primary Sampling Units (clusters).

Clusters are then sorted by Recruiting Brigade, region, state, and ascending numerical value. From this list, the total yearly sample of clusters is drawn in a systematic random manner. The yearly sample including an allowance for non-residential clusters, so drawn, are then allocated equally across the months of the year.

Supplementary Hispanic Sample. The supplementary Hispanic sample is drawn using procedures similar to those for the main sample. The major difference here is that the Donnelley, rather than the AT&T tape is used to derive the sample frame.

In addition to telephone exchanges, the Donnelley tape contains information regarding sample demographic composition. This information will be exploited in first selecting those telephone exchanges from Recruiting Brigades 1, 5, and 6 having sufficient concentrations of Hispanics (i.e., 10%+ Hispanic for Rctg Bde 1 and 50%+ Hispanic for Rctg Bdes 5 and 6). Once selected, eligible exchanges (supplementary clusters) are sorted by Recruiting Brigade, region, state, and then ascending number.

As with the main sample, a systematic random sample of clusters is then drawn adequate for yearly supplementation purposes. The supplementations are then distributed evenly across the year and added to the main sample's pool of exchanges.

Identification of residential telephone numbers then proceeds as with the main sample until the requisite number is identified to supplement the main sample.

Sample Selection Rates. All PMS and SMS eligible youths are interviewed--including black and Hispanic males. The FS group is sampled at a rate of 1 in 5.

Parents of PMS and PFS youth 16-20 years old will be sampled 1/2 father and 1/2 mother.

The allocation to Recruiting Brigades will be proportional to population size. The allocation across months of the year will be equal.

THE ACOMS QUESTIONNAIRES

ACOMS currently includes three survey instruments: the household screener, the youth questionnaire, and the parent questionnaire. These questionnaires are presented in Appendix A. In the future, a longitudinal questionnaire will be designed for youth who will be reinterviewed annually.

THE HOUSEHOLD SCREENER

The household screener is a brief (3-minute) instrument designed to locate target respondents for the full ACOMS interview. Using the RDD method of sample selection, telephone numbers are contacted at random. The screener interview is used to identify and eliminate non-household telephone numbers (e.g., business and institutional telephone numbers) as well as households that do not have youth who fulfill ACOMS eligibility requirements. The screener interview is conducted with any knowledgeable household member.

THE YOUTH INTERVIEW

The youth interviews, which average about 30 minutes in length, provide the major measures of the dynamics and effects of Army advertising available in ACOMS. In accordance with the conceptual model which has guided the development of ACOMS, the youth interview is divided into 14 topical modules. In order to achieve a 30-minute average interview while ensuring that all necessary information is obtained, a complex questionnaire structure was developed. The 14 questionnaire modules are divided into "core" modules (i.e., asked of all respondents), and "rotating" modules (i.e., asked of a subset of respondents).

In addition, sections in one of the core modules, Perceptions/Beliefs, are assigned differentially to a subset of respondents, primarily defined in terms of their educational attainment and plans. These module rotation strategies are discussed in further detail below.

Core Modules. The core modules are:

- **Education and Employment** which elicits employment history and measures of course content and school performance useful for assessing quality.
- **Intentions and Propensity** which asks for the respondent's plans for the next few years, constructed to parallel and supplement measures of Army propensity in YATS.
- **Behaviors** which elicits information on the respondent's activities relative to enlistment, employment and/or college enrollment.
- **Importance of Attributes** which assesses the importance to the respondent of attributes defined by the Army's communications objectives. These items correspond to the evaluation component of the hierarchy of effects model.
- **Knowledge-Recall** which asks for unaided and aided recall of Army (by component) and other service advertising, presented in random order. The respondent is also asked where the advertising was seen or heard, and what its main message was.
- **Attitude Toward Army Advertising** which ascertains how much the youth likes and believes the advertisements he/she has seen or heard.
- **Perceptions/Beliefs** which asks whether the Army (by component), other services, military service in general and/or college and civilian employment offer the attributes defined by the Army's communications objectives presented in random order. These items correspond to beliefs in the hierarchy of effects model.
- **Demographics** which elicits information on respondent's ethnicity, marital status, social

security number, socio-economic background, and current residence location.

Non-Core Modules. The non-core modules are:

- **Media Habits** which elicits information on the amounts of television, radio, and print material the respondent is regularly exposed to, and his/her favorite programs and print vehicles (asked only of a randomly selected half of all youth respondents).

- **Knowledge-Slogan Recognition** which asks whether the respondent can identify slogans utilized in Army, other services and joint-service advertising presented in random order (asked only of a randomly selected half of all youth respondents).

- **Knowledge-Awareness** which asks for the respondent's level of knowledge concerning Army offers (asked only of a randomly selected half of all youth respondents).

- **Parental Location Information** which elicits information required to contact parents (asked only of parental-linked target youth).

- **Social Influences** which asks for the respondent's assessments of the attitudes of friends, parents and others toward enlistment (asked only of parental-linked target youths).

- **Tracking Information** which elicits information required to trace youth selected for inclusion in the longitudinal sample, including anticipated changes in telephone number, names and phone numbers of employer and two persons likely to know the respondent's whereabouts (asked only of longitudinal sample).

Thus, certain modules will only be asked of particular groups of respondents. Parental Location, Tracking and Social Influence will only be asked of target youths in the parental-linked sample, since these respondents allow the fullest test of the social/normative aspects of the conceptual model. In addition, Slogan Recognition, Knowledge-Awareness, and Media Habits modules will be asked of only a randomly selected half of

all youth respondents. (Each possible pair of modules is asked of one-sixth of the sample.)

Slogan Recognition, Knowledge-Awareness and Media Habits modules will be distributed among respondents as shown in Table 2. Respondents will be assigned randomly to each of the three modules with a probability of .333. Half will not be assigned a second module from this group of three. The remaining half receive one of the two remaining modules with equal probability. This results in the average respondent receiving 1.5 modules of the three, a substantial time savings.

Table 2

Module Rotation Plan

	Second Module				
First Module	Media Habits	Slogan Recognition	Knowledge-Awareness	None	Percent
Media habits	0.0%	8.3%	8.3%	16.7%	33.3%
Slogan recognition	8.3%	0.0%	8.3%	16.7%	33.3%
Knowledge-Awareness	8.3%	8.3%	0.0%	16.7%	33.3%
Percent	16.7%	16.7%	16.7%	50%	

Allocation of the Perceptions/Beliefs Sections. The Perceptions/Beliefs module constitutes an integral part of the ACOMS questionnaire. This module contains questions regarding a list of attributes which constitute the major copy points, or communications objectives, of Army advertising. These communications objectives were developed iteratively in a process

that involved group and individual discussions with SAG members and other Army representatives.

ACOMS respondents are asked whether these attributes are descriptive of 10 referents (active Army, ROTC, ARNG, USAR, Navy, Marines, Air Force, Military Service generally, College, and Work) that may be perceived by the youth as future career options. Table 3 shows the attributes asked about each of the service and career referents.

The attributes list for each referent is considered a "section" in the Perceptions module. Since asking any single individual to respond to all 10 sections would be an intolerable burden, a plan to allocate respondents to Perceptions sections was devised in collaboration with the SAG.

The allocation scheme was intended to reflect the market priorities of each of the Army components. Respondents are divided into six groups:

1. Currently enrolled in 3rd or 4th year of college;
2. Currently enrolled in first or second year of college;
3. High school students intending to go to college;
4. High school students not intending to go to college;
5. High school diploma graduates not currently enrolled in college; and
6. High school non-completers.

Table 3. Allocation of perceptions to services and career options

	ARMY	USAR	ARNG	AF	MARI	NAVY	ALL SR	WORK	COLL	ROTC	TOTAL
A WIDE VARIETY OF OPPORTUNITIES TO FIND A JOB YOU CAN ENJOY	X	X	X	X	X	X	X				7
A PHYSICALLY CHALLENGING ENVIRONMENT	X			X	X	X	X	X	X		7
AN EXPERIENCE YOU CAN BE PROUD OF	X	X	X	X	X	X	X	X	X	X	10
AN ADVANTAGE OVER GOING RIGHT FROM HIGH SCHOOL TO COLLEGE	X			X	X	X	X	X			6
AN OPPORTUNITY TO DEVELOP LEADERSHIP SKILLS	X	X	X	X	X	X	X	X	X		9
THE CHANCE TO WORK WITH THE LATEST HIGH-TECH EQUIPMENT	X			X	X	X	X	X			6
A GREAT VALUE IN YOUR CIVILIAN CAREER DEVELOPMENT	X	X	X	X	X	X	X	X	X		9
AN EXCELLENT OPPORTUNITY TO DEVELOP SELF-CONFIDENCE	X	X	X	X	X	X	X	X	X	X	10
THE OPPORTUNITY TO DEVELOP YOUR POTENTIAL	X	X	X	X	X	X	X	X	X		9
A MENTALLY CHALLENGING EXPERIENCE	X	X	X	X	X	X	X	X	X		9
AN OPPORTUNITY FOR YOU TO BECOME MATURE AND RESPONSIBLE	X	X	X	X	X	X	X	X	X		9
MANY OPPORTUNITIES FOR TRAINING IN USEFUL SKILL AREAS	X	X	X	X	X	X	X	X			8
MANY CHANCES TO WORK WITH HIGHLY TRAINED PEOPLE	X	X	X	X	X	X	X	X	X		9
AN EXCELLENT OPPORTUNITY TO OBTAIN MONEY FOR A COLLEGE OR VOCATIONAL EDUCATION	X	X	X	X	X	X	X	X			8
AN OPPORTUNITY TO SERVE AMERICA WHILE STAYING IN YOUR OWN HOMETOWN		X	X								2
A CHANCE TO SERVE YOUR OWN COMMUNITY		X	X								2
INTERESTING AND EXCITING WEEKENDS		X	X								2
	14	14	14	14	14	14	14	13	9	2	

The characteristics of the allocation scheme are specified below.

- All respondents are asked about two referents--usually active Army and one other. However, one group (college-bound high school students) will be asked about three referents.
- All PMAS/PFAS eligibles will be asked the active Army perceptions questions (Groups 2 through 5).
- Those attaining 3 or more years of college (Group 1) will be asked two sets of questions--those pertaining to ROTC and one other component, branch, college, or civilian job.
- College freshmen and sophomores (Group 2) will be asked about two referents--either active Army or ROTC and one other. One third will be asked active and ROTC, one third active and one other, and one-third ROTC and one other.
- College-bound high school students (Group 3) will be asked <u>three</u> referents--active, ROTC, and one other.
- Non-college-bound high school students and high school graduates not currently enrolled (Groups 4 and 5, respectively) will be asked active Army and one other set.
- SMS/SFS respondents will be allocated as Group 4 and 5.

Table 4, below, presents the expected distribution of PMS respondents, making some assumptions about the distribution of respondents to the five groups. That is, if we assume that about 10% of all PMS respondents will have attained the third year of college or more, 24% are freshmen and sophomores, 11% of high school students are college-bound, 13% of high school students are non-college-bound, and 42% of high school graduates are not enrolled, we would expect (for example) about 970 sets of responses to the ROTC questions annually from those attaining third-year college or more, and so on. It should be emphasized that these are <u>expected</u> numbers--actual distributions will depend on the validity of the assumptions underlying the distribution to

Table 4. Assignment of respondents to perceptions modules by component
(Male sample only-- Includes PMAS and college juniors and beyond)

	Active	ROTC	ARNG	USAR	Navy	Marines	USAF	College	Work	Service
Attained 3 yrs. + College										
N=970 10% of Total										
Annual		970	121	121	121	121	121	121	121	121
Quarterly		243	39	30	30	30	30	30	30	30
Monthly		81	10	10	10	10	10	10	10	10
Freshmen and Sophomores										
N=2,330 24% of Total										
Annual	1,553	1,553	194	194	194	194	194	194	194	194
Quarterly	388	388	49	49	49	49	49	49	49	49
Monthly	129	129	16	16	16	16	16	16	16	16
H.S. Students College-Bound										
N=1,035 11% of Total										
45% of High School										
Annual	1,035	1,035	279	279	79	79	79	79	79	79
Quarterly	259	259	70	70	70	20	20	20	29	29
Monthly	86	86	23	23	7	7	7	7	7	7
H.S. Students Work-Bound										
N=1,265 13% of Total										
55% of Not-in-College										
Annual	1,265	141	141	141	141	141	141	141	141	141
Quarterly	316	35	35	35	35	35	35	35	35	35
Monthly	105	12	12	12	12	12	12	12	12	12
H.S. Grads Not Enrolled										
N=4,000 42% of Total										
Annual	4,000	444	444	444	444	444	444	444	444	444
Quarterly	1,000	111	111	111	111	111	111	111	111	111
Monthly	333	37	37	37	37	37	37	37	37	37
Totals										
N=9,600										
Annual	7,853	4,143	1,180	1,180	980	980	980	980	980	980
Quarterly	1,963	1,036	295	295	245	245	245	245	245	245
Monthly	654	345	98	98	82	82	82	82	82	82

groups, and the performance of the random assignment. The assumptions were based on extrapolations from the 1985 Current Population Survey and the fall, 1985 YATS.

THE PARENTAL INTERVIEW

The parental interview, to be conducted with a predesignated parent of target youths 16 to 20 years of age, was constructed in parallel with the youth interview. It contains eight modules in the following order:

- **Parental Influence** which probes whether the parent has discussed military service with the target youth, his/her expectations for him/her, and beliefs that military service is a good or bad idea for most young men and women.
- **Importance of Attributes** repeats the items in the youth version which assess the importance of attributes, this time asking the parent about the importance of these attributes for the target youth.
- **Media Habits** items are identical to those asked of the youth and focus on the amounts of television, radio, and print material the parent is regularly exposed to, and his/her favorite programs and print vehicles.
- **Knowledge-Recall** questions are nearly identical to those in the youth questionnaire and ask for unaided and aided recall of Army and other service advertising with questions in random order. The only difference is that some items ask knowledge of offers available to the target youth.
- **Attitudes Toward Army Advertising** items address how much the parent likes and believes the advertisements he/she has heard or seen using the same items as those in the youth interview.
- **Perceptions** are probed with nearly identical questions asked of the target youth regarding the extent to which the Army (by component), other services, military service in general, college,

and civilian employment offered to the target youth the attributes defined by the Army's communications objectives.

- **Knowledge-Awareness** items assess the parent's knowledge, as in the youth interview, of Army benefits and programs.

- **Demographics** items elicit information on the parent's ethnicity, marital status, socio-economic background and, military experience.

In essence, the parental interview adds one module to the youth questionnaire (Parental Influence), and drops Education and Employment, Intentions/Propensity, Behaviors, Social Influences, Slogan Recognition, and the Parental Location and Tracking modules from the youth interview. Except in the Importance and Perception module and in some Knowledge/Recall questions (where the referent for the items is changed to the youth), nearly all question wordings are identical to those found in the youth questionnaire. Further, where random assignment to or within modules is performed for the youth interview, the parent's interview will be assigned to the same modules and sections as the target youth. Thus, if the target youth was asked questions on perceptions of Army and college attributes, the parent is also asked the Perceptions questions for Army and college attributes. Further, if the youth was asked Media Habits and Knowledge-Awareness, the parent is asked the same modules.

ACOMS RESEARCH PRODUCTS

A number of documents, reports, and manuals may be useful as resources for consumers of ACOMS data. Some documents are designed as detailed reference guides to aspects of the ACOMS project. Others will report ongoing results of the ACOMS surveys and analyses. The purpose and contents of each document is described in this section.

ACOMS ANALYSIS PLAN

The ACOMS Analysis Plan contains two volumes which describe the plans for analysis of the data gathered through the ACOMS interviews (Volume 1), and through the analysis of the message content of Army advertising exposure, through syndicated sources of data on advertising exposure, and through the special ADI studies of particular advertising campaigns (Volume 2). Volume 2 also presents plans for integrated analysis of Fit-Exposure and Change.

Chapters of the Analysis Plan are summarized below:

Volume 1: The ACOMS Survey Analysis Plan.

Chapter 1: Introduction and Overview

Provides an overview of the ACOMS conceptual model, data sources and analytic deliverables and summarizes the basic design decisions reached during the design phase.

Chapter 2: Tracking Audience Response Trends Over Time

Discusses scale construction, trending analysis, and quarterly report table shells and narratives.

Chapter 3: Market Segmentation Analysis

Reviews various strategies for segmenting the target audience, analytical techniques for segmentation, and likely segmentation classes and what they might imply.

Chapter 4: Brand Differentiation

Reviews strategies for identifying the images of the various components and services and other civilian activities held by youth and parental respondents and identifying dimensions of knowledge and attitude differentiation.

Chapter 5: Analysis of the Influence Process

Discusses the analysis of the parental influencer data, as describing both a cognition/decision process operating parallel to the youth process, and as one which influences the youth process. The chapter also includes discussion of the social influences data collected in the main youth interviews.

Chapter 6: Modeling Effects of Army Advertising

Includes discussion of the integrated analysis of the youth interview data across awareness, recall, perceptions, importance, propensity and subsequent behavior, outlining the basic correlational structure of the youth cognition/decision process.

Volume 2: Integrated Analysis Plan (Expected availability date 5/87).

Chapter 1: Introduction and Overview

Provides an overview of the non-interview components of the ACOMS system. Detailed design and analysis plans for the non-interview data make up the balance of Volume 2.

Chapter 2: Design of Message Content Analyses

Describes the program of mail intercept interviews which will be conducted to ascertain the message content of Army advertising executions. The discussion includes data collection methodology, sample selection, questionnaire instrument, and field procedures.

Chapter 3: Fit of Advertising to Communication Objectives

Discusses the proposed analyses to be undertaken of the message content data to be collected under ACOMS, both as a separate data base and integrated with other sources of information.

Chapter 4: Exposure of Army Communications Messages

Discusses the methods for assessing exposure to the Army's advertising messages and the likely outcomes in terms of exposure, and how the exposure data will be incorporated into quarterly reports (Vol. 1, Chapter 2) and the integrated ACOMS analyses (Vol 2, Chapter 6).

Chapter 5: Tracking the Impact of Particular Campaigns and Events

Discusses the ADI sample and its uses in measuring short-term focused changes in awareness, recall and attitudes in response to advertising campaigns and events.

Chapter 6: Analysis of Fit-Exposure and Change

Discusses the integrated analyses of fit (Vol. 2, Chapters 2 and 3), and exposure (Vol. 2, Chapter 4) as inputs and moderators to the cognition/decision process outlined in Vol. 1, Chapter 6.

THE ACOMS SURVEY DESIGN

The ACOMS Survey Design is one of three design reports that document the plans for ACOMS. This report discusses the major design elements of the ACOMS survey, sampling and weighting, questionnaires, and data collection and processing. It also presents the results of the formal pretest conducted before the start of actual data collection.

Chapters 1&2: Introduction and ACOMS Survey Overview

General overview of ACOMS objectives, survey design, sampling, questionnaires, and data collection and processing procedures.

Chapter 3: Sample Design

Discussion of RDD method of sample selection, the sampling frame, sampling selection procedures, and the weighting of sample data.

Chapter 4: ACOMS Questionnaire

Presentation of the conceptual model for ACOMS and discussion of the contents of the questionnaire.

Chapter 5: Data Collection and Processing

Description of CATI system used for ACOMS, interviewer selection, data processing and editing procedures, and issues involved in the preparation, delivery, and documentation of data tapes and users' manuals.

Chapter 6: Formal Pretest

Discussion of interviewer training and administration of the formal pretest for ACOMS along with the results of the pretest, including lessons that were learned for the main study.

Appendix A

Contains a series of memoranda concerning design issues that have been resolved, including exclusion of Puerto Rico from the sampling frame, the

variance increase that occurs with differential sampling rates, and each of the following special problems: Hispanic sampling, college students' residency, and monthly reports.

INTERVIEWER TRAINING MANUAL

Contains a very brief overview of the ACOMS project and the question by question specifications for the screener, youth, and parental interviews.

QUARTERLY REPORTS

Based on each quarter's survey results, the quarterly reports provide tabular and descriptive summaries of ACOMS results of immediate interest. The quarterly reports are intended to provide timely information to Army policymakers and advertising planners regarding key market responses that are expected to be sensitive to changes in the Army's advertising plans.

ANALYTST TRAINING MATERIALS

The ACOMS Analyst Training Session I and Session II manuals contain materials directed toward managers and users of ACOMS data. The Session I: Overview manual provides an introduction to the ACOMS project, the conceptual model underlying the survey design, the survey samples and questionnaires and research products of ACOMS. The Session II: Data and Analytic Procedures manual describes in user-oriented language how to perform computer analyses of the ACOMS data, including statistical techniques and issues specific to ACOMS data.

SURVEY ANALYSIS

While it is not the purpose of Session I of Analyst Training to apprise participants of all the complexities involved in analyzing ACOMS survey data, an overview of the issues is, nonetheless, included. This summary discusses the complexities introduced by the ACOMS sample design, the manner in which sample adjustment weighting is accomplished, and the method recommended for testing statistical significance (balanced repeated replications). This final section does not bear directly on the substantive aspects of ACOMS and so will be of little interest to some. Individuals involved in the production of research results, however, may find this section useful.

SAMPLE DESIGN CONSEQUENCES

ACOMS data are collected using a sample design which selects youth at varying rates (depending upon their demographic characteristics). As a consequence, a fairly complex weighting procedure was implemented in order to:

- Compensate for unequal probabilities of selection; and
- Adjust for undercoverage and nonresponse in the sample frame.

In addition, the weighting procedure adjusts for branchings (sampling of modules and questions) that occur throughout the ACOMS instrument. For example, among the non-core modules in the questionnaire, youth are administered only a sample of the available modules. In a like manner, within the Perceptions/Beliefs (P/B) module, only a subsample of the available questions are asked of any youth. Sample weighting,

then, adjusts both for factors associated with the selection of ACOMS respondents and the selection of questions asked of respondents.

Due to the complex nature of the ACOMS sample design and its consequences, analysts are cautioned in the use of standard statistical packages (e.g., SAS, BMDP, $SPSS_X$, etc.) to perform analyses on the ACOMS data. Unless the data are analyzed in a manner which takes into account (adjusts for) the ACOMS sample design, serious biases can be introduced and misleading results obtained. For this reason, we provide the following recommendations regarding the analysis of ACOMS data:

- All analysis of ACOMS data should be performed using weighted data; and
- All tests of significance should be computed using the technique of balanced repeated replications (BRR).

The production of weighted survey estimates (i.e., totals, means, proportions, etc.) is straightforward once the weighting adjustment is determined. For this reason, the following sections cover two more difficult areas--the actual weighting of the survey data and the computation of sample estimate variances using the method of BRR.

SAMPLE WEIGHTING

Sample weighting for ACOMS data is accomplished in three steps. The first two steps involve computation of weights to compensate for unequal probabilities of selection at the household and the person level. The third uses post-stratification (also referred to as ratio-estimation) to compute weights that adjust for sample nonresponse, and uncoverage of

nontelephone households, as well as to reduce sampling error. The following gives a brief description of each step.

Sampling Rate Adjustments at the Household Level. Households have different probabilities of selection in the modified Waksberg method. In this approach, a constant number of telephone numbers per cluster (rather than of households as in the standard method) is selected. As a result, the rate at which a household is sampled depends on the proportion of telephone numbers that are in households in the cluster in which the household is located. To avoid potential biases, a weight will be attached to each cluster which is the average number of sample households per cluster divided by the number found in the particular cluster.

Furthermore, households with two telephones have twice the chance of selection. Thus, they will be given a weight of 1/2 to adjust for this overrepresentation.

Sampling Rate Adjustments at the Person Level. The ACOMS survey design calls for sampling various population subgroups at different rates. Hispanic males will be oversampled and females will be undersampled. Weighting will be done to adjust for these unequal probabilities of selection.

The combined sample adjustment weight for each individual computed using these three steps is then appended to the survey data file.

Post-Stratification. Post-stratification will be used to reduce sampling error, to minimize biases arising from the fact that nonrespondents may be different from those who respond, and to adjust for nontelephone households missing from the sampling frame. Post-stratification will be accomplished by superimposing weights on the first two stages of weighting that

will create agreement between ACOMS tabulations and Census data on the total population by age, sex, race, and Spanish heritage.

The combined sample adjustment weight for each individual computed using these three steps is then appended to the survey data file.

STANDARD ERROR ESTIMATION FOR ACOMS-BRR

Standard methods of computing variance and confidence intervals and analyzing statistical models requires the assumption that data are from simple random samples. This requirement is not met in ACOMS since it was determined cost effective to select samples through a complex multi-stage design (e.g., involving stratification and clustering of units), rather than through simple random sampling. Were conventional methods for variance and standard error estimation used on ACOMS data, serious biases could be introduced and misleading results obstained.

Application of BRR to Complex Samples. To compute standard errors for the ACOMS data, BRR should be used. A variant of this method was first used by the Census Bureau for variance calculations for its Current Population Survey about 25 years ago. The methodology was subsequently improved and is now used extensively by all of the major Federal statistical agencies. Westat also uses it for most of its large-scale studies.

Westat has a general-purpose computer program available for balanced repeated replication that will be used for ACOMS. The software is known as PROC WESVAR and will be presented later in the training session.

Using WESVAR as a BRR technique requires the drawing of a set of random subsamples from the full ACOMS sample. Each subsample (68 are drawn for ACOMS) contains one-half the cases of the full sample. The same principles of selection, clustering, and stratification used for the full sample are used in each subsample. Each subsample is referred to as a replicate.

The BRR method for estimating the standard error of a percentage, for example, is based on computing an estimate of the percentage from each replicate, and then computing the variance between those estimates and the full sample percentage estimate. Symbolically, let

P_g Denote the estimate of the percentage from replicate g.

P Denote the estimate of the percentage based on the full sample.

m Denote the number of replicates in the balanced repeated set.

Then an estimate of the sampling variance of p is

$$(S_p)2 = \frac{1}{m} \sum_{g=1}^{m} (Pg - P)^2$$

The convenience of this approach is that the same estimator is used for the total sample and for each replicate, and variance estimates are readily computed by a simple procedure.

Furthermore, the same procedure is applicable to any statistic desired, such as ratios estimates, regression coefficients from a multivariate regression or other complex statistics, as well as to simple estimates of percentages or means. This kind of estimator can be applied to statistics based on separate analytic groups and also subpopulations within those

groups. Thus, separate variance programs are not required for different statistics.

APPENDIX A: ACOMS ANNOTATED QUESTIONNAIRE

The Annotated Questionnaire provides supplementary information for each item included in the current active ACOMS instruments. The Annotated Questionnaire is intended to be the primary reference document for use during planning and execution and interpretation of the analysis. The Annotated Questionnaire is composed of the questionnaire instruments on the right side of the page, and the annotation information on the left side of the page.

The questionnaires and the annotation are discussed in detail below.

THE QUESTIONNAIRES

The questionnaire instruments provide: 1) specific question wording used in the ACOMS interviews, and 2) information regarding the flow and control of the instruments administered to respondents. Questionnaire wording includes screen name, complete question text, optional text, word choices, response categories and response codes. Information regarding the flow of the interview includes skip pattern information, and CATI checks. Figure A.1 is an example page of the questionnaire. Since the questionnaire formats used in a CATI context differ somewhat from those used in traditional self-administered or paper and pencil telephone surveys, a description of the questionnaire presentation follows below.

Screen Name (1). The screen name corresponds to the the screen name in the Question Bank and is composed of the two character prefix reffering to the questionnaire module and an order number. The order of presentation of screens in the Annotated Questionnaire corresponds to the order of presentation

Figure A.1 Example of page of questionnaire

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Behaviors

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(1)

BE-26. In the past six months, have you spoken with anyone about getting a full-time civilian job?

YES	1	(BE-27)
NO	2	(BE-31)
REFUSED	-7	(BE-31)
DON'T KNOW	-8	(BE-31)

(2) (3) (4) (5)

BE-27. With whom have you spoken? [RECORD ALL THAT APPLY]

FRIENDS	01
MOTHER	02
FATHER	03
A BROTHER OR SISTER	04
SOME OTHER RELATIVE	05
(BOY/GIRL) FRIEND OR SPOUSE	06
A TEACHER	07
A COUNSELOR AT SCHOOL	08
A RECRUITER	09
CO-WORKER	10
EMPLOYER	11
OTHERS	12
REFUSED	-7
DON'T KNOW	-8

BE-31. In the past six months, have you visited any prospective employers or employment agencies?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

during the interview rather than the order present in the Question Bank.

Occasionally the screen name also contains a suffix, for example, "EE-6A". The "A" suffix indicates that the item was inserted after "EE-6". A "VER" following the order number in the screen name (for example, "EE-1VER") indicates that the screen verifies information obtained or calculated during the interview.

Question Text (2). Each item in the Annotated Questionnaire contains the complete question wording. The presentation of the question items follow a number of conventions:

- Text with normal capitalization is read to the respondent.
- Text in all caps within brackets is a message to the interviewer, not to be read to the respondent.
- Normal text within brackets indicates optional wording to be read to the respondent at the discretion of the interviewer.
- Text within brackets separated by a slash (/) indicates a CATI-programmed word choice.

The question text often includes CATI programmed word choices. Word choices alter the text of the question by displaying different text within a question item. During the interview, the CATI System selects the appropriate wording according to respondent characteristics or previous responses.

Word choices can be used to tailor the question to the respondent. For example, the question "Does (he/she) have a high school diploma" would be displayed "Does he" if the question refers to a male, and "Does she" if the question refers to a female.

Word choices can also be used to create variations for a basic question thus altering the meaning of the question itself. For example, the CATI system randomly selects from Navy, Air Force, Marines, etc to display the result where (SERVICE) appears in the following question, "What was the main message you got from (SERVICE) advertising?".

Response Categories and Codes (3,4). Response categories and codes follow the question text. Response categories presented in normal text are always read to the respondent, while those in all caps are read to the respondent only after several probe attempts have failed to elicit a valid response from the respondent. The numbers to the right of the response categories are the numeric codes entered by the interviewers.

Skip Patterns (5). Another way in which the CATI technology allows for more respondent-tailored interviews than traditional interviewing technologies is through skip patterns. For many questions in the ACOMS interviews, certain responses lead to a specified set of followup questions and to skipping other sets of questions.

Skip patterns appear directly to the right of the response category on which the subsequent skips are based. Skip pattern information is composed of the screen name of the next screen administered to the respondent if that response is chosen. For example, if the respondent answers "yes" to "...have you spoken with anyone about getting a full-time civilian job" then the next question asked will be "With whom have you spoken?". With any other answer, the respondent would be asked "...have you visited any prospective employers or employment agencies?".

CATI Checks. CATI checks steer the flow of the interview based upon answers to previous questions, or

predetermined selection criteria. Like skip patterns, CATI checks control the flow of the interview. However, CATI checks can be used anywhere in the interview to check logical relationships among previously collected information while skip patterns are bound to the response category where they appear. They are composed of a statement or question followed by corresponding logical statements. The interview is then controlled based upon the CATI system's answer to the "question".

Figure A.2 is an example of a CATI check. CATI Check #AT1 checks the values entered from a previous module to steer the next series of questions. If the respondent had recalled hearing or seeing Army advertising, then they received questions about their opinions about army advertising. Otherwise, the section is skipped.

THE ANNOTATION

Annotation information not usually incorporated with questionnaire documentation is provided to facilitate analyses using only one reference document. The Annotated Questionnaire allows the analyst to read a question item as it appears during the interview, and using annotation information, determine the variable name, the range of valid responses, and the sub-population receiving that question, without referring to multiple documents. The annotation contains screen name, question bank id #, all variables associated with that item, the variables valid ranges, and a description of the sub-population receiving that item.

Figure A.3 is an example page of annotation.

Screen Name (1). The screen name corresponds to the screen name found in the questionnaire and in the Question

Figure A.2 Example of CATI Check

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Attitudes Toward Army Ads

CATI CHECK #AT1: DID RESPONDENT RECALL SEEING OR HEARING ARMY ADS?
[KR-1 = 2 OR KR-6 = 1]

YES 1 (AT-1)
NO ..... 2 (SLOGAN MODULE)

AT-1. Use a scale of "1" to "5" where "1" means you do not like the advertising and "5" means you like the advertising very much.

Overall, how much do you like the Army ads you have seen or heard over the past year?

DO NOT LIKE	1
SOMEWHAT DISLIKE	2
NEUTRAL	3
LIKE SOMEWHAT	4
LIKE VERY MUCH	5
REFUSED	-7
DON'T KNOW	-8

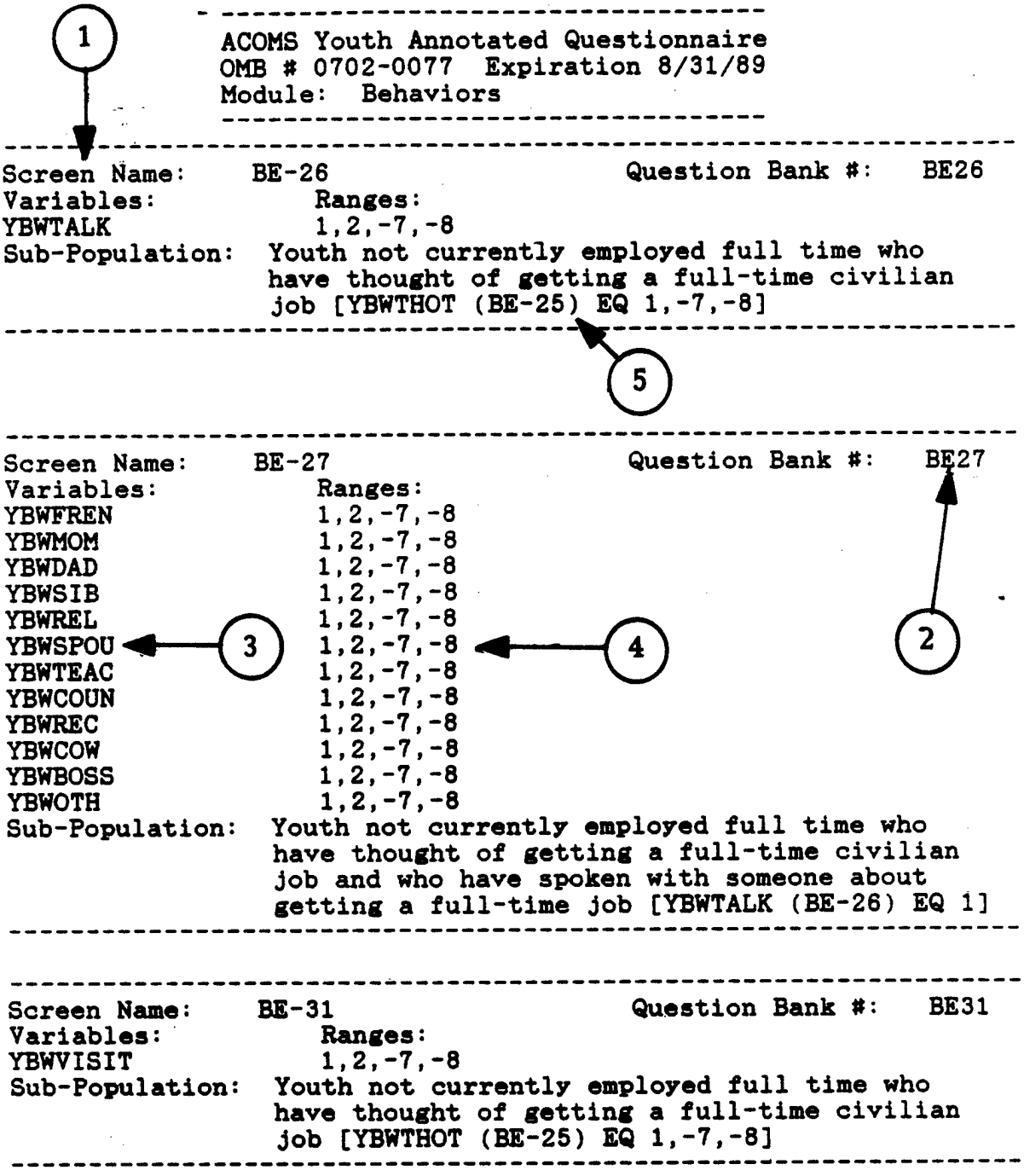
AT-2. Use a scale of "1" to "5" where "1" means you do not believe the advertising and "5" means you believe the advertising very much.

How much do you believe what the ads say?

DO NOT BELIEVE	1
SOMEWHAT DISBELIEVE	2
NEUTRAL	3
BELIEVE SOMEWHAT	4
STRONGLY BELIEVE	5
REFUSED	-7
DON'T KNOW	-8

[GO TO SLOGAN RECOGNITION MODULE]

Figure A.3 Example page of annotation



Bank. Again, the order corresponds to the order of administration, while the Question Bank is in index-order.

Question Bank ID # (2). The question bank id # corresponds to the screen name without the hyphen.

Variable Names (3). The variable names correspond to the variable names which appear in the data files. The variable name is begins with a single letter which corresponds to the type of respondent. Variable names beginning with the letter "Y" indicate youth respondents while the letter "P" indicate parental respondents. The remainder of the variable name represents the essence of the variable's contents. For example, the variable "YTVWATCH" contains a code for whether or not the youth watches TV.

Many questions contain more than one variable. Questionnaire items which could elicit more than one valid response require more than one variable. For example, BE-27 asks "With whom have you spoken?". One variable is required for each person with whom the youth might have spoken. This situation is analogous to the "Mark all that apply" question found in paper and pencil surveys. All variables corresponding to a particular screen are listed in the annotation.

Valid Ranges (4). Valid ranges encompass all possible responses for a particular variable. With few exceptions, variables coded from survey responses always include "refused" and "don't know" as valid responses, although these response options are never read to the respondent.

Sub-Population (5). Because of the complex instrument structure that incoude rotating modules, skip patterns, and other programmed means of question allocation to respondents, many questions in the ACOMS surveys are asked only

of a subsection of the respondent population. During analyses, the sub-population that receives a particular question determines the types of analyses that can be performed as well as the interpretation of the results. The sub-population descriptions facilitate analyses by summarizing all skip pattern and interview flow information into one statement describing all respondents for a variable or set of variables.

Sub-population descriptions are composed of a text description of the respondents, and a pseudo-code representation of the respondents. The text description uses terms found within the question items which define the respondent population.

The pseudo-code enclosed in brackets is composed of:

- the variable name(s) of the defining variable(s);
- the screen name of the screen from which the defining variable was coded;
- the logical operator(s); and
- the defining values of the variables.

The logical operators used within the pseudocode are:

- EQ equal
- NE not equal
- GT greater than,
- LT less than,
- AND and (both conditions must be met for the respondent to be included in the sub-population)
- OR or (either condition must be met for the respondent to be included in the sub-population)

An example of a sub-population description is found in Figure A.3. BE-27 will be asked if the youth is not currently employed full-time, and the youth has thought about getting a full time job, and the youth has spoken with someone about getting a full time job. The pseudo-code indicates that these conditions will be met if the variable YBWTHOT from screen

BE-25 is equal to 1, -7, or -8. (Values separated by commas imply an OR condition.)

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Household Screener

ACOMS Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Household Screener

Screen Name: SC-1 Question Bank #: SC1
Variables: Ranges:
PHONVER 1,2,3
Sub-Population: All phone numbers called

Screen Name: SC-2 Question Bank #: SC2
Variables: Ranges:
PHONUSE 1,2,3,-7,-8
Sub-Population: All correct phone numbers
[PHONVER (SC-1) EQ 1]

Screen Name: SC-3 Question Bank #: SC3
Variables: Ranges:
PHONLOC 1,2,3,-7,-8
Sub-Population: Correct phone numbers used for both home and business
[PHONUSE (SC-2) EQ 2]

ACOMS Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Household Screener

SC-1 INTRODUCTION: Hello, this is (YOUR NAME). I am calling from Westat, a research firm near Washington, D.C. We are conducting an important national survey for the Federal Government. First, I'd like to make sure I've dialed correctly. Is this (AREA CODE AND NUMBER)?

(INTERVIEWER: ASK TO SPEAK WITH ADULT HOUSEHOLD MEMBER IF PERSON ANSWERING TELEPHONE SOUNDS LIKE A YOUTH)

YES	1	(SC-2)
NO	2	(TERMINATE. 1 CODE REDIAL) MAX OF 2 CALLS)
GO TO RESULT	3	

SC-2 We are calling a random sample of telephone numbers in connection with this study, and we need to know what type of number this is.

Is this phone number for

home use, ...	1	(SC-4D)
business and home use, or.	2	(SC-3)
business use only?	3	(TERMINATE. 3 CODE NON-RESIDENTIAL)
REFUSED	-7	(TERMINATE. 2 CODE INIT REFUSAL)
DON'T KNOW	-8	(ASK FOR KNOWLEDGEABLE HOUSEHOLD MEMBER, RESTART AT SC-2RI. IF NONE AVAILABLE, TERMINATE, 4 OR 5 CODE CALLBACK)

SC-3. Is this phone located in a home or in a business?

HOME	1	(SC-4D)
BOTH	2	(SC-4D)
BUSINESS	3	(TERMINATE. 3 CODE NON-RESIDENTIAL)
REFUSED	-7	(TERMINATE. 2 CODE INIT REFUSAL)
DON'T KNOW	-8	(ASK FOR KNOWLEDGEABLE HOUSEHOLD MEMBER, RESTART AT SCKNOW. IF NONE AVAILABLE, TERMINATE, 5 CODE CALLBACK)

ACOMS Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Household Screener

Screen Name: SC-4D Question Bank #: SC4D

Variables:	Ranges:
RESPINHH	1,2,-7,-8

Sub-Population: Correct phone numbers for home or both home and business use
[PHONUSE (SC-2) EQ 1] OR
[PHONLOC (SC-3) EQ 1,2]

Screen Name: SC-5 Question Bank #: SC5

Variables:	Ranges:
YOUHTTOT	00,-7,-8

Sub-Population: Correct phone numbers with household member on the line
[RESPINHH (SC-4D) EQ 1]

SC-4D. Are you a member of this household?

YES	1	(SC-5)
NO	2	(SCKNOW IF NONE AVAILABLE, TERMINATE, 5 CODE CALLBACK)
REFUSED	-7	(TERMINATE. 2 CODE INIT REFUSAL)
DON'T KNOW	-8	(SCKNOW IF NONE AVAILABLE, TERMINATE, 5 CODE CALLBACK)

SC-5. Since the survey we are conducting for the U.S. government is concerned with the career plans of young adults, we need to know how many young adults live in your household.

How many people between the ages of 13 and 24 live in your household including those on vacation, away on business or living away at school?

NONE	00	(SC-4B, 6 CODE INELIGIBLE NO ONE 13-24)
REFUSED	-7	(TERMINATE. 7 CODE INIT REFUSAL)
DON'T KNOW	-8	(SCKNOW IF NONE AVAILABLE, TERMINATE 5 CODE CALLBACK)

CATI CHECK #SC1: IS THERE MORE THAN ONE HOUSEHOLD MEMBER 13 THROUGH 24?
[SC-5 > 1]

YES 1 (SC-7)
NO 2 (SC-6)

ACOMS Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Household Screener

Screen Name: SC-6 Question Bank #: SC6
Variables: Ranges:
MALEFEM 1,2,-7,-8
Sub-Population: Correct phone number and household member on the line and there is only one person in household age 13 through 24
[YOUTHTOT (SC-5) EQ 1]

Screen Name: SC-7 Question Bank #: SC7
Variables: Ranges:
MALETOT 00,-7,-8
Sub-Population: Correct phone number and household member on the line and there is at least one person in the household age 13 through 24
[YOUTHTOT (SC-5) GE 1]

FEMTOT computed from YOUTHTOT and MALETOT

Screen Name: SC-7A Question Bank #: SC7A
Variables: Ranges:
FEMVER 1,2,-7,-8
Sub-Population: Correct phone number and household member on the line and at least one person age 13-24 in the household
[YOUTHTOT (SC-5) GE 1]

SC-6. Is this person male or female?

MALE	1	(CODE SC-7 AS 01; CODE SC-7A AS 00, AND THEN GO TO SC-8)
FEMALE	2	(CODE SC-7 AS 00; CODE SC-7A AS 01 AND THEN GO TO SC-8 FOR FEMALES)
REFUSED	-7	(TERMINATE. 7 CODE INIT REFUSAL)
DON'T KNOW	-8	(ASK FOR KNOWLEDGEABLE HOUSEHOLD MEMBER RESTART AT SC-5 IF NONE AVAILABLE, TERMINATE 5 CODE CALLBACK)

SC-7. Of these (NUMBER FROM SC-5), how many are male?

NONE	00	
REFUSED	-7	(TERMINATE. 7 CODE INIT REFUSAL)
DON'T KNOW	-8	(ASK FOR KNOWLEDGEABLE HOUSEHOLD MEMBER RESTART AT SC-5A IF NONE AVAILABLE, TERMINATE 5 CODE CALLBACK)

CATI CHECK SC1A1: IS THE NUMBER OF MALES EQUAL TO THE TOTAL 13-24 YEAR OLDS?
[SC-7 = SC-5]

YES	1	(CODE SC7A=0 CATI CHECK #SC1A)
NO	2	(SC-7A)

SC-7A. So, of the (NUMBER FROM SC-5) 13 to 24 year olds, your household has (SC-7) males, and ((SC-5)-(SC-7)) females?

YES	1	(CATI CHECK #SC1A)
NO	2	(SC7ACHK)
REFUSED	-7	(TERMINATE. 7 CODE INIT REFUSAL)
DON'T KNOW	-8	(SCKNOW IF NONE AVAILABLE, TERMINATE

Screen Name: SC-7B Question Bank #: SC7B
Variables: Ranges:
1,2,-7,-8
Sub-Population: Screener respondents
[YUTHNUM EQ 1]

CATI CHECK #SC1A: ARE THERE ANY 13-24 YEAR OLD MALES IN THE HOUSEHOLD?
[SC-7 > 0]
YES ..... 1 (CATI CHECK #SC1B)
NO ..... 2 (CATI CHECK #SC1B)

#SC1B: ARE THERE ANY 13-24 YEAR OLD FEMALES IN THE HOUSEHOLD?
[SC-7A > 0]
YES ..... 1 (CATI CHECK #SC1D)
NO ..... 2 (CATI CHECK #SC1D)

#SC1D: IS THE HOUSEHOLD IN THE FEMSAMP?
YES ..... 1 (ENUMERATE RESPONDENT, MALES, THEN FEMALES) (CONF)
NO ..... 2 (ENUMERATE RESPONDENT, THEN MALES) (CONF)

[RESPONDENT NAME AND AGE ENUMERATED, THEN MALES, THEN FEMALES]

CONF. Your answers to this survey are voluntary and confidential. The information you give us will only be used in connection with information about many other young adults. Neither your name or any other identifying information will appear on any report of this study.

While you may choose not to answer any question, this research is authorized by law, and the information you give is is protected by an Act of Congress called the Privacy Act of 1974.

SC-7B. Are you between 13 and 24 years old?

YES 1 (SC-8A)
NO ..... 2 (CATI CHECK #SC3)
REFUSED ..... -7 (TERMINATE 8 CODE INIT REFUSAL)
DON'T KNOW ..... -8 (SCKNOW
IF NONE AVAILABLE, TERMINATE
5 CODE CALLBACK)

ACOMS Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Household Screener

Screen Name: SC-8A Question Bank #: SC8A
Variables: Ranges:
EFNAM
Sub-Population: Enumerated persons, that is, screener respondents and other youth in the household age 13 through 24

Screen Name: SC-8 Question Bank #: SC8
Variables: Ranges:
EFNAM 1-5,-7,-8
Sub-Population: Enumerated persons, that is, screener respondents and other youth in the household age 13 through 24

SC-8A. Please give me your first name.

	(SC-8)
REFUSED	(TERMINATE. 8 CODE INIT REFUSAL))
DON'T KNOW	(SCKNOW IF NONE AVAILABLE, TERMINATE 5 CODE CALLBACK)

SC-8. (Starting with the oldest) Please give me the first name of (each/the/the oldest) (male/female) in your household between 13 and 24. (RECORD ALL NAMES IN GRID BELOW.)

1.

2.

3.

4.

5.

REFUSED	-7	(TERMINATE. 8 CODE INIT REFUSAL)
DON'T KNOW	-8	(ASK FOR KNOWLEDGEABLE HOUSEHOLD MEMBER RESTART AT SC-5RI IF NONE AVAILABLE, TERMINATE 5 CODE CALLBACK)

CATI CHECK #SC2: ASK SC-9 FOR RESPONDENT, 1ST MALE/FEMALE LISTED IN SC-8

Screen Name: SC-9 Question Bank #: SC9

Variables:	Ranges:
EDOBMM	01-12,-7,-8
Sub-Population:	Enumerated persons with first name given [EFNAM (SC-8A, SC-8) NE -7,-8,-1]
EDOBDD	01-31,-7,-8
EDOBYY	62-74,-7,-8
Sub-Population:	Enumerated persons for whom the screener respondent gave a month of birth [EDOBMM (SC-9) NE -7,-8,-1]

Screen Name: SC-10 Question Bank #: SC10

Variables:	Ranges:
EAGE	
Sub-Population:	Enumerated persons for whom the respondent did not give a complete date of birth [EDOBMM (SC-9) EQ -7,-8,-1] OR [EDOBDD (SC-9) EQ -7,-8,-1] OR [EDOBYY (SC-9) EQ -7,-8,-1]

Screen Name: SC-10A Question Bank #: SC10A

Variables:	Ranges:
E13TO24	1-4,-7,-8
Sub-Population:	Enumerated persons for whom the respondent did not give a date of birth or age [EAGE (SC-10) EQ -7,-8]

SC-9. What is (PERSON'S/your) date of birth?

__ / __ / __ (CATI CHECK #SC3)
MM DD YY

REFUSED ..... -7 (SC-10)
DON'T KNOW ..... -8 (SC-10)

SC-10. How old is (PERSON/are you)?

(CATI CHECK #SC3)

REFUSED ..... -7 (SC-10A)
DON'T KNOW ..... -8 (SC-10A)

SC-10A. (Is PERSON/Are you) 13 to 15 years old, 16 to 20 years old, 21 to 24 years old, or some other age?

13 to 15 ..... 1 (CATI CHECK #SC2A)
16 to 20 ..... 2 (CATI CHECK #SC2A)
21 to 24 ..... 3 (CATI CHECK #SC2A)
SOME OTHER AGE ..... 4 (CATI CHECK #SC2A)
REFUSED ..... -7 (TERMINATE. 8 CODE INIT REFUSAL)
DON'T KNOW ..... -8 (ASK FOR KNOWLEDGEABLE HOUSEHOLD MEMBER RESTART AT SC-5RI
IF NONE AVAILABLE, TERMINATE 5 CODE CALLBACK)

ACOMS Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Household Screener

Screen Name: SC-10B Question Bank #: SC10B
Variables: Ranges:
ESEX 1,2,-7,-8
Sub-Population: Enumerated persons

Screen Name: SC-10C Question Bank #: SC10C
Variables: Ranges:
ENUMORE 1,2,-7,-8
Sub-Population: Enumerated persons, last on the list of names in SC-8

CATI CHECK #SC2A: IS CURRENT ENUMERATION FOR THE RESPONDENT?
YES 1 (SC-10B)
NO ..... 2 (CATI CHECK #SC3)

SC-10B. [IF NOT OBVIOUS, ASK] What is your sex?

MALE 1 (SC-10C)
FEMALE 2 (SC-10C)
REFUSED ..... -7 (TERMINATE. 8 CODE INIT REFUSAL)
DON'T KNOW ..... -8 (ASK FOR KNOWLEDGEABLE HOUSEHOLD MEMBER RESTART AT SC-5RI
IF NONE AVAILABLE, TERMINATE 5 CODE CALLBACK)

SC-10C. Are there any other youths between 13 and 24 years old in your household?

YES ..... 1(CATI CHECK #SC3)
NO ..... 2(CATI CHECK #SC3)
REFUSED ..... -7(CATI CHECK #SC3)
DON'T KNOW ..... -8(CATI CHECK #SC3)

ACOMS Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Household Screener

Screen Name: SC-11 Question Bank #: SC11

Variables:	Ranges:
EMILACT	1,2,-7,-8

Sub-Population: Enumerated youth, age 17 through 24
[ECALCAGE GE 17 AND ECALCAGE LE 24] OR
[E12TO24 EQ 2,3]

CATI CHECK #SC3: IS PERSON BETWEEN 13 AND 24 YEARS?

YES ..... 1 (CATI CHECK #SC5)
NO ..... 2 (CATI CHECK #SC4)

#SC4: FLAG AS INELIGIBLE AND GO TO CATI CHECK #SC6.

#SC5: RECORD SEX

#SC6: IS D.O.B./AGE NEEDED FOR MORE MALES/FEMALES?

YES ..... 1 (SC-9 FOR NEXT MALE/FEMALE)
NO ..... 2 (CATI CHECK #SC7)

#SC7: ANY MALES/FEMALES 16-24 YEARS?
YES ..... 1 (CATI CHECK #SC7A FOR RESP, 1ST MALE/FEMALE AGED 16-24)
NO 2 (SC-21)

[ENUMERATION OF ELIGIBILITY INFORMATION FOR RESPONDENT, MALES, AND FEMALES]

CATI CHECK #SC7A: IS PERSON < 17 YEARS?

YES 1 (SC13)
NO 2 (SC-11)

SC-11. (Has PERSON/Have you) ever been in active military service, the National Guard or the Reserves?

YES 1 (SC-11A)
NO 2 (SC-12)
REFUSED ..... -7 (SC-12)
DON'T KNOW ..... -8 (SC-12)

ACOMS Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Household Screener

Screen Name: SC-11A Question Bank #: SC11A
Variables: Ranges:
EMILSERV 1,2,-7,-8
Sub-Population: Youth who have served in the military
[EMILACT (SC-11) EQ 1]

Screen Name: SC-12 Question Bank #: SC12
Variables: Ranges:
EMILWAIT 1,2,-7,-8
Sub-Population: Youth who have not served in the military
[EMILACT (SC-11) EQ 2,-7,-8]

Screen Name: SC-13A Question Bank #: SC13A
Variables: Ranges:
EHSDIPL 1-5,-7,-8
Sub-Population: Youth of eligible age and military status
[ECALCAGE EQ 16] OR
[ECALCAGE GE 17 AND ECALCAGE LE 24 AND
EMILACT (SC-11) EQ 2 AND
EMILWAIT (SC-12) EQ 2]

Screen Name: SC-14 Question Bank #: SC14
Variables: Ranges:
EEDENCUR 1,2,-7,-8
Sub-Population: Youth of eligible age and military status

SC-11A. (Is PERSON/Are you) presently serving in the military?

YES	1	(CATI CHECK #SC8)
NO	2	(CATI CHECK #SC8)
REFUSED	-7	(CATI CHECK #SC8)
DON'T KNOW	-8	(CATI CHECK #SC8)

SC-12. (Has he/Has she/Have you) been accepted for service in a branch of the Armed Forces and (is/are) now waiting to go on active duty?

YES	1	(CATI CHECK #SC8)
NO	2	(SC-13A)
REFUSED	-7	(SC-13A)
DON'T KNOW	-8	(SC-13A)

SC-13A. Do you have a regular high school diploma, a GED, an ABE, or some other kind of certificate of high school completion?

REGULAR HIGH SCHOOL DIPLOMA	1	(SC-14)
GED (GENERAL EDUCATIONAL DEVELOPMENT)	2	(SC-14)
ABE (ADULT BASIC EDUCATION) CERTIFICATE (E.G. CORRESPONDENCE, NIGHT SCHOOL)	3	(SC-14)
SOME OTHER KIND OF CERTIFICATE	4	(SC-14)
NONE OF THE ABOVE	5	(SC-14)
REFUSED	-7	(SC-14)
DON'T KNOW	-8	(SC-14)

SC-14. (Is PERSON/are you) currently enrolled in school?

YES	1	(SC-15)
NO	2	(SC-13)
REFUSED	-7	(SC-13)
DON'T KNOW	-8	(SC-13)

Screen Name: SC-15 Question Bank #: SC15
Variables: Ranges:
EEDENTYP 01-10,-7,-8
Sub-Population: Youth of eligible age and military status who are currently enrolled in school [EEDENCUR (SC-14) EQ 1]

Screen Name: SC-16 Question Bank #: SC16
Variables: Ranges:
EEDENYRH 9-12,-7,-8
Sub-Population: Youth of eligible age and military status who are currently enrolled in a regular day high school [EEDENTYP (SC-15) EQ 1]

Screen Name: SC-17 Question Bank #: SC17
Variables: Ranges:
EEDENYRC 1-5,-7,-8
Sub-Population: Youth of eligible age and military status who are currently enrolled in college [EEDENTYP (SC-15) EQ 9]

SC-15. In what type of school or training program (Is he/Is she/Are you) currently enrolled?

TAKING DAY COURSES IN REGULAR, DAY HIGH SCHOOL	01 (SC-16)
GED OR HIGH SCHOOL EQUIVALENCY PROGRAM	02 (SC-13)
ADULT BASIC EDUCATION (ABE) (HS COURSES IN NIGHT SCHOOL OR BY CORRESPONDENCE)	03 (SC-13)
SKILL DEVELOPMENT PROGRAM (EG PUBLIC EMPLOYMENT, JOBS, OIC WIN, CETA)	04 (SC-13)
ON-THE-JOB TRAINING PROGRAM	05 (SC-13)
APPRENTICESHIP PROGRAM	06 (SC-13)
VOCATIONAL, BUSINESS OR TRADE SCHOOL	07 (SC-13)
A 2 YEAR JUNIOR OR COMMUNITY COLLEGE	08 (SC-13)
A 4 (5) YEAR COLLEGE OR UNIVERSITY	09 (SC-17)
SOME OTHER SCHOOL	10 (SC-13)
REFUSED	-7 (SC-13)
DON'T KNOW	-8 (SC-13)

SC-16. (Is he/Is she/Are you) currently enrolled in 9th, 10th, 11th or 12th grade?

9TH	9 (SC-13B)
10TH	10 (SC-13B)
11TH	11 (SC-13B)
12TH	12 (SC-13B)
REFUSED	-7 (SC-13)
DON'T KNOW	-8 (SC-13)

SC-17. (Is he/Is she/Are you) currently enrolled in (his/her/your) first, second, third, fourth or fifth year of college?

FIRST YEAR (FRESHMAN)	1 (SC-13B)
SECOND YEAR (SOPHOMORE)	2 (SC-13B)
THIRD YEAR (JUNIOR)	3 (SC-13B)
FOURTH YEAR (SENIOR)	4 (SC-13B)
FIFTH YEAR (OF A 5 YEAR COLLEGE)	5 (SC-13B)
REFUSED	-7 (SC-13)
DON'T KNOW	-8 (SC-13)

ACOMS Annotated Questionnaire
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Module: Household Screener

Screen Name: SC-13B Question Bank #: SC13B
Variables: Ranges:
EEDCOVER 1,2,-7,-8
Sub-Population: Youth of eligible age and military status who are currently enrolled in a regular high school or college
[EEDENYRH (SC-16) EQ 9,10,11,12] OR
[EEDENYRC (SC-17) EQ 1,2,3,4,5]

Screen Name: SC-13 Question Bank #: SC13
Variables: Ranges:
EEDCOMP 07-25,-7,-8
Sub-Population: Youth of eligible age and military status

SC-13B. So, the highest level (college/high school) that (you have/he has/she has) completed and received credit for is (the) (college year/high school grade)?

YES	1	(SC-18)
NO	2	(SC-13)
REFUSED	-7	(SC-13)
DON'T KNOW	-8	(SC-13)

SC-13. What is the highest grade or level of schooling that (he has/she has/you have) completed and received credit for?

LESS THAN 8TH GRADE	07	(SC-18)
8TH GRADE	08	(SC-18)
9TH GRADE	09	(SC-18)
10TH GRADE	10	(SC-18)
11TH GRADE	11	(SC-18)
12TH GRADE	12	(SC-18)
1ST YEAR OF 4 YEAR COLLEGE (FR)	13	(SC-18)
2ND YEAR OF 4 YEAR COLLEGE (SO)	14	(SC-18)
3RD YEAR OF 4 YEAR COLLEGE (JR)	15	(SC-18)
4TH YEAR OF 4 YEAR COLLEGE (SR)	16	(CATI CHECK #SC8)
5TH YEAR COLLEGE, 1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17	(CATI CHECK #SC8)
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18	(CATI CHECK #SC8)
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19	(CATI CHECK #SC8)
MORE THAN 3 YEARS GRADUATE OR PROFESSIONAL SCHOOL	20	(CATI CHECK #SC8)
1ST YEAR OF JR OR COMMUNITY COLLEGE	21	(SC-18)
2ND YEAR OF JR OR COMMUNITY COLLEGE	22	(SC-18)
1ST YEAR OF VOCATIONAL BUSINESS OR TRADE SCHOOL	23	(SC-18)
2ND YEAR OF VOCATIONAL BUSINESS OR TRADE SCHOOL	24	(SC-18)
MORE THAN 2 YEARS OF VOCATIONAL BUSINESS OR TRADE SCHOOL	25	(SC-18)
REFUSED	-7	(SC-18)
DON'T KNOW	-8	(SC-18)

Screen Name: SC-18 Question Bank #: SC18
Variables: Ranges:
ELIVADDR 1,2,-7,-8
Sub-Population: Youth of eligible age, military status, and educational level
[EEDCOMP (SC-13) EQ 7,8,...15] OR
[EEDCOMP (SC-13) EQ 16 AND
EEDENYRC (SC-17) EQ 5] OR
[EEDCOMP (SC-13) EQ 21,22,23,24,25]

Screen Name: SC-18A Question Bank #: SC18A
Variables: Ranges:
ELIVDORM 1,2,-7,-8
Sub-Population: Youth of eligible age, military status, and educational level who are not living at the location of the phone and who are currently enrolled in school
[ELIVADDR (SC-18) EQ 2 AND
EEDENCUR (SC-14) EQ 1,-7,-8]

Screen Name: SC-19 Question Bank #: SC19
Variables: Ranges:
ERACE 1-4,-7,-8
Sub-Population: Youth of eligible age, military status, educational level, and address
[ELIVADDR (SC-18) EQ 1] OR
[ELIVDORM (SC-18A) EQ 1]

Screen Name: SC-20 Question Bank #: SC20
Variables: Ranges:
EHISP 1,2,-7,-8
Sub-Population: Youth of eligible age, military status, educational level, and address

SC-18. (Is he/Is she/Are you) living at this address?

YES	1 (SC-19)
NO	2 (CATI CHECK #SC-7B)
REFUSED	-7 (CATI CHECK #SC-7B)
DON'T KNOW	-8 (CATI CHECK #SC-7B)

CATI CHECK #SC7B: IS RESPONDENT CURRENTLY ENROLLED IN IN SCHOOL?
(SC-14=1,-7,-8)
YES 1 (SC-18A)
NO 2 (SC-19)

SC-18A (Is he/Is she/Are you) living in undergraduate student housing?

[PROBE: That is, undergraduate housing that is owned, leased or sponsored by the school (he is/she is/you are) attending?

YES	1 (SC-19)
NO	2 (CATI CHECK #SC8)
REFUSED	-7 (SC-19)
DON'T KNOW	-8 (SC-19)

CATI CHECK #SC8: FLAG AS INELIGIBLE FOR MAIN INTERVIEW AND GO TO CATI CHECK #SC9

SC-19. Please tell me whether (PERSON is/you are):

White	1
Black	2
Asian or Pacific Islander, or	3
American Indian or Alaskan Native	4
REFUSED	-7
DON'T KNOW	-8

SC-20. (Is he/Is she/Are you) Hispanic?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

Screen Name: SC-21 Question Bank #: SC21
Variables: Ranges:
ELNAM
Sub-Population: Youth eligible for the main interview and youth ages 13, 14, 15

Screen Name: SC-4B Question Bank #: SC4B
Variables: Ranges:
PHONCNTY
Sub-Population: Correct phone numbers with household member on the line

Screen Name: SC-4C . Question Bank #: SC4B
Variables: Ranges:
PHONZIP
Sub-Population: Correct phone numbers with household member on the line

SC-21. What is (your/PERSON'S) last name?

REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #SC9: MORE 16-24 YEAR OLD MALES/FEMALES TO ENUMERATE?

YES 1 (SC-8)
NO 2 (SC-4B)

SC-4B. What county do you live in?

(SC-4C)
REFUSED..... -7 (TERMINATE. 2 CODE INIT REFUSAL)
DON'T KNOW ..... -8 (ASK FOR KNOWLEDGEABLE HOUSEHOLD MEMBER, RESTART AT SC-2. IF NONE AVAILABLE, TERMINATE, 5 CODE CALLBACK)

SC-4C. What is your zip code?

(SC-35)
REFUSED..... -7 (TERMINATE. 2 CODE INIT REFUSAL)
DON'T KNOW ..... -8 (ASK FOR KNOWLEDGEABLE HOUSEHOLD MEMBER, RESTART AT SC-2. IF NONE AVAILABLE, TERMINATE, 5 CODE CALLBACK)

CATI CHECK #SC25A1: IS COUNTY OR ZIP MISSING?
SC-4B OR SC-4C = -7 OR -8
YES 1 (SC-4E)
NO 2 (SC-35)

ACOMS Annotated Questionnaire
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Screen Name: SC-4E Question Bank #: SC4E
Variables: Ranges:
PHONCITY
Sub-Population: Correct phone numbers with household member on the line and county or zip is missing
[PHONCNTY (SC-4B) EQ -7,-8] OR
[PHONZIP (SC-4C) EQ -7,-8]

Screen Name: SC-35 Question Bank #: SC35
Variables: Ranges:
PHONEOTH 1,2,7,8
Sub-Population: Households with at least one youth eligible for the main interview or a youth age 13-15

Screen Name: SC-36 Question Bank #: SC36
Variables: Ranges:
XPHONUSE 1,2,3,-7,-8
Sub-Population: Households with at least one youth eligible for the main interview or a youth age 13-15 and additional telephone numbers in the home
[PHONEOTH (SC-35) EQ 1]

Screen Name: SC-36A Question Bank #: SC36A
Variables: Ranges:
XPHONLOC 1,2,3,-7,-8
Sub-Population: Households with youth eligible for further interviews and additional telephone numbers for business and home use
[XPHONUSE (SC-36) EQ 2]

SC-4E. What city do you live in?

		(SC-35)
REFUSED	-7	(SC-35)
DON'T KNOW	-8	(SC-35)

SC-35. Are there any telephone numbers in addition to (SAMPLE TELEPHONE NUMBER) in your home?

YES	1	(SC-36)
NO	2	(CATI CHECK #SC25A)
REFUSED	7	(CATI CHECK #SC25A)
DON'T KNOW	8	(CATI CHECK #SC25A)

SC-36 Is this number for

home use,	1	(CATI CHECK #SC25A)
business and home use, or.	2	(SC-36A)
business use only?	3	(CATI CHECK #SC25A)
REFUSED	-7	(CATI CHECK #SC25A)
DON'T KNOW	-8	(CATI CHECK #SC25A)

SC-36A. Is this phone located in a home or in a business?

HOME	1	(CATI CHECK #SC25A)
BOTH	2	(CATI CHECK #SC25A)
BUSINESS	3	(CATI CHECK #SC25A)
REFUSED	-7	(CATI CHECK #SC25A)
DON'T KNOW	-8	(CATI CHECK #SC25A)

CATI CHECK #SC25A: ARE THERE ANY 13 TO 15 YEAR OLD HOUSEHOLD MEMBERS?

YES	1	(INTRO13)
NO	2	(CATI CHECK #SC26)

ACOMS Annotated Questionnaire
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CATI CHECK #SC26: ARE THERE ANY ELIGIBLE PERSONS?

YES ..... 1 (HHCHOOSE)
NO 2 (TERM8)

TERMINATION SCREENS

TERM1 Thank you very much, but I seem to have dialed a wrong number. It is possible that your number will be dialed again at a later time.

REDIAL ..... 1 (RESTART AT INTRO)
NON-WORKING NUMBER [IF NUMBER HAS BEEN DIALED TWICE] 2

TERM2 Thank you very much, that's all the question that I have at this time.

TERM3 Thank you very much, that's all the questions I have at this time.

CODE NON-RESIDENTIAL

TERM5 ENTER THE RESULT CODE USING THE DEFINITIONS BELOW:

CALLBACK - NO APPOINTMENT 4
CALLBACK - APPOINTMENT ..... 5 (APPT)

TERM6 At this time, we are only interested in interviewing in households with 13 to 24 year olds so I have no further questions for you at this time. The information you have given us is confidential and is protected under the Privacy Act of 1974. This survey is for research purposes only, and is authorized by law in Title 10 USC Sections 503 and 2359. Thank you very much for your time. Good bye.

CODE NO ELIGIBLE HOUSEHOLD MEMBERS

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TERM7 The information you have given us is confidential. This survey is for research on how young people make career decisions and is authorized by law in Title 10 USC Sections 503 and 2358. Thank you for your time. Good bye.

TERM8 I have no further questions for you at this time. The information you have given us is confidential and is protected by an Act of Congress called the Privacy Act of 1974. This survey is for research purposes only and is authorized by law in Title 10 USC Sections 503 and 2358. Thank you very much for your cooperation. Good bye.

TERM9 Let me remind you that the information you have given us is confidential and is protected by an Act of Congress called the Privacy Act of 1974. This survey is for research purposes only and is authorized by law in Title 10 Sections 503 and 2358 and Executive order 9397.

I have no further questions to ask you at this time, but would you please stay on the line for one moment so that I can check to see if I need to speak with anyone else in your household.

Thank you very much for your cooperation. Good bye.

RESTART SCREENS

SC-2RI. Hello, this is (YOUR NAME). I am calling from Westat, a research firm near Washington, D.C. We are conducting an important national survey for the Federal Government.

SC-KNOW. Hello, this is (YOUR NAME). I am calling from Westat, a research firm near Washington, D.C. We are conducting an important national survey for the Federal Government. The survey is concerned with the career plans of young adults. Your answers are voluntary and will be completely confidential. Your identity will never be known by anyone except the research project staff.

I would like to begin by asking some questions about household members.

Screen Name: SC-38 Question Bank #: SC38

Variables: Ranges:

CONTFNAME
CONTLNAME
CONTADDR
CONTCITY
CONTST
CONTZIP
CONTAREA
CONTEXCH
CONTLOCL

Sub-Population: Phone numbers with at least one household member age 13-15
[BABYFLG EQ 1]

13-15 YEAR OLD TRACKING INFORMATION

CATI CHECK #SC28: WERE ANY 13 TO 15 YR OLDS ENUMERATED?
[ECALCAGE GT 12 AND ECALCAGE LT 16]
OR [E13-24 EQ 1]
YES 1 (INTRO13)
NO ..... 2 (CATI CHECK #SC26

INTRO13
It is possible that we will call again sometime in the future to obtain some updated information from you.

SC-38. Please give me the name, address and telephone number of a friend or family member not at this address who would know how to get in touch with you in case we need to contact you again and have a hard time getting hold of you.

NAME:

STREET:

CITY:

STATE:

ZIP:

PHONE:

GO TO CATI CHECK #SC26]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Education-Employment

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Education-Employment

Screen Name: EE-2 Question Bank #: EE2
Variables: Ranges:
YHSDIPL 1-5,-7,-8
Sub-Population: All youth

Screen Name: EE-4 Question Bank #: EE4
Variables: Ranges:
YEDCUR 1,2,-7,-8
Sub-Population: All youth

Screen Name: EE-5 Question Bank #: EE5
Variables: Ranges:
YEDLASTM
YEDLASTY
Sub-Population: Youth not currently enrolled in school
[YEDCUR (EE-4) EQ 2,-7,-8]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Education-Employment

INTRODUCTION: I have some questions about your educational and employment experiences.

EE-2. Do you have a regular high school diploma, a GED, an ABE, or some other kind of certificate of high school completion?

REGULAR HIGH SCHOOL DIPLOMA	1
GED (GENERAL EDUCATIONAL DEVELOPMENT)	2
ABE (ADULT BASIC EDUCATION) CERTIFICATE (E.G., CORRESPONDENCE, NIGHT SCHOOL)	3
SOME OTHER KIND OF CERTIFICATE	4
NONE OF THE ABOVE	5
REFUSED	-7
DON'T KNOW	-8

EE-4. Are you currently enrolled in school, college, a vocational or technical program, apprenticeship or a job training program?

YES	1	(EE-6)
NO	2	(EE-5)
REFUSED	-7	(EE-5)
DON'T KNOW	-8	(EE-5)

EE-5. In what month and year did you last attend any type of school or training program?

(2-DIGITS)/(2-DIGITS)
MONTH YEAR

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Education-Employment

Screen Name: EE-6 Question Bank #: EE6
Variables: Ranges:
YEDKIND 1-10,-7,-8
Sub-Population: Screener respondents currently enrolled in school and youth, who were not screener respondents, who are either in school or out of school
[YUTHNUM EQ 01 AND EEDENCUR (SC-14) EQ 1] OR
[YUTHNUM NE 01 AND YEDCUR (EE-4) EQ 1,2,-7,-8]

Screen Name: EE-6A Question Bank #: EE6A
Variables: Ranges:
YEDENYRH 9-12,-7,-8
Sub-Population: Youth currently enrolled in high school
[YEDKIND (EE-6) EQ 1]

EE-6. What kind of school or training program (are you/were you last) enrolled in:

TAKING H.S. COURSES IN REGULAR DAY HIGH SCHOOL	1
GED OR HIGH SCHOOL EQUIVALENCY PROGRAM	2
ADULT BASIC EDUCATION (ABE) (H.S. COURSES IN NIGHT SCHOOL OR BY CORRESPONDENCE)	3
SKILL DEVELOPMENT PROGRAM (E.G., PUBLIC EMPLOYMENT, JOBS, OIC, WIN, CETA)	4
ON THE JOB TRAINING PROGRAM	5
APPRENTICESHIP PROGRAM	6
VOCATIONAL, BUSINESS OR TRADE SCHOOL	7
2 YEAR JR OR COMMUNITY COLLEGE	8
4 YEAR COLLEGE OR UNIVERSITY	9
SOME OTHER SCHOOL	10
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #EE1: IS RESPONDENT CURRENTLY ENROLLED? (EE-4=1)
YES ..... 1 (CATI CHECK #EE-1A)
NO 2 (EE-1)

CATI CHECK #EE1A IS RESPONDENT IN HS OR 4 YR COLLEGE? (EE-6=1) OR (EE-6=9)
HS 1 (EE-6A)
COLLEGE 2 (EE-6B)
OTHER 3 (EE-1)

EE-6A. (Is he/Is she/Are you) currently enrolled in 9th, 10th, 11th or 12th grade?

9TH	9	(EE-1VER)
10TH	10	(EE-1VER)
11TH	11	(EE-1VER)
12TH	12	(EE-1VER)
REFUSED	-7	(EE-1)
DON'T KNOW	-8	(EE-1)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Education-Employment

Screen Name: EE-6B Question Bank #: EE6B
Variables: Ranges:
YEDENYRC 1-5,-7,-8
Sub-Population: Youth currently enrolled in a 4 year college
[YEDKIND (EE-6) EQ 9]

Screen Name: EE-1VER Question Bank #: EE1VER
Variables: Ranges:
YEDCOVER 1,2,-7,-8
Sub-Population: Youth currently enrolled in high school or in a 4 year college
[YEDENYRH (EE-6A) EQ 9,10,11,12] OR
[YEDENYRC (EE-6B) EQ 1,2,3,4,5]

EE-6B. (Is he/Is she/Are you) currently enrolled in (his/her/your) first, second, third, fourth or fifth year of college?

FIRST YEAR (FRESHMAN)	1	(EE-1VER)
SECOND YEAR (SOPHOMORE)	2	(EE-1VER)
THIRD YEAR (JUNIOR)	3	(EE-1VER)
FOURTH YEAR (SENIOR)	4	(EE-1VER)
FIFTH YEAR (OF A 5 YEAR COLLEGE)	5	(EE-1VER)
REFUSED	-7	(EE-1)
DON'T KNOW	-8	(EE-1)

EE-1VER. So, the highest level (college/high school) that (you have/he has/she has) completed and received credit for is (the) (college year/high school grade)?

YES	1	(EE-3)
NO	2	(EE-1)
REFUSED	-7	(EE-1)
DON'T KNOW	-8	(EE-1)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Education-Employment

Screen Name: EE-1 Question Bank #: EE1

Variables:	Ranges:
YEDLEV	07-25,-7,-8

Sub-Population: All youth

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Education-Employment

EE-1. What is the highest grade or year of school or college that you have completed and received credit for?

LESS THAN 8TH GRADE	07	(EE-3)
8TH GRADE	08	(EE-3)
9TH GRADE	09	(EE-3)
10TH GRADE	10	(EE-3)
11TH GRADE	11	(EE-3)
12TH GRADE	12	(EE-3)
1ST YEAR OF 4 YEAR COLLEGE (FR)	13	(EE-3)
2ND YEAR OF 4 YEAR COLLEGE (SO)	14	(EE-3)
3RD YEAR OF 4 YEAR COLLEGE (JR)	15	(EE-3)
4TH YEAR OF 4 YEAR COLLEGE (SR)	16	(EE-3)
5TH YEAR COLLEGE, 1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17	(EE-3)
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18	(EE-3)
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19	(EE-3)
MORE THAN 3 YEARS GRADUATE OR PROFESSIONAL SCHOOL	20	(EE-3)
1ST YEAR OF JR OR COMMUNITY COLLEGE	21	(EE-3)
2ND YEAR OF JR OR COMMUNITY COLLEGE.	22	(EE-3)
1ST YEAR OF VOCATIONAL BUSINESS OR TRADE SCHOOL	23	(EE-3)
2ND YEAR OF VOCATIONAL BUSINESS OR TRADE SCHOOL	24	(EE-3)
MORE THAN 2 YEARS OF VOCATIONAL BUSINESS OR TRADE SCHOOL	25	(EE-3)
REFUSED	-7	(EE-3)
DON'T KNOW	-8	(EE-3)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Education-Employment

Screen Name: EE-3 Question Bank #: EE3

Variables:	Ranges:
YEDPLAN	07-25,-7,-8

Sub-Population: All youth

EE-3. What is the highest grade or year of school or college you plan to eventually complete?

LESS THAN 8TH GRADE	07	(EE-7)
8TH GRADE	08	(EE-7)
9TH GRADE	09	(EE-7)
10TH GRADE	10	(EE-7)
11TH GRADE	11	(EE-7)
12TH GRADE	12	(EE-7)
1ST YEAR OF 4 YEAR COLLEGE (FR)	13	(EE-7)
2ND YEAR OF 4 YEAR COLLEGE (SO)	14	(EE-7)
3RD YEAR OF 4 YEAR COLLEGE (JR)	15	(EE-7)
4TH YEAR OF 4 YEAR COLLEGE (SR)	16	(EE-7)
5TH YEAR COLLEGE, 1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17	(EE-7)
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18	(EE-7)
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19	(EE-7)
MORE THAN 3 YEARS GRADUATE OR PROFESSIONAL SCHOOL	20	(EE-7)
1ST YEAR OF JR OR COMMUNITY COLLEGE	21	(EE-7)
2ND YEAR OF JR OR COMMUNITY COLLEGE.	22	(EE-7)
1ST YEAR OF VOCATIONAL BUSINESS OR TRADE SCHOOL	23	(EE-7)
2ND YEAR OF VOCATIONAL BUSINESS OR TRADE SCHOOL	24	(EE-7)
MORE THAN 2 YEARS OF VOCATIONAL BUSINESS OR TRADE SCHOOL	25	(EE-7)
REFUSED	-7	(EE-7)
DON'T KNOW	-8	(EE-7)

CATI CHECK #EE2A: IS EE1 > 8?

YES 1 (EE-7)
NO 2 (EE-16)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Education-Employment

Screen Name: EE-7 Question Bank #: EE7
Variables: Ranges:
YNUMLET 1,2,3,-7,-8
Sub-Population: Youth who have completed more than 8 years of school [YEDLEV (EE-1) GT 8] OR [YEDLEV EQ -7,-8]
YEDGRADE 1-7,-7,-8
Sub-Population: Youth who have completed more than 8 years of school, whose school used letter or number grades [YNUMLET (EE-7) EQ 1,2]

Screen Name: EE-9_12 Question Bank #: EE912
Variables: Ranges:
YEDELALG 1,2,3,-7,-8
Sub-Population: Youth who have completed more than 8 years of school [YEDLEV (EE-1) GT 8] OR [YEDLEV EQ -7,-8]

Screen Name: EE-9_12 Question Bank #: EE912
Variables: Ranges:
YEDGEOM 1,2,3,-7,-8
Sub-Population: Youth who have completed more then 8 years of school [YEDLEV (EE-1) GT 8] OR [YEDLEV EQ -7,-8]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Education-Employment

EE-7. (Did/Does) your school use letter or number grades?

LETTER	1	
NUMBER	2	
NEITHER	3	(EE-9_12)
REFUSED	-7	(EE-9_12)
DON'T KNOW	-8	(EE-9_12)

[IF LETTER ASK LETTER, IF NUMBER ASK NUMBER]

What grades (do/did) you usually get in school? (Are/Were) they:
[PROBE: This includes grades 9 through 12]

mostly A's	(AVERAGE OF 90-100)	1
Mostly A's & B's	(AVERAGE OF 85-89)	2
Mostly B's	(AVERAGE OF 80-84)	3
Mostly B's & C's	(AVERAGE OF 75-79)	4
Mostly C's	(AVERAGE OF 70-74)	5
Mostly C's & D's	(AVERAGE OF 65-69)	6
Mostly D's & F's	(AVERAGE OF 64 AND BELOW)	7
REFUSED		-7
DON'T KNOW		-8

EE-9_12. Now I have a list of high school mathematics and technical courses. As I read each one, please tell me whether you have taken or plan to take that course in regular high school.
Elementary algebra?

TAKEN	1
PLAN TO TAKE	2
NOT TAKEN AND NOT PLANNING TO	3
REFUSED	-7
DON'T KNOW	-8

EE-9_12. Plane geometry?

TAKEN	1
PLAN TO TAKE	2
NOT TAKEN AND NOT PLANNING TO	3
REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Education-Employment

Screen Name: EE-9_12 Question Bank #: EE912
Variables: Ranges:
YEDINALG 1,2,3,-7,-8
Sub-Population: Youth who have completed more than 8 years of school [YEDLEV (EE-1) GT 8] OR [YEDLEV EQ -7,-8]

Screen Name: EE-9_12 Question Bank #: EE912
Variables: Ranges:
YEDTRIG 1,2,3,-7,-8
Sub-Population: Youth who have completed more than 8 years of school [YEDLEV (EE-1) GT 8] OR [YEDLEV EQ -7,-8]

Screen Name: EE-16 Question Bank #: EE16
Variables: Ranges:
YEMPCUR 1,2,-7,-8
Sub-Population: All youth

Screen Name: EE-17 Question Bank #: EE17
Variables: Ranges:
YEMPLOOK 1,2,-7,-8
Sub-Population: Youth not currently employed [YEMPCUR (EE-16) EQ 2,-7,-8]

Screen Name: EE-19 Question Bank #: EE19
Variables: Ranges:
YEMPHOUR 0,1-85,-7,-8
Sub-Population: All youth

EE-9_12. Intermediate algebra?

TAKEN	1
PLAN TO TAKE	2
NOT TAKEN AND NOT PLANNING TO	3
REFUSED	-7
DON'T KNOW	-8

EE-9_12. Trigonometry?

TAKEN	1
PLAN TO TAKE	2
NOT TAKEN AND NOT PLANNING TO	3
REFUSED	-7
DON'T KNOW	-8

EE-16. Are you currently employed either full-time or part-time?

YES	1	(EE-19)
NO	2	(EE-17)
REFUSED	-7	(EE-17)
DON'T KNOW	-8	(EE-17)

EE-17. Are you looking for work now?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

EE-19. How many hours per week (do/did) you usually work at your (main/last) job?

		(CATI CHECK #EE3)
NEVER HAD A JOB	0	(EE-24)
REFUSED	-7	(CATI CHECK #EE3)
DON'T KNOW	-8	(CATI CHECK #EE3)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Education-Employment

Screen Name: EE-20 Question Bank #: EE20
Variables: Ranges:
YEMPEVER 1,2,-7,-8
Sub-Population: Youth who do/did not work full time [YEMPHOUR GE1 AND YEMPHOUR LT35] OR [YEMPHOUR EQ -7,-8]

Screen Name: EE-24 Question Bank #: EE24
Variables: Ranges:
YEMPEASY 1-4,-7,-8
Sub-Population: All youth

CATI CHECK #EE3: DID/DOES YOUTH WORK FULL TIME?
[EE-19 > 34]

YES 1 (EE-24)
NO 2 (EE-20)

EE-20. Have you ever held a full-time job? [MORE THAN 34 HOURS PER WEEK]

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

EE-24. How easy or difficult is it for someone your age to get a full-time job in your community? Is it....

almost impossible 1
very difficult 2
somewhat difficult, or 3
not difficult at all? 4
REFUSED..... -7
DON'T KNOW..... -8

[GO TO INTENTIONS & PROPENSITY MODULE]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Intentions-Propensity

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

Screen Name: IP-1 Question Bank #: IP1

Variables:	Ranges:
YIPDOSCH	1,2,-7,-8
YIPDOEMP	1,2,-7,-8
YIPDOIDL	1,2,-7,-8
YIPDOMIL	1,2,-7,-8
YIPDOOTH	1,2,-7,-8

Sub-Population: All youth

Screen Name: IP-3 Question Bank #: IP3

Variables:	Ranges:
YPBRAN1	1-5,-7,-8

Sub-Population: Youth who might be joining the military
[YIPDOMIL (IP-1) EQ 1]

Screen Name: IP-4 Question Bank #: IP4

Variables:	Ranges:
YPCOMP1	1,2,3,-7,-8

Sub-Population: Youth who might be joining the military
[YPBRAN1 (IP-3) EQ 1,2,3,4,5]

Screen Name: IP-5 Question Bank #: IP5

Variables:	Ranges:
YPBRAN2	1-6,-7,-8

Sub-Population: Youth who might be joining the military
[YPBRAN1 (IP-3) EQ 1,2,3,4,5]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

IP-1. Now let's talk about your plans for the next few years. What do you think you might be doing? (PROBE: Anything else?) [RECORD ALL THAT APPLY]

GOING TO SCHOOL	1	(IP-7)
WORKING	2	(IP-7)
DOING NOTHING	3	(IP-7)
JOINING THE MILITARY/SERVICE	4	(IP-3)
OTHER	5	(IP-7)
REFUSED	-7	(IP-7)
DON'T KNOW	-8	(IP-7)

IP-3. You said you might be joining the military. Which branch of the service would that be?

AIR FORCE	1	(IP-4)
ARMY	2	(IP-4)
COAST GUARD	3	(IP-4)
MARINE CORPS	4	(IP-4)
NAVY	5	(IP-4)
REFUSED	-7	(IP-7)
DON'T KNOW	-8	(IP-7)

IP-4. Which type of service would that be? Would it be:

Active Duty	1
The Reserve, or	2
The National Guard	3
REFUSED	-7
DON'T KNOW	-8

IP-5. If you found for some reason you couldn't join the (SERVICE FROM IP-3) which branch of the service would be your next choice?

AIR FORCE	1	(IP-6)
ARMY	2	(IP-6)
COAST GUARD	3	(IP-6)
MARINE CORPS	4	(IP-6)
NAVY	5	(IP-6)
NONE	6	(IP-7)
REFUSED	-7	(IP-7)
DON'T KNOW	-8	(IP-7)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

Screen Name: IP-6 Question Bank #: IP6
Variables: Ranges:
YBCOMP2 1,2,3,-7,-8
Sub-Population: Youth who might be joining the military
[YPBRAN2 (IP-5) EQ 1,2,3,4,5]

Screen Name: IP-7 Question Bank #: IP7
Variables: Ranges:
YPROBMIL 1-4,-7,-8
Sub-Population: All youth

Screen Name: IP-14 Question Bank #: IP14
Variables: Ranges:
YPROBCOL 1-4,-7,-8
Sub-Population: All youth

Screen Name: IP-15 Question Bank #: IP15
Variables: Ranges:
YPCOL24 1,2,-7,-8
Sub-Population: Youth who are likely to go to college
[YPROBCOL (IP-14) EQ 1,2]

IP-6. Which type of service would that be? Would it be:

Active Duty	1
The Reserve, or	2
The National Guard	3
REFUSED	-7
DON'T KNOW	-8

IP-7. How likely is it that you will be serving in the military? Would you say...

definitely	1
probably	2
probably not, or	3
definitely not?	4
REFUSED	-7
DON'T KNOW	-8

IP-14. How likely is it that you will be going to college? Would you say...

definitely	1	(IP-15)
probably	2	(IP-15)
probably not, or	3	(IP-16)
definitely not?	4	(IP-16)
REFUSED	-7	(IP-16)
DON'T KNOW	-8	(IP-16)

IP-15. Do you think that you will go to a 2-year or a 4-year college?

2 YEAR COLLEGE	1
4 YEAR COLLEGE	2
REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

Screen Name: IP-11 Question Bank #: IP11
Variables: Ranges:
YPROBARO 1-4,-7,-8
Sub-Population: Youth who are likely to go to college [YPROBCOL (IP-14) EQ 1,2]

Screen Name: IP-16 Question Bank #: IP16
Variables: Ranges:
YPROBVOC 1-4,-7,-8
Sub-Population: All youth

Screen Name: IP-12 Question Bank #: IP12
Variables: Ranges:
YPROBEMP 1-4,-7,-8
Sub-Population: All youth

Screen Name: IP-13 Question Bank #: IP13
Variables: Ranges:
YPFULPAR 1,2,-7,-8
Sub-Population: Youth who are likely to be working in a civilian job [YPROBEMP (IP-12) EQ 1,2]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

IP-11. How likely is it that you will participate in at least one college course offered by the Army Reserve Officer's Training Corps, or Army R.O.T.C? Would you say...

definitely	1
probably	2
probably not, or	3
definitely not?	4
REFUSED	-7
DON'T KNOW	-8

IP-16. How likely is it that you will be going to vocational or technical school? Would you say...

definitely	1
probably	2
probably not, or	3
definitely not?	4
REFUSED	-7
DON'T KNOW	-8

IP-12. How likely is it that you will be working in a civilian job? Would you say...

definitely	1	(IP-13)
probably	2	(IP-13)
probably not, or	3	(CATI CHECK #IP1)
definitely not?	4	(CATI CHECK #IP1)
REFUSED	-7	(CATI CHECK #IP1)
DON'T KNOW	-8	(CATI CHECK #IP1)

IP-13. Will this be full-time or part-time?

FULL-TIME	1
PART-TIME	2
REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

Screen Name: IP-2 Question Bank #: IP2
Variables: Ranges:
YPSAMOCC 1,2,-7,-8
Sub-Population: Youth currently employed and planning to be working in the next few years [YIPDOEMP (IP-1) EQ 1 AND YEMPCUR (EE-16) EQ 1,-7,-8]

Screen Name: IP-8 Question Bank #: IP8
Variables: Ranges:
YPROBAR 1-4,-7,-8
Sub-Population: All Youth

Screen Name: IP-9 Question Bank #: IP9
Variables: Ranges:
YPROBANG 1-4,-7,-8
Sub-Population: All youth

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

CATI CHECK #IP1: IS YOUTH PLANNING TO BE WORKING DURING THE NEXT FEW YEARS?
[IP-1 = 2]

YES ..... 1 (CATI CHECK #IP2)
NO 2 (IP-8)

#IP2: IS YOUTH CURRENTLY WORKING?
[EE-16 = 1 OR -7 OR -8]

YES 1 (IP-2)
NO 2 (IP-8)
REFUSED ..... -7 (IP-2)
DON'T KNOW .. -8 (IP-2)

IP-2. Do you think that you will be working in the same job or occupation you now have, or a different job or occupation?

SAME JOB OR OCCUPATION 1
DIFFERENT JOB OR OCCUPATION 2
REFUSED ..... -7
DON'T KNOW ..... -8

IP-8. How likely is it that you will be serving on active duty in the Army? Would you say...

definitely 1
probably 2
probably not, or 3
definitely not? 4
REFUSED ..... -7
DON'T KNOW ..... -8

IP-9. How likely is it that you will be serving in the Army National Guard? Would you say...

definitely 1
probably 2
probably not, or 3
definitely not? 4
REFUSED ..... -7
DON'T KNOW ..... -8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

Screen Name: IP-10 Question Bank #: IP10
Variables: Ranges:
YPROBARV 1-4,-7,-8
Sub-Population: All youth

Screen Name: IP-11A Question Bank #: IP11A
Variables: Ranges:
YPROBCOM 1-4,-7,-8
Sub-Population: Youth who are planning to go to college [YPROBCOL EQ 1,2]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

IP-10. How likely is it that you will be serving in the Army Reserve? Would you say...

definitely	1
probably	2
probably not, or	3
definitely not?	4
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #IP3: IS YOUTH PLANNING TO GO TO COLLEGE DURING THE NEXT FEW YEARS?
[IP-14 = 1 OR 2]

YES 1 (IP-11A)
NO 2 (IP-17)

IP-11A. How likely is it that you will receive an officer's commission through participation in the Army Reserve Officer's training Corps, or Army ROTC?

definitely	1
probably	2
probably not, or	3
definitely not?	4
REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

Screen Name: IP-17 Question Bank #: IP17

Variables:	Ranges:
YPSCHFUL	1,2,-7,-8
YPSCHPRT	1,2,-7,-8
YPWRKFUL	1,2,-7,-8
YPWRKPRT	1,2,-7,-8
YPSRVMIL	1,2,-7,-8
YPHOMEMK	1,2,-7,-8
YPOTH	1,2,-7,-8

Sub-Population: All youth

Screen Name: IP-20 Question Bank #: IP20

Variables:	Ranges:
YPROBTAR	1-4,-7,-8

Sub-Population: All youth

Screen Name: IP-21 Question Bank #: IP21

Variables:	Ranges:
YPROBADO	1-4,-7,-8

Sub-Population: All youth

IP-17. We've talked about several things you might be doing in the next few years. Taking everything into consideration, what are you most likely to be doing in the (next year/fall after you finish high school)?(IF "GOING TO SCHOOL" OR "WORKING" PROBE: Will that be full-time or part-time?)
[RECORD ALL THAT APPLY]

GOING TO SCHOOL FULL-TIME	1
GOING TO SCHOOL PART-TIME	2
WORKING FULL-TIME	3
WORKING PART-TIME	4
SERVING IN THE MILITARY	5
BEING A FULL-TIME HOMEMAKER	6
OTHER	7
REFUSED	-7
DON'T KNOW	-8

IP-20. How likely is it that you will talk to someone [such as, family, friends, or teacher] about joining the Army? Would you say...

definitely	1
probably	2
probably not, or	3
definitely not?	4
REFUSED	-7
DON'T KNOW	-8

IP-21. How likely is it that you will do something about joining the Army [such as, see an Army Recruiter, call a toll-free number, answer an Army ad, or visit an Army base]?

Would you say...

definitely	1
probably	2
probably not, or	3
definitely not?	4
REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

Screen Name: IP-18 Question Bank #: IP18

Variables:	Ranges:
YPTHOTM	1,2,-7,-8

Sub-Population: All youth

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

IP-18. Before we talked today, had you ever thought about joining the military?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

[GO TO BEHAVIORS MODULE]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Behaviors

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Behaviors

Screen Name: BE-1A Question Bank #: BE1A

Variables:	Ranges:
YBAEVREC	1,2,-7,-8

Sub-Population: All youth

Screen Name: BE-1 Question Bank #: BE1

Variables:	Ranges:
YBATALK	1,2,-7,-8

Sub-Population: All youth

Screen Name: BE-2 Question Bank #: BE2

Variables:	Ranges:
YBAFREN	1,2,-7,-8
YBAMOM	1,2,-7,-8
YBADAD	1,2,-7,-8
YBASIB	1,2,-7,-8
YBAREL	1,2,-7,-8
YBASPOU	1,2,-7,-8
YBATEAC	1,2,-7,-8
YBACOUN	1,2,-7,-8
YBAREC	1,2,-7,-8
YBACOW	1,2,-7,-8
YBABOSS	1,2,-7,-8
YBAOTH	1,2,-7,-8

Sub-Population: Youth who have taked with someone about joining the Army [YBATALK (BE-1) EQ 1]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Behaviors

BE-1A. Have you ever talked with any military recruiter to get information about the military?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

BE-1. In the past six months, have you talked with anyone about possibly joining the Army?

YES	1	(BE-2)
NO	2	(BE-10)
REFUSED	-7	(BE-10)
DON'T KNOW	-8	(BE-10)

BE-2. With whom have you talked? [RECORD ALL THAT APPLY]

FRIENDS	01
MOTHER	02
FATHER	03
A BROTHER OR SISTER	04
SOME OTHER RELATIVE	05
(BOY/GIRL) FRIEND OR SPOUSE	06
A TEACHER	07
A COUNSELOR AT SCHOOL	08
A RECRUITER	09
CO-WORKER	10
EMPLOYER	11
OTHERS	12
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #BE1: WERE FRIENDS MENTIONED?
[BE-2 = 01]

YES	1	(BE-3)
NO	2	(CATI CHECK #BE2)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Behaviors

Screen Name: BE-3 Question Bank #: BE3
Variables: Ranges:
YBAFRSCH 1,2,-7,-8
Sub-Population: Youth who have talked with friends about joining the Army [YBAFREN (BE-2) EQ 1]

Screen Name: BE-4 Question Bank #: BE4
Variables: Ranges:
YBAFREMP 1,2,-7,-8
Sub-Population: Youth who have talked with friends about joining the Army [YBAFREN (BE-2) EQ 1]

Screen Name: BE-5 Question Bank #: BE5
Variables: Ranges:
YBAFRMIL 1,2,-7,-8
Sub-Population: Youth who have talked with friends about joining the Army [YBAFREN (BE-2) EQ 1]

Screen Name: BE-6 Question Bank #: BE6
Variables: Ranges:
YBAFRAR 1,2,-7,-8
Sub-Population: Youth who have talked with friends in service about joining the Army [YBAFRMIL (BE-5) EQ 1]

BE-3. You mentioned talking with friends. (Were these friends) from school?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

BE-4. (Were these friends) At work?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

BE-5 (Were these friends) In the service?

YES 1 (BE-6)
NO ..... 2 (CATI CHECK #BE2)
REFUSED ..... -7 (CATI CHECK #BE2)
DON'T KNOW ..... -8 (CATI CHECK #BE2)

BE-6 (Were these friends) In the Army?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #BE2: WAS RECRUITER MENTIONED?
[BE-2 = 09]

YES 1 (BE-8)
NO 2 (BE-7)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Behaviors

Screen Name: BE-7 Question Bank #: BE7

Variables:	Ranges:
YBMREC	1,2,-7,-8

Sub-Population: Youth who have talked with someone about joining the Army, but who did not mention a recruiter [YBATALK (BE-1) EQ 1 AND YBAREC (BE-2) EQ 2,-7,-8]

Screen Name: BE-8 Question Bank #: BE8

Variables:	Ranges:
YBMRECAR	1,2,-7,-8
YBMRECNA	1,2,-7,-8
YBMRECMC	1,2,-7,-8
YBMRECAF	1,2,-7,-8

Sub-Population: Youth who have talked with a recruiter about joining the Army [YBAREC (BE-2) EQ 1] OR [YBMREC (BE-7) EQ 1]

Screen Name: BE-8A Question Bank #: BE8A

Variables:	Ranges:
YBACONT	1-6,-7,-8

Sub-Population: Youth who have talked with an Army recruiter [YBMRECAR (BE-8) EQ 1]

BE-7. In the past six months, have you talked to an Armed Forces recruiter about military service?

YES	1	(BE-8)
NO	2	(BE-10)
REFUSED	-7	(BE-10)
DON'T KNOW	-8	(BE-10)

BE-8. Was the recruiter you spoke with an:

	YES	NO	REF	DK
Army recruiter?	1 (BE-8A)	2	-7	-8
Air Force recruiter?	1 (BE-10)	2	-7	-8
Navy recruiter?	1 (BE-10)	2	-7	-8
Marine recruiter?	1 (BE-10)	2	-7	-8

BE-8A. How did you have your first contact with the Army recruiter?

Did you contact the Army recruiter on the advice of another Service recruiter	1
(Did you) contact the Army recruiter first	2
Were you contacted by the Army recruiter first	3
(Were you) with a friend with whom the recruiter was meeting	4
Did you contact the Army recruiter through a US Army Reserve or National Guard unit or member, or	5
Was your first contact by some other way	6
REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Behaviors

Screen Name: BE-8B Question Bank #: BE8B
Variables: Ranges:
YBATALK1 1-6,-7,-8
Sub-Population: Youth who have talked with an Army recruiter [YBMRECAR (BE-8) EQ 1]

Screen Name: BE-10 Question Bank #: BE10
Variables: Ranges:
YBAGIFT 1,2,-7,-8
Sub-Population: All youth

Screen Name: BE-11 Question Bank #: BE11
Variables: Ranges:
YBAVISIT 1,2,-7,-8
Sub-Population: All youth

Screen Name: BE-12 Question Bank #: BE12
Variables: Ranges:
YBATEST 1,2,-7,-8
Sub-Population: All youth

BE-8B. Under what circumstances did you first talk with an Army recruiter? Did you talk:

By telephone	1
At a recruiting station	2
At a job fair	3
At school	4
At an Army Reserve unit, or	5
Some other way	6
REFUSED	-7
DON'T KNOW	-8

BE-10. In the past six months, have you responded to an Army ad by calling a toll-free number or sending for a gift?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

BE-11. In the past six months, have you visited an Army recruiting station?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

BE-12. In the past six months, have you taken a written test used for the Army, such as the Armed Services Vocational Aptitude Battery?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #BE3: IS RESPONDENT CURRENTLY IN COLLEGE OR HAS RESPONDENT EVER BEEN IN COLLEGE?
[EE-6 = 8 OR 9]

YES ..... 1 (CATI CHECK #BE4)
NO 2 (BE-16)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Behaviors

Screen Name: BE-16 Question Bank #: BE16
Variables: Ranges:
YBCTHOT 1,2,-7,-8
Sub-Population: Screener respondents not currently enrolled in college and youth, who were not screener respondents, who are not currently enrolled in college or were not last enrolled in college [YUTHNUM EQ 01 AND EEDENTYP (SC-15) NE 8,9] OR [YUTHNUM NE 01 AND YEDKIND (EE-6) NE 8,9]

Screen Name: BE-17 Question Bank #: BE17
Variables: Ranges:
YBCTALK 1,2,-7,-8
Sub-Population: Youth who have thought of going to college [YBCTHOT (BE-16) EQ 1,-7,-8]

Screen Name: BE-18 Question Bank #: BE18
Variables: Ranges:
YBCFREN 1,2,-7,-8
YBCMOM 1,2,-7,-8
YBCDAD 1,2,-7,-8
YBCSIB 1,2,-7,-8
YBCREL 1,2,-7,-8
YBCSPOU 1,2,-7,-8
YBCTEAC 1,2,-7,-8
YBCCOUN 1,2,-7,-8
YBCREC 1,2,-7,-8
YBCCOW 1,2,-7,-8
YBCBOSS 1,2,-7,-8
YBCOTH 1,2,-7,-8
Sub-Population: Youth who have talked to someone about going to college [YBCTALK (BE-17) EQ 1]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Behaviors

BE-16. In the past six months have you given any thought to going to college?

YES	1	(BE-17)
NO	2	(CATI CHECK #BE4)
REFUSED	-7	(BE-17)
DON'T KNOW	-8	(BE-17)

BE-17. In the past six months, have you talked to anyone about going to college?

YES	1	(BE-18)
NO	2	(BE-21)
REFUSED	-7	(BE-21)
DON'T KNOW	-8	(BE-21)

BE-18. With whom have you talked? [RECORD ALL THAT APPLY]

FRIENDS	01
MOTHER	02
FATHER	03
A BROTHER OR SISTER	04
SOME OTHER RELATIVE	05
(BOY/GIRL) FRIEND OR SPOUSE	06
A TEACHER	07
A COUNSELOR AT SCHOOL	08
A RECRUITER	09
CO-WORKER	10
EMPLOYER	11
OTHERS	12
REFUSED	-7
DON'T KNOW	-8

Screen Name: BE-19 Question Bank #: BE19

Variables:	Ranges:
YBCACF	1,2,-7,-8
YBCGI	1,2,-7,-8
YBCROTC	1,2,-7,-8
YBCVEAP	1,2,-7,-8

Sub-Population: Youth who have talked to someone about going to college [YBCTALK (BE-17) EQ 1]

Screen Name: BE-21 Question Bank #: BE21

Variables:	Ranges:
YBCTEST	1,2,-7,-8

Sub-Population: Youth who have thought of going to college [YBCTHOT (BE-16) EQ 1,-7,-8]

Screen Name: BE-24 Question Bank #: BE24

Variables:	Ranges:
YBCAPPL	1,2,-7,-8

Sub-Population: Youth who have thought of going to college [YBCTHOT (BE-16) EQ 1,-7,-8]

Screen Name: BE-25 Question Bank #: BE25

Variables:	Ranges:
YBWTHOT	1,2,-7,-8

Sub-Population: Youth not currently employed full time [YEMPCUR (EE-16) EQ 2,-7,-8] OR [YEMPHOUR (EE-19) LT 35]

BE-19. Have they talked to you about:

	YES	NO	REF	DK
The Army College Fund	1	2	-7	-8
The GI Bill	1	2	-7	-8
ROTC Scholarships	1	2	-7	-8
VEAP (Veterans Educational ... Assistance Package)	1	2	-7	-8

BE-21. In the past six months, have you taken any college admissions tests, for example, the PSAT, SAT, or ACT?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

BE-24. In the past six months, have you submitted a college application?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #BE4: IS YOUTH CURRENTLY EMPLOYED FULL-TIME?
[EE-16 = 1 AND EE-19 >34]

YES ..... 1 (SOCIAL INFLUENCE MODULE)
NO 2 (BE-25)

BE-25. In the past six months, have you given any thought to getting a full-time civilian job?

YES 1 (BE-26)
NO ..... 2 (SOCIAL INFLUENCE MODULE)
REFUSED ..... -7 (BE-26)
DON'T KNOW ..... -8 (BE-26)

Screen Name: BE-26 Question Bank #: BE26

Variables:	Ranges:
YBWTALK	1,2,-7,-8

Sub-Population: Youth not currently employed full time who have thought of getting a full-time civilian job [YBWTHOT (BE-25) EQ 1,-7,-8]

Screen Name: BE-27 Question Bank #: BE27

Variables:	Ranges:
YBWFREN	1,2,-7,-8
YBWMOM	1,2,-7,-8
YBWDAD	1,2,-7,-8
YBWSIB	1,2,-7,-8
YBWREL	1,2,-7,-8
YBWSPOU	1,2,-7,-8
YBWTEAC	1,2,-7,-8
YBWCOUN	1,2,-7,-8
YBWREC	1,2,-7,-8
YBWCOW	1,2,-7,-8
YBWBOSS	1,2,-7,-8
YBWOTH	1,2,-7,-8

Sub-Population: Youth not currently employed full time who have thought of getting a full-time civilian job and who have spoken with someone about getting a full-time job [YBWTALK (BE-26) EQ 1]

Screen Name: BE-31 Question Bank #: BE31

Variables:	Ranges:
YBWVISIT	1,2,-7,-8

Sub-Population: Youth not currently employed full time who have thought of getting a full-time civilian job [YBWTHOT (BE-25) EQ 1,-7,-8]

BE-26. In the past six months, have you spoken with anyone about getting a full-time civilian job?

YES	1	(BE-27)
NO	2	(BE-31)
REFUSED	-7	(BE-31)
DON'T KNOW	-8	(BE-31)

BE-27. With whom have you spoken? [RECORD ALL THAT APPLY]

FRIENDS	01
MOTHER	02
FATHER	03
A BROTHER OR SISTER	04
SOME OTHER RELATIVE	05
(BOY/GIRL) FRIEND OR SPOUSE	06
A TEACHER	07
A COUNSELOR AT SCHOOL	08
A RECRUITER	09
CO-WORKER	10
EMPLOYER	11
OTHERS	12
REFUSED	-7
DON'T KNOW	-8

BE-31. In the past six months, have you visited any prospective employers or employment agencies?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Behaviors

Screen Name: BE-32 Question Bank #: BE32

Variables:	Ranges:
YBWAPPL	1,2,-7,-8

Sub-Population: Youth not currently employed full time who have thought of getting a full-time civilian job [YBWTHOT (BE-25) EQ 1,-7,-8]

BE-32. In the past six months, have you applied for any civilian jobs?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

[GO TO SOCIAL INFLUENCE MODULE]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Social Influences

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Social Influences

Screen Name: SI-1 Question Bank #: SI1

Variables:	Ranges:
YARMDAD	1-6,-7,-8
YARMMOM	1-6,-7,-8
YARMFARM	1-6,-7,-8
YARMFMIL	1-6,-7,-8
YARMFNO	1-6,-7,-8
YARMCOUN	1-6,-7,-8
YARMTEAC	1-6,-7,-8
YARMSTUD	1-6,-7,-8

Sub-Population: All target youth [YUTHNUM EQ TARGYUTH]

YARMCOW	1-6,-7,-8
YARMBOSS	1-6,-7,-8

Sub-Pupulation: Target youth who have been employed at some time [YUTHNUM EQ TARGYUTH] AND [YEMPHOUR (EE-19) EQ -7,-8 OR YEMPHOUR > 0]

Screen Name: SI-2 Question Bank #: SI2

Variables:	Ranges:
YFRENMIL	1,2,-7,-8

Sub-Population: All target youth [YUTHNUM EQ TARGYUTH]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Social Influences

INTRODUCTION: Now I am going to ask you a few questions about the attitudes of your family and friends about the military.

SI-1. For each of the following people, please tell me how you think they would feel about your enlisting in the Army. Use a scale of 1 to 5 where a 1 means they would think it is a very bad idea, 2 means its a bad idea, 3 means its neither a good nor a bad idea, 4 means its a good idea, and a 5 means they would think it is a very good idea.

[CODE 6 IF NOT APPLICABLE-PERSON DECEASED, DOES NOT EXIST]

1 = VERY BAD
2 = BAD
3 = NEUTRAL
4 = GOOD
5 = VERY GOOD

						NA	REF	DK
Your father	1	2	3	4	5	6	-7	-8
Your mother	1	2	3	4	5	6	-7	-8
Friends with Army experience	1	2	3	4	5	6	-7	-8
Friends with other military experience	1	2	3	4	5	6	-7	-8
Friends with no military experience	1	2	3	4	5	6	-7	-8
Your school counselor	1	2	3	4	5	6	-7	-8
Your teachers	1	2	3	4	5	6	-7	-8
Your co-workers ...	1	2	3	4	5	6	-7	-8
Your fellow students	1	2	3	4	5	6	-7	-8
Your employer	1	2	3	4	5	6	-7	-8

SI-2. Do you have friends who are currently serving in the military?

YES	1	(SI-3)
NO	2	(SI-5)
REFUSED	-7	(SI-5)
DON'T KNOW	-8	(SI-5)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Social Influences

Screen Name: SI-3 Question Bank #: SI3

Variables:	Ranges:
YFRENAF	1,2,-7,-8
YFRENAR	1,2,-7,-8
YFRENCG	1,2,-7,-8
YFRENMC	1,2,-7,-8
YFRENNA	1,2,-7,-8

Sub-Population: Target youth with friends currently serving in the military [YFRENMIL (SI-2) EQ 1]

Screen Name: SI-4 Question Bank #: SI4

Variables:	Ranges:
YFRENACT	1,2,-7,-8
YFRENARV	1,2,-7,-8
YFRENANG	1,2,-7,-8
YFRENARO	1,2,-7,-8

Sub-Population: Target youth with friends currently serving in the Army [YFRENAR (SI-3) EQ 1]

Screen Name: SI-5 Question Bank #: SI5

Variables:	Ranges:
YFAMMIL	1,2,-7,-8

Sub-Population: All target youth [YUTHNUM EQ TARGYUTH]

SI-3. In what branch of the military are these friends serving? [CODE ALL THAT APPLY]

AIR FORCE	1
ARMY	2
COAST GUARD	3
MARINE CORPS	4
NAVY	5
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #SI1: FRIENDS IN ARMY?
[SI-3 = 2]

YES 1 (SI-4)
NO 2 (SI-5)

SI-4. Are your friends in the Army serving in the:

	YES	NO	REF	DK
Active Army	1	2	-7	-8
Army Reserve	1	2	-7	-8
Army National Guard, or	1	2	-7	-8
Army Reserve Officer's Training Corps?	1	2	-7	-8

SI-5. Do you have family members who are currently serving in the military?

YES	1	(SI-6)
NO	2	(IMPORTANCE MODULE)
REFUSED	-7	(IMPORTANCE MODULE)
DON'T KNOW	-8	(IMPORTANCE MODULE)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Social Influences

Screen Name: SI-6 Question Bank #: SI6

Variables:	Ranges:
YFAMAF	1,2,-7,-8
YFAMAR	1,2,-7,-8
YFAMCG	1,2,-7,-8
YFAMMC	1,2,-7,-8
YFAMNA	1,2,-7,-8

Sub-Population: Target youth with family members currently serving in the military [YFAMMIL (SI-5) EQ 1]

Screen Name: SI-7 Question Bank #: SI7

Variables:	Ranges:
YFAMACT	1,2,-7,-8
YFAMARV	1,2,-7,-8
YFAMANG	1,2,-7,-8
YFAMARO	1,2,-7,-8

Sub-Population: Target youth with family members currently serving in the Army [YFAMAR (SI-6) EQ 1]

SI-6. In what branch of the military are these family members serving? (CODE ALL THAT APPLY)

AIR FORCE	1
ARMY	2
COAST GUARD	3
MARINE CORPS	4
NAVY	5
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #SI2: FAMILY IN ARMY?
[SI-6 = 2]

YES 1 (SI-7)
NO ..... 2 (IMPORTANCE MODULE)

SI-7. Are they serving in the:

	YES	NO	REF	DK
Active Army	1	2	-7	-8
Army Reserve	1	2	-7	-8
Army National Guard, or	1	2	-7	-8
Army Reserve Officer's Training Corps?	1	2	-7	-8

[GO TO IMPORTANCE MODULE]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Importance of Attributes

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Importance of Attributes

Screen Name: IA-1 Question Bank #: IA1

Variables:	Ranges:
YIPHYS	1-5,-7,-8
YIHIQUAL	1-5,-7,-8
YICASHED	1-5,-7,-8
YITRAIN	1-5,-7,-8
YISELCON	1-5,-7,-8
YICNTRY	1-5,-7,-8
YILEADER	1-5,-7,-8
YIHITECH	1-5,-7,-8
YIPROUD	1-5,-7,-8
YIPOTEN	1-5,-7,-8
YICIVCAR	1-5,-7,-8
YISERCOM	1-5,-7,-8
YIWEEKEN	1-5,-7,-8
YIHOME	1-5,-7,-8
YISTEP	1-5,-7,-8
YIMATURE	1-5,-7,-8
YIINNOV	1-5,-7,-8
YIMENTAL	1-5,-7,-8

Sub-Population: All youth

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Importance of Attributes

IA-1. In thinking about your plans for the next year, please tell me how important it is that you have opportunities for the following things?

Use a scale of 1 to 5 where a "1" means it is not at all important and "5" means it is very important.

	NOT IMP				VERY IMP	REF	DK
a. Having a physical challenge?	1	2	3	4	5	-7	-8
b. Working with highly trained people?	1	2	3	4	5	-7	-8
d. Earning money for college or vocational school?	1	2	3	4	5	-7	-8
e. Training in useful skill areas?	1	2	3	4	5	-7	-8
g. Developing self-confidence?	1	3	3	4	5	-7	-8
h. Serving your country?	1	2	3	4	5	-7	-8
j. Developing leadership skills?	1	2	3	4	5	-7	-8
l. A chance to work with the latest high-tech equipment?	1	2	3	4	5	-7	-8
o. Having experiences you can be proud of?	1	2	3	4	5	-7	-8
p. Developing your potential?	1	2	3	4	5	-7	-8
q. Helping your career development?	1	2	3	4	5	-7	-8
y. Serving your own in community?	1	2	3	4	5	-7	-8
z. Having weekend excitement?	1	2	3	4	5	-7	-8
aa. Staying in your own hometown?	1	2	3	4	5	-7	-8
af. A stepping stone between high school and college?	1	2	3	4	5	-7	-8
ah. Becoming more mature and responsible?	1	2	3	4	5	-7	-8
ai. The opportunity to make changes and use your own judgment?	1	2	3	4	5	-7	-8
aj. Having a mental challenge?	1	2	3	4	5	-7	-8

[SKIP TO MEDIA HABITS MODULE]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Media Habits

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Media Habits

Screen Name: MH-1 Question Bank #: MH1

Variables:	Ranges:
YTVWATCH	1,2,-7,-8

Sub-Population: Approximately half of youth given the main interview [RANDROY EQ 2,4,6]

Screen Name: MH-2 Question Bank #: MH2

Variables:	Ranges:
YTVHRREG	0-168,-7,-8
YTVHRCAB	0-168,-7,-8

Sub-Population: Youth who watch TV regularly YTVWATCH (MH-1) EQ 1,-7,-8]

Screen Name: MH-11 Question Bank #: MH11

Variables:	Ranges:
YTVCAB1	1,2,-7,-8
YTVCAB2	1,2,-7,-8
YTVCAB3	1,2,-7,-8
YTVCAB4	1,2,-7,-8
YTVCAB5	1,2,-7,-8

Sub-Population: Youth who watch cable TV regularly [YTVHRCAB (MH-2) GT 0]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Media Habits

MH-1. Do you regularly watch TV?

YES	1	(MH-2)
NO	2	(MH-14)
REFUSED	-7	(MH-2)
DON'T KNOW	-8	(MH-2)

MH-2. How many hours per week do you spend watching..

a. Programs on commercial networks such as ABC, CBS, or NBC?

HOURS

b. Programs on commercial cable stations such as ESPN, MTV, USA, or TBS?

HOURS

CATI CHECK #MH1: IS CABLE OR SUBSCRIPTION TV WATCHED?
[MH-2b > 0]

YES 1 (MH-11)
NO 2 (MH-12)

MH-11. Do you watch any of the following Cable or Subscription TV channels regularly?

	YES	NO	REF	DK
MTV?	1	2	-7	-8
Nashville Network [TNN]?	1	2	-7	-8
ESPN [Sports]?	1	2	-7	-8
WTBS [Syndicated]?	1	2	-7	-8
Black Entertainment TV [BET]?	1	2	-7	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Media Habits

Screen Name: MH-12 Question Bank #: MH12

Variables:	Ranges:
YTVSPORT	1,2,-7,-8
YTVMYS	1,2,-7,-8
YTVDRAMA	1,2,-7,-8
YTVMUSIC	1,2,-7,-8
YTVCOMDY	1,2,-7,-8
YTVMOVIE	1,2,-7,-8
YTVTALK	1,2,-7,-8

Sub-Population: Youth who watch TV regularly
[YTVHRREG (MH-2) GT 0] OR [YTVHRREG EQ -7,-8] OR
[YTVHRCAB (MH-2) GT 0] OR [YTVHRCAB EQ -7,-8]

Screen Name: MH-13 Question Bank #: MH13

Variables:	Ranges:
YTVSH1	1,2,-7,-8
YTVSH2	1,2,-7,-8
YTVSH3	1,2,-7,-8
YTVSH4	1,2,-7,-8
YTVSH5	1,2,-7,-8

Sub-Population: Youth who watch TV regularly
[YTVHRREG (MH-2) GT 0] OR [YTVHRREG EQ -7,-8] OR
[YTVHRCAB (MH-2) GT 0] OR [YTVHRCAB EQ -7,-8]

Screen Name: MH-14 Question Bank #: MH14

Variables:	Ranges:
YVCRHAVE	1,2,-7,-8

Sub-Population: Youth asked the media habits questions
[RANDROY EQ 2,4,6]

Screen Name: MH-15 Question Bank #: MH15

Variables:	Ranges:
YVCRHOUR	

Sub-Population: Youth who have a VCR [YVCRHAVE (MH-14) EQ 1]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Media Habits

MH-12. Do you frequently watch any of the following types of TV shows?

	YES	NO	REF	DK
Sports?	1	2	-7	-8
Suspense or mystery? ..	1	2	-7	-8
General drama?	1	2	-7	-8
Music or music video? .	1	2	-7	-8
Situation comedy?	1	2	-7	-8
TV movies?	1	2	-7	-8
Talk shows?	1	2	-7	-8

MH-13. Please tell me if you watch any of the following TV shows?

	YES	NO	REF	DK
David Letterman?	1	2	-7	-8
Friday Night Videos?	1	2	-7	-8
Monday Night Football?	1	2	-7	-8
College Football?	1	2	-7	-8
Sunday Night at the Movies?	1	2	-7	-8

MH-14. Does your household have a Video Cassette Recorder (VCR)?

YES	1	(MH-15)
NO	2	(MH-16)
REFUSED	-7	(MH-16)
DON'T KNOW	-8	(MH-16)

MH-15. How many hours per week do you usually spend watching your VCR?

HOURS

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Media Habits

Screen Name: MH-16 Question Bank #: MH16

Variables:	Ranges:
YRADLIS	1,2,-7,-8

Sub-Population: Youth asked the media habits questions
[RANDROY EQ 2,4,6]

Screen Name: MH-17 Question Bank #: MH17

Variables:	Ranges:
YRADHRAM	0-168,-7,-8
YRADHRFM	0-168,-7,-8

Sub-Population: Youth who regularly listen to the radio
[YRADLIS (MH-16) EQ 1]

Screen Name: MH-26 Question Bank #: MH26

Variables:	Ranges:
YRADNEWS	1,2,-7,-8
YRADCLAS	1,2,-7,-8
YRADPOP	1,2,-7,-8
YRADCW	1,2,-7,-8
YRADSPOR	1,2,-7,-8
YRADTALK	1,2,-7,-8
YRADROCK	1,2,-7,-8
YRADEASY	1,2,-7,-8

Sub-Population: Youth who regularly listen to the radio
[YRADHRAM (MH-17) GT 0] OR [YRADHRAM EQ -7,-8] OR
[YRADHRFM (MH-17) GT 0] OR [YRADHRFM EQ -7,-8]

MH-16. Now let's talk about radio listening. Do you regularly listen to the radio?

YES	1	(MH-17)
NO	2	(MH-28)
REFUSED	-7	(MH-28)
DON'T KNOW	-8	(MH-28)

MH-17. How many hours per week do you listen to ..

a. AM Radio?

HOURS

b. FM Radio?

HOURS

MH-26. Do you frequently listen to any of the following types of radio programs?

	YES	NO	REF	DK
News?	1	2	-7	-8
Classical music?	1	2	-7	-8
Pop?	1	2	-7	-8
Country?	1	2	-7	-8
Sports?	1	2	-7	-8
Talk Shows?	1	2	-7	-8
Rock & Roll?	1	2	-7	-8
"Easy Listening"?	1	2	-7	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Media Habits

Screen Name: MH-27 Question Bank #: MH27

Variables:	Ranges:
YRADSH1	1,2,-7,-8
YRADSH2	1,2,-7,-8
YRADSH3	1,2,-7,-8
YRADSH4	1,2,-7,-8
YRADSH5	1,2,-7,-8

Sub-Population: Youth who regularly listen to the radio
[YRADHRAM (MH-17) GT 0] OR [YRADHRAM EQ -7,-8] OR
[YRADHRFM (MH-17) GT 0] OR [YRADHRFM EQ -7,-8]

Screen Name: MH-28 Question Bank #: MH28

Variables:	Ranges:
YPAPREAD	1-5,-7,-8

Sub-Population: Youth asked the media habits questions
[RANDROY EQ 2,4,6]

Screen Name: MH-29 Question Bank #: MH29

Variables:	Ranges:
YPAPHOUR	0-168,-7,-8

Sub-Population: Youth who read the newspaper
[YPAPREAD (MH-28) EQ 2,3,4,5]

MH-27. Do you listen to the following programs?

	YES	NO	REF	DK
American Top 40?	1	2	-7	-8
King Biscuit Flower Hour?	1	2	-7	-8
Rick Dees' Top 40?	1	2	-7	-8
Metalshop?	1	2	-7	-8
Rockline?	1	2	-7	-8

MH-28. How often do you read the newspaper? Is it...

never,	1	(MH-31)
less than twice a week,	2	(MH-29)
2-3 times per week,	3	(MH-29)
4-5 times per week, or	4	(MH-29)
daily?	5	(MH-29)
REFUSED	-7	(MH-31)
DON'T KNOW	-8	(MH-31)

MH-29. How many hours do you spend reading the newspaper each week?

HOURS

CATI CHECK #MH2: IS NEWSPAPER READ?
[MH-29 > 0]

YES 1 (MH-30)
NO 2 (MH-31)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Media Habits

Screen Name: MH-30 Question Bank #: MH30

Variables:	Ranges:
YPAPSPOR	1,2,-7,-8
YPAPCOM	1,2,-7,-8
YPAPNEWS	1,2,-7,-8
YPAPLOC	1,2,-7,-8
YPAPFOOD	1,2,-7,-8
YPAPSTYL	1,2,-7,-8
YPAPCLAS	1,2,-7,-8

Sub-Population: Youth who read the newspaper
[YPAPHOUR (MH-29) GT 0] OR [YPAPHOUR EQ -7,-8]

Screen Name: MH-31 Question Bank #: MH31

Variables:	Ranges:
YMAGREAD	1,2,-7,-8

Sub-Population: Youth asked the media habits questions
[RANDROY EQ 2,4,6]

Screen Name: MH-32 Question Bank #: MH32

Variables:	Ranges:
YMAG1	1-254,991,-7,-8
YMAG2	1-254,991
YMAG3	1-254,991
YMAG4	1-254,991
YMAG5	1-254,991
YMAG6	1-254,991

Sub-Population: Youth who regularly read magazines
[YMAGREAD (MH-31) EQ 1]

Screen Name: MH-33 Question Bank #: MH33

Variables:	Ranges:
YMAGHOUR	0-168,-7,-8

Sub-Population: Youth who regularly read magazines
[YMAGREAD (MH-31) EQ 1]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Media Habits

MH-30. Do you regularly read any of the following sections?

	YES	NO	REF	DK
Sports?	1	2	-7	-8
Comics?	1	2	-7	-8
News?	1	2	-7	-8
Local?	1	2	-7	-8
Food?	1	2	-7	-8
Lifestyle?	1	2	-7	-8
CLassified?	1	2	-7	-8

MH-31. Finally, I would like to discuss magazine readership. Do you regularly read magazines?

YES 1 (MH-32)
NO ..... 2 (RECALL MODULE)
REFUSED ..... -7 (RECALL MODULE)
DON'T KNOW ..... -8 (RECALL MODULE)

MH-32. What magazines do you read on a regular basis, that is, those that you have read at least 3 of the past 4 issues?

1.

2.

3.

4.

5.

6.
REFUSED ..... -7
DON'T KNOW ..... -8

MH-33. About how many hours a week do you spend reading magazines?

HOURS

[GO TO KNOWLEDGE-RECALL MODULE]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Knowledge-Recall

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Knowledge-Recall

Screen Name: KR-1 Question Bank #: KR1

Variables:	Ranges:
YUN12NON	1,2,-7,-8
YUN12AF	1,2,-7,-8
YUN12AR	1,2,-7,-8
YUN12RO	1,2,-7,-8
YUN12NG	1,2,-7,-8
YUN12RV	1,2,-7,-8
YUN12CG	1,2,-7,-8
YUN12MC	1,2,-7,-8
YUN12NA	1,2,-7,-8
YUN12ALL	1,2,-7,-8

Sub-Population: All youth

Screen Name: KR-2 Question Bank #: KR2

Variables:	Ranges:
YKRROAF	1,2,-7,-8
YKRROAR	1,2,-7,-8
YKRRONA	1,2,-7,-8
YKRROMC	1,2,-7,-8
YKRROCG	1,2,-7,-8

Sub-Population: Youth who mentioned seeing or hearing advertising for the R.O.T.C. [YUN12RO (KR-1) EQ 1]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Knowledge-Recall

KR-1. Now, thinking about TV, radio, newspapers, magazines, and any other sources of advertising, for what military service or services do you recall seeing or hearing any advertising? (PROBE: Any other services?) [RECORD ALL THAT APPLY.]

NONE	0
AIR FORCE	1
ARMY	2
RESERVE OFFICER'S TRAINING CORPS, or R.O.T.C.	3
NATIONAL GUARD	4
RESERVE	5
COAST GUARD	6
MARINE CORPS	7
NAVY	8
ONE AD FOR ALL SERVICES	9
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #KR1: WAS R.O.T.C. MENTIONED?
[KR-1 = 3]
YES 1 (KR-2)
NO ..... 2 (CATI CHECK #KR2)

KR-2. You mentioned seeing or hearing advertising for the Reserve Officer's Training Corps. For which military service or services was this advertising? [RECORD ALL THAT APPLY]

AIR FORCE	1
ARMY	2
NAVY	3
MARINE CORPS	4
COAST GUARD	5
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #KR2: WAS NATIONAL GUARD MENTIONED?
[KR-1 = 4]

YES 1 (KR-3)
NO ..... 2 (CATI CHECK #KR3)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Knowledge-Recall

Screen Name: KR-3 Question Bank #: KR3

Variables:	Ranges:
YKRNGAF	1,2,-7,-8
YKRNGAR	1,2,-7,-8
YKRNGNA	1,2,-7,-8
YKRNGMC	1,2,-7,-8
YKRNGCG	1,2,-7,-8

Sub-Population: Youth who mentioned seeing or hearing advertising for the National Guard [YUN12NG (KR-1) EQ 1]

Screen Name: KR-4 Question Bank #: KR4

Variables:	Ranges:
YKRRVAF	1,2,-7,-8
YKRRVAR	1,2,-7,-8
YKRRVNA	1,2,-7,-8
YKRRVMC	1,2,-7,-8
YKRRVCG	1,2,-7,-8

Sub-Population: Youth who mentioned seeing or hearing advertising for the Reserve [YUN12RV (KR-1) EQ 1]

KR-3. You mentioned seeing or hearing advertising for the National Guard. For which military service or services was this advertising? [RECORD ALL THAT APPLY]

AIR FORCE	1
ARMY	2
NAVY	3
MARINE CORPS	4
COAST GUARD	5
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #KR3: WAS RESERVE MENTIONED?
[KR-1 = 5]

YES 1 (KR-4)
NO ..... 2 (CATI CHECK #KR5)

KR-4. You mentioned seeing or hearing advertising for the Reserve. For which military service or services was this advertising? [RECORD ALL THAT APPLY]

AIR FORCE	1
ARMY	2
NAVY	3
MARINE CORPS	4
COAST GUARD	5
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #KR5: DID RESPONDENT RECALL SEEING OR HEARING AN AD FOR THE AIR FORCE?
[KR-1 = 1]

YES ..... 1 (CATI CHECK #KR6)
NO 2 (KR-5)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Knowledge-Recall

Screen Name: KR-5 Question Bank #: KR5
Variables: Ranges:
YAIDAF 1,2,-7,-8
Sub-Population: Youth who did not recall Air Force advertising [YUN12AF (KR-1) EQ 2,-7,-8]

Screen Name: KR-6 Question Bank #: KR6
Variables: Ranges:
YAIDAR 1,2,-7,-8
Sub-Population: Youth who did not recall Army advertising [YUN12AR (KR-1) EQ 2,-7,-8]

Screen Name: KR-7 Question Bank #: KR7
Variables: Ranges:
YAIDARO 1,2,-7,-8
Sub-Population: Youth who did not recall Army R.O.T.C. advertising [YKRROAR (KR-2) EQ 2,-7,-8,-1]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Knowledge-Recall

KR-5. Do you recall seeing or hearing any advertising for the Air Force?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR6: DID RESPONDENT RECALL SEEING OR HEARING AN AD FOR THE ARMY?
[KR-1 = 2]

YES ..... 1 (CATI CHECK #KR7)
NO 2 (KR-6)

KR-6. [Do you recall seeing or hearing any advertising for] The Army?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR7: DID RESPONDENT RECALL SEEING OR HEARING AN AD FOR THE ARMY R.O.T.C.?
[KR-2 = 2]

YES ..... 1 (CATI CHECK #KR8)
NO 2 (KR-7)

KR-7. [Do you recall seeing or hearing any advertising for] The Army Reserve Officer's Training Corps, that is, the Army R.O.T.C?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Knowledge-Recall

Screen Name: KR-8 Question Bank #: KR8
Variables: Ranges:
YAIDANG 1,2,-7,-8
Sub-Population: Youth who did not recall Army National Guard advertising [YKRNGAR (KR-3) EQ 2,-7,-8,-1]

Screen Name: KR-9 Question Bank #: KR9
Variables: Ranges:
YAIDARV 1,2,-7,-8
Sub-Population: Youth who did not recall Army Reserve advertising [YKRRVAR (KR-4) EQ 2,-7,-8,-1]

CATI CHECK #KR8: DID RESPONDENT RECALL SEEING OR HEARING AN AD FOR THE ARMY NATIONAL GUARD?
[KR-3 = 2]

YES ..... 1 (CATI CHECK #KR9)
NO 2 (KR-8)

KR-8. [Do you recall seeing or hearing any advertising for] The Army National Guard?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR9: DID RESPONDENT RECALL SEEING OR HEARING AN AD FOR THE ARMY RESERVE?
[KR-4 = 2]

YES ..... 1 (CATI CHECK #KR10)
NO 2 (KR-9)

KR-9. [Do you recall seeing or hearing any advertising for] The Army Reserve?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR10: DID RESPONDENT RECALL SEEING OR HEARING AN AD FOR THE COAST GUARD?
[KR-1 = 6]

YES ..... 1 (CATI CHECK #KR11)
NO 2 (KR-10)

Screen Name: KR-10 Question Bank #: KR10

Variables:	Ranges:
YAIDCG	1,2,-7,-8

Sub-Population: Youth who did not recall Coast Guard advertising [YUN12CG (KR-1) EQ 2,-7,-8]

Screen Name: KR-11 Question Bank #: KR11

Variables:	Ranges:
YAIDMC	1,2,-7,-8

Sub-Population: Youth who did not recall Marine Corps advertising [YUN12MC (KR-1) EQ 2,-7,-8]

Screen Name: KR-12 Question Bank #: KR12

Variables:	Ranges:
YAIDNA	1,2,-7,-8

Sub-Population: Youth who did not recall Navy advertising [YUN12NA (KR-1) EQ 2,-7,-8]

KR-10. [Do you recall seeing or hearing any advertising for] The Coast Guard?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR11: DID RESPONDENT RECALL SEEING OR HEARING AN AD FOR THE MARINE CORPS?
[KR-1 = 7]

YES ..... 1 (CATI CHECK #KR12)
NO 2 (KR-11)

KR-11. [Do you recall seeing or hearing any advertising for] The Marine Corps?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR12: DID RESPONDENT RECALL SEEING OR HEARING AN AD FOR THE NAVY?
[KR-1 = 8]

YES ..... 1 (CATI CHECK #KR13)
NO 2 (KR-12)

KR-12. [Do you recall seeing or hearing any advertising for] The Navy?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Knowledge-Recall

Screen Name: KR-13 Question Bank #: KR13

Variables:	Ranges:
YAIDALL	1,2,-7,-8

Sub-Population: Youth who did not recall one ad for all the services [YUN12ALL (KR-1) EQ 2,-7,-8]

Screen Name: KR-14 Question Bank #: KR14

Variables:	Ranges:
YADARTV	1,2,-7,-8
YADARRAD	1,2,-7,-8
YADARMAG	1,2,-7,-8
YADARPAP	1,2,-7,-8
YADARBIL	1,2,-7,-8
YADARMAL	1,2,-7,-8
YADARPOS	1,2,-7,-8
YADARPAM	1,2,-7,-8
YADARYEL	1,2,-7,-8
YADAROTH	1,2,3,-7,-8

Sub-Population: Youth who recalled seeing or hearing an Army or Army component ad
[YUN12AR (KR-1) EQ 1] OR [YKRROAR (KR-2) EQ 1] OR
[YKRNGAR (KR-3) EQ 1] OR [YKRRVAR (KR-4) EQ 1] OR
[YAIDAR (KR-6) EQ 1] OR [YAIDARO (KR-7) EQ 1] OR
[YAIDANG (KR-8) EQ 1] OR [YAIDARV (KR-9) EQ 1]

CATI CHECK #KR13: DID RESPONDENT RECALL SEEING OR HEARING ONE AD FOR ALL THE SERVICES?
[KR-1 = 9]

YES ..... 1 (CATI CHECK #KR14)
NO 2 (KR-13)

KR-13. [Do you recall seeing or hearing any advertising for] All the services in one ad?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR14: DID RESPONDENT RECALL SEEING OR HEARING ARMY OR ARMY COMPONENT AD?
[KR-1 = 2], OR
[KR-2, OR KR-3 OR KR-4 = 2] OR
[KR-6, OR KR-7, OR KR-8, OR KR-9 = 1]

YES 1 (KR-14)
NO ..... 2 (CATI CHECK #KR15)

KR-14. Did you see or hear Army ads...

	YES	NO	REF	DK
On TV?	1	2	-7	-8
On the radio?	1	2	-7	-8
In magazines?	1	2	-7	-8
In newspapers?	1	2	-7	-8
On billboards?	1	2	-7	-8
Through the mail?	1	2	-7	-8
On posters?	1	2	-7	-8
In brochures or pamphlets?	1	2	-7	-8
In the Yellow Pages?	1	2	-7	-8
Somewhere else?	1	2	-7	-8

(3 = DID NOT SEE ARMY ADS)

Screen Name: KR-15 Question Bank #: KR15
Variables: Ranges:
UNITEXT
Sub-Population: Youth who recalled seeing an Army ad
[YUN12AR (KR-1) EQ 1] OR [YAIDAR (KR-6) EQ 1]

CATI CHECK #KR15: DID RESPONDENT RECALL SEEING OR HEARING AN ARMY AD (UNAIDED OR AIDED)?
[KR-1 = 2 OR KR-6 = 1]

YES 1 (KR-15)
NO ..... 2 (CATI CHECK #KR16)

KR-15. Other than trying to get you to enlist, what was the main message you got from Army advertising?

[VERBATIM RESPONSES RECORDED]

CATI CHECK #KR16: DID RESPONDENT RECALL ANY ADS OTHER THAN THE ARMY AD?
[KR-1 = 1, 3, 4, 5, 6, 7, 8 OR 9] OR
[KR-5, OR KR-7, OR KR-8, OR KR-9, OR KR-10, OR KR-11, OR KR-12, OR KR-13 = 1]

YES ..... 1 (CATI CHECK #KR17)
NO ..... 2 (ATTITUDES MODULE)

#KR17: RANDOMLY SELECT SERVICE OR SERVICE COMPONENT OR JOINT SERVICES AD FROM THOSE RECALLED (OTHER THAN ARMY)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Knowledge-Recall

Screen Name: KR-17 Question Bank #: KR17
Variables: Ranges:
UNITEXT
Sub-Population: Youth who recalled seeing any ads other then the Army ad
[YUN12AF (KR-1) EQ 1] OR [YUN12RO (KR-1) EQ 1] OR
[YUN12NG (KR-1) EQ 1] OR [YUN12RV (KR-1) EQ 1] OR
[YUN12CG (KR-1) EQ 1] OR [YUN12MC (KR-1) EQ 1] OR
[YUN12NA(KR-1) EQ 1] OR [YUN12ALL (KR-1) EQ 1] OR
[YAIDAF (KR-5) EQ 1] OR [YAIDARO (KR-7) EQ 1] OR
[YAIDANG (KR-8) EQ 1] OR [YAIDARV (KR-9) EQ 1] OR
[YAIDCG (KR-10) EQ 1] OR [YAIDMC (KR-11) EQ 1] OR
[YAIDNA (KR-12) EQ 1] OR [YAIDALL (KR-13) EQ 1]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Knowledge-Recall

KR-17. Other than trying to get you to enlist, what was the main message you got from (SERVICE/SERVICE COMPONENT) advertising?

[VERBATIM RESPONSES RECORDED]

[GO TO ATTITUDES MODULE]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Attitudes Toward Army Ads

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Attitudes Toward Army Ads

Screen Name: AT-1 Question Bank #: AT1
Variables: Ranges:
YATADLIK 1-5,-7,-8
Sub-Population: Youth who recalled seeing an Army ad
[YUN12AR (KR-1) EQ 1] OR [YAIDAR (KR-6) EQ 1]

Screen Name: AT-2 Question Bank #: AT2
Variables: Ranges:
YATADBEL 1-5,-7,-8
Sub-Population: Youth who recalled seeing an Army ad
[YUN12AR (KR-1) EQ 1] OR [YAIDAR (KR-6) EQ 1]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Attitudes Toward Army Ads

CATI CHECK #AT1: DID RESPONDENT RECALL SEEING OR HEARING ARMY ADS?
[KR-1 = 2 OR KR-6 = 1]

YES 1 (AT-1)
NO ..... 2 (SLOGAN MODULE)

AT-1. Use a scale of "1" to "5" where "1" means you do not like the advertising and "5" means you like the advertising very much.

Overall, how much do you like the Army ads you have seen or heard over the past year?

DO NOT LIKE	1
SOMEWHAT DISLIKE	2
NEUTRAL	3
LIKE SOMEWHAT	4
LIKE VERY MUCH	5
REFUSED	-7
DON'T KNOW	-8

AT-2. Use a scale of "1" to "5" where "1" means you do not believe the advertising and "5" means you believe the advertising very much.

How much do you believe what the ads say?

DO NOT BELIEVE	1
SOMEWHAT DISBELIEVE	2
NEUTRAL	3
BELIEVE SOMEWHAT	4
STRONGLY BELIEVE	5
REFUSED	-7
DON'T KNOW	-8

[GO TO SLOGAN RECOGNITION MODULE]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Slogan Recognition

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Slogan Recognition

Screen Name: KS-2 Question Bank #: KS2
Variables: Ranges:
YKSADVEN 1-5,-7,-8
Sub-Population: Approximately half of youth given the main interview [RANDROY EQ 1,4,5]

Screen Name: KS-3 Question Bank #: KS3
Variables: Ranges:
YKSPROUD 1-5,-7,-8
Sub-Population: Youth asked the knowledge of slogan questions [RANDROY EQ 1,4,5]

Screen Name: KS-4 Question Bank #: KS4
Variables: Ranges:
YKSBEALL 1-5,-7,-8
Sub-Population: Youth asked the knowledge of slogan questions [RANDROY EQ 1,4,5]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Slogan Recognition

CATI CHECK #KS1: RANDOMIZE SERVICES (ARMY, AIR FORCE, MARINE CORPS, NAVY) FOR LISTING IN KS-1

KS-1. I am going to mention some slogans used by the military in its advertising. After I read each slogan, please tell me whether it is used by the (RANDOMIZED LIST OF SERVICES), or by all four active duty services together in the same ad or commercial.

KS-2. Which military service uses the advertising slogan, "Blank. It's not just a job. It's an adventure."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

KS-3. [Which military service uses the advertising slogan,] "The Few. The Proud. The Blank."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

KS-4. [Which military service uses the advertising slogan,] "Be all you can be."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Slogan Recognition

Screen Name: KS-5 Question Bank #: KS5
Variables: Ranges:
YKSWAY 1-5,-7,-8
Sub-Population: Youth asked the knowledge of slogan questions [RANDROY EQ 1,4,5]

Screen Name: KS-6 Question Bank #: KS6
Variables: Ranges:
YKSGOOD 1-5,-7,-8
Sub-Population: Youth asked the knowledge of slogan questions [RANDROY EQ 1,4,5]

Screen Name: KS-7 Question Bank #: KS7
Variables: Ranges:
YKSSTART 1-5,-7,-8
Sub-Population: Youth asked the knowledge of slogan questions [RANDROY EQ 1,4,5]

Screen Name: KS-8 Question Bank #: KS8
Variables: Ranges:
YKSAIM 1-5,-7,-8
Sub-Population: Youth asked the knowledge of slogan questions [RANDROY EQ 1,4,5]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Slogan Recognition

KS-5. [Which military service uses the advertising slogan,] "Blank, a great way of life."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

KS-6. [Which military service uses the advertising slogan,] "We're looking for a few good men."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

KS-7. [Which military service uses the advertising slogan,] "It's a great place to start."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

KS-8. [Which military service uses the advertising slogan,] "Aim high. Blank."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Slogan Recognition

Screen Name: KS-9 Question Bank #: KS9

Variables:	Ranges:
YKSNOTCO	1-5,-7,-8

Sub-Population: Youth asked the knowledge of slogan questions [RANDROY EQ 1,4,5]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Slogan Recognition

KS-9. [Which military service uses the advertising slogan,] "We're not a company, we're your country."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

[GO TO PERCEPTIONS MODULE]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Perceptions

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Perceptions

Screen Name: PE-1 Question Bank #: PE1

Variables:	Ranges:
YAWIDE	1-5,-7,-8
YAPHYS	1-5,-7,-8
YAPROVD	1-5,-7,-8
YASTEP	1-5,-7,-8
YALEADER	1-5,-7,-8
YAHITECH	1-5,-7,-8
YACIVCAR	1-5,-7,-8
YASELCON	1-5,-7,-8
YAPOTEN	1-5,-7,-8
YAMENTAL	1-5,-7,-8
YAMATURE	1-5,-7,-8
YATRAIN	1-5,-7,-8
YAHIQUAL	1-5,-7,-8
YACASHED	1-5,-7,-8

Sub-Population: Youth given the Active Army perceptions questions
[PANELPEY EQ 2 AND RANDPE3 EQ 1,3] OR
[PANELPEY EQ 3,4,5,6,7,8]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Perceptions

PE-1. I am going to read you a list of statements describing different things the Army might offer. Please tell me how much you disagree or agree that the Army offers each item on the list. A "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

	DS			AG		REF	DK
The Army offers...							
A. a wide variety of opportunities to find a job you can enjoy?	1	2	3	4	5	-7	-8
B. a physically challenging experience?	1	2	3	4	5	-7	-8
C. an experience you can be proud of?	1	2	3	4	5	-7	-8
D. an advantage over going right from high school to college?	1	2	3	4	5	-7	-8
E. an opportunity to develop leadership skills?	1	2	3	4	5	-7	-8
F. the chance to work with the latest high tech equipment?	1	2	3	4	5	-7	-8
G. a great value in your civilian career development?	1	2	3	4	5	-7	-8
H. an excellent opportunity to develop self-confidence?	1	2	3	4	5	-7	-8
I. the opportunity to develop your potential?	1	2	3	4	5	-7	-8
J. a mentally challenging experience?	1	2	3	4	5	-7	-8
K. an opportunity for you to become more mature and responsible?	1	2	3	4	5	-7	-8
L. many opportunities for training in useful skill areas?	1	2	3	4	5	-7	-8

Screen Name: PE-1A Question Bank #: PE1A

Variables:	Ranges:
YHEARDAR	1,2,-7,-8

Sub-Population: Youth selected to receive the Army Reserve perceptions questions

```
[PANELPEY EQ 1 AND RANDPE8 EQ 1] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND
  RANDPE8 EQ 1] OR
[PANELPEY EQ 3 AND RAND1000 GE 1 AND
  RAND1000 LE 269] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 1]
```

M. many chances to work with highly trained people?	1	2	3	4	5	-7	-8
N. an excellent opportunity to obtain money for a college or vocational education?	1	2	3	4	5	-7	-8

CATI CHECK #PE2: RANDOMLY SELECT A CAREER OPTION FROM ARMY RESERVE, ARMY NATIONAL GUARD, AIR FORCE, NAVY, MARINE CORPS, GOING TO COLLEGE, WORKING IN A FULL-TIME CIVILIAN JOB, ALL SERVICES.

#PE3: WHICH CAREER OPTION WAS SELECTED?

ARMY RESERVE	1 (PE-1A)
ARMY NATIONAL GUARD	2 (PE-4A)
AIR FORCE	3 (PE-6)
NAVY	4 (PE-6)
MARINE CORPS	5 (PE-6)
ALL SERVICES	6 (PE-6)
WORKING IN A FULL-TIME CIVILIAN JOB	7 (PE-7)
GOING TO COLLEGE	8 (PE-8)

PE-1A. Have you ever heard of the United States Army Reserve?

YES	1 (PE-4)
NO	2 (PE-12)
REFUSED	-7 (PE-12)
DON'T KNOW	-8 (PE-4)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Perceptions

Screen Name: PE-4 Question Bank #: PE4

Variables:	Ranges:
YVWIDE	1-5,-7,-8
YVPROUD	1-5,-7,-8
YVLEADER	1-5,-7,-8
YVCIVCAR	1-5,-7,-8
YVSELCON	1-5,-7,-8
YVPOTEN	1-5,-7,-8
YVMENTAL	1-5,-7,-8
YVMATURE	1-5,-7,-8
YVTRAIN	1-5,-7,-8
YVHIQUAL	1-5,-7,-8
YVCASHED	1-5,-7,-8
YVHOME	1-5,-7,-8
YVSERCOM	1-5,-7,-8
YVWEEKEN	1-5,-7,-8

Sub-Population: Youth selected to receive the Army Reserve perceptions questions who had heard of the U.S. Army Reserve
[YHEARDAR (PE-1A) EQ 1,-8]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Perceptions

PE-4. Now, I am going to read you a list of things the United States Army Reserve might offer. Please tell me how much you disagree or agree that the United States Army Reserve offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

The United States Army Reserve offers:

	DS				AG	REF	DK
A. a wide variety of opportunities to find a job you can enjoy?	1	2	3	4	5	-7	-8
B. an experience you can be proud of?	1	2	3	4	5	-7	-8
C. an opportunity to develop leadership skills?	1	2	3	4	5	-7	-8
D. a great value in your civilian career development?	1	2	3	4	5	-7	-8
E. an excellent opportunity to develop self-confidence?	1	2	3	4	5	-7	-8
F. the opportunity to develop your potential?	1	2	3	4	5	-7	-8
G. a mentally challenging experience?	1	2	3	4	5	-7	-8
H. the opportunity to become more mature and responsible?	1	2	3	4	5	-7	-8
I. many opportunities for training in useful skill areas?	1	2	3	4	5	-7	-8
J. many chances to work with highly trained people?	1	2	3	4	5	-7	-8
K. an excellent opportunity to obtain money for a college or vocational education?	1	2	3	4	5	-7	-8
L. an opportunity to serve America while staying in your own home?	1	2	3	4	5	-7	-8
M. a chance to serve your own community?	1	2	3	4	5	-7	-8

Screen Name: PE-4A Question Bank #: PE4A

Variables:	Ranges:
YHEARDNG	1,2,-7,-8

Sub-Population: Youth selected to receive the Army National Guard perceptions questions
[PANELPEY EQ 1 AND RANDPE8 EQ 2] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND RANDPE8 EQ 2] OR
[PANELPEY EQ 3 AND RAND1000 GE 270 AND RAND1000 LE 539] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 2]

Screen Name: PE-5 Question Bank #: PE5

Variables:	Ranges:
YGWIDE	1-5,-7,-8
YGPROUD	1-5,-7,-8
YGLEADER	1-5,-7,-8
YGCIVCAR	1-5,-7,-8
YGSELCON	1-5,-7,-8
YGPOTEN	1-5,-7,-8
YGMENTAL	1-5,-7,-8
YGMATURE	1-5,-7,-8
YGTRAIN	1-5,-7,-8
YGHIQUAL	1-5,-7,-8
YGCASHED	1-5,-7,-8
YGHOME	1-5,-7,-8
YGSERCOM	1-5,-7,-8
YGWEEKEN	1-5,-7,-8

Sub-Population: Youth selected to receive the Army National Guard perceptions questions who had heard of the United States Army National Guard
[YHEARDNG (PE-4A) EQ 1,-8]

N. interesting and exciting weekends? 1 2 3 4 5 -7 -8

[SKIP TO PE-12]

PE-4A. Have you ever heard of the United States Army National Guard?

YES 1 (PE-5)
NO 2 (PE-12)
REFUSED ..... -7 (PE-12)
DON'T KNOW ... -8 (PE-5)

PE-5. Now, I am going to read you a list of statements describing different things the United States Army National Guard might offer. Please tell me how much you disagree or agree that the United States Army National Guard offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

The Army National Guard offers:

	DS				AG	REF	DK
A. a wide variety of opportunities to find a job you can enjoy?	1	2	3	4	5	-7	-8
B. an experience you can be proud of?	1	2	3	4	5	-7	-8
C. an opportunity to develop leadership skills?	1	2	3	4	5	-7	-8
D. a great value in your civilian career development?	1	2	3	4	5	-7	-8
E. an excellent opportunity to develop self-confidence?	1	2	3	4	5	-7	-8

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F.	the opportunity to develop your potential?	1	2	3	4	5	-7	-8
G.	a mentally challenging experience?	1	2	3	4	5	-7	-8
H.	an opportunity to become more mature and responsible?	1	2	3	4	5	-7	-8
I.	many opportunities for training in useful skill areas?	1	2	3	4	5	-7	-8
J.	many chances to work with highly trained people?	1	2	3	4	5	-7	-8
K.	an excellent opportunity to obtain money for a college or vocational education?	1	2	3	4	5	-7	-8
L.	an opportunity to serve America while staying in your own home?	1	2	3	4	5	-7	-8
M.	a chance to serve your own community?	1	2	3	4	5	-7	-8
N.	gives you interesting and exciting weekends?	1	2	3	4	5	-7	-8

[SKIP TO PE-12]

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Screen Name: PE-6 Question Bank #: PE6

Variables:	Ranges:
YFWIDE	1-5,-7,-8
YFPHYS	1-5,-7,-8
YFPROUD	1-5,-7,-8
YFSTEP	1-5,-7,-8
YFLEADER	1-5,-7,-8
YFHITECH	1-5,-7,-8
YFCIVCAR	1-5,-7,-8
YFSELCON	1-5,-7,-8
YFPOTEN	1-5,-7,-8
YFMENTAL	1-5,-7,-8
YFMATURE	1-5,-7,-8
YFTRAIN.	1-5,-7,-8
YFHIQUAL	1-5,-7,-8
YFCASHED	1-5,-7,-8

Sub-Population: Youth selected to receive the Air Force perceptions questions
[PANELPEY EQ 1 AND RANDPE8 EQ 3] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ 3] OR
[PANELPEY EQ 3 AND RAND1000 GE 540 AND RAND1000 LE 616] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 3]

YNWIDE	1-5,-7,-8
YNPHYS	1-5,-7,-8
YNPROUD	1-5,-7,-8
YNSTEP	1-5,-7,-8
YNLEADER	1-5,-7,-8
YNHITECH	1-5,-7,-8
YNCIVCAR	1-5,-7,-8
YNSELCON	1-5,-7,-8
YNPOTEN	1-5,-7,-8
YNMENTAL	1-5,-7,-8
YNMATURE	1-5,-7,-8
YNTRAIN	1-5,-7,-8
YNHIQUAL	1-5,-7,-8
YNCASHED	1-5,-7,-8

Sub-Population: Youth selected to receive the Navy perceptions questions
[PANELPEY EQ 1 AND RANDPE8 EQ 4] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ 4] OR
[PANELPEY EQ 3 AND RAND1000 GE 617 AND RAND1000 LE 693] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 4]

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PE-6. I am going to read you a list of statements describing different things the (SERVICE) might offer. Please tell me how much you disagree or agree that the (SERVICE) offers item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

The (SERVICE) offers:

	DS				AG	REF	DK
A. a wide variety of opportunities to find a job you can enjoy?	1	2	3	4	5	-7	-8
B. a physically challenging environment?	1	2	3	4	5	-7	-8
C. an experience you can be proud of?	1	2	3	4	5	-7	-8
D. an advantage over going right from high school to college?	1	2	3	4	5	-7	-8
E. an opportunity to develop leadership skills?	1	2	3	4	5	-7	-8
F. the chance to work with the latest high tech equipment?	1	2	3	4	5	-7	-8
G. a great value in your civilian career development?	1	2	3	4	5	-7	-8
H. an excellent opportunity to develop self-confidence?	1	2	3	4	5	-7	-8
I. the opportunity to develop your potential?	1	2	3	4	5	-7	-8
J. a mentally challenging experience?	1	2	3	4	5	-7	-8
K. an opportunity to become more mature and responsible?	1	2	3	4	5	-7	-8
L. many opportunities for training in useful skill areas?	1	2	3	4	5	-7	-8

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YMWIDE	1-5,-7,-8
YMPHYS	1-5,-7,-8
YMPROUD	1-5,-7,-8
YMSTEP	1-5,-7,-8
YMLEADER	1-5,-7,-8
YMHITECH	1-5,-7,-8
YMCIVCAR	1-5,-7,-8
YMSELCON	1-5,-7,-8
YMPOTEN	1-5,-7,-8
YMMENTAL	1-5,-7,-8
YMMATURE	1-5,-7,-8
YMTRAIN	1-5,-7,-8
YMHIQUAL	1-5,-7,-8
YMCASHED	1-5,-7,-8
Sub-Population:	Youth selected to receive the Marine Corps perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 5] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ5] OR [PANELPEY EQ3 AND RAND1000 GE 694 AND RAND1000 LE 770] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ5]

YSWIDE	1-5,-7,-8
YSPHYS	1-5,-7,-8
YSPROUD	1-5,-7,-8
YSSTEP	1-5,-7,-8
YSLEADER	1-5,-7,-8
YSHITECH	1-5,-7,-8
YSCIVCAR	1-5,-7,-8
YSSELCON	1-5,-7,-8
YSPOTEN	1-5,-7,-8
YSMENTAL	1-5,-7,-8
YSMATURE	1-5,-7,-8
YSTRAIN	1-5,-7,-8
YSHIQUAL	1-5,-7,-8
YSCASHED	1-5,-7,-8
Sub-Population:	Youth selected to receive the Military Service perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 6] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ 6] OR [PANELPEY EQ 5 AND RAND1000 GE 771 AND RAND1000 LE 847] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 6]

M. many chances to work with highly trained people?	1	2	3	4	5	-7	-8
N. an excellent opportunity to obtain money for a college or vocational education?	1	2	3	4	5	-7	-8

[SKIP TO PE-12]

ACOMS Youth Annotated Questionnaire
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Module: Perceptions

Screen Name: PE-7 Question Bank #: PE7

Variables:	Ranges:
YWWIDE	1-5,-7,-8
YWPROUD	1-5,-7,-8
YWSTEP	1-5,-7,-8
YWLEADER	1-5,-7,-8
YWHITECH	1-5,-7,-8
YWCIVCAR	1-5,-7,-8
YWSELCON	1-5,-7,-8
YWPOTEN	1-5,-7,-8
YWMENTAL	1-5,-7,-8
YWMATURE	1-5,-7,-8
YWTRAIN	1-5,-7,-8
YWHIQUAL	1-5,-7,-8
YWCASHED	1-5,-7,-8

Sub-Population: Youth selected to receive the Working in a Full-Time Civilian Job perceptions questions

```
[PANELPEY EQ 1 AND RANDPE8 EQ 7] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND
  RANDPE8 EQ 7] OR
[PANELPEY EQ 3 AND RAND1000 GE 848 AND
  RAND1000 LE 924] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 7]
```

ACOMS Youth Annotated Questionnaire
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Module: Perceptions

PE-7. I am going to read you a list of statements describing different things working in a full-time civilian job might offer. Please tell me how much you disagree or agree that working in a full-time civilian job offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

Working in a full-time civilian job offers:

	DS				AG	REF	DK
A. a physically challenging experience?	1	2	3	4	5	-7	-8
B. an experience you can be proud of?	1	2	3	4	5	-7	-8
C. an advantage over going right from high school to college?	1	2	3	4	5	-7	-8
D. an opportunity to develop leadership skills?	1	2	3	4	5	-7	-8
E. the chance to work with the latest high tech equipment?	1	2	3	4	5	-7	-8
F. a great value in your civilian career development?	1	2	3	4	5	-7	-8
G. an excellent opportunity to develop self-confidence?	1	2	3	4	5	-7	-8
H. the opportunity to develop your potential?	1	2	3	4	5	-7	-8
I. a mentally challenging experience?	1	2	3	4	5	-7	-8
J. the opportunity to become more more mature and responsible?	1	2	3	4	5	-7	-8
K. many opportunities for training in useful skill areas?	1	2	3	4	5	-7	-8
L. many chances to work with highly trained people?	1	2	3	4	5	-7	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Perceptions

Screen Name: PE-8 Question Bank #: PE8

Variables:	Ranges:
YCPROUD	1-5,-7,-8
YCLEADER	1-5,-7,-8
YCCIVCAR	1-5,-7,-8
YCSELCON	1-5,-7,-8
YCPOTEN	1-5,-7,-8
YCMENTAL	1-5,-7,-8
YCMATURE	1-5,-7,-8
YCHIQUAL	1-5,-7,-8

Sub-Population: Youth selected to receive the Going to College perceptions questions
[PANELPEY EQ 1 AND RANDPE8 EQ 8] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND RANDPE8 EQ 8] OR
[PANELPEY EQ 3 AND RAND1000 GE 925 AND RAND1000 LE 1000] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 8]

M. an excellent opportunity to obtain money for a college or vocational education? 1 2 3 4 5 -7 -8

[SKIP TO PE-12]

PE-8. I am going to read you a list of statements describing different things going to college might offer. Please tell me how much you disagree or agree that going to college offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

Going to college offers...

	DS			AG		REF	DK
A. an experience you can be proud of?	1	2	3	4	5	-7	-8
B. an opportunity to develop leadership skills?	1	2	3	4	5	-7	-8
C. a great value in your civilian career development?	1	2	3	4	5	-7	-8
D. an excellent opportunity to develop self-confidence?	1	2	3	4	5	-7	-8
E. the opportunity to develop your potential?	1	2	3	4	5	-7	-8
F. a mentally challenging experience?	1	2	3	4	5	-7	-8
G. the opportunity to become more mature and responsible?	1	2	3	4	5	-7	-8
H. many chances to work with highly trained people?	1	2	3	4	5	-7	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Perceptions

Screen Name: PE-12 Question Bank #: PE12
Variables: Ranges:
YPEDIP 1-5,-7,-8
Sub-Population: All youth

Screen Name: PE-13 Question Bank #: PE13
Variables: Ranges:
YPEGRADE 1-5,-7,-8
Sub-Population: All youth

Screen Name: PE-14 Question Bank #: PE14
Variables: Ranges:
YPECOL 1-5,-7,-8
Sub-Population: All youth

Screen Name: PE-15 Question Bank #: PE15
Variables: Ranges:
YPESIM 1,2,-7,-8
Sub-Population: All youth

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Perceptions

PE-12. Of the people who joined the Army in the last year, what proportion do you think are high school diploma graduates? Would you say...

less than one quarter,	1
about one quarter,	2
about one half,	3
about three quarters, or	4
almost all?	5
REFUSED	-7
DON'T KNOW	-8

PE-13. Of the people who joined the Army last year, what proportion do you think would score in the upper half of an intelligence test? Is it...

all of them,	1
three quarters of them,	2
half of them,	3
one quarter of them, or	4
none of them?	5
REFUSED	-7
DON'T KNOW	-8

PE-14. Of the people who joined the Army in the last year, what proportion do you think will get a college diploma either while they are in the Army or after they complete their Army service? Would you say...

less than one quarter,	1
about one quarter,	2
about one half,	3
about three quarters, or	4
almost all?	5
REFUSED	-7
DON'T KNOW	-8

PE-15. Do you think very many young (men/women) with backgrounds and plans for the future like yours are joining the Army?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

Screen Name: PE-15A Question Bank #: PE15A

Variables:	Ranges:
YHEARDRO	1,2,-7,-8

Sub-Population: Youth selected to receive the Army Reserve Officer's Training Corps perceptions questions
[PANELPEY EQ 1] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 1,2] OR
[PANELPEY EQ 3] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 9]

Screen Name: PE-2 Question Bank #: PE2

Variables:	Ranges:
YRLEADER	1-5,-7,-8
YRSELCON	1-5,-7,-8
YRELECT	1-5,-7,-8
YROFFCOM	1-5,-7,-8

Sub-Population: Youth selected to receive the Army ROTC questions who had heard of the Army Reserve Officers' Training Corps
[YHEARDRO EQ 1,-8]

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Module: Perceptions

CATI CHECK #PE1: IS YOUTH ROTC POTENTIAL?

YES 1 (PE-15A)
NO ..... 2 (KNOWLEDGE AWARENESS MODULE)

PE-15A. Have you ever heard of the Army Reserve Officer's Training Corps on a college campus?

YES 1 (PE-2)
NO ..... 2 (KNOWLEDGE-AWARENESS MODULE)
REFUSED ..... -7 (KNOWLEDGE-AWARENESS MODULE)
DON'T KNOW .. -8 (PE-2)

PE-2. Next, I will read you a few statements describing different things that the Army Reserve Officer's Training Corps on the college campus might offer. Please tell me how much you disagree or agree that being an officer offers each item on the list. A "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

The Army Reserve Officer's Training Corps on the college campus provides...

	DS				AG	REF	DK
A. leadership and management training?	1	2	3	4	5	-7	-8
B. the opportunity to develop self-confidence?	1	2	3	4	5	-7	-8
C. a college elective that can be taken together with other college courses?	1	2	3	4	5	-7	-8
D. an officer's commission in the active Army, Army Reserve, or the Army National Guard?	1	2	3	4	5	-7	-8

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Module: Perceptions

Screen Name: PE-3 Question Bank #: PE3

Variables:	Ranges:
YOWIDE	1-5,-7,-8
YOPROUD	1-5,-7,-8
YOUSECOL	1-5,-7,-8
YOINNOV	1-5,-7,-8

Sub-Population: Youth selected to receive the Army ROTC questions who had heard of the Army Reserve Officer's Training Corps [YHEARDRO EQ 1,-8]

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Module: Perceptions

PE-3. Being an officer in the United States Army means different things to different people. Please tell me how much you disagree or agree that being an officer offers each item on the list. A "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

Being an officer in the United States Army provides...

	DS				AG	REF	DK
A. a wide variety of job opportunities?	1	2	3	4	5	-7	-8
B. experiences you can be proud of?	1	2	3	4	5	-7	-8
C. the opportunity to use your college acquired skills?	1	2	3	4	5	-7	-8
D. the opportunity to make changes and use your own judgment?	1	2	3	4	5	-7	-8

[GO TO KNOWLEDGE-AWARENESS MODULE]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Knowledge-Army Attributes

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Knowledge-Army Attributes

Screen Name: KA-7 Question Bank #: KA7
Variables: Ranges:
YKAEARN 1,2,-7,-8
Sub-Population: Approximately half of youth given the main interview
[RANDROY EQ 3,5,6]

Screen Name: KA-1 Question Bank #: KA1
Variables: Ranges:
YKAEDBEN 1-6,-7,-8
Sub-Population: Youth who knew that it is possible to earn money for college by enlisting in the Army
[YKAEARN (KA-7) EQ 1,-7,-8]

Screen Name: KA-2 Question Bank #: KA2
Variables: Ranges:
YKALLCOL 1,2,-7,-8
Sub-Population: Youth who knew that it is possible to earn money for college by enlisting in the Army
[YKAEARN (KA-7) EQ 1,-7,-8]

Screen Name: KA-3 Question Bank #: KA3
Variables: Ranges:
YKASAME 1,2,3,-7,-8
Sub-Population: Youth who knew that it is possible to earn money for college by enlisting in the Army
[YKAEARN (KA-7) EQ 1,-7,-8]

ACOMS Youth Annotated Questionnaire
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Module: Knowledge-Army Attributes

KA-7. Is it possible to earn money for college by enlisting in the Army?

YES	1 (KA-1)
NO	2 (CATI CHECK #KA4)
REFUSED	-7 (KA-1)
DON'T KNOW	-8 (KA-1)

KA-1. How much do you think can be earned through Army education benefits? [PROBE: This would be the total education benefits that could be earned while in the Army.]

UNDER $5,000	1
$5,000 TO $9,999	2
$10,000 TO $14,999	3
$15,000 TO $19,999	4
$20,000 TO $24,999	5
$25,000 OR MORE	6
REFUSED	-7
DON'T KNOW	-8

KA-2. Do you think Army education benefits would cover your entire college education?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

KA-3. Do you think Army education benefits are more, less or about the same as the Navy, Air Force, or Marines offer?

MORE	1
LESS	2
ABOUT THE SAME	3
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #KA4: ROTATE ORDER OF SERVICES FOR KA-4

ACOMS Youth Annotated Questionnaire
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Module: Knowledge-Army Attributes

Screen Name: KA-4 Question Bank #: KA4

Variables:	Ranges:
YKAGIAR	1,2,-7,-8
YKAGIAF	1,2,-7,-8
YKAGINA	1,2,-7,-8
YKAGIMA	1,2,-7,-8

Sub-Population: Youth asked the knowledge-awareness questions [RANDROY EQ 3,5,6]

Screen Name: KA-5 Question Bank #: KA5

Variables:	Ranges:
YKAYEARS	0-25,-7,-8

Sub-Population: Youth asked the knowledge-awareness questions RANDROY EQ 3,5,6]

Screen Name: KA-6 Question Bank #: KA6

Variables:	Ranges:
YKADEP	1,2,-7,-8

Sub-Population: Youth asked the knowledge-awareness questions [RANDROY EQ 3,5,6]

Screen Name: KA-8 Question Bank #: KA8

Variables:	Ranges:
YKARGJUN	1,2,-7,-8

Sub-Population: Youth asked the knowledge-awareness questions [RANDROY EQ 3,5,6]

ACOMS Youth Annotated Questionnaire
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Module: Knowledge-Army Attributes

KA-4. Please tell me whether or not each of the following services offers the "GI Bill"?

	DOES OFFER	DOES NOT OFFER	REF	DK
Army	1	2	-7	-8
Air Force	1	2	-7	-8
Navy	1	2	-7	-8
Marines	1	2	-7	-8

KA-5. What is the minimum number of years that a new recruit has to serve on active duty in the Army?

REFUSED	-7
DON'T KNOW	-8

KA-6. Is it possible to sign up for the Army and actually start serving up to one year later?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

KA-8. Are 17 year old high school juniors eligible to join the Army Reserve or Army National Guard?

YES	1 (KA-10)
NO	2 (KA-9)
REFUSED	-7 (KA-9)
DON'T KNOW	-8 (KA-9)

ACOMS Youth Annotated Questionnaire
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Module: Knowledge-Army Attributes

Screen Name: KA-9 Question Bank #: KA9
Variables: Ranges:
YKARGHS 1,2,-7,-8
Sub-Population: Youth who did not know that 17 year old high school juniors are eligible to join the Army Reserve or Army National Guard
[YKARGJUN (KA-8) EQ 2,-7,-8]

Screen Name: KA-10 Question Bank #: KA10
Variables: Ranges:
YKAWARD 1-5,-7,-8
Sub-Population: Youth asked the knowledge-awareness questions
[RANDROY EQ 3,5,6]

Screen Name: KA-11 Question Bank #: KA11
Variables: Ranges:
YKARGCOL 1,2,-7,-8
Sub-Population: Youth asked the knowledge-awareness questions
[RANDROY EQ 3,5,6]

Screen Name: KA-12 Question Bank #: KA12
Variables: Ranges:
YKARGGI 1-7,-7,-8
Sub-Population: Youth who knew that qualified people who join the Army Reserve or Army National Guard can receive money for college
[YKARGCOL (KA-11) EQ 1]

KA-9. Is high school graduation required before joining the Army Reserve or Army National Guard?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

KA-10. Who sponsors the "Scholar-Athlete Award Program"? Is it the...

Marine Corps,	1
National Guard,	2
Army Reserve,	3
Air Force,or	4
Navy?	5
REFUSED	-7
DON'T KNOW	-8

KA-11. Can qualified people who join the Army Reserve or Army National Guard receive money for college?

YES	1 (KA-12)
NO	2 (DEMOGRAPHIC MODULE)
REFUSED	-7 (DEMOGRAPHIC MODULE)
DON'T KNOW	-8 (DEMOGRAPHIC MODULE)

KA-12. What is the maximum amount of money for college that qualified people who join the Army Reserve or Army National Guard can receive under the "GI Bill"?

UNDER $1,000	1
$1,000 TO $1,999	2
$2,000 TO $3,999	3
$4,000 TO $5,999	4
$6,000 TO $7,999	5
$8,000 TO $9,999	6
$10,000 OR MORE	7
REFUSED	-7
DON'T KNOW	-8

[GO TO DEMOGRAPHICS MODULE]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Demographics

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Demographics

Screen Name: DE-5 Question Bank #: DE5
Variables: Ranges:
YDETHNIC 1-3,-7,-8
Sub-Population: Hispanic youth
[EHISP (SC-20) EQ 1]

Screen Name: DE-6 Question Bank #: DE6
Variables: Ranges:
YDMARITL 1-5,-7,-8
Sub-Population: All youth

Screen Name: DE-14 Question Bank #: DE14
Variables: Ranges:
YDSAMEHH 1,2,-7,-8
Sub-Population: All youth

Screen Name: DE-15 Question Bank #: DE15
Variables: Ranges:
YDPARENT 1-3,-7,-8
Sub-Population: Youth who live with one or both parents
[YDSAMEHH (DE-14) EQ 1,-8]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Demographics

INTRODUCTION: Now I have some questions about your background.

CATI CHECK #DE1: IS RESPONDENT HISPANIC?
[SC-20 = 1]

YES 1 (DE-5)
NO 2 (DE-6)

DE-5. What is your ethnic background? Are you:

Mexican American 1
Puerto Rican, or 2
Some other Hispanic? 3
REFUSED ..... -7
DON'T KNOW ..... -8

DE-6. What is your current marital status? Are you:

Single, ... 1
Married, ... 2
Separated, ... 3
Divorced, or 4
Widowed? 5
REFUSED ..... -7
DON'T KNOW ..... -8

INTRODUCTION: Now I would like to ask some questions about your father and mother, or other adults in your household.

DE-14. (When not attending college) Do you live in the same household as one or both of your parents? (Please include any natural parents, step-parents or guardians.)

YES 1 (DE-15)
NO 2 (DE-16)
REFUSED ..... -7 (DE-16)
DON'T KNOW ..... -8 (DE-15)

DE-15. Which of your parents do you live with?

BOTH 1
MOTHER, STEP-MOTHER OR FEMALE GUARDIAN.. 2
FATHER, STEP-FATHER OR MALE GUARDIAN.... 3
REFUSED ..... -7
DON'T KNOW ..... -8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Demographics

Screen Name: DE-16 Question Bank #: DE16

Variables:	Ranges:
YDWAGE	1-6,-7,-8

Sub-Population: All youth

Screen Name: DE-19 Question Bank #: DE19

Variables:	Ranges:
YDEDDAD	07-25,-7,-8

Sub-Population: All youth

DE-16. Who is the principal wage earner in the household?

BOTH MOTHER AND FATHER	1
MOTHER, STEP-MOTHER OR FEMALE GUARDIAN	2
FATHER, STEP-FATHER OR MALE GUARDIAN	3
RESPONDENT, OR RESPONDENT AND SPOUSE	4
OTHER	5
NO WAGE EARNER	6
REFUSED	-7
DON'T KNOW	-8

DE-19. What was the highest grade or level of education that your father completed?

LESS THAN 8TH GRADE	07
8TH GRADE	08
9TH GRADE	09
10TH GRADE	10
11TH GRADE	11
12TH GRADE	12
1ST YEAR OF 4-YEAR COLLEGE	13
2ND YEAR OF 4-YEAR COLLEGE	14
3RD YEAR OF 4-YEAR COLLEGE	15
4TH YEAR OF 4-YEAR COLLEGE	16
5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19
MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL	20
1ST YEAR OF JR. OR COMMUNITY COLLEGE	21
2ND YEAR OF JR. OR COMMUNITY COLLEGE	22
1ST YEAR OF VOCATIONAL, BUSINESS OR TRADE SCHOOL	23
2ND YEAR OF VOCATIONAL, BUSINESS OR TRADE SCHOOL	24
MORE THAN 2 YEARS VOCATIONAL, BUSINESS OR TRADE SCHOOL	25
REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Demographics

Screen Name: DE-20 Question Bank #: DE20

Variables:	Ranges:
YDDADLFS	1-8,-7,-8

Sub-Population: All youth

Screen Name: DE-21 Question Bank #: DE21

Variables:	Ranges:
YDDADBR	1-5,-7,-8

Sub-Population: Youth with father in the military
[YDDADLFS (DE-20) EQ 6]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Demographics

Screen Name: DE-26 Question Bank #: DE26
Variables: Ranges:
YDEDMOM 07-25,-7,-8
Sub-Population: All youth

Screen Name: DE-27 Question Bank #: DE27
Variables: Ranges:
YDMOMLFS 1-8,-7,-8
Sub-Population: All youth

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Demographics

DE-20. Is your father now...

working full-time, ...	1	(DE-26)
working part-time, ...	2	(DE-26)
unemployed, ...	3	(DE-26)
retired, ...	4	(DE-26)
taking care of a family at home, or	5	(DE-26)
in the military?	6	(DE-21)
DECEASED	7	(DE-26)
OTHER	8	(DE-26)
REFUSED	-7	(DE-26)
DON'T KNOW	-8	(DE-26)

DE-21. In which branch of the military is your father currently serving?

AIR FORCE	1
ARMY	2
COAST GUARD	3
MARINES	4
NAVY	5
REFUSED	-7
DON'T KNOW	-8

DE-26. What was the highest grade or level of education that your mother completed?

LESS THAN 8TH GRADE	07
8TH GRADE	08
9TH GRADE	09
10TH GRADE	10
11TH GRADE	11
12TH GRADE	12
1ST YEAR OF 4-YEAR COLLEGE	13
2ND YEAR OF 4-YEAR COLLEGE	14
3RD YEAR OF 4-YEAR COLLEGE	15
4TH YEAR OF 4-YEAR COLLEGE	16
5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19
MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL	20
1ST YEAR OF JR. OR COMMUNITY COLLEGE	21
2ND YEAR OF JR. OR COMMUNITY COLLEGE	22
1ST YEAR OF VOCATIONAL, BUSINESS OR TRADE SCHOOL	23
2ND YEAR OF VOCATIONAL, BUSINESS OR TRADE SCHOOL	24
MORE THAN 2 YEARS VOCATIONAL, BUSINESS OR TRADE SCHOOL	25
REFUSED	-7
DON'T KNOW	-8

DE-27. Is your mother now...

working full-time,	1
working part-time,	2
unemployed,	3
retired, or	4
taking care of a family at home, or	5
in the military?	6
DECEASED	7
OTHER	8
REFUSED	-7
DON'T KNOW	-8

Screen Name: DE-17 Question Bank #: DE17

Variables: Ranges:

YDOWNREL 1-10,91,-7,-8

Sub-Population: Youth who do not live with parents
[YDSAMEHH (DE-14) EQ 2] OR
[YDSAMEHH EQ -7,-8 AND
YDPARENT (DE-15) EQ -7,-8 AND
YDEDDAD (DE-19) EQ -7,-8 AND
YDEDMOM (DE-26) EQ -7,-8]

YDOWNOS

Sub-Population: Youth who live with some other person
[YDOWNREL (DE-17) EQ 91]

CATI CHECK #DE1A: DOES RESPONDENT LIVE WITH PARENTS?
[DE-14 = 1]

YES 1 (DE-36)
NO 2 (DE-17)

DE-17. What relationship to you is the head of household in the house or apartment you are living in?

SIBLING	1	(DE-19A)
UNCLE	2	(DE-19A)
AUNT	3	(DE-19A)
COUSIN	4	(DE-19A)
GRANDFATHER	5	(DE-19A)
GRANDMOTHER	6	(DE-19A)
SPOUSE	7	(DE-19A)
NON-RELATIVE	8	(DE-19A)
RESPONDENT	9	(DE-36)
OTHER	91	(DE-19A)
REFUSED	-7	(DE-19A)
DON'T KNOW	-8	(DE-19A)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Demographics

Screen Name: DE-19A Question Bank #: DE19A

Variables:	Ranges:
YDEDOTH	07-25,-7,-8

Sub-Population: Youth who live with another person [YDOWNREL (DE-17) NE 9]

Screen Name: DE-36 Question Bank #: DE36

Variables:	Ranges:
YDROTCEV	1,2,-7,-8

Sub-Population: All youth

DE-19A. What was the highest grade or level of education that (PERSON in DE-17) completed?

LESS THAN 8TH GRADE	07
8TH GRADE	08
9TH GRADE	09
10TH GRADE	10
11TH GRADE	11
12TH GRADE	12
1ST YEAR OF 4-YEAR COLLEGE	13
2ND YEAR OF 4-YEAR COLLEGE	14
3RD YEAR OF 4-YEAR COLLEGE	15
4TH YEAR OF 4-YEAR COLLEGE	16
5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19
MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL	20
1ST YEAR OF JR. OR COMMUNITY COLLEGE	21
2ND YEAR OF JR. OR COMMUNITY COLLEGE	22
1ST YEAR OF VOCATIONAL, BUSINESS OR TRADE SCHOOL	23
2ND YEAR OF VOCATIONAL, BUSINESS OR TRADE SCHOOL	24
MORE THAN 2 YEARS VOCATIONAL, BUSINESS OR TRADE SCHOOL	25
REFUSED	-7
DON'T KNOW	-8

DE-36. Did you ever participate in a Reserve Officer's Training Corps (ROTC) course?

YES	1	(DE-37)
NO	2	(DE-39)
REFUSED	-7	(DE-39)
DON'T KNOW	-8	(DE-39)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Demographics

Screen Name: DE-37 Question Bank #: DE37
Variables: Ranges:
YDROTCJS 1,2,-7,-8
Sub-Population: Youth who have participated in a ROTC course
[YDROTCEV (DE-36) EQ 1]

Screen Name: DE-38 Question Bank #: DE38
Variables: Ranges:
YDROTCBR 1-3,-7,-8
Sub-Population: Youth who have participated in a ROTC course in college
[YDROTCJS (DE-27) EQ 2]

Screen Name: DE-39 Question Bank #: DE39
Variables: Ranges:
YDCOUNTY
Sub-Population: Youth who were not screener respondents
[YUTHNUM NE 01]

Screen Name: DE-40 Question Bank #: DE40
Variables: Ranges:
YDCITY
Sub-Population: Youth who were not screener respondents
[YUTHNUM NE 01]

Screen Name: DE-41 Question Bank #: DE41
Variables: Ranges:
YDZIP
Sub-Population: Youth who were not screener respondents
[YUTHNUM NE 01]

DE-37. Was that Junior ROTC in high school or Senior ROTC in college?

JUNIOR (IN HIGH SCHOOL)	1	(DE-39)
SENIOR (IN COLLEGE)	2	(DE-38)
REFUSED	-7	(DE-39)
DON'T KNOW	-8	(DE-39)

DE-38. Was that Army ROTC, Air Force ROTC or Navy ROTC?

ARMY	1
AIR FORCE	2
NAVY	3
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #DE2: IS YOUTH THE SCREENER RESPONDENT

YES 1 (DE-42)
NO 2 (DE-39)

DE-39. What is the name of the county in which you live?

REFUSED	-7
DON'T KNOW	-8

DE-40. What is the name of the city in which you live?

REFUSED	-7
DON'T KNOW	-8

DE-41. What is your zip code?

REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Demographics

Screen Name: DE-42 Question Bank #: DE42

Variables:	Ranges:
YDSSN	000000000-999999999,-7,-8

Sub-Population: All youth

DE-42. Now I need to record your Social Security Number. We are asking for this number for use in another study to determine if the ideas we have been discussing are related to whether or not someone enlists in a military service.

Let me remind you that your answers are voluntary and will be completely confidential. Under no circumstances will your identity be made know to anyone in the military.

DOES NOT HAVE SSN 0
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #DE2: IS YOUTH SELECTED FOR POTENTIAL INCLUSION IN LONGITUDINAL COMPONENT?

YES .... 1 (TRACKING MODULE)
NO ..... 2 (CATI CHECK #DE3)

#DE3: IS PARENT OF YOUTH TO BE SELECTED FOR PARTICIPATION IN THE INFLUENCER SAMPLE?

YES .... 1 (PARENTAL LOCATION MODULE)
NO ..... 2 (TERMINATION)

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Tracking

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Tracking

Screen Name: TR-1 Question Bank #: TR1
Variables: Ranges:
YTRPNAME
Sub-Population: Target youth in the longitudinal sample
[LONGSAMP EQ 1 AND YUTHNUM EQ TARGYUTH]

Screen Name: TR-2 Question Bank #: TR2
Variables: Ranges:
YTRPSAME 1,2,-7,-8
Sub-Population: Target youth in the longitudinal sample
[LONGSAMP EQ 1 AND YUTHNUM EQ TARGYUTH]

Screen Name: TR-3 Question Bank #: TR3
Variables: Ranges:
YTRPREAS 1,2,91,-7,-8
Sub-Population: Youth asked the tracking question who will be at a different phone number in one year
[YTRPSAME (TR-2) EQ 2]

YTRPOTH
Sub-Population: Youth asked the tracking questions who will have a different phone number in one year for some other reason
[YTRPREAS (TR-3) EQ 91]

Screen Name: TR-4 Question Bank #: TR4
Variables: Ranges:
YTRMOVMM
YTRMOVYY
Sub-Population: Youth asked the tracking questions who will be moving
[YTRPREAS (TR-3) EQ 1]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Tracking

INTRODUCTION: It is possible that we will call again sometime in the future to obtain some updated information from you. I'd like to ask you a few questions that will help us to recontact you at a later date.

TR-1. In what name is this phone number (AREA CODE & NUMBER) listed?

NOT LISTED	0
REFUSED	-7
DON'T KNOW	-8

TR-2. If we were to recontact you one year from now, do you expect that we could reach you at this same telephone number?

YES	1	(TR-9)
NO	2	(TR-3)
REFUSED	-7	(TR-9)
DON'T KNOW	-8	(TR-9)

TR-3. Why is that?

MOVING	1	(TR-4)
NUMBER BEING CHANGED	2	(TR-6)
OTHER(SPECIFY)	91	(TR-9)
REFUSED	-7	(TR-9)
DON'T KNOW	-8	(TR-9)

TR-4. When do you expect to be moving?

(MM/YY)

REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Tracking

Screen Name: TR-5 Question Bank #: TR5

Variables: Ranges:

YTRMADDR

Sub-Population: Youth asked the tracking questions who will be moving
[YTRPREAS (TR-3) EQ 1]

YTRMCITY
YTRMST
YTRMZIP

Sub-Population: Youth who will be moving who know their new address
[YTRPREAS (TR-3) EQ 1 AND
YTRMADDR (TR-5) NE -7,-8]

Screen Name: TR-6 Question Bank #: TR6

Variables: Ranges:

YTRPMM
YTRPYY

Sub-Population: Youth asked the tracking questions who will have a different phone number in one year
[YTRPREAS (TR-3) EQ 2]

Screen Name: TR-7 Question Bank #: TR7

Variables: Ranges:

YTRPKNOW 1,2,-7

Sub-Population: Youth asked the tracking questions who will have a different phone number in one year
[YTRPREAS (TR-3) EQ 1,2]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Tracking

TR-5. To what address will you be moving?

STREET:

CITY:

STATE:

ZIP: (TR-7)
REFUSED ..... -7 (TR-7)
DON'T KNOW ..... -8 (TR-7)

TR-6. When do you expect your telephone number to be changed?

(MM/YY)
REFUSED ..... -7
DON'T KNOW ..... -8

TR-7. Do you know what your new telephone number will be?

YES 1 (TR-8)
NO 2 (TR-9)
REFUSED ..... -7 (TR-9)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Tracking

Screen Name: TR-8 Question Bank #: TR8

Variables: Ranges:
YTRPAREA
Sub-Population: Youth asked the tracking questions who know what their new telephone number will be
[YTRPKNOW (TR-7) EQ 1]

YTRPEXCH
YTRPLOCL
Sub-Population: Youth asked the tracking questions who are willing to tell the interviewer the new phone number
[YTRPKNOW (TR-7) EQ 1 AND YTRPAREA NE -7]

Screen Name: TR-9 Question Bank #: TR9

Variables: Ranges:
YTRWPHON 1,2,-7,-8
Sub-Population: Youth asked the tracking questions
[LONGSAMP EQ 1 AND YUTHNUM EQ TARGYUTH]

Screen Name: TR-10 Question Bank #: TR10

Variables: Ranges:
YTRWAREA
Sub-Population: Youth asked the tracking questions who have a work phone number where they could be contacted in one year
[YTRWPHON (TR-9) EQ 1]

YTRWEXCH
YTRWLOCL
Sub-Population: Youth asked the tracking questions who are willing and able to tell the interviewer a work phone number
[YTRWPHON (TR-9) EQ 1 AND
YTRWAREA (TR-10) NE -7,-8]

TR-8. What is that new number?

REFUSED	-7
DON'T KNOW	-8

TR-9. Do you have a work telephone number where you could be reached a year from now?

YES	1	(TR-10)
NO	2	(TR-12)
REFUSED	-7	(TR-12)
DON'T KNOW	-8	(TR-12)

TR-10. What is that number?

REFUSED	-7
DON'T KNOW	-8

Screen Name: TR-11 Question Bank #: TR11
Variables: Ranges:
YTRWNAME
Sub-Population: Youth with a work phone number
[YTRWPHON (TR-9) EQ 1]

YTRWADDR
Sub-Population: Youth with a work phone number who are willing and able to give a company name
[YTRWPHON (TR-9) EQ 1 AND
YTRWNAME (TR-11) NE -7,-8]

YTRWCITY
YTRWST
YTRWZIP
Sub-Population: Youth who give a company name and address
[YTRWPHON (TR-9) EQ 1 AND
YTRWNAME (TR-11) NE -7,-8 AND
YTRWADDR (TR-11) NE -7,-8]

Screen Name: TR-12 Question Bank #: TR12
Variables: Ranges:
YTR1FNAM
Sub-Population: Youth asked the tracking questions
[LONGSAMP EQ 1 AND YUTHNUM EQ TARGYUTH]

YTR1LNAM
Sub-Population: Youth asked the tracking questions who are willing and able to give the name of a friend or family member who would know how to reach them in one year
[YTR1FNAM (TR-12) NE -7,-8]

YTR1ADDR
Sub-Population: Youth asked the tracking questions
[LONGSAMP EQ 1 AND YUTHNUM EQ TARGYUTH]

YTR1CITY
YTR1ST
YTR1ZIP
Sub-Population: Youth asked the tracking questions who are willing and able to give the address of

TR-11. What is your employer's name and address?

COMPANY NAME:

STREET:

CITY:

STATE:

ZIP:
REFUSED ..... -7
DON'T KNOW ..... -8

TR-12. Please give me the name, address and telephone number of two friends or family members who are most likely to know how to reach you a year from now.

NAME:

STREET:

CITY:

STATE:

ZIP:

PHONE:

of a friend
[YTRADDR NE -7,-8]

YTR1ZIP
YTR1AREA
Sub-Population: Youth asked the tracking questions
[LONGSAMP EQ 1 AND YUTHNUM EQ TARGYUTH]

YTR1EXCH
YTR1LOCL
Sub-Population: Youth asked the tracking questions who are willing and able to give the phone number of a friend
[YTR1AREA (TR-12) NE -7,-8]

Screen Name: TR-12A Question Bank #: TR12A
Variables: Ranges:
YTR2FNAM
Sub-Population: Youth asked the tracking questions who gave information about a friend who could reach them in one year
[YTR1FNAM (TR-12) NE -7,-8,-1,-9] OR
[YTR1ADDR (TR-12) NE -7,-8,-1,-9] OR
[YTR1AREA (TR-12) NE -7,-8,-1,-9]

YTR2LNAM
Sub-Population: Youth who gave the first name of a second friend who could reach them in one year
[YTR2FNAM (TR-12A) NE -7,-8]

YTR2ADDR
Sub-Population: Youth who gave information about at least one friend
[YTR1FNAM (TR-12) NE -7,-8,-1,-9] OR
[YTR1ADDR (TR-12) NE -7,-8,-1,-9] OR
[YTR1AREA (TR-12) NE -7,-8,-1,-9]

YTR2CITY
YTR2ST
YTR2ZIP
Sub-Population: Youth who gave the address of a second friend who could reach them in one year
[YTR2ADDR (TR-12A) NE -7,-8]

YTR2AREA
Sub-Population: Youth who gave information about at least one friend
[YTR1FNAM (TR-12) NE -7,-8,-1,-9] OR
[YTR1ADDR (TR-12) NE -7,-8,-1,-9] OR
[YTR1AREA (TR-12) NE -7,-8,-1,-9]

TR-12A. [PROBE: And the second person's name, address, and telephone number?]

NAME:

STREET:

CITY:

STATE:

ZIP:

PHONE:
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #TR1 IS RESPONDENT A TARGET YOUTH?

YES ..... 1 (PARENTAL LOCATION)
NO ..... 2 (TERMINATE)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Tracking

YTR2EXCH
YTR2LOCL
Sub-Population: Youth who gave the area code of a second friend who could reach them in one year [YTR2AREA (TR-12A) NE -7,-8]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Tracking

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Parental Location

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Parental Location

Screen Name: PL-1 Question Bank #: PL1

Variables: Ranges:

YPARFNAM

Sub-Population: Target youth with parent still living
[YUTHNUM EQ TARGYUTH] AND
[[YDDADLFS (DE-20) NE 7 AND PSEXSAMP EQ 1] OR
[YDMOMLFS (DE-27) NE 7 AND PSEXSAMP EQ 2]]

YPARLNAM
YPARAREA

Sub-Population: Target youth with parent still living and parent's first name given
[YPARFNAM (PL-1) NE -7,-8,-1]

YPAREXCH
YPARLOCL

Sub-Population: Target youth with parent still living and parent's area code given
[YPARAREA (PL-1) NE -7,-8,-1]

Screen Name: PL-2 Question Bank #: PL2

Variables: Ranges:
YPARIMP 1-5,-7,-8

Sub-Population: Target youth with parent still living
[YUTHNUM EQ TARGYUTH] AND
[[YDDADLFS (DE-20) NE 7 AND PSEXSAMP EQ 1] OR
[YDMOMLFS (DE-27) NE 7 AND PSEXSAMP EQ 2]]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Parental Location

PL-1. We would like to interview your (PARENT) regarding (his/her) thoughts about future plans and possibilities for you. Please give me (his/her) name and telephone number.

(NAME)

( ) ( ) - ( )
AREA EXCHANGE LOCAL

PL-2. Think now about the possibility of joining the Armed Services in the future. How important is your (PARENT)'s advice in your decision about serving in the military. Is it...

very important, ...	1
somewhat important, ...	2
neither important nor unimportant,..	3
somewhat unimportant, or.....	4
very unimportant?	5
REFUSED	-7
DON'T KNOW	-8

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Westat, Inc.

ACOMS ANALYST TRAINING
SESSION II: DATA AND ANALYTIC PROCEDURES

March 1987

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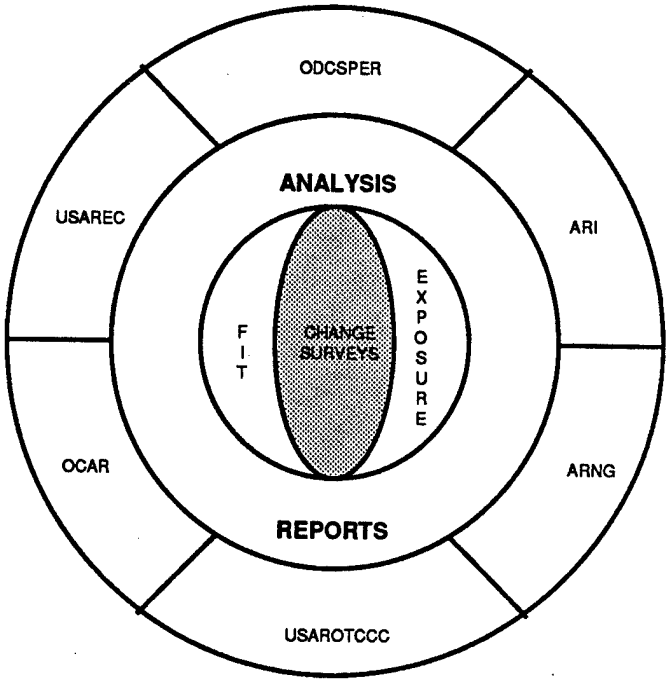
A C O M S

ARMY COMMUNICATIONS OBJECTIVES MEASUREMENT SYSTEM

Analyst Training Session II: Data and Analytic Procedures March, 1987



Prepared by: Westat, Inc.

Prepared for: U.S. Army Research Institute for the Behavioral and Social Sciences

SAMPLING THEORY

AND

ACOMS SAMPLE DESIGN

- THERE ARE TWO KINDS OF SAMPLES
  - JUDGEMENT SAMPLES
  - STATISTICAL (SURVEY) SAMPLES

THE ADVANTAGES OF SURVEY SAMPLES AS COMPARED WITH COMPLETE ENUMERATION

- O REDUCED COST
- O REDUCED TIME
- O INCREASED ACCURACY

BASIC TYPES OF SURVEY SAMPLES INCLUDE:

O SIMPLE RANDOM SAMPLES:

- INDEPENDENT AND EQUAL PROBABILITY SELECTION

O STRATIFIED SAMPLES:

- POPULATION DIVIDED INTO GROUPS (STRATA)
- INDIVIDUAL RESPONDENT SAMPLED FROM EACH STRATUM

O CLUSTERED SAMPLES:

- POPULATION DIVIDED INTO GROUPS (CLUSTERS)
- SAMPLES TAKEN FROM CLUSTERS
- INDIVIDUAL RESPONDENTS SAMPLED FROM SELECTED CLUSTERS.

- ACOMS IS NOT A SIMPLE RANDOM SAMPLE

- ACOMS IS A COMPLEX SAMPLE -- IT IS STRATIFIED AND CLUSTERED

ACOMS SAMPLE DESIGN

YOUTH SAMPLES

- **COMMON ELIGIBILITY REQUIREMENTS (ALL YOUTH SAMPLES)**

  16-24 YEARS OLD
  NON-PRIOR SERVICE (NPS)
  NOT COLLEGE GRADS

  - **PRIMARY MALE SAMPLE (PMS) (N=9,600)**

    HS DIPLOMA GRADS OR IN HIGH SCHOOL/COLLEGE

  - **SECONDARY MALE SAMPLE (SMS) (N=850)**

    HS NON-COMPLETERS

ACOMS SAMPLE DESIGN (CONTINUED)

- **FEMALE SAMPLE (FS): 16-24 YEAR OLDS, NPS (N = 1,950)**
  - HS GRADS OR IN HIGH SCHOOL/COLLEGE (PFS) OR HS DROPOUTS (SFS)
- **SUPPLEMENTS**
  - HISPANIC SUPPLEMENT (N = 300)
  - ADI SUPPLEMENT (PMS ONLY); (N = 2,000)

PARENTAL SAMPLE

DEFINITION:

THOSE DEFINED AS PARENTS BY YOUTH; INCLUDES NATURAL, FOSTER AND STEPPARENTS

ELIGIBILITY FOR SURVEY:

PARENTS OF 16-20 YEAR OLD PMS AND PFS

LONGITUDINAL SAMPLE

DEFINITION:

- 50% OF 16-20 YEAR OLD PMS AND PFS

- LONGITUDINAL SAMPLE WILL BE REINTERVIEWED IN FOLLOWING YEARS

DATA COLLECTION METHODS

- O IN PERSON
- O TELEPHONE
- O MAIL-OUT

DATA COLLECTION METHODS COMPARED

	POSSIBLE INTERVIEWER CONTROL	MAXIMUM SURVEY LENGTH	EASE OF ADMIN.	POTENTIAL COST	EXPECTED RESPONSE RATE	EXPECTED COVERAGE
IN PERSON	LEAST	LONGEST	HARD	HIGHEST	HIGH	VERY COMPLETE
TELEPHONE	GREATEST	SHORTEST	MODERATE	MIDDLE	HIGH	FAIRLY COMPLETE
MAIL-OUT	NA	MODERATE	EASY	LOWEST	LOW	ACCURACY OF LIST

ACOMS DATA COLLECTION METHOD

- **RANDOM DIGIT DIALING: MODIFIED WAKSBERG METHOD**
  - CLUSTERS OF TELEPHONE NUMBERS (AREA CODE - EXCHANGE - THE FIRST TWO DIGITS OF THE LAST FOUR)
  - INDIVIDUAL HOUSEHOLDS (ELIMINATE NON-RESIDENTIAL, NON-WORKING NUMBERS)
  - ELIGIBLE RESPONDENTS
- **SAMPLE FRAME (AT&T LIST) UPDATED EVERY SIX MONTHS**

ACOMS DATA COLLECTION METHOD (CONTINUED)

STANDARD WAKSBERG METHOD: EQUAL NUMBER OF HOUSEHOLDS PER CLUSTER

MODIFIED WAKSBERG METHOD: EQUAL NUMBER OF TELEPHONE NUMBERS PER CLUSTER

ACOMS DATA COLLECTION METHOD (CONTINUED)

- CLUSTERS SORTED BY BRIGADE & STATES AND ALLOCATED PROPORTIONALLY
- MONTHLY SAMPLE DRAWN
- 8 WEEK DATA COLLECTION PERIOD FOR YOUTH
- ADDITIONAL 4 WEEKS FOR PARENTAL INTERVIEW

ACOMS IS NOT A SIMPLE RANDOM SAMPLE

- INDIVIDUALS IN THE SAMPLING FRAME ARE NOT SELECTED WITH EQUAL PROBABILITIES

- HOUSEHOLDS ARE SELECTED WITHIN CLUSTERS OF TELEPHONE NUMBERS

- FORMULAS STATED IN STANDARD STATISTICAL TEXT BOOKS ASSUME DATA ARE FROM SIMPLE RANDOM SAMPLES (SRS)

- APPLICATION OF STANDARD FORMULAS FOR ESTIMATION AND ANALYSIS OF ACOMS DATA WILL PRODUCE MISLEADING, BIASED, AND UNRELIABLE RESULTS

ESTIMATION

- POPULATION TOTALS
- POPULATION AVERAGES OR MEANS
- POPULATION PROPORTIONS; AND
- POPULATION RATIOS

EXAMPLE:

obs	sex, age, race	General Intention to Enlist (0 to 100)
1	Male, 17, other*	14
2	Male, 17, other	10
3	Female, 16, other	8
4	Female, 18, other	0
5	Male, 18, Hispanic	66
6	Male, 20, Hispanic	81
7	Male, 21, other	32
8	Male, 22, other	16
9	Male, 1, other	10
10	Male, 16, Hispanic	59

*other race denotes non-black, non-Hispanic

$$\text{mean or average} = \frac{14+10+8+\ldots+10+59}{10}$$

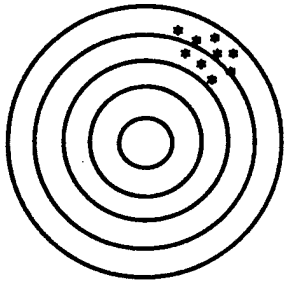
$$= \frac{296}{10} = 29.6 \approx 30$$

$$\text{proportion with intention to enlist greater than 50} = \frac{3}{10} = 30\%$$

PRECISION VERSUS ACCURACY

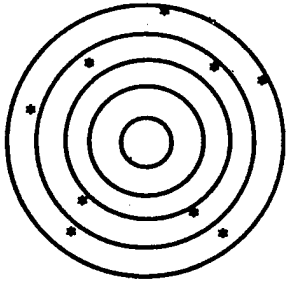
EXAMPLE:

PLAYER 1:



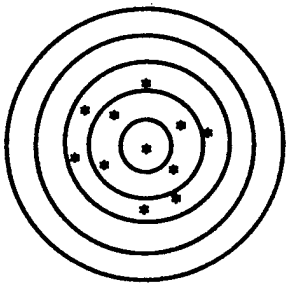
PRECISE
BIASED

PLAYER 2:



NOT PRECISE
UNBIASED

PLAYER 3:



PRECISE
UNBIASED

MEASURES OF SPREAD OR DISPERSION

O RANGE = HIGHEST VALUE - LOWEST VALUE

EXAMPLE:

obs	sex, age, race	General Intention to Enlist (0 to 100)
1	Male, 17, other*	14
2	Male, 17, other	10
3	Female, 16, other	8
4	Female, 18, other	0
5	Male, 18, Hispanic	66
6	Male, 20, Hispanic	81
7	Male, 21, other	32
8	Male, 22, other	16
9	Male, 1, other	10
10	Male, 16, Hispanic	59

*other race denotes non-black, non-Hispanic

Range = 81 - 0 = 81

MEASURES OF SPREAD OR DISPERSION
(CONTINUED)

- **STANDARD DEVIATION** $= \sqrt{\text{VARIANCE}}$

$$= \sqrt{\frac{\text{SUM OF THE SQUARE OF DIFFERENCES BETWEEN THE MEAN AND EACH VALUE}}{\text{SAMPLE SIZE - 1}}}$$

- **STANDARD ERROR** (OF THE MEAN) $= \dfrac{\text{STANDARD DEVIATION OF THE INDIVIDUAL VALUES}}{\sqrt{\text{SAMPLE SIZE}}}$

EXAMPLE:

obs	sex, age, race	General Intention to Enlist (0 to 100)
1	Male, 17, other*	14
2	Male, 17, other	10
3	Female, 16, other	8
4	Female, 18, other	0
5	Male, 18, Hispanic	66
6	Male, 20, Hispanic	81
7	Male, 21, other	32
8	Male, 22, other	16
9	Male, 1, other	10
10	Male, 16, Hispanic	59

*other race denotes non-black, non-Hispanic

standard deviation =

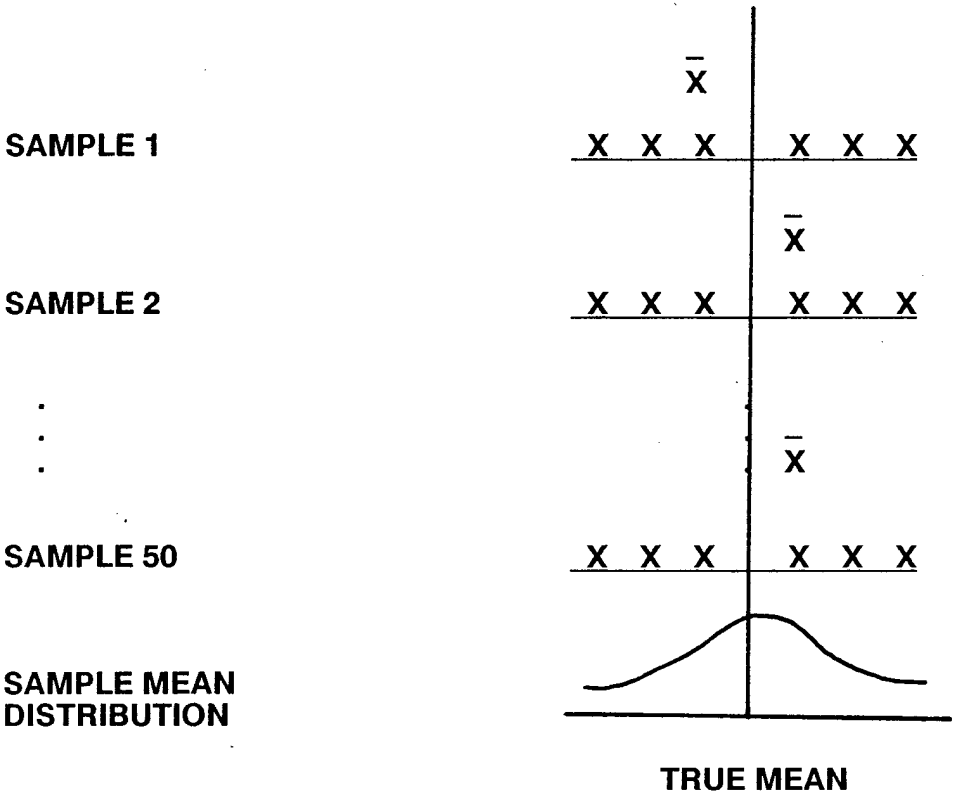
$$\frac{(14-30)^2 + (10-30)^2 + (8-30)^2 + \ldots + (59-30)^2}{10-1}$$

$$= 27$$

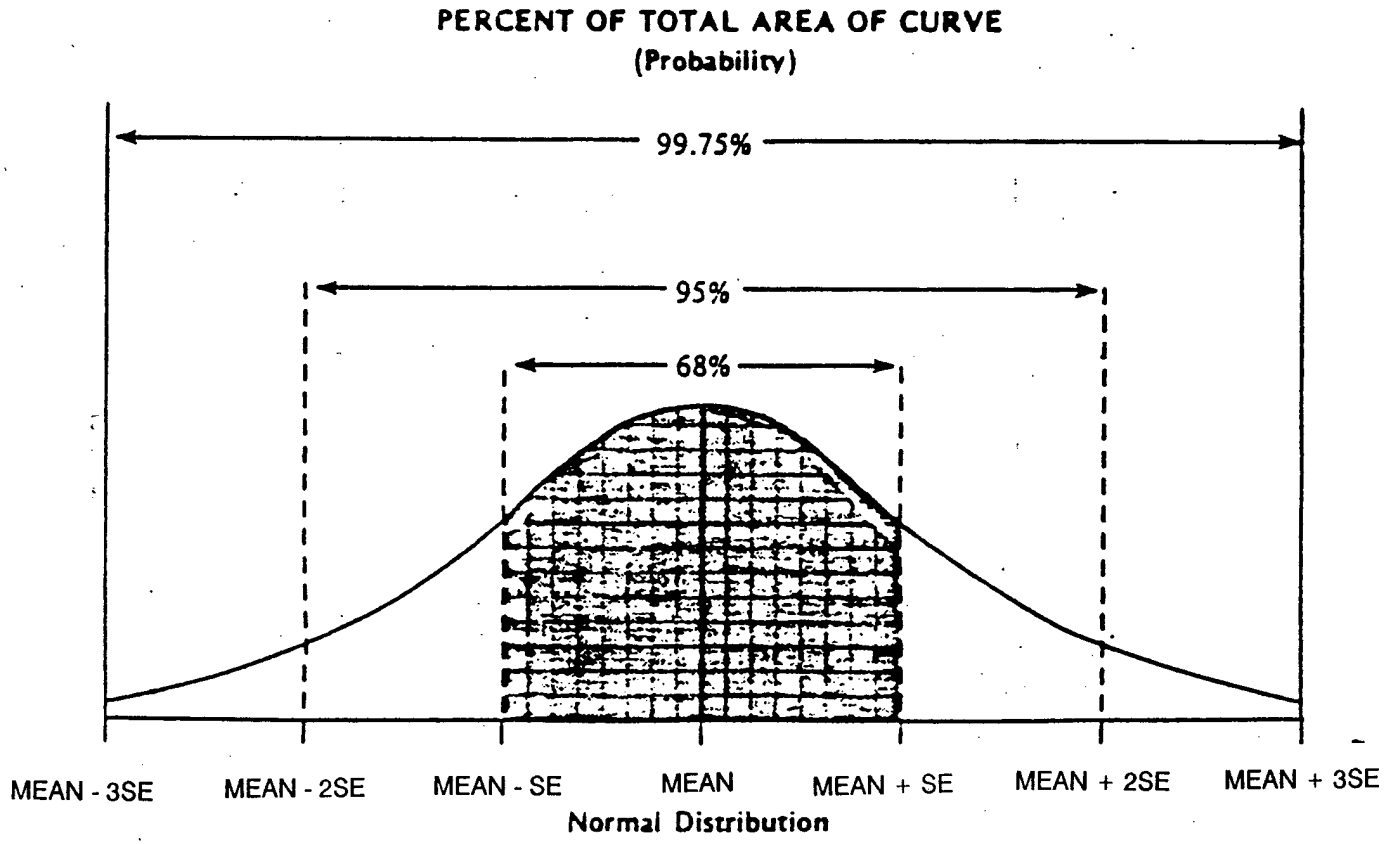
$$\text{Standard error} = \frac{27}{10} = 8.6$$

DISTRIBUTION OF THE MEAN

- SAMPLE FROM THE SAME POPULATION SEVERAL TIMES



PERCENT OF TOTAL AREA OF CURVE
(PROBABILITY)



IMPORTANCE OF WEIGHTING

- THE FRAME ONLY INCLUDES TELEPHONE HOUSEHOLDS
- HOUSEHOLDS WITH TWO OR MORE TELEPHONE NUMBERS HAVE HIGHER CHANCES OF SELECTION
- THE RATE AT WHICH A HOUSEHOLD IS SAMPLED DEPENDS ON THE PROPORTION OF TELEPHONE NUMBERS IN THE CLUSTER IN WHICH THE HOUSEHOLD IS LOCATED
- FEMALES ARE SAMPLED AT A MUCH LOWER RATE
- HISPANIC MALES ARE SAMPLED AT A MUCH HIGHER RATE
- NONRESPONSE VARIES BY POPULATION GROUP AND, THUS, DISTORTS THE DISTRIBUTION OF THE SAMPLE

ACOMS SAMPLE WEIGHTING

O OBJECTIVES

- BRING DATA UP TO DIMENSIONS OF POPULATION TOTALS
- ADJUST FOR DIFFERENT PROBABILITIES OF SELECTION AMONG SUBGROUPS
- MINIMIZE BIAS DUE TO NONRESPONSE
- COMPENSATE FOR THE OMISSION OF NON-TELEPHONE HOUSEHOLDS
- REDUCE SAMPLING VARIANCES BY USING ADDITIONAL INFORMATION

ACOMS SAMPLE WEIGHTING (CONTINUED)

- **APPROACH**

  STEP 1 AND 2: COMPENSATE FOR UNEQUAL PROBABILITIES OF SELECTION AT HOUSEHOLD AND PERSON LEVEL

  STEP 3: POST-STRATIFICATION WEIGHT TO ADJUST FOR NON-RESPONSE, OMISSION OF NON-TELEPHONE HOUSEHOLDS, AND TO REDUCE SAMPLING ERRORS

EXAMPLE:

obs	sex, age, race	General Intention to Enlist (0 to 100)	Sample Weight
1	Male, 17, other*	14	10
2	Male, 17, other	10	5
3	Female, 16, other	8	25
4	Female, 18, other	0	40
5	Male, 18, Hispanic	66	2
6	Male, 20, Hispanic	81	2
7	Male, 21, other	32	15
8	Male, 22, other	16	10
9	Male, 1, other	10	10
10	Male, 16, Hispanic	59	2
			121

*other race denotes non-black, non-Hispanic

weighted average or mean =

$$\frac{(14x10) + (10x5) + (8x25) + \ldots + (59x2)}{121}$$

$= 12.7 \approx 13$

unweighted average or mean = 30

METHOD OF ESTIMATING STANDARD ERRORS FOR ACOMS DATA

BALANCED REPEATED REPLICATON METHOD (BRR)

- SAMPLE SELECTION, COLLECTION OF DATA, AND ESTIMATION PROCEDURES ARE INDEPENDENTLY CARRIED THROUGH (REPLICATED) SEVERAL TIMES

- IN PRACTICE, RANDOM 50% SUBSETS OF THE SURVEY RESULTS ARE SELECTED AND ESTIMATES FORMED FOR EACH

- THE DISPERSION OF THE RESULTING ESTIMATES CAN BE USED TO MEASURE THE VARIANCE OF THE FULL SAMPLE

BRR METHODOLOGY (CONTINUED)

THE METHOD CONSISTS OF 3 STEPS:

1. ASSEMBLE DATA FOR THE SAMPLE UNITS THAT MAKE UP EACH OF THE REPLICATES

2. PERFORM THE ESTIMATION PROCEDURE ON EACH OF THE REPLICATES. THE SAME ESTIMATION PROCEDURE USED FOR THE FULL SAMPLE IS APPLIED SEPARATELY TO EACH OF THE REPLICATES

3. CALCULATE THE DISPERSION OF THE RESULTING ESTIMATES AMONG THE REPLICATES TO ESTIMATE THE VARIANCE OF THE FULL SAMPLE

EXAMPLE:

obs	sex, age, race	General Intention to Enlist (0 to 100)	Sample Weight	BRR - replicates 1	2	3	4	5	6	7	8
1	Male, 17, other*	14	10	20	20	20	0	20	0	0	0
2	Male, 17, other	10	5	0	0	0	10	0	10	10	10
3	Female, 16, other	8	25	0	50	50	50	0	50	0	0
4	Female, 18, other	0	40	80	0	0	0	80	0	80	80
5	Male, 18, Hispanic	66	2	0	0	4	4	4	0	4	0
6	Male, 20, Hispanic	81	2	4	4	0	0	0	4	0	4
7	Male, 21, other	32	15	30	0	0	30	30	30	0	0
8	Male, 22, other	16	10	0	20	20	0	0	0	20	20
9	Male, 1, other	10	10	0	20	0	0	20	20	20	0
10	Male, 16, Hispanic	59	2	4	0	4	4	0	0	0	4

*other race denotes non-black, non-Hispanic

EXAMPLE: (CONTINUED)

Full sample average = 13

$$\text{BRR - replicate 1 average} = \frac{(14x20) + (10x0) + (8x0) + (0x80) + \ldots + (10x0) + (59x4)}{20 + 80 + 4 + \ldots + 4}$$

$$= 13$$

$$\text{BRR - replicate 2 average} = \frac{(14x20) + (10x0) + (8x50) + (0x0) + \ldots + (10x20) + (59x0)}{(20 + 50 + \ldots + 20)}$$

$$= 13$$

BRR - replicate 3 average = 15

BRR - replicate 4 average = 20

.
.
. .

BRR - replicate 10 average = 8

EXAMPLE: (CONTINUED)

$$\text{BRR estimate of variance} = \frac{(13-13)^2 + (13-13)^2 + (15-13)^2 + \ldots + (8-13)^2}{8}$$

$$= 96$$

$$\text{BRR standard error} = \sqrt{96} = 9.8$$

$$\text{Design Effect} = \frac{\text{BRR estimate}}{\text{SRS estimate}} = \frac{10}{8.6} = 1.16$$

BRR METHODOLOGY (CONTINUED)

- THE SAME PROCEDURE IS APPLICABLE TO ANY STATISTIC DESIRED

- THIS KIND OF ESTIMATOR CAN BE APPLIED TO STATISTICS BASED ON SEPARATE ANALYTIC GROUPS AND ALSO SUBPOPULATIONS WITHIN THOSE GROUPS. THUS, SEPARATE VARIANCE PROGRAMS ARE NOT REQUIRED FOR DIFFERENT STATISTICS

FOR EXAMPLE, CONSIDER TESTING THE DIFFERENCE BETWEEN TWO PROPORTIONS, p_1 AND p_2

- FORM THE STATISTIC $p_1 - p_2$
- COMPUTE THE STANDARD ERROR OF $p_1 - p_2$ USING THE BRR METHODOLOGY
- SET UP A CONFIDENCE INTERVAL AROUND $p_1 - p_2$ USING THE BRR STANDARD ERROR

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PREFACE

This training manual is designed to both accompany the presentation of a one-week training session, and to stand alone as a reference document on ACOMS data and analysis. Materials have been written with an eye toward usefulness for consumers of ACOMS data, both decision-makers and data analysts. The contents present background material on sampling theory and its application to ACOMS sample design and sample selection procedures. Statistical issues specific to the ACOMS data, sample weighting, and variance estimation procedures are presented in user-oriented language.

OVERVIEW OF TOPICS IN SAMPLING THEORY

INTRODUCTION

This introductory section of Analyst Training materials provides an overview and review of topics and issues in sampling theory relevant to the analysis of the Army Communications Objectives Measurement Survey (ACOMS) database. This overview is provided as a vehicle for establishing a common terminology with regard to ACOMS analysis issues and to simply state, in a nontechnical manner, some of the major topics in sampling theory. The sections that follow will more directly address ACOMS. Among the topics covered in this section are: (1) the advantages of samples over complete enumeration, (2) three basic types of samples, (3) the properties of sample estimates, (4) the use of sample adjustment weights for complex samples, and (5) the calculation of standard errors for complex sample estimates.

THE ADVANTAGES OF SURVEY SAMPLES

The purpose of a survey sample is to collect information in order to learn about the larger population from which it is drawn. For example, political pollsters regularly survey samples of registered voters in order to determine how the public perceives political candidates and issues. A natural series of questions arise at this point. Instead of sampling registered voters, why not, instead, interview all voters (i.e., a complete enumeration)? Wouldn't a complete enumeration be a better way to proceed and wouldn't the results be more trustworthy? The answer

to these last two questions, in most cases, is no. The principal advantages of sampling over attempting a complete enumeration are:

- Reduced cost;
- Reduced time requirements; and
- Increased accuracy.

Reduced Cost. A sample survey is nearly always less costly than an attempted enumeration or census of a population because the expense of contacting and interviewing all individuals would be greater than that for surveying a sampled portion of them. Samples are often less than 1% of the size of the population and are nearly always less than 5%. For example, the ACOMS Primary Male Sample (PMS) sample is less than 1% of the target population. While the cost of ACOMS data collection is by no means inconsiderable, the cost of interviewing all PMS youth 16-24 years of age would be prohibitive.

Furthermore, the reduced size of a survey sample implies reduced personnel requirements. Though the implementation of a survey sample requires specialized personnel such as survey sampling statisticians (who would presumably not be needed if a complete enumeration were used), this potential increase in personnel cost is nearly always outweighed by differences in the number of staff required for data collection.

Reduced Time. The turnaround time from the beginning of data collection to the delivery of findings is generally shorter for a sample survey than an attempted enumeration. Since a sample most often constitutes less than 5% of the population, it takes less time to collect and process the data.

This reduction in total project time is accomplished through the efficiencies introduced by the smaller size of the

sample. The time and effort required to contact respondents is usually less. The smaller size of the data file reduces the amount of labor which must be expended in monitoring and cleaning the data as well as the amount of computer time needed for processing. Even in this electronic era, computer processing time is a significant factor in determining how quickly survey results may be produced. At many computer installations, very large data sets can only be processed at certain times (usually at night). If the processing of data must be scheduled around such constraints, it progresses slowly.

Increased Accuracy. The advantages of survey samples are not restricted to economy and timeliness; they extend to the most important consideration in any survey--the accuracy of findings. Perhaps surprisingly, it is almost always true that the results from a carefully planned and well-executed sample survey are expected to be more accurate (i.e., closer to the results in the population) than those from an attempt at complete enumeration.

In a survey, the savings realized by the small size of the sample can be invested in staff of higher qualifications, good training for them, and proper supervision. In a well designed sample survey it is also possible to make a valid estimate of the extent of error present. A complete census does not reveal by itself the margin of uncertainty to which it is subject.

TYPES OF SURVEY SAMPLES

To this point we have used the phrase "sample survey" without any qualification. In point of fact, using ACOMS as a

reference, there are three basic ways to draw a survey sample. These are:

- Simple random sampling;
- Stratified sampling; and
- Cluster sampling.

The last two methods, stratified and cluster sampling, differ from simple random sampling in certain fundamental ways. The basic difference is that in simple random samples, all members of the population have an equal chance or probability of being selected; in stratified and cluster samples, individuals are sampled with different probabilities of selection.* This difference is sufficient to merit the distinction between simple and complex samples. Simple random samples are considered simple while stratified and cluster samples are considered complex. Complex samples, like ACOMS, pose difficulties for analysis that are not present for simple samples. Each sampling method is discussed briefly below.

Simple Random Samples. Simple random samples (SRS) are perhaps the most straightforward way of drawing a sample for a survey. The basic requirement of this sampling method is that every individual in the population must have the same probability of being selected for an interview. Generally, this sampling method is implemented in the following way:

- First, a listing of each and every individual or unit in the population must be complied. This is called the sampling frame.

*Though it is conceivable that sampling plans could be devised for both stratified and cluster sampling that result in all respondents being selected with equal probability, the procedures for doing so are quite complex.

- Next, each individual or unit in the sampling frame must be associated with a unique identification number.

- Finally, individuals are selected for the sample using a mechanical procedure (such as that used in lotteries) which assures that every member of the population has an equal probability of being chosen.

Although simple random samples have the twin advantages of being conceptually straightforward and possessing desirable statistical characteristics, they have their drawbacks. From the perspective of ACOMS, the greatest practical drawback of the SRS methodology is that it treats all members of the population equally when in fact some members are more desirable than others.

ACOMS is designed to reflect in its data collection methodology the relative interest of the Army in various target recruiting markets. Males, for example, comprise a larger market than females. An SRS method which would yield equal numbers of males and females, is, therefore, not appropriate. In addition, ACOMS sample specifications require the collection of detailed information regarding a relatively rare U.S. population--Hispanic males. Because of their rarity, few would be surveyed in the course of sampling U.S. males 16-24 years of age. To identify more Hispanic males, a supplemental sample of them was drawn in geographical areas known to have high concentrations of Hispanics. In essence, then, Hispanic males are sampled at a higher rate than non-Hispanics, and the tenets of SRS are violated.

Simple random samples are therefore of limited usefulness when one portion of the sample is to be comprised of people relatively rare in the general population.

Stratified Sampling. In stratified sampling, the population is divided into distinctive groups or strata (e.g., ethnic, gender, age, or income groups) and then individuals are

independently sampled from each group. The ACOMS sample uses, in part, just such a stratified sampling procedure. Males and females, for example, are divided into two groups and independently sampled, with females selected at a rate one-fifth of that for males. Other strata used in the ACOMS sample are formed in Bdes 1, 5, and 6 where Hispanic males are identified and then sampled at a rate higher than that used for males generally (see Figure 1).

In this way, stratified sampling increases the efficiency of the ACOMS sampling design. The greater emphasis placed on the male recruiting market is reflected in the higher rate of selection for young men. The need for sufficient numbers of male Hispanics to warrant analysis is reflected in a higher selection rate in areas where Hispanics are known to be concentrated than elsewhere in the country.

For ACOMS, then, stratified sampling helps target the data collection effort and make it more efficient.

Cluster Sampling. In stratified sampling, the population is divided into identifiable subgroups called strata and then samples are drawn from every strata. In contrast, sometimes it is advantageous to divide the population into a large number of groups, called clusters, and then sample the clusters. Rather than randomly selecting telephone numbers across the nation, for example, ACOMS first selects clusters of numbers (area code plus prefix). Initial phone calls to numbers randomly selected within the cluster serve to identify it as containing largely residential or non-residential units. If the cluster is found to be residential (or residential and Hispanic), a list of randomly generated telephone numbers is compiled, each one identifying a sampled household.

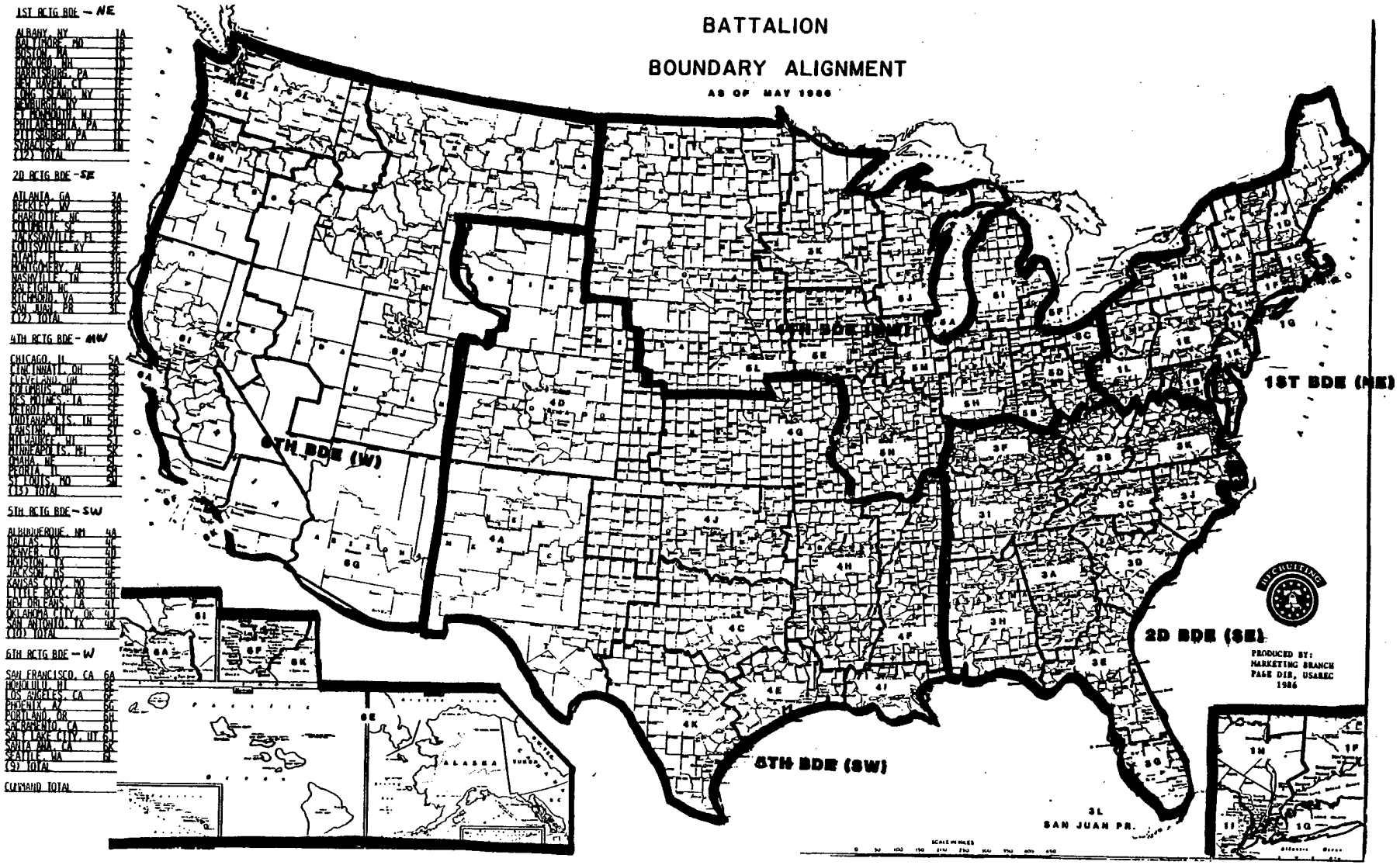


Figure 1. Map of Recruiting Brigades.

Cluster sampling, then, provides a method for targeting subgroups of interest and collecting data from them very efficiently.

Since ACOMS uses both stratified and cluster sampling methods, its sample is termed complex. The complexity introduced is due primarily to the fact that all individuals in the sampling frame (loosely defined as the population of 16-24 year old youth) are not selected with equal probability. As a result, the sample produced is not simply representative of the population but includes both more Hispanics and males than would be expected. At the same time, due to clustering effects (the sample of respondents being dependent on the clusters selected), sample selection is even further from the equal and independent probability notion inherent in SRS. Additionally, the use of a complex sample design renders standard methods for determining statistical significance unusable. The first ACOMS complexity is dealt with by using sample adjustment weights, the second through the use of nonstandard estimation procedures. These will be covered following a discussion of the properties of sample estimates.

PROPERTIES OF SAMPLE ESTIMATES

Before proceeding to a consideration of issues in the analysis of data from a complex survey such as ACOMS, it will be useful to review, first, the purpose of drawing a sample and, then, the properties of dispersion and bias associated with the statistical estimates obtained from samples.

Populations and Samples. The purpose of drawing a sample is to learn something about the population. As a consequence, analysts have no interest in the sample per se except as it reveals characteristics of the population. For ACOMS, the

population of interest is youth 16-24 years of age (excluding 4-year college graduates, youth currently serving or contracted to serve in the military, and those with prior service). While the responses of surveyed youth regarding the military in general, and the Army and its components in particular, may have some anecdotal value, they are of practical use only if they can be considered representative of the beliefs, attitudes, and perceptions held by the population.

It is this linkage to the population, and the manner in which it is made, that is at the heart of statistical methodology. Statistics provides rules and guidelines for determining the method for establishing that linkage. Most often, the information obtained from samples is used to estimate population characteristics such as:

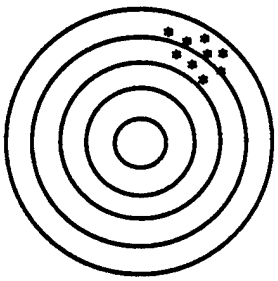
- Population totals;
- Population averages or means;
- Population proportions or percentages; and
- Differences between population proportions or averages.

In ACOMS, the estimated population totals based on the sample surveyed are helpful in determining, for example, the number of youth holding a particular perception of the Army or the number who express an interest in obtaining funds for higher education. Population means provide a general summary of the population's "center of gravity" or average response on a specific question while percentages indicate the proportions of time particular responses would be given to an item. Finally, differences between proportions provide a measure of variations in responses between groups or between items for one group in the population. It is expected that the majority of ACOMS analysis will concentrate on such measures.

It will be useful to review the statistical properties of such estimates before moving to a consideration of estimation from a complex sample such as the one employed in ACOMS.

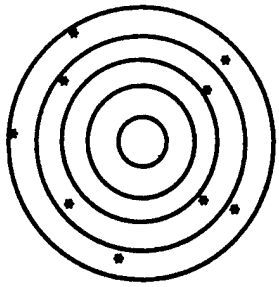
Sample Statistic Properties--Dispersion (or Spread) and Bias. When considering sample estimates from ACOMS, analysts will be primarily interested in the dispersion (the preferred technical term is variance) and the accuracy (when less than perfect, it is termed bias) of, for example, the weighted proportion of youth with strong enlistment intention. These two properties can be easily illustrated using a dart-board analogy.

In Figure 2 we observe a very accurate dart player (Player A) who clusters his/her throws (i.e., estimates from a sample) in a restricted range up and to the right of the bulls-eye. If the bulls-eye were considered the "true" population value, Player A's throws would be considered biased because they do not center on the "true" value.

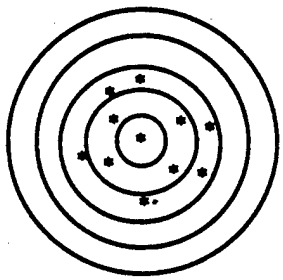


Player A may be matched against Player B whose dart pattern is presented in Figure 3. Player B's darts (i.e., sample estimates) are all centered about the bull's-eye but who will win?

If the game is to minimize the average distance of each dart from the bull's-eye, Player A would win the contest.



Who would win between Player A and C, though? Player C's dart cluster is presented in Figure 4. This is a tight grouping around the bull's eye, and Player C would win.



This analogy has served to illustrate the major characteristics of survey sample estimates: (1) they are more or less "on the mark" for the population surveyed and (2) they are more or less spread about the mark. In terms of sampling theory, accuracy ("on the mark") is determined by the care exercised during sample selection (i.e., the sample must be representative of the population). Player A's throws were close together but in the wrong places; in other words, the throws were biased.

Players B and C demonstrated a difference in accuracy (the spread or dispersion). In sampling terms, both players threw unbiased darts but one of them was much more accurate.

How do the terms dispersion and bias relate to the ACOMS sample and how can accuracy and unbiased estimates be achieved? In brief, sample weighting adjustments assure that estimates will be centered about true population values and the balanced repeated replication (BRR) methodology produces a correct "spread" about the target. In the following sections these questions are fully described.

USING SAMPLE ADJUSTMENT WEIGHTS

The ACOMS sample design study will not produce a self-weighting sample of individuals who are members of the target population. A self-weighting sample is one in which every individual in the sample has the same weight as the other members of the sample.

The critical differences between a self-weighting sample and a complex sample like ACOMS can be illustrated using a simple example. The example concerns the computation of a final grade for a course.

In this hypothetical course, eight weekly quizzes are given, three mid-terms, and one final exam. Student A has received the following marks.

	WEEKLY QUIZ	MID-TERM	FINAL EXAM
Week 1	55		
Week 2	58		
Week 3	65		
Week 4		71	
Week 5	69		
Week 6	75		
Week 7		74	
Week 8	78		
Week 9	81		
Week 10		84	
Week 11	85		
Week 12			88

If the unweighted mean of these marks is computed, Student A scores 883/12=73.6, a low C. However, lets say the instructor decides that the mid-terms carry twice the value of the quizzes and the final is four times more important than the quizzes. Weighting the marks by these factors results in (566 + 2(229) + 4(88) = 1376/18 = 76.4) for student A, a higher average that reflects the improved performance as the final exam neared.

A similar adjustment must be made for ACOMS calculations because youth with different demographic characteristics are sampled at different rates. An unweighted count of respondents by gender would show that about 20% are female and 80% male. This disparity is due to the unequal sampling rate mentioned earlier. An analyst who wished to draw conclusions about American youth aged 16 to 24 would have to weight up the responses of the women, and weight down those of the men, so each would approximate the actual gender proportions in the population. The use of weighting adjustments during the processing of ACOMS data, then, assures that sample results are unbiased estimates of population values. Weighting adjustments do not, however, facilitate accurate measurement of the dispersion of ACOMS estimates; for this, BRR is needed.

CALCULATION OF STANDARD ERRORS FOR COMPLEX SAMPLES

The general methods of estimating standard errors and significance tests described in statistics textbooks make the assumption that data are from simple random samples. This is not the case for the ACOMS sample. If standard formulas are applied to ACOMS data, the results can be biased and misleading.

The method recommended for calculation of ACOMS sample estimates of variance, standard error, and statistical significance is BRR. Basically, the method systematically draws repeated (or replicated) samples from the full ACOMS database, with each sample half the size of the full sample, and determines the BRR estimate of variance based on the dispersion in the replicate half-samples around that of the full sample itself.

Each of these repeated samples are like the darts thrown by a player. A target is set (the estimate from the full sample) and each new sample more or less approximates the target. Together, these repeated half-samples (ACOMS uses 86 of them) can be used to calculate the spread or dispersion of the full sample estimate. The BRR estimate is simply calculated as the sum of the squared differences between half- and full-sample estimates divided by the number of half-samples drawn.

SAMPLE DESIGN

SAMPLE DESIGN REQUIREMENTS

The universe of eligible respondents for the ACOMS survey consists of the following individuals in telephone households in the 48 contiguous states:

- Primary Male Sample (PMS)--16- to 24-year-old males who are in high school or who are high school diploma (HSD) graduates but not graduates of 4-year colleges, excluding in-service and prior service population.
- Secondary Male Sample (SMS)--16- to 24-year-old males who are not in high school and who do not have an HSD, excluding in-service and prior service population.
- Female Sample (FS), comprising Primary (PFS) and Secondary (SFS) samples, with similar definitions as given for the male samples.
- "Influencers," consisting of parents of the sampled PMS and PFS who are 16 to 20 years of age.

In addition, eligible respondents include a supplementary sample of Hispanic males and PMS males in Areas of Dominant Influence (ADIs).

Specific sample sizes are required for PMS, FS, black and Hispanic (by derivation: Mexican American, Puerto Rican, and others) males, ADI, and influencer samples. The size of the SMS has not been fixed in advance; thus the SMS sample will simply consist of those who are obtained while screening for the primary groups of interest. PMS, SMS, and FS will be spread proportionately among the five USAREC recruiting Brigades (Bdes).

The sample is selected using the Waksberg RDD procedure, which provides an unbiased representative sample of eligible persons in households with telephones in a way that minimizes the number of out-of-scope telephone numbers that have to be screened i.e., nonworking or business. Screening for all population groups will be carried out simultaneously.

WAKSBERG METHOD OF RANDOM DIGIT DIALING (RDD)

The sampling method is based on the procedure developed by Mr. Joseph Waksberg and described by him in an article in the Journal of the American Statistical Association.* The article demonstrated mathematically that the procedure provides an unbiased sample of households with telephones, with all telephone numbers having the same probability of selection. Further, the method is shown to require a smaller number of telephone calls than the sampling procedures previously used for random digit dialing.

Waksberg's RDD method of sample selection for telephone interviews therefore significantly reduces the cost of such surveys, as compared to dialing numbers completely at random. In dialing numbers completely at random, most numbers dialed are nonworking numbers or ineligible because they are found in business or other non-residential establishments. For example, about 75% of the potential numbers within existing telephone exchanges are nonworking, and about 3% are businesses or institutions of some type. About 20% turn out to be residential. Thus, with numbers selected at random (within known telephone exchanges), calls to about five separate numbers are needed to produce a single residential unit.

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*Waksberg, Joseph, "Sampling Methods for Random Digit Dialing", Journal of the American Statistical Association, March 1978, Volume 73, Number 361, pp. 40-46.

The Waksberg sampling method is designed to reduce the number of nonproductive calls. It takes advantage of the fact that a high proportion of nonworking and commercial numbers occur in consecutive sequences. In essence, the procedure involves first identifying and selecting a sample of blocks of numbers which contain working, residential telephone numbers and then dialing random numbers within the selected blocks. More specifically, the procedure involves a two-stage cluster sample; the first stage comprises clusters of 100 telephone numbers, each cluster having the identical first 8 digits in the telephone numbers; the second stage is individual households.

SAMPLING FRAME

AT&T has on computer tape a list which is updated monthly of all existing telephone area codes and existing telephone exchanges. A recent copy of this tape is used as the frame for the initial sample selection. All possible next two-digit numbers are added to the set of three-digit area codes and three-digit telephone exchanges. Thus, a list is established of all possible first eight digits of the ten digits in telephone numbers. These eight-digit numbers are treated as Primary Sampling Units (PSUs). The sample design works as follows.

A random selection is made of an eight-digit number and also of the next two digits. The number is then dialed. If the dialed number is at a residential address, the PSU is retained in the sample. Additional last two digits are selected at random and dialed within the same eight-digit group, until a set number of telephone numbers is reached. If the original number called was not residential, the PSU is rejected. Additional PSUs are selected in the same way. This process is repeated until a predesignated number of PSUs is chosen.

SAMPLE SIZES

Two kinds of sample sizes affect survey operations. The first is the number of interviewed persons in the various target populations. This number determines the reliability of of analysis statistics. The second sample size is the number of households that need to be screened to locate the desired sample of eligible persons. We will first present the number of interview cases (desired sample sizes) for each subgroup of the population and then derive the number of households to be screened to locate the required number of eligible persons for the subgroups.

Table 1 provides the desired sample sizes for the subpopulations of interest.

Table 1

Expected Number of Respondents in the Sample

Subpopulation	Number
PMS	9,600
FS	1,950
Black*	1,200
Hispanic*	960
SMS	850
PMS enrolled in:	
2-year college	700
4-year college	1,200
ADI	2,000
Parents	5,770

*The black and Hispanic samples consist of PMS and SMS who are black or Hispanic.

In order to attain the desired number of interview cases, a sample of households is selected for screening in each Bde region. The males and females 16-24 years of age in the screened households are identified and subsampled, as appropriate, for interview. The subsampling rates for designating the persons to be interviewed in the screened households is calculated to provide the required sample sizes.

The households screened for PMS will provide the required sample sizes for FS and black males.* The SMS and college sample sizes have not been fixed in advance. The sample for these groups will simply consist of those who fall into the sample. The Hispanic sample, however, must be supplemented to provide the required sample size. In the following section we will discuss the screening workload necessary to achieve the desired sample sizes.

PMS Sample. The sample size for this group is 9,600 interviewed cases yearly.

FS Sample. A sample of 1,953 Non-Prior Service (NPS) females 16-24 years of age are needed for the FS sample. The households screened for the PMS will provide more eligible females than necessary; thus no additional screening is needed to obtain the FS.

Black Sample. 13% of the PMS sample will be black. Thus, black youths will constitute about 1,200 of the 9,600 PMS sample. Supplementation of blacks is thus not necessary, assuming that the response rate in black households is the same as other

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*This is based on the assumption that response rate in black households is similar to that in other households, and that there are no unusual coverage problems for blacks. Therefore, supplementation may be necessary to secure 1,200 black youth interviews if either of the assumptions is wrong.

households and if there are no unusual coverage problems for blacks. We plan to monitor these assumptions and will take corrective measures if warranted.

SMS Sample. The SMS is a convenience sample. Thus, the SMS sample size is equal to the number of SMS who fall into the sample. The last three columns of Table 5 contain the age distribution for the population eligible for the SMS sample. A screening sample of 70,000 households should provide a sample of about 850 SMS.

Hispanic Sample: Precision Requirements and Sample Sizes Required. The precision requirements for the Hispanic sample are as follows: The PMS and SMS sample should be supplemented on a monthly basis so that the annual sample includes sufficient Hispanics to detect at the .80 power level:

(1) Changes year to year of 3% in item responses of Hispanics.

(2) Differences of 3% in an annual cross-section of Hispanics from blacks in the annual sample and from whites in the annual sample.

(3) Changes year to year of 5% in item responses of Hispanics 16-17 and 18-19 years of age.

(4) Changes year to year of 6% in item responses of Hispanics 20-21 and 22-24 years of age.

(5) Differences of 5% in item responses between 16-17 and 18-19 age intervals in the annual cross-section of Hispanics.

(6) Differences of 5% in item responses on an annual basis between Hispanics of different derivation (Mexicans, Puerto Ricans, and others) in the annual cross-section of Hispanics.

The requirements are listed in terms of power level and must be translated into requisite sample sizes. The requirements are expressed as the annual samples needed to detect certain differences at the 80% power level. We assume differences in both directions are to be examined, so that a two-tailed test is appropriate. With the fairly large samples to be analyzed, an 80% probability of detecting a difference corresponds to 1.3σ, where σ is the standard error of the difference between the populations compared.

The key criteria are (3), (4), and (6). A sample which satisfies them will be more than adequate for the other requirements. It is necessary to examine some details of the sample sizes for (3), (4), and (6) in order to determine the minimum Hispanic sample that will satisfy all requirements. The sample sizes needed for (3) and (4) are summarized below.

Sample Size per Age Interval		Total
16-17, 18-19 Years	20-21, 22-24 Years	All Age Intervals
216	150	732

Furthermore, as described in the section on sample sizes, the sample is controlled to produce, at the national level, a PMS total of 9,600 distributed almost equally by age. This distribution implies that if the sample provides 216 Hispanics 16-17 years of age, it will also contain about 216 Hispanics 20-21 years of age. That is, although requirement (4) requires 150 Hispanics 20-21 years of age, we will obtain about the same size sample as for 16-17 and 18-19 years of age. If we assume the size

of the sample for 22-24 years of age is also 216, the sample sizes for (3) and (4) will be as follows.

Sample Size per Age Interval		Total
16-17, 18-19 Years	20-21, 22-24 Years	All Age Intervals
216	216	864

The sample size that will meet all requirements is as follows:

Table 2

Hispanic Sample Size Requirements

Hispanic Derivation	Sample Size Per Age Interval 16-17, 18-19 Yrs.	20-21, 22-24 Yrs.	Total All Ages
Mexican American	130	130	520
Puerto Rican	54	54	216
Other	56	56	224
Total	240	240	960

Of all males 16-24 years of age in telephone households in the U.S., about 6.5% are Hispanics. Consequently, of 10,450 sampled male youth (9,600 PMS and 850 SMS), about 670 will be Hispanics. Based on the distribution of Hispanics by ethnic background, the 670 Hispanics should have approximately the following distribution:

Mexican American	400
Puerto Rican	95
Other	175
Total	670

Therefore, the screening sample of 70,000 households will have to be increased to provide the Hispanic supplement. The

extra screening workload for supplementing Hispanics is determined by the additional sample size required for the rarest of the three Hispanic groups, Puerto Ricans. The ratio of 95 Puerto Ricans out of 70,000 screened households implies that to get the additional 120 Puerto Ricans (216 - 95 = 121) an additional sample of about 88,400 household screeners randomly selected from the 48 states is required. Sample expansion can thus be quite costly, and it has been determined that a particular sample supplementation method will be used.

SUPPLEMENTATION METHODS FOR HISPANICS

The Hispanic youth supplement will be drawn using a data tape developed by the Donnelley Marketing Information Services. Located in Stamford, Connecticut, Donnelley sells computer tapes of telephone exchanges and their associated demographic characteristics. The tape for the U.S. contains 1980 Census characteristics for telephone exchanges with 1985 updates; it can be used to identify areas with concentrations of rare populations. Telephone exchanges in Bdes 1, 5, and 6 with heavy concentration of Hispanics will be identified and oversampled.

Table 3 shows the concentration of Hispanics and telephone clusters in Bde 1. Using the above formula for relative increase in variance, and comparing the amount of oversampling required for Puerto Ricans (121) with the size of the sample (95) expected from the main PMS sample, it was concluded that an optimum value for P_1 (proportion of the Puerto Rican population in the concentrated areas) is in the range of .35 to .40. Considering the fact that about 56% of the Hispanics in Bde 1 are Puerto Ricans, we should oversample about 62% of Hispanics in Bde 1. If we include all telephone clusters for which the concentration of Hispanics is more than 10% in the frame for supplementing Hispanics, we will cover about 66% of all Hispanics in Bde 1.

This frame will thus provide the supplementation for Puerto Ricans.

Table 3

Concentration of Hispanics in Telephone Households in Bde 1

Hispanic Concentration	Number of Telephone Clusters	Hispanic Population	Cumulative % of Hispanics
Less than 10%	5,578	1,030,620	100.0
10 - 19%	264	509,700	66.1
20 - 29%	145	401,083	49.3
30 - 39%	126	442,396	36.2
40 - 49%	51	390,962	21.6
50 - 59%	17	140,461	8.7
60 - 69%	11	125,310	4.1

Table 4 provides the concentration of Hispanics and telephone clusters in Bdes 5 and 6 combined. The amount of oversampling required for Mexican Americans is about 120. When compared to the size of the sample (400) expected from the main PMS sample, we conclude that an optimum value for P_1 for Mexican Americans is about 25%. Considering the fact that about 80% of Hispanics in Bdes 5 and 6 are Mexican Americans, we should oversample about 32% of the Hispanic population in Bdes 5 and 6. If we include all telephone clusters for which concentration of Hispanics is more than 50% in the frame for supplementing Hispanics, we will cover 32% of Hispanics in Bdes 5 and 6. This frame should provide the additional Mexican Americans required to meet the desired sample sizes. Bdes 1, 5, and 6, combined, will also provide the additional number of "other Hispanics" required to meet the precision levels for Hispanics.

Table 4

Concentration of Hispanics in Telephone Households in Bdes 5 and 6 Combined

Hispanic Concentration	Number of Telephone Clusters	Hispanic Population	Cumulative % of Hispanics
Less than 10%	8,214	1,805,040	100.0
10 - 19%	1,659	2,138,471	84.0
20 - 29%	682	1,251,331	65.1
30 - 39%	437	1,186,566	51.7
40 - 49%	268	1,063,463	41.2
50 - 59%	158	793,525	31.8
60 - 69%	135	726,472	24.8
70 - 79%	106	741,117	18.4
80 - 89%	84	836,429	11.8
90%+	52	500,409	4.4

As a result of considerations presented, it has been necessary to produce supplements so that Hispanic samples are:

	Sample sizes expected from 70,000 screened households	Required sample sizes (with uniform sampling)	Required sample sizes (with over-sampling concentrated areas)
Mexican American	400	520	580
Puerto Rican	95	216	345
Other	175	224	250
Total	670	870	1,175

It should be noted that even with 240 Puerto Ricans in the supplement, the precision of the total Puerto Rican sample will probably be less than the desired level. Puerto Ricans are about 14% of all Hispanics in the U.S. Because Hispanics are about 6.5% of the total population in the U.S., Puerto Ricans are about 0.9% of the total U.S. population. Furthermore, as shown earlier, Puerto Ricans are not "heavily" concentrated in any area in the U.S.; thus, it is very costly to supplement this group in the sample. To obtain 467 Hispanics of whom 240 are Puerto Ricans, using the concentrated areas in Bdes 1, 5, and 6, we need to screen 9,550 households. We plan to begin with a supplemental screening sample of 6,600 distributed among Bdes 1, 5, and 6 in such a way that it provides 180 Mexican Americans, 145 Puerto Ricans, and 75 other Hispanics. If the Army requires sample precision close to the desired precision levels for Puerto Ricans, we will need to increase the screening workload so that the yearly supplemental screening sample totals 9,550.

LONGITUDINAL SAMPLE

About one half of the sample of 16- to 20-year-old youths will be randomly selected to be in a longitudinal sample to be interviewed in four annual follow ups. When a survey is repeated at regular intervals, the results are usually viewed as a time series with period-to-period changes used as important tools of analysis. Such changes are particularly important for examining the impact of changes in attitudes which may be caused by advertising.

CLUSTER SIZE AND NUMBER OF HOUSEHOLDS TO BE SCREENED

Any cluster size will produce an unbiased, equal-probability sample. Larger cluster sizes are somewhat cheaper to

execute than small ones, but they risk the possibility of increase in the sampling errors unless there are reasonably accurate estimates of the magnitude of the intraclass correlation within clusters. We plan to average about four interviewed PMS per cluster during the first year of ACOMS. As data accumulate during the year, we will prepare estimates of the intraclass correlations for a number of key items, and, if necessary (i.e., if these correlations are too large), we will recommend changes in this number to come closer to an optimum sample design.

On the average, about six households must be screened to locate one eligible PMS. Thus at a minimum, in order to obtain 4 PMS per cluster, about 24 households per cluster will be needed. We will increase this number to 30 to take into account the nonresponse rate of 20%. In order to obtain the PMS sample size of 9,600, we will need to screen a total of 70,000 households. The PMS sample sizes can be summarized as follows.

	PMS Sample Size	
	Total	Per Cluster
Total screening sample	70,000	30
PMS sample	12,000	5
PMS respondents	9,600	4
Number of clusters	2,400	--

The screening sample includes an allowance for a 20% nonresponse rate, as well as a few assumptions about changes in the population since 1980, 1986 telephone households, educational eligibility, and non-prior service status in 1986. The screening sample is also based on the assumption that response rate is uniform across Bde regions, sex, age, race, and ethnicity. Some minor changes in the screening sample may be necessary as experience accumulates during the first few months of data collection. No additional screening will be necessary for the FS sample or

black supplement, as the PMS screening sample will be large enough to provide the required numbers.

SAMPLE SELECTION RATES

The objectives of the study require careful control of the sample sizes for a wide variety of population subgroups, such as PMS and FS, blacks, and several subsets of Hispanics. The subsampling rates for designating the persons to be interviewed in the screened households are calculated to provide the required numbers. The following rates will be applied initially to the sample components:

- All PMS and SMS eligibles will be interviewed, including black and Hispanic males.
- The FS group will be subsampled at the rate of 1/5.
- Parents of PMS and PFS (16-20 years old) will all be interviewed with a sampling rate of 1/2 mothers and 1/2 fathers.

The subsampling rates are based on a number of factors: latest census information on population distribution and extrapolations of these data to 1986; data on the percentage of youths with prior service, by age; estimates of response rates; and assumptions on how these factors interact, e.g., that the response rate is the same in all Bde regions and for all ages. The data and assumptions will, of course, not be exact, and some modification in the subsampling rates may be necessary to bring the annual sample sizes in the various subgroups close to the desired levels. Our control system will keep up-to-date counts of the sample sizes in each subgroup so that changes in the rates can be introduced as soon as it becomes clear that this is necessary for some subgroups.

The revisions in subsampling rates will be made in such a way that unbiased estimates of the population parameters will always be possible and that the probabilities of selection will be known and recorded. We will obtain periodic summaries of progress to date. After the first few months of data collection, when the operation has stabilized, we expect to review the summaries and change the sampling rates where necessary. This review, and fine tuning of the sampling rates, will be repeated through the course of data collection. As a result, there will probably be a small amount of variation in the sample sizes from month to month. This variation will not introduce any biases in the monthly or annual data and will have only a trivial effect on the variance of the quarterly data.

ALLOCATION OF THE SAMPLE TO BRIGADES

The sample will be spread proportionally among the five Bdes. For the production of national estimates, the best sample allocation is the proportional allocation in which a uniform sampling rate is used in all the Bdes. With the proportional allocation, the PMS sample is expected to have the following distribution by Bde:

Bde Region	Number of Interviewed PMS
1	2,358
3	1,667
4	2,387
5	1,546
6	1,645
Total	9,603

ALLOCATION OF THE ANNUAL SAMPLE TO MONTHS

The annual sample will be equally divided into 12 months. Among the properties of having equal sample sizes by month are the following:

- It is the best method of sample allocation for the analysis of annual data since in most cases it provides the smallest sampling errors;
- It minimizes the sampling errors of month-to-month changes;
- It minimizes the sampling errors of data through seasonal changes;
- It assures adequate sample sizes by month in case it is necessary to examine or analyze the data for short periods of time. The PMS monthly samples are large enough to permit short-term data analysis. However, we are not certain whether special subgroups (such as blacks and SMS) will have adequate monthly sample sizes for analysis of data for short periods of time.
- It provides the smoothest data collection operation.

We assume response will be fairly uniform across age, race, and ethnicity for different geographic regions. There is thus some uncertainty in how close we will come to the desired monthly sample sizes, using the rates with which we begin. If the results of the first few months indicate that changes in the screening levels are necessary to generate the required sample sizes, revision in the screening sample will be made in subsequent months.

SAMPLE SELECTION PROCEDURES

SAMPLE OF TELEPHONE CLUSTERS

Main Sample. We will use clusters that average about 4 sample PMS, implying 2,400 clusters to achieve a sample of 9,600 PMS cases. Since only about 20-25% of initial telephone numbers called (referred to as prime numbers) are residential numbers that will be retained in the cluster sample, we will start off with a sample of clusters = 5 x 2400 or 12,000.

Hispanic Supplement. Specific sample sizes are required for Mexican Americans, Puerto Ricans, and other Hispanics. The Northeast Brigade (Bde 1) should provide us with enough Puerto Ricans, and the Southwest and Western Brigades (Bde 5 and 6) should provide Mexican Americans. The above three Brigades will also provide enough Hispanics with other derivations. Different numbers of clusters will be taken from Bde 1 and the combination of Bdes 5 and 6 to provide the required number of Hispanic youth by derivation.

As previously noted, the frame for supplementing Hispanics consists of all telephone clusters in Bde 1 for which the Hispanic concentration is more than 10% and all clusters in Bdes 5 and 6 for which concentration of Hispanics is more than 50%.

A sample of 120 clusters will be selected from Bde 1. The clusters will be divided such that 30 clusters are assigned equally to the first 3 months (first quarter) and the rest distributed equally to the rest of the months in the first year. The clusters for the third quarter will not be selected until a

decision is made on the number of clusters to be drawn from Bde 1.

A sample of 72 clusters will be selected from Bdes 5 and 6. The 72 desired clusters need to be increased by a factor of 5 to take care of rejected non-residential clusters. This implies a sample of 360 clusters. The remainder of the frame will be used as the reserve group.

PROCEDURES FOR SELECTION OF PRIMES

The following procedures are used for selection of clusters for the main sample. We use file sorting and systematic sampling to achieve the maximum geographic stratification possible without extraordinary effort.

(1) All the usable exchanges in the U.S. are sorted by Bde region, state, and numerical order. Entire states are assigned to Bde regions to avoid the complications of split assignments, which would require geographic coding of exchanges. States that cross Bde regions are put into the region in which most of the state's population resides:

(2) The number of exchanges in the U.S. is counted.

(3) A skip interval is calculated. The skip interval is based on the number of primes desired without the reserves, i.e., 12,000 clusters. We refer to it as S.

(4) Two random starts are generated. One is a random number less than S, referred to as R. The other will be R + .5S. The first is used for the basic sample and the second for the reserve.

(5) A systematic sample is selected. For the basic sample, the random start is R and skip interval S. For the reserve, the random start is R + .5S and the skip interval 2S.

(6) There are two groups of selected clusters: the main sample and the reserve.

(7) The reserve sample is set aside and not used unless specific instructions on its use are provided. For the present time, we are concerned with the main sample.

(8) During the selection process, the sample clusters in the main sample are numbered in order of selection, module 12 (i.e., 1, 2, 3, . . . 12, 1, 2, 3, . . . 12, 1, 2, 3, . . .). Sample exchanges are grouped by order number. Each group is then assigned at random to 1 month of the year.

(9) The sample clusters for each month are randomized separately.

(10) For each month, the usual Westat procedure for identifying residential clusters will be carried out. The first step is to assign a separate, random, two-digit number to each selected cluster. These are the prime numbers. The prime numbers for the first month are called to check on which

ones are residential, proceeding sequentially in the randomized order. The process is stopped when we have 200 clusters. The unchecked primes are retained in a reserve file. (We expect the 1,000 clusters per month to be large enough to supply the required number of residential clusters. If there is a shortage in the number of clusters, it will be necessary to randomize the reserve set and continue checking for residential primes.)

(11) Telephoning for residential primes for each month's interview sample will start about a month before the month of interview.

The same procedures for selection of primes will be used for the Donnelley supplement of Hispanics. The Donnelley selected clusters will then be added to each month's clusters.

STRATEGY FOR SELECTING ELIGIBLES WITHIN SAMPLE HOUSEHOLDS

Sample households will be screened to determine whether any residents are eligible for the survey. Simultaneous screening will be conducted for all population groups. Several household members may need to be interviewed in households with more than one PMS, SMS, and in households designated for selection of FS. All eligible males and females within the sample households will be given equal probabilities of selection. Therefore, for example, PMS's in large households will have the same chance of selection as those living in smaller households. However, the actual selection of more than one PMS in a household will be rare.

RELATION OF TIMING OF DATA COLLECTION TO PERIODS OF TIME ANALYZED

The period of time designated for data collection (interviewing) for 1 month's sample is 6 weeks. However, we will use data collected during the calendar month as the unit of analysis. For example, the tabulations for February would include that part of the February sample completed in February, together with the part of the January sample that carried over into the first 2 weeks of February. Carryovers of the sample to succeeding months do not have similar population distributions in each month. However, this method was selected due to the limited amount of time available for the production of periodic reports.

Using data collected during a calendar month as the unit of analysis has two useful features. First, in case it is necessary to examine or analyze the data for 1 month, data can be presented to the sponsor within a short period of time after the reference month. If the results will influence such decisions as the desirability of continuing (or stopping) various advertising campaigns, the availability of early analyses is important. Secondly, if some items on the questionnaire are specifically time-dependent (e.g, did the respondent see a particular TV commercial), then the quality of reporting is likely to be improved if the date of interview is close to the event. A similar advantage will apply to the ability to observe whether particular national events affect responses (e.g., a presidential speech, a foreign policy crisis, etc.). A compact interview period may better reflect such events.

The disadvantage of the calendar month is its effect on the purity of the sample. The assumption that the carryovers of the sample to succeeding months have approximately the same population distribution in each month is very doubtful. There will be many reasons why the carryovers in the beginning of a month will

be different from those not completed at the end of the month. The number of days in the month, seasonal factors, and the presence of holidays such as Christmas or Thanksgiving are obvious factors. Other causes could be snowstorms that prevent telephone operators from coming to work, or other erratic situations. The use of a month's interviews thus has the potential of introducing a source of error which is at present unmeasurable.

WEIGHTING THE SAMPLE DATA

The sample design of the ACOMS study will not produce a self-weighting sample of individuals who are members of the target population. Weighting, with different weights for various subdomains of the population that have been sampled at different rates, therefore, is necessary for the production of unbiased estimates. The sample weights will be used with ACOMS data to provide estimates of statistics (means, proportions, etc.) that would have been obtained if the entire sampling frame had been surveyed. The weighting system can be implemented by assigning a weight to each person in the sample, inserting the weight in the computer record for that person, and then cumulating weights in the tabulations. Weighting will be done to accomplish the following objectives:

- To bring sample data up to the dimensions of population totals;
- To adjust for differential probabilities of selection among subgroups (Hispanics, females) of the population;
- To minimize biases arising from the fact that nonrespondents may be different from those who cooperate;
- To compensate, to the extent possible, for inadequacies in the sample frame (the sampling frame excludes non-telephone households and possibly persons living in unconventional settings); and

- To reduce variances of estimates by using auxiliary information that is known with a high degree of accuracy in the estimation procedure.

Sample weighting is performed in four steps. The first two steps compensate for unequal probabilities of selection at the household then the person levels. The third adjustment deals with differential allocation of respondents to questions. The fourth step uses post-stratification techniques (i.e., raking, see Appendix C) to compute weights that adjust for sample nonresponse and for the omission of nontelephone households. The following four sections provide descriptions of these steps.

STEP 1. - SAMPLING RATE ADJUSTMENTS AT THE HOUSEHOLD LEVEL

The modified Waksberg method is used to sample households. In this approach, a constant number of telephone numbers per cluster is selected. As a result, households will have different probabilities of selection. The rate at which a household is sampled depends on the proportion of telephone numbers that are in households in the cluster in which the household is located. Households with multiple telephone numbers are assumed different from those with one number, therefore weighting is necessary for the statistics to represent them adequately.

To avoid potential biases, a weight will also be attached to each cluster which is the average number of sample

households per cluster divided by the number found in the particular cluster. That is,

$$W_{hi} = \frac{\bar{n}}{n_{hi}}, \text{ where}$$

$\bar{n}$ is the average number of households per cluster, and n_{hi} is the actual number of sample households in the ith cluster in Bde h.

Since households with two telephone numbers have twice the chance of selection and will be overrepresented by a factor of 2 to 1. Thus, they will be given a weight of 1/2 to adjust for this overrepresentation. It can be noted that two-telephone households are almost certainly different from others. They generally have higher incomes. Another reason for having two phones may be that a member of the household is operating a business service from the home. These unusual features will be overrepresented in estimates if weighting is not used at this step.

Define variable I_{hi} in the following way.

I_{hij} = 1 if household j (in the ith cluster in Bde h) has one telephone number

= 1/2 if household j has more than one telephone number

Then the household level weight is given by

$$W_{1hij} = W_{hi} \cdot I_{hij} = I_{hij} \cdot \frac{\bar{n}_h}{n_{hi}} \qquad (1)$$

STEP 2. - SAMPLING RATE ADJUSTMENTS AT THE PERSON LEVEL

The ACOMS survey design calls for sampling various population subgroups at different rates. Hispanics are oversampled, and females are undersampled. It is necessary to use sample weights to make unbiased population projections that adjust for the various sampling rates used for population subgroups. Sample rate weighting adjustments will be made for each person to reflect his or her actual probability of selection. This adjustment will be made by multiplying each person's first stage weight in the sample by the reciprocal of the probability of selection for the subdomain. The person level weight is therefore equal to

$$W_{2hijk} = W_{1hij} * W_{hijk} \qquad (2)$$

where W_{hijk} is the reciprocal of the probability of selection for the kth individual in the jth household in cluster i, Bde h.

These adjustments ensure that weighted counts for females and Hispanic males will reflect the composition of the population, rather than the composition of the unequally selected sample. This is very important since unadjusted sample counts and percentages could be very misleading when used as estimates of percentages for all individuals.

STEP 3. - POST-STRATIFICATION (RAKING) ADJUSTMENT

Post-stratification adjustment will be used to reduce sampling errors, to minimize biases arising from the fact that nonrespondents may be different from those who respond and to adjust for nontelephone households missing from the sampling. Post-stratification will be accomplished by superimposing weights on the first two stages of weighting that will create agreement between ACOMS tabulations and Census estimates of the total population by age, sex, race, ethnicity, and educational level.

Nonresponse generally can be expected to vary by population groups and thus tends to distort the distribution of the sample. Post-stratification compares the distribution of population and sample across selected variables and computes sample weights to make sampling proportions on key demographic characteristics more closely resemble known population proportions.

Furthermore, RDD does not include nontelephone households. It is clear that certain types of households are underrepresented in telephone surveys (e.g., black, low income, etc.). Although post-stratification may not completely eliminate biases arising from incomplete coverage, it can be effective in sharply reducing the effects of the biases.

The kind of subgroups established for the purpose of post-stratification are specifically tailored to ACOMS. The sampling plan for ACOMS is intended to provide nationally projectable estimates of Army communications effectiveness. The samples should provide, at a minimum, precise estimates for male, educationally qualified youth, of specific age groups for each

Bde. They should also provide estimates by sex and ethnic groups at the national level.

The following five variables are used for the construction of post-strata:

(1)	Bde	5 categories;
(2)	Sex	2 categories;
(3)	Race/ethnicity	3 categories;
(4)	Age	9 categories; and
(5)	Education	4 categories.

Post-stratification by the first four variables is necessary to assure that sampling proportions on these key variables will be similar to population proportions. The fifth variable is added to represent approximately the income class of individuals in the sample. It is intuitively obvious that nontelephone households are generally in lower income brackets than telephone households, and this fact has been confirmed in statistical analyses during other research. Since the average income of blacks is lower than that of the white population, the separate weighting by race will partially adjust for this factor. However, even within race, the missed population will generally have lower incomes. To avoid problems arising from small sample sizes, we will use raking to compute weights for the post-strata (see Appendix C).

STEP 4. - SAMPLING WEIGHTS FOR THE PERCEPTIONS OF ATTRIBUTES AND THE OTHER ROTATING MODULES

The perception module includes questions about perceptions of the Active Army, ROTC, NG, and USAR, perceptions

of other military services (Air Force, Navy, and Marines), and other non-military options open to respondents belonging to the relevant age group (i.e., attending college and in civilian employment). To keep the length of the youth questionnaire to an average of 30 minutes, subsets of respondents are randomly selected and assigned to Army components and other military services' questions. The size of the subsample will vary depending on the characteristics of the sample and the Army components and other services. For example, almost all college students will be assigned to ROTC modules, whereas only a small portion of college students will be assigned to Navy or Marines. The other rotating modules include media habits, slogan recognition, knowledge, and social influences modules. Media habits, slogan recognition, and knowledge modules will only be asked from one half of the youth sample, and the social influences module will be asked from the parental-linked sample. Therefore, the sample requires weighting for the production of unbiased estimates for perception of attributes variables and the other rotating modules.

A second set of weights will be computed that reflects the sampling rates used for subsampling respondents for the rotating modules. The weights will be used in tabulations that include the rotating questions.

THE METHOD OF BALANCED REPEATED REPLICATIONS

The sampling error of an estimate, based on any sample design using any estimation procedure no matter how complex, may be estimated by the method of replications. Theoretically this method is equivalent to the idea that sample selection, collection of data, and estimation procedures may be independently carried through (replicated) several times. In practice random subsets of the survey results are selected and estimates formed from each. The dispersion of the resulting estimates can be used to measure the variance of the full sample.

For ACOMS, 68 subsamples are drawn from the full sample. The same principals of selection and stages of sampling used for the full sample are used in each of the subsamples. The subsamples are referred to as replicates. By applying all of the procedures in the regular estimation process to each of the replicates and then computing the dispersion among the resulting estimates, we obtain an approximation to the sampling error of ACOMS.

The method of replications has special advantages in reducing the complexity of variance computations experienced in using other methods. Another benefit is that it may be applied to compute sampling errors for higher order statistics without the need for new variance expressions.

The basic idea behind BRR is that the conventional full sample estimate of a parameter's variance is inappropriate for complex samples as it does not take into account sampling design or weighting adjustment considerations. To incorporate these considerations into variance calculations, BRR requires that a number of subsamples be drawn from the total sample of

respondents. From each subsample, the parameter of interest (e.g., a percentage, proportion, mean, etc.) is calculated. Since these subsample parameter estimates will be distributed about the total estimate they are used to calculate a variance about the total sample parameter. The resulting measure of dispersion is then used as the total sample variance, as it reflects not only variance due to sample design, but also variance resulting from the use of special weighting procedures.

Operationally, this method is implemented in the following manner. A number of replicates (samples) are selected so as to resemble the <u>full weighted sample</u> as closely as possible (e.g., if gender were an important characteristic, replicates would be selected so as to reproduce the counts of males and females in the population). For ACOMS, 68 replicates were drawn. From each replicate we can calculate an estimate of, for example, the proportion of respondents reporting positive enlistment propensity, p_i. These are then compared to the full sample proportion of respondents reporting favorable experiences P. The average of these squared differences between the p_i and P is then calculated. The resulting mean squared difference between replicate and total sample estimate is then accepted as the (more accurate) variance of the sample proportion. If E_p^2 is the new estimate of variance, this process can be summarized as

$$E_p^2 = 1/20 * \sum_{i=1}^{20} (P_i - P)^2.$$

ANALYSIS OF ACOMS DATA

ACOMS data are collected using a sample design which selects youth at varying rates (depending upon their demographic characteristics). As a consequence, a fairly complex weighting procedure was implemented in order to:

- Compensate for unequal probabilities of selection; and
- Adjust for undercoverage and nonresponse in the sample frame.

In addition, the weighting procedure adjusts for branchings (sampling of modules and questions) that occur throughout the ACOMS instrument. For example, among the non-core modules in the questionnaire, youth are administered only a sample of the available modules. In a like manner, within the Perceptions/Beliefs (P/B) module, only a subsample of the available questions are asked of any youth. Sample weighting, then, adjusts both for factors associated with the selection of ACOMS respondents and the selection of questions asked of respondents.

Due to the complex nature of the ACOMS sample design and its consequences, analysts are cautioned in the use of standard statistical packages (e.g., SAS, BMDP, $SPSS_X$, etc.) to perform analyses on the ACOMS data. Unless the data are analyzed in a manner which takes into account (adjusts for) the ACOMS sample design, serious biases can be introduced and misleading results obtained. For this reason, we provide the following recommendations regarding the analysis of ACOMS data:

- All analysis of ACOMS data should be performed using weighted data; and

- All tests of significance should be computed using the technique of balanced repeated replications (BRR).

In the sections which follow, guidelines will be provided for the use of weighted data and the BRR methodology.

USE OF WEIGHTED ACOMS DATA

Since males and females were selected at different rates for inclusion in the ACOMS sample, a simple (i.e., unweighted) frequency on sex for Quarter 1 yields the following results.

Table 5

Unweighted Distribution for Males and Females--Quarter 1

Sex	Percentage
Male (PMS+SMS)	81.8
Female	18.2

Though this finding correctly reflects sample percentages, it does not adequately describe the population to which ACOMS generalizes (16 to 24 year old youth who have neither served nor contracted to serve in the Armed Forces and have not yet graduated from a 4-year college). To provide generalizable findings, the data must be weighted. Table 6 presents the weighted distribution on sex for ACOMS Quarter 1 data.

Table 6

Weighted Distribution for
Males and Females--Quarter 1

Sex	Percentage
Male (PMS+SMS)	48.2
Female	51.8

The actual weighting of the data for analysis is accomplished by inserting a weight statement in the computer program being run and identifying the weight to be used during analysis.

The identification of which weight to use is determined by the variables being analyzed. Three levels of weights are available. They are:

- Weights associated with the Perceptions/Beliefs module;
- Weights associated with the non-core or rotating modules; and
- A weight associated with core modules.

In all, there are 14 sample adjustment weights available for analysis purposes. Table 7 provides the variable names for these weights and identifies the module(s) or referents (i.e., active Army, ROTC, ARNG, USAR, Navy, Marines, Air Force, Military Service generally, college, and work) within the P/B module associated with each weight.

Generating Frequencies. The selection of which weight to use during analysis of particular variables can generally be obtained from Table 7. If, for example, an analyst wished to

estimate the percentage of 16-24 year old youth who are definitely or probably likely to serve in the military in the next few years (IP-7), the appropriate weight variable is FULLWGHT because question IP-7 is in a core module (Intentions and Propensity). Conversely, if interest centered on the percentage of youth who agree completely that the Army Reserve offers an opportunity to develop leadership skills (YVLEADER), the weight variable WGHTPEV would be used as the question is drawn from the reserve referent in the Perceptions/Beliefs module.

Table 7

Sample Adjustment Weights Associated with Survey Modules and Module Referents

	Module(s) Referent	Weight Variable
Core	Education and Employment Intensions and Propensity Behaviors Importance of Attributes Knowledge-Recall Attitude Toward Army Ads Demographics Social Influences*	FULLWGHT
Rotating	Media Habits	WGHTMA
	Knowledge-Slogan Recognition	WGHTKS
	Knowledge-Awareness	WGHTKA
Perceptions/ Beliefs	Active	WGHTPEA
	Reserve	WGHTPEV
	National Guard	WGHTPEG
	Air Force	WGHTPEF
	Marine Corps	WGHTPEM
	Navy	WGHTPEN
	Military	WGHTPES
	Civilian Job	WGHTPEW
	College	WGHTPEC
	ROTC/Officer	WGHTPER

Crosstabulations. The determination of the appropriate weight to use for crosstabulations is somewhat more complex.

If, for example, the analyst wished to produce a table crossing a Knowledge-Awareness variable with one from the P/B module, which weight would be used?

Since each respondent has a known probability of being selected for the Knowledge-Awareness module and a known probability of being asked P/B questions, analysts can calculate the joint probability of a respondent being selected for administration of both of the analysts questions of interest. Weighting factor variables are provided on the ACOMS database for this purpose. Table 8 displays the weighting factor variables for each rotating module and Perceptions/Beliefs referent. Note that no weighting factor is included for the core modules. This is because there is no selection or sampling from these modules; all youth interviewed are administered the core modules.

Table 8

Weighting Factor Variables Associated with Rotating and Perceptions/Beliefs Modules

	Modules/Referents	Weighting Factor Variables
Rotating	Media Habits	WFACMH
	Knowledge-Slogan Recognition	WFACKS
	Knowledge-Awareness	WFACKA
Perceptions/ Beliefs	Active	WFACPEA
	Reserve	WFACPEV
	National Guard	WFACPEG
	Air Force	WFACPEF
	Marine Corps	WFACPEM
	Navy	WFACPEN
	Military	WFACPES
	Civilian Job	WFACPEW
	College	WFACPEC
	ROTC/Officer	WFACPER

In practice, the weighting factors will only be used for a fraction of crosstabulations. The weights in Table 7 will be used directly when:

- The two crossing variables are drawn from the same module (or referent in the case of Perceptions/ Beliefs); and
- One variable is from a core module.

In the first case, the module or referent weight is used; in the second, the noncore weight is inserted in the weight statement.

If, however, variables are drawn from two different rotating modules, two different P/B referents, or one rotating and one Perceptions/Belief referent, weighting factors must be used. The computation of the required weight in these circumstances is straightforward. A new weight variable is computed which multiplies the two associated weighting factors together and then multiplies this product by the total sample weight (FULLWGHT).

In SAS, the following code would: (1) compute the new weight and (2) produce a table where knowledge about Army educational benefits (Knowledge-Awareness YKAEARN) are crossed with perceptions about Army opportunities for obtaining money for education (Perceptions/Beliefs - YACASHED).

```
DATA NEW;
SET ACOMS.DAT;
NUWGHT = WFACPEA * WFACKA * FULLWGHT;
```

```
PROC FREQ;
TABLES YKAEARN * YACASHED;
WEIGHT NUWGHT;
```

The data step computes a new variable, NUWGHT, which is the product of the two appropriate weighting factors and the total sample weight, FULLWGHT. This weight is then referenced in the table request.

Table 9 summarizes the weights to be used or calculated for crosstabulations. In this figure, Fact1 and Fact2 denote the weighting factors associated with the first and second variable, respectively.

Table 9

Sample Adjustment Weight Selection of Crosstabulations

First Variable Module

	Core	Rotating*	Perceptions/ Beliefs**
Core	FULLWGHT	Rotating Weight	P/B Weight
Rotating* Weight	Rotating Weight	FACT1* FACT2* FULLWGHT	FACT1* FACT2* FULLWGHT
Perceptions/ Beliefs**	P/B Weight	FACT1* FACT2* FULLWGHT	FACT1* FACT2* FULLWGHT

*If both variables are drawn from the same module, use the module's sample adjustment weight.

**If both variables are drawn from the same P/B referent, use the referent's adjustment weight.

USE OF BALANCED REPEATED REPLICATION (BRR) METHODOLOGY

In this session of analyst training, the consideration of the BRR methodology is restricted to sample estimates of population totals, means, proportions (percentages), differences in proportions, etc. For these estimates, the steps required for computing their standard errors and determining statistical significance will be given. Crosstabular and multivariate analyses such as regression or factor analysis will not be covered. These will be topics for future training sessions.

As discussed in the first and third sections of these materials, BRR offers a particularly straightforward method for computing the variance (and by implication the information needed to determine statistical significance) of sample estimates when the data analyzed are from a complex sample. Since standard computational formulas cannot be used to compute variances in complex samples (e.g., formulas such as PQ/N for the variance of a proportion P (Q is 1 - P), BRR samples from itself to compute variance.

In application, the technique is operationalized as follows: (1) the (weighted) estimate of a proportion is computed from the full sample, (2) samples are selected from the full sample (for ACOMS 68 samples are drawn, each having half the number of cases in the full sample), (3) an estimate of the proportion is computed for each half-sample, and (4) the variance of the half-sample estimates about the full sample estimate is computed. Notationally, this process can be expressed for ACOMS as:

$$\text{Var}\ (P_{BRR}) = \frac{1}{68} * \sum_{h=1}^{68} (P_h - P_f)^2$$

where Var (P_{BRR}) stands for the BRR variance estimate of P_f, P_h stands for the 68 half-sample estimates, and P_f for the full sample estimate of the proportion.

BRR, then, uses its own sample design (as reflected in the half-samples) to overcome the difficulties associated with complex samples and yields relatively simple (computationally) estimates of variance and so confidence intervals and statistical significance.

Use of BRR. The use of the BRR methodology for computing variances and evaluating the statistical significance of estimated sample proportions or their differences, for example, is less complex than determining what weight to use in a crosstabulation. As in the case of both frequency and crosstabulation runs, though, attention must be paid to the variable selected for analysis.

The ACOMS data file contains all the variables needed for estimating, for example, the variance of a sample estimate. Using PROC WESVAR, the following code: (1) computes a new variable, ANGPROB (the proportion of youth responding that they will probably or definitely serve in the Army National Guard) and (2) produces estimates of the standard error of this proportion as well as its upper and lower 95% confidence bounds.

```
DATA NEW;
SET ACOMS.DAT;
IF YPROBANG = 1 OR
   YPROBANG =2 THEN PROBANG = 100;
   ELSE PROBANG = 0;
COUNT = 1;

PROC WESVAR DATA = NEW;
WEIGHT FULLWGHT REPL1-REPL68;
VAR COUNT;
COMPUTE ANGPROB = PROBANG/COUNT;
```

The data set begins the computation of the new variable and computation is completed by WESVAR. Note that in the **WEIGHT** statement REPL1 through REPL68 are placed following FULLWGHT. These are the 68 replicate weights required for BRR estimation.

This example has drawn from a core module--Intentions and Propensity. As in sample weighting adjustment, BRR is somewhat more complex in the case of the rotating and Perceptions/Beliefs modules. In these circumstances the following code must be inserted in the **DATA** step.

```
DO i = 1 to 68;
     REPR {i} = WFAC### * REPL{i};
     END;
```

These statements use the weighting factors described earlier to scale the replicate weights for use with rotating and P/B modules. Where, in this example, WFACT### is, it should be replaced by the appropriate weighting factor. In the WESVAR **WEIGHT** statement, then

REPR1 - REPR68 should be used.

While the steps described in this section require careful attention to the use of appropriate weights, they are operationally easy to accomplish.

GENERAL INTRODUCTION TO ACOMS QUARTERLY REPORTS

INTRODUCTION

A central component of the Army Communications Objectives Measurement System (ACOMS) is a tracking survey designed to monitor responses of a national sample of youth on an ongoing basis. The quarterly reports summarize the major variables that the Army will track in assessing the effectiveness of Army advertising. They are intended to provide timely information for Army policy makers and advertising planners regarding key market responses that are expected to be sensitive to changes in the Army's advertising plans. The data "snapshots" provided by the quarterly reports will be supplemented by in-depth analyses of various issues (described in separate volumes discussing the overall ACOMS design and analyses plans) that will be provided to the Army as available on an ongoing basis. In addition, the data will be made available to the Army shortly after the close of each quarter, making it possible for the Army to do supplementary analyses as needed.

The content and format of the quarterly reports were determined in consultation with the ACOMS Special Advisory Group (SAG), and are intended to remain stable over at least the first year of data collection. Each report consists of a set of tables, each accompanied by brief descriptions of the major findings in the table. These tables and brief summaries are followed by a section that presents the major highlights of the quarterly data and our interpretation of these findings vis a vis the Army's advertising plans.

The body of the report is accompanied by information cards for each of the tables presented. On the front of each card are:

- A general statement describing the contents of the table;
- A brief description of the relevant subpopulations represented in the table; and
- Special Notes and Cautions, which provide information regarding the data that are not immediately obvious, but are necessary for accurate interpretation of the data.

The back of each information card is a Question Key containing a list of relevant questions matched with column headings and variable names.

In addition to these information cards, the quarterly report will contain a set of appendices that include an overview of the ACOMS sample groups, standard error tables for use with the data tables, and a list of references for readers who want more detailed technical information about various aspects of the ACOMS survey.

Each quarterly report will contain the following tables:

QUARTERLY TABLES

TABLE 1: Percentage Regularly Viewing or Listening to Programs with Army Advertising [Media Habits]

TABLE 2: Percentage Seeing/Hearing Military Advertising [Knowledge/Recall (Unaided)]

TABLE 3: Percentage Seeing/Hearing Military Advertising [Knowledge/Recall (Unaided + Aided)]

TABLE 4: Percentage Answering Knowledge of Army Benefits & Offers Questions Correctly [Knowledge]

TABLE 5: Percentage "Agree Somewhat" or "Agree Completely" with Active Army Attribute Statements [Perceptions (Active Army)]

TABLE 6: Percentage "Agree Somewhat" or "Agree Completely" with Army ROTC Attribute Statements [Perceptions (Army ROTC)]

TABLE 7: Percentage "Agree Somewhat" or "Agree Completely" with Army Reserve Attribute Statements [Perceptions (Army Reserve)]

TABLE 8: Percentage "Agree Somewhat" or "Agree Completely" with Army National Guard Attribute Statements [Perceptions (Army National Guard)]

TABLE 9: Percentage Taking Actions Relating to Enlistment During the Past Six Months [Behavior]

TABLE 10: Percentage with Intention to Enlist in Army Components [Intention to Enlist]

TABLE 11: Percentage Rating Opportunities "Somewhat Important" or "Very Important" to Plans for the Next Year [Importance of Attributes]

TABLE 12: Percentage Seeing/Hearing Military Advertising [Knowledge/Recall (Unaided)]--PMAS Monthly Totals

TABLE 13: Percentage "Agree Somewhat" or "Agree Completely" with Active Army Attribute Statements [Perceptions (Active Army)]--PMAS Monthly Totals

TABLE 14: Percentage with Intention to Enlist in Army Components [Intention to Enlist]--PMAS Monthly Totals

General table structure. Tables 1-11 present data for the youth interviews conducted during the quarter, while Tables 12-14 provide monthly data for selected variables. The quarterly table structures are generally uniform, and are described briefly below. Tables 7 and 8 and the monthly tables present less detailed sample breakdowns because of smaller N sizes.

Columns. The columns in each table represent alternative responses to a question, or responses to a series of questions regarding a general topic. For example, Table 2 shows the percentages of youth who stated, in response to a general question, that they recalled advertising for any of the Army components or other military services. The possible alternative responses are shown as columns in Table 2. As another type, Table 5 shows the percentage of youth who agreed with a list of statements regarding various Army attributes. The table columns represent the various attributes (e.g., job variety, physical challenge, mental challenge) to which youth are responding.

Rows. The table rows represent different subpopulations of interest to the Army advertising and recruiting effort. For each row, the number of respondents who answered the question is indicated in the "N" column. These numbers differ across tables, because some core questions were asked of all youth, whereas others were "rotating," i.e., asked only of subsets of respondents. Details on the questionnaire structure can be found in separate volumes on The ACOMS Survey Design and The ACOMS Survey Analysis Plan. The information cards accompanying the quarterly reports provide further detail regarding the individuals who responded to the questions in each table.

Each table is comprised of three panels that represent three major subpopulations: (1) the Primary Male Sample (PMS); (2) All Youth; and (3) the Primary Male Analytic Sample (PMAS). Definitions and further subdivisions for each is provided below:

- The PMS includes male youth who are high school diploma graduates and those who are currently enrolled in regular high school or college. The PMS youth are divided into educational and work status categories that define key target markets for the different Army components. These are:

  - College Juniors and Seniors - This subgroup includes juniors and seniors currently enrolled in a four year college or university. Junior and senior status is determined by credit completed rather than by number of years in attendance.

- College Freshmen and Sophomores - This subgroup includes freshmen and sophomores currently enrolled in a four year university or a two or four year college. Freshman and sophomore status is determined by credit completed rather than by number of years in attendance.

- High School Students (College Bound) - Students currently enrolled in a regular high school program who answered either DEFINITELY or PROBABLY when asked how likely it is that they will attend college (IP-14) are included in this subgroup.

- High School Students (Work Bound) - Currently enrolled regular high school students who answered either DEFINITELY NOT or PROBABLY NOT when asked how likely it is that they will attend college (IP-14), those who do not know if they will attend college, and those who refused to answer questions about future college plans are included in this subgroup.

- High School Graduates, Not Currently Enrolled - This subgroup is composed of high school diploma graduates who are not currently enrolled in a two or four year college or university. Also included are non-diploma graduates (e.g. those who received a GED) who have completed at least one year of college and who are not currently enrolled and a small number of youth who are in the fifth year of a five year college.

- The "All Youth" panel includes all male and female youth interviewed. In addition to the PMS, the male sample here includes the Secondary Male Sample (SMS)--those who have dropped out before completing high school, those who have a certificate of high school completion such as the GED, but have not earned a regular high school diploma and who have completed less than one year of college. The tables present data in this panel separately for Males and Females.

- The third panel represents the Primary Male Analytic Sample (PMAS), which is intended to parallel the population surveyed by the Youth Attitude Tracking Survey (YATS). The PMAS includes all PMS except: youth who have ever been in college ROTC, youth currently enrolled in junior and senior years of college, and youth who have completed at least two years of college.

The PMAS panel is further divided by Recruiting Brigade (First, Second, Fourth, Fifth and Sixth) and by age (16-17 years; 18-19 years; 20-21 years; and 22-24 years.) See Appendix D for a map of the recruiting brigades.

Table Entries. Table entries consist of percentages of youth who have responded as indicated by the table. All percentages are based on the number of youth respondents weighted up to their actual number in the population (For a discussion of the rationale and process of sample weighting, see the report on The ACOMS Survey Design). Percentages are calculated based on the number of youth (weighted) found within the subpopulation represented in the row.

Certain sections of the tables have asterisks (*) instead of numerical entries. In such cases the numbers of respondents who answered to the relevant questions within a particular subpopulation (row) were too small to provide any confidence in the data. A minimum of 30 respondents within a row was required for an entry to be included.

Examples. A walk-through of portions from two tables will help in the correct interpretation of all quarterly report tables. The portions were taken from the first report which covers the October-December 1986 collection period.

The first portion is drawn from the middle of Table 2, titled "Percentage Seeing/Hearing Military Advertising" and presents the responses given to the question: "Thinking about all forms of advertising, for which military services do you recall seeing or hearing any advertising?" This table is based on responses of the full youth sample (N=1,787) as is reported in the TOTAL row under the ALL YOUTH sample group heading in Figure 1. Seven other aspects of the table are highlighted in the figure, showing the reader how to interpret row and column heading, N's, and table values.

It is critically important for the reader to remember that the N's in every table are actual numbers of cases while the percentages are weighted to be nationally representative of the subgroups. This means that the number of cases underlying a percentage cannot be determined from the table. The weighting procedure is briefly described in Appendix B.

A second important feature of all tables is that percentages are not calculated either within columns or across rows, and therefore do not sum to 100%. Rather they are based on the number of respondents offering a particular response, as in Figure 1, or replying yes to a question as in Figure 2. The 89.3 weighted percent highlighted in Figure 1 is the proportion of college juniors and seniors who recalled advertising for the active Army; by implication, a weighted percent of 10.7 did not recall such advertising. The number does not represent the

proportion of respondents mentioning the active Army who are college juniors or seniors, and neither does it represent the proportion of college juniors and seniors recalling any advertising who mentioned the active Army specifically.

Unlike the table in Figure 1, the table portion shown in Figure 2 is based on a subsample of youth respondents who answered questions regarding their media habits: "Please tell me if you watch any of the following TV shows regularly." The complete table is Table 1 in the first quarterly report and is titled "Percentage Regularly Viewing or Listening to Programs with Army Advertising." Less than the full sample was asked the questions because (1) it is part of a rotating module administered to a randomly selected half of the youth, and (2) a "gate" question preceded them (alluded to in the table title) which pared down the number of respondents even further. Only youth who answered yes to the gate question, "Do you regularly watch TV?" were asked about specific programs. The values in the table, therefore, do not reveal the program preferences of people who did not describe themselves as regular viewers or listeners.

Both of the sample-limiting factors are described on the information card for Table 1, contained in the pocket inside the front cover of this binder. The cards are designed to quickly inform the reader of the sample underlying each table and are invaluable for accurate interpretation of table contents.

Five aspects of the table portion in Figure 2 are highlighted, most providing the correct interpretation of a number. If a reader were to plunge into reading the table without benefit of its information card, the first hint that the respondents are a subsample would come from the PMS total N. Instead of 1,271, as shown in the Figure 1 table based on the entire sample, it numbers only 395. One consequence of the smaller N is larger confidence intervals around any sample estimate, as discussed in Appendix B.

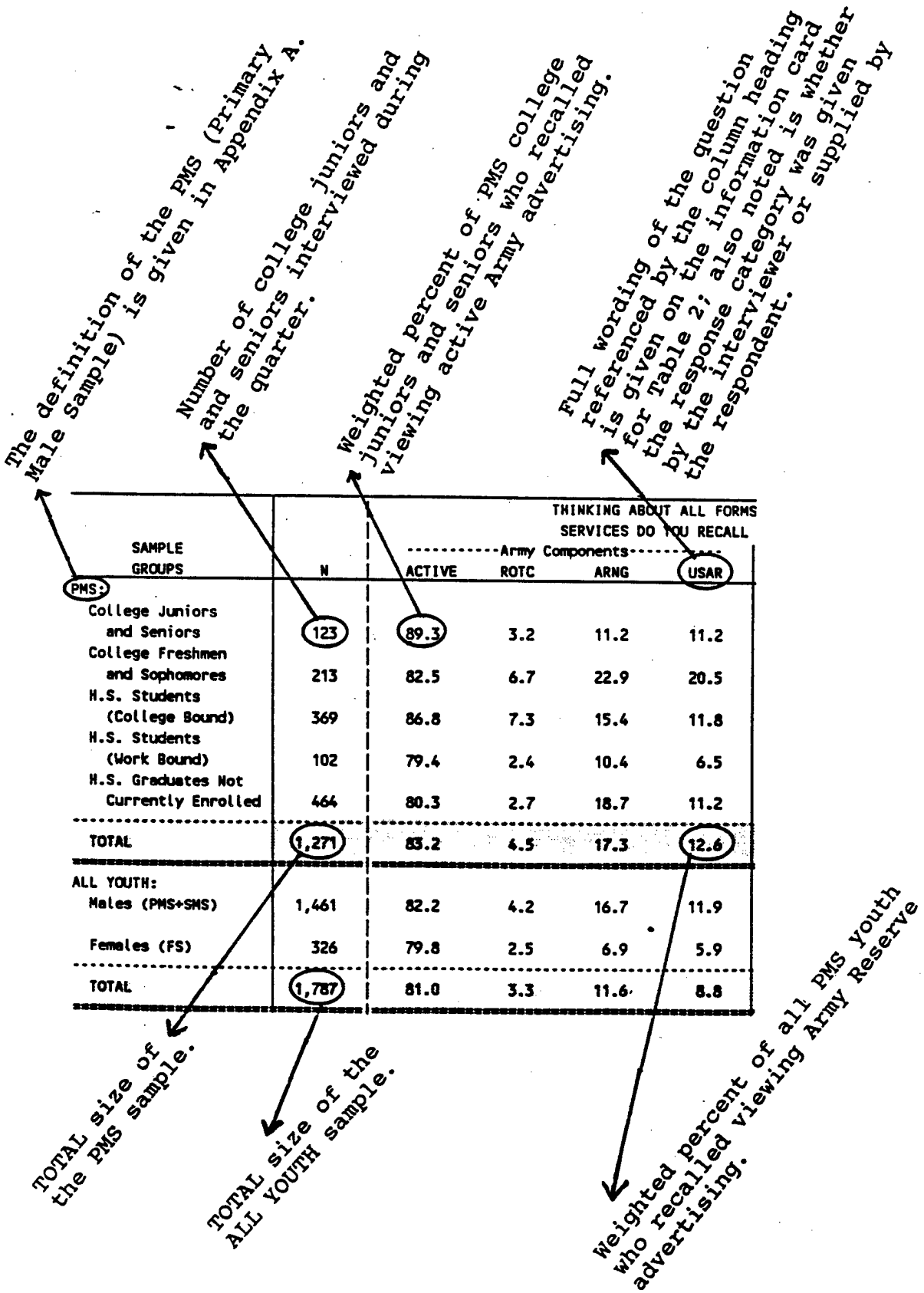
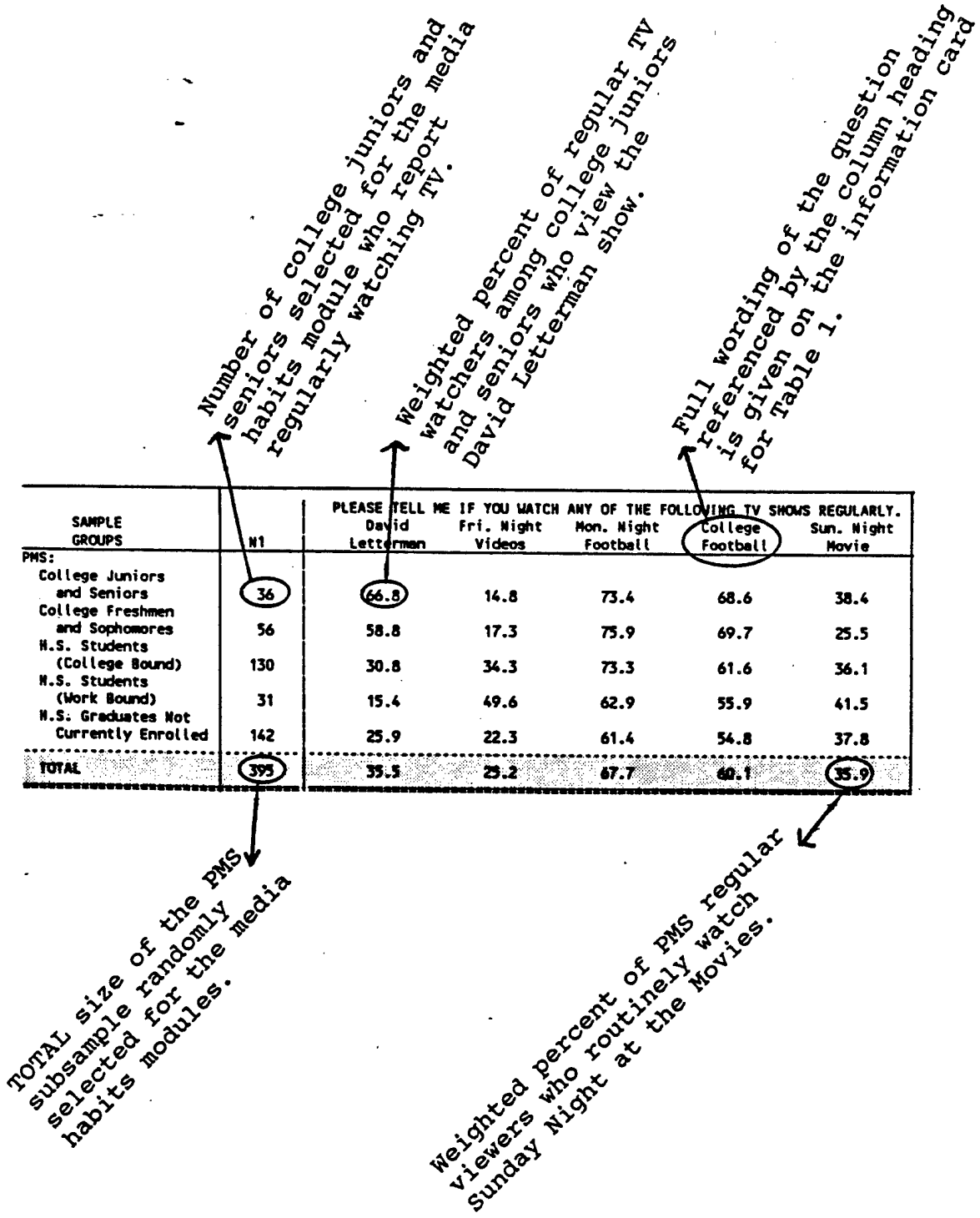


Figure 1. First portion, from Table 2, with interpretations.



SAMPLE GROUPS	N1	PLEASE TELL ME IF YOU WATCH ANY OF THE FOLLOWING TV SHOWS REGULARLY. David Letterman	Fri. Night Videos	Mon. Night Football	College Football	Sun. Night Movie
PMS:						
College Juniors and Seniors	36	66.8	14.8	73.4	68.6	38.4
College Freshmen and Sophomores	56	58.8	17.3	75.9	69.7	25.5
H.S. Students (College Bound)	130	30.8	34.3	73.3	61.6	36.1
H.S. Students (Work Bound)	31	15.4	49.6	62.9	55.9	41.5
H.S. Graduates Not Currently Enrolled	142	25.9	22.3	61.4	54.8	37.8
TOTAL	395	35.5	25.2	67.7	60.1	35.9

Figure 2. Second portion, from Table 1, with interpretations.

FIRST QUARTER 1987

INTRODUCTION

This report represents data collected from the inception of survey data collection on October 13, 1986, through December 31, 1986.

During this first quarter of data collection, a total of 1,787 youth interviews were completed. The following table presents the raw numbers of cases interviewed in various sample groups. These are the sample groups presented in the Tables following. Since ACOMS represents a weighted sample to adjust for differential sampling rates, differential telephone coverage and non-random non-response, the table also presents the proportions each group represents of the weighted sample.

SAMPLE GROUP	N	Percent
PMS:		
College Juniors and Seniors	123	12.4
College Freshmen and Sophomores	213	17.2
H.S. Students (College Bound)	369	22.2
H.S. Students (Work Bound)	102	6.1
H.S. Graduates Not Enrolled	464	42.2
TOTAL	1271	
ALL YOUTH:		
Males (PMS + SMS)	1461	48.2
Females (FS)	326	51.8
TOTAL	1787	
PMAS:		
1st Rctg Bde	202	19.4
2nd Rctg Bde	181	20.3
4th Rctg Bde	313	26.1
5th Rctg Bde	212	18.2
6th Rctg Bde	129	16.0
16-17 Years Old	431	32.8
18-19 Years Old	278	27.9
20-21 Years Old	155	17.3
22-24 Years Old	173	22.0
TOTAL	1037	

QUARTERLY TABLES

TABLE 1

PERCENTAGE REGULARLY VIEWING OR LISTENING TO PROGRAMS WITH ARMY ADVERTISING

Table 1 shows the percentages of TV viewers and radio listeners in the sample groups who regularly watched or listened to programs on which the Army advertised during the quarter.

RESPONDENTS

- Half of the youth sample was randomly selected to receive questions about viewing and listening habits.
- Of these, only respondents who claimed to be regular television viewers (**N1**) or regular radio listeners (**N2**) are included in the table.

SPECIAL NOTES AND CAUTIONS

- The Question Key lists first quarter TV and radio shows. Changes across quarters will be shown on addenda to this information card.

(TURN OVER FOR QUESTION KEY)

TABLE 1

PERCENTAGE REGULARLY VIEWING OR LISTENING TO PROGRAMS WITH ARMY ADVERTISING

QUESTION KEY

Table Column Headings	Questionnaire Item	Variable Name
	MH-1: Do you regularly watch TV?	YTVWATCH
	(IF YES TO MH-1) MH-2: How many hours per week do you spend watching (a) programs on commercial networks such as ABC, CBS, or NBC?; (b) programs on commercial cable stations such as ESPN, MTV, USA, or TBS?	YTVHRREG YTVHRCAB
	(IF VIEWING HOURS FOR MH-2a AND b ARE NOT BOTH 0) MH-13: Please tell me if you watch any of the following TV shows regularly. Do you watch...	
David Letterman	David Letterman	YTVSH1
Fri. Night Videos	Friday Night Videos	YTVSH2
Mon. Night Football	Monday Night Football	YTVSH3
College Football	College Football	YTVSH4
Sun. Night Movie	Sunday Night at the Movies	YTVSH5

	MH-16: Now let's talk about radio listening. Do you regularly listen to the radio?	YRADLIS
	(IF YES TO MH-16) MH-17: How many hours per week do you listen to (a) AM radio?; (b) FM radio?	YRADHRAM YRADHRFM
	(IF LISTENING HOURS FOR MH-17a AND b ARE NOT BOTH 0) MH-27: Do you listen to the following programs regularly?	
American Top 40	American Top 40	YRADSH1
King Biscuit Flower Hour	King Biscuit Flower Hour	YRADSH2
Rick Dee's Top 40	Rick Dee's Top 40	YRADSH3
Metalshop	Metalshop	YRADSH4
Rockline	Rockline	YRADSH5

TABLE 1

PERCENTAGE REGULARLY VIEWING OR LISTENING TO PROGRAMS WITH ARMY ADVERTISING

SAMPLE GROUPS	N1	PLEASE TELL ME IF YOU WATCH ANY OF THE FOLLOWING TV SHOWS REGULARLY. David Letterman	Fri. Night Videos	Mon. Night Football	College Football	Sun. Night Movie	N2	DO YOU LISTEN TO THE FOLLOWING (RADIO) PROGRAMS REGULARLY? American Top 40	King Biscuit Flower Hour	Rick Dee's Top 40	Metalshop	Rockline
PNS:												
College Juniors and Seniors	36	66.8	14.8	73.4	68.6	38.4	53	37.0	22.3	28.8	17.1	17.0
College Freshmen and Sophomores	56	58.8	17.3	75.9	69.7	25.5	89	30.8	22.2	22.6	11.5	22.6
H.S. Students (College Bound)	130	30.8	34.3	73.3	61.6	36.1	161	59.7	10.3	46.6	22.7	19.0
H.S. Students (Work Bound)	31	15.4	49.6	62.9	55.9	41.5	40	66.9	13.6	60.4	42.4	32.3
H.S. Graduates Not Currently Enrolled	142	25.9	22.3	61.4	54.8	37.8	202	46.0	14.8	30.6	14.2	19.5
TOTAL	395	35.5	25.2	67.7	60.1	36.9	545	46.4	15.9	34.0	17.4	20.3
ALL YOUTH:												
Males (PNS+SNS)	453	33.7	26.5	68.3	57.6	38.8	627	47.8	15.5	34.3	18.6	22.8
Females (FS)	101	18.4	21.6	24.2	19.9	62.9	150	49.9	6.0	41.2	7.6	11.6
TOTAL	554	29.7	25.9	63.3	50.8	51.3	777	48.9	13.3	38.0	12.6	16.8
PNAS:												
1st Rctg Bde	59	24.4	24.1	81.2	50.3	39.8	93	41.7	33.6	30.4	27.7	23.4
2nd Rctg Bde	61	30.4	28.3	55.8	54.6	38.6	87	63,3	12.9	39.5	15.0	26.1
4th Rctg Bde	89	36.8	24.4	74.9	66.6	29.4	121	46.1	15.4	34.7	16.7	25.7
5th Rctg Bde	81	33.1	35.2	66.2	68.4	37.9	96	56.3	11.0	42.6	24.7	18.2
6th Rctg Bde	37	21.9	21.5	55.3	48.9	22.8	52	29.6	1.6	26.8	8.2	12.5
16-17 Years Old	152	30.5	38.4	70.0	57.9	38.3	191	61.0	10.9	50.3	26.8	24.2
18-19 Years Old	72	40.2	23.5	75.1	67.0	32.8	107	41.5	22.1	32.6	21.2	15.3
20-21 Years Old	45	17.7	23.5	43.4	35.9	26.6	76	54.1	8.1	24.4	7.9	22.0
22-24 Years Old	58	30.4	18.7	72.0	71.9	36.7	75	35.6	20.6	28.5	14.5	26.2
TOTAL	327	30.2	27.6	66.3	58.8	34.3	449	49.0	15.2	35.4	18.6	21.8

TABLE 2

(UNAIDED RECALL)
PERCENTAGE SEEING/HEARING MILITARY ADVERTISING

Table 2 shows the percentages of youth in each of the sample groups who spontaneously named each of the service branches, Army components, and/or Joint Recruiting Advertising Program advertisements when asked what military advertising they recalled. It also lists the percentages who could not remember any military advertising.

RESPONDENTS

- All youth

SPECIAL NOTES AND CAUTIONS

- None

(TURN OVER FOR QUESTION KEY)

TABLE 2

(UNAIDED RECALL)
PERCENTAGE SEEING/HEARING MILITARY ADVERTISING

QUESTION KEY

Table Column Headings	Questionnaire Item		Variable Name
--Army Components--			
	KR-1: Thinking about all forms of advertising, for which military services do you recall seeing or hearing any advertising?		
ACTIVE	(IF ANSWER TO KR-1 IS:)	Army	YUN12AR
	(IF ANSWERS ROTC TO KR-1) KR-2: You mentioned seeing or hearing advertising for the Reserve Officer's Training Corps. For which military service or services was this advertising?		YUN12RO
ROTC	(IF ANSWER TO KR-2 IS:)	Army	YKRROAR
	(IF ANSWERS NATIONAL GUARD TO KR-1) KR-3: You mentioned seeing or hearing advertising for the National Guard. For which service or services was this advertising?		YUN12NG
ARNG	(IF ANSWER TO KR-3 IS:)	Army	YKRNGAR
	(IF ANSWERS RESERVE TO KR-1) KR-4: You mentioned seeing or hearing advertising for the Reserve. For which military service or services was this advertising?		YUN12RV
USAR	(IF ANSWER TO KR-4 IS:)	Army	YKRRVAR
--Other Military Branches--			
USAF	(IF ANSWER TO KR-1 IS:)	Air Force	YUN12AF
NAVY	(IF ANSWER TO KR-1 IS:)	Navy	YUN12NA
USMC	(IF ANSWER TO KR-1 IS:)	Marine Corps	YUN12MC
USCG	(IF ANSWER TO KR-1 IS:)	Coast Guard	YUN12CG
JRAP	(IF ANSWER TO KR-1 IS:)	Joint Recruiting Advertising Program	YUN12ALL
NONE	(IF ANSWER TO KR-1 IS:)	None	YUN12NON

PERCENTAGE SEEING/HEARING MILITARY ADVERTISING

SAMPLE GROUPS	N	THINKING ABOUT ALL FORMS OF ADVERTISING, FOR WHICH MILITARY SERVICES DO YOU RECALL SEEING OR HEARING ANY ADVERTISING?									
		Army Components				Other Military Branches					
		ACTIVE	ROTC	ARNG	USAR	USAF	NAVY	USMC	USCG	JRAP	NONE
PMS:											
College Juniors and Seniors	123	89.3	3.2	11.2	11.2	66.2	72.4	66.5	6.8	11.5	0.7
College Freshmen and Sophomores	213	82.5	6.7	22.9	20.5	67.2	63.9	66.1	20.4	12.0	1.0
H.S. Students (College Bound)	369	86.8	7.3	15.4	11.8	70.3	60.5	70.3	15.9	7.4	1.7
H.S. Students (Work Bound)	102	79.4	2.4	10.4	6.5	59.9	60.0	55.7	8.8	4.2	2.2
H.S. Graduates Not Currently Enrolled	464	80.3	2.7	18.7	11.2	64.9	57.6	66.9	19.4	11.5	2.7
TOTAL	1,271	83.2	4.5	17.3	12.6	66.3	61.3	66.8	16.6	10.2	1.9
ALL YOUTH:											
Males (PMS+SMS)	1,461	82.2	4.2	16.7	11.9	64.3	59.8	65.8	15.8	9.1	2.5
Females (FS)	326	79.8	2.5	6.9	5.9	43.0	44.2	53.9	6.9	6.7	3.9
TOTAL	1,787	81.0	3.3	11.6	8.8	53.3	51.7	59.6	11.2	7.9	3.2
PMAS:											
1st Rctg Bde	202	86.9	6.1	20.5	15.9	67.2	65.7	69.3	27.4	7.7	0.6
2nd Rctg Bde	181	87.0	7.3	18.7	9.9	73.1	53.6	69.7	14.3	9.0	1.4
4th Rctg Bde	313	78.6	3.0	20.8	14.1	63.6	57.0	63.6	11.6	12.0	1.4
5th Rctg Bde	212	84.2	2.7	13.7	8.1	64.1	60.9	64.9	11.6	14.4	0.9
6th Rctg Bde	129	81.0	5.0	13.8	11.5	58.3	53.9	63.7	21.4	9.1	6.4
16-17 Years Old	431	86.6	5.7	14.5	12.2	67.8	59.7	65.4	15.8	8.3	2.6
18-19 Years Old	278	81.8	5.2	22.1	17.1	66.6	64.6	68.9	17.8	9.4	0.3
20-21 Years Old	155	87.6	5.2	12.5	8.0	64.3	53.1	65.3	17.2	8.1	3.3
22-24 Years Old	173	76.9	2.3	21.9	8.6	61.4	51.9	64.6	16.6	17.2	2.1
TOTAL	1,037	83.3	4.7	17.9	12.1	65.5	58.2	66.2	16.8	10.5	2.0

TABLE 3

(UNAIDED + AIDED RECALL)
PERCENTAGE SEEING/HEARING MILITARY ADVERTISING

Table 3 shows the percentages of youth in each sample group who spontaneously named each of the service branches, Army components, and/or Joint Recruiting Advertising Program advertisements when asked what military advertising they recalled (unaided) plus those who remembered each of the above when asked directly about them by name (aided).

RESPONDENTS

- All youth

SPECIAL NOTES AND CAUTIONS

- Aided recall questions were presented in randomized order during the interview to avoid order effects.
- In most cases, the Question Key lists two variable names for each Table Column Heading, one for unaided recall and another for aided recall. Army ROTC, Army National Guard, and Army Reserve required three variables, one for unaided recall of the component, one to specify which service, and another for aided recall.

(TURN OVER FOR QUESTION KEY)

TABLE 3

(UNAIDED + AIDED RECALL)
PERCENTAGE SEEING/HEARING MILITARY ADVERTISING

QUESTION KEY

Questionnaire Item

KR-1: Thinking about all forms of advertising, for which military services do you recall seeing or hearing any advertising?

KR-2: You mentioned seeing or hearing advertising for the Reserve Officer's Training Corps. For which military service or services was this advertising?

KR-3: You mentioned seeing or hearing advertising for the National Guard. For which service or services was this advertising?

KR-4: You mentioned seeing or hearing advertising for the Reserve. For which service or services was this advertising?

KR-5: Do you recall seeing or hearing any advertising for the Air Force?

KR-6: Do you recall seeing or hearing any advertising for the Army?

KR-7: Do you recall seeing or hearing any advertising for the Army Reserve Officer's Training Corps, that is, the Army R.O.T.C.?

KR-8: Do you recall seeing or hearing any advertising for the Army National Guard?

KR-9: Do you recall seeing or hearing any advertising for the Army Reserve?

KR-10: Do you recall seeing or hearing any advertising for the Coast Guard?

KR-11: Do you recall seeing or hearing any advertising for the Marine Corps?

KR-12: Do you recall seeing or hearing any advertising for the Navy?

KR-13: Do you recall seeing or hearing any advertising for all the services in one ad?

Table Column Headings	Items Used in Calculating Unaided & Aided Recall	Variable Name
--Army Components--		
ACTIVE	KR-1 = Army OR KR-6 = yes	YUN12AR YAIDAR
ROTC	KR-1 = ROTC and KR-2 = Army OR KR-7 = yes	YUN12RO YKRROAR YAIDARO
ARNG	KR-1 = National Guard and KR-3 = Army OR KR-8 = yes	YUN12NG YKRNGAR YAIDANG
USAR	KR-1 = Reserve and KR-4 = Army OR KR-9 = yes	YUN12RV YKRRVAR YAIDARV
--Other Military Branches--		
USAF	KR-1 = USAF OR KR-5 = yes	YUN12AF YAIDAF
NAVY	KR-1 = Navy OR KR-12 = yes	YUN12NA YAIDNA
USMC	KR-1 = USMC OR KR-11 = yes	YUN12MC YAIDMC
USCG	KR-1 = USCG OR KR-10 = yes	YUN12CG YAIDCG
JRAP	KR-1 = one ad for all services OR KR-13 = yes	YUN12ALL YAIDALL

TABLE 3

Knowledge/Recall (Unaided + Aided)

PERCENTAGE SEEING/HEARING MILITARY ADVERTISING

SAMPLE GROUPS	N	Unaided Recall (Table 2) plus Aided Recall: DO YOU RECALL SEEING OR HEARING ANY ADVERTISING FOR (BRANCH/COMPONENT)? Army Components ACTIVE	ROTC	ARNG	USAR	Other Military Branches USAF	NAVY	USMC	USCG	JRAP
PMS:										
College Juniors and Seniors	123	94.3	63.2	62.3	70.9	76.3	87.9	85.5	37.5	60.3
College Freshmen and Sophomores	213	91.8	56.1	72.3	74.2	87.3	84.9	89.6	55.6	66.6
H.S. Students (College Bound)	369	95.7	46.5	67.9	73.3	90.1	83.8	88.5	45.8	61.0
H.S. Students (Work Bound)	102	94.8	46.6	62.9	74.2	86.5	83.3	79.0	56.1	47.5
H.S. Graduates Not Currently Enrolled	464	93.9	42.7	70.8	76.5	89.0	78.2	86.1	54.7	57.9
TOTAL	1,271	94.0	48.6	68.9	74.6	87.2	82.1	86.7	50.9	59.7
ALL YOUTH:										
Males (PMS+SMS)	1,461	93.3	48.2	69.0	73.6	86.3	80.4	85.7	50.7	57.4
Females (FS)	326	92.0	47.5	58.9	70.9	72.8	68.5	76.3	44.7	45.2
TOTAL	1,787	92.6	47.8	63.8	72.2	79.3	74.2	80.8	47.6	51.1
PMAS:										
1st Rctg Bde	202	96.5	47.1	71.5	80.1	92.2	86.7	88.1	61.3	69.6
2nd Rctg Bde	181	95.6	48.9	78.2	80.4	90.0	71.2	90.8	49.5	48.5
4th Rctg Bde	313	92.0	49.5	70.9	71.9	85.4	86.5	87.8	47.2	60.5
5th Rctg Bde	212	95.6	34.8	60.7	63.5	93.0	80.8	85.7	51.5	58.3
6th Rctg Bde	129	91.3	44.0	61.7	76.5	81.8	75.0	80.5	51.6	60.5
16-17 Years Old	431	96.4	48.2	66.5	74.1	89.3	82.7	85.1	49.7	59.4
18-19 Years Old	278	92.7	47.8	70.8	71.5	87.5	85.2	89.5	55.1	59.9
20-21 Years Old	155	91.7	41.5	74.3	75.3	84.1	70.9	84.3	43.2	51.3
22-24 Years Old	173	94.4	41.1	67.0	77.8	91.9	78.9	88.5	58.0	65.3
TOTAL	1,037	94.1	45.4	69.2	74.4	88.5	80.5	86.9	51.9	59.4

TABLE 4

PERCENTAGE ANSWERING KNOWLEDGE OF ARMY OFFERS AND BENEFITS QUESTIONS CORRECTLY

Table 4 shows the percentages of youth in each sample group who knew the correct answers to questions about Army eligibility and benefit offers.

RESPONDENTS

- Half of the youth sample was randomly selected to answer knowledge of Army offers and benefits questions.

SPECIAL NOTES AND CAUTIONS

- The Question Key lists first quarter knowledge questions. Changes or substitutions across quarters will be shown on addenda to this information card.

- Respondents who answered correctly that 17 year old high school juniors are eligible to join the Army Reserve or Army National Guard (KA-8) were assumed to know that high school graduation is not required before joining these Army components (KA-9). Although not asked question KA-9, their numbers were added to those who answered KA-9 correctly.

- Respondents who did not know that college money can be earned by enlisting in the Army (KA-7) were assumed not to know how much can be earned (KA-1) nor how the Army compares with other services in terms of education benefits (KA-3). Although not asked questions KA-1 and KA-3, their numbers were added to those who answered these questions incorrectly.

- Respondents who did not know that college money can be earned by enlisting in the Army Reserve or Army National Guard (KA-11) were assumed not to know how much can be earned (KA-12). Although not asked question KA-12, their numbers were added to those who answered the question incorrectly.

(TURN OVER FOR QUESTION KEY)

TABLE 4

PERCENTAGE ANSWERING KNOWLEDGE OF ARMY OFFERS AND BENEFITS QUESTIONS CORRECTLY
[Correct Answers Shown in Brackets]

QUESTION KEY

Table Column Headings	Questionnaire Item	Variable Name
--Active Army Knowledge--		
If Enlist Eligible for College $	KA-7: Is it possible to earn money for college by enlisting in the Army? [Yes]	YKAEARN
Total Education Benefits	(IF YES TO KA-7) KA-1: How much do you think can be earned through Army education benefits? [$15,000+]	YKAEDBEN
Army Benefits Better?	(IF YES TO KA-7) KA-3: Do you think Army education benefits are more, less or about the same as the Navy, Air Force, or Marines offer? [More]	YKASAME
Offer GI Bill	KA-4: Please tell me whether or not each of the following offers the "GI Bill"?	
ARMY	Army [Yes]	YKAGIAR
USAF	Air Force [Yes]	YKAGIAF
NAVY	Navy [Yes]	YKAGINA
USMC	Marines [Yes]	YKAGIMA
Minimum Duty Tour	KA-5: What is the minimum number of years that a new recruit has to serve on active duty in the Army? [2]	YKAYEARS
Delayed Entry Allowed	KA-6: Is it possible to sign up for the Army and actually start serving up to one year later? [Yes]	YKADEP
--Army Reserve and Army National Guard Knowledge--		
17 Year Old Eligible to Join	KA-8: Are 17 year old high school juniors eligible to join the Army Reserve or Army National Guard? [Yes]	YKARGJUN
H.S. Graduation Required	(IF NO TO KA-8) KA-9: Is high school graduation required before joining the Army Reserve or Army National Guard? [No]	YKARGHS
Scholar Athlete Sponsor	KA-10: Who sponsors the "Scholar-Athlete Award Program"? Is it the Marine Corps, National Guard, Army Reserve, Air Force, or Navy? [Army Reserve]	YKAWARD
If Enlist Eligible for College $	KA-11: Can qualified people who join the Army Reserve or Army National Guard receive money for college? [Yes]	YKARGCOL
Maximum GI Bill College $	(IF YES TO KA-11) KA-12: What is the maximum amount of money for college that qualified people who join the Army Reserve or Army National Guard can receive under the "GI Bill"? [$4,000-$5,999]	YKARGGI

PERCENTAGE ANSWERING KNOWLEDGE OF ARMY OFFERS AND BENEFITS QUESTIONS CORRECTLY

SAMPLE GROUPS	N	Active Army Knowledge: If Enlist Eligible for College $	Total Education Benefits	Army Benefits Better?	Offer GI Bill: ARMY	USAF	NAVY	USMC	Minimum Duty Tour	Delayed Entry Allowed	Army Reserve and Army National Guard Knowledge: 17 Year Old Eligible to Join	H.S. Graduation Required	Scholar Athlete Sponsor	If Enlist Eligible for College $	Maximum GI Bill College $
PMS:															
College Juniors and Seniors	70	95.6	29.8	9.4	83.4	49.7	47.5	51.3	34.2	97.4	51.1	62.0	25.7	88.6	14.0
College Freshmen and Sophomores	107	93.6	29.2	12.0	84.7	53.2	55.3	60.5	33.6	90.7	62.3	77.9	30.6	92.8	17.1
H.S. Students (College Bound)	181	94.4	27.5	16.1	90.3	48.0	42.3	60.3	41.2	84.7	60.0	79.5	34.6	88.2	9.9
H.S. Students (Work Bound)	50	89.2	23.4	14.4	89.0	61.7	61.8	68.2	29.1	80.0	59.6	79.6	37.6	83.5	13.6
H.S. Graduates Not Currently Enrolled	244	96.3	26.2	9.5	87.3	50.6	52.5	58.1	40.3	90.4	61.5	74.1	29.2	85.5	11.7
TOTAL	652	95.0	27.3	11.6	87.1	51.0	50.7	58.6	37.9	89.6	59.0	74.6	30.6	87.6	12.6
ALL YOUTH:															
Males (PMS+SMS)	742	94.3	25.4	11.5	85.9	51.2	50.6	58.5	37.4	86.9	60.2	74.6	30.3	87.0	12.2
Females (FS)	162	92.1	16.7	12.2	76.2	54.0	49.1	49.0	31.1	80.2	62.7	74.0	27.3	82.5	11.3
TOTAL	904	93.2	23.8	11.8	84.8	52.7	49.8	55.5	34.1	83.4	61.5	74.3	28.8	84.6	11.7
PMAS:															
1st Rctg Bde	104	96.1	26.4	13.9	82.3	50.0	48.5	51.3	43.2	84.9	61.5	73.0	29.8	89.8	18.5
2nd Rctg Bde	87	94.3	26.9	13.5	94.2	40.6	54.8	75.1	26.0	86.3	51.1	64.8	30.3	84.9	8.3
4th Rctg Bde	160	95.4	23.3	10.4	83.7	50.4	41.1	55.1	37.1	93.0	65.1	80.5	31.1	87.1	8.5
5th Rctg Bde	109	97.3	25.5	12.5	89.3	54.5	54.8	54.2	48.0	87.1	68.0	81.7	40.1	89.5	14.8
6th Rctg Bde	64	88.7	19.2	13.9	87.2	49.5	55.9	56.8	32.6	80.3	52.4	71.9	27.5	85.1	9.7
16-17 Years Old	214	93.8	26.8	14.2	89.6	52.0	47.9	63.9	37.0	82.6	57.7	79.8	31.5	86.8	10.4
18-19 Years Old	143	95.2	23.5	16.6	87.0	47.5	47.4	56.1	42.7	90.8	69.9	81.6	38.7	88.3	14.7
20-21 Years Old	76	94.2	22.5	12.5	87.5	37.1	54.0	64.3	27.1	83.2	49.3	61.7	23.6	90.7	14.0
22-24 Years Old	91	95.6	23.4	6.2	83.6	54.9	53.0	49.6	39.4	92.5	61.4	70.3	31.1	84.4	8.5
TOTAL	524	94.7	24.4	12.6	87.2	48.9	50.1	58.6	37.3	87.1	60.2	74.8	31.8	87.3	11.7

TABLE 5

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY"
WITH ACTIVE ARMY ATTRIBUTE STATEMENTS

Table 5 shows the percentages of youth in selected sample groups who agreed either somewhat or completely with statements about attributes of the active Army.

RESPONDENTS

- To reduce respondent burden, a subsample of youth received questions about their perceptions of active Army attributes. Selection was dependent on educational category (see The ACOMS Survey Design).
- College Juniors and Seniors were excluded from responding to questions about the active Army as shown by the N/A entries in the top row of the table.

SPECIAL NOTES AND CAUTIONS

- Attribute statements were presented in random order during the interview to avoid order effects.
- The attributes shown in the Question Key may change over time. If so, addenda to this information card will be provided.

(TURN OVER FOR QUESTION KEY)

TABLE 5

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY"
WITH ACTIVE ARMY ATTRIBUTE STATEMENTS

QUESTION KEY

Table Column Headings	Questionnaire Item	Variable Name
	PE-1: I am going to read you a list of statements describing different things the Army might offer. Please tell me how much you disagree or agree that the Army offers each item on the list. A "1" means that you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat, and a "5" means you agree completely. The Army offers...	
Job Variety	a wide variety of opportunities to find a job you can enjoy?	YAWIDE
Physical Challenge	a physically challenging environment?	YAPHYS
Proud Experience	an experience you can be proud of?	YAPROUD
Step Btwn HS & Col.	an advantage over going right from high school to college?	YASTEP
Leader Skills	an opportunity to develop leadership skills?	YALEADER
Hi-Tech Equipment	the chance to work with the latest high-tech equipment?	YAHITECH
Civilian Career	a great value in your civilian career development?	YACIVCAR
Self Confidence	an excellent opportunity to develop self-confidence?	YASELCON
Develop Potential	the opportunity to develop your potential?	YAPOTEN
Mental Challenge	a mentally challenging experience?	YAMENTAL
Mature & Responsible	an opportunity for you to become more mature and responsible?	YAMATURE
Skill Training	many opportunities for training in useful skill areas?	YATRAIN
Hi-Trained Co-workers	many chances to work with highly trained people?	YAHIQUAL
Money for Ed.	an excellent opportunity to obtain money for a college or vocational education?	YACASHED

TABLE 5

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY" WITH ACTIVE ARMY ATTRIBUTE STATEMENTS

SAMPLE GROUPS	N	Job Variety	Physical Challenge	Proud Experience	Step Btwn HS & Col.	Leader Skills	Hi-Tech Equipment	Civilian Career	Self Confidence	Develop Potential	Mental Challenge	Mature & Responsible	Skill Training	Hi-Trained Co-workers	Money for Ed.
PMS:															
College Juniors and Seniors	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
College Freshmen and Sophomores	152	48.3	88.3	65.9	32.4	73.5	80.3	51.4	71.0	63.3	60.2	74.1	66.8	68.3	76.1
H.S. Students (College Bound)	369	62.1	85.1	71.7	43.1	73.5	83.0	57.2	72.6	76.2	67.0	80.8	76.9	79.3	81.7
H.S. Students (Work Bound)	102	72.4	84.3	82.4	62.3	78.8	88.6	75.2	78.6	79.6	82.6	91.5	86.2	80.8	87.2
H.S. Graduates Not Currently Enrolled	464	51.4	80.6	67.8	43.9	66.6	70.7	46.4	68.0	63.7	61.4	72.2	67.3	69.1	69.3
TOTAL	1,087	55.1	83.4	69.5	42.9	70.5	76.9	52.1	70.5	67.9	64.1	76.1	71.0	72.4	75.0
ALL YOUTH:															
Males (PMS+SMS)	1,277	55.4	83.0	70.4	44.1	70.8	76.8	53.2	71.3	68.2	64.5	77.0	72.0	73.2	74.4
Females (FS)	299	63.2	80.5	75.5	51.3	71.4	82.1	62.5	71.1	68.9	69.8	76.6	75.0	76.9	69.8
TOTAL	1,576	59.6	81.7	73.1	48.0	71.1	79.7	58.2	71.2	68.6	67.4	76.8	73.6	75.2	71.9
PMAS:															
1st Rctg Bde	191	45.1	86.8	70.8	35.5	70.0	76.6	45.5	71.8	63.3	65.7	69.5	67.7	69.5	74.4
2nd Rctg Bde	170	68.7	89.7	79.7	57.5	82.6	88.0	68.6	80.1	76.6	76.9	85.9	81.8	84.5	82.6
4th Rctg Bde	298	59.9	80.5	64.8	40.6	70.0	80.2	53.3	66.6	66.7	66.5	74.2	70.7	74.8	75.0
5th Rctg Bde	197	62.3	86.4	75.9	51.9	78.0	78.1	60.0	68.8	76.1	68.2	82.0	78.4	76.9	80.0
6th Rctg Bde	122	47.5	74.2	60.3	37.4	57.7	68.8	41.5	64.3	64.0	52.4	70.8	56.6	61.8	65.1
16-17 Years Old	429	61.8	83.9	71.7	45.6	71.7	82.4	57.8	71.4	74.4	68.6	80.2	77.1	77.2	81.8
18-19 Years Old	237	57.3	86.9	72.0	39.1	77.4	81.9	58.2	72.3	68.7	63.1	77.7	71.7	73.9	78.9
20-21 Years Old	142	54.9	79.9	66.0	50.6	67.3	69.8	47.5	68.4	62.0	65.6	72.7	64.1	70.2	73.0
22-24 Years Old	170	51.7	82.3	69.4	44.6	69.5	76.7	48.8	68.1	67.8	68.0	72.3	68.1	72.1	64.8
TOTAL	978	57.1	83.7	70.3	44.5	72.0	78.8	54.1	70.4	69.3	66.5	76.5	71.4	74.0	75.7

TABLE 6

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY"
WITH ARMY ROTC ATTRIBUTE STATEMENTS

Table 6 shows the percentages of youth in selected sample groups who agreed either somewhat or completely with statements about the Army Reserve Officer's Training Corps.

RESPONDENTS

- To reduce respondent burden, a subsample of youth received questions about their perceptions of Army Reserve Officer's Training Corps attributes. Selection was dependent on educational category (see The ACOMS Survey Design).
- Respondents who indicated they had never heard of the Army Reserve Officer's Training Corps were excluded.
- "H.S. Students (Work Bound)" and "H.S. Graduates Not Currently Enrolled" were excluded from the entire table because of their high contributions to the variance.
- Percentages for "H.S. Students (Work Bound)" and "H.S. Graduates Not Currently Enrolled" will be included in the annual report.

SPECIAL NOTES AND CAUTIONS

- Percentages for 20-21 and 22-24 year old PMAS youth are not provided because they have insufficient sample sizes to produce reliable estimates.
- Attribute statements were presented in random order during the interview to avoid order effects.
- The attributes listed below may change over time. If so, addenda to this information card will be provided.

(TURN OVER FOR QUESTION KEY)

TABLE 6

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY"
WITH ARMY ROTC ATTRIBUTE STATEMENTS

QUESTION KEY

Table Column Headings	Questionnaire Item	Variable Name
	Next I will read you a few statements describing different things that the Army Reserve Officer's Training Corps on the college campus might offer. Please tell me how much you disagree or agree that officer's training offers each item on the list. A "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat, and a "5" means you agree completely. The Army Reserve Officer's Training Corps on the college campus provides...	
--ROTC Offers--		
Leader Skills	leadership and management training?	YRLEADER
Self Confidence	the opportunity to develop self-confidence?	YRSELCON
College Elective	a college elective that can be taken together with other college courses?	YRELECT
Officer's Commission	an officer's commission in the active Army, Army Reserve, or the Army National Guard?	YROFFCOM

	Being an officer in the United States Army means different things to different people. Please tell me how much you disagree or agree that being an officer offers each item on the list. A "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat, and a "5" means you agree completely. Being an officer in the United States Army provides...	
--Officer Benefits--		
Job Variety	a wide variety of job opportunities?	YOWIDE
Proud Experience	experiences you can be proud of?	YOPROUD
Use College Skills	the opportunity to use your college acquired skills?	YOUSECOL
Use Own Judgment	the opportunity to make changes and use your own judgment?	YOINNOV

TABLE 6

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY" WITH ARMY ROTC ATTRIBUTE STATEMENTS

SAMPLE GROUPS	N	ROTC Offers: Leader Skills	ROTC Offers: Self Confidence	ROTC Offers: College Elective	ROTC Offers: Officer's Commission	Officer Benefits: Job Variety	Officer Benefits: Proud Experience	Officer Benefits: Use College Skills	Officer Benefits: Use Own Judgment
PMS:									
College Juniors and Seniors	96	57.1	53.2	72.5	72.4	43.4	65.7	45.1	44.1
College Freshmen and Sophomores	96	50.3	68.2	73.4	76.1	59.1	78.9	66.9	58.1
H.S. Students (College Bound)	128	56.3	74.6	77.0	75.2	72.6	74.7	75.9	74.4
TOTAL	320	54.0	65.8	74.2	74.8	58.6	73.9	63.3	58.9
ALL YOUTH:									
Males (PMS+SMS)	320	54.0	65.8	74.2	74.8	58.6	73.9	63.3	58.9
Females (FS)	37	69.5	71.4	85.3	55.5	52.4	84.1	78.0	55.9
TOTAL	357	59.2	67.7	77.9	68.3	56.5	77.4	68.3	57.9
PMAS:									
1st Rctg Bde	37	30.8	77.6	89.4	80.0	79.6	84.1	83.4	55.2
2nd Rctg Bde	39	63.7	67.1	75.9	70.9	61.4	72.1	73.1	62.6
4th Rctg Bde	66	48.7	68.3	64.0	74.8	61.2	81.1	54.7	62.9
5th Rctg Bde	46	68.0	78.1	68.8	84.8	60.0	83.8	77.5	76.3
6th Rctg Bde	32	53.6	58.5	76.8	63.9	60.3	58.7	68.7	69.2
16-17 Years Old	118	55.9	73.5	78.9	75.0	69.9	73.8	76.6	75.0
18-19 Years Old	72	48.6	70.9	70.1	79.5	65.0	82.8	64.8	55.9
20-21 Years Old	22	*	*	*	*	*	*	*	*
22-24 Years Old	8	*	*	*	*	*	*	*	*
TOTAL	220	51.9	70.3	74.4	75.3	64.8	77.1	70.4	64.6

NOTE: This table excludes H.S. Students (Work Bound) and H.S. Graduates Not Currently Enrolled.

TABLE 7

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY" WITH ARMY RESERVE ATTRIBUTE STATEMENTS

Table 7 shows the percentages of youth in selected sample groups who agreed either somewhat or completely with statements about attributes of the Army Reserve.

RESPONDENTS

- To reduce respondent burden, a subsample of youth received questions about their perceptions of Army Reserve attributes. Selection was dependent on educational category (see The ACOMS Survey Design).
- Respondents who indicated they had never heard of the Army Reserve were excluded.

SPECIAL NOTES AND CAUTIONS

- Table 7 includes only totals for the main sample categories PMAS, PMS, PMS+SMS, and ALL YOUTH because sample sizes were not sufficient to allow reliable estimates for smaller subcategories.
- Attributes were presented in random order during the interview to avoid order effects.
- The attributes listed in the Question Key may change over time. If so, addenda to this information card will be provided.

(TURN OVER FOR QUESTION KEY)

TABLE 7

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY" WITH ARMY RESERVE ATTRIBUTE STATEMENTS

QUESTION KEY

Table Column Headings	Questionnaire Item	Variable Name
	Now, I am going to read you a list of things the United States Army Reserve might offer. Please tell me how much you disagree or agree that the United States Army Reserve offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat, and a "5" means you agree completely. The United States Army Reserve offers...	
Job Variety	a wide variety of opportunities to find a job you can enjoy?	YVWIDE
Proud Experience	an experience you can be proud of?	YVPROUD
Leader Skills	an opportunity to develop leadership skills?	YVLEADER
Civilian Career	a great value in your civilian career development?	YVCIVCAR
Self Confidence	an excellent opportunity to develop self-confidence?	YVSELCON
Develop Potential	the opportunity to develop your potential?	YVPOTEN
Mental Challenge	a mentally challenging experience?	YVMENTAL
Mature & Responsible	an opportunity to become more mature and responsible?	YVMATURE
Skill Training	many opportunities for training in useful skill areas?	YVTRAIN
Hi-Trained Co-workers	many chances to work with highly trained people?	YVHIQUAL
Money for Ed.	an excellent opportunity to obtain money for a college or vocational education?	YVCASHED
Serve in Hometown	an opportunity to serve America while staying in your own hometown?	YVHOME
Serve Community	a chance to serve your own community?	YVSERCOM
Exciting Weekends	interesting and exciting weekends?	YVWEEKEN

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY" WITH ARMY RESERVE ATTRIBUTE STATEMENTS

SAMPLE GROUPS	N	Job Variety	Proud Experience	Leader Skills	Civilian Career	Self Confidence	Develop Potential	Mental Challenge	Mature & Responsible	Skill Training	Hi-Trained Co-workers	Money for Ed.	Serve in Hometown	Serve Community	Exciting Weekends
PMAS Total	150	43.2	66.1	69.4	56.1	67.8	63.1	61.4	70.3	65.7	67.9	63.6	68.8	54.1	41.8
PMS Total	173	38.2	58.3	62.0	52.1	68.0	60.7	53.6	63.6	65.1	59.8	63.4	63.8	48.5	39.2
PMS + SMS Total	192	39.2	54.2	56.1	48.9	64.0	56.1	49.6	57.0	62.1	60.9	61.9	60.6	50.1	36.8
All Youth Total	231	46.3	64.3	66.9	53.9	71.7	59.4	60.9	68.3	66.1	70.9	62.6	65.7	60.5	47.4

- The Army Reserve does not appear to have a very strong brand image. Agreement with statements about Army Reserve attributes ranges from approximately 40% agreement to 70%.
- Youth in all four sample categories tend to agree that the Army Reserve offers opportunities for gaining self-confidence. All are relatively unlikely to agree that the Reserve offers job variety and interesting and exciting weekends.
- Overall, more PMAS youth have positive perceptions of the Army Reserve than PMS or combined PMS+SMS youth. This difference is probably because the latter two group totals include college juniors and seniors who, on the whole, tend to have somewhat more negative opinions of military service.

TABLE 8

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY"
WITH ARMY NATIONAL GUARD ATTRIBUTE STATEMENTS

Table 8 shows the percentages of youth in selected sample groups who agreed either somewhat or completely with statements about attributes of the Army National Guard.

RESPONDENTS

- To reduce respondent burden, a subsample of youth received questions about their perceptions of Army National Guard attributes. Selection was dependent on educational category (see The ACOMS Survey Design).
- Respondents who indicated they had never heard of the Army National Guard were excluded.

SPECIAL NOTES AND CAUTIONS

- Table 8 includes only totals for the main sample categories PMAS, PMS, PMS+SMS, and ALL YOUTH because sample sizes were not sufficient to allow reliable estimates for smaller subcategories.
- Attributes were presented in random order during the interview to avoid order effects.
- The attributes listed in the Question Key may change over time. If so, addenda to this information card will be provided.

(TURN OVER FOR QUESTION KEY)

TABLE 8

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY"
WITH ARMY NATIONAL GUARD ATTRIBUTE STATEMENTS

QUESTION KEY

Table Column Headings	Questionnaire Item	Variable Name
	Now, I am going to read you a list of things the United States Army National Guard might offer. Please tell me how much you disagree or agree that the United States Army National Guard offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat, and a "5" means you agree completely. The Army National Guard offers...	
Job Variety	a wide variety of opportunities to find a job you can enjoy?	YGWIDE
Proud Experience	an experience you can be proud of?	YGPROUD
Leader Skills	an opportunity to develop leadership skills?	YGLEADER
Civilian Career	a great value in your civilian career development?	YGCIVCAR
Self Confidence	an excellent opportunity to develop self-confidence?	YGSELCON
Develop Potential	the opportunity to develop your potential?	YGPOTEN
Mental Challenge	a mentally challenging experience?	YGMENTAL
Mature & Responsible	an opportunity to become more mature and responsible?	YGMATURE
Skill Training	many opportunities for training in useful skill areas?	YGTRAIN
Hi-Trained Co-workers	many chances to work with highly trained people?	YGHIQUAL
Money for Ed.	an excellent opportunity to obtain money for a college or vocational education?	YGCASHED
Serve in Hometown	an opportunity to serve America while staying in your own hometown?	YGHOME
Serve Community	a chance to serve your own community?	YGSERCOM
Exciting Weekends	interesting and exciting weekends?	YGWEEKEN

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY" WITH ARMY NATIONAL GUARD ATTRIBUTE STATEMENTS

SAMPLE GROUPS	N	Job Variety	Proud Experience	Leader Skills	Civilian Career	Self Confidence	Develop Potential	Mental Challenge	Mature & Responsible	Skill Training	Hi-Trained Co-workers	Money for Ed.	Serve in Hometown	Serve Community	Exciting Weekends
PMAS Total	131	45.9	63.1	62.8	47.6	61.0	58.5	60.6	68.9	55.7	56.3	56.9	68.7	59.5	53.7
PMS Total	150	42.6	62.4	61.7	45.4	60.9	54.9	57.4	68.5	54.1	56.2	57.8	69.0	57.4	49.4
PMS + SMS Total	169	41.6	62.5	61.2	45.0	62.8	55.7	57.5	68.5	54.9	56.0	58.0	67.4	57.5	49.7
All Youth Total	224	40.5	63.7	58.4	45.3	59.3	61.3	62.0	74.4	61.1	63.0	57.8	65.9	56.6	41.2

- The Army National Guard does not appear to have a very strong brand image. Agreement with statements about Army National Guard attributes ranges from approximately 40% agreement to 70%.
  - Agreement is highest in all four groups with statements that the Army National Guard provides opportunities for becoming more mature and responsible and for serving America while remaining at home.
  - Least frequent agreement is shown for statements that the Army National Guard provides job variety, civilian career development, and interesting and exciting weekends. These findings are also common to all four sample groups shown in Table 8.

TABLE 9

PERCENTAGE TAKING ACTIONS RELATING TO ENLISTMENT
DURING THE PAST SIX MONTHS

Table 9 shows the percentages of youth in each of the sample groups who had taken specified actions relating to enlistment during the six months preceding their interviews.

RESPONDENTS

- All youth

SPECIAL NOTES AND CAUTIONS

- None

(TURN OVER FOR QUESTION KEY)

TABLE 9

PERCENTAGE TAKING ACTIONS RELATING TO ENLISTMENT DURING THE PAST SIX MONTHS

QUESTION KEY

Table Column Headings	Questionnaire Item	Variable Name
Talked to Anyone of Joining Army	BE-1: In the past six months, have you talked with anyone about possibly joining the Army?	YBATALK

	BE-2: With whom have you talked?	YBAREC
	(IF ANSWER RECRUITER TO BE-2) BE-8: Was the recruiter you spoke with an Army Recruiter?	YBMRECAR
Talked to an Army Recruiter	OR	
	(IF RECRUITER NOT MENTIONED IN BE-2) BE-7: In the past six months, have you talked to an Armed Forces recruiter about military service?	YBMREC
	(IF ANSWER YES TO BE-7) BE-8: Was the recruiter you spoke with an Army Recruiter?	YBMRECAR

Taken ASVAB	BE-12: In the past six months, have you taken a written test for the Army, such as the Armed Services Vocational Aptitude Battery?	YBATEST
Visited Army Recruiting Station	BE-11: In the past six months, have you visited an Army recruiting station?	YBAVISIT
Toll-Free Call Sent for Gift	BE-10: In the past six months, have you responded to an Army ad by calling a toll-free number or sending for a gift?	YBAGIFT

PERCENTAGE TAKING ACTIONS RELATING TO ENLISTMENT DURING THE PAST SIX MONTHS

SAMPLE GROUPS	N	Talked to Anyone of Joining Army	Talked to an Army Recruiter	Taken ASVAB	Visited Army Recruiting Station	Toll-Free Call Sent for Gift
PMS:						
College Juniors and Seniors	123	7.6	4.1	4.5	1.9	0.9
College Freshmen and Sophomores	213	24.6	16.8	14.9	6.9	2.5
H.S. Students (College Bound)	369	37.1	15.3	15.6	7.7	6.1
H.S. Students (Work Bound)	102	32.4	14.0	13.5	6.9	8.4
H.S. Graduates Not Currently Enrolled	464	16.9	10.9	7.1	4.3	4.4
TOTAL	1,271	22.5	12.2	10.4	5.4	4.3
ALL YOUTH:						
Males (PMS+SMS)	1,461	22.3	11.7	9.8	5.9	4.3
Females (FS)	326	10.4	5.0	4.0	4.1	1.4
TOTAL	1,787	16.1	8.2	6.8	4.9	2.8
PMAS:						
1st Rctg Bde	202	22.7	17.0	10.2	9.6	2.0
2nd Rctg Bde	181	31.4	15.5	16.5	7.1	6.5
4th Rctg Bde	313	20.4	9.9	11.0	5.2	4.3
5th Rctg Bde	212	41.5	20.7	15.2	5.5	6.9
6th Rctg Bde	129	16.6	8.6	6.8	2.3	2.6
16-17 Years Old	431	36.0	16.6	14.5	7.9	5.6
18-19 Years Old	278	31.9	19.2	15.3	6.9	5.8
20-21 Years Old	155	19.4	12.1	12.1	4.1	5.2
22-24 Years Old	173	10.2	5.9	4.1	3.7	0.6
TOTAL	1,037	26.3	14.2	12.0	6.0	4.5

TABLE 10

PERCENTAGE WITH INTENTION TO ENLIST IN ARMY COMPONENTS

Table 10 shows the percentages of youth in each sample group classified as having Army enlistment intentions. Unaided intention to enlist in the Army was measured by asking respondents about their future career plans. Those who volunteered that they might be enlisting in any of the Army components were considered to have Unaided Intention to enlist. Aided Intention was measured by calculating the percentages who said they would definitely or probably enlist when asked directly whether they planned to join the Army.

RESPONDENTS

- All youth with one exception:
  - Aided Intention: Youth who answered that they were not likely to attend college were not asked whether they might join the Army Reserve Officer's Training Corps because college attendance is mandatory for participating in Reserve Officer's Training courses.

SPECIAL NOTES AND CAUTIONS

- None of the intention to enlist percentages reported here are directly comparable to the propensity measures reported in the Youth Attitude Tracking Study because of question and age grouping differences.
- Computation of Unaided Intention
  - Respondents were considered to have General Unaided Intention to enlist in the Army if they volunteered that they might be joining the military service within the next few years and if they named the Army when asked which branch.
  - Active Army, Army Reserve, and Army National Guard were distinguished by asking respondents who indicated General Unaided Intention to enlist in the Army what type of service they might join.
- Computation of Aided Intention
  - The Aided Intention columns totaled responses to four questions that named the Army components and asked respondents how likely it was that they would be serving in that component during the next few years. Answers of DEFINITELY and PROBABLY were counted as Aided Intention to enlist in that particular component.
  - General Aided Intention is a measure composed of responses to the four individual component questions. Respondents who answered DEFINITELY or PROBABLY to one or more of the four questions were considered to have a General Aided Intention to enlist in the Army.

(TURN OVER FOR QUESTION KEY)

TABLE 10

PERCENTAGE WITH POSITIVE INTENTION TO ENLIST IN ARMY COMPONENTS

QUESTION KEY

Table Column Headings	Questionnaire Item	Variable Name
--Unaided Intention--		
	IP-1: Now let's talk about your plans for the next few years. What do you think you might be doing?	YIPDOMIL
	(IF ANSWERS JOINING THE MILITARY/SERVICE TO IP-1) IP-3: You said you might be joining the military. Which branch of the service would that be?	YPBRAN1
General Intention	(IF ANSWER TO IP-3 IS:) Army	
	(IF ANSWERS ARMY TO IP-3) IP-4: What type of service would that be? Would it be...	YPCOMP1
Active Army	(IF ANSWER TO IP-4 IS:) Active Duty	
USAR	(IF ANSWER TO IP-4 IS:) the Reserve, or	
ARNG	(IF ANSWER TO IP-4 IS:) the National Guard?	

--Aided Intention--		
General Intention	(IF ANSWERS "DEFINITELY" OR "PROBABLY" TO ONE OR MORE OF THE FOLLOWING QUESTIONS)	
Active Army	IP-8: How likely is it that you will be serving on active duty in the Army? Would you say definitely, probably, probably not, or definitely not?	YPROBAR
USAR	IP-10: How likely is it that you will be serving in the Army Reserve? Would you say definitely, probably, probably not, or definitely not?	YPROBARV
ARNG	IP-9: How likely is it that you will be serving in the Army National Guard? Would you say definitely, probably, probably not, or definitely not?	YPROBANG
Army ROTC	IP-11A: How likely is it that you will receive an officer's commission through participation in the Army Reserve Officer's Training Corps, or Army ROTC?	YPROBCOM

PERCENTAGE WITH INTENTION TO ENLIST IN ARMY COMPONENTS

SAMPLE GROUPS	N	Unaided Intention: General Intention	Unaided Intention: Active Army	Unaided Intention: USAR	Unaided Intention: ARNG	Aided Intention: General Intention	Aided Intention: Active Army	Aided Intention: USAR	Aided Intention: ARNG	Aided Intention: Army ROTC
PMS:										
College Juniors and Seniors	123	0.0	0.0	0.0	0.0	9.1	2.8	4.2	5.0	3.0
College Freshmen and Sophomores	213	0.9	0.3	0.3	0.3	12.4	5.3	5.4	4.3	7.0
H.S. Students (College Bound)	369	2.2	1.5	0.5	0.2	33.6	19.0	17.0	12.9	22.8
H.S. Students (Work Bound)	102	7.4	5.8	0.0	1.5	41.6	33.3	23.3	19.9	N/A
H.S. Graduates Not Currently Enrolled	464	0.6	0.0	0.2	0.5	18.4	9.7	9.2	10.1	13.0
TOTAL	1,271	1.4	0.8	0.2	0.4	21.0	11.6	10.5	9.7	13.0
ALL YOUTH:										
Males (PMS+SMS)	1,461	1.6	0.9	0.3	0.4	23.2	12.9	11.9	11.0	14.3
Females (FS)	326	0.3	0.0	0.3	0.0	8.0	3.6	5.8	3.5	7.5
TOTAL	1,787	0.9	0.4	0.3	0.2	15.3	8.1	8.7	7.1	10.7
PMAS:										
1st Rctg Bde	202	0.6	0.0	0.0	0.6	14.8	5.5	7.5	6.5	9.7
2nd Rctg Bde	181	2.3	1.2	0.5	0.6	32.8	19.5	17.0	18.9	22.8
4th Rctg Bde	313	1.4	0.7	0.5	0.2	17.0	10.2	9.1	5.6	14.2
5th Rctg Bde	212	1.8	1.4	0.0	0.4	30.0	23.3	13.7	10.1	17.7
6th Rctg Bde	129	1.4	1.4	0.0	0.0	24.8	9.6	12.4	12.7	13.8
16-17 Years Old	431	4.0	2.5	0.7	0.7	30.7	18.0	15.4	11.8	19.7
18-19 Years Old	278	0.7	0.3	0.0	0.5	22.2	13.9	11.7	10.6	13.6
20-21 Years Old	155	0.0	0.0	0.0	0.0	19.5	12.7	13.9	11.5	11.1
22-24 Years Old	173	0.0	0.0	0.0	0.0	16.9	6.6	4.7	7.4	12.5
TOTAL	1,037	1.5	0.9	0.2	0.4	23.4	13.5	11.8	10.4	15.4

TABLE 11

PERCENTAGE RATING OPPORTUNITIES "SOMEWHAT IMPORTANT" OR "VERY IMPORTANT" TO PLANS FOR THE NEXT YEAR

Table 11 shows the percentages of youth in each sample group who rated each of eighteen opportunities as either somewhat or very important to their plans for the next year.

RESPONDENTS

- All youth

SPECIAL NOTES AND CAUTIONS

- Opportunities were presented in random order during the interview to avoid order effects.
- The opportunities shown in the Question Key may change across time. If so, addenda to this information card will be provided.

(TURN OVER FOR QUESTION KEY)

TABLE 11

PERCENTAGE RATING OPPORTUNITIES "SOMEWHAT IMPORTANT" OR "VERY IMPORTANT" TO PLANS FOR THE NEXT YEAR

QUESTION KEY

Table Column Headings	Questionnaire Item	Variable Name
	IA-1: In thinking about your plans for the next year, please tell me how important it is that you have opportunities for the following things? Use a scale from 1 to 5 where a "1" means it is not at all important and "5" means it is very important.	
Physical Challenge	having a physical challenge?	YIPHYS
Hi-Trained Co-workers	working with highly trained people?	YIHIQUAL
Money for Ed.	earning money for college or vocational school?	YICASHED
Skill Training	training in useful skill areas?	YITRAIN
Self Confidence	developing self-confidence?	YISELCON
Serve Country	serving your country?	YICNTRY
Leader Skills	developing leadership skills?	YILEADER
Hi-Tech Equipment	a chance to work with the latest high-tech equipment?	YIHITECH
Proud Experience	having experiences you can be proud of?	YIPROUD
Develop Potential	developing your potential?	YIPOTEN
Civilian Career	helping your career development?	YICIVCAR
Serve Community	serving your own community?	YISERCOM
Exciting Weekends	having weekend excitement?	YIWEEKEN
Serve in Hometown	staying in your own hometown?	YIHOME
Step Btwn HS & Col.	a stepping stone between high school and college?	YISTEP
Mature & Responsible	becoming more mature and responsible?	YIMATURE
Use Own Judgment	the opportunity to make changes and use your own judgment?	YIINNOV
Mental Challenge	having a mental challenge?	YIMENTAL

PERCENTAGE RATING OPPORTUNITIES "SOMEWHAT IMPORTANT" OR "VERY IMPORTANT" TO PLANS FOR THE NEXT YEAR

SAMPLE GROUPS	N	Physical Challenge	Hi-Trained Co-workers	Money for Ed.	Skill Training	Self Confidence	Serve Country	Leader Skills	Hi-Tech Equipment	Proud Experience	Develop Potential	Civilian Career	Serve Community	Exciting Weekends	Serve in Hometown	Step Btwn HS & Col.	Mature & Responsible	Use Own Judgment	Mental Challenge
PMS:																			
College Juniors and Seniors	123	72.2	82.2	61.4	65.0	84.8	48.9	84.6	55.3	83.2	95.9	98.3	54.3	71.8	23.8	29.7	74.9	87.1	92.1
College Freshmen and Sophomores	213	76.5	80.8	69.3	76.4	87.7	58.0	83.6	64.1	86.4	94.7	93.9	62.3	74.7	25.5	36.5	83.8	88.2	89.5
H.S. Students (College Bound)	369	80.9	80.0	83.0	85.2	88.0	68.6	80.6	72.4	88.2	91.9	92.5	70.8	77.8	35.2	56.3	88.8	90.3	85.2
H.S. Students (Work Bound)	102	83.5	81.6	68.5	84.6	88.3	68.5	75.2	76.0	91.2	90.5	91.4	65.6	80.4	43.3	54.9	90.2	86.7	75.3
H.S. Graduates Not Currently Enrolled	464	76.7	76.9	50.0	78.1	87.9	56.6	78.7	58.1	85.8	94.4	92.6	64.1	72.8	45.3	40.9	81.0	89.8	85.8
TOTAL	1,271	77.5	79.8	63.2	78.2	87.5	59.3	80.5	63.1	86.4	93.8	93.4	64.2	74.6	36.9	43.0	83.0	89.1	86.4
ALL YOUTH:																			
Males (PMS+SMS)	1,461	76.9	79.0	62.2	78.2	87.1	59.9	79.7	64.0	86.9	93.0	92.9	64.1	74.0	38.3	43.7	83.2	88.8	84.1
Females (FS)	326	66.7	77.0	71.9	79.0	91.5	52.4	75.3	58.2	89.3	89.8	91.8	70.0	71.0	46.8	49.5	90.6	91.9	81.3
TOTAL	1,787	71.6	78.0	67.3	78.6	89.4	56.0	77.4	61.8	88.1	91.3	92.3	67.2	72.4	42.7	46.7	87.0	90.4	82.7
PMAS:																			
1st Rctg Bde	202	80.1	77.1	66.7	82.2	88.7	56.3	76.1	62.0	85.9	95.6	96.2	62.0	78.5	41.9	40.4	85.2	89.2	84.2
2nd Rctg Bde	181	80.5	84.8	71.4	82.4	92.7	76.0	86.2	72.4	91.5	94.8	93.5	76.3	77.7	35.3	46.3	90.4	93.0	84.6
4th Rctg Bde	313	80.1	72.6	63.6	80.4	87.5	53.3	77.2	66.0	85.2	92.1	90.9	60.2	77.1	35.5	42.3	82.2	88.3	85.8
5th Rctg Bde	212	81.7	77.3	65.8	86.0	91.1	71.0	85.9	64.1	91.6	92.7	94.5	74.4	76.5	48.7	51.7	90.1	90.1	84.4
6th Rctg Bde	129	70.4	79.9	56.1	76.7	80.1	55.8	74.4	57.5	83.8	91.0	89.7	61.6	72.3	37.1	47.1	79.8	87.3	86.2
16-17 Years Old	431	81.6	79.4	78.7	84.8	88.5	67.6	80.2	73.6	89.9	92.2	93.9	66.7	78.6	35.2	53.8	88.5	90.5	83.7
18-19 Years Old	278	76.7	79.8	71.4	78.8	87.8	63.0	78.8	62.6	85.7	92.1	90.2	67.5	74.5	37.1	42.3	85.5	88.7	85.6
20-21 Years Old	155	75.5	78.2	59.8	82.0	86.1	61.4	84.1	64.6	86.8	92.9	95.9	67.6	79.1	35.5	35.9	86.1	85.4	84.2
22-24 Years Old	173	80.3	73.3	40.5	79.9	90.2	53.3	77.7	54.7	87.0	96.6	92.5	64.5	74.5	51.5	43.5	80.5	92.7	87.0
TOTAL	1,837	78.9	78.0	65.8	81.6	88.3	62.1	79.9	64.8	87.6	93.3	92.9	66.6	76.6	39.4	45.2	85.5	89.6	85.0

Oct. Nov. Dec. 1986

TABLE 12

Knowledge/Recall (Unaided)

PERCENTAGE SEEING/HEARING MILITARY ADVERTISING
(PMAS ONLY)

MONTHS	N	THINKING ABOUT ALL FORMS OF ADVERTISING, FOR WHICH MILITARY SERVICES DO YOU RECALL SEEING OR HEARING ANY ADVERTISEMENTS?									
		Army Components				Other Military Branches					
		ACTIVE	ROTC	ARNG	USAR	USAF	NAVY	USMC	USCG	JRAP	NONE
October	231	83.4	8.7	12.9	14.8	68.1	54.5	66.4	16.0	15.5	3.2
November	473	83.7	5.1	21.8	10.2	65.5	58.9	64.0	14.5	10.8	1.3
December	333	82.9	1.9	16.6	12.6	63.8	59.8	68.6	19.9	7.2	1.9
TOTAL	1,037	83.3	4.7	17.9	12.1	65.5	58.2	66.2	16.8	10.5	2.0

Oct. Nov. Dec. 1986

TABLE 13

Perceptions (Active Army)

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY" WITH ACTIVE ARMY ATTRIBUTE STATEMENTS
(PMAS ONLY)

MONTHS	N	Job Variety	Physical Challenge	Proud Experience	Step Btwn HS & Col.	Leader Skills	Hi-Tech Equipment	Civilian Career	Self Confidence	Develop Potential	Mental Challenge	Mature & Responsible	Skill Training	Hi-Trained Co-workers	Money for Ed.
October	219	57.7	87.1	75.1	42.0	69.5	77.8	53.7	72.6	72.9	66.3	81.0	77.1	73.8	76.0
November	446	55.7	83.0	66.1	41.6	72.3	80.7	50.2	71.9	68.1	65.6	74.8	69.2	73.8	74.6
December	313	58.5	82.2	72.1	49.3	73.1	77.3	58.9	67.4	68.3	67.6	75.5	70.4	74.2	76.8
TOTAL	978	57.1	83.7	70.3	44.5	72.0	78.8	54.1	70.4	69.3	66.5	76.5	71.4	74.0	75.7

PERCENTAGE WITH INTENTION TO ENLIST IN ARMY COMPONENTS
(PMAS ONLY)

MONTHS	N	Unaided Intention: General Intention	Unaided Intention: Active Army	Unaided Intention: USAR	Unaided Intention: ARNG	Aided Intention: General Intention	Aided Intention: Active Army	Aided Intention: USAR	Aided Intention: ARNG	Aided Intention: Army ROTC
October	231	2.0	2.0	0.0	0.0	21.5	12.9	9.8	9.8	10.4
November	473	1.2	0.7	0.3	0.1	21.1	12.5	9.3	9.3	15.6
December	333	1.6	0.5	0.3	0.9	27.1	14.9	15.7	12.1	18.1
TOTAL	1,037	1.5	0.9	0.2	0.4	23.4	13.5	11.8	10.4	15.4

Note. Summary text and interpretation of the monthly PMAS totals shown in Tables 12, 13, and 14 will be deferred until sufficient data accumulate.

THE WESVAR PROCEDURE (VERSION 0.95)

ABSTRACT

The WESVAR procedure computes survey estimates and their associated sampling error statistics for user-specified characteristics using balanced repeated half-sample replication (BRR).

SPECIFICATIONS

The following statements are used with the WESVAR procedures:

```
PROC WESVAR options;
VAR variables;
WEIGHT variables;
BY variables;
COMPUTE newvariable = arithmetic expression; and
NEWLABEL newvariable = 'label'.
```

PROC WESVAR Statement

PROC WESVAR options

The following options may be specified on the PROC statement:

DATA-SASdataset	names the SAS data set to be used as input
OUTEST=SASdataset	requests that WESVAR create a new SAS data set containing estimates for the full sample and for each replicate.

OUTSTAT=SASdataset	requests that WESVAR create a new SAS data set containing full-sample estimates and sampling error statistics.
NOPRINT	suppresses the normal printed output.
PRINTREP	requests that WESVAR print the estimates for each replicate.
FPC=n	specifies a finite population correction factor to be used in calculating the sampling error statistics. The value specified for FPC must be greater than or equal to zero and less than one.
ALPHA=p	specifies the alpha level for confidence intervals. The value specified for ALPHA must be greater than 0 and less than or equal to .20. If no ALPHA level is given, .05 is used.

VAR Statement

VAR variables;

Statistics are calculated for each numeric variable listed on the VAR statement. If a VAR statement is not used, all numeric variables on the input data set are analyzed, except for those listed in a BY statement or WEIGHT statement

WEIGHT Statement

WEIGHT variables;

The WEIGHT statement supplies a list of SAS variables that contain the weights to be used for the analysis. The variable containing the full-sample weight must be listed first, followed by the variables containing the replicate weights. The WEIGHT

statement, which is required, must include at least two variables.

BY Statement

BY variables;

A BY statement may be used with PROC WESVAR to obtain separate analyses on observations defined by the BY variables.

COMPUTE Statement

COMPUTE newvariable = arithmetic expression.

The COMPUTE statement allows the user to obtain estimates for "computed" variables--i.e., new variables whose estimates are computed arithmetically from the estimated values of one or more numeric variables on the input data set. For instance, if the input data set contains the variables STUDENTS and TEACHERS, an estimate of student/teacher ratio could be obtained as follows:

COMPUTE ST_RATIO = STUDENTS / TEACHERS;

The left side of the COMPUTE statement consists of a SAS variable name, which may not duplicate any of the names specified on the VAR statement. These new variables may be given labels by using the NEWLABEL statement (see below).

The right side of the COMPUTE statement consists of a SAS arithmetic expression. This expression may contain the names or one or more numeric variables present on the input data set, whether or not listed on the VAR statement or numeric constants. Variables which have been defined on the left side of a previous compute statement may also be used. The expression may include

any of the five standard arithmetic operators. Normal rules of precedence govern the order of evaluation; parentheses may be used to change this order if desired.

NEWLABEL Statement

```
NEWLABEL newvariable = 'label'
```

The NEWLABEL statement allows the user to supply variable labels for variables created in COMPUTE statements. Only one variable may be labeled in a single NEWLABEL statement; however, any number of these statements may be included in your program. Note that the text of the label must be enclosed in quotation marks.

APPENDIX A

USE OF SUMMATION SIGNS

This appendix introduces sigma (Σ) notiation for analysts wishing to pursue the details of ACOMS sample weighting. In statistics it is frequently necessary to make use of formulas involving sums of numerous quantities. As a shorthand substitute for writing out each of these sums at length, statisticians make use of the Greek letter Σ to indicate a summation. As a general rule, whenever this symbol appears, it means that all quantities appearing to the right of it should be summed. Rather than using completely different letters for each quantity being summed (for example, a,b,c,d,e,f,...), statisticians ordinarily make use of a single letter (usually X,Y, or Z), together with a subscript i,j, or k which can take on any numerical values we please. Usually, although not always, the first score will be symbolized by X_1, the second by X_2, and so forth. We can then make use of Σ as follows:

$$\sum_{i=1}^{N} X_i = X_1 + X_2 + X_3 + \cdots + X_N$$

for summing successive values 1,2,3 up to N. Similarly, one might write

$$\sum_{i=3}^{8} X_i = X_3 + X_4 + X_5 + X_6 + X_7 + X_8$$

In this latter case, analysts have been instructed to add the scores of the third through the eighth observations.

If the usual rules of algebra are followed, it is possible to derive certain rules that must apply to summations. Most of these rules are stated below with little or no explanation, since

many obviously follow from the definition of Σ and very simple rules of algebra.

1. $$\sum_{i=1}^{N} X_i^2 = X_1^2 + X_2^2 + X_3^2 + \cdots + X_N^2$$

2. $$\sum_{i=1}^{N} X_i Y_i = X_1 Y_1 + X_2 Y_2 + X_3 Y_3 + \cdots + X_N Y_N$$

3. $$\sum_{i=1}^{N} (X_i + Y_i) = (X_1 + Y_1) + (Y_2 + Y_2) + \cdots + (X_N + Y_N)$$
$$= (X_1 + X_2 + \ldots + X_N) + (Y_1 + Y_2 + \cdots + Y_N)$$
$$= \sum_{i=1}^{N} X_i + \sum_{1=i}^{N} Y_i$$

4. $$\sum_{i=1}^{N} (X_i - Y_i) = \sum_{i=1}^{N} X_i - \sum_{i=1}^{N} Y_i \qquad \text{(see 3)}$$

5. $$\sum_{i=1}^{N} (X_i + Y_i)^2 = \sum_{i=1}^{N} (X_i^2 + 2X_i Y_i + Y_i^2)$$
$$= \sum_{i=1}^{N} X_i^2 + \sum_{i=1}^{N} 2X_i Y_i + \sum_{i=1}^{N} Y_i^2$$

NOTE: The factor 2 can be taken out of the second term, giving

$$2 \sum_{i=1}^{N} X_i Y_i \qquad \text{(see 6)}$$

6. $$\sum_{i=1}^{N} kX_i = kX_1 + kX_2 + \cdots + kX_N$$
$$= k(X_1 + X_2 + \cdots + X_N) = k \sum_{i=1}^{N} X_i$$

7. $$\left(\sum_{i=1}^{N} X_i\right)^2 = (X_1+X_2+\ldots+X_N)^2$$

$$= X_1^2 + X_2^2 + \cdots + X_N^2 + 2X_1X_2 + 2X_1X_3 + \cdots + 2X_{N-1}X_N$$

$$= X_1^2 + X_2^2 + \cdots + X_N^2$$

In other words, one must distinguish between

$$\sum_{i=1}^{N} X_i^2 \quad \text{and} \quad \left(\sum_{i=1}^{N} X_i\right)^2$$

We may also sometimes find it convenient to express a sum in terms of a double summation over two indices i and j. Each quantity to be summed can be written with a double subscript (ij). The quantity $\sum_{i=1}^{N}\sum_{j=1}^{M} X_{ij}$ means that we first sum the second subscript j from 1 to M, and then, working outwards, we sum i from 1 to N. Thus

$$\sum_{i=1}^{N}\sum_{j=1}^{M} X_{ij} = \sum_{i=1}^{N} (X_{i1}+X_{i2}+X_{i3}+\cdots+X_{iM})$$

$$= (X_{11}+X_{12}+\cdots+X_{1M}) + (X_{21}+X_{22}+\cdots+X_{2M}) + \cdots + (X_{N1}+X_{N2}+\cdots+X_{NM})$$

Similarly,

$$\sum_{i=1}^{N}\left(\sum_{j=1}^{M} X_{ij}\right)^2 = \sum_{i=1}^{N} (X_{i1}+X_{i2}+\cdots+X_{iM})^2$$

APPENDIX B

COMPUTATION OF SAMPLE ADJUSTMENT WEIGHTS

This appendix provides the interested analyst further information regarding ACOMS sample weights. The following steps detail how the sample adjustment weights for ACOMS were computed.

1. Classify the selected clusters into three groups. Group 1 should consist of all clusters which were originally selected from the AT&T tape. Group 2 should include all clusters selected from Donnelley frame 1, and group 3 should consist of all clusters selected from Donnelley frame 2. Compute the average number of screened households per cluster for each of the groups. The average for each group is equal to the sum of screened households over all clusters in the group divided by the number of clusters in the group. For every cluster in each group, compute

   INITWGHT = Average number of screened households per cluster for the group divided by the actual number of screened households in the cluster

2. Multiply households with two or more telephone numbers by the factor of 1/2. The initial weight is then equal to

   INITWGHT = INITWGHT * 1/2 if household has more than two telephone numbers

INITWGHT = INITWGHT * 1 otherwise

3. Multiply female youth by the factor of 5.

INITWGHT = INITWGHT * 5 if female
INITWGHT = INITWGHT * 1 otherwise

4. Match the selected clusters against the Hispanic Donnelley frames. Denote all clusters included in the Hispanic Donnelley frame 1 as Donnelley clusters, frame 1, and all clusters included in Donnelley frame 2 as Donnelley clusters, frame 2. Refer to the rest of the clusters as Non-Donnelley clusters.

5. Multiply all Hispanic males in Donnelley clusters by the factor of 0.2091 if the cluster is in frame 1, and by the factor of 0.3794 if the cluster is in frame 2.

INITWGHT = INITWGHT * 0.2091 if Hispanic youth
from Donnelley clusters, frame 1

INITWGHT = INITWGHT * 0.3794 if Hispanic youth
from Donnelley clusters, frame 2

INITWGHT = INITWGHT * 1 otherwise

6. Calculate weighted sums, WGHTSUM, using the initial weights (INITWGHT) by post-strata cells. Use these weighted sums (adjusted sample sizes) as cell entries for raking. Compute the population values, say POPSUM, for post-strata cells by raking.

7. The final weight, post-strata adjusted weight, is equal to the following:

FULLWGHT = INITWGHT * POPSUM/WGHTSUM.

For perception modules, media habits, slogan recognition, and knowledge modules, compute the following factors:

8. For perception modules by component, divide the total sample to the following groups;

- Current College Juniors and Seniors,
- Current Freshmen and sophomores in a two or four year college,
- High school diploma students, college bound,
- High school diploma students, not college bound,
- High school diploma graduates, not enrolled,
- Not high school diploma graduates,
- College Juniors and seniors, not enrolled in a 4 year college, and
- Others

9. For each referent of the perception module, compute a factor by the above groups. The factor should be equal to the weighted total sample of respondents, by group, divided by the weighted sample for the group in the component. The weights are the FULLWGHTs computed in step 7. For example, for the USAR referent, the factor for high school students college bound is equal to the weighted total sample of respondents for high school students college bound divided by the

weighted sample size (weighted subsample) of high school students college bound who responded to USAR module.

10. For the rotating modules (media habits, slogan recognition, and knowledge), the factor is equal to the weighted total sample of respondents divided by the weighted sample who responded to the rotating module.

11. The final weight for rotating modules and referents in the percentions module is equal to the FULLWGHT multiplied by the factor computed for the rotating modules and perceptions referents for each individual in the sample.

APPENDIX C

THE METHOD OF RAKING (ITERATIVE PROPORTIONAL FITTING)

This appendix provides a general description of raking for marginal post-stratification adjustments. The algorithm and an example for raking with two variables is given.

Post-stratification for the ACOMS sample involves five variables, age, race, sex, Bde, and education, with a total of 1,080 cells in the post-strata. There is a practical problem in calculating post-stratification weights (separate cell-by-cell adjustment) when the number of crosstabulation cells is very large. Some of the sample sizes may be zero; others may be very small, (e.g., one or two). The resulting separate class weighting adjustments, therefore, can be extremely variable and unstable because of the sparse spread of the sample over the classes. To avoid this problem raking is used.

Raking is an iterative procedure that creates weights in which the weighted sample estimates equal population controls for the marginal totals of the post-strata without ensuring the equality for each of the crosstabulation cells. That is, weighting will ensure that weighted marginal distributions of Bde, age, race, sex, and education class will conform to those in the population with no attempt to achieve exact agreement between sample and population in the crosstabulation cells (Bde by age, by race, by sex, and by education). The raking procedure has also been used under the name of iterative proportional fitting (IPF) in contingency analysis. The raking algorithm proceeds by proportionately weighting the cell values so that each margin is satisfied in turn. Each step starts with the result of the previous step. The process terminates when all equations are satisfied to the degree desired.

Raking with Two Characteristics

To illustrate the use of raking we consider two characteristics (variables), one with I and the other with J categories. The population and sample joint distributions for these two variables are shown in the following two tables.

	Population					Sample				
	1	2	...	J	Total	1	2	...	J	Total
1	W_{11}	W_{12}	...	W_{1j}	$W_{1\cdot}$	m_{11}	m_{12}	...	m_{1j}	$m_{1\cdot}$
2	W_{21}	W_{22}	...	W_{2j}	$W_{2\cdot}$	m_{21}	m_{22}	...	m_{2j}	$m_{2\cdot}$
.	.	.		.	.	.	.		.	.
.	.	.		.	.	.	.		.	.
.	.	.		.	.	.	.		.	.
I	W_{I1}	W_{I2}	...	W_{IJ}	$W_{I\cdot}$	m_{I1}	m_{I2}	...	m_{IJ}	$m_{I\cdot}$
Tot	$W_{\cdot 1}$	$W_{\cdot 2}$	...	$W_{\cdot J}$	1	$m_{\cdot 1}$	$m_{\cdot 2}$	...	$m_{\cdot J}$	1

where $m_{ij}=n_{ij}/n$, nij is the sample size for (i,j) cell, and n is the total sample size. The sample distribution is given by m_{ij}, with marginal totals $m_{i\cdot}$ and $m_{\cdot j}$; and the corresponding population joint distribution over the two variables is given by W_{ij} with marginal distributions W_i and W_j. The objective of raking is to introduce weights to make the weighted sample marginal distributions equal to $W_{i\cdot}$ and $W_{\cdot j}$. One algorithm for the procedure is as follows:

1 - Multiply each sample cell in row i, i=1,2,3,...,I, by the factor W_i/m_i. The weighted column marginal distribution becomes W_i. The sample row distribution becomes:

$$\sum_{i=1}^{I} m_{ij} \frac{W_{i\cdot}}{m_{i\cdot}} = \sum_{i=1}^{I} m_{ij}(1) = m_{\cdot j}(1)$$

2 - Weight the sample units in each cell in column j, j=1,2,3,...,J by the factor $W_{.j}/m_j^{(1)}$. The weighted row distribution becomes $W_{.j}$. The column distribution is no longer $W_{i.}$, but has changed to:

$$\sum_{j=1}^{J} m_{ij}(1) \frac{W_{ij}}{m_{.j}(1)} = \sum_{j=1}^{J} m_{ij}(2) = m_{i.}(2)$$

3 - Return to the first step and apply it to $m_{ij}^{(2)}$ values.

4 - Continue the process for four or five cycles and terminate.

For example, let i=1 or 2, and j=1,2 or 3. Consider the following population and sample distributions:

	Population				Sample			
	1	2	3	Total	1	2	3	Total
1	.05	.05	.15	.25	.05	.30	.10	.45
2	.10	.25	.40	.75	.05	.35	.15	.55
Total	.15	.30	.55	1.00	.10	.65	.25	1.00

The steps in raking are as follows:

1 - Multiply each cell in row 1 by the factor .25/.45, and each cell in row 2 by .75/.55. The sample distribution becomes:

	Sample			
	1	2	3	Total
1	.03	.17	.05	.25
2	.07	.48	.20	.75
Total	.10	.65	.25	1.00

2 - Multiply each cell in column 1 by the factor .15/.10, column 2 by .30/.65, and column 3 by .55/.25. The sample distribution becomes:

	Sample			
	1	2	3	Total
1	.05	.08	.11	.24
2	.10	.22	.44	.76
Total	.15	.30	.55	1.00

3 - Return to step 1, and continue the process for four or five iterations.

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ACOMS INTERVIEWERS' TRAINING MANUAL

QUESTION-BY-QUESTION SPECIFICATION

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PB88107

THE ARMY COMMUNICATIONS OBJECTIVES MEASUREMENT SYSTEMS [ACOMS]

CATI Questionnaire Specifications

April 1, 1987

Westat, Inc.

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1. INTRODUCTION TO ACOMS

1.1 Background and Purpose of the Study

Since the beginning of the All Volunteer Force in 1974, military recruitment has relied heavily on advertising directed at youths and their parents. Each year, the Army makes a sizable investment in the development and placement of advertising communications intended to convey favorable images of the Army and to thereby increase the likelihood that eligible youth will enlist. The Army Communications Objectives Measurement Surveys [ACOMS] is the first in-depth effort to assess the effectiveness of these Army communications.

ACOMS is a three year project which will track whether Army communications (ranging from television and magazine advertisements to letters and postcards mailed to high school students) bring about change in the knowledge, attitudes, and behavior of youth and their parents. The project will also assess the role that advertising plays in a youth's eventual decision to join the Army.

The study is being conducted for the Army Research Institute in Washington, D.C. The audience for the study includes recruiting and advertising officials in the four Army components--the Active Army, the Army Reserve, the Army Reserve Officer's Training Corps (ROTC), and the Army National Guard.

2. DATA COLLECTION

2.1 Sample Selection

There are two samples for this study, one of youth and one of parents. Both will be located through a national random digit dial screening procedure used to identify households which contain at least one person 13 to 24 years of age. Young men and women eligible for immediate interview are 16 to 24 years old, but because the study will continue for several years, we are also interested in locating 13-15 year old youths who can be interviewed once they turn 16. During this screening step, a series of questions about the person's prior military service (if any), school enrollment, educational attainment, and sex, race and ethnicity, will be asked to determine whether the person is eligible for inclusion in the study. The Computer Assisted Telephone Interview (CATI) system will automatically determine whether one or more youths will be selected by the CATI system to be interviewed. CATI will also select some youths to be reinterviewed next year.

The second sample consists of parents of some of the young men selected for the study.

2.2 Random Digit Dial Technique

During the ACOMS Survey, we will be using the random digit dial telephone technique to randomly select households within the contiguous United States. This is a process by which the computer automatically selects random telephone numbers. Once these numbers are generated, they become the study sample and **only** those numbers are eligible to be called.

2.3 Data Collection Sequence

The telephone screening questions will be the first contact a household has with the ACOMS study. If the screening questions identify a household member eligible for one of the samples, the interviewer should attempt to conduct the interview at that time. As already mentioned a portion of the youths will be randomly selected by CATI for reinterview. While it is not the interviewer's responsibility to obtain cooperation for the subsequent interviews the respondents should feel positive about the current interview and willing to participate in the followup.

3. HOUSEHOLD SCREENING

3.1 Interviewer Tasks

For the household screening phase of the ACOMS Study you will:

- Call assigned numbers and determine which of them are for residential phones;
- Conduct a short screening interview with an adult member of the household; and
- Record the results of all telephone calls on the CATI system.

Each of these tasks is described in greater detail in later chapters of this manual.

3.2 Explanation of Key Terms

During the screening phase of this survey, you do two types of screening: you screen telephone numbers to identify those which are residential; and you screen households -- the people who live in the residences containing the residential phone -- by administering the Household Screening Questionnaire. Some of the key terms relating to these two types of screening are explained below.

- **Eligible Telephone Number**: The **only** telephone numbers eligible for this survey are those generated through the random digit dial procedures. **Only** a telephone number which appears on the CATI screen is an *eligible* number. If you learn from a recording that a number has been changed, the new number is **not** eligible.

- **Residential Phone**: A residence is any place where people live on a permanent basis. A residential phone is a phone located in a residence and used **primarily** for private, non-business purposes, or for both private and business purposes. Thus, a phone is **not**

a residential phone if it is located in a place of business such as an office building. Insurance agents, real estate salespersons, and other self-employed persons often have phones in their homes for use in their business dealings; such phones are considered residential.

- **Eligible Household**: A household includes all of the persons who live in the housing unit served by a residential phone. All households contacted by dialing an eligible telephone number are eligible for the Household Screening Questionnaire.

- **Group Quarters**: Nursing homes, dormitories, and fraternity houses in which many unrelated adults share a single telephone are examples of group quarters. If you reach a phone that services all of the residents in group quarters, the *persons* living in the group quarters are **not** eligible for the Screening Questionnaire. Even if the phone you reach is in a **private** room at a nursing home, the person answering is not eligible for the Household Screening Interview.

- **Eligible Respondent**: Any adult-sounding member of a contacted household can answer the questions in the screener portion of the questionnaire. If one or more youths 16 to 24 years of age are located and selected into a sample by the CATI system, the rest of the interview appropriate for these persons will be conducted with the selected youth. If the youth's parent is also selected by the CATI system to be interviewed, only the parent, him/herself, may respond to the items on the parental questionnaire.

- **Target Youth**: A youth in the household who is between the ages of 16 and 20 and is either currently in high school or is a high school diploma graduate. One parent of the *target youth* will be interviewed. If more than one youth in the household meets the criteria for *target youth*, CATI will automatically randomly select one.

4. CONTACT/NON-CONTACT PROCEDURES

4.1 Overview

The recordkeeping system for the ACOMS Study will be enhanced by the use of the CATI scheduler. The computer will provide the initial work assignment, and once an interim or final status has been acquired, you will code that status into the computer. This enables us to keep a record of all cases. The scheduler will monitor the needs of the active telephone numbers (those that require additional calls or specialized treatment).

Because you will be interviewing using the CATI system, the amount of paperwork you need to complete and keep track of is greatly reduced. You will enter all the information, such as result codes and comments, directly into the computer. CATI will know the status of every case and will schedule assignments for you.

4.2 Result Codes

You will record the result of the call/interview by using one of the codes listed on the result code screen (see Question by Question Specifications).

4.2.1 Interviewer Codes

The following codes will be manually assigned by interviewers, using the result code screen (see Exhibit 1).

EXHIBIT 1

999.999 RSLTCODE

[ENTER THE RESULT CODE USING THE DEFINITIONS PROVIDED BELOW.]

( )

1. RING/NO ANSWER
2. REFUSAL/BREAKOFF
3. BUSY
4. CALLBACK - NO APPOINTMENT
5. CALLBACK - APPOINTMENT
6. LANGUAGE PROBLEM
8. PROBLEM

NR. NON-RESIDENTIAL
NW. NON-WORKING NUMBER

RESULT CODES

CODE	WHAT IT IS	THE RESULT
1	Ring, No Answer - If after six rings, no one answers the phone, you will use this code. You should also use this code if you reach an answering machine.	The case is classified as "dead" for the remainder of the shift. You will move on to the next case assigned by the computer.
2	Refusal/Breakoff - You will use this code when a respondent refuses to participate. You will also use this code if the respondent "breaks off" the interview in progress.	You will be asked to complete a Non-Interviewing Report Form (NIRF) regarding the refusal. The case will be temporarily retired until refusal conversion is conducted.
3	Busy - If after dialing, you get a busy signal, you will use this code.	The case will automatically be assigned for callback in 15 minutes. You will move on to the next case.
4	Callback, No Appointment - You will use this code when you call a number but cannot complete the interview and the person you talk to does not give you a specific time or day to call back. You will also use this code when you have completed part of the interview but must call back to complete the remainder.	You will be asked to suggest a time for callback (i.e., day, evening, weekend). The case will automatically be assigned for callback during that time. You will move on to the next case.
5	Callback, Appointment - You will use this code when you call a number and receive a specific day and time to call back to the respondent. You will also use this code when the questionnaire is not complete and you obtain a specific time to call back to complete the remainder.	You will be asked to record the date and time for callback. The case will automatically be assigned for callback at that time. You will move on to the next case.

CODE	WHAT IT IS	THE RESULT
6	Language Problem - You will use this code whenever there is or will be some difficulty communicating with the respondent. This can include language difficulty, speech or hearing problems.	You will be asked to make comments concerning the situation. The case will be assessed by a supervisor.
8	Problem - You will use this code any time there is a problem with the interview and no other code is appropriate. In most cases, you will be instructed to use this code by a supervisor.	You will be asked to make comments regarding the situation. The case will be temporarily retired and reviewed by supervisory and project staff before reassignment.
C	Completed - You will use this code when you have completed the screener. A complete means all pertinent questions have been answered.	Case is retired.
NR	Nonresidential - You will use this code if you find that the phone number is used for non-residential purposes only.	Case is retired
NW	Nonworking - You will use this code if you determine the phone number is not a working number.	Case is retired.

4.2.2 CATI assigned Codes

The following final codes will be assigned automatically by CATI.

(7) New Telephone Number - If a main interview respondent moves and you are given a new number, this code will be assigned. The scheduler will bring this case back again in fifteen minutes, with the new telephone number listed as the number to call.

(9) Tracing Needed - If a main interview respondent moves and no new number is known, this code is assigned.

(12) Other person in household refused - If a "2" (Initial Refusal) code is assigned to one main interview respondent, all other respondents in the same household are assigned a code "12" by the **computer**. This is used the next time the household is called to indicate that there was an initial refusal and which persons did or did not actually refuse.

(C1) Screener Complete - This code will be assigned when the screener has been completed and at least one respondent has been chosen for the main interview.

(C2) Screener Complete - If the screener is complete, and no one has been chosen for the main interview, there is at least one 13-15 year old in the household, this result code will be assigned.

(I) Ineligible - If no one in the household is eligible to be interviewed, you will be skipped out of the questionnaire at the designated spot and an ineligible code will automatically be entered into the system.

(UG) Undergraduate Housing - This code is assigned automatically by CATI when it is determined that the telephone number is located in a dormitory or other undergraduate student housing.

(UL) Respondent Unlocatable - This result code will be assigned when all tracing attempts to locate the main interview respondent have failed.

5. POTENTIAL SURVEY PROBLEMS

5.1 Contact Problems

When calling assigned telephone numbers, you may learn in several different ways that a number is, or has become, non-working. This section describes the situations that may arise during the screening process in which you may learn that a number is non-working and explains the procedures for verifying that the number is non-working and assigning the *NW* and *NR* codes.

- Number has been changed to a new number - If you reach an assigned number where a recording tells you that the number has been changed to a new number, **do not call the new number.** Simply code the case as *NW*. For a random digit dialing operation, we are interested only in the outcomes obtained from calling telephone numbers which are presented on the CATI screen.

- Telephone number is for a teen phone - Treat the teen phone as if it were residential.

- Telephone number is for a data phone - If you get a high-pitched constant tone, you have reached a computer. This number should be coded as *NR*.

5.2 Problems Associated With Interviewing Respondents

- Subject says she/he has already been interviewed - Ask the subject: (1) if there is another phone number in the house and if so, obtain the number; (2) ask when s/he was contacted; and (3) ask the nature of the survey and the questions asked to make sure that the subject is referring to the ACOMS Study. Code this as an "other" problem and describe the situation in *Comments*.

- Subjects you know personally - Most subjects are willing to discuss all matters freely with a professional interviewer if the interviewer is a stranger. However, if the interviewer is an acquaintance, the subject may not answer questions frankly. DO NOT interview any acquaintance of yours. Set an appointment for someone else to call back later.

5.3 Setting Appointments

You may set an appointment for a callback to a subject at any time during the hours when the ACOMS Study will be in operation. Your supervisor will inform you of these hours. If a subject requests a callback at a time when the study is not operating, explain that we will not be interviewing at that time and request an alternate time for the appointment.

If the person who requests a callback is eligible to be the subject for the Screening Questionnaire, be sure to mention that it will take only a few minutes to complete the screener and suggest completing it while you have the subject on the phone. If the respondent nevertheless requests a callback, go ahead and arrange it for a convenient time.

6. ANSWERING RESPONDENT'S QUESTIONS

The introduction preceding the Household Screening Questionnaire contains the basic information that must be given to all subjects before you conduct the screening interview. Key points covered in the introduction include:

- That you are calling on behalf of the federal government.
- That the purpose of the study is to collect information about the career plans of young adults and how information about the military figures in their planning.
- That the information they provide is protected under the Privacy Act of 1974.

The information contained in this introduction will be sufficient to gain the cooperation of most subjects. Some subjects, however, will want more information about the study before agreeing to be interviewed. Section 6.1 contains questions subjects may commonly ask about the study and suggested answers for you to give. Section 6.2 explains the procedure to follow if a subject wants to verify the legitimacy of the study.

6.1 Questions and Answers

This section contains questions subjects may ask about this study and suggested answers for you to use. Subject's questions will rarely be phrased exactly as these here. It is important that you listen carefully to the subject's questions, understand the point of each question, and respond briefly, but directly, to that point. No matter how his or her question is phrased, the subject deserves a clear and accurate answer, given in a manner that communicates your recognition that the question is important.

If you are asked a question you cannot answer, admit that you do not know the answer. If the subject wishes, arrange for the subject to speak with your supervisor. (If it will

be necessary for the supervisor to call back to answer the question, be sure to obtain the name of the subject.) Similarly, if you are asked a question that, if answered, would likely lead to a refusal, refer the person to your supervisor rather than attempting to answer the question yourself.

- **"I have no time."**
  We can do it at any time that is convenient for you. (Pause) If you don't have time now, just tell me when and I can call you back. Your participation is that important to the success of the survey.

- **"How long will this interview take?"**

  If the question refers to the screener:
  The first part of this survey is very short. It will take about 5 minutes and that may be all the time we need. If we need more time for additional questions, I will let you know at that point.

  If the question refers to the Youth interview:
  Depending on your answers, it will take between 20 and 30 minutes.

  If the question refers to the Parent interview:
  Depending on your answers, it will take about 15 or 20 minutes.

- **"How did you get my telephone number?"**
  Your number was randomly dialed from a list of all telephone prefixes used in the United States.

- **"Why can't you interview someone else?"**
  We can't substitute someone else. If we did that, the sample would not be scientifically accurate and we couldn't rely on the results we got.

- **"Why do you want to talk with me?"**
  We are surveying only young adults in a particular age range, and sometimes their parents. If there are other persons in your household in this age range, you were the one who was randomly chosen to be included in the survey.

- **"How do I know you are who you say you are?"**
  If you wish, you can call my supervisor . She/he can be reached at 800-423-6754 and can give you all the particulars of the study.

- **"Do I have to answer your questions?"**
  No, your participation in the study is entirely voluntary, and you will not be urged to answer any question that makes you uncomfortable. Since your name will never be released in connection with the survey, though, we hope that you will choose to participate.

- **"How do I know you will keep this information confidential?"**
  We are required by law not to reveal any information except to the Westat research staff working on the study. Each of us is required to sign a statement to keep as confidential all information provided by respondents. Survey results will be published only as statistical totals. No information which would permit the identification of an individual will be released or published.

- **"What is the background noise I am hearing?"**
  Your answers are being entered directly into our computer system.

- **"What is the purpose of the survey?"**
  The survey focuses on the career planning of young adults and how information about military service figures in their thinking. There are also some questions on the messages people receive from advertisements sponsored by the military.

- **"Who is sponsoring/funding this study?"**
  This study is being conducted for the U.S. Army Research Institute in Washington, D.C.

- **"What types of questions will you ask me?"**
  The interview will generally be about what you have seen, heard, or read about serving in the Army today. We will also ask about your plans for the future.

- **"Will the Army know you talked with me and what I said?"**
  We won't be asking the name of most of the people we will survey. Information that might identify specific persons, such as names, addresses and telephone numbers will never be given to the Army.

- **"Do you work for the Army?" or "Are you a Recruiter?"**
  No, I am employed by Westat Incorporated, a survey research firm located in the Washington, D.C. metropolitan area. We are conducting this survey under contract with the U.S. Army Research Institute.

- **"I had a bad experience with the government/military." or "I've never liked the military. Why should I help them by answering your questions?"**
  This is a special research effort, and we are interested in your opinions whether they are positive or negative.

- **"Can you/will you give my name to a recruiter?"**
  No, we are only conducting a survey and have no contacts with Army/military recruiters.

- **"How will the survey results be used?"**
  The Army needs to know whether young adults and their parents are picking up the messages Army advertising is trying to send. If the messages are not being received, the advertising has to change.

  The messages concern what it's like to be in the Army. The Army is an all-volunteer force that relies upon young adults viewing it favorably and enlisting for duty. If the Army can effectively communicate what it offers, young adults can make more informed career decisions regarding military service.

Near the end of the youth interview, you will ask the respondent for his/her Social Security Number. Here are some responses to the questions that might be raised.

- **"Why do you want my Social Security Number?"**
  Providing us with your Social Security number is voluntary. We want to see whether any of the ideas we've been discussing are related to whether or not someone eventually enlists in the Army. No one in the Army or anyone else in the government will ever see your Social Security Number or anything else that could be used to identify you.

  Only research project staff would have access to your Social Security Number. Each member of the research staff is required to sign a statement never to reveal confidential information.

- **"Will you use my Social Security number to look at other government records on me?"**
  Only the records of the Army will be consulted by Westat staff. We simply want to see whether people with certain attitudes toward the Army eventually enlist in it. We are required by law not to reveal any information except to the Westat research staff working on the study. Each of us is required to sign a statement to keep as confidential all information provided by respondents.

6.2 Subject Verification of the Study

If a subject wishes to verify the legitimacy of the study, he or she may do so by calling your supervisor on Westat's toll-free 800 number. When a subject decides to make a verification call, be sure to give him/her:

- Your name;
- Your supervisor's name;
- Westat's name;
- The name of this survey: ACOMS; and
- The toll-free phone number: (800) 423-6754.

Explain that this is a central number used for many Westat projects and that when the phone is answered, the subject should ask to speak with the supervisor by name.

If a subject wishes to verify the legitimacy of the study before participating in the screening interview, give the subject the necessary information but, **before** hanging up, attempt to schedule an appointment to call back after the subject has made the verification call. Set an appointment time that will allow the subject ample opportunity to make the verification call before you call back. Usually 48 hours is sufficient time.

7. OVERVIEW OF QUESTIONNAIRE

7.1 The Telephone Survey

The screener has been designed to identify youth 13 to 24 years of age with characteristics qualifying them for inclusion in interviewing now or later. As a telephone interviewer, you will not be required to make decisions about which individuals are appropriate for the study. All of these decisions have been programmed into the CATI system, and the computer will inform you at various stages whether the interview should be continued or terminated.

There are two questionnaires, one for youth and one for parents. They are organized into sections or modules, with some included in both questionnaires, some only in the youth's version, and some modules only in the parental version. Because the full set of modules contains more items than can be asked in the 30 minutes planned for the interview, some modules have been further designated as **core modules** and will be asked of all respondents. The others are termed **rotating modules** and will be asked of a subset of respondents or only at particular times. A brief overview of the modules follows.

Household Screener (SC-lettered): This section has questions designed to locate households with members eligible for inclusion in one of the samples. Based on responses to these questions, the computer will decide if an appropriate respondent has been found or if the interview should be terminated.

Education and Employment (EE): Youth will be asked questions regarding their educational and work experiences.

Career Military Intentions or Propensity (IP): This section measures the youth's perceived likelihood that he or she will enlist in the Army or will choose some other career option in military or civilian life.

Behaviors (BE): This section includes questions on the youth's exploration of, or interest in, various career options, including the Army.

Social Influence (SI): The influence of family, friends and educators has been considered important in the decision to enlist. This section contains questions about what the youth perceives to be the attitudes of key persons towards his or her joining the Army.

Importance of Key Attributes (IA): This section contains questions on the importance of various factors, such as giving service to your country and developing one's potential, that may influence career choices.

Media Habits (MH): Questions here fall into two classes: (1) items focused on the respondent's TV viewing, radio listening, and magazine and newspaper reading habits, and (2) items focused on specific shows and magazines that might have been seen, heard, or read.

Knowledge Recall (KR): A basic way to measure how knowledgeable respondents are about military communications is to ask whether they recall Army and other services' advertisements in general, and particular messages in those advertisements specifically.

Attitudes towards Army Advertising (AT): This section measures how much respondents like Army ads and how much they believe what the ads say.

Knowledge/Slogan Recognition (KS): Respondents will be asked to match slogans in military advertisements with the services that use them.

Perceptions/Beliefs of Army Attributes (PE): Items in this section ask whether serving in the Army offers certain opportunities, such as developing leadership skills. The second set of items focus on perceptions about people who join the Army.

Knowledge/Awareness (KA): These items focus on specific Army incentives, such as pay, education benefits, and training.

Parental Influence (PI): This section asks parents about actions they have taken to influence their child's career decision-making process.

Demographics (DE): Items here ask about background characteristics, such as marital status, household composition, military experience, and the educational and occupational achievement of one's parents.

Tracking Information (TR): The youth chosen to be part of a longitudinal subsample will be asked for information which will make it easier to recontact them for the follow-up interview.

Parental Location (PL): A randomly selected portion of youth will be asked for the name and telephone number of one of their parents, who will then be interviewed.

Appendix A
QUESTIONNAIRE SPECIFICATIONS

These Question by Question Specifications are designed to help you better understand the intent of each question in the screener and to provide you with specific procedures to make the administration of the questionnaire as smooth as possible.

A copy of each screen in the questionnaire is included in these Specifications with specific and pertinent instructions and examples boldly written on them. Additional instructions are written facing the questionnaire pages. Since the CATI will automatically *skip* you to the next question or series of questions, skip patterns do not appear on the screen; these have been written on each screen so that you can see the flow of the questionnaire.

When you have a question about the administration of the questionnaire, always look at the Question-by-Question Specifications first to try to resolve the problem. If the problem is not resolved, discuss the situation with your supervisor.

When administering the screener it is extremely important to:

1. Follow all general rules for entering information in the CATI (see General CATI Procedures).
2. Write answers verbatim in comments if response does not fit the categories provided.
3. Record *comments* if the Respondent says something to modify his/her answer or to add to the answer given.

0.0001 SELECTID

DO YOU WANT THE SCHEDULER TO SELECT AN ID NUMBER,
OR DO YOU WANT TO ENTER ONE, OR STOP INTERVIEWING?

(1)

1. SCHEDULER
2. INTERVIEWER
3. STOP INTERVIEWING

ID for this household is 00000106

0.0018 AUTOIDTY

THE FOLLOWING NUMBER HAS BEEN SELECTED.

(704) 356 - 9672

ENTER A "1" OR "2" TO USE THE AUTO DIALER.

( )

1. LONG DISTANCE NUMBER
2. LOCAL NUMBER

QUESTION BY QUESTION SPECIFICATIONS

SELECTID In most situations you will have the scheduler select a telephone number for you. The CATI will select appropriate households for you to screen and will store information you enter regarding callbacks and refusals. The CATI is programmed to schedule callbacks for appointments and refusal conversion.

Your supervisor will inform you of situations where you need to enter a phone number into the CATI system, rather than having the scheduler select one for you.

If you decide to enter a phone number, type "2" and a screen will appear where you can enter the appropriate number.

When you are finished interviewing and do not want to the scheduler to select another telephone number for you, type a "3" and then logoff.

AUTOIDTY After you tell the scheduler to select a phone number for you this screen will appear which will display the telephone number which has been chosen. You will then enter a "1" to activate the autodialer.

0.01 SC1

Hello, this is Susan Englehart.
I am calling from Westat, a research firm near Washington, D.C.
We are conducting a study for the United States Government about people's plans for the future and their reaction to Armed Forces advertising.

First, I'd like to make sure I've dialed correctly. Is this area code 614-866-5158?

[ASK TO SPEAK WITH ADULT HOUSEHOLD MEMBER IF PERSON ANSWERING TELEPHONE SOUNDS LIKE A YOUTH.]

( )

1. YES
2. NO
3. GO TO RESULT CODE

0.91 TERM1

Thank you very much, but I seem to have dialed a wrong number. It is possible that your number will be dialed again at a later time.

[PRESS RETURN TO CONTINUE]

999.999 RSLTCODE

[ENTER THE RESULT CODE USING THE DEFINITIONS PROVIDED BELOW.]

( )

1. RING/NO ANSWER
2. REFUSAL/BREAKOFF
3. BUSY
4. CALLBACK - NO APPOINTMENT
5. CALLBACK - APPOINTMENT
6. LANGUAGE PROBLEM
8. PROBLEM
NR. NON-RESIDENTIAL
NW. NON-WORKING NUMBER

SC1 Read the introduction clearly and distinctly as it is worded on the screen. Note the interviewer instruction on this screen. If you think that the person answering the phone is not an adult (over 18 years of age), ask to speak to an adult member of the household. If an adult member is not available, ask for the best time to call back and make an appointment for that time.

Always verify the telephone number, **including** the area code. You will be dialing in different areas around the country, and it is important that you talk to someone at the right telephone number. It is not enough to verify the telephone number without the area code, as this seriously affects the accuracy of the sample.

If the respondent refuses to continue with the interview or does not want to continue at the particular time you are calling code "3" (GO TO RESULT CODE).

TERM1 This screen will come up if you code a "2" (NO) to the previous question (SC1). Read the termination statement to the respondent, and make sure he/she knows that he/she may be called at a later date.

Since you are calling a random sample of telephone numbers selected by the computer, it is quite possible that even though you may have reached a wrong number now, the number you reached may be generated at a later time as a valid part of the random sample.

RSLTCODE This screen shows you all the applicable codes for this study. Use the definitions provided for each result code, and code your cases appropriately. In the case of the above situation, if an adult member of the household is not available, you should be coding the case a "4" (CALLBACK - NO APPOINTMENT) or a "5" (CALLBACK-APPOINTMENT).

0.02 SC2

We are calling a random sample of telephone numbers in connection with this study, and we need to know what type of number this is.

Is this phone number for ...

( )

1. home use,
2. business and home use, or (SC3)
3. business use only? (TERM346)

0.03 SC3

Is this phone located in a home or in a business?

( )

1. HOME
2. BOTH
3. BUSINESS (TERM346)

0.346 TERM346

Thank you very much, that's all the questions I have at this time.

[PRESS RETURN TO CONTINUE]

SC2 A residential telephone number is one which is located in a private home, apartment, or living arrangement in which adults share a number. It is used primarily for personal use by the people who live in that residence.

A business telephone number is one which is located either at a place of business, or in a residence but is primarily used for business purposes. An example of a business phone at home can be a realtor who conducts business from his/her home.

A telephone number can also be used both for residential and business purposes. If the use is equally divided between the two, code a "2" (business and home use).

SC3 This question will be asked only if you coded a "2" at question SC2. This question determines whether the telephone number is located in a private home or a business.

TERM346 This termination statement will be read only if you code a "3" (business use only) in the previous question (SC2) or a "3" (BUSINESS) in SC3. We are only interested in interviewing people on residential numbers.

0.044 SC4D

Are you a member of this household?

( )

1. YES
2. NO (SCKNOW2)

0.00014 SCKNOW2

Is there a household member available?

( )

1. YES
2. NO (TERM5)

0.95 TERM5

Thank you very much for your time. Goodbye.

[ENTER THE RESULT CODE USING THE DEFINITIONS:]

( )

4. CALLBACK - NO APPOINTMENT
5. CALLBACK - APPOINTMENT

SC4D
SCKNOW2

Sometimes a residential phone will be answered by someone who is not an eligible respondent for the Household Screening Questionnaire, e.g., a small child or someone who does not live at the residence you have reached. Respondents for the screener must be residents in the household. The question contained on *SC4D* of the interview determines whether you are speaking to a member of the household. If the person who answered the phone is not a household member, you should briefly explain that you need to talk to someone who is. If you are told (e.g., by a babysitter) that no adult household member is at home, ask for a convenient time to call back to reach an adult and record any appointment information you obtain on Screen *TERM5*.

TERM5

If you code "2" (NO) to question *SCKNOW2*, you will go to *TERM5*, which asks you to enter a result code to call the adult member of the household back at a more convenient time.

0.021 SC2RI

Hello, this is Susan Englehart.
I am calling from Westat, a research firm near Washington, D.C.
We are conducting a study for the United States Government about people's plans for the future and their reaction to Armed Forces advertising.

[PRESS RETURN TO CONTINUE]

0.02 SC2

[We are calling a random sample of telephone numbers in connection with this study, and we need to know what type of number this is.]

Is this phone number for ...

( )

1. home use,
2. business and home use, or
3. business use only?

SC2RI
SC2

These two screens are repetitions of the initial introduction screen and home/business telephone verification screen. They will display when the person you originally were speaking with was not an acceptable respondent, and you are now talking with a second respondent.

0.05 SC5

We have a few questions to see if anyone in your household will be included in this study. Including yourself...

how many people aged 25 or older live in your household? ( )

how many people between the ages of 13 and 24 live in your household? ( )

0.06 SC6

Is the 13 to 24 year old male or female?

( )

1. MALE
2. FEMALE

0.07 SC7

Of these two 13 to 24 year olds, how many are <u>male</u> and how many are <u>female</u>?

NUMBER OF MALES ( )

NUMBER OF FEMALES ( )

SC5 In order to determine whether any members of the household are in the age range we are interested in, you will ask how many people are over 25 years of age and how many are between 13 and 24 years of age. The ages of the people should be determined from their last birthdays. Therefore, a household member who may be 25 a week from the date of the interview is considered to be 24 years old. Similarly, a person who will be 13 a week from the date of the interview is considered to be 12 years of age. Make sure that the respondent counts all household members who may be away temporarily.

As household members, INCLUDE:

- Persons staying in the household who sleep there on a permanent basis;
- Persons staying in the household only temporarily, but who do not have other living quarters elsewhere (e.g., someone living temporarily with a friend while looking for his/her own apartment);
- Persons who usually stay in the household but who are temporarily away on business or vacation.
- Persons living away at school in undergraduate housing.

As household members, DO **NOT** INCLUDE:

- Persons who are living in the household temporarily, but who **do** have permanent living quarters somewhere else (e.g., a relative visiting the home for a month, but who still has his/her own permanent home elsewhere);

Remember, there is no need to zero fill a coded response. For example, if the respondent states that there are *five* individuals in his her household, then you should simply type in a "5" for this question.

You will not be asking any additional questions about household members who are not between 13 and 24 years old.

SC6 This question will be asked if the response to the second part of *SC5* was coded a "1" (ONE PERSON).

SC7 This question will be asked if the response to the second part *SC5* was **more** than one person.

0.07101 SC7ACHK

Let me check what I have recorded. I've recorded that ...

[RECONCILE WITH THE RESPONDENT. IF THE RESPONSE DOES NOT CHANGE, PRESS RETURN.]

There are 2 13-24 year old males ( )

There are 2 13-24 year old females ( )

which totals 2 13-24 year old youths in your household ( )

0.0431 CONF

Your answers to this survey are voluntary and confidential. The information you give us will only be used in connection with information about many other young adults. Neither your name nor any identifying information will appear on any report of this study.

While you may choose not to answer any question, this research is authorized by law, and the information you give us is protected by an Act of Congress called the Privacy Act of 1974.

[PRESS RETURN TO CONTINUE]

SC7ACHK This check will display if the number of males and females you enter into SC7 is greater than the number of 13-24 year olds entered in SC5. This question will give you a chance to reconcile the number of males and females in the household, and the total number of people between 13 and 24 years of age.

Code the correct response in the input fields provided. If the response stays the same; that is, it remains inconsistent, press RETURN.

CONF When you get this introduction, you will be talking to a member of the household.

Read the introduction **verbatim**, and make sure that the respondent understands the confidentiality of the survey.

0.083 SC7B

Are you 13 to 24 years old?

( )

1. YES
2. NO

0.081 SC8A

Please give me your first name.

_____

FIRST NAME

SC7B This question determines if the **respondent** is in the age range of people we are interested in.

SC8A At this point in the interview we are only interested in the first name of the respondent. It will be asked only if the respondent is between the ages of 13 and 24.

0.09 SC9

What is your date of birth?

MONTH ( ) DAY ( ) YEAR 19( )

01 = JANUARY	07 = JULY
02 = FEBRUARY	08 = AUGUST
03 = MARCH	09 = SEPTEMBER
04 = APRIL	10 = OCTOBER
05 = MAY	11 = NOVEMBER
06 = JUNE	12 = DECEMBER

0.102 SC10B

[ASK IF NOT OBVIOUS.]

What is your sex?

( )

1. MALE
2. FEMALE

SC9 Ask for the respondent's date of birth. The correct code for each month is displayed on the screen.

SC10B Note the interviewer instructions in brackets. If you feel certain you know what sex the respondent is, you should by confirm it by saying *"And you are male/female. Is that correct?"*

0.08 SC8

Not counting yourself, please give me the first name of the oldest male in your household between 13 and 24.

FIRST NAME _____

PAT

0.09 SC9

What is SANDY'S date of birth?

MONTH ( ) DAY ( ) YEAR 19( )

01 = JANUARY	07 = JULY
02 = FEBRUARY	08 = AUGUST
03 = MARCH	09 = SEPTEMBER
04 = APRIL	10 = OCTOBER
05 = MAY	11 = NOVEMBER
06 = JUNE	12 = DECEMBER

SC8 This begins the series of questions which will collect the first names and birthdates of all members of the household who are between the ages of 13 and 24. The names of those household members which you have already recorded will be dispalyed on the screen for your reference. The phrase *Not counting yourself* will display if the respondent is between 13 and 24 years of age and you have already recorded his/her name.

SC9 This question will display with either the word *your* or a person's name in the question. The correct code for each month is displayed on the screen.

If the respondent does not know a person's birthdate, record *DON'T KNOW* (Shift 8) or if they refuse to give that information record *REFUSED* (Shift 7). The next series of questions will help you determine what age category the person belongs to.

0.10 SC10

How old is SANDY?

AGE _____

0.101 SC10A

Is SANDY 13 to 15 years old, 16 to 20 years old, 21 to 24 years old or some other age?

( )

1. 13 TO 15
2. 16 TO 20
3. 21 TO 24
4. SOME OTHER AGE

SC10 If the respondent refuses to give the birthdate, or does not know it, you will ask this question. We are interested in the person's age on the date of the screener.

SC10A If the respondent refuses to give the age, or does not know it, you will ask this question. This question determines the range in which the respondent's age falls, in order to continue the interview.

0.103 SC10C

Are there any more youths between 13 and 24 in your household?

( )

1. YES
2. NO

0.1022 SC10B2

What is this person's sex?

( )

1. MALE
2. FEMALE

0.082 SC8B

What is this person's first name?

_____

PAT
SANDY

SC10C — Question *SC10C* gives the respondent another chance to include more people that he/she may have forgotten to include.

SC10B2
SC8B — You are now going to ask the sex, names, dates of birth, and/or ages of any additional household members who are between 13 and 24 years of age. As you continue to ask for all the names, those names you have already recorded will display on the screen for your reference.

0.11 SC11

Have you ever been in active military service, the National Guard or the Reserves?

( )

1. YES
2. NO (SC12)

0.111 SC11A

Are you presently serving in the military?

( )

1. YES (SC4B)
2. NO (SC4B)

0.12 SC12

Have you been accepted for service in a branch of the Armed Forces and are now waiting to go on active duty?

( )

1. YES (SC4B)
2. NO

SC11
SC11A
SC12

These three questions determine the military status of the subject. Active military service **includes** any of the branches of the military, i.e., Army, Navy, Air Force, Marines, National Guard, and Reserves. If the subject has served or is serving in the Coast Guard, Merchant Marines, or R.O.T.C., the answer to these questions should be *NO* since we will not be considering the Coast Guard, Merchant Marines, or R.O.T.C. as a branch of the military.

Questions SC11-SC20 will be asked for each member of the household who is between 17 and 24 years of age.

If the response to questions SC11, SC11A or SC12 is *YES* for any member of the household, that person will be ineligible to participate in the study.

0.131 SC13A

Do you have a regular high school diploma, a GED, an ABE, or some other kind of certificate of high school completion?

( )

1. REGULAR HIGH SCHOOL DIPLOMA
2. GED [GENERAL EDUCATIONAL DEVELOPMENT]
3. ABE [ADULT BASIC EDUCATION]
   CERTIFICATE [E.G., CORRESPONDENCE, NIGHT SCHOOL]
4. SOME OTHER KIND OF CERTIFICATE
5. NONE OF THE ABOVE

0.14 SC14

Are you currently enrolled in school?

( )

1. YES (SC15)
2. NO

SC13A If the respondent says *diploma* or *certificate* probe for specific information regarding the type of diploma or certificate. If their response does not fit one of the first three categories, record specific information in the comments and code either "4" or "5" appropriately.

A **regular high school diploma** is one obtained upon graduation from a regularly established public or private high school.

A **GED (General Educational Development)** recipient has obtained certification of high school equivalency because they have met State requirements and passed an approved exam, which is intended to provide an appraisal of their achievement or performance in the broad subject matter areas usually required for high school graduation.

ABE (Adult Basic Education) provides learning experiences concerned with the fundamental tools of learning for adults who have never attended school or who have interrupted formal schooling.

SC14 This question determines the **current** educational status of the youth(s) we are interested in. Either the word *you* or the person's name will display.

0.013 SC13

What is the highest grade or level of schooling that you have completed and received credit for?

( )

7. LESS THAN 8TH GRADE
8. 8TH GRADE
9. 9TH GRADE
10. 10TH GRADE
11. 11TH GRADE
12. 12TH GRADE
13. 1ST YEAR OF 4-YEAR COLLEGE [FR]
14. 2ND YEAR OF 4-YEAR COLLEGE [SO]
15. 3RD YEAR OF 4-YEAR COLLEGE [JR]
16. 4TH YEAR OF 4-YEAR COLLEGE [SR]
17. 5TH YEAR COLLEGE, 1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL
18. 2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL
19. 3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL
20. MORE THAN 3 YEARS GRADUATE OR PROFESSIONAL SCHOOL
21. 1ST YEAR OF JUNIOR OR COMMUNITY COLLEGE
22. 2ND YEAR OF JUNIOR OR COMMUNITY COLLEGE
23. 1ST YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL
24. 2ND YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL
25. MORE THAN 2 YEARS OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL

0.133 SC13C

Are you a college graduate?

( )

1. YES
2. NO

SC13 This question will be asked if the respondent is **not** currently in school. Emphasize the words *completed* and *received credit*.

Codes 13-16 refer to academic credit levels rather then the number of years of college attended. For example, one could attend college for two or three years on a part-time basis and still be at the 1st year (FR) level.

Code 17 refers to the 5th year of college or 1st year of graduate or professional school. There are 5 year college programs that usually combine bachelor's and master's degrees.

In addition to the obvious professional schools (Codes 17-20) such as Medical School and dental school, other examples would include such training as provided in chiropractic school and podiatry school.

Codes 23-25 refer to vocational business, or trade schools. Such schools include a broad range of skills training. The following examples may be helpful: beauty school, coding school, computer programmer training, heavy equipment training, secretarial school, etc.

SC13C This question will be asked if the response to SC13 is *REFUSED* (Shift 7) or *DON'T KNOW* (Shift 8). If the youth is **not** a college graduate, you will continue to ask the reaminder of the screener questions about him/her. The youth will then be asked questions about his/her educational level at the beginning of the youth interview.

0.15 SC15

In what type of school or training program are you currently enrolled?

( )

1. TAKING H.S. COURSES IN REGULAR DAY HIGH SCHOOL
2. GED OR HIGH SCHOOL EQUIVALENCY PROGRAM
3. ADULT BASIC EDUCATION [ABE]
   [H.S. COURSES IN NIGHT SCHOOL OR BY CORRESPONDENCE]
4. SKILL DEVELOPMENT PROGRAM
   [E.G., PUBLIC EMPLOYMENT, JOBS, OIC, WIN, CETA]
5. ON THE JOB TRAINING PROGRAM
6. APPRENTICESHIP PROGRAM
7. VOCATIONAL, BUSINESS OR TRADE SCHOOL
8. 2 YEAR JR OR COMMUNITY COLLEGE
9. 4 YEAR COLLEGE OR UNIVERSITY
10. SOME OTHER SCHOOL

SC15 You should code the **current** kind of school or training program the respondent was enrolled in. If the answer does not correspond to any of the categories 1 through 9, record a description of the school or program in the comments field (CTRL K) and code "10".

In this question, code "1" if the respondent was enrolled in a regularly established public or private high school.

Code "2" if he/she was enrolled in a program providing instruction designed to prepare him/her for taking the GED (General Education Development) exam.

Code "3" if the respondent was enrolled in an Adult Basic Education (ABE) program designed to improve basic learning skills to adults who never previously attended school.

Code "4" if he/she was enrolled in a recognized skill development program such as those listed on the screen.

Code "5" only if the respondent specifically mentions the On the Job Training Program. This is an established program and does not refer merely to learning while working.

Code "6" if the respondent was enrolled in an established apprenticeship program such as a plumber's or carpenter's helper.

Code "7" refers to any vocational, business or trade school such as beauty school, computer programming training, secretarial school, etc.

Codes "8" and "9" are used to distinguish two-year from four-year colleges. In general, a university may be assumed to be a four year school and junior college may be assumed to be a two-year school. If the respondent simply names a college, you may have to ask whether it is a two or four year college.

Code "10" if the respondent's answer does not fit any of the above 9 categories.

0.16 SC16

Are you <u>currently</u> enrolled in 9th, 10th, 11th or 12th grade?

( )

9. 9TH
10. 10TH
11. 11TH
12. 12TH

0.17 SC17

Are you <u>currently</u> enrolled in your first, second, third, fourth or fifth year of college?

( )

1. FIRST YEAR [FR]
2. SECOND YEAR [SO]
3. THIRD YEAR [JR]
4. FOURTH YEAR [SR]
5. FIFTH YEAR [OF A 5 YEAR COLLEGE]

0.132 SC13B

So, the highest grade or level of schooling that you have completed and received credit for is the 12th grade.

( )

1. YES
2. NO

SC16 This question will be asked if you coded a "1" (TAKING H.S. COURSES.....) in question SC15. If the respondent is in high school, we are interested in the particular grade he is in.

SC17 If you coded a "9" (4 YEAR COLLEGE OR UNIVERSITY) for question SC15, you will read this question to the respondent. This question determines which year of college the respondent is in. We are interested in academic years or credit level rather than the number of calendar years in attendance. For example, an individual could take one or two courses a semester over a period of four years and still be at the freshman level in terms of academic credit.

SC13B This question functions as a confirmation of the **last** grade or level of schooling that the person has **completed and received credit for.** The grade or year of college which is one less than whatever year was entered in either question SC16 or SC17 will be displayed in this question.

0.182 SC18B

Are you living at this address?

[IF RESPONSE IS "NO", PROBE: Are you actually a household member and living temporarily away from home? IF SO, CODE "YES".]

( )

1. YES (SC19)
2. NO

0.181 SC18A

Are you living in undergraduate student housing?

[That is, undergraduate housing that is owned, leased or sponsored by the school you are attending?]

( )

1. YES
2. NO

SC18B This question determines the **current** residential status of the youth. If the response to this question is *NO*, probe to be certain the youth is actually a member of the household.

SC18A If the answer to SC18B is *NO* you will ask this question. If the person is living in undergraduate student housing, we will want to consider them as a member of the household you have contacted. Use the definition of undergraduate student housing displayed in brackets on the screen if the respondent does not understand the question.

If the person is **not** living in undergraduate student housing, CATI will automatically eliminate this person from the sample since they have an opportunity for selection in their own household.

0.19 SC19

Please tell me whether PAT is ...

( )

1. White,
2. Black,
3. Asian or Pacific Islander, or
4. American Indian or Alaskan Native?

0.20 SC20

Is he Hispanic?

( )

1. YES
2. NO

0.21 SC21

What is PAT'S last name?

[We need PAT'S last name
so that if we need to call again to get updated
information, we can ask for him by name.]

LAST NAME _____

SC19 This question is asked with reference to each 13-24 year old household member.

Read the answer categories aloud to the subject and code the appropriate response. Definitions of these race categories are as follows:

White includes persons having origins in any of the original people of Europe, North Africa or the Middle East. Also includes persons of hispanic or Spanish origin. (See specifications for the next screen.)

Black includes persons having origins in any of the black racial groups of Africa or Latin America.

Asian or Pacific Islander includes persons having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This ethnic group includes, for example, persons of Chinese, Indian, Japanese, Korean, Philipino and Samoan heritage.

American Indian or Alaskan Native includes persons having origins in any of the original people of North America.

It is important to remember that we are interested in the race or ethnic group the subject most strongly identifies with. This may not necessarily correspond to a biologic fact. For example, if a respondent has one black parent and one white parent, you may need to probe to determine what race the subject **considers** himself or herself to belong to.

SC20 *Hispanic* includes persons of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

Again, this question is asked with reference to each 13-24 year old household member.

We are interested in knowing if the respondent and/or other household members **consider** themselves to be of hispanic origin. Type in the appropriate code.

SC21 Be certain to verify the spelling of the name. If the respondent asks why you need the person's last name, read the answer contained in brackets on the screen.

0.042 SC4B

What county do you live in?

_____
COUNTY

0.043 SC4C

What is your zip code?

_____
ZIP CODE

0.045 SC4E

What city do you live in?

_____
CITY

SC4B Be certain to verify the spelling of the county. If the respondent does not live in a county or does not know the name of the county, enter a *DON'T KNOW* (Shift 8). The CATI will automatically bring up a question asking for the name of the city.

Some states such as Louisiana refer to counties as *parishes*. Record this information in *comments*.

SC4C If the respondent does not know the zip code, code a *DON'T KNOW* (Shift 8) and continue. If the respondent refuses to give you the zip code, code a *REFUSAL* (Shift 7) and continue.

SC4E This screen will display if you have entered a *DON'T KNOW* in the previous screen. Generally, even though a respondent may not know the name of the county they live in, they will know the name of the city.

0.35 SC35

Are there any telephone numbers in addition to area code 518-253-6362 in your home?

( )

1. YES
2. NO

0.36 SC36

Is this number for ...

( )

1. home use,
2. business and home use, or
3. business use only?

0.361 SC36A

Is this phone located in a home or in a business?

( )

1. HOME
2. BOTH
3. BUSINESS

SC35 Make sure you read the area code as well as the full telephone number to the respondent.

Include only different telephone numbers, not extensions. This is included because households with more than one phone number have an increased probability of falling into the sample when compared to those with only one number and we need to know this for selection purposes.

Whenever a subject answers *YES*, to this question probe to be sure he/she understands that we are asking about **different** telephone numbers. If a home has only extensions of the same telephone number, the answer to this question should be *NO*.

SC36 This question will be asked only if question SC35 was coded a "1" (YES). Refer to question SC2 for details about this question.

SC36A This question will come up if you coded a "3" (BOTH) in question SC36. Refer to question SC3 for details about this question.

0.96 TERM6

At this time we are only interviewing in households with 13 to 24 year olds, so I have no further questions for you. The information you have given us is confidential and is protected under an act of Congress called the Privacy Act of 1974. This survey is for research purposes only and is authorized by law in Title 10 USC Sections 503 and 2358. Thank you very much for your cooperation. Good bye.

[CODE NO ELIGIBLE HOUSEHOLD MEMBERS]

0.97 TERM7

The information you have given us is confidential. This survey is only for research on how young adults make career decisions and is authorized by law in Title 10 USC Sections 503 and 2358. Thank you for your time. Good bye.

[PRESS RETURN TO CONTINUE]

0.98 TERM8

I have no futher questions for you at this time. The information you have given us is confidential and is protected under an act of Congress called the Privacy Act of 1974. This survey is for research purposes only and is authorized by law in Title 10 USC Sections 503 and 2358. Thank you very much for your cooperation. Good bye.

[PRESS RETURN TO CONTINUE]

TERM6
TERM7
TERM8

These termination screens should be read **verbatim.** It is important that the respondents understand the confidentiality of the information they have provided.

TERM6 will display if there are no household members between the ages of 13 and 24, i.e., SC5 is coded *zero*.

TERM7 will display if you have coded a *REFUSED* to question *SC5, SC6, SC7* or *SC7A*.

TERM8 will display if you have coded a *REFUSED* to question *SC7B, SC8, SC10A* or *SC10B*.

EDUCATION AND EMPLOYMENT (EE)

0.60 YUTHINTR

I am calling from Westat, a research firm near Washington, D.C. We are conducting an important national study for the U.S. Government to learn about the career plans of young adults.

Your answers to this study are voluntary and confidential. The information you give us will only be used in connection with information about many other young adults. Neither your name nor any identifying information will appear on any report of this study.

While you may choose not to answer any question, the information you give us is protected under an Act of Congress called the Privacy Act of 1974.

( )

1. CONTINUE
2. GO TO RESULT

1.00 EEINTRO

I have some questions about your educational and employment experiences.

[PRESS RETURN TO CONTINUE]

1.02 EE2

Do you have a regular high school diploma, a GED, an ABE, or some other kind of certificate of high school completion?

( )

1. REGULAR HIGH SCHOOL DIPLOMA
2. GED [GENERAL EDUCATIONAL DEVELOPMENT]
3. ABE [ADULT BASIC EDUCATION]
   CERTIFICATE [E.G., CORRESPONDENCE, NIGHT SCHOOL]
4. SOME OTHER KIND OF CERTIFICATE
5. NONE OF THE ABOVE

EDUCATION AND EMPLOYMENT

YUTHINTR This introductory screen will display if the youth you are interviewing did not complete the screener. It is important to read the confidentiality information **verbatim**. If the youth cannot contiue with the interview at this time, code "2" (*GO TO RESULT*).

EEINTRO Read the introduction as worded. The following questions will ask youth about their education and work experiences.

EE2 If the respondent says *diploma* or *certificate* probe for specific information regarding the type of diploma or certificate. If their response does not fit one of the first three categories, record specific information in the comments and code either "4" or "5" appropriately.

A **regular high school diploma** is one obtained upon graduation from a regularly established public or private high school.

A **GED (General Educational Development)** recipient has obtained certification of high school equivalency because they have met State requirements and passed an approved exam, which is intended to provide an appraisal of their achievement or performance in the broad subject matter areas usually required for high school graduation.

ABE (Adult Basic Education) provides learning experiences concerned with the fundamental tools of learning for adults who have never attended school or who have interrupted formal schooling.

1.04 EE4

Are you currently enrolled in school, college, a vocational or technical program, apprenticeship or a job training program?

( )

1. YES (EE6)
2. NO

1.05 EE5

In what month and year did you last attend any type of school or training program?

MONTH ( ) YEAR 19( )

[USE THE CATEGORIES BELOW FOR MONTH.]

1. JANUARY	7. JULY
2. FEBRUARY	8. AUGUST
3. MARCH	9. SEPTEMBER
4. APRIL	10. OCTOBER
5. MAY	11. NOVEMBER
6. JUNE	12. DECEMBER

1.06 EE6

What kind of school or training program were you last enrolled in?

( )

1. TAKING H.S. COURSES IN REGULAR DAY HIGH SCHOOL
2. GED OR HIGH SCHOOL EQUIVALENCY PROGRAM
3. ADULT BASIC EDUCATION [ABE]
   [H.S. COURSES IN NIGHT SCHOOL OR BY CORRESPONDENCE]
4. SKILL DEVELOPMENT PROGRAM
   [E.G., PUBLIC EMPLOYMENT, JOBS, OIC, WIN, CETA]
5. ON THE JOB TRAINING PROGRAM
6. APPRENTICESHIP PROGRAM
7. VOCATIONAL, BUSINESS OR TRADE SCHOOL
8. 2 YEAR JUNIOR OR COMMUNITY COLLEGE
9. 4 YEAR COLLEGE OR UNIVERSITY
10. SOME OTHER SCHOOL

EE4 Be certain the respondent understands that we are asking about **current** enrollment. Various types of schooling which would be included are: regular day high school or high school equivalency program; adult basic education; high school courses taught in night school; any type of junior, community or four-year college, graduate school; a vocational, business or trade school; and a job training program such as CETA, OJT, WIN, etc.

Current enrollment means the respondent is enrolled in and attending classes at the current time. Taking a semester off, for example, should not be considered current enrollment. (Changes will be made in this part of the interview next summer to include students who will return to school in the fall.)

EE5 This question is asked only if the respondent's answer to the previous question was *no*. There are two separate cursor locations or input fields in this question. In the first location you will enter a two-digit number corresponding to the month. The correct codes corresponding to the months are:

1	January	7	July
2	February	8	August
3	March	9	September
4	April	10	October
5	May	11	November
6	June	12	December

The cursor will automatically move to the second location or field. You will need to enter only the last two digits of the year and press RETURN.

EE6 You should code the **last** kind of school or training program the respondent was enrolled in. If the answer does not correspond to any of the categories 1 through 9, record a description of the school or program in the comments field (CTRL K) and code *10*.

In this question, code *1* if the respondent was enrolled in a regularly established public or private high school.

Code *2* if he/she was enrolled in a program providing instruction designed to prepare him/her for taking the GED (General Education Development) exam.

1.04 EE4

Are you currently enrolled in school, college, a vocational or technical program, apprenticeship or a job training program?

( )

1. YES (EE6)
2. NO

1.05 EE5

In what month and year did you last attend any type of school or training program?

MONTH ( ) YEAR 19( )

[USE THE CATEGORIES BELOW FOR MONTH.]

1. JANUARY	7. JULY
2. FEBRUARY	8. AUGUST
3. MARCH	9. SEPTEMBER
4. APRIL	10. OCTOBER
5. MAY	11. NOVEMBER
6. JUNE	12. DECEMBER

1.06 EE6

What kind of school or training program are you enrolled in?

( )

1. TAKING H.S. COURSES IN REGULAR DAY HIGH SCHOOL
2. GED OR HIGH SCHOOL EQUIVALENCY PROGRAM
3. ADULT BASIC EDUCATION [ABE]
   [H.S. COURSES IN NIGHT SCHOOL OR BY CORRESPONDENCE]
4. SKILL DEVELOPMENT PROGRAM
   [E.G., PUBLIC EMPLOYMENT, JOBS, OIC, WIN, CETA]
5. ON THE JOB TRAINING PROGRAM
6. APPRENTICESHIP PROGRAM
7. VOCATIONAL, BUSINESS OR TRADE SCHOOL
8. 2 YEAR JUNIOR OR COMMUNITY COLLEGE
9. 4 YEAR COLLEGE OR UNIVERSITY
10. SOME OTHER SCHOOL

Code *3* if the respondent was enrolled in an Adult Basic Education (ABE) program designed to improve basic learning skills to adults who never previously attended school.

Code *4* if he/she was enrolled in a recognized skill development program such as those listed on the screen.

Code *5* only if the respondent specifically mentions the On the Job Training Program. This is an established program and does not refer merely to learning while working.

Code *6* if the respondent was enrolled in an established apprenticeship program such as a plumber's or carpenter's helper.

Codes *8* and *9* are used to distinguish two-year from four-year colleges. In general, a university may be assumed to be a four year school and junior college may be assumed to be a two-year school. If the respondent simply names a college, you may have to ask whether it is a two or four year college.

Code *10* if the respondent's answer does not fit any of the above 9 categories.

1.61 EE6A

Are you currently enrolled in 9th, 10th, 11th or 12th grade?

( )

9. 9TH
10. 10TH
11. 11TH
12. 12TH

1.62 EE6B

Are you currently enrolled in your first, second, third, fourth or fifth year of college?

( )

1. FIRST YEAR [FR]
2. SECOND YEAR [SO]
3. THIRD YEAR [JR]
4. FOURTH YEAR [SR]
5. FIFTH YEAR [OF A 5 YEAR COLLEGE]

1.1666 EE1VER

So, you have completed and received credit for the 12th grade?

( )

1. YES
2. NO

EE6A This question will be asked if you coded a "1" (TAKING H.S. COURSES.....) in question EE6. If the respondent is in high school, we are interested in the particular grade he is in.

EE6B If you coded a "9" (4 YEAR COLLEGE OR UNIVERSITY) for question EE6, you will read this question to the respondent. This question determines which year of college the respondent is in. We are interested in academic years or credit level rather than the number of calendar years in attendance. For example, an individual could take one or two courses a semester over a period of four years and still be at the freshman level in terms of academic credit.

EE1VER This question functions as a confirmation of the **last** grade or level of schooling that the person has **completed and received credit for.** The grade or year of college which is one less than whatever year was entered in either question EE6A or EE6B will be displayed in this question.

1.01 EE1

What is the highest grade or level of schooling that you have completed and received credit for?

( )

7. LESS THAN 8TH GRADE
8. 8TH GRADE
9. 9TH GRADE
10. 10TH GRADE
11. 11TH GRADE
12. 12TH GRADE
13. 1ST YEAR OF 4-YEAR COLLEGE [FR]
14. 2ND YEAR OF 4-YEAR COLLEGE [SO]
15. 3RD YEAR OF 4-YEAR COLLEGE [JR]
16. 4TH YEAR OF 4-YEAR COLLEGE [SR]
17. 5TH YEAR COLLEGE, 1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL
18. 2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL
19. 3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL
20. MORE THAN 3 YEARS GRADUATE OR PROFESSIONAL SCHOOL
21. 1ST YEAR OF JUNIOR OR COMMUNITY COLLEGE
22. 2ND YEAR OF JUNIOR OR COMMUNITY COLLEGE
23. 1ST YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL
24. 2ND YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL
25. MORE THAN 2 YEARS OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL

0.133 SC13C

Are you a college graduate?

( )

1. YES
2. NO

1.03 EE3

What is the highest grade or year of school or college you plan to eventually complete?

( )

7. LESS THAN 8TH GRADE
8. 8TH GRADE
9. 9TH GRADE
10. 10TH GRADE
11. 11TH GRADE
12. 12TH GRADE
13. 1ST YEAR OF 4-YEAR COLLEGE [FR]
14. 2ND YEAR OF 4-YEAR COLLEGE [SO]
15. 3RD YEAR OF 4-YEAR COLLEGE [JR]
16. 4TH YEAR OF 4-YEAR COLLEGE [SR]
17. 5TH YEAR COLLEGE, 1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL
18. 2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL
19. 3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL
20. MORE THAN 3 YEARS GRADUATE OR PROFESSIONAL SCHOOL
21. 1ST YEAR OF JUNIOR OR COMMUNITY COLLEGE
22. 2ND YEAR OF JUNIOR OR COMMUNITY COLLEGE
23. 1ST YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL
24. 2ND YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL
25. MORE THAN 2 YEARS OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL

EE1 Codes 13-16 refer to academic credit levels rather then the number of years of college attended. For example, one could attend college for two or three years on a part-time basis and still be at the 1st year (FR) level.

Code 17 refers to the 5th year of college or 1st year of graduate or professional school. There are 5 year college programs that usually combine bachelor's and master's degrees.

In addition to the obvious professional schools (Codes 17-20) such as Medical School and dental school, other examples would include such training as provided in chiropractic school and podiatry school.

Codes 23-25 refer to vocational business, or trade schools. Such schools include a broad range of skills training. The following examples may be helpful: beauty school, coding school, computer programmer training, heavy equipment training, secretarial school, etc.

SC13C This question will be asked if the response to EE1 is *REFUSED* (Shift 7) or *DON'T KNOW* (Shift 8).

EE3 Some respondents may find it difficult to answer this question. Whenever this occurs probe for what their **current** plan is or their best estimate of the highest grade they plan to complete.

Codes 13-16 refer to academic credit levels rather then the number of years of college attended. For example, one could attend college for two or three years on a part-time basis and still be at the 1st year (FR) level.

Code 17 refers to the 5th year of college or 1st year of graduate or professional school. There are 5 year college programs that usually combined bachelor's and master's degrees.

In addition to the obvious professional schools (Codes 17-20) such as medical school and dental school, other examples would include such training as provided in chiropratic school and podiatry school.

Codes 23-25 refer to vocational, business, or trade schools. Such schools include a broad range of skills training. The following examples may be helpful: beauty school, cooking schook, computer programmer training, heavy equipment training, secretarial school, etc.

1.071 EE7OV1

Did your school use letter or number grades?

(1)

1. LETTER
2. NUMBER
3. NEITHER

What grades did you usually get in school? Were they...

( )

1. mostly A's,
2. mostly A's and B's,
3. mostly B's,
4. mostly B's and C's,
5. mostly C's,
6. mostly C's and D's, or
7. mostly D's and F's?

1.072 EE7OV2

Did your school use letter or number grades?

(2)

1. LETTER
2. NUMBER
3. NEITHER

What grades did you usually get in school? Were they...

( )

1. 90 - 100,
2. 85 - 89,
3. 80 - 84,
4. 75 - 79,
5. 70 - 74,
6. 65 - 69, or
7. 64 or below?

EE7
EE70V1
EE702

This question will require two responses. Initially you will see only the top half of the screen (Screen EE7). Once you record the answer, the screen will change to EE70V1 or EE70V2 and the follow-up question will appear below the first one. If you enter a "3", CATI will automatically skip the second half of this question.

1.0912 EE9_12

Now I have a list of high school mathematics and technical courses. As I read each one, please tell me whether you have taken or plan to take...

[FOR ALL QUESTIONS, 1 = TAKEN OR CURRENTLY TAKING, 2 = PLAN TO TAKE, 3 = NOT TAKEN AND NOT PLANNING TO.]

Elementary algebra? ( )

Plane geometry? ( )

Intermediate algebra? ( )

Trigonometry? ( )

13.36 DE36

Did you ever participate in a Reserve Officer's Training Corps [ROTC] course?

( )

1. YES
2. NO

EE9_12 Note the interviewer instructions for coding this question. Code each course before asking about the next one. You will not need to press RETURN after coding each response as the cursor will advance automatically. As usual, you will need to press RETURN after the last category in order to advance to the next screen.

DE36 The Reserve Officer's Training Corps or R.O.T.C. offer courses in high school and college that range from engineering to outdoor survival skills.

13.37 DE37

Was that Junior ROTC in high school or
Senior ROTC in college?

( )

1. JUNIOR [IN HIGH SCHOOL]
2. SENIOR [IN COLLEGE]

13.37 DE38

Was that Army ROTC, Air Force ROTC, or Navy ROTC?

( )

1. ARMY
2. AIR FORCE
3. NAVY

DE37 This question will be asked only if the answer to the previous question (DE36) is a "1" (YES).

DE38 This question will be asked only if the answer to the previous question (DE37) is a "2" *SENIOR [IN COLLEGE*).

1.16 EE16

Are you currently employed either full-time or part-time?

( )

1. YES (EE19)
2. NO

1.17 EE17

Are you looking for work now?

( )

1. YES
2. NO

1.19 EE19

How many hours per week did you usually work at your last job?

[ENTER 0 FOR NEVER HAD A JOB]

HOURS WORKED ( )

1.19 EE19

How many hours per week do you usually work at your main job?

[ENTER 0 FOR NEVER HAD A JOB]

HOURS WORKED ( )

EE16 This question asks about the respondent's current employment status. In this question we are interested **only** in whether the respondent is employed, not with the specific number of hours they may be working.

EE17 You will ask this question only if the respondent is **not** currently employed, i.e., question EE16 = 2 (NO). Looking for work can range from submitting job applications to simply reading the want ads. Just **thinking** about job-hunting should be coded *NO*.

EE19 There are two versions of this question depending on whether the respondent is currently employed. You will either be asking how many hours per week the respondent currently works in their main job **or** worked in their previous job, if they are not currently employed. If the number of hours per week varies, probe for an average number. The **main** job is the one with longer hours.

Note the instructions to enter a "0" (zero) if the respondent never had a job.

1.20 EE20

Have you ever held a full-time job?

[MORE THAN 34 HOURS PER WEEK]

( )

1. YES
2. NO

1.24 EE24

How easy or difficult is it for someone your age to get a full-time job in your community? Is it ...

( )

1. almost impossible,
2. very difficult,
3. somewhat difficult, or
4. not difficult at all?

EE20 A **full-time job** is considered to be **more than 34 hours/week.** This question is asked only if the respondent is not currently working full-time **or** has never worked full time.

EE24 You will read the answer categories to the respondent as part of the question. **Community** is here defined as the respondent's home community if he/she is living away at school.

CAREER MILITARY INTENTIONS OR PROPENSITY (IP)

2.01 IP1

Now let's talk about your plans for the next few years. What do you think you might be doing?

[RECORD ALL THAT APPLY. ENTER CTRL/P TO EXIT.]

( ) ( ) ( ) ( ) ( )

1. GOING TO SCHOOL
2. WORKING
3. DOING NOTHING
4. JOINING THE MILITARY OR SERVICE
5. OTHER

2.03 IP3

You said that you might be joining the military. Which branch of the service would that be?

( )

1. AIR FORCE
2. ARMY
3. COAST GUARD
4. MARINE CORPS
5. NAVY

2.046 IP4_6

Which type of service would that be? Would it be...

( )

1. active duty,
2. the Reserve, or
3. the National Guard?

INTENTIONS AND PROPENSITY

IP1 Note the multiple cursor locations for this question. Read only the question the first time, and enter the appropriate response in the first cursor location or input field. Then probe for *anything else*?. If there is nothing else, use CTRL/P to advance to the next screen. You cannot use CTRL/P in the first cursor location.

If the respondent replies with something best coded as "5" (OTHER), record verbatim in comments using CTRL/K.

Do not read the response categories for this question.

IP3 You will ask this series of questions (IP3-IP4_6) only if the respondent chose "4" (JOINING THE MILITARY....) as a response to the previous question. If the respondent mentions more than one branch of the service, probe for the most likely and record only that one.

IP4_6 The CATI will automatically skip this question if the response was *REFUSED* (Shift 7) or *DON'T KNOW* (Shift 8) to the previous question.

The three response categories will rotate their order so that different respondents hear them in varying orders.

2.05 IP5

If you found for some reason you couldn't join the Air Force, which branch of the service would be your next choice?

( )

1. AIR FORCE
2. ARMY
3. COAST GUARD
4. MARINE CORPS
5. NAVY
6. NONE (IP7)

2.046 IP4_6

Which type of service would that be? Would it be...

( )

1. active duty,
2. the Reserve, or
3. the National Guard?

IP5 In this question the CATI will automatically insert the name of the branch of service that was coded in question IP3. The service that is named in the question cannot be chosen.

IP4_6 This question will only be asked if you coded a specific branch of service in question IP5, i.e., "1" (AIR FORCE), "2" (ARMY), "3" (COAST GUARD), "4" (MARINE CORPS), or "5" (NAVY).

The three response categories will rotate their order so that different respondents hear them in varying orders.

2.07 IP7

Now I'm going to ask you about several things young men your age might do in the next few years. Please tell me whether you will definitely, probably, probably not or definitely not be doing each of the following things.

How likely is it that you will be serving in the military?

( )

1. DEFINITELY
2. PROBABLY
3. PROBABLY NOT
4. DEFINITELY NOT

2.14 IP14

How likely is it that you will be going to college?

( )

1. DEFINITELY
2. PROBABLY
3. PROBABLY NOT (IP16)
4. DEFINITELY NOT (IP16)

2.15 IP15

Do you think that you will go to a two-year or four-year college?

( )

1. TWO-YEAR COLLEGE
2. FOUR-YEAR COLLEGE

IP7 Read the introduction **verbatim**, and then read the question, including the answer categories. The CATI system will automatically insert *men* or *women* in the question.

Note that the military includes all branches of the service - i.e., the Army, Air Force, Navy, Marines, Coast Guard and the National Guard and Reserves.

The respondent may already have volunteered that he/she will be doing one or more of the following things in the future. Here, we are asking the respondent to say how **likely** each of these things may be given that something might change or interfere with his/her plans.

IP14 If the respondent does not answer using one of the four designated categories, you should read the categories to them.

IP15 You will ask this question only if the response to the previous question was "1" (DEFINITELY) or "2" (PROBABLY). An example of a 2 year college is a community college or someplace similar. If the respondent intends to eventually attend both a 2 year and a 4 year college, code the two year college.

It is possible that a respondent could answer *yes* or *no* to this question by misinterpreting it as a variation on IP14. To avoid this possibility, you should emphasize the words *two-year* and *four-year* when you read the question.

2.11 IP11

How likely is it that you will participate in at least one college course offered by the Army Reserve Officer's Training Corps, or Army R.O.T.C.?

( )

1. DEFINITELY
2. PROBABLY
3. PROBABLY NOT
4. DEFINITELY NOT

2.16 IP16

How likely is it that you will be going to vocational or technical school?

( )

1. DEFINITELY
2. PROBABLY
3. PROBABLY NOT
4. DEFINITELY NOT

IP11 The Army Reserve Officer's Training Corps or R.O.T.C. offer specific courses at colleges. These courses can range from engineering to communications, and outdoor survival.

IP16 Vocational and technical school includes beauty schools, automative mechanics, secretarial, etc. Read the categories as part of the question.

2.12 IP12

How likely is it that you will be working in a civilian job?

( )

1. DEFINITELY
2. PROBABLY
3. PROBABLY NOT
4. DEFINITELY NOT

2.13 IP13

Will this be full-time or part-time?

( )

1. FULL-TIME
2. PART-TIME

2.02 IP2

Do you think that you will be working in the same job or occupation you have, or a different job or occupation?

( )

1. SAME JOB OR OCCUPATION
2. DIFFERENT JOB OR OCCUPATION

IP12 This question is part of the same series of questions about the respondent's intentions. Again, read the answer categories as part of the question.

Keep in mind that the time referrent for this question is in the **next few years.**

IP13 You will ask this question only if the response to the previous question (IP12) was a "1" (DEFINITELY) or "2" (PROBABLY). Note that in this question the answer categories are built into the question, and are not to be repeated.

IP2 Note that the answer categories have been built in as part of the question, as well as being separate response categories in capital letters.

2.111 IP11A

How likely is it that you will receive an officer's commission through participation in the Army Reserve Officer's Training Corps, or Army R.O.T.C.?

( )

1. DEFINITELY
2. PROBABLY
3. PROBABLY NOT
4. DEFINITELY NOT

2.08 IP8

How likely is it that you will be serving on active duty in the Army?

( )

1. DEFINITELY
2. PROBABLY
3. PROBABLY NOT
4. DEFINITELY NOT

IP11A This question will only be asked if the respondent is going to college, and you have coded so in question IP14.

IP8
IP9
IP10 These are part of the same series of questions. We are interested in the respondent's intentions for the future.

2.09 IP9

How likely is it that you will be serving in the Army National Guard?

( )

1. DEFINITELY
2. PROBABLY
3. PROBABLY NOT
4. DEFINITELY NOT

2.10 IP10

How likely is it that you will be serving in the Army Reserve?

( )

1. DEFINITELY
2. PROBABLY
3. PROBABLY NOT
4. DEFINITELY NOT

LEFT INTENTIONALLY BLANK

2.17 IP17

We've talked about several things you might be doing in the next few years. Taking everything into consideration, what are you most likely to be doing in the next year?

[IF "GOING TO SCHOOL" OR "WORKING" PROBE: Will that be full-time or part-time?]

[RECORD ALL THAT APPLY. ENTER CTRL/P TO EXIT.]

( ) ( ) ( ) ( ) ( ) ( ) ( )

1. GOING TO SCHOOL FULL-TIME
2. GOING TO SCHOOL PART-TIME
3. WORKING FULL-TIME
4. WORKING PART-TIME
5. SERVING IN THE MILITARY
6. BEING A FULL-TIME HOMEMAKER
7. OTHER

2.20 IP20

How likely is it that you will talk to someone [such as family, friends, or teacher] about joining the Army?

( )

1. DEFINITELY
2. PROBABLY
3. PROBABLY NOT
4. DEFINITELY NOT

IP17 Read only the short introduction and question. Emphasize the phrase *more likely*. Also, note that the time referrent has changed to the next year. Note that you will probe only if the respondent is *GOING TO SCHOOL* or *WORKING*.

Note the multiple cursor locations or input fields for you to enter as many codes as needed. Once all the responses have been coded, use CTRL/P to advance to the next screen.

If code "7" (OTHER) is coded, make a comment using CTRL/K before coding the response.

IP20 Note the phrases in square brackets. These should only be read if the respondent is not clear as to whom he/she would talk to.

2.21 IP21

How likely is it that you will do something about joining the Army [such as see an Army Recruiter, call a toll-free number, answer an Army ad, or visit an Army base]?

( )

1. DEFINITELY
2. PROBABLY
3. PROBABLY NOT
4. DEFINITELY NOT

2.18 IP18

Before we talked today, had you ever <u>thought</u> about joining the military?

( )

1. YES
2. NO

IP21 Note again, the phrases in square brackets should only be read if the respondent is not clear on what he/she would do about joining the Army. Read the answer categories as part of the question.

IP18 Again, the military includes all branches of the service - i.e., the Army, Air Force, Navy, Marines, Coast Guard, National Guard, and Reserve. Also included are college and R.O.T.C.

Emphasize the word *thought*.

BEHAVIORS (BE)

3.0101 BE1A

Have you ever talked with any military recruiter to get information about the military?

( )

1. YES
2. NO

3.01 BE1

In the past six months, have you talked with anyone about possibly joining the Army?

( )

1. YES
2. NO (BE10)

3.02 BE2

With whom have you talked?

[RECORD ALL THAT APPLY. ENTER CTRL/P TO EXIT.]

( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )

1. FRIENDS
2. MOTHER
3. FATHER
4. A BROTHER OR SISTER
5. SOME OTHER RELATIVE
6. BOY/GIRL FRIEND OR SPOUSE
7. A TEACHER
8. A COUNSELOR AT SCHOOL
9. A RECRUITER
10. CO-WORKER
11. EMPLOYER
12. OTHERS

BEHAVIORS

BE1A — This series of questions asks about people the respondent may have talked with, or efforts he/she may have made to obtain information about the military, to apply for college or to obtain employment.

BE1 — Note the time period *In the past six months*. If the respondent's answer is *NO* or *DON'T KNOW* (Shift 8) or if he/she refuses to answer the question (Shift 7), the CATI will skip questions BE2-BE8B and take you directly to question BE10.

BE2 — CATI will display this question only if the answer to the previous question BE1 was "YES". We are still interested only in those people the respondent has talked with *in the past six months*. Note the multiple cursor locations. Continue to probe for *ANYONE ELSE*. When you have recorded all the answers, use CTRL/P to exit the screen. You cannot use CTRL/P in the first cursor location.

Note that the category *FRIENDS* is separate from the category *BOY/GIRLFRIEND OR SPOUSE*.

3.03 BE3

You mentioned talking with friends. Were these friends from school?

( )

1. YES
2. NO

3.04 BE4

Were these friends at work?

( )

1. YES
2. NO

3.0499 BE4CK

Were these friends co-workers or employers?

( )

1. CO-WORKERS
2. EMPLOYERS
3. NEITHER
4. BOTH

BE3
BE4
BE4CK
BE5
BE6

This series of questions is about **friends** and is asked only if "1" (FRIENDS) was recorded in the previous question (BE2).

Question BE6 will be asked only if the answer to the previous question (BE5) was "1" (YES).

3.05 BE5

Were these friends in the service?

( )

1. YES
2. NO

3.06 BE6

Were these friends in the Army?

( )

1. YES
2. NO

LEFT INTENTIONALLY BLANK

3.07 BE7

In the past six months, have you talked to an Armed Forces recruiter about military service?

( )

1. YES
2. NO

3.08 BE8

Was the recruiter you spoke with an ...

[FOR EACH QUESTION, 1 = YES, 2 = NO.]

Army recruiter? ( )

Air Force recruiter? ( )

Navy recruiter? ( )

Marine recruiter? ( )

BE7 This series of questions is about the **Armed Forces and Army recruiters.** If *A RECRUITER* was coded in question BE2, CATI will automatically skip this question.

Note the time period *In the past six months.* If the answer is "NO" CATI will skip the next three questions.

BE8 Read the answer categories one at a time as part of the question. Record a "1" (YES) or "2" (NO) for each category before asking the next category. The cursor will automatically advance to the next category after coding each of the first three responses. You will need to press RETURN after coding the last response in order to advance to the next screen.

3.0801 BE8A

How did you have your first contact with the Army recruiter?

[READ ALL RESPONSE CATEGORIES BEFORE CODING THE ANSWER.]

( )

1. Did you contact the Army recruiter on the advice of another service recruiter,
2. did you contact the Army recruiter first,
3. were you contacted by the Army recruiter first,
4. were you with a friend with whom the recruiter was meeting,
5. did you contact an Army recruiter through a U.S. Army Reserve or National Guard unit or member, or
6. was your first contact by some other way?

3.0802 BE8B

Under what circumstances did you first talk with an Army recruiter? Did you talk ...

( )

1. by telephone,
2. at a recruiting station,
3. at a job fair,
4. at school,
5. at an Army Reserve unit, or
6. some other way?

3.10 BE10

In the past six months, have you responded to an Army ad by calling a toll-free number or sending for a gift?

( )

1. YES
2. NO

BE8A
BE8B

The next two questions are asked only if the answer to *Army Recruiter* in the previous question (BE8) was *YES*. It is important to emphasize the word *first* in these two questions. You should read **all** of the response categories before coding the response. Several of the categories may be applicable, but we are only interested in the one which occurred **first.**

If the response to BE8B is "6", use CTRL/K and record the answer verbatim.

BE10

The time period of interest continues to be the *past six months*.

3.11 BE11

In the past six months, have you visited an Army recruiting station?

( )

1. YES
2. NO

3.121 BE12A

Have you ever taken a written test used for the Army, such as the Armed Services Vocational Aptitude Battery?

( )

1. YES
2. NO

3.12 BE12

In the past six months, have you taken a written test used for the Army, such as the Armed Services Vocational Aptitude Battery?

( )

1. YES
2. NO

BE11 The time period of interest continues to be the *past six months.*

BE12A The *Armed Services Vocational Aptitude Battery* is just
BE12 one example of several written tests which are used for Army recruits.

You will ask if the youth **ever** took a written test for the Army. If their response is *YES*, you will then ask if it was in the *past six months.*

3.16 BE16

In the past six months, have you given any thought to going to college?

( )

1. YES
2. NO

3.17 BE17

In the past six months, have you talked to anyone about going to college?

( )

1. YES
2. NO (BE21)

BE16
BE17

The next series of questions is about **college.** If the respondent is currently in college or is a college graduate, CATI will automatically skip these questions. Note the time period of interest continues to be *the past six months*.

If the respondent answers *NO* to BE16, CATI will automatically skip questions BE17, BE18, BE19 and BE21.

If the answer to BE17 is *NO*, *DON'T KNOW* (Shift 8) or a refusal (Shift 7), CATI will skip questions BE18, BE19 and BE20.

3.18 BE18

With whom have you talked?

[RECORD ALL THAT APPLY. ENTER CTRL/P TO EXIT.]

( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )

1. FRIENDS
2. MOTHER
3. FATHER
4. A BROTHER OR SISTER
5. SOME OTHER RELATIVE
6. BOY/GIRL FRIEND OR SPOUSE
7. A TEACHER
8. A COUNSELOR AT SCHOOL
9. A RECRUITER
10. CO-WORKER
11. EMPLOYER
12. OTHERS

3.19 BE19

Have they talked to you about ...

[FOR EACH QUESTION, 1 = YES, 2 = NO.]

the Army College Fund? ( )

the GI Bill? ( )

R.O.T.C. Scholarships? ( )

V.E.A.P. [Veterans Educational Assistance Package]? ( )

BE18 This question also deals with going to college. Probe any response to be certain it occurred *in the past six months*. Note the multiple cursor locations and record all the responses. If the respondent's answer does not correspond to one of the first eleven categories, record the answer verbatim in the comments field, and code "12".

Continue to probe for *anyone else*. When you have recorded all the answers, use CTRL/P to exit the screen. Remember that you cannot use CTRL/P in the first cursor location.

BE19 Read the response categories one at a time as part of the question. Record a "1" (YES) or "2" (NO) for each category before asking the next category. The cursor will automatically advance to the next category after coding each of the first three responses. You will need to press RETURN after coding the last response in order to advance to the next screen.

3.211 BE21A

Have you ever taken any college admissions tests, for example, the PSAT, SAT or ACT?

( )

1. YES
2. NO

3.21 BE21

In the past six months, have you taken any college admissions tests for example, the PSAT, SAT or ACT?

( )

1. YES
2. NO

BE21A
BE21

These two questions ask about college admissions tests the respondent may have taken. The PSAT, SAT and ACT are three of the most common admissions tests. Another example is the Miller Analogies Test. The GRE (Graduate Record Exam) should **not** be included.

3.241 BE24A

Have you ever submitted a college application?

( )

1. YES
2. NO

3.24 BE24

In the past six months, have you submitted a college application?

( )

1. YES
2. NO

BE24A
BE24

These two questions ask about college applications. You will ask if the youth **ever** submitted a college application. If their response is *YES*, you will then ask if it was in the *past six months*.

3.25 BE25

In the past six months, have you given any thought to getting a full-time civilian job?

( )

1. YES
2. NO (SI10)

3.26 BE26

In the past six months, have you spoken with anyone about getting a full-time civilian job?

( )

1. YES
2. NO (BE31)

3.27 BE27

With whom have you spoken?

[RECORD ALL THAT APPLY. ENTER CTRL/P TO EXIT.]

( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )

1. FRIENDS
2. MOTHER
3. FATHER
4. A BROTHER OR SISTER
5. SOME OTHER RELATIVE
6. BOY/GIRL FRIEND OR SPOUSE
7. A TEACHER
8. A COUNSELOR AT SCHOOL
9. A RECRUITER
10. CO-WORKER
11. EMPLOYER
12. OTHERS

BE25
BE26
BE27

This series of questions concerns **full-time civilian jobs.** If the respondent is currently employed full-time, i.e., more than 34 hours per week, CATI will automatically skip questions BE25, BE26, BE27, BE31 and BE32. The time period continues to be *the past six months*.

In B25, emphasize the words *any thought*. If the respondent answers "NO" to BE25, CATI will skip the remaining questions in this section.

In B26, emphasize the words *spoken with*. If the answer to B26 is *NO, DON'T KNOW* (Shift 8), or a refusal (Shift 7), CATI will skip directly to question BE31.

In Question BE27, note the multiple cursor locations and record all responses. If the respondent's answer does not correspond to one of the first eleven categories, record the answer verbatim in the comments field (CTRL/K), and code 12.

Continue to probe for *Anyone else*. When you have recorded all the answers, use CTRL/P to exit the screen. Remember that you cannot use CTRL/P in the first cursor location.

3.31 BE31

In the past six months, have you visited any prospective employers or employment agencies?

( )

1. YES
2. NO

3.32 BE32

In the past six months, have you applied for a job?

( )

1. YES
2. NO

BE31 The *past six months* continues to be the time period of
BE32 concern. In Question BE31, emphasize the word *visited*.

SOCIAL INFLUENCE (SI)

4.0 SI0

Now I am going to ask you a few questions about the attitudes of your family and friends about the military.

[PRESS RETURN TO CONTINUE]

4.01 SI1

For each of the following people, please tell me how you think they would feel about your enlisting in the Army. Use a scale of 1 to 5 where a 1 means they would think it is a very bad idea, 2 means it's a bad idea, 3 means it's neither a good nor a bad idea, 4 means it's a good idea, and 5 means they would think your enlisting would be a very good idea.

[CODE 6 IF NOT APPLICABLE, PERSON DECEASED, OR DOES NOT EXIST]

Your father?	( )
Your mother?	( )
Friends with Army experience?	( )
Friends with other military experience?	( )
Friends with no military experience?	( )
Your school counselor?	( )
Your teachers?	( )
Your co-workers?	( )
Your fellow students?	( )
Your employer?	( )

SOCIAL INFLUENCES

SI0 Read the introduction verbatim. These questions concern what the youth perceives to be the attitudes of key persons toward his or her joining the Army.

SI1 Code each category before asking for the next response. The cursor will automatically move down the list as you code. As always, you will need to press RETURN after the last category has been coded.

Also note, there are two versions of this screen. Depending upon whether the respondent is currently working or not, the response categories of *your co-workers* and *your employer* will or will not be displayed on the screen.

4.02 SI2

Do you have friends who are currently serving in the military?

( )

1. YES
2. NO (SI5)

4.03 SI3

In what branch of the military are these friends serving?

[RECORD ALL THAT APPLY. ENTER CTRL/P TO EXIT]

( ) ( ) ( ) ( ) ( )

1. AIR FORCE
2. ARMY
3. COAST GUARD
4. MARINE CORPS
5. NAVY

4.04 SI4

Are your friends in the Army serving in the ...

[FOR EACH QUESTION, 1 = YES, 2 = NO]

Active Army?	( )
Army Reserve?	( )
Army National Guard?	( )
Army Reserve Officer's Training Corps?	( )

SI2 Emphasize **currently** in this question.

SI3 This question will come up only if the answer to the previous question SI2 was coded a "1" (YES).

Note that this question has multiple cursor locations or input fields. If more than one friend is serving in some branch of the military enter the code for that branch one time only. You will need to press RETURN after coding each response, and CTRL/P when there are no more responses to enter.

SI4 This question also has multiple cursor locations, but you cannot CTRL/P in these input fields. You have to enter a "1" (YES) or "2" (NO) for each response category. Press RETURN after coding the last category.

4.05 SI5

Do you have family members who are currently serving in the military?

( )

1. YES
2. NO (IAINTRO)

4.061 SI6OV1

In what branch of the military are these family members serving?

[CODE ALL THAT APPLY. USE CTRL/P TO EXIT]

(2) ( ) ( ) ( ) ( )

1. AIR FORCE
2. ARMY
3. COAST GUARD
4. MARINE CORPS
5. NAVY

4.07 SI7

Are they serving in the...

[FOR EACH QUESTION, 1 = YES, 2 = NO]

Active Army? ( )

Army Reserve? ( )

Army National Guard? ( )

Army Reserve Officer's Training Corps? ( )

SI5 This question is similar to SI2. You will ask the same series of questions for family members.

SI6 This question will be asked only if question SI5 is coded a "1" (YES). Again, note the multiple cursor locations to enter all the categories that apply. Use CTRL/P to advance to the next screen.

SI7 Code a "1" (YES) or "2" (NO) for each response category. Press RETURN only after the last category has been coded.

IMPORTANCE OF KEY ATTRIBUTES (IA)

5.01 IAINTRO

In thinking about your plans for the next year, please tell me how important it is that you have opportunities for the following things.

[PRESS RETURN TO CONTINUE]

5.010 IA1

Use a scale of 1 to 5 where a "1" means it is not at all important and "5" means it is very important.

Having a wide variety of opportunities to find a job you can enjoy? ( )

Having a physical challenge? ( )

Having an experience you can be proud of? ( )

Having a stepping-stone between high school and college? ( )

Developing leadership skills? ( )

Working with the latest high-tech equipment? ( )

Helping your career development? ( )

IMPORTANCE OF ATTRIBUTES

IAINTRO
IA1
IA2
IA3

The focus of this set of questions is the degree of importance attached to different opportunities for the respondent over the next year. Respondents are to use a scale ranging from 1 to 5 to rate these opportunities. A "1" will mean the opportunity is not at all important and a "5" will mean the opportunity is very important. You may need to periodically remind some respondents of the meaning of the points of the scale.

There are eighteen separate opportunities listed. In each different interview these opportunities will be listed in a different order. Whenever there is a lengthy list of similar questions, there is always concern that the respondent may stop listening with the same attention as you continue through the list. Therefore, the opportunities are presented with a different starting point (rotated), so that the effects of possible inattention are randomly disributed across interviews.

Do **not** attempt to define any of the categories. If the respondent asks what it means, say *Whatever it means to you*.
As you code each category the cursor will automatically advance to the next cursor location. When you reach the final input field on the screen, you will enter your response and press RETURN to advance to the next screen.

5.02 IA2

[Use a scale of 1 to 5 where a "1" means it is not at all important and "5" means it is very important.]

Developing self-confidence? ( )

Developing your potential? ( )

Having a mental challenge? ( )

Becoming more mature and responsible? ( )

Training in useful skill areas? ( )

Working with highly-trained people? ( )

5.02 IA2

[Use a scale of 1 to 5 where a "1" means it is not at all important and "5" means it is very important.]

Earning money for college or vocational education? ( )

Serving your country? ( )

Living in your own hometown? ( )

Having interesting and exciting weekends? ( )

Working part-time? ( )

Being able to make changes and use your own judgment? ( )

LEFT INTENTIONALLY BLANK

MEDIA HABITS (MH)

6.01 MH1

I'd like to ask a few questions about your TV, radio and reading habits.

Do you regularly watch TV?

( )

1. YES
2. NO (MH14)

6.02 MH2

How many hours per <u>week</u> do you spend watching...

programs on commercial networks, such as ABC, CBS, or NBC? ( )

programs on commercial cable stations, such as ESPN, MTV, USA, or TBS? ( )

6.001 MH2CK

Let me check what I have recorded. I've recorded that...

[RECONCILE WITH THE RESPONDENT. IF THE RESPONSE DOES NOT CHANGE, PRESS RETURN]

you watch 120 hours of Broadcast television per week ( )

and you watch 120 hours of Cable television per week ( )

MEDIA HABITS

MH1 Read the introduction and question verbatim. Since this is a *YES/NO* question, code "1" (YES) even if the respondent only watches one kind of television. **Regular watching** means once a week or more.

MH2 This question will only be asked if the response to question MH1 is a "1" (YES). Read the first answer category, code the response, then read the second answer category. If the respondent cannot give you an exact number of hours, probe for the best estimate.

If the response to the first category is more than 99 hours, the cursor will automatically advance to the second category. Otherwise, press RETURN to advance to the second field (e.g., if fewer than 100 hours are recorded.) As usual, you will have to press RETURN after you have entered the second response.

MH2CK This is a consistency check which will come up if the two responses to the previous question (MH2) add up to more than 168 hours. If the respondent wishes to revise the answers to MH2, enter the correct number or press RETURN if the response remains the same.

6.11 MH11

Do you watch any of the following Cable or Subscription TV channels regularly?

[ENTER 1 = YES, OR 2 = NO]

MTV [Rock Videos]?	( )
Nashville Network [TNN]?	( )
ESPN [Sports]?	( )
WTBS [Syndicated]?	( )
Black Entertainment TV [BET]?	( )

6.12 MH12

Do you frequently watch any of the following types of TV shows?

[ENTER 1 = YES, OR 2 = NO]

Sports?	( )
Suspense or mystery?	( )
General drama?	( )
Music or music video?	( )
Situation comedy?	( )
TV movies?	( )
Talk shows?	( )

6.13 MH13

Please tell me if you watch any of the following TV shows regularly. Do you watch...

[ENTER 1 = YES, OR 2 = NO]

David Letterman?	( )
Friday Night Videos?	( )
Monday Night Football?	( )
College Football?	( )
Sunday Night at the Movies?	( )

MH11
MH12 Note the multiple cursor locations or input fields in this question. Enter a "1" (YES) or "2" (NO) for each response category. Press RETURN after you have entered the last response.

Regularly means once a week or more.

MH13 Again, this question has multiple cursor locations. Answer categories should be read to the respondent. Code each category before going on to the next one. Press RETURN after you have entered the last response.

6.14 MH14

Does your household have a Video Cassette Recorder [VCR]?

( )

1. YES
2. NO (MH16)

6.15 MH15

How many hours per <u>week</u> do you usually spend watching your VCR?

HOURS ( )

MH14 Some respondents may be more familiar with *VCR* instead of the full name. Read *VCR* in parentheses if they do not understand *Video Cassette Recorder*.

MH15 You will ask this question only if the answer to question MH14 was a "1" (YES). If the respondent cannot give you an exact number of hours, probe for the best estimate. Press RETURN to go to the next screen.

6.16 MH16

Now let's talk about radio listening. Do you regularly listen to the radio?

( )

1. YES
2. NO (MH28)

6.17 MH17

How many hours per <u>week</u> do you listen to...

AM Radio? ( )

FM Radio? ( )

6.002 MH17CK

Let me check what I have recorded. I've recorded that...

[RECONCILE WITH THE RESPONDENT. IF THE RESPONSE DOES NOT CHANGE, PRESS RETURN]

you listen to 100 hours of AM Radio ( )

and you listen to 80 hours of FM Radio ( )

MH16 This question is self-explanatory.

MH17 This question will come up only if the answer to the previous question was a "1" (YES). Emphasize the word **week**, and code the first category before asking the second category. Press RETURN after you have entered the response for the second category. Ask for the respondent's best estimate if he/she does not know the exact number of hours.

MH17CK This consistency check will come up if the sum of the two responses in question MH17 is greater than 168 hours. If the respondent wishes to revise the answers to MH17, enter the correct number or press RETURN if the response remains the same.

6.26 MH26

Do you frequently listen to any of the following types of radio programs?

[ENTER 1 = YES, OR 2 = NO]

News?	( )
Classical music?	( )
Pop?	( )
Country?	( )
Sports?	( )
Talk Shows?	( )
Rock & Roll?	( )
"Easy Listening"?	( )

6.27 MH27

Do you listen to the following programs regularly?

[ENTER 1 = YES, OR 2 = NO]

American Top 40?	( )
King Biscuit Flower Hour?	( )
Rick Dees' Top 40?	( )
Metal Shop?	( )
Rockline?	( )

MH26
MH27

These are multiple entry questions. Answer a "1" (YES) or "2" (NO) for each response category. Press RETURN after you have entered the last response.

6.28 MH28

How often do you read the newspaper? Is it...

( )

1. Never, (MH31)
2. Less than twice a week,
3. 2-3 times per week,
4. 4-5 times per week, or
5. Daily?

6.29 MH29

How many hours per <u>week</u> do you spend reading the newspaper?

HOURS ( )

6.30 MH30

Do you regularly read any of the following sections?

[ENTER 1 = YES, OR 2 = NO.]

Sports?	( )
Comics?	( )
News?	( )
Local?	( )
Food?	( )
Lifestyle?	( )
Classified?	( )

MH28 Read the answer categories as part of the question, then code one response.

MH29 You will ask this question only if the respondent indicated that he/she reads the newspaper in the previous question (MH28). If the respondent does not know the exact number of hours, probe for his/her best estimate per **week**.

MH30 Enter a "1" (YES) or "2" (NO) for each response category. Press RETURN after you have coded the last response category.

6.31 MH31

Do you regularly read magazines?

( )

1. YES
2. NO (KR10V1)

6.32 MH32

What magazines do you read on a regular basis, that is, that you have read at least 3 of the past 4 issues?

[ENTER APPROPRIATE NUMBER FROM HARD COPY LIST, OR '991' FOR OTHER. ENTER CTRL/P TO CONTINUE.]

( ) ( ) ( ) ( ) ( ) ( )

MH31 Regular magazine reading refers to having read at least 3 of the past 4 issues.

MH32 This question will only come up if you coded a "1" (YES) to question MH31. It requires you to look at a hard copy list to be able to code the appropriate responses in the multiple input fields. This list is shown in Appendix B. Once all the magazine codes have been entered, CTRL/P to advance to the next screen.

If the respondent gives you more than six magazines, enter them in comments, before you code the last input field. Ask the respondent to slow down if you are having difficulty in keeping up with the coding. Respondents are usually flattered when you do so, because they feel you are interested in what they have to say, and want to record all their responses.

6.33 MH33

How many hours a week do you spend reading magazines?

HOURS ( )

6.007 MHCK1

Let me check what I have recorded. I've recorded that...

[RECONCILE WITH THE RESPONDENT. IF THE RESPONSE DOES NOT CHANGE, PRESS RETURN.]

you watch Broadcast TV	120 hours a week	( )
you watch Cable TV	120 hours a week	( )
you listen to AM Radio	100 hours a week	( )
you listen to FM Radio	80 hours a week	( )
you read the newspaper	12 hours a week	( )
and you read magazines	12 hours a week	( )

MH33 Emphasize the word **week**. Ask the respondent for his/her best estimate if he/she cannot give you the exact number of hours.

MHCK1 During the questions regarding television radio, newspaper and magazines you are asked to record the number of hours per week the respondent spends doing each activity. If the total is greater than the number of hours contained in a week, i.e., 168, all the information you enter will be displayed and you will have to opportunity to make corrections to any or all of it.

KNOWLEDGE RECALL (KR)

7.011 KR1OV1

Thinking about all forms of advertising, for which military services do you recall seeing or hearing any advertising?

[RECORD ALL THAT APPLY. THEN USE CTRL/P TO EXIT.]
[PROBE: Any other services?]

(3) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )

0. NONE
1. AIR FORCE
2. ARMY
3. RESERVE OFFICER'S TRAINING CORPS [R.O.T.C.]
4. NATIONAL GUARD
5. RESERVE
6. COAST GUARD
7. MARINE CORPS
8. NAVY
9. ONE AD FOR ALL SERVICES

7.021 KR2OV1

You mentioned seeing or hearing advertising for the Reserve Officer's Training Corps. For which military service or services was this advertising?

[PROBE: Any other services?]

[RECORD ALL THAT APPLY. THEN USE CTRL/P TO CONTINUE.]

(1) ( ) ( ) ( ) ( )

1. AIR FORCE
2. ARMY
3. NAVY
4. MARINE CORPS
5. COAST GUARD

KNOWLEDGE-RECALL

KR1
KR1OV1

This question will first come up without the probe instruction. Once you have coded the first response, the probe will be overlayed on top of the original question. Code all that apply, and use CTRL/P to advance to the next screen if there are less responses than the number of input fields.

If you enter 0 (zero), you will automatically go the next question. You can only enter a zero in the first cursor location.

Note that the question refers to any advertising **ever** seen or heard.

KR2

You will ask this question only if you coded *RESERVE OFFICER'S TRAINING CORPS [R.O.T.C.]* in the previous question. This is a multiple cursor locations or input fields question, so code each service that applies. Use CTRL/P to continue if there are fewer responses than the number of input fields.

7.031 KR3OV1

You mentioned seeing or hearing advertising for the National Guard. For which military service or services was this advertising?

[PROBE: Any other services?]

[ENTER ALL THAT APPLY. THEN USE CTRL/P TO CONTINUE.]

(1) ( ) ( ) ( ) ( )

1. AIR FORCE
2. ARMY
3. NAVY
4. MARINE CORPS
5. COAST GUARD

7.041 KR4OV1

You mentioned seeing or hearing advertising for the Reserve. For which military service or services was this advertising?

[PROBE: Any other services?]

[RECORD ALL THAT APPLY. USE CTRL/P TO CONTINUE.]

(1) ( ) ( ) ( ) ( )

1. AIR FORCE
2. ARMY
3. NAVY
4. MARINE CORPS
5. COAST GUARD

KR3 You will ask this question only if you coded a "4" (NATIONAL GUARD) in question KR1. This question is similar to the previous question (KR2). Code all that apply, and use CTRL/P to advance to the next question.

KR4 This question will only be asked if the answer to question KR1 included a "5" (RESERVE) as one of the response categories. Code all that apply, and use CTRL/P to go to the next question.

7.05 KR5

[Do you recall seeing or hearing any advertising for]

the Air Force?

( )

1. YES
2. NO

7.06 KR6

[Do you recall seeing or hearing any advertising for]

the Army?

( )

1. YES
2. NO

7.07 KR7

[Do you recall seeing or hearing any advertising for]

the Army Reserve Officer's Training Corps, that is,
the Army R.O.T.C.?

( )

1. YES
2. NO

KR5
KR6
KR7
KR8
KR9
KR10
KR11
KR12
KR13

These nine questions are rotated so that each question has an equal chance of being asked first.

As in the Importance of Attributes section, we are concerned here that respondent's attention may wander after responding to several similar items in this list. To lessen the effects of inattention across all the interviews, the order of the questions is randomized.

Each question will appear only if that particular branch of service was not chosen in question KR1.

7.08 KR8

[Do you recall seeing or hearing any advertising for]

the Army National Guard?

( )

1. YES
2. NO

7.09 KR9

[Do you recall seeing or hearing any advertising for]

the Army Reserve?

( )

1. YES
2. NO

7.10 KR10

[Do you recall seeing or hearing any advertising for]

the Coast Guard?

( )

1. YES
2. NO

LEFT INTENTIONALLY BLANK

7.11 KR11

[Do you recall seeing or hearing any advertising for]

the Marine Corps?

( )

1. YES
2. NO

7.12 KR12

[Do you recall seeing or hearing any advertising for]

the Navy?

( )

1. YES
2. NO

7.13 KR13

[Do you recall seeing or hearing any advertising for]

all the services in one ad?

( )

1. YES
2. NO

LEFT INTENTIONALLY BLANK

7.14 KR14

Did you see or hear Army ads...

[FOR EACH QUESTION, YES = 1, NO = 2]

on TV?	( )
on the radio?	( )
in magazines?	( )
in newspapers?	( )
on billboards?	( )
through the mail?	( )
on posters?	( )
in brochures or pamphlets?	( )
in the Yellow Pages?	( )
somewhere else?	( )

7.15 KR15

Other than trying to get you to enlist, what was the main message you got from Army advertising?

_____

_____

_____

7.17 KR17

Other than trying to get you to enlist, what was the main message you got from Army Reserve advertising?

_____

_____

_____

KR14 This question will come up if you have coded that the respondent had seen or heard Army ads in previous questions. Read and code each response category before asking the next one. Press RETURN after the last response. If the respondent's answer is *YES* to *somewhere else*, record their answer **verbatim** in comments.

KR15 You have three lines to enter a verbatim response. If the response is longer than these lines, press CTRL/K and record the full response in comments. Record a brief summary of the comment and the words *See comments* on the lines.

KR17 The CATI will display the service branch in this question, depending upon the responses in the previous questions, (other than Army). Again, you have three lines to code the verbatim response. Use the comments field for longer responses, and use CTRL/P to exit from this screen.

ATTITUDES TOWARDS ARMY ADVERTISING (AT)

8.01 AT1

Use a scale of "1" to "5" where "1" means you do not like the advertising and "5" means you like the advertising very much.

Overall, how much do you like the Army ads you have seen or heard over the past year?

( )

1. DO NOT LIKE
2. SOMEWHAT DISLIKE
3. NEUTRAL
4. LIKE SOMEWHAT
5. LIKE VERY MUCH

8.02 AT2

Use a scale of "1" to "5" where "1" means you do not believe what the ads say and "5" means you believe what the ads say.

How much do you believe what the ads say?

( )

1. DO NOT BELIEVE
2. SOMEWHAT DISBELIEVE
3. NEUTRAL
4. SOMEWHAT BELIEVE
5. STRONGLY BELIEVE

ATTITUDES TOWARD ARMY ADS

AT1
AT2

The focus of these two questions is the Army advertising program. If the respondent did not recall seeing or hearing any Army ads, i.e., in question KR1 the Army was not mentioned or in KR6 the response was *NO*, these questions will not be asked. CATI will automatically skip to question KS1.

You will be asking the respondent to use a scale ranging from 1 to 5 where 1 means they did not like/believe the advertisements and 5 means they like them very much/strongly believe what the ads say.

KNOWLEDGE/SLOGAN RECOGNITION (KS)

9.01 KS1

I am going to mention some slogans used by the military in its advertising. After I read each slogan, please tell me whether it is used by the Army, Air Force, Marine Corps, or Navy, or by all four active duty services together in the same ad or commercial.

[PRESS RETURN TO CONTINUE]

9.02 KS2

Which military service uses the advertising slogan, "Blank. It's not just a job. It's an adventure."?

( )

1. AIR FORCE
2. ARMY
3. MARINE CORPS
4. NAVY
5. ALL FOUR SERVICES IN ONE AD

9.03 KS3

[Which military service uses the advertising slogan,]

"The Few. The Proud. The Blank."?

( )

1. AIR FORCE
2. ARMY
3. MARINE CORPS
4. NAVY
5. ALL FOUR SERVICES IN ONE AD

KNOWLEDGE-SLOGAN RECOGNITION

KS1 The next series of questions concerns the slogans used by the military. The words *Army, Air Force, Marine Corps, Navy* are rotated in this introduction so that all respondents will not hear them in the same order.

KS2 Do not read the answer categories to the respondent.
KS3 Note the optional wording shown in brackets in
KS4 questions KS3-KS9.
KS5
KS6 Code *DON'T KNOW* (Shift 8) if the respondent does not
KS7 know the answer.
KS8
KS9

If another service is mentioned that is not shown on the list, record it under comments.

If the respondent wants to know how well he/she did is on this series of questions, you may reply "I think you did pretty well." If he/she presses for feedback on the number of correct answers, you may say "I am working at a computer terminal and I see only the questions, not the answers."

9.04 KS4

[Which military service uses the advertising slogan,]

"Be all you can be."?

( )

1. AIR FORCE
2. ARMY
3. MARINE CORPS
4. NAVY
5. ALL FOUR SERVICES IN ONE AD

9.05 KS5

[Which military service uses the advertising slogan,]

"Blank, a great way of life."?

( )

1. AIR FORCE
2. ARMY
3. MARINE CORPS
4. NAVY
5. ALL FOUR SERVICES IN ONE AD

LEFT INTENTIONALLY BLANK

9.06 KS6

[Which military service uses the advertising slogan,]

"We're looking for a few good men."?

( )

1. AIR FORCE
2. ARMY
3. MARINE CORPS
4. NAVY
5. ALL FOUR SERVICES IN ONE AD

9.07 KS7

[Which military service uses the advertising slogan,]

"It's a great place to start."?

( )

1. AIR FORCE
2. ARMY
3. MARINE CORPS
4. NAVY
5. ALL FOUR SERVICES IN ONE AD

LEFT INTENTIONALLY BLANK

9.08 KS8

[Which military service uses the advertising slogan,]

"Aim high. Blank."?

( )

1. AIR FORCE
2. ARMY
3. MARINE CORPS
4. NAVY
5. ALL FOUR SERVICES IN ONE AD

9.09 KS9

[Which military service uses the advertising slogan,]

"We're not a company, we're your country."?

( )

1. AIR FORCE
2. ARMY
3. MARINE CORPS
4. NAVY
5. ALL FOUR SERVICES IN ONE AD

LEFT INTENTIONALLY BLANK

PERCEPTIONS/BELIEFS OF ARMY ATTRIBUTES (PE)

11.002 PE1A

Have you ever heard of the United States Army Reserve?

( )

1. YES
2. NO

11.003 PE4A

Have you ever heard of the United States Army National Guard?

( )

1. YES
2. NO

11.010 PE15A

Have you ever heard of the Army Reserve Officer's Training Corps on a college campus?

( )

1. YES
2. NO

PEOVTRO2 The next thirteen screens will continue to display the same **career option(s)** with thirteen different statements. The parts of the questions that are in brackets are optional and are to be read only if necessary when the respondent needs additional prompting in order to answer the question.

1.02 PEOVTRO2

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers...
an opportunity to become more mature and responsible? (4)

How about the Army National Guard...

[The Army National Guard offers...
an opportunity to become more mature and responsible?] ( )

1.02 PEOVTRO2

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers...
many opportunities for training in useful skill areas? (5)

How about the Army National Guard...

[The Army National Guard offers...
many opportunities for training in useful skill areas?] ( )

PERCEPTIONS AND BELIEFS

PE1A
PE4A
PE15A

These three questions are asked of all respondents and will determine whether additional questions about these particular branches will be asked.

11.0011 PEINTRO1

Earlier I asked how important it was for you to have a number of opportunities. Now I'm going to ask your opinion about two specific ways you might get each of those opportunities. Your opinions in this section are very valuable to this study.

[PRESS RETURN TO CONTINUE.]

1.02 PEOVNTRO

When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.

The Army offers...
an opportunity to develop self-confidence? (5)

How about the Army National Guard...

[The Army National Guard offers...
an opportunity to develop self-confidence?] ( )

PEINTRO1 This statement is designed to assist the respondent to refocus their thinking about the opportunities you asked them about in the *IMPORTANCE OF ATTRIBUTES (IA)* section.

PEOVNTRO Read the introduction slowly so that the respondent has a chance to hear all the rating categories in the scale. You may have to repeat the scale for at least the first two or three questions before the respondent will be familiar with it.

Beginning with this screen, the CATI will automatically select and display one **or** two of the following **career options:** Army, Navy, Air Force, Marines, Army Reserve, National Guard, College and the Work Force.

You will be asking the respondent to rate their level of agreement/disagreement regarding fourteen different statements. Initially one **career option** and statement will appear on the screen. After you have coded their response, a second **career option** and statement **may** appear.

1.02 PEOVTRO2

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers...
the opportunity to develop your potential? (4)

How about the Army National Guard...

[The Army National Guard offers...
the opportunity to develop your potential?] ( )

1.02 PEOVTRO2

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers...
a mentally challenging experience? (4)

How about the Army National Guard...

[The Army National Guard offers...
a mentally challenging experience?] ( )

LEFT INTENTIONALLY BLANK

1.02 PEOVTRO2

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers...
many chances to work with highly-trained people? (4)

How about the Army National Guard...

[The Army National Guard offers...
many chances to work with highly-trained people?] ( )

1.02 PEOVTRO2

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers...
an opportunity to obtain money for college or vocational school? (5)

How about the Army National Guard...

[The Army National Guard offers...
an opportunity to obtain money for college or vocational school?] ( )

LEFT INTENTIONALLY BLANK

11.012 PEINTRO2

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army National Guard offers...
an opportunity to serve America while living in your own hometown? ( )

11.012 PEINTRO2

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army National Guard offers...
interesting and exciting weekends? ( )

11.012 PEINTRO2

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army National Guard offers...
an excellent opportunity for part-time work? ( )

LEFT INTENTIONALLY BLANK

1.02 PEOVTRO2

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers...
a wide variety of opportunities to find a job you can enjoy? (4)

How about the Army National Guard...

[The Army National Guard offers...
a wide variety of opportunities to find a job you can enjoy?] ( )

11.012 PEINTRO2

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers...
a physically challenging environment? ( )

LEFT INTENTIONALLY BLANK

1.02 PEOVTRO2

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers...
an experience you can be proud of? (5)

How about the Army National Guard...

[The Army National Guard offers...
an experience you can be proud of?] ( )

11.012 PEINTRO2

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers...
an advantage over going right from high school to college? ( )

1.02 PEOVTRO2

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers...
an opportunity to develop leadership skills? (5)

How about the Army National Guard...

[The Army National Guard offers...
an opportunity to develop leadership skills?] ( )

LEFT INTENTIONALLY BLANK

11.012 PEINTRO2

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers...
the chance to work with the latest high-tech equipment? ( )

1.02 PEOVTRO2

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers...
a great value in your civilian career development? (3)

How about the Army National Guard...

[The Army National Guard offers...
a great value in your civilian career development?] ( )

LEFT INTENTIONALLY BLANK

11.12 PE12

Of the people who joined the Army in the last year, what proportion do you think are high school diploma graduates? Would you say...

( )

1. less than one quarter,
2. about one quarter,
3. about one half,
4. about three quarters, or
5. almost all?

11.13 PE13

Of the people who joined the Army last year, what proportion do you think would score in the upper half of an intelligence test? Is it...

( )

1. all of them,
2. three quarters of them,
3. half of them,
4. one quarter of them, or
5. none of them?

PE12 This is the respondent's own estimate or perception. Read the response categories with the question and code one response.

PE13 Again, this question asks for the respondent's best estimate. Read the answer categories as part of the question, and code one response.

11.14 PE14

Of the people who joined the Army in the last year, what proportion do you think will get a college diploma either while they are in the Army or after they complete their Army service? Would you say...

( )

1. less than one quarter,
2. about one quarter,
3. about one half,
4. about three quarters, or
5. almost all?

11.115 PEY15

Do you think very many young men with backgrounds and plans for the future like yours are joining the Army?

( )

1. YES
2. NO

PE14 This question is similar to the previous two questions. Ask for the respondent's best estimate.

PEY15 Ask the respondent for his/her best guess for this question.

11.02 PEY2

Next, I'd like your opinion about several statements describing different things that the Army Reserve Officer's Training Corps on the college campus might offer you.

Please use a scale of 1 to 5 where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.

The Army Reserve Officer's Training Corps on a college campus offers you...

leadership and management training? ( )

an opportunity to develop self-confidence? ( )

a college elective that can be taken together with other college courses? ( )

an officer's commission in the active Army, Army Reserve or the Army National Guard? ( )

11.03 PEY3

Being an officer in the Army means different things to different people.

Please tell me how much you disagree or agree that being an officer offers you each item on the list. A "1" means you strongly disagree with the statement,"2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.

Being an officer in the Army offers you...

a wide variety of opportunities to find a job you can enjoy? ( )

an experience you can be proud of? ( )

the opportunity to use your college acquired skills? ( )

the opportunity to make changes and use your own judgement? ( )

PEY2
PEY3

These questions are similar to the preceding series and will be asked only if the respondent indicated in PE15A that they had heard of the Reserve Officer's Training Corps on a college campus.

KNOWLEDGE/AWARENESS (KA)

12.07 KA7

Is it possible to earn money for college by enlisting in the Army?

( )

1. YES
2. NO (KA4)

12.01 KA1

How much do you think can be earned through Army education benefits?

[PROBE: This would be the total benefits you could earn while in the Army.]

( )

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 OR MORE

KNOWLEDGE-AWARENESS

KA7
KA1
KA2
KA3

This series of questions focuses on specific Army incentives, such as pay, education benefits, and training.

If the respondent has difficulty understanding and/or answering KA1, read the probe as worded.

Do not read the response categories for question KA1

12.02 KA2

Do you think Army education benefits would pay for your entire college education?

( )

1. YES
2. NO

12.03 KA3

Do you think Army education benefits are more, less or about the same as the Navy, Air Force, or Marines offer?

( )

1. MORE
2. LESS
3. ABOUT THE SAME

LEFT INTENTIONALLY BLANK

12.04 KA4

Please tell me whether or not each of the following services offers the "GI Bill"?

[YES = 1, NO = 2]

Marines	( )
Army	( )
Air Force	( )
Navy	( )

12.05 KA5

What is the minimum number of years that a new recruit has to serve on active duty in the Army?

NUMBER OF YEARS ( )

12.06 KA6

Is it possible to sign up for the Army and start serving up to one year later?

( )

1. YES
2. NO

KA4 The categories *Army, Air Force, Navy, Marines* are rotated in this question so that all respondents will not hear them in the same order.

Code "1" (YES) or "2" (NO) for each category. The cursor will advance automatically after coding each response with the exception of the last category. Press RETURN to advance to the next screen after coding the last response. If the respondent answers *DON'T KNOW*, probe for their best guess.

KA5 Accept whatever number the respondent supplies. If they respond with a *DON'T KNOW*, probe for their best estimate. If the respondent's answer is *zero*, you must record it as 00.

KA6 Do not attempt to explain the program to the respondent. If they have never heard of the program, code *DON'T KNOW* (Shift 8).

12.08 KA8

Are 17 year old high school juniors eligible to join the Army Reserve or Army National Guard?

( )

1. YES (KA10)
2. NO

12.09 KA9

Is high school graduation required before joining Army Reserve or Army National Guard?

( )

1. YES
2. NO

12.10 KA10

Who sponsors the "Scholar-Athlete Award Program"? Is it the . . .

( )

1. Marine Corps,
2. National Guard,
3. Army Reserve,
4. Air Force, or
5. Navy?

KA8 If the respondent answers *YES* to this question, CATI will skip question KA9.

KA9 This question is self-explanatory.

KA10 The response categories are to be read as part of the question. Again, the order of service branches will be randomized so all respondents will not hear them in the same order. If the respondent has never heard of the program, probe and record a *DON'T KNOW* (Shift 8) if they are still unable to answer.

12.11 KA11

Can qualified people who join the Army Reserve or Army National Guard receive money for college?

( )

1. YES
2. NO

12.12 KA12

What is the maximum amount of money for college that qualified people who join the Army Reserve or Army National Guard can receive under the "GI Bill"?

( )

1. UNDER $1,000
2. $1,000 TO $1,999
3. $2,000 TO $3,999
4. $4,000 TO $5,999
5. $6,000 TO $7,999
6. $8,000 TO $9,999
7. $10,000 OR MORE

KA11
KA12

These two questions ask about money received for college by qualified people who join the Army Reserve or Army National Guard.

If the answer is KA11 is *NO*, CATI will skip automatically to KA13.

In question KA12, do not read the categories to the respondent.

DEMOGRAPHICS (DE)

13.01 DEINTRO1

Now I have some questions about your background.

[PRESS RETURN TO CONTINUE]

13.05 DE5

What is your ethnic background? Are you...

( )

1. Mexican American,
2. Puerto Rican, or
3. some other Hispanic?

13.06 DE6

What is your current marital status? Are you...

( )

1. Single,
2. Married,
3. Separated,
4. Divorced, or
5. Widowed?

DEMOGRAPHICS

DEINTRO1 Read the introductory statement to the respondent.

DE5 You will ask this question only if the screener indicated that the respondent is *Hispanic*. Read the ethnic groups as part of the question.

DE6 We are interested in the respondent's **current** marital status. Read the categories as part of the question.

The following definitions are guidelines for your benefit only. They should not be read to the respondent.

- If the respondent says that he/she has never been married, code the response a "1" (SINGLE) and continue. If the respondent says that he/she is living with a partner though unmarried, code *SINGLE*.
- *Married* includes persons reporting themselves as married even though the spouse may not currently be living in the same household (except for persons separated, as explained below).
- *Separated* includes all married persons who report themselves separated for reasons of marital discord, even though they may not have obtained legal separation.
- *Divorced or Widowed* are self-explanatory. Remember, we are interested in the respondents' current marital status. A person previously divorced or widowed and now married is considered currently married.

13.061 DEINTRO2

Now I would like to ask some questions about your father and mother, or other adults in your household.

[PRESS RETURN TO CONTINUE]

13.14 DE14

Do you live in the same household as your father or your step-father?

( )

1. FATHER
2. STEP-FATHER
3. NEITHER
4. BOTH

DEINTRO2 The purpose of this series of questions is to allow us to infer the respondent's socioeconomic status (SES). It has been found that one of the most reliable indicators of an individual's SES is the educational level of the principal wage earner(s) in his her household. Gathering this information is relatively simple when a respondent lives with his/her parents, one or both of whom work to support the family. It becomes more difficult when alternative family patterns exist. You should keep in mind when asking this series of questions that **the goal is to gather information about the household's socioeconomic status.**

It is not possible to program the CATI to respond to all possible alternatives in this section so it will be up to you to gather information about household composition. The key to doing so lies in careful probing of answers to questions DE14, DE15, DE16, and DE17.

DE14 This question determines whether the respondent lives with his/her father or stepfather. If the respondent is a college student living away at school, the CATI will add the phrase *When not attending college* to the beginning of the question.

13.19 DE19

What was the highest grade or level of education that your father completed?

( )

7. LESS THAN 8TH GRADE
8. 8TH GRADE
9. 9TH GRADE
10. 10TH GRADE
11. 11TH GRADE
12. 12TH GRADE
13. 1ST YEAR OF 4-YEAR COLLEGE (FR)
14. 2ND YEAR OF 4-YEAR COLLEGE (SO)
15. 3RD YEAR OF 4-YEAR COLLEGE (JR)
16. 4TH YEAR OF 4-YEAR COLLEGE (SR)
17. 5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL
18. 2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL
19. 3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL
20. MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL
21. 1ST YEAR OF JR. OR COMMUNITY COLLEGE
22. 2ND YEAR OF JR. OR COMMUNITY COLLEGE
23. 1ST YEAR OF VOC., BUS., OR TRADE SCHOOL
24. 2ND YEAR OF VOC., BUS., OR TRADE SCHOOL
25. MORE THAN 2 YEARS VOC., BUS., OR TRADE SCHOOL

13.20 DE20

Is your father now...

( )

1. working full-time,
2. working part-time,
3. unemployed,
4. retired,
5. taking care of a family at home, or
6. in the military?

7. DECEASED
8. OTHER

13.21 DE21

In which branch of the military is your father currently serving?

( )

1. AIR FORCE
2. ARMY
3. COAST GUARD
4. MARINES
5. NAVY

DE19 In asking this question and recording the response, it is vitally important that you remember the household membership (DE15). If the respondent has named both a male and female parental figure present in the household (Code 1, DE15) or only a male parental figure present in the household (Code 3, DE15), then *father* in DE19 refers to the male named in question DE15.

If the respondent has named a female parental figure present in the household (Code 2, DE15), then *father* refers to the respondent's father WHO DOES NOT LIVE IN THE SAME HOUSEHOLD.

If the person attended school in a foreign country, in an ungraded school, under a tutor or other special circumstances, ask the respondent to give the nearest equivalent of years in terms of U.S. schooling. Make a note of this in the comments section by using CTRL/K.

DE20 Read the first six response categories as part of the question. Note that the last two categories are in capital letters. You should **not** read these to the respondent.

DE21 You will ask this question only if the response to the previous question was a "6" (*IN THE MILITARY*).

13.141 DE14A

Do you live in the same household as your mother or your step-mother?

( )

1. MOTHER
2. STEP-MOTHER
3. NEITHER
4. BOTH

13.26 DE26

What was the highest grade or level of education that your mother completed?

( )

7. LESS THAN 8TH GRADE
8. 8TH GRADE
9. 9TH GRADE
10. 10TH GRADE
11. 11TH GRADE
12. 12TH GRADE
13. 1ST YEAR OF 4-YEAR COLLEGE (FR)
14. 2ND YEAR OF 4-YEAR COLLEGE (SO)
15. 3RD YEAR OF 4-YEAR COLLEGE (JR)
16. 4TH YEAR OF 4-YEAR COLLEGE (SR)
17. 5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL
18. 2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL
19. 3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL
20. MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL
21. 1ST YEAR OF JR. OR COMMUNITY COLLEGE
22. 2ND YEAR OF JR. OR COMMUNITY COLLEGE
23. 1ST YEAR OF VOC., BUS., OR TRADE SCHOOL
24. 2ND YEAR OF VOC., BUS., OR TRADE SCHOOL
25. MORE THAN 2 YEARS VOC., BUS., OR TRADE SCHOOL

13.27 DE27

Is your mother now...

( )

1. working full-time,
2. working part-time,
3. unemployed,
4. retired,
5. taking care of a family at home, or
6. in the military?

7. DECEASED
8. OTHER

DE14A
DE26

These questions asks about the respondent's mother or stepmother. We are interested in the highest grade or level of education that the respondent's mother has completed.

If the person attended school in a foreign country, in an ungraded school, under a tutor or other special circumstances, ask the respondent to give the nearest equivalent of years in terms of U.S. schooling. Make a note of this in the comments section by using CTRL/K.

DE27

Read the first six categories as part of the question. See question DE20 for more details about this question.

13.17 DE17

What relationship to you is the person who is the head of household in the house or apartment you are living in?

[USE CODE CLOSEST TO TOP OF LIST.]

( )

10. BROTHER
11. SISTER
2. UNCLE
3. AUNT
4. COUSIN
5. GRANDFATHER
6. GRANDMOTHER
7. SPOUSE
8. NON-RELATIVE
9. RESPONDENT
91. OTHER RELATIVE

13.191 DE19A

What was the highest grade or level of education that your uncle completed?

( )

7. LESS THAN 8TH GRADE
8. 8TH GRADE
9. 9TH GRADE
10. 10TH GRADE
11. 11TH GRADE
12. 12TH GRADE
13. 1ST YEAR OF 4 YEAR COLLEGE (FR)
14. 2ND YEAR OF 4 YEAR COLLEGE (SO)
15. 3RD YEAR OF 4 YEAR COLLEGE (JR)
16. 4TH YEAR OF 4 YEAR COLLEGE (SR)
17. 5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL
18. 2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL
19. 3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL
20. MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL
21. 1ST YEAR OF JR. OR COMMUNITY COLLEGE
22. 2ND YEAR OF JR. OR COMMUNITY COLLEGE
23. 1ST YEAR OF VOC., BUS., OR TRADE SCHOOL
24. 2ND YEAR OF VOC., BUS., OR TRADE SCHOOL
25. MORE THAN 2 YEARS VOC., BUS., OR TRADE SCHOOL

DE17 This question will appear at this point in the interview if the respondent has indicated he/she is not living with either parent. The intent of the question is to identify the person who has the major responsibility for paying for the respondent's living accommodations.

If no parent/substitute has been identified, it will be this individual's level of education that is used to determine the household's socioeconomic status.

Note the unusual code structure. If the respondent mentions two people, such as an aunt and uncle, you should select the one who is closest to the top of the list, i.e., *2. UNCLE*.

If the respondent names a relative not included on the list, code "91" and record the relationship verbatim. For example, the respondent may live in his/her own apartment (i.e., with neither parent (DE14)) and may consider him/herself to be the household's principal wage earner (DE16) even though his/her father actually pays the rent. In this example, code "91" in answer to question DE17 and record *FATHER* on the line provided.

This question will be asked only if question DE14 was coded a "2" (NO). Do not read the response categories to the respondent. Note that you will need to record verbatim if the response to this question is a "91" *OTHER RELATIVE*.

DE19A This question is about the person who was mentioned in question DE17. Again, we are interested in the highest grade or level of schooling that this person has completed.

If the person attended school in a foreign country, in an ungraded school, under a tutor or other special circumstances, ask the respondent to give the nearest equivalent of years in terms of U.S. schooling. Make a note of this in the comments section by using CTRL/K.

13.39 DE39

What is the name of the county in which you live?

_____

COUNTY

13.40 DE40

What is the name of the city in which you live?

_____

CITY

13.41 DE41

What is your zip code?

_____

ZIP CODE

DE39 If the respondent does not know the name of the county that he/she lives in, code a *DON'T KNOW* (Shift 8) and go on to the next question. Be certain to verify the spelling.

DE40 Record the name of the city that the respondent lives in. Verify the spelling.

DE41 Ask for the respondent's five digit zip code.

13.42 DE42

Now I need to record your Social Security number. We are asking for this number for use in another study to to determine if the ideas we have been discussing are related to whether or not someone enlists in a military service.

Let me remind you that your answers are voluntary and will be completely confidential. Under no circumstances will your identity be made known to anyone in the military.

[IF THE RESPONDENT DOES NOT HAVE SSN, ENTER 000000000]

( )

DE42 Read the introduction **verbatim** and ask for the social security number.

Note the interviewer instruction. If the respondent does not know his/her social security number, code Shift 8. Code all zeros if the respondent does not have a social security number and press RETURN.

DEEND This statement will be read only if neither the youth (respondent) nor the parent of the youth are being selected for potential inclusion in another part of this survey.

TRACKING INFORMATION (TR)

15.00 TRINTRO

It is possible that we will call again sometime in the future to obtain some updated information from you. I'd like to ask you a few questions that will help us to recontact you at a later date.

[PRESS RETURN TO CONTINUE.]

15.01 TR1

In what name is this phone number, area code 704 356-9672, listed?

[ENTER UNLISTED IF PHONE NUMBER IS NOT LISTED.]

_____

NAME

TRACING INFORMATION

TRINTRO Read the introduction as it is worded.

TR1 Read the area code, and the full telephone number, and ask for the first and last name.

Note the interviewer instruction. If the telephone number is not listed, type in the word *UNLISTED* on the line.

15.02 TR2

If we were to recontact you one year from now, do you expect that we could reach you at this same telephone number?

( )

1. YES (TR9)
2. NO

15.03 TR3

Why is that?

( )

1. MOVING
2. NUMBER BEING CHANGED (TR6)
91. OTHER

TR2 This question is self-explanatory. Use CTRL/K to record any comments that the respondent may have.

TR3 This questions will come up if you coded a "2" (NO) in the previous question (TR2). If the respondent has an other reason, code "91" *OTHER* and record the reason on the line provided.

15.04 TR4

When do you expect to be moving?

MONTH ( ) YEAR 19( )

15.05 TR5

To what address will you be moving?

_____

STREET NUMBER, NAME & APT. NUMBER

_____ __ _____

CITY STATE ZIP

TR4 This question will be asked only if the response to question TR3 was coded a "1" (MOVING). Ask for the best estimate of the month and year that the respondent will be moving in. Code "1" for January, "2" for February, etc., up to "12" for December.

TR5 Try to get as complete an address as possible. It is very important for us to be able to recontact these respondents. Probe for an apartment number if the respondent does not mention it.

15.06 TR6

When do you expect your number to be changed?

MONTH ( ) YEAR 19( )

15.07 TR7

Do you know what your new telephone number will be?

( )

1. YES
2. NO (TR9)

15.08 TR8

What is that new number?

AREA CODE ( )

EXCHANGE ( )

LOCAL ( )

TR6 This question will display only if you coded a "2" (*NUMBER BEING CHANGED*) to question TR3. Again, probe for the respondent's best estimate of the month and year.

TR7 This question is self-explanatory.

TR8 This question will come up only if the response to question TR7 was coded a "1" (*YES*). Be sure to ask for the area code, as well as the full telephone number.

15.09 TR9

Do you have a work telephone number where you could be reached a year from now?

( )

1. YES
2. NO (TR12)

15.10 TR10

What is that number?

AREA CODE ( )

EXCHANGE ( )

LOCAL ( )

15.11 TR11

What is your employer's name and address?

_____

COMPANY NAME

_____

STREET NUMBER & NAME

_____ __ _____

CITY STATE ZIP

TR9 This question is self-explanatory.

TR10 This question will be asked only if the answer to question TR9 was coded a "1" (*YES*). Again, ask for the area code as well as the full telephone number.

TR11 Ask for the respondent's employer's name and full address. Verify all spelling.

15.12 TR12

Please give me the name, address and telephone number of two friends or family members who are most likely to know how to reach you in a year.

_____ _____

FIRST NAME LAST NAME

_____

STREET NUMBER, NAME & APT. NUMBER

_____ ___ _____

CITY STATE ZIP

___ ___ _____

AREA CODE EXCHANGE LOCAL NUMBER

15.1201 TR12A

[PROBE: And the second person's name, address and telephone number?]

_____ _____

FIRST NAME LAST NAME

_____

STREET NUMBER, NAME & APT. NUMBER

_____ ___ _____

CITY STATE ZIP

___ ___ _____

AREA CODE EXCHANGE LOCAL NUMBER

TR12
TR12A

These two questions ask for the names, addresses, and telephone numbers of two friends or relatives. Once you have obtained the information for the first person, and pressed RETURN, you will get a second screen, with the probe, to enter the information for the second person.

TREND

PARENTAL LOCATION (PL)

14.02 PL2

Think now about the possibility of joining the Armed Services in the future. How important is your mother's advice in your decision about serving in the military. Is it...

( )

1. very important,
2. somewhat important,
3. neither important nor unimportant,
4. somewhat unimportant, or
5. very unimportant?

14.0123 PL1BQ873

[We would like to interview your mother about her attitudes about your future plans.] Please give me her name and telephone number.

_____ _____

FIRST NAME LAST NAME

___ ___ ____

AREA CODE EXCHANGE LOCAL NUMBER

PARENTAL LOCATION INFORMATION

PL2
PL1BQ873

A randomly selected portion of respondents will be asked for the name and telephone number of one of their parents who will later be interviewed. Depending on which parent is chosen the word *mother* or *father* will display in questions PL1BQ873 and PL2. The purpose of this interview is to determine the influence that parents have on decisions of their sons and daughters to join military service.

Ask the respondent to spell the parent's name for you and verify the telephone number you have entered before advancing to the next screen.

14.98 PLRSLT

When is the best time to contact your mother?

( )

4. CALLBACK NO APPOINTMENT
5. CALLBACK WITH APPOINTMENT

17.0 TERM9

Let me remind you that the information you have given us is confidential and is protected under an act of Congress called the Privacy Act of 1974. This study is for research purposes only and is authorized by law in Title 10 USC Sections 503 and 2358 and Executive Order 9397.

Although I have no more questions for you at this time please stay on the line for one moment while I check to see if I need to speak to anyone else in your household.

[Thank you very much for your cooperation. Good bye.]

[PRESS RETURN TO CONTINUE]

PLRSLT
TERM9
EVTIM
EVPHONCK

You have now completed the youth interview and will be setting an appointment to talk with the parent. Be certain to read the closing statement **verbatim.** Before hanging up you will be checking the HHCHOOSE screen to see if there are any other youths in the household that you will need to speak to or set appointments for.

0.50 EVTIM

When is the best time to contact SANDY?

( )

1. THIS CALL
2. CALLBACK - NO APPOINTMENT
3. CALLBACK - APPOINTMENT

0.51 EVPHONCK

Can SANDY be contacted at
this phone number?

[PHONE NUMBER - AREA CODE 704 356-9672]

( )

1. YES
2. NO

LEFT INTENTIONALLY BLANK

0.0002 HHCHOOSE LAST HH CONTACT DATE WAS 870130 AT 18:03.

[Hello, this is Susan Englehart. I am calling from Westat to conduct an important national survey for the U.S. Government. Could I please speak to ...]
[READ NAMES FOR UNFINALIZED SUBJECTS. ENTER CODE FOR CHOSEN PERSON. ENTER 0 TO LEAVE THIS CASE.]

( )

	AT THIS PHONE	NAME	AGE	RSLT	APPOINTMENT DATE	TIME
1.	YES	PAT BARR	18	5	013087	0602pm
2.	YES	*SANDY BARR	16	4		
3.	NO	LYNN BARR	20	5	020287	0330pm

0.0002 HHCHOOSE LAST HH CONTACT DATE WAS 870130 AT 18:03.

[Hello, this is Susan Englehart. I am calling from Westat to conduct an important national survey for the U.S. Government. Could I please speak to ...]
[READ NAMES FOR UNFINALIZED SUBJECTS. ENTER CODE FOR CHOSEN PERSON. ENTER 0 TO LEAVE THIS CASE.]

(0)

	AT THIS PHONE	NAME	AGE	RSLT	APPOINTMENT DATE	TIME
1.	YES	PAT BARR	18	5	013087	0602pm
2.	YES	*SANDY BARR	16	4		
3.	NO	LYNN BARR	20	5	020287	0330pm

Before exiting you must choose Code 1.

HHCHOOSE This screen lists the pertinent information regarding all of the eligible respondents in the household. It includes the following information: whether the case is a restart, the subject is the *target youth* and if they are at this telephone number, their name, age, current status of their interview, e.g., complete (C), appointment (4 or 5), refusal (RB) etc. and the appointment date and time, if applicable. All appointment times will display in military time, e.g., 0930, 1045, 2205. At the top of the screen information regarding the date and times of the last contact with the household is displayed.

If you are able to continue the interview with the *target youth* at this time, enter the code corresponding to that person. You will need to enter the codes for **at least one** of the **unfinalized** subjects before you will be allowed to exit this screen. This will give you the opportunity to select respondents if they are available and/or update their status.

Once you have completed updating the respondents' statuses, you will exit the screen by entering a zero. Note on the second example of the screen on the adjacent page, if you attempt to enter a zero **before** updating the respondent's information, a message will display on the bottom of the screen, reminding you that you must update the information before exiting this screen.

53.02 KNOWNUM

Do you know PAT'S current phone number?

( )

1. YES
2. NO

53.03 CURRNUM

What is PAT'S current phone number?

AREA CODE ( )

EXCHANGE ( )

LOCAL ( )

KNOWNUM
CURRNUM

These questions will be shown if "3" is chosen at the INTAVAIL screen. These two screens are similar to EVPHONCK and EVPHONUM. If the person is at a different telephone number, you will be able to enter that new number.

50.7 ESCRSLT

ENTER THE RESULT CODE USING THE CATEGORIES BELOW.

( )

2. REFUSAL/BREAKOFF
4. CALLBACK NO APPOINTMENT
5. CALLBACK WITH APPOINTMENT
6. INITIAL LANGUAGE PROBLEM
8. OTHER PROBLEM
RB. FINAL REFUSAL/BREAKOFF
LP. FINAL LANGUAGE PROBLEM

50.8 ESCTIM4

[ENTER BEST CALLBACK TIME]

( )

1. DAY
2. EVENING
3. WEEKEND

50.9 ESCTIM5

[ENTER APPOINTMENT. ZERO FILL MONTH, DAY, AND TIME.]

MONTH ( ) DAY ( ) YEAR ( )

TIME (:)

[AM = 1, PM = 2] ( )

ESCRSLT This screen contains all of the result codes you will need to record a respondent's status if the interview was not completed.

ESCTIM4 This screen will appear if you code a *4 - CALLBACK NO APPOINTMENT*. You should select whichever time of the week that the respondent will be most likely to be available.

ESCTIM5 This screen will appear if you code a *5 - CALLBACK WITH APPOINTMENT*. You will need to enter the month, day, year, and time of the appointment and indicate whether the time is AM or PM. If any of these numbers are less than 10, you will need to zero fill (e.g., July = 07, nine-thirty = 09:30).

PARENTAL INFLUENCE (PI)

16.000 PINTRO

I am calling from Westat, a research firm near Washington, D.C. We are conducting an important national survey for the Federal Government to learn about the career plans of young adults. The survey is concerned with experiences you have had that might influence PAT'S future plans.

Your answers to this survey are voluntary and confidential. The information you give us will only be used in connection with information about many other parents of young adults. Neither your name nor any identifying information will appear on any report of this study.

While you may choose not to answer any question, this research is authorized by law, and the information you give us is protected by an Act of Congress called the Privacy Act of 1974.

( )

1. CONTINUE
2. GO TO RESULT

16.0002 PIINTRO

I would like to ask you a few questions as the mother of PAT, about talks you may have had with him about his educational and job plans. By "talks", we mean any kind of informal talking you and PAT may have done concerning what he plans to do about education, jobs, or job preparation.

[PRESS RETURN TO CONTINUE.]

PARENT INTERVIEW

This set of questions asks parents about actions they have taken to influence their child's career decision-making process.

PINTRO Read the introduction **verbatim**. CATI will automatically insert your name in the proper place.

PIINTRO CATI will automatically insert the word *mother* or *father* depending on which parent was chosen and the name of the selected youth who was interviewed.

16.02 PI2

How often have you had such discussions in the past 12 months? Was it ...

( )

1. never, (PI6)
2. rarely,
3. occasionally, or
4. often?

16.05 PI5

During these talks, do you typically give your opinions or do you try to stay neutral?

( )

1. GIVE OPINION
2. TRY TO STAY NEUTRAL

PI2 Read the answer categories as part of the question. Emphasize the words in the *past 12 months.* If the response is *never*, CATI will skip to question PI6.

PI5 Emphasize the word **typically.**

16.06 PI6

How much influence do you think you have had on PAT'S plans for the future? Have you had ...

( )

1. a great deal of influence,
2. a considerable amount of influence,
3. some influence,
4. very little influence, or
5. no influence at all?

16.07 PI7

What would you like to see PAT do in the future? Would you like him to ...

( )

1. go to college,
2. get training in a vocational or technical program,
3. get a full-time job,
4. join the Armed Services,
5. get married and not work, or
91. something else? _____

PI6
PI7OV

These two questions refer to the parent's influence and plans for the selected youth's future. CATI automatically inserts the youth's name. Read the answer categories as part of the question.

If the respondent mentions something other than the first five categories in question P17, code "91" and a line will appear for you to record the respondent's answer. If their response is too long to fit on the line, access the comments field by using CTRL/K and record the entire response. Record a brief summary of the response on the line.

16.08 PI8

For most young men, do you think service in the military is ...

( )

1. definitely a good idea,
2. probably a good idea,
3. probably not a good idea, or
4. definitely not a good idea?

16.09 PI9

For most young women, do you think service in the military is ...

( )

1. definitely a good idea,
2. probably a good idea,
3. probably not a good idea, or
4. definitely not a good idea?

PI8
PI9

In these questions, we are interested in the respondent's opinion regarding service in the military for most young men and women. Read the answer categories as part of the question.

16.10 PI10

Have you talked to PAT
about enlisting in the Armed Services?

( )

1. YES
2. NO (PI18)

16.11 PI11

How often have you talked about this?

( )

1. NEVER (PI11CHK)
2. RARELY (PI18)
3. OCCASIONALLY
4. OFTEN

16.1101 PI11CHK

Let me check my records. I have recorded that you
have talked to PAT about enlisting
in the Armed Services. Is this information correct?

( )

1. YES
2. NO

PI10 If the response to PI10 is *NO*, *DON'T KNOW*, or *REFUSED*, CATI will automatically skip to question PI18.

PI11 If the response to PI11 is *NEVER* or *RARELY*, CATI will skip to question PI18.

PI11CK If you have recorded a *YES* in question PI10 and then record *NEVER* in PI11, CATI will display question PI11CK in an attempt to resolve the inconsistency.

16.14 PI14

Were these talks about entering as an officer, as an enlisted person, or both?

( )

1. ENLISTED
2. OFFICER
3. BOTH
4. NEITHER

16.15 PI15

Which services have you talked about?

[RECORD ALL THAT APPLY. ENTER CTRL/P TO EXIT.]

( ) ( ) ( ) ( ) ( )

1. ARMY
2. NAVY
3. AIR FORCE
4. MARINE CORPS
5. ALL SERVICES IN GENERAL

PI14 Note that their are four answer categories.

PI15 The interviewer instructions in brackets direct you to enter **all** of the codes the respondent mentions. Continue to probe for any other services. After you have recorded all that the respondent mentions, use CTRL/P to exit the screen.

16.16 PI16

Have you talked with PAT
about signing up for active duty, for the Reserve,
or for the National Guard?

[PROBES: The Reserve are people in all services who train once a week, or one weekend a month and a couple of weeks in the summer. The National Guard consists of Army and Air Force units which are under the control of the governor of the state; they also train just once a week, or one weekend a month, and a couple of weeks in the summer.]

[RECORD ALL THAT APPLY. ENTER CTRL/P TO EXIT.]

( ) ( ) ( )

1. ACTIVE DUTY
2. RESERVE
3. NATIONAL GUARD
0. NONE OF THE ABOVE

16.17 PI17

When you talk about military service, do you generally encourage, discourage, or stay neutral about PAT enlisting?

( )

1. ENCOURAGE
2. STAY NEUTRAL
3. DISCOURAGE

PI16 Definitions for the *Reserve* and *National Guard* are displayed on the screen in brackets. Please use only these definitions; do not attempt to give any additional information or explanation.

The interviewer instructions in brackets direct you to record all the responses mentioned and then use CTRL/P to exit the screen.

PI17 Emphasize the word **generally.**

16.18 PI18

How much influence do you think you have had on PAT'S plans about enlisting? Have you had ...

( )

1. a great deal of influence,
2. a considerable amount of influence,
3. some influence,
4. very little influence, or
5. no influence at all?

16.19 PI19

Have you drawn your son's attention to ads for the military services in the mass media?

( )

1. YES
2. NO

PI18 Read the answer categories as part of the question.

PI19 Mass media is defined as radio, television, newspapers, magazines.

16.21 PI21

Have you talked with your son about seeing a military recruiter?

( )

1. YES
2. NO (PI23)

16.22 PI22

Have you done this for the ...

[FOR EACH CATEGORY, 1 = YES, 2 = NO.]

Army? ( )

Navy? ( )

Air Force? ( )

Marines? ( )

PI21 If the response to this question is *NO*, *DON'T KNOW*, or *REFUSED*, CATI will automatically skip to question PI23.

PI22 Record a "1" = (YES) or "2" = (NO) for each of the four branches of the service. As you enter a "1" or "2" in each of the first three categories the cursor will automatically advance to the next cursor location or input field. After you have recorded the answer for the last category, you will need to press RETURN to advance to the next screen.

16.23 PI23

Have you received military recruiting materials mailed to you or PAT at your home address?

( )

1. YES
2. NO

16.25 PI25

How likely is it that PAT will enter the military in the next few years? Would you say that he ...

( )

1. definitely will,
2. probably will,
3. probably will not, or
4. definitely will not?

16.26 PI26

Do you expect that PAT will enter the military as an enlisted person or as an officer?

( )

1. ENLISTED PERSON
2. OFFICER

PI23 If you record a *NO*, *DON'T KNOW*, or *REFUSED* for this question, CATI will automatically skip to question PI25.

PI25 Read the answer categories as part of the question. If the respondent is reluctant to answer this question, explain that we are interested in their **opinion.** If they continue to respond with a *DON'T KNOW*, record a Shift 8.

PI26 This question will be asked only if the answer to question PI25 was *DEFINITELY WILL* or *PROBABLY WILL*.

IMPORTANCE OF KEY ATTRIBUTES (IA)

5.001 IAPINTRO

When thinking about PAT'S future,
how important is it that he have opportunities for
the following things?

[PRESS RETURN TO CONTINUE.]

5.010 IA1

Use a scale of 1 to 5 where a "1" means it is not at all
important and "5" means it is very important.

Earning money for college or vocational education? ( )

Serving his country? ( )

Living in his own hometown? ( )

Having interesting and exciting weekends? ( )

Working part-time? ( )

Being able to make changes and use his own judgement? ( )

Having a wide variety of opportunities to find a job he can enjoy? ( )

IMPORTANCE OF ATTRIBUTES

IAINTRO
IA1
IA2
IA3

The focus of this set of questions is the degree of importance attached to different opportunities for the respondent over the next year. Respondents are to use a scale ranging from 1 to 5 to rate these opportunities. A "1" will mean the opportunity is not at all important and a "5" will mean the opportunity is very important. You may need to periodically remind some respondents of the meaning of the points of the scale.

There are eighteen separate opportunities listed. In each different interview these opportunities will be listed in a different order. Whenever there is a lengthy list of similar questions, there is always concern that the respondent may stop listening with the same attention as you continue through the list. Therefore, the opportunities are presented with a different starting point (rotated), so that the effects of possible inattention are randomly disributed across interviews.

Do **not** attempt to define any of the categories. If the respondent asks what it means, say *Whatever it means to you*.
As you code each category the cursor will automatically advance to the next cursor location. When you reach the final input field on the screen, you will enter your response and press RETURN to advance to the next screen.

5.02 IA2

[Use a scale of 1 to 5 where a "1" means it is not at all important and "5" means it is very important.]

Having a physical challenge? ( )

Having an experience he can be proud of? ( )

Having a stepping-stone between high school and college? ( )

Developing leadership skills? ( )

Working with the latest high-tech equipment? ( )

Helping his career development? ( )

5.02 IA2

[Use a scale of 1 to 5 where a "1" means it is not at all important and "5" means it is very important.]

Developing self-confidence? ( )

Developing his potential? ( )

Having a mental challenge? ( )

Becoming more mature and responsible? ( )

Training in useful skill areas? ( )

Working with highly-trained people? ( )

LEFT INTENTIONALLY BLANK

MEDIA HABITS (MH)

6.01 MH1

I'd like to ask a few questions about your TV, radio and reading habits.

Do you regularly watch TV?

( )

1. YES
2. NO (MH14)

6.02 MH2

How many hours per week do you spend watching...

programs on commercial networks, such as ABC, CBS, or NBC? ( )

programs on commercial cable stations, such as ESPN, MTV, USA, or TBS? ( )

6.001 MH2CK

Let me check what I have recorded. I've recorded that...

[RECONCILE WITH THE RESPONDENT. IF THE RESPONSE DOES NOT CHANGE, PRESS RETURN]

you watch 110 hours of Broadcast television per week ( )

and you watch 70 hours of Cable television per week ( )

MEDIA HABITS

MH1 Read the introduction and question verbatim. Since this is a *YES/NO* question, code "1" (YES) even if the respondent only watches one kind of television. **Regular watching** means once a week or more.

MH2 This question will only be asked if the response to question MH1 is a "1" (YES). Read the first answer category, code the response, then read the second answer category. If the respondent cannot give you an exact number of hours, probe for the best estimate.

If the response to the first category is more than 99 hours, the cursor will automatically advance to the second category. Otherwise, press RETURN to advance to the second field (e.g., if fewer than 100 hours are recorded.) As usual, you will have to press RETURN after you have entered the second response.

MH2CK This is a consistency check which will come up if the two responses to the previous question (MH2) add up to more than 168 hours. If the respondent wishes to revise the answers to MH2, enter the correct number or press RETURN if the response remains the same.

6.11 MH11

Do you watch any of the following Cable or Subscription TV channels regularly?

[ENTER 1 = YES, OR 2 = NO]

MTV [Rock Videos]?	( )
Nashville Network [TNN]?	( )
ESPN [Sports]?	( )
WTBS [Syndicated]?	( )
Black Entertainment TV [BET]?	( )

6.12 MH12

Do you frequently watch any of the following types of TV shows?

[ENTER 1 = YES, OR 2 = NO]

Sports?	( )
Suspense or mystery?	( )
General drama?	( )
Music or music video?	( )
Situation comedy?	( )
TV movies?	( )
Talk shows?	( )

6.13 MH13

Please tell me if you watch any of the following TV shows regularly. Do you watch...

[ENTER 1 = YES, OR 2 = NO]

David Letterman?	( )
Friday Night Videos?	( )
Monday Night Football?	( )
College Football?	( )
Sunday Night at the Movies?	( )

MH11
MH12 Note the multiple cursor locations or input fields in this question. Enter a "1" (YES) or "2" (NO) for each response category. Press RETURN after you have entered the last response.

Regularly means once a week or more.

MH13 Again, this question has multiple cursor locations. Answer categories should be read to the respondent. Code each category before going on to the next one. Press RETURN after you have entered the last response.

6.14 MH14

Does your household have a Video Cassette Recorder [VCR]?

( )

1. YES
2. NO (MH16)

6.15 MH15

How many hours per <u>week</u> do you usually spend watching your VCR?

HOURS ( )

MH14 Some respondents may be more familiar with *VCR* instead of the full name. Read *VCR* in parentheses if they do not understand *Video Cassette Recorder*.

MH15 You will ask this question only if the answer to question MH14 was a "1" (YES). If the respondent cannot give you an exact number of hours, probe for the best estimate. Press RETURN to go to the next screen.

6.16 MH16

Now let's talk about radio listening. Do you regularly listen to the radio?

( )

1. YES
2. NO (MH28)

6.17 MH17

How many hours per <u>week</u> do you listen to...

AM Radio? ( )

FM Radio? ( )

6.002 MH17CK

Let me check what I have recorded. I've recorded that...

[RECONCILE WITH THE RESPONDENT. IF THE RESPONSE DOES NOT CHANGE, PRESS RETURN]

you listen to 85 hours of AM Radio ( )

and you listen to 85 hours of FM Radio ( )

MH16 This question is self-explanatory.

MH17 This question will come up only if the answer to the previous question was a "1" (YES). Emphasize the word **week**, and code the first category before asking the second category. Press RETURN after you have entered the response for the second category. Ask for the respondent's best estimate if he/she does not know the exact number of hours.

MH17CK This consistency check will come up if the sum of the two responses in question MH17 is greater than 168 hours. If the respondent wishes to revise the answers to MH17, enter the correct number or press RETURN if the response remains the same.

6.26 MH26

Do you frequently listen to any of the following types of radio programs?

[ENTER 1 = YES, OR 2 = NO]

News?	( )
Classical music?	( )
Pop?	( )
Country?	( )
Sports?	( )
Talk Shows?	( )
Rock & Roll?	( )
"Easy Listening"?	( )

6.27 MH27

Do you listen to the following programs regularly?

[ENTER 1 = YES, OR 2 = NO]

American Top 40?	( )
King Biscuit Flower Hour?	( )
Rick Dees' Top 40?	( )
Metal Shop?	( )
Rockline?	( )

MH26
MH27

These are multiple entry questions. Answer a "1" (YES) or "2" (NO) for each response category. Press RETURN after you have entered the last response.

6.28 MH28

How often do you read the newspaper? Is it...

( )

1. Never, (MH31)
2. Less than twice a week,
3. 2-3 times per week,
4. 4-5 times per week, or
5. Daily?

6.29 MH29

How many hours per week do you spend reading the newspaper?

HOURS ( )

6.30 MH30

Do you regularly read any of the following sections?

[ENTER 1 = YES, OR 2 = NO.]

Sports?	( )
Comics?	( )
News?	( )
Local?	( )
Food?	( )
Lifestyle?	( )
Classified?	( )

MH28 Read the answer categories as part of the question, then code one response.

MH29 You will ask this question only if the respondent indicated that he/she reads the newspaper in the previous question (MH28). If the respondent does not know the exact number of hours, probe for his/her best estimate per **week**.

MH30 Enter a "1" (YES) or "2" (NO) for each response category. Press RETURN after you have coded the last response category.

6.31 MH31

Do you regularly read magazines?

( )

1. YES
2. NO (KR10V1)

6.32 MH32

What magazines do you read on a regular basis, that is, that you have read at least 3 of the past 4 issues?

[ENTER APPROPRIATE NUMBER FROM HARD COPY LIST, OR '991' FOR OTHER. ENTER CTRL/P TO CONTINUE.]

( ) ( ) ( ) ( ) ( ) ( )

MH31 Regular magazine reading refers to having read at least 3 of the past 4 issues.

MH32 This question will only come up if you coded a "1" (YES) to question MH31. It requires you to look at a hard copy list to be able to code the appropriate responses in the multiple input fields. This list is shown in Appendix B. Once all the magazine codes have been entered, CTRL/P to advance to the next screen.

If the respondent gives you more than six magazines, enter them in comments, before you code the last input field. Ask the respondent to slow down if you are having difficulty in keeping up with the coding. Respondents are usually flattered when you do so, because they feel you are interested in what they have to say, and want to record all their responses.

6.33 MH33

How many hours a week do you spend reading magazines?

HOURS ( )

6.007 MHCK1

Let me check what I have recorded. I've recorded that...

[RECONCILE WITH THE RESPONDENT. IF THE RESPONSE DOES NOT CHANGE, PRESS RETURN.]

you watch Broadcast TV	110 hours a week	( )
you watch Cable TV	70 hours a week	( )
you listen to AM Radio	85 hours a week	( )
you listen to FM Radio	85 hours a week	( )
you read the newspaper	15 hours a week	( )
and you read magazines	25 hours a week	( )

MH33 Emphasize the word **week.** Ask the respondent for his/her best estimate if he/she cannot give you the exact number of hours.

MHCK1 During the questions regarding television radio, newspaper and magazines you are asked to record the number of hours per week the respondent spends doing each activity. If the total is greater than the number of hours contained in a week, i.e., 168, all the information you enter will be displayed and you will have to opportunity to make corrections to any or all of it.

KNOWLEDGE RECALL (KR)

7.011 KR10V1

Thinking about all forms of advertising, for which military services do you recall seeing or hearing any advertising?

[RECORD ALL THAT APPLY. THEN USE CTRL/P TO EXIT.]
[PROBE: Any other services?]

(3) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )

0. NONE
1. AIR FORCE
2. ARMY
3. RESERVE OFFICER'S TRAINING CORPS [R.O.T.C.]
4. NATIONAL GUARD
5. RESERVE
6. COAST GUARD
7. MARINE CORPS
8. NAVY
9. ONE AD FOR ALL SERVICES

7.021 KR20V1

You mentioned seeing or hearing advertising for the Reserve Officer's Training Corps. For which military service or services was this advertising?

[PROBE: Any other services?]

[RECORD ALL THAT APPLY. THEN USE CTRL/P TO CONTINUE.]

(1) ( ) ( ) ( ) ( )

1. AIR FORCE
2. ARMY
3. NAVY
4. MARINE CORPS
5. COAST GUARD

KNOWLEDGE-RECALL

KR1
KR1OV1

This question will first come up without the probe instruction. Once you have coded the first response, the probe will be overlayed on top of the original question. Code all that apply, and use CTRL/P to advance to the next screen if there are less responses than the number of input fields.

If you enter 0 (zero), you will automatically go the next question. You can only enter a zero in the first cursor location.

Note that the question refers to any advertising **ever** seen or heard.

KR2

You will ask this question only if you coded *RESERVE OFFICER'S TRAINING CORPS [R.O.T.C.]* in the previous question. This is a multiple cursor locations or input fields question, so code each service that applies. Use CTRL/P to continue if there are fewer responses than the number of input fields.

7.031 KR3OV1

You mentioned seeing or hearing advertising for the National Guard. For which military service or services was this advertising?

[PROBE: Any other services?]

[ENTER ALL THAT APPLY. THEN USE CTRL/P TO CONTINUE.]

(1) ( ) ( ) ( ) ( )

1. AIR FORCE
2. ARMY
3. NAVY
4. MARINE CORPS
5. COAST GUARD

7.041 KR4OV1

You mentioned seeing or hearing advertising for the Reserve. For which military service or services was this advertising?

[PROBE: Any other services?]

[RECORD ALL THAT APPLY. USE CTRL/P TO CONTINUE.]

(1) ( ) ( ) ( ) ( )

1. AIR FORCE
2. ARMY
3. NAVY
4. MARINE CORPS
5. COAST GUARD

KR3 You will ask this question only if you coded a "4" (NATIONAL GUARD) in question KR1. This question is similar to the previous question (KR2). Code all that apply, and use CTRL/P to advance to the next question.

KR4 This question will only be asked if the answer to question KR1 included a "5" (RESERVE) as one of the response categories. Code all that apply, and use CTRL/P to go to the next question.

7.05 KR5

[Do you recall seeing or hearing any advertising for]

the Air Force?

( )

1. YES
2. NO

7.06 KR6

[Do you recall seeing or hearing any advertising for]

the Army?

( )

1. YES
2. NO

7.07 KR7

[Do you recall seeing or hearing any advertising for]

the Army Reserve Officer's Training Corps, that is,
the Army R.O.T.C.?

( )

1. YES
2. NO

KR5
KR6
KR7
KR8
KR9
KR10
KR11
KR12
KR13

These nine questions are rotated so that each question has an equal chance of being asked first.

As in the Importance of Attributes section, we are concerned here that respondent's attention may wander after responding to several similar items in this list. To lessen the effects of inattention across all the interviews, the order of the questions is randomized.

Each question will appear only if that particular branch of service was not chosen in question KR1.

7.08 KR8

[Do you recall seeing or hearing any advertising for]

the Army National Guard?

( )

1. YES
2. NO

7.09 KR9

[Do you recall seeing or hearing any advertising for]

the Army Reserve?

( )

1. YES
2. NO

7.10 KR10

[Do you recall seeing or hearing any advertising for]

the Coast Guard?

( )

1. YES
2. NO

LEFT INTENTIONALLY BLANK

7.11 KR11

[Do you recall seeing or hearing any advertising for]

the Marine Corps?

( )

1. YES
2. NO

7.12 KR12

[Do you recall seeing or hearing any advertising for]

the Navy?

( )

1. YES
2. NO

7.13 KR13

[Do you recall seeing or hearing any advertising for]

all the services in one ad?

( )

1. YES
2. NO

LEFT INTENTIONALLY BLANK

7.14 KR14

Did you see or hear Army ads...

[FOR EACH QUESTION, YES = 1, NO = 2]

on TV?	( )
on the radio?	( )
in magazines?	( )
in newspapers?	( )
on billboards?	( )
through the mail?	( )
on posters?	( )
in brochures or pamphlets?	( )
in the Yellow Pages?	( )
somewhere else?	( )

7.15 KR15

Other than trying to get you to enlist, what was the main message you got from Army advertising?

_____

_____

_____

7.17 KR17

Other than trying to get you to enlist, what was the main message you got from Air Force advertising?

_____

_____

_____

KR14 This question will come up if you have coded that the respondent had seen or heard Army ads in previous questions. Read and code each response category before asking the next one. Press RETURN after the last response. If the respondent's answer is *YES* to *somewhere else*, record their answer **verbatim** in comments.

KR15 You have three lines to enter a verbatim response. If the response is longer than these lines, press CTRL/K and record the full response in comments. Record a brief summary of the comment and the words *See comments* on the lines.

KR17 The CATI will display the service branch in this question, depending upon the responses in the previous questions, (other than Army). Again, you have three lines to code the verbatim response. Use the comments field for longer responses, and use CTRL/P to exit from this screen.

ATTITUDES TOWARDS ARMY ADVERTISING (AT)

8.01 AT1

Use a scale of "1" to "5" where "1" means you do not like the advertising and "5" means you like the advertising very much.

Overall, how much do you like the Army ads you have seen or heard over the past year?

( )

1. DO NOT LIKE
2. SOMEWHAT DISLIKE
3. NEUTRAL
4. LIKE SOMEWHAT
5. LIKE VERY MUCH

8.02 AT2

Use a scale of "1" to "5" where "1" means you do not believe what the ads say and "5" means you believe what the ads say.

How much do you believe what the ads say?

( )

1. DO NOT BELIEVE
2. SOMEWHAT DISBELIEVE
3. NEUTRAL
4. SOMEWHAT BELIEVE
5. STRONGLY BELIEVE

ATTITUDES TOWARD ARMY ADS

AT1
AT2

The focus of these two questions is the Army advertising program. If the respondent did not recall seeing or hearing any Army ads, i.e., in question KR1 the Army was not mentioned or in KR6 the response was *NO*, these questions will not be asked. CATI will automatically skip to question KS1.

You will be asking the respondent to use a scale ranging from 1 to 5 where 1 means they did not like/believe the advertisements and 5 means they like them very much/strongly believe what the ads say.

KNOWLEDGE/AWARENESS (KA)

12.07 KA7

Is it possible to earn money for college by enlisting in the Army?

( )

1. YES
2. NO

12.01 KAP1

How much do you think a young man can earn through Army education benefits for college?

[PROBE: This would be the total benefits a young man could earn while in the Army.]

( )

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 OR MORE

KNOWLEDGE-AWARENESS

KA7
KA1
KA2
KA3

This series of questions focuses on specific Army incentives, such as pay, education benefits, and training.

If the respondent has difficulty understanding and/or answering KA1, read the probe as worded.

Do not read the response categories for question KA1

12.02 KAP2

Do you think Army education benefits would pay for PAT'S entire college education?

( )

1. YES
2. NO

12.03 KAP3

Do you think Army education benefits are more, less or about the same as the Navy, Air Force, or Marines offer?

( )

1. MORE
2. LESS
3. ABOUT THE SAME

LEFT INTENTIONALLY BLANK

12.04 KA4

Please tell me whether or not each of the following services offers the "GI Bill"?

[YES = 1, NO = 2]

Marines	( )
Army	( )
Air Force	( )
Navy	( )

12.05 KA5

What is the minimum number of years that a new recruit has to serve on active duty in the Army?

NUMBER OF YEARS ( )

12.06 KA6

Is it possible to sign up for the Army and start serving up to one year later?

( )

1. YES
2. NO

KAP4 The categories *Army, Air Force, Navy, Marines* are rotated in this question so that all respondents will not hear them in the same order.

Code "1" (YES) or "2" (NO) for each category. The cursor will advance automatically after coding each response with the exception of the last category. Press RETURN to advance to the next screen after coding the last response. If the respondent answers *DON'T KNOW*, probe for their best guess.

KA5 Accept whatever number the respondent supplies. If they respond with a *DON'T KNOW*, probe for their best estimate. If the respondent's answer is *zero*, you must record it as 00.

KA6 Do not attempt to explain the program to the respondent. If they have never heard of the program, code *DON'T KNOW* (Shift 8).

12.08 KA8

Are 17 year old high school juniors eligible to join the Army Reserve or Army National Guard?

( )

1. YES (KAP10)
2. NO

12.09 KA9

Is high school graduation required before joining Army Reserve or Army National Guard?

( )

1. YES
2. NO

12.10 KAP10

Who sponsors the "Scholar-Athlete Award Program"? Is it the . . .

( )

1. Marine Corps,
2. National Guard,
3. Army Reserve,
4. Air Force, or
5. Navy?

KA8 If the respondent answers *YES* to this question, CATI will skip question KA9.

KA9 This question is self-explanatory.

KAP10 The response categories are to be read as part of the question. Again, the order of service branches will be randomized so all respondents will not hear them in the same order. If the respondent has never heard of the program, probe and record a *DON'T KNOW* (Shift 8) if they are still unable to answer.

12.11 KAP11

Can qualified people who join the Army Reserve or Army National Guard receive money for college?

( )

1. YES
2. NO

12.12 KAP12

What is the maximum amount of money for college that qualified people who join the Army Reserve or Army National Guard can receive under the "GI Bill"?

( )

1. UNDER $1,000
2. $1,000 TO $1,999
3. $2,000 TO $3,999
4. $4,000 TO $5,999
5. $6,000 TO $7,999
6. $8,000 TO $9,999
7. $10,000 OR MORE

KAP11
KAP12

These two questions ask about money received for college by qualified people who join the Army Reserve or Army National Guard.

If the answer is KA11 is *NO*, CATI will skip automatically to KA13.

In question KA12, do not read the categories to the respondent.

DEMOGRAPHICS (DE)

13.01 DEINTRO1

Now I have some questions about your background.

[PRESS RETURN TO CONTINUE]

13.01 DE1

First, what is your birthdate?

MONTH ( ) DAY ( ) YEAR 19( )

13.03 DE3

Please tell me whether you consider yourself...

( )

1. White,
2. Black,
3. Asian or Pacific Islander, or
4. American Indian, or Alaskan Native?

DEMOGRAPHICS

DEINTRO1
DE1

The purpose of this series of questions is to allow us to infer the respondent's socioeconomic status (SES). It has been found that one of the most reliable indicators of an individual's SES is the educational level of the principal wage earner(s) in his her household. You should keep in mind when asking this series of questions that **the goal is to gather information about the household's socioeconomic status.**

DE3

Read the answer categories aloud to the subject and code the appropriate response. Definitions of these race categories are as follows:

White includes persons having origins in any of the original people of Europe, North Africa or the Middle East. Also includes persons of hispanic or Spanish origin. (See specifications for the next screen.)

Black includes persons having origins in any of the black racial groups of Africa or Latin America.

Asian or Pacific Islander includes persons having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This ethnic group includes, for example, persons of Chinese, Indian, Japanese, Korean, Philipino and Samoan heritage.

American Indian or Alaskan Native includes persons having origins in any of the original people of North America.

It is important to remember that we are interested in the race or ethnic group the subject most strongly identifies with. This may not necessarily correspond to a biologic fact. For example, if a respondent has one black parent and one white parent, you may need to probe to determine what race the subject **considers** himself or herself to belong to.

13.04 DE4

Are you of Hispanic background?

[INCLUDES SPANISH-AMERICAN, MEXICAN AMERICAN, CHICANO, CUBAN-AMERICAN]

( )

1. YES
2. NO

13.06 DE6

What is your current marital status? Are you...

( )

1. Single,
2. Married,
3. Separated,
4. Divorced, or
5. Widowed?

DE4 *Hispanic* includes persons of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

DE6 We are interested in the respondent's current marital status. Read the categories as part of the question.

The following definitions are guidelines for your benefit only. They should not be read to the respondent.

- If the respondent says that he/she has never been married, code the response a "1" (SINGLE) and continue. If the respondent says that he/she is living with a partner though unmarried, code *SINGLE*.
- Married includes persons reporting themselves as married even though the spouse may not currently be living in the same household (except for persons separated, as explained below).
- Separated includes all married persons who report themselves separated for reasons of marital discord, even though they may not have obtained legal separation.
- Divorced or Widowed are self-explanatory. Remember, we are interested in the respondents' current marital status. A person previously divorced or widowed and now married is considered currently married.

13.09 DE9

What is the highest grade or year of school or college that you have completed and received credit for?

( )

7. LESS THAN 8TH GRADE
8. 8TH GRADE
9. 9TH GRADE
10. 10TH GRADE
11. 11TH GRADE
12. 12TH GRADE
13. 1ST YEAR OF 4-YEAR COLLEGE (FR)
14. 2ND YEAR OF 4-YEAR COLLEGE (SO)
15. 3RD YEAR OF 4-YEAR COLLEGE (JR)
16. 4TH YEAR OF 4-YEAR COLLEGE (SR)
17. 5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL
18. 2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL
19. 3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL
20. MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL
21. 1ST YEAR OF JR. OR COMM. COL.
22. 2ND YEAR OF JR. OR COMM. COL.
23. 1ST YEAR OF VOC., BUS., OR TRADE SCHOOL
24. 2ND YEAR OF VOC., BUS., OR TRADE SCHOOL
25. MORE THAN 2 YRS. VOC., BUS., OR TRADE SCHOOL

13.10 DE10

Do you have a regular high school diploma, a GED, an ABE, or some other kind of certificate of high school completion?

( )

1. REGULAR HIGH SCHOOL DIPLOMA
2. GED (GENERAL EDUCATIONAL DEVELOPMENT)
3. ABE (ADULT BASIC EDUCATION)
   CERTIFICATE (E.G., CORRESPONDENCE, NIGHT SCHOOL)
4. SOME OTHER KIND OF CERTIFICATE
5. NONE OF THE ABOVE

DE9 Codes 13-16 refer to academic credit levels rather then the number of years of college attended. For example, one could attend college for two or three years on a part-time basis and still be at the 1st year (FR) level.

Code 17 refers to the 5th year of college or 1st year of graduate or professional school. There are 5 year college programs that usually combine bachelor's and master's degrees.

In addition to the obvious professional schools (Codes 17-20) such as Medical School and dental school, other examples would include such training as provided in chiropractic school and podiatry school.

Codes 23-25 refer to vocational business, or trade schools. Such schools include a broad range of skills training. The following examples may be helpful: beauty school, coding school, computer programmer training, heavy equipment training, secretarial school, etc.

DE10 If the respondent says *diploma* or *certificate* probe for specific information regarding the type of diploma or certificate. If their response does not fit one of the first three categories, record specific information in the comments and code either "4" or "5" appropriately.

A **regular high school diploma** is one obtained upon graduation from a regularly established public or private high school.

A **GED (General Educational Development)** recipient has obtained certification of high school equivalency because they have met State requirements and passed an approved exam, which is intended to provide an appraisal of their achievement or performance in the broad subject matter areas usually required for high school graduation.

ABE (Adult Basic Education) provides learning experiences concerned with the fundamental tools of learning for adults who have never attended school or who have interrupted formal schooling.

13.11 DE11

Are you currently employed either full-time or part-time?

( )

1. YES, FULL-TIME (DE13)
2. YES, PART-TIME
3. NO

13.12 DE12

Have you ever held a full-time job?

[MORE THAN 34 HOURS PER WEEK]

( )

1. YES
2. NO

DE11 This question asks about the respondent's **current** employment status. In this question we are interested **only** in whether the respondent is employed, not with the specific number of hours they may be working.

DE12 A **full-time** job is considered to be **more than 34 hours/week.** This question is asked only if the respondent is not currently working full-time.

13.13 DE13

How easy or difficult is it for someone PAT'S age to get a full-time job in your community? Is it...

( )

1. almost impossible,
2. very difficult,
3. somewhat difficult, or
4. not difficult at all?

13.29 DE29

I am going to read you some income categories and ask you to choose the letter of the alphabet associated with the category that best describes your total family income for the year 1985. Include all sources of income in your response. Please tell me only the letter.

( )

1. A-Less than $5,000,
2. B-$ 5,001 to $10,000,
3. C-$10,001 to $20,000,
4. D-$20,001 to $30,000,
5. E-$30,001 to $40,000,
6. F-$40,001 to $50,000, or
7. G-$50,001 and above?

DE13 You will read the answer categories to the respondent as part of the question. **Community** is here defined as the respondent's home community if he/she is living away at school.

DE29 This question refers to the respondents' income during the **previous** year. As you ask this question keep in mind that respondents are frequently reluctant to disclose their income. If they seem hesitant, emphasize that you will not be asking for a specific figure, but rather have a series of ranges. You will want them to respond in terms of a **letter** that represents their range and **not** with a specific figure.

13.30 DE30

Have you ever served in the United States Armed Forces?

( )

1. YES
2. NO (TERM9)

13.31 DE31

What month and year did you begin military service?

MONTH ( )

YEAR 19( )

13.32 DE32

Are you still in the Armed Forces?

( )

1. YES
2. NO (TERM9)

13.33 DE33

What month and year will you finish serving in the Armed Forces?

MONTH ( )

YEAR 19( )

DE30 For this set of questions the *United States Armed*
DE31 *Forces* will include the Army, Navy, Marines, Air Force
DE32 and Coast Guard.
DE33

13.34 DE34

In which branch of the Armed Forces are you serving?

( )

1. ARMY
2. NAVY
3. MARINES
4. AIR FORCE
5. COAST GUARD

13.35 DE35

Were you part of the Reserve Officers Training Corps (ROTC), a National Guard unit or the Army Reserves?

( )

1. YES, ROTC
2. YES, NATIONAL GUARD
3. YES, ARMY RESERVES
4. NO

17.0 TERM9

Let me remind you that the information you have given us is confidential and is protected under an act of Congress called the Privacy Act of 1974. This survey is for research purposes only and is authorized by law in Title 10 USC Sections 503 and 2358 and Executive Order 9397.

Although I have no more questions for you at this time please stay on the line for one moment while I check to see if I need to speak to anyone else in your household.

[Thank you very much for your cooperation. Good bye.]

[PRESS RETURN TO CONTINUE]

DE34
DE35
TERM9

PERCEPTIONS/BELIEFS OF ARMY ATTRIBUTES (PE)

11.002 PE1A

Have you ever heard of the United States Army Reserve?

( )

1. YES
2. NO

11.003 PE4A

Have you ever heard of the United States Army National Guard?

( )

1. YES
2. NO

11.010 PE15A

Have you ever heard of the Army Reserve Officer's Training Corps on a college campus?

( )

1. YES
2. NO

PERCEPTIONS AND BELIEFS

PE1A
PE4A
PE15A

These three questions are asked of all respondents and will determine whether additional questions about these particular branches will be asked.

11.0011 PEINTRO1

Earlier I asked how <u>important</u> it was for you to have a number of opportunities. Now I'm going to ask your opinion about two <u>specific</u> <u>ways</u> you might get <u>each</u> <u>of those</u> <u>opportunities</u>. Your opinions in this section are very valuable to this study.

[PRESS RETURN TO CONTINUE.]

1.02 PEOVTRO2

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers PAT...
an opportunity to develop self-confidence? (5)

How about the Army Reserve...

[The Army Reserve offers PAT...
an opportunity to develop self-confidence?] ( )

PEINTRO1 This statement is designed to assist the respondent to refocus their thinking about the opportunities you asked them about in the *IMPORTANCE OF ATTRIBUTES (IA)* section.

PEOVNTRO Read the introduction slowly so that the respondent has a chance to hear all the rating categories in the scale. You may have to repeat the scale for at least the first two or three questions before the respondent will be familiar with it.

Beginning with this screen, the CATI will automatically select and display one **or** two of the following **career options:** Army, Navy, Air Force, Marines, Army Reserve, National Guard, College and the Work Force.

You will be asking the respondent to rate their level of agreement/disagreement regarding fourteen different statements. Initially one **career option** and statement will appear on the screen. After you have coded their response, a second **career option** and statement **may** appear.

1.02 PEOVTR02

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers PAT...
the opportunity to develop his potential? (4)

How about the Army Reserve...

[The Army Reserve offers PAT...
the opportunity to develop his potential?] ( )

1.02 PEOVTR02

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers PAT...
a mentally challenging experience? (4)

How about the Army Reserve...

[The Army Reserve offers PAT...
a mentally challenging experience?] ( )

PEOVTRO2 The next thirteen screens will continue to display the same **career option(s)** with thirteen different statements. The parts of the questions that are in brackets are optional and are to be read only if necessary when the respondent needs additional prompting in order to answer the question.

1.02 PEOVTR02

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers PAT...
an opportunity to become more mature and responsible? (5)

How about the Army Reserve...

[The Army Reserve offers PAT...
an opportunity to become more mature and responsible?] ( )

1.02 PEOVTR02

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers PAT...
many opportunities for training in useful skill areas? (5)

How about the Army Reserve...

[The Army Reserve offers PAT...
many opportunities for training in useful skill areas?] ( )

LEFT INTENTIONALLY BLANK

1.02 PEOVNTRO

When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.

The Army offers PAT...
many chances to work with highly-trained people? (4)

How about the Army Reserve...

[The Army Reserve offers PAT...
many chances to work with highly-trained people?] ( )

1.02 PEOVTRO2

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers PAT...
an opportunity to obtain money for college or vocational school? (5)

How about the Army Reserve...

[The Army Reserve offers PAT...
an opportunity to obtain money for college or vocational school?] ( )

LEFT INTENTIONALLY BLANK

11.012 PEINTRO2

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army Reserve offers PAT...
an opportunity to serve America while living in his own hometown? ( )

11.012 PEINTRO2

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army Reserve offers PAT...
interesting and exciting weekends? ( )

11.012 PEINTRO2

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army Reserve offers PAT...
an excellent opportunity for part-time work? ( )

LEFT INTENTIONALLY BLANK

1.02 PEOVTR02

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers PAT...
a wide variety of opportunities to find a job he can enjoy? (4)

How about the Army Reserve...

[The Army Reserve offers PAT...
a wide variety of opportunities to find a job he can enjoy?] ( )

11.012 PEINTR02

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers PAT...
a physically challenging environment? ( )

LEFT INTENTIONALLY BLANK

1.02 PEOVTR02

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers PAT...
an experience he can be proud of? (5)

How about the Army Reserve...

[The Army Reserve offers PAT...
an experience he can be proud of?] ( )

11.012 PEINTR02

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers PAT...
an advantage over going right from high school to college? ( )

1.02 PEOVTR02

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers PAT...
an opportunity to develop leadership skills? (5)

How about the Army Reserve...

[The Army Reserve offers PAT...
an opportunity to develop leadership skills?] ( )

LEFT INTENTIONALLY BLANK

11.012 PEINTR02

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers PAT...
the chance to work with the latest high-tech equipment? ( )

1.02 PEOVTR02

[When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

The Army offers PAT...
a great value in his civilian career development? (3)

How about the Army Reserve...

[The Army Reserve offers PAT...
a great value in his civilian career development?] ( )

LEFT INTENTIONALLY BLANK

11.12 PE12

Of the people who joined the Army in the last year, what proportion do you think are high school diploma graduates? Would you say...

( )

1. less than one quarter,
2. about one quarter,
3. about one half,
4. about three quarters, or
5. almost all?

11.13 PE13

Of the people who joined the Army last year, what proportion do you think would score in the upper half of an intelligence test? Is it...

( )

1. all of them,
2. three quarters of them,
3. half of them,
4. one quarter of them, or
5. none of them?

PE12 This is the respondent's own estimate or perception. Read the response categories with the question and code one response.

PE13 Again, this question asks for the respondent's best estimate. Read the answer categories as part of the question, and code one response.

11.14 PE14

Of the people who joined the Army in the last year, what proportion do you think will get a college diploma either while they are in the Army or after they complete their Army service? Would you say...

( )

1. less than one quarter,
2. about one quarter,
3. about one half,
4. about three quarters, or
5. almost all?

11.115 PEY15

Do you think very many young men with backgrounds and plans for the future like yours are joining the Army?

( )

1. YES
2. NO

PE14 This question is similar to the previous two questions. Ask for the respondent's best estimate.

PEY15 Ask the respondent for his/her best guess for this question.

11.02 PEY2

Next, I'd like your opinion about several statements describing different things that the Army Reserve Officer's Training Corps on the college campus might offer you.

Please use a scale of 1 to 5 where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.

The Army Reserve Officer's Training Corps on a college campus offers you...

leadership and management training? ( )

an opportunity to develop self-confidence? ( )

a college elective that can be taken together with other college courses? ( )

an officer's commission in the active Army, Army Reserve or the Army National Guard? ( )

11.03 PEY3

Being an officer in the United States Army means different things to different people.

Please tell me how much you disagree or agree that being an officer offers you each item on the list. A "1" means you strongly disagree with the statement,"2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.

Being an officer in the United States Army offers you...

a wide variety of opportunities to find a job you can enjoy? ( )

an experience you can be proud of? ( )

the opportunity to use your college acquired skills? ( )

the opportunity to make changes and use your own judgement? ( )

PEY2
PEY3

These questions are similar to the preceding series and will be asked only if the respondent indicated in PE15A that they had heard of the Reserve Officer's Training Corps on a college campus.

PB88188

ACOMS

PARENTAL DATA USERS' MANUAL

SCHOOL YEAR 86/87

Prepared for U.S. Army by Westat, Inc.

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ACOMS PARENTAL DATA USERS' MANUAL SCHOOL YEAR 86/87

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THE ARMY COMMUNICATIONS OBJECTIVES MEASUREMENT SYSTEM (ACOMS) PARENTAL USERS' MANUAL FOR SCHOOL YEAR 86/87

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APPENDIXES

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INTRODUCTION TO THE PARENTAL USERS' MANUAL

Parental Users' Manual Composition and Usage

The Parental Users' Manual is intended to be used in conjunction with the Youth Users' Manual. In addition to this introductory section, the Parental Users' Manual is composed of:

- Guidelines for the Analysis of ACOMS Parental Survey Data;
- ACOMS Change Form;
- ACOMS Parental Annotated Questionnaire;
- ACOMS Parental Variable Lists; and
- ACOMS Parental Codebook.

Sections three and four provide two different forms of documentation on the ACOMS survey: the Change Form and the Parental Annotated Questionnaire. The unique purposes and intended uses of each form of documentation are presented in the relevant sections in the Youth Users' Manual, along with a description of the elements comprising each document. Since these sections may be used at times in a "stand-alone" mode, certain sections have intentionally been repeated across sections. A very brief description of these documents is provided below.

The Change Form documents all questionnaire items and variables which have been added, deleted, or altered in any form. Analysts should use this form to trace any changes to the questionnaire.

The Parental Annotated Questionnaire documents all questionnaire items used during the interviews, including instructions for question sequencing and skip patterns. The extensive annotation accompanying the questionnaire items makes this the most important document for ACOMS analysts. Analysts may use the Annotated Questionnaire to understand the internal programming of the survey instruments as well as the subpopulations relevant to each question.

Complete explanatory material and instructions pertaining to the use of the Quarterly Change Forms, Annotated Questionnaire, and Youth Data Set can be found in the Youth Users' Manual.

The Parental-Linked Sample

The Primary Enlistment Market[1] consists of the Primary Male Sample (PMS) and the Primary Female Sample (PFS). The ACOMS parental sample consists of parents of 16 to 20 year old youth in the Primary Enlisted Market. As will be discussed in further detail in section two, this sample is not drawn from a population of parents, and the weighting scheme applied does not allow generalization of survey responses to all parents. Rather, it is a sample of parents LINKED TO PRIMARY ENLISTED MARKET YOUTH within the specified age range.

The term "parent" is defined broadly for this purpose. In addition to biological parents, the term "parent" is used to include step-parents, foster parents, guardians or adult relatives fulfilling the parental role. In the youth interview, the existence of more than one parental figure is ascertained. In cases where more than one parental figure was available, the youth respondent was allowed to choose the person who was subjectively most like a parental figure. Parents are not required to live in the same household as the youth respondent to be eligible for the interview.

The identification of this linked parental sample was conducted within the general random digit dialing (RDD) framework used to identify ACOMS-eligible youth. One parent (either male or female) in each household with a 16-20 year old Primary Male Sample (PMS) and Primary Female Sample (PFS) youth was designated to be included in the linked parental sample. A random half of the households were designated for a male parental interview, and the other half of the households were designated for a female parental interview. If a parent of the designated sex was not available for the interview, no substitution (i.e., of another parent) was made.

The selected parents were interviewed regarding a variety of topics parallel to those asked of the youth. For example, they were asked about their awareness of and attitudes toward Army and other service advertising. Other questions focused on knowledge about Army offers, and their perceptions about the Army and the other services. In addition to general questions like these, they were also asked questions specific to their hopes for and attempts to influence a specific youth included in the ACOMS sample. (Further description of the parental interview follows

---

[1]The Primary Enlistment Market sampled is defined as non-prior service youth who have a regular high school diploma or are currently in high school or college but who have not yet received a college degree. Note that this sample also includes anyone who is enrolled in 2- or 4-year college even if they do not have a regular high school diploma.

below.) In households with more than one youth eligible for the Primary Enlisted Market sample, one youth was randomly selected to be the "target youth" for the specific questions on the parental interview.

Parental interviews were conducted after completion of the youth interviews within a household. Therefore, if the eligible youth did not respond to the survey, the corresponding parent was not interviewed. Another implication is that the time frame in which the actual parental interviews occur can lag the youth interview time frame by as much as four weeks. However, since this is a sample that is linked to the youth sample, the parental data are labeled in terms of the quarter in which the linked youth were interviewed even if the parent was interviewed after the close of the quarter.

The Parental Interview

The parental interview was constructed to parallel the youth interview. It contains eight modules in the following order:

- **Parental Influence** which probes whether the parent has discussed military service with the target youth, his/her expectations for him/her, and beliefs that military service is a good or bad idea for most young men and women.

- **Importance of Attributes** repeats the items in the youth version that assess the importance of attributes, but asks the parent about the importance of these attributes for the target youth.

- **Media Habits** items are identical to those asked of the youth and focus on the amounts of television, radio, and print material the parent is regularly exposed to, and his/her favorite programs and print media.

- **Knowledge-Recall** questions are nearly identical to those in the youth questionnaire and ask for unaided and aided recall of Army and other service advertising with questions in random order. The only difference is that some items ask knowledge of offers available to the target youth.

- **Attitudes Toward Army Advertising** items address how much the parent likes and believes the advertisements he/she has heard or seen by asking the same items as those in the youth interview.

- **Perceptions** are probed with nearly identical questions as those asked of the target youth regarding the extent to which the Army (by component), other services, military service in general, college, and civilian employment offered to the target youth the attributes defined by the Army's communications objectives.

- **Knowledge-Awareness** items assess the parent's knowledge, as in the youth interview, of Army benefits and programs.

- **Demographics** items ask for information about the parents' ethnicity, marital status, socio-economic background, and military experience.

In essence, the parental interview contains one module not found in the youth questionnaire (Parental Influence), and does not contain questions from the Education and Employment, Intentions/Propensity, Behaviors, Social Influences, Slogan Recognition, or the Parental Location and Tracking modules asked of the youth interview. Except for the Importance and Perception module and in some Knowledge/Recall questions (where the referent for the items is changed to the youth), question wording is identical to the youth questionnaire wording. Like the youth, some questionnaire modules were asked of subsamples of parents. Parental assignment to modules followed that of the linked youth. That is, where random assignment to or within modules was conducted in youth interview, the parent interview contains the same modules and sections as the linked youth. Thus, if the target youth was asked questions on perceptions of Army and college attributes, the parent was also asked the Perceptions questions for Army and college attributes. Further, if the youth was presented with the Media Habits and Knowledge-Awareness modules (these are rotating modules in the youth questionnaire), the parent was asked the same modules.

The ACOMS Parental Data Sets

ACOMS Q87-1, Q87-2, and Q87-3 Parental SAS Data Sets

SAS data sets for parents of youth interviewed during Q87-1 (October, November, December 1986) and Q87-2 (January, February, March 1987) are currently available at NIH. The SAS dataset names are WTF4JCK.ACOMS.Q871.PARENT and WTF4JCK.ACOMS.Q872.PARENT. Q87-3 (April, May, June 1987) will be available September 30, 1987. Each SAS data library contains two SAS datasets: PARNVERB, which contains codes and verbatim text for the "main message" open-ended items, and PARNMAIN, which includes all other

interview and screener information. The datasets have been RACF-protected to allow all Army analysts read-only access to the data.

Accessing Parental Data

The process of accessing Parent data is similar to accessing the Youth data. The only change required is to refer to Parent rather than Youth in all appropriate locations in the job (DDNAME, dataset name, references to SAS data sets, TITLE statements). The file WTF4JCK.CODELIB(PSAM872) contains an example of a job accessing the Q87-2 Parental data base.

Combining Parental Data Sets

The Parental data sets can be combined for analysis by including DD statements for all datasets, and then referencing all of them on a SAS set statement, as illustrated in the file WTF4JCK.CODELIB(PSAMTWO). Since each individual data set has been separately weighted up to population (parents of 16-20 year old PMS/PFS youth) totals, all relevant weight variables should be divided by the number of quarters included in any analyses conducted using the combined data set.

Combining Parental Data and Youth Data

In some instances, analysts may want to combine both Parental data and Youth data. For instance, the question "Should Young Women Serve in the Military" could be analyzed based on the gender of the target (referent) youth. As another example, the responses given by the parent for the Importance of Attributes questions could be compared with those given by the target youth. Some analyses may be conducted using the Parental data sets alone; others will require that the Parent and Youth data sets be merged.

For ease of processing, certain frequently-used youth variables have been copied onto the Parental data sets. These variables include sex (ESEX), age (ECALCAGE), race/ethnicity (RACE1), panel (PANELPEY), sample flags (PMASFLG, PFASFLG, MARKFLG, YATSFLG), and household geographic location (BRIGADE, ROTCREG, HHSTATE, CNTYFIPS). Analyses for which these are the only youth variables needed can be conducted directly from the Parental data sets.

For analyses requiring youth variables other than those listed above, use SAS to merge the appropriate Youth and Parental data sets. Supply DD statements in your JCL for both data sets, and indicate both on a SAS MERGE statement. Then use a subsetting IF statement to eliminate those youth whose parents were not

interviewed. An example of such a job is contained in the file WTF4JCK.CODELIB(PMERG871). Note that, when combining Youth and Parental data, the weights from the **Parental** data set should be used for the analysis.

For analyses requiring more than one quarter of Youth and Parent data, use the following three-step procedure. First, combine all the Parental data sets needed, as discussed above. Second, combine the necessary Youth data sets. Third, merge the combined Parent data set with the combined Youth data set. This process is illustrated in the file WTF4JCK.CODELIB(PMERG2).

Perceptions Module "Gate" Items Changes

Note that, because of changes in the skip patterns between the first and second versions of the ACOMS instrument, the PE "gate" items (Have you ever heard of the Army Reserve/National Guard/ROTC?) must be given special treatment. For the first version of the instrument, these items were only asked of those respondents who were selected to receive the corresponding PE items for that component. Therefore, the appropriate PE module weight should be used for analysis. For later versions, the gate questions are asked of all respondents, so that PARNWGHT is the appropriate weighting variable. Thus, when combining data from 87-1 with data from later quarters, a new weighting variable must be created to analyze these gate items. The example below demonstrates the creation of such a weighting variable for analyzing the National Guard gate question for the parents of youth interviewed during 87-1 and 87-2. (Since two quarters of data are being analyzed, the weights are divided by two.)

```
IF PVERSION = 1 THEN GGATEWGT = PWGHTPEG / 2;
ELSE                 GGATEWGT = PARNWGHT / 2;
```

GUIDELINES FOR THE ANALYSIS OF ACOMS PARENTAL SURVEY DATA

This section of the Users' Manual provides guidelines for ACOMS analysts regarding analyses using the Parental data set. This data set was collected using a complex sampling design. Special care and attention must be exercised during data analysis.

The basic guidelines stressed in this section are:

- Parental data are linked to a sample of youth. Parental data <u>are not</u> drawn from a sample of parents;
- All analyses should be based upon weighted sample data; and
- Tests of statistical significance should be performed using the balanced repeated replication (BRR) methodology.

In the sections that follow, we discuss the characteristics of the ACOMS data set upon which these recommendations are based. Additionally, recommended weighting procedures and BRR techniques are discussed. No attempt is made to present a comprehensive framework for the analysis of data from complex surveys. Rather, general guidelines are offered along with references to appropriate secondary material. It is expected that most analyses that will be performed on these data can be characterized as either descriptive or inferential. The guidelines provided in this section are organized about these two activities.

Sample Weighting and Descriptive Analyses

Weighting the Parental Data

ACOMS Parental data are linked to a sample of youth in which respondents are selected at varying rates based upon demographic characteristics of ACOMS youth. Additionally, because of a complex questionnaire structure that includes rotating modules and other programmed means of respondent question allocation, many questions are asked only of a subset or sample of parents. As a consequence of these factors, weighting adjustments were calculated in order to:

- Compensate for unequal probabilities of youth selection, undercoverage, and nonresponse;
- Adjust for nonresponse among interviewed parents; and

- Compensate for the differential allocation of question modules to parents.

Sample weight adjustments, then, adjust for factors associated with the selection of youth respondents, the parent selected to be interviewed for each 16-20 year old youth, and the selection of questions asked of any particular parent.

The collection of ACOMS Parental data is designed to provide insight into the influence process of parents upon their 16-20 year old children. Consequently, though the number of parental interviews conducted is important from the perspective of statistical reliability, primary analytic focus is placed upon the number and extent of youth influenced by parents. The weighting adjustments adopted for the ACOMS parental data set conform to these analytic considerations.

Parental adjustment weights are calculated primarily as a function of the corresponding youth's sample adjustment weight. For core questionnaire modules, the youth's weight is used as a base weight that is then adjusted to (1) reflect the number of interviewed youth in the household (e.g., if two youth were interviewed, the new weight is twice the base weight), and (2) compensate for parental nonresponse. For rotating and perceptions modules, the "core" weight is further adjusted to compensate for the differential allocation of parents to rotating and perceptions modules. (In all, thirteen adjustment weights are calculated for each case--one for core modules, two for the rotating modules, and ten perceptions weights corresponding to the ten perceptions referents).

Interpreting Parental Data Findings

Due to the weighting adjustments made for Parental data, the weighted total of parents interviewed will equal the corresponding total for Primary Sample youth (less those youth whose selected parent was deceased or unlocatable). As a consequence, the Parental sample is representative of parents for sampled youth, not representative of parents nationally. This point is very important. Adjusted in the manner described, parental data are appropriate for analyses that: (1) link and compare the responses of specific parents with corresponding youths and (2) compare the responses of all (or subgroups of) parents with all (or subgroups of) youths. Parental data cannot be used to generalize to all parents in the United States. Tables 2.1a, 2.1b, and 2.3c will be used to illustrate how parental data can, and cannot, be interpreted.

Table 2.1a. Weighted Percentages of Parental Responses to Question "Should Young Women Serve in the Military?" by Gender of Parent

Response	Referent Parent	
	Father	Mother
Definitely Good Idea	11.6	5.0
Probably Good Idea	36.7	42.1
Probably Not Good Idea	37.5	40.4
Definitely Not Good Idea	14.3	12.4

Table 2.1b. Weighted Percentages of Parental Responses to Question "Should Young Women Serve in the Military?" by Gender of Referent Youth

Response	Referent Youth	
	Male	Female
Definitely Good Idea	6.1	10.3
Probably Good Idea	44.1	34.9
Probably Not Good Idea	38.2	39.8
Definitely Not Good Idea	11.6	15.0

Table 2.1c. Weighted Percentages of Parental Responses to Question "Should Young Women Serve in the Military?" by Gender of Parent and Referent Youth*

	Parent			
	Father		Mother	
	Referent Youth		Referent Youth	
Response	Male	Female	Male	Female
Definitely Good Idea	6.3	16.5	6.0	4.1
Probably Good Idea	44.4	29.6	44.0	40.3
Probably Not Good Idea	37.0	37.9	39.2	41.6
Definitely Not Good Idea	12.4	16.0	10.9	14.0
NUMBER INTERVIEWED	460	76	517	85
WEIGHTED YOUTH POPULATION	3,120,230	3,383,223	3,521,638	3,399,995

When reporting findings from Parental data, it is necessary that proper qualifications be placed on interpretations. As emphasized above, the focus is not upon parents, per se, rather it is upon the fathers and mothers of Primary Sample youth. The weighting adjustments computed for the parental data set, therefore, necessitate particular phrasiology when reporting findings. In Table 2.1a, for example, it would be misleading to state that 11.6% of fathers believe it is definitely a good idea that young women serve in the military. This implies that the findings generalize to parents. More precisely, what is conveyed in Table 2.1a is that fathers of 11.6% of the ACOMS Primary Sample responded that it is definitely a good idea for young women to serve in the military. With the added qualification, the findings become properly generalizable. The focus is not parents, but the youth they influence.

Table 2.1b illustrates an important Parental questionnaire distinction--generic and specific (referenced) responses. This table reveals a considerable difference in responses regarding the definite positive evaluation of military service for young

women depending upon the gender of the target youth. The question of interpretability for the analyst is difficult. The question asked is clearly generic. However, it must be considered whether the response elicited was specific to the target youth. Questionnaire placement of queries, then, in addition to qualification, must be considered by the analyst.

Table 2.1c compounds the issues of interpretability raised above and provides one further caveat--the number of interviews contributing to the findings. In this table we see that fathers of 16.5% of female Primary Sample youth responded that military service was definitely a good idea for young women, but that mothers of only 4.1% of female Primary Sample youth replied in this manner. (Note: not 16.5% and 4.1% of fathers and mothers--but 16.5% and 4.1% of influencers identified by gender.) Besides the terminological difficulty, question reference and placement has to be considered as before. Table 2.1c, however, contains the additional information regarding the number of interviews conducted within each table column. Setting aside issues of phrasiology and context, the question simply becomes one of confidence in generalizations based on the number of interviews conducted. Are 85 interviews sufficient for generalization? In many cases, no.

Three issues must be considered in any interpretation of Parental data: (1) are the findings appropriately qualified; (2) is the response generic or tied to the target youth; and (3) do the number of interviewed parents support generalization? Though not amenable to easy resolution, each must be considered in the reporting of any Parental findings.

The actual weighting of ACOMS data in the Statistical Analysis System (SAS) environment is easily accomplished. Depending upon the particular statistical procedure executed, either a WEIGHT or FREQ statement is used to identify the appropriate weighting variable to be used during processing. General guidelines follow for the production of weighted ACOMS frequencies and crosstabulations from Parental data above and from Parental data linked to Youth interview data.

Frequencies

Selection of the appropriate weighting variable to use for the production of frequency distributions can be made through reference to Table 2.2. If, for example, the analyst wishes to obtain frequencies for variables from core modules, PARNWGHT should be used. For rotating modules and perceptions referents, the correct weighting variable is identified in the next-to-last column of the table.

Table 2.2. Parental Adjustment Weights and Weighting Factors Associated with Survey Modules and Perceptions Referents

	Module or Referent	Weight Variable	Weighting Factor
CORE	Parental Influence Importance of Attributes Knowledge-Recall Attitude Towards Army Ads Demographics	PARNWGHT	N/A
ROTATING	Media Habits	PWGHTMH	PWFACMH
	Knowledge-Awareness	PWGHTKA	PWFACKA
P	Active Army	PWGHTPEA	PWFACPEA
E R	Army Reserve	PWGHTPEV	PWFACPEV
R E	Army National Guard	PWGHTPEG	PWFACPEG
C F	Air Force	PWGHTPEF	PWFACPEF
E E	Marines	PWGHTPEM	PWFACPEM
P R	Navy	PWGHTPEN	PWFACPEN
T E	Military	PWGHTPES	PWFACPES
I N	ROTC	PWGHTPER	PWFACPER
O T	Civilian Job	PWGHTPEW	PWFACPEW
N	College	PWGHTPEC	PWFACPEC

Crosstabulations

Determination and/or calculation of the appropriate weight to use for the production of crosstabulations is somewhat more involved than is the case for frequencies. This is due to the fact that the two variables used in a crosstabulation may be drawn from different modules or perceptions referents. Three distinguishable types of variable crossings are possible for ACOMS. These are:

- Both variables are from the same module (core or rotating) or perceptions referent;
- A core variable is crossed with a rotating or perceptions variable; and
- Different rotating module, different perceptions referent, rotating and perceptions variables are cross-classified.

In the first case, selection of the appropriate weighting variable is accomplished by selecting the weight (from Table 2.3) associated with the two variables. Here, selection is analogous to the guidelines presented for frequency production. In the second case, the appropriate rotating or perceptions weight (not the core weight) should be used for weighting the crosstabulation. In the third case, weighting factors must be used to compute (in a SAS data step) the correct weight. Referring to the last column in Table 2.2, use the corresponding weighting factor variables (e.g., PWFACMH for variables drawn from the Media Habits rotating module) to form the product WFAC1*WFAC2*PARNWGHT (WFAC1 and WFAC2 are the appropriate weighting factors for the two variables used in the crosstabulation and PARNWGHT is the core weight). This product yields the weight that must be used for production of crosstabulations. Table 2.3 summarizes these guidelines.

Table 2.3 Adjustment Weight Selection for Crosstabulations

Variable 2	Variable 1: Core	Variable 1: Rotating	Variable 1: Perceptions
Core	PARNWGHT	ROTATING WEIGHT	PERCEPTIONS WEIGHT
Rotating	ROTATING WEIGHT	WFAC1*WFAC2 *PARNWGHT	WFAC1*WFAC2 *PARNWGHT
Perceptions	PERCEPTIONS WEIGHT	WFAC1*WFAC2 *PARNWGHT	WFAC1*WFAC2 *PARNWGHT

Specific examples of SAS code for frequencies and crosstabulations will be provided in appendices of subsequent editions of this document.

Inferential Analyses: Assessing Statistical Significance Using the Balanced Repeated Replication (BRR) Methodology

Standard methods of computing variance and confidence intervals for point estimates assume that the data analyzed are obtained from a simple random sample. As noted above, this

assumption is not met for ACOMS parental data as the sample was drawn using a complex multi-stage design. As a consequence, if conventional methods of significance testing are used on ACOMS parental data, serious biases could be introduced and misleading results obtained. For this reason, it is recommended that all significance testing be performed using the BRR methodology. The Youth Users' Manual provides an introduction to the BRR methodology and examples of its application to ACOMS Youth data. The applications of BRR to the Parental data files follow.

In order to use BRR for the significance testing of ACOMS data, two requirements must be met. First, the replicates or subsamples of the full sample must be designated and appropriately weighted. Second, software must be available for the processing of full and replicate samples and computing of BRR variance estimates. Both of these requirements have been met for ACOMS data.

Subsamples have been identified and appropriately weighted. Thirty-two subsamples are used and their weighting variables are REPWGHT1 through REPWGHT32 (for cases not selected for a particular replicate/subsample, their weight is set at zero and this effectively excludes the case from all computations).

Software has been made available at the NIH computer center which facilitates the computation of BRR estimates. For example, the Westat-developed SAS procedure WESVAR is designed to estimate standard errors and confidence intervals for estimates of population totals, proportions, percentages, means, etc. The following SAS code illustrates the use of WESVAR to compute standard errors and confidence intervals about the estimated percentage of parents who think it is either definitely or probably good that young women should serve in the military.

```
DATA TEMP ;
     SET ACOMS.DAT ;
          IF PIWOMMIL = 1 OR
            PIWOMMIL = 2
            THEN PROMIL = 100 ;
          ELSE PROMIL = 0 ;

          COUNT = 1 ;

PROC WESVAR DATA=TEMP ;
     WEIGHT PARNWGHT PREP1-PREPL32 ;
     VAR COUNT ;
     COMPUTE MILPRO = PROMIL/COUNT ;
```

VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
PHONVER	70	87-2	SC-1	SC-1	W	*...We are conducting an important national survey for the U.S. Government.*	*...We are conducting a survey for the U.S. Government about people's plans for the future and their reaction to Armed Forces advertising.*
YOUTHTOT	74	87-2	SC-5	SC-5	W,P	*Since the survey we are conducting for the U.S. government is concerned with the career plans of young adults, we need to know how*	*We have a few questions to see if anyone in your household will be included in this survey.*
ADULTTOT	693	87-2	SC-5	SC-5	A	*many young adults live in your household. Including anyone away on vacation, away on business or living away at school, how many young people between the ages of 13 and 24 live in your household?*	*How many people aged 25 or older live in your household?* *How many people between the ages of 13 and 24 live in your household?*
MALEFEM	75	87-2	SC-6	SC-6	W	*Is this person male or female?*	*Is the 13 to 24 year old male or female?*
MALETOT FEMTOT	76 77	87-2	SC-7	SC-7	W	*Of these (NUMBER FROM SC5), how many are male?*	*Of these (NUMBER FROM SC-5) 13 to 24 year olds, how many are male and how many are female?*
FEMTOT	77	87-2	SC-7A	SC-7A	D	*So, of the (NUMBER FROM SC5) 13 to 24 year olds, your household has (NUMBER FROM SC7) male(s) and (NUMBER FROM SC5 minus (NUMBER FROM SC7) female(s)?*	
EEDENYRN	694	87-2		SC-17A	A		*(Are you/Is he/Is she) currently enrolled in (your/his/her) first or second year of junior or community college?*
YEDENYRJ	695	87-2		EE-6C	A		*(Are you/Is he/Is she) currently enrolled in (your/his/her) first or second year of junior or community college?*

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C=CATI PROGRAMMING L=LOCATION R=RESPONSE CODES (Addition on Modification) W=WORDING

VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YEDELALG **YEDGEOM** **YEDINALG** **YEDTRIG**	**129** **130** **131** **132**	87-2	EE-9_12	EE-9_12	R	Response codes: *1 = TAKEN* *2 = PLAN TO TAKE* *3 = NOT TAKEN AND NOT PLANNING TO*	Response codes: *1 = TAKEN OR CURRENTLY TAKING* *2 = PLAN TO TAKE* *3 = NOT TAKEN AND NOT PLANNING TO*
YPROBMIL	**152**	87-2	IP-7	IP-7	W	Response categories read. *Now I'm going to ask you about several things young (men/women) your age might do in the next few years. For each one, please tell me how likely it is that you will be doing that.* *How likely is it that you will be serving in the military? Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *Now I'm going to ask you about several things young (men/women) your age might do in the next few years. Please tell me whether you will definitely, probably, probably not or definitely not be doing each of the following* things. *How likely is it that you will be serving in the military?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*
YPROBCOL	**153**	87-2	IP-14	IP-14	W	Response categories read. *...be going to college? Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *...be going to college?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*
YPROBARO	**155**	87-2	IP-11	IP-11	W	Response categories read. *...or Army R.O.T.C.? Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *...or Army R.O.T.C.?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YPROBVOC	**156**	87-2	IP-16	IP-16	W	Response categories read. *...or technical school?* *Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *...or technical school?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*
YPROBEMP	**157**	87-2	IP-12	IP-12	W	Response categories read. *... in a civilian job?* *Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *... in a civilian job?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*
YPROBAR	**162**	87-2	IP-8	IP-8	W	Response categories read. *...duty in the Army?* *Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *...duty in the Army?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*
YPROBANG	**163**	87-2	IP-9	IP-9	W	Response categories read. *...the Army National Guard?* *Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *...the Army National Guard?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YPROBARV	164	87-2	IP-10	IP-10	W	Response categories read. *...in the Army Reserve?* *Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *...in the Army Reserve?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*
YPROBCOM	165	87-2	IP-11A	IP-11A	W	Response categories read. *...Army R.O.T.C.?* *Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *...Army R.O.T.C.?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*
YIWIDE PIWIDE	696 385	87-2	IA-1	IA-1	A		*Having a wide variety of opportunities to find a job you can enjoy?*
YISERPAR PISERPAR	697 386	87-2	IA-1	IA-1	A		*Working part-time?*
YISERCOM PISERCOM	283 92	87-2	IA-1	IA-1	D	*Serving your own community?*	
YIPROUD PIPROUD	280 89	87-2	IA-1	IA-1	W	*Having experiences you can be proud of?*	*Having an experience you can be proud of?*
YISTEP PISTEP	286 95	87-2	IA-I	IA-I	W	*Having a stepping stone between high school and college?*	*Having a stepping-stone between high school and college?*
YIHITECH PIHITECH	279 88	87-2	IA-1	IA-1	W	*A chance to work with the latest high-tech equipment?*	*Working with the latest high-tech equipment?*
YICASHED PICASHED	274 83	87-2	IA-1	IA-1	W	*Earning money for college or vocational school?*	*Earning money for college or vocational education?*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YIHOME PIHOME	285 94	87-2	IA-1	IA-1	W	*Staying in your own hometown?*	*Living in your own hometown?*
YIWEEKEN PIWEEKEN	284 93	87-2	IA-1	IA-1	W	*Having weekend excitement?*	*Having interesting and exciting weekends?*
YIINNOV PIINNOV	288 97	87-2	IA-1	IA-1	W	*The opportunity to make changes and use your judgement?*	*Being able to make changes and use your own judgement?*
YUN12NON YUN12AF YUN12AR YUN12RO YUN12NG YUN12RV YUN12CG YUN12MC YUN12NA YUN12ALL PUN12NON PUN12AF PUN12AR PUN12RO PUN12NG PUN12RV PUN12CG PUN12MC PUN12NA PUN12ALL	351 352 353 354 355 356 357 358 359 360 162 163 164 165 166 167 168 169 170 171	87-2	KR-1	KR-1	W	*Now, thinking about TV, radio, newspapers, magazines and any other sources of advertising, for what military service or services do you recall seeing or hearing advertising?*	*Thinking about all forms of advertising, for which military services do you recall seeing or hearing any advertising?*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YHEARDAR PHEARDAR	434 230	87-2	PE-1A	PE-1A	L,P,S	Sub-Population: Youth selected to receive the Army Reserve perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 1] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND RANDPE8 EQ 1] OR [PANELPEY EQ 3 AND RAND1000 GE 1 AND RAND1000 LE 269] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 1]	Move to beginning of Perceptions Module. Sub-Population: All Youth
YHEARDNG PHEARDNG	449 245	87-2	PE-4A	PE-4A	L,P,S	Sub-Population: Youth selected to receive the Army National Guard perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 2] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND RANDPE8 EQ 2] OR [PANELPEY EQ 3 AND RAND1000 GE 270 AND RAND1000 LE 539] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 2]	Move to beginning of Perceptions Module. Sub-Population: All Youth
YHEARDRO PHEARDRO	545 341	87-2	PE-15A	PE-15A	L,P,S	Sub-Population: Youth selected to receive the Army Reserve Officer's Training Corps perceptions questions [PANELPEY EQ 1] OR [PANELPEY EQ 2 AND RANDPE3 EQ 1,2] OR [PANELPEY EQ 3] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 9]	Move to beginning of Perceptions Module Sub-Population: All Youth

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YAWIDE	420	87-2	PE-INTRO	PE-INTRO	P,W		Format change - see Annotated Questionnaire.
YV...	.						
YG...	.						
YF...	.						
YN...	.						
YM...	.						
YS...	.						
YW...	.						
YCHIQUAL	540						
PAWIDE	216						
PV...	.						
PG...	.						
PF...	.						
PN...	.						
PM...	.						
PS...	.						
PW...	.						
PCHIQUAL	336						
YACASHED	433	87-2			W	*...an excellent opportunity to obtain money for a college or vocational education.*	*...an opportunity to obtain money for college or vocational school?*
YVCASHED	445						
YGCASHED	460						
YFCASHED	518						
YNCASHED	516						
YMCASHED	517						
YSCASHED	519						
YWCASHED	532						
PACASHED	229						
PVCASHED	241						
PGCASHED	256						
PFCASHED	314						
PNCASHED	312						
PMCASHED	313						
PSCASHED	315						
PWCASHED	328						

CHANGE CODES:

A=ADDITION D=DELETION P=PREDECESSOR S=SUB-POPULATION X=COSMETIC
C=CATI PROGRAMMING L=LOCATION R=RESPONSE CODES (Addition on Modification) W=WORDING

VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YRLEADER	**546**	87-2	PE-2	PEY-2	P,W	Next, I will read you a few statements describing different things that the Army Reserve Officer's Training Corps on the college campus might offer. Please tell me how much you disagree or agree that officer's training offers each item on the list. A "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat, and a "5" means you agree completely. *The Army Reserve Officer's Training Corps on a college campus provides...* *a. leadership and management training?* *b. the opportunity to develop self-confidence?* *c. a college elective that can be taken together with other college courses?* *d. an officer's commission in the active Army, Army Reserve or the Army National Guard?*	Next, I'd like your opinion about several statements describing different things that the Army Reserve Officer's Training Corps on the college campus might offer you. Please use a scale of 1 to 5 where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement. *The Army Reserve Officer's Training Corps on a college campus offers you...* *a. leadership and management training?* *b. an opportunity to develop self-confidence?* *c. a college elective that can be taken together with other college courses?* *d. an officer's commission in the active Army, Army Reserve or the Army National Guard?*
YRSELCON	**547**		PE-2	PEP-2			
YRELECT	**548**						
YROFFCOM	**549**						
PRLEADER	**342**						
PRSELCON	**343**						
PRELECT	**344**						
PROFFCOM	**345**						
YOWIDE	**550**	87-2	PE-3	PEY-3	W	*Being an officer in the United States Army means...*	*Being an officer in the Army means...*
YOPROUD	**551**		PE-3	PEP-3			
YOUSECOL	**552**						
YOINNOV	**553**						
POWIDE	**346**						
POPROUD	**347**						
POUSECOL	**348**						
POINNOV	**349**						

CHANGE CODES:

A=ADDITION D=DELETION P=PREDECESSOR S=SUB-POPULATION X=COSMETIC

C=CATI PROGRAMMING L=LOCATION R=RESPONSE CODES (Addition on Modification) W=WORDING

VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YKADEP PKADEP	564 360	87-2	KA-6	KA-6	W	*Is it possible to sign up for the Army and actually start serving up to one year later?*	*Is it possible to sign up for the Army and start serving up to one year later?*
YDSAMEPA	705	87-2		DE-14	A		*(When not attending college) Do you live in the same household as your father or your step-father?* *1. FATHER* *2. STEP-FATHER* *3. NEITHER* *4. BOTH*
YDEDDAD	574	87-2	DE-19	DE-19	P		*What was the highest grade or level of education that your (father/step-father) completed?*
YDSAMEMA	706	87-2		DE-14A	A		*(When not attending college) Do you live in the same household as your mother or your step-mother?* *1. MOTHER* *2. STEP-MOTHER* *3. NEITHER* *4. BOTH*
YDEDMOM	577	87-2	DE-26	DE-26	P		*What was the highest grade or level of education that your (mother/step-mother) completed?*
YDPARENT	572	87-2	DE-15		D	*Which of your parents do you live with?*	
YDWAGE	573	87-2	DE-16		D	*Who is the principal wage earner in the household?*	

CHANGE CODES:
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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YDOWNREL **YDOWNOS**	**579** **580**	87-2	DE-17		R	*What relationship to you is the person who is the head of the household in the house or apartment you are living in?* *1. SIBLING* *2. UNCLE* *3. AUNT* *4. COUSIN* *5. GRANDFATHER* *6. GRANDMOTHER* *7. SPOUSE* *8. NON-RELATIVE* *9. RESPONDENT* *91. OTHER RELATIVE*	*What relationship to you is the person who is the head of household in the house or apartment you are living in?* *10. BROTHER* *11. SISTER* *2. UNCLE* *3. AUNT* *4. COUSIN* *5. GRANDFATHER* *6. GRANDMOTHER* *7. SPOUSE* *8. NON-RELATIVE* *9. RESPONDENT* *91. OTHER RELATIVE*
YDROTCEV	**582**	87-2	DE-36	DE-36	S	All youth	Youth who have heard of ROTC [YHEARDO EQ 1,-8 (PE-1A = 1)]
-	-	87-2	TERM-9	TERM-9	W	*...I have no further questions for you at this time, but would you please stay on the line for one moment while I check to see if I need to speak to anyone else in your household.* *Thank you very much for your cooperation. Good bye.*	*...Although I have no more questions for you at this time, please stay on the line for one moment while I check to see if I need to speak to anyone else in your household.* *[Thank you very much for your cooperation. Good bye.]*
YPARFNAM **YPARLNAM** **YPARAREA** **YPAREXCH** **YPARLOCL**		87-2	PL-1		W	*We would like to interview your (PARENT) regarding (his/her) thoughts about future plans and possibilities for you. Please give me (his/her) name and telephone number.*	

CHANGE CODES:
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C=CATI PROGRAMMING L=LOCATION R=RESPONSE CODES (Addition on Modification) W=WORDING

VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
		87-2		PL-INTRO	A		*We would like to interview (your PARENT/either your PARENT or your step-PARENT) about influence (he/she) may have had on your future plans.*
YPARIMP	**589**	87-2		PL-1A	A		*We want to interview the person whose opinion means the most to you when you make important decisions. Would that person be your (PARENT) or your step-(PARENT)?*

CHANGE CODES:
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ACOMS
PARENTAL ANNOTATED QUESTIONNAIRE

SCHOOL YEAR 1986-87

Fall, Winter, Spring

OMB 0702-0077

Exp. 31 August 1989

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-1 (Oct, Nov, Dec 86)

Module: Parental Influence

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Parental Influence

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ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec, 86)
Module: Parental Influence

PINTRO. I am calling from Westat, a research firm near Washington, D.C. We are conducting an important national survey for the Federal Government to learn about the career plans of young adults. The survey is concerned with experiences you have had that might influence (YOUTH FIRST NAME)'s future plans.

Your answers to this survey are voluntary and confidential. The information you give us will only be used in connection with information about many other parents of young adults. Neither your name nor any identifying information will appear on any report of this study.

While you may choose not to answer any question, this research is authorized by law, and the information you give us is protected by an Act of Congress called the Privacy Act of 1974.

CONTINUE	1
GO TO RESULT	2
REFUSED	-7
DON'T KNOW	-8

PIINTRO. I would like to ask you a few questions as the mother of (YOUTH FIRST NAME), about talks you may have had with (him/her) about (his/her) educational and job plans. By "talks", we mean any kind of informal talking you and (YOUTH FIRST NAME) may have done concerning what (he/she) plans to do about education, jobs, or job preparation.

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Parental Influence

Screen Name: PI-2

Variables:	Ranges:	Order #:
PIOFTPLN	1-4,-7,-8	50

Sub-Population: All parents

Screen Name: PI-5

Variables:	Ranges:	Order #:
PITLKOPN	1,2,-7,-8	51

Sub-Population: Parents who have talked to the target youth about educational and job plans
[PIOFTPLN (PI-2) NE 1]

Screen Name: PI-6

Variables:	Ranges:	Order #:
PINFPLAN	1-5,-7,-8	52

Sub-Population: All parents

Screen Name: PI-7

Variables:	Ranges:	Order #:
PILIKEDO	1-5,91,-7,-8	53
Sub-Population:	All parents	
PILIKEOS		54

Sub-Population: Parents who would like the target youth to do something else in the future
[PILIKEDO (PI-7) EQ 91]

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec, 86)
Module: Parental Influence

PI-2. How often have you had such discussions in the past 12 months? Was it ...

never,	1	(PI-6)
rarely,	2	
occasionally, or	3	
often?	4	
REFUSED	-7	
DON'T KNOW	-8	

PI-5. During these talks, do you typically give your opinions or do you try to stay neutral?

GIVE OPINION	1
TRY TO STAY NEUTRAL	2
REFUSED	-7
DON'T KNOW	-8

PI-6. How much influence do you think you have had on (YOUTH FIRST NAME)'s plans for the future? Have you had ...

a great deal of influence,	1
a considerable amount of influence,	2
some influence,	3
very little influence, or	4
no influence at all?	5
REFUSED	-7
DON'T KNOW	-8

PI-7. What would you like to see (YOUTH FIRST NAME) do in the future? Would you like (him/her) to ...

go to college,	1
get training in a vocational or technical program,	2
get a full-time job,	3
join the Armed Services,	4
get married and not work, or	5
something else?	91
REFUSED	-7
DON'T KNOW	-8

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Parental Influence

Screen Name: PI-8

Variables:	Ranges:	Order #:
PIMENMIL	1-4,-7,-8	55

Sub-Population: All parents

Screen Name: PI-9

Variables:	Ranges:	Order #:
PIWOMMIL	1-4,-7,-8	56

Sub-Population: All parents

Screen Name: PI-10

Variables:	Ranges:	Order #:
PITLKMIL	1,2,-7,-8	57

Sub-Population: All parents

Screen Name: PI-11

Variables:	Ranges:	Order #:
PIOFTMIL	1-4,-7,-8	58

Sub-Population: Parents who have talked to the target youth about enlisting in the Armed Services [PITLKMIL (PI-10) EQ 1]

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec, 86)
Module: Parental Influence

PI-8. For most young men, do you think service in the military is ...

definitely a good idea,	1	
probably a good idea,	2	
probably not a good idea, or	3	
definitely not a good idea?	4	
REFUSED	-7	
DON'T KNOW	-8	

PI-9. For most young women, do you think service in the military is ...

definitely a good idea,	1	
probably a good idea,	2	
probably not a good idea, or	3	
definitely not a good idea?	4	
REFUSED	-7	
DON'T KNOW	-8	

PI-10. Have you talked to (YOUTH FIRST NAME) about enlisting in the Armed Services?

YES	1	(PI-11)
NO	2	(PI-18)
REFUSED	-7	(PI-18)
DON'T KNOW	-8	(PI-18)

PI-11. How often have you talked about this?

NEVER	1	(PI-18)
RARELY	2	(PI-18)
OCCASIONALLY	3	(PI-14)
OFTEN	4	(PI-14)
REFUSED	-7	(PI-18)
DON'T KNOW	-8	(PI-18)

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Parental Influence

Screen Name: PI-14

Variables:	Ranges:	Order #:
PITLKRAN	1-4,-7,-8	60

Sub-Population: Parents who have talked to the target youth about enlisting in the Armed Services [PIOFTMIL (PI-11) EQ 3,4]

Screen Name: PI-15

Variables:	Ranges:	Order #:
PITLKAR	1,2,-7,-8	61
PITLKNA	1,2,-7,-8	62
PITLKAF	1,2,-7,-8	63
PITLKMC	1,2,-7,-8	64
PITLKALL	1,2,-7,-8	65

Sub-Population: Parents who have talked to the target youth about enlisting in the Armed Services [PIOFTMIL (PI-11) EQ 3,4]

Screen Name: PI-16

Variables:	Ranges:	Order #:
PITLKACT	1,2,-7,-8	66
PITLKRV	1,2,-7,-8	67
PITLKNG	1,2,-7,-8	68

Sub-Population: Parents who have talked to the target youth about enlisting in the Armed Services [PIOFTMIL (PI-11) EQ 3,4]

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec, 86)
Module: Parental Influence

PI-14. Were these talks about entering as an officer, as an enlisted person, or both?

ENLISTED	1
OFFICER	2
BOTH	3
NEITHER	4
REFUSED	-7
DON'T KNOW	-8

PI-15. Which services have you talked about?

[RECORD ALL THAT APPLY. ENTER CTRL/P TO EXIT.]

ARMY	1
NAVY	2
AIR FORCE	3
MARINE CORPS	4
ALL SERVICES IN GENERAL	5
REFUSED	-7
DON'T KNOW	-8

PI-16. Have you talked about (YOUTH FIRST NAME) signing up for active duty, for the Reserve, or for the National Guard?

[PROBES: The Reserve are people in all services who train once a week, or one weekend a month and a couple of weeks in the summer. The National Guard consists of Army and Air Force units which are under the control of the governor of the state; they also train just once a week, or one weekend a month, and a couple of weeks in the summer.]

[RECORD ALL THAT APPLY. ENTER CTRL/P TO EXIT.]

ACTIVE DUTY	1
RESERVE	2
NATIONAL GUARD	3
NONE OF THE ABOVE	0
REFUSED	-7
DON'T KNOW	-8

Screen Name: PI-17

Variables:	Ranges:	Order #:
PIMILOPN	1,2,3,-7,-8	69

Sub-Population: Parents who have talked to the target youth about enlisting in the Armed Services [PIOFTMIL (PI-11) EQ 3,4]

Screen Name: PI-18

Variables:	Ranges:	Order #:
PINFMIL	1-5,-7,-8	70

Sub-Population: All parents

Screen Name: PI-19

Variables:	Ranges:	Order #:
PIPOIADS	1,2,-7,-8	71

Sub-Population: All parents

Screen Name: PI-21

Variables:	Ranges:	Order #:
PISUGREC	1,2,-7,-8	72

Sub-Population: All parents

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec, 86)
Module: Parental Influence

PI-17. When you talk about military service, do you generally encourage, discourage, or stay neutral about (YOUTH FIRST NAME) enlisting?

ENCOURAGE	1
STAY NEUTRAL	2
DISCOURAGE	3
REFUSED	-7
DON'T KNOW	-8

PI-18. How much influence do you think you have had on (YOUTH FIRST NAME)'s plans about enlisting? Have you had ...

a great deal of influence,	1
a considerable amount of influence,	2
some influence,	3
very little influence, or	4
no influence at all?	5
REFUSED	-7
DON'T KNOW	-8

PI-19. Have you drawn your (son/daughter)'s attention to ads for the military services in the mass media?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

PI-21. Have you talked with your (son/daughter) about seeing a military recruiter?

YES	1	(PI-22)
NO	2	(PI-23)
REFUSED	-7	(PI-23)
DON'T KNOW	-8	(PI-23)

Screen Name: PI-22

Variables:	Ranges:	Order #:
PIRECAR	1,2,-7,-8	73
PIRECNA	1,2,-7,-8	74
PIRECAF	1,2,-7,-8	75
PIRECMA	1,2,-7,-8	76

Sub-Population: Parents who have talked to the target youth about seeing a military recruiter
[PISUGREC (PI-21) EQ 1]

Screen Name: PI-23

Variables:	Ranges:	Order #:
PIRCMAIL	1,2,-7,-8	77

Sub-Population: All parents

Screen Name: PI-25

Variables:	Ranges:	Order #:
PIPRBMIL	1-4,-7,-8	78

Sub-Population: All parents

Screen Name: PI-26

Variables:	Ranges:	Order #:
PIEXPRAN	1,2,-7,-8	79

Sub-Population: Parents who say that the target youth is likely to enlist in the military in the next few years
[PIPRBMIL (PI-25) EQ 1,2]

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec, 86)
Module: Parental Influence

PI-22. Have you done this for the ...

	YES	NO	REF	DK
Army?	1	2	-7	-8
Navy?	1	2	-7	-8
Air Force?	1	2	-7	-8
Marines?	1	2	-7	-8

PI-23. Have you received military recruiting materials mailed to you or (YOUTH FIRST NAME) at your home address?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

PI-25. How likely is it that (YOUTH FIRST NAME) will enter the military in the next few years? Would you say that (he/she) ...

definitely will,	1	(PI-26)
probably will,	2	(PI-26)
probably will not, or	3	(IMPORTANCE MODULE)
definitely will not?	4	(IMPORTANCE MODULE)
REFUSED	-7	(IMPORTANCE MODULE)
DON'T KNOW	-8	(IMPORTANCE MODULE)

PI-26. Do you expect that (YOUTH FIRST NAME) will enter the military as an enlisted person or as an officer?

ENLISTED PERSON	1
OFFICER	2
REFUSED	-7
DON'T KNOW	-8

END OF PARENTAL INFLUENCE MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-2 (Jan, Feb, Mar 87)

Module: Parental Influence

No updates this quarter.

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Parental Influence

END OF PARENTAL INFLUENCE MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-1 (Oct, Nov, Dec 86)

Module: Importance of Attributes

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Importance of Attributes

Screen Name	IA-1	
Variables:	Ranges:	Order #:
PIPHYS	1-5,-7,-8	80
PIHIQUAL	1-5,-7,-8	82
PICASHED	1-5,-7,-8	83
PITRAIN	1-5,-7,-8	84
PISELCON	1-5,-7,-8	85
PICNTRY	1-5,-7,-8	86
PILEADER	1-5,-7,-8	87
PIHITECH	1-5,-7,-8	88
PIPROUD	1-5,-7,-8	89
PIPOTEN	1-5,-7,-8	90
PICIVCAR	1-5,-7,-8	91
PISERCOM	1-5,-7,-8	92
PIWEEKEN	1-5,-7,-8	93
PIHOME	1-5,-7,-8	94
PISTEP	1-5,-7,-8	95
PIMATURE	1-5,-7,-8	96
PIINNOV	1-5,-7,-8	97
PIMENTAL	1-5,-7,-8	98
Sub-Population:	All parents	

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Importance of Attributes

IAPINTRO. When thinking about (YOUTH FIRST NAME)'s future, how important is it that (he/she) have opportunities for the following things?

IA-1. Use a scale of 1 to 5 where a "1" means it is not at all important and "5" means it is very important.

	NOT IMP				VERY IMP	REF	DK
a. Having a physical challenge?	1	2	3	4	5	-7	-8
b. Working with highly-trained people?	1	2	3	4	5	-7	-8
c. Earning money for college or vocational school?	1	2	3	4	5	-7	-8
d. Training in useful skill areas? .	1	2	3	4	5	-7	-8
e. Developing self-confidence?	1	3	3	4	5	-7	-8
f. Serving your country?	1	2	3	4	5	-7	-8
g. Developing leadership skills? ...	1	2	3	4	5	-7	-8
h. A chance to work with the latest high-tech equipment?	1	2	3	4	5	-7	-8
i. Having experiences you can be proud of?	1	2	3	4	5	-7	-8
j. Developing your potential?	1	2	3	4	5	-7	-8
k. Helping your career development?	1	2	3	4	5	-7	-8
l. Serving your own community?	1	2	3	4	5	-7	-8
m. Having weekend excitement?	1	2	3	4	5	-7	-8
n. Staying in your own hometown? ...	1	2	3	4	5	-7	-8
o. Having a stepping stone between high school and college?	1	2	3	4	5	-7	-8
p. Becoming more mature and responsible?	1	2	3	4	5	-7	-8
q. The opportunity to make changes and use your own judgment?	1	2	3	4	5	-7	-8
r. Having a mental challenge?	1	2	3	4	5	-7	-8

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Importance of Attributes

END OF IMPORTANCE OF ATTRIBUTES MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-2 (Jan, Feb, Mar 87)

Module: Importance of Attributes

Quarterly updates indicated by sidebar.

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Importance of Attributes

Screen Name:	IA-1		Change Code:
Variables:	Ranges:	Order #:	(87-2) A, D, W
PIWIDE	1-5,-7,-8	385	
PIPHYS	1-5,-7,-8	80	
PIPROUD	1-5,-7,-8	89	
PISTEP	1-5,-7,-8	95	
PILEADER	1-5,-7,-8	87	
PIHITECH	1-5,-7,-8	88	
PICIVCAR	1-5,-7,-8	91	
PISELCON	1-5,-7,-8	85	
PIPOTEN	1-5,-7,-8	90	
PIMENTAL	1-5,-7,-8	98	
PIMATURE	1-5,-7,-8	96	
PITRAIN	1-5,-7,-8	84	
PIHIQUAL	1-5,-7,-8	82	
PICASHED	1-5,-7,-8	83	
PICNTRY	1-5,-7,-8	86	
PIHOME	1-5,-7,-8	94	
PIWEEKEN	1-5,-7,-8	93	
PISERPAR	1-5,-7,-8	386	
PIINNOV	1-5,-7,-8	97	
Sub-Population:	All parents		

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Importance of Attributes

IAPINTRO. When thinking about (YOUTH FIRST NAME)'s future, how important is it that (he/she) have opportunities for the following things?

IA1A_P. Use a scale of 1 to 5 where a "1" means it is not at all important and "5" means it is very important.

	NOT IMP				VERY IMP	REF	DK
a. Having a wide variety of opportunities to find a job (he/she) can enjoy?	1	2	3	4	5	-7	-8
b. Having a physical challenge?	1	2	3	4	5	-7	-8
c. Having an experience (he/she) can be proud of?	1	2	3	4	5	-7	-8
d. Having a stepping-stone between high school and college?	1	2	3	4	5	-7	-8
e. Developing leadership skills?	1	2	3	4	5	-7	-8
f. Working with the latest high-tech equipment?	1	2	3	4	5	-7	-8
g. Helping (his/her) career development?	1	2	3	4	5	-7	-8
h. Developing self-confidence?	1	3	3	4	5	-7	-8
i. Developing (his/her) potential?	1	2	3	4	5	-7	-8
j. Having a mental challenge?	1	2	3	4	5	-7	-8
k. Becoming more mature and responsible?	1	2	3	4	5	-7	-8
l. Training in useful skill areas?	1	2	3	4	5	-7	-8
m. Working with highly-trained people?	1	2	3	4	5	-7	-8
n. Earning money for college or vocational education?	1	2	3	4	5	-7	-8
o. Serving (his/her) country?	1	2	3	4	5	-7	-8
p. Living in (his/her) own hometown?	1	2	3	4	5	-7	-8
q. Having interesting and exciting weekends?	1	2	3	4	5	-7	-8
r. Working part-time?	1	2	3	4	5	-7	-8
s. Being able to make changes and use (his/her) own judgment?	1	2	3	4	5	-7	-8

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Importance of Attributes

END OF IMPORTANCE OF ATTRIBUTES MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-1 (Oct, Nov, Dec 86)

Module: Media Habits

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Media Habits

Screen Name:	MH-1	
Variables:	Ranges:	Order #:
PTVWATCH	1,2,-7,-8	99
Sub-Population:	Approximately half of parents [RANDROP EQ 2,4,6]	

Screen Name:	MH-2	
Variables:	Ranges:	Order #:
PTVHRREG		100
PTVHRCAB		101
Sub-Population:	Parents who watch TV regularly [PTVWATCH (MH-1) EQ 1,-7,-8]	

Screen Name:	MH-11	
Variables:	Ranges:	Order #:
PTVCAB1	1,2,-7,-8	104
PTVCAB2	1,2,-7,-8	105
PTVCAB3	1,2,-7,-8	106
PTVCAB4	1,2,-7,-8	107
PTVCAB5	1,2,-7,-8	108
Sub-Population:	Parents who watch cable TV regularly [PTVHRCAB (MH-2) GT 0]	

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Media Habits

MH-1. I'd like to ask a few questions about your TV, radio and reading habits.

Do you regularly watch TV?

YES	1	(MH-2)
NO	2	(MH-14)
REFUSED	-7	(MH-2)
DON'T KNOW	-8	(MH-2)

MH-2. How many hours per week do you spend watching...

a. programs on commercial networks, such as ABC, CBS, or NBC? _____

b. programs on commercial cable stations such as ESPN, MTV, USA, or TBS? _____

CATI CHECK #MH1:	IS CABLE OR SUBSCRIPTION TV WATCHED?	
	[MH-2b > 0]	
	YES 1	(MH-11)
	NO 2	(MH-12)

MH-11. Do you watch any of the following Cable or Subscription TV channels regularly?

	YES	NO	REF	DK
MTV [Rock Videos]?.....	1	2	-7	-8
Nashville Network [TNN]?.....	1	2	-7	-8
ESPN [Sports]?.....	1	2	-7	-8
WTBS [Syndicated]?.....	1	2	-7	-8
Black Entertainment TV [BET]?	1	2	-7	-8

CATI CHECK #MH2:	IS TV WATCHED REGULARLY?	
	[MH-2a > 0 OR MH-2a = -7,-8 OR MH-2b > 0 OR MH-2b = -7,-8]	
	YES 1	(MH-12)
	NO 2	(MH-14)

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Media Habits

Screen Name:	MH-12	
Variables:	Ranges:	Order #:
PTVSPORT	1,2,-7,-8	109
PTVMYS	1,2,-7,-8	110
PTVDRAMA	1,2,-7,-8	111
PTVMUSIC	1,2,-7,-8	112
PTVCOMDY	1,2,-7,-8	113
PTVMOVIE	1,2,-7,-8	114
PTVTALK	1,2,-7,-8	115
Sub-Population:	Parents who watch TV regularly	
	[PTVHRREG (MH-2) GT 0] OR	
	[PTVHRREG EQ -7,-8] OR	
	[PTVHRCAB (MH-2) GT 0] OR	
	[PTVHRCAB EQ -7,-8]	

Screen Name:	MH-13	
Variables:	Ranges:	Order #:
PTVSH1	1,2,-7,-8	116
PTVSH2	1,2,-7,-8	117
PTVSH3	1,2,-7,-8	118
PTVSH4	1,2,-7,-8	119
PTVSH5	1,2,-7,-8	120
Sub-Population:	Parents who watch TV regularly	
	[PTVHRREG (MH-2) GT 0] OR	
	[PTVHRREG EQ -7,-8] OR	
	[PTVHRCAB (MH-2) GT 0] OR	
	[PTVHRCAB EQ -7,-8]	

Screen Name:	MH-14	
Variables:	Ranges:	Order #:
PVCRHAVE	1,2,-7,-8	121
Sub-Population:	Parents asked the media habits questions	
	[RANDROP EQ 2,4,6]	

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Media Habits

MH-12. Do you frequently watch any of the following types of TV shows?

	YES	NO	REF	DK
Sports?	1	2	-7	-8
Suspense or mystery? ..	1	2	-7	-8
General drama?	1	2	-7	-8
Music or music video? .	1	2	-7	-8
Situation comedy?	1	2	-7	-8
TV movies?	1	2	-7	-8
Talk shows?	1	2	-7	-8

MH-13. Please tell me if you watch any of the following TV shows regularly. Do you watch...

	YES	NO	REF	DK
David Letterman?.....	1	2	-7	-8
Friday Night Videos?.....	1	2	-7	-8
Monday Night Football?.....	1	2	-7	-8
College Football?.....	1	2	-7	-8
Sunday Night at the Movies?...	1	2	-7	-8

MH-14. Does your household have a Video Cassette Recorder [VCR]?

YES	1	(MH-15)
NO	2	(MH-16)
REFUSED	-7	(MH-16)
DON'T KNOW	-8	(MH-16)

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Media Habits

Screen Name: MH-15

Variables:	Ranges:	Order #:
PVCRHOUR		122

Sub-Population: Parents who have a VCR
[PVCRHAVE (MH-14) EQ 1]

Screen Name: MH-16

Variables:	Ranges:	Order #:
PRADLIS	1,2,-7,-8	123

Sub-Population: Parents asked the media habits questions
[RANDROP EQ 2,4,6]

Screen Name: MH-17

Variables:	Ranges:	Order #:
PRADHRAM	0-168,-7,-8	124
PRADHRFM	0-168,-7,-8	125

Sub-Population: Parents who regularly listen to the radio
[PRADLIS (MH-16) EQ 1]

Screen Name: MH-26

Variables:	Ranges:	Order #:
PRADNEWS	1,2,-7,-8	128
PRADCLAS	1,2,-7,-8	129
PRADPOP	1,2,-7,-8	130
PRADCW	1,2,-7,-8	131
PRADSPOR	1,2,-7,-8	132
PRADTALK	1,2,-7,-8	133
PRADROCK	1,2,-7,-8	134
PRADEASY	1,2,-7,-8	135

Sub-Population: Parents who regularly listen to the radio
[PRADHRAM (MH-17) GT 0] OR
[PRADHRAM EQ -7,-8] OR
[PRADHRFM (MH-17) GT 0] OR
[PRADHRFM EQ -7,-8]

MH-15. How many hours per week do you usually spend watching your VCR?

HOURS _____

MH-16. Now let's talk about radio listening. Do you regularly listen to the radio?

YES	1	(MH-17)
NO	2	(MH-28)
REFUSED	-7	(MH-28)
DON'T KNOW	-8	(MH-28)

MH-17. How many hours per week do you listen to...

a. AM Radio? _____

b. FM Radio? _____

CATI CHECK #MH3: IS RADIO LISTENED TO REGULARLY?
[MH-17a > 0 OR MH-17a = -7,-8 OR
MH-17b > 0 OR MH-17b = -7,-8

YES 1 (MH-26)
NO 2 (MH-28)

MH-26. Do you frequently listen to any of the following types of radio programs?

	YES	NO	REF	DK
News?	1	2	-7	-8
Classical music?	1	2	-7	-8
Pop?	1	2	-7	-8
Country?	1	2	-7	-8
Sports?	1	2	-7	-8
Talk Shows?	1	2	-7	-8
Rock & Roll?	1	2	-7	-8
"Easy Listening"?	1	2	-7	-

Screen Name: MH-27

Variables:	Ranges:	Order #:
PRADSH1	1,2,-7,-8	136
PRADSH2	1,2,-7,-8	137
PRADSH3	1,2,-7,-8	138
PRADSH4	1,2,-7,-8	139
PRADSH5	1,2,-7,-8	140

Sub-Population: Parents who regularly listen to the radio
[PRADHRAM (MH-17) GT 0] OR
[PRADHRAM EQ -7,-8] OR
[PRADHRFM (MH-17) GT 0] OR
[PRADHRFM EQ -7,-8]

Screen Name: MH-28

Variables:	Ranges:	Order #:
PPAPREAD	1-5,-7,-8	141

Sub-Population: Parents asked the media habits questions
[RANDROP EQ 2,4,6]

Screen Name: MH-29

Variables:	Ranges:	Order #:
PPAPHOUR	0-168,-7,-8	142

Sub-Population: Parents who read the newspaper
[PPAPREAD (MH-28) EQ 2,3,4,5]

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Media Habits

MH-27. Do you listen to the following programs regularly?

	YES	NO	REF	DK
American Top 40?.....	1	2	-7	-8
King Biscuit Flower Hour?.	1	2	-7	-8
Rick Dees' Top 40?.....	1	2	-7	-8
Metal Shop?.....	1	2	-7	-8
Rockline?.....	1	2	-7	-8

MH-28. How often do you read the newspaper? Is it...

Never, ...	1	(MH-31)
Less than twice a week, ...	2	(MH-29)
2-3 times per week, ...	3	(MH-29)
4-5 times per week, or	4	(MH-29)
Daily?	5	(MH-29)
REFUSED	-7	(MH-31)
DON'T KNOW	-8	(MH-31)

MH-29. How many hours per <u>week</u> do you spend reading the newspaper?

HOURS _____

CATI CHECK #MH4: IS NEWSPAPER READ? [MH-29 > 0 OR = -7, -8] YES ..... 1 (MH-30) NO 2 (MH-31)

Screen Name:	MH-30	
Variables:	Ranges:	Order #:
PPAPSPOR	1,2,-7,-8	144
PPAPCOM	1,2,-7,-8	145
PPAPNEWS	1,2,-7,-8	146
PPAPLOC	1,2,-7,-8	147
PPAPFOOD	1,2,-7,-8	148
PPAPSTYL	1,2,-7,-8	149
PPAPCLAS	1,2,-7,-8	150
Sub-Population:	Parents who read the newspaper [PPAPHOUR (MH-29) > GT 0] OR [PPAPHOUR EQ -7,-8]	

Screen Name:	MH-31	
Variables:	Ranges:	Order #:
PMAGREAD	1,2,-7,-8	151
Sub-Population:	Parents asked the media habits questions [RANDROP EQ 2,4,6]	

Screen Name:	MH-32	
Variables:	Ranges:	Order #:
PMAG1	101-254,991,-7,-8	152
PMAG2	101-254,991,-7,-8	153
PMAG3	101-254,991,-7,-8	154
PMAG4	101-254,991,-7,-8	155
PMAG5	101-254,991,-7,-8	156
PMAG6	101-254,991,-7,-8	157
Sub-Population:	Parents who regularly read magazines [PMAGREAD (MH-31) EQ 1]	

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Media Habits

MH-30. Do you regularly read any of the following sections?

	YES	NO	REF	DK
Sports?	1	2	-7	-8
Comics?	1	2	-7	-8
News?	1	2	-7	-8
Local?	1	2	-7	-8
Food?	1	2	-7	-8
Lifestyle?	1	2	-7	-8
Classified?	1	2	-7	-8

MH-31. Do you regularly read magazines?

YES 1 (MH-32)
NO ..... 2 (RECALL MODULE)
REFUSED ..... -7 (RECALL MODULE)
DON'T KNOW ..... -8 (RECALL MODULE)

MH-32. What magazines do you read on a regular basis, that is, that you have read at least 3 of the past 4 issues?

[ENTER APPROPRIATE NUMBER FROM HARD COPY LIST,
OR '991' FOR OTHER. ENTER CTRL/P TO CONTINUE.]

1.

2.

3.

4.

5.

6.

REFUSED ..... -7
DON'T KNOW ..... -8

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Media Habits

Screen Name: MH-33

Variables:	Ranges:	Order #:
PMAGHOUR		158

Sub-Population: Parents who regularly read magazines
[PMAGREAD (MH-31) EQ 1]

MH-33. How many hours a week do you spend reading magazines?

HOURS _____

[GO TO KNOWLEDGE-RECALL MODULE]

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Media Habits

END OF MEDIA HABITS MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-2 (Jan, Feb, Mar 87)

Module: Media Habits

No updates this quarter.

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Media Habits

END OF MEDIA HABITS MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-1 (Oct, Nov, Dec 86)

Module: Knowledge - Recall

ACOMS Annotated Questionnaire
Quarter 87-1 Oct, Nov, & Dec 86)
Module: Knowledge-Recall

Screen Name:	KR-1	
Variables:	Ranges:	Order #:
PUN12NON	1,2,-7,-8	162
PUN12AF	1,2,-7,-8	163
PUN12AR	1,2,-7,-8	164
PUN12RO	1,2,-7,-8	165
PUN12NG	1,2,-7,-8	166
PUN12RV	1,2,-7,-8	167
PUN12CG	1,2,-7,-8	168
PUN12MC	1,2,-7,-8	169
PUN12NA	1,2,-7,-8	170
PUN12ALL	1,2,-7,-8	171
Sub-Population:	All parents	

Screen Name:	KR-2	
Variables:	Ranges:	Order #:
PKRROAF	1,2,-7,-8	172
PKRROAR	1,2,-7,-8	173
PKRRONA	1,2,-7,-8	174
PKRROMC	1,2,-7,-8	175
PKRROCG	1,2,-7,-8	176
Sub-Population:	Parents who mentioned seeing or hearing advertising for the R.O.T.C. [PUN12RO (KR-1) EQ 1]	

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Knowledge-Recall

KR-1. Now, thinking about TV, radio, newspapers, magazines and any other sources of advertising, for what military service or services do you recall seeing or hearing advertising?

[RECORD ALL THAT APPLY. THEN USE CTRL/P TO EXIT.]

[PROBE: Any other services?]

NONE	0
AIR FORCE	1
ARMY	2
RESERVE OFFICER'S TRAINING CORPS [R.O.T.C.]	3
NATIONAL GUARD	4
RESERVE	5
COAST GUARD	6
MARINE CORPS	7
NAVY	8
ONE AD FOR ALL SERVICES	9
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #KR1:	WAS R.O.T.C. MENTIONED? [KR-1 = 3]	
	YES 1	(KR-2)
	NO 2	(CATI CHECK #KR2)

KR-2. You mentioned seeing or hearing advertising for the Reserve Officer's Training Corps. For which military service or services was this advertising?

[PROBE: Any other services?]

[RECORD ALL THAT APPLY. THEN USE CTRL/P TO CONTINUE.]

AIR FORCE	1
ARMY	2
NAVY	3
MARINE CORPS	4
COAST GUARD	5
REFUSED	-7
DON'T KNOW	-8

Screen Name:	KR-3	
Variables:	Ranges:	Order #:
PKRNGAF	1,2,-7,-8	177
PKRNGAR	1,2,-7,-8	178
PKRNGNA	1,2,-7,-8	179
PKRNGMC	1,2,-7,-8	180
PKRNGCG	1,2,-7,-8	181
Sub-Population:	Parents who mentioned seeing or hearing advertising for the National Guard [PUN12NG (KR-1) EQ 1]	

Screen Name:	KR-4	
Variables:	Ranges:	Order #:
PKRRVAF	1,2,-7,-8	182
PKRRVAR	1,2,-7,-8	183
PKRRVNA	1,2,-7,-8	184
PKRRVMC	1,2,-7,-8	185
PKRRVCG	1,2,-7,-8	186
Sub-Population:	Parents who mentioned seeing or hearing advertising for the Reserve [PUN12RV (KR-1) EQ 1]	

CATI CHECK #KR2:	WAS NATIONAL GUARD MENTIONED? [KR-1 = 4]	
	YES 1	(KR-3)
	NO 2	(CATI CHECK #KR3)

KR-3. You mentioned seeing or hearing advertising for the National Guard. For which military service or services was this advertising?

[PROBE: Any other services?]

[ENTER ALL THAT APPLY. THEN USE CTRL/P TO CONTINUE.]

AIR FORCE	1
ARMY	2
NAVY	3
MARINE CORPS	4
COAST GUARD	5
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #KR3:	WAS RESERVE MENTIONED? [KR-1 = 5]	
	YES 1	(KR-4)
	NO 2	(CATI CHECK #KR5)

KR-4. You mentioned seeing or hearing advertising for the Reserve. For which military service or services was this advertising?

[PROBE: Any other services?]

[RECORD ALL THAT APPLY. USE CTRL/P TO CONTINUE.]

AIR FORCE	1
ARMY	2
NAVY	3
MARINE CORPS	4
COAST GUARD	5
REFUSED	-7
DON'T KNOW	-8

Screen Name: KR-5

Variables:	Ranges:	Order #:
PAIDAF	1,2,-7,-8	187

Sub-Population: Parents who did not recall Air Force advertising
[PUN12AF (KR-1) EQ 2,-7,-8]

Screen Name: KR-6

Variables:	Ranges:	Order #:
PAIDAR	1,2,-7,-8	188

Sub-Population: Parents who did not recall Army advertising
[PUN12AR (KR-1) EQ 2,-7,-8]

```
CATI CHECK #KR5:  DID RESPONDENT RECALL SEEING OR HEARING
                  AN AD FOR THE AIR FORCE?
                  [KR-1 = 1]

                  YES ..... 1  (CATI CHECK #KR6)
                  NO ..... 2  (KR-5)
```

KR-5. [Do you recall seeing or hearing any advertising for]

the Air Force?

```
YES ..... 1
NO ..... 2
REFUSED ..... -7
DON'T KNOW ..... -8
```

```
CATI CHECK #KR6: DID RESPONDENT RECALL SEEING OR HEARING
                 AN AD FOR THE ARMY?
                 [KR-1 = 2]

                 YES ..... 1  (CATI CHECK #KR7)
                 NO ..... 2  (KR-6)
```

KR-6. [Do you recall seeing or hearing any advertising for]

the Army?

```
YES ..... 1
NO ..... 2
REFUSED ..... -7
DON'T KNOW ..... -8
```

```
CATI CHECK #KR7: DID RESPONDENT RECALL SEEING OR HEARING
                 AN AD FOR THE ARMY R.O.T.C.?
                 [KR-2 = 2]

                 YES ..... 1  (CATI CHECK #KR8)
                 NO ..... 2  (KR-7)
```

Screen Name: KR-7
Variables: Ranges: Order #:
PAIDARO 1,2,-7,-8 189
Sub-Population: Parents who did not recall Army R.O.T.C. advertising
[PKRROAR (KR-2) EQ 2,-7,-8,-1]

Screen Name: KR-8
Variables: Ranges: Order #:
PAIDANG 1,2,-7,-8 190
Sub-Population: Parents who did not recall Army National Guard advertising
[PKRNGAR (KR-3) EQ 2,-7,-8,-1]

Screen Name: KR-9
Variables: Ranges: Order #:
PAIDARV 1,2,-7,-8 191
Sub-Population: Parents who did not recall Army Reserve advertising
[PKRRVAR (KR-4) EQ 2,-7,-8,-1]

KR-7. [Do you recall seeing or hearing any advertising for]

the Army Reserve Officer's Training Corps, that is, the Army R.O.T.C?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR8: DID RESPONDENT RECALL SEEING OR HEARING AN AD FOR THE ARMY NATIONAL GUARD? [KR-3 = 2]
YES ..... 1 (CATI CHECK #KR9)
NO 2 (KR-8)

KR-8. [Do you recall seeing or hearing any advertising for]

the Army National Guard?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR9: DID RESPONDENT RECALL SEEING OR HEARING AN AD FOR THE ARMY RESERVE? [KR-4 = 2]
YES ..... 1 (CATI CHECK #KR10)
NO 2 (KR-9)

KR-9. [Do you recall seeing or hearing any advertising for]

the Army Reserve?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -

Screen Name: KR-10

Variables:	Ranges:	Order #:
PAIDCG	1,2,-7,-8	192

Sub-Population: Parents who did not recall Coast Guard advertising
[PUN12CG (KR-1) EQ 2,-7,-8]

Screen Name: KR-11

Variables:	Ranges:	Order #:
PAIDMC	1,2,-7,-8	193

Sub-Population: Parents who did not recall Marine Corps advertising
[PUN12MC (KR-1) EQ 2,-7,-8]

```
CATI CHECK #KR10: DID RESPONDENT RECALL SEEING OR HEARING
                  AN AD FOR THE COAST GUARD?
                  [KR-1 = 6]

                  YES ..... 1  (CATI CHECK #KR11)
                  NO ..... 2  (KR-10)
```

KR-10. [Do you recall seeing or hearing any advertising for]

the Coast Guard?

```
YES ..... 1
NO ..... 2
REFUSED ..... -7
DON'T KNOW ..... -8
```

```
CATI CHECK #KR11: DID RESPONDENT RECALL SEEING OR HEARING
                  AN AD FOR THE MARINE CORPS?
                  [KR-1 = 7]

                  YES ..... 1  (CATI CHECK #KR12)
                  NO ..... 2  (KR-11)
```

KR-11. [Do you recall seeing or hearing any advertising for]

the Marine Corps?

```
YES ..... 1
NO ..... 2
REFUSED ..... -7
DON'T KNOW ..... -8
```

```
CATI CHECK #KR12: DID RESPONDENT RECALL SEEING OR HEARING
                  AN AD FOR THE NAVY?
                  [KR-1 = 8]

                  YES ..... 1  (CATI CHECK #KR13)
                  NO ..... 2  (KR-12)
```

Screen Name: KR-12

Variables:	Ranges:	Order #:
PAIDNA	1,2,-7,-8	194

Sub-Population: Parents who did not recall Navy advertising
[PUN12NA (KR-1) EQ 2,-7,-8]

Screen Name: KR-13

Variables:	Ranges:	Order #:
PAIDALL	1,2,-7,-8	195

Sub-Population: Parents who did not recall one ad for all the services
[PUN12ALL (KR-1) EQ 2,-7,-8]

KR-12. [Do you recall seeing or hearing any advertising for]

the Navy?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR13: DID RESPONDENT RECALL SEEING OR HEARING ONE AD FOR ALL THE SERVICES? [KR-1 = 9]
YES ..... 1 (CATI CHECK #KR14)
NO 2 (KR-13)

KR-13. [Do you recall seeing or hearing any advertising for]

all the services in one ad?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR14:DID RESPONDENT RECALL SEEING OR HEARING ARMY OR ARMY COMPONENT AD? [KR-1 = 2], OR [KR-2, OR KR-3 OR KR-4 = 2] OR [KR-6, OR KR-7, OR KR-8, OR KR-9 = 1]
YES 1 (KR-14)
NO ..... 2 (CATI CHECK #KR15)

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Knowledge-Recall

KR-14. Did you see or hear Army ads...

	YES	NO	REF	DK
on TV?	1	2	-7	-8
on the radio?	1	2	-7	-8
in magazines?	1	2	-7	-8
in newspapers?	1	2	-7	-8
on billboards?	1	2	-7	-8
through the mail?	1	2	-7	-8
on posters?	1	2	-7	-8
in brochures or pamphlets?	1	2	-7	-8
in the Yellow Pages?	1	2	-7	-8
somewhere else?	1	2	-7	-8

CATI CHECK #KR15: DID RESPONDENT RECALL SEEING OR HEARING AN ARMY AD (UNAIDED OR AIDED)?
[KR-1 = 2 OR KR-6 = 1]

YES 1 (KR-15)
NO ..... 2 (CATI CHECK #KR16)

KR-15. Other than trying to get you to enlist, what was the main message you got from Army advertising?

[VERBATIM RESPONSES RECORDED]

_____

_____

_____

CATI CHECK #KR16: DID RESPONDENT RECALL ANY ADS OTHER THAN THE ARMY AD?
[KR-1 = 1, 3, 4, 5, 6, 7, 8 OR 9] OR
[KR-5, OR KR-7, OR KR-8, OR KR-9, OR KR-10 OR KR-11, OR KR-12, OR KR-13 = 1]

YES ..... 1 (CATI CHECK #KR17)
NO ..... 2 (ATTITUDES MODULE)

#KR17: RANDOMLY SELECT SERVICE OR SERVICE COMPONENT OR JOINT SERVICES AD FROM THOSE RECALLED (OTHER THAN ARMY)

ACOMS Annotated Questionnaire
Quarter 87-1 Oct, Nov, & Dec 86)
Module: Knowledge-Recall

Screen Name: KR-14

Variables:	Ranges:	Order #:
PADARTV	1,2,-7,-8	196
PADARRAD	1,2,-7,-8	197
PADARMAG	1,2,-7,-8	198
PADARPAP	1,2,-7,-8	199
PADARBIL	1,2,-7,-8	200
PADARMAL	1,2,-7,-8	201
PADARPOS	1,2,-7,-8	202
PADARPAM	1,2,-7,-8	203
PADARYEL	1,2,-7,-8	204
PADAROTH	1,2,3,-7,-8	205

Sub-Population: Parents who recalled seeing or hearing an Army or Army component ad
[PUN12AR (KR-1) EQ 1] OR
[PKRROAR (KR-2) EQ 1] OR
[PKRNGAR (KR-3) EQ 1] OR
[PKRRVAR (KR-4) EQ 1] OR
[PAIDAR (KR-6) EQ 1] OR
[PAIDARO (KR-7) EQ 1] OR
[PAIDANG (KR-8) EQ 1] OR
[PAIDARV (KR-9) EQ 1]

Screen Name: KR-15

Variables:	Ranges:	Order #:
UNITEXT		

Sub-Population: Parents who recalled seeing an Army ad
[PUN12AR (KR-1) EQ 1] OR
[PAIDAR (KR-6) EQ 1]

ACOMS Annotated Questionnaire
Quarter 87-1 Oct, Nov, & Dec 86)
Module: Knowledge-Recall

Screen Name: KR-17
Variables: Ranges: Order #:
Sub-Population: Parents who recalled seeing any ads other then the Army ad
[PUN12AF (KR-1) EQ 1] OR
[PUN12RO (KR-1) EQ 1] OR
[PUN12NG (KR-1) EQ 1] OR
[PUN12RV (KR-1) EQ 1] OR
[PUN12CG (KR-1) EQ 1] OR
[PUN12MC (KR-1) EQ 1] OR
[PUN12NA (KR-1) EQ 1] OR
[PUN12ALL (KR-1) EQ 1] OR
[PAIDAF (KR-5) EQ 1] OR
[PAIDARO (KR-7) EQ 1] OR
[PAIDANG (KR-8) EQ 1] OR
[PAIDARV (KR-9) EQ 1] OR
[PAIDCG (KR-10) EQ 1] OR
[PAIDMC (KR-11) EQ 1] OR
[PAIDNA (KR-12) EQ 1] OR
[PAIDALL (KR-13) EQ 1]

KR-17. Other than trying to get you to enlist, what was the main message you got from (SERVICE/SERVICE COMPONENT) advertising?

[VERBATIM RESPONSES RECORDED]

_____

_____

_____

[GO TO ATTITUDES MODULE]

ACOMS Annotated Questionnaire
Quarter 87-1 Oct, Nov, & Dec 86)
Module: Knowledge-Recall

END OF KNOWLEDGE-RECALL MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-2 (Jan, Feb, Mar 87)

Module: Knowledge - Recall

Quarterly updates indicated by sidebar.

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Knowledge-Recall

Screen Name:	KR-1		Change Code:
Variables:	Ranges:	Order #:	(87-2) W
PUN12NON	1,2,-7,-8	162	
PUN12AF	1,2,-7,-8	163	
PUN12AR	1,2,-7,-8	164	
PUN12RO	1,2,-7,-8	165	
PUN12NG	1,2,-7,-8	166	
PUN12RV	1,2,-7,-8	167	
PUN12CG	1,2,-7,-8	168	
PUN12MC	1,2,-7,-8	169	
PUN12NA	1,2,-7,-8	170	
PUN12ALL	1,2,-7,-8	171	
Sub-Population:	All parents		

Screen Name:	KR-2	
Variables:	Ranges:	Order #:
PKRROAF	1,2,-7,-8	172
PKRROAR	1,2,-7,-8	173
PKRRONA	1,2,-7,-8	174
PKRROMC	1,2,-7,-8	175
PKRROCG	1,2,-7,-8	176
Sub-Population:	Parents who mentioned seeing or hearing advertising for the R.O.T.C. [PUN12RO (KR-1) EQ 1]	

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Knowledge-Recall

KR-1. Thinking about all forms of advertising, for which military services do you recall seeing or hearing any advertising?

[RECORD ALL THAT APPLY. THEN USE CTRL/P TO EXIT.]

[PROBE: Any other services?]

NONE	0
AIR FORCE	1
ARMY	2
RESERVE OFFICER'S TRAINING CORPS [R.O.T.C.]	3
NATIONAL GUARD	4
RESERVE	5
COAST GUARD	6
MARINE CORPS	7
NAVY	8
ONE AD FOR ALL SERVICES	9
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #KR1: WAS R.O.T.C. MENTIONED?
[KR-1 = 3]

YES 1 (KR-2)
NO ..... 2 (CATI CHECK #KR2)

KR-2. You mentioned seeing or hearing advertising for the Reserve Officer's Training Corps. For which military service or services was this advertising?

[PROBE: Any other services?]

[RECORD ALL THAT APPLY. THEN USE CTRL/P TO CONTINUE.]

AIR FORCE	1
ARMY	2
NAVY	3
MARINE CORPS	4
COAST GUARD	5
REFUSED	-7
DON'T KNOW	-8

Screen Name:	KR-3	
Variables:	Ranges:	Order #:
PKRNGAF	1,2,-7,-8	177
PKRNGAR	1,2,-7,-8	178
PKRNGNA	1,2,-7,-8	179
PKRNGMC	1,2,-7,-8	180
PKRNGCG	1,2,-7,-8	181
Sub-Population:	Parents who mentioned seeing or hearing advertising for the National Guard [PUN12NG (KR-1) EQ 1]	

Screen Name:	KR-4	
Variables:	Ranges:	Order #:
PKRRVAF	1,2,-7,-8	182
PKRRVAR	1,2,-7,-8	183
PKRRVNA	1,2,-7,-8	184
PKRRVMC	1,2,-7,-8	185
PKRRVCG	1,2,-7,-8	186
Sub-Population:	Parents who mentioned seeing or hearing advertising for the Reserve [PUN12RV (KR-1) EQ 1]	

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Knowledge-Recall

```
|CATI CHECK #KR2:  WAS NATIONAL GUARD MENTIONED?          |
|                  [KR-1 = 4]                             |
|                                                         |
|                  YES ..... 1  (KR-3)                    |
|                  NO ..... 2  (CATI CHECK #KR3)          |
```

KR-3. You mentioned seeing or hearing advertising for the National Guard. For which military service or services was this advertising?

[PROBE: Any other services?]

[ENTER ALL THAT APPLY. THEN USE CTRL/P TO CONTINUE.]

AIR FORCE	1
ARMY	2
NAVY	3
MARINE CORPS	4
COAST GUARD	5
REFUSED	-7
DON'T KNOW	-8

```
|CATI CHECK #KR3:  WAS RESERVE MENTIONED?                 |
|                  [KR-1 = 5]                             |
|                                                         |
|                  YES ..... 1  (KR-4)                    |
|                  NO ..... 2  (CATI CHECK #KR5)          |
```

KR-4. You mentioned seeing or hearing advertising for the Reserve. For which military service or services was this advertising?

[PROBE: Any other services?]

[RECORD ALL THAT APPLY. USE CTRL/P TO CONTINUE.]

AIR FORCE	1
ARMY	2
NAVY	3
MARINE CORPS	4
COAST GUARD	5
REFUSED	-7
DON'T KNOW	-8

Screen Name: KR-5

Variables:	Ranges:	Order #:
PAIDAF	1,2,-7,-8	187

Sub-Population: Parents who did not recall Air Force advertising
[PUN12AF (KR-1) EQ 2,-7,-8]

Screen Name: KR-6

Variables:	Ranges:	Order #:
PAIDAR	1,2,-7,-8	188

Sub-Population: Parents who did not recall Army advertising
[PUN12AR (KR-1) EQ 2,-7,-8]

```
|CATI CHECK #KR5:  DID RESPONDENT RECALL SEEING OR HEARING
|                  AN AD FOR THE AIR FORCE?
|                  [KR-1 = 1]
|
|                  YES ..... 1  (CATI CHECK #KR6)
|                  NO ..... 2  (KR-5)
```

KR-5. [Do you recall seeing or hearing any advertising for]

the Air Force?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

```
|CATI CHECK #KR6: DID RESPONDENT RECALL SEEING OR HEARING
|                 AN AD FOR THE ARMY?
|                 [KR-1 = 2]
|
|                 YES ..... 1  (CATI CHECK #KR7)
|                 NO ..... 2  (KR-6)
```

KR-6. [Do you recall seeing or hearing any advertising for]

the Army?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

```
|CATI CHECK #KR7: DID RESPONDENT RECALL SEEING OR HEARING
|                 AN AD FOR THE ARMY R.O.T.C.?
|                 [KR-2 = 2]
|
|                 YES ..... 1  (CATI CHECK #KR8)
|                 NO ..... 2  (KR-7)
```

Screen Name: KR-7

Variables:	Ranges:	Order #:
PAIDARO	1,2,-7,-8	189

Sub-Population: Parents who did not recall Army R.O.T.C. advertising
[PKRROAR (KR-2) EQ 2,-7,-8,-1]

Screen Name: KR-8

Variables:	Ranges:	Order #:
PAIDANG	1,2,-7,-8	190

Sub-Population: Parents who did not recall Army National Guard advertising
[PKRNGAR (KR-3) EQ 2,-7,-8,-1]

Screen Name: KR-9

Variables:	Ranges:	Order #:
PAIDARV	1,2,-7,-8	191

Sub-Population: Parents who did not recall Army Reserve advertising
[PKRRVAR (KR-4) EQ 2,-7,-8,-1]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Knowledge-Recall

KR-7. [Do you recall seeing or hearing any advertising for]

the Army Reserve Officer's Training Corps, that is, the Army R.O.T.C?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR8: DID RESPONDENT RECALL SEEING OR HEARING AN AD FOR THE ARMY NATIONAL GUARD? [KR-3 = 2]	
YES 1	(CATI CHECK #KR9)
NO 2	(KR-8)

KR-8. [Do you recall seeing or hearing any advertising for]

the Army National Guard?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR9: DID RESPONDENT RECALL SEEING OR HEARING AN AD FOR THE ARMY RESERVE? [KR-4 = 2]	
YES 1	(CATI CHECK #KR10)
NO 2	(KR-9)

KR-9. [Do you recall seeing or hearing any advertising for]

the Army Reserve?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

Screen Name: KR-10

Variables:	Ranges:	Order #:
PAIDCG	1,2,-7,-8	192

Sub-Population: Parents who did not recall Coast Guard advertising
[PUN12CG (KR-1) EQ 2,-7,-8]

Screen Name: KR-11

Variables:	Ranges:	Order #:
PAIDMC	1,2,-7,-8	193

Sub-Population: Parents who did not recall Marine Corps advertising
[PUN12MC (KR-1) EQ 2,-7,-8]

```
|CATI CHECK #KR10: DID RESPONDENT RECALL SEEING OR HEARING   |
|                  AN AD FOR THE COAST GUARD?                |
|                  [KR-1 = 6]                                |
|                                                            |
|                  YES ..... 1  (CATI CHECK #KR11)           |
|                  NO ..... 2  (KR-10)                       |
```

KR-10. [Do you recall seeing or hearing any advertising for]

the Coast Guard?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

```
|CATI CHECK #KR11: DID RESPONDENT RECALL SEEING OR HEARING   |
|                  AN AD FOR THE MARINE CORPS?               |
|                  [KR-1 = 7]                                |
|                                                            |
|                  YES ..... 1  (CATI CHECK #KR12)           |
|                  NO ..... 2  (KR-11)                       |
```

KR-11. [Do you recall seeing or hearing any advertising for]

the Marine Corps?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

```
|CATI CHECK #KR12: DID RESPONDENT RECALL SEEING OR HEARING   |
|                  AN AD FOR THE NAVY?                       |
|                  [KR-1 = 8]                                |
|                                                            |
|                  YES ..... 1  (CATI CHECK #KR13)           |
|                  NO ..... 2  (KR-12)                       |
```

Screen Name: KR-12

Variables:	Ranges:	Order #:
PAIDNA	1,2,-7,-8	194

Sub-Population: Parents who did not recall Navy advertising
[PUN12NA (KR-1) EQ 2,-7,-8]

Screen Name: KR-13

Variables:	Ranges:	Order #:
PAIDALL	1,2,-7,-8	195

Sub-Population: Parents who did not recall one ad for all the services
[PUN12ALL (KR-1) EQ 2,-7,-8]

KR-12. [Do you recall seeing or hearing any advertising for]

the Navy?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR13: DID RESPONDENT RECALL SEEING OR HEARING ONE AD FOR ALL THE SERVICES?
[KR-1 = 9]

YES ..... 1 (CATI CHECK #KR14)
NO 2 (KR-13)

KR-13. [Do you recall seeing or hearing any advertising for]

all the services in one ad?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR14:DID RESPONDENT RECALL SEEING OR HEARING ARMY OR ARMY COMPONENT AD?
[KR-1 = 2], OR
[KR-2, OR KR-3 OR KR-4 = 2] OR
[KR-6, OR KR-7, OR KR-8, OR KR-9 = 1]

YES 1 (KR-14)
NO ..... 2 (CATI CHECK #KR15)

Screen Name:	KR-14	
Variables:	Ranges:	Order #:
PADARTV	1,2,-7,-8	196
PADARRAD	1,2,-7,-8	197
PADARMAG	1,2,-7,-8	198
PADARPAP	1,2,-7,-8	199
PADARBIL	1,2,-7,-8	200
PADARMAL	1,2,-7,-8	201
PADARPOS	1,2,-7,-8	202
PADARPAM	1,2,-7,-8	203
PADARYEL	1,2,-7,-8	204
PADAROTH	1,2,3,-7,-8	205

Sub-Population: Parents who recalled seeing or hearing an Army or Army component ad
[PUN12AR (KR-1) EQ 1] OR
[PKRROAR (KR-2) EQ 1] OR
[PKRNGAR (KR-3) EQ 1] OR
[PKRRVAR (KR-4) EQ 1] OR
[PAIDAR (KR-6) EQ 1] OR
[PAIDARO (KR-7) EQ 1] OR
[PAIDANG (KR-8) EQ 1] OR
[PAIDARV (KR-9) EQ 1]

Screen Name:	KR-15	
Variables:	Ranges:	Order #:
UNITEXT		

Sub-Population: Parents who recalled seeing an Army ad
[PUN12AR (KR-1) EQ 1] OR
[PAIDAR (KR-6) EQ 1]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Knowledge-Recall

KR-14. Did you see or hear Army ads...

	YES	NO	REF	DK
on TV?	1	2	-7	-8
on the radio?	1	2	-7	-8
in magazines?	1	2	-7	-8
in newspapers?	1	2	-7	-8
on billboards?	1	2	-7	-8
through the mail?	1	2	-7	-8
on posters?	1	2	-7	-8
in brochures or pamphlets?	1	2	-7	-8
in the Yellow Pages?	1	2	-7	-8
somewhere else?	1	2	-7	-8

CATI CHECK #KR15: DID RESPONDENT RECALL SEEING OR HEARING AN ARMY AD (UNAIDED OR AIDED)?
[KR-1 = 2 OR KR-6 = 1]

YES 1 (KR-15)
NO ..... 2 (CATI CHECK #KR16)

KR-15. Other than trying to get you to enlist, what was the main message you got from Army advertising?

[VERBATIM RESPONSES RECORDED]

_____

_____

_____

CATI CHECK #KR16: DID RESPONDENT RECALL ANY ADS OTHER THAN THE ARMY AD?
[KR-1 = 1, 3, 4, 5, 6, 7, 8 OR 9] OR
[KR-5, OR KR-7, OR KR-8, OR KR-9, OR KR-10 OR KR-11, OR KR-12, OR KR-13 = 1]

YES ..... 1 (CATI CHECK #KR17)
NO ..... 2 (ATTITUDES MODULE)

#KR17: RANDOMLY SELECT SERVICE OR SERVICE COMPONENT OR JOINT SERVICES AD FROM THOSE RECALLED (OTHER THAN ARMY)

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Knowledge-Recall

Screen Name: KR-17
Variables: Ranges: Order #:
Sub-Population: Parents who recalled seeing any ads other then the Army ad

[PUN12AF (KR-1) EQ 1] OR
[PUN12RO (KR-1) EQ 1] OR
[PUN12NG (KR-1) EQ 1] OR
[PUN12RV (KR-1) EQ 1] OR
[PUN12CG (KR-1) EQ 1] OR
[PUN12MC (KR-1) EQ 1] OR
[PUN12NA (KR-1) EQ 1] OR
[PUN12ALL (KR-1) EQ 1] OR
[PAIDAF (KR-5) EQ 1] OR
[PAIDARO (KR-7) EQ 1] OR
[PAIDANG (KR-8) EQ 1] OR
[PAIDARV (KR-9) EQ 1] OR
[PAIDCG (KR-10) EQ 1] OR
[PAIDMC (KR-11) EQ 1] OR
[PAIDNA (KR-12) EQ 1] OR
[PAIDALL (KR-13) EQ 1]

KR-17. Other than trying to get you to enlist, what was the main message you got from (SERVICE/SERVICE COMPONENT) advertising?

[VERBATIM RESPONSES RECORDED]

_____

_____

_____

[GO TO ATTITUDES MODULE]

END OF KNOWLEDGE-RECALL MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-1 (Oct, Nov, Dec 86)

Module: Attitudes Toward Army Ads

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Attitudes Toward Army Ads

Screen Name:	AT-1	
Variables:	Ranges:	Order #:
PATADLIK	1-5,-7,-8	208
Sub-Population:	Parents who recalled seeing an Army ad [PUN12AR (KR-1) EQ 1] OR [PAIDAR (KR-6) EQ 1]	

Screen Name:	AT-2	
Variables:	Ranges:	Order #:
PATADBEL	1,2,-7,-8	209
Sub-Population:	Parents who recalled seeing an Army ad [PUN12AR (KR-1) EQ 1] OR [PAIDAR (KR-6) EQ 1]	

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Attitudes Toward Army Ads

CATI CHECK #AT1: DID RESPONDENT RECALL SEEING OR HEARING ARMY ADS? [KR-1 = 2 OR KR-6 = 1]		
YES	1	(AT-1)
NO	2	(SLOGAN MODULE)

AT-1. Use a scale of "1" to "5" where "1" means you do not like the advertising and "5" means you like the advertising very much.

Overall, how much do you like the Army ads you have seen or heard over the past year?

DO NOT LIKE	1
SOMEWHAT DISLIKE	2
NEUTRAL	3
LIKE SOMEWHAT	4
LIKE VERY MUCH	5
REFUSED	-7
DON'T KNOW	-8

AT-2. Use a scale of "1" to "5" where "1" means you do not believe what the ads say and "5" means you believe what the ads say.

How much do you believe what the ads say?

DO NOT BELIEVE	1
SOMEWHAT DISBELIEVE	2
NEUTRAL	3
SOMEWHAT BELIEVE	4
STRONGLY BELIEVE	5
REFUSED	-7
DON'T KNOW	-8

[GO TO PERCEPTIONS MODULE]

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Attitudes Toward Army Ads

END OF ATTITUDES TOWARD ARMY ADS MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-2 (Jan, Feb, Mar 87)

Module: Attitudes Toward Army Ads

No updates this quarter.

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Attitudes Toward Army Ads

END OF ATTITUDES TOWARD ARMY ADS MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-1 (Oct, Nov, Dec 86)

Module: Perceptions

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Perceptions

Screen Name:	PE-1	
Variables:	Ranges:	Order #:
PACASHED	1-5,-7,-8	229
PAWIDE	1-5,-7,-8	216
PAPHYS	1-5,-7,-8	217
PAPROUD	1-5,-7,-8	218
PASTEP	1-5,-7,-8	219
PALEADER	1-5,-7,-8	220
PAHITECH	1-5,-7,-8	221
PACIVCAR	1-5,-7,-8	222
PASELCON	1-5,-7,-8	223
PAPOTEN	1-5,-7,-8	224
PAMENTAL	1-5,-7,-8	225
PAMATURE	1-5,-7,-8	226
PATRAIN	1-5,-7,-8	227
PAHIQUAL	1-5,-7,-8	228
Sub-Population:	Parents given the Active Army perceptions questions [PANELPEY EQ 2 AND RANDPE3 EQ 1,3] OR [PANELPEY EQ 3,4,5,6,7,8]	

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Perceptions

PE-1. I am going to read you a list of statements describing different things the Army might offer. Please tell me how much you disagree or agree that the Army offers each item on the list. A "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

The Army offers ...

	NOT IMP				VERY IMP	REF	DK
a. an excellent opportunity to obtain money for a college or vocational education?	1	2	3	4	5	-7	-8
b. a wide variety of opportunities to find a job you can enjoy?	1	2	3	4	5	-7	-8
c. a physically challenging experience?	1	2	3	4	5	-7	-8
d. an experience you can be proud of?	1	2	3	4	5	-7	-8
e. an advantage over going right from high school to college?	1	2	3	4	5	-7	-8
f. an opportunity to develop leadership skills?	1	2	3	4	5	-7	-8
g. the chance to work with the latest high-tech equipment?	1	2	3	4	5	-7	-8
h. a great value in your civilian career development?	1	2	3	4	5	-7	-8
i. an excellent opportunity to develop self-confidence?	1	2	3	4	5	-7	-8
j. the opportunity to develop your potential?	1	2	3	4	5	-7	-8
k. a mentally challenging experience?	1	2	3	4	5	-7	-8
l. an opportunity for you to become more mature and responsible?	1	2	3	4	5	-7	-8
m. many opportunities for training in useful skill areas? ..	1	2	3	4	5	-7	-8
n. many chances to work with highly-trained people?	1	2	3	4	5	-7	-8

Screen Name: PE-1A

Variables:	Ranges:	Order #:
PHEARDAR	1,2,-7,-8	230

Sub-Population: Parents selected to receive the Army Reserve perceptions questions

[PANELPEY EQ 1 AND RANDPE8 EQ 1] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND RANDPE8 EQ 1] OR
[PANELPEY EQ 3 AND RAND1000 GE 1 AND RAND1000 LE 269] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 1]

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Perceptions

PE-1A. Have you ever heard of the United States Army Reserve?

YES	1	(PE-4)
NO	2	(PE-12)
REFUSED	-7	(PE-12)
DON'T KNOW	-8	(PE-4)

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Perceptions

Screen Name:	PE-4	
Variables:	Ranges:	Order #:
PVCASHED	1-5,-7,-8	241
PVHOME	1-5,-7,-8	242
PVWIDE	1-5,-7,-8	231
PVPROUD	1-5,-7,-8	232
PVLEADER	1-5,-7,-8	233
PVCIVCAR	1-5,-7,-8	234
PVSELCON	1-5,-7,-8	235
PVPOTEN	1-5,-7,-8	236
PVMENTAL	1-5,-7,-8	237
PVMATURE	1-5,-7,-8	238
PVTRAIN	1-5,-7,-8	239
PVHIQUAL	1-5,-7,-8	240
PVSERCOM	1-5,-7,-8	243
PVWEEKEN	1-5,-7,-8	244
Sub-Population:	Parents selected to receive the Army Reserve perceptions questions who had heard of the U.S. Army Reserve [PHEARDAR (PE-1A) EQ 1,-8]	

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Perceptions

PE-4. Now, I am going to read you a list of things the United States Army Reserve might offer. Please tell me how much you disagree or agree that the United States Army Reserve offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

The United States Army Reserve offers ...

	NOT IMP				VERY IMP	REF	DK
a. an excellent opportunity to obtain money for a college or vocational education?	1	2	3	4	5	-7	-8
b. an opportunity to serve America while staying in your own home?	1	2	3	4	5	-7	-8
c. a wide variety of opportunities to find a job you can enjoy?	1	2	3	4	5	-7	-8
d. a experience you can be proud of?	1	2	3	4	5	-7	-8
e. an opportunity to develop leadership skills?	1	2	3	4	5	-7	-8
f. a great value in your civilian career development?	1	2	3	4	5	-7	-8
g. an excellent opportunity to develop self-confidence?	1	2	3	4	5	-7	-8
h. the opportunity to develop your potential?	1	2	3	4	5	-7	-8
i. a mentally challenging experience?	1	2	3	4	5	-7	-8
j. the opportunity to become more mature and responsible?	1	2	3	4	5	-7	-8
k. many opportunities for training in useful skill areas? ..	1	2	3	4	5	-7	-8
l. many chances to work with highly-trained people?	1	2	3	4	5	-7	-8
m. a chance to serve your own community?	1	2	3	4	5	-7	-8
n. interesting and exciting weekends?	1	2	3	4	5	-7	-8

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Perceptions

Screen Name: PE-4A

Variables:	Ranges:	Order #:
PHEARDNG	1,2,-7,-8	245

Sub-Population: Parents selected to receive the Army National Guard perceptions questions

[PANELPEY EQ 1 AND RANDPE8 EQ 2] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ 2] OR
[PANELPEY EQ 3 AND RAND1000 GE 270 AND RAND1000 LE 539] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 2]

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Perceptions

PE-4A. Have you ever heard of the United States Army National Guard?

YES	1	(PE-5)
NO	2	(PE-12)
REFUSED	-7	(PE-12)
DON'T KNOW	-8	(PE-5)

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Perceptions

Screen Name:	PE-5	
Variables:	Ranges:	Order #:
PGCASHED	1-5,-7,-8	256
PGHOME	1-5,-7,-8	257
PGWIDE	1-5,-7,-8	246
PGPROUD	1-5,-7,-8	247
PGLEADER	1-5,-7,-8	248
PGCIVCAR	1-5,-7,-8	249
PGSELCON	1-5,-7,-8	250
PGPOTEN	1-5,-7,-8	251
PGMENTAL	1-5,-7,-8	252
PGMATURE	1-5,-7,-8	253
PGTRAIN	1-5,-7,-8	254
PGHIQUAL	1-5,-7,-8	255
PGSERCOM	1-5,-7,-8	258
PGWEEKEN	1-5,-7,-8	259
Sub-Population:	Parents selected to receive the Army National Guard perceptions questions who had heard of the United States Army National Guard [PHEARDNG (PE-4A) EQ 1,-8]	

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Perceptions

PE-5. Now, I am going to read you a list of statements describing different things the United States Army National Guard might offer. Please tell me how much you disagree or agree that the United States Army National Guard offers each item on the list. Again a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

The Army National Guard offers ...

	NOT IMP				VERY IMP	REF	DK
a. an excellent opportunity to obtain money for a college or vocational education?	1	2	3	4	5	-7	-8
b. an opportunity to serve America while staying in your own hometown?	1	2	3	4	5	-7	-8
c. a wide variety of opportunities to find a job you can enjoy?	1	2	3	4	5	-7	-8
d. an experience you can be proud of?	1	2	3	4	5	-7	-8
e. an opportunity to develop leadership skills?	1	2	3	4	5	-7	-8
f. a great value in your civilian career development?	1	2	3	4	5	-7	-8
g. an excellent opportunity to develop self-confidence?	1	2	3	4	5	-7	-8
h. the opportunity to develop your potential?	1	2	3	4	5	-7	-8
i. a mentally challenging experience?	1	2	3	4	5	-7	-8
j. an opportunity for you to become more mature and responsible?	1	2	3	4	5	-7	-8
k. many opportunities for training in useful skill areas? ..	1	2	3	4	5	-7	-8
l. many chances to work with highly-trained people?	1	2	3	4	5	-7	-8
m. a chance to serve your own community?	1	2	3	4	5	-7	-8
n. interesting and exciting weekends?	1	2	3	4	5	-7	-8

Screen Name:	PE-6A	
Variables:	Ranges:	Order #:
PFCASHED	1-5,-7,-8	314
PFWIDE	1-5,-7,-8	262
PFPHYS	1-5,-7,-8	266
PFPROUD	1-5,-7,-8	270
PFSTEP	1-5,-7,-8	274
PFLEADER	1-5,-7,-8	278
PFHITECH	1-5,-7,-8	282
PFCIVCAR	1-5,-7,-8	286
PFSELCON	1-5,-7,-8	290
PFPOTEN	1-5,-7,-8	294
PFMENTAL	1-5,-7,-8	298
PFMATURE	1-5,-7,-8	302
PFTRAIN	1-5,-7,-8	306
PFHIQUAL	1-5,-7,-8	309

Sub-Population: Parents selected to receive the Air Force perceptions questions
[PANELPEY EQ 1 AND RANDPE8 EQ 3] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ 3] OR
[PANELPEY EQ 3 AND RAND1000 GE 540 AND RAND1000 LE 616] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 3]

Screen Name:	PE-6B	
Variables:	Ranges:	Order #:
PNCASHED	1-5,-7,-8	312
PNWIDE	1-5,-7,-8	260
PNPHYS	1-5,-7,-8	264
PNPROUD	1-5,-7,-8	268
PNSTEP	1-5,-7,-8	272
PNLEADER	1-5,-7,-8	276
PNHITECH	1-5,-7,-8	280
PNCIVCAR	1-5,-7,-8	284
PNSELCON	1-5,-7,-8	288
PNPOTEN	1-5,-7,-8	292
PNMENTAL	1-5,-7,-8	296
PNMATURE	1-5,-7,-8	300
PNTRAIN	1-5,-7,-8	304
PNHIQUAL	1-5,-7,-8	308

Sub-Population: Parents selected to receive the Navy perceptions questions
[PANELPEY EQ 1 AND RANDPE8 EQ 4] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ 4] OR
[PANELPEY EQ 3 AND RAND1000 GE 617 AND RAND1000 LE 693] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 4]

ACOMS Annotated Questionnaire
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Module: Perceptions

PE-6. I am going to read you a list of statements describing different things Military Service might offer. Please tell me how much you disagree or agree that Military Service offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

Military Service offers ...

	NOT IMP				VERY IMP	REF	DK
a. an excellent opportunity to obtain money for a college or vocational education?	1	2	3	4	5	-7	-8
b. a wide variety of opportunities to find a job you can enjoy?	1	2	3	4	5	-7	-8
c. a physically challenging environment?	1	2	3	4	5	-7	-8
d. an experience you can be proud of?	1	2	3	4	5	-7	-8
e. an advantage over going right from high school to college?	1	2	3	4	5	-7	-8
f. an opportunity to develop leadership skills?	1	2	3	4	5	-7	-8
g. the chance to work with the latest high-tech equipment?	1	2	3	4	5	-7	-8
h. a great value in your civilian career development?	1	2	3	4	5	-7	-8
i. an excellent opportunity to develop self-confidence?	1	2	3	4	5	-7	-8
j. the opportunity to develop your potential?	1	2	3	4	5	-7	-8
k. a mentally challenging experience?	1	2	3	4	5	-7	-8
l. an opportunity to become more mature and responsible?	1	2	3	4	5	-7	-8
m. many opportunities for training in useful skill areas? ..	1	2	3	4	5	-7	-8
n. many chances to work with highly-trained people?	1	2	3	4	5	-7	-8

Screen Name: PE-6C

Variables:	Ranges:	Order #:
PMCASHED	1-5,-7,-8	313
PMWIDE	1-5,-7,-8	261
PMPHYS	1-5,-7,-8	265
PMPROUD	1-5,-7,-8	269
PMSTEP	1-5,-7,-8	273
PMLEADER	1-5,-7,-8	277
PMHITECH	1-5,-7,-8	281
PMCIVCAR	1-5,-7,-8	285
PMSELCON	1-5,-7,-8	289
PMPOTEN	1-5,-7,-8	293
PMMENTAL	1-5,-7,-8	297
PMMATURE	1-5,-7,-8	301
PMTRAIN	1-5,-7,-8	305
PMHIQUAL	1-5,-7,-8	311

Sub-Population: Parents selected to receive the Marine Corps perceptions questions
[PANELPEY EQ 1 AND RANDPE8 EQ 5] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ 5] OR
[PANELPEY EQ 3 AND RAND1000 GE 694 AND RAND1000 LE 770] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 5]

Screen Name: PE-6D

Variables:	Ranges:	Order #:
PSCASHED	1-5,-7,-8	315
PSWIDE	1-5,-7,-8	263
PSPHYS	1-5,-7,-8	267
PSPROUD	1-5,-7,-8	271
PSSTEP	1-5,-7,-8	275
PSLEADER	1-5,-7,-8	279
PSHITECH	1-5,-7,-8	283
PSCIVCAR	1-5,-7,-8	287
PSSELCON	1-5,-7,-8	291
PSPOTEN	1-5,-7,-8	295
PSMENTAL	1-5,-7,-8	299
PSMATURE	1-5,-7,-8	303
PSTRAIN	1-5,-7,-8	307
PSHIQUAL	1-5,-7,-8	310

Sub-Population: Parents selected to receive the Military Service perceptions questions
[PANELPEY EQ 1 AND RANDPE8 EQ 6] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ 6] OR
[PANELPEY EQ 3 AND RAND1000 GE 771 AND RAND1000 LE 847] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 6]

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Screen Name:	PE-7	
Variables:	Ranges:	Order #:
PWCASHED	1-5,-7,-8	328
PWPHYS	1-5,-7,-8	316
PWPROUD	1-5,-7,-8	317
PWSTEP	1-5,-7,-8	318
PWLEADER	1-5,-7,-8	319
PWHITECH	1-5,-7,-8	320
PWCIVCAR	1-5,-7,-8	321
PWSELCON	1-5,-7,-8	322
PWPOTEN	1-5,-7,-8	323
PWMENTAL	1-5,-7,-8	324
PWMATURE	1-5,-7,-8	325
PWTRAIN	1-5,-7,-8	326
PWHIQUAL	1-5,-7,-8	327

Sub-Population: Parents selected to receive the Civilian Job perceptions questions

```
[PANELPEY EQ 1 AND RANDPE8 EQ 7] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND
 RANDPE8 EQ 7] OR
[PANELPEY EQ 3 AND RAND1000 GE 848 AND
 RAND1000 LE 924] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 7]
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ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Perceptions

PE-7A. I am going to read you a list of statements describing different things working in a full-time civilian job might offer. Please tell me how much you agree or disagree that working in a full-time civilian job offers each item on the list. Again, a "1" means you disagree completely,a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

Working in a full-time civilian job offers ...

		NOT IMP				VERY IMP	REF	DK
a.	an excellent opportunity to obtain money for a college or vocational education?	1	2	3	4	5	-7	-8
b.	a physically challenging experience?	1	2	3	4	5	-7	-8
c.	an experience you can be proud of?	1	2	3	4	5	-7	-8
d.	an advantage over going right from high school to college?	1	2	3	4	5	-7	-8
e.	an opportunity to develop leadership skills?	1	2	3	4	5	-7	-8
f.	the chance to work with the latest high-tech equipment?	1	2	3	4	5	-7	-8
g.	a great value in your civilian career development?	1	2	3	4	5	-7	-8
h.	an excellent opportunity to develop self-confidence?	1	2	3	4	5	-7	-8
i.	the opportunity to develop your potential?	1	2	3	4	5	-7	-8
j.	a mentally challenging experience?	1	2	3	4	5	-7	-8
k.	the opportunity to become more mature and responsible?	1	2	3	4	5	-7	-8
l.	many opportunities for training in useful skill areas? ..	1	2	3	4	5	-7	-8
m.	many chances to work with highly-trained people?	1	2	3	4	5	-7	-8

Screen Name: PE-8

Variables:	Ranges:	Order #:
PCPROUD	1-5,-7,-8	329
PCLEADER	1-5,-7,-8	330
PCCIVCAR	1-5,-7,-8	331
PCSELCON	1-5,-7,-8	332
PCPOTEN	1-5,-7,-8	333
PCMENTAL	1-5,-7,-8	334
PCMATURE	1-5,-7,-8	335
PCHIQUAL	1-5,-7,-8	336

Sub-Population: Parents selected to receive the Going to College perceptions questions

```
[PANELPEY EQ 1 AND RANDPE8 EQ 8] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND
 RANDPE8 EQ 8] OR
[PANELPEY EQ 3 AND RAND1000 GE 925 AND
 RAND1000 LE 1000] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 8]
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ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Perceptions

PE-8. I am going to read you a list of statements describing different things going to college might offer. Please tell me how much you disagree or agree that going to college offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

Going to college offers ...

		NOT IMP				VERY IMP	REF	DK
a.	an experience you can be proud of?	1	2	3	4	5	-7	-8
b.	an opportunity to develop leadership skills?	1	2	3	4	5	-7	-8
c.	a great value in your civilian career development?	1	2	3	4	5	-7	-8
d.	an excellent opportunity to develop self-confidence?	1	2	3	4	5	-7	-8
e.	the opportunity to develop your potential?	1	2	3	4	5	-7	-8
f.	a mentally challenging experience?	1	2	3	4	5	-7	-8
g.	an opportunity to become more mature and responsible?	1	2	3	4	5	-7	-8
h.	many chances to work with highly-trained people?	1	2	3	4	5	-7	-8

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Perceptions

Screen Name: PE-12

Variables:	Ranges:	Order #:
PPEDIP	1-5,-7,-8	337

Sub-Population: All parents

Screen Name: PE-13

Variables:	Ranges:	Order #:
PPEGRADE	1-5,-7,-8	338

Sub-Population: All parents

Screen Name: PE-14

Variables:	Ranges:	Order #:
PPECOL	1-5,-7,-8	339

Sub-Population: All parents

Screen Name: PE-15

Variables:	Ranges:	Order #:
PPESIM	1,2,-7,-8	340

Sub-Population: All parents

PE-12. Of the people who joined the Army in the last year, what proportion do you think are high school diploma graduates? Would you say...

less than one quarter,	1
about one quarter,	2
about one half,	3
about three quarters, or	4
almost all?	5
REFUSED	-7
DON'T KNOW	-8

PE-13. Of the people who joined the Army last year, what proportion do you think would score in the upper half of an intelligence test? Is it...

all of them,	1
three quarters of them,	2
half of them,	3
one quarter of them, or	4
none of them?	5
REFUSED	-7
DON'T KNOW	-8

PE-14. Of the people who joined the Army in the last year, what proportion do you think will get a college diploma either while they are in the Army or after they complete their Army service? Would you say...

less than one quarter,	1
about one quarter,	2
about one half,	3
about three quarters, or	4
almost all?	5
REFUSED	-7
DON'T KNOW	-8

PEP-15. Do you think very many young (men/women) with backgrounds and plans for the future like (YOUTH FIRST NAME) are joining the Army?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

ACOMS Annotated Questionnaire
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Module: Perceptions

Screen Name: PE-15A

Variables:	Ranges:	Order #:
PHEARDRO	1,2,-7,-8	341

Sub-Population: Parents selected to receive the Army Reserve Officers' Training Corps perceptions questions
[PANELPEY EQ 1] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 1,2] OR
[PANELPEY EQ 3] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 9]

Screen Name: PE-2

Variables:	Ranges:	Order #:
PRLEADER	1-5,-7,-8	342
PRSELCON	1-5,-7,-8	343
PRELECT	1-5,-7,-8	344
PROFFCOM	1-5,-7,-8	345

Sub-Population: Parents selected to receive the Army ROTC questions who had heard of the Army Reserve Officers' Training Corps
[PHEARDRO EQ 1,-8]

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Perceptions

PE-15A. Have you ever heard of the Army Reserve Officer's Training Corps on a college campus?

YES	1	(PE-2)
NO	2	(KNOWLEDGE MODULE)
REFUSED	-7	(KNOWLEDGE MODULE)
DON'T KNOW	-8	(PE-2)

PE-2. Next, I will read you a few statements describing different things that the Army Reserve Officer's Training Corps on the college campus might offer. Please tell me how much you disagree or agree that officer's training offers each item on the list. A "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree,"4" means you agree somewhat and a "5" means you agree completely.

The Army Reserve Officer's Training Corps on a college campus provides ...

	DS			AG		REF	DK
a. leadership and management training?	1	2	3	4	5	-7	-8
b. the opportunity to develop self-confidence?	1	2	3	4	5	-7	-8
c. a college elective that can be taken together with other college courses?	1	2	3	4	5	-7	-8
d. an officer's commission in the active Army, Army Reserve or the Army National Guard?	1	2	3	4	5	-7	-8

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Perceptions

Screen Name:	PE-3	
Variables:	Ranges:	Order #:
POWIDE	1-5,-7,-8	346
POPROUD	1-5,-7,-8	347
POUSECOL	1-5,-7,-8	348
POINNOV	1-5,-7,-8	349
Sub-Population:	Parents selected to receive the Army R.O.T.C. questions who had heard of the Army Reserve Officers' Training Corps [PHEARDRO EQ 1,-8]	

PE-3. Being an officer in the United States Army means different things to different people. Please tell me how much you disagree or agree that <u>being an officer</u> offers each item on the list. A "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

Being an officer in the United States Army provides ...

	DS				AG	REF	DK
a. a wide variety of job opportunities?	1	2	3	4	5	-7	-8
b. experiences you can be proud of?	1	2	3	4	5	-7	-8
c. the opportunity to use your college acquired skills?	1	2	3	4	5	-7	-8
d. the opportunity to make changes and use your own judgment?	1	2	3	4	5	-7	-8

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Perceptions

END OF PERCEPTIONS MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-2 (Jan, Feb, Mar 87)

Module: Perceptions

Quarterly updates indicated by sidebar.

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

Screen Name:	PE-1A		Change Code:
Variables:	Ranges:	Order #:	(87-2) L, P, S
PHEARDAR	1,2,-7,-8	230	
Sub-Population:	All parents		

Screen Name:	PE-4A		Change Code:
Variables:	Ranges:	Order #:	(87-2) L, P, S
PHEARDNG	1,2,-7,-8	245	
Sub-Population:	All parents		

Screen Name:	PE-15A		Change Code:
Variables:	Ranges:	Order #:	(87-2) L, P, S
PHEARDRO	1,2,-7,-8	341	
Sub-Population:	All parents		

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

PE-1A. Have you ever heard of the United States Army Reserve?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

PE-4A. Have you ever heard of the United States Army National Guard?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

PE-15A. Have you ever heard of the Army Reserve Officer's Training Corps on a college campus?

YES	1	(CATI CHECK #PE2)
NO	2	(CATI CHECK #PE2)
REFUSED	-7	(CATI CHECK #PE2)
DON'T KNOW	-8	(CATI CHECK #PE2)

CATI CHECK #PE2: BASED ON PREVIOUS RESPONSES AND CURRENT EDUCATIONAL STATUS, RANDOMLY SELECT ONE OR TWO CAREER OPTIONS FROM ARMY, ARMY RESERVE, ARMY NATIONAL GUARD, AIR FORCE, MARINE CORPS, NAVY, ALL SERVICES, WORKING IN A FULL-TIME, CIVILIAN JOB, GOING TO COLLEGE, ROTC.

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

Screen Name:	PE-INTRO		Change Code:
Variables:	Ranges:	Order #:	(87-2) P, W
PAWIDE	1-5,-7,-8	216	
PAPHYS	1-5,-7,-8	217	
PAPROUD	1-5,-7,-8	218	
PASTEP	1-5,-7,-8	219	
PALEADER	1-5,-7,-8	220	
PAHITECH	1-5,-7,-8	221	
PACIVCAR	1-5,-7,-8	222	
PASELCON	1-5,-7,-8	223	
PAPOTEN	1-5,-7,-8	224	
PAMENTAL	1-5,-7,-8	225	
PAMATURE	1-5,-7,-8	226	
PATRAIN	1-5,-7,-8	227	
PAHIQUAL	1-5,-7,-8	228	
PACASHED	1-5,-7,-8	229	
Sub-Population:	Parents given the Active Army perceptions questions [PANELPEY EQ 2 AND RANDPE3 EQ 1,3] OR [PANELPEY EQ 3,4,5,6,7,8]		

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

PE-INTRO. I'd like your opinion about several statements.

Please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.

	DS				AG	REF	DK
The (SERVICE/CAREER OPTION) offers (YOUTH FIRST NAME)... (ATTRIBUTE - Random Start)?	1	2	3	4	5	-7	-8
How about the (SERVICE/CAREER OPTION)... [The (SERVICE/CAREER OPTION) offers (YOUTH FIRST NAME)... (ATTRIBUTE)]?	1	2	3	4	5	-7	-8

PE-INTRO2. [Please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

	DS				AG	REF	DK
The (SERVICE/CAREER OPTION) offers (YOUTH FIRST NAME)... (ATTRIBUTE)?	1	2	3	4	5	-7	-8
How about the (SERVICE/CAREER OPTION)... [The (SERVICE/CAREER OPTION) offers (YOUTH FIRST NAME)... (ATTRIBUTE)]?	1	2	3	4	5	-7	-8

Screen Name: PE-INTRO — Change Code: (87-2) P, W

Variables:	Ranges:	Order #:
PVWIDE	1-5,-7,-8	231
PVPROUD	1-5,-7,-8	232
PVLEADER	1-5,-7,-8	233
PVCIVCAR	1-5,-7,-8	234
PVSELCON	1-5,-7,-8	235
PVPOTEN	1-5,-7,-8	236
PVMENTAL	1-5,-7,-8	237
PVMATURE	1-5,-7,-8	238
PVTRAIN	1-5,-7,-8	239
PVHIQUAL	1-5,-7,-8	240
PVCASHED	1-5,-7,-8	241
PVHOME	1-5,-7,-8	242
PVWEEKEN	1-5,-7,-8	244
PVSERPAR	1-5,-7,-8	392

Sub-Population: Parents selected to receive the Army Reserve perceptions questions who had heard of the U.S. Army Reserve
[PHEARDAR (PE-1A) EQ 1,-8] AND
[PANELPEY EQ 1 AND RANDPE8 EQ 1] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND RANDPE8 EQ 1] OR
[PANELPEY EQ 3 AND RAND1000 GE 1 AND RAND1000 LE 269] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 1]

Screen Name: PE-INTRO — Change Code: (87-2) P, W

Variables:	Ranges:	Order #:
PGWIDE	1-5,-7,-8	246
PGPROUD	1-5,-7,-8	247
PGLEADER	1-5,-7,-8	248
PGCIVCAR	1-5,-7,-8	249
PGSELCON	1-5,-7,-8	250
PGPOTEN	1-5,-7,-8	251
PGMENTAL	1-5,-7,-8	252
PGMATURE	1-5,-7,-8	253
PGTRAIN	1-5,-7,-8	254
PGHIQUAL	1-5,-7,-8	255
PGCASHED	1-5,-7,-8	256
PGHOME	1-5,-7,-8	257
PGWEEKEN	1-5,-7,-8	259
PGSERPAR	1-5,-7,-8	393

Sub-Population: Parents selected to receive the Army National Guard perceptions questions who had heard of the United States Army National Guard
[PHEARDNG (PE-4A) EQ 1,-8] AND
[PANELPEY EQ 1 AND RANDPE8 EQ 2] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND RANDPE8 EQ 2] OR
[PANELPEY EQ 3 AND RAND1000 GE 270 AND RAND1000 LE 539] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 2]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

	ARMY	USAR	ARNG	AF	MARI	NAVY	ALL SR	WORK	COLL
a wide variety of opportunites to find a job (he/she) can enjoy	X	X	X	X	X	X	X		
a physically challenging environment	X			X	X	X	X	X	
an experience (he/she) can be proud of	X	X	X	X	X	X	X	X	X
an advantage over going right from high school to college	X			X	X	X	X	X	
an opportunity to develop leadership skills	X	X	X	X	X	X	X	X	X
the chance to work with the latest high-tech equipment	X			X	X	X	X	X	
a great value in (his/her) civilian career development	X	X	X	X	X	X	X	X	X
an opportunity to develop self-confidence	X	X	X	X	X	X	X	X	X
the opportunity to develop (his/her) potential	X	X	X	X	X	X	X	X	X
a mentally challeng-ing experience	X	X	X	X	X	X	X	X	X

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

Screen Name:	PE-INTRO		Change Code:
Variables:	Ranges:	Order #:	(87-2) P, W
PFWIDE	1-5,-7,-8	262	
PFPHYS	1-5,-7,-8	266	
PFPROUD	1-5,-7,-8	270	
PFSTEP	1-5,-7,-8	274	
PFLEADER	1-5,-7,-8	278	
PFHITECH	1-5,-7,-8	282	
PFCIVCAR	1-5,-7,-8	286	
PFSELCON	1-5,-7,-8	290	
PFPOTEN	1-5,-7,-8	294	
PFMENTAL	1-5,-7,-8	298	
PFMATURE	1-5,-7,-8	302	
PFTRAIN	1-5,-7,-8	206	
PFHIQUAL	1-5,-7,-8	309	
PFCASHED	1-5,-7,-8	314	
Sub-Population:	Parents selected to receive the Air Force perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 3] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ 3] OR [PANELPEY EQ 3 AND RAND1000 GE 540 AND RAND1000 LE 616] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 3]		
PNWIDE	1-5,-7,-8	260	
PNPHYS	1-5,-7,-8	264	
PNPROUD	1-5,-7,-8	268	
PNSTEP	1-5,-7,-8	272	
PNLEADER	1-5,-7,-8	276	
PNHITECH	1-5,-7,-8	280	
PNCIVCAR	1-5,-7,-8	284	
PNSELCON	1-5,-7,-8	288	
PNPOTEN	1-5,-7,-8	292	
PNMENTAL	1-5,-7,-8	296	
PNMATURE	1-5,-7,-8	300	
PNTRAIN	1-5,-7,-8	304	
PNHIQUAL	1-5,-7,-8	308	
PNCASHED	1-5,-7,-8	312	
Sub-Population:	Parents selected to receive the Navy perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 4] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ 4] OR [PANELPEY EQ 3 AND RAND1000 GE 617 AND RAND1000 LE 693] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 4]		

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

	ARMY	USAR	ARNG	AF	MARI	NAVY	ALL SR	WORK	COLL
an opportunity to become more mature and responsible	X	X	X	X	X	X	X	X	X
many opportunities for training in useful skill areas	X	X	X	X	X	X	X	X	
many chances to work with highly-trained people	X	X	X	X	X	X	X	X	X
an opportunity to obtain money for college or vocational school	X	X	X	X	X	X	X	X	
an opportunity to serve America while living in (his/her) own hometown		X	X						
interesting and exciting weekends		X	X						
an excellent opportunity for part-time work		X	X						

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

Variables:	Ranges:	Order #:
PMWIDE	1-5,-7,-8	261
PMPHYS	1-5,-7,-8	265
PMPROUD	1-5,-7,-8	269
PMSTEP	1-5,-7,-8	273
PMLEADER	1-5,-7,-8	277
PMHITECH	1-5,-7,-8	281
PMCIVCAR	1-5,-7,-8	285
PMSELCON	1-5,-7,-8	289
PMPOTEN	1-5,-7,-8	293
PMMENTAL	1-5,-7,-8	297
PMMATURE	1-5,-7,-8	301
PMTRAIN	1-5,-7,-8	305
PMHIQUAL	1-5,-7,-8	311
PMCASHED	1-5,-7,-8	313
Sub-Population:	Parents selected to receive the Marine Corps perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 5] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ 5] OR [PANELPEY EQ 3 AND RAND1000 GE 694 AND RAND1000 LE 770] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 5]	
PSWIDE	1-5,-7,-8	263
PSPHYS	1-5,-7,-8	267
PSPROUD	1-5,-7,-8	271
PSSTEP	1-5,-7,-8	275
PSLEADER	1-5,-7,-8	279
PSHITECH	1-5,-7,-8	283
PSCIVCAR	1-5,-7,-8	287
PSSELCON	1-5,-7,-8	291
PSPOTEN	1-5,-7,-8	295
PSMENTAL	1-5,-7,-8	299
PSMATURE	1-5,-7,-8	303
PSTRAIN	1-5,-7,-8	307
PSHIQUAL	1-5,-7,-8	310
PSCASHED	1-5,-7,-8	315
Sub-Population:	Parents selected to receive the Military Service perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 6] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ 6] OR [PANELPEY EQ 3 AND RAND1000 GE 771 AND RAND1000 LE 847] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 6]	

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Screen Name:	PE-7		Change Code:
Variables:	Ranges:	Order #:	(87-2) P, W
PWPHYS	1-5,-7,-8	316	
PWPROUD	1-5,-7,-8	317	
PWSTEP	1-5,-7,-8	318	
PWLEADER	1-5,-7,-8	319	
PWHITECH	1-5,-7,-8	320	
PWCIVCAR	1-5,-7,-8	321	
PWSELCON	1-5,-7,-8	322	
PWPOTEN	1-5,-7,-8	323	
PWMENTAL	1-5,-7,-8	324	
PWMATURE	1-5,-7,-8	325	
PWTRAIN	1-5,-7,-8	326	
PWHIQUAL	1-5,-7,-8	327	
PWCASHED	1-5,-7,-8	328	
Sub-Population:	Parents selected to receive the Working in a Full-Time Civilian Job perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 7] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND RANDPE8 EQ 7] OR [PANELPEY EQ 3 AND RAND1000 GE 848 AND RAND1000 LE 924] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 7]		
Variables:	Ranges:	Order #:	
PCPROUD	1-5,-7,-8	329	
PCLEADER	1-5,-7,-8	330	
PCCIVCAR	1-5,-7,-8	331	
PCSELCON	1-5,-7,-8	332	
PCPOTEN	1-5,-7,-8	333	
PCMENTAL	1-5,-7,-8	334	
PCMATURE	1-5,-7,-8	335	
PCHIQUAL	1-5,-7,-8	336	
Sub-Population:	Parents selected to receive the Going to College perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 8] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND RANDPE8 EQ 8] OR [PANELPEY EQ 3 AND RAND1000 GE 925 AND RAND1000 LE 1000] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 8]		

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ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

Screen Name:	PE-12	
Variables:	Ranges:	Order #:
PPEDIP	1-5,-7,-8	337
Sub-Population:	All parents	

Screen Name:	PE-13	
Variables:	Ranges:	Order #:
PPEGRADE	1-5,-7,-8	338
Sub-Population:	All parents	

Screen Name:	PE-14	
Variables:	Ranges:	Order #:
PPECOL	1-5,-7,-8	339
Sub-Population:	All parents	

Screen Name:	PEP-15	
Variables:	Ranges:	Order #:
PPESIM	1,2,-7,-8	340
Sub-Population:	All parents	

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

PE-12. Of the people who joined the Army in the last year, what proportion do you think are high school diploma graduates? Would you say...

less than one quarter,	1
about one quarter,	2
about one half,	3
about three quarters, or	4
almost all?	5
REFUSED	-7
DON'T KNOW	-8

PE-13. Of the people who joined the Army last year, what proportion do you think would score in the upper half of an intelligence test? Is it...

all of them,	1
three quarters of them,	2
half of them,	3
one quarter of them, or	4
none of them?	5
REFUSED	-7
DON'T KNOW	-8

PE-14. Of the people who joined the Army in the last year, what proportion do you think will get a college diploma either while they are in the Army or after they complete their Army service? Would you say...

less than one quarter,	1
about one quarter,	2
about one half,	3
about three quarters, or	4
almost all?	5
REFUSED	-7
DON'T KNOW	-8

PEP-15. Do you think very many young (men/women) with backgrounds and plans for the future like (YOUTH FIRST NAME) are joining the Army?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

Screen Name:	PEP-2		Change Code:
Variables:	Ranges:	Order #:	(87-2) P, W
PRLEADER	1-5,-7,-8	342	
PRSELCON	1-5,-7,-8	343	
PRELECT	1-5,-7,-8	344	
PROFFCOM	1-5,-7,-8	345	
Sub-Population:	Parents selected to receive the Army ROTC questions who had heard of the Army Reserve Officers' Training Corps [PHEARDRO (PE-15A) EQ 1,-8] AND [PANELPEY EQ 1] OR [PANELPEY EQ 2 AND RANDPE3 EQ 1,2] OR [PANELPEY EQ 3] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 9]		

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

CATI CHECK #PE1: IS YOUTH ROTC POTENTIAL?
YES 1 (PEY-2)
NO ..... 2 (KNOWLEDGE AWARENESS MODULE)

PEP-2. Next, I'd like your opinion about several statements describing different things that the Army Reserve Officer's Training Corps on the college campus might offer (YOUTH FIRST NAME).

Please use a scale of 1 to 5 where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree,"4" means you agree, and "5" means you strongly agree with the statement.

The Army Reserve Officer's Training Corps on a college campus offers (YOUTH FIRST NAME)...

	DS				AG	REF	DK
a. leadership and management training?	1	2	3	4	5	-7	-8
b. an opportunity to develop self-confidence?	1	2	3	4	5	-7	-8
c. a college elective that can be taken together with other college courses?	1	2	3	4	5	-7	-8
d. an officer's commission in the active Army, Army Reserve or the Army National Guard?	1	2	3	4	5	-7	-8

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

Screen Name:	PEP-3		Change Code:
Variables:	Ranges:	Order #:	(87-2) W
POWIDE	1-5,-7,-8	346	
POPROUD	1-5,-7,-8	347	
POUSECOL	1-5,-7,-8	348	
POINNOV	1-5,-7,-8	349	
Sub-Population:	Parents selected to receive the Army ROTC questions who had heard of the Army Reserve Officer's Training Corps [PHEARDRO (PE-15A) EQ 1,-8]		

PEP-3. Being an officer in the United States Army means different things to different people.

Please tell me how much you disagree or agree that being an officer offers (YOUTH FIRST NAME) each item on the list. A "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.

Being an officer in the United States Army offers (YOUTH FIRST NAME)...

	DS				AG	REF	DK
a. a wide variety of opportunities to find a job (he/she) can enjoy?	1	2	3	4	5	-7	-8
b. an experience (he/she) can be proud of?	1	2	3	4	5	-7	-8
c. the opportunity to use (his/her) college-acquired skills?	1	2	3	4	5	-7	-8
d. the opportunity to make changes and use (his/her) own judgment?	1	2	3	4	5	-7	-8

[GO TO KNOWLEDGE-AWARENESS MODULE]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

END OF PERCEPTIONS MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-1 (Oct, Nov, Dec 86)

Module: Knowledge - Army Attributes

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Knowledge-Army Attributes

Screen Name: KA-7

Variables:	Ranges:	Order #:
PKAEARN	1,2,-7,-8	351

Sub-Population: Approximately half of parents interviewed [RANDROP EQ 3,5,6]

Screen Name: KAP-1

Variables:	Ranges:	Order #:
PKAEDBEN	1-6,-7,-8	352

Sub-Population: Parents who knew that it is possible to earn money for college by enlisting in the Army [PKAEARN (KA-7) EQ 1,-7,-8]

Screen Name: KAP-2

Variables:	Ranges:	Order #:
PKALLCOL	1,2,-7,-8	353

Sub-Population: Parents who knew that it is possible to earn money for college by enlisting in the Army [PKAEARN (KA-7) EQ 1,-7,-8]

Screen Name: KAP-3

Variables:	Ranges:	Order #:
PKASAME	1-3,-7,-8	354

Sub-Population: Parents who knew that it is possible to earn money for college by enlisting in the Army [PKAEARN (KA-7) EQ 1,-7,-8]

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Knowledge-Army Attributes

KA-7. Is it possible to earn money for college by enlisting in the Army?

YES	1	(KA-1)
NO	2	(CATI CHECK #KA4)
REFUSED	-7	(KA-1)
DON'T KNOW	-8	(KA-1)

KAP-1. How much do you think a young (man/woman) can earn through Army education benefits for college?

[PROBE: This would be the total benefits a young (man/woman) could earn while in the Army.]

UNDER $5,000	1
$5,000 TO $9,999	2
$10,000 TO $14,999	3
$15,000 TO $19,999	4
$20,000 TO $24,999	5
$25,000 OR MORE	6
REFUSED	-7
DON'T KNOW	-8

KAP-2. Do you think Army education benefits would pay for (YOUTH FIRST NAME)'s entire college education?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

KAP-3. Do you think Army education benefits are more, less or about the same as the Navy, Air Force, or Marines offer?

MORE	1
LESS	2
ABOUT THE SAME	3
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #KA4: ROTATE ORDER OF SERVICES FOR KA-4

Screen Name: KAP-4

Variables:	Ranges:	Order #:
PKAGIAR	1,2,-7,-8	355
PKAGIAF	1,2,-7,-8	356
PKAGINA	1,2,-7,-8	357
PKAGIMA	1,2,-7,-8	358

Sub-Population: Parents asked the knowledge questions
[RANDROP EQ 3,5,6]

Screen Name: KA-5

Variables:	Ranges:	Order #:
PKAYEARS		359

Sub-Population: Parents asked the knowledge questions
[RANDROP EQ 3,5,6]

Screen Name: KA-6

Variables:	Ranges:	Order #:
PKADEP	1,2,-7,-8	360

Sub-Population: Parents asked the knowledge questions
[RANDROP EQ 3,5,6]

Screen Name: KA-8

Variables:	Ranges:	Order #:
PKARGJUN	1,2,-7,-8	361

Sub-Population: Parents asked the knowledge questions
[RANDROP EQ 3,5,6]

Screen Name: KA-9

Variables:	Ranges:	Order #:
PKARGHS	1,2,-7,-8	362

Sub-Population: Parents who did not know that 17 year old high school juniors are eligible to join the Army Reserve or Army National Guard
[PKARGJUN (KA-8) EQ 2,-7,-8]

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Knowledge-Army Attributes

KAP-10. Who sponsors the "Scholar-Athlete Award Program"? Is it the ...

Marine Corps,	1
National Guard,	2
Army Reserve,	3
Air Force, or	4
Navy?	5
REFUSED	-7
DON'T KNOW	-8

KAP-11. Can qualified people who join the Army Reserve or Army National Guard receive money for college?

YES	1	(KA-12)
NO	2	(DEMOGRAPHICS MODULE)
REFUSED	-7	(DEMOGRAPHICS MODULE)
DON'T KNOW	-8	(DEMOGRAPHICS MODULE)

KAP-12. What is the maximum amount of money for college that qualified people who join the Army Reserve or Army National Guard can receive under the "GI Bill"?

UNDER $1,000	1
$1,000 TO $1,999	2
$2,000 TO $3,999	3
$4,000 TO $5,999	4
$6,000 TO $7,999	5
$8,000 TO $9,999	6
$10,000 OR MORE	7
REFUSED	-7
DON'T KNOW	-8

[GO TO DEMOGRAPHICS MODULE]

END OF KNOWLEDGE-ARMY ATTRIBUTES MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-2 (Jan, Feb, Mar 87)

Module: Knowledge - Army Attributes

Quarterly updates indicated by sidebar.

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Knowledge-Army Attributes

Screen Name: KA-7

Variables:	Ranges:	Order #:
PKAEARN	1,2,-7,-8	351

Sub-Population: Approximately half of parents given the main interview
[RANDROP EQ 3,5,6]

Screen Name: KAP-1

Variables:	Ranges:	Order #:
PKAEDBEN	1-6,-7,-8	352

Sub-Population: Parents who knew that it is possible to earn money for college by enlisting in the Army
[PKAEARN (KA-7) EQ 1,-7,-8]

Screen Name: KAP-2

Variables:	Ranges:	Order #:
PKALLCOL	1,2,-7,-8	353

Sub-Population: Parents who knew that it is possible to earn money for college by enlisting in the Army
[PKAEARN (KA-7) EQ 1,-7,-8]

Screen Name: KAP-3

Variables:	Ranges:	Order #:
PKASAME	1,2,3,-7,-8	354

Sub-Population: Parents who knew that it is possible to earn money for college by enlisting in the Army
[PKAEARN (KA-7) EQ 1,-7,-8]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Knowledge-Army Attributes

KAP-4. Please tell me whether or not each of the following services offers the "GI Bill"?

	YES	NO	REF	DK
Army	1	2	-7	-8
Air Force	1	2	-7	-8
Navy	1	2	-7	-8
Marines	1	2	-7	-8

KA-5. What is the minimum number of years that a new recruit has to serve on active duty in the Army?

NUMBER OF YEARS ..... ____
REFUSED ..... -7
DON'T KNOW ..... -8

KA-6. Is it possible to sign up for the Army and start serving up to one year later?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

KA-8. Are 17 year old high school juniors eligible to join the Army Reserve or Army National Guard?

YES 1 (KA-10)
NO 2 (KA-9)
REFUSED ..... -7 (KA-9)
DON'T KNOW ..... -8 (KA-9)

KA-9. Is high school graduation required before joining Army Reserve or Army National Guard?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

Screen Name: KA-10

Variables:	Ranges:	Order #:
PKAWARD	1-5,-7,-8	363

Sub-Population: Parents asked the knowledge questions
[RANDROP EQ 3,5,6]

Screen Name: KA-11

Variables:	Ranges:	Order #:
PKARGCOL	1,2,-7,-8	364

Sub-Population: Parents asked the knowledge questions
[RANDROP EQ 3,5,6]

Screen Name: KA-12

Variables:	Ranges:	Order #:
PKARGGI	1-7,-7,-8	365

Sub-Population: Parents who knew that qualified people who join the Army Reserve or Army National Guard can receive money for college
[PKARGCOL (KA-11) EQ 1]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Knowledge-Army Attributes

KA-10. Who sponsors the "Scholar-Athlete Award Program"? Is it the...

Marine Corps,	1
National Guard,	2
Army Reserve,	3
Air Force, or	4
Navy?	5
REFUSED	-7
DON'T KNOW	-8

KA-11. Can qualified people who join the Army Reserve or Army National Guard receive money for college?

YES	1	(KA-12)
NO	2	(DEMOGRAPHICS MODULE)
REFUSED	-7	(DEMOGRAPHICS MODULE)
DON'T KNOW	-8	(DEMOGRAPHICS MODULE)

KA-12. What is the maximum amount of money for college that qualified people who join the Army Reserve or Army National Guard can receive under the "GI Bill"?

UNDER $1,000	1
$1,000 TO $1,999	2
$2,000 TO $3,999	3
$4,000 TO $5,999	4
$6,000 TO $7,999	5
$8,000 TO $9,999	6
$10,000 OR MORE	7
REFUSED	-7
DON'T KNOW	-8

[GO TO DEMOGRAPHICS MODULE]

END OF KNOWLEDGE-ARMY ATTRIBUTES MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-1 (Oct, Nov, Dec 86)

Module: Demographics

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Demographics

Screen Name:	DE-1	
Variables:	Ranges:	Order #:
PDDOBMM	1-12,-7,-8	
PDDOBDD	1-31,-7,-8,-1	
PDDOBYY		366
Sub-Population:	Parents who gave birth month [PDDOBMM (DE-1) NE -7,-8]	

Screen Name:	DE-3	
Variables:	Ranges:	Order #:
PDRACE	1-4,-7,-8	367
Sub-Population:	All parents	

Screen Name:	DE-4	
Variables:	Ranges:	Order #:
PDHISP	1,2,-7,-8	368
Sub-Population:	All parents	

Screen Name:	DE-6	
Variables:	Ranges:	Order #:
PDMARITL	1-5,-7,-8	369
Sub-Population:	All parents	

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Demographics

DEINTRO1. Now I have some questions about your background.

DE-1. First, what is your birthdate?

MONTH _____ DAY _____ YEAR 19 _____

REFUSED ..... -7
DON'T KNOW ..... -8

DE-3. Please tell me whether you consider yourself...

White, ... 1
Black, ... 2
Asian or Pacific Islander, or 3
American Indian, or Alaskan Native? ... 4
REFUSED ..... -7
DON'T KNOW ..... -8

DE-4. Are you of Hispanic background?

[INCLUDES SPANISH-AMERICAN, MEXICAN AMERICAN, CHICANO, CUBAN-AMERICAN]

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

DE-6. What is your current marital status? Are you...

Single, ... 1
Married, ... 2
Separated, ... 3
Divorced, or 4
Widowed? 5
REFUSED ..... -7
DON'T KNOW ..... -8

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Demographics

Screen Name:	DE-9	
Variables:	Ranges:	Order #:
PEDLEV	07-25,-7,-8	370
Sub-Population:	All parents	

Screen Name:	DE-10	
Variables:	Ranges:	Order #:
PEDDIP	1-5,-7,-8	371
Sub-Population:	Parents who have completed more than eleven grades of school [PEDLEV (DE-9) NE 7,8,9,10,11]	

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Demographics

DE-9. What is the highest grade or year of school or college that you have completed and received credit for?

LESS THAN 8TH GRADE	07	(DE-11)
8TH GRADE	08	(DE-11)
9TH GRADE	09	(DE-11)
10TH GRADE	10	(DE-11)
11TH GRADE	11	(DE-11)
12TH GRADE	12	
1ST YEAR OF 4-YEAR COLLEGE (FR)	13	
2ND YEAR OF 4-YEAR COLLEGE (SO)	14	
3RD YEAR OF 4-YEAR COLLEGE (JR)	15	
4TH YEAR OF 4-YEAR COLLEGE (SR)	16	
5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17	
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18	
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19	
MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL	20	
1ST YEAR OF JR. OR COMM. COL.	21	
2ND YEAR OF JR. OR COMM. COL.	22	
1ST YEAR OF VOC., BUS., OR TRADE SCHOOL	23	
2ND YEAR OF VOC., BUS., OR TRADE SCHOOL	24	
MORE THAN 2 YRS. OF VOC., BUS., OR TRADE SCHOOL	25	
REFUSED	-7	
DON'T KNOW	-8	

DE-10. Do you have a regular high school diploma, a GED, an ABE, or some other kind of certificate of high school completion?

REGULAR HIGH SCHOOL DIPLOMA	1
GED (GENERAL EDUCATIONAL DEVELOPMENT)	2
ABE (ADULT BASIC EDUCATION) CERTIFICATE (E.G., CORRESPONDENCE, NIGHT SCHOOL)	3
SOME OTHER KIND OF CERTIFICATE	4
NONE OF THE ABOVE	5
REFUSED	-7
DON'T KNOW	-8

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Demographics

Screen Name:	DE-11	
Variables:	Ranges:	Order #:
PEMPCUR	1,2,3,-7,-8	372
Sub-Population:	All parents	

Screen Name:	DE-12	
Variables:	Ranges:	Order #:
PEMPEVER	1,2,-7,-8	373
Sub-Population:	Parents who are not currently employed full-time [PEMPCUR (DE-11) NE 1]	

Screen Name:	DE-13	
Variables:	Ranges:	Order #:
PEMPEASY	1-4,-7,-8	374
Sub-Population:	All parents	

Screen Name:	DE-29	
Variables:	Ranges:	Order #:
PDINCOME	1-7,-7,-8	375
Sub-Population:	All parents	

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Demographics

DE-11. Are you currently employed either full-time or part-time?

YES, FULL-TIME	1	(DE-13)
YES, PART-TIME	2	(DE-12)
NO	3	(DE-12)
REFUSED	-7	(DE-12)
DON'T KNOW	-8	(DE-12)

DE-12. Have you ever held a full-time job?

[MORE THAN 34 HOURS PER WEEK]

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

DE-13. How easy or difficult is it for someone (YOUTH FIRST NAME)'s age to get a full-time job in your community? Is it...

almost impossible,	1
very difficult,	2
somewhat difficult, or	3
not difficult at all?	4
REFUSED	-7
DON'T KNOW	-8

DE-29. I am going to read you some income categories and ask you to choose the letter of the alphabet associated with the category that best describes your total family income for the year 1985. Include all sources of income in your response. Please tell me only the letter.

A-Less than $5,000,	1
B-$ 5,001 to $10,000,	2
C-$10,001 to $20,000,	3
D-$20,001 to $30,000,	4
E-$30,001 to $40,000,	5
F-$40,001 to $50,000, or	6
G-$50,001 and above?	7
REFUSED	-7
DON'T KNOW	-8

Screen Name: DE-30

Variables:	Ranges:	Order #:
PDMILSER	1,2,-7,-8	376

Sub-Population: All parents

Screen Name: DE-31

Variables:	Ranges:	Order #:
PDMILBMM	1-12,-7,-8	377

Sub-Population: Parents who have ever served in the U.S. Armed Forces
[PDMILSER (DE-30) EQ 1]

PDMILBYY		378

Sub-Population: Parents who gave a month in which military service was begun
[PDMILSER (DE-30) EQ 1 AND
PDMILBMM (DE-31) NE -7,-8]

Screen Name: DE-32

Variables:	Ranges:	Order #:
PBMILNOW	1,2,-7,-8	379

Sub-Population: Parents who have ever served in the U.S. Armed Forces
[PDMILSER (DE-30) EQ 1]

Screen Name: DE-33

Variables:	Ranges:	Order #:
PDMILEMM	1-12,-7,-8	380

Sub-Population: Parents who have ever served in the U.S. Armed Forces
[PDMILSER (DE-30) EQ 1]

PDMILEYY		381

Sub-Population: Parents who gave a month in which military service was ended
[PDMILSER (DE-30) EQ 1 AND
PDMILEMM (DE-33) NE -7,-8]

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Demographics

DE-30. Have you ever served in the United States Armed Forces?

YES	1	(DE-31)
NO	2	(TERMINATE)
REFUSED	-7	(TERMINATE)
DON'T KNOW	-8	(TERMINATE)

DE-31. What month and year did you begin military service?

MONTH _____ YEAR 19 _____

REFUSED	-7
DON'T KNOW	-8

DE-32. Are you still in the Armed Forces?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

DE-33. What month and year will you finish serving in the Armed Forces?

MONTH _____ YEAR 19 _____

REFUSED	-7
DON'T KNOW	-8

Screen Name: DE-34

Variables:	Ranges:	Order #:
PDMILBR	1-5,-7,-8	383

Sub-Population: Parents who have ever served in the U.S. Armed Forces
[PDMILSER (DE-30) EQ 1]

Screen Name: DE-35

Variables:	Ranges:	Order #:
PDCOMP	1-4,-7,-8	384

Sub-Population: Parents who have ever served in the U.S.Army
[PDMILBR (DE-34) EQ 1]

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Demographics

DE-34. In which branch of the Armed Forces are you serving?

ARMY	1	(DE-35)
NAVY	2	(TERMINATE)
MARINES	3	(TERMINATE)
AIR FORCE	4	(TERMINATE)
COAST GUARD	5	(TERMINATE)
REFUSED	-7	(TERMINATE)
DON'T KNOW	-8	(TERMINATE)

DE-35. Were you part of the Reserve Officers Training Corps (ROTC), a National Guard unit or the Army Reserves?

YES, ROTC	1
YES, NATIONAL GUARD	2
YES, ARMY RESERVES	3
NO	4
REFUSED	-7
DON'T KNOW	-8

TERM9. Let me remind you that the information you have given us is confidential and is protected under an act of Congress called the Privacy Act of 1974. This survey is for research purposes only and is authorized by law in Title 10 USC Sections 503 and 2358 and Executive Order 9397.

I have no further questions for you at this time, but would you please stay on the line for one moment while I check to see if I need to speak to anyone else in your household.

Thank you very much for your cooperation. Good bye.

ACOMS Annotated Questionnaire
Quarter 87-1 (Oct, Nov, & Dec 86)
Module: Demographics

END OF DEMOGRAPHICS MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-2 (Jan, Feb, Mar 87)

Module: Demographics

Quarterly updates indicated by sidebar.

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Demographics

Screen Name: DE-1

Variables:	Ranges:	Order #:
PDDOBMM	1-12,-7,-8	
PDDOBDD	1-31,-7,-8,-1	
PDDOBYY		366

Sub-Population: Parents who gave birth month
[PDDOBMM (DE-1) NE -7,-8]

Screen Name: DE-3

Variables:	Ranges:	Order #:
PDRACE	1-4,-7,-8	367

Sub-Population: All parents

Screen Name: DE-4

Variables:	Ranges:	Order #:
PDHISP	1,2,-7,-8	368

Sub-Population: All parents

Screen Name: DE-6

Variables:	Ranges:	Order #:
PDMARITL	1-5,-7,-8	369

Sub-Population: All parents

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Demographics

DEINTRO1. Now I have some questions about your background.

DE-1. First, what is your birthdate?

MONTH _____ DAY _____ YEAR 19 _____

REFUSED ..... -7
DON'T KNOW ..... -8

DE-3. Please tell me whether you consider yourself...

White, ... 1
Black, ... 2
Asian or Pacific Islander, or 3
American Indian, or Alaskan Native? ... 4
REFUSED ..... -7
DON'T KNOW ..... -8

DE-4. Are you of Hispanic background?

[INCLUDES SPANISH-AMERICAN, MEXICAN AMERICAN, CHICANO, CUBAN-AMERICAN]

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

DE-6. What is your current marital status? Are you...

Single, ... 1
Married, ... 2
Separated, ... 3
Divorced, or 4
Widowed? 5
REFUSED ..... -7
DON'T KNOW ..... -8

Screen Name: DE-9

Variables:	Ranges:	Order #:
PEDLEV	07-25,-7,-8	370

Sub-Population: All parents

Screen Name: DE-10

Variables:	Ranges:	Order #:
PEDDIP	1-5,-7,-8	371

Sub-Population: Parents who have completed more than eleven grades of school
[PEDLEV (DE-9) NE 7,8,9,10,11]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Demographics

DE-9. What is the highest grade or year of school or college that you have completed and received credit for?

LESS THAN 8TH GRADE	07	(DE-11)
8TH GRADE	08	(DE-11)
9TH GRADE	09	(DE-11)
10TH GRADE	10	(DE-11)
11TH GRADE	11	(DE-11)
12TH GRADE	12	
1ST YEAR OF 4-YEAR COLLEGE (FR)	13	
2ND YEAR OF 4-YEAR COLLEGE (SO)	14	
3RD YEAR OF 4-YEAR COLLEGE (JR)	15	
4TH YEAR OF 4-YEAR COLLEGE (SR)	16	
5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17	
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18	
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19	
MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL	20	
1ST YEAR OF JR. OR COMM. COL.	21	
2ND YEAR OF JR. OR COMM. COL.	22	
1ST YEAR OF VOC., BUS., OR TRADE SCHOOL	23	
2ND YEAR OF VOC., BUS., OR TRADE SCHOOL	24	
MORE THAN 2 YRS. OF VOC., BUS., OR TRADE SCHOOL	25	
REFUSED	-7	
DON'T KNOW	-8	

DE-10. Do you have a regular high school diploma, a GED, an ABE, or some other kind of certificate of high school completion?

REGULAR HIGH SCHOOL DIPLOMA	1
GED (GENERAL EDUCATIONAL DEVELOPMENT)	2
ABE (ADULT BASIC EDUCATION) CERTIFICATE (E.G., CORRESPONDENCE, NIGHT SCHOOL)	3
SOME OTHER KIND OF CERTIFICATE	4
NONE OF THE ABOVE	5
REFUSED	-7
DON'T KNOW	-8

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Demographics

Screen Name: DE-11

Variables:	Ranges:	Order #:
PEMPCUR	1,2,3,-7,-8	372

Sub-Population: All parents

Screen Name: DE-12

Variables:	Ranges:	Order #:
PEMPEVER	1,2,-7,-8	373

Sub-Population: Parents who are not currently employed full-time
[PEMPCUR (DE-11) NE 1]

Screen Name: DE-13

Variables:	Ranges:	Order #:
PEMPEASY	1-4,-7,-8	374

Sub-Population: All parents

Screen Name: DE-29

Variables:	Ranges:	Order #:
PDINCOME	1-7,-7,-8	375

Sub-Population: All parents

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Demographics

DE-11. Are you currently employed either full-time or part-time?

YES, FULL-TIME	1	(DE-13)
YES, PART-TIME	2	(DE-12)
NO	3	(DE-12)
REFUSED	-7	(DE-12)
DON'T KNOW	-8	(DE-12)

DE-12. Have you ever held a full-time job?

[MORE THAN 34 HOURS PER WEEK]

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

DE-13. How easy or difficult is it for someone (YOUTH FIRST NAME)'s age to get a full-time job in your community? Is it...

almost impossible,	1
very difficult,	2
somewhat difficult, or	3
not difficult at all?	4
REFUSED	-7
DON'T KNOW	-8

DE-29. I am going to read you some income categories and ask you to choose the letter of the alphabet associated with the category that best describes your total family income for the year 1985. Include all sources of income in your response. Please tell me only the letter.

A-Less than $5,000,	1
B-$ 5,001 to $10,000,	2
C-$10,001 to $20,000,	3
D-$20,001 to $30,000,	4
E-$30,001 to $40,000,	5
F-$40,001 to $50,000, or	6
G-$50,001 and above?	7
REFUSED	-7
DON'T KNOW	-8

Screen Name: DE-30

Variables:	Ranges:	Order #:
PDMILSER	1,2,-7,-8	376

Sub-Population: All parents

Screen Name: DE-31

Variables:	Ranges:	Order #:
PDMILBMM	1-12,-7,-8	377
PDMILBYY		378

Sub-Population: Parents who have ever served in the U.S. Armed Forces
[PDMILSER (DE-30) EQ 1]

Screen Name: DE-32

Variables:	Ranges:	Order #:
PBMILNOW	1,2,-7,-8	379

Sub-Population: Parents who have ever served in the U.S. Armed Forces
[PDMILSER (DE-30) EQ 1]

Screen Name: DE-33

Variables:	Ranges:	Order #:
PDMILEMM	1-12,-7,-8	380
PDMILEYY		381

Sub-Population: Parents who have ever served in the U.S. Armed Forces
[PDMILSER (DE-30) EQ 1]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Demographics

DE-30. Have you ever served in the United States Armed Forces?

YES	1	(DE-31)
NO	2	(TERMINATE)
REFUSED	-7	(TERMINATE)
DON'T KNOW	-8	(TERMINATE)

DE-31. What month and year did you begin military service?

MONTH _____ YEAR 19 _____

REFUSED	-7
DON'T KNOW	-8

DE-32. Are you still in the Armed Forces?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

DE-33. What month and year will you finish serving in the Armed Forces?

MONTH _____ YEAR 19 _____

REFUSED	-7
DON'T KNOW	-8

Screen Name:	DE-34	
Variables:	Ranges:	Order #:
PDMILBR	1-5,-7,-8	383
Sub-Population:	Parents who have ever served in the U.S. Armed Forces [PDMILSER (DE-30) EQ 1]	

Screen Name:	DE-35	
Variables:	Ranges:	Order #:
PDCOMP	1-4,-7,-8	384
Sub-Population:	Parents who have ever served in the U.S.Army [PDMILBR (DE-34) EQ 1]	

DE-34. In which branch of the Armed Forces are you serving?

ARMY	1	(DE-35)
NAVY	2	(TERMINATE)
MARINES	3	(TERMINATE)
AIR FORCE	4	(TERMINATE)
COAST GUARD	5	(TERMINATE)
REFUSED	-7	(TERMINATE)
DON'T KNOW	-8	(TERMINATE)

DE-35. Were you part of the Reserve Officers Training Corps (ROTC), a National Guard unit or the Army Reserves?

YES, ROTC	1
YES, NATIONAL GUARD	2
YES, ARMY RESERVES	3
NO	4
REFUSED	-7
DON'T KNOW	-8

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Although I have no more questions for you at this time please stay on the line for one moment while I check to see if I need to speak to anyone else in your household.

[Thank you very much for your cooperation. Good bye.]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Demographics

END OF DEMOGRAPHICS MODULE

ACOMS PARENT VARIABLE LIST
BY VARIABLE

OCT 86 TO JUN 87
Destroy When Replaced by Q87-3

ACOMS PARNMAIN VARIABLE LIST FOR OCT 86 TO JUN 87
Current as of Q87-2 (Jan, Feb, Mar) - destroy when replaced for Q87-3

VARIABLE	ORDER	TYPE	LEN	FORMAT	LABEL
BRIGADE	16	NUM	2	RCTGBDE	USAREC RECRUITING BRIGADE
CASEID	1	CHAR	8	$CHAR	HOUSEHOLD ID NUMBER
CNTYFIPS	19	CHAR	3	$CHAR	HH COUNTY FIPS CODE
DEP33CHK	382	NUM	2	CCHECK	CONST CHECK: DE31, DE32 AND DE33 DATES
ECALCAGE	13	NUM	3		SC9 CALCULATED AGE FROM DATE OF BIRTH
ESEX	20	NUM	2	SEX	SEX OF ENUMERATED YOUTH
HHSTATE	18	CHAR	2	$STATE	HH STATE POSTAL CODE
IMPEDUCP	22	NUM	2	PAREDUC	IMPUTED EDUCATION OF PARENT
MARKFLG	10	NUM	2	MARKFLGF	RECRUITING MARKET FLAG
MHP29CHK	143	NUM	2	CCHECK	CONST CHECK: MH28 & MH29 HOURS
MHP2CHK1	102	NUM	2	CCHECK	CONST CHECK: MH1 = 1 & MH2 = 0 HOURS
MHP2CHK2	103	NUM	2	CCHECK	CONST CHECK: MH2 > 168 HOURS
MHPCHK	159	NUM	2	CCHECK	CONST CHECK: TOTAL HOURS IN MHP > 168
MP17CHK1	126	NUM	2	CCHECK	CONST CHECK: MH16 = 1 & MH17 = 0 HOURS
MP17CHK2	127	NUM	2	CCHECK	CONST CHECK: MH17 > 168 HOURS
PACASHED	229	NUM	2	AGREEW	PE1 GET MONEY FOR EDUCATION: ARMY
PACIVCAR	222	NUM	2	AGREEW	PE1 CIVILIAN CAREER DEVELOP: ARMY
PADARBIL	200	NUM	2	YESNO	KR14 RECALLS ARMY AD ON BILLBOARDS
PADARMAG	198	NUM	2	YESNO	KR14 RECALLS ARMY AD IN MAGAZINES
PADARMAL	201	NUM	2	YESNO	KR14 RECALLS ARMY AD IN MAIL
PADAROTH	205	NUM	2	YADOTH	KR14 RECALLS ARMY AD SOMEWHERE ELSE
PADARPAM	203	NUM	2	YESNO	KR14 RECALLS ARMY AD IN PAMPHLETS
PADARPAP	199	NUM	2	YESNO	KR14 RECALLS ARMY AD IN NEWSPAPERS
PADARPOS	202	NUM	2	YESNO	KR14 RECALLS ARMY AD ON POSTERS
PADARRAD	197	NUM	2	YESNO	KR14 RECALLS ARMY AD ON RADIO
PADARTV	196	NUM	2	YESNO	KR14 AIDED AD RECALL ARMY AD ON TV
PADARYEL	204	NUM	2	YESNO	KR14 RECALLS ARMY AD IN YELLOW PAGES
PAHIQUAL	228	NUM	2	AGREEW	PE1 HIGHLY TRAINED COWORKERS: ARMY
PAHITECH	221	NUM	2	AGREEW	PE1 USE HIGH-TECH EQUIPMENT: ARMY
PAIDAF	187	NUM	2	YESNO	KR6 AIDED AD RECALL FOR AIR FORCE
PAIDALL	195	NUM	2	YESNO	KR13 AIDED AD RECALL FOR ALL SERVICES
PAIDANG	190	NUM	2	YESNO	KR8 AIDED AD RECALL FOR ARMY NAT GUARD
PAIDAR	188	NUM	2	YESNO	KR6 AIDED AD RECALL FOR ARMY
PAIDARO	189	NUM	2	YESNO	KR7 AIDED AD RECALL FOR ARMY ROTC
PAIDARV	191	NUM	2	YESNO	KR9 AIDED AD RECALL FOR ARMY RESERVE
PAIDCG	192	NUM	2	YESNO	KR10 AIDED AD RECALL FOR COAST GUARD
PAIDMC	193	NUM	2	YESNO	KR11 AIDED AD RECALL FOR MARINE CORPS
PAIDNA	194	NUM	2	YESNO	KR12 AIDED AD RECALL FOR NAVY
PALEADER	220	NUM	2	AGREEW	PE1 DEVELOP LEADERSHIP SKILLS: ARMY
PAMATURE	226	NUM	2	AGREEW	PE1 MATURE AND RESPONSIBLE: ARMY
PAMENTAL	225	NUM	2	AGREEW	PE1 MENTALLY CHALLENGING: ARMY
PANELPEY	12	NUM	2	PEPANEL	YOUTH SAMPLE SUBGROUP FOR ANALYSIS
PAPHYS	217	NUM	2	AGREEW	PE1 PHYSICALLY CHALLENGING: ARMY
PAPOTEN	224	NUM	2	AGREEW	PE1 DEVELOP POTENTIAL: ARMY
PAPROUD	218	NUM	2	AGREEW	PE1 EXPERIENCE TO BE PROUD OF: ARMY
PARENTED	21	NUM	2	PAREDUC	EDUCATION OF PARENT, FROM YOUTH RECORD
PARNNUM	3	CHAR	2	$CHAR	PARENTAL ID NUMBER FOR BASM SEGMENT
PARNWGHT	24	NUM	8		PARENT FINAL ADJUSTED WEIGHT
PASELCON	223	NUM	2	AGREEW	PE1 DEVELOP SELF-CONFIDENCE: ARMY
PASTEP	219	NUM	2	AGREEW	PE1 STEPPING STONE TO COLLEGE: ARMY
PATADBEL	209	NUM	2	PRATEAD	AT2 HOW MUCH PARENT BELIEVES ARMY ADS
PATADLIK	208	NUM	2	YRATEAD	AT1 HOW MUCH PARENT LIKED ARMY ADS
PATRAIN	227	NUM	2	AGREEW	PE1 TRAINING IN USEFUL SKILLS: ARMY
PAWIDE	216	NUM	2	AGREEW	PE1 WIDE VARIETY OF JOBS: ARMY

ACOMS PARNMAIN VARIABLE LIST FOR OCT 86 TO JUN 87
Current as of Q87-2 (Jan, Feb, Mar) - destroy when replaced for Q87-3

VARIABLE	ORDER	TYPE	LEN	FORMAT	LABEL
PBASWGHT	23	NUM	8		PARENT BASE WEIGHT
PCCIVCAR	331	NUM	2	AGREEW	PE8 CIVILIAN CAREER DEVELOP: COLLEGE
PCHIQUAL	336	NUM	2	AGREEW	PE8 HIGHLY TRAINED COWORKERS: COLLEGE
PCLEADER	330	NUM	2	AGREEW	PE8 DEVELOP LEADERSHIP SKILLS: COLLEGE
PCMATURE	335	NUM	2	AGREEW	PE8 MATURE AND RESPONSIBLE: COLLEGE
PCMENTAL	334	NUM	2	AGREEW	PE8 MENTALLY CHALLENGING: COLLEGE
PCPOTEN	333	NUM	2	AGREEW	PE8 DEVELOP POTENTIAL: COLLEGE
PCPROUD	329	NUM	2	AGREEW	PE8 EXPERIENCE TO BE PROUD OF: COLLEGE
PCSELCON	332	NUM	2	AGREEW	PE8 DEVELOP SELF-CONFIDENCE: COLLEGE
PDCOMP	384	NUM	2	PDCOMP	DE35 WAS PARENT IN ROTC, GUARD, RESERVE
PDDOBYY	366	NUM	2		DE1 YEAR PARENT WAS BORN
PDHISP	368	NUM	2	YESNO	DE4 PARENT OF HISPANIC BACKGROUND
PDINCOME	375	NUM	2	PINCOME	DE29 INCOME OF PARENT
PDMARITL	369	NUM	2	MARSTAT	DE6 MARITAL STATUS OF PARENT
PDMILBMM	377	NUM	2	DOBMNTH	DE31 MONTH PARENT BEGAN MILITARY SERVICE
PDMILBR	383	NUM	2	PDMILBR	DE34 BRANCH OF SERVICE PARENT WAS IN
PDMILBYY	378	NUM	2		DE31 YEAR PARENT BEGAN MILITARY SERVICE
PDMILEMM	380	NUM	2	DOBMNTH	DE33 MONTH PARENT FINISHED ARMED FORCES
PDMILEYY	381	NUM	2		DE33 YEAR PARENT FINISHED ARMED FORCES
PDMILNOW	379	NUM	2	YESNO	DE32 IS PARENT STILL IN ARMED FORCES
PDMILSER	376	NUM	2	YESNO	DE30 HAS PARENT SERVED IN ARMED FORCES
PDRACE	367	NUM	2	RACE	DE3 RACE OF PARENT
PEDDIP	371	NUM	2	YHSDIPL	DE10 KIND OF HIGH SCHOOL DIPLOMA P HAS
PEDLEV	370	NUM	2	YEDLEV	DE9 PARENT'S HIGHEST LEVEL OF EDUCATION
PEMPCUR	372	NUM	2	PEMPCUR	DE11 IS PARENT EMPLOYED
PEMPEASY	374	NUM	2	YEMPLOY	DE13 DIFFICULTY OF Y FINDING JOB FROM P
PEMPEVER	373	NUM	2	YESNO	DE12 PARENT EVER EMPLOYED FULL TIME
PFASFLG	9	NUM	2	PFASFLGF	PRIMARY FEMALE ANALYTIC SAMPLE FLAG
PFCASHED	314	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: AIR FORCE
PFCIVCAR	286	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: AIR FORCE
PFHIQUAL	309	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: AIR FORCE
PFHITECH	282	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: AIR FORCE
PFLEADER	278	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: AIR FORCE
PFMATURE	302	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: AIR FORCE
PFMENTAL	298	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: AIR FORCE
PFPHYS	266	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: AIR FORCE
PFPOTEN	294	NUM	2	AGREEW	PE6 DEVELOP POTENTIAL: AIR FORCE
PFPROUD	270	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: AIR FORCE
PFSELCON	290	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: AIR FORCE
PFSTEP	274	NUM	2	AGREEW	PE6 STEPPING STONE TO COLLEGE: AIR FORCE
PFTRAIN	306	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: AIR FORCE
PFWIDE	262	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: AIR FORCE
PGCASHED	256	NUM	2	AGREEW	PE5 GET MONEY FOR EDUCATION: GUARD
PGCIVCAR	249	NUM	2	AGREEW	PE5 CIVILIAN CAREER DEVELOP: GUARD
PGHIQUAL	255	NUM	2	AGREEW	PE5 HIGHLY TRAINED COWORKERS: GUARD
PGHOME	257	NUM	2	AGREEW	PE5 SERVE AMERICA IN HOMETOWN: GUARD
PGLEADER	248	NUM	2	AGREEW	PE5 DEVELOP LEADERSHIP SKILLS: GUARD
PGMATURE	253	NUM	2	AGREEW	PE5 MATURE AND RESPONSIBLE: GUARD
PGMENTAL	252	NUM	2	AGREEW	PE5 MENTALLY CHALLENGING: GUARD
PGPOTEN	251	NUM	2	AGREEW	PE5 DEVELOP POTENTIAL: GUARD
PGPROUD	247	NUM	2	AGREEW	PE5 EXPERIENCE TO BE PROUD OF: GUARD
PGSELCON	250	NUM	2	AGREEW	PE5 DEVELOP SELF-CONFIDENCE: GUARD
PGSERCOM	258	NUM	2	AGREEW	PE5 SERVE OWN COMMUNITY: GUARD
PGSERPAR	393	NUM	2	AGREEW	PE5 PART-TIME WORK: GUARD

ACOMS PARNMAIN VARIABLE LIST FOR OCT 86 TO JUN 87
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VARIABLE	ORDER	TYPE	LEN	FORMAT	LABEL
PGTRAIN	254	NUM	2	AGREEW	PE5 TRAINING IN USEFUL SKILLS: GUARD
PGWEEKEN	259	NUM	2	AGREEW	PE5 INTERESTING WEEKENDS: GUARD
PGWIDE	246	NUM	2	AGREEW	PE5 WIDE VARIETY OF JOBS: GUARD
PHEARDAR	230	NUM	2	YESNO	PE1A P EVER HEARD OF ARMY RESERVE
PHEARDNG	245	NUM	2	YESNO	PE4A P EVER HEARD OF ARMY NATIONAL GUARD
PHEARDRO	341	NUM	2	YESNO	PE15A P EVER HEARD OF ROTC AT COLLEGE
PI11CHK	59	NUM	2	CCHECK	CONST. CHECK: PI10, PI11
PICASHED	83	NUM	2	RANGIMP	IAP2 IMP OF EARNING MONEY FOR EDUCATION
PICIVCAR	91	NUM	2	RANGIMP	IAP2 IMP OF HELPING CIVILIAN CAREER DEV
PICNTRY	86	NUM	2	RANGIMP	IAP2 IMP OF SERVING COUNTRY
PIEXPRAN	79	NUM	2	PEXPECT	PI26 P EXPECT Y TO BE OFFICER/ENLISTED
PIHIQUAL	82	NUM	2	RANGIMP	IAP2 IMP OF HIGHLY TRAINED COWORKERS
PIHITECH	88	NUM	2	RANGIMP	IAP2 IMP OF WORKING WITH HI-TECH EQUIP
PIHOME	94	NUM	2	RANGIMP	IAP2 IMP OF STAYING IN OWN HOMETOWN
PIINNOV	97	NUM	2	RANGIMP	IAP2 IMP OF USING OWN JUDGMENT
PILEADER	87	NUM	2	RANGIMP	IAP2 IMP OF DEVELOPING LEADERSHIP SKILLS
PILIKEDO	53	NUM	2	PILIKEDO	PI7 WHAT P WANTS Y TO DO IN FUTURE
PILIKEOS	54	CHAR	30	$CHAR	PI7 WHAT P WANTS Y TO DO - OTHER SPECIFY
PIMATURE	96	NUM	2	RANGIMP	IAP2 IMP OF BECOMING MATURE/RESPONSIBLE
PIMENMIL	55	NUM	2	PIOPIN	PI8 SHOULD YOUNG MEN SERVE IN MILITARY
PIMENTAL	98	NUM	2	RANGIMP	IAP2 IMP OF HAVING MENTAL CHALLENGE
PIMILOPN	69	NUM	2	PMILOPN	PI17 P ENCOURAGE/DISCOURAGE Y TO ENLIST
PINFMIL	70	NUM	2	PIPLAN	PI18 P SELF-REP INFLUENCE Y ENLIST PLANS
PINFPLAN	52	NUM	2	PIPLAN	PI6 P SELF-REP INFLUENCE Y FUTURE PLANS
PIOFTMIL	58	NUM	2	PIFREQ	PI11 FREQ OF P TALK TO Y ABOUT ENLISTING
PIOFTPLN	50	NUM	2	PIFREQ	PI2 FREQ OF P TALKS W/ Y ABOUT PLANS
PIPHYS	80	NUM	2	RANGIMP	IAP2 IMP OF HAVING PHYSICAL CHALLENGE
PIPOIADS	71	NUM	2	YESNO	PI19 DID P POINT OUT SERVICE ADS TO Y
PIPOTEN	90	NUM	2	RANGIMP	IAP2 IMP OF DEVELOPING POTENTIAL
PIPRBMIL	78	NUM	2	PPRBMIL	PI25 P BELIEVE Y WILL/WON'T ENLIST
PIPROUD	89	NUM	2	RANGIMP	IAP2 IMP OF EXPERIENCES TO BE PROUD OF
PIRCMAIL	77	NUM	2	YESNO	PI23 RECEIVE MILITARY RECRUITING MAIL
PIRECAF	75	NUM	2	YESNO	PI22 P SUGGEST Y SEE AIR FORCE RECRUITER
PIRECAR	73	NUM	2	YESNO	PI22 P SUGGEST Y SEE ARMY RECRUITER
PIRECMA	76	NUM	2	YESNO	PI22 P SUGGEST Y SEE MARINE RECRUITER
PIRECNA	74	NUM	2	YESNO	PI22 P SUGGEST Y SEE NAVY RECRUITER
PISELCON	85	NUM	2	RANGIMP	IAP2 IMP OF DEVELOPING SELF-CONFIDENCE
PISERCOM	92	NUM	2	RANGIMP	IAP2 IMP OF COMMUNITY SERVICE
PISERPAR	386	NUM	2	RANGIMP	IA IMP OF WORKING PART-TIME
PISTEP	95	NUM	2	RANGIMP	IAP2 IMP OF STEPPING FROM HS TO COLLEGE
PISUGREC	72	NUM	2	YESNO	PI21 P SUGGEST Y SEE MILITARY RECRUITER
PITLKACT	66	NUM	2	YESNO	PI16 P TALKED TO Y ABOUT ACTIVE DUTY
PITLKAF	63	NUM	2	YESNO	PI15 SERVICE DISCUSSED WAS AIR FORCE
PITLKALL	65	NUM	2	YESNO	PI15 SERVICE DISCUSSED WAS ALL SERVICES
PITLKAR	61	NUM	2	YESNO	PI15 SERVICE DISCUSSED WAS ARMY
PITLKMC	64	NUM	2	YESNO	PI15 SERVICE DISCUSSED WAS MARINE CORPS
PITLKMIL	57	NUM	2	YESNO	PI10 HAS P TALKED TO Y ABOUT ENLISTING
PITLKNA	62	NUM	2	YESNO	PI15 SERVICE DISCUSSED WAS NAVY
PITLKNG	68	NUM	2	YESNO	PI16 P TALKED TO Y ABOUT NATIONAL GUARD
PITLKOPN	51	NUM	2	PTLKOPN	PI5 DOES P GIVE OPINION DURING TALK W/ Y
PITLKRAN	60	NUM	2	PIOFFIC	PI14 DISCUSSED Y AS OFFICER OR ENLISTED
PITLKRV	67	NUM	2	YESNO	PI16 P TALKED TO Y ABOUT RESERVE
PITRAIN	84	NUM	2	RANGIMP	IAP2 IMP OF TRAINING IN USEFUL SKILLS
PIWEEKEN	93	NUM	2	RANGIMP	IAP2 IMP OF WEEKEND EXCITEMENT

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VARIABLE	ORDER	TYPE	LEN	FORMAT	LABEL
PIWIDE	385	NUM	2	RANGIMP	IA IMP OF OPPORT TO FIND A JOB
PIWOMMIL	56	NUM	2	PIOPIN	PI9 SHOULD YOUNG WOMEN SERVE IN MILTARY
PKADEP	360	NUM	2	YKADEP	KA6 CAN Y JOIN ARMY DEP & ENTER YR LATER
PKAEARN	351	NUM	2	YKAEARN	KA7 EARN MONEY FOR COLLEGE IN ARMY
PKAEDBEN	352	NUM	2	YKABEN	KA1 AMOUNT OF ARMY EDUCATION BENEFITS
PKAGIAF	356	NUM	2	YKAGIAF	KA4 DOES AIR FORCE OFFER GI BILL
PKAGIAR	355	NUM	2	YKAGIAR	KA4 DOES ARMY OFFER GI BILL
PKAGIMA	358	NUM	2	YKAGIMA	KA4 DOES MARINE CORPS OFFER GI BILL
PKAGINA	357	NUM	2	YKAGINA	KA4 DOES NAVY OFFER GI BILL
PKALLCOL	353	NUM	2	YKALCOL	KA2 WOULD ARMY PAY FOR ENTIRE COLLEGE ED
PKARGCOL	364	NUM	2	YKACOL	KA11 EARN COLLEGE MONEY IN RESERVE/GUARD
PKARGGI	365	NUM	2	YKARGGI	KA12 MAX GI BILL AMOUNT IN RESERVE/GUARD
PKARGHS	362	NUM	2	YKARGHS	KA9 CAN ONLY HS GRADS JOIN RESERVE/GUARD
PKARGJUN	361	NUM	2	YKAJOIN	KA8 CAN HS JRS AGE 17 JOIN RESERVE/GUARD
PKASAME	354	NUM	2	YKASAME	KA3 COMPAR ARMY EDUC BEN TO OTH BRANCHES
PKAWARD	363	NUM	2	YKAWARD	KA10 WHO SPONSORS SCHOLAR-ATHLETE AWARD
PKAYEARS	359	NUM	2		KA5 MINIMUM ARMY ENLISTMENT
PKRMSGAR	206	NUM	2	YKVERB	STATUS OF KR VERBATIM RESPONSE: ARMY
PKRMSGOT	207	NUM	2	YKVERB	STATUS OF KR VERBATIM RESPONSE: NON-ARMY
PKRNGAF	177	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR AIR FORCE
PKRNGAR	178	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR ARMY
PKRNGCG	181	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR COAST GUARD
PKRNGMC	180	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR MARINES
PKRNGNA	179	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR NAVY
PKRROAF	172	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR AIR FORCE
PKRROAR	173	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR ARMY
PKRROCG	176	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR COAST GUARD
PKRROMC	175	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR MARINES
PKRRONA	174	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR NAVY
PKRRVAF	182	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR AIR FORCE
PKRRVAR	183	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR ARMY
PKRRVCG	186	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR COAST GUARD
PKRRVMC	185	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR MARINES
PKRRVNA	184	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR NAVY
PMAG1	152	NUM	3	MAGFMT	MH32 MAGAZINE #1 READ ON REGULAR BASIS
PMAG2	153	NUM	3	MAGFMT	MH32 MAGAZINE #2 READ ON REGULAR BASIS
PMAG3	154	NUM	3	MAGFMT	MH32 MAGAZINE #3 READ ON REGULAR BASIS
PMAG4	155	NUM	3	MAGFMT	MH32 MAGAZINE #4 READ ON REGULAR BASIS
PMAG5	156	NUM	3	MAGFMT	MH32 MAGAZINE #5 READ ON REGULAR BASIS
PMAG6	157	NUM	3	MAGFMT	MH32 MAGAZINE #6 READ ON A REGULAR BASIS
PMAGHOUR	158	NUM	3		MH33 HOURS PER WEEK READING MAGAZINES
PMAGREAD	151	NUM	2	YESNO	MH31 DOES PARENT READ MAGAZINES
PMAINDAT	6	CHAR	6	$CHAR	DATE OF PARENT INTERVIEW
PMASFLG	8	NUM	2	PMASFLGF	PRIMARY MALE ANALYTIC SAMPLE FLAG
PMCASHED	313	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: MARINES
PMCIVCAR	285	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: MARINES
PMHIQUAL	311	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: MARINES
PMHITECH	281	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: MARINES
PMLEADER	277	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: MARINES
PMMATURE	301	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: MARINES
PMMENTAL	297	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: MARINES
PMPHYS	265	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: MARINES
PMPOTEN	293	NUM	2	AGREEW	PE6 DEVELOP POTENTIAL: MARINES
PMPROUD	269	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: MARINES

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PMSELCON	289	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: MARINES
PMSTEP	273	NUM	2	AGREEW	PE6 STEPPING STONE TO COLLEGE: MARINES
PMTRAIN	305	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: MARINES
PMWIDE	261	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: MARINES
PNCASHED	312	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: NAVY
PNCIVCAR	284	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: NAVY
PNHIQUAL	308	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: NAVY
PNHITECH	280	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: NAVY
PNLEADER	276	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: NAVY
PNMATURE	300	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: NAVY
PNMENTAL	296	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: NAVY
PNPHYS	264	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: NAVY
PNPOTEN	292	NUM	2	AGREEW	PE6 DEVELOP POTENTIAL: NAVY
PNPROUD	268	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: NAVY
PNSELCON	288	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: NAVY
PNSTEP	272	NUM	2	AGREEW	PE6 STEPPING STONE TO COLLEGE: NAVY
PNTRAIN	304	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: NAVY
PNWIDE	260	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: NAVY
POINNOV	349	NUM	2	AGREEW	PE3 INNOVATIVE/CREATIVE: OFFICER
POPROUD	347	NUM	2	AGREEW	PE3 EXPERIENCE TO BE PROUD OF: OFFICER
POUSECOL	348	NUM	2	AGREEW	PE3 USE COLLEGE SKILLS: OFFICER
POWIDE	346	NUM	2	AGREEW	PE3 WIDE VARIETY OF JOBS: OFFICER
PPAPCLAS	150	NUM	2	YESNO	MH30 DOES PARENT READ CLASSIFIED
PPAPCOM	145	NUM	2	YESNO	MH30 DOES PARENT READ COMICS
PPAPFOOD	148	NUM	2	YESNO	MH30 DOES PARENT READ FOOD SECTION
PPAPHOUR	142	NUM	3		MH29 HOURS PER WEEK READING NEWSPAPER
PPAPLOC	147	NUM	2	YESNO	MH30 DOES PARENT READ LOCAL SECTION
PPAPNEWS	146	NUM	2	YESNO	MH30 DOES PARENT READ NEWS SECTION
PPAPREAD	141	NUM	2	YPAPREA	MH28 HOW OFTEN DOES P READ NEWSPAPER
PPAPSPOR	144	NUM	2	YESNO	MH30 DOES PARENT READ SPORTS
PPAPSTYL	149	NUM	2	YESNO	MH30 DOES PARENT READ LIFESTYLE SECTION
PPECOL	339	NUM	2	PROPANS	PE14 ARMY % PAST YEAR TO FINISH COLLEGE
PPEDIP	337	NUM	2	PROPANS	PE12 ARMY % PAST YEAR HIGH SCHOOL GRADS
PPEGRADE	338	NUM	2	PEGRADE	PE13 ARMY % PAST YEAR UPPER HALF IQ
PPESIM	340	NUM	2	YESNO	PE15 ARE MANY YOUNG PEOPLE JOINING ARMY
PRADCLAS	129	NUM	2	YESNO	MH26 DOES PARENT LISTEN CLASSICAL MUSIC
PRADCW	131	NUM	2	YESNO	MH26 DOES PARENT LISTEN COUNTRY MUSIC
PRADEASY	135	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO EASY MUSIC
PRADHRAM	124	NUM	3		MH17 HOW MANY HOURS PER WEEK AM RADIO
PRADHRFM	125	NUM	3		MH17 HOW MANY HOURS PER WEEK FM RADIO
PRADLIS	123	NUM	2	YESNO	MH16 DOES PARENT LISTEN TO THE RADIO
PRADNEWS	128	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO NEWS
PRADPOP	130	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO POP MUSIC
PRADROCK	134	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO ROCK MUSIC
PRADSH1	136	NUM	2	YESNO	MH27 DOES P LISTEN TO AMERICAN TOP 40
PRADSH2	137	NUM	2	YESNO	MH27 DOES P LISTEN TO KING BISCUIT HOUR
PRADSH3	138	NUM	2	YESNO	MH27 DOES P LISTEN TO RICK DEES' TOP 40
PRADSH4	139	NUM	2	YESNO	MH27 DOES P LISTEN TO METALSHOP
PRADSH5	140	NUM	2	YESNO	MH27 DOES P LISTEN TO ROCKLINE
PRADSPOR	132	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO SPORTS
PRADTALK	133	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO TALK SHOWS
PRELECT	344	NUM	2	AGREEW	PE2 COLLEGE ELECTIVE W/COURSES: ROTC
PREPL1	394	NUM	8		REPLICATE WEIGHT 1
PREPL10	403	NUM	8		REPLICATE WEIGHT 10

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VARIABLE	ORDER	TYPE	LEN	FORMAT	LABEL
PREPL11	404	NUM	8		REPLICATE WEIGHT 11
PREPL12	405	NUM	8		REPLICATE WEIGHT 12
PREPL13	406	NUM	8		REPLICATE WEIGHT 13
PREPL14	407	NUM	8		REPLICATE WEIGHT 14
PREPL15	408	NUM	8		REPLICATE WEIGHT 15
PREPL16	409	NUM	8		REPLICATE WEIGHT 16
PREPL17	410	NUM	8		REPLICATE WEIGHT 17
PREPL18	411	NUM	8		REPLICATE WEIGHT 18
PREPL19	412	NUM	8		REPLICATE WEIGHT 19
PREPL2	395	NUM	8		REPLICATE WEIGHT 2
PREPL20	413	NUM	8		REPLICATE WEIGHT 20
PREPL21	414	NUM	8		REPLICATE WEIGHT 21
PREPL22	415	NUM	8		REPLICATE WEIGHT 22
PREPL23	416	NUM	8		REPLICATE WEIGHT 23
PREPL24	417	NUM	8		REPLICATE WEIGHT 24
PREPL25	418	NUM	8		REPLICATE WEIGHT 25
PREPL26	419	NUM	8		REPLICATE WEIGHT 26
PREPL27	420	NUM	8		REPLICATE WEIGHT 27
PREPL28	421	NUM	8		REPLICATE WEIGHT 28
PREPL29	422	NUM	8		REPLICATE WEIGHT 29
PREPL3	396	NUM	8		REPLICATE WEIGHT 3
PREPL30	423	NUM	8		REPLICATE WEIGHT 30
PREPL31	424	NUM	8		REPLICATE WEIGHT 31
PREPL32	425	NUM	8		REPLICATE WEIGHT 32
PREPL4	397	NUM	8		REPLICATE WEIGHT 4
PREPL5	398	NUM	8		REPLICATE WEIGHT 5
PREPL6	399	NUM	8		REPLICATE WEIGHT 6
PREPL7	400	NUM	8		REPLICATE WEIGHT 7
PREPL8	401	NUM	8		REPLICATE WEIGHT 8
PREPL9	402	NUM	8		REPLICATE WEIGHT 9
PRLEADER	342	NUM	2	AGREEW	PE2 LEADERSHIP/MANAGEMENT TRAINING: ROTC
PROFFCOM	345	NUM	2	AGREEW	PE2 AN OFFICER'S COMMISSION: ROTC
PRSELCON	343	NUM	2	AGREEW	PE2 DEVELOP SELF-CONFIDENCE: ROTC
PSCASHED	315	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: MILITARY
PSCIVCAR	287	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: MILITARY
PSEXSAMP	15	NUM	2	PSEXSMP	WHICH PARENT TO INTERVIEW FROM THIS HH
PSHIQUAL	313	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: MILITARY
PSHITECH	283	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: MILITARY
PSLEADER	279	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: MILITARY
PSMATURE	303	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: MILITARY
PSMENTAL	299	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: MILITARY
PSPHYS	267	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: MILITARY
PSPOTEN	295	NUM	2	AGREEW	PE6 DEVELOP POTENTIAL: MILITARY
PSPROUD	271	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: MILITARY
PSSELCON	291	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: MILITARY
PSSTEP	275	NUM	2	AGREEW	PE6 STEPPING STONE TO COLLEGE: MILITARY
PSTRAIN	307	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: MILITARY
PSWIDE	263	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: MILITARY
PTVCAB1	104	NUM	2	YESNO	MH11 DOES PARENT WATCH MTV
PTVCAB2	105	NUM	2	YESNO	MH11 DOES PARENT WATCH NASHVILLE NETWORK
PTVCAB3	106	NUM	2	YESNO	MH11 DOES PARENT WATCH ESPN [SPORTS]
PTVCAB4	107	NUM	2	YESNO	MH11 DOES PARENT WATCH WTBS [SYNDICATED]
PTVCAB5	108	NUM	2	YESNO	MH11 DOES P WATCH BLACK ENTERTAINMENT TV
PTVCOMDY	113	NUM	2	YESNO	MH12 DOES PARENT VIEW SITCOMS

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PTVDRAMA	111	NUM	2	YESNO	MH12 DOES PARENT VIEW GENERAL DRAMA
PTVHRCAB	101	NUM	3		MH2 HRS PER WEEK WATCH CERTAIN CABLE TV
PTVHRREG	100	NUM	3		MH2 HRS PER WEEK WATCH NETWORK TV
PTVMOVIE	114	NUM	2	YESNO	MH12 DOES PARENT VIEW TV MOVIES
PTVMUSIC	112	NUM	2	YESNO	MH12 DOES PARENT VIEW MUSIC/VIDEOS
PTVMYS	110	NUM	2	YESNO	MH12 DOES PARENT VIEW MYSTERIES
PTVSH1	116	NUM	2	YESNO	MH13 DOES PARENT WATCH DAVID LETTERMAN
PTVSH2	117	NUM	2	YESNO	MH13 DOES P WATCH FRIDAY NIGHT VIDEOS
PTVSH3	118	NUM	2	YESNO	MH13 DOES P WATCH MONDAY NIGHT FOOTBALL
PTVSH4	119	NUM	2	YESNO	MH13 DOES P WATCH COLLEGE FOOTBALL
PTVSH5	120	NUM	2	YESNO	MH13 DOES P WATCH SUNDAY NIGHT MOVIES
PTVSPORT	109	NUM	2	YESNO	MH12 DOES PARENT VIEW SPORTS
PTVTALK	115	NUM	2	YESNO	MH12 DOES PARENT VIEW TV TALK SHOWS
PTVWATCH	99	NUM	2	YESNO	MH1 PARENT REGULARLY WATCHES TV
PUN12AF	163	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR AIR FORCE
PUN12ALL	171	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ALL IN ONE AD
PUN12AR	164	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ARMY
PUN12CG	168	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR COAST GUARD
PUN12MC	169	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR MARINE CORPS
PUN12NA	170	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NAVY
PUN12NG	166	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NAT GUARD
PUN12NON	162	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NO SERVICES
PUN12RO	165	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ROTC
PUN12RV	167	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR RESERVE
PVCASHED	241	NUM	2	AGREEW	PE4 MONEY TO FUTHER EDUCATION: RESERVE
PVCIVCAR	234	NUM	2	AGREEW	PE4 CIVILIAN CAREER DEVELOP: RESERVE
PVCRHAVE	121	NUM	2	YESNO	MH14 DOES HOUSEHOLD HAVE A VCR
PVCRHOUR	122	NUM	3		MH15 HOURS PER WEEK SPENT WATCHING VCR
PVERSION	7	NUM	2		PARENT INTERVIEW VERSION NUMBER
PVHIQUAL	240	NUM	2	AGREEW	PE4 HIGHLY TRAINED COWORKERS: RESERVE
PVHOME	242	NUM	2	AGREEW	PE4 SERVE AMERICA IN HOMETOWN: RESERVE
PVLEADER	233	NUM	2	AGREEW	PE4 DEVELOP LEADERSHIP SKILLS: RESERVE
PVMATURE	238	NUM	2	AGREEW	PE4 MATURE AND RESPONSIBLE: RESERVE
PVMENTAL	237	NUM	2	AGREEW	PE4 MENTALLY CHALLENGING: RESERVE
PVPOTEN	236	NUM	2	AGREEW	PE4 DEVELOP POTENTIAL: RESERVE
PVPROUD	232	NUM	2	AGREEW	PE4 EXPERIENCE TO BE PROUD OF: RESERVE
PVSELCON	235	NUM	2	AGREEW	PE4 DEVELOP SELF-CONFIDENCE: RESERVE
PVSERCOM	243	NUM	2	AGREEW	PE4 SERVE OWN COMMUNITY: RESERVE
PVSERPAR	392	NUM	2	AGREEW	PE4 PART-TIME WORK: RESERVE
PVTRAIN	239	NUM	2	AGREEW	PE4 TRAINING IN USEFUL SKILLS: RESERVE
PVWEEKEN	244	NUM	2	AGREEW	PE4 INTERESTING WEEKENDS: RESERVE
PVWIDE	231	NUM	2	AGREEW	PE4 WIDE VARIETY OF JOBS: RESERVE
PWCASHED	328	NUM	2	AGREEW	PE7 GET MONEY FOR EDUCATION: JOB
PWCIVCAR	321	NUM	2	AGREEW	PE7 CIVILIAN CAREER DEVELOP: JOB
PWFACKA	38	NUM	8		WEIGHT FACTOR FOR KA MODULE
PWFACMH	37	NUM	8		WEIGHT FACTOR FOR MH MODULE
PWFACPEA	39	NUM	8		WEIGHT FACTOR FOR PE (ACTIVE)
PWFACPEC	47	NUM	8		WEIGHT FACTOR FOR PE (COLLEGE)
PWFACPEF	42	NUM	8		WEIGHT FACTOR FOR PE (AIR FORCE)
PWFACPEG	41	NUM	8		WEIGHT FACTOR FOR PE (NATIONAL GUARD)
PWFACPEM	43	NUM	8		WEIGHT FACTOR FOR PE (MARINE CORPS)
PWFACPEN	44	NUM	8		WEIGHT FACTOR FOR PE (NAVY)
PWFACPER	48	NUM	8		WEIGHT FACTOR FOR PE (ROTC/OFFICER)
PWFACPES	45	NUM	8		WEIGHT FACTOR FOR PE (MILITARY)

ACOMS PARNMAIN VARIABLE LIST FOR OCT 86 TO JUN 87
Current as of Q87-2 (Jan, Feb, Mar) - destroy when replaced for Q87-3

VARIABLE	ORDER	TYPE	LEN	FORMAT	LABEL
PWFACPEV	40	NUM	8		WEIGHT FACTOR FOR PE (RESERVE)
PWFACPEW	46	NUM	8		WEIGHT FACTOR FOR PE (CIVILIAN JOB)
PWGHTKA	26	NUM	8		WEIGHT FOR KA MODULE
PWGHTMH	25	NUM	8		WEIGHT FOR MH MODULE
PWGHTPEA	27	NUM	8		WEIGHT FOR PE (ACTIVE)
PWGHTPEC	35	NUM	8		WEIGHT FOR PE (COLLEGE)
PWGHTPEF	30	NUM	8		WEIGHT FOR PE (AIR FORCE)
PWGHTPEG	29	NUM	8		WEIGHT FOR PE (NATIONAL GUARD)
PWGHTPEM	31	NUM	8		WEIGHT FOR PE (MARINE CORPS)
PWGHTPEN	32	NUM	8		WEIGHT FOR PE (NAVY)
PWGHTPER	36	NUM	8		WEIGHT FOR PE (ROTC/OFFICER)
PWGHTPES	33	NUM	8		WEIGHT FOR PE (MILITARY)
PWGHTPEV	28	NUM	8		WEIGHT FOR PE (RESERVE)
PWGHTPEW	34	NUM	8		WEIGHT FOR PE (CIVILIAN JOB)
PWHIQUAL	327	NUM	2	AGREEW	PE7 HIGHLY TRAINED COWORKERS: JOB
PWHITECH	320	NUM	2	AGREEW	PE7 USE HIGH-TECH EQUIPMENT: JOB
PWLEADER	319	NUM	2	AGREEW	PE7 DEVELOP LEADERSHIP SKILLS: JOB
PWMATURE	325	NUM	2	AGREEW	PE7 MATURE AND RESPONSIBLE: JOB
PWMENTAL	324	NUM	2	AGREEW	PE7 MENTALLY CHALLENGING: JOB
PWPHYS	316	NUM	2	AGREEW	PE7 PHYSICALLY CHALLENGING: JOB
PWPOTEN	323	NUM	2	AGREEW	PE7 DEVELOP POTENTIAL: JOB
PWPROUD	317	NUM	2	AGREEW	PE7 EXPERIENCE TO BE PROUD OF: JOB
PWSELCON	322	NUM	2	AGREEW	PE7 DEVELOP SELF-CONFIDENCE: JOB
PWSTEP	318	NUM	2	AGREEW	PE7 STEPPING STONE TO COLLEGE: JOB
PWTRAIN	326	NUM	2	AGREEW	PE7 TRAINING IN USEFUL SKILLS: JOB
PXAD12AF	430	NUM	2	YXADF	UNAIDED + AIDED RECALL AIR FORCE ADS
PXAD12AL	434	NUM	2	YXADF	UNAIDED + AIDED RECALL JRAP ADS
PXAD12AR	426	NUM	2	YXADF	UNAIDED + AIDED RECALL ACTIVE ARMY ADS
PXAD12CG	433	NUM	2	YXADF	UNAIDED + AIDED RECALL COAST GUARD ADS
PXAD12MC	432	NUM	2	YXADF	UNAIDED + AIDED RECALL MARINE CORPS ADS
PXAD12NA	431	NUM	2	YXADF	UNAIDED + AIDED RECALL NAVY ADS
PXAD12NG	428	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY NATL GUARD
PXAD12RO	427	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY ROTC ADS
PXAD12RV	429	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY RESERVE ADS
PXKADEP	443	NUM	2	YXKAF	KNOW: CAN Y JOIN ARMY DEP, ENTER YR LATR
PXKAEARN	435	NUM	2	YXKAF	KNOW: EARN MONEY FOR COLLEGE IN ARMY
PXKAEDBN	436	NUM	2	YXKAF	KNOW: AMOUNT OF ARMY EDUCATION BENEFITS
PXKAGIAF	439	NUM	2	YXKAF	KNOW: DOES THE AIR FORCE OFFER GI BILL
PXKAGIAR	438	NUM	2	YXKAF	KNOW: DOES THE ARMY OFFER THE GI BILL
PXKAGIMA	441	NUM	2	YXKAF	KNOW: DOES MARINE CORPS OFFER GI BILL
PXKAGINA	440	NUM	2	YXKAF	KNOW: DOES THE NAVY OFFER THE GI BILL
PXKARGCL	447	NUM	2	YXKAF	KNOW: EARN COLLEGE MONEY IN RESERVE/NG
PXKARGGI	448	NUM	2	YXKAF	KNOW: MAX GI BILL AMOUNT IN RESERVE/NG
PXKARGHS	445	NUM	2	YXKAF	KNOW: CAN ONLY HS GRADS JOIN RESERVE/NG
PXKARGJN	444	NUM	2	YXKAF	KNOW: CAN HS JRS AGE 17 JOIN RESERVE/NG
PXKASAME	437	NUM	2	YXKAF	KNOW: COMPAR ARMY ED BEN TO OTH BRANCHES
PXKAWARD	446	NUM	2	YXKAF	KNOW: WHO SPONSORS SCHOLAR-ATHLETE AWARD
PXKAYRS	442	NUM	2	YXKAF	KNOW: MINIMUM ARMY ENLISTMENT
RACE1	14	NUM	2	PSRACE	RACE/ETHNICITY FOR POST-STRATIFICATION
RANDIAP	81	NUM	2	RANDIAY	IAP2 RANDOM NUMBER SELECTED
RANDKAP	350	NUM	2	RANDKAY	KA4 RANDOMIZE FIRST BRANCH FOR GI BILL
RANDKRP	161	NUM	2	RANDKR	KR17 RANDOM NUMBER FOR SERVICE DISPLAY
RANDKRP2	160	NUM	2	KNOW	KR5-KR13 RANDOM NUMBER
RANDPEP1	210	NUM	2	RAND1PE	PEP 1 RANDOM START FOR ARMY

ACOMS PARNMAIN VARIABLE LIST FOR OCT 86 TO JUN 87
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VARIABLE	ORDER	TYPE	LEN	FORMAT	LABEL
RANDPEP4	211	NUM	2	RAND4PE	PEP 4 RANDOM START FOR ARV/ANG
RANDPEP5	212	NUM	2	RAND4PE	PEP 5 RANDOM START FOR NATIONAL GUARD
RANDPEP6	213	NUM	2	RAND1PE	PEP 6 RANDOM START FOR AF/MC/NA/ALL
RANDPEP7	214	NUM	2	RAND7PE	PEP 7 RANDOM START FOR CIVILIAN JOB
RANDPEP8	215	NUM	2	PE8RAND	PEP 8 RANDOM START FOR COLLEGE
RANDPEPA	388	NUM	2	RANDPEYA	PEP1,4,5 RANDOM START: ARMY & ARV/ANG
RANDPEPB	389	NUM	2	RAND1PE	PEP1,6 RANDOM START: ARMY & AF/MC/NA/ALL
RANDPEPC	390	NUM	2	RAND1PE	PEP1,7 RANDOM START: ARMY & WORK FORCE
RANDPEPD	391	NUM	2	RAND1PE	PEP1,8 RANDOM START: ARMY & COLLEGE
RANDPEPO	387	NUM	2	RANORDER	WHICH PE REFERENT IS FIRST ON SCREEN
RANDROP	49	NUM	2	RANDROP	PARENTAL MODULE ROTATION VARIABLE
ROTCREG	17	CHAR	2	$ROTCFMT	ROTC REGION/BRIGADE
SELYYMM	4	NUM	4	YYMMNUM	YEAR AND MONTH HH SELECTED INTO SAMPLE
YATSFLG	11	NUM	2	YATSFLGF	86 YATS II SAMPLE FLAG
YMAINDAT	5	CHAR	6	$CHAR	DATE OF MAIN INTERVIEW
YUTHNUM	2	CHAR	2	$CHAR	YOUTH ID NUMBER

ACOMS PARENT VARIABLE LIST
BY ORDER

OCT 86 TO JUN 87
Destroy When Replaced by Q87-3

ACOMS PARNMAIN VARIABLE LIST FOR OCT 86 TO JUN 87
Current as of Q87-2 (Jan, Feb, Mar) - destroy when replaced for Q87-3

ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
1	CASEID	CHAR	8	$CHAR	HOUSEHOLD ID NUMBER
2	YUTHNUM	CHAR	2	$CHAR	YOUTH ID NUMBER
3	PARNNUM	CHAR	2	$CHAR	PARENTAL ID NUMBER FOR BASM SEGMENT
4	SELYYMM	NUM	4	YYMMNUM	YEAR AND MONTH HH SELECTED INTO SAMPLE
5	YMAINDAT	CHAR	6	$CHAR	DATE OF MAIN INTERVIEW
6	PMAINDAT	CHAR	6	$CHAR	DATE OF PARENT INTERVIEW
7	PVERSION	NUM	2		PARENT INTERVIEW VERSION NUMBER
8	PMASFLG	NUM	2	PMASFLGF	PRIMARY MALE ANALYTIC SAMPLE FLAG
9	PFASFLG	NUM	2	PFASFLGF	PRIMARY FEMALE ANALYTIC SAMPLE FLAG
10	MARKFLG	NUM	2	MARKFLGF	RECRUITING MARKET FLAG
11	YATSFLG	NUM	2	YATSFLGF	86 YATS II SAMPLE FLAG
12	PANELPEY	NUM	2	PEPANEL	YOUTH SAMPLE SUBGROUP FOR ANALYSIS
13	ECALCAGE	NUM	3		SC9 CALCULATED AGE FROM DATE OF BIRTH
14	RACE1	NUM	2	PSRACE	RACE/ETHNICITY FOR POST-STRATIFICATION
15	PSEXSAMP	NUM	2	PSEXSMP	WHICH PARENT TO INTERVIEW FROM THIS HH
16	BRIGADE	NUM	2	RCTGBDE	USAREC RECRUITING BRIGADE
17	ROTCREG	CHAR	2	$ROTCFMT	ROTC REGION/BRIGADE
18	HHSTATE	CHAR	2	$STATE	HH STATE POSTAL CODE
19	CNTYFIPS	CHAR	3	$CHAR	HH COUNTY FIPS CODE
20	ESEX	NUM	2	SEX	SEX OF ENUMERATED YOUTH
21	PARENTED	NUM	2	PAREDUC	EDUCATION OF PARENT, FROM YOUTH RECORD
22	IMPEDUCP	NUM	2	PAREDUC	IMPUTED EDUCATION OF PARENT
23	PBASWGHT	NUM	8		PARENT BASE WEIGHT
24	PARNWGHT	NUM	8		PARENT FINAL ADJUSTED WEIGHT
25	PWGHTMH	NUM	8		WEIGHT FOR MH MODULE
26	PWGHTKA	NUM	8		WEIGHT FOR KA MODULE
27	PWGHTPEA	NUM	8		WEIGHT FOR PE (ACTIVE)
28	PWGHTPEV	NUM	8		WEIGHT FOR PE (RESERVE)
29	PWGHTPEG	NUM	8		WEIGHT FOR PE (NATIONAL GUARD)
30	PWGHTPEF	NUM	8		WEIGHT FOR PE (AIR FORCE)
31	PWGHTPEM	NUM	8		WEIGHT FOR PE (MARINE CORPS)
32	PWGHTPEN	NUM	8		WEIGHT FOR PE (NAVY)
33	PWGHTPES	NUM	8		WEIGHT FOR PE (MILITARY)
34	PWGHTPEW	NUM	8		WEIGHT FOR PE (CIVILIAN JOB)
35	PWGHTPEC	NUM	8		WEIGHT FOR PE (COLLEGE)
36	PWGHTPER	NUM	8		WEIGHT FOR PE (ROTC/OFFICER)
37	PWFACMH	NUM	8		WEIGHT FACTOR FOR MH MODULE
38	PWFACKA	NUM	8		WEIGHT FACTOR FOR KA MODULE
39	PWFACPEA	NUM	8		WEIGHT FACTOR FOR PE (ACTIVE)
40	PWFACPEV	NUM	8		WEIGHT FACTOR FOR PE (RESERVE)
41	PWFACPEG	NUM	8		WEIGHT FACTOR FOR PE (NATIONAL GUARD)
42	PWFACPEF	NUM	8		WEIGHT FACTOR FOR PE (AIR FORCE)
43	PWFACPEM	NUM	8		WEIGHT FACTOR FOR PE (MARINE CORPS)
44	PWFACPEN	NUM	8		WEIGHT FACTOR FOR PE (NAVY)
45	PWFACPES	NUM	8		WEIGHT FACTOR FOR PE (MILITARY)
46	PWFACPEW	NUM	8		WEIGHT FACTOR FOR PE (CIVILIAN JOB)
47	PWFACPEC	NUM	8		WEIGHT FACTOR FOR PE (COLLEGE)
48	PWFACPER	NUM	8		WEIGHT FACTOR FOR PE (ROTC/OFFICER)
49	RANDROP	NUM	2	RANDROP	PARENTAL MODULE ROTATION VARIABLE
50	PIOFTPLN	NUM	2	PIFREQ	PI2 FREQ OF P TALKS W/ Y ABOUT PLANS
51	PITLKOPN	NUM	2	PTLKOPN	PI5 DOES P GIVE OPINION DURING TALK W/ Y
52	PINFPLAN	NUM	2	PIPLAN	PI6 P SELF-REP INFLUENCE Y FUTURE PLANS
53	PILIKEDO	NUM	2	PILIKEDO	PI7 WHAT P WANTS Y TO DO IN FUTURE
54	PILIKEOS	CHAR	30	$CHAR	PI7 WHAT P WANTS Y TO DO - OTHER SPECIFY

ACOMS PARNMAIN VARIABLE LIST FOR OCT 86 TO JUN 87
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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
55	PIMENMIL	NUM	2	PIOPIN	PI8 SHOULD YOUNG MEN SERVE IN MILITARY
56	PIWOMMIL	NUM	2	PIOPIN	PI9 SHOULD YOUNG WOMEN SERVE IN MILTARY
57	PITLKMIL	NUM	2	YESNO	PI10 HAS P TALKED TO Y ABOUT ENLISTING
58	PIOFTMIL	NUM	2	PIFREQ	PI11 FREQ OF P TALK TO Y ABOUT ENLISTING
59	PI11CHK	NUM	2	CCHECK	CONST. CHECK: PI10, PI11
60	PITLKRAN	NUM	2	PIOFFIC	PI14 DISCUSSED Y AS OFFICER OR ENLISTED
61	PITLKAR	NUM	2	YESNO	PI15 SERVICE DISCUSSED WAS ARMY
62	PITLKNA	NUM	2	YESNO	PI15 SERVICE DISCUSSED WAS NAVY
63	PITLKAF	NUM	2	YESNO	PI15 SERVICE DISCUSSED WAS AIR FORCE
64	PITLKMC	NUM	2	YESNO	PI15 SERVICE DISCUSSED WAS MARINE CORPS
65	PITLKALL	NUM	2	YESNO	PI15 SERVICE DISCUSSED WAS ALL SERVICES
66	PITLKACT	NUM	2	YESNO	PI16 P TALKED TO Y ABOUT ACTIVE DUTY
67	PITLKRV	NUM	2	YESNO	PI16 P TALKED TO Y ABOUT RESERVE
68	PITLKNG	NUM	2	YESNO	PI16 P TALKED TO Y ABOUT NATIONAL GUARD
69	PIMILOPN	NUM	2	PMILOPN	PI17 P ENCOURAGE/DISCOURAGE Y TO ENLIST
70	PINFMIL	NUM	2	PIPLAN	PI18 P SELF-REP INFLUENCE Y ENLIST PLANS
71	PIPOIADS	NUM	2	YESNO	PI19 DID P POINT OUT SERVICE ADS TO Y
72	PISUGREC	NUM	2	YESNO	PI21 P SUGGEST Y SEE MILITARY RECRUITER
73	PIRECAR	NUM	2	YESNO	PI22 P SUGGEST Y SEE ARMY RECRUITER
74	PIRECNA	NUM	2	YESNO	PI22 P SUGGEST Y SEE NAVY RECRUITER
75	PIRECAF	NUM	2	YESNO	PI22 P SUGGEST Y SEE AIR FORCE RECRUITER
76	PIRECMA	NUM	2	YESNO	PI22 P SUGGEST Y SEE MARINE RECRUITER
77	PIRCMAIL	NUM	2	YESNO	PI23 RECEIVE MILITARY RECRUITING MAIL
78	PIPRBMIL	NUM	2	PPRBMIL	PI25 P BELIEVE Y WILL/WON'T ENLIST
79	PIEXPRAN	NUM	2	PEXPECT	PI26 P EXPECT Y TO BE OFFICER/ENLISTED
80	PIPHYS	NUM	2	RANGIMP	IAP2 IMP OF HAVING PHYSICAL CHALLENGE
81	RANDIAP	NUM	2	RANDIAY	IAP2 RANDOM NUMBER SELECTED
82	PIHIQUAL	NUM	2	RANGIMP	IAP2 IMP OF HIGHLY TRAINED COWORKERS
83	PICASHED	NUM	2	RANGIMP	IAP2 IMP OF EARNING MONEY FOR EDUCATION
84	PITRAIN	NUM	2	RANGIMP	IAP2 IMP OF TRAINING IN USEFUL SKILLS
85	PISELCON	NUM	2	RANGIMP	IAP2 IMP OF DEVELOPING SELF-CONFIDENCE
86	PICNTRY	NUM	2	RANGIMP	IAP2 IMP OF SERVING COUNTRY
87	PILEADER	NUM	2	RANGIMP	IAP2 IMP OF DEVELOPING LEADERSHIP SKILLS
88	PIHITECH	NUM	2	RANGIMP	IAP2 IMP OF WORKING WITH HI-TECH EQUIP
89	PIPROUD	NUM	2	RANGIMP	IAP2 IMP OF EXPERIENCES TO BE PROUD OF
90	PIPOTEN	NUM	2	RANGIMP	IAP2 IMP OF DEVELOPING POTENTIAL
91	PICIVCAR	NUM	2	RANGIMP	IAP2 IMP OF HELPING CIVILIAN CAREER DEV
92	PISERCOM	NUM	2	RANGIMP	IAP2 IMP OF COMMUNITY SERVICE
93	PIWEEKEN	NUM	2	RANGIMP	IAP2 IMP OF WEEKEND EXCITEMENT
94	PIHOME	NUM	2	RANGIMP	IAP2 IMP OF STAYING IN OWN HOMETOWN
95	PISTEP	NUM	2	RANGIMP	IAP2 IMP OF STEPPING FROM HS TO COLLEGE
96	PIMATURE	NUM	2	RANGIMP	IAP2 IMP OF BECOMING MATURE/RESPONSIBLE
97	PIINNOV	NUM	2	RANGIMP	IAP2 IMP OF USING OWN JUDGMENT
98	PIMENTAL	NUM	2	RANGIMP	IAP2 IMP OF HAVING MENTAL CHALLENGE
99	PTVWATCH	NUM	2	YESNO	MH1 PARENT REGULARLY WATCHES TV
100	PTVHRREG	NUM	3		MH2 HRS PER WEEK WATCH NETWORK TV
101	PTVHRCAB	NUM	3		MH2 HRS PER WEEK WATCH CERTAIN CABLE TV
102	MHP2CHK1	NUM	2	CCHECK	CONST CHECK: MH1 = 1 & MH2 = 0 HOURS
103	MHP2CHK2	NUM	2	CCHECK	CONST CHECK: MH2 > 168 HOURS
104	PTVCAB1	NUM	2	YESNO	MH11 DOES PARENT WATCH MTV
105	PTVCAB2	NUM	2	YESNO	MH11 DOES PARENT WATCH NASHVILLE NETWORK
106	PTVCAB3	NUM	2	YESNO	MH11 DOES PARENT WATCH ESPN [SPORTS]
107	PTVCAB4	NUM	2	YESNO	MH11 DOES PARENT WATCH WTBS [SYNDICATED]
108	PTVCAB5	NUM	2	YESNO	MH11 DOES P WATCH BLACK ENTERTAINMENT TV

ACOMS PARNMAIN VARIABLE LIST FOR OCT 86 TO JUN 87
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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
109	PTVSPORT	NUM	2	YESNO	MH12 DOES PARENT VIEW SPORTS
110	PTVMYS	NUM	2	YESNO	MH12 DOES PARENT VIEW MYSTERIES
111	PTVDRAMA	NUM	2	YESNO	MH12 DOES PARENT VIEW GENERAL DRAMA
112	PTVMUSIC	NUM	2	YESNO	MH12 DOES PARENT VIEW MUSIC/VIDEOS
113	PTVCOMDY	NUM	2	YESNO	MH12 DOES PARENT VIEW SITCOMS
114	PTVMOVIE	NUM	2	YESNO	MH12 DOES PARENT VIEW TV MOVIES
115	PTVTALK	NUM	2	YESNO	MH12 DOES PARENT VIEW TV TALK SHOWS
116	PTVSH1	NUM	2	YESNO	MH13 DOES PARENT WATCH DAVID LETTERMAN
117	PTVSH2	NUM	2	YESNO	MH13 DOES P WATCH FRIDAY NIGHT VIDEOS
118	PTVSH3	NUM	2	YESNO	MH13 DOES P WATCH MONDAY NIGHT FOOTBALL
119	PTVSH4	NUM	2	YESNO	MH13 DOES P WATCH COLLEGE FOOTBALL
120	PTVSH5	NUM	2	YESNO	MH13 DOES P WATCH SUNDAY NIGHT MOVIES
121	PVCRHAVE	NUM	2	YESNO	MH14 DOES HOUSEHOLD HAVE A VCR
122	PVCRHOUR	NUM	3		MH15 HOURS PER WEEK SPENT WATCHING VCR
123	PRADLIS	NUM	2	YESNO	MH16 DOES PARENT LISTEN TO THE RADIO
124	PRADHRAM	NUM	3		MH17 HOW MANY HOURS PER WEEK AM RADIO
125	PRADHRFM	NUM	3		MH17 HOW MANY HOURS PER WEEK FM RADIO
126	MP17CHK1	NUM	2	CCHECK	CONST CHECK: MH16 = 1 & MH17 = 0 HOURS
127	MP17CHK2	NUM	2	CCHECK	CONST CHECK: MH17 > 168 HOURS
128	PRADNEWS	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO NEWS
129	PRADCLAS	NUM	2	YESNO	MH26 DOES PARENT LISTEN CLASSICAL MUSIC
130	PRADPOP	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO POP MUSIC
131	PRADCW	NUM	2	YESNO	MH26 DOES PARENT LISTEN COUNTRY MUSIC
132	PRADSPOR	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO SPORTS
133	PRADTALK	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO TALK SHOWS
134	PRADROCK	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO ROCK MUSIC
135	PRADEASY	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO EASY MUSIC
136	PRADSH1	NUM	2	YESNO	MH27 DOES P LISTEN TO AMERICAN TOP 40
137	PRADSH2	NUM	2	YESNO	MH27 DOES P LISTEN TO KING BISCUIT HOUR
138	PRADSH3	NUM	2	YESNO	MH27 DOES P LISTEN TO RICK DEES' TOP 40
139	PRADSH4	NUM	2	YESNO	MH27 DOES P LISTEN TO METALSHOP
140	PRADSH5	NUM	2	YESNO	MH27 DOES P LISTEN TO ROCKLINE
141	PPAPREAD	NUM	2	YPAPREA	MH28 HOW OFTEN DOES P READ NEWSPAPER
142	PPAPHOUR	NUM	3		MH29 HOURS PER WEEK READING NEWSPAPER
143	MHP29CHK	NUM	2	CCHECK	CONST CHECK: MH28 & MH29 HOURS
144	PPAPSPOR	NUM	2	YESNO	MH30 DOES PARENT READ SPORTS
145	PPAPCOM	NUM	2	YESNO	MH30 DOES PARENT READ COMICS
146	PPAPNEWS	NUM	2	YESNO	MH30 DOES PARENT READ NEWS SECTION
147	PPAPLOC	NUM	2	YESNO	MH30 DOES PARENT READ LOCAL SECTION
148	PPAPFOOD	NUM	2	YESNO	MH30 DOES PARENT READ FOOD SECTION
149	PPAPSTYL	NUM	2	YESNO	MH30 DOES PARENT READ LIFESTYLE SECTION
150	PPAPCLAS	NUM	2	YESNO	MH30 DOES PARENT READ CLASSIFIED
151	PMAGREAD	NUM	2	YESNO	MH31 DOES PARENT READ MAGAZINES
152	PMAG1	NUM	3	MAGFMT	MH32 MAGAZINE #1 READ ON REGULAR BASIS
153	PMAG2	NUM	3	MAGFMT	MH32 MAGAZINE #2 READ ON REGULAR BASIS
154	PMAG3	NUM	3	MAGFMT	MH32 MAGAZINE #3 READ ON REGULAR BASIS
155	PMAG4	NUM	3	MAGFMT	MH32 MAGAZINE #4 READ ON REGULAR BASIS
156	PMAG5	NUM	3	MAGFMT	MH32 MAGAZINE #5 READ ON REGULAR BASIS
157	PMAG6	NUM	3	MAGFMT	MH32 MAGAZINE #6 READ ON A REGULAR BASIS
158	PMAGHOUR	NUM	3		MH33 HOURS PER WEEK READING MAGAZINES
159	MHPCHK	NUM	2	CCHECK	CONST CHECK: TOTAL HOURS IN MHP > 168
160	RANDKRP2	NUM	2	KNOW	KR5-KR13 RANDOM NUMBER
161	RANDKRP	NUM	2	RANDKR	KR17 RANDOM NUMBER FOR SERVICE DISPLAY
162	PUN12NON	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NO SERVICES

ACOMS PARNMAIN VARIABLE LIST FOR OCT 86 TO JUN 87
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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
163	PUN12AF	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR AIR FORCE
164	PUN12AR	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ARMY
165	PUN12RO	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ROTC
166	PUN12NG	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NAT GUARD
167	PUN12RV	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR RESERVE
168	PUN12CG	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR COAST GUARD
169	PUN12MC	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR MARINE CORPS
170	PUN12NA	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NAVY
171	PUN12ALL	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ALL IN ONE AD
172	PKRROAF	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR AIR FORCE
173	PKRROAR	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR ARMY
174	PKRRONA	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR NAVY
175	PKRROMC	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR MARINES
176	PKRROCG	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR COAST GUARD
177	PKRNGAF	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR AIR FORCE
178	PKRNGAR	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR ARMY
179	PKRNGNA	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR NAVY
180	PKRNGMC	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR MARINES
181	PKRNGCG	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR COAST GUARD
182	PKRRVAF	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR AIR FORCE
183	PKRRVAR	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR ARMY
184	PKRRVNA	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR NAVY
185	PKRRVMC	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR MARINES
186	PKRRVCG	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR COAST GUARD
187	PAIDAF	NUM	2	YESNO	KR6 AIDED AD RECALL FOR AIR FORCE
188	PAIDAR	NUM	2	YESNO	KR6 AIDED AD RECALL FOR ARMY
189	PAIDARO	NUM	2	YESNO	KR7 AIDED AD RECALL FOR ARMY ROTC
190	PAIDANG	NUM	2	YESNO	KR8 AIDED AD RECALL FOR ARMY NAT GUARD
191	PAIDARV	NUM	2	YESNO	KR9 AIDED AD RECALL FOR ARMY RESERVE
192	PAIDCG	NUM	2	YESNO	KR10 AIDED AD RECALL FOR COAST GUARD
193	PAIDMC	NUM	2	YESNO	KR11 AIDED AD RECALL FOR MARINE CORPS
194	PAIDNA	NUM	2	YESNO	KR12 AIDED AD RECALL FOR NAVY
195	PAIDALL	NUM	2	YESNO	KR13 AIDED AD RECALL FOR ALL SERVICES
196	PADARTV	NUM	2	YESNO	KR14 AIDED AD RECALL ARMY AD ON TV
197	PADARRAD	NUM	2	YESNO	KR14 RECALLS ARMY AD ON RADIO
198	PADARMAG	NUM	2	YESNO	KR14 RECALLS ARMY AD IN MAGAZINES
199	PADARPAP	NUM	2	YESNO	KR14 RECALLS ARMY AD IN NEWSPAPERS
200	PADARBIL	NUM	2	YESNO	KR14 RECALLS ARMY AD ON BILLBOARDS
201	PADARMAL	NUM	2	YESNO	KR14 RECALLS ARMY AD IN MAIL
202	PADARPOS	NUM	2	YESNO	KR14 RECALLS ARMY AD ON POSTERS
203	PADARPAM	NUM	2	YESNO	KR14 RECALLS ARMY AD IN PAMPHLETS
204	PADARYEL	NUM	2	YESNO	KR14 RECALLS ARMY AD IN YELLOW PAGES
205	PADAROTH	NUM	2	YADOTH	KR14 RECALLS ARMY AD SOMEWHERE ELSE
206	PKRMSGAR	NUM	2	YKVERB	STATUS OF KR VERBATIM RESPONSE: ARMY
207	PKRMSGOT	NUM	2	YKVERB	STATUS OF KR VERBATIM RESPONSE: NON-ARMY
208	PATADLIK	NUM	2	YRATEAD	AT1 HOW MUCH PARENT LIKED ARMY ADS
209	PATADBEL	NUM	2	PRATEAD	AT2 HOW MUCH PARENT BELIEVES ARMY ADS
210	RANDPEP1	NUM	2	RAND1PE	PEP 1 RANDOM START FOR ARMY
211	RANDPEP4	NUM	2	RAND4PE	PEP 4 RANDOM START FOR ARV/ANG
212	RANDPEP5	NUM	2	RAND4PE	PEP 5 RANDOM START FOR NATIONAL GUARD
213	RANDPEP6	NUM	2	RAND1PE	PEP 6 RANDOM START FOR AF/MC/NA/ALL
214	RANDPEP7	NUM	2	RAND7PE	PEP 7 RANDOM START FOR CIVILIAN JOB
215	RANDPEP8	NUM	2	PE8RAND	PEP 8 RANDOM START FOR COLLEGE
216	PAWIDE	NUM	2	AGREEW	PE1 WIDE VARIETY OF JOBS: ARMY

ACOMS PARNMAIN VARIABLE LIST FOR OCT 86 TO JUN 87
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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
217	PAPHYS	NUM	2	AGREEW	PE1 PHYSICALLY CHALLENGING: ARMY
218	PAPROUD	NUM	2	AGREEW	PE1 EXPERIENCE TO BE PROUD OF: ARMY
219	PASTEP	NUM	2	AGREEW	PE1 STEPPING STONE TO COLLEGE: ARMY
220	PALEADER	NUM	2	AGREEW	PE1 DEVELOP LEADERSHIP SKILLS: ARMY
221	PAHITECH	NUM	2	AGREEW	PE1 USE HIGH-TECH EQUIPMENT: ARMY
222	PACIVCAR	NUM	2	AGREEW	PE1 CIVILIAN CAREER DEVELOP: ARMY
223	PASELCON	NUM	2	AGREEW	PE1 DEVELOP SELF-CONFIDENCE: ARMY
224	PAPOTEN	NUM	2	AGREEW	PE1 DEVELOP POTENTIAL: ARMY
225	PAMENTAL	NUM	2	AGREEW	PE1 MENTALLY CHALLENGING: ARMY
226	PAMATURE	NUM	2	AGREEW	PE1 MATURE AND RESPONSIBLE: ARMY
227	PATRAIN	NUM	2	AGREEW	PE1 TRAINING IN USEFUL SKILLS: ARMY
228	PAHIQUAL	NUM	2	AGREEW	PE1 HIGHLY TRAINED COWORKERS: ARMY
229	PACASHED	NUM	2	AGREEW	PE1 GET MONEY FOR EDUCATION: ARMY
230	PHEARDAR	NUM	2	YESNO	PE1A P EVER HEARD OF ARMY RESERVE
231	PVWIDE	NUM	2	AGREEW	PE4 WIDE VARIETY OF JOBS: RESERVE
232	PVPROUD	NUM	2	AGREEW	PE4 EXPERIENCE TO BE PROUD OF: RESERVE
233	PVLEADER	NUM	2	AGREEW	PE4 DEVELOP LEADERSHIP SKILLS: RESERVE
234	PVCIVCAR	NUM	2	AGREEW	PE4 CIVILIAN CAREER DEVELOP: RESERVE
235	PVSELCON	NUM	2	AGREEW	PE4 DEVELOP SELF-CONFIDENCE: RESERVE
236	PVPOTEN	NUM	2	AGREEW	PE4 DEVELOP POTENTIAL: RESERVE
237	PVMENTAL	NUM	2	AGREEW	PE4 MENTALLY CHALLENGING: RESERVE
238	PVMATURE	NUM	2	AGREEW	PE4 MATURE AND RESPONSIBLE: RESERVE
239	PVTRAIN	NUM	2	AGREEW	PE4 TRAINING IN USEFUL SKILLS: RESERVE
240	PVHIQUAL	NUM	2	AGREEW	PE4 HIGHLY TRAINED COWORKERS: RESERVE
241	PVCASHED	NUM	2	AGREEW	PE4 MONEY TO FUTHER EDUCATION: RESERVE
242	PVHOME	NUM	2	AGREEW	PE4 SERVE AMERICA IN HOMETOWN: RESERVE
243	PVSERCOM	NUM	2	AGREEW	PE4 SERVE OWN COMMUNITY: RESERVE
244	PVWEEKEN	NUM	2	AGREEW	PE4 INTERESTING WEEKENDS: RESERVE
245	PHEARDNG	NUM	2	YESNO	PE4A P EVER HEARD OF ARMY NATIONAL GUARD
246	PGWIDE	NUM	2	AGREEW	PE5 WIDE VARIETY OF JOBS: GUARD
247	PGPROUD	NUM	2	AGREEW	PE5 EXPERIENCE TO BE PROUD OF: GUARD
248	PGLEADER	NUM	2	AGREEW	PE5 DEVELOP LEADERSHIP SKILLS: GUARD
249	PGCIVCAR	NUM	2	AGREEW	PE5 CIVILIAN CAREER DEVELOP: GUARD
250	PGSELCON	NUM	2	AGREEW	PE5 DEVELOP SELF-CONFIDENCE: GUARD
251	PGPOTEN	NUM	2	AGREEW	PE5 DEVELOP POTENTIAL: GUARD
252	PGMENTAL	NUM	2	AGREEW	PE5 MENTALLY CHALLENGING: GUARD
253	PGMATURE	NUM	2	AGREEW	PE5 MATURE AND RESPONSIBLE: GUARD
254	PGTRAIN	NUM	2	AGREEW	PE5 TRAINING IN USEFUL SKILLS: GUARD
255	PGHIQUAL	NUM	2	AGREEW	PE5 HIGHLY TRAINED COWORKERS: GUARD
256	PGCASHED	NUM	2	AGREEW	PE5 GET MONEY FOR EDUCATION: GUARD
257	PGHOME	NUM	2	AGREEW	PE5 SERVE AMERICA IN HOMETOWN: GUARD
258	PGSERCOM	NUM	2	AGREEW	PE5 SERVE OWN COMMUNITY: GUARD
259	PGWEEKEN	NUM	2	AGREEW	PE5 INTERESTING WEEKENDS: GUARD
260	PNWIDE	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: NAVY
261	PMWIDE	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: MARINES
262	PFWIDE	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: AIR FORCE
263	PSWIDE	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: MILITARY
264	PNPHYS	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: NAVY
265	PMPHYS	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: MARINES
266	PFPHYS	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: AIR FORCE
267	PSPHYS	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: MILITARY
268	PNPROUD	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: NAVY
269	PMPROUD	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: MARINES
270	PFPROUD	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: AIR FORCE

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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
271	PSPROUD	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: MILITARY
272	PNSTEP	NUM	2	AGREEW	PE6 STEPPING STONE TO COLLEGE: NAVY
273	PMSTEP	NUM	2	AGREEW	PE6 STEPPING STONE TO COLLEGE: MARINES
274	PFSTEP	NUM	2	AGREEW	PE6 STEPPING STONE TO COLLEGE: AIR FORCE
275	PSSTEP	NUM	2	AGREEW	PE6 STEPPING STONE TO COLLEGE: MILITARY
276	PNLEADER	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: NAVY
277	PMLEADER	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: MARINES
278	PFLEADER	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: AIR FORCE
279	PSLEADER	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: MILITARY
280	PNHITECH	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: NAVY
281	PMHITECH	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: MARINES
282	PFHITECH	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: AIR FORCE
283	PSHITECH	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: MILITARY
284	PNCIVCAR	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: NAVY
285	PMCIVCAR	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: MARINES
286	PFCIVCAR	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: AIR FORCE
287	PSCIVCAR	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: MILITARY
288	PNSELCON	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: NAVY
289	PMSELCON	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: MARINES
290	PFSELCON	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: AIR FORCE
291	PSSELCON	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: MILITARY
292	PNPOTEN	NUM	2	AGREEW	PE6 DEVELOP POTENTIAL: NAVY
293	PMPOTEN	NUM	2	AGREEW	PE6 DEVELOP POTENTIAL: MARINES
294	PFPOTEN	NUM	2	AGREEW	PE6 DEVELOP POTENTIAL: AIR FORCE
295	PSPOTEN	NUM	2	AGREEW	PE6 DEVELOP POTENTIAL: MILITARY
296	PNMENTAL	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: NAVY
297	PMMENTAL	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: MARINES
298	PFMENTAL	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: AIR FORCE
299	PSMENTAL	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: MILITARY
300	PNMATURE	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: NAVY
301	PMMATURE	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: MARINES
302	PFMATURE	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: AIR FORCE
303	PSMATURE	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: MILITARY
304	PNTRAIN	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: NAVY
305	PMTRAIN	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: MARINES
306	PFTRAIN	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: AIR FORCE
307	PSTRAIN	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: MILITARY
308	PNHIQUAL	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: NAVY
309	PFHIQUAL	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: AIR FORCE
310	PSHIQUAL	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: MILITARY
311	PMHIQUAL	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: MARINES
312	PNCASHED	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: NAVY
313	PMCASHED	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: MARINES
314	PFCASHED	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: AIR FORCE
315	PSCASHED	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: MILITARY
316	PWPHYS	NUM	2	AGREEW	PE7 PHYSICALLY CHALLENGING: JOB
317	PWPROUD	NUM	2	AGREEW	PE7 EXPERIENCE TO BE PROUD OF: JOB
318	PWSTEP	NUM	2	AGREEW	PE7 STEPPING STONE TO COLLEGE: JOB
319	PWLEADER	NUM	2	AGREEW	PE7 DEVELOP LEADERSHIP SKILLS: JOB
320	PWHITECH	NUM	2	AGREEW	PE7 USE HIGH-TECH EQUIPMENT: JOB
321	PWCIVCAR	NUM	2	AGREEW	PE7 CIVILIAN CAREER DEVELOP: JOB
322	PWSELCON	NUM	2	AGREEW	PE7 DEVELOP SELF-CONFIDENCE: JOB
323	PWPOTEN	NUM	2	AGREEW	PE7 DEVELOP POTENTIAL: JOB
324	PWMENTAL	NUM	2	AGREEW	PE7 MENTALLY CHALLENGING: JOB

ACOMS PARNMAIN VARIABLE LIST FOR OCT 86 TO JUN 87
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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
325	PWMATURE	NUM	2	AGREEW	PE7 MATURE AND RESPONSIBLE: JOB
326	PWTRAIN	NUM	2	AGREEW	PE7 TRAINING IN USEFUL SKILLS: JOB
327	PWHIQUAL	NUM	2	AGREEW	PE7 HIGHLY TRAINED COWORKERS: JOB
328	PWCASHED	NUM	2	AGREEW	PE7 GET MONEY FOR EDUCATION: JOB
329	PCPROUD	NUM	2	AGREEW	PE8 EXPERIENCE TO BE PROUD OF: COLLEGE
330	PCLEADER	NUM	2	AGREEW	PE8 DEVELOP LEADERSHIP SKILLS: COLLEGE
331	PCCIVCAR	NUM	2	AGREEW	PE8 CIVILIAN CAREER DEVELOP: COLLEGE
332	PCSELCON	NUM	2	AGREEW	PE8 DEVELOP SELF-CONFIDENCE: COLLEGE
333	PCPOTEN	NUM	2	AGREEW	PE8 DEVELOP POTENTIAL: COLLEGE
334	PCMENTAL	NUM	2	AGREEW	PE8 MENTALLY CHALLENGING: COLLEGE
335	PCMATURE	NUM	2	AGREEW	PE8 MATURE AND RESPONSIBLE: COLLEGE
336	PCHIQUAL	NUM	2	AGREEW	PE8 HIGHLY TRAINED COWORKERS: COLLEGE
337	PPEDIP	NUM	2	PROPANS	PE12 ARMY % PAST YEAR HIGH SCHOOL GRADS
338	PPEGRADE	NUM	2	PEGRADE	PE13 ARMY % PAST YEAR UPPER HALF IQ
339	PPECOL	NUM	2	PROPANS	PE14 ARMY % PAST YEAR TO FINISH COLLEGE
340	PPESIM	NUM	2	YESNO	PE15 ARE MANY YOUNG PEOPLE JOINING ARMY
341	PHEARDRO	NUM	2	YESNO	PE15A P EVER HEARD OF ROTC AT COLLEGE
342	PRLEADER	NUM	2	AGREEW	PE2 LEADERSHIP/MANAGEMENT TRAINING: ROTC
343	PRSELCON	NUM	2	AGREEW	PE2 DEVELOP SELF-CONFIDENCE: ROTC
344	PRELECT	NUM	2	AGREEW	PE2 COLLEGE ELECTIVE W/COURSES: ROTC
345	PROFFCOM	NUM	2	AGREEW	PE2 AN OFFICER'S COMMISSION: ROTC
346	POWIDE	NUM	2	AGREEW	PE3 WIDE VARIETY OF JOBS: OFFICER
347	POPROUD	NUM	2	AGREEW	PE3 EXPERIENCE TO BE PROUD OF: OFFICER
348	POUSECOL	NUM	2	AGREEW	PE3 USE COLLEGE SKILLS: OFFICER
349	POINNOV	NUM	2	AGREEW	PE3 INNOVATIVE/CREATIVE: OFFICER
350	RANDKAP	NUM	2	RANDKAY	KA4 RANDOMIZE FIRST BRANCH FOR GI BILL
351	PKAEARN	NUM	2	YKAEARN	KA7 EARN MONEY FOR COLLEGE IN ARMY
352	PKAEDBEN	NUM	2	YKABEN	KA1 AMOUNT OF ARMY EDUCATION BENEFITS
353	PKALLCOL	NUM	2	YKALCOL	KA2 WOULD ARMY PAY FOR ENTIRE COLLEGE ED
354	PKASAME	NUM	2	YKASAME	KA3 COMPAR ARMY EDUC BEN TO OTH BRANCHES
355	PKAGIAR	NUM	2	YKAGIAR	KA4 DOES ARMY OFFER GI BILL
356	PKAGIAF	NUM	2	YKAGIAF	KA4 DOES AIR FORCE OFFER GI BILL
357	PKAGINA	NUM	2	YKAGINA	KA4 DOES NAVY OFFER GI BILL
358	PKAGIMA	NUM	2	YKAGIMA	KA4 DOES MARINE CORPS OFFER GI BILL
359	PKAYEARS	NUM	2		KA5 MINIMUM ARMY ENLISTMENT
360	PKADEP	NUM	2	YKADEP	KA6 CAN Y JOIN ARMY DEP & ENTER YR LATER
361	PKARGJUN	NUM	2	YKAJOIN	KA8 CAN HS JRS AGE 17 JOIN RESERVE/GUARD
362	PKARGHS	NUM	2	YKARGHS	KA9 CAN ONLY HS GRADS JOIN RESERVE/GUARD
363	PKAWARD	NUM	2	YKAWARD	KA10 WHO SPONSORS SCHOLAR-ATHLETE AWARD
364	PKARGCOL	NUM	2	YKACOL	KA11 EARN COLLEGE MONEY IN RESERVE/GUARD
365	PKARGGI	NUM	2	YKARGGI	KA12 MAX GI BILL AMOUNT IN RESERVE/GUARD
366	PDDOBYY	NUM	2		DE1 YEAR PARENT WAS BORN
367	PDRACE	NUM	2	RACE	DE3 RACE OF PARENT
368	PDHISP	NUM	2	YESNO	DE4 PARENT OF HISPANIC BACKGROUND
369	PDMARITL	NUM	2	MARSTAT	DE6 MARITAL STATUS OF PARENT
370	PEDLEV	NUM	2	YEDLEV	DE9 PARENT'S HIGHEST LEVEL OF EDUCATION
371	PEDDIP	NUM	2	YHSDIPL	DE10 KIND OF HIGH SCHOOL DIPLOMA P HAS
372	PEMPCUR	NUM	2	PEMPCUR	DE11 IS PARENT EMPLOYED
373	PEMPEVER	NUM	2	YESNO	DE12 PARENT EVER EMPLOYED FULL TIME
374	PEMPEASY	NUM	2	YEMPLOY	DE13 DIFFICULTY OF Y FINDING JOB FROM P
375	PDINCOME	NUM	2	PINCOME	DE29 INCOME OF PARENT
376	PDMILSER	NUM	2	YESNO	DE30 HAS PARENT SERVED IN ARMED FORCES
377	PDMILBMM	NUM	2	DOBMNTH	DE31 MONTH PARENT BEGAN MILITARY SERVICE
378	PDMILBYY	NUM	2		DE31 YEAR PARENT BEGAN MILITARY SERVICE

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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
379	PDMILNOW	NUM	2	YESNO	DE32 IS PARENT STILL IN ARMED FORCES
380	PDMILEMM	NUM	2	DOBMNTH	DE33 MONTH PARENT FINISHED ARMED FORCES
381	PDMILEYY	NUM	2		DE33 YEAR PARENT FINISHED ARMED FORCES
382	DEP33CHK	NUM	2	CCHECK	CONST CHECK: DE31, DE32 AND DE33 DATES
383	PDMILBR	NUM	2	PDMILBR	DE34 BRANCH OF SERVICE PARENT WAS IN
384	PDCOMP	NUM	2	PDCOMP	DE35 WAS PARENT IN ROTC, GUARD, RESERVE
385	PIWIDE	NUM	2	RANGIMP	IA IMP OF OPPORT TO FIND A JOB
386	PISERPAR	NUM	2	RANGIMP	IA IMP OF WORKING PART-TIME
387	RANDPEPO	NUM	2	RANORDER	WHICH PE REFERENT IS FIRST ON SCREEN
388	RANDPEPA	NUM	2	RANDPEYA	PEP1,4,5 RANDOM START: ARMY & ARV/ANG
389	RANDPEPB	NUM	2	RAND1PE	PEP1,6 RANDOM START: ARMY & AF/MC/NA/ALL
390	RANDPEPC	NUM	2	RAND1PE	PEP1,7 RANDOM START: ARMY & WORK FORCE
391	RANDPEPD	NUM	2	RAND1PE	PEP1,8 RANDOM START: ARMY & COLLEGE
392	PVSERPAR	NUM	2	AGREEW	PE4 PART-TIME WORK: RESERVE
393	PGSERPAR	NUM	2	AGREEW	PE5 PART-TIME WORK: GUARD
394	PREPL1	NUM	8		REPLICATE WEIGHT 1
395	PREPL2	NUM	8		REPLICATE WEIGHT 2
396	PREPL3	NUM	8		REPLICATE WEIGHT 3
397	PREPL4	NUM	8		REPLICATE WEIGHT 4
398	PREPL5	NUM	8		REPLICATE WEIGHT 5
399	PREPL6	NUM	8		REPLICATE WEIGHT 6
400	PREPL7	NUM	8		REPLICATE WEIGHT 7
401	PREPL8	NUM	8		REPLICATE WEIGHT 8
402	PREPL9	NUM	8		REPLICATE WEIGHT 9
403	PREPL10	NUM	8		REPLICATE WEIGHT 10
404	PREPL11	NUM	8		REPLICATE WEIGHT 11
405	PREPL12	NUM	8		REPLICATE WEIGHT 12
406	PREPL13	NUM	8		REPLICATE WEIGHT 13
407	PREPL14	NUM	8		REPLICATE WEIGHT 14
408	PREPL15	NUM	8		REPLICATE WEIGHT 15
409	PREPL16	NUM	8		REPLICATE WEIGHT 16
410	PREPL17	NUM	8		REPLICATE WEIGHT 17
411	PREPL18	NUM	8		REPLICATE WEIGHT 18
412	PREPL19	NUM	8		REPLICATE WEIGHT 19
413	PREPL20	NUM	8		REPLICATE WEIGHT 20
414	PREPL21	NUM	8		REPLICATE WEIGHT 21
415	PREPL22	NUM	8		REPLICATE WEIGHT 22
416	PREPL23	NUM	8		REPLICATE WEIGHT 23
417	PREPL24	NUM	8		REPLICATE WEIGHT 24
418	PREPL25	NUM	8		REPLICATE WEIGHT 25
419	PREPL26	NUM	8		REPLICATE WEIGHT 26
420	PREPL27	NUM	8		REPLICATE WEIGHT 27
421	PREPL28	NUM	8		REPLICATE WEIGHT 28
422	PREPL29	NUM	8		REPLICATE WEIGHT 29
423	PREPL30	NUM	8		REPLICATE WEIGHT 30
424	PREPL31	NUM	8		REPLICATE WEIGHT 31
425	PREPL32	NUM	8		REPLICATE WEIGHT 32
426	PXAD12AR	NUM	2	YXADF	UNAIDED + AIDED RECALL ACTIVE ARMY ADS
427	PXAD12RO	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY ROTC ADS
428	PXAD12NG	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY NATL GUARD
429	PXAD12RV	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY RESERVE ADS
430	PXAD12AF	NUM	2	YXADF	UNAIDED + AIDED RECALL AIR FORCE ADS
431	PXAD12NA	NUM	2	YXADF	UNAIDED + AIDED RECALL NAVY ADS
432	PXAD12MC	NUM	2	YXADF	UNAIDED + AIDED RECALL MARINE CORPS ADS

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433	PXAD12CG	NUM	2	YXADF	UNAIDED + AIDED RECALL COAST GUARD ADS
434	PXAD12AL	NUM	2	YXADF	UNAIDED + AIDED RECALL JRAP ADS
435	PXKAEARN	NUM	2	YXKAF	KNOW: EARN MONEY FOR COLLEGE IN ARMY
436	PXKAEDBN	NUM	2	YXKAF	KNOW: AMOUNT OF ARMY EDUCATION BENEFITS
437	PXKASAME	NUM	2	YXKAF	KNOW: COMPAR ARMY ED BEN TO OTH BRANCHES
438	PXKAGIAR	NUM	2	YXKAF	KNOW: DOES THE ARMY OFFER THE GI BILL
439	PXKAGIAF	NUM	2	YXKAF	KNOW: DOES THE AIR FORCE OFFER GI BILL
440	PXKAGINA	NUM	2	YXKAF	KNOW: DOES THE NAVY OFFER THE GI BILL
441	PXKAGIMA	NUM	2	YXKAF	KNOW: DOES MARINE CORPS OFFER GI BILL
442	PXKAYRS	NUM	2	YXKAF	KNOW: MINIMUM ARMY ENLISTMENT
443	PXKADEP	NUM	2	YXKAF	KNOW: CAN Y JOIN ARMY DEP, ENTER YR LATR
444	PXKARGJN	NUM	2	YXKAF	KNOW: CAN HS JRS AGE 17 JOIN RESERVE/NG
445	PXKARGHS	NUM	2	YXKAF	KNOW: CAN ONLY HS GRADS JOIN RESERVE/NG
446	PXKAWARD	NUM	2	YXKAF	KNOW: WHO SPONSORS SCHOLAR-ATHLETE AWARD
447	PXKARGCL	NUM	2	YXKAF	KNOW: EARN COLLEGE MONEY IN RESERVE/NG
448	PXKARGGI	NUM	2	YXKAF	KNOW: MAX GI BILL AMOUNT IN RESERVE/NG

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
1	CASEID	CHAR	8	$CHAR	HOUSEHOLD ID NUMBER

OTHER		557	100.0

CASEID is an eight-digit household identifier. All analytic ACOMS data files are sorted by the variables CASEID and YUTHNUM. The first two digits of CASEID indicate the year/month of sampling (not necessarily interviewing) - 01 = October 1986, 02 = November 1986, etc. Therefore, each household throughout the duration of ACOMS will have a unique value for CASEID. Note that, although files are sorted by CASEID, the values for this variable are not necessarily consecutive.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
2	YUTHNUM	CHAR	2	$CHAR	YOUTH ID NUMBER

01		153	27.5
02		336	60.3
03		56	10.1
04		9	1.6
05		3	0.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
3	PARNNUM	CHAR	2	$CHAR	PARENTAL ID NUMBER FOR BASM SEGMENT

01		271	48.7
02		286	51.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
4	SELYYMM	NUM	4	YYMMNUM	YEAR AND MONTH HH SELECTED INTO SAMPLE

8610	OCTOBER 1986	212	38.1
8611	NOVEMBER 1986	211	37.9
8612	DECEMBER 1986	134	24.1

Note that this is the month of sampling and is not necessarily the interview date (for which see the variable PMAINDAT).

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
5	YMAINDAT	CHAR	6	$CHAR	DATE OF MAIN INTERVIEW

OTHER		557	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
6	PMAINDAT	CHAR	6	$CHAR	DATE OF PARENT INTERVIEW

OTHER		557	100.0

This variable is stored in the format YYMMDD.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL

7 PVERSION NUM 2 PARENT INTERVIEW VERSION NUMBER

1		557	100.0

For Fall, Winter, and Spring Quarters, changes in the instrument were determined by the month the household was selected into the sample. Thus persons who were selected into the sample during the final month of one quarter, but who were not interviewed until the next quarter, received the older version of the instrument.

8 PMASFLG NUM 2 PMASFLGF PRIMARY MALE ANALYTIC SAMPLE FLAG

1	PMAS YOUTH	450	80.8
2	NOT PMAS YOUTH	107	19.2

9 PFASFLG NUM 2 PFASFLGF PRIMARY FEMALE ANALYTIC SAMPLE FLAG

1	PFAS YOUTH	74	13.3
2	NOT PFAS YOUTH	483	86.7

10 MARKFLG NUM 2 MARKFLGF RECRUITING MARKET FLAG

1	IN RCTG MARKET	524	94.1
2	NOT IN RCTG MKT	33	5.9

11 YATSFLG NUM 2 YATSFLGF 86 YATS II SAMPLE FLAG

0	NOT YATS ELIG.	29	5.2
1	MALES 16-21 YR	454	81.5
2	FEMALES 16-21 YR	74	13.3

12 PANELPEY NUM 2 PEPANEL YOUTH SAMPLE SUBGROUP FOR ANALYSIS

1	CURRENT JR & SR	24	4.3
2	CURRENT FR & SO	108	19.4
3	STDNTS COL ORNT	251	45.1
4	STDNTS WORK ORNT	72	12.9
5	W/DIPL NOT ENROL	98	17.6
7	JR/SR NOT ENROLL	2	0.4
8	EVERYONE ELSE	2	0.4

This variable is used to produce the education subgroups in the ACOMS quarterly tables. It is based on the target youth's educational experience.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
13	ECALCAGE	NUM	3		SC9 CALCULATED AGE FROM DATE OF BIRTH

16		155	27.8
17		145	26.0
18		104	18.7
19		75	13.5
20		78	14.0

This variable, the age of the target youth, is set from the date of birth (SC-9) or age (SC-10) in the screener. In a few cases, the only age information available is from the classification variable E13TO24 (SC-10A). For such cases, a value for age is imputed.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
14	RACE1	NUM	2	PSRACE	RACE/ETHNICITY FOR POST-STRATIFICATION

1	BLACK NONHISP	60	10.8
2	HISPANIC	39	7.0
3	OTHER	458	82.2

This variable, used for post-stratification, is computed from the variables EHISP and ERACE for the target youth. In cases where missing data prevents this calculation, an imputed value is determined.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
15	PSEXSAMP	NUM	2	PSEXSMP	WHICH PARENT TO INTERVIEW FROM THIS HH

1	FATHER	271	48.7
2	MOTHER	286	51.3

If a parental interview is to be conducted for one of the youths in a household, PSEXSAMP indicates whether the father or the mother is selected. This variable is predesignated (on a 50/50 basis) for each telephone number selected into the sample.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
16	BRIGADE	NUM	2	RCTGBDE	USAREC RECRUITING BRIGADE

1	1ST RCTG BDE-NE	108	19.4
2	2ND RCTG BDE-SE	115	20.6
4	4TH RCTG BDE-MW	155	27.8
5	5TH RCTG BDE-SW	125	22.4
6	6TH RCTG BDE-W	54	9.7

The current numbering scheme for recruiting brigades, which is followed for the BRIGADE variable, is not the same as the RSID coding scheme.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
17	ROTCREG	CHAR	2	$ROTCFMT	ROTC REGION/BRIGADE

11	REGION 1,BDE 1	19	3.4
12	REGION 1,BDE 2	48	8.6
13	REGION 1,BDE 3	29	5.2
14	REGION 1,BDE 4	18	3.2
15	REGION 1,BDE 5	37	6.6
16	REGION 1,BDE 6	24	4.3
21	REGION 2,BDE 1	21	3.8
22	REGION 2,BDE 2	43	7.7
23	REGION 2,BDE 3	40	7.2
24	REGION 2,BDE 4	64	11.5
31	REGION 3,BDE 1	29	5.2
32	REGION 3,BDE 2	39	7.0
33	REGION 3,BDE 3	29	5.2
34	REGION 3,BDE 4	31	5.6
41	REGION 4,BDE 1	17	3.1
42	REGION 4,BDE 2	29	5.2
43	REGION 4,BDE 3	27	4.8
44	REGION 4,BDE 4	13	2.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
18	HHSTATE	CHAR	2	$STATE	HH STATE POSTAL CODE

AL	ALABAMA	19	3.4
AR	ARKANSAS	4	0.7
AZ	ARIZONA	5	0.9
CA	CALIFORNIA	27	4.8
CO	COLORADO	3	0.5
CT	CONNECTICUT	6	1.1
FL	FLORIDA	15	2.7
GA	GEORGIA	9	1.6
IA	IOWA	8	1.4
ID	IDAHO	4	0.7
IL	ILLINOIS	27	4.8
IN	INDIANA	10	1.8
KS	KANSAS	12	2.2
KY	KENTUCKY	7	1.3
LA	LOUISIANA	25	4.5
MA	MASSACHUSETTS	6	1.1
MD	MARYLAND	8	1.4
ME	MAINE	3	0.5
MI	MICHIGAN	45	8.1
MN	MINNESOTA	5	0.9
MO	MISSOURI	11	2.0
MS	MISSISSIPPI	12	2.2
MT	MONTANA	1	0.2
NC	NORTH CAROLINA	27	4.8
ND	NORTH DAKOTA	4	0.7
NE	NEBRASKA	10	1.8
NH	NEW HAMPSHIRE	2	0.4
NJ	NEW JERSEY	15	2.7
NM	NEW MEXICO	9	1.6
NY	NEW YORK	33	5.9
OH	OHIO	28	5.0
OK	OKLAHOMA	5	0.9
OR	OREGON	5	0.9
PA	PENNSYLVANIA	29	5.2
RI	RHODE ISLAND	2	0.4
SC	SOUTH CAROLINA	10	1.8
SD	SOUTH DAKOTA	2	0.4
TN	TENNESSEE	19	3.4
TX	TEXAS	42	7.5
UT	UTAH	5	0.9
VA	VIRGINIA	10	1.8
WA	WASHINGTON	7	1.3
WI	WISCONSIN	16	2.9
WV	WEST VIRGINIA	5	0.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
19	CNTYFIPS	CHAR	3	$CHAR	HH COUNTY FIPS CODE

	OTHER	557	100.0

3-digit Federal Information Processing Standard code for household's county. Note that this value can be looked up either based on zip code or county responses.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
20	ESEX	NUM	2	SEX	SEX OF ENUMERATED YOUTH

1	MALE	480	86.2
2	FEMALE	77	13.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
21	PARENTED	NUM	2	PAREDUC	EDUCATION OF PARENT, FROM YOUTH RECORD

1	< HI SCH DIPLOMA	71	12.7
2	HI SCH DIPLOMA	281	50.4
3	SOME COLLEGE	70	12.6
4	COLLEGE GRADUATE	135	24.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
22	IMPEDUCP	NUM	2	PAREDUC	IMPUTED EDUCATION OF PARENT

.	Inapplicable	520	93.4
1	< HI SCH DIPLOMA	3	0.5
2	HI SCH DIPLOMA	21	3.8
3	SOME COLLEGE	2	0.4
4	COLLEGE GRADUATE	11	2.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
23	PBASWGHT	NUM	8		PARENT BASE WEIGHT

	POSITIVE	557	100.0

This variable does not reflect final weighting adjustments and normally should not be used for analysis.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
24	PARNWGHT	NUM	8		PARENT FINAL ADJUSTED WEIGHT

	POSITIVE	557	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
25	PWGHTMH	NUM	8		WEIGHT FOR MH MODULE

	POSITIVE	274	49.2
	ZERO	283	50.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
26	PWGHTKA	NUM	8		WEIGHT FOR KA MODULE		
		POSITIVE				265	47.6
		ZERO				292	52.4
27	PWGHTPEA	NUM	8		WEIGHT FOR PE (ACTIVE)		
		POSITIVE				500	89.8
		ZERO				57	10.2
28	PWGHTPEV	NUM	8		WEIGHT FOR PE (RESERVE)		
		POSITIVE				90	16.2
		ZERO				467	83.8
29	PWGHTPEG	NUM	8		WEIGHT FOR PE (NATIONAL GUARD)		
		POSITIVE				95	17.1
		ZERO				462	82.9
30	PWGHTPEF	NUM	8		WEIGHT FOR PE (AIR FORCE)		
		POSITIVE				55	9.9
		ZERO				502	90.1
31	PWGHTPEM	NUM	8		WEIGHT FOR PE (MARINE CORPS)		
		POSITIVE				57	10.2
		ZERO				500	89.8
32	PWGHTPEN	NUM	8		WEIGHT FOR PE (NAVY)		
		POSITIVE				46	8.3
		ZERO				511	91.7
33	PWGHTPES	NUM	8		WEIGHT FOR PE (MILITARY)		
		POSITIVE				46	8.3
		ZERO				511	91.7
34	PWGHTPEW	NUM	8		WEIGHT FOR PE (CIVILIAN JOB)		
		POSITIVE				56	10.1
		ZERO				501	89.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
35	PWGHTPEC	NUM	8		WEIGHT FOR PE (COLLEGE)		
		POSITIVE				55	9.9
		ZERO				502	90.1
36	PWGHTPER	NUM	8		WEIGHT FOR PE (ROTC/OFFICER)		
		POSITIVE				308	55.3
		ZERO				249	44.7
37	PWFACMH	NUM	8		WEIGHT FACTOR FOR MH MODULE		
		POSITIVE				274	49.2
		ZERO				283	50.8
38	PWFACKA	NUM	8		WEIGHT FACTOR FOR KA MODULE		
		POSITIVE				265	47.6
		ZERO				292	52.4
39	PWFACPEA	NUM	8		WEIGHT FACTOR FOR PE (ACTIVE)		
		POSITIVE				500	89.8
		ZERO				57	10.2
40	PWFACPEV	NUM	8		WEIGHT FACTOR FOR PE (RESERVE)		
		POSITIVE				90	16.2
		ZERO				467	83.8
41	PWFACPEG	NUM	8		WEIGHT FACTOR FOR PE (NATIONAL GUARD)		
		POSITIVE				95	17.1
		ZERO				462	82.9
42	PWFACPEF	NUM	8		WEIGHT FACTOR FOR PE (AIR FORCE)		
		POSITIVE				55	9.9
		ZERO				502	90.1
43	PWFACPEM	NUM	8		WEIGHT FACTOR FOR PE (MARINE CORPS)		
		POSITIVE				57	10.2
		ZERO				500	89.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
44	PWFACPEN	NUM	8		WEIGHT FACTOR FOR PE (NAVY)		
		POSITIVE				46	8.3
		ZERO				511	91.7
45	PWFACPES	NUM	8		WEIGHT FACTOR FOR PE (MILITARY)		
		POSITIVE				46	8.3
		ZERO				511	91.7
46	PWFACPEW	NUM	8		WEIGHT FACTOR FOR PE (CIVILIAN JOB)		
		POSITIVE				56	10.1
		ZERO				501	89.9
47	PWFACPEC	NUM	8		WEIGHT FACTOR FOR PE (COLLEGE)		
		POSITIVE				55	9.9
		ZERO				502	90.1
48	PWFACPER	NUM	8		WEIGHT FACTOR FOR PE (ROTC/OFFICER)		
		POSITIVE				308	55.3
		ZERO				249	44.7
49	RANDROP	NUM	2	RANDROP	PARENTAL MODULE ROTATION VARIABLE		
		1		NO MODULES		110	19.7
		2		MH ONLY		92	16.5
		3		KA ONLY		87	15.6
		4		MH ONLY		90	16.2
		5		KA ONLY		86	15.4
		6		KA & MH		92	16.5

The modules MH (Media Habits) and KA (Knowledge-Awareness) are only administered to a randomly-selected subset of respondents. This randomization is accomplished in such a manner that each of these modules is administered to approximately half of the respondents. Each individual respondent receives either one or two of these modules. RANDROP indicates the module(s) administered to each respondent. Each parent receives the same module(s) as the target youth.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
50	PIOFTPLN	NUM	2	PIFREQ	PI2 FREQ OF P TALKS W/ Y ABOUT PLANS

1	NEVER	15	2.7
2	RARELY	49	8.8
3	OCCASIONALLY	207	37.2
4	OFTEN	286	51.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
51	PITLKOPN	NUM	2	PTLKOPN	PI5 DOES P GIVE OPINION DURING TALK W/ Y

.	Inapplicable	15	2.7
.D	Don't know	10	1.8
1	GIVE OPINION	277	49.7
2	STAY NEUTRAL	255	45.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
52	PINFPLAN	NUM	2	PIPLAN	PI6 P SELF-REP INFLUENCE Y FUTURE PLANS

.D	Don't know	5	0.9
1	GREAT DEAL INF	79	14.2
2	CONSIDERABLE INF	147	26.4
3	SOME INF	247	44.3
4	VERY LITTLE INF	64	11.5
5	NO INF AT ALL	15	2.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
53	PILIKEDO	NUM	2	PILIKEDO	PI7 WHAT P WANTS Y TO DO IN FUTURE

.D	Don't know	8	1.4
.R	Refused	1	0.2
1	GO TO COLLEGE	373	67.0
2	VOTECH TRAINING	91	16.3
3	FULL-TIME JOB	34	6.1
4	JOIN ARMED SERV	32	5.7
5	MARRY & NOT WORK	3	0.5
91	SOMETHING ELSE	15	2.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
54	PILIKEOS	CHAR	30	$CHAR	PI7 WHAT P WANTS Y TO DO - OTHER SPECIFY

.	Inapplicable	542	97.3
OTHER		15	2.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
55	PIMENMIL	NUM	2	PIOPIN	PI8 SHOULD YOUNG MEN SERVE IN MILITARY

.D	Don't know	30	5.4
.R	Refused	3	0.5
1	DEFINITELY GOOD	139	25.0
2	PROBABLY GOOD	298	53.5
3	PROB NOT GOOD	63	11.3
4	DEFIN NOT GOOD	24	4.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
56	PIWOMMIL	NUM	2	PIOPIN	PI9 SHOULD YOUNG WOMEN SERVE IN MILTARY

.D	Don't know	37	6.6
.R	Refused	3	0.5
1	DEFINITELY GOOD	32	5.7
2	PROBABLY GOOD	229	41.1
3	PROB NOT GOOD	190	34.1
4	DEFIN NOT GOOD	66	11.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
57	PITLKMIL	NUM	2	YESNO	PI10 HAS P TALKED TO Y ABOUT ENLISTING

1	YES	303	54.4
2	NO	254	45.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
58	PIOFTMIL	NUM	2	PIFREQ	PI11 FREQ OF P TALK TO Y ABOUT ENLISTING

.	Inapplicable	254	45.6
.D	Don't know	1	0.2
1	NEVER	3	0.5
2	RARELY	84	15.1
3	OCCASIONALLY	157	28.2
4	OFTEN	58	10.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
59	PI11CHK	NUM	2	CCHECK	CONST. CHECK: PI10, PI11

.	Inapplicable	554	99.5
1	INCONSIST. DATA	3	0.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
60	PITLKRAN	NUM	2	PIOFFIC	PI14 DISCUSSED Y AS OFFICER OR ENLISTED

.	Inapplicable	342	61.4
.D	Don't know	3	0.5
1	ENLISTED	81	14.5
2	OFFICER	44	7.9
3	BOTH	65	11.7
4	NEITHER	22	3.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
61	PITLKAR	NUM	2	YESNO	PI15 SERVICE DISCUSSED WAS ARMY

.	Inapplicable	342	61.4
.D	Don't know	3	0.5
1	YES	84	15.1
2	NO	128	23.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
62	PITLKNA	NUM	2	YESNO	PI15 SERVICE DISCUSSED WAS NAVY
	.		Inapplicable	342	61.4
	.D		Don't know	3	0.5
	1		YES	70	12.6
	2		NO	142	25.5
63	PITLKAF	NUM	2	YESNO	PI15 SERVICE DISCUSSED WAS AIR FORCE
	.		Inapplicable	342	61.4
	.D		Don't know	3	0.5
	1		YES	106	19.0
	2		NO	106	19.0
64	PITLKMC	NUM	2	YESNO	PI15 SERVICE DISCUSSED WAS MARINE CORPS
	.		Inapplicable	342	61.4
	.D		Don't know	3	0.5
	1		YES	36	6.5
	2		NO	176	31.6
65	PITLKALL	NUM	2	YESNO	PI15 SERVICE DISCUSSED WAS ALL SERVICES
	.		Inapplicable	342	61.4
	.D		Don't know	3	0.5
	1		YES	50	9.0
	2		NO	162	29.1
66	PITLKACT	NUM	2	YESNO	PI16 P TALKED TO Y ABOUT ACTIVE DUTY
	.		Inapplicable	342	61.4
	.D		Don't know	4	0.7
	1		YES	56	10.1
	2		NO	155	27.8
67	PITLKRV	NUM	2	YESNO	PI16 P TALKED TO Y ABOUT RESERVE
	.		Inapplicable	342	61.4
	.D		Don't know	4	0.7
	1		YES	45	8.1
	2		NO	166	29.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL			
68	PITLKNG	NUM	2	YESNO	PI16 P TALKED TO Y ABOUT NATIONAL GUARD			
		.		Inapplicable		342	61.4	
		.D		Don't know		4	0.7	
		1		YES		36	6.5	
		2		NO		175	31.4	
69	PIMILOPN	NUM	2	PMILOPN	PI17 P ENCOURAGE/DISCOURAGE Y TO ENLIST			
		.		Inapplicable		342	61.4	
		.D		Don't know		2	0.4	
		1		ENCOURAGE		82	14.7	
		2		STAY NEUTRAL		114	20.5	
		3		DISCOURAGE		17	3.1	
70	PINFMIL	NUM	2	PIPLAN	PI18 P SELF-REP INFLUENCE Y ENLIST PLANS			
		.D		Don't know		18	3.2	
		1		GREAT DEAL INF		43	7.7	
		2		CONSIDERABLE INF		47	8.4	
		3		SOME INF		160	28.7	
		4		VERY LITTLE INF		150	26.9	
		5		NO INF AT ALL		139	25.0	
71	PIPOIADS	NUM	2	YESNO	PI19 DID P POINT OUT SERVICE ADS TO Y			
		.D		Don't know		3	0.5	
		1		YES		88	15.8	
		2		NO		466	83.7	
72	PISUGREC	NUM	2	YESNO	PI21 P SUGGEST Y SEE MILITARY RECRUITER			
		.D		Don't know		2	0.4	
		1		YES		81	14.5	
		2		NO		474	85.1	
73	PIRECAR	NUM	2	YESNO	PI22 P SUGGEST Y SEE ARMY RECRUITER			
		.		Inapplicable		476	85.5	
		.D		Don't know		1	0.2	
		1		YES		38	6.8	
		2		NO		42	7.5	

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
74	PIRECNA	NUM	2	YESNO	PI22 P SUGGEST Y SEE NAVY RECRUITER		
		.		Inapplicable		476	85.5
		.D		Don't know		3	0.5
		1		YES		26	4.7
		2		NO		52	9.3
75	PIRECAF	NUM	2	YESNO	PI22 P SUGGEST Y SEE AIR FORCE RECRUITER		
		.		Inapplicable		476	85.5
		.D		Don't know		2	0.4
		1		YES		40	7.2
		2		NO		39	7.0
76	PIRECMA	NUM	2	YESNO	PI22 P SUGGEST Y SEE MARINE RECRUITER		
		.		Inapplicable		476	85.5
		.D		Don't know		4	0.7
		1		YES		24	4.3
		2		NO		53	9.5
77	PIRCMAIL	NUM	2	YESNO	PI23 RECEIVE MILITARY RECRUITING MAIL		
		.D		Don't know		8	1.4
		1		YES		339	60.9
		2		NO		210	37.7
78	PIPRBMIL	NUM	2	PPRBMIL	PI25 P BELIEVE Y WILL/WON'T ENLIST		
		.D		Don't know		36	6.5
		1		DEFINITELY WILL		19	3.4
		2		PROBABLY WILL		117	21.0
		3		PROB WILL NOT		236	42.4
		4		DEFIN WILL NOT		149	26.8
79	PIEXPRAN	NUM	2	PEXPECT	PI26 P EXPECT Y TO BE OFFICER/ENLISTED		
		.		Inapplicable		421	75.6
		.D		Don't know		11	2.0
		1		ENLISTED PERSON		80	14.4
		2		OFFICER		45	8.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL			
80	PIPHYS	NUM	2	RANGIMP	IAP2 IMP OF HAVING PHYSICAL CHALLENGE			
		.D			Don't know	7	1.3	
		1			NOT AT ALL IMPOR	19	3.4	
		2			SCALE POINT 2	17	3.1	
		3			SCALE POINT 3	103	18.5	
		4			SCALE POINT 4	150	26.9	
		5			VERY IMPORTANT	261	46.9	
81	RANDIAP	NUM	2	RANDIAY	IAP2 RANDOM NUMBER SELECTED			
		1			START: PHYS	26	4.7	
		2			START: HIQUAL	30	5.4	
		3			START: CASHED	31	5.6	
		4			START: TRAIN	32	5.7	
		5			START: SELCON	35	6.3	
		6			START: CNTRY	30	5.4	
		7			START: LEADER	36	6.5	
		8			START: HITECH	27	4.8	
		9			START: PROUD	23	4.1	
		10			START: POTEN	36	6.5	
		11			START: CIVCAR	37	6.6	
		12			START: SERCOM	23	4.1	
		13			START: WEEKEN	39	7.0	
		14			START: HOME	25	4.5	
		15			START: STEP	32	5.7	
		16			START: MATURE	38	6.8	
		17			START: INNOV	26	4.7	
		18			START: MENTAL	31	5.6	
82	PIHIQUAL	NUM	2	RANGIMP	IAP2 IMP OF HIGHLY TRAINED COWORKERS			
		.D			Don't know	2	0.4	
		1			NOT AT ALL IMPOR	5	0.9	
		2			SCALE POINT 2	15	2.7	
		3			SCALE POINT 3	69	12.4	
		4			SCALE POINT 4	124	22.3	
		5			VERY IMPORTANT	342	61.4	

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
83	PICASHED	NUM	2	RANGIMP	IAP2 IMP OF EARNING MONEY FOR EDUCATION

.D	Don't know	2	0.4
.R	Refused	1	0.2
1	NOT AT ALL IMPOR	29	5.2
2	SCALE POINT 2	31	5.6
3	SCALE POINT 3	100	18.0
4	SCALE POINT 4	99	17.8
5	VERY IMPORTANT	295	53.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
84	PITRAIN	NUM	2	RANGIMP	IAP2 IMP OF TRAINING IN USEFUL SKILLS

.D	Don't know	2	0.4
1	NOT AT ALL IMPOR	12	2.2
2	SCALE POINT 2	15	2.7
3	SCALE POINT 3	64	11.5
4	SCALE POINT 4	126	22.6
5	VERY IMPORTANT	338	60.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
85	PISELCON	NUM	2	RANGIMP	IAP2 IMP OF DEVELOPING SELF-CONFIDENCE

.D	Don't know	1	0.2
1	NOT AT ALL IMPOR	6	1.1
2	SCALE POINT 2	13	2.3
3	SCALE POINT 3	37	6.6
4	SCALE POINT 4	74	13.3
5	VERY IMPORTANT	426	76.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
86	PICNTRY	NUM	2	RANGIMP	IAP2 IMP OF SERVING COUNTRY

.D	Don't know	6	1.1
.R	Refused	1	0.2
1	NOT AT ALL IMPOR	22	3.9
2	SCALE POINT 2	19	3.4
3	SCALE POINT 3	98	17.6
4	SCALE POINT 4	92	16.5
5	VERY IMPORTANT	319	57.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
87	PILEADER	NUM	2	RANGIMP	IAP2 IMP OF DEVELOPING LEADERSHIP SKILLS

.D	Don't know	4	0.7
1	NOT AT ALL IMPOR	10	1.8
2	SCALE POINT 2	11	2.0
3	SCALE POINT 3	57	10.2
4	SCALE POINT 4	104	18.7
5	VERY IMPORTANT	371	66.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
88	PIHITECH	NUM	2	RANGIMP	IAP2 IMP OF WORKING WITH HI-TECH EQUIP

.D	Don't know	4	0.7
.R	Refused	1	0.2
1	NOT AT ALL IMPOR	14	2.5
2	SCALE POINT 2	25	4.5
3	SCALE POINT 3	93	16.7
4	SCALE POINT 4	107	19.2
5	VERY IMPORTANT	313	56.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
89	PIPROUD	NUM	2	RANGIMP	IAP2 IMP OF EXPERIENCES TO BE PROUD OF

.D	Don't know	4	0.7
.R	Refused	1	0.2
1	NOT AT ALL IMPOR	8	1.4
2	SCALE POINT 2	7	1.3
3	SCALE POINT 3	42	7.5
4	SCALE POINT 4	77	13.8
5	VERY IMPORTANT	418	75.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
90	PIPOTEN	NUM	2	RANGIMP	IAP2 IMP OF DEVELOPING POTENTIAL

.D	Don't know	2	0.4
.R	Refused	1	0.2
1	NOT AT ALL IMPOR	4	0.7
2	SCALE POINT 2	9	1.6
3	SCALE POINT 3	28	5.0
4	SCALE POINT 4	66	11.8
5	VERY IMPORTANT	447	80.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
91	PICIVCAR	NUM	2	RANGIMP	IAP2 IMP OF HELPING CIVILIAN CAREER DEV

.D	Don't know	2	0.4
.R	Refused	1	0.2
1	NOT AT ALL IMPOR	6	1.1
2	SCALE POINT 2	8	1.4
3	SCALE POINT 3	43	7.7
4	SCALE POINT 4	98	17.6
5	VERY IMPORTANT	399	71.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
92	PISERCOM	NUM	2	RANGIMP	IAP2 IMP OF COMMUNITY SERVICE

.D	Don't know	3	0.5
.R	Refused	1	0.2
1	NOT AT ALL IMPOR	9	1.6
2	SCALE POINT 2	25	4.5
3	SCALE POINT 3	98	17.6
4	SCALE POINT 4	128	23.0
5	VERY IMPORTANT	293	52.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
93	PIWEEKEN	NUM	2	RANGIMP	IAP2 IMP OF WEEKEND EXCITEMENT

.D	Don't know	6	1.1
.R	Refused	1	0.2
1	NOT AT ALL IMPOR	59	10.6
2	SCALE POINT 2	74	13.3
3	SCALE POINT 3	180	32.3
4	SCALE POINT 4	74	13.3
5	VERY IMPORTANT	163	29.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
94	PIHOME	NUM	2	RANGIMP	IAP2 IMP OF STAYING IN OWN HOMETOWN

.D	Don't know	2	0.4
.R	Refused	1	0.2
1	NOT AT ALL IMPOR	110	19.7
2	SCALE POINT 2	107	19.2
3	SCALE POINT 3	143	25.7
4	SCALE POINT 4	49	8.8
5	VERY IMPORTANT	145	26.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
95	PISTEP	NUM	2	RANGIMP	IAP2 IMP OF STEPPING FROM HS TO COLLEGE

.D	Don't know	12	2.2
1	NOT AT ALL IMPOR	90	16.2
2	SCALE POINT 2	65	11.7
3	SCALE POINT 3	117	21.0
4	SCALE POINT 4	76	13.6
5	VERY IMPORTANT	197	35.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
96	PIMATURE	NUM	2	RANGIMP	IAP2 IMP OF BECOMING MATURE/RESPONSIBLE

.D	Don't know	4	0.7
1	NOT AT ALL IMPOR	9	1.6
2	SCALE POINT 2	13	2.3
3	SCALE POINT 3	50	9.0
4	SCALE POINT 4	86	15.4
5	VERY IMPORTANT	395	70.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
97	PIINNOV	NUM	2	RANGIMP	IAP2 IMP OF USING OWN JUDGMENT
	.D		Don't know	3	0.5
	1		NOT AT ALL IMPOR	6	1.1
	2		SCALE POINT 2	10	1.8
	3		SCALE POINT 3	46	8.3
	4		SCALE POINT 4	116	20.8
	5		VERY IMPORTANT	376	67.5
98	PIMENTAL	NUM	2	RANGIMP	IAP2 IMP OF HAVING MENTAL CHALLENGE
	.D		Don't know	6	1.1
	1		NOT AT ALL IMPOR	11	2.0
	2		SCALE POINT 2	4	0.7
	3		SCALE POINT 3	33	5.9
	4		SCALE POINT 4	114	20.5
	5		VERY IMPORTANT	389	69.8
99	PTVWATCH	NUM	2	YESNO	MH1 PARENT REGULARLY WATCHES TV
	.		Inapplicable	283	50.8
	1		YES	188	33.8
	2		NO	86	15.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
100	PTVHRREG	NUM	3		MH2 HRS PER WEEK WATCH NETWORK TV

.	Inapplicable	369	66.2
.D	Don't know	3	0.5
0		2	0.4
1		1	0.2
2		8	1.4
3		9	1.6
4		15	2.7
5		10	1.8
6		5	0.9
7		5	0.9
8		9	1.6
9		1	0.2
10		28	5.0
12		12	2.2
14		4	0.7
15		18	3.2
16		1	0.2
17		1	0.2
18		2	0.4
20		22	3.9
21		2	0.4
24		1	0.2
25		8	1.4
28		5	0.9
30		11	2.0
35		2	0.4
40		1	0.2
50		1	0.2
55		1	0.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
101	PTVHRCAB	NUM	3		MH2 HRS PER WEEK WATCH CERTAIN CABLE TV		
		.		Inapplicable		369	66.2
		.D		Don't know		3	0.5
		0				68	12.2
		1				5	0.9
		2				13	2.3
		3				12	2.2
		4				13	2.3
		5				15	2.7
		6				8	1.4
		7				3	0.5
		8				10	1.8
		9				1	0.2
		10				17	3.1
		13				1	0.2
		14				1	0.2
		15				5	0.9
		16				1	0.2
		17				1	0.2
		18				1	0.2
		20				8	1.4
		40				2	0.4
102	MHP2CHK1	NUM	2	CCHECK	CONST CHECK: MH1 = 1 & MH2 = 0 HOURS		
		.		Inapplicable		556	99.8
		1		INCONSIST. DATA		1	0.2
103	MHP2CHK2	NUM	2	CCHECK	CONST CHECK: MH2 > 168 HOURS		
		.		Inapplicable		557	100.0
104	PTVCAB1	NUM	2	YESNO	MH11 DOES PARENT WATCH MTV		
		.		Inapplicable		440	79.0
		.D		Don't know		1	0.2
		1		YES		22	3.9
		2		NO		94	16.9
105	PTVCAB2	NUM	2	YESNO	MH11 DOES PARENT WATCH NASHVILLE NETWORK		
		.		Inapplicable		440	79.0
		.D		Don't know		1	0.2
		1		YES		38	6.8
		2		NO		78	14.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
106	PTVCAB3	NUM	2	YESNO	MH11 DOES PARENT WATCH ESPN [SPORTS]		
		.		Inapplicable		440	79.0
		1		YES		77	13.8
		2		NO		40	7.2
107	PTVCAB4	NUM	2	YESNO	MH11 DOES PARENT WATCH WTBS [SYNDICATED]		
		.		Inapplicable		440	79.0
		.D		Don't know		1	0.2
		1		YES		49	8.8
		2		NO		67	12.0
108	PTVCAB5	NUM	2	YESNO	MH11 DOES P WATCH BLACK ENTERTAINMENT TV		
		.		Inapplicable		440	79.0
		1		YES		16	2.9
		2		NO		101	18.1
109	PTVSPORT	NUM	2	YESNO	MH12 DOES PARENT VIEW SPORTS		
		.		Inapplicable		370	66.4
		1		YES		141	25.3
		2		NO		46	8.3
110	PTVMYS	NUM	2	YESNO	MH12 DOES PARENT VIEW MYSTERIES		
		.		Inapplicable		370	66.4
		1		YES		126	22.6
		2		NO		61	11.0
111	PTVDRAMA	NUM	2	YESNO	MH12 DOES PARENT VIEW GENERAL DRAMA		
		.		Inapplicable		370	66.4
		1		YES		116	20.8
		2		NO		71	12.7
112	PTVMUSIC	NUM	2	YESNO	MH12 DOES PARENT VIEW MUSIC/VIDEOS		
		.		Inapplicable		370	66.4
		1		YES		73	13.1
		2		NO		114	20.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
113	PTVCOMDY	NUM	2	YESNO	MH12 DOES PARENT VIEW SITCOMS
	.		Inapplicable	370	66.4
	1		YES	141	25.3
	2		NO	46	8.3
114	PTVMOVIE	NUM	2	YESNO	MH12 DOES PARENT VIEW TV MOVIES
	.		Inapplicable	370	66.4
	1		YES	157	28.2
	2		NO	30	5.4
115	PTVTALK	NUM	2	YESNO	MH12 DOES PARENT VIEW TV TALK SHOWS
	.		Inapplicable	370	66.4
	1		YES	98	17.6
	2		NO	89	16.0
116	PTVSH1	NUM	2	YESNO	MH13 DOES PARENT WATCH DAVID LETTERMAN
	.		Inapplicable	370	66.4
	1		YES	22	3.9
	2		NO	165	29.6
117	PTVSH2	NUM	2	YESNO	MH13 DOES P WATCH FRIDAY NIGHT VIDEOS
	.		Inapplicable	370	66.4
	1		YES	15	2.7
	2		NO	172	30.9
118	PTVSH3	NUM	2	YESNO	MH13 DOES P WATCH MONDAY NIGHT FOOTBALL
	.		Inapplicable	370	66.4
	1		YES	112	20.1
	2		NO	75	13.5
119	PTVSH4	NUM	2	YESNO	MH13 DOES P WATCH COLLEGE FOOTBALL
	.		Inapplicable	370	66.4
	1		YES	104	18.7
	2		NO	83	14.9
120	PTVSH5	NUM	2	YESNO	MH13 DOES P WATCH SUNDAY NIGHT MOVIES
	.		Inapplicable	370	66.4
	1		YES	122	21.9
	2		NO	65	11.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
121	PVCRHAVE	NUM	2	YESNO	MH14 DOES HOUSEHOLD HAVE A VCR		
		.			Inapplicable	283	50.8
		1			YES	169	30.3
		2			NO	105	18.9
122	PVCRHOUR	NUM	3		MH15 HOURS PER WEEK SPENT WATCHING VCR		
		.			Inapplicable	388	69.7
		0				24	4.3
		1				28	5.0
		2				35	6.3
		3				21	3.8
		4				17	3.1
		5				11	2.0
		6				10	1.8
		7				1	0.2
		8				4	0.7
		9				1	0.2
		10				9	1.6
		11				1	0.2
		12				1	0.2
		14				1	0.2
		15				2	0.4
		16				1	0.2
		20				2	0.4
123	PRADLIS	NUM	2	YESNO	MH16 DOES PARENT LISTEN TO THE RADIO		
		.			Inapplicable	283	50.8
		1			YES	194	34.8
		2			NO	80	14.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
124	PRADHRAM	NUM	3		MH17 HOW MANY HOURS PER WEEK AM RADIO

.	Inapplicable	363	65.2
.D	Don't know	2	0.4
0		70	12.6
1		13	2.3
2		10	1.8
3		13	2.3
4		6	1.1
5		21	3.8
6		9	1.6
7		6	1.1
8		4	0.7
9		1	0.2
10		12	2.2
12		1	0.2
14		2	0.4
15		4	0.7
18		1	0.2
19		1	0.2
20		6	1.1
24		1	0.2
25		4	0.7
30		3	0.5
35		1	0.2
40		2	0.4
80		1	0.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
125	PRADHRFM	NUM	3		MH17 HOW MANY HOURS PER WEEK FM RADIO		
		.		Inapplicable		363	65.2
		.D		Don't know		5	0.9
		0				30	5.4
		1				7	1.3
		2				19	3.4
		3				7	1.3
		4				11	2.0
		5				16	2.9
		6				8	1.4
		7				2	0.4
		8				5	0.9
		9				1	0.2
		10				18	3.2
		12				10	1.8
		14				2	0.4
		15				6	1.1
		16				2	0.4
		18				1	0.2
		20				17	3.1
		21				3	0.5
		24				1	0.2
		25				3	0.5
		29				1	0.2
		30				9	1.6
		32				1	0.2
		35				1	0.2
		40				5	0.9
		50				1	0.2
		60				1	0.2
		80				1	0.2
126	MP17CHK1	NUM	2	CCHECK	CONST CHECK: MH16 = 1 & MH17 = 0 HOURS		
		.		Inapplicable		557	100.0
127	MP17CHK2	NUM	2	CCHECK	CONST CHECK: MH17 > 168 HOURS		
		.		Inapplicable		557	100.0
128	PRADNEWS	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO NEWS		
		.		Inapplicable		363	65.2
		1		YES		177	31.8
		2		NO		17	3.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
129	PRADCLAS	NUM	2	YESNO	MH26 DOES PARENT LISTEN CLASSICAL MUSIC		
		.		Inapplicable		363	65.2
		1		YES		65	11.7
		2		NO		129	23.2
130	PRADPOP	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO POP MUSIC		
		.		Inapplicable		363	65.2
		.D		Don't know		2	0.4
		1		YES		87	15.6
		2		NO		105	18.9
131	PRADCW	NUM	2	YESNO	MH26 DOES PARENT LISTEN COUNTRY MUSIC		
		.		Inapplicable		363	65.2
		1		YES		111	19.9
		2		NO		83	14.9
132	PRADSPOR	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO SPORTS		
		.		Inapplicable		363	65.2
		1		YES		96	17.2
		2		NO		98	17.6
133	PRADTALK	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO TALK SHOWS		
		.		Inapplicable		363	65.2
		1		YES		75	13.5
		2		NO		119	21.4
134	PRADROCK	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO ROCK MUSIC		
		.		Inapplicable		363	65.2
		1		YES		79	14.2
		2		NO		115	20.6
135	PRADEASY	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO EASY MUSIC		
		.		Inapplicable		363	65.2
		.D		Don't know		1	0.2
		1		YES		130	23.3
		2		NO		63	11.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
136	PRADSH1	NUM	2	YESNO	MH27 DOES P LISTEN TO AMERICAN TOP 40		
		.		Inapplicable		363	65.2
		1		YES		51	9.2
		2		NO		143	25.7
137	PRADSH2	NUM	2	YESNO	MH27 DOES P LISTEN TO KING BISCUIT HOUR		
		.		Inapplicable		363	65.2
		1		YES		1	0.2
		2		NO		193	34.6
138	PRADSH3	NUM	2	YESNO	MH27 DOES P LISTEN TO RICK DEES' TOP 40		
		.		Inapplicable		363	65.2
		.D		Don't know		1	0.2
		1		YES		25	4.5
		2		NO		168	30.2
139	PRADSH4	NUM	2	YESNO	MH27 DOES P LISTEN TO METALSHOP		
		.		Inapplicable		363	65.2
		1		YES		1	0.2
		2		NO		193	34.6
140	PRADSH5	NUM	2	YESNO	MH27 DOES P LISTEN TO ROCKLINE		
		.		Inapplicable		363	65.2
		.D		Don't know		1	0.2
		1		YES		6	1.1
		2		NO		187	33.6
141	PPAPREAD	NUM	2	YPAPREA	MH28 HOW OFTEN DOES P READ NEWSPAPER		
		.		Inapplicable		283	50.8
		1		NEVER		7	1.3
		2		< TWICE A WEEK		16	2.9
		3		2-3 TIMES A WEEK		45	8.1
		4		4-5 TIMES A WEEK		20	3.6
		5		DAILY		186	33.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
142	PPAPHOUR	NUM	3		MH29 HOURS PER WEEK READING NEWSPAPER		
		.			Inapplicable	290	52.1
		.D			Don't know	2	0.4
		0				2	0.4
		1				28	5.0
		2				37	6.6
		3				35	6.3
		4				31	5.6
		5				32	5.7
		6				16	2.9
		7				54	9.7
		8				8	1.4
		9				1	0.2
		10				8	1.4
		12				2	0.4
		13				1	0.2
		14				5	0.9
		15				2	0.4
		18				1	0.2
		21				2	0.4
143	MHP29CHK	NUM	2	CCHECK	CONST CHECK: MH28 & MH29 HOURS		
		.			Inapplicable	557	100.0
144	PPAPSPOR	NUM	2	YESNO	MH30 DOES PARENT READ SPORTS		
		.			Inapplicable	292	52.4
		1			YES	158	28.4
		2			NO	107	19.2
145	PPAPCOM	NUM	2	YESNO	MH30 DOES PARENT READ COMICS		
		.			Inapplicable	292	52.4
		1			YES	113	20.3
		2			NO	152	27.3
146	PPAPNEWS	NUM	2	YESNO	MH30 DOES PARENT READ NEWS SECTION		
		.			Inapplicable	292	52.4
		1			YES	260	46.7
		2			NO	5	0.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
147	PPAPLOC	NUM	2	YESNO	MH30 DOES PARENT READ LOCAL SECTION
	.		Inapplicable	292	52.4
	1		YES	250	44.9
	2		NO	15	2.7
148	PPAPFOOD	NUM	2	YESNO	MH30 DOES PARENT READ FOOD SECTION
	.		Inapplicable	292	52.4
	1		YES	132	23.7
	2		NO	133	23.9
149	PPAPSTYL	NUM	2	YESNO	MH30 DOES PARENT READ LIFESTYLE SECTION
	.		Inapplicable	292	52.4
	1		YES	145	26.0
	2		NO	120	21.5
150	PPAPCLAS	NUM	2	YESNO	MH30 DOES PARENT READ CLASSIFIED
	.		Inapplicable	292	52.4
	1		YES	148	26.6
	2		NO	117	21.0
151	PMAGREAD	NUM	2	YESNO	MH31 DOES PARENT READ MAGAZINES
	.		Inapplicable	283	50.8
	1		YES	154	27.6
	2		NO	120	21.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
152	PMAG1	NUM	3	MAGFMT	MH32 MAGAZINE #1 READ ON REGULAR BASIS

.	Inapplicable	403	72.4
.D	Don't know	2	0.4
125	BONE&JT SURG JNL	1	0.2
150	EBONY	6	1.1
154	FIELD AND STREAM	3	0.5
159	GUIDEPOST	1	0.2
172	JET	1	0.2
175	LIFE	3	0.5
179	MONEY	1	0.2
180	MOTOR TREND	1	0.2
188	NATL GEOGRAPHIC	4	0.7
194	NEWSWEEK	9	1.6
200	NURSG WORLD JRNL	1	0.2
206	OUTDOOR LIFE	2	0.4
209	PEOPLE	2	0.4
211	POPULAR MECHANIX	2	0.4
212	POPULAR SCIENCE	1	0.2
213	READERS DIGEST	14	2.5
231	SPORTS ILLUSTRTD	4	0.7
241	TIME	19	3.4
247	US NEWS WRLD RPT	3	0.5
991	OTHER	74	13.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
153	PMAG2	NUM	3	MAGFMT	MH32 MAGAZINE #2 READ ON REGULAR BASIS

.	Inapplicable	452	81.1
130	CAR AND DRIVER	1	0.2
150	EBONY	4	0.7
154	FIELD AND STREAM	1	0.2
159	GUIDEPOST	2	0.4
175	LIFE	1	0.2
179	MONEY	1	0.2
180	MOTOR TREND	1	0.2
188	NATL GEOGRAPHIC	10	1.8
194	NEWSWEEK	9	1.6
203	OMNI	1	0.2
206	OUTDOOR LIFE	1	0.2
209	PEOPLE	4	0.7
212	POPULAR SCIENCE	2	0.4
213	READERS DIGEST	12	2.2
221	SCHOOL SHOP	1	0.2
229	SPORTS AFIELD	2	0.4
231	SPORTS ILLUSTRTD	6	1.1
241	TIME	11	2.0
245	TV GUIDE	1	0.2
247	US NEWS WRLD RPT	5	0.9
991	OTHER	29	5.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
154	PMAG3	NUM	3	MAGFMT	MH32 MAGAZINE #3 READ ON REGULAR BASIS

.	Inapplicable	499	89.6
122	BLACK ENTERPRISE	1	0.2
150	EBONY	1	0.2
152	FAMLY CMPUTG PGM	1	0.2
168	INSIDE SPORTS	1	0.2
172	JET	2	0.4
175	LIFE	1	0.2
179	MONEY	3	0.5
188	NATL GEOGRAPHIC	2	0.4
194	NEWSWEEK	2	0.4
209	PEOPLE	3	0.5
213	READERS DIGEST	8	1.4
216	ROAD AND TRACK	1	0.2
226	SPORTING NEWS	1	0.2
231	SPORTS ILLUSTRTD	5	0.9
241	TIME	3	0.5
245	TV GUIDE	1	0.2
247	US NEWS WRLD RPT	2	0.4
991	OTHER	20	3.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
155	PMAG4	NUM	3	MAGFMT	MH32 MAGAZINE #4 READ ON REGULAR BASIS		
		.			Inapplicable	534	95.9
		122			BLACK ENTERPRISE	1	0.2
		141			CYCLE	1	0.2
		150			EBONY	1	0.2
		179			MONEY	2	0.4
		188			NATL GEOGRAPHIC	2	0.4
		194			NEWSWEEK	2	0.4
		213			READERS DIGEST	2	0.4
		222			SCIENCE DIGEST	1	0.2
		231			SPORTS ILLUSTRTD	2	0.4
		245			TV GUIDE	1	0.2
		247			US NEWS WRLD RPT	2	0.4
		991			OTHER	6	1.1
156	PMAG5	NUM	3	MAGFMT	MH32 MAGAZINE #5 READ ON REGULAR BASIS		
		.			Inapplicable	551	98.9
		188			NATL GEOGRAPHIC	1	0.2
		194			NEWSWEEK	1	0.2
		209			PEOPLE	2	0.4
		245			TV GUIDE	1	0.2
		991			OTHER	1	0.2
157	PMAG6	NUM	3	MAGFMT	MH32 MAGAZINE #6 READ ON A REGULAR BASIS		
		.			Inapplicable	556	99.8
		991			OTHER	1	0.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
158	PMAGHOUR	NUM	3		MH33 HOURS PER WEEK READING MAGAZINES		
		.			Inapplicable	403	72.4
		.D			Don't know	4	0.7
		0				2	0.4
		1				28	5.0
		2				33	5.9
		3				24	4.3
		4				18	3.2
		5				18	3.2
		6				3	0.5
		7				9	1.6
		8				4	0.7
		10				4	0.7
		12				3	0.5
		14				2	0.4
		15				1	0.2
		40				1	0.2
159	MHPCHK	NUM	2	CCHECK	CONST CHECK: TOTAL HOURS IN MHP > 168		
		.			Inapplicable	557	100.0
160	RANDKRP2	NUM	2	KNOW	KR5-KR13 RANDOM NUMBER		
		.			Inapplicable	1	0.2
		1			AIR FORCE	95	17.1
		2			ARMY	82	14.7
		3			ROTC	89	16.0
		4			NATIONAL GUARD	88	15.8
		5			RESERVE	84	15.1
		6			COAST GUARD	57	10.2
		7			MARINE CORPS	36	6.5
		8			NAVY	15	2.7
		9			ONE AD FOR ALL	10	1.8
161	RANDKRP	NUM	2	RANDKR	KR17 RANDOM NUMBER FOR SERVICE DISPLAY		
		.			Inapplicable	18	3.2
		1			AIR FORCE	92	16.5
		2			ROTC	57	10.2
		3			ARMY NATL GUARD	69	12.4
		4			ARMY RESERVE	44	7.9
		5			COAST GUARD	23	4.1
		6			MARINES	108	19.4
		7			NAVY	67	12.0
		8			ALL SERVICES	79	14.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
162	PUN12NON	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NO SERVICES		
		.D		Don't know	15	2.7	
		.R		Refused	1	0.2	
		1		YES	43	7.7	
		2		NO	498	89.4	
163	PUN12AF	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR AIR FORCE		
		.D		Don't know	15	2.7	
		.R		Refused	1	0.2	
		1		YES	283	50.8	
		2		NO	258	46.3	
164	PUN12AR	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ARMY		
		.D		Don't know	15	2.7	
		.R		Refused	1	0.2	
		1		YES	420	75.4	
		2		NO	121	21.7	
165	PUN12RO	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ROTC		
		.D		Don't know	15	2.7	
		.R		Refused	1	0.2	
		1		YES	15	2.7	
		2		NO	526	94.4	
166	PUN12NG	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NAT GUARD		
		.D		Don't know	15	2.7	
		.R		Refused	1	0.2	
		1		YES	65	11.7	
		2		NO	476	85.5	
167	PUN12RV	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR RESERVE		
		.D		Don't know	15	2.7	
		.R		Refused	1	0.2	
		1		YES	34	6.1	
		2		NO	507	91.0	

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
168	PUN12CG	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR COAST GUARD		
		.D		Don't know		15	2.7
		.R		Refused		1	0.2
		1		YES		62	11.1
		2		NO		479	86.0
169	PUN12MC	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR MARINE CORPS		
		.D		Don't know		15	2.7
		.R		Refused		1	0.2
		1		YES		298	53.5
		2		NO		243	43.6
170	PUN12NA	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NAVY		
		.D		Don't know		15	2.7
		.R		Refused		1	0.2
		1		YES		266	47.8
		2		NO		275	49.4
171	PUN12ALL	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ALL IN ONE AD		
		.D		Don't know		15	2.7
		.R		Refused		1	0.2
		1		YES		56	10.1
		2		NO		485	87.1
172	PKRROAF	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR AIR FORCE		
		.		Inapplicable		542	97.3
		.D		Don't know		3	0.5
		1		YES		5	0.9
		2		NO		7	1.3
173	PKRROAR	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR ARMY		
		.		Inapplicable		542	97.3
		.D		Don't know		3	0.5
		1		YES		7	1.3
		2		NO		5	0.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
174	PKRRONA	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR NAVY		
		.		Inapplicable		542	97.3
		.D		Don't know		3	0.5
		1		YES		4	0.7
		2		NO		8	1.4
175	PKRROMC	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR MARINES		
		.		Inapplicable		542	97.3
		.D		Don't know		3	0.5
		1		YES		4	0.7
		2		NO		8	1.4
176	PKRROCG	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR COAST GUARD		
		.		Inapplicable		542	97.3
		.D		Don't know		3	0.5
		2		NO		12	2.2
177	PKRNGAF	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR AIR FORCE		
		.		Inapplicable		492	88.3
		.D		Don't know		18	3.2
		1		YES		20	3.6
		2		NO		27	4.8
178	PKRNGAR	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR ARMY		
		.		Inapplicable		492	88.3
		.D		Don't know		18	3.2
		1		YES		39	7.0
		2		NO		8	1.4
179	PKRNGNA	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR NAVY		
		.		Inapplicable		492	88.3
		.D		Don't know		18	3.2
		1		YES		5	0.9
		2		NO		42	7.5
180	PKRNGMC	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR MARINES		
		.		Inapplicable		492	88.3
		.D		Don't know		18	3.2
		1		YES		5	0.9
		2		NO		42	7.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
181	PKRNGCG	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR COAST GUARD		
		.		Inapplicable		492	88.3
		.D		Don't know		18	3.2
		1		YES		2	0.4
		2		NO		45	8.1
182	PKRRVAF	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR AIR FORCE		
		.		Inapplicable		523	93.9
		.D		Don't know		6	1.1
		1		YES		11	2.0
		2		NO		17	3.1
183	PKRRVAR	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR ARMY		
		.		Inapplicable		523	93.9
		.D		Don't know		6	1.1
		1		YES		26	4.7
		2		NO		2	0.4
184	PKRRVNA	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR NAVY		
		.		Inapplicable		523	93.9
		.D		Don't know		6	1.1
		1		YES		5	0.9
		2		NO		23	4.1
185	PKRRVMC	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR MARINES		
		.		Inapplicable		523	93.9
		.D		Don't know		6	1.1
		1		YES		5	0.9
		2		NO		23	4.1
186	PKRRVCG	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR COAST GUARD		
		.		Inapplicable		523	93.9
		.D		Don't know		6	1.1
		1		YES		1	0.2
		2		NO		27	4.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
187	PAIDAF	NUM	2	YESNO	KR6 AIDED AD RECALL FOR AIR FORCE		
		.		Inapplicable		283	50.8
		.D		Don't know		5	0.9
		1		YES		130	23.3
		2		NO		139	25.0
188	PAIDAR	NUM	2	YESNO	KR6 AIDED AD RECALL FOR ARMY		
		.		Inapplicable		420	75.4
		.D		Don't know		1	0.2
		1		YES		80	14.4
		2		NO		56	10.1
189	PAIDARO	NUM	2	YESNO	KR7 AIDED AD RECALL FOR ARMY ROTC		
		.		Inapplicable		7	1.3
		.D		Don't know		2	0.4
		.N		Not ascertained		8	1.4
		1		YES		268	48.1
		2		NO		272	48.8
190	PAIDANG	NUM	2	YESNO	KR8 AIDED AD RECALL FOR ARMY NAT GUARD		
		.		Inapplicable		39	7.0
		.D		Don't know		6	1.1
		.N		Not ascertained		26	4.7
		1		YES		273	49.0
		2		NO		213	38.2
191	PAIDARV	NUM	2	YESNO	KR9 AIDED AD RECALL FOR ARMY RESERVE		
		.		Inapplicable		26	4.7
		.D		Don't know		7	1.3
		.N		Not ascertained		8	1.4
		1		YES		292	52.4
		2		NO		224	40.2
192	PAIDCG	NUM	2	YESNO	KR10 AIDED AD RECALL FOR COAST GUARD		
		.		Inapplicable		62	11.1
		.D		Don't know		4	0.7
		1		YES		149	26.8
		2		NO		342	61.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
193	PAIDMC	NUM	2	YESNO	KR11 AIDED AD RECALL FOR MARINE CORPS		
		.		Inapplicable		298	53.5
		.D		Don't know		4	0.7
		1		YES		147	26.4
		2		NO		108	19.4
194	PAIDNA	NUM	2	YESNO	KR12 AIDED AD RECALL FOR NAVY		
		.		Inapplicable		266	47.8
		.D		Don't know		1	0.2
		1		YES		112	20.1
		2		NO		178	32.0
195	PAIDALL	NUM	2	YESNO	KR13 AIDED AD RECALL FOR ALL SERVICES		
		.		Inapplicable		56	10.1
		.D		Don't know		1	0.2
		1		YES		205	36.8
		2		NO		295	53.0
196	PADARTV	NUM	2	YESNO	KR14 AIDED AD RECALL ARMY AD ON TV		
		.		Inapplicable		31	5.6
		.D		Don't know		11	2.0
		1		YES		449	80.6
		2		NO		66	11.8
197	PADARRAD	NUM	2	YESNO	KR14 RECALLS ARMY AD ON RADIO		
		.		Inapplicable		31	5.6
		.D		Don't know		8	1.4
		1		YES		171	30.7
		2		NO		347	62.3
198	PADARMAG	NUM	2	YESNO	KR14 RECALLS ARMY AD IN MAGAZINES		
		.		Inapplicable		31	5.6
		.D		Don't know		7	1.3
		1		YES		366	65.7
		2		NO		153	27.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
199	PADARPAP	NUM	2	YESNO	KR14 RECALLS ARMY AD IN NEWSPAPERS
	.		Inapplicable	31	5.6
	.D		Don't know	8	1.4
	1		YES	228	40.9
	2		NO	290	52.1
200	PADARBIL	NUM	2	YESNO	KR14 RECALLS ARMY AD ON BILLBOARDS
	.		Inapplicable	31	5.6
	.D		Don't know	7	1.3
	1		YES	326	58.5
	2		NO	193	34.6
201	PADARMAL	NUM	2	YESNO	KR14 RECALLS ARMY AD IN MAIL
	.		Inapplicable	31	5.6
	.D		Don't know	4	0.7
	1		YES	315	56.6
	2		NO	207	37.2
202	PADARPOS	NUM	2	YESNO	KR14 RECALLS ARMY AD ON POSTERS
	.		Inapplicable	31	5.6
	.D		Don't know	3	0.5
	1		YES	315	56.6
	2		NO	208	37.3
203	PADARPAM	NUM	2	YESNO	KR14 RECALLS ARMY AD IN PAMPHLETS
	.		Inapplicable	31	5.6
	.D		Don't know	4	0.7
	1		YES	259	46.5
	2		NO	263	47.2
204	PADARYEL	NUM	2	YESNO	KR14 RECALLS ARMY AD IN YELLOW PAGES
	.		Inapplicable	31	5.6
	.D		Don't know	4	0.7
	1		YES	56	10.1
	2		NO	466	83.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
205	PADAROTH	NUM	2	YADOTH	KR14 RECALLS ARMY AD SOMEWHERE ELSE

.	Inapplicable	31	5.6
.D	Don't know	4	0.7
1	YES	66	11.8
2	NO	451	81.0
3	INCONSIST. DATA	5	0.9

A code of 3 is used when the respondent recalls seeing or hearing Army ads, but answers "no" to each of the questions (including "Somewhere Else") about where he/she saw or heard them.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
206	PKRMSGAR	NUM	2	YKVERB	STATUS OF KR VERBATIM RESPONSE: ARMY

.D	Don't know	31	5.6
1	VALID ANSWER	469	84.2
2	Q NOT ASKED	57	10.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
207	PKRMSGOT	NUM	2	YKVERB	STATUS OF KR VERBATIM RESPONSE: NON-ARMY

.D	Don't know	63	11.3
1	VALID ANSWER	476	85.5
2	Q NOT ASKED	18	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
208	PATADLIK	NUM	2	YRATEAD	AT1 HOW MUCH PARENT LIKED ARMY ADS

.	Inapplicable	57	10.2
.D	Don't know	6	1.1
1	DO NOT LIKE	35	6.3
2	SCALE POINT 2	41	7.4
3	SCALE POINT 3	186	33.4
4	SCALE POINT 4	104	18.7
5	LIKE VERY MUCH	128	23.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
209	PATADBEL	NUM	2	PRATEAD	AT2 HOW MUCH PARENT BELIEVES ARMY ADS

.	Inapplicable	57	10.2
.D	Don't know	2	0.4
1	DO NOT BELIEVE	63	11.3
2	SCALE POINT 2	72	12.9
3	SCALE POINT 3	155	27.8
4	SCALE POINT 4	99	17.8
5	BELIEV VERY MUCH	109	19.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
210	RANDPEP1	NUM	2	RAND1PE	PEP 1 RANDOM START FOR ARMY

.	Inapplicable	57	10.2
1	START: A) WIDE	48	8.6
2	START: B) PHYS	29	5.2
3	START: C) PROUD	36	6.5
4	START: D) STEP	42	7.5
5	START: E) LEADER	30	5.4
6	START: F) HITECH	38	6.8
7	START: G) CIVCAR	45	8.1
8	START: H) SELCON	35	6.3
9	START: I) POTEN	57	10.2
10	START: J) MENTAL	35	6.3
11	START: K) MATURE	29	5.2
12	START: L) TRAIN	37	6.6
13	START: M) HIQUAL	39	7.0

Programming and screen size restrictions precluded the CASHED attribute from inclusion in the random start series for PE-1; it was always asked first in Version 1 of the questionnaire. In subsequent versions, RANDPEP1 contains the random start point for all Perceptions/Beliefs attributes for parents who received the Army questions alone. All values have an equal probability of selection.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
211	RANDPEP4	NUM	2	RAND4PE	PEP 4 RANDOM START FOR ARMY RESERVE

.	Inapplicable	469	84.2
1	START: WIDE	3	0.5
2	START: PROUD	9	1.6
3	START: LEADER	13	2.3
4	START: CIVCAR	10	1.8
5	START: SELCON	7	1.3
6	START: POTEN	2	0.4
7	START: MENTAL	7	1.3
8	START: MATURE	8	1.4
9	START: TRAIN	5	0.9
10	START: HIQUAL	5	0.9
11	START: SERCOM	14	2.5
12	START: WEEKEN	5	0.9

Programming and screen size restrictions precluded the CASHED and HOME attributes from inclusion in the random start series for PE-4; they were always asked first in Version 1 of the questionnaire. Other attributes for the Army Reserve were sequenced based on the start point in RANDPEP4.
In subsequent versions of the questionnaire, RANDPEP4 contains the random start point for all Perceptions/Beliefs attributes for parents who received either the Army Reserve or Army National Guard questions alone. All values have an equal probability of selection.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
212	RANDPEP5	NUM	2	RAND4PE	PEP 5 RANDOM START FOR NATIONAL GUARD

.	Inapplicable	468	84.0
1	START: WIDE	7	1.3
2	START: PROUD	4	0.7
3	START: LEADER	6	1.1
4	START: CIVCAR	8	1.4
5	START: SELCON	4	0.7
6	START: POTEN	10	1.8
7	START: MENTAL	9	1.6
8	START: MATURE	8	1.4
9	START: TRAIN	10	1.8
10	START: HIQUAL	9	1.6
11	START: SERCOM	10	1.8
12	START: WEEKEN	4	0.7

Programming and screen size restrictions precluded the CASHED and HOME attributes from inclusion in the random start series for PE-5; they were always asked first in Version 1 of the questionnaire. In subsequent versions, RANDPEP5 is not used; single-service random start points for Army Reserve and for Army National Guard are given by RANDPEP4.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
213	RANDPEP6	NUM	2	RAND1PE	PEP 6 RANDOM START FOR AF/MC/NA/ALL

.	Inapplicable	353	63.4
1	START: A) WIDE	17	3.1
2	START: B) PHYS	15	2.7
3	START: C) PROUD	14	2.5
4	START: D) STEP	30	5.4
5	START: E) LEADER	10	1.8
6	START: F) HITECH	12	2.2
7	START: G) CIVCAR	21	3.8
8	START: H) SELCON	16	2.9
9	START: I) POTEN	9	1.6
10	START: J) MENTAL	15	2.7
11	START: K) MATURE	15	2.7
12	START: L) TRAIN	15	2.7
13	START: M) HIQUAL	15	2.7

Programming and screen size restrictions precluded the CASHED attribute from inclusion in the random start series for PE-6; it was always asked first in Version 1 of the questionnaire. In subsequent versions, RANDPEP6 contains the random start point for all Perceptions/Beliefs attributes for parents who received either Air Force, Navy, Marine Corps or all services questions alone. All values have an equal probability of selection.

ORDER VARIABLE TYPE LENGTH FORMAT LABEL

214 RANDPEP7 NUM 2 RAND7PE PEP 7 RANDOM START FOR CIVILIAN JOB

.	Inapplicable	501	89.9
1	START: A) PHYS	5	0.9
2	START: B) PROUD	8	1.4
3	START: C) STEP	1	0.2
4	START: D) LEADER	2	0.4
5	START: E) HITECH	2	0.4
6	START: F) CIVCAR	8	1.4
7	START: G) SELCON	2	0.4
8	START: H) POTEN	2	0.4
9	START: I) MENTAL	8	1.4
10	START: J) MATURE	8	1.4
11	START: K) TRAIN	6	1.1
12	START: L) HIQUAL	4	0.7

Programming and screen size restrictions precluded the CASHED attribute from inclusion in the random start series for PE-7; it was always asked first in Version 1 of the questionnaire. In subsequent versions, RANDPEP7 contains the random start point for all Perceptions/Beliefs attributes for parents who received the civilian job questions alone. All values have an equal probability of selection.

215 RANDPEP8 NUM 2 PE8RAND PEP 8 RANDOM START FOR COLLEGE

.	Inapplicable	502	90.1
1	START: A) PROUD	5	0.9
2	START: B) LEADER	5	0.9
3	START: C) CIVCAR	10	1.8
4	START: D) SELCON	7	1.3
5	START: E) POTEN	8	1.4
6	START: F) MENTAL	4	0.7
7	START: G) MATURE	10	1.8
8	START: H) HIQUAL	6	1.1

216 PAWIDE NUM 2 AGREE PE1 WIDE VARIETY OF JOBS: ARMY

.	Inapplicable	57	10.2
.D	Don't know	8	1.4
1	DISAGREE CMPLTLY	33	5.9
2	DISAGREE SOMEWHT	59	10.6
3	NEITHER	138	24.8
4	AGREE SOMEWHAT	108	19.4
5	AGREE COMPLETELY	154	27.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
217	PAPHYS	NUM	2	AGREE	PE1 PHYSICALLY CHALLENGING: ARMY
		.		Inapplicable	57 10.2
		.D		Don't know	2 0.4
		1		DISAGREE CMPLTLY	12 2.2
		2		DISAGREE SOMEWHT	19 3.4
		3		NEITHER	92 16.5
		4		AGREE SOMEWHAT	154 27.6
		5		AGREE COMPLETELY	221 39.7
218	PAPROUD	NUM	2	AGREE	PE1 EXPERIENCE TO BE PROUD OF: ARMY
		.		Inapplicable	57 10.2
		.D		Don't know	4 0.7
		1		DISAGREE CMPLTLY	12 2.2
		2		DISAGREE SOMEWHT	31 5.6
		3		NEITHER	93 16.7
		4		AGREE SOMEWHAT	138 24.8
		5		AGREE COMPLETELY	222 39.9
219	PASTEP	NUM	2	AGREE	PE1 STEPPING STONE TO COLLEGE: ARMY
		.		Inapplicable	57 10.2
		.D		Don't know	7 1.3
		1		DISAGREE CMPLTLY	82 14.7
		2		DISAGREE SOMEWHT	61 11.0
		3		NEITHER	131 23.5
		4		AGREE SOMEWHAT	96 17.2
		5		AGREE COMPLETELY	123 22.1
220	PALEADER	NUM	2	AGREE	PE1 DEVELOP LEADERSHIP SKILLS: ARMY
		.		Inapplicable	57 10.2
		.D		Don't know	5 0.9
		1		DISAGREE CMPLTLY	17 3.1
		2		DISAGREE SOMEWHT	31 5.6
		3		NEITHER	105 18.9
		4		AGREE SOMEWHAT	161 28.9
		5		AGREE COMPLETELY	181 32.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
221	PAHITECH	NUM	2	AGREE	PE1 USE HIGH-TECH EQUIPMENT: ARMY

.	Inapplicable	57	10.2
.D	Don't know	6	1.1
1	DISAGREE CMPLTLY	14	2.5
2	DISAGREE SOMEWHT	36	6.5
3	NEITHER	85	15.3
4	AGREE SOMEWHAT	138	24.8
5	AGREE COMPLETELY	221	39.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
222	PACIVCAR	NUM	2	AGREE	PE1 CIVILIAN CAREER DEVELOP: ARMY

.	Inapplicable	57	10.2
.D	Don't know	3	0.5
1	DISAGREE CMPLTLY	29	5.2
2	DISAGREE SOMEWHT	50	9.0
3	NEITHER	139	25.0
4	AGREE SOMEWHAT	131	23.5
5	AGREE COMPLETELY	148	26.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
223	PASELCON	NUM	2	AGREE	PE1 DEVELOP SELF-CONFIDENCE: ARMY

.	Inapplicable	57	10.2
.D	Don't know	3	0.5
1	DISAGREE CMPLTLY	18	3.2
2	DISAGREE SOMEWHT	29	5.2
3	NEITHER	108	19.4
4	AGREE SOMEWHAT	162	29.1
5	AGREE COMPLETELY	180	32.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
224	PAPOTEN	NUM	2	AGREE	PE1 DEVELOP POTENTIAL: ARMY

.	Inapplicable	57	10.2
.D	Don't know	2	0.4
1	DISAGREE CMPLTLY	20	3.6
2	DISAGREE SOMEWHT	36	6.5
3	NEITHER	140	25.1
4	AGREE SOMEWHAT	139	25.0
5	AGREE COMPLETELY	163	29.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
225	PAMENTAL	NUM	2	AGREE	PE1 MENTALLY CHALLENGING: ARMY

.	Inapplicable	57	10.2
.D	Don't know	3	0.5
1	DISAGREE CMPLTLY	35	6.3
2	DISAGREE SOMEWHT	37	6.6
3	NEITHER	129	23.2
4	AGREE SOMEWHAT	133	23.9
5	AGREE COMPLETELY	163	29.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
226	PAMATURE	NUM	2	AGREE	PE1 MATURE AND RESPONSIBLE: ARMY

.	Inapplicable	57	10.2
.D	Don't know	1	0.2
1	DISAGREE CMPLTLY	16	2.9
2	DISAGREE SOMEWHT	16	2.9
3	NEITHER	74	13.3
4	AGREE SOMEWHAT	152	27.3
5	AGREE COMPLETELY	241	43.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
227	PATRAIN	NUM	2	AGREE	PE1 TRAINING IN USEFUL SKILLS: ARMY

.	Inapplicable	57	10.2
.D	Don't know	4	0.7
1	DISAGREE CMPLTLY	25	4.5
2	DISAGREE SOMEWHT	33	5.9
3	NEITHER	93	16.7
4	AGREE SOMEWHAT	143	25.7
5	AGREE COMPLETELY	202	36.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
228	PAHIQUAL	NUM	2	AGREE	PE1 HIGHLY TRAINED COWORKERS: ARMY

.	Inapplicable	57	10.2
.D	Don't know	4	0.7
1	DISAGREE CMPLTLY	20	3.6
2	DISAGREE SOMEWHT	39	7.0
3	NEITHER	119	21.4
4	AGREE SOMEWHAT	130	23.3
5	AGREE COMPLETELY	188	33.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
229	PACASHED	NUM	2	AGREE	PE1 GET MONEY FOR EDUCATION: ARMY

.	Inapplicable	57	10.2
.D	Don't know	6	1.1
1	DISAGREE CMPLTLY	16	2.9
2	DISAGREE SOMEWHT	28	5.0
3	NEITHER	103	18.5
4	AGREE SOMEWHAT	144	25.9
5	AGREE COMPLETELY	203	36.4

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-1; rather, it was always asked prior to the randomly started attribute list. In subsequent versions, PACASHED was included in the randomization.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
230	PHEARDAR	NUM	2	YESNO	PE1A P EVER HEARD OF ARMY RESERVE

.	Inapplicable	467	83.8
1	YES	88	15.8
2	NO	2	0.4

In Version 1 of the instrument, this question was asked only of parents selected to receive Army Reserve questions. In subsequent versions, it was asked of all parents.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
231	PVWIDE	NUM	2	AGREE	PE4 WIDE VARIETY OF JOBS: RESERVE

.	Inapplicable	469	84.2
.D	Don't know	2	0.4
1	DISAGREE CMPLTLY	5	0.9
2	DISAGREE SOMEWHT	7	1.3
3	NEITHER	38	6.8
4	AGREE SOMEWHAT	19	3.4
5	AGREE COMPLETELY	17	3.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
232	PVPROUD	NUM	2	AGREE	PE4 EXPERIENCE TO BE PROUD OF: RESERVE

.	Inapplicable	469	84.2
.D	Don't know	2	0.4
1	DISAGREE CMPLTLY	3	0.5
2	DISAGREE SOMEWHT	4	0.7
3	NEITHER	21	3.8
4	AGREE SOMEWHAT	26	4.7
5	AGREE COMPLETELY	32	5.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
233	PVLEADER	NUM	2	AGREE	PE4 DEVELOP LEADERSHIP SKILLS: RESERVE

.	Inapplicable	469	84.2
.D	Don't know	3	0.5
1	DISAGREE CMPLTLY	3	0.5
2	DISAGREE SOMEWHT	1	0.2
3	NEITHER	20	3.6
4	AGREE SOMEWHAT	35	6.3
5	AGREE COMPLETELY	26	4.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
234	PVCIVCAR	NUM	2	AGREE	PE4 CIVILIAN CAREER DEVELOP: RESERVE

.	Inapplicable	469	84.2
.D	Don't know	3	0.5
1	DISAGREE CMPLTLY	6	1.1
2	DISAGREE SOMEWHT	6	1.1
3	NEITHER	29	5.2
4	AGREE SOMEWHAT	19	3.4
5	AGREE COMPLETELY	25	4.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
235	PVSELCON	NUM	2	AGREE	PE4 DEVELOP SELF-CONFIDENCE: RESERVE

.	Inapplicable	469	84.2
.D	Don't know	3	0.5
2	DISAGREE SOMEWHT	4	0.7
3	NEITHER	18	3.2
4	AGREE SOMEWHAT	34	6.1
5	AGREE COMPLETELY	29	5.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
236	PVPOTEN	NUM	2	AGREE	PE4 DEVELOP POTENTIAL: RESERVE

.	Inapplicable	469	84.2
.D	Don't know	3	0.5
1	DISAGREE CMPLTLY	1	0.2
2	DISAGREE SOMEWHT	5	0.9
3	NEITHER	29	5.2
4	AGREE SOMEWHAT	24	4.3
5	AGREE COMPLETELY	26	4.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
237	PVMENTAL	NUM	2	AGREE	PE4 MENTALLY CHALLENGING: RESERVE

.	Inapplicable	469	84.2
.D	Don't know	3	0.5
1	DISAGREE CMPLTLY	2	0.4
2	DISAGREE SOMEWHT	7	1.3
3	NEITHER	25	4.5
4	AGREE SOMEWHAT	25	4.5
5	AGREE COMPLETELY	26	4.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
238	PVMATURE	NUM	2	AGREE	PE4 MATURE AND RESPONSIBLE: RESERVE

.	Inapplicable	469	84.2
.D	Don't know	3	0.5
1	DISAGREE CMPLTLY	4	0.7
2	DISAGREE SOMEWHT	1	0.2
3	NEITHER	14	2.5
4	AGREE SOMEWHAT	34	6.1
5	AGREE COMPLETELY	32	5.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
239	PVTRAIN	NUM	2	AGREE	PE4 TRAINING IN USEFUL SKILLS: RESERVE

.	Inapplicable	469	84.2
.D	Don't know	3	0.5
1	DISAGREE CMPLTLY	4	0.7
3	NEITHER	31	5.6
4	AGREE SOMEWHAT	24	4.3
5	AGREE COMPLETELY	26	4.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
240	PVHIQUAL	NUM	2	AGREE	PE4 HIGHLY TRAINED COWORKERS: RESERVE

.	Inapplicable	469	84.2
.D	Don't know	3	0.5
1	DISAGREE CMPLTLY	3	0.5
2	DISAGREE SOMEWHT	5	0.9
3	NEITHER	29	5.2
4	AGREE SOMEWHAT	23	4.1
5	AGREE COMPLETELY	25	4.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
241	PVCASHED	NUM	2	AGREE	PE4 MONEY TO FUTHER EDUCATION: RESERVE

.	Inapplicable	469	84.2
.D	Don't know	6	1.1
1	DISAGREE CMPLTLY	6	1.1
2	DISAGREE SOMEWHT	3	0.5
3	NEITHER	25	4.5
4	AGREE SOMEWHAT	26	4.7
5	AGREE COMPLETELY	22	3.9

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-4; rather, it was always asked prior to the randomly started attribute list.
In subsequent versions, PVCASHED was included in the randomization.

242	PVHOME	NUM	2	AGREE	PE4 SERVE AMERICA IN HOMETOWN: RESERVE

.	Inapplicable	469	84.2
.D	Don't know	2	0.4
1	DISAGREE CMPLTLY	3	0.5
2	DISAGREE SOMEWHT	1	0.2
3	NEITHER	16	2.9
4	AGREE SOMEWHAT	27	4.8
5	AGREE COMPLETELY	39	7.0

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-4; rather, it was always asked prior to the randomly started attribute list.
In subsequent versions, PVHOME was included in the randomization.

243	PVSERCOM	NUM	2	AGREE	PE4 SERVE OWN COMMUNITY: RESERVE

.	Inapplicable	469	84.2
.D	Don't know	2	0.4
1	DISAGREE CMPLTLY	3	0.5
2	DISAGREE SOMEWHT	2	0.4
3	NEITHER	29	5.2
4	AGREE SOMEWHAT	21	3.8
5	AGREE COMPLETELY	31	5.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
244	PVWEEKEN	NUM	2	AGREE	PE4 INTERESTING WEEKENDS: RESERVE

.	Inapplicable	469	84.2
.D	Don't know	3	0.5
1	DISAGREE CMPLTLY	6	1.1
2	DISAGREE SOMEWHT	8	1.4
3	NEITHER	30	5.4
4	AGREE SOMEWHAT	22	3.9
5	AGREE COMPLETELY	19	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
245	PHEARDNG	NUM	2	YESNO	PE4A P EVER HEARD OF ARMY NATIONAL GUARD

.	Inapplicable	462	82.9
.D	Don't know	1	0.2
1	YES	88	15.8
2	NO	6	1.1

In Version 1 of the instrument, this question was asked only of parents selected to receive Army National Guard questions. In subsequent versions, it was asked of all parents.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
246	PGWIDE	NUM	2	AGREE	PE5 WIDE VARIETY OF JOBS: GUARD

.	Inapplicable	468	84.0
.D	Don't know	9	1.6
1	DISAGREE CMPLTLY	6	1.1
2	DISAGREE SOMEWHT	16	2.9
3	NEITHER	29	5.2
4	AGREE SOMEWHAT	17	3.1
5	AGREE COMPLETELY	12	2.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
247	PGPROUD	NUM	2	AGREE	PE5 EXPERIENCE TO BE PROUD OF: GUARD

.	Inapplicable	468	84.0
.D	Don't know	4	0.7
1	DISAGREE CMPLTLY	2	0.4
2	DISAGREE SOMEWHT	8	1.4
3	NEITHER	16	2.9
4	AGREE SOMEWHAT	31	5.6
5	AGREE COMPLETELY	28	5.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
248	PGLEADER	NUM	2	AGREE	PE5 DEVELOP LEADERSHIP SKILLS: GUARD

.	Inapplicable	468	84.0
.D	Don't know	4	0.7
2	DISAGREE SOMEWHT	9	1.6
3	NEITHER	21	3.8
4	AGREE SOMEWHAT	30	5.4
5	AGREE COMPLETELY	25	4.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
249	PGCIVCAR	NUM	2	AGREE	PE5 CIVILIAN CAREER DEVELOP: GUARD

.	Inapplicable	468	84.0
.D	Don't know	5	0.9
1	DISAGREE CMPLTLY	7	1.3
2	DISAGREE SOMEWHT	12	2.2
3	NEITHER	24	4.3
4	AGREE SOMEWHAT	25	4.5
5	AGREE COMPLETELY	16	2.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
250	PGSELCON	NUM	2	AGREE	PE5 DEVELOP SELF-CONFIDENCE: GUARD

.	Inapplicable	468	84.0
.D	Don't know	4	0.7
1	DISAGREE CMPLTLY	1	0.2
2	DISAGREE SOMEWHT	7	1.3
3	NEITHER	21	3.8
4	AGREE SOMEWHAT	30	5.4
5	AGREE COMPLETELY	26	4.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
251	PGPOTEN	NUM	2	AGREE	PE5 DEVELOP POTENTIAL: GUARD

.	Inapplicable	468	84.0
.D	Don't know	5	0.9
1	DISAGREE CMPLTLY	2	0.4
2	DISAGREE SOMEWHT	9	1.6
3	NEITHER	30	5.4
4	AGREE SOMEWHAT	24	4.3
5	AGREE COMPLETELY	19	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
252	PGMENTAL	NUM	2	AGREE	PE5 MENTALLY CHALLENGING: GUARD

.	Inapplicable	468	84.0
.D	Don't know	6	1.1
1	DISAGREE CMPLTLY	4	0.7
2	DISAGREE SOMEWHT	6	1.1
3	NEITHER	33	5.9
4	AGREE SOMEWHAT	17	3.1
5	AGREE COMPLETELY	23	4.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
253	PGMATURE	NUM	2	AGREE	PE5 MATURE AND RESPONSIBLE: GUARD

.	Inapplicable	468	84.0
.D	Don't know	4	0.7
1	DISAGREE CMPLTLY	1	0.2
2	DISAGREE SOMEWHT	7	1.3
3	NEITHER	17	3.1
4	AGREE SOMEWHAT	35	6.3
5	AGREE COMPLETELY	25	4.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
254	PGTRAIN	NUM	2	AGREE	PE5 TRAINING IN USEFUL SKILLS: GUARD

.	Inapplicable	468	84.0
.D	Don't know	8	1.4
1	DISAGREE CMPLTLY	4	0.7
2	DISAGREE SOMEWHT	9	1.6
3	NEITHER	29	5.2
4	AGREE SOMEWHAT	20	3.6
5	AGREE COMPLETELY	19	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
255	PGHIQUAL	NUM	2	AGREE	PE5 HIGHLY TRAINED COWORKERS: GUARD

.	Inapplicable	468	84.0
.D	Don't know	6	1.1
1	DISAGREE CMPLTLY	2	0.4
2	DISAGREE SOMEWHT	9	1.6
3	NEITHER	33	5.9
4	AGREE SOMEWHAT	25	4.5
5	AGREE COMPLETELY	14	2.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
256	PGCASHED	NUM	2	AGREE	PE5 GET MONEY FOR EDUCATION: GUARD

.	Inapplicable	468	84.0
.D	Don't know	10	1.8
1	DISAGREE CMPLTLY	4	0.7
2	DISAGREE SOMEWHT	14	2.5
3	NEITHER	26	4.7
4	AGREE SOMEWHAT	18	3.2
5	AGREE COMPLETELY	17	3.1

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-5; rather, it was always asked prior to the randomly started attribute list.
In subsequent versions, PGCASHED was included in the randomization.

257	PGHOME	NUM	2	AGREE	PE5 SERVE AMERICA IN HOMETOWN: GUARD

.	Inapplicable	468	84.0
.D	Don't know	5	0.9
1	DISAGREE CMPLTLY	2	0.4
2	DISAGREE SOMEWHT	7	1.3
3	NEITHER	13	2.3
4	AGREE SOMEWHAT	28	5.0
5	AGREE COMPLETELY	34	6.1

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-5; rather, it was always asked prior to the randomly started attribute list.
In subsequent versions, PGHOME was included in the randomization.

258	PGSERCOM	NUM	2	AGREE	PE5 SERVE OWN COMMUNITY: GUARD

.	Inapplicable	468	84.0
.D	Don't know	4	0.7
1	DISAGREE CMPLTLY	2	0.4
2	DISAGREE SOMEWHT	7	1.3
3	NEITHER	14	2.5
4	AGREE SOMEWHAT	31	5.6
5	AGREE COMPLETELY	31	5.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
259	PGWEEKEN	NUM	2	AGREE	PE5 INTERESTING WEEKENDS: GUARD

.	Inapplicable	468	84.0
.D	Don't know	5	0.9
1	DISAGREE CMPLTLY	9	1.6
2	DISAGREE SOMEWHT	13	2.3
3	NEITHER	32	5.7
4	AGREE SOMEWHAT	18	3.2
5	AGREE COMPLETELY	12	2.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
260	PNWIDE	NUM	2	AGREE	PE6 WIDE VARIETY OF JOBS: NAVY

.	Inapplicable	511	91.7
.D	Don't know	4	0.7
2	DISAGREE SOMEWHT	2	0.4
3	NEITHER	18	3.2
4	AGREE SOMEWHAT	14	2.5
5	AGREE COMPLETELY	8	1.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
261	PMWIDE	NUM	2	AGREE	PE6 WIDE VARIETY OF JOBS: MARINES

.	Inapplicable	500	89.8
1	DISAGREE CMPLTLY	4	0.7
2	DISAGREE SOMEWHT	2	0.4
3	NEITHER	20	3.6
4	AGREE SOMEWHAT	13	2.3
5	AGREE COMPLETELY	18	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
262	PFWIDE	NUM	2	AGREE	PE6 WIDE VARIETY OF JOBS: AIR FORCE

.	Inapplicable	502	90.1
.D	Don't know	2	0.4
1	DISAGREE CMPLTLY	2	0.4
2	DISAGREE SOMEWHT	3	0.5
3	NEITHER	19	3.4
4	AGREE SOMEWHAT	10	1.8
5	AGREE COMPLETELY	19	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
263	PSWIDE	NUM	2	AGREE	PE6 WIDE VARIETY OF JOBS: MILITARY

.	Inapplicable	511	91.7
.D	Don't know	1	0.2
1	DISAGREE CMPLTLY	1	0.2
2	DISAGREE SOMEWHT	5	0.9
3	NEITHER	12	2.2
4	AGREE SOMEWHAT	12	2.2
5	AGREE COMPLETELY	15	2.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
264	PNPHYS	NUM	2	AGREE	PE6 PHYSICALLY CHALLENGING: NAVY

.	Inapplicable	511	91.7
.D	Don't know	1	0.2
2	DISAGREE SOMEWHT	5	0.9
3	NEITHER	11	2.0
4	AGREE SOMEWHAT	16	2.9
5	AGREE COMPLETELY	13	2.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
265	PMPHYS	NUM	2	AGREE	PE6 PHYSICALLY CHALLENGING: MARINES

.	Inapplicable	500	89.8
1	DISAGREE CMPLTLY	1	0.2
3	NEITHER	5	0.9
4	AGREE SOMEWHAT	21	3.8
5	AGREE COMPLETELY	30	5.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
266	PFPHYS	NUM	2	AGREE	PE6 PHYSICALLY CHALLENGING: AIR FORCE

.	Inapplicable	502	90.1
.D	Don't know	2	0.4
1	DISAGREE CMPLTLY	1	0.2
2	DISAGREE SOMEWHT	3	0.5
3	NEITHER	10	1.8
4	AGREE SOMEWHAT	21	3.8
5	AGREE COMPLETELY	18	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
267	PSPHYS	NUM	2	AGREE	PE6 PHYSICALLY CHALLENGING: MILITARY

.	Inapplicable	511	91.7
.D	Don't know	1	0.2
1	DISAGREE CMPLTLY	1	0.2
2	DISAGREE SOMEWHT	3	0.5
3	NEITHER	7	1.3
4	AGREE SOMEWHAT	19	3.4
5	AGREE COMPLETELY	15	2.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
268	PNPROUD	NUM	2	AGREE	PE6 EXPERIENCE TO BE PROUD OF: NAVY

.	Inapplicable	511	91.7
.D	Don't know	2	0.4
2	DISAGREE SOMEWHT	1	0.2
3	NEITHER	12	2.2
4	AGREE SOMEWHAT	18	3.2
5	AGREE COMPLETELY	13	2.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
269	PMPROUD	NUM	2	AGREE	PE6 EXPERIENCE TO BE PROUD OF: MARINES

.	Inapplicable	500	89.8
1	DISAGREE CMPLTLY	2	0.4
3	NEITHER	5	0.9
4	AGREE SOMEWHAT	20	3.6
5	AGREE COMPLETELY	30	5.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
270	PFPROUD	NUM	2	AGREE	PE6 EXPERIENCE TO BE PROUD OF: AIR FORCE

.	Inapplicable	502	90.1
.D	Don't know	2	0.4
1	DISAGREE CMPLTLY	1	0.2
2	DISAGREE SOMEWHT	3	0.5
3	NEITHER	6	1.1
4	AGREE SOMEWHAT	20	3.6
5	AGREE COMPLETELY	23	4.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
271	PSPROUD	NUM	2	AGREE	PE6 EXPERIENCE TO BE PROUD OF: MILITARY

.	Inapplicable	511	91.7
.D	Don't know	1	0.2
2	DISAGREE SOMEWHT	3	0.5
3	NEITHER	5	0.9
4	AGREE SOMEWHAT	14	2.5
5	AGREE COMPLETELY	23	4.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
272	PNSTEP	NUM	2	AGREE	PE6 STEPPING STONE TO COLLEGE: NAVY

.	Inapplicable	511	91.7
.D	Don't know	2	0.4
1	DISAGREE CMPLTLY	4	0.7
2	DISAGREE SOMEWHT	6	1.1
3	NEITHER	18	3.2
4	AGREE SOMEWHAT	10	1.8
5	AGREE COMPLETELY	6	1.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
273	PMSTEP	NUM	2	AGREE	PE6 STEPPING STONE TO COLLEGE: MARINES

.	Inapplicable	500	89.8
.D	Don't know	1	0.2
1	DISAGREE CMPLTLY	10	1.8
2	DISAGREE SOMEWHT	1	0.2
3	NEITHER	21	3.8
4	AGREE SOMEWHAT	11	2.0
5	AGREE COMPLETELY	13	2.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
274	PFSTEP	NUM	2	AGREE	PE6 STEPPING STONE TO COLLEGE: AIR FORCE

.	Inapplicable	502	90.1
.D	Don't know	3	0.5
1	DISAGREE CMPLTLY	4	0.7
2	DISAGREE SOMEWHT	3	0.5
3	NEITHER	15	2.7
4	AGREE SOMEWHAT	16	2.9
5	AGREE COMPLETELY	14	2.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
275	PSSTEP	NUM	2	AGREE	PE6 STEPPING STONE TO COLLEGE: MILITARY

.	Inapplicable	511	91.7
.D	Don't know	1	0.2
1	DISAGREE CMPLTLY	3	0.5
2	DISAGREE SOMEWHT	4	0.7
3	NEITHER	13	2.3
4	AGREE SOMEWHAT	13	2.3
5	AGREE COMPLETELY	12	2.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
276	PNLEADER	NUM	2	AGREE	PE6 DEVELOP LEADERSHIP SKILLS: NAVY

.	Inapplicable	511	91.7
.D	Don't know	2	0.4
2	DISAGREE SOMEWHT	2	0.4
3	NEITHER	9	1.6
4	AGREE SOMEWHAT	21	3.8
5	AGREE COMPLETELY	12	2.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
277	PMLEADER	NUM	2	AGREE	PE6 DEVELOP LEADERSHIP SKILLS: MARINES

.	Inapplicable	500	89.8
1	DISAGREE CMPLTLY	2	0.4
3	NEITHER	9	1.6
4	AGREE SOMEWHAT	23	4.1
5	AGREE COMPLETELY	23	4.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
278	PFLEADER	NUM	2	AGREE	PE6 DEVELOP LEADERSHIP SKILLS: AIR FORCE

.	Inapplicable	502	90.1
.D	Don't know	2	0.4
1	DISAGREE CMPLTLY	1	0.2
2	DISAGREE SOMEWHT	2	0.4
3	NEITHER	13	2.3
4	AGREE SOMEWHAT	15	2.7
5	AGREE COMPLETELY	22	3.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
279	PSLEADER	NUM	2	AGREE	PE6 DEVELOP LEADERSHIP SKILLS: MILITARY

.	Inapplicable	511	91.7
.D	Don't know	1	0.2
2	DISAGREE SOMEWHT	2	0.4
3	NEITHER	8	1.4
4	AGREE SOMEWHAT	17	3.1
5	AGREE COMPLETELY	18	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
280	PNHITECH	NUM	2	AGREE	PE6 USE HIGH-TECH EQUIPMENT: NAVY

.	Inapplicable	511	91.7
.D	Don't know	3	0.5
2	DISAGREE SOMEWHT	3	0.5
3	NEITHER	9	1.6
4	AGREE SOMEWHAT	16	2.9
5	AGREE COMPLETELY	15	2.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
281	PMHITECH	NUM	2	AGREE	PE6 USE HIGH-TECH EQUIPMENT: MARINES

.	Inapplicable	500	89.8
1	DISAGREE CMPLTLY	2	0.4
2	DISAGREE SOMEWHT	2	0.4
3	NEITHER	14	2.5
4	AGREE SOMEWHAT	14	2.5
5	AGREE COMPLETELY	25	4.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
282	PFHITECH	NUM	2	AGREE	PE6 USE HIGH-TECH EQUIPMENT: AIR FORCE

.	Inapplicable	502	90.1
.D	Don't know	2	0.4
1	DISAGREE CMPLTLY	1	0.2
2	DISAGREE SOMEWHT	1	0.2
3	NEITHER	8	1.4
4	AGREE SOMEWHAT	18	3.2
5	AGREE COMPLETELY	25	4.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
283	PSHITECH	NUM	2	AGREE	PE6 USE HIGH-TECH EQUIPMENT: MILITARY

.	Inapplicable	511	91.7
.D	Don't know	1	0.2
2	DISAGREE SOMEWHT	6	1.1
3	NEITHER	6	1.1
4	AGREE SOMEWHAT	13	2.3
5	AGREE COMPLETELY	20	3.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
284	PNCIVCAR	NUM	2	AGREE	PE6 CIVILIAN CAREER DEVELOP: NAVY

.	Inapplicable	511	91.7
.D	Don't know	2	0.4
1	DISAGREE CMPLTLY	1	0.2
2	DISAGREE SOMEWHT	3	0.5
3	NEITHER	16	2.9
4	AGREE SOMEWHAT	15	2.7
5	AGREE COMPLETELY	9	1.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
285	PMCIVCAR	NUM	2	AGREE	PE6 CIVILIAN CAREER DEVELOP: MARINES

.	Inapplicable	500	89.8
1	DISAGREE CMPLTLY	3	0.5
2	DISAGREE SOMEWHT	4	0.7
3	NEITHER	15	2.7
4	AGREE SOMEWHAT	15	2.7
5	AGREE COMPLETELY	20	3.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
286	PFCIVCAR	NUM	2	AGREE	PE6 CIVILIAN CAREER DEVELOP: AIR FORCE

.	Inapplicable	502	90.1
.D	Don't know	2	0.4
1	DISAGREE CMPLTLY	3	0.5
2	DISAGREE SOMEWHT	4	0.7
3	NEITHER	12	2.2
4	AGREE SOMEWHAT	17	3.1
5	AGREE COMPLETELY	17	3.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
287	PSCIVCAR	NUM	2	AGREE	PE6 CIVILIAN CAREER DEVELOP: MILITARY

.	Inapplicable	511	91.7
.D	Don't know	1	0.2
1	DISAGREE CMPLTLY	1	0.2
2	DISAGREE SOMEWHT	4	0.7
3	NEITHER	9	1.6
4	AGREE SOMEWHAT	13	2.3
5	AGREE COMPLETELY	18	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
288	PNSELCON	NUM	2	AGREE	PE6 DEVELOP SELF-CONFIDENCE: NAVY

.	Inapplicable	511	91.7
.D	Don't know	1	0.2
2	DISAGREE SOMEWHT	1	0.2
3	NEITHER	10	1.8
4	AGREE SOMEWHAT	23	4.1
5	AGREE COMPLETELY	11	2.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
289	PMSELCON	NUM	2	AGREE	PE6 DEVELOP SELF-CONFIDENCE: MARINES

.	Inapplicable	500	89.8
1	DISAGREE CMPLTLY	3	0.5
3	NEITHER	10	1.8
4	AGREE SOMEWHAT	23	4.1
5	AGREE COMPLETELY	21	3.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
290	PFSELCON	NUM	2	AGREE	PE6 DEVELOP SELF-CONFIDENCE: AIR FORCE

.	Inapplicable	502	90.1
.D	Don't know	2	0.4
1	DISAGREE CMPLTLY	1	0.2
2	DISAGREE SOMEWHT	3	0.5
3	NEITHER	9	1.6
4	AGREE SOMEWHAT	20	3.6
5	AGREE COMPLETELY	20	3.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
291	PSSELCON	NUM	2	AGREE	PE6 DEVELOP SELF-CONFIDENCE: MILITARY

.	Inapplicable	511	91.7
.D	Don't know	1	0.2
2	DISAGREE SOMEWHT	1	0.2
3	NEITHER	9	1.6
4	AGREE SOMEWHAT	16	2.9
5	AGREE COMPLETELY	19	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
292	PNPOTEN	NUM	2	AGREE	PE6 DEVELOP POTENTIAL: NAVY

.	Inapplicable	511	91.7
.D	Don't know	3	0.5
1	DISAGREE CMPLTLY	1	0.2
2	DISAGREE SOMEWHT	1	0.2
3	NEITHER	15	2.7
4	AGREE SOMEWHAT	17	3.1
5	AGREE COMPLETELY	9	1.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
293	PMPOTEN	NUM	2	AGREE	PE6 DEVELOP POTENTIAL: MARINES

.	Inapplicable	500	89.8
1	DISAGREE CMPLTLY	2	0.4
2	DISAGREE SOMEWHT	3	0.5
3	NEITHER	13	2.3
4	AGREE SOMEWHAT	20	3.6
5	AGREE COMPLETELY	19	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
294	PFPOTEN	NUM	2	AGREE	PE6 DEVELOP POTENTIAL: AIR FORCE

.	Inapplicable	502	90.1
.D	Don't know	2	0.4
1	DISAGREE CMPLTLY	3	0.5
2	DISAGREE SOMEWHT	2	0.4
3	NEITHER	12	2.2
4	AGREE SOMEWHAT	13	2.3
5	AGREE COMPLETELY	23	4.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
295	PSPOTEN	NUM	2	AGREE	PE6 DEVELOP POTENTIAL: MILITARY

.	Inapplicable	511	91.7
.D	Don't know	1	0.2
2	DISAGREE SOMEWHT	2	0.4
3	NEITHER	8	1.4
4	AGREE SOMEWHAT	16	2.9
5	AGREE COMPLETELY	19	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
296	PNMENTAL	NUM	2	AGREE	PE6 MENTALLY CHALLENGING: NAVY

.	Inapplicable	511	91.7
.D	Don't know	3	0.5
2	DISAGREE SOMEWHT	5	0.9
3	NEITHER	8	1.4
4	AGREE SOMEWHAT	17	3.1
5	AGREE COMPLETELY	13	2.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
297	PMMENTAL	NUM	2	AGREE	PE6 MENTALLY CHALLENGING: MARINES

.	Inapplicable	500	89.8
1	DISAGREE CMPLTLY	3	0.5
3	NEITHER	13	2.3
4	AGREE SOMEWHAT	21	3.8
5	AGREE COMPLETELY	20	3.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
298	PFMENTAL	NUM	2	AGREE	PE6 MENTALLY CHALLENGING: AIR FORCE

.	Inapplicable	502	90.1
.D	Don't know	2	0.4
1	DISAGREE CMPLTLY	2	0.4
2	DISAGREE SOMEWHT	4	0.7
3	NEITHER	14	2.5
4	AGREE SOMEWHAT	12	2.2
5	AGREE COMPLETELY	21	3.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
299	PSMENTAL	NUM	2	AGREE	PE6 MENTALLY CHALLENGING: MILITARY
	.		Inapplicable	511	91.7
	.D		Don't know	1	0.2
	2		DISAGREE SOMEWHT	3	0.5
	3		NEITHER	8	1.4
	4		AGREE SOMEWHAT	15	2.7
	5		AGREE COMPLETELY	19	3.4
300	PNMATURE	NUM	2	AGREE	PE6 MATURE AND RESPONSIBLE: NAVY
	.		Inapplicable	511	91.7
	.D		Don't know	1	0.2
	2		DISAGREE SOMEWHT	2	0.4
	3		NEITHER	6	1.1
	4		AGREE SOMEWHAT	20	3.6
	5		AGREE COMPLETELY	17	3.1
301	PMMATURE	NUM	2	AGREE	PE6 MATURE AND RESPONSIBLE: MARINES
	.		Inapplicable	500	89.8
	1		DISAGREE CMPLTLY	1	0.2
	3		NEITHER	6	1.1
	4		AGREE SOMEWHAT	23	4.1
	5		AGREE COMPLETELY	27	4.8
302	PFMATURE	NUM	2	AGREE	PE6 MATURE AND RESPONSIBLE: AIR FORCE
	.		Inapplicable	502	90.1
	.D		Don't know	2	0.4
	1		DISAGREE CMPLTLY	2	0.4
	2		DISAGREE SOMEWHT	2	0.4
	3		NEITHER	8	1.4
	4		AGREE SOMEWHAT	18	3.2
	5		AGREE COMPLETELY	23	4.1
303	PSMATURE	NUM	2	AGREE	PE6 MATURE AND RESPONSIBLE: MILITARY
	.		Inapplicable	511	91.7
	.D		Don't know	1	0.2
	2		DISAGREE SOMEWHT	1	0.2
	3		NEITHER	9	1.6
	4		AGREE SOMEWHAT	12	2.2
	5		AGREE COMPLETELY	23	4.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
304	PNTRAIN	NUM	2	AGREE	PE6 TRAINING IN USEFUL SKILLS: NAVY

.	Inapplicable	511	91.7
.D	Don't know	3	0.5
1	DISAGREE CMPLTLY	1	0.2
2	DISAGREE SOMEWHT	1	0.2
3	NEITHER	12	2.2
4	AGREE SOMEWHAT	18	3.2
5	AGREE COMPLETELY	11	2.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
305	PMTRAIN	NUM	2	AGREE	PE6 TRAINING IN USEFUL SKILLS: MARINES

.	Inapplicable	500	89.8
1	DISAGREE CMPLTLY	2	0.4
2	DISAGREE SOMEWHT	2	0.4
3	NEITHER	11	2.0
4	AGREE SOMEWHAT	23	4.1
5	AGREE COMPLETELY	19	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
306	PFTRAIN	NUM	2	AGREE	PE6 TRAINING IN USEFUL SKILLS: AIR FORCE

.	Inapplicable	502	90.1
.D	Don't know	2	0.4
2	DISAGREE SOMEWHT	2	0.4
3	NEITHER	18	3.2
4	AGREE SOMEWHAT	15	2.7
5	AGREE COMPLETELY	18	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
307	PSTRAIN	NUM	2	AGREE	PE6 TRAINING IN USEFUL SKILLS: MILITARY

.	Inapplicable	511	91.7
.D	Don't know	1	0.2
1	DISAGREE CMPLTLY	1	0.2
2	DISAGREE SOMEWHT	5	0.9
3	NEITHER	6	1.1
4	AGREE SOMEWHAT	11	2.0
5	AGREE COMPLETELY	22	3.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
308	PNHIQUAL	NUM	2	AGREE	PE6 HIGHLY TRAINED COWORKERS: NAVY

.	Inapplicable	511	91.7
.D	Don't know	4	0.7
2	DISAGREE SOMEWHT	2	0.4
3	NEITHER	10	1.8
4	AGREE SOMEWHAT	15	2.7
5	AGREE COMPLETELY	15	2.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
309	PFHIQUAL	NUM	2	AGREE	PE6 HIGHLY TRAINED COWORKERS: AIR FORCE

.	Inapplicable	502	90.1
.D	Don't know	2	0.4
2	DISAGREE SOMEWHT	1	0.2
3	NEITHER	12	2.2
4	AGREE SOMEWHAT	21	3.8
5	AGREE COMPLETELY	19	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
310	PSHIQUAL	NUM	2	AGREE	PE6 HIGHLY TRAINED COWORKERS: MILITARY

.	Inapplicable	511	91.7
.D	Don't know	1	0.2
1	DISAGREE CMPLTLY	1	0.2
2	DISAGREE SOMEWHT	5	0.9
3	NEITHER	6	1.1
4	AGREE SOMEWHAT	15	2.7
5	AGREE COMPLETELY	18	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
311	PMHIQUAL	NUM	2	AGREE	PE6 HIGHLY TRAINED COWORKERS: MARINES

.	Inapplicable	500	89.8
1	DISAGREE CMPLTLY	2	0.4
2	DISAGREE SOMEWHT	1	0.2
3	NEITHER	16	2.9
4	AGREE SOMEWHAT	13	2.3
5	AGREE COMPLETELY	25	4.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
312	PNCASHED	NUM	2	AGREE	PE6 GET MONEY FOR EDUCATION: NAVY

.	Inapplicable	511	91.7
.D	Don't know	4	0.7
2	DISAGREE SOMEWHT	3	0.5
3	NEITHER	10	1.8
4	AGREE SOMEWHAT	14	2.5
5	AGREE COMPLETELY	15	2.7

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-6; rather, it was always asked prior to the randomly started attribute list.
In subsequent versions, PNCASHED was included in the randomization.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
313	PMCASHED	NUM	2	AGREE	PE6 GET MONEY FOR EDUCATION: MARINES

.	Inapplicable	500	89.8
.D	Don't know	3	0.5
1	DISAGREE CMPLTLY	2	0.4
2	DISAGREE SOMEWHT	1	0.2
3	NEITHER	15	2.7
4	AGREE SOMEWHAT	17	3.1
5	AGREE COMPLETELY	19	3.4

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-6; rather, it was always asked prior to the randomly started attribute list.
In subsequent versions, PMCASHED was included in the randomization.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
314	PFCASHED	NUM	2	AGREE	PE6 GET MONEY FOR EDUCATION: AIR FORCE

.	Inapplicable	502	90.1
.D	Don't know	3	0.5
1	DISAGREE CMPLTLY	3	0.5
2	DISAGREE SOMEWHT	2	0.4
3	NEITHER	16	2.9
4	AGREE SOMEWHAT	13	2.3
5	AGREE COMPLETELY	18	3.2

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-6; rather, it was always asked prior to the randomly started attribute list.
In subsequent versions, PFCASHED was included in the randomization.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
315	PSCASHED	NUM	2	AGREE	PE6 GET MONEY FOR EDUCATION: MILITARY

.	Inapplicable	511	91.7
.D	Don't know	1	0.2
2	DISAGREE SOMEWHT	4	0.7
3	NEITHER	10	1.8
4	AGREE SOMEWHAT	13	2.3
5	AGREE COMPLETELY	18	3.2

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-6; rather, it was always asked prior to the randomly started attribute list.
In subsequent versions, PSCASHED was included in the randomization.

316 PWPHYS NUM 2 AGREE PE7 PHYSICALLY CHALLENGING: JOB

.	Inapplicable	501	89.9
1	DISAGREE CMPLTLY	2	0.4
2	DISAGREE SOMEWHT	9	1.6
3	NEITHER	25	4.5
4	AGREE SOMEWHAT	10	1.8
5	AGREE COMPLETELY	10	1.8

317 PWPROUD NUM 2 AGREE PE7 EXPERIENCE TO BE PROUD OF: JOB

.	Inapplicable	501	89.9
1	DISAGREE CMPLTLY	3	0.5
2	DISAGREE SOMEWHT	3	0.5
3	NEITHER	21	3.8
4	AGREE SOMEWHAT	18	3.2
5	AGREE COMPLETELY	11	2.0

318 PWSTEP NUM 2 AGREE PE7 STEPPING STONE TO COLLEGE: JOB

.	Inapplicable	501	89.9
1	DISAGREE CMPLTLY	10	1.8
2	DISAGREE SOMEWHT	10	1.8
3	NEITHER	20	3.6
4	AGREE SOMEWHAT	7	1.3
5	AGREE COMPLETELY	9	1.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
319	PWLEADER	NUM	2	AGREE	PE7 DEVELOP LEADERSHIP SKILLS: JOB

.	Inapplicable	501	89.9
1	DISAGREE CMPLTLY	2	0.4
2	DISAGREE SOMEWHT	6	1.1
3	NEITHER	25	4.5
4	AGREE SOMEWHAT	11	2.0
5	AGREE COMPLETELY	12	2.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
320	PWHITECH	NUM	2	AGREE	PE7 USE HIGH-TECH EQUIPMENT: JOB

.	Inapplicable	501	89.9
1	DISAGREE CMPLTLY	4	0.7
2	DISAGREE SOMEWHT	11	2.0
3	NEITHER	19	3.4
4	AGREE SOMEWHAT	10	1.8
5	AGREE COMPLETELY	12	2.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
321	PWCIVCAR	NUM	2	AGREE	PE7 CIVILIAN CAREER DEVELOP: JOB

.	Inapplicable	501	89.9
1	DISAGREE CMPLTLY	5	0.9
2	DISAGREE SOMEWHT	6	1.1
3	NEITHER	23	4.1
4	AGREE SOMEWHAT	10	1.8
5	AGREE COMPLETELY	12	2.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
322	PWSELCON	NUM	2	AGREE	PE7 DEVELOP SELF-CONFIDENCE: JOB

.	Inapplicable	501	89.9
1	DISAGREE CMPLTLY	2	0.4
2	DISAGREE SOMEWHT	2	0.4
3	NEITHER	22	3.9
4	AGREE SOMEWHAT	14	2.5
5	AGREE COMPLETELY	16	2.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
323	PWPOTEN	NUM	2	AGREE	PE7 DEVELOP POTENTIAL: JOB

.	Inapplicable	501	89.9
1	DISAGREE CMPLTLY	2	0.4
2	DISAGREE SOMEWHT	7	1.3
3	NEITHER	18	3.2
4	AGREE SOMEWHAT	16	2.9
5	AGREE COMPLETELY	13	2.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
324	PWMENTAL	NUM	2	AGREE	PE7 MENTALLY CHALLENGING: JOB

.	Inapplicable	501	89.9
1	DISAGREE CMPLTLY	2	0.4
2	DISAGREE SOMEWHT	4	0.7
3	NEITHER	24	4.3
4	AGREE SOMEWHAT	14	2.5
5	AGREE COMPLETELY	12	2.2

325 PWMATURE NUM 2 AGREE PE7 MATURE AND RESPONSIBLE: JOB

.	Inapplicable	501	89.9
1	DISAGREE CMPLTLY	1	0.2
2	DISAGREE SOMEWHT	4	0.7
3	NEITHER	15	2.7
4	AGREE SOMEWHAT	21	3.8
5	AGREE COMPLETELY	15	2.7

326 PWTRAIN NUM 2 AGREE PE7 TRAINING IN USEFUL SKILLS: JOB

.	Inapplicable	501	89.9
1	DISAGREE CMPLTLY	3	0.5
2	DISAGREE SOMEWHT	4	0.7
3	NEITHER	24	4.3
4	AGREE SOMEWHAT	15	2.7
5	AGREE COMPLETELY	10	1.8

327 PWHIQUAL NUM 2 AGREE PE7 HIGHLY TRAINED COWORKERS: JOB

.	Inapplicable	501	89.9
1	DISAGREE CMPLTLY	5	0.9
2	DISAGREE SOMEWHT	7	1.3
3	NEITHER	21	3.8
4	AGREE SOMEWHAT	13	2.3
5	AGREE COMPLETELY	10	1.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
328	PWCASHED	NUM	2	AGREE	PE7 GET MONEY FOR EDUCATION: JOB

.	Inapplicable	501	89.9
1	DISAGREE CMPLTLY	4	0.7
2	DISAGREE SOMEWHT	4	0.7
3	NEITHER	13	2.3
4	AGREE SOMEWHAT	21	3.8
5	AGREE COMPLETELY	14	2.5

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-7; rather, it was always asked prior to the randomly started attribute list. In subsequent versions, PWCASHED was included in the randomization.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
329	PCPROUD	NUM	2	AGREE	PE8 EXPERIENCE TO BE PROUD OF: COLLEGE

.	Inapplicable	502	90.1
1	DISAGREE CMPLTLY	3	0.5
2	DISAGREE SOMEWHT	2	0.4
3	NEITHER	2	0.4
4	AGREE SOMEWHAT	14	2.5
5	AGREE COMPLETELY	34	6.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
330	PCLEADER	NUM	2	AGREE	PE8 DEVELOP LEADERSHIP SKILLS: COLLEGE

.	Inapplicable	502	90.1
1	DISAGREE CMPLTLY	3	0.5
2	DISAGREE SOMEWHT	1	0.2
3	NEITHER	12	2.2
4	AGREE SOMEWHAT	12	2.2
5	AGREE COMPLETELY	27	4.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
331	PCCIVCAR	NUM	2	AGREE	PE8 CIVILIAN CAREER DEVELOP: COLLEGE

.	Inapplicable	502	90.1
1	DISAGREE CMPLTLY	2	0.4
2	DISAGREE SOMEWHT	1	0.2
3	NEITHER	1	0.2
4	AGREE SOMEWHAT	12	2.2
5	AGREE COMPLETELY	39	7.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
332	PCSELCON	NUM	2	AGREE	PE8 DEVELOP SELF-CONFIDENCE: COLLEGE

.	Inapplicable	502	90.1
1	DISAGREE CMPLTLY	1	0.2
2	DISAGREE SOMEWHT	2	0.4
3	NEITHER	7	1.3
4	AGREE SOMEWHAT	19	3.4
5	AGREE COMPLETELY	26	4.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
333	PCPOTEN	NUM	2	AGREE	PE8 DEVELOP POTENTIAL: COLLEGE

.	Inapplicable	502	90.1
1	DISAGREE CMPLTLY	2	0.4
3	NEITHER	6	1.1
4	AGREE SOMEWHAT	16	2.9
5	AGREE COMPLETELY	31	5.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
334	PCMENTAL	NUM	2	AGREE	PE8 MENTALLY CHALLENGING: COLLEGE

.	Inapplicable	502	90.1
1	DISAGREE CMPLTLY	3	0.5
2	DISAGREE SOMEWHT	2	0.4
3	NEITHER	6	1.1
4	AGREE SOMEWHAT	10	1.8
5	AGREE COMPLETELY	34	6.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
335	PCMATURE	NUM	2	AGREE	PE8 MATURE AND RESPONSIBLE: COLLEGE

.	Inapplicable	502	90.1
1	DISAGREE CMPLTLY	1	0.2
2	DISAGREE SOMEWHT	2	0.4
3	NEITHER	8	1.4
4	AGREE SOMEWHAT	15	2.7
5	AGREE COMPLETELY	29	5.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
336	PCHIQUAL	NUM	2	AGREE	PE8 HIGHLY TRAINED COWORKERS: COLLEGE

.	Inapplicable	502	90.1
2	DISAGREE SOMEWHT	2	0.4
3	NEITHER	9	1.6
4	AGREE SOMEWHAT	18	3.2
5	AGREE COMPLETELY	26	4.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
337	PPEDIP	NUM	2	PROPANS	PE12 ARMY % PAST YEAR HIGH SCHOOL GRADS		
		.D			Don't know	23	4.1
		1			< ONE QUARTER	21	3.8
		2			ONE QUARTER	74	13.3
		3			ONE HALF	163	29.3
		4			THREE QUARTERS	140	25.1
		5			ALMOST ALL	136	24.4
338	PPEGRADE	NUM	2	PEGRADE	PE13 ARMY % PAST YEAR UPPER HALF IQ		
		.D			Don't know	16	2.9
		1			ALL	12	2.2
		2			THREE QUARTERS	102	18.3
		3			HALF	282	50.6
		4			ONE QUARTER	141	25.3
		5			NONE	4	0.7
339	PPECOL	NUM	2	PROPANS	PE14 ARMY % PAST YEAR TO FINISH COLLEGE		
		.D			Don't know	13	2.3
		1			< ONE QUARTER	86	15.4
		2			ONE QUARTER	234	42.0
		3			ONE HALF	150	26.9
		4			THREE QUARTERS	49	8.8
		5			ALMOST ALL	25	4.5
340	PPESIM	NUM	2	YESNO	PE15 ARE MANY YOUNG PEOPLE JOINING ARMY		
		.			Inapplicable	1	0.2
		.D			Don't know	39	7.0
		1			YES	172	30.9
		2			NO	345	61.9
341	PHEARDRO	NUM	2	YESNO	PE15A P EVER HEARD OF ROTC AT COLLEGE		
		.			Inapplicable	199	35.7
		.D			Don't know	2	0.4
		.N			Not ascertained	50	9.0
		1			YES	225	40.4
		2			NO	81	14.5

In Version 1 of the instrument, this question was asked only of parents selected to receive ROTC questions. In subsequent versions, it was asked of all parents.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
342	PRLEADER	NUM	2	AGREE	PE2 LEADERSHIP/MANAGEMENT TRAINING: ROTC

.	Inapplicable	330	59.2
.D	Don't know	6	1.1
1	DISAGREE CMPLTLY	4	0.7
2	DISAGREE SOMEWHT	12	2.2
3	NEITHER	52	9.3
4	AGREE SOMEWHAT	88	15.8
5	AGREE COMPLETELY	65	11.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
343	PRSELCON	NUM	2	AGREE	PE2 DEVELOP SELF-CONFIDENCE: ROTC

.	Inapplicable	330	59.2
.D	Don't know	5	0.9
1	DISAGREE CMPLTLY	1	0.2
2	DISAGREE SOMEWHT	9	1.6
3	NEITHER	50	9.0
4	AGREE SOMEWHAT	95	17.1
5	AGREE COMPLETELY	67	12.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
344	PRELECT	NUM	2	AGREE	PE2 COLLEGE ELECTIVE W/COURSES: ROTC

.	Inapplicable	330	59.2
.D	Don't know	7	1.3
1	DISAGREE CMPLTLY	1	0.2
2	DISAGREE SOMEWHT	5	0.9
3	NEITHER	36	6.5
4	AGREE SOMEWHAT	70	12.6
5	AGREE COMPLETELY	108	19.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
345	PROFFCOM	NUM	2	AGREE	PE2 AN OFFICER'S COMMISSION: ROTC

.	Inapplicable	330	59.2
.D	Don't know	6	1.1
1	DISAGREE CMPLTLY	2	0.4
2	DISAGREE SOMEWHT	6	1.1
3	NEITHER	31	5.6
4	AGREE SOMEWHAT	62	11.1
5	AGREE COMPLETELY	120	21.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
346	POWIDE	NUM	2	AGREE	PE3 WIDE VARIETY OF JOBS: OFFICER

.	Inapplicable	330	59.2
.D	Don't know	3	0.5
1	DISAGREE CMPLTLY	6	1.1
2	DISAGREE SOMEWHT	14	2.5
3	NEITHER	57	10.2
4	AGREE SOMEWHAT	71	12.7
5	AGREE COMPLETELY	76	13.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
347	POPROUD	NUM	2	AGREE	PE3 EXPERIENCE TO BE PROUD OF: OFFICER

.	Inapplicable	330	59.2
.D	Don't know	3	0.5
1	DISAGREE CMPLTLY	2	0.4
2	DISAGREE SOMEWHT	10	1.8
3	NEITHER	38	6.8
4	AGREE SOMEWHAT	87	15.6
5	AGREE COMPLETELY	87	15.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
348	POUSECOL	NUM	2	AGREE	PE3 USE COLLEGE SKILLS: OFFICER

.	Inapplicable	330	59.2
.D	Don't know	5	0.9
1	DISAGREE CMPLTLY	4	0.7
2	DISAGREE SOMEWHT	9	1.6
3	NEITHER	43	7.7
4	AGREE SOMEWHAT	88	15.8
5	AGREE COMPLETELY	78	14.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
349	POINNOV	NUM	2	AGREE	PE3 INNOVATIVE/CREATIVE: OFFICER

.	Inapplicable	330	59.2
.D	Don't know	3	0.5
1	DISAGREE CMPLTLY	7	1.3
2	DISAGREE SOMEWHT	10	1.8
3	NEITHER	64	11.5
4	AGREE SOMEWHAT	71	12.7
5	AGREE COMPLETELY	72	12.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
350	RANDKAP	NUM	2	RANDKAY	KA4 RANDOMIZE FIRST BRANCH FOR GI BILL

.	Inapplicable	292	52.4
1	START: ARMY	68	12.2
2	START: AIR FORCE	69	12.4
3	START: NAVY	69	12.4
4	START: MARINES	59	10.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
351	PKAEARN	NUM	2	YKAEARN	KA7 EARN MONEY FOR COLLEGE IN ARMY

.	Inapplicable	292	52.4
.D	Don't know	25	4.5
1	YES	229	41.1
2	NO	11	2.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
352	PKAEDBEN	NUM	2	YKABEN	KA1 AMOUNT OF ARMY EDUCATION BENEFITS

.	Inapplicable	303	54.4
.D	Don't know	108	19.4
1	UNDER $5,000	22	3.9
2	$5,000-$9,999	26	4.7
3	$10,000-$14,999	31	5.6
4	$15,000-$19,999	27	4.8
5	$20,000-$24,999	18	3.2
6	$25,000 OR MORE	22	3.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
353	PKALLCOL	NUM	2	YKALCOL	KA2 WOULD ARMY PAY FOR ENTIRE COLLEGE ED

.	Inapplicable	303	54.4
.D	Don't know	28	5.0
1	YES	105	18.9
2	NO	121	21.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
354	PKASAME	NUM	2	YKASAME	KA3 COMPAR ARMY EDUC BEN TO OTH BRANCHES

.	Inapplicable	303	54.4
.D	Don't know	40	7.2
1	MORE	12	2.2
2	LESS	15	2.7
3	ABOUT THE SAME	187	33.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
355	PKAGIAR	NUM	2	YKAGIAR	KA4 DOES ARMY OFFER GI BILL

.	Inapplicable	292	52.4
.D	Don't know	50	9.0
1	DOES OFFER	206	37.0
2	DOES NOT OFFER	9	1.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
356	PKAGIAF	NUM	2	YKAGIAF	KA4 DOES AIR FORCE OFFER GI BILL

.	Inapplicable	292	52.4
.D	Don't know	77	13.8
1	DOES OFFER	169	30.3
2	DOES NOT OFFER	19	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
357	PKAGINA	NUM	2	YKAGINA	KA4 DOES NAVY OFFER GI BILL		
		.		Inapplicable		292	52.4
		.D		Don't know		79	14.2
		1		DOES OFFER		162	29.1
		2		DOES NOT OFFER		24	4.3
358	PKAGIMA	NUM	2	YKAGIMA	KA4 DOES MARINE CORPS OFFER GI BILL		
		.		Inapplicable		292	52.4
		.D		Don't know		79	14.2
		1		DOES OFFER		162	29.1
		2		DOES NOT OFFER		24	4.3
359	PKAYEARS	NUM	2		KA5 MINIMUM ARMY ENLISTMENT		
		.		Inapplicable		292	52.4
		.D		Don't know		37	6.6
		1				3	0.5
		2				97	17.4
		3				69	12.4
		4				57	10.2
		6				1	0.2
		20				1	0.2
360	PKADEP	NUM	2	YKADEP	KA6 CAN Y JOIN ARMY DEP & ENTER YR LATER		
		.		Inapplicable		292	52.4
		.D		Don't know		40	7.2
		1		YES		215	38.6
		2		NO		10	1.8
361	PKARGJUN	NUM	2	YKAJOIN	KA8 CAN HS JRS AGE 17 JOIN RESERVE/GUARD		
		.		Inapplicable		292	52.4
		.D		Don't know		84	15.1
		1		YES		144	25.9
		2		NO		37	6.6
362	PKARGHS	NUM	2	YKARGHS	KA9 CAN ONLY HS GRADS JOIN RESERVE/GUARD		
		.		Inapplicable		436	78.3
		.D		Don't know		46	8.3
		1		YES		27	4.8
		2		NO		48	8.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
363	PKAWARD	NUM	2	YKAWARD	KA10 WHO SPONSORS SCHOLAR-ATHLETE AWARD		
		.		Inapplicable		292	52.4
		.D		Don't know		192	34.5
		1		MARINE CORPS		14	2.5
		2		NATIONAL GUARD		5	0.9
		3		ARMY RESERVE		40	7.2
		4		AIR FORCE		4	0.7
		5		NAVY		10	1.8
364	PKARGCOL	NUM	2	YKACOL	KA11 EARN COLLEGE MONEY IN RESERVE/GUARD		
		.		Inapplicable		292	52.4
		.D		Don't know		65	11.7
		1		YES		189	33.9
		2		NO		11	2.0
365	PKARGGI	NUM	2	YKARGGI	KA12 MAX GI BILL AMOUNT IN RESERVE/GUARD		
		.		Inapplicable		368	66.1
		.D		Don't know		121	21.7
		1		UNDER $1,000		1	0.2
		2		$1,000 TO $1,999		1	0.2
		3		$2,000 TO $3,999		9	1.6
		4		$4,000 TO $5,999		11	2.0
		5		$6,000 TO $7,999		5	0.9
		6		$8,000 TO $9,999		5	0.9
		7		$10,000 OR MORE		36	6.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
366	PDDOBYY	NUM	2		DE1 YEAR PARENT WAS BORN

.	Inapplicable	13	2.3
.D	Don't know	1	0.2
.R	Refused	1	0.2
9		1	0.2
13		1	0.2
18		1	0.2
21		2	0.4
22		3	0.5
23		2	0.4
24		3	0.5
25		2	0.4
26		3	0.5
27		4	0.7
28		4	0.7
29		5	0.9
30		7	1.3
31		12	2.2
32		9	1.6
33		10	1.8
34		11	2.0
35		12	2.2
36		10	1.8
37		20	3.6
38		31	5.6
39		27	4.8
40		37	6.6
41		44	7.9
42		36	6.5
43		39	7.0
44		30	5.4
45		33	5.9
46		24	4.3
47		39	7.0
48		29	5.2
49		19	3.4
50		15	2.7
51		10	1.8
52		4	0.7
53		2	0.4
54		1	0.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
367	PDRACE	NUM	2	RACE	DE3 RACE OF PARENT

.D	Don't know	3	0.5
.R	Refused	1	0.2
1	WHITE	478	85.8
2	BLACK	60	10.8
3	ASIAN/PACIFIC IS	9	1.6
4	INDIAN/ALASKAN	6	1.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
368	PDHISP	NUM	2	YESNO	DE4 PARENT OF HISPANIC BACKGROUND

.R	Refused	1	0.2
1	YES	41	7.4
2	NO	515	92.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
369	PDMARITL	NUM	2	MARSTAT	DE6 MARITAL STATUS OF PARENT

.R	Refused	2	0.4
1	SINGLE	9	1.6
2	MARRIED	482	86.5
3	SEPARATED	7	1.3
4	DIVORCED	41	7.4
5	WIDOWED	16	2.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
370	PEDLEV	NUM	2	YEDLEV	DE9 PARENT'S HIGHEST LEVEL OF EDUCATION

.D	Don't know	3	0.5
.R	Refused	1	0.2
7	< 8TH GRADE	8	1.4
8	8TH GRADE	17	3.1
9	9TH GRADE	17	3.1
10	10TH GRADE	26	4.7
11	11TH GRADE	28	5.0
12	12TH GRADE	209	37.5
13	1ST YR 4 YR COLL	22	3.9
14	2ND YR 4 YR COLL	32	5.7
15	3RD YR 4 YR COLL	14	2.5
16	4TH YR 4 YR COLL	63	11.3
17	5TH COL/1ST GRAD	24	4.3
18	2ND YR GRAD SCHL	15	2.7
19	3RD YR GRAD SCHL	8	1.4
20	> 3 YRS GRAD SCH	12	2.2
21	1ST YR JR/COMM	6	1.1
22	2ND YR JR/COMM	22	3.9
23	1ST VOC/BUS SCHL	16	2.9
24	2ND VOC/BUS SCHL	10	1.8
25	> 2 YRS VOC/BUS	4	0.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
371	PEDDIP	NUM	2	YHSDIPL	DE10 KIND OF HIGH SCHOOL DIPLOMA P HAS		
		.			Inapplicable	96	17.2
		1			REG H.S. DIPLOMA	421	75.6
		2			G.E.D.	31	5.6
		3			A.B.E.	1	0.2
		4			OTHR CERTIFICATE	1	0.2
		5			NONE OF ABOVE	7	1.3
372	PEMPCUR	NUM	2	PEMPCUR	DE11 IS PARENT EMPLOYED		
		1			YES, FULL-TIME	397	71.3
		2			YES, PART-TIME	53	9.5
		3			NO	107	19.2
373	PEMPEVER	NUM	2	YESNO	DE12 PARENT EVER EMPLOYED FULL TIME		
		.			Inapplicable	397	71.3
		1			YES	140	25.1
		2			NO	20	3.6
374	PEMPEASY	NUM	2	YEMPLOY	DE13 DIFFICULTY OF Y FINDING JOB FROM P		
		.D			Don't know	6	1.1
		1			ALMOST IMPOSS	74	13.3
		2			VERY DIFFICULT	137	24.6
		3			SOMWHT DIFFICULT	207	37.2
		4			NOT DIFFICULT	133	23.9
375	PDINCOME	NUM	2	PINCOME	DE29 INCOME OF PARENT		
		.D			Don't know	6	1.1
		.R			Refused	32	5.7
		1			LESS THAN 5,000	15	2.7
		2			5,001 TO 10,000	22	3.9
		3			10,001 TO 20,000	93	16.7
		4			20,001 TO 30,000	123	22.1
		5			30,001 TO 40,000	102	18.3
		6			40,001 TO 50,000	63	11.3
		7			50,001 AND ABOVE	101	18.1
376	PDMILSER	NUM	2	YESNO	DE30 HAS PARENT SERVED IN ARMED FORCES		
		1			YES	151	27.1
		2			NO	406	72.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
377	PDMILBMM	NUM	2	DOBMNTH	DE31 MONTH PARENT BEGAN MILITARY SERVICE

.	Inapplicable	406	72.9
.D	Don't know	6	1.1
1	JANUARY	16	2.9
2	FEBRUARY	11	2.0
3	MARCH	13	2.3
4	APRIL	10	1.8
5	MAY	11	2.0
6	JUNE	13	2.3
7	JULY	15	2.7
8	AUGUST	14	2.5
9	SEPTEMBER	14	2.5
10	OCTOBER	14	2.5
11	NOVEMBER	7	1.3
12	DECEMBER	7	1.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
378	PDMILBYY	NUM	2		DE31 YEAR PARENT BEGAN MILITARY SERVICE

.	Inapplicable	412	74.0
41		1	0.2
42		3	0.5
43		2	0.4
44		3	0.5
45		1	0.2
46		1	0.2
47		1	0.2
48		1	0.2
49		2	0.4
51		4	0.7
52		6	1.1
53		5	0.9
54		4	0.7
55		7	1.3
56		3	0.5
57		6	1.1
58		13	2.3
59		10	1.8
60		12	2.2
61		4	0.7
62		8	1.4
63		6	1.1
64		10	1.8
65		8	1.4
66		6	1.1
67		3	0.5
68		6	1.1
69		6	1.1
70		1	0.2
72		1	0.2
74		1	0.2

379	PDMILNOW	NUM	2	YESNO	DE32 IS PARENT STILL IN ARMED FORCES

.	Inapplicable	406	72.9
.D	Don't know	1	0.2
1	YES	7	1.3
2	NO	143	25.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
380	PDMILEMM	NUM	2	DOBMNTH	DE33 MONTH PARENT FINISHED ARMED FORCES

.	Inapplicable	406	72.9
.D	Don't know	12	2.2
1	JANUARY	20	3.6
2	FEBRUARY	11	2.0
3	MARCH	7	1.3
4	APRIL	13	2.3
5	MAY	16	2.9
6	JUNE	11	2.0
7	JULY	8	1.4
8	AUGUST	15	2.7
9	SEPTEMBER	13	2.3
10	OCTOBER	5	0.9
11	NOVEMBER	6	1.1
12	DECEMBER	14	2.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
381	PDMILEYY	NUM	2		DE33 YEAR PARENT FINISHED ARMED FORCES

.	Inapplicable	418	75.0
45		2	0.4
46		7	1.3
50		1	0.2
52		2	0.4
53		2	0.4
54		4	0.7
55		7	1.3
56		3	0.5
57		1	0.2
58		5	0.9
59		1	0.2
60		10	1.8
61		5	0.9
62		13	2.3
63		4	0.7
64		6	1.1
65		6	1.1
66		15	2.7
67		3	0.5
68		8	1.4
69		4	0.7
70		5	0.9
71		4	0.7
72		1	0.2
73		6	1.1
74		4	0.7
75		1	0.2
76		1	0.2
77		1	0.2
79		1	0.2
81		1	0.2
82		1	0.2
83		1	0.2
84		1	0.2
87		1	0.2
94		1	0.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
382	DEP33CHK	NUM	2	CCHECK	CONST CHECK: DE31, DE32 AND DE33 DATES

.	Inapplicable	556	99.8
1	INCONSIST. DATA	1	0.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
383	PDMILBR	NUM	2	PDMILBR	DE34 BRANCH OF SERVICE PARENT WAS IN

.	Inapplicable	406	72.9
1	ARMY	78	14.0
2	NAVY	31	5.6
3	MARINES	11	2.0
4	AIR FORCE	29	5.2
5	COAST GUARD	2	0.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
384	PDCOMP	NUM	2	PDCOMP	DE35 WAS PARENT IN ROTC, GUARD, RESERVE

.	Inapplicable	479	86.0
1	YES, ROTC	6	1.1
2	YES, NAT GUARD	13	2.3
3	YES, ARMY RESERV	23	4.1
4	NO	36	6.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
385	PIWIDE	NUM	2	RANGIMP	IA IMP OF OPPORT TO FIND A JOB

.Q	Not on quex	557	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
386	PISERPAR	NUM	2	RANGIMP	IA IMP OF WORKING PART-TIME

.Q	Not on quex	557	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
387	RANDPEPO	NUM	2	RANORDER	WHICH PE REFERENT IS FIRST ON SCREEN

.Q	Not on quex	557	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
388	RANDPEPA	NUM	2	RANDPEYA	PEP1,4,5 RANDOM START: ARMY & ARV/ANG

.Q	Not on quex	557	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
389	RANDPEPB	NUM	2	RAND1PE	PEP1,6 RANDOM START: ARMY & AF/MC/NA/ALL

.Q	Not on quex	557	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
390	RANDPEPC	NUM	2	RAND1PE	PEP1,7 RANDOM START: ARMY & WORK FORCE

.Q	Not on quex	557	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
391	RANDPEPD	NUM	2	RAND1PE	PEP1,8 RANDOM START: ARMY & COLLEGE

.Q	Not on quex	557	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
392	PVSERPAR	NUM	2	AGREE	PE4 PART-TIME WORK: RESERVE		
		.Q		Not on quex		557	100.0
393	PGSERPAR	NUM	2	AGREE	PE5 PART-TIME WORK: GUARD		
		.Q		Not on quex		557	100.0
394	PREPL1	NUM	8		REPLICATE WEIGHT 1		
		POSITIVE				257	46.1
		ZERO				300	53.9
395	PREPL2	NUM	8		REPLICATE WEIGHT 2		
		POSITIVE				276	49.6
		ZERO				281	50.4
396	PREPL3	NUM	8		REPLICATE WEIGHT 3		
		POSITIVE				274	49.2
		ZERO				283	50.8
397	PREPL4	NUM	8		REPLICATE WEIGHT 4		
		POSITIVE				258	46.3
		ZERO				299	53.7
398	PREPL5	NUM	8		REPLICATE WEIGHT 5		
		POSITIVE				285	51.2
		ZERO				272	48.8
399	PREPL6	NUM	8		REPLICATE WEIGHT 6		
		POSITIVE				292	52.4
		ZERO				265	47.6
400	PREPL7	NUM	8		REPLICATE WEIGHT 7		
		POSITIVE				273	49.0
		ZERO				284	51.0
401	PREPL8	NUM	8		REPLICATE WEIGHT 8		
		POSITIVE				270	48.5
		ZERO				287	51.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
402	PREPL9	NUM	8		REPLICATE WEIGHT 9		
		POSITIVE				278	49.9
		ZERO				279	50.1
403	PREPL10	NUM	8		REPLICATE WEIGHT 10		
		POSITIVE				311	55.8
		ZERO				246	44.2
404	PREPL11	NUM	8		REPLICATE WEIGHT 11		
		POSITIVE				276	49.6
		ZERO				281	50.4
405	PREPL12	NUM	8		REPLICATE WEIGHT 12		
		POSITIVE				252	45.2
		ZERO				305	54.8
406	PREPL13	NUM	8		REPLICATE WEIGHT 13		
		POSITIVE				282	50.6
		ZERO				275	49.4
407	PREPL14	NUM	8		REPLICATE WEIGHT 14		
		POSITIVE				283	50.8
		ZERO				274	49.2
408	PREPL15	NUM	8		REPLICATE WEIGHT 15		
		POSITIVE				286	51.3
		ZERO				271	48.7
409	PREPL16	NUM	8		REPLICATE WEIGHT 16		
		POSITIVE				282	50.6
		ZERO				275	49.4
410	PREPL17	NUM	8		REPLICATE WEIGHT 17		
		POSITIVE				272	48.8
		ZERO				285	51.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
411	PREPL18	NUM	8		REPLICATE WEIGHT 18		
		POSITIVE				283	50.8
		ZERO				274	49.2
412	PREPL19	NUM	8		REPLICATE WEIGHT 19		
		POSITIVE				265	47.6
		ZERO				292	52.4
413	PREPL20	NUM	8		REPLICATE WEIGHT 20		
		POSITIVE				265	47.6
		ZERO				292	52.4
414	PREPL21	NUM	8		REPLICATE WEIGHT 21		
		POSITIVE				267	47.9
		ZERO				290	52.1
415	PREPL22	NUM	8		REPLICATE WEIGHT 22		
		POSITIVE				268	48.1
		ZERO				289	51.9
416	PREPL23	NUM	8		REPLICATE WEIGHT 23		
		POSITIVE				282	50.6
		ZERO				275	49.4
417	PREPL24	NUM	8		REPLICATE WEIGHT 24		
		POSITIVE				273	49.0
		ZERO				284	51.0
418	PREPL25	NUM	8		REPLICATE WEIGHT 25		
		POSITIVE				276	49.6
		ZERO				281	50.4
419	PREPL26	NUM	8		REPLICATE WEIGHT 26		
		POSITIVE				294	52.8
		ZERO				263	47.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
420	PREPL27	NUM	8		REPLICATE WEIGHT 27		
		POSITIVE				301	54.0
		ZERO				256	46.0
421	PREPL28	NUM	8		REPLICATE WEIGHT 28		
		POSITIVE				280	50.3
		ZERO				277	49.7
422	PREPL29	NUM	8		REPLICATE WEIGHT 29		
		POSITIVE				288	51.7
		ZERO				269	48.3
423	PREPL30	NUM	8		REPLICATE WEIGHT 30		
		POSITIVE				287	51.5
		ZERO				270	48.5
424	PREPL31	NUM	8		REPLICATE WEIGHT 31		
		POSITIVE				270	48.5
		ZERO				287	51.5
425	PREPL32	NUM	8		REPLICATE WEIGHT 32		
		POSITIVE				306	54.9
		ZERO				251	45.1
426	PXAD12AR	NUM	2	YXADF	UNAIDED + AIDED RECALL ACTIVE ARMY ADS		
		1			RECALLS AD	500	89.8
		2			DOESN'T RECALL	57	10.2
427	PXAD12RO	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY ROTC ADS		
		1			RECALLS AD	275	49.4
		2			DOESN'T RECALL	282	50.6
428	PXAD12NG	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY NATL GUARD		
		1			RECALLS AD	312	56.0
		2			DOESN'T RECALL	245	44.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
429	PXAD12RV	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY RESERVE ADS		
	1				RECALLS AD	318	57.1
	2				DOESN'T RECALL	239	42.9
430	PXAD12AF	NUM	2	YXADF	UNAIDED + AIDED RECALL AIR FORCE ADS		
	1				RECALLS AD	413	74.1
	2				DOESN'T RECALL	144	25.9
431	PXAD12NA	NUM	2	YXADF	UNAIDED + AIDED RECALL NAVY ADS		
	1				RECALLS AD	378	67.9
	2				DOESN'T RECALL	179	32.1
432	PXAD12MC	NUM	2	YXADF	UNAIDED + AIDED RECALL MARINE CORPS ADS		
	1				RECALLS AD	445	79.9
	2				DOESN'T RECALL	112	20.1
433	PXAD12CG	NUM	2	YXADF	UNAIDED + AIDED RECALL COAST GUARD ADS		
	1				RECALLS AD	211	37.9
	2				DOESN'T RECALL	346	62.1
434	PXAD12AL	NUM	2	YXADF	UNAIDED + AIDED RECALL JRAP ADS		
	1				RECALLS AD	261	46.9
	2				DOESN'T RECALL	296	53.1
435	PXKAEARN	NUM	2	YXKAF	KNOW: EARN MONEY FOR COLLEGE IN ARMY		
	.				Inapplicable	292	52.4
	1				KNOWS ANSWER	229	41.1
	2				INCORRECT ANSWER	36	6.5
436	PXKAEDBN	NUM	2	YXKAF	KNOW: AMOUNT OF ARMY EDUCATION BENEFITS		
	.				Inapplicable	292	52.4
	1				KNOWS ANSWER	67	12.0
	2				INCORRECT ANSWER	198	35.5
437	PXKASAME	NUM	2	YXKAF	KNOW: COMPAR ARMY ED BEN TO OTH BRANCHES		
	.				Inapplicable	292	52.4
	1				KNOWS ANSWER	12	2.2
	2				INCORRECT ANSWER	253	45.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
438	PXKAGIAR	NUM	2	YXKAF	KNOW: DOES THE ARMY OFFER THE GI BILL

.	Inapplicable	292	52.4
1	KNOWS ANSWER	206	37.0
2	INCORRECT ANSWER	59	10.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
439	PXKAGIAF	NUM	2	YXKAF	KNOW: DOES THE AIR FORCE OFFER GI BILL

.	Inapplicable	292	52.4
1	KNOWS ANSWER	169	30.3
2	INCORRECT ANSWER	96	17.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
440	PXKAGINA	NUM	2	YXKAF	KNOW: DOES THE NAVY OFFER THE GI BILL

.	Inapplicable	292	52.4
1	KNOWS ANSWER	162	29.1
2	INCORRECT ANSWER	103	18.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
441	PXKAGIMA	NUM	2	YXKAF	KNOW: DOES MARINE CORPS OFFER GI BILL

.	Inapplicable	292	52.4
1	KNOWS ANSWER	162	29.1
2	INCORRECT ANSWER	103	18.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
442	PXKAYRS	NUM	2	YXKAF	KNOW: MINIMUM ARMY ENLISTMENT

.	Inapplicable	292	52.4
1	KNOWS ANSWER	97	17.4
2	INCORRECT ANSWER	168	30.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
443	PXKADEP	NUM	2	YXKAF	KNOW: CAN Y JOIN ARMY DEP, ENTER YR LATR

.	Inapplicable	292	52.4
1	KNOWS ANSWER	215	38.6
2	INCORRECT ANSWER	50	9.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
444	PXKARGJN	NUM	2	YXKAF	KNOW: CAN HS JRS AGE 17 JOIN RESERVE/NG

.	Inapplicable	292	52.4
1	KNOWS ANSWER	144	25.9
2	INCORRECT ANSWER	121	21.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
445	PXKARGHS	NUM	2	YXKAF	KNOW: CAN ONLY HS GRADS JOIN RESERVE/NG

.	Inapplicable	292	52.4
1	KNOWS ANSWER	192	34.5
2	INCORRECT ANSWER	73	13.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
446	PXKAWARD	NUM	2	YXKAF	KNOW: WHO SPONSORS SCHOLAR-ATHLETE AWARD		
		.		Inapplicable		292	52.4
		1		KNOWS ANSWER		40	7.2
		2		INCORRECT ANSWER		225	40.4
447	PXKARGCL	NUM	2	YXKAF	KNOW: EARN COLLEGE MONEY IN RESERVE/NG		
		.		Inapplicable		292	52.4
		1		KNOWS ANSWER		189	33.9
		2		INCORRECT ANSWER		76	13.6
448	PXKARGGI	NUM	2	YXKAF	KNOW: MAX GI BILL AMOUNT IN RESERVE/NG		
		.		Inapplicable		292	52.4
		1		KNOWS ANSWER		11	2.0
		2		INCORRECT ANSWER		254	45.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
1	CASEID	CHAR	8	$CHAR	HOUSEHOLD ID NUMBER

OTHER		691	100.0

CASEID is an eight-digit household identifier. All analytic ACOMS data files are sorted by the variables CASEID and YUTHNUM. The first two digits of CASEID indicate the year/month of sampling (not necessarily interviewing) - 01 = October 1986, 02 = November 1986, etc. Therefore, each household throughout the duration of ACOMS will have a unique value for CASEID. Note that, although files are sorted by CASEID, the values for this variable are not necessarily consecutive.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
2	YUTHNUM	CHAR	2	$CHAR	YOUTH ID NUMBER

01		161	23.3
02		430	62.2
03		90	13.0
04		9	1.3
05		1	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
3	PARNNUM	CHAR	2	$CHAR	PARENTAL ID NUMBER FOR BASM SEGMENT

01		321	46.5
02		370	53.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
4	SELYYMM	NUM	4	YYMMNUM	YEAR AND MONTH HH SELECTED INTO SAMPLE

8612	DECEMBER 1986	88	12.7
8701	JANUARY 1987	208	30.1
8702	FEBRUARY 1987	208	30.1
8703	MARCH 1987	187	27.1

Note that this is the month of sampling and is not necessarily the interview date (for which see the variable PMAINDAT).

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
5	YMAINDAT	CHAR	6	$CHAR	DATE OF MAIN INTERVIEW

OTHER		691	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
6	PMAINDAT	CHAR	6	$CHAR	DATE OF PARENT INTERVIEW

OTHER		691	100.0

This variable is stored in the format YYMMDD.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
7	PVERSION	NUM	2		PARENT INTERVIEW VERSION NUMBER

1		88	12.7
2		603	87.3

For Fall, Winter, and Spring Quarters, changes in the instrument were determined by the month the household was selected into the sample. Thus persons who were selected into the sample during the final month of one quarter, but who were not interviewed until the next quarter, received the older version of the instrument.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
8	PMASFLG	NUM	2	PMASFLGF	PRIMARY MALE ANALYTIC SAMPLE FLAG

1	PMAS YOUTH	575	83.2
2	NOT PMAS YOUTH	116	16.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
9	PFASFLG	NUM	2	PFASFLGF	PRIMARY FEMALE ANALYTIC SAMPLE FLAG

1	PFAS YOUTH	95	13.7
2	NOT PFAS YOUTH	596	86.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
10	MARKFLG	NUM	2	MARKFLGF	RECRUITING MARKET FLAG

1	IN RCTG MARKET	670	97.0
2	NOT IN RCTG MKT	21	3.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
11	YATSFLG	NUM	2	YATSFLGF	86 YATS II SAMPLE FLAG

0	NOT YATS ELIG.	19	2.7
1	MALES 16-21 YR	577	83.5
2	FEMALES 16-21 YR	95	13.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
12	PANELPEY	NUM	2	PEPANEL	YOUTH SAMPLE SUBGROUP FOR ANALYSIS

1	CURRENT JR & SR	13	1.9
2	CURRENT FR & SO	130	18.8
3	STDNTS COL ORNT	358	51.8
4	STDNTS WORK ORNT	80	11.6
5	W/DIPL NOT ENROL	107	15.5
7	JR/SR NOT ENROLL	3	0.4

This variable is used to produce the education subgroups in the ACOMS quarterly tables. It is based on the target youth's educational experience.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
13	ECALCAGE	NUM	3		SC9 CALCULATED AGE FROM DATE OF BIRTH

16		191	27.6
17		190	27.5
18		123	17.8
19		102	14.8
20		85	12.3

This variable, the age of the target youth, is set from the date of birth (SC-9) or age (SC-10) in the screener. In a few cases, the only age information available is from the classification variable E13TO24 (SC-10A). For such cases, a value for age is imputed.

14	RACE1	NUM	2	PSRACE	RACE/ETHNICITY FOR POST-STRATIFICATION

1	BLACK NONHISP	66	9.6
2	HISPANIC	55	8.0
3	OTHER	570	82.5

This variable, used for post-stratification, is computed from the variables EHISP and ERACE for the target youth. In cases where missing data prevents this calculation, an imputed value is determined.

15	PSEXSAMP	NUM	2	PSEXSMP	WHICH PARENT TO INTERVIEW FROM THIS HH

1	FATHER	321	46.5
2	MOTHER	370	53.5

If a parental interview is to be conducted for one of the youths in a household, PSEXSAMP indicates whether the father or the mother is selected. This variable is predesignated (on a 50/50 basis) for each telephone number selected into the sample.

16	BRIGADE	NUM	2	RCTGBDE	USAREC RECRUITING BRIGADE

1	1ST RCTG BDE-NE	144	20.8
2	2ND RCTG BDE-SE	153	22.1
4	4TH RCTG BDE-MW	215	31.1
5	5TH RCTG BDE-SW	94	13.6
6	6TH RCTG BDE-W	85	12.3

The current numbering scheme for recruiting brigades, which is followed for the BRIGADE variable, is not the same as the RSID coding scheme.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
17	ROTCREG	CHAR	2	$ROTCFMT	ROTC REGION/BRIGADE

11	REGION 1,BDE 1	30	4.3
12	REGION 1,BDE 2	73	10.6
13	REGION 1,BDE 3	24	3.5
14	REGION 1,BDE 4	26	3.8
15	REGION 1,BDE 5	32	4.6
16	REGION 1,BDE 6	46	6.7
21	REGION 2,BDE 1	38	5.5
22	REGION 2,BDE 2	50	7.2
23	REGION 2,BDE 3	48	6.9
24	REGION 2,BDE 4	79	11.4
31	REGION 3,BDE 1	28	4.1
32	REGION 3,BDE 2	34	4.9
33	REGION 3,BDE 3	7	1.0
34	REGION 3,BDE 4	41	5.9
41	REGION 4,BDE 1	12	1.7
42	REGION 4,BDE 2	44	6.4
43	REGION 4,BDE 3	58	8.4
44	REGION 4,BDE 4	21	3.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
18	HHSTATE	CHAR	2	$STATE	HH STATE POSTAL CODE

AL	ALABAMA	31	4.5
AZ	ARIZONA	4	0.6
CA	CALIFORNIA	55	8.0
CO	COLORADO	3	0.4
CT	CONNECTICUT	9	1.3
DE	DELAWARE	2	0.3
FL	FLORIDA	30	4.3
GA	GEORGIA	16	2.3
IA	IOWA	6	0.9
IL	ILLINOIS	39	5.6
IN	INDIANA	25	3.6
KS	KANSAS	7	1.0
KY	KENTUCKY	11	1.6
LA	LOUISIANA	7	1.0
MA	MASSACHUSETTS	10	1.4
MD	MARYLAND	8	1.2
ME	MAINE	6	0.9
MI	MICHIGAN	55	8.0
MN	MINNESOTA	27	3.9
MO	MISSOURI	13	1.9
MS	MISSISSIPPI	10	1.4
MT	MONTANA	2	0.3
NC	NORTH CAROLINA	24	3.5
ND	NORTH DAKOTA	3	0.4
NE	NEBRASKA	4	0.6
NJ	NEW JERSEY	18	2.6
NM	NEW MEXICO	6	0.9
NV	NEVADA	3	0.4
NY	NEW YORK	55	8.0
OH	OHIO	34	4.9
OK	OKLAHOMA	5	0.7
OR	OREGON	6	0.9
PA	PENNSYLVANIA	24	3.5
RI	RHODE ISLAND	3	0.4
SC	SOUTH CAROLINA	8	1.2
SD	SOUTH DAKOTA	4	0.6
TN	TENNESSEE	24	3.5
TX	TEXAS	44	6.4
UT	UTAH	7	1.0
VA	VIRGINIA	16	2.3
VT	VERMONT	2	0.3
WA	WASHINGTON	4	0.6
WI	WISCONSIN	11	1.6
WV	WEST VIRGINIA	3	0.4
WY	WYOMING	7	1.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
19	CNTYFIPS	CHAR	3	$CHAR	HH COUNTY FIPS CODE		
		OTHER				691	100.0
		3-digit Federal Information Processing Standard code for household's county. Note that this value can be looked up either based on zip code or county responses.					
20	ESEX	NUM	2	SEX	SEX OF ENUMERATED YOUTH		
		1			MALE	594	86.0
		2			FEMALE	97	14.0
21	PARENTED	NUM	2	PAREDUC	EDUCATION OF PARENT, FROM YOUTH RECORD		
		1			< HI SCH DIPLOMA	71	10.3
		2			HI SCH DIPLOMA	343	49.6
		3			SOME COLLEGE	95	13.7
		4			COLLEGE GRADUATE	182	26.3
22	IMPEDUCP	NUM	2	PAREDUC	IMPUTED EDUCATION OF PARENT		
		.			Inapplicable	655	94.8
		1			< HI SCH DIPLOMA	4	0.6
		2			HI SCH DIPLOMA	20	2.9
		3			SOME COLLEGE	4	0.6
		4			COLLEGE GRADUATE	8	1.2
23	PBASWGHT	NUM	8		PARENT BASE WEIGHT		
		POSITIVE				691	100.0
		This variable does not reflect final weighting adjustments and normally should not be used for analysis.					
24	PARNWGHT	NUM	8		PARENT FINAL ADJUSTED WEIGHT		
		POSITIVE				691	100.0
25	PWGHTMH	NUM	8		WEIGHT FOR MH MODULE		
		POSITIVE				343	49.6
		ZERO				348	50.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
26	PWGHTKA	NUM	8		WEIGHT FOR KA MODULE		
		POSITIVE				374	54.1
		ZERO				317	45.9
27	PWGHTPEA	NUM	8		WEIGHT FOR PE (ACTIVE)		
		POSITIVE				631	91.3
		ZERO				60	8.7
28	PWGHTPEV	NUM	8		WEIGHT FOR PE (RESERVE)		
		POSITIVE				124	17.9
		ZERO				567	82.1
29	PWGHTPEG	NUM	8		WEIGHT FOR PE (NATIONAL GUARD)		
		POSITIVE				115	16.6
		ZERO				576	83.4
30	PWGHTPEF	NUM	8		WEIGHT FOR PE (AIR FORCE)		
		POSITIVE				55	8.0
		ZERO				636	92.0
31	PWGHTPEM	NUM	8		WEIGHT FOR PE (MARINE CORPS)		
		POSITIVE				74	10.7
		ZERO				617	89.3
32	PWGHTPEN	NUM	8		WEIGHT FOR PE (NAVY)		
		POSITIVE				67	9.7
		ZERO				624	90.3
33	PWGHTPES	NUM	8		WEIGHT FOR PE (MILITARY)		
		POSITIVE				67	9.7
		ZERO				624	90.3
34	PWGHTPEW	NUM	8		WEIGHT FOR PE (CIVILIAN JOB)		
		POSITIVE				64	9.3
		ZERO				627	90.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
35	PWGHTPEC	NUM	8		WEIGHT FOR PE (COLLEGE)		
		POSITIVE				62	9.0
		ZERO				629	91.0
36	PWGHTPER	NUM	8		WEIGHT FOR PE (ROTC/OFFICER)		
		POSITIVE				481	69.6
		ZERO				210	30.4
37	PWFACMH	NUM	8		WEIGHT FACTOR FOR MH MODULE		
		POSITIVE				343	49.6
		ZERO				348	50.4
38	PWFACKA	NUM	8		WEIGHT FACTOR FOR KA MODULE		
		POSITIVE				374	54.1
		ZERO				317	45.9
39	PWFACPEA	NUM	8		WEIGHT FACTOR FOR PE (ACTIVE)		
		POSITIVE				631	91.3
		ZERO				60	8.7
40	PWFACPEV	NUM	8		WEIGHT FACTOR FOR PE (RESERVE)		
		POSITIVE				124	17.9
		ZERO				567	82.1
41	PWFACPEG	NUM	8		WEIGHT FACTOR FOR PE (NATIONAL GUARD)		
		POSITIVE				115	16.6
		ZERO				576	83.4
42	PWFACPEF	NUM	8		WEIGHT FACTOR FOR PE (AIR FORCE)		
		POSITIVE				55	8.0
		ZERO				636	92.0
43	PWFACPEM	NUM	8		WEIGHT FACTOR FOR PE (MARINE CORPS)		
		POSITIVE				74	10.7
		ZERO				617	89.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
44	PWFACPEN	NUM	8		WEIGHT FACTOR FOR PE (NAVY)		
		POSITIVE				67	9.7
		ZERO				624	90.3
45	PWFACPES	NUM	8		WEIGHT FACTOR FOR PE (MILITARY)		
		POSITIVE				67	9.7
		ZERO				624	90.3
46	PWFACPEW	NUM	8		WEIGHT FACTOR FOR PE (CIVILIAN JOB)		
		POSITIVE				64	9.3
		ZERO				627	90.7
47	PWFACPEC	NUM	8		WEIGHT FACTOR FOR PE (COLLEGE)		
		POSITIVE				62	9.0
		ZERO				629	91.0
48	PWFACPER	NUM	8		WEIGHT FACTOR FOR PE (ROTC/OFFICER)		
		POSITIVE				481	69.6
		ZERO				210	30.4
49	RANDROP	NUM	2	RANDROP	PARENTAL MODULE ROTATION VARIABLE		
		1		NO MODULES		101	14.6
		2		MH ONLY		116	16.8
		3		KA ONLY		130	18.8
		4		MH ONLY		100	14.5
		5		KA ONLY		117	16.9
		6		KA & MH		127	18.4

The modules MH (Media Habits) and KA (Knowledge-Awareness) are only administered to a randomly-selected subset of respondents. This randomization is accomplished in such a manner that each of these modules is administered to approximately half of the respondents. Each individual respondent receives either one or two of these modules. RANDROP indicates the module(s) administered to each respondent. Each parent receives the same module(s) as the target youth.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
50	PIOFTPLN	NUM	2	PIFREQ	PI2 FREQ OF P TALKS W/ Y ABOUT PLANS

.D	Don't know	3	0.4
.R	Refused	1	0.1
1	NEVER	16	2.3
2	RARELY	44	6.4
3	OCCASIONALLY	280	40.5
4	OFTEN	347	50.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
51	PITLKOPN	NUM	2	PTLKOPN	PI5 DOES P GIVE OPINION DURING TALK W/ Y

.	Inapplicable	16	2.3
.D	Don't know	16	2.3
.R	Refused	1	0.1
1	GIVE OPINION	344	49.8
2	STAY NEUTRAL	314	45.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
52	PINFPLAN	NUM	2	PIPLAN	PI6 P SELF-REP INFLUENCE Y FUTURE PLANS

.D	Don't know	6	0.9
.R	Refused	1	0.1
1	GREAT DEAL INF	91	13.2
2	CONSIDERABLE INF	161	23.3
3	SOME INF	320	46.3
4	VERY LITTLE INF	99	14.3
5	NO INF AT ALL	13	1.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
53	PILIKEDO	NUM	2	PILIKEDO	PI7 WHAT P WANTS Y TO DO IN FUTURE

.D	Don't know	20	2.9
1	GO TO COLLEGE	468	67.7
2	VOTECH TRAINING	81	11.7
3	FULL-TIME JOB	45	6.5
4	JOIN ARMED SERV	52	7.5
91	SOMETHING ELSE	25	3.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
54	PILIKEOS	CHAR	30	$CHAR	PI7 WHAT P WANTS Y TO DO - OTHER SPECIFY

.	Inapplicable	666	96.4
OTHER		25	3.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
55	PIMENMIL	NUM	2	PIOPIN	PI8 SHOULD YOUNG MEN SERVE IN MILITARY		
		.D			Don't know	30	4.3
		1			DEFINITELY GOOD	192	27.8
		2			PROBABLY GOOD	360	52.1
		3			PROB NOT GOOD	91	13.2
		4			DEFIN NOT GOOD	18	2.6
56	PIWOMMIL	NUM	2	PIOPIN	PI9 SHOULD YOUNG WOMEN SERVE IN MILTARY		
		.D			Don't know	60	8.7
		1			DEFINITELY GOOD	54	7.8
		2			PROBABLY GOOD	281	40.7
		3			PROB NOT GOOD	226	32.7
		4			DEFIN NOT GOOD	70	10.1
57	PITLKMIL	NUM	2	YESNO	PI10 HAS P TALKED TO Y ABOUT ENLISTING		
		.D			Don't know	2	0.3
		1			YES	386	55.9
		2			NO	303	43.8
58	PIOFTMIL	NUM	2	PIFREQ	PI11 FREQ OF P TALK TO Y ABOUT ENLISTING		
		.			Inapplicable	305	44.1
		.D			Don't know	3	0.4
		1			NEVER	1	0.1
		2			RARELY	93	13.5
		3			OCCASIONALLY	209	30.2
		4			OFTEN	80	11.6
59	PI11CHK	NUM	2	CCHECK	CONST. CHECK: PI10, PI11		
		.			Inapplicable	690	99.9
		1			INCONSIST. DATA	1	0.1
60	PITLKRAN	NUM	2	PIOFFIC	PI14 DISCUSSED Y AS OFFICER OR ENLISTED		
		.			Inapplicable	402	58.2
		.D			Don't know	7	1.0
		1			ENLISTED	90	13.0
		2			OFFICER	56	8.1
		3			BOTH	100	14.5
		4			NEITHER	36	5.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
61	PITLKAR	NUM	2	YESNO	PI15 SERVICE DISCUSSED WAS ARMY
	.		Inapplicable	402	58.2
	.D		Don't know	7	1.0
	.R		Refused	1	0.1
	1		YES	128	18.5
	2		NO	153	22.1
62	PITLKNA	NUM	2	YESNO	PI15 SERVICE DISCUSSED WAS NAVY
	.		Inapplicable	402	58.2
	.D		Don't know	7	1.0
	.R		Refused	1	0.1
	1		YES	117	16.9
	2		NO	164	23.7
63	PITLKAF	NUM	2	YESNO	PI15 SERVICE DISCUSSED WAS AIR FORCE
	.		Inapplicable	402	58.2
	.D		Don't know	7	1.0
	.R		Refused	1	0.1
	1		YES	152	22.0
	2		NO	129	18.7
64	PITLKMC	NUM	2	YESNO	PI15 SERVICE DISCUSSED WAS MARINE CORPS
	.		Inapplicable	402	58.2
	.D		Don't know	7	1.0
	.R		Refused	1	0.1
	1		YES	63	9.1
	2		NO	218	31.5
65	PITLKALL	NUM	2	YESNO	PI15 SERVICE DISCUSSED WAS ALL SERVICES
	.		Inapplicable	402	58.2
	.D		Don't know	7	1.0
	.R		Refused	1	0.1
	1		YES	47	6.8
	2		NO	234	33.9
66	PITLKACT	NUM	2	YESNO	PI16 P TALKED TO Y ABOUT ACTIVE DUTY
	.		Inapplicable	402	58.2
	.D		Don't know	6	0.9
	1		YES	80	11.6
	2		NO	203	29.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
67	PITLKRV	NUM	2	YESNO	PI16 P TALKED TO Y ABOUT RESERVE		
		.		Inapplicable		402	58.2
		.D		Don't know		6	0.9
		1		YES		64	9.3
		2		NO		219	31.7
68	PITLKNG	NUM	2	YESNO	PI16 P TALKED TO Y ABOUT NATIONAL GUARD		
		.		Inapplicable		402	58.2
		.D		Don't know		6	0.9
		1		YES		49	7.1
		2		NO		234	33.9
69	PIMILOPN	NUM	2	PMILOPN	PI17 P ENCOURAGE/DISCOURAGE Y TO ENLIST		
		.		Inapplicable		402	58.2
		.D		Don't know		5	0.7
		1		ENCOURAGE		104	15.1
		2		STAY NEUTRAL		147	21.3
		3		DISCOURAGE		33	4.8
70	PINFMIL	NUM	2	PIPLAN	PI18 P SELF-REP INFLUENCE Y ENLIST PLANS		
		.D		Don't know		17	2.5
		1		GREAT DEAL INF		56	8.1
		2		CONSIDERABLE INF		60	8.7
		3		SOME INF		178	25.8
		4		VERY LITTLE INF		206	29.8
		5		NO INF AT ALL		174	25.2
71	PIPOIADS	NUM	2	YESNO	PI19 DID P POINT OUT SERVICE ADS TO Y		
		.D		Don't know		7	1.0
		1		YES		117	16.9
		2		NO		567	82.1
72	PISUGREC	NUM	2	YESNO	PI21 P SUGGEST Y SEE MILITARY RECRUITER		
		.D		Don't know		1	0.1
		1		YES		130	18.8
		2		NO		560	81.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
73	PIRECAR	NUM	2	YESNO	PI22 P SUGGEST Y SEE ARMY RECRUITER		
		.		Inapplicable		561	81.2
		.D		Don't know		8	1.2
		1		YES		70	10.1
		2		NO		52	7.5
74	PIRECNA	NUM	2	YESNO	PI22 P SUGGEST Y SEE NAVY RECRUITER		
		.		Inapplicable		561	81.2
		.D		Don't know		8	1.2
		1		YES		43	6.2
		2		NO		79	11.4
75	PIRECAF	NUM	2	YESNO	PI22 P SUGGEST Y SEE AIR FORCE RECRUITER		
		.		Inapplicable		561	81.2
		.D		Don't know		9	1.3
		1		YES		63	9.1
		2		NO		58	8.4
76	PIRECMA	NUM	2	YESNO	PI22 P SUGGEST Y SEE MARINE RECRUITER		
		.		Inapplicable		561	81.2
		.D		Don't know		7	1.0
		1		YES		28	4.1
		2		NO		95	13.7
77	PIRCMAIL	NUM	2	YESNO	PI23 RECEIVE MILITARY RECRUITING MAIL		
		.D		Don't know		13	1.9
		1		YES		422	61.1
		2		NO		256	37.0
78	PIPRBMIL	NUM	2	PPRBMIL	PI25 P BELIEVE Y WILL/WON'T ENLIST		
		.D		Don't know		52	7.5
		.R		Refused		1	0.1
		1		DEFINITELY WILL		24	3.5
		2		PROBABLY WILL		151	21.9
		3		PROB WILL NOT		312	45.2
		4		DEFIN WILL NOT		151	21.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
79	PIEXPRAN	NUM	2	PEXPECT	PI26 P EXPECT Y TO BE OFFICER/ENLISTED

.	Inapplicable	516	74.7
.D	Don't know	15	2.2
1	ENLISTED PERSON	113	16.4
2	OFFICER	47	6.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
80	PIPHYS	NUM	2	RANGIMP	IAP2 IMP OF HAVING PHYSICAL CHALLENGE

.D	Don't know	5	0.7
.R	Refused	1	0.1
1	NOT AT ALL IMPOR	11	1.6
2	SCALE POINT 2	26	3.8
3	SCALE POINT 3	144	20.8
4	SCALE POINT 4	170	24.6
5	VERY IMPORTANT	334	48.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
81	RANDIAP	NUM	2	RANDIAY	IAP2 RANDOM NUMBER SELECTED

1	START:	PHYS	24	3.5
2	START:	HIQUAL	33	4.8
3	START:	CASHED	34	4.9
4	START:	TRAIN	37	5.4
5	START:	SELCON	42	6.1
6	START:	CNTRY	45	6.5
7	START:	LEADER	43	6.2
8	START:	HITECH	47	6.8
9	START:	PROUD	39	5.6
10	START:	POTEN	33	4.8
11	START:	CIVCAR	45	6.5
12	START:	SERCOM	5	0.7
13	START:	WEEKEN	32	4.6
14	START:	HOME	30	4.3
15	START:	STEP	33	4.8
16	START:	MATURE	38	5.5
17	START:	INNOV	39	5.6
18	START:	MENTAL	36	5.2
19	START:	SERPAR	32	4.6
20	START:	WIDE	24	3.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
82	PIHIQUAL	NUM	2	RANGIMP	IAP2 IMP OF HIGHLY TRAINED COWORKERS

.D	Don't know	6	0.9
.R	Refused	1	0.1
1	NOT AT ALL IMPOR	8	1.2
2	SCALE POINT 2	16	2.3
3	SCALE POINT 3	68	9.8
4	SCALE POINT 4	183	26.5
5	VERY IMPORTANT	409	59.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
83	PICASHED	NUM	2	RANGIMP	IAP2 IMP OF EARNING MONEY FOR EDUCATION

.D	Don't know	6	0.9
.R	Refused	1	0.1
1	NOT AT ALL IMPOR	24	3.5
2	SCALE POINT 2	51	7.4
3	SCALE POINT 3	144	20.8
4	SCALE POINT 4	138	20.0
5	VERY IMPORTANT	327	47.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
84	PITRAIN	NUM	2	RANGIMP	IAP2 IMP OF TRAINING IN USEFUL SKILLS

.D	Don't know	7	1.0
1	NOT AT ALL IMPOR	7	1.0
2	SCALE POINT 2	17	2.5
3	SCALE POINT 3	63	9.1
4	SCALE POINT 4	136	19.7
5	VERY IMPORTANT	461	66.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
85	PISELCON	NUM	2	RANGIMP	IAP2 IMP OF DEVELOPING SELF-CONFIDENCE

.D	Don't know	6	0.9
1	NOT AT ALL IMPOR	8	1.2
2	SCALE POINT 2	5	0.7
3	SCALE POINT 3	36	5.2
4	SCALE POINT 4	85	12.3
5	VERY IMPORTANT	551	79.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
86	PICNTRY	NUM	2	RANGIMP	IAP2 IMP OF SERVING COUNTRY

.D	Don't know	13	1.9
.R	Refused	1	0.1
1	NOT AT ALL IMPOR	37	5.4
2	SCALE POINT 2	40	5.8
3	SCALE POINT 3	163	23.6
4	SCALE POINT 4	108	15.6
5	VERY IMPORTANT	329	47.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
87	PILEADER	NUM	2	RANGIMP	IAP2 IMP OF DEVELOPING LEADERSHIP SKILLS

.D	Don't know	4	0.6
1	NOT AT ALL IMPOR	9	1.3
2	SCALE POINT 2	15	2.2
3	SCALE POINT 3	86	12.4
4	SCALE POINT 4	148	21.4
5	VERY IMPORTANT	429	62.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
88	PIHITECH	NUM	2	RANGIMP	IAP2 IMP OF WORKING WITH HI-TECH EQUIP

.D	Don't know	7	1.0
.R	Refused	1	0.1
1	NOT AT ALL IMPOR	22	3.2
2	SCALE POINT 2	23	3.3
3	SCALE POINT 3	120	17.4
4	SCALE POINT 4	155	22.4
5	VERY IMPORTANT	363	52.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
89	PIPROUD	NUM	2	RANGIMP	IAP2 IMP OF EXPERIENCES TO BE PROUD OF

.D	Don't know	2	0.3
1	NOT AT ALL IMPOR	3	0.4
2	SCALE POINT 2	8	1.2
3	SCALE POINT 3	34	4.9
4	SCALE POINT 4	116	16.8
5	VERY IMPORTANT	528	76.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
90	PIPOTEN	NUM	2	RANGIMP	IAP2 IMP OF DEVELOPING POTENTIAL

.D	Don't know	3	0.4
1	NOT AT ALL IMPOR	3	0.4
2	SCALE POINT 2	10	1.4
3	SCALE POINT 3	34	4.9
4	SCALE POINT 4	84	12.2
5	VERY IMPORTANT	557	80.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
91	PICIVCAR	NUM	2	RANGIMP	IAP2 IMP OF HELPING CIVILIAN CAREER DEV

.D	Don't know	7	1.0
1	NOT AT ALL IMPOR	7	1.0
2	SCALE POINT 2	11	1.6
3	SCALE POINT 3	57	8.2
4	SCALE POINT 4	128	18.5
5	VERY IMPORTANT	481	69.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
92	PISERCOM	NUM	2	RANGIMP	IAP2 IMP OF COMMUNITY SERVICE

.D	Don't know	2	0.3
.Q	Not on quex	603	87.3
1	NOT AT ALL IMPOR	1	0.1
2	SCALE POINT 2	3	0.4
3	SCALE POINT 3	21	3.0
4	SCALE POINT 4	18	2.6
5	VERY IMPORTANT	43	6.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
93	PIWEEKEN	NUM	2	RANGIMP	IAP2 IMP OF WEEKEND EXCITEMENT

.D	Don't know	9	1.3
1	NOT AT ALL IMPOR	93	13.5
2	SCALE POINT 2	91	13.2
3	SCALE POINT 3	201	29.1
4	SCALE POINT 4	118	17.1
5	VERY IMPORTANT	179	25.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
94	PIHOME	NUM	2	RANGIMP	IAP2 IMP OF STAYING IN OWN HOMETOWN

.D	Don't know	10	1.4
1	NOT AT ALL IMPOR	161	23.3
2	SCALE POINT 2	105	15.2
3	SCALE POINT 3	187	27.1
4	SCALE POINT 4	72	10.4
5	VERY IMPORTANT	156	22.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
95	PISTEP	NUM	2	RANGIMP	IAP2 IMP OF STEPPING FROM HS TO COLLEGE

.D	Don't know	26	3.8
1	NOT AT ALL IMPOR	98	14.2
2	SCALE POINT 2	66	9.6
3	SCALE POINT 3	135	19.5
4	SCALE POINT 4	106	15.3
5	VERY IMPORTANT	260	37.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
96	PIMATURE	NUM	2	RANGIMP	IAP2 IMP OF BECOMING MATURE/RESPONSIBLE

.D	Don't know	3	0.4
1	NOT AT ALL IMPOR	9	1.3
2	SCALE POINT 2	10	1.4
3	SCALE POINT 3	45	6.5
4	SCALE POINT 4	90	13.0
5	VERY IMPORTANT	534	77.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
97	PIINNOV	NUM	2	RANGIMP	IAP2 IMP OF USING OWN JUDGMENT		
		.D			Don't know	6	0.9
		1			NOT AT ALL IMPOR	2	0.3
		2			SCALE POINT 2	8	1.2
		3			SCALE POINT 3	38	5.5
		4			SCALE POINT 4	133	19.2
		5			VERY IMPORTANT	504	72.9
98	PIMENTAL	NUM	2	RANGIMP	IAP2 IMP OF HAVING MENTAL CHALLENGE		
		.D			Don't know	7	1.0
		.R			Refused	1	0.1
		1			NOT AT ALL IMPOR	9	1.3
		2			SCALE POINT 2	20	2.9
		3			SCALE POINT 3	54	7.8
		4			SCALE POINT 4	124	17.9
		5			VERY IMPORTANT	476	68.9
99	PTVWATCH	NUM	2	YESNO	MH1 PARENT REGULARLY WATCHES TV		
		.			Inapplicable	348	50.4
		1			YES	246	35.6
		2			NO	97	14.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
100	PTVHRREG	NUM	3		MH2 HRS PER WEEK WATCH NETWORK TV

.	Inapplicable	445	64.4
.D	Don't know	3	0.4
0		2	0.3
1		2	0.3
2		8	1.2
3		10	1.4
4		11	1.6
5		11	1.6
6		11	1.6
7		8	1.2
8		12	1.7
9		2	0.3
10		35	5.1
11		2	0.3
12		9	1.3
14		15	2.2
15		35	5.1
16		3	0.4
17		1	0.1
18		6	0.9
20		19	2.7
21		5	0.7
22		2	0.3
24		2	0.3
25		5	0.7
28		3	0.4
30		4	0.6
32		1	0.1
35		5	0.7
36		1	0.1
40		5	0.7
45		1	0.1
50		1	0.1
56		2	0.3
60		1	0.1
70		1	0.1
84		1	0.1
100		1	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
101	PTVHRCAB	NUM	3		MH2 HRS PER WEEK WATCH CERTAIN CABLE TV		
		.		Inapplicable		445	64.4
		.D		Don't know		3	0.4
		0				105	15.2
		1				10	1.4
		2				15	2.2
		3				14	2.0
		4				14	2.0
		5				20	2.9
		6				9	1.3
		7				4	0.6
		8				7	1.0
		10				13	1.9
		12				8	1.2
		14				1	0.1
		15				6	0.9
		17				1	0.1
		20				8	1.2
		24				2	0.3
		25				3	0.4
		28				1	0.1
		32				1	0.1
		60				1	0.1
102	MHP2CHK1	NUM	2	CCHECK	CONST CHECK: MH1 = 1 & MH2 = 0 HOURS		
		.		Inapplicable		690	99.9
		1		INCONSIST. DATA		1	0.1
103	MHP2CHK2	NUM	2	CCHECK	CONST CHECK: MH2 > 168 HOURS		
		.		Inapplicable		691	100.0
104	PTVCAB1	NUM	2	YESNO	MH11 DOES PARENT WATCH MTV		
		.		Inapplicable		553	80.0
		1		YES		21	3.0
		2		NO		117	16.9
105	PTVCAB2	NUM	2	YESNO	MH11 DOES PARENT WATCH NASHVILLE NETWORK		
		.		Inapplicable		553	80.0
		.D		Don't know		3	0.4
		1		YES		37	5.4
		2		NO		98	14.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
106	PTVCAB3	NUM	2	YESNO	MH11 DOES PARENT WATCH ESPN [SPORTS]		
		.		Inapplicable		553	80.0
		1		YES		91	13.2
		2		NO		47	6.8
107	PTVCAB4	NUM	2	YESNO	MH11 DOES PARENT WATCH WTBS [SYNDICATED]		
		.		Inapplicable		553	80.0
		.D		Don't know		4	0.6
		1		YES		64	9.3
		2		NO		70	10.1
108	PTVCAB5	NUM	2	YESNO	MH11 DOES P WATCH BLACK ENTERTAINMENT TV		
		.		Inapplicable		553	80.0
		.D		Don't know		2	0.3
		1		YES		20	2.9
		2		NO		116	16.8
109	PTVSPORT	NUM	2	YESNO	MH12 DOES PARENT VIEW SPORTS		
		.		Inapplicable		446	64.5
		.D		Don't know		2	0.3
		1		YES		172	24.9
		2		NO		71	10.3
110	PTVMYS	NUM	2	YESNO	MH12 DOES PARENT VIEW MYSTERIES		
		.		Inapplicable		446	64.5
		1		YES		171	24.7
		2		NO		74	10.7
111	PTVDRAMA	NUM	2	YESNO	MH12 DOES PARENT VIEW GENERAL DRAMA		
		.		Inapplicable		446	64.5
		1		YES		158	22.9
		2		NO		87	12.6
112	PTVMUSIC	NUM	2	YESNO	MH12 DOES PARENT VIEW MUSIC/VIDEOS		
		.		Inapplicable		446	64.5
		1		YES		89	12.9
		2		NO		156	22.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
113	PTVCOMDY	NUM	2	YESNO	MH12 DOES PARENT VIEW SITCOMS		
		.		Inapplicable		446	64.5
		1		YES		200	28.9
		2		NO		45	6.5
114	PTVMOVIE	NUM	2	YESNO	MH12 DOES PARENT VIEW TV MOVIES		
		.		Inapplicable		446	64.5
		1		YES		217	31.4
		2		NO		28	4.1
115	PTVTALK	NUM	2	YESNO	MH12 DOES PARENT VIEW TV TALK SHOWS		
		.		Inapplicable		446	64.5
		1		YES		145	21.0
		2		NO		100	14.5
116	PTVSH1	NUM	2	YESNO	MH13 DOES PARENT WATCH DAVID LETTERMAN		
		.		Inapplicable		446	64.5
		1		YES		20	2.9
		2		NO		225	32.6
117	PTVSH2	NUM	2	YESNO	MH13 DOES P WATCH FRIDAY NIGHT VIDEOS		
		.		Inapplicable		446	64.5
		1		YES		24	3.5
		2		NO		221	32.0
118	PTVSH3	NUM	2	YESNO	MH13 DOES P WATCH MONDAY NIGHT FOOTBALL		
		.		Inapplicable		446	64.5
		1		YES		135	19.5
		2		NO		110	15.9
119	PTVSH4	NUM	2	YESNO	MH13 DOES P WATCH COLLEGE FOOTBALL		
		.		Inapplicable		446	64.5
		1		YES		119	17.2
		2		NO		126	18.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
120	PTVSH5	NUM	2	YESNO	MH13 DOES P WATCH SUNDAY NIGHT MOVIES		
		.		Inapplicable		446	64.5
		.D		Don't know		2	0.3
		1		YES		163	23.6
		2		NO		80	11.6
121	PVCRHAVE	NUM	2	YESNO	MH14 DOES HOUSEHOLD HAVE A VCR		
		.		Inapplicable		348	50.4
		1		YES		242	35.0
		2		NO		101	14.6
122	PVCRHOUR	NUM	3		MH15 HOURS PER WEEK SPENT WATCHING VCR		
		.		Inapplicable		449	65.0
		.D		Don't know		7	1.0
		0				35	5.1
		1				43	6.2
		2				60	8.7
		3				17	2.5
		4				37	5.4
		5				10	1.4
		6				11	1.6
		7				1	0.1
		8				4	0.6
		9				1	0.1
		10				9	1.3
		12				1	0.1
		15				1	0.1
		16				2	0.3
		21				1	0.1
		30				1	0.1
		36				1	0.1
123	PRADLIS	NUM	2	YESNO	MH16 DOES PARENT LISTEN TO THE RADIO		
		.		Inapplicable		348	50.4
		1		YES		247	35.7
		2		NO		96	13.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
124	PRADHRAM	NUM	3		MH17 HOW MANY HOURS PER WEEK AM RADIO

.	Inapplicable	444	64.3
0		111	16.1
1		20	2.9
2		14	2.0
3		14	2.0
4		10	1.4
5		18	2.6
6		7	1.0
7		8	1.2
8		3	0.4
9		2	0.3
10		12	1.7
11		1	0.1
12		1	0.1
14		2	0.3
15		4	0.6
18		1	0.1
20		9	1.3
25		2	0.3
28		1	0.1
30		2	0.3
40		2	0.3
50		1	0.1
60		1	0.1
66		1	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
125	PRADHRFM	NUM	3		MH17 HOW MANY HOURS PER WEEK FM RADIO

.	Inapplicable	444	64.3
.D	Don't know	2	0.3
0		22	3.2
1		13	1.9
2		19	2.7
3		19	2.7
4		8	1.2
5		16	2.3
6		11	1.6
7		8	1.2
8		13	1.9
9		1	0.1
10		25	3.6
11		1	0.1
12		7	1.0
13		1	0.1
14		4	0.6
15		9	1.3
18		1	0.1
20		17	2.5
21		2	0.3
24		2	0.3
25		8	1.2
28		3	0.4
30		7	1.0
32		2	0.3
35		3	0.4
36		1	0.1
40		7	1.0
44		1	0.1
45		1	0.1
50		3	0.4
55		2	0.3
56		1	0.1
60		2	0.3
70		1	0.1
75		1	0.1
100		2	0.3
140		1	0.1

126	MP17CHK1	NUM	2	CCHECK	CONST CHECK: MH16 = 1 & MH17 = 0 HOURS

.	Inapplicable	691	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
127	MP17CHK2	NUM	2	CCHECK	CONST CHECK: MH17 > 168 HOURS		
		.		Inapplicable		691	100.0
128	PRADNEWS	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO NEWS		
		.		Inapplicable		444	64.3
		1		YES		218	31.5
		2		NO		29	4.2
129	PRADCLAS	NUM	2	YESNO	MH26 DOES PARENT LISTEN CLASSICAL MUSIC		
		.		Inapplicable		444	64.3
		1		YES		74	10.7
		2		NO		173	25.0
130	PRADPOP	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO POP MUSIC		
		.		Inapplicable		444	64.3
		.D		Don't know		1	0.1
		1		YES		101	14.6
		2		NO		145	21.0
131	PRADCW	NUM	2	YESNO	MH26 DOES PARENT LISTEN COUNTRY MUSIC		
		.		Inapplicable		444	64.3
		1		YES		130	18.8
		2		NO		117	16.9
132	PRADSPOR	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO SPORTS		
		.		Inapplicable		444	64.3
		.D		Don't know		1	0.1
		1		YES		105	15.2
		2		NO		141	20.4
133	PRADTALK	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO TALK SHOWS		
		.		Inapplicable		444	64.3
		1		YES		80	11.6
		2		NO		167	24.2
134	PRADROCK	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO ROCK MUSIC		
		.		Inapplicable		444	64.3
		1		YES		86	12.4
		2		NO		161	23.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
135	PRADEASY	NUM	2	YESNO	MH26 DOES PARENT LISTEN TO EASY MUSIC		
		.		Inapplicable		444	64.3
		.D		Don't know		1	0.1
		1		YES		166	24.0
		2		NO		80	11.6
136	PRADSH1	NUM	2	YESNO	MH27 DOES P LISTEN TO AMERICAN TOP 40		
		.		Inapplicable		444	64.3
		1		YES		59	8.5
		2		NO		188	27.2
137	PRADSH2	NUM	2	YESNO	MH27 DOES P LISTEN TO KING BISCUIT HOUR		
		.		Inapplicable		444	64.3
		.D		Don't know		1	0.1
		1		YES		5	0.7
		2		NO		241	34.9
138	PRADSH3	NUM	2	YESNO	MH27 DOES P LISTEN TO RICK DEES' TOP 40		
		.		Inapplicable		444	64.3
		1		YES		19	2.7
		2		NO		228	33.0
139	PRADSH4	NUM	2	YESNO	MH27 DOES P LISTEN TO METALSHOP		
		.		Inapplicable		444	64.3
		1		YES		5	0.7
		2		NO		242	35.0
140	PRADSH5	NUM	2	YESNO	MH27 DOES P LISTEN TO ROCKLINE		
		.		Inapplicable		444	64.3
		1		YES		5	0.7
		2		NO		242	35.0
141	PPAPREAD	NUM	2	YPAPREA	MH28 HOW OFTEN DOES P READ NEWSPAPER		
		.		Inapplicable		348	50.4
		1		NEVER		14	2.0
		2		< TWICE A WEEK		29	4.2
		3		2-3 TIMES A WEEK		55	8.0
		4		4-5 TIMES A WEEK		41	5.9
		5		DAILY		204	29.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
142	PPAPHOUR	NUM	3		MH29 HOURS PER WEEK READING NEWSPAPER		
		.		Inapplicable		362	52.4
		.D		Don't know		6	0.9
		0				2	0.3
		1				50	7.2
		2				43	6.2
		3				40	5.8
		4				43	6.2
		5				34	4.9
		6				16	2.3
		7				58	8.4
		8				9	1.3
		9				5	0.7
		10				7	1.0
		12				5	0.7
		14				6	0.9
		15				1	0.1
		20				4	0.6
143	MHP29CHK	NUM	2	CCHECK	CONST CHECK: MH28 & MH29 HOURS		
		.		Inapplicable		691	100.0
144	PPAPSPOR	NUM	2	YESNO	MH30 DOES PARENT READ SPORTS		
		.		Inapplicable		364	52.7
		1		YES		170	24.6
		2		NO		157	22.7
145	PPAPCOM	NUM	2	YESNO	MH30 DOES PARENT READ COMICS		
		.		Inapplicable		364	52.7
		1		YES		143	20.7
		2		NO		184	26.6
146	PPAPNEWS	NUM	2	YESNO	MH30 DOES PARENT READ NEWS SECTION		
		.		Inapplicable		364	52.7
		1		YES		320	46.3
		2		NO		7	1.0
147	PPAPLOC	NUM	2	YESNO	MH30 DOES PARENT READ LOCAL SECTION		
		.		Inapplicable		364	52.7
		1		YES		314	45.4
		2		NO		13	1.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
148	PPAPFOOD	NUM	2	YESNO	MH30 DOES PARENT READ FOOD SECTION		
		.		Inapplicable		364	52.7
		1		YES		167	24.2
		2		NO		160	23.2
149	PPAPSTYL	NUM	2	YESNO	MH30 DOES PARENT READ LIFESTYLE SECTION		
		.		Inapplicable		364	52.7
		1		YES		182	26.3
		2		NO		145	21.0
150	PPAPCLAS	NUM	2	YESNO	MH30 DOES PARENT READ CLASSIFIED		
		.		Inapplicable		364	52.7
		1		YES		193	27.9
		2		NO		134	19.4
151	PMAGREAD	NUM	2	YESNO	MH31 DOES PARENT READ MAGAZINES		
		.		Inapplicable		348	50.4
		1		YES		219	31.7
		2		NO		124	17.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
152	PMAG1	NUM	3	MAGFMT	MH32 MAGAZINE #1 READ ON REGULAR BASIS

.	Inapplicable	472	68.3
.D	Don't know	2	0.3
108	AMER JRNL OF NUR	1	0.1
130	CAR AND DRIVER	1	0.1
150	EBONY	10	1.4
154	FIELD AND STREAM	1	0.1
173	JOURNEY	1	0.1
175	LIFE	2	0.3
179	MONEY	3	0.4
180	MOTOR TREND	1	0.1
188	NATL GEOGRAPHIC	7	1.0
194	NEWSWEEK	14	2.0
203	OMNI	1	0.1
206	OUTDOOR LIFE	1	0.1
209	PEOPLE	3	0.4
211	POPULAR MECHANIX	3	0.4
213	READERS DIGEST	20	2.9
218	R.N.(REGD NURSE)	1	0.1
231	SPORTS ILLUSTRTD	8	1.2
241	TIME	28	4.1
245	TV GUIDE	1	0.1
247	US NEWS WRLD RPT	8	1.2
991	OTHER	102	14.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
153	PMAG2	NUM	3	MAGFMT	MH32 MAGAZINE #2 READ ON REGULAR BASIS

.	Inapplicable	554	80.2
130	CAR AND DRIVER	1	0.1
150	EBONY	2	0.3
154	FIELD AND STREAM	3	0.4
172	JET	7	1.0
175	LIFE	1	0.1
179	MONEY	3	0.4
188	NATL GEOGRAPHIC	10	1.4
194	NEWSWEEK	9	1.3
197	NURSG OPPTNTY 87	1	0.1
202	NURSING '86	1	0.1
203	OMNI	1	0.1
206	OUTDOOR LIFE	1	0.1
209	PEOPLE	2	0.3
211	POPULAR MECHANIX	4	0.6
212	POPULAR SCIENCE	2	0.3
213	READERS DIGEST	25	3.6
217	ROLLING STONE	1	0.1
231	SPORTS ILLUSTRTD	3	0.4
241	TIME	11	1.6
247	US NEWS WRLD RPT	5	0.7
991	OTHER	44	6.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
154	PMAG3	NUM	3	MAGFMT	MH32 MAGAZINE #3 READ ON REGULAR BASIS

.	Inapplicable	628	90.9
130	CAR AND DRIVER	1	0.1
136	CHANGING TIMES	1	0.1
150	EBONY	3	0.4
154	FIELD AND STREAM	1	0.1
159	GUIDEPOST	2	0.3
172	JET	2	0.3
188	NATL GEOGRAPHIC	6	0.9
194	NEWSWEEK	2	0.3
202	NURSING '86	1	0.1
209	PEOPLE	4	0.6
211	POPULAR MECHANIX	2	0.3
213	READERS DIGEST	5	0.7
226	SPORTING NEWS	1	0.1
228	SPORTS	1	0.1
229	SPORTS AFIELD	1	0.1
231	SPORTS ILLUSTRTD	3	0.4
241	TIME	2	0.3
245	TV GUIDE	1	0.1
247	US NEWS WRLD RPT	2	0.3
991	OTHER	22	3.2

155	PMAG4	NUM	3	MAGFMT	MH32 MAGAZINE #4 READ ON REGULAR BASIS

.	Inapplicable	668	96.7
172	JET	1	0.1
188	NATL GEOGRAPHIC	2	0.3
194	NEWSWEEK	2	0.3
198	NURSING OUTLOOK	1	0.1
209	PEOPLE	5	0.7
213	READERS DIGEST	4	0.6
229	SPORTS AFIELD	1	0.1
231	SPORTS ILLUSTRTD	1	0.1
245	TV GUIDE	2	0.3
247	US NEWS WRLD RPT	1	0.1
991	OTHER	3	0.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
156	PMAG5	NUM	3	MAGFMT	MH32 MAGAZINE #5 READ ON REGULAR BASIS		
		.		Inapplicable		680	98.4
		150		EBONY		1	0.1
		209		PEOPLE		1	0.1
		213		READERS DIGEST		2	0.3
		231		SPORTS ILLUSTRTD		1	0.1
		241		TIME		2	0.3
		245		TV GUIDE		1	0.1
		991		OTHER		3	0.4
157	PMAG6	NUM	3	MAGFMT	MH32 MAGAZINE #6 READ ON A REGULAR BASIS		
		.		Inapplicable		687	99.4
		154		FIELD AND STREAM		1	0.1
		194		NEWSWEEK		1	0.1
		991		OTHER		2	0.3
158	PMAGHOUR	NUM	3		MH33 HOURS PER WEEK READING MAGAZINES		
		.		Inapplicable		472	68.3
		.D		Don't know		8	1.2
		0				2	0.3
		1				40	5.8
		2				54	7.8
		3				34	4.9
		4				18	2.6
		5				12	1.7
		6				10	1.4
		7				9	1.3
		8				4	0.6
		10				15	2.2
		12				2	0.3
		14				4	0.6
		15				1	0.1
		18				1	0.1
		20				2	0.3
		21				2	0.3
		25				1	0.1
159	MHPCHK	NUM	2	CCHECK	CONST CHECK: TOTAL HOURS IN MHP > 168		
		.		Inapplicable		691	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
160	RANDKRP2	NUM	2	KNOW	KR5-KR13 RANDOM NUMBER

.	Inapplicable	2	0.3
1	AIR FORCE	108	15.6
2	ARMY	127	18.4
3	ROTC	116	16.8
4	NATIONAL GUARD	107	15.5
5	RESERVE	99	14.3
6	COAST GUARD	66	9.6
7	MARINE CORPS	49	7.1
8	NAVY	13	1.9
9	ONE AD FOR ALL	4	0.6

161	RANDKRP	NUM	2	RANDKR	KR17 RANDOM NUMBER FOR SERVICE DISPLAY

.	Inapplicable	18	2.6
1	AIR FORCE	111	16.1
2	ROTC	67	9.7
3	ARMY NATL GUARD	68	9.8
4	ARMY RESERVE	63	9.1
5	COAST GUARD	34	4.9
6	MARINES	138	20.0
7	NAVY	99	14.3
8	ALL SERVICES	93	13.5

162	PUN12NON	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NO SERVICES

.D	Don't know	11	1.6
1	YES	26	3.8
2	NO	654	94.6

163	PUN12AF	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR AIR FORCE

.D	Don't know	11	1.6
1	YES	364	52.7
2	NO	316	45.7

164	PUN12AR	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ARMY

.D	Don't know	11	1.6
1	YES	516	74.7
2	NO	164	23.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
165	PUN12RO	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ROTC		
		.D		Don't know		11	1.6
		1		YES		10	1.4
		2		NO		670	97.0
166	PUN12NG	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NAT GUARD		
		.D		Don't know		11	1.6
		1		YES		70	10.1
		2		NO		610	88.3
167	PUN12RV	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR RESERVE		
		.D		Don't know		11	1.6
		1		YES		36	5.2
		2		NO		644	93.2
168	PUN12CG	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR COAST GUARD		
		.D		Don't know		11	1.6
		1		YES		59	8.5
		2		NO		621	89.9
169	PUN12MC	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR MARINE CORPS		
		.D		Don't know		11	1.6
		1		YES		381	55.1
		2		NO		299	43.3
170	PUN12NA	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NAVY		
		.D		Don't know		11	1.6
		1		YES		366	53.0
		2		NO		314	45.4
171	PUN12ALL	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ALL IN ONE AD		
		.D		Don't know		11	1.6
		1		YES		67	9.7
		2		NO		613	88.7
172	PKRROAF	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR AIR FORCE		
		.		Inapplicable		681	98.6
		1		YES		2	0.3
		2		NO		8	1.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
173	PKRROAR	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR ARMY		
		.		Inapplicable		681	98.6
		1		YES		9	1.3
		2		NO		1	0.1
174	PKRRONA	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR NAVY		
		.		Inapplicable		681	98.6
		1		YES		2	0.3
		2		NO		8	1.2
175	PKRROMC	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR MARINES		
		.		Inapplicable		681	98.6
		1		YES		2	0.3
		2		NO		8	1.2
176	PKRROCG	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR COAST GUARD		
		.		Inapplicable		681	98.6
		1		YES		1	0.1
		2		NO		9	1.3
177	PKRNGAF	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR AIR FORCE		
		.		Inapplicable		621	89.9
		.D		Don't know		11	1.6
		1		YES		18	2.6
		2		NO		41	5.9
178	PKRNGAR	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR ARMY		
		.		Inapplicable		621	89.9
		.D		Don't know		11	1.6
		1		YES		47	6.8
		2		NO		12	1.7
179	PKRNGNA	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR NAVY		
		.		Inapplicable		621	89.9
		.D		Don't know		11	1.6
		1		YES		5	0.7
		2		NO		54	7.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
180	PKRNGMC	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR MARINES
	.		Inapplicable	621	89.9
	.D		Don't know	11	1.6
	1		YES	4	0.6
	2		NO	55	8.0
181	PKRNGCG	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR COAST GUARD
	.		Inapplicable	621	89.9
	.D		Don't know	11	1.6
	1		YES	3	0.4
	2		NO	56	8.1
182	PKRRVAF	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR AIR FORCE
	.		Inapplicable	655	94.8
	.D		Don't know	5	0.7
	1		YES	14	2.0
	2		NO	17	2.5
183	PKRRVAR	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR ARMY
	.		Inapplicable	655	94.8
	.D		Don't know	5	0.7
	1		YES	26	3.8
	2		NO	5	0.7
184	PKRRVNA	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR NAVY
	.		Inapplicable	655	94.8
	.D		Don't know	5	0.7
	1		YES	2	0.3
	2		NO	29	4.2
185	PKRRVMC	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR MARINES
	.		Inapplicable	655	94.8
	.D		Don't know	5	0.7
	1		YES	2	0.3
	2		NO	29	4.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
186	PKRRVCG	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR COAST GUARD
	.	Inapplicable		655	94.8
	.D	Don't know		5	0.7
	1	YES		1	0.1
	2	NO		30	4.3
187	PAIDAF	NUM	2	YESNO	KR6 AIDED AD RECALL FOR AIR FORCE
	.	Inapplicable		364	52.7
	.D	Don't know		9	1.3
	1	YES		144	20.8
	2	NO		174	25.2
188	PAIDAR	NUM	2	YESNO	KR6 AIDED AD RECALL FOR ARMY
	.	Inapplicable		516	74.7
	.D	Don't know		4	0.6
	1	YES		98	14.2
	2	NO		73	10.6
189	PAIDARO	NUM	2	YESNO	KR7 AIDED AD RECALL FOR ARMY ROTC
	.	Inapplicable		9	1.3
	.D	Don't know		11	1.6
	.N	Not ascertained		1	0.1
	1	YES		343	49.6
	2	NO		327	47.3
190	PAIDANG	NUM	2	YESNO	KR8 AIDED AD RECALL FOR ARMY NAT GUARD
	.	Inapplicable		47	6.8
	.D	Don't know		14	2.0
	.N	Not ascertained		18	2.6
	1	YES		334	48.3
	2	NO		278	40.2
191	PAIDARV	NUM	2	YESNO	KR9 AIDED AD RECALL FOR ARMY RESERVE
	.	Inapplicable		26	3.8
	.D	Don't know		21	3.0
	.N	Not ascertained		10	1.4
	1	YES		366	53.0
	2	NO		268	38.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
192	PAIDCG	NUM	2	YESNO	KR10 AIDED AD RECALL FOR COAST GUARD		
		.		Inapplicable		59	8.5
		.D		Don't know		9	1.3
		1		YES		220	31.8
		2		NO		403	58.3
193	PAIDMC	NUM	2	YESNO	KR11 AIDED AD RECALL FOR MARINE CORPS		
		.		Inapplicable		381	55.1
		.D		Don't know		4	0.6
		1		YES		162	23.4
		2		NO		144	20.8
194	PAIDNA	NUM	2	YESNO	KR12 AIDED AD RECALL FOR NAVY		
		.		Inapplicable		366	53.0
		.D		Don't know		7	1.0
		1		YES		127	18.4
		2		NO		191	27.6
195	PAIDALL	NUM	2	YESNO	KR13 AIDED AD RECALL FOR ALL SERVICES		
		.		Inapplicable		67	9.7
		.D		Don't know		25	3.6
		1		YES		224	32.4
		2		NO		375	54.3
196	PADARTV	NUM	2	YESNO	KR14 AIDED AD RECALL ARMY AD ON TV		
		.		Inapplicable		33	4.8
		.D		Don't know		12	1.7
		1		YES		574	83.1
		2		NO		72	10.4
197	PADARRAD	NUM	2	YESNO	KR14 RECALLS ARMY AD ON RADIO		
		.		Inapplicable		33	4.8
		.D		Don't know		19	2.7
		1		YES		227	32.9
		2		NO		412	59.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
198	PADARMAG	NUM	2	YESNO	KR14 RECALLS ARMY AD IN MAGAZINES		
		.		Inapplicable		33	4.8
		.D		Don't know		7	1.0
		1		YES		474	68.6
		2		NO		177	25.6
199	PADARPAP	NUM	2	YESNO	KR14 RECALLS ARMY AD IN NEWSPAPERS		
		.		Inapplicable		33	4.8
		.D		Don't know		13	1.9
		1		YES		272	39.4
		2		NO		373	54.0
200	PADARBIL	NUM	2	YESNO	KR14 RECALLS ARMY AD ON BILLBOARDS		
		.		Inapplicable		33	4.8
		.D		Don't know		14	2.0
		1		YES		404	58.5
		2		NO		240	34.7
201	PADARMAL	NUM	2	YESNO	KR14 RECALLS ARMY AD IN MAIL		
		.		Inapplicable		33	4.8
		.D		Don't know		5	0.7
		1		YES		382	55.3
		2		NO		271	39.2
202	PADARPOS	NUM	2	YESNO	KR14 RECALLS ARMY AD ON POSTERS		
		.		Inapplicable		33	4.8
		.D		Don't know		5	0.7
		1		YES		415	60.1
		2		NO		238	34.4
203	PADARPAM	NUM	2	YESNO	KR14 RECALLS ARMY AD IN PAMPHLETS		
		.		Inapplicable		33	4.8
		.D		Don't know		6	0.9
		1		YES		350	50.7
		2		NO		302	43.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
204	PADARYEL	NUM	2	YESNO	KR14 RECALLS ARMY AD IN YELLOW PAGES

.	Inapplicable	33	4.8
.D	Don't know	6	0.9
1	YES	55	8.0
2	NO	597	86.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
205	PADAROTH	NUM	2	YADOTH	KR14 RECALLS ARMY AD SOMEWHERE ELSE

.	Inapplicable	33	4.8
.D	Don't know	7	1.0
1	YES	62	9.0
2	NO	579	83.8
3	INCONSIST. DATA	10	1.4

A code of 3 is used when the respondent recalls seeing or hearing Army ads, but answers "no" to each of the questions (including "Somewhere Else") about where he/she saw or heard them.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
206	PKRMSGAR	NUM	2	YKVERB	STATUS OF KR VERBATIM RESPONSE: ARMY

.D	Don't know	25	3.6
1	VALID ANSWER	589	85.2
2	Q NOT ASKED	77	11.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
207	PKRMSGOT	NUM	2	YKVERB	STATUS OF KR VERBATIM RESPONSE: NON-ARMY

.D	Don't know	69	10.0
1	VALID ANSWER	604	87.4
2	Q NOT ASKED	18	2.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
208	PATADLIK	NUM	2	YRATEAD	AT1 HOW MUCH PARENT LIKED ARMY ADS

.	Inapplicable	77	11.1
.D	Don't know	9	1.3
1	DO NOT LIKE	32	4.6
2	SCALE POINT 2	34	4.9
3	SCALE POINT 3	242	35.0
4	SCALE POINT 4	140	20.3
5	LIKE VERY MUCH	157	22.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
209	PATADBEL	NUM	2	PRATEAD	AT2 HOW MUCH PARENT BELIEVES ARMY ADS

.	Inapplicable	77	11.1
.D	Don't know	7	1.0
1	DO NOT BELIEVE	59	8.5
2	SCALE POINT 2	77	11.1
3	SCALE POINT 3	199	28.8
4	SCALE POINT 4	138	20.0
5	BELIEV VERY MUCH	134	19.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
210	RANDPEP1	NUM	2	RAND1PE	PEP 1 RANDOM START FOR ARMY

.	Inapplicable	548	79.3
1	START: A) WIDE	7	1.0
2	START: B) PHYS	11	1.6
3	START: C) PROUD	15	2.2
4	START: D) STEP	17	2.5
5	START: E) LEADER	5	0.7
6	START: F) HITECH	14	2.0
7	START: G) CIVCAR	14	2.0
8	START: H) SELCON	10	1.4
9	START: I) POTEN	5	0.7
10	START: J) MENTAL	10	1.4
11	START: K) MATURE	9	1.3
12	START: L) TRAIN	12	1.7
13	START: M) HIQUAL	10	1.4
14	START: N) CASHED	4	0.6

Programming and screen size restrictions precluded the CASHED attribute from inclusion in the random start series for PE-1; it was always asked first in Version 1 of the questionnaire. In subsequent versions, RANDPEP1 contains the random start point for all Perceptions/Beliefs attributes for parents who received the Army questions alone. All values have an equal probability of selection.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
211	RANDPEP4	NUM	2	RAND4PE	PEP 4 RANDOM START FOR ARV/ANG

.	Inapplicable	672	97.3
1	START: WIDE	2	0.3
3	START: LEADER	2	0.3
4	START: CIVCAR	1	0.1
5	START: SELCON	1	0.1
6	START: POTEN	3	0.4
7	START: MENTAL	1	0.1
11	START: SERCOM	3	0.4
13	START: CASHED	2	0.3
14	START: SERPAR	3	0.4
15	START: HOME	1	0.1

Programming and screen size restrictions precluded the CASHED and HOME attributes from inclusion in the random start series for PE-4; they were always asked first in Version 1 of the questionnaire. Other attributes for the Army Reserve were sequenced based on the start point in RANDPEP4. In subsequent versions of the questionnaire, RANDPEP4 contains the random start point for all Perceptions/Beliefs attributes for parents who received either the Army Reserve or Army National Guard questions alone. All values have an equal probability of selection.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
212	RANDPEP5	NUM	2	RAND4PE	PEP 5 RANDOM START FOR NATIONAL GUARD

.	Inapplicable	680	98.4
1	START: WIDE	1	0.1
5	START: SELCON	1	0.1
6	START: POTEN	2	0.3
7	START: MENTAL	2	0.3
8	START: MATURE	1	0.1
9	START: TRAIN	1	0.1
10	START: HIQUAL	1	0.1
12	START: WEEKEN	2	0.3

Programming and screen size restrictions precluded the CASHED and HOME attributes from inclusion in the random start series for PE-5; they were always asked first in Version 1 of the questionnaire. In subsequent versions, RANDPEP5 is not used; single-service random start points for Army Reserve and for Army National Guard are given by RANDPEP4.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
213	RANDPEP6	NUM	2	RAND1PE	PEP 6 RANDOM START FOR AF/MC/NA/ALL

.	Inapplicable	628	90.9
1	START: A) WIDE	8	1.2
2	START: B) PHYS	6	0.9
3	START: C) PROUD	2	0.3
4	START: D) STEP	1	0.1
5	START: E) LEADER	6	0.9
6	START: F) HITECH	8	1.2
7	START: G) CIVCAR	3	0.4
8	START: H) SELCON	3	0.4
9	START: I) POTEN	2	0.3
10	START: J) MENTAL	3	0.4
11	START: K) MATURE	7	1.0
12	START: L) TRAIN	7	1.0
13	START: M) HIQUAL	4	0.6
14	START: N) CASHED	3	0.4

Programming and screen size restrictions precluded the CASHED attribute from inclusion in the random start series for PE-6; it was always asked first in Version 1 of the questionnaire. In subsequent versions, RANDPEP6 contains the random start point for all Perceptions/Beliefs attributes for parents who received either Air Force, Navy, Marine Corps or all services questions alone. All values have an equal probability of selection.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
214	RANDPEP7	NUM	2	RAND7PE	PEP 7 RANDOM START FOR CIVILIAN JOB

.	Inapplicable	674	97.5
1	START: A) PHYS	3	0.4
2	START: B) PROUD	3	0.4
3	START: C) STEP	2	0.3
4	START: D) LEADER	1	0.1
5	START: E) HITECH	1	0.1
6	START: F) CIVCAR	2	0.3
7	START: G) SELCON	1	0.1
8	START: H) POTEN	1	0.1
9	START: I) MENTAL	2	0.3
12	START: L) HIQUAL	1	0.1

Programming and screen size restrictions precluded the CASHED attribute from inclusion in the random start series for PE-7; it was always asked first in Version 1 of the questionnaire. In subsequent versions, RANDPEP7 contains the random start point for all Perceptions/Beliefs attributes for parents who received the civilian job questions alone. All values have an equal probability of selection.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
215	RANDPEP8	NUM	2	PE8RAND	PEP 8 RANDOM START FOR COLLEGE

.	Inapplicable	672	97.3
1	START: A) PROUD	2	0.3
3	START: C) CIVCAR	1	0.1
4	START: D) SELCON	5	0.7
5	START: E) POTEN	3	0.4
6	START: F) MENTAL	2	0.3
8	START: H) HIQUAL	6	0.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
216	PAWIDE	NUM	2	AGREEW	PE1 WIDE VARIETY OF JOBS: ARMY

.	Inapplicable	60	8.7
.D	Don't know	16	2.3
1	STRONGLY DISAGR	44	6.4
2	DISAGREE	58	8.4
3	NEITHER	185	26.8
4	AGREE	190	27.5
5	STRONGLY AGREE	138	20.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
217	PAPHYS	NUM	2	AGREEW	PE1 PHYSICALLY CHALLENGING: ARMY

.	Inapplicable	60	8.7
.D	Don't know	12	1.7
1	STRONGLY DISAGR	28	4.1
2	DISAGREE	28	4.1
3	NEITHER	144	20.8
4	AGREE	205	29.7
5	STRONGLY AGREE	214	31.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
218	PAPROUD	NUM	2	AGREEW	PE1 EXPERIENCE TO BE PROUD OF: ARMY

.	Inapplicable	60	8.7
.D	Don't know	16	2.3
1	STRONGLY DISAGR	25	3.6
2	DISAGREE	34	4.9
3	NEITHER	149	21.6
4	AGREE	199	28.8
5	STRONGLY AGREE	208	30.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
219	PASTEP	NUM	2	AGREEW	PE1 STEPPING STONE TO COLLEGE: ARMY

.	Inapplicable	60	8.7
.D	Don't know	21	3.0
1	STRONGLY DISAGR	97	14.0
2	DISAGREE	90	13.0
3	NEITHER	165	23.9
4	AGREE	127	18.4
5	STRONGLY AGREE	131	19.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
220	PALEADER	NUM	2	AGREEW	PE1 DEVELOP LEADERSHIP SKILLS: ARMY

.	Inapplicable	60	8.7
.D	Don't know	16	2.3
1	STRONGLY DISAGR	28	4.1
2	DISAGREE	35	5.1
3	NEITHER	150	21.7
4	AGREE	218	31.5
5	STRONGLY AGREE	184	26.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
221	PAHITECH	NUM	2	AGREEW	PE1 USE HIGH-TECH EQUIPMENT: ARMY

.	Inapplicable	60	8.7
.D	Don't know	18	2.6
1	STRONGLY DISAGR	25	3.6
2	DISAGREE	31	4.5
3	NEITHER	139	20.1
4	AGREE	196	28.4
5	STRONGLY AGREE	222	32.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
222	PACIVCAR	NUM	2	AGREEW	PE1 CIVILIAN CAREER DEVELOP: ARMY

.	Inapplicable	60	8.7
.D	Don't know	19	2.7
1	STRONGLY DISAGR	35	5.1
2	DISAGREE	60	8.7
3	NEITHER	196	28.4
4	AGREE	171	24.7
5	STRONGLY AGREE	150	21.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
223	PASELCON	NUM	2	AGREEW	PE1 DEVELOP SELF-CONFIDENCE: ARMY

.	Inapplicable	60	8.7
.D	Don't know	10	1.4
1	STRONGLY DISAGR	35	5.1
2	DISAGREE	34	4.9
3	NEITHER	147	21.3
4	AGREE	204	29.5
5	STRONGLY AGREE	201	29.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
224	PAPOTEN	NUM	2	AGREEW	PE1 DEVELOP POTENTIAL: ARMY

.	Inapplicable	60	8.7
.D	Don't know	14	2.0
1	STRONGLY DISAGR	38	5.5
2	DISAGREE	60	8.7
3	NEITHER	174	25.2
4	AGREE	172	24.9
5	STRONGLY AGREE	173	25.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
225	PAMENTAL	NUM	2	AGREEW	PE1 MENTALLY CHALLENGING: ARMY

.	Inapplicable	60	8.7
.D	Don't know	18	2.6
1	STRONGLY DISAGR	35	5.1
2	DISAGREE	62	9.0
3	NEITHER	160	23.2
4	AGREE	189	27.4
5	STRONGLY AGREE	167	24.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
226	PAMATURE	NUM	2	AGREEW	PE1 MATURE AND RESPONSIBLE: ARMY

.	Inapplicable	60	8.7
.D	Don't know	12	1.7
1	STRONGLY DISAGR	26	3.8
2	DISAGREE	30	4.3
3	NEITHER	127	18.4
4	AGREE	204	29.5
5	STRONGLY AGREE	232	33.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
227	PATRAIN	NUM	2	AGREEW	PE1 TRAINING IN USEFUL SKILLS: ARMY

.	Inapplicable	60	8.7
.D	Don't know	16	2.3
1	STRONGLY DISAGR	27	3.9
2	DISAGREE	53	7.7
3	NEITHER	137	19.8
4	AGREE	215	31.1
5	STRONGLY AGREE	183	26.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
228	PAHIQUAL	NUM	2	AGREEW	PE1 HIGHLY TRAINED COWORKERS: ARMY

.	Inapplicable	60	8.7
.D	Don't know	13	1.9
1	STRONGLY DISAGR	25	3.6
2	DISAGREE	44	6.4
3	NEITHER	154	22.3
4	AGREE	216	31.3
5	STRONGLY AGREE	179	25.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
229	PACASHED	NUM	2	AGREEW	PE1 GET MONEY FOR EDUCATION: ARMY

.	Inapplicable	60	8.7
.D	Don't know	19	2.7
1	STRONGLY DISAGR	16	2.3
2	DISAGREE	25	3.6
3	NEITHER	119	17.2
4	AGREE	202	29.2
5	STRONGLY AGREE	250	36.2

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-1; rather, it was always asked prior to the randomly started attribute list.
In subsequent versions, PACASHED was included in the randomization.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
230	PHEARDAR	NUM	2	YESNO	PE1A P EVER HEARD OF ARMY RESERVE

.	Inapplicable	81	11.7
.D	Don't know	2	0.3
1	YES	578	83.6
2	NO	30	4.3

In Version 1 of the instrument, this question was asked only of parents selected to receive Army Reserve questions.
In subsequent versions, it was asked of all parents.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
231	PVWIDE	NUM	2	AGREEW	PE4 WIDE VARIETY OF JOBS: RESERVE

.	Inapplicable	573	82.9
.D	Don't know	3	0.4
1	STRONGLY DISAGR	12	1.7
2	DISAGREE	15	2.2
3	NEITHER	39	5.6
4	AGREE	29	4.2
5	STRONGLY AGREE	20	2.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
232	PVPROUD	NUM	2	AGREEW	PE4 EXPERIENCE TO BE PROUD OF: RESERVE

.	Inapplicable	573	82.9
.D	Don't know	4	0.6
1	STRONGLY DISAGR	11	1.6
2	DISAGREE	4	0.6
3	NEITHER	33	4.8
4	AGREE	39	5.6
5	STRONGLY AGREE	27	3.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
233	PVLEADER	NUM	2	AGREEW	PE4 DEVELOP LEADERSHIP SKILLS: RESERVE

.	Inapplicable	573	82.9
.D	Don't know	3	0.4
1	STRONGLY DISAGR	8	1.2
2	DISAGREE	5	0.7
3	NEITHER	34	4.9
4	AGREE	47	6.8
5	STRONGLY AGREE	21	3.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
234	PVCIVCAR	NUM	2	AGREEW	PE4 CIVILIAN CAREER DEVELOP: RESERVE

.	Inapplicable	573	82.9
.D	Don't know	4	0.6
1	STRONGLY DISAGR	10	1.4
2	DISAGREE	12	1.7
3	NEITHER	50	7.2
4	AGREE	22	3.2
5	STRONGLY AGREE	20	2.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
235	PVSELCON	NUM	2	AGREEW	PE4 DEVELOP SELF-CONFIDENCE: RESERVE

.	Inapplicable	573	82.9
.D	Don't know	2	0.3
1	STRONGLY DISAGR	10	1.4
2	DISAGREE	5	0.7
3	NEITHER	32	4.6
4	AGREE	47	6.8
5	STRONGLY AGREE	22	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
236	PVPOTEN	NUM	2	AGREEW	PE4 DEVELOP POTENTIAL: RESERVE

.	Inapplicable	573	82.9
.D	Don't know	5	0.7
1	STRONGLY DISAGR	9	1.3
2	DISAGREE	14	2.0
3	NEITHER	42	6.1
4	AGREE	31	4.5
5	STRONGLY AGREE	17	2.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
237	PVMENTAL	NUM	2	AGREEW	PE4 MENTALLY CHALLENGING: RESERVE

.	Inapplicable	573	82.9
.D	Don't know	3	0.4
1	STRONGLY DISAGR	12	1.7
2	DISAGREE	12	1.7
3	NEITHER	33	4.8
4	AGREE	38	5.5
5	STRONGLY AGREE	20	2.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
238	PVMATURE	NUM	2	AGREEW	PE4 MATURE AND RESPONSIBLE: RESERVE

.	Inapplicable	573	82.9
.D	Don't know	2	0.3
1	STRONGLY DISAGR	6	0.9
2	DISAGREE	8	1.2
3	NEITHER	28	4.1
4	AGREE	51	7.4
5	STRONGLY AGREE	23	3.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
239	PVTRAIN	NUM	2	AGREEW	PE4 TRAINING IN USEFUL SKILLS: RESERVE

.	Inapplicable	573	82.9
.D	Don't know	5	0.7
1	STRONGLY DISAGR	10	1.4
2	DISAGREE	12	1.7
3	NEITHER	38	5.5
4	AGREE	33	4.8
5	STRONGLY AGREE	20	2.9

240	PVHIQUAL	NUM	2	AGREEW	PE4 HIGHLY TRAINED COWORKERS: RESERVE

.	Inapplicable	573	82.9
.D	Don't know	3	0.4
1	STRONGLY DISAGR	8	1.2
2	DISAGREE	10	1.4
3	NEITHER	32	4.6
4	AGREE	43	6.2
5	STRONGLY AGREE	22	3.2

241	PVCASHED	NUM	2	AGREEW	PE4 MONEY TO FUTHER EDUCATION: RESERVE

.	Inapplicable	573	82.9
.D	Don't know	8	1.2
1	STRONGLY DISAGR	6	0.9
2	DISAGREE	4	0.6
3	NEITHER	31	4.5
4	AGREE	40	5.8
5	STRONGLY AGREE	29	4.2

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-4; rather, it was always asked prior to the randomly started attribute list. In subsequent versions, PVCASHED was included in the randomization.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
242	PVHOME	NUM	2	AGREEW	PE4 SERVE AMERICA IN HOMETOWN: RESERVE

.	Inapplicable	573	82.9
.D	Don't know	3	0.4
1	STRONGLY DISAGR	11	1.6
2	DISAGREE	10	1.4
3	NEITHER	23	3.3
4	AGREE	35	5.1
5	STRONGLY AGREE	36	5.2

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-4; rather, it was always asked prior to the randomly started attribute list. In subsequent versions, PVHOME was included in the randomization.

243	PVSERCOM	NUM	2	AGREEW	PE4 SERVE OWN COMMUNITY: RESERVE

.	Inapplicable	82	11.9
.Q	Not on quex	603	87.3
2	DISAGREE	2	0.3
4	AGREE	4	0.6

244	PVWEEKEN	NUM	2	AGREEW	PE4 INTERESTING WEEKENDS: RESERVE

.	Inapplicable	573	82.9
.D	Don't know	3	0.4
.N	Not ascertained	2	0.3
1	STRONGLY DISAGR	20	2.9
2	DISAGREE	18	2.6
3	NEITHER	36	5.2
4	AGREE	21	3.0
5	STRONGLY AGREE	18	2.6

245	PHEARDNG	NUM	2	YESNO	PE4A P EVER HEARD OF ARMY NATIONAL GUARD

.	Inapplicable	77	11.1
.D	Don't know	3	0.4
1	YES	575	83.2
2	NO	36	5.2

In Version 1 of the instrument, this question was asked only of parents selected to receive Army National Guard questions. In subsequent versions, it was asked of all parents.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
246	PGWIDE	NUM	2	AGREEW	PE5 WIDE VARIETY OF JOBS: GUARD

.	Inapplicable	581	84.1
.D	Don't know	3	0.4
1	STRONGLY DISAGR	14	2.0
2	DISAGREE	12	1.7
3	NEITHER	38	5.5
4	AGREE	28	4.1
5	STRONGLY AGREE	15	2.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
247	PGPROUD	NUM	2	AGREEW	PE5 EXPERIENCE TO BE PROUD OF: GUARD

.	Inapplicable	581	84.1
.D	Don't know	3	0.4
1	STRONGLY DISAGR	4	0.6
2	DISAGREE	12	1.7
3	NEITHER	30	4.3
4	AGREE	35	5.1
5	STRONGLY AGREE	26	3.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
248	PGLEADER	NUM	2	AGREEW	PE5 DEVELOP LEADERSHIP SKILLS: GUARD

.	Inapplicable	581	84.1
.D	Don't know	3	0.4
1	STRONGLY DISAGR	8	1.2
2	DISAGREE	9	1.3
3	NEITHER	35	5.1
4	AGREE	30	4.3
5	STRONGLY AGREE	25	3.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
249	PGCIVCAR	NUM	2	AGREEW	PE5 CIVILIAN CAREER DEVELOP: GUARD

.	Inapplicable	581	84.1
.D	Don't know	4	0.6
1	STRONGLY DISAGR	7	1.0
2	DISAGREE	19	2.7
3	NEITHER	35	5.1
4	AGREE	29	4.2
5	STRONGLY AGREE	16	2.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
250	PGSELCON	NUM	2	AGREEW	PE5 DEVELOP SELF-CONFIDENCE: GUARD

.	Inapplicable	581	84.1
.D	Don't know	2	0.3
1	STRONGLY DISAGR	8	1.2
2	DISAGREE	11	1.6
3	NEITHER	29	4.2
4	AGREE	31	4.5
5	STRONGLY AGREE	29	4.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
251	PGPOTEN	NUM	2	AGREEW	PE5 DEVELOP POTENTIAL: GUARD

.	Inapplicable	581	84.1
.D	Don't know	2	0.3
1	STRONGLY DISAGR	11	1.6
2	DISAGREE	13	1.9
3	NEITHER	34	4.9
4	AGREE	30	4.3
5	STRONGLY AGREE	20	2.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
252	PGMENTAL	NUM	2	AGREEW	PE5 MENTALLY CHALLENGING: GUARD

.	Inapplicable	581	84.1
.D	Don't know	1	0.1
1	STRONGLY DISAGR	9	1.3
2	DISAGREE	16	2.3
3	NEITHER	33	4.8
4	AGREE	29	4.2
5	STRONGLY AGREE	22	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
253	PGMATURE	NUM	2	AGREEW	PE5 MATURE AND RESPONSIBLE: GUARD

.	Inapplicable	581	84.1
.D	Don't know	2	0.3
1	STRONGLY DISAGR	9	1.3
2	DISAGREE	12	1.7
3	NEITHER	23	3.3
4	AGREE	30	4.3
5	STRONGLY AGREE	34	4.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
254	PGTRAIN	NUM	2	AGREEW	PE5 TRAINING IN USEFUL SKILLS: GUARD

.	Inapplicable	581	84.1
.D	Don't know	3	0.4
1	STRONGLY DISAGR	10	1.4
2	DISAGREE	11	1.6
3	NEITHER	39	5.6
4	AGREE	26	3.8
5	STRONGLY AGREE	21	3.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
255	PGHIQUAL	NUM	2	AGREEW	PE5 HIGHLY TRAINED COWORKERS: GUARD

.	Inapplicable	581	84.1
.D	Don't know	3	0.4
1	STRONGLY DISAGR	10	1.4
2	DISAGREE	12	1.7
3	NEITHER	34	4.9
4	AGREE	29	4.2
5	STRONGLY AGREE	22	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
256	PGCASHED	NUM	2	AGREEW	PE5 GET MONEY FOR EDUCATION: GUARD

.	Inapplicable	581	84.1
.D	Don't know	11	1.6
1	STRONGLY DISAGR	9	1.3
2	DISAGREE	6	0.9
3	NEITHER	28	4.1
4	AGREE	26	3.8
5	STRONGLY AGREE	30	4.3

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-5; rather, it was always asked prior to the randomly started attribute list.
In subsequent versions, PGCASHED was included in the randomization.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
257	PGHOME	NUM	2	AGREEW	PE5 SERVE AMERICA IN HOMETOWN: GUARD

.	Inapplicable	581	84.1
.D	Don't know	3	0.4
1	STRONGLY DISAGR	8	1.2
2	DISAGREE	6	0.9
3	NEITHER	14	2.0
4	AGREE	34	4.9
5	STRONGLY AGREE	45	6.5

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-5; rather, it was always asked prior to the randomly started attribute list. In subsequent versions, PGHOME was included in the randomization.

258	PGSERCOM	NUM	2	AGREEW	PE5 SERVE OWN COMMUNITY: GUARD

.	Inapplicable	77	11.1
.Q	Not on quex	603	87.3
2	DISAGREE	1	0.1
3	NEITHER	2	0.3
4	AGREE	2	0.3
5	STRONGLY AGREE	6	0.9

259	PGWEEKEN	NUM	2	AGREEW	PE5 INTERESTING WEEKENDS: GUARD

.	Inapplicable	581	84.1
.D	Don't know	5	0.7
.N	Not ascertained	1	0.1
1	STRONGLY DISAGR	9	1.3
2	DISAGREE	19	2.7
3	NEITHER	37	5.4
4	AGREE	20	2.9
5	STRONGLY AGREE	19	2.7

260	PNWIDE	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: NAVY

.	Inapplicable	624	90.3
.D	Don't know	1	0.1
1	STRONGLY DISAGR	5	0.7
2	DISAGREE	8	1.2
3	NEITHER	21	3.0
4	AGREE	19	2.7
5	STRONGLY AGREE	13	1.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
261	PMWIDE	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: MARINES

.	Inapplicable	617	89.3
.D	Don't know	2	0.3
1	STRONGLY DISAGR	3	0.4
2	DISAGREE	10	1.4
3	NEITHER	30	4.3
4	AGREE	17	2.5
5	STRONGLY AGREE	12	1.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
262	PFWIDE	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: AIR FORCE

.	Inapplicable	636	92.0
2	DISAGREE	2	0.3
3	NEITHER	22	3.2
4	AGREE	19	2.7
5	STRONGLY AGREE	12	1.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
263	PSWIDE	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: MILITARY

.	Inapplicable	624	90.3
.D	Don't know	1	0.1
1	STRONGLY DISAGR	4	0.6
2	DISAGREE	5	0.7
3	NEITHER	13	1.9
4	AGREE	25	3.6
5	STRONGLY AGREE	19	2.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
264	PNPHYS	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: NAVY

.	Inapplicable	624	90.3
.D	Don't know	1	0.1
1	STRONGLY DISAGR	3	0.4
2	DISAGREE	4	0.6
3	NEITHER	15	2.2
4	AGREE	29	4.2
5	STRONGLY AGREE	15	2.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
265	PMPHYS	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: MARINES

.	Inapplicable	617	89.3
.D	Don't know	2	0.3
1	STRONGLY DISAGR	4	0.6
2	DISAGREE	1	0.1
3	NEITHER	19	2.7
4	AGREE	16	2.3
5	STRONGLY AGREE	32	4.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
266	PFPHYS	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: AIR FORCE

.	Inapplicable	636	92.0
1	STRONGLY DISAGR	1	0.1
3	NEITHER	17	2.5
4	AGREE	18	2.6
5	STRONGLY AGREE	19	2.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
267	PSPHYS	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: MILITARY

.	Inapplicable	624	90.3
1	STRONGLY DISAGR	1	0.1
2	DISAGREE	3	0.4
3	NEITHER	15	2.2
4	AGREE	25	3.6
5	STRONGLY AGREE	23	3.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
268	PNPROUD	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: NAVY

.	Inapplicable	624	90.3
1	STRONGLY DISAGR	2	0.3
2	DISAGREE	3	0.4
3	NEITHER	18	2.6
4	AGREE	19	2.7
5	STRONGLY AGREE	25	3.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
269	PMPROUD	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: MARINES

.	Inapplicable	617	89.3
.D	Don't know	1	0.1
1	STRONGLY DISAGR	3	0.4
2	DISAGREE	2	0.3
3	NEITHER	19	2.7
4	AGREE	19	2.7
5	STRONGLY AGREE	30	4.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
270	PFPROUD	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: AIR FORCE

.	Inapplicable	636	92.0
2	DISAGREE	2	0.3
3	NEITHER	18	2.6
4	AGREE	17	2.5
5	STRONGLY AGREE	18	2.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
271	PSPROUD	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: MILITARY

.	Inapplicable	624	90.3
1	STRONGLY DISAGR	3	0.4
2	DISAGREE	2	0.3
3	NEITHER	13	1.9
4	AGREE	25	3.6
5	STRONGLY AGREE	24	3.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
272	PNSTEP	NUM	2	AGREEW	PE6 STEPPING STONE TO COLLEGE: NAVY

.	Inapplicable	624	90.3
.D	Don't know	3	0.4
1	STRONGLY DISAGR	9	1.3
2	DISAGREE	6	0.9
3	NEITHER	23	3.3
4	AGREE	18	2.6
5	STRONGLY AGREE	8	1.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
273	PMSTEP	NUM	2	AGREEW	PE6 STEPPING STONE TO COLLEGE: MARINES

.	Inapplicable	617	89.3
.D	Don't know	3	0.4
1	STRONGLY DISAGR	10	1.4
2	DISAGREE	13	1.9
3	NEITHER	19	2.7
4	AGREE	14	2.0
5	STRONGLY AGREE	15	2.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
274	PFSTEP	NUM	2	AGREEW	PE6 STEPPING STONE TO COLLEGE: AIR FORCE

.	Inapplicable	636	92.0
.D	Don't know	1	0.1
1	STRONGLY DISAGR	5	0.7
2	DISAGREE	10	1.4
3	NEITHER	20	2.9
4	AGREE	7	1.0
5	STRONGLY AGREE	12	1.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
275	PSSTEP	NUM	2	AGREEW	PE6 STEPPING STONE TO COLLEGE: MILITARY

.	Inapplicable	624	90.3
1	STRONGLY DISAGR	9	1.3
2	DISAGREE	10	1.4
3	NEITHER	18	2.6
4	AGREE	13	1.9
5	STRONGLY AGREE	17	2.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
276	PNLEADER	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: NAVY

.	Inapplicable	624	90.3
1	STRONGLY DISAGR	3	0.4
2	DISAGREE	3	0.4
3	NEITHER	15	2.2
4	AGREE	24	3.5
5	STRONGLY AGREE	22	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
277	PMLEADER	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: MARINES

.	Inapplicable	617	89.3
.D	Don't know	1	0.1
1	STRONGLY DISAGR	2	0.3
2	DISAGREE	4	0.6
3	NEITHER	18	2.6
4	AGREE	26	3.8
5	STRONGLY AGREE	23	3.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
278	PFLEADER	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: AIR FORCE

.	Inapplicable	636	92.0
.D	Don't know	2	0.3
2	DISAGREE	2	0.3
3	NEITHER	17	2.5
4	AGREE	19	2.7
5	STRONGLY AGREE	15	2.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
279	PSLEADER	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: MILITARY

.	Inapplicable	624	90.3
.D	Don't know	1	0.1
1	STRONGLY DISAGR	2	0.3
2	DISAGREE	6	0.9
3	NEITHER	13	1.9
4	AGREE	22	3.2
5	STRONGLY AGREE	23	3.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
280	PNHITECH	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: NAVY

.	Inapplicable	624	90.3
.D	Don't know	1	0.1
1	STRONGLY DISAGR	2	0.3
2	DISAGREE	2	0.3
3	NEITHER	15	2.2
4	AGREE	25	3.6
5	STRONGLY AGREE	22	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
281	PMHITECH	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: MARINES

.	Inapplicable	617	89.3
.D	Don't know	2	0.3
1	STRONGLY DISAGR	4	0.6
2	DISAGREE	4	0.6
3	NEITHER	18	2.6
4	AGREE	29	4.2
5	STRONGLY AGREE	17	2.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
282	PFHITECH	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: AIR FORCE

.	Inapplicable	636	92.0
.D	Don't know	3	0.4
3	NEITHER	12	1.7
4	AGREE	19	2.7
5	STRONGLY AGREE	21	3.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
283	PSHITECH	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: MILITARY

.	Inapplicable	624	90.3
.D	Don't know	1	0.1
1	STRONGLY DISAGR	2	0.3
2	DISAGREE	3	0.4
3	NEITHER	13	1.9
4	AGREE	21	3.0
5	STRONGLY AGREE	27	3.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
284	PNCIVCAR	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: NAVY

.	Inapplicable	624	90.3
.D	Don't know	1	0.1
1	STRONGLY DISAGR	4	0.6
2	DISAGREE	9	1.3
3	NEITHER	17	2.5
4	AGREE	21	3.0
5	STRONGLY AGREE	15	2.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
285	PMCIVCAR	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: MARINES

.	Inapplicable	617	89.3
.D	Don't know	3	0.4
1	STRONGLY DISAGR	7	1.0
2	DISAGREE	8	1.2
3	NEITHER	27	3.9
4	AGREE	18	2.6
5	STRONGLY AGREE	11	1.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
286	PFCIVCAR	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: AIR FORCE		
		.			Inapplicable	636	92.0
		.D			Don't know	3	0.4
		1			STRONGLY DISAGR	1	0.1
		2			DISAGREE	3	0.4
		3			NEITHER	20	2.9
		4			AGREE	17	2.5
		5			STRONGLY AGREE	11	1.6
287	PSCIVCAR	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: MILITARY		
		.			Inapplicable	624	90.3
		.D			Don't know	2	0.3
		1			STRONGLY DISAGR	4	0.6
		2			DISAGREE	4	0.6
		3			NEITHER	16	2.3
		4			AGREE	22	3.2
		5			STRONGLY AGREE	19	2.7
288	PNSELCON	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: NAVY		
		.			Inapplicable	624	90.3
		1			STRONGLY DISAGR	3	0.4
		2			DISAGREE	4	0.6
		3			NEITHER	18	2.6
		4			AGREE	23	3.3
		5			STRONGLY AGREE	19	2.7
289	PMSELCON	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: MARINES		
		.			Inapplicable	617	89.3
		1			STRONGLY DISAGR	3	0.4
		2			DISAGREE	3	0.4
		3			NEITHER	21	3.0
		4			AGREE	20	2.9
		5			STRONGLY AGREE	27	3.9
290	PFSELCON	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: AIR FORCE		
		.			Inapplicable	636	92.0
		.D			Don't know	2	0.3
		1			STRONGLY DISAGR	1	0.1
		2			DISAGREE	1	0.1
		3			NEITHER	12	1.7
		4			AGREE	20	2.9
		5			STRONGLY AGREE	19	2.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
291	PSSELCON	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: MILITARY

.	Inapplicable	624	90.3
1	STRONGLY DISAGR	3	0.4
2	DISAGREE	5	0.7
3	NEITHER	11	1.6
4	AGREE	23	3.3
5	STRONGLY AGREE	25	3.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
292	PNPOTEN	NUM	2	AGREEW	PE6 DEVELOP POTENTIAL: NAVY

.	Inapplicable	624	90.3
1	STRONGLY DISAGR	5	0.7
2	DISAGREE	1	0.1
3	NEITHER	17	2.5
4	AGREE	24	3.5
5	STRONGLY AGREE	20	2.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
293	PMPOTEN	NUM	2	AGREEW	PE6 DEVELOP POTENTIAL: MARINES

.	Inapplicable	617	89.3
1	STRONGLY DISAGR	4	0.6
2	DISAGREE	6	0.9
3	NEITHER	24	3.5
4	AGREE	21	3.0
5	STRONGLY AGREE	19	2.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
294	PFPOTEN	NUM	2	AGREEW	PE6 DEVELOP POTENTIAL: AIR FORCE

.	Inapplicable	636	92.0
.D	Don't know	3	0.4
1	STRONGLY DISAGR	1	0.1
2	DISAGREE	3	0.4
3	NEITHER	18	2.6
4	AGREE	14	2.0
5	STRONGLY AGREE	16	2.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
295	PSPOTEN	NUM	2	AGREEW	PE6 DEVELOP POTENTIAL: MILITARY

.	Inapplicable	624	90.3
.D	Don't know	1	0.1
1	STRONGLY DISAGR	3	0.4
2	DISAGREE	6	0.9
3	NEITHER	17	2.5
4	AGREE	17	2.5
5	STRONGLY AGREE	23	3.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
296	PNMENTAL	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: NAVY

.	Inapplicable	624	90.3
1	STRONGLY DISAGR	4	0.6
2	DISAGREE	2	0.3
3	NEITHER	21	3.0
4	AGREE	26	3.8
5	STRONGLY AGREE	14	2.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
297	PMMENTAL	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: MARINES

.	Inapplicable	617	89.3
1	STRONGLY DISAGR	3	0.4
2	DISAGREE	6	0.9
3	NEITHER	24	3.5
4	AGREE	23	3.3
5	STRONGLY AGREE	18	2.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
298	PFMENTAL	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: AIR FORCE

.	Inapplicable	636	92.0
.D	Don't know	3	0.4
2	DISAGREE	2	0.3
3	NEITHER	23	3.3
4	AGREE	13	1.9
5	STRONGLY AGREE	14	2.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
299	PSMENTAL	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: MILITARY

.	Inapplicable	624	90.3
.D	Don't know	1	0.1
1	STRONGLY DISAGR	4	0.6
2	DISAGREE	4	0.6
3	NEITHER	16	2.3
4	AGREE	17	2.5
5	STRONGLY AGREE	25	3.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
300	PNMATURE	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: NAVY

.	Inapplicable	624	90.3
1	STRONGLY DISAGR	3	0.4
2	DISAGREE	3	0.4
3	NEITHER	12	1.7
4	AGREE	22	3.2
5	STRONGLY AGREE	27	3.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
301	PMMATURE	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: MARINES

.	Inapplicable	617	89.3
1	STRONGLY DISAGR	3	0.4
2	DISAGREE	4	0.6
3	NEITHER	13	1.9
4	AGREE	24	3.5
5	STRONGLY AGREE	30	4.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
302	PFMATURE	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: AIR FORCE

.	Inapplicable	636	92.0
.D	Don't know	3	0.4
2	DISAGREE	1	0.1
3	NEITHER	14	2.0
4	AGREE	18	2.6
5	STRONGLY AGREE	19	2.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
303	PSMATURE	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: MILITARY

.	Inapplicable	624	90.3
1	STRONGLY DISAGR	2	0.3
2	DISAGREE	3	0.4
3	NEITHER	8	1.2
4	AGREE	22	3.2
5	STRONGLY AGREE	32	4.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
304	PNTRAIN	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: NAVY

.	Inapplicable	624	90.3
.D	Don't know	1	0.1
1	STRONGLY DISAGR	3	0.4
2	DISAGREE	4	0.6
3	NEITHER	16	2.3
4	AGREE	26	3.8
5	STRONGLY AGREE	17	2.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
305	PMTRAIN	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: MARINES

.	Inapplicable	617	89.3
.D	Don't know	3	0.4
1	STRONGLY DISAGR	4	0.6
2	DISAGREE	8	1.2
3	NEITHER	18	2.6
4	AGREE	26	3.8
5	STRONGLY AGREE	15	2.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
306	PFTRAIN	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: AIR FORCE

.	Inapplicable	636	92.0
.D	Don't know	2	0.3
2	DISAGREE	1	0.1
3	NEITHER	15	2.2
4	AGREE	19	2.7
5	STRONGLY AGREE	18	2.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
307	PSTRAIN	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: MILITARY

.	Inapplicable	624	90.3
1	STRONGLY DISAGR	2	0.3
2	DISAGREE	3	0.4
3	NEITHER	11	1.6
4	AGREE	24	3.5
5	STRONGLY AGREE	27	3.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
308	PNHIQUAL	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: NAVY

.	Inapplicable	624	90.3
1	STRONGLY DISAGR	3	0.4
2	DISAGREE	3	0.4
3	NEITHER	14	2.0
4	AGREE	27	3.9
5	STRONGLY AGREE	20	2.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
309	PFHIQUAL	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: AIR FORCE

.	Inapplicable	636	92.0
.D	Don't know	1	0.1
2	DISAGREE	1	0.1
3	NEITHER	13	1.9
4	AGREE	23	3.3
5	STRONGLY AGREE	17	2.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
310	PSHIQUAL	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: MILITARY

.	Inapplicable	624	90.3
.D	Don't know	1	0.1
1	STRONGLY DISAGR	2	0.3
2	DISAGREE	1	0.1
3	NEITHER	19	2.7
4	AGREE	19	2.7
5	STRONGLY AGREE	25	3.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
311	PMHIQUAL	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: MARINES

.	Inapplicable	617	89.3
.D	Don't know	1	0.1
1	STRONGLY DISAGR	4	0.6
2	DISAGREE	7	1.0
3	NEITHER	18	2.6
4	AGREE	27	3.9
5	STRONGLY AGREE	17	2.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
312	PNCASHED	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: NAVY

.	Inapplicable	624	90.3
.D	Don't know	1	0.1
1	STRONGLY DISAGR	1	0.1
2	DISAGREE	3	0.4
3	NEITHER	11	1.6
4	AGREE	28	4.1
5	STRONGLY AGREE	23	3.3

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-6; rather, it was always asked prior to the randomly started attribute list.
In subsequent versions, PNCASHED was included in the randomization.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
313	PMCASHED	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: MARINES

.	Inapplicable	617	89.3
.D	Don't know	3	0.4
1	STRONGLY DISAGR	3	0.4
2	DISAGREE	3	0.4
3	NEITHER	19	2.7
4	AGREE	30	4.3
5	STRONGLY AGREE	16	2.3

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-6; rather, it was always asked prior to the randomly started attribute list.
In subsequent versions, PMCASHED was included in the randomization.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
314	PFCASHED	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: AIR FORCE

.	Inapplicable	636	92.0
.D	Don't know	3	0.4
2	DISAGREE	2	0.3
3	NEITHER	11	1.6
4	AGREE	16	2.3
5	STRONGLY AGREE	23	3.3

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-6; rather, it was always asked prior to the randomly started attribute list. In subsequent versions, PFCASHED was included in the randomization.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
315	PSCASHED	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: MILITARY

.	Inapplicable	624	90.3
.D	Don't know	1	0.1
1	STRONGLY DISAGR	1	0.1
2	DISAGREE	2	0.3
3	NEITHER	15	2.2
4	AGREE	23	3.3
5	STRONGLY AGREE	25	3.6

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-6; rather, it was always asked prior to the randomly started attribute list. In subsequent versions, PSCASHED was included in the randomization.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
316	PWPHYS	NUM	2	AGREEW	PE7 PHYSICALLY CHALLENGING: JOB

.	Inapplicable	627	90.7
.D	Don't know	2	0.3
1	STRONGLY DISAGR	3	0.4
2	DISAGREE	11	1.6
3	NEITHER	19	2.7
4	AGREE	23	3.3
5	STRONGLY AGREE	6	0.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
317	PWPROUD	NUM	2	AGREEW	PE7 EXPERIENCE TO BE PROUD OF: JOB

	.	Inapplicable	627	90.7
	.D	Don't know	1	0.1
	1	STRONGLY DISAGR	2	0.3
	2	DISAGREE	5	0.7
	3	NEITHER	20	2.9
	4	AGREE	25	3.6
	5	STRONGLY AGREE	11	1.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
318	PWSTEP	NUM	2	AGREEW	PE7 STEPPING STONE TO COLLEGE: JOB

	.	Inapplicable	627	90.7
	.D	Don't know	2	0.3
	1	STRONGLY DISAGR	12	1.7
	2	DISAGREE	9	1.3
	3	NEITHER	16	2.3
	4	AGREE	14	2.0
	5	STRONGLY AGREE	11	1.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
319	PWLEADER	NUM	2	AGREEW	PE7 DEVELOP LEADERSHIP SKILLS: JOB

	.	Inapplicable	627	90.7
	.D	Don't know	1	0.1
	1	STRONGLY DISAGR	3	0.4
	2	DISAGREE	11	1.6
	3	NEITHER	18	2.6
	4	AGREE	23	3.3
	5	STRONGLY AGREE	8	1.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
320	PWHITECH	NUM	2	AGREEW	PE7 USE HIGH-TECH EQUIPMENT: JOB

	.	Inapplicable	627	90.7
	.D	Don't know	1	0.1
	1	STRONGLY DISAGR	4	0.6
	2	DISAGREE	9	1.3
	3	NEITHER	19	2.7
	4	AGREE	19	2.7
	5	STRONGLY AGREE	12	1.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
321	PWCIVCAR	NUM	2	AGREEW	PE7 CIVILIAN CAREER DEVELOP: JOB

.	Inapplicable	627	90.7
.D	Don't know	2	0.3
1	STRONGLY DISAGR	4	0.6
2	DISAGREE	7	1.0
3	NEITHER	20	2.9
4	AGREE	19	2.7
5	STRONGLY AGREE	12	1.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
322	PWSELCON	NUM	2	AGREEW	PE7 DEVELOP SELF-CONFIDENCE: JOB

.	Inapplicable	627	90.7
.D	Don't know	2	0.3
2	DISAGREE	6	0.9
3	NEITHER	26	3.8
4	AGREE	19	2.7
5	STRONGLY AGREE	11	1.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
323	PWPOTEN	NUM	2	AGREEW	PE7 DEVELOP POTENTIAL: JOB

.	Inapplicable	627	90.7
.D	Don't know	2	0.3
1	STRONGLY DISAGR	2	0.3
2	DISAGREE	5	0.7
3	NEITHER	17	2.5
4	AGREE	27	3.9
5	STRONGLY AGREE	11	1.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
324	PWMENTAL	NUM	2	AGREEW	PE7 MENTALLY CHALLENGING: JOB

.	Inapplicable	627	90.7
.D	Don't know	2	0.3
1	STRONGLY DISAGR	4	0.6
2	DISAGREE	6	0.9
3	NEITHER	19	2.7
4	AGREE	22	3.2
5	STRONGLY AGREE	11	1.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
325	PWMATURE	NUM	2	AGREEW	PE7 MATURE AND RESPONSIBLE: JOB

.	Inapplicable	627	90.7
.D	Don't know	1	0.1
1	STRONGLY DISAGR	1	0.1
2	DISAGREE	4	0.6
3	NEITHER	17	2.5
4	AGREE	31	4.5
5	STRONGLY AGREE	10	1.4

326	PWTRAIN	NUM	2	AGREEW	PE7 TRAINING IN USEFUL SKILLS: JOB

.	Inapplicable	627	90.7
.D	Don't know	2	0.3
1	STRONGLY DISAGR	1	0.1
2	DISAGREE	8	1.2
3	NEITHER	21	3.0
4	AGREE	22	3.2
5	STRONGLY AGREE	10	1.4

327	PWHIQUAL	NUM	2	AGREEW	PE7 HIGHLY TRAINED COWORKERS: JOB

.	Inapplicable	627	90.7
.D	Don't know	2	0.3
1	STRONGLY DISAGR	2	0.3
2	DISAGREE	9	1.3
3	NEITHER	22	3.2
4	AGREE	13	1.9
5	STRONGLY AGREE	16	2.3

328	PWCASHED	NUM	2	AGREEW	PE7 GET MONEY FOR EDUCATION: JOB

.	Inapplicable	627	90.7
.D	Don't know	2	0.3
1	STRONGLY DISAGR	11	1.6
2	DISAGREE	11	1.6
3	NEITHER	17	2.5
4	AGREE	17	2.5
5	STRONGLY AGREE	6	0.9

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-7; rather, it was always asked prior to the randomly started attribute list.
In subsequent versions, PWCASHED was included in the randomization.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
329	PCPROUD	NUM	2	AGREEW	PE8 EXPERIENCE TO BE PROUD OF: COLLEGE

.	Inapplicable	629	91.0
1	STRONGLY DISAGR	1	0.1
2	DISAGREE	3	0.4
3	NEITHER	9	1.3
4	AGREE	15	2.2
5	STRONGLY AGREE	34	4.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
330	PCLEADER	NUM	2	AGREEW	PE8 DEVELOP LEADERSHIP SKILLS: COLLEGE

.	Inapplicable	629	91.0
1	STRONGLY DISAGR	2	0.3
2	DISAGREE	3	0.4
3	NEITHER	17	2.5
4	AGREE	19	2.7
5	STRONGLY AGREE	21	3.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
331	PCCIVCAR	NUM	2	AGREEW	PE8 CIVILIAN CAREER DEVELOP: COLLEGE

.	Inapplicable	629	91.0
1	STRONGLY DISAGR	1	0.1
2	DISAGREE	1	0.1
3	NEITHER	12	1.7
4	AGREE	14	2.0
5	STRONGLY AGREE	34	4.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
332	PCSELCON	NUM	2	AGREEW	PE8 DEVELOP SELF-CONFIDENCE: COLLEGE

.	Inapplicable	629	91.0
1	STRONGLY DISAGR	2	0.3
2	DISAGREE	2	0.3
3	NEITHER	16	2.3
4	AGREE	17	2.5
5	STRONGLY AGREE	25	3.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
333	PCPOTEN	NUM	2	AGREEW	PE8 DEVELOP POTENTIAL: COLLEGE

.	Inapplicable	629	91.0
1	STRONGLY DISAGR	1	0.1
2	DISAGREE	3	0.4
3	NEITHER	12	1.7
4	AGREE	15	2.2
5	STRONGLY AGREE	31	4.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
334	PCMENTAL	NUM	2	AGREEW	PE8 MENTALLY CHALLENGING: COLLEGE
	.		Inapplicable	629	91.0
	1		STRONGLY DISAGR	2	0.3
	2		DISAGREE	2	0.3
	3		NEITHER	8	1.2
	4		AGREE	18	2.6
	5		STRONGLY AGREE	32	4.6
335	PCMATURE	NUM	2	AGREEW	PE8 MATURE AND RESPONSIBLE: COLLEGE
	.		Inapplicable	629	91.0
	1		STRONGLY DISAGR	2	0.3
	2		DISAGREE	3	0.4
	3		NEITHER	12	1.7
	4		AGREE	20	2.9
	5		STRONGLY AGREE	25	3.6
336	PCHIQUAL	NUM	2	AGREEW	PE8 HIGHLY TRAINED COWORKERS: COLLEGE
	.		Inapplicable	629	91.0
	1		STRONGLY DISAGR	1	0.1
	2		DISAGREE	2	0.3
	3		NEITHER	18	2.6
	4		AGREE	18	2.6
	5		STRONGLY AGREE	23	3.3
337	PPEDIP	NUM	2	PROPANS	PE12 ARMY % PAST YEAR HIGH SCHOOL GRADS
	.D		Don't know	27	3.9
	1		< ONE QUARTER	27	3.9
	2		ONE QUARTER	93	13.5
	3		ONE HALF	187	27.1
	4		THREE QUARTERS	166	24.0
	5		ALMOST ALL	191	27.6
338	PPEGRADE	NUM	2	PEGRADE	PE13 ARMY % PAST YEAR UPPER HALF IQ
	.D		Don't know	29	4.2
	1		ALL	12	1.7
	2		THREE QUARTERS	110	15.9
	3		HALF	374	54.1
	4		ONE QUARTER	159	23.0
	5		NONE	7	1.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
339	PPECOL	NUM	2	PROPANS	PE14 ARMY % PAST YEAR TO FINISH COLLEGE

.D	Don't know	20	2.9
1	< ONE QUARTER	134	19.4
2	ONE QUARTER	260	37.6
3	ONE HALF	188	27.2
4	THREE QUARTERS	53	7.7
5	ALMOST ALL	36	5.2

340 PPESIM NUM 2 YESNO PE15 ARE MANY YOUNG PEOPLE JOINING ARMY

.D	Don't know	43	6.2
1	YES	232	33.6
2	NO	416	60.2

341 PHEARDRO NUM 2 YESNO PE15A P EVER HEARD OF ROTC AT COLLEGE

.	Inapplicable	34	4.9
.D	Don't know	5	0.7
1	YES	491	71.1
2	NO	161	23.3

In Version 1 of the instrument, this question was asked only of parents selected to receive ROTC questions. In subsequent versions, it was asked of all parents.

342 PRLEADER NUM 2 AGREEW PE2 LEADERSHIP/MANAGEMENT TRAINING: ROTC

.	Inapplicable	318	46.0
.D	Don't know	4	0.6
1	STRONGLY DISAGR	14	2.0
2	DISAGREE	11	1.6
3	NEITHER	69	10.0
4	AGREE	170	24.6
5	STRONGLY AGREE	105	15.2

343 PRSELCON NUM 2 AGREEW PE2 DEVELOP SELF-CONFIDENCE: ROTC

.	Inapplicable	318	46.0
.D	Don't know	3	0.4
1	STRONGLY DISAGR	12	1.7
2	DISAGREE	9	1.3
3	NEITHER	60	8.7
4	AGREE	179	25.9
5	STRONGLY AGREE	110	15.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
344	PRELECT	NUM	2	AGREEW	PE2 COLLEGE ELECTIVE W/COURSES: ROTC

.	Inapplicable	318	46.0
.D	Don't know	4	0.6
1	STRONGLY DISAGR	9	1.3
2	DISAGREE	4	0.6
3	NEITHER	74	10.7
4	AGREE	149	21.6
5	STRONGLY AGREE	133	19.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
345	PROFFCOM	NUM	2	AGREEW	PE2 AN OFFICER'S COMMISSION: ROTC

.	Inapplicable	318	46.0
.D	Don't know	11	1.6
1	STRONGLY DISAGR	9	1.3
2	DISAGREE	7	1.0
3	NEITHER	59	8.5
4	AGREE	125	18.1
5	STRONGLY AGREE	162	23.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
346	POWIDE	NUM	2	AGREEW	PE3 WIDE VARIETY OF JOBS: OFFICER

.	Inapplicable	318	46.0
.D	Don't know	1	0.1
1	STRONGLY DISAGR	21	3.0
2	DISAGREE	21	3.0
3	NEITHER	99	14.3
4	AGREE	132	19.1
5	STRONGLY AGREE	99	14.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
347	POPROUD	NUM	2	AGREEW	PE3 EXPERIENCE TO BE PROUD OF: OFFICER

.	Inapplicable	318	46.0
.D	Don't know	1	0.1
1	STRONGLY DISAGR	14	2.0
2	DISAGREE	12	1.7
3	NEITHER	60	8.7
4	AGREE	148	21.4
5	STRONGLY AGREE	138	20.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
348	POUSECOL	NUM	2	AGREEW	PE3 USE COLLEGE SKILLS: OFFICER

.	Inapplicable	318	46.0
.D	Don't know	3	0.4
1	STRONGLY DISAGR	17	2.5
2	DISAGREE	11	1.6
3	NEITHER	79	11.4
4	AGREE	144	20.8
5	STRONGLY AGREE	119	17.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
349	POINNOV	NUM	2	AGREEW	PE3 INNOVATIVE/CREATIVE: OFFICER

.	Inapplicable	318	46.0
.D	Don't know	2	0.3
1	STRONGLY DISAGR	20	2.9
2	DISAGREE	21	3.0
3	NEITHER	73	10.6
4	AGREE	147	21.3
5	STRONGLY AGREE	110	15.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
350	RANDKAP	NUM	2	RANDKAY	KA4 RANDOMIZE FIRST BRANCH FOR GI BILL

.	Inapplicable	317	45.9
1	START: ARMY	100	14.5
2	START: AIR FORCE	82	11.9
3	START: NAVY	100	14.5
4	START: MARINES	92	13.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
351	PKAEARN	NUM	2	YKAEARN	KA7 EARN MONEY FOR COLLEGE IN ARMY

.	Inapplicable	317	45.9
.D	Don't know	27	3.9
1	YES	328	47.5
2	NO	19	2.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
352	PKAEDBEN	NUM	2	YKABEN	KA1 AMOUNT OF ARMY EDUCATION BENEFITS

.	Inapplicable	336	48.6
.D	Don't know	180	26.0
1	UNDER $5,000	16	2.3
2	$5,000-$9,999	35	5.1
3	$10,000-$14,999	37	5.4
4	$15,000-$19,999	36	5.2
5	$20,000-$24,999	37	5.4
6	$25,000 OR MORE	14	2.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
353	PKALLCOL	NUM	2	YKALCOL	KA2 WOULD ARMY PAY FOR ENTIRE COLLEGE ED
	.			Inapplicable	336 48.6
	.D			Don't know	44 6.4
	1			YES	132 19.1
	2			NO	179 25.9
354	PKASAME	NUM	2	YKASAME	KA3 COMPAR ARMY EDUC BEN TO OTH BRANCHES
	.			Inapplicable	336 48.6
	.D			Don't know	45 6.5
	1			MORE	13 1.9
	2			LESS	27 3.9
	3			ABOUT THE SAME	270 39.1
355	PKAGIAR	NUM	2	YKAGIAR	KA4 DOES ARMY OFFER GI BILL
	.			Inapplicable	317 45.9
	.D			Don't know	61 8.8
	1			DOES OFFER	297 43.0
	2			DOES NOT OFFER	16 2.3
356	PKAGIAF	NUM	2	YKAGIAF	KA4 DOES AIR FORCE OFFER GI BILL
	.			Inapplicable	317 45.9
	.D			Don't know	105 15.2
	1			DOES OFFER	244 35.3
	2			DOES NOT OFFER	25 3.6
357	PKAGINA	NUM	2	YKAGINA	KA4 DOES NAVY OFFER GI BILL
	.			Inapplicable	317 45.9
	.D			Don't know	108 15.6
	1			DOES OFFER	237 34.3
	2			DOES NOT OFFER	29 4.2
358	PKAGIMA	NUM	2	YKAGIMA	KA4 DOES MARINE CORPS OFFER GI BILL
	.			Inapplicable	317 45.9
	.D			Don't know	107 15.5
	1			DOES OFFER	238 34.4
	2			DOES NOT OFFER	29 4.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
359	PKAYEARS	NUM	2		KA5 MINIMUM ARMY ENLISTMENT		
		.		Inapplicable		317	45.9
		.D		Don't know		55	8.0
		1				2	0.3
		2				177	25.6
		3				76	11.0
		4				62	9.0
		6				2	0.3
360	PKADEP	NUM	2	YKADEP	KA6 CAN Y JOIN ARMY DEP & ENTER YR LATER		
		.		Inapplicable		317	45.9
		.D		Don't know		59	8.5
		1		YES		301	43.6
		2		NO		14	2.0
361	PKARGJUN	NUM	2	YKAJOIN	KA8 CAN HS JRS AGE 17 JOIN RESERVE/GUARD		
		.		Inapplicable		317	45.9
		.D		Don't know		106	15.3
		1		YES		216	31.3
		2		NO		52	7.5
362	PKARGHS	NUM	2	YKARGHS	KA9 CAN ONLY HS GRADS JOIN RESERVE/GUARD		
		.		Inapplicable		533	77.1
		.D		Don't know		62	9.0
		1		YES		34	4.9
		2		NO		62	9.0
363	PKAWARD	NUM	2	YKAWARD	KA10 WHO SPONSORS SCHOLAR-ATHLETE AWARD		
		.		Inapplicable		317	45.9
		.D		Don't know		270	39.1
		1		MARINE CORPS		26	3.8
		2		NATIONAL GUARD		3	0.4
		3		ARMY RESERVE		53	7.7
		4		AIR FORCE		10	1.4
		5		NAVY		12	1.7
364	PKARGCOL	NUM	2	YKACOL	KA11 EARN COLLEGE MONEY IN RESERVE/GUARD		
		.		Inapplicable		317	45.9
		.D		Don't know		82	11.9
		1		YES		267	38.6
		2		NO		25	3.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
365	PKARGGI	NUM	2	YKARGGI	KA12 MAX GI BILL AMOUNT IN RESERVE/GUARD

.	Inapplicable	424	61.4
.D	Don't know	185	26.8
2	$1,000 TO $1,999	4	0.6
3	$2,000 TO $3,999	9	1.3
4	$4,000 TO $5,999	18	2.6
5	$6,000 TO $7,999	1	0.1
6	$8,000 TO $9,999	6	0.9
7	$10,000 OR MORE	44	6.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
366	PDDOBYY	NUM	2		DE1 YEAR PARENT WAS BORN

.	Inapplicable	11	1.6
.R	Refused	2	0.3
5		1	0.1
7		1	0.1
18		1	0.1
22		3	0.4
23		3	0.4
24		2	0.3
25		2	0.3
26		3	0.4
27		4	0.6
28		9	1.3
29		7	1.0
30		10	1.4
31		7	1.0
32		5	0.7
33		24	3.5
34		16	2.3
35		18	2.6
36		27	3.9
37		25	3.6
38		22	3.2
39		26	3.8
40		40	5.8
41		42	6.1
42		49	7.1
43		47	6.8
44		44	6.4
45		33	4.8
46		37	5.4
47		52	7.5
48		41	5.9
49		20	2.9
50		23	3.3
51		11	1.6
52		11	1.6
53		6	0.9
54		3	0.4
57		1	0.1
58		1	0.1
59		1	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
367	PDRACE	NUM	2	RACE	DE3 RACE OF PARENT

.D	Don't know	2	0.3
.R	Refused	2	0.3
1	WHITE	604	87.4
2	BLACK	70	10.1
3	ASIAN/PACIFIC IS	9	1.3
4	INDIAN/ALASKAN	4	0.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
368	PDHISP	NUM	2	YESNO	DE4 PARENT OF HISPANIC BACKGROUND

.D	Don't know	2	0.3
.R	Refused	2	0.3
1	YES	60	8.7
2	NO	627	90.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
369	PDMARITL	NUM	2	MARSTAT	DE6 MARITAL STATUS OF PARENT

.R	Refused	1	0.1
1	SINGLE	18	2.6
2	MARRIED	573	82.9
3	SEPARATED	22	3.2
4	DIVORCED	61	8.8
5	WIDOWED	16	2.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
370	PEDLEV	NUM	2	YEDLEV	DE9 PARENT'S HIGHEST LEVEL OF EDUCATION

.D	Don't know	6	0.9
7	< 8TH GRADE	10	1.4
8	8TH GRADE	18	2.6
9	9TH GRADE	11	1.6
10	10TH GRADE	26	3.8
11	11TH GRADE	13	1.9
12	12TH GRADE	276	39.9
13	1ST YR 4 YR COLL	38	5.5
14	2ND YR 4 YR COLL	38	5.5
15	3RD YR 4 YR COLL	25	3.6
16	4TH YR 4 YR COLL	75	10.9
17	5TH COL/1ST GRAD	29	4.2
18	2ND YR GRAD SCHL	18	2.6
19	3RD YR GRAD SCHL	4	0.6
20	> 3 YRS GRAD SCH	20	2.9
21	1ST YR JR/COMM	15	2.2
22	2ND YR JR/COMM	39	5.6
23	1ST VOC/BUS SCHL	11	1.6
24	2ND VOC/BUS SCHL	7	1.0
25	> 2 YRS VOC/BUS	12	1.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
371	PEDDIP	NUM	2	YHSDIPL	DE10 KIND OF HIGH SCHOOL DIPLOMA P HAS		
		.		Inapplicable		78	11.3
		1		REG H.S. DIPLOMA		549	79.5
		2		G.E.D.		53	7.7
		3		A.B.E.		2	0.3
		4		OTHR CERTIFICATE		3	0.4
		5		NONE OF ABOVE		6	0.9
372	PEMPCUR	NUM	2	PEMPCUR	DE11 IS PARENT EMPLOYED		
		1		YES, FULL-TIME		472	68.3
		2		YES, PART-TIME		82	11.9
		3		NO		137	19.8
373	PEMPEVER	NUM	2	YESNO	DE12 PARENT EVER EMPLOYED FULL TIME		
		.		Inapplicable		472	68.3
		1		YES		202	29.2
		2		NO		17	2.5
374	PEMPEASY	NUM	2	YEMPLOY	DE13 DIFFICULTY OF Y FINDING JOB FROM P		
		.D		Don't know		5	0.7
		1		ALMOST IMPOSS		80	11.6
		2		VERY DIFFICULT		170	24.6
		3		SOMWHT DIFFICULT		290	42.0
		4		NOT DIFFICULT		146	21.1
375	PDINCOME	NUM	2	PINCOME	DE29 INCOME OF PARENT		
		.D		Don't know		7	1.0
		.R		Refused		31	4.5
		1		LESS THAN 5,000		22	3.2
		2		5,001 TO 10,000		32	4.6
		3		10,001 TO 20,000		108	15.6
		4		20,001 TO 30,000		125	18.1
		5		30,001 TO 40,000		144	20.8
		6		40,001 TO 50,000		83	12.0
		7		50,001 AND ABOVE		139	20.1
376	PDMILSER	NUM	2	YESNO	DE30 HAS PARENT SERVED IN ARMED FORCES		
		1		YES		173	25.0
		2		NO		518	75.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
377	PDMILBMM	NUM	2	DOBMNTH	DE31 MONTH PARENT BEGAN MILITARY SERVICE

.	Inapplicable	518	75.0
.D	Don't know	9	1.3
1	JANUARY	17	2.5
2	FEBRUARY	9	1.3
3	MARCH	12	1.7
4	APRIL	12	1.7
5	MAY	14	2.0
6	JUNE	21	3.0
7	JULY	14	2.0
8	AUGUST	13	1.9
9	SEPTEMBER	20	2.9
10	OCTOBER	12	1.7
11	NOVEMBER	10	1.4
12	DECEMBER	10	1.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
378	PDMILBYY	NUM	2		DE31 YEAR PARENT BEGAN MILITARY SERVICE

.	Inapplicable	518	75.0
.D	Don't know	1	0.1
42		5	0.7
43		3	0.4
44		1	0.1
45		1	0.1
46		2	0.3
47		1	0.1
48		1	0.1
49		1	0.1
50		7	1.0
51		4	0.6
52		6	0.9
53		5	0.7
54		9	1.3
55		11	1.6
56		8	1.2
57		9	1.3
58		7	1.0
59		10	1.4
60		9	1.3
61		5	0.7
62		13	1.9
63		8	1.2
64		8	1.2
65		11	1.6
66		10	1.4
67		6	0.9
68		5	0.7
69		2	0.3
70		1	0.1
72		1	0.1
73		1	0.1
78		1	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
379	PDMILNOW	NUM	2	YESNO	DE32 IS PARENT STILL IN ARMED FORCES

.	Inapplicable	518	75.0
1	YES	9	1.3
2	NO	164	23.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
380	PDMILEMM	NUM	2	DOBMNTH	DE33 MONTH PARENT FINISHED ARMED FORCES

.	Inapplicable	518	75.0
.D	Don't know	13	1.9
1	JANUARY	11	1.6
2	FEBRUARY	7	1.0
3	MARCH	19	2.7
4	APRIL	13	1.9
5	MAY	18	2.6
6	JUNE	14	2.0
7	JULY	15	2.2
8	AUGUST	10	1.4
9	SEPTEMBER	14	2.0
10	OCTOBER	13	1.9
11	NOVEMBER	12	1.7
12	DECEMBER	14	2.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
381	PDMILEYY	NUM	2		DE33 YEAR PARENT FINISHED ARMED FORCES		
		.			Inapplicable	520	75.3
		.D			Don't know	7	1.0
		45				3	0.4
		46				3	0.4
		47				1	0.1
		48				1	0.1
		52				4	0.6
		53				5	0.7
		54				5	0.7
		55				6	0.9
		56				4	0.6
		57				6	0.9
		58				12	1.7
		59				5	0.7
		60				5	0.7
		61				3	0.4
		62				13	1.9
		63				5	0.7
		64				10	1.4
		65				7	1.0
		66				9	1.3
		67				12	1.7
		68				7	1.0
		69				6	0.9
		70				7	1.0
		71				5	0.7
		72				5	0.7
		73				1	0.1
		74				2	0.3
		75				2	0.3
		77				1	0.1
		83				2	0.3
		84				1	0.1
		85				1	0.1
		86				1	0.1
		89				2	0.3
		92				2	0.3
382	DEP33CHK	NUM	2	CCHECK	CONST CHECK: DE31, DE32 AND DE33 DATES		
		.			Inapplicable	691	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
383	PDMILBR	NUM	2	PDMILBR	DE34 BRANCH OF SERVICE PARENT WAS IN

.	Inapplicable	518	75.0
.D	Don't know	1	0.1
1	ARMY	83	12.0
2	NAVY	46	6.7
3	MARINES	14	2.0
4	AIR FORCE	29	4.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
384	PDCOMP	NUM	2	PDCOMP	DE35 WAS PARENT IN ROTC, GUARD, RESERVE

.	Inapplicable	608	88.0
1	YES, ROTC	6	0.9
2	YES, NAT GUARD	8	1.2
3	YES, ARMY RESERV	23	3.3
4	NO	46	6.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
385	PIWIDE	NUM	2	RANGIMP	IA IMP OF OPPORT TO FIND A JOB

.D	Don't know	7	1.0
.Q	Not on quex	88	12.7
1	NOT AT ALL IMPOR	4	0.6
2	SCALE POINT 2	8	1.2
3	SCALE POINT 3	32	4.6
4	SCALE POINT 4	90	13.0
5	VERY IMPORTANT	462	66.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
386	PISERPAR	NUM	2	RANGIMP	IA IMP OF WORKING PART-TIME

.D	Don't know	16	2.3
.Q	Not on quex	88	12.7
1	NOT AT ALL IMPOR	62	9.0
2	SCALE POINT 2	69	10.0
3	SCALE POINT 3	183	26.5
4	SCALE POINT 4	107	15.5
5	VERY IMPORTANT	166	24.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
387	RANDPEPO	NUM	2		RANORDER WHICH PE REFERENT IS FIRST ON SCREEN

.	Inapplicable	115	16.6
.Q	Not on quex	88	12.7
1	RANDOMIZATION=1	221	32.0
2	RANDOMIZATION=2	267	38.6

When a PE attribute question is asked for two referents, this variable determines which referent is presented first. One referent is always active Army; the other may be USAR, ARNG, USAF, USNA, USMC, all services, job, or college. This variable contains missing data for parents assigned the ROTC PE questions and no active Army PE questions. RANDPEPO was not used in Version 1 of the questionnaire.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
388	RANDPEPA	NUM	2		RANDPEYA PEP1,4,5 RANDOM START: ARMY & ARV/ANG

.	Inapplicable	405	58.6
.Q	Not on quex	88	12.7
1	START: A) WIDE	14	2.0
2	START: B) PHYS	12	1.7
3	START: C) PROUD	10	1.4
4	START: D) STEP	9	1.3
5	START: E) LEADER	11	1.6
6	START: F) HITECH	13	1.9
7	START: G) CIVCAR	15	2.2
8	START: H) SELCON	8	1.2
9	START: I) POTEN	12	1.7
10	START: J) MENTAL	9	1.3
11	START: K) MATURE	11	1.6
12	START: L) TRAIN	14	2.0
13	START: M) HIQUAL	14	2.0
14	START: N) CASHED	9	1.3
15	START: O) HOME	13	1.9
16	START: P) WEEKEN	15	2.2
17	START: Q) SERPAR	9	1.3

This variable contains the random start point for Perceptions/ Beliefs attributes for parents who received both active Army and either Army Reserve or Army National Guard attribute questions. All values have an equal probability of selection. RANDPEPA was not used in Version 1 of the questionnaire.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
389	RANDPEPB	NUM	2	RAND1PE	PEP1,6 RANDOM START: ARMY & AF/MC/NA/ALL

.	Inapplicable	403	58.3
.Q	Not on quex	88	12.7
1	START: A) WIDE	18	2.6
2	START: B) PHYS	6	0.9
3	START: C) PROUD	21	3.0
4	START: D) STEP	17	2.5
5	START: E) LEADER	13	1.9
6	START: F) HITECH	14	2.0
7	START: G) CIVCAR	18	2.6
8	START: H) SELCON	10	1.4
9	START: I) POTEN	13	1.9
10	START: J) MENTAL	11	1.6
11	START: K) MATURE	6	0.9
12	START: L) TRAIN	16	2.3
13	START: M) HIQUAL	17	2.5
14	START: N) CASHED	20	2.9

This variable contains the random start point for Perceptions/ Beliefs attributes for parents who received active Army as well as one other service (Air Force, Navy, Marine Corps, or all military services) attribute questions. All values have an equal probability of selection. RANDPEPB was not used in Version 1 of the questionnaire.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
390	RANDPEPC	NUM	2	RAND1PE	PEP1,7 RANDOM START: ARMY & WORK FORCE

.	Inapplicable	556	80.5
.Q	Not on quex	88	12.7
2	START: B) PHYS	2	0.3
3	START: C) PROUD	3	0.4
4	START: D) STEP	2	0.3
5	START: E) LEADER	6	0.9
6	START: F) HITECH	3	0.4
7	START: G) CIVCAR	4	0.6
8	START: H) SELCON	1	0.1
9	START: I) POTEN	3	0.4
10	START: J) MENTAL	1	0.1
11	START: K) MATURE	3	0.4
12	START: L) TRAIN	5	0.7
13	START: M) HIQUAL	9	1.3
14	START: N) CASHED	5	0.7

This variable contains the random start point for Perceptions/ Beliefs attributes for parents who received active Army and civilian job questions. All values have an equal probability of selection. RANDPEPC was not used in Version 1 of the questionnaire.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
391	RANDPEPD	NUM	2	RAND1PE	PEP1,8 RANDOM START: ARMY & COLLEGE

.	Inapplicable	560	81.0
.Q	Not on quex	88	12.7
1	START: A) WIDE	3	0.4
2	START: B) PHYS	2	0.3
3	START: C) PROUD	3	0.4
4	START: D) STEP	2	0.3
5	START: E) LEADER	4	0.6
6	START: F) HITECH	4	0.6
7	START: G) CIVCAR	4	0.6
8	START: H) SELCON	3	0.4
9	START: I) POTEN	3	0.4
10	START: J) MENTAL	4	0.6
11	START: K) MATURE	2	0.3
12	START: L) TRAIN	2	0.3
13	START: M) HIQUAL	5	0.7
14	START: N) CASHED	2	0.3

This variable contains the random start point for Perceptions/ Beliefs attributes for parents who received active Army and college questions. All values have an equal probability of selection. RANDPEPD was not used in Version 1 of the questionnaire.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
392	PVSERPAR	NUM	2	AGREEW	PE4 PART-TIME WORK: RESERVE
	.		Inapplicable	491	71.1
	.D		Don't know	4	0.6
	.Q		Not on quex	88	12.7
	1		STRONGLY DISAGR	7	1.0
	2		DISAGREE	11	1.6
	3		NEITHER	36	5.2
	4		AGREE	26	3.8
	5		STRONGLY AGREE	28	4.1
393	PGSERPAR	NUM	2	AGREEW	PE5 PART-TIME WORK: GUARD
	.		Inapplicable	504	72.9
	.D		Don't know	3	0.4
	.Q		Not on quex	88	12.7
	1		STRONGLY DISAGR	6	0.9
	2		DISAGREE	12	1.7
	3		NEITHER	23	3.3
	4		AGREE	32	4.6
	5		STRONGLY AGREE	23	3.3
394	PREPL1	NUM	8		REPLICATE WEIGHT 1
	POSITIVE			344	49.8
	ZERO			347	50.2
395	PREPL2	NUM	8		REPLICATE WEIGHT 2
	POSITIVE			371	53.7
	ZERO			320	46.3
396	PREPL3	NUM	8		REPLICATE WEIGHT 3
	POSITIVE			336	48.6
	ZERO			355	51.4
397	PREPL4	NUM	8		REPLICATE WEIGHT 4
	POSITIVE			349	50.5
	ZERO			342	49.5
398	PREPL5	NUM	8		REPLICATE WEIGHT 5
	POSITIVE			338	48.9
	ZERO			353	51.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
399	PREPL6	NUM	8		REPLICATE WEIGHT 6		
		POSITIVE				340	49.2
		ZERO				351	50.8
400	PREPL7	NUM	8		REPLICATE WEIGHT 7		
		POSITIVE				333	48.2
		ZERO				358	51.8
401	PREPL8	NUM	8		REPLICATE WEIGHT 8		
		POSITIVE				331	47.9
		ZERO				360	52.1
402	PREPL9	NUM	8		REPLICATE WEIGHT 9		
		POSITIVE				340	49.2
		ZERO				351	50.8
403	PREPL10	NUM	8		REPLICATE WEIGHT 10		
		POSITIVE				368	53.3
		ZERO				323	46.7
404	PREPL11	NUM	8		REPLICATE WEIGHT 11		
		POSITIVE				323	46.7
		ZERO				368	53.3
405	PREPL12	NUM	8		REPLICATE WEIGHT 12		
		POSITIVE				349	50.5
		ZERO				342	49.5
406	PREPL13	NUM	8		REPLICATE WEIGHT 13		
		POSITIVE				373	54.0
		ZERO				318	46.0
407	PREPL14	NUM	8		REPLICATE WEIGHT 14		
		POSITIVE				358	51.8
		ZERO				333	48.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
408	PREPL15	NUM	8		REPLICATE WEIGHT 15		
		POSITIVE				345	49.9
		ZERO				346	50.1
409	PREPL16	NUM	8		REPLICATE WEIGHT 16		
		POSITIVE				328	47.5
		ZERO				363	52.5
410	PREPL17	NUM	8		REPLICATE WEIGHT 17		
		POSITIVE				335	48.5
		ZERO				356	51.5
411	PREPL18	NUM	8		REPLICATE WEIGHT 18		
		POSITIVE				364	52.7
		ZERO				327	47.3
412	PREPL19	NUM	8		REPLICATE WEIGHT 19		
		POSITIVE				330	47.8
		ZERO				361	52.2
413	PREPL20	NUM	8		REPLICATE WEIGHT 20		
		POSITIVE				328	47.5
		ZERO				363	52.5
414	PREPL21	NUM	8		REPLICATE WEIGHT 21		
		POSITIVE				332	48.0
		ZERO				359	52.0
415	PREPL22	NUM	8		REPLICATE WEIGHT 22		
		POSITIVE				353	51.1
		ZERO				338	48.9
416	PREPL23	NUM	8		REPLICATE WEIGHT 23		
		POSITIVE				338	48.9
		ZERO				353	51.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
417	PREPL24	NUM	8		REPLICATE WEIGHT 24		
		POSITIVE				354	51.2
		ZERO				337	48.8
418	PREPL25	NUM	8		REPLICATE WEIGHT 25		
		POSITIVE				334	48.3
		ZERO				357	51.7
419	PREPL26	NUM	8		REPLICATE WEIGHT 26		
		POSITIVE				342	49.5
		ZERO				349	50.5
420	PREPL27	NUM	8		REPLICATE WEIGHT 27		
		POSITIVE				334	48.3
		ZERO				357	51.7
421	PREPL28	NUM	8		REPLICATE WEIGHT 28		
		POSITIVE				330	47.8
		ZERO				361	52.2
422	PREPL29	NUM	8		REPLICATE WEIGHT 29		
		POSITIVE				337	48.8
		ZERO				354	51.2
423	PREPL30	NUM	8		REPLICATE WEIGHT 30		
		POSITIVE				335	48.5
		ZERO				356	51.5
424	PREPL31	NUM	8		REPLICATE WEIGHT 31		
		POSITIVE				346	50.1
		ZERO				345	49.9
425	PREPL32	NUM	8		REPLICATE WEIGHT 32		
		POSITIVE				358	51.8
		ZERO				333	48.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
426	PXAD12AR	NUM	2	YXADF	UNAIDED + AIDED RECALL ACTIVE ARMY ADS
	1			RECALLS AD	614 88.9
	2			DOESN'T RECALL	77 11.1
427	PXAD12RO	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY ROTC ADS
	1			RECALLS AD	352 50.9
	2			DOESN'T RECALL	339 49.1
428	PXAD12NG	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY NATL GUARD
	1			RECALLS AD	381 55.1
	2			DOESN'T RECALL	310 44.9
429	PXAD12RV	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY RESERVE ADS
	1			RECALLS AD	392 56.7
	2			DOESN'T RECALL	299 43.3
430	PXAD12AF	NUM	2	YXADF	UNAIDED + AIDED RECALL AIR FORCE ADS
	1			RECALLS AD	508 73.5
	2			DOESN'T RECALL	183 26.5
431	PXAD12NA	NUM	2	YXADF	UNAIDED + AIDED RECALL NAVY ADS
	1			RECALLS AD	493 71.3
	2			DOESN'T RECALL	198 28.7
432	PXAD12MC	NUM	2	YXADF	UNAIDED + AIDED RECALL MARINE CORPS ADS
	1			RECALLS AD	543 78.6
	2			DOESN'T RECALL	148 21.4
433	PXAD12CG	NUM	2	YXADF	UNAIDED + AIDED RECALL COAST GUARD ADS
	1			RECALLS AD	279 40.4
	2			DOESN'T RECALL	412 59.6
434	PXAD12AL	NUM	2	YXADF	UNAIDED + AIDED RECALL JRAP ADS
	1			RECALLS AD	291 42.1
	2			DOESN'T RECALL	400 57.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
435	PXKAEARN	NUM	2	YXKAF	KNOW: EARN MONEY FOR COLLEGE IN ARMY

.	Inapplicable	317	45.9
1	KNOWS ANSWER	328	47.5
2	INCORRECT ANSWER	46	6.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
436	PXKAEDBN	NUM	2	YXKAF	KNOW: AMOUNT OF ARMY EDUCATION BENEFITS

.	Inapplicable	317	45.9
1	KNOWS ANSWER	87	12.6
2	INCORRECT ANSWER	287	41.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
437	PXKASAME	NUM	2	YXKAF	KNOW: COMPAR ARMY ED BEN TO OTH BRANCHES

.	Inapplicable	317	45.9
1	KNOWS ANSWER	13	1.9
2	INCORRECT ANSWER	361	52.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
438	PXKAGIAR	NUM	2	YXKAF	KNOW: DOES THE ARMY OFFER THE GI BILL

.	Inapplicable	317	45.9
1	KNOWS ANSWER	297	43.0
2	INCORRECT ANSWER	77	11.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
439	PXKAGIAF	NUM	2	YXKAF	KNOW: DOES THE AIR FORCE OFFER GI BILL

.	Inapplicable	317	45.9
1	KNOWS ANSWER	244	35.3
2	INCORRECT ANSWER	130	18.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
440	PXKAGINA	NUM	2	YXKAF	KNOW: DOES THE NAVY OFFER THE GI BILL

.	Inapplicable	317	45.9
1	KNOWS ANSWER	237	34.3
2	INCORRECT ANSWER	137	19.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
441	PXKAGIMA	NUM	2	YXKAF	KNOW: DOES MARINE CORPS OFFER GI BILL

.	Inapplicable	317	45.9
1	KNOWS ANSWER	238	34.4
2	INCORRECT ANSWER	136	19.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
442	PXKAYRS	NUM	2	YXKAF	KNOW: MINIMUM ARMY ENLISTMENT

.	Inapplicable	317	45.9
1	KNOWS ANSWER	177	25.6
2	INCORRECT ANSWER	197	28.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
443	PXKADEP	NUM	2	YXKAF	KNOW: CAN Y JOIN ARMY DEP, ENTER YR LATR
	.			Inapplicable	317 45.9
	1			KNOWS ANSWER	301 43.6
	2			INCORRECT ANSWER	73 10.6
444	PXKARGJN	NUM	2	YXKAF	KNOW: CAN HS JRS AGE 17 JOIN RESERVE/NG
	.			Inapplicable	317 45.9
	1			KNOWS ANSWER	216 31.3
	2			INCORRECT ANSWER	158 22.9
445	PXKARGHS	NUM	2	YXKAF	KNOW: CAN ONLY HS GRADS JOIN RESERVE/NG
	.			Inapplicable	317 45.9
	1			KNOWS ANSWER	278 40.2
	2			INCORRECT ANSWER	96 13.9
446	PXKAWARD	NUM	2	YXKAF	KNOW: WHO SPONSORS SCHOLAR-ATHLETE AWARD
	.			Inapplicable	317 45.9
	1			KNOWS ANSWER	53 7.7
	2			INCORRECT ANSWER	321 46.5
447	PXKARGCL	NUM	2	YXKAF	KNOW: EARN COLLEGE MONEY IN RESERVE/NG
	.			Inapplicable	317 45.9
	1			KNOWS ANSWER	267 38.6
	2			INCORRECT ANSWER	107 15.5
448	PXKARGGI	NUM	2	YXKAF	KNOW: MAX GI BILL AMOUNT IN RESERVE/NG
	.			Inapplicable	317 45.9
	1			KNOWS ANSWER	18 2.6
	2			INCORRECT ANSWER	356 51.5

Appendix F. INTRODUCTION TO PARNVERB FILE

Summary. The PARNVERB file is a separate data file containing unitized responses to the verbatim questions in the ACOMS questionnaire (KR-15 and KR-17). Based on aided and unaided responses to the Knowledge-Recall section of the ACOMS questionnaire, parent respondents were asked for verbatim impressions relating to Army advertising messages (if they recalled seeing or hearing Army ads), and for impressions of one other service or component that they recalled. These questions are labeled KR-15 for Army and KR-17 for other services (see Question Bank section of this manual).

Subsequent to data collection, the ACOMS data preparation staff reviewed these verbatim responses and unitized them according to the coding scheme described in Table 2. Unitization is the process of separating the respondent's verbatim answers into discrete blocks of text corresponding to a single idea or thought, and assigning codes to those blocks (or units). The result is the PARNVERB file, which contains all available unitized responses to KR-15 and KR-17 for the parents in the main survey data file "PARNMAIN." PARNVERB is distinct from PARNMAIN both because of the emphasis on verbatim text rather than numeric codes, and because of the intermediate coding activity that was performed on the data.

Relationship of PARNVERB to Hard Copy Questionnaire

Before using the PARNVERB data file, it may be useful to review briefly the Knowledge-Recall section of the ACOMS annotated questionnaire. Notice that a respondent is first asked which service or component advertisements he can recall without aid (KR-1). This is followed by testing the respondent's aided recall for those services or components not mentioned in KR-1 (KR-5 through KR-13).

If the parent recalled an Army advertisement either in KR-1 (unaided) or in KR-6 (aided), he or she is asked KR-15 (the verbatim impressions of Army ad messages). One service or component is then selected randomly from all other military advertising recalled (aided or unaided), and the respondent's impressions are collected in KR-17. Note that, depending on the parent's responses to KR-1 through KR-13, he or she may be asked either KR-15 or KR-17, or both, or neither.

File Layout of PARNVERB

A complete listing of variables on the PARNVERB data file is shown in Table 1. The observations are sorted by CASEID and YUTHNUM, to match the PARNMAIN file; they are further sorted by UNISCRN, so that the KR-15 unitized responses always precede those for KR-17 for any parent.

Table 1

Contents of the PARNVERB Data File

NUMBER OF OBSERVATIONS: NUMBER OF VARIABLES: 8

----LIST OF VARIABLES AND ATTRIBUTES-----

#	VARIABLE	TYPE	LENGTH	LABEL
1	CASEID	CHAR	8	HOUSEHOLD ID NUMBER
2	YUTHNUM	CHAR	2	YOUTH ID NUMBER
3	UNISCRN	CHAR	8	QUESTION NUMBER: PARENT
4	UNIUNIT	NUM	2	RESPONSE UNIT NUMBER: PARENT
5	UNISUB	NUM	2	RESPONSE SUBUNIT NUMBER: PARENT
6	UNICODE	NUM	3	CODING CATEGORY: PARENT
7	UNITEXT	CHAR	45	VERBATIM TEXT OF RESPONSE: PARENT
8	SERVICE	NUM	2	SERVICE OR COMPONENT REFERENCED: PARENT

Multiple Records: UNIUNIT and UNISUB. For each verbatim question, the response may contain up to five unitizations, e.g., the parent may have mentioned up to five distinct impressions in his response. These unitizations are contained in the variable UNIUNIT, which can range from 1 to 5, per screen, per parent; UNIUNIT indicates the number of the unitized response. Because the text field (UNITEXT), which contains the actual unitized response, is limited to 45 characters, and because it is possible for a unitized response to exceed those 45 characters, the variable UNISUB indicates the subrecord number within a single unitized response.

For instance, a parent with three brief responses to KR-15 might have three KR-15 observations--the first with UNIUNIT = 1 and UNISUB = 1, the second with UNIUNIT = 2 and UNISUB = 1, and the third with UNIUNIT = 3 and UNISUB = 1. Another parent with a single unitized response to KR-15, in excess of 45 characters, might have two KR-15 observations--the first with UNIUNIT = 1 and UNISUB = 1, and the second with UNIUNIT = 1 and UNISUB = 2.

Other PARNVERB variables: UNISCRN, UNICODE, UNITEXT and SERVICE. For each observation, the PARNVERB data file contains these four variables. UNISCRN refers to the Question Bank screen number, and will be either KR15 or KR17 for all observations.

UNICODE is the code assigned by the ACOMS data prep staff to indicate the nature of the unitized response (see Table 2 for coding scheme). UNITEXT is the actual text of the unitized verbatim response, as recorded by the telephone interviewers. SERVICE indicates which service or component the verbatim question for that observation is referring to; note that, since a 0 in SERVICE refers to Army, all KR-15 observations will have SERVICE = 0, while all KR-17 observations will have a nonzero value in SERVICE.

Table 2

Coding Scheme for UNICODE on PARNVERB

.	INAPPLICABLE
.R	REFUSED
.D	DK
.N	NOT ASCERTAINED
100	SERVICE
110	SERVE COMMUNITY
120	SERV AMR IN HTWN
130	PT MIL & CIV JOB
140	TIME HONOR TRAD
150	EXPER PROUD OF
161	SERVE COUNTRY
200	CHALLENGE
210	PHYSICAL CHALENG
220	MENTAL CHALLENGE
300	JOB/CAREER DEVLP
310	TRAINING OPPRTUN
320	JOB OPPRTUNS
330	WRK HITECH EQUIP
340	CIV CAREER DEVLP
351	VOCATIONAL TRAIN
400	SELF-DEVELOPMENT
410	DEV LEADER SKILL
420	DEV SELF-CONFID
430	DEV MATURE PERSN
440	DEV POTENTIAL
450	ADVTG OVER COLLG
460	WRK HIQUAL PEOPL
471	DEV DISCIPLINE
481	DEVELOP PRIDE
500	MONEY/BENEFITS
600	EDUC/BENEFITS
700	TRAVEL
800	FRAGMENT IMPRESN
810	EXCITNG WEEKENDS
821	ADVENTURE
822	EXCITEMENT
823	FUN
831	RESPECT
841	OPPORTUNITY
851	LEARNING
861	EXPERIENCE
871	HELPING
881	BETTER FUTURE
900	OTHER
911	DETAILS/DESCR AD
921	SLOGAN RECALL
931	DISBELIEF IN AD
941	IGNORES ADS
951	JOIN/ENLIST
961	POS MISC COMMENT
971	NEG MISC COMMENT

Relationship of PARNVERB to the PARNMAIN Data File

Matching Observations. As mentioned above, there may be multiple PARNVERB observations for each record in PARNMAIN. Every observation in PARNVERB will match a parent record in PARNMAIN, although, because of skip patterns, not every record in PARNMAIN necessarily has a corresponding set of PARNVERB observations.

Key Variables on PARNMAIN: PKRMSGAR and PKRMSGOT. In addition to the analytic Knowledge-Recall variables which determine the verbatim questions a parent will receive, Westat has derived two variables (on PARNMAIN) to aid analysis. PKRMSGAR indicates the status of the parent's response to KR-15: 1 = received KR15 and has one or more PARNVERB observations, 2 = answers to KR-1 through KR-13 cause KR-15 to be skipped, and .D = answered "Don't Know" to KR-15. PKRMSGOT contains the status of the parent's response to KR-17, using the same format. Note that refusals and don't-knows to KR-15 and KR-17 were not unitized, because of the lack of text. Frequencies for PKRMSGAR and PKRMSGOT are shown in Tables 3.A and 3B.

Table 3A

Frequencies for PKRMSGAR and PKRMSGOT on PARNMAIN, Fall Quarter

STATUS OF KR VERBATIM RESPONSE: ARMY

PKRMSGAR	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.D	31	5.6	31	5.6
VALID ANSWER	469	84.2	500	89.8
Q NOT ASKED	57	10.2	557	100.0

STATUS OF KR VERBATIM RESPONSE: NON-ARMY

PKRMSGOT	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.D	63	11.3	63	11.3
VALID ANSWER	476	85.5	539	96.8
Q NOT ASKED	18	3.2	557	100.0

Table 3B

Frequencies for PKRMSGAR and PKRMSGOT on PARNMAIN, Winter Quarter

STATUS OF KR VERBATIM RESPONSE: ARMY

PKRMSGAR	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.D	25	3.6	25	3.6
VALID ANSWER	589	85.2	614	88.9
Q NOT ASKED	77	11.1	691	100.0

STATUS OF KR VERBATIM RESPONSE: NON-ARMY

PKRMSGOT	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.D	69	10.0	69	10.0
VALID ANSWER	604	87.4	673	97.4
Q NOT ASKED	18	2.6	691	100.0

Features of the PARNVERB Data Files

PARNVERB for Fall Quarter consists of 1527 total observations, representing 516 of the 557 parents in PARNMAIN. As Table 3A shows, there are 469 sets of observations for KR-15 and 476 sets for KR-17.

PARNVERB for Winter quarter consists of 1966 total observations, representing 651 of the 691 parents in PARNMAIN. As Table 3B shows, there are 589 sets of observations for KR-15 and 604 sets for KR-17.

Table 4

Format for SERVICE on PARNVERB

0	ARMY
1	AIR FORCE
2	ROTC
3	ARMY NATL GUARD
4	ARMY RESERVE
5	COAST GUARD
6	MARINES
7	NAVY
8	ALL SERVICES

Table 5

Frequencies for Service, Fall Quarter

CODING CATEGORY: PARENT

SERVICE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ARMY	811	53.1	811	53.1
AIR FORCE	111	7.3	922	60.4
ROTC	62	4.1	984	64.4
ARMY NATL GUARD	77	5.0	1061	69.5
ARMY RESERVE	65	4.3	1126	73.7
COAST GUARD	25	1.6	1151	75.4
MARINES	137	9.0	1288	84.3
NAVY	100	6.5	1388	90.9
ALL SERVICES	139	9.1	1527	100.0

Table 6

Frequencies for UNICODE for KR15, Parents, Fall Quarter

CODING CATEGORY: PARENT

UNICODE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
100	11	1.4	11	1.4
161	35	4.3	46	5.7
200	5	0.6	51	6.3
210	2	0.2	53	6.5
300	159	19.6	212	26.1
310	2	0.2	214	26.4
320	10	1.2	224	27.6
330	3	0.4	227	28.0
340	4	0.5	231	28.5
351	3	0.4	234	28.9
400	25	3.1	259	31.9
410	5	0.6	264	32.6
430	6	0.7	270	33.3
440	18	2.2	288	35.5
450	9	1.1	297	36.6
500	26	3.2	323	39.8
600	166	20.5	489	60.3
700	28	3.5	517	63.7
821	8	1.0	525	64.7
822	5	0.6	530	65.4
823	4	0.5	534	65.8
841	36	4.4	570	70.3
851	11	1.4	581	71.6
861	3	0.4	584	72.0
871	1	0.1	585	72.1
881	16	2.0	601	74.1
900	95	11.7	696	85.8
921	4	0.5	700	86.3
931	4	0.5	704	86.8
941	3	0.4	707	87.2
951	31	3.8	738	91.0
961	31	3.8	769	94.8
971	6	0.7	775	95.6
981	36	4.4	811	100.0

Table 7

Frequencies for UNICODE for KR17, Parents, Fall Quarter

CODING CATEGORY: PARENT

UNICODE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
100	5	0.7	5	0.7
110	3	0.4	8	1.1
120	6	0.8	14	2.0
130	11	1.5	25	3.5
161	41	5.7	66	9.2
200	4	0.6	70	9.8
220	1	0.1	71	9.9
300	112	15.6	183	25.6
310	3	0.4	186	26.0
330	4	0.6	190	26.5
340	10	1.4	200	27.9
351	1	0.1	201	28.1
400	17	2.4	218	30.4
410	3	0.4	221	30.9
430	2	0.3	223	31.1
440	5	0.7	228	31.8
450	3	0.4	231	32.3
471	1	0.1	232	32.4
500	23	3.2	255	35.6
600	90	12.6	345	48.2
700	28	3.9	373	52.1
810	7	1.0	380	53.1
821	11	1.5	391	54.6
822	1	0.1	392	54.7
823	3	0.4	395	55.2
831	1	0.1	396	55.3
841	12	1.7	408	57.0
851	9	1.3	417	58.2
871	1	0.1	418	58.4
881	10	1.4	428	59.8
900	115	16.1	543	75.8
921	7	1.0	550	76.8
941	7	1.0	557	77.8
951	24	3.4	581	81.1
961	31	4.3	612	85.5
971	6	0.8	618	86.3
981	98	13.7	716	100.0

Table 8

Frequencies for SERVICE, Winter Quarter

SERVICE OR COMPONENT REFERENCED: PARENT

SERVICE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ARMY	1073	54.6	1073	54.6
AIR FORCE	158	8.0	1231	62.6
ROTC	76	3.9	1307	66.5
ARMY NATL GUARD	87	4.4	1394	70.9
ARMY RESERVE	76	3.9	1470	74.8
COAST GUARD	42	2.1	1512	76.9
MARINES	176	9.0	1688	85.9
NAVY	125	6.4	1813	92.2
ALL SERVICES	153	7.8	1966	100.0

Table 9

Frequencies for UNICODE for KR17, Parents, Winter Quarter

CODING CATEGORY: PARENT

UNICODE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
100	15	1.4	15	1.4
161	48	4.5	63	5.9
200	11	1.0	74	6.9
210	4	0.4	78	7.3
300	203	18.9	281	26.2
310	2	0.2	283	26.4
320	6	0.6	289	26.9
330	1	0.1	290	27.0
340	17	1.6	307	28.6
351	2	0.2	309	28.8
400	31	2.9	340	31.7
410	4	0.4	344	32.1
420	2	0.2	346	32.2
430	6	0.6	352	32.8
440	22	2.1	374	34.9
450	15	1.4	389	36.3
471	2	0.2	391	36.4
500	28	2.6	419	39.0
600	236	22.0	655	61.0
700	42	3.9	697	65.0
810	2	0.2	699	65.1
821	7	0.7	706	65.8
822	10	0.9	716	66.7
823	6	0.6	722	67.3
841	55	5.1	777	72.4
851	20	1.9	797	74.3
861	9	0.8	806	75.1
871	1	0.1	807	75.2
881	21	2.0	828	77.2
900	94	8.8	922	85.9
921	6	0.6	928	86.5
931	2	0.2	930	86.7
941	15	1.4	945	88.1
951	38	3.5	983	91.6
961	39	3.6	1022	95.2
971	7	0.7	1029	95.9
981	44	4.1	1073	100.0

Table 10

Frequencies for UNICODE for KR17, Parents, Winter Quarter

CODING CATEGORY: PARENT

UNICODE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
100	17	1.9	17	1.9
110	3	0.3	20	2.2
120	5	0.6	25	2.8
130	23	2.6	48	5.4
161	41	4.6	89	10.0
200	2	0.2	91	10.2
210	1	0.1	92	10.3
220	1	0.1	93	10.4
300	120	13.4	213	23.9
330	1	0.1	214	24.0
340	4	0.4	218	24.4
400	23	2.6	241	27.0
410	5	0.6	246	27.5
430	2	0.2	248	27.8
440	5	0.6	253	28.3
450	1	0.1	254	28.4
481	1	0.1	255	28.6
500	31	3.5	286	32.0
600	111	12.4	397	44.5
700	49	5.5	446	49.9
810	2	0.2	448	50.2
821	9	1.0	457	51.2
822	9	1.0	466	52.2
823	3	0.3	469	52.5
841	44	4.9	513	57.4
851	8	0.9	521	58.3
861	8	0.9	529	59.2
871	1	0.1	530	59.4
881	5	0.6	535	59.9
900	143	16.0	678	75.9
911	1	0.1	679	76.0
921	13	1.5	692	77.5
931	1	0.1	693	77.6
941	17	1.9	710	79.5
951	22	2.5	732	82.0
961	32	3.6	764	85.6
971	9	1.0	773	86.6
981	120	13.4	893	100.0

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ACOMS QUARTERLY REPORT (FY 87-1)

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ACOMS QUARTERLY REPORT (FY1987-1)

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INTRODUCTION

A central component of the Army Communications Objectives Measurement System (ACOMS) is a tracking survey designed to monitor responses of a national sample of youth on an ongoing basis. The quarterly reports summarize the major variables that the Army will track in assessing the effectiveness of Army advertising. They are intended to provide timely information for Army policy makers and advertising planners regarding key market responses that are expected to be sensitive to changes in the Army's advertising plans. The data "snapshots" provided by the quarterly reports will be supplemented by in-depth analyses of various issues (described in separate volumes discussing the overall ACOMS design and analyses plans) that will be provided to the Army as available on an ongoing basis. In addition, the data will be made available to the Army shortly after the close of each quarter, making it possible for the Army to do supplementary analyses as needed.

The content and format of the quarterly reports were determined in consultation with the ACOMS Special Advisory Group (SAG), and are intended to remain stable over at least the first year of data collection. Each report consists of a set of tables, each accompanied by brief descriptions of the major findings in the table. These tables and brief summaries are followed by a section that presents the major highlights of the quarterly data and our interpretation of these findings vis a vis the Army's advertising plans.

The body of the report is accompanied by information cards for each of the tables presented. On the front of each card are:

- A general statement describing the contents of the table;
- A brief description of the relevant subpopulations represented in the table; and
- Special Notes and Cautions, which provide information regarding the data that are not immediately obvious, but are necessary for accurate interpretation of the data.

The back of each information card is a Question Key containing a list of relevant questions matched with column headings and variable names.

In addition to these information cards, the quarterly report will contain a set of appendices that include an overview of the ACOMS sample groups, standard error tables for use with the data tables, and a list of references for readers who want more detailed technical information about various aspects of the ACOMS survey.

Each quarterly report will contain the following tables:

QUARTERLY TABLES

TABLE 1: Percentage Regularly Viewing or Listening to Programs with Army Advertising [Media Habits]

TABLE 2: Percentage Seeing/Hearing Military Advertising [Knowledge/Recall (Unaided)]

TABLE 3: Percentage Seeing/Hearing Military Advertising [Knowledge/Recall (Unaided + Aided)]

TABLE 4: Percentage Answering Knowledge of Army Benefits & Offers Questions Correctly [Knowledge]

TABLE 5: Percentage "Agree Somewhat" or "Agree Completely" with Active Army Attribute Statements [Perceptions (Active Army)]

TABLE 6: Percentage "Agree Somewhat" or "Agree Completely" with Army ROTC Attribute Statements [Perceptions (Army ROTC)]

TABLE 7: Percentage "Agree Somewhat" or "Agree Completely" with Army Reserve Attribute Statements [Perceptions (Army Reserve)]

TABLE 8: Percentage "Agree Somewhat" or "Agree Completely" with Army National Guard Attribute Statements [Perceptions (Army National Guard)]

TABLE 9: Percentage Taking Actions Relating to Enlistment During the Past Six Months [Behavior]

TABLE 10: Percentage with Intention to Enlist in Army Components [Intention to Enlist]

TABLE 11: Percentage Rating Opportunities "Somewhat Important" or "Very Important" to Plans for the Next Year [Importance of Attributes]

TABLE 12: Percentage Seeing/Hearing Military Advertising [Knowledge/Recall (Unaided)]--PMAS Monthly Totals

TABLE 13: Percentage "Agree Somewhat" or "Agree Completely" with Active Army Attribute Statements [Perceptions (Active Army)]--PMAS Monthly Totals

TABLE 14: Percentage with Intention to Enlist in Army Components [Intention to Enlist]--PMAS Monthly Totals

General table structure. Tables 1-11 present data for the youth interviews conducted during the quarter, while Tables 12-14 provide monthly data for selected variables. The quarterly table structures are generally uniform, and are described briefly below. Tables 7 and 8 and the monthly tables present less detailed sample breakdowns because of smaller N sizes.

Columns. The columns in each table represent alternative responses to a question, or responses to a series of questions regarding a general topic. For example, Table 2 shows the percentages of youth who stated, in response to a general question, that they recalled advertising for any of the Army components or other military services. The possible alternative responses are shown as columns in Table 2. As another type, Table 5 shows the percentage of youth who agreed with a list of statements regarding various Army attributes. The table columns represent the various attributes (e.g., job variety, physical challenge, mental challenge) to which youth are responding.

Rows. The table rows represent different subpopulations of interest to the Army advertising and recruiting effort. For each row, the number of respondents who answered the question is indicated in the "N" column. These numbers differ across tables, because some core questions were asked of all youth, whereas others were "rotating," i.e., asked only of subsets of respondents. Details on the questionnaire structure can be found in separate volumes on The ACOMS Survey Design and The ACOMS Survey Analysis Plan. The information cards accompanying the quarterly reports provide further detail regarding the individuals who responded to the questions in each table.

Each table is comprised of three panels that represent three major subpopulations: (1) the Primary Male Sample (PMS); (2) All Youth; and (3) the Primary Male Analytic Sample (PMAS). Definitions and further subdivisions for each is provided below:

- The PMS includes male youth who are high school diploma graduates and those who are currently enrolled in regular high school or college. The PMS youth are divided into educational and work status categories that define key target markets for the different Army components. These are:

  - College Juniors and Seniors - This subgroup includes juniors and seniors currently enrolled in a four year college or university. Junior and senior status is determined by credit completed rather than by number of years in attendance.

- College Freshmen and Sophomores - This subgroup includes freshmen and sophomores currently enrolled in a four year university or a two or four year college. Freshman and sophomore status is determined by credit completed rather than by number of years in attendance.

- High School Students (College Bound) - Students currently enrolled in a regular high school program who answered either DEFINITELY or PROBABLY when asked how likely it is that they will attend college (IP-14) are included in this subgroup.

- High School Students (Work Bound) - Currently enrolled regular high school students who answered either DEFINITELY NOT or PROBABLY NOT when asked how likely it is that they will attend college (IP-14), those who do not know if they will attend college, and those who refused to answer questions about future college plans are included in this subgroup.

- High School Graduates, Not Currently Enrolled - This subgroup is composed of high school diploma graduates who are not currently enrolled in a two or four year college or university. Also included are non-diploma graduates (e.g. those who received a GED) who have completed at least one year of college and who are not currently enrolled and a small number of youth who are in the fifth year of a five year college.

- The "All Youth" panel includes all male and female youth interviewed. In addition to the PMS, the male sample here includes the Secondary Male Sample (SMS)--those who have dropped out before completing high school, those who have a certificate of high school completion such as the GED, but have not earned a regular high school diploma and who have completed less than one year of college. The tables present data in this panel separately for Males and Females.

- The third panel represents the Primary Male Analytic Sample (PMAS), which is intended to parallel the population surveyed by the Youth Attitude Tracking Survey (YATS). The PMAS includes all PMS except: youth who have ever been in college ROTC, youth currently enrolled in junior and senior years of college, and youth who have completed at least two years of college.

The PMAS panel is further divided by Recruiting Brigade (First, Second, Fourth, Fifth and Sixth) and by age (16-17 years; 18-19 years; 20-21 years; and 22-24 years.) See Appendix D for a map of the recruiting brigades.

Table Entries. Table entries consist of percentages of youth who have responded as indicated by the table. All percentages are based on the number of youth respondents weighted up to their actual number in the population (For a discussion of the rationale and process of sample weighting, see the report on The ACOMS Survey Design). Percentages are calculated based on the number of youth (weighted) found within the subpopulation represented in the row.

Certain sections of the tables have asterisks (*) instead of numerical entries. In such cases the numbers of respondents who answered to the relevant questions within a particular subpopulation (row) were too small to provide any confidence in the data. A minimum of 30 respondents within a row was required for an entry to be included.

Examples. A walk-through of portions from two tables will help in the correct interpretation of all quarterly report tables. The portions were taken from the first report which covers the October-December 1986 collection period.

The first portion is drawn from the middle of Table 2, titled "Percentage Seeing/Hearing Military Advertising" and presents the responses given to the question: "Thinking about all forms of advertising, for which military services do you recall seeing or hearing any advertising?" This table is based on responses of the full youth sample (N=1,787) as is reported in the TOTAL row under the ALL YOUTH sample group heading in Figure 1. Seven other aspects of the table are highlighted in the figure, showing the reader how to interpret row and column heading, N's, and table values.

It is critically important for the reader to remember that the N's in every table are actual numbers of cases while the percentages are weighted to be nationally representative of the subgroups. This means that the number of cases underlying a percentage cannot be determined from the table. The weighting procedure is briefly described in Appendix B.

A second important feature of all tables is that percentages are not calculated either within columns or across rows, and therefore do not sum to 100%. Rather they are based on the number of respondents offering a particular response, as in Figure 1, or replying yes to a question as in Figure 2. The 89.3 weighted percent highlighted in Figure 1 is the proportion of college juniors and seniors who recalled advertising for the active Army; by implication, a weighted percent of 10.7 did not recall such advertising. The number does not represent the

proportion of respondents mentioning the active Army who are college juniors or seniors, and neither does it represent the proportion of college juniors and seniors recalling any advertising who mentioned the active Army specifically.

Unlike the table in Figure 1, the table portion shown in Figure 2 is based on a subsample of youth respondents who answered questions regarding their media habits: "Please tell me if you watch any of the following TV shows regularly." The complete table is Table 1 in the first quarterly report and is titled "Percentage Regularly Viewing or Listening to Programs with Army Advertising." Less than the full sample was asked the questions because (1) it is part of a rotating module administered to a randomly selected half of the youth, and (2) a "gate" question preceded them (alluded to in the table title) which pared down the number of respondents even further. Only youth who answered yes to the gate question, "Do you regularly watch TV?" were asked about specific programs. The values in the table, therefore, do not reveal the program preferences of people who did not describe themselves as regular viewers or listeners.

Both of the sample-limiting factors are described on the information card for Table 1, contained in the pocket inside the front cover of this binder. The cards are designed to quickly inform the reader of the sample underlying each table and are invaluable for accurate interpretation of table contents.

Five aspects of the table portion in Figure 2 are highlighted, most providing the correct interpretation of a number. If a reader were to plunge into reading the table without benefit of its information card, the first hint that the respondents are a subsample would come from the PMS total N. Instead of 1,271, as shown in the Figure 1 table based on the entire sample, it numbers only 395. One consequence of the smaller N is larger confidence intervals around any sample estimate, as discussed in Appendix B.

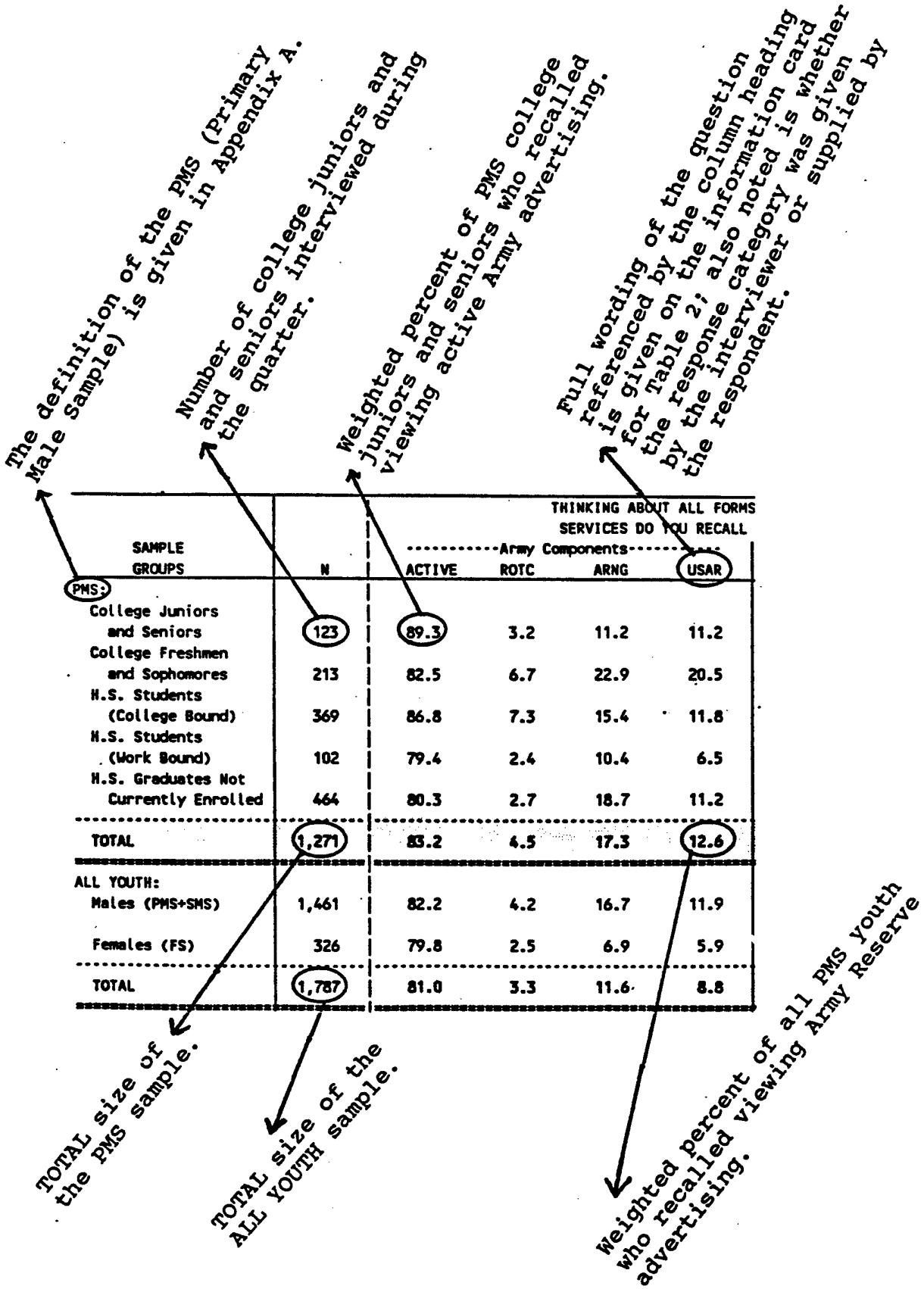
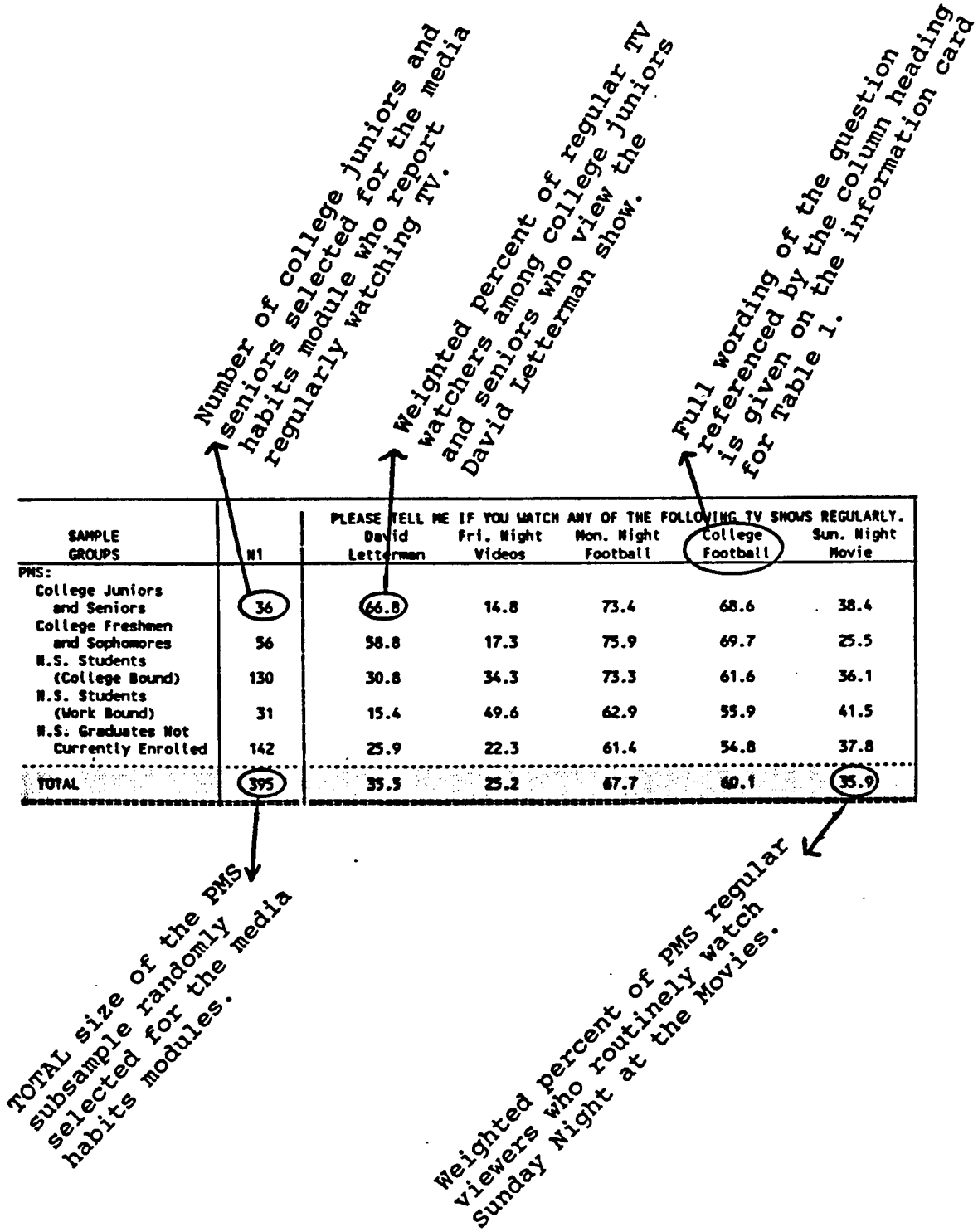


Figure 1. First portion, from Table 2, with interpretations.



SAMPLE GROUPS	N1	PLEASE TELL ME IF YOU WATCH ANY OF THE FOLLOWING TV SHOWS REGULARLY. David Letterman	Fri. Night Videos	Mon. Night Football	College Football	Sun. Night Movie
PMS:						
College Juniors and Seniors	36	66.8	14.8	73.4	68.6	38.4
College Freshmen and Sophomores	56	58.8	17.3	75.9	69.7	25.5
H.S. Students (College Bound)	130	30.8	34.3	73.3	61.6	36.1
H.S. Students (Work Bound)	31	15.4	49.6	62.9	55.9	41.5
H.S. Graduates Not Currently Enrolled	142	25.9	22.3	61.4	54.8	37.8
TOTAL	395	35.5	25.2	67.7	60.1	35.9

Figure 2. Second portion, from Table 1, with interpretations.

FIRST QUARTER 1987

INTRODUCTION

This report represents data collected from the inception of survey data collection on October 13, 1986, through December 31, 1986.

During this first quarter of data collection, a total of 1,787 youth interviews were completed. The following table presents the raw numbers of cases interviewed in various sample groups. These are the sample groups presented in the Tables following. Since ACOMS represents a weighted sample to adjust for differential sampling rates, differential telephone coverage and non-random non-response, the table also presents the proportions each group represents of the weighted sample.

SAMPLE GROUP	N	Percent
PMS:		
College Juniors and Seniors	123	12.4
College Freshmen and Sophomores	213	17.2
H.S. Students (College Bound)	369	22.2
H.S. Students (Work Bound)	102	6.1
H.S. Graduates Not Enrolled	464	42.2
TOTAL	1271	
ALL YOUTH:		
Males (PMS + SMS)	1461	48.2
Females (FS)	326	51.8
TOTAL	1787	
PMAS:		
1st Rctg Bde	202	19.4
2nd Rctg Bde	181	20.3
4th Rctg Bde	313	26.1
5th Rctg Bde	212	18.2
6th Rctg Bde	129	16.0
16-17 Years Old	431	32.8
18-19 Years Old	278	27.9
20-21 Years Old	155	17.3
22-24 Years Old	173	22.0
TOTAL	1037	

TABLE 1

PERCENTAGE REGULARLY VIEWING OR LISTENING TO PROGRAMS WITH ARMY ADVERTISING

Table 1 shows the percentages of TV viewers and radio listeners in the sample groups who regularly watched or listened to programs on which the Army advertised during the quarter.

RESPONDENTS

- Half of the youth sample was randomly selected to receive questions about viewing and listening habits.
- Of these, only respondents who claimed to be regular television viewers (**N1**) or regular radio listeners (**N2**) are included in the table.

SPECIAL NOTES AND CAUTIONS

- The Question Key lists first quarter TV and radio shows. Changes across quarters will be shown on addenda to this information card.

(TURN OVER FOR QUESTION KEY)

TABLE 1

PERCENTAGE REGULARLY VIEWING OR LISTENING TO PROGRAMS WITH ARMY ADVERTISING

QUESTION KEY

Table Column Headings	Questionnaire Item	Variable Name
	MH-1: Do you regularly watch TV?	YTVWATCH
	(IF YES TO MH-1) MH-2: How many hours per week do you spend watching (a) programs on commercial networks such as ABC, CBS, or NBC?; (b) programs on commercial cable stations such as ESPN, MTV, USA, or TBS?	YTVHRREG YTVHRCAB
	(IF VIEWING HOURS FOR MH-2a AND b ARE NOT BOTH 0) MH-13: Please tell me if you watch any of the following TV shows regularly. Do you watch...	
David Letterman	David Letterman	YTVSH1
Fri. Night Videos	Friday Night Videos	YTVSH2
Mon. Night Football	Monday Night Football	YTVSH3
College Football	College Football	YTVSH4
Sun. Night Movie	Sunday Night at the Movies	YTVSH5

	MH-16: Now let's talk about radio listening. Do you regularly listen to the radio?	YRADLIS
	(IF YES TO MH-16) MH-17: How many hours per week do you listen to (a) AM radio?; (b) FM radio?	YRADHRAM YRADHRFM
	(IF LISTENING HOURS FOR MH-17a AND b ARE NOT BOTH 0) MH-27: Do you listen to the following programs regularly?	
American Top 40	American Top 40	YRADSH1
King Biscuit Flower Hour	King Biscuit Flower Hour	YRADSH2
Rick Dee's Top 40	Rick Dee's Top 40	YRADSH3
Metalshop	Metalshop	YRADSH4
Rockline	Rockline	YRADSH5

TABLE 2

(UNAIDED RECALL)
PERCENTAGE SEEING/HEARING MILITARY ADVERTISING

Table 2 shows the percentages of youth in each of the sample groups who spontaneously named each of the service branches, Army components, and/or Joint Recruiting Advertising Program advertisements when asked what military advertising they recalled. It also lists the percentages who could not remember any military advertising.

RESPONDENTS

- All youth

SPECIAL NOTES AND CAUTIONS

- None

(TURN OVER FOR QUESTION KEY)

TABLE 2

(UNAIDED RECALL)
PERCENTAGE SEEING/HEARING MILITARY ADVERTISING

QUESTION KEY

Table Column Headings	Questionnaire Item		Variable Name
--Army Components--			
	KR-1: Thinking about all forms of advertising, for which military services do you recall seeing or hearing any advertising?		
ACTIVE	(IF ANSWER TO KR-1 IS:)	Army	YUN12AR
	(IF ANSWERS ROTC TO KR-1) KR-2: You mentioned seeing or hearing advertising for the Reserve Officer's Training Corps. For which military service or services was this advertising?		YUN12RO
ROTC	(IF ANSWER TO KR-2 IS:)	Army	YKRROAR
	(IF ANSWERS NATIONAL GUARD TO KR-1) KR-3: You mentioned seeing or hearing advertising for the National Guard. For which service or services was this advertising?		YUN12NG
ARNG	(IF ANSWER TO KR-3 IS:)	Army	YKRNGAR
	(IF ANSWERS RESERVE TO KR-1) KR-4: You mentioned seeing or hearing advertising for the Reserve. For which military service or services was this advertising?		YUN12RV
USAR	(IF ANSWER TO KR-4 IS:)	Army	YKRRVAR
--Other Military Branches--			
USAF	(IF ANSWER TO KR-1 IS:)	Air Force	YUN12AF
NAVY	(IF ANSWER TO KR-1 IS:)	Navy	YUN12NA
USMC	(IF ANSWER TO KR-1 IS:)	Marine Corps	YUN12MC
USCG	(IF ANSWER TO KR-1 IS:)	Coast Guard	YUN12CG
JRAP	(IF ANSWER TO KR-1 IS:)	Joint Recruiting Advertising Program	YUN12ALL
NONE	(IF ANSWER TO KR-1 IS:)	None	YUN12NON

TABLE 3

(UNAIDED + AIDED RECALL)
PERCENTAGE SEEING/HEARING MILITARY ADVERTISING

Table 3 shows the percentages of youth in each sample group who spontaneously named each of the service branches, Army components, and/or Joint Recruiting Advertising Program advertisements when asked what military advertising they recalled (unaided) plus those who remembered each of the above when asked directly about them by name (aided).

RESPONDENTS

- All youth

SPECIAL NOTES AND CAUTIONS

- Aided recall questions were presented in randomized order during the interview to avoid order effects.
- In most cases, the Question Key lists two variable names for each Table Column Heading, one for unaided recall and another for aided recall. Army ROTC, Army National Guard, and Army Reserve required three variables, one for unaided recall of the component, one to specify which service, and another for aided recall.

(TURN OVER FOR QUESTION KEY)

TABLE 3

(UNAIDED + AIDED RECALL)
PERCENTAGE SEEING/HEARING MILITARY ADVERTISING

QUESTION KEY

Questionnaire Item

KR-1: Thinking about all forms of advertising, for which military services do you recall seeing or hearing any advertising?

KR-2: You mentioned seeing or hearing advertising for the Reserve Officer's Training Corps. For which military service or services was this advertising?

KR-3: You mentioned seeing or hearing advertising for the National Guard. For which service or services was this advertising?

KR-4: You mentioned seeing or hearing advertising for the Reserve. For which service or services was this advertising?

KR-5: Do you recall seeing or hearing any advertising for the Air Force?

KR-6: Do you recall seeing or hearing any advertising for the Army?

KR-7: Do you recall seeing or hearing any advertising for the Army Reserve Officer's Training Corps, that is, the Army R.O.T.C.?

KR-8: Do you recall seeing or hearing any advertising for the Army National Guard?

KR-9: Do you recall seeing or hearing any advertising for the Army Reserve?

KR-10: Do you recall seeing or hearing any advertising for the Coast Guard?

KR-11: Do you recall seeing or hearing any advertising for the Marine Corps?

KR-12: Do you recall seeing or hearing any advertising for the Navy?

KR-13: Do you recall seeing or hearing any advertising for all the services in one ad?

Table Column Headings	Items Used in Calculating Unaided & Aided Recall	Variable Name
--Army Components--		
ACTIVE	KR-1 = Army OR KR-6 = yes	YUN12AR YAIDAR
ROTC	KR-1 = ROTC and KR-2 = Army OR KR-7 = yes	YUN12RO YKRROAR YAIDARO
ARNG	KR-1 = National Guard and KR-3 = Army OR KR-8 = yes	YUN12NG YKRNGAR YAIDANG
USAR	KR-1 = Reserve and KR-4 = Army OR KR-9 = yes	YUN12RV YKRRVAR YAIDARV
--Other Military Branches--		
USAF	KR-1 = USAF OR KR-5 = yes	YUN12AF YAIDAF
NAVY	KR-1 = Navy OR KR-12 = yes	YUN12NA YAIDNA
USMC	KR-1 = USMC OR KR-11 = yes	YUN12MC YAIDMC
USCG	KR-1 = USCG OR KR-10 = yes	YUN12CG YAIDCG
JRAP	KR-1 = one ad for all services OR KR-13 = yes	YUN12ALL YAIDALL

TABLE 4

PERCENTAGE ANSWERING KNOWLEDGE OF ARMY OFFERS AND BENEFITS QUESTIONS CORRECTLY

Table 4 shows the percentages of youth in each sample group who knew the correct answers to questions about Army eligibility and benefit offers.

RESPONDENTS

- Half of the youth sample was randomly selected to answer knowledge of Army offers and benefits questions.

SPECIAL NOTES AND CAUTIONS

- The Question Key lists first quarter knowledge questions. Changes or substitutions across quarters will be shown on addenda to this information card.

- Respondents who answered correctly that 17 year old high school juniors are eligible to join the Army Reserve or Army National Guard (KA-8) were assumed to know that high school graduation is not required before joining these Army components (KA-9). Although not asked question KA-9, their numbers were added to those who answered KA-9 correctly.

- Respondents who did not know that college money can be earned by enlisting in the Army (KA-7) were assumed not to know how much can be earned (KA-1) nor how the Army compares with other services in terms of education benefits (KA-3). Although not asked questions KA-1 and KA-3, their numbers were added to those who answered these questions incorrectly.

- Respondents who did not know that college money can be earned by enlisting in the Army Reserve or Army National Guard (KA-11) were assumed not to know how much can be earned (KA-12). Although not asked question KA-12, their numbers were added to those who answered the question incorrectly.

(TURN OVER FOR QUESTION KEY)

TABLE 4

PERCENTAGE ANSWERING KNOWLEDGE OF ARMY OFFERS AND BENEFITS QUESTIONS CORRECTLY
[Correct Answers Shown in Brackets]

QUESTION KEY

Table Column Headings	Questionnaire Item	Variable Name
--Active Army Knowledge--		
If Enlist Eligible for College $	KA-7: Is it possible to earn money for college by enlisting in the Army? [Yes]	YKAEARN
Total Education Benefits	(IF YES TO KA-7) KA-1: How much do you think can be earned through Army education benefits? [$15,000+]	YKAEDBEN
Army Benefits Better?	(IF YES TO KA-7) KA-3: Do you think Army education benefits are more, less or about the same as the Navy, Air Force, or Marines offer? [More]	YKASAME
Offer GI Bill	KA-4: Please tell me whether or not each of the following offers the "GI Bill"?	
ARMY	Army [Yes]	YKAGIAR
USAF	Air Force [Yes]	YKAGIAF
NAVY	Navy [Yes]	YKAGINA
USMC	Marines [Yes]	YKAGIMA
Minimum Duty Tour	KA-5: What is the minimum number of years that a new recruit has to serve on active duty in the Army? [2]	YKAYEARS
Delayed Entry Allowed	KA-6: Is it possible to sign up for the Army and actually start serving up to one year later? [Yes]	YKADEP
--Army Reserve and Army National Guard Knowledge--		
17 Year Old Eligible to Join	KA-8: Are 17 year old high school juniors eligible to join the Army Reserve or Army National Guard? [Yes]	YKARGJUN
H.S. Graduation Required	(IF NO TO KA-8) KA-9: Is high school graduation required before joining the Army Reserve or Army National Guard? [No]	YKARGHS
Scholar Athlete Sponsor	KA-10: Who sponsors the "Scholar-Athlete Award Program"? Is it the Marine Corps, National Guard, Army Reserve, Air Force, or Navy? [Army Reserve]	YKAWARD
If Enlist Eligible for College $	KA-11: Can qualified people who join the Army Reserve or Army National Guard receive money for college? [Yes]	YKARGCOL
Maximum GI Bill College $	(IF YES TO KA-11) KA-12: What is the maximum amount of money for college that qualified people who join the Army Reserve or Army National Guard can receive under the "GI Bill"? [$4,000-$5,999]	YKARGGI

TABLE 5

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY"
WITH ACTIVE ARMY ATTRIBUTE STATEMENTS

Table 5 shows the percentages of youth in selected sample groups who agreed either somewhat or completely with statements about attributes of the active Army.

RESPONDENTS

- To reduce respondent burden, a subsample of youth received questions about their perceptions of active Army attributes. Selection was dependent on educational category (see The ACOMS Survey Design).

- College Juniors and Seniors were excluded from responding to questions about the active Army as shown by the N/A entries in the top row of the table.

SPECIAL NOTES AND CAUTIONS

- Attribute statements were presented in random order during the interview to avoid order effects.

- The attributes shown in the Question Key may change over time. If so, addenda to this information card will be provided.

(TURN OVER FOR QUESTION KEY)

TABLE 5

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY"
WITH ACTIVE ARMY ATTRIBUTE STATEMENTS

QUESTION KEY

Table Column Headings	Questionnaire Item	Variable Name
	PE-1: I am going to read you a list of statements describing different things the Army might offer. Please tell me how much you disagree or agree that the Army offers each item on the list. A "1" means that you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat, and a "5" means you agree completely. The Army offers...	
Job Variety	a wide variety of opportunities to find a job you can enjoy?	YAWIDE
Physical Challenge	a physically challenging environment?	YAPHYS
Proud Experience	an experience you can be proud of?	YAPROUD
Step Btwn HS & Col.	an advantage over going right from high school to college?	YASTEP
Leader Skills	an opportunity to develop leadership skills?	YALEADER
Hi-Tech Equipment	the chance to work with the latest high-tech equipment?	YAHITECH
Civilian Career	a great value in your civilian career development?	YACIVCAR
Self Confidence	an excellent opportunity to develop self-confidence?	YASELCON
Develop Potential	the opportunity to develop your potential?	YAPOTEN
Mental Challenge	a mentally challenging experience?	YAMENTAL
Mature & Responsible	an opportunity for you to become more mature and responsible?	YAMATURE
Skill Training	many opportunities for training in useful skill areas?	YATRAIN
Hi-Trained Co-workers	many chances to work with highly trained people?	YAHIQUAL
Money for Ed.	an excellent opportunity to obtain money for a college or vocational education?	YACASHED

TABLE 6

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY"
WITH ARMY ROTC ATTRIBUTE STATEMENTS

Table 6 shows the percentages of youth in selected sample groups who agreed either somewhat or completely with statements about the Army Reserve Officer's Training Corps.

RESPONDENTS

- To reduce respondent burden, a subsample of youth received questions about their perceptions of Army Reserve Officer's Training Corps attributes. Selection was dependent on educational category (see The ACOMS Survey Design).
- Respondents who indicated they had never heard of the Army Reserve Officer's Training Corps were excluded.
- "H.S. Students (Work Bound)" and "H.S. Graduates Not Currently Enrolled" were excluded from the entire table because of their high contributions to the variance.
- Percentages for "H.S. Students (Work Bound)" and "H.S. Graduates Not Currently Enrolled" will be included in the annual report.

SPECIAL NOTES AND CAUTIONS

- Percentages for 20-21 and 22-24 year old PMAS youth are not provided because they have insufficient sample sizes to produce reliable estimates.
- Attribute statements were presented in random order during the interview to avoid order effects.
- The attributes listed below may change over time. If so, addenda to this information card will be provided.

(TURN OVER FOR QUESTION KEY)

TABLE 6

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY"
WITH ARMY ROTC ATTRIBUTE STATEMENTS

QUESTION KEY

Table Column Headings	Questionnaire Item	Variable Name
	Next I will read you a few statements describing different things that the Army Reserve Officer's Training Corps on the college campus might offer. Please tell me how much you disagree or agree that officer's training offers each item on the list. A "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat, and a "5" means you agree completely. The Army Reserve Officer's Training Corps on the college campus provides...	
--ROTC Offers--		
Leader Skills	leadership and management training?	YRLEADER
Self Confidence	the opportunity to develop self-confidence?	YRSELCON
College Elective	a college elective that can be taken together with other college courses?	YRELECT
Officer's Commission	an officer's commission in the active Army, Army Reserve, or the Army National Guard?	YROFFCOM

	Being an officer in the United States Army means different things to different people. Please tell me how much you disagree or agree that being an officer offers each item on the list. A "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat, and a "5" means you agree completely. Being an officer in the United States Army provides...	
--Officer Benefits--		
Job Variety	a wide variety of job opportunities?	YOWIDE
Proud Experience	experiences you can be proud of?	YOPROUD
Use College Skills	the opportunity to use your college acquired skills?	YOUSECOL
Use Own Judgment	the opportunity to make changes and use your own judgment?	YOINNOV

TABLE 7

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY" WITH ARMY RESERVE ATTRIBUTE STATEMENTS

Table 7 shows the percentages of youth in selected sample groups who agreed either somewhat or completely with statements about attributes of the Army Reserve.

RESPONDENTS

- To reduce respondent burden, a subsample of youth received questions about their perceptions of Army Reserve attributes. Selection was dependent on educational category (see The ACOMS Survey Design).
- Respondents who indicated they had never heard of the Army Reserve were excluded.

SPECIAL NOTES AND CAUTIONS

- Table 7 includes only totals for the main sample categories PMAS, PMS, PMS+SMS, and ALL YOUTH because sample sizes were not sufficient to allow reliable estimates for smaller subcategories.
- Attributes were presented in random order during the interview to avoid order effects.
- The attributes listed in the Question Key may change over time. If so, addenda to this information card will be provided.

(TURN OVER FOR QUESTION KEY)

TABLE 7

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY"
WITH ARMY RESERVE ATTRIBUTE STATEMENTS

QUESTION KEY

Table Column Headings	Questionnaire Item	Variable Name
	Now, I am going to read you a list of things the United States Army Reserve might offer. Please tell me how much you disagree or agree that the United States Army Reserve offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat, and a "5" means you agree completely. The United States Army Reserve offers...	
Job Variety	a wide variety of opportunities to find a job you can enjoy?	YVWIDE
Proud Experience	an experience you can be proud of?	YVPROUD
Leader Skills	an opportunity to develop leadership skills?	YVLEADER
Civilian Career	a great value in your civilian career development?	YVCIVCAR
Self Confidence	an excellent opportunity to develop self-confidence?	YVSELCON
Develop Potential	the opportunity to develop your potential?	YVPOTEN
Mental Challenge	a mentally challenging experience?	YVMENTAL
Mature & Responsible	an opportunity to become more mature and responsible?	YVMATURE
Skill Training	many opportunities for training in useful skill areas?	YVTRAIN
Hi-Trained Co-workers	many chances to work with highly trained people?	YVHIQUAL
Money for Ed.	an excellent opportunity to obtain money for a college or vocational education?	YVCASHED
Serve in Hometown	an opportunity to serve America while staying in your own hometown?	YVHOME
Serve Community	a chance to serve your own community?	YVSERCOM
Exciting Weekends	interesting and exciting weekends?	YVWEEKEN

TABLE 8

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY"
WITH ARMY NATIONAL GUARD ATTRIBUTE STATEMENTS

Table 8 shows the percentages of youth in selected sample groups who agreed either somewhat or completely with statements about attributes of the Army National Guard.

RESPONDENTS

- To reduce respondent burden, a subsample of youth received questions about their perceptions of Army National Guard attributes. Selection was dependent on educational category (see The ACOMS Survey Design).
- Respondents who indicated they had never heard of the Army National Guard were excluded.

SPECIAL NOTES AND CAUTIONS

- Table 8 includes only totals for the main sample categories PMAS, PMS, PMS+SMS, and ALL YOUTH because sample sizes were not sufficient to allow reliable estimates for smaller subcategories.
- Attributes were presented in random order during the interview to avoid order effects.
- The attributes listed in the Question Key may change over time. If so, addenda to this information card will be provided.

(TURN OVER FOR QUESTION KEY)

TABLE 8

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY"
WITH ARMY NATIONAL GUARD ATTRIBUTE STATEMENTS

QUESTION KEY

Table Column Headings	Questionnaire Item	Variable Name
	Now, I am going to read you a list of things the United States Army National Guard might offer. Please tell me how much you disagree or agree that the United States Army National Guard offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat, and a "5" means you agree completely. The Army National Guard offers...	
Job Variety	a wide variety of opportunities to find a job you can enjoy?	YGWIDE
Proud Experience	an experience you can be proud of?	YGPROUD
Leader Skills	an opportunity to develop leadership skills?	YGLEADER
Civilian Career	a great value in your civilian career development?	YGCIVCAR
Self Confidence	an excellent opportunity to develop self-confidence?	YGSELCON
Develop Potential	the opportunity to develop your potential?	YGPOTEN
Mental Challenge	a mentally challenging experience?	YGMENTAL
Mature & Responsible	an opportunity to become more mature and responsible?	YGMATURE
Skill Training	many opportunities for training in useful skill areas?	YGTRAIN
Hi-Trained Co-workers	many chances to work with highly trained people?	YGHIQUAL
Money for Ed.	an excellent opportunity to obtain money for a college or vocational education?	YGCASHED
Serve in Hometown	an opportunity to serve America while staying in your own hometown?	YGHOME
Serve Community	a chance to serve your own community?	YGSERCOM
Exciting Weekends	interesting and exciting weekends?	YGWEEKEN

TABLE 9

PERCENTAGE TAKING ACTIONS RELATING TO ENLISTMENT
DURING THE PAST SIX MONTHS

Table 9 shows the percentages of youth in each of the sample groups who had taken specified actions relating to enlistment during the six months preceding their interviews.

RESPONDENTS

- All youth

SPECIAL NOTES AND CAUTIONS

- None

(TURN OVER FOR QUESTION KEY)

TABLE 9

PERCENTAGE TAKING ACTIONS RELATING TO ENLISTMENT
DURING THE PAST SIX MONTHS

QUESTION KEY

Table Column Headings	Questionnaire Item	Variable Name
Talked to Anyone of Joining Army	BE-1: In the past six months, have you talked with anyone about possibly joining the Army?	YBATALK

	BE-2: With whom have you talked?	YBAREC
	(IF ANSWER RECRUITER TO BE-2) BE-8: Was the recruiter you spoke with an Army Recruiter?	YBMRECAR
Talked to an Army Recruiter	OR	
	(IF RECRUITER NOT MENTIONED IN BE-2) BE-7: In the past six months, have you talked to an Armed Forces recruiter about military service?	YBMREC
	(IF ANSWER YES TO BE-7) BE-8: Was the recruiter you spoke with an Army Recruiter?	YBMRECAR

Taken ASVAB	BE-12: In the past six months, have you taken a written test for the Army, such as the Armed Services Vocational Aptitude Battery?	YBATEST
Visited Army Recruiting Station	BE-11: In the past six months, have you visited an Army recruiting station?	YBAVISIT
Toll-Free Call Sent for Gift	BE-10: In the past six months, have you responded to an Army ad by calling a toll-free number or sending for a gift?	YBAGIFT

TABLE 10

PERCENTAGE WITH INTENTION TO ENLIST IN ARMY COMPONENTS

Table 10 shows the percentages of youth in each sample group classified as having Army enlistment intentions. Unaided intention to enlist in the Army was measured by asking respondents about their future career plans. Those who volunteered that they might be enlisting in any of the Army components were considered to have Unaided Intention to enlist. Aided Intention was measured by calculating the percentages who said they would definitely or probably enlist when asked directly whether they planned to join the Army.

RESPONDENTS

- All youth with one exception:
  - Aided Intention: Youth who answered that they were not likely to attend college were not asked whether they might join the Army Reserve Officer's Training Corps because college attendance is mandatory for participating in Reserve Officer's Training courses.

SPECIAL NOTES AND CAUTIONS

- None of the intention to enlist percentages reported here are directly comparable to the propensity measures reported in the Youth Attitude Tracking Study because of question and age grouping differences.
- Computation of Unaided Intention
  - Respondents were considered to have General Unaided Intention to enlist in the Army if they volunteered that they might be joining the military service within the next few years and if they named the Army when asked which branch.
  - Active Army, Army Reserve, and Army National Guard were distinguished by asking respondents who indicated General Unaided Intention to enlist in the Army what type of service they might join.
- Computation of Aided Intention
  - The Aided Intention columns totaled responses to four questions that named the Army components and asked respondents how likely it was that they would be serving in that component during the next few years. Answers of DEFINITELY and PROBABLY were counted as Aided Intention to enlist in that particular component.
  - General Aided Intention is a measure composed of responses to the four individual component questions. Respondents who answered DEFINITELY or PROBABLY to one or more of the four questions were considered to have a General Aided Intention to enlist in the Army.

(TURN OVER FOR QUESTION KEY)

TABLE 10

PERCENTAGE WITH POSITIVE INTENTION TO ENLIST IN ARMY COMPONENTS

QUESTION KEY

Table Column Headings	Questionnaire Item	Variable Name
--Unaided Intention--		
	IP-1: Now let's talk about your plans for the next few years. What do you think you might be doing?	YIPDOMIL
	(IF ANSWERS JOINING THE MILITARY/SERVICE TO IP-1) IP-3: You said you might be joining the military. Which branch of the service would that be?	YPBRAN1
General Intention	(IF ANSWER TO IP-3 IS:) Army	
	(IF ANSWERS ARMY TO IP-3) IP-4: What type of service would that be? Would it be...	YPCOMP1
Active Army	(IF ANSWER TO IP-4 IS:) Active Duty	
USAR	(IF ANSWER TO IP-4 IS:) the Reserve, or	
ARNG	(IF ANSWER TO IP-4 IS:) the National Guard?	

--Aided Intention--		
General Intention	(IF ANSWERS "DEFINITELY" OR "PROBABLY" TO ONE OR MORE OF THE FOLLOWING QUESTIONS)	
Active Army	IP-8: How likely is it that you will be serving on active duty in the Army? Would you say definitely, probably, probably not, or definitely not?	YPROBAR
USAR	IP-10: How likely is it that you will be serving in the Army Reserve? Would you say definitely, probably, probably not, or definitely not?	YPROBARV
ARNG	IP-9: How likely is it that you will be serving in the Army National Guard? Would you say definitely, probably, probably not, or definitely not?	YPROBANG
Army ROTC	IP-11A: How likely is it that you will receive an officer's commission through participation in the Army Reserve Officer's Training Corps, or Army ROTC?	YPROBCOM

TABLE 11

PERCENTAGE RATING OPPORTUNITIES "SOMEWHAT IMPORTANT" OR "VERY IMPORTANT" TO PLANS FOR THE NEXT YEAR

Table 11 shows the percentages of youth in each sample group who rated each of eighteen opportunities as either somewhat or very important to their plans for the next year.

RESPONDENTS

- All youth

SPECIAL NOTES AND CAUTIONS

- Opportunities were presented in random order during the interview to avoid order effects.
- The opportunities shown in the Question Key may change across time. If so, addenda to this information card will be provided.

(TURN OVER FOR QUESTION KEY)

TABLE 11

PERCENTAGE RATING OPPORTUNITIES "SOMEWHAT IMPORTANT" OR "VERY IMPORTANT" TO PLANS FOR THE NEXT YEAR

QUESTION KEY

Table Column Headings	Questionnaire Item	Variable Name
	IA-1: In thinking about your plans for the next year, please tell me how important it is that you have opportunities for the following things? Use a scale from 1 to 5 where a "1" means it is not at all important and "5" means it is very important.	
Physical Challenge	having a physical challenge?	YIPHYS
Hi-Trained Co-workers	working with highly trained people?	YIHIQUAL
Money for Ed.	earning money for college or vocational school?	YICASHED
Skill Training	training in useful skill areas?	YITRAIN
Self Confidence	developing self-confidence?	YISELCON
Serve Country	serving your country?	YICNTRY
Leader Skills	developing leadership skills?	YILEADER
Hi-Tech Equipment	a chance to work with the latest high-tech equipment?	YIHITECH
Proud Experience	having experiences you can be proud of?	YIPROUD
Develop Potential	developing your potential?	YIPOTEN
Civilian Career	helping your career development?	YICIVCAR
Serve Community	serving your own community?	YISERCOM
Exciting Weekends	having weekend excitement?	YIWEEKEN
Serve in Hometown	staying in your own hometown?	YIHOME
Step Btwn HS & Col.	a stepping stone between high school and college?	YISTEP
Mature & Responsible	becoming more mature and responsible?	YIMATURE
Use Own Judgment	the opportunity to make changes and use your own judgment?	YIINNOV
Mental Challenge	having a mental challenge?	YIMENTAL

QUARTERLY TABLES

PERCENTAGE REGULARLY VIEWING OR LISTENING TO PROGRAMS WITH ARMY ADVERTISING

SAMPLE GROUPS	N1	PLEASE TELL ME IF YOU WATCH ANY OF THE FOLLOWING TV SHOWS REGULARLY. David Letterman	Fri. Night Videos	Mon. Night Football	College Football	Sun. Night Movie	N2	DO YOU LISTEN TO THE FOLLOWING (RADIO) PROGRAMS REGULARLY? American Top 40	King Biscuit Flower Hour	Rick Dee's Top 40	Metalshop	Rockline
PMS:												
College Juniors and Seniors	36	66.8	14.8	73.4	68.6	38.4	53	37.0	22.3	28.8	17.1	17.0
College Freshmen and Sophomores	56	58.8	17.3	75.9	69.7	25.5	89	30.8	22.2	22.6	11.5	22.6
N.S. Students (College Bound)	130	30.8	34.3	73.3	61.6	36.1	161	59.7	10.3	46.6	22.7	19.0
N.S. Students (Work Bound)	31	15.4	49.6	62.9	55.9	41.5	40	66.9	13.6	60.4	42.4	32.3
N.S. Graduates Not Currently Enrolled	142	25.9	22.3	61.4	54.8	37.8	202	46.0	14.8	30.6	14.2	19.5
TOTAL	395	35.5	25.2	67.7	60.1	35.9	545	46.4	15.9	34.0	17.4	20.3
ALL YOUTH:												
Males (PMS+SMS)	453	33.7	26.5	68.3	57.6	38.8	627	47.8	15.5	34.3	18.6	22.8
Females (FS)	101	18.4	21.6	24.2	19.9	62.9	150	49.9	6.0	41.2	7.6	11.6
TOTAL	554	25.7	23.9	49.3	38.8	51.3	777	48.9	10.3	38.8	12.6	16.8
PMAS:												
1st Rctg Bde	59	24.4	24.1	81.2	50.3	39.8	93	41.7	33.6	30.4	27.7	23.4
2nd Rctg Bde	61	30.4	28.3	55.8	54.6	38.6	87	63.3	12.9	39.5	15.0	26.1
4th Rctg Bde	89	36.8	24.4	74.9	66.6	29.4	121	46.1	15.4	34.7	16.7	25.7
5th Rctg Bde	81	33.1	35.2	66.2	68.4	37.9	96	56.3	11.0	42.6	24.7	18.2
6th Rctg Bde	37	21.9	21.5	55.3	48.9	22.8	52	29.6	1.6	26.8	8.2	12.5
16-17 Years Old	152	30.5	38.4	70.0	57.9	38.3	191	61.0	10.9	50.3	26.8	24.2
18-19 Years Old	72	40.2	23.5	75.1	67.0	32.8	107	41.5	22.1	32.6	21.2	15.3
20-21 Years Old	45	17.7	23.5	43.4	35.9	26.6	76	54.1	8.1	24.4	7.9	22.0
22-24 Years Old	58	30.4	18.7	72.0	71.9	36.7	75	35.6	20.6	28.5	14.5	26.2
TOTAL	327	30.2	27.4	66.3	58.8	34.3	449	49.8	15.2	35.4	18.6	21.8

PERCENTAGE REGULARLY VIEWING OR LISTENING TO PROGRAMS WITH ARMY ADVERTISING

SAMPLE GROUPS	N1	DO YOU FREQUENTLY WATCH ANY OF THE FOLLOWING TYPES OF TV SHOWS? Sports	Mystery	Drama	Music	Comedy	Movie	Talk	N2	DO YOU FREQUENTLY LISTEN TO ANY OF THE FOLLOWING TYPES OF RADIO PROGRAMS? News	Classical	Pop	Country	Sports	Talk	Rock	Easy
PHS:																	
College Juniors and Seniors	36	85.2	57.8	36.3	69.9	86.5	82.5	52.0	53	75.2	15.4	81.1	22.2	44.8	27.6	86.9	59.6
College Freshmen and Sophomores	56	91.2	53.3	44.9	64.8	90.5	72.6	56.4	89	58.0	22.1	63.8	17.4	59.0	18.7	89.9	37.7
H.S. Students (College Bound)	130	86.4	64.6	40.4	76.0	92.6	87.7	46.7	161	43.1	10.6	65.2	19.7	62.1	12.9	80.5	39.1
H.S. Students (Work Bound)	31	74.9	72.4	21.2	83.4	87.9	88.1	19.6	40	35.4	11.9	65.4	38.2	38.9	15.1	89.6	37.7
H.S. Graduates Not Currently Enrolled	142	77.1	53.3	53.2	60.6	81.2	80.7	47.4	202	57.6	20.7	51.7	41.3	50.8	17.5	79.3	53.2
TOTAL	395	82.1	57.6	45.3	67.2	86.2	81.8	47.4	545	55.3	17.7	60.6	30.2	53.3	17.7	82.8	47.3
ALL YOUTH:																	
Males (PHS+BHS)	453	81.6	59.4	46.9	67.6	85.6	82.5	47.7	627	56.6	17.8	59.5	32.7	53.5	17.5	83.0	46.9
Females (FS)	101	44.9	66.3	77.1	57.3	86.3	87.5	55.9	150	52.5	20.6	65.1	32.5	14.6	24.1	68.2	48.0
TOTAL	554	62.4	63.0	62.7	62.3	86.0	85.1	52.0	777	54.4	19.4	62.6	32.6	32.4	21.1	75.0	47.5
PMAS:																	
1st Rctg Bde	59	91.4	61.0	45.5	60.0	92.9	80.8	35.7	93	53.5	14.1	52.8	10.2	59.7	21.3	86.0	34.0
2nd Rctg Bde	61	72.4	56.5	56.0	83.8	73.7	87.2	68.2	87	54.0	18.9	59.9	51.3	56.3	15.1	83.5	50.8
4th Rctg Bde	89	89.9	54.8	43.1	64.9	89.3	83.9	41.9	121	46.7	15.1	59.0	22.4	52.0	17.2	87.2	52.3
5th Rctg Bde	81	84.1	58.7	45.6	65.9	92.4	82.6	36.1	96	54.0	17.5	64.8	51.9	58.0	15.3	73.0	47.8
6th Rctg Bde	37	69.6	55.0	33.3	59.1	87.0	79.5	41.0	52	50.9	19.9	43.9	24.9	43.7	11.5	76.9	33.9
16-17 Years Old	152	83.3	67.4	38.9	79.0	93.8	88.0	39.4	191	43.1	12.1	66.1	21.5	56.4	11.8	84.3	40.6
18-19 Years Old	72	87.1	63.2	37.4	71.0	90.4	78.0	49.6	107	48.6	19.1	65.2	21.2	58.1	16.1	83.4	41.4
20-21 Years Old	45	62.5	30.7	56.1	73.1	62.2	85.1	58.1	76	46.6	17.3	43.3	49.5	43.4	17.1	83.8	50.6
22-24 Years Old	58	89.7	59.1	55.1	44.9	92.8	80.1	40.6	75	73.7	21.5	47.1	48.4	58.6	21.6	74.0	48.3
TOTAL	327	81.5	57.1	45.7	68.1	86.4	83.3	45.9	449	51.9	17.1	56.8	33.4	54.4	16.2	81.7	44.7

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TABLE 1 Media Habits

- Youth are more likely to describe themselves as regular radio listeners than as regular television watchers.
  - Of PMS, 88% say they listen to radio regularly, compared with 64% who say they watch television regularly. This difference is consistent across educational segments, sexes, regions, and age groups.
- In terms of the viewership of Television shows on which the Army regularly advertises:
  - Sports shows (Monday Night Football and College Football) seem to be the most popular, especially among the better educated.
  - Sunday Night at the Movies, David Letterman, and Friday Night Videos, while less popular overall, have strong appeals to particular market segments. The movie appeals strongly to women, David Letterman to the highly educated (college students) and older males, and Friday Night Videos to work-bound high school students and younger males.
  - There are few strong geographic differences in television viewership. One noteworthy difference is that Monday Night Football is particularly popular in the Northeast (1st Recruiting Brigade).
  - The 20-21 year olds are comparatively unlikely to watch any of the shows on which the Army advertises heavily.
- In terms of the Radio audience for shows on which the Army advertises regularly:
  - American Top 40 seems to be the most popular, followed by Rick Dee's Top 40, with Rockline, Metalshop, and the King Biscuit Flower Hour relatively less popular. The popularity of the Top 40 shows is at least partly a function of syndication, as these shows are aired by far more stations.
  - The audience profiles of the two Top 40 shows are similar. Both appeal especially to younger respondents, most of whom are high school students. The other shows have more isolated appeals--the King Biscuit Flower Hour to the better educated, Metalshop and Rockline to work-bound high school students.
  - Geographic differences show no consistent patterns. Regional differences found may be the result of the uneven nature of radio program distribution across the country. However, American Top 40 seems strong in the Southeast (2nd Recruiting Brigade) and relatively weak in the West (6th Recruiting Brigade). The King Biscuit Flower Hour is more popular than average among Northeastern (1st Recruiting Brigade) listeners and less popular among Westerners (6th Recruiting Brigade).

PERCENTAGE SEEING/HEARING MILITARY ADVERTISING

SAMPLE GROUPS	N	THINKING ABOUT ALL FORMS OF ADVERTISING, FOR WHICH MILITARY SERVICES DO YOU RECALL SEEING OR HEARING ANY ADVERTISING?									
		Army Components				Other Military Branches					
		ACTIVE	ROTC	ARNG	USAR	USAF	NAVY	USMC	USCG	JRAP	NONE
PMS:											
College Juniors and Seniors	123	89.3	3.2	11.2	11.2	66.2	72.4	66.5	6.8	11.5	0.7
College Freshmen and Sophomores	213	82.5	6.7	22.9	20.5	67.2	63.9	66.1	20.4	12.0	1.0
H.S. Students (College Bound)	369	86.8	7.3	15.4	11.8	70.3	60.5	70.3	15.9	7.4	1.7
H.S. Students (Work Bound)	102	79.4	2.4	10.4	6.5	59.9	60.0	55.7	8.8	4.2	2.2
H.S. Graduates Not Currently Enrolled	464	80.3	2.7	18.7	11.2	64.9	57.6	66.9	19.4	11.5	2.7
TOTAL	1,271	83.2	4.5	17.3	12.6	66.3	61.3	66.8	16.6	10.2	1.9
ALL YOUTH:											
Males (PMS+SMS)	1,461	82.2	4.2	16.7	11.9	64.3	59.8	65.8	15.8	9.1	2.5
Females (FS)	326	79.8	2.5	6.9	5.9	43.0	44.2	53.9	6.9	6.7	3.9
TOTAL	1,787	81.0	3.3	11.6	8.8	53.3	51.7	59.6	11.2	7.9	3.2
PMAS:											
1st Rctg Bde	202	86.9	6.1	20.5	15.9	67.2	65.7	69.3	27.4	7.7	0.6
2nd Rctg Bde	181	87.0	7.3	18.7	9.9	73.1	53.6	69.7	14.3	9.0	1.4
4th Rctg Bde	313	78.6	3.0	20.8	14.1	63.6	57.0	63.6	11.6	12.0	1.4
5th Rctg Bde	212	84.2	2.7	13.7	8.1	64.1	60.9	64.9	11.6	14.4	0.9
6th Rctg Bde	129	81.0	5.0	13.8	11.5	58.3	53.9	63.7	21.4	9.1	6.4
16-17 Years Old	431	86.6	5.7	14.5	12.2	67.8	59.7	65.4	15.8	8.3	2.6
18-19 Years Old	278	81.8	5.2	22.1	17.1	66.6	64.6	68.9	17.8	9.4	0.3
20-21 Years Old	155	87.6	5.2	12.5	8.0	64.3	53.1	65.3	17.2	8.1	3.3
22-24 Years Old	173	76.9	2.3	21.9	8.6	61.4	51.9	64.6	16.6	17.2	2.1
TOTAL	1,037	83.3	4.7	17.9	12.1	65.5	58.2	66.2	16.8	10.5	2.0

TABLE 2 Knowledge/Recall (Unaided)

- Unaided recall of active Army advertising is highest among all services.
  - Of PMS youth, 83.2% recall seeing Army advertising, compared with 66.8% for Marines, 66.3% for Air Force, and 61.3% for Navy. This difference is consistent across educational segments, sexes, regions, and age groups.
  - Comparatively few youth (10.2%) spontaneously recall advertising for "all four services in one ad."
  - Unaided recall of advertising for the other services is less for females than for males, while unaided recall of Army advertising shows little difference by sex.
- Unaided recall of advertising for Army components is less than recall of advertising for the active Army.
  - Of PMS youth, 17.3% recall Army National Guard advertising unaided, compared with 12.6% for Army Reserve and 4.5% for Army ROTC.
  - Recall of ROTC advertising is highest among college-bound high school students (7.3%) and among college freshmen and sophomores (6.7%).
  - Recall of both Reserve and Guard advertising is strongest among college freshmen and sophomores, and among 18-19 year olds. Guard advertising recall is also strong among 22-24 year olds.
- Unaided recall of military advertising seems to vary with education.
  - For most services and components, better educated youth are a bit more likely to recall military advertising than less well educated youth.

PERCENTAGE SEEING/HEARING MILITARY ADVERTISING

SAMPLE GROUPS	N	Unaided Recall (Table 2) plus Aided Recall: DO YOU RECALL SEEING OR HEARING ANY ADVERTISING FOR (BRANCH/COMPONENT)? ACTIVE	ROTC	ARNG	USAR	USAF	NAVY	USMC	USCG	JRAP
		Army Components				Other Military Branches				
PMS:										
College Juniors and Seniors	123	94.3	63.2	62.3	70.9	76.3	87.9	85.5	37.5	60.3
College Freshmen and Sophomores	213	91.8	56.1	72.3	74.2	87.3	84.9	89.6	55.6	66.6
H.S. Students (College Bound)	369	95.7	46.5	67.9	73.3	90.1	83.8	88.5	45.8	61.0
H.S. Students (Work Bound)	102	94.8	46.6	62.9	74.2	86.5	83.3	79.0	56.1	47.5
H.S. Graduates Not Currently Enrolled	464	93.9	42.7	70.8	76.5	89.0	78.2	86.1	54.7	57.9
TOTAL	1,271	94.0	48.6	68.9	74.6	87.2	82.1	86.7	50.9	59.7
ALL YOUTH:										
Males (PMS+SMS)	1,461	93.3	48.2	69.0	73.6	86.3	80.4	85.7	50.7	57.4
Females (FS)	326	92.0	47.5	58.9	70.9	72.8	68.5	76.3	44.7	45.2
TOTAL	1,787	92.6	47.8	63.8	72.2	79.3	74.2	80.8	47.6	51.1
PMAS:										
1st Rctg Bde	202	96.5	47.1	71.5	80.1	92.2	86.7	88.1	61.3	69.6
2nd Rctg Bde	181	95.6	48.9	78.2	80.4	90.0	71.2	90.8	49.5	48.5
4th Rctg Bde	313	92.0	49.5	70.9	71.9	85.4	86.5	87.8	47.2	60.5
5th Rctg Bde	212	95.6	34.8	60.7	63.5	93.0	80.8	85.7	51.5	58.3
6th Rctg Bde	129	91.3	44.0	61.7	76.5	81.8	75.0	80.5	51.6	60.5
16-17 Years Old	431	96.4	48.2	66.5	74.1	89.3	82.7	85.1	49.7	59.4
18-19 Years Old	278	92.7	47.8	70.8	71.5	87.5	85.2	89.5	55.1	59.9
20-21 Years Old	155	91.7	41.5	74.3	75.3	84.1	70.9	84.3	43.2	51.3
22-24 Years Old	173	94.4	41.1	67.0	77.8	91.9	78.9	88.5	58.0	65.3
TOTAL	1,037	94.1	45.4	69.2	74.4	88.5	80.5	86.9	51.9	59.4

TABLE 3 Knowledge/Recall (Unaided + Aided)

- Combined aided and unaided recall of active Army advertising is highest among all services.
  - Of PMS youth, 94% recall seeing or hearing Army advertising, compared with 87.2% for Air Force, 86.7% for Marine Corps, and 82.1% for Navy.
- Comparing the combined recall percentages with those shown in Table 2 for unaided recall alone, it is apparent that asking respondents about service branches and components by name results in increased recall in all categories.
- Combined recall increases most when unaided recall levels are very low as shown, for example, by the large increase in recall of Army Reserve advertising. Combined recall increases least when unaided recall levels are very high as shown, for example, by the comparatively modest increase in recall of active Army advertising.
- There is some indication that combined recall is highest for targeted component markets--college students for ROTC, and high school graduates not currently enrolled for Guard and Reserve.

PERCENTAGE ANSWERING KNOWLEDGE OF ARMY OFFERS AND BENEFITS QUESTIONS CORRECTLY

SAMPLE GROUPS	N	Active Army Knowledge: If Enlist Eligible for College $	Total Education Benefits	Army Benefits Better?	Offer GI Bill: ARMY	USAF	NAVY	USMC	Minimum Duty Tour	Delayed Entry Allowed	Army Reserve and Army National Guard Knowledge: 17 Year Old Eligible to Join	H.S. Graduation Required	Scholar Athlete Sponsor	If Enlist Eligible for College $	Maximum GI Bill College $
PMS:															
College Juniors and Seniors	70	95.6	29.8	9.4	83.4	49.7	47.5	51.3	34.2	97.4	51.1	62.0	25.7	88.6	14.0
College Freshmen and Sophomores	107	93.6	29.2	12.0	84.7	53.2	55.3	60.5	33.6	90.7	62.3	77.9	30.6	92.8	17.1
H.S. Students (College Bound)	181	94.4	27.5	16.1	90.3	48.0	42.3	60.3	41.2	84.7	60.0	79.5	34.6	88.2	9.9
H.S. Students (Work Bound)	50	89.2	23.4	14.4	89.0	61.7	61.8	68.2	29.1	80.0	59.6	79.6	37.6	83.5	13.6
H.S. Graduates Not Currently Enrolled	244	96.3	26.2	9.5	87.3	50.6	52.5	58.1	40.3	90.4	61.5	74.1	29.2	85.5	11.7
TOTAL	652	95.0	27.3	11.6	87.1	51.8	50.7	58.6	37.9	89.6	59.8	74.6	30.6	87.6	12.6
ALL YOUTH:															
Males (PMS+SMS)	742	94.3	25.4	11.5	85.9	51.2	50.6	58.5	37.4	86.9	60.2	74.6	30.3	87.0	12.2
Females (FS)	162	92.1	16.7	12.2	76.2	54.0	49.1	49.0	31.1	80.2	62.7	74.0	27.3	82.5	11.3
TOTAL	904	93.2	20.8	11.8	80.8	52.7	49.8	53.5	34.1	83.4	61.5	74.3	28.8	84.6	11.7
PMAS:															
1st Rctg Bde	104	96.1	26.4	13.9	82.3	50.0	48.5	51.3	43.2	84.9	61.5	73.0	29.8	89.8	18.5
2nd Rctg Bde	87	94.3	26.9	13.5	94.2	40.6	54.8	75.1	26.0	86.3	51.1	64.8	30.3	84.9	8.3
4th Rctg Bde	160	95.4	23.3	10.4	83.7	50.4	41.1	55.1	37.1	93.0	65.1	80.5	31.1	87.1	8.5
5th Rctg Bde	109	97.3	25.5	12.5	89.3	54.5	54.8	54.2	48.0	87.1	68.0	81.7	40.1	89.5	14.8
6th Rctg Bde	64	88.7	19.2	13.9	87.2	49.5	55.9	56.8	32.6	80.3	52.4	71.9	27.5	85.1	9.7
16-17 Years Old	214	93.8	26.8	14.2	89.6	52.0	47.9	63.9	37.0	82.6	57.7	79.8	31.5	86.8	10.4
18-19 Years Old	143	95.2	23.5	16.6	87.0	47.5	47.4	56.1	42.7	90.8	69.9	81.6	38.7	88.3	14.7
20-21 Years Old	76	94.2	22.5	12.5	87.5	37.1	54.0	64.3	27.1	83.2	49.3	61.7	23.6	90.7	14.0
22-24 Years Old	91	95.6	23.4	6.2	83.6	54.9	53.0	49.6	39.4	92.5	61.4	70.3	31.1	84.4	8.5
TOTAL	524	94.7	24.4	12.6	87.2	48.9	50.1	58.6	37.3	87.1	60.2	74.8	31.8	87.3	11.7

TABLE 4

Knowledge

- Knowledge of the Army offers is broad-based.
  - Of PMS youth, 95% are aware that Army enlistment makes one eligible for educational benefits, and 89.6% are aware of the delayed entry program. These messages were emphasized in advertisements that ran during the quarter.
  - However, only 27.3% of PMS youth can correctly identify the maximum amount of educational benefits available, only 11.6% are aware that Army benefits are greater than those available through enlistment in other services, and 37.9% know that the minimum tour of duty is two years.
  - PMS youth are more likely to identify the G.I. Bill with the Army (87.1%) than with other services.
  - There are few differences among sample groups in knowledge of Army offers.
- Knowledge of Army Reserve and Army National Guard eligibility requirements is also high.
  - Of PMS youth, 74.6% are aware that high school graduation is not required for enlistment, and 59.8% are aware that 17 year olds may enlist.
  - Of PMS youth, 87.6% are aware that money for education is available in the Guard and Reserve, but relatively few (12.6%) could correctly identify the maximum amount. Correct identification was rarest among college-bound high school students.
  - Awareness of Guard and Reserve offers is highest among 18-19 year olds, and in the Southwest (5th Recruiting Brigade).

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY" WITH ACTIVE ARMY ATTRIBUTE STATEMENTS

SAMPLE GROUPS	N	Job Variety	Physical Challenge	Proud Experience	Step Btwn HS & Col.	Leader Skills	Hi-Tech Equipment	Civilian Career	Self Confidence	Develop Potential	Mental Challenge	Mature & Responsible	Skill Training	Hi-Trained Co-workers	Money for Ed.
PMS:															
College Juniors and Seniors	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
College Freshmen and Sophomores	152	48.3	88.3	65.9	32.4	73.5	80.3	51.4	71.0	63.3	60.2	74.1	66.8	68.3	76.1
H.S. Students (College Bound)	369	62.1	85.1	71.7	43.1	73.5	83.0	57.2	72.6	76.2	67.0	80.8	76.9	79.3	81.7
H.S. Students (Work Bound)	102	72.4	84.3	82.4	62.3	78.8	88.6	75.2	78.6	79.6	82.6	91.5	86.2	80.8	87.2
H.S. Graduates Not Currently Enrolled	464	51.4	80.6	67.8	43.9	66.6	70.7	46.4	68.0	63.7	61.4	72.2	67.3	69.1	69.3
TOTAL	1,087	55.1	83.4	69.5	42.9	70.5	76.9	52.1	70.5	67.9	64.1	76.1	71.0	72.4	75.0
ALL YOUTH:															
Males (PMS+SMS)	1,277	55.4	83.0	70.4	44.1	70.8	76.8	53.2	71.3	68.2	64.5	77.0	72.0	73.2	74.4
Females (FS)	299	63.2	80.5	75.5	51.3	71.4	82.1	62.5	71.1	68.9	69.8	76.6	75.0	76.9	69.8
TOTAL	1,576	59.6	81.7	73.1	48.0	71.1	79.7	58.2	71.2	68.6	67.4	76.8	73.6	75.2	71.9
PMAS:															
1st Rctg Bde	191	45.1	86.8	70.8	35.5	70.0	76.6	45.5	71.8	63.3	65.7	69.5	67.7	69.5	74.4
2nd Rctg Bde	170	68.7	89.7	79.7	57.5	82.6	88.0	68.6	80.1	76.6	76.9	85.9	81.8	84.5	82.6
4th Rctg Bde	298	59.9	80.5	64.8	40.6	70.0	80.2	53.3	66.6	66.7	66.5	74.2	70.7	74.8	75.0
5th Rctg Bde	197	62.3	86.4	75.9	51.9	78.0	78.1	60.0	68.8	76.1	68.2	82.0	78.4	76.9	80.0
6th Rctg Bde	122	47.5	74.2	60.3	37.4	57.7	68.8	41.5	64.3	64.0	52.4	70.8	56.6	61.8	65.1
16-17 Years Old	429	61.8	83.9	71.7	45.6	71.7	82.4	57.8	71.4	74.4	68.6	80.2	77.1	77.2	81.8
18-19 Years Old	237	57.3	86.9	72.0	39.1	77.4	81.9	58.2	72.3	68.7	63.1	77.7	71.7	73.9	78.9
20-21 Years Old	142	54.9	79.9	66.0	50.6	67.3	69.8	47.5	68.4	62.0	65.6	72.7	64.1	70.2	73.0
22-24 Years Old	170	51.7	82.3	69.4	44.6	69.5	76.7	48.8	68.1	67.8	68.0	72.3	68.1	72.1	64.8
TOTAL	978	57.1	83.7	70.3	44.5	72.0	78.8	54.1	70.4	69.3	66.5	76.5	71.4	74.0	75.7

TABLE 5 Perceptions (Active Army)

- Perceptions of the active Army are generally in close accord with the Army's communications objectives.
  - Among PMS respondents, the most widespread perceptions of the Active Army are that it provides a physically challenging environment (83.4%), opportunities to work with high-tech equipment (76.9%), to become more mature and responsible (76.1%), to earn money for education (75%), to work with high quality people (72.4%), and to get training in useful skills (71%).
  - Comparatively infrequent perceptions are that the Army offers an advantage over going right from high school to college (42.9%), a great value to civilian career development (52.1%), and a wide variety of job opportunities (55.1%).
- Work-bound high school students have generally different, stronger, and more favorable perceptions of the Army than other segments.
  - They are most likely to see the Army as offering a chance to become more mature and responsible (91.5%), to work with high-tech equipment (88.6%), to earn money for education (87.2%), and to get useful skill training (86.2%).
  - These perceptions are in close accord with messages targeted to this group under the dual market concept.
- College-bound high school students have generally lower ratings of the Army's attributes than work-bound high school students, and their perceptions are not as closely matched to the Army's communications objectives.
  - Their predominant perceptions are that the Army presents a physical challenge (85.1%), opportunities to work with high-tech equipment (83%), to earn money for education (81.7%), and to become more mature and responsible (80.8%).
  - They are less likely to believe that the Army offers an advantage compared to going straight from high school to college (43.1%), that it is of great value for civilian career development (57.2%), or that it offers a wide variety of job opportunities (62.1%).
- Women frequently have more favorable perceptions of the Army than males, especially in regard to jobs and occupations. Women are more likely than men to see the Army as offering job variety, chances to work with high-tech equipment, and benefits to civilian career development.
- Perceptions of the Army are most favorable among men in the Southeast (2nd Recruiting Brigade) and the Southwest (5th Recruiting Brigade).
- Younger men generally have more favorable perceptions of the Army than older ones, although the differences are not always consistent.

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY" WITH ARMY ROTC ATTRIBUTE STATEMENTS

SAMPLE GROUPS	N	ROTC Offers: Leader Skills	ROTC Offers: Self Confidence	ROTC Offers: College Elective	ROTC Offers: Officer's Commission	Officer Benefits: Job Variety	Officer Benefits: Proud Experience	Officer Benefits: Use College Skills	Officer Benefits: Use Own Judgment
PMS:									
College Juniors and Seniors	96	57.1	53.2	72.5	72.4	43.4	65.7	45.1	44.1
College Freshmen and Sophomores	96	50.3	68.2	73.4	76.1	59.1	78.9	66.9	58.1
H.S. Students (College Bound)	128	56.3	74.6	77.0	75.2	72.6	74.7	75.9	74.4
TOTAL	320	54.0	65.8	74.2	74.8	58.6	73.9	63.3	58.9
ALL YOUTH:									
Males (PMS+SMS)	320	54.0	65.8	74.2	74.8	58.6	73.9	63.3	58.9
Females (FS)	37	69.5	71.4	85.3	55.5	52.4	84.1	78.0	55.9
TOTAL	357	59.2	67.7	77.9	68.3	56.5	77.4	68.3	57.9
PMAS:									
1st Rctg Bde	37	30.8	77.6	89.4	80.0	79.6	84.1	83.4	55.2
2nd Rctg Bde	39	63.7	67.1	75.9	70.9	61.4	72.1	73.1	62.6
4th Rctg Bde	66	48.7	68.3	64.0	74.8	61.2	81.1	54.7	62.9
5th Rctg Bde	46	68.0	78.1	68.8	84.8	60.0	83.8	77.5	76.3
6th Rctg Bde	32	53.6	58.5	76.8	63.9	60.3	58.7	68.7	69.2
16-17 Years Old	118	55.9	73.5	78.9	75.0	69.9	73.8	76.6	75.0
18-19 Years Old	72	48.6	70.9	70.1	79.5	65.0	82.8	64.8	55.9
20-21 Years Old	22	*	*	*	*	*	*	*	*
22-24 Years Old	8	*	*	*	*	*	*	*	*
TOTAL	220	51.9	70.3	74.4	75.3	64.8	77.1	70.4	64.6

NOTE: This table excludes H.S. Students (Work Bound) and H.S. Graduates Not Currently Enrolled.

TABLE 6 Perceptions (Army ROTC)

- Among college-oriented youth, some perceptions of the Army ROTC are common to all three education groups while other perceptions vary with educational level.

  - In all three college-oriented sample groups, PMS youth clearly perceive that the ROTC provides an officer's commission (74.8%), a college elective that can be taken with other courses (74.2%), and experiences to be proud of (73.9%). Fewer agree that the ROTC provides leadership and management training (54%).

  - As education level rises, certain perceptions are less common. College-bound high school students are more likely to agree that the Army ROTC provides a wide variety of job opportunities (72.6%) than college freshmen and sophomores (59.1%) and college juniors and seniors (43.4%). A similar pattern is shown for perceptions that the Army ROTC offers opportunities to use one's own judgment, to use college acquired skills, and to develop self-confidence.

- Women generally have more positive views of the Army ROTC than men, except they are less likely than men (55.5% vs. 74.8%) to be aware that the ROTC provides an officer's commission.

- A higher level of agreement with statements about ROTC attributes is found in the Southwest (5th Recruiting Brigade) but there are no other easily distinguishable regional patterns.

- No important age differences appear between 16-17 and 18-19 year olds except that those in the younger group are more likely to believe that the Army ROTC provides opportunities for using your own judgment (75%) than those who are older (55.9%).

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY" WITH ARMY RESERVE ATTRIBUTE STATEMENTS

SAMPLE GROUPS	N	Job Variety	Proud Experience	Leader Skills	Civilian Career	Self Confidence	Develop Potential	Mental Challenge	Mature & Responsible	Skill Training	Hi-Trained Co-workers	Money for Ed.	Serve in Hometown	Serve Community	Exciting Weekends
PMAS Total	150	43.2	66.1	69.4	56.1	67.8	63.1	61.4	70.3	65.7	67.9	63.6	68.8	54.1	41.8
PMS Total	173	38.2	58.3	62.0	52.1	68.0	60.7	53.6	63.6	65.1	59.8	63.4	63.8	48.5	39.2
PMS + SMS Total	192	39.2	54.2	56.1	48.9	64.0	56.1	49.6	57.0	62.1	60.9	61.9	60.6	50.1	36.8
All Youth Total	231	46.3	64.3	66.9	53.9	71.7	59.4	60.9	68.3	66.1	70.9	62.6	65.7	60.5	47.4

- The Army Reserve does not appear to have a very strong brand image. Agreement with statements about Army Reserve attributes ranges from approximately 40% agreement to 70%.
- Youth in all four sample categories tend to agree that the Army Reserve offers opportunities for gaining self-confidence. All are relatively unlikely to agree that the Reserve offers job variety and interesting and exciting weekends.
- Overall, more PMAS youth have positive perceptions of the Army Reserve than PMS or combined PMS+SMS youth. This difference is probably because the latter two group totals include college juniors and seniors who, on the whole, tend to have somewhat more negative opinions of military service.

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY" WITH ARMY NATIONAL GUARD ATTRIBUTE STATEMENTS

SAMPLE GROUPS	N	Job Variety	Proud Experience	Leader Skills	Civilian Career	Self Confidence	Develop Potential	Mental Challenge	Mature & Responsible	Skill Training	Hi-Trained Co-workers	Money for Ed.	Serve in Hometown	Serve Community	Exciting Weekends
PMAS Total	131	45.9	63.1	62.8	47.6	61.0	58.5	60.6	68.9	55.7	56.3	56.9	68.7	59.5	53.7
PMS Total	150	42.6	62.4	61.7	45.4	60.9	54.9	57.4	68.5	54.1	56.2	57.8	69.0	57.4	49.4
PMS + SMS Total	169	41.6	62.5	61.2	45.0	62.8	55.7	57.5	68.5	54.9	56.0	58.0	67.4	57.5	49.7
All Youth Total	224	40.5	63.7	58.4	45.3	59.3	61.3	62.0	74.4	61.1	63.0	57.8	65.9	56.6	41.2

- The Army National Guard does not appear to have a very strong brand image. Agreement with statements about Army National Guard attributes ranges from approximately 40% agreement to 70%.
  - Agreement is highest in all four groups with statements that the Army National Guard provides opportunities for becoming more mature and responsible and for serving America while remaining at home.
  - Least frequent agreement is shown for statements that the Army National Guard provides job variety, civilian career development, and interesting and exciting weekends. These findings are also common to all four sample groups shown in Table 8.

PERCENTAGE TAKING ACTIONS RELATING TO ENLISTMENT DURING THE PAST SIX MONTHS

SAMPLE GROUPS	N	Talked to Anyone of Joining Army	Talked to an Army Recruiter	Taken ASVAB	Visited Army Recruiting Station	Toll-Free Call Sent for Gift
PMS:						
College Juniors and Seniors	123	7.6	4.1	4.5	1.9	0.9
College Freshmen and Sophomores	213	24.6	16.8	14.9	6.9	2.5
H.S. Students (College Bound)	369	37.1	15.3	15.6	7.7	6.1
H.S. Students (Work Bound)	102	32.4	14.0	13.5	6.9	8.4
H.S. Graduates Not Currently Enrolled	464	16.9	10.9	7.1	4.3	4.4
TOTAL	1,271	22.5	12.2	10.4	5.4	4.3
ALL YOUTH:						
Males (PMS+SMS)	1,461	22.3	11.7	9.8	5.9	4.3
Females (FS)	326	10.4	5.0	4.0	4.1	1.4
TOTAL	1,787	16.1	8.2	6.8	4.9	2.8
PMAS:						
1st Rctg Bde	202	22.7	17.0	10.2	9.6	2.0
2nd Rctg Bde	181	31.4	15.5	16.5	7.1	6.5
4th Rctg Bde	313	20.4	9.9	11.0	5.2	4.3
5th Rctg Bde	212	41.5	20.7	15.2	5.5	6.9
6th Rctg Bde	129	16.6	8.6	6.8	2.3	2.6
16-17 Years Old	431	36.0	16.6	14.5	7.9	5.6
18-19 Years Old	278	31.9	19.2	15.3	6.9	5.8
20-21 Years Old	155	19.4	12.1	12.1	4.1	5.2
22-24 Years Old	173	10.2	5.9	4.1	3.7	0.6
TOTAL	1,037	26.3	14.2	12.0	6.0	4.5

TABLE 9

Behavior

- In general, enlistment related actions are relatively infrequent among youth in the groups sampled.
  - Among PMS youth, talking to someone about joining the Army is the behavior reported most frequently by all PMS sample groups (22.5%); talking to an Army recruiter (12.2%) and taking a written test used for the Army (10.4%) are about half as likely. Visiting an Army recruiting station (5.4%) and making a toll-free call or sending for a gift (4.3%) are the least frequent behaviors reported. This same pattern holds true across ages, regions, and sexes as well.
- Differences among groups are apparent within each of the four sample breakdowns.
  - High school students, both work-bound and college-bound, are more likely to report enlistment-related actions than the remaining three PMS groups.
  - Men are generally at least twice as likely as women to have taken action with respect to enlistment during the past six months.
  - Behaviors related to joining the Army decrease with increasing age. The 22-24 year old youth are consistently low in comparison to the younger age groups.
  - Not much regional variability is observed except that youth in the West (6th Recruiting Brigade) consistently report less enlistment related action than those in other regions, and youth in the Southwest (5th Recruiting Brigade) are relatively more likely to have talked to someone about joining the Army and to have talked to an Army recruiter.

PERCENTAGE WITH INTENTION TO ENLIST IN ARMY COMPONENTS

SAMPLE GROUPS	N	Unaided Intention: General Intention	Unaided Intention: Active Army	Unaided Intention: USAR	Unaided Intention: ARNG	Aided Intention: General Intention	Aided Intention: Active Army	Aided Intention: USAR	Aided Intention: ARNG	Aided Intention: Army ROTC
PMS:										
College Juniors and Seniors	123	0.0	0.0	0.0	0.0	9.1	2.8	4.2	5.0	3.0
College Freshmen and Sophomores	213	0.9	0.3	0.3	0.3	12.4	5.3	5.4	4.3	7.0
H.S. Students (College Bound)	369	2.2	1.5	0.5	0.2	33.6	19.0	17.0	12.9	22.8
H.S. Students (Work Bound)	102	7.4	5.8	0.0	1.5	41.6	33.3	23.3	19.9	N/A
H.S. Graduates Not Currently Enrolled	464	0.6	0.0	0.2	0.5	18.4	9.7	9.2	10.1	13.0
TOTAL	1,271	1.4	0.8	0.2	0.4	21.0	11.6	10.5	9.7	13.0
ALL YOUTH:										
Males (PMS+SMS)	1,461	1.6	0.9	0.3	0.4	23.2	12.9	11.9	11.0	14.3
Females (FS)	326	0.3	0.0	0.3	0.0	8.0	3.6	5.8	3.5	7.5
TOTAL	1,787	0.9	0.4	0.3	0.2	15.3	8.1	8.7	7.1	10.7
PMAS:										
1st Rctg Bde	202	0.6	0.0	0.0	0.6	14.8	5.5	7.5	6.5	9.7
2nd Rctg Bde	181	2.3	1.2	0.5	0.6	32.8	19.5	17.0	18.9	22.8
4th Rctg Bde	313	1.4	0.7	0.5	0.2	17.0	10.2	9.1	5.6	14.2
5th Rctg Bde	212	1.8	1.4	0.0	0.4	30.0	23.3	13.7	10.1	17.7
6th Rctg Bde	129	1.4	1.4	0.0	0.0	24.8	9.6	12.4	12.7	13.8
16-17 Years Old	431	4.0	2.5	0.7	0.7	30.7	18.0	15.4	11.8	19.7
18-19 Years Old	278	0.7	0.3	0.0	0.5	22.2	13.9	11.7	10.6	13.6
20-21 Years Old	155	0.0	0.0	0.0	0.0	19.5	12.7	13.9	11.5	11.1
22-24 Years Old	173	0.0	0.0	0.0	0.0	16.9	6.6	4.7	7.4	12.5
TOTAL	1,037	1.5	0.9	0.2	0.4	23.4	13.5	11.8	10.4	15.4

TABLE 10 Intention to Enlist

- Aided and unaided intentions to enlist in the Army, and especially the active Army, are highest among those still in high school.
  - Among those not in high school, graduates not currently enrolled report higher intentions to enlist than college students.
- Among those still in high school, work-bound students are more likely to show intention to enlist in all components than college-bound students.
  - 7.4% of work-bound high school students show an unaided general intention to enlist in the Army, and 41.6% show an aided general intention to enlist, compared to the other education categories where percentages range from 0% to 2.2%, and 9.1% to 33.6%, respectively. This difference is consistent across components.
  - While work-bound high school students are more likely to report an intention to enlist in the active Army than in other components, other groups seem as likely to show intention to enlist in other components as in the active Army.
- Comparing aided to unaided intention, asking respondents about branches or components by name yields large increases in reported intention to enlist across all sample groups.
- Males are more likely than females to report intention to enlist.
  - Males are five times more likely than females to report a general intention to enlist in the Army unaided, and three times as likely aided. This difference is consistent across components.
- Youth in the Southeast (2nd Recruiting Brigade) and the Southwest (5th Recruiting Brigade) report the highest general intention to enlist in the Army. This is generally consistent across components.

TABLE 11

PERCENTAGE RATING OPPORTUNITIES "SOMEWHAT IMPORTANT" OR "VERY IMPORTANT" TO PLANS FOR THE NEXT YEAR

SAMPLE GROUPS	N	Physical Challenge	Hi-Trained Co-workers	Money for Ed.	Skill Training	Self Confidence	Serve Country	Leader Skills	Hi-Tech Equipment	Proud Experience	Develop Potential	Civilian Career	Serve Community	Exciting Weekends	Serve in Hometown	Step Btwn HS & Col.	Mature & Responsible	Use Own Judgment	Mental Challenge
PMS:																			
College Juniors and Seniors	123	72.2	82.2	61.4	65.0	84.8	48.9	84.6	55.3	83.2	95.9	98.3	54.3	71.8	23.8	29.7	74.9	87.1	92.1
College Freshmen and Sophomores	213	76.5	80.8	69.3	76.4	87.7	58.0	83.6	64.1	86.4	94.7	93.9	62.3	74.7	25.5	36.5	83.8	88.2	89.5
H.S. Students (College Bound)	369	80.9	80.0	83.0	85.2	88.0	68.6	80.6	72.4	88.2	91.9	92.5	70.8	77.8	35.2	56.3	88.8	90.3	85.2
H.S. Students (Work Bound)	102	83.5	81.6	68.5	84.6	88.3	68.5	75.2	76.0	91.2	90.5	91.4	65.6	80.4	43.3	54.9	90.2	86.7	75.3
H.S. Graduates Not Currently Enrolled	464	76.7	76.9	50.0	78.1	87.9	56.6	78.7	58.1	85.8	94.4	92.6	64.1	72.8	45.3	40.9	81.0	89.8	85.8
TOTAL	1,271	77.5	79.2	63.2	78.2	87.5	59.3	80.5	63.1	86.4	93.8	93.4	64.2	74.6	36.9	43.0	83.0	89.1	86.4
ALL YOUTH:																			
Males (PMS+SMS)	1,461	76.9	79.0	62.2	78.2	87.1	59.9	79.7	64.0	86.9	93.0	92.9	64.1	74.0	38.3	43.7	83.2	88.8	84.1
Females (FS)	326	66.7	77.0	71.9	79.0	91.5	52.4	75.3	58.2	89.3	89.8	91.8	70.0	71.0	46.8	49.5	90.6	91.9	81.3
TOTAL	1,787	71.6	78.0	67.3	78.6	89.4	56.0	77.4	61.0	88.1	91.3	92.3	67.2	72.4	42.7	46.7	87.0	90.4	82.7
PMAS:																			
1st Rctg Bde	202	80.1	77.1	66.7	82.2	88.7	56.3	76.1	62.0	85.9	95.6	96.2	62.0	78.5	41.9	40.4	85.2	89.2	84.2
2nd Rctg Bde	181	80.5	84.8	71.4	82.4	92.7	76.0	86.2	72.4	91.5	94.8	93.5	76.3	77.7	35.3	46.3	90.4	93.0	84.6
4th Rctg Bde	313	80.1	72.6	63.6	80.4	87.5	53.3	77.2	66.0	85.2	92.1	90.9	60.2	77.1	35.5	42.3	82.2	88.3	85.8
5th Rctg Bde	212	81.7	77.3	65.8	86.0	91.1	71.0	85.9	64.1	91.6	92.7	94.5	74.4	76.5	48.7	51.7	90.1	90.1	84.4
6th Rctg Bde	129	70.4	79.9	56.1	76.7	80.1	55.8	74.4	57.5	83.8	91.0	89.7	61.6	72.3	37.1	47.1	79.8	87.3	86.2
16-17 Years Old	431	81.6	79.4	78.7	84.8	88.5	67.6	80.2	73.6	89.9	92.2	93.9	66.7	78.6	35.2	53.8	88.5	90.5	83.7
18-19 Years Old	278	76.7	79.8	71.4	78.8	87.8	63.0	78.8	62.6	85.7	92.1	90.2	67.5	74.5	37.1	42.3	85.5	88.7	85.6
20-21 Years Old	155	75.5	78.2	59.8	82.0	86.1	61.4	84.1	64.6	86.8	92.9	95.9	67.6	79.1	35.5	35.9	86.1	85.4	84.2
22-24 Years Old	173	80.3	73.3	40.5	79.9	90.2	53.3	77.7	54.7	87.0	96.6	92.5	64.5	74.5	51.5	43.5	80.5	92.7	87.0
TOTAL	1,037	78.9	78.0	65.0	81.6	88.3	62.1	79.9	64.8	87.6	93.3	92.9	66.6	76.6	39.4	45.2	85.5	89.6	85.0

TABLE 11 Importance of Attributes

- The great majority of youth in all sample groups (80%-98%) consider career and self-development opportunities important. Specifically, in all sample groups, the attributes most likely to be valued are opportunities for career development, developing potential, using one's own judgment, having experiences to be proud of, and gaining self-confidence.

- In all sample groups, the attributes least likely to be valued (23%-56%) are staying in one's own hometown and having a stepping stone between high school and college.

- Very few differences are shown between work-bound and college-bound high school students on the importance of attributes.

  - Two notable exceptions are that college-bound students are more likely then work-bound to value money for education and mental challenge.

- Advertising plans appear to be focused on important youth values. Some of the messages aimed at particular market segments are right on target while others appeal to a different (often broader) audience than expected.

  - College students are more likely to consider having a mental challenge important than other educational groups especially the work-bound high school students.

  - Money for education is most important among college-oriented high school students, males who are younger, and those who live in the Southeast (2nd Recruiting Brigade).

  - Skills training opportunities are most likely to be valued by high school students, and least likely to be considered important by college juniors and seniors.

  - The opportunity to use high-tech equipment appeals particularly to both college-bound and work-bound high school students. The high-tech appeal appears to decrease with age and HSDGs and women are especially unlikely to value it. Regional patterns show youth in the Southeast (2nd Recruiting Brigade) are most likely and those in the West (6th Recruiting Brigade) are least likely to consider this opportunity important.

  - Service to community is most likely to be considered important by college-bound high school students and least likely by college juniors and seniors. Regional patterns show community service more valued by youth in the Southeast (2nd Recruiting Brigade) and Southwest (5th Recruiting Brigade) and least by youth in the West (6th Recruiting Brigade).

  - The importance of serving the country decreases with increasing age and education. It also varies regionally, having higher value among youth in the Southeast (2nd Recruiting Brigade) and Southwest (5th Recruiting Brigade) than in other regions.

PERCENTAGE SEEING/HEARING MILITARY ADVERTISING
(PMAS ONLY)

MONTHS	N	THINKING ABOUT ALL FORMS OF ADVERTISING, FOR WHICH MILITARY SERVICES DO YOU RECALL SEEING OR HEARING ANY ADVERTISEMENTS?									
		Army Components				Other Military Branches					
		ACTIVE	ROTC	ARNG	USAR	USAF	NAVY	USMC	USCG	JRAP	NONE
October	231	83.4	8.7	12.9	14.8	68.1	54.5	66.4	16.0	15.5	3.2
November	473	83.7	5.1	21.8	10.2	65.5	58.9	64.0	14.5	10.8	1.3
December	333	82.9	1.9	16.6	12.6	63.8	59.8	68.6	19.9	7.2	1.9
TOTAL	1,037	83.3	4.7	17.9	12.1	65.5	58.2	66.2	16.8	10.5	2.0

PERCENTAGE "AGREE SOMEWHAT" OR "AGREE COMPLETELY" WITH ACTIVE ARMY ATTRIBUTE STATEMENTS
(PMAS ONLY)

MONTHS	N	Job Variety	Physical Challenge	Proud Experience	Step Btwn HS & Col.	Leader Skills	Hi-Tech Equipment	Civilian Career	Self Confidence	Develop Potential	Mental Challenge	Mature & Responsible	Skill Training	Hi-Trained Co-workers	Money for Ed.
October	219	57.7	87.1	75.1	42.0	69.5	77.8	53.7	72.6	72.9	66.3	81.0	77.1	73.8	76.0
November	446	55.7	83.0	66.1	41.6	72.3	80.7	50.2	71.9	68.1	65.6	74.8	69.2	73.8	74.6
December	313	58.5	82.2	72.1	49.3	73.1	77.3	58.9	67.4	68.3	67.6	75.5	70.4	74.2	76.8
TOTAL	978	57.1	83.7	70.3	44.5	72.0	78.8	54.1	70.4	69.3	66.5	76.5	71.4	74.0	75.7

PERCENTAGE WITH INTENTION TO ENLIST IN ARMY COMPONENTS
(PMAS ONLY)

MONTHS	N	Unaided Intention				Aided Intention				
		General Intention	Active Army	USAR	ARNG	General Intention	Active Army	USAR	ARNG	Army ROTC
October	231	2.0	2.0	0.0	0.0	21.5	12.9	9.8	9.8	10.4
November	473	1.2	0.7	0.3	0.1	21.1	12.5	9.3	9.3	15.6
December	333	1.6	0.5	0.3	0.9	27.1	14.9	15.7	12.1	18.1
TOTAL	1,037	1.5	0.9	0.2	0.4	23.4	13.5	11.8	10.4	15.4

Note. Summary text and interpretation of the monthly PMAS totals shown in Tables 12, 13, and 14 will be deferred until sufficient data accumulate.

QUARTERLY HIGHLIGHTS

Quarterly Highlights

Since this is the first quarter of data collection, the following observations should be treated as tentative guideposts to subsequent interpretation. Further, since there are changes to the ACOMS interview which were made in the beginning of Quarter 2, we have tried not to over-interpret these first quarter results.

Recall and Brand Image

- Recall of Active Army advertising is highest among all services.
  - Both aided and unaided recall of Active Army advertising is higher than recall of other services, by margins of 16 to 22 percent for unaided recall, and 7 to 12 for aided recall.
  - The G.I. Bill is more likely to be associated with the Army than with other services, again by large margins.
- General knowledge of the Army's offers and benefits is high but knowledge of specifics is less widespread.
  - Knowledge of the delayed entry program is generally high. Since DEP was an important advertising message during the quarter, it will be important to watch this total next quarter when the delayed entry program is not being advertised as heavily.
  - Knowledge that the Army offers money for education is well known although fewer respondents know how much is available or that the Army offers more money than other services. Since the GI Bill and the Army College Fund are major components of next quarter's advertising plans, increases in the more specific knowledge may occur.
- Brand image and recall of advertising for the Army Reserve Officer's Training Corps, Army National Guard, and Army Reserve lag behind the Active Army.
  - Brand image differences are shown in the relatively high percentages of respondents who agree with statements about the attributes of the Active Army (Table 5) compared with the percentages agreeing with statements about the Army ROTC (Table 6), Army Reserve (Table 7), and Army National Guard (Table 8). Further, there appears

to be less variability of proportions agreeing with different attributes for the ROTC, ARNG and USAR, suggesting that the images are more diffuse.

- Advertisements for the components are recognized when probed (aided recall) but appear not to be salient enough to elicit unaided recall. This may be because the components are not clearly distinguishable from the Army.

- Although unaided recall of ROTC advertising is generally low, it is highest among the sample groups targeted by the ROTC (college-bound high school students, and college freshmen and sophomores).

Market Segmentation

- The Army's prime market appears to be high school students in terms of perceptions, intentions, and behaviors.

- College-bound and work-bound high school students appear to have similar values, but the work bound seem more likely to see the Army as a place to get what they want.

  - An important exception to the above summary statement is that college-bound high school students are more likely to value money for education and mental challenge than students who are work bound. Interestingly, however, work-bound students are more likely than college bound to see the Army as offering money for college and the two groups are equally likely to think that the Army offers a mental challenge.

- High school diploma graduates not currently enrolled were the primary target market segment during the quarter. The main message targeted to this group was that the Army offers opportunities to use high-tech equipment.

  - High school diploma graduates are relatively unlikely to perceive that the Army offers opportunities they value.

- HSDGs are also least likely of all PMS groups to perceive that the Army offers high-tech opportunities. This view is, however, in line with their generally lower perceptions of most Army attributes.

Disparities between Perceptions and Importance

- Youth are generally more likely to see that the Army offers opportunities for using high-tech equipment than to think it is important for their own future plans. The difference is between 10 and 15 percentage points.

- Youth are generally more likely to see that the Army offers skills training than to think it is important for them. The average difference is about 16 percentage points.

- Equal proportions of college-bound high school students perceive that the Army offers money for education as think it is valuable to their own future plans. However, youth in other educational groups are more likely to think that the Army offers education money than to think it is important. The difference is especially large for work-bound high school students and HSDGs, about 20 percentage points.

- Youth are generally less likely to see that the Army offers opportunities for developing their civilian careers than to think it is important to them. The difference ranges from about 15% for work-bound high school students to over 45% for non-enrolled grads.

- Youth are generally less likely to see that the Army offers the opportunity for development of potential than think it is important. For high school students, the difference is approximately 15% while for other educational groups it is 30%.

Other Highlights and Hypotheses

- Groups with high measured intention to enlist do not necessarily act on those intentions.

  - This may reflect a break between intentions and action or a weakness in the measurement of intention. However, it could also mean intention is not the only cause of measured behavior. For example, it appears that a large percentage of respondents who report having talked with an Army

recruiter during the past six months were contacted first by the recruiter. This may reflect a different level of motivation than if the respondents themselves had initiated contact with the recruiter.

- Youth in the Southeast and Southwest (2nd and 5th Recruiting Brigades) are generally more favorably inclined toward the Army than youth in other regions. They are more likely to agree with Active Army attribute statements, to have intentions to enlist, and to have taken recent action relating to enlistment.

APPENDIX A

THE YOUTH AND PARENTAL SAMPLES

Appendix A

THE YOUTH AND PARENTAL SAMPLES

Sample design for ACOMS was guided by two main criteria--the objectives of the research and the need to retain comparability with extant research (e.g., the Youth Attitude Tracking Study, the New Recruit Survey). In line with these dual objectives, the final youth sample design for ACOMS consists of 16-24 year old males and females who have neither served nor contracted to serve in the Armed Forces and have not yet graduated from college. This overall sample is broken into four groups:

- The Primary Male Sample (PMS):
  Male high school diploma graduates and those currently enrolled in regular high school or college.

- The Secondary Male Sample (SMS):
  Male high school non-completers not currently enrolled in regular high school or college.

- The Female Sample (FS):
  Female high school diploma graduates and those currently enrolled in regular high school or college (PFS) and high school non-completers not currently enrolled in regular high school or college (SFS).

- Supplementary Samples:
  Male Hispanics in all of the above categories (N=300) and the ADI supplement (PMS only), described further in Chapter 3 of The ACOMS Survey Design. Since the supplements are not used in the quarterly reports, we do not cover them further in this appendix.

In addition, the PMS and PFS samples are further subdivided. All 16-20 year old PMS/PFS sample members become part of a parental-linked sample from which target youths will be selected for an additional interview of a pre-designated parent. Half of the parental-linked target youths are designated for participation in a longitudinal sample to be reinterviewed.

We discuss each of the main sample groups and the operationalization of their eligibility requirements below.

The Overall Youth Sample

While the definition of eligibility requirements is apparently straightforward, the operational definition of the sample is a bit more complex. Age is defined by date of birth rather than self-reported years of age. Each potential respondent between 16 and 24 years of age is asked whether he/she has served in the military (Army, Navy, Air Force, Marines, the Reserve, or

the National Guard), or is currently in the Delayed Entry Program. These persons are excluded. Finally, youth are asked the highest grade they completed and for which they received credit. Those persons indicating they have graduated from college are excluded.

Youth currently enrolled in college present special problems in establishing household residency, since it is desirable to avoid double eligibility for students living away from home while at college. In collaboration with the SAG, it was decided that students living in college-sponsored housing would be reached through their parents (and therefore excluded in the screening interview), while those living on their own would be eligible for interview directly (and therefore not traced through their parents.)

The Primary Male Sample and Primary Female Sample

In addition to the age and prior service qualifications of the overall sample, eligibility for PMS/PFS requires an assessment of educational attainment. High school diploma graduates are defined as those completing a regular high school diploma, thus excluding those with GED and ABE certificates (classified as SMS unless they are enrolled in a 2- or 4-year college; see below). Current enrollment during the school year is ascertained directly, and, as above, requires enrollment in a regular high school or a 2- or 4-year college, thus excluding enrollment in training and vocational-technical non-degree programs (considered SMS if they did not complete a regular high school diploma). Enrollment status for youths interviewed from July 1 through September 1 is defined by plans to be enrolled in September.

The PMS and PFS encompass many of the Army's prime recruiting groups, not only for the active Army but also for ROTC, ARNG and USAR, and thus conform to the research objectives for ACOMS. However, the inclusion of youth with two or more years of college or youth taking a college ROTC course in the primary samples is at variance with the market for enlisted personnel. Consequently, for more precise reporting of enlisted market groups, we define a subset of the PMS as the Primary Male Analytic Sample (PMAS), consisting of PMS members who have not yet begun their junior year in college and have never taken a college ROTC course.

Note that no sample group reported in these quarterly reports parallels the sample definition for the Youth Attitude Tracking Study II (YATS II). The male sample of YATS II can be approximated by a combination of the PMAS and SMS samples. (For females a similar parallel sample could be constructed by excluding from the FS, respondents who have begun their junior year in college and who have enrolled in a college ROTC program.) Note also that the YATS II sample is restricted to September and October interviewing periods.

The Parental-linked Sample

PMS and PFS eligibles between the ages of 16 and 20 inclusive are designated for participation in the parental-linked sample. The parent will be interviewed regarding his/her own awareness of and attitudes toward Army and other military advertising, Army offers and images, as well as hopes for and attempts to influence the target youth. Thus, for households with more than one PMS/PFS eligible, one would be designated randomly as the target youth for the parental interview.

The Longitudinal Sample

A randomly chosen half of the parental-linked target youths will be selected for participation in the longitudinal sample. Longitudinal sample youths will be re-interviewed annually in the years following their original interviews. Further, their original interviews are slightly longer than those of non-longitudinal sample participants, since tracing information and information on social influences are collected from them as well.

The Secondary Male Sample and Secondary Female Sample

Logically, these samples represent the complements of their respective Primary Samples--that is, youths not currently enrolled in regular high school or college and not having completed a regular high school diploma. These youths will not participate in the parental-linked or longitudinal samples.

APPENDIX B

APPROXIMATE STANDARD ERRORS FOR THE ESTIMATED PERCENTAGES

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GENERAL INTRODUCTION TO

ACOMS QUARTERLY REPORTS

Appendix B

APPROXIMATE STANDARD ERRORS FOR THE ESTIMATED PERCENTAGES

The general methods of estimation and analysis of data described in standard statistical text books require the assumption that data are from simple random samples. A simplified definition of a simple random sample is that every unit in the population from which the sample is to be drawn has the same chance of being selected as every other unit. The requirements for simple random samples are not often met in practice since it is usually more efficient to select samples through a complex sample design (e.g., stratification, clustering of observations, and the use of different sampling rates for different subgroups of the population) than to select simple random samples.

ACOMS is not a simple random sample. Several features of the ACOMS sample design classify it as a complex sample. One feature of the ACOMS sample design is that females are sampled at a much lower rate than males; also, Hispanic males are sampled at a much higher rate than the rest of the population. That is, females have a smaller chance of selection than males, and Hispanic males have a higher chance of selection than other males. Therefore, weighting with different weights for various subdomains of the population that have been sampled at different rates is necessary for the production of unbiased estimates. The sample weights are used with ACOMS data to provide estimates of statistics (means, proportions, etc.) that would have been obtained if the entire sampling frame had been surveyed. The weighting system is implemented by assigning a weight to each person in the sample, inserting the weight in the computer record for that person, and then cumulating weights in the tabulations.

When standard formulas are applied to data from complex samples, the results can be misleading. Standard formulas given in text books assume simple random selection of individuals in the sample. They do not take into account the differential sampling rates and features of the design.

With simple random sampling, the variance of a proportion p is given by pq/n, where q=1-p, and n is the sample size. ACOMS is not a simple random sample, and the variance of a proportion computed from the ACOMS data will be larger than pq/n by a factor of d, called the design effect. The formula pq/n will underestimate the true variance and, thus, should not be used.

The design effect is partly due to the variation among sampling rates for different subgroups that comprise the sample for which the estimates are made. Therefore, the design effect is smaller for a sample of males than for the total sample because of the unequal sampling rates used for males and females. Furthermore, the tables provided in this report include questions

which were asked of only random subsamples of the main sample. The value of the design effect depends on the variation among the subsampling rates used within each table.

For example, different subsampling rates are used in Tables 3, 4, and 5. The unaided and aided recall questions in Table 3 were asked of 123 PMS college juniors and seniors, 213 PMS college freshmen and sophomores, and 369 H.S. students (college bound). The knowledge questions in Table 4 were asked of 70 PMS college juniors and seniors, 107 PMS college freshmen and sophomores, and 181 H.S. students (college bound). The perceptions of active Army questions in Table 5 were not asked of PMS college juniors and seniors, were asked from 152 PMS college freshmen and sophomores, and 369 H.S. students (college bound). The value of the design effect depends on the variation among the subsampling rates used within each table.

Tables B-1 and B-2 are provided in this appendix to simplify the computation of standard errors for the percentages given in the report. Table B-2 provides estimates of standard errors (square roots of variances) that take into account the design effect for the PMS, PMS + SMS, and the female sample for different values of percentage and sample size. Table B-1 shows the additional factors that have to be multiplied by the entries of Table B-2 in order to provide estimates of standard errors for the associated rows in the quarterly report tables. To estimate the standard error for a percentage, the user should first look in Table B-1 for a factor associated with the percentage. The columns of Table B-1 show the report table numbers, and the rows are identical to the rows in the report tables. If there is no factor in the cell, then the user can refer to Table B-2, to the column with the associated sample size and the row with the percentage to obtain the estimate of standard error. If there is a factor associated with the percent in Table B-1, then it must be multiplied by the entry in Table B-2 to provide the estimated standard error.

For example, let's assume that the estimate of interest is the percentage of PMS college juniors and seniors who watch Monday Night Football. This estimate is given in Table 1 of the quarterly report. Since there is no factor in column 1 of Table B-1 for PMS college juniors and seniors, refer to Table B-2 for sample size of 36 and percent of 73.4. The standard error is 10.2% for n=35-39 and p=70-74.9%.

Table B-1

Design Effect Factors for the Tables in the Report

Sample Groups	Table 1 Media Habits	Table 2 Knowledge/ Recall Unaided	Table 3 Knowledge/ Recall Unaided+Aided	Table 4 Knowledge	Table 5 Perceptions Active Army	Table 6 Perceptions Army ROTC	Table 7 Perceptions Army Reserve	Table 8 Perceptions Army National Guard	Table 9 Behavior	Table 10 Intention to Enlist	Table 11 Importance of Attributes
PMS:											
College Juniors and Seniors	--	--	--	--	--	--	--	--	--	--	--
College Freshmen and Sophomores	--	--	--	--	--	--	--	--	--	--	--
H.S. Students (College Bound)	--	--	--	--	--	--	--	--	--	--	--
H.S. Students (Work Bound)	--	--	--	--	--	--	--	--	--	--	--
H.S. Graduates Not Currently Enrolled	--	--	--	--	--	--	--	--	--	--	--
TOTAL	1.03	--	--	1.04	--	1.04	1.10	1.10	--	--	--
ALL YOUTH:											
Males (PMS+SMS)	--	--	--	--	--	--	--	--	--	--	--
Females (FS)	--	--	--	--	--	--	--	--	--	--	--
TOTAL	1.17	1.16	1.16	1.18	1.17	1.20	1.29	1.19	1.16	1.16	1.16
PMAS:											
1st Rctg Bde	--	--	--	--	--	--	--	--	--	--	--
2nd Rctg Bde	--	--	--	--	--	--	--	--	--	--	--
4th Rctg Bde	--	--	--	--	--	--	--	--	--	--	--
5th Rctg Bde	--	--	--	--	--	--	--	--	--	--	--
6th Rctg Bde	--	--	--	--	--	--	--	--	--	--	--
16-17 Years Old	--	--	--	--	--	--	--	--	--	--	--
18-19 Years Old	--	--	--	--	--	--	--	--	--	--	--
20-21 Years Old	--	--	--	--	--	--	--	--	--	--	--
22-24 Years Old	--	--	--	--	--	--	--	--	--	--	--
TOTAL	1.03	--	--	1.04	--	1.04	1.10	1.10	--	--	--

Table B-2

Approximate standard errors of percentages estimated for the total sample PMS, PMS+SMS, and females

Percent (p)		Sample Size (n)											
Percent	100% - Percent	30 -34	35 -39	40 -44	45 -49	50 -54	55 -59	60 -64	65 -69	70 -74	75 -79	80 -84	85 -89
0.0- 0.5	99.5 -1.0	**1.7**	**1.6**	**1.5**	**1.4**	**1.3**	**1.3**	**1.2**	**1.2**	**1.1**	**1.1**	**1.0**	**1.0**
0.6- 1.0	99.0 -99.4	**2.4**	**2.2**	**2.1**	**2.0**	**1.9**	**1.8**	**1.7**	**1.6**	**1.6**	**1.5**	**1.5**	**1.4**
1.1- 2.5	97.5 -98.9	**3.8**	**3.5**	**3.3**	**3.1**	**2.9**	**2.8**	**2.7**	**2.6**	**2.5**	2.4	2.3	2.2
2.6- 5.0	95.0 -97.4	**5.3**	4.9	4.5	4.3	4.1	3.9	3.7	3.6	3.4	3.3	3.2	3.1
5.1- 7.5	92.5 -94.9	6.3	5.9	5.5	5.2	4.9	4.7	4.5	4.3	4.2	4.0	3.9	3.8
7.6- 10.0	90.0 -92.4	7.2	6.7	6.3	5.9	5.6	5.3	5.1	4.9	4.7	4.6	4.4	4.3
10.1- 15.0	85.0 -89.9	8.6	8.0	7.5	7.0	6.7	6.4	6.1	5.8	5.6	5.4	5.3	5.1
15.1- 20.0	80.0 -84.9	9.6	8.9	8.3	7.9	7.5	7.1	6.8	6.5	6.3	6.1	5.9	5.7
20.1- 25.0	75.0 -79.9	10.4	9.7	9.0	8.5	8.1	7.7	7.4	7.1	6.8	6.6	6.4	6.2
25.1- 30.0	70.0 -74.9	11.0	10.2	9.6	9.0	8.6	8.2	7.8	7.5	7.2	7.0	6.8	6.6
30.1- 35.0	65.0 -69.9	11.5	10.6	10.0	9.4	8.9	8.5	8.1	7.8	7.5	7.3	7.0	6.8
35.1- 40.0	60.0 -64.9	11.8	10.9	10.2	9.6	9.1	8.7	8.3	8.0	7.7	7.5	7.2	7.0
40.1- 45.0	55.0 -59.9	12.0	11.1	10.4	9.8	9.3	8.9	8.5	8.1	7.8	7.6	7.3	7.1
45.1- 50.0	50.0 -54.9	12.0	11.2	10.4	9.8	9.3	8.9	8.5	8.2	7.9	7.6	7.4	7.2
Percent	100% - Percent	90 -94	95 -99	100 -109	110 -119	120 -129	130 -139	140 -149	150 -159	160 -174	175 -199	200 -224	225 -249
0.0- 0.5	99.5 -1.0	**1.0**	**1.0**	**0.9**	**0.9**	**0.8**	**0.8**	**0.8**	**0.8**	**0.7**	**0.7**	**0.7**	**0.6**
0.6- 1.0	99.0 -99.4	**1.4**	**1.3**	**1.3**	**1.3**	**1.2**	**1.2**	**1.1**	**1.1**	**1.0**	**1.0**	0.9	0.9
1.1- 2.5	97.5 -98.9	2.2	2.1	2.1	2.0	1.9	1.8	1.7	1.7	1.6	1.6	1.5	1.4
2.6- 5.0	95.0 -97.4	3.0	3.0	2.9	2.7	2.6	2.5	2.4	2.3	2.3	2.2	2.0	1.9
5.1- 7.5	92.5 -94.9	3.7	3.6	3.5	3.3	3.2	3.0	2.9	2.8	2.7	2.6	2.5	2.3
7.6- 10.0	90.0 -92.4	4.2	4.1	4.0	3.8	3.6	3.5	3.3	3.2	3.1	3.0	2.8	2.6
10.1- 15.0	85.0 -89.9	5.0	4.8	4.7	4.5	4.3	4.1	4.0	3.8	3.7	3.6	3.3	3.1
15.1- 20.0	80.0 -84.9	5.6	5.4	5.3	5.0	4.8	4.6	4.5	4.3	4.2	4.0	3.7	3.5
20.1- 25.0	75.0 -79.9	6.0	5.9	5.7	5.4	5.2	5.0	4.8	4.7	4.5	4.3	4.0	3.8
25.1- 30.0	70.0 -74.9	6.4	6.2	6.0	5.8	5.5	5.3	5.1	4.9	4.8	4.6	4.3	4.0
30.1- 35.0	65.0 -69.9	6.6	6.5	6.3	6.0	5.7	5.5	5.3	5.1	5.0	4.8	4.5	4.2
35.1- 40.0	60.0 -64.9	6.8	6.6	6.5	6.2	5.9	5.7	5.5	5.3	5.1	4.9	4.6	4.3
40.1- 45.0	55.0 -59.9	6.9	6.7	6.6	6.3	6.0	5.8	5.6	5.4	5.2	5.0	4.6	4.4
45.1- 50.0	50.0 -54.9	7.0	6.8	6.6	6.3	6.0	5.8	5.6	5.4	5.2	5.0	4.7	4.4
Percent	100% - Percent	250 -299	300 -349	350 -399	400 -449	450 -499	500 -599	600 -699	700 -999	1000 -1199	1200 -1499	1500 -1799	1800
0.0- 0.5	99.5 -1.0	**0.6**	**0.5**	**0.5**	**0.5**	0.4	0.4	0.4	0.4	0.3	0.3	0.2	0.2
0.6- 1.0	99.0 -99.4	0.8	0.8	0.7	0.7	0.6	0.6	0.5	0.5	0.4	0.4	0.3	0.3
1.1- 2.5	97.5 -98.9	1.3	1.2	1.1	1.0	1.0	0.9	0.8	0.8	0.7	0.6	0.5	0.5
2.6- 5.0	95.0 -97.4	1.8	1.7	1.5	1.4	1.4	1.3	1.2	1.1	0.9	0.8	0.7	0.7
5.1- 7.5	92.5 -94.9	2.2	2.0	1.9	1.7	1.6	1.6	1.4	1.3	1.1	1.0	0.9	0.8
7.6- 10.0	90.0 -92.4	2.5	2.3	2.1	2.0	1.9	1.8	1.6	1.5	1.3	1.1	1.0	0.9
10.1- 15.0	85.0 -89.9	3.0	2.7	2.5	2.4	2.2	2.1	1.9	1.8	1.5	1.4	1.2	1.1
15.1- 20.0	80.0 -84.9	3.3	3.0	2.8	2.6	2.5	2.4	2.2	2.0	1.7	1.5	1.4	1.2
20.1- 25.0	75.0 -79.9	3.6	3.3	3.1	2.9	2.7	2.6	2.3	2.2	1.8	1.7	1.5	1.3
25.1- 30.0	70.0 -74.9	3.8	3.5	3.2	3.0	2.9	2.7	2.5	2.3	1.9	1.7	1.6	1.4
30.1- 35.0	65.0 -69.9	4.0	3.6	3.4	3.1	3.0	2.8	2.6	2.4	2.0	1.8	1.6	1.5
35.1- 40.0	60.0 -64.9	4.1	3.7	3.5	3.2	3.0	2.9	2.6	2.4	2.0	1.9	1.7	1.5
40.1- 45.0	55.0 -59.9	4.2	3.8	3.5	3.3	3.1	2.9	2.7	2.5	2.1	1.9	1.7	1.5
45.1- 50.0	50.0 -54.9	4.2	3.8	3.5	3.3	3.1	3.0	2.7	2.5	2.1	1.9	1.7	1.6

Note: Standard errors in bold are equal to or greater than the maximum corresponding percent.

APPENDIX C

REFERENCE LIST

Appendix C

REFERENCE LIST

The ACOMS Survey Design

Chapters 1 & 2: Introduction and ACOMS Survey Overview

General overview of ACOMS objectives, survey design, sampling, questionnaires, and data collection and processing procedures.

Chapter 3: Sample Design

Discussion of RDD method of sample selection, the sampling frame, sampling selection procedures, and the weighting of sample data.

Chapter 4: ACOMS Questionnaire

Presentation of the conceptual model for ACOMS and discussion of the contents of the questionnaire.

Chapter 5: Data Collection and Processing

Description of CATI system used for ACOMS, interviewer selection, data processing and editing procedures, and issues involved in the preparation, delivery, and documentation of data tapes and users' manuals.

Chapter 6: Formal Pretest

Discussion of interviewer training and administration of the formal pretest for ACOMS along with the results of the pretest including lessons that were learned for the main study.

Appendix A

Contains a series of memoranda concerning design issues that have been resolved including exclusion of Puerto Rico from the sampling frame, the variance increase that occurs with differential sampling rates, and each of the following special problems: Hispanic sampling, college students' residency, and monthly reports.

The Request for OMB Review

Contains a brief summary of the background and justification for ACOMS, sampling and data collection procedures, and complete hard copies of the questionnaires.

Interviewer Training Manual

Contains a very brief overview of the ACOMS project and the question by question specifications for the screener, youth, and parental interviews.

Analyst Training Materials

General Overview of ACOMS for Analysts

Covers ACOMS objectives, the ACOMS samples and questionnaires, and the ACOMS analysis plan.

Technical Information for Analysis of ACOMS Data

Discusses statistical issues associated with the analysis of data from complex samples, the use of survey sample adjustment weights, variance estimation, and the use of specialized computer software.

ANALYSIS PLAN

The plan for the analysis is presented in two volumes. The first volume presents plans for analysis of the data gathered through the ACOMS interviews. The second volume deals with the analysis of data collected through the analyses of the message content of Army advertising executions, through syndicated sources of data on advertising exposure, and through the special ADI studies of particular advertising campaigns. Volume 2 also presents plans for integrated analyses of Fit-Exposure and Change.

Volume 1: The ACOMS Survey Analysis Plan

Chapter 1: Introduction and Overview

Provides an overview of the ACOMS conceptual model, data sources and analytic deliverables and summarizes the basic design decisions reached during the design phase.

Chapter 2: Tracking Audience Response Trends Over Time

Discusses scale construction, trending analysis, and quarterly report table shells and narratives.

Chapter 3: Market Segmentation Analysis

Reviews various strategies for segmenting the target audience, analytical techniques for segmentation, and likely segmentation classes and what they might imply.

Chapter 4: Brand Differentiation

Reviews strategies for identifying the images of the various components and services and other civilian activities held by youth and parental respondents and identifying dimensions of knowledge and attitude differentiation.

Chapter 5: Analysis of the Influence Process

Discusses the analysis of the parental influencer data, as describing both a cognition/decision process operating parallel to the youth process, and as one which influences the youth process. The chapter also includes discussion of the social influences data collected in the main youth interviews.

Chapter 6: Modeling Effects of Army Advertising

Includes discussion of the integrated analysis of the youth interview data across awareness, recall, perceptions, importance, propensity and subsequent behavior, outlining the basic correlational structure of the youth cognition/decision process.

Volume 2: Integrated Analysis Plans (Expected availability date 4/87)

Chapter 1: Introduction and Overview

Provides an overview of the non-interview components of the ACOMS system. Detailed design and analysis plans for the non-interview data make up the balance of Volume 2.

Chapter 2: Design of Message Content Analyses

Describes the program of mall intercept interviews which will be conducted to ascertain the message content of Army advertising executions. The discussion includes data collection methodology, sample selection, questionnaire instrument, and field procedures.

Chapter 3: Fit of Advertising to Communication Objectives

Discusses the proposed analyses to be undertaken of the message content data to be collected under ACOMS, both as a separate data base and integrated with other sources of information.

Chapter 4: Exposure of Army Communications Messages

Discusses the methods for assessing exposure to the Army's advertising messages and the likely outcomes in terms of exposure, and how the exposure data will be incorporated into quarterly reports (Vol. 1, Chapter 2) and the integrated ACOMS analyses (Vol. 2, Chapter 6).

Chapter 5: Tracking the Impact of Particular Campaigns and Events

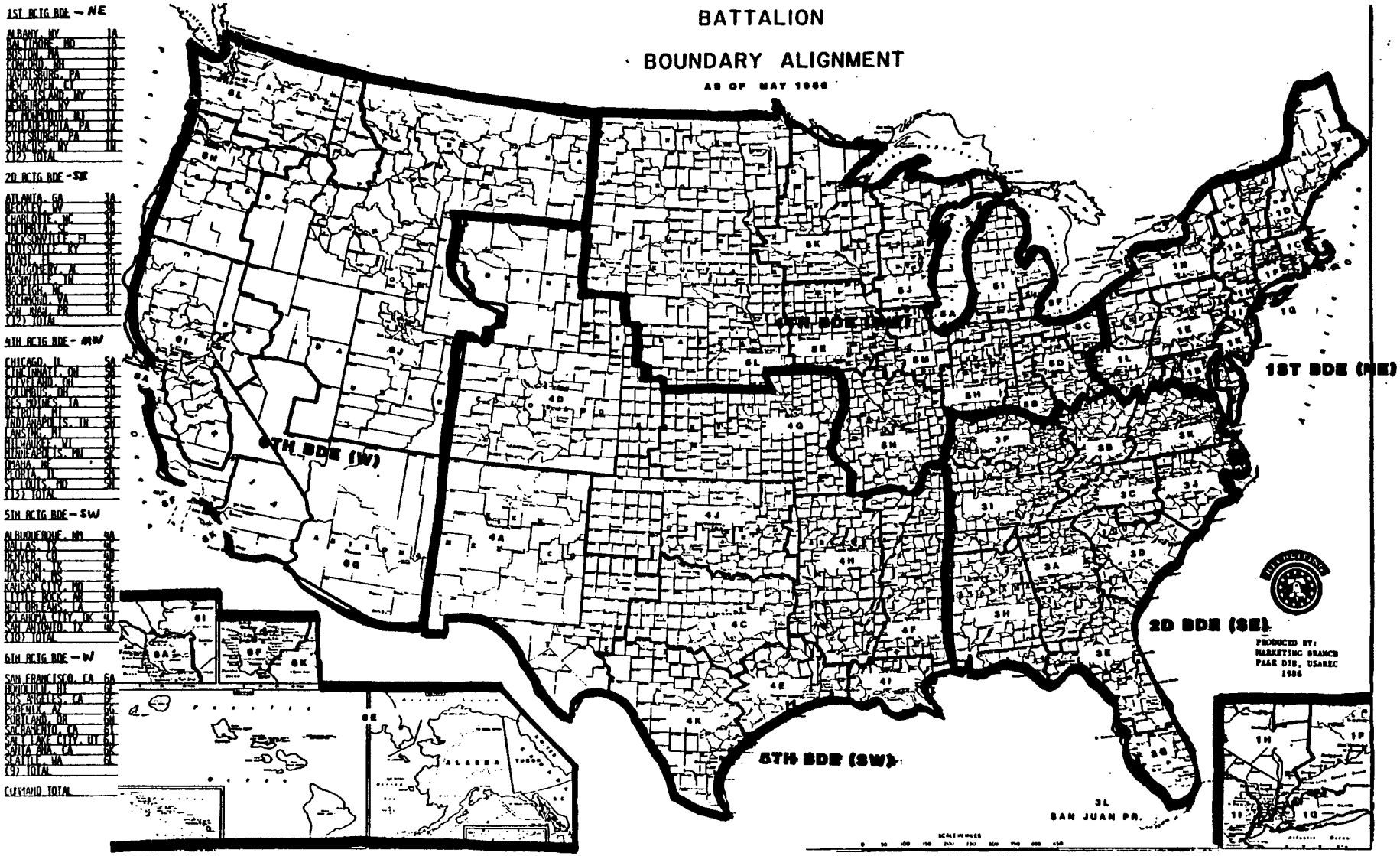
Discusses the ADI sample and its uses in measuring short-term focused changes in awareness, recall and attitudes in response to advertising campaigns and events.

Chapter 6: Analysis of Fit-Exposure and Change

Discusses the integrated analyses of fit (Vol 2, Chapters 2 and 3), and exposure (Vol. 2, Chapter 4) as inputs and moderators to the cognition/decision process outlined in Vol.1, Chapter 6.

APPENDIX D

MAP OF RECRUITING BRIGADES


BATTALION
BOUNDARY ALIGNMENT
AS OF MAY 1988
1ST ACTG BDE - NE
ALBANY, NY 1A
BALTIMORE, MD 1B
BOSTON, MA 1C
CONCORD, NH 1D
HARRISBURG, PA 1E
NEW HAVEN, CT 1F
LONG ISLAND, NY 1G
NEWBURGH, NY 1H
NEW YORK, NY 1J
PHILADELPHIA, PA 1K
PITTSBURGH, PA 1L
SYRACUSE, NY 1M
(12) TOTAL
2D ACTG BDE - SE
ATLANTA, GA 2A
BECKLEY, WV 2B
CHARLOTTE, NC 2C
COLUMBIA, SC 2D
JACKSONVILLE, FL 2E
LOUISVILLE, KY 2F
MIAMI, FL 2G
MONTGOMERY, AL 2H
NASHVILLE, TN 2J
RALEIGH, NC 2K
RICHMOND, VA 2L
SAN JUAN, PR 3L
(12) TOTAL
4TH ACTG BDE - MW
CHICAGO, IL 4A
CINCINNATI, OH 4B
CLEVELAND, OH 4C
COLUMBUS, OH 4D
DES MOINES, IA 4E
DETROIT, MI 4F
INDIANAPOLIS, IN 4G
LANSING, MI 4H
MILWAUKEE, WI 4J
MINNEAPOLIS, MN 4K
OMAHA, NE 4L
PEORIA, IL 4M
ST LOUIS, MO 4N
(13) TOTAL
5TH ACTG BDE - SW
ALBUQUERQUE, NM 5A
DALLAS, TX 5B
DENVER, CO 5D
HOUSTON, TX 5E
JACKSON, MS 5F
KANSAS CITY, MO 5G
LITTLE ROCK, AR 5H
NEW ORLEANS, LA 5J
OKLAHOMA CITY, OK 5L
SAN ANTONIO, TX 5K
(10) TOTAL
6TH ACTG BDE - W
SAN FRANCISCO, CA 6A
HONOLULU, HI 6B
LOS ANGELES, CA 6C
PHOENIX, AZ 6D
PORTLAND, OR 6E
SACRAMENTO, CA 6F
SALT LAKE CITY, UT 6G
SANTA ANA, CA 6K
SEATTLE, WA 6L
(9) TOTAL
CUSMAND TOTAL
1ST BDE (NE)
2D BDE (SE)
5TH BDE (SW)
6TH BDE (W)
6TH BDE (MW)
ALASKA
3L
SAN JUAN PR.
PRODUCED BY:
MARKETING BRANCH
FAOB DIR, USAREC
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ACOMS

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This working paper is an unofficial document intended for limited distribution to obtain comments. The views, opinions, and/or findings contained in this document are those of the author(s) and should not be construed as the official position of ARI or as an official Department of the Army position, policy, or decision, unless so designated by other official documentation.

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Appendix A. INTRODUCTION TO YUTHVERB FILE.....A-1

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Chapter 1. INTRODUCTION TO THE USERS MANUAL

Users Manual Composition and Usage

As indicated by its title, the ACOMS Users Manual is intended to provide assistance in the use of ACOMS survey data. This document has three major purposes: (1) to provide an overview of the ACOMS project; (2) to document the SAS and OS survey data files; and (3) to provide general guidance on the analysis of ACOMS data which is based on a complex sample design. In addition to this introductory chapter, the ACOMS Users Manual is composed of:

- Chapter 2: A Guide to Weighting and Standard Errors for ACOMS Survey Data.
- Chapter 3: The ACOMS Question Bank;
- Chapter 4: The ACOMS Q87-2 Annotated Questionnaire; and
- Chapter 5: The ACOMS Q87-2 Codebook.

Chapter 2 provides a brief guide to potential ACOMS analysts on the use of the ACOMS data set. This chapter introduces ACOMS users to the analytic implications of the complex sample design and questionnaire structure. In addition, procedural guidelines are provided on the use of sample weights and software for computing standard errors. This chapter also discusses the combination of data from the first two quarters of data collection.

Chapters 3, 4, and 5 provide three different forms of documentation on the ACOMS survey: the Question Bank, Annotated Questionnaire, and Codebook. The unique purposes and intended uses of each form of documentation are presented in the relevant chapters, along with a description of the elements comprising each document. Since these chapters may be used at times in a "stand-alone" mode, certain sections have intentionally been repeated across chapters. A very brief description of these documents is provided below.

The Question Bank is a historical document, which will be increasingly important as changes to the survey are made over the years. It is composed of all items ever considered for inclusion in the ACOMS survey. Analysts can trace any survey item through variations in its usages and respondent populations.

The Annotated Questionnaire documents all questionnaire items used during the interviews, along with instructions for question sequencing and skip patterns. The extensive annotation accompany-

ing the questionnaire items makes this the most important document for ACOMS analysts. Analysts may use the Annotated Questionnaire to understand the internal programming of the survey instruments, as well as the subpopulations relevant to each question.

The Codebook describes all variables in the ACOMS survey data files. In addition to the questionnaire variables, the Codebook documents additional coded and derived variables, operational variables used in CATI programming, and weighting variables.

Appendix A is a description of the unitized verbatim responses to the KR-15 and KR-17 open-ended questions.

ACOMS Q87-2 Youth SAS Data Sets

SAS data sets for youth interviewed during Q87-2 (January, February, March 1987) are currently available at NIH. The OS dataset name is WTF4JCK.ACOMS.Q872.YOUTH. This SAS data library contains two SAS datasets: YUTHVERB, which contains codes and verbatim text for the "main message" open-ended items, and YUTHMAIN, which includes all other interview and screener information. The dataset has been RACF-protected to allow Army analysts read-only access to the data.

Accessing Q87-2 Youth Data

The process of accessing Q87-2 data is virtually identical to that required to access Q87-1 data. The only change required is to refer to "Q872" rather than "Q871" in all appropriate locations in the job (DDNAME, dataset name, references to SAS data sets, TITLE statements). The file WTF4JCK.CODELIB(SAMP872) contains an example of a job accessing the Q87-2 data base.

Combining Q87-1 and Q87-2 Data Sets

The Q87-1 and Q87-2 data sets may also be combined for analysis. Analysts should note that concerns related to analysis of Q87-2 data (discussed below) also apply to combined data.

Combining Q87-1 and Q87-2 data can be accomplished by including DD statements for both datasets, and then referencing them both on a SAS set statement, as illustrated in the file WTF4JCK.CODELIB(SAMPBOTH). Since each individual data set has been separately weighted up to population totals, all relevant weight variables should be divided by two in any analyses conducted using the combined data set.

The Impact of Quarterly Instrument Changes on Analysis

From quarter to quarter, modifications are made to the youth instrument in order to tailor the instrument to changing analytic

needs and to improve the efficiency of the survey operation. Therefore, youth interviewed during one quarter will receive a slightly different instrument than youth interviewed in another.

Youth receive the interview corresponding to the month in which they were sampled. Because of the eight week data collection period, some youth sampled in the final month of the previous quarter will be interviewed during the first month of the new quarter.

Youth data is reported based upon the calendar month that the youth was interviewed. Therefore, quarterly data set will be composed of youth sampled and interviewed during that quarter, and some additional "crossover" youth who were sampled in the previous quarter and interviewed in the current quarter. (e.g. Q87-2 Youth data set contains 2,015 Q87-2 sample youth, and 297 "crossover" Q87-1 sample youth.)

Since youth receive the survey instrument based upon the quarter in which the youth was sampled, crossover youth receive the previous quarter's instrument. Therefore, the quarterly dataset will contain data collected from two slightly different instruments.

Crossover youth pose no problem for analysts if questionnaire items for the variable being analyzed have not changed between quarters. If a variable based upon a changed item is analyzed, caution should be exercised since a change found in the character of the data may be due to instrumentation rather than an actual change in population responses.

A small proportion of the total changes from quarter to quarter will involve the addition or deletion of questionnaire items. If the variable being analyzed is based upon a questionnaire item that has been added or deleted, the crossover youth should not be analyzed. (This implies that variables deleted should not be analyzed at all since the remaining valid responses would be from a small number of crossover youth.)

Q87-2 Changes from Q87-1

The Q87-2 Youth Instrument contains numerous improvements over the Q87-1 instrument. The following is a listing of questionnaire items that have changed from Q87-1 to Q87-2:

Education and Employment Module

- In the Education-Employment module, EE-6C was added, which parallels EE-6A and EE-6B, for 2 year college students. This question asks for the year of two year college enrollment after student status is established. (The corresponding addition in the screening instrument is SC-17A)
  Variables affected:
  YEDENYRJ
  EEDENYRJ

- The first response category for EE-9_12 (high school mathematics courses completion) was changed to read "TAKEN OR CURRENTLY TAKING".
  Variables affected:
  YEDELALG
  YEDGEOM
  YEDINALG
  YEDTRIG

Intentions and Propensity Module

- In the Intentions/Propensity module, IP-7, IP-14, IP-11, IP-16, IP-12, IP-8, IP-9, IP-10, and IP-11A response categories (the series of questions with the response categories "definitely, probably, probably not, definitely not") are read only once. The response categories are read for the first question in the series as instructions for the entire series.
  Variables affected:
  YPROBMIL
  YPROBCOL
  YPROBARO
  YPROBVOC
  YPROBEMP
  YPROBAR
  YPROBANG
  YPROBARV
  YPROBCOM

Importance of Attributes Module

- The introduction to the Importance of Attributes module was modified. (see Annotated Questionnaire).
  Variables affected:
  All variables in the Importance of Attributes module.

- The following is a listing of changes to attribute variables and wordings for the Importance of Attributes module:

Variables affected:	Wording:
YIWIDE	Having a wide variety of opportunities to find a job you can enjoy (Addition)
YIPROUD	Having an experience you can be proud of (Change)
YISTEP	Having a stepping-stone between high school and college (Change)
YIHITECH	Working with the latest high-tech equipment (Change)
YICASHED	Earning money for a college or vocational education (Change)
YIHOME	Living in your own hometown (Change)
YIWEEKEN	Having interesting and exciting weekends (Change)
YISERPAR	Working part-time (Addition)
YIINNOV	Being able to make changes and use your own judgment (Change)
YISERCOM	Serving your own community (Deleted)

Knowledge-Recall Module

- The wording of KR-1 changed to "Thinking about all forms of advertising, for which military services do you recall seeing or hearing any advertising?"
  Variables affected:
  YUN12NON
  YUN12AF
  YUN12AR
  YUN12RO
  YUN12NG
  YUN12RV
  YUN12CG
  YUN12MC
  YUN12NA
  YUN12ALL

Perceptions Module

- All "gate" questions in the PE module ("have you heard of...") were moved to the beginning of the PE module.
  Variables affected:
  YHEARDAR
  YHEARDNG
  YHEARDRO

- The order of administration for attribute/service-career option items in the perceptions module is by attribute rather than by service category.
  Variables affected:
  All perceptions variables except ROTC.

- If two service/options are selected in the PE module, CATI randomly selects which service is read first. In other words, of those who will receive Army and Navy lists, about half get Army first, and half get Navy first.
  Variables affected:
  All perceptions variables except ROTC.

- The introduction to the Perceptions module attribute lists was modified (See the Annotated Questionnaire)
  Variables affected:
  All perceptions variables except ROTC.

- The response scale in the perceptions module changed to Strongly disagree, Disagree, Neither disagree nor agree, Agree, and Strongly Agree.
  Variables affected:
  All perceptions variables.

- The following is a listing of attribute wording changes within the perceptions module:

Variables affected:	Wording:
YASELCON YVSELCON YGSELCON YFSELCON YNSELCON YMSELCON YSSELCON YWSELCON YCSELCON YRSELCON	An opportunity to develop self-confidence
YAMATURE YVMATURE YGMATURE YFMATURE YNMATURE YMMATURE YSMATURE YWMATURE YCMATURE	An opportunity to become more mature and responsible
YAPHYS YNPHYS YMPHYS YSPHYS	A physically challenging environment
YACHASED YVCASHED YGCASHED YFCASHED YNCASHED YMCASHED YSCASHED YWCASHED	An opportunity to obtain money for a college or vocational school
YOWIDE	A wide variety of opportunities to find a job you can enjoy
YOPROUD	An experience you can be proud of
YVHOME YGHOME	An opportunity to serve America while living in your own hometown
YVSERPAR YGSERPAR	An excellent opportunity for part-time work

YVSERCOM	A chance to serve your own
YGSERCOM	community (Deleted)

Knowledge of Army Attributes

- The word "actually" was dropped from KA-6.
  Variable affected:
  YKADEP

Demographics

- DE-36 and DE-37 is skipped for respondents who indicate in the PE section that they have never heard of ROTC.
  Variables affected:
  YDROTCEV
  YDROTCJS

- The flow of the Demographics and Parental Location was improved, and several questions were modified to facilitate the identification of the parental influencer.
  Variables affected:
  YDSAMEPA
  YDSAMEMA
  YDOWNREL
  YPARDEC

- The following variables in the Demographics module were not used in the Q87-2 instrument:
  Variables affected:
  YDSAMEHH
  YDPARENT
  YDWAGE

- In the Demographics module, DE-17 response codes were changed to include codes for "Brother" (10) and "Sister" (11). The code for "Sibling" was not used during Q87-2.
  Variable affected:
  YDOWNREL

Chapter 2. A GUIDE TO WEIGHTS AND STANDARD ERRORS FOR ACOMS SURVEY DATA

ACOMS data are collected using a sample design which selects youth at varying rates depending upon their demographic characteristics. As a consequence, a fairly complex weighting procedure was implemented in order to:

- Compensate for unequal probabilities of selection; and
- Adjust for undercoverage and nonresponse in the sample frame.

In addition, the weighting procedure adjusts for branchings (sampling of modules and questions) that occur throughout the ACOMS instrument. For example, among the non-core modules in the questionnaire, youth are administered only a sample of the available modules. In a like manner, within the Perceptions/Beliefs (P/B) module, only a subsample of the available questions are asked of any youth. Sample weighting, then, adjusts both for factors associated with the selection of ACOMS respondents and the selection of questions asked of respondents.

Due to the complex nature of the ACOMS sample design and its consequences, analysts are cautioned in the use of standard statistical packages (e.g., SAS, BMDP, $SPSS_X$, etc.) to perform analyses on the ACOMS data. Unless the data are analyzed in a manner which takes into account (adjusts for) the ACOMS sample design, serious biases can be introduced and misleading results obtained. For this reason, we provide the following recommendations regarding the analysis of ACOMS data:

- o All analysis of ACOMS data should be performed u weighted data; and
- All tests of significance should be computed using the technique of balanced repeated replications (BRR).

In the sections which follow, brief conceptual descriptions of the ACOMS weighting design approach and the standard error estimation are provided; further, guidelines will be provided for the use of weighted data and the BRR methodology.

ACOMS Sample Weighting

Overview of Weighting Design. Sample weighting for ACOMS data is accomplished in three steps. The first two steps involve computation of weights to compensate for unequal probabilities of selection at the household and the person level. The third uses post-stratification (also referred to as ratio-estimation) to

compute weights that adjust for sample nonresponse, and uncoverage of nontelephone households, as well as to reduce sampling error. The following gives a brief description of each step.

Sampling Rate Adjustments at the Household Level. Households have different probabilities of selection in the modified Waksberg method. In this approach, a constant number of telephone numbers per cluster (rather than of households as in the standard method) is selected. As a result, the rate at which a household is sampled depends on the proportion of telephone numbers that are in households in the cluster in which the household is located. To avoid potential biases, a weight will be attached to each cluster which is the average number of sample households per cluster divided by the number found in the particular cluster.

Furthermore, households with two telephones have twice the chance of selection. Thus, they will be given a weight of 1/2 to adjust for this overrepresentation.

Sampling Rate Adjustments at the Person Level. The ACOMS survey design calls for sampling various population subgroups at different rates. Hispanic males will be oversampled and females will be undersampled. Weighting will be done to adjust for these unequal probabilities of selection.

The combined sample adjustment weight for each individual computed using these three steps is then appended to the survey data file.

Post-Stratification. Post-stratification will be used to reduce sampling error, to minimize biases arising from the fact that nonrespondents may be different from those who respond, and to adjust for nontelephone households missing from the sampling frame. Post-stratification will be accomplished by superimposing weights on the first two stages of weighting that will create agreement between ACOMS tabulations and Census data on the total population by age, sex, race, and Spanish heritage.

The combined sample adjustment weight for each individual computed using these three steps is then appended to the survey data file.

Guidelines for the Use of Weighted ACOMS Data. The necessity of using weights in the analysis of ACOMS data is illustrated by the following example. Since males and females were selected at different rates for inclusion in the ACOMS sample, a simple (i.e., unweighted) frequency on sex for Quarter 1 yields the following results:

Table 2.1

Unweighted Distribution for
Males and Females--Quarter 1

Sex	Percentage
Male (PMS+SMS)	81.8
Female	18.2

Though this finding correctly reflects sample percentages, it does not adequately describe the population to which ACOMS generalizes (16 to 24 year old youth who have neither served nor contracted to serve in the Armed Forces and have not yet graduated from a 4-year college). To provide generalizable findings, the data must be weighted. Table 2.2 presents the weighted distribution on sex for ACOMS Quarter 1 data.

Table 2.2

Weighted Distribution for
Males and Females--Quarter 1

Sex	Percentage
Male (PMS+SMS)	48.2
Female	51.8

The actual weighting of the data for analysis is accomplished by inserting a weight statement in the computer program being run and identifying the weight to be used during analysis.

The identification of which weight to use is determined by the variables being analyzed. Three levels of weights are available. They are:

- A weight associated with core modules (1 weight variable);

- Weights associated with the non-core or rotating modules (3 weight variables); and

- Weights associated with the Perceptions/Beliefs module (10 weight variables).

In all, there are 14 sample adjustment weights available for analysis purposes. Table 2.3 provides the variable names for these weights and identifies the module(s) or referents (i.e., active Army, ROTC, ARNG, USAR, Navy, Marines, Air Force, Military Service generally, college, and work) within the P/B module associated with each weight.

Generating Frequencies. The selection of which weight to use during analysis of particular variables can generally be obtained from Table 2.3. If, for example, an analyst wished to estimate the percentage of 16-24 year old youth who are definitely or probably likely to serve in the military in the next few years (IP-7), the appropriate weight variable is FULLWGHT because question IP-7 is in a core module (Intentions and Propensity). Conversely, if interest centered on the percentage of youth who agree completely that the Army Reserve offers an opportunity to develop leadership skills (YVLEADER), the weight variable WGHTPEV would be used as the question is drawn from the reserve referent in the Perceptions/Beliefs module.

Table 2.3

Sample Adjustment Weights Associated with Survey Modules and Module Referents

	Module(s) Referent	Weight Variable
Core	Education and Employment Intentions and Propensity Behaviors Importance of Attributes Knowledge-Recall Attitude Toward Army Ads Demographics Social Influences*	FULLWGHT
Rotating	Media Habits	WGHTMA
	Knowledge-Slogan Recognition	WGHTKS
	Knowledge-Awareness	WGHTKA
Perceptions/ Beliefs	Active	WGHTPEA
	Reserve	WGHTPEV
	National Guard	WGHTPEG
	Air Force	WGHTPEF
	Marine Corps	WGHTPEM
	Navy	WGHTPEN
	Military	WGHTPES
	Civilian Job	WGHTPEW
	College	WGHTPEC
	ROTC/Officer	WGHTPER

Crosstabulations. The determination of the appropriate weight to use for crosstabulations is somewhat more complex. If, for example, the analyst wished to produce a table crossing a Knowledge-Awareness variable with one from the P/B module, which weight would be used?

Since each respondent has a known probability of being selected for the Knowledge-Awareness module and a known probability of being asked P/B questions, analysts can calculate the joint probability of a respondent being selected for administration of both questions of interest. Weighting factor variables are provided on the ACOMS database for this purpose. Table 2.4 displays the weighting factor variables for each rotating module and Perceptions/Beliefs referent. Note that no weighting factor is included for the core modules. This is because there is no

selection or sampling from these modules; all youth interviewed are administered the core modules.

Table 2.4

Weighting Factor Variables Associated with Rotating and Perceptions/Beliefs Modules

	Modules/Referents	Weighting Factor Variables
Rotating	Media Habits	WFACMH
	Knowledge-Slogan Recognition	WFACKS
	Knowledge-Awareness	WFACKA
Perceptions/ Beliefs	Active	WFACPEA
	Reserve	WFACPEV
	National Guard	WFACPEG
	Air Force	WFACPEF
	Marine Corps	WFACPEM
	Navy	WFACPEN
	Military	WFACPES
	Civilian Job	WFACPEW
	College	WFACPEC
	ROTC/Officer	WFACPER

In practice, the weighting factors will only be used for a fraction of crosstabulations. The weights in Table 2.4 will be used directly when:

- The two crossing variables are drawn from the same module (or referent in the case of Perceptions/Beliefs); and
- One variable is from a core module.

In the first case, the module or referent weight is used; in the second, the noncore weight is inserted in the weight statement.

In, however, variables are drawn from two different rotating modules, two different P/B referents, or one rotating and one Perceptions/Belief referent, weighting factors must be used. The computation of the required weight in these circumstances is straight forward. A new weight variable is computed which multiplies the two associated weighting factors together and then multiplies this product by the total sample weight (FULLWGHT).

Figure 2.1 summarizes the weights to be used or calculated for crosstabulations. In this figure, Factor 1 and Factor 2 denote the weighting factors associated with the first and second variable, respectively.

Figure 2.1. Sample Adjustment Weight Selection of Crosstabulations

First Variable Module

	Core	Rotating*	Perceptions/ Beliefs**
Core	FULLWGHT	Rotating Weight	P/B Weight
Rotating* Weight	Rotating Weight	FACT1* FACT2* FULLWGHT	FACT1* FACT2* FULLWGHT
Perceptions/ Beliefs**	P/B Weight	FACT1* FACT2* FULLWGHT	FACT1* FACT2* FULLWGHT

*If both variables are drawn from the same module, use the module's sample adjustment weight.

**If both variables are drawn from the same P/B referent, use the referent's adjustment weight.

In SAS, the following code would: (1) compute the new weight, and (2) produce a table where knowledge about Army educational benefits (Knowledge-Awareness YKAEARN) are crossed with perceptions about Army opportunities for obtaining money for education (Perceptions/Beliefs - YACASHED).

```
DATA NEW;
SET ACOMS.DAT;
NUWGHT = WFACPEA * WFACKA * FULLWGHT;

PROC FREQ;
TABLES YKAEARN * YACASHED;
WEIGHT NUWGHT;
```

The data step computes a new variable, NUWGHT, which is the product of the two appropriate weighting factors and the total sample weight, FULLWGHT. This weight is then referenced in the table request.

Standard Error Estimation for ACOMS-BRR

Standard methods of computing variance and confidence intervals and analyzing statistical models requires the assumption that data are from simple random samples. this requirement is not met in ACOMS since it was determined cost effective to select samples through a complex multi-stage design (e.g., involving stratification and clustering of units), rather than through simple random sampling. Were conventional methods for variance and standard error estimation used on ACOMS data, serious biases could be introduced and misleading results obtained.

Application of BRR to Complex Samples. To compute standard errors for the ACOMS data, BRR should be used. A variant of this method was first used by the Census Bureau for variance calculations for its Current Population Survey about 25 years ago. The methodology was subsequently improved and is now used extensively by all of the major Federal statistical agencies. Westat also uses it for most of its large-scale studies.

Westat has a general-purpose computer program available for balanced repeated replication that will be used for ACOMS. The software is known as PROC WESVAR and will be presented later in the training session.

Using WESVAR as a BRR technique requires the drawing of a set of random subsamples from the full ACOMS sample. Each subsample (68 are drawn for ACOMS) contains one-half the cases of the full sample. The same principles of selection, clustering, and stratification used for the full sample are used in each subsample. Each subsample is referred to as a replicate.

The BRR method for estimating the standard error of a percentage, for example, is based on computing an estimate of the percentage from each replicate, and then computing the variance between those estimates and the full sample percentage estimate. Symbolically, let

P_g Denote the estimate of the percentage from replicate g.

P Denote the estimate of the percentage based on the full sample.

m Denote the number of replicates in the balanced repeated set.

Then an estimate of the sampling variance of p is

$$(S_p)2 = \frac{1}{m} \sum_{g=1}^{m} (P_g - P)^2$$

The convenience of this approach is that the same estimator is used for the total sample and for each replicate, and variance estimates are readily computed by a simple procedure.

Furthermore, the same procedure is applicable to any statistic desired, such as ratios estimates, regression coefficients from a multivariate regression or other complex statistics, as well as to simple estimates of percentages or means. This kind of estimator can be applied to statistics based on separate analytic groups and also subpopulations within those groups. Thus, separate variance programs are not required for different statistics.

Guidelines for the Use of BRR. In this section, the discussion of the BRR methodology is restricted to sample estimates of population totals, means, proportions (percentages), differences in proportions, etc. For these estimates, the steps required for computing their standard errors and determining statistical significance are given. The computation of standard errors for crosstabular and multivariate statistics such as regression or factor analyses is not covered here. These will be topics for future training sessions.

In application, the technique is operationalized as follows: (1) the (weighted) estimate of a proportion is computed from the full sample, (2) samples are selected from the full sample (for ACOMS 68 samples are drawn, each having half the number of cases in the full sample), (3) an estimate of the proportion is computed for each half-sample, and (4) the variance of the half-sample estimates about the full sample estimate is computed. Notationally, this process can be expressed for ACOMS as:

$$\text{Var } (P_{BRR}) = \frac{1}{68} * \sum_{h=1}^{68} (P_h - P_f)^2$$

where Var (P_{BRR}) stands for the BRR variance estimate of P_f, P_h stands for the 68 half-sample estimates, and P_f for the full sample estimate of the proportion.

BRR, then, uses its own sample design (as reflected in the half-samples) to overcome the difficulties associated with complex samples and yields relatively simple (computationally) estimates of variance and so confidence intervals and statistical significance.

Use of BRR. The use of the BRR methodology for computing variances and evaluating the statistical significance of estimated sample proportions or their differences, for example, is less complex than determining what weight to use in a crosstabulation. As in the case of both frequency and crosstabulation runs, though, attention must be paid to the variable selected for analysis.

The ACOMS data file contains all the variables needed for estimating, for example, the variance of a sample estimate. Using PROC WESVAR, the following code: (1) computes a new variable, ANGPROB (the proportion of youth responding that they will probably or definitely serve in the Army National Guard), and (2) produces estimates of the standard error of this proportion as well as its upper and lower 95% confidence bounds.

```
DATA NEW;
SET ACOMS.DAT;
IF YPROBANG = 1 OR
   YPROBANG =2 THEN PROBANG = 100;
   ELSE PROBANG = 0;
COUNT = 1;

PROC WESVAR DATA = NEW;
WEIGHT FULLWGHT REPL1-REPL68;
VAR COUNT;
COMPUTE ANGPROB = PROBANG/COUNT;
```

The data set begins the computation of the new variable and computation is completed by WESVAR. Note that in the **WEIGHT**

statement REPL1 through REPL68 are placed following FULLWGHT. These are the 68 replicate weights required for BRR estimation.

This example has drawn from a core module--Intentions and Propensity. As in sample weighting adjustment, BRR is somewhat more complex in the case of the rotating and Perceptions/Beliefs modules. In these circumstances the following code must be inserted in the **DATA** step.

```
DO i = 1 to 68;
     REPR {i} = WFAC### * REPL{i};
     END;
```

These statements use the weighting factors described earlier to scale the replicate weights for use with rotating and P/B modules. Where, in this example, WFACT### is, it should be replaced by the appropriate weighting factor. In the WESVAR **WEIGHT** statement, then

REPR1 - REPR68 should be used.

While the steps described in this section require careful attention to the use of appropriate weights, they are operationally easy to accomplish.

Chapter 3. ACOMS QUESTION BANK CONTENTS AND CONVENTIONS

The Question Bank is a historical document that contains all questionnaire items ever considered for inclusion in the ACOMS instrument.[2] ACOMS is a multi-year data collection effort, and, over time, the questionnaire will change as individual items are modified, added and deleted. It is critical for the analyst to know when an item was first used, how its usage has changed, and, if it is no longer in use, when it was last used. The Question Bank provides this documentation.

Each item in the Question Bank includes its screen name, the question text and response categories and codes, associated variables for active items, other survey usages, revision information, research objectives, potential respondents, and ACOMS usage and missing value explanation. Figure 3.1 is a sample page from the Question Bank, and Table 3.1 describes the layout of the page.

Variable Names. (Figure 3.1, #1) Variable names appear in the first column of the Question Bank for items which have been used in the ACOMS instrument. Variable names have been designed so that they identify the respondent as well as describe briefly the variable content. Variable names begin with the letter "Y" or "P." The letter "Y" indicate youth respondents while the letter "P" indicate parental respondents. The remainder of the variable name represents the essence of the variable's contents. For example, "YTVWATCH" represents a variable indicating whether or not the youth watches TV.

Many Question Bank items contain more than one variable. Two situations cause more than one variable to occur within a screen. First, the item could appear in both the youth and parental questionnaires. One variable is necessary to capture youth data, and one is necessary to capture parental data. Where this occurs in the Question Bank, youth variable name(s) are given first, followed by the parental variable(s).

Secondly, questionnaire items which could elicit more than one valid response require more than one variable. For example, IP-17, "...what are you most likely to be doing in the next year?" requires one variable for each of the possible future activities. This situation is analogous to the "Mark all that apply" question found in paper and pencil surveys.

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[2]The Question Bank does not document the household screening instrument, weighting variables, population segmentation variables, or control variables (e.g., randomization variables, consistency check variables, etc.)

Table 3.1

1) Variable name
2) Screen name
3) Question text, response categories and codes
4) Other usage
5) Revision for Item #
6) Research objectives
7) Potential respondent
8) ACOMS usage
9) Respondent missing if:

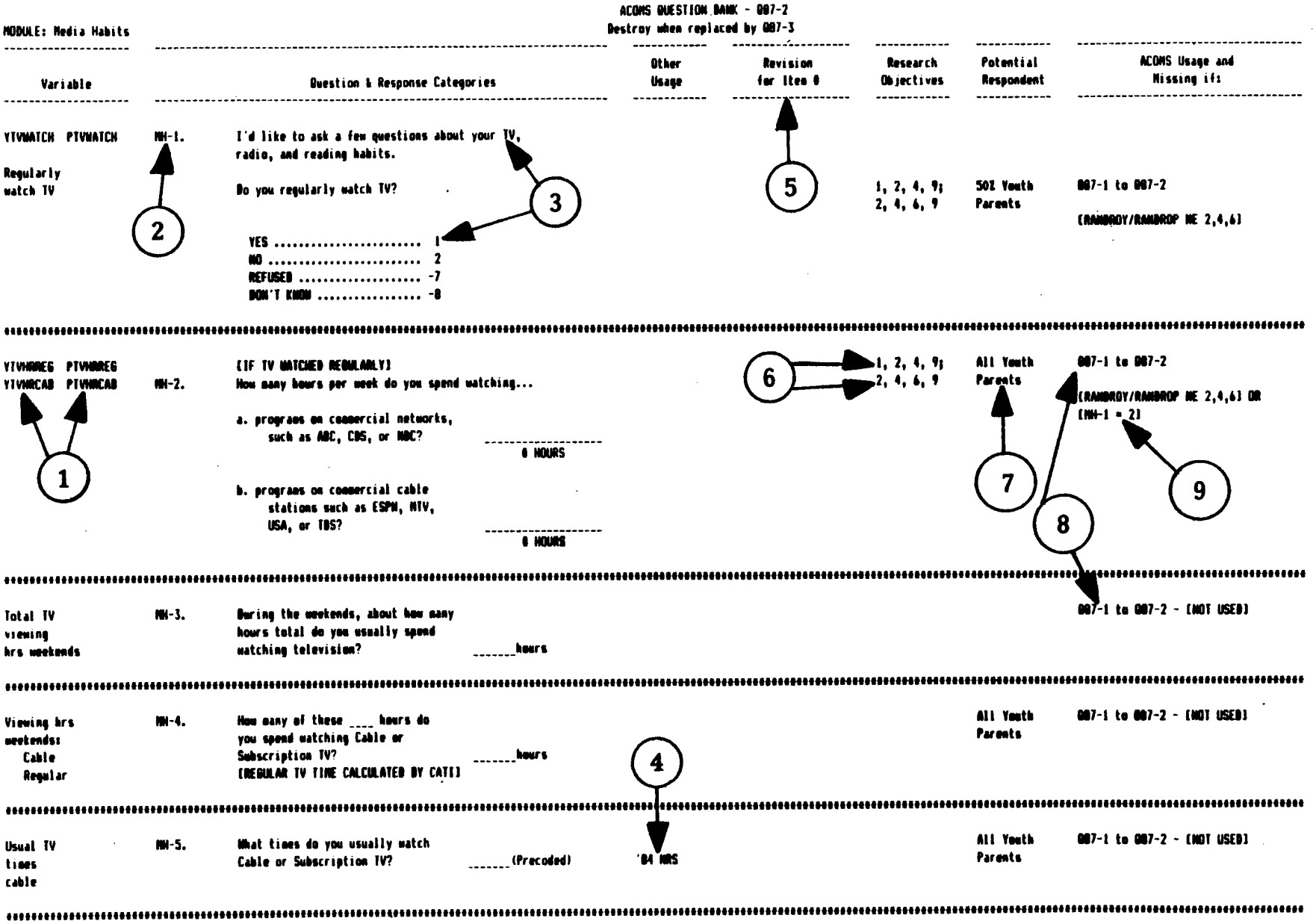
ACOMS QUESTION BANK - 007-2
Destroy when replaced by 007-3
MODULE: Media Habits
Variable
Question & Response Categories
Other Usage
Revision for Item 8
Research Objectives
Potential Respondent
ACOMS Usage and Missing if:
YTVWATCH PTVWATCH
Regularly watch TV
MM-1.
I'd like to ask a few questions about your TV, radio, and reading habits.
Do you regularly watch TV?
YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8
1, 2, 4, 9; 2, 4, 6, 9
50% Youth Parents
007-1 to 007-2
(RAMBROY/RAMBROP NE 2,4,6)
YTVWHREG PTVWHREG
YTVWHCAB PTVWHCAB
MM-2.
(IF TV WATCHED REGULARLY)
How many hours per week do you spend watching...
a. programs on commercial networks, such as ABC, CBS, or NBC?
0 HOURS
b. programs on commercial cable stations such as ESPN, MTV, USA, or TBS?
0 HOURS
1, 2, 4, 9; 2, 4, 6, 9
All Youth Parents
007-1 to 007-2
(RAMBROY/RAMBROP NE 2,4,6) OR (MM-1 = 2)
Total TV viewing hrs weekends
MM-3.
During the weekends, about how many hours total do you usually spend watching television?
_____hours
007-1 to 007-2 - (NOT USED)
Viewing hrs weekends:
Cable
Regular
MM-4.
How many of these ____ hours do you spend watching Cable or Subscription TV?
_____hours
(REGULAR TV TIME CALCULATED BY CATI)
All Youth Parents
007-1 to 007-2 - (NOT USED)
Usual TV times cable
MM-5.
What times do you usually watch Cable or Subscription TV?
_____(Precoded)
'84 MRS
All Youth Parents
007-1 to 007-2 - (NOT USED)
1
2
3
4
5
6
7
8
9

Figure 3.1

Screen Names. (Figure 3.1, #2) In the CATI interview, each question is presented on a single screen. The screen name serves as the identification number for questionnaire items in all documentation including the Question Bank and in the CATI programs which run the CATI interview. Each question item in the Question Bank has an associated screen name which appear in screen name-order rather than in order of presentation in the interview.

The screen name is composed of the two character prefix for the interview module, and an order number. Occasionally the screen name also contains a suffix, for example, "EE-6A." The "A" suffix indicates that the item was inserted after "EE-6." A "VER" following the order number in the screen name (for example, "EE-1VER") indicates that the screen verifies information obtained or calculated during the interview.

Question Text and Response Categories and Codes. (Figure 3.1, #3) Each item in the Question Bank contains the complete question wording and response categories and codes. The presentation of the question text follow conventions also used in the Annotated Questionnaire:

- Text with normal capitalization is read to the respondent;
- Text in all caps within brackets is a message to the interviewer, not to be read to the respondent;
- Normal text within brackets indicates optional wording to be read to the respondent at the discretion of the interviewer; and
- Text within brackets separated by a slash (/) indicates a CATI-programmed word choice.

Response categories and codes which follow the question text also conform to certain conventions. Response categories presented in normal text are always read to the respondent, while those in all caps are read to the respondent only after several probe attempts have failed to elicit a valid response from the respondent. The numbers to the right of the response categories are the numeric codes entered by the interviewers.

Other Usages. (Figure 3.1, #4) Items in the Question Bank which have been used in other surveys have listings of other survey usages in the third column of the Question Bank. For example, YATS 86 would indicate that the item was also used in the 1986 Youth Attitude Tracking Survey.

Table 3.2 indicates surveys which have item listings in the Question Bank:

Table 3.2

Other Usage Listing

AFAT	Air Force Advertising Effectiveness Tracking Study
HSB	High School and Beyond
MEPS	Military Entrance Processing Station Surveys (84/85 ARI Enlistment Decision Surveys)
NAES	Navy Advertising Effectiveness Study
NRS	New Recruit Surveys
RCAS	Reserve Components Attitude Survey
VATS	Veterans Attitude Tracking Study
YATS	Youth Attitude Tracking Study

Revision for Item #. (Figure 3.1, #5) As the project matures, we expect to make revisions to question wording. Each new wording will be documented by adding the revision as a new question item in the Question Bank. The "Revision for Item #" column will allow the analyst to trace a questionnaire item from its original wording to its current form. Questionnaire items that are revisions of other questionnaire items will have each previous revision listed in the order of occurrence.

Research Objectives. (Figure 3.1, #6) Each item has an associated set of research objectives listed in the fifth column. These objectives list the anticipated use of the variables within the context of the ACOMS Survey Analysis Plan. (See the ACOMS Survey Analysis Plan.) In effect, this column provides the rationale for item inclusion in the survey.

The numbers listed in the research objectives column correspond to the research objectives in Table 3.3. If an item is used in both the youth and parental instruments, both sets of objectives are provided, separated with a semicolon.

Table 3.3

Research Objectives

Tracking Audience Response Trends Over Time	1
Market Segmentation Analysis	2
Brand Differentiation	3
Modeling the Effects of Army Advertising	4
Fit of Advertising to Communication Objectives	5
Analysis of the Influence Process	6
Tracking Impact of Particular Advertisements, Campaigns or Events	7
Exposure of Communication Objectives	8
Analysis of Fit-Exposure-Change	9

Potential Respondent. (Figure 3.1, #7) The potential respondent column indicates the range of potential respondents to the corresponding questionnaire item. Potential entries in this column include respondent type, (e.g., youth, parents), and ACOMS survey component (e.g., longitudinal ADI, cross-sectional). Most entries found in the potential respondent column list only the respondent type, because in most cases the survey component is cross-sectional. The exceptions indicate inclusion in the longitudinal and ADI components.

ACOMS Usage and Respondent Missing If. (Figure 3.1, #8, 9) This column provides the user with information about an item's usage history in ACOMS, and the sub-populations to which the item was not administered. Item usage history is the first listing in the column. For example, "Q1 (10/86) - NOT USED" indicates that the item was not used during the first quarter of data collection.

The next entries in the column indicate the respondent who did not receive the questionnaire item. These entries appear in the form of logic statements based upon other Question Bank items. Standard logical operators are used including:

=	equal to
NE,<>	not equal to
>	greater than
<	less than
OR	or (missing if either condition is met)
AND	and (missing if both conditions are met)

The statement "MH-1=2" indicates that if the answer to MH-1 is NO, the values of the variables for MH-2 will be -1, or inapplicable.

Logic statements in this column often refer to non-questionnaire variables not in the Question Bank i.e., household screener variables, weighting variables, operational variables, and respondent segmentation variables. Examples of operational variables include randomization variables (variables whose names contain the letters RAND in the first four characters), and consistency check variables (variables whose names contain the letters CK in the last two characters). Segmentation variables are special variables describing the characteristics of the respondent. More complete discussions of these variable types can be found in Chapter 5, "ACOMS Codebook Contents and Conventions."

Chapter 4. ACOMS ANNOTATED QUESTIONNAIRE CONTENTS AND CONVENTIONS

The Annotated Questionnaire provides supplementary information for each item included in the current active ACOMS instruments. The Annotated Questionnaire is intended to be the primary reference document for use during planning and execution and interpretation of the analysis. The Annotated Questionnaire is composed of the questionnaire instruments on the right side of the page, and the annotation information on the left side of the page.

The questionnaires and the annotation are discussed in detail below.

The Questionnaires

The questionnaire instruments provide: (1) specific question wording used in the ACOMS interviews, and (2) information regarding the flow and control of the instruments administered to respondents. Questionnaire wording includes screen name, complete question text, optional text, word choices, response categories and response codes. Information regarding the flow of the interview includes skip pattern information, and CATI checks. Figure 4.1 is an example page of the questionnaire, and Table 4.1 is a table of key features. Since the questionnaire formats used in a CATI context differ somewhat from those used in traditional self-administered or paper and pencil telephone surveys, a description of the questionnaire presentation follows below.

Screen Name. (Figure 4.1, #1) The screen name corresponds to the the screen name in the Question Bank and is composed of the two character prefix referring to the questionnaire module and an order number. The order of presentation of screens in the Annotated Questionnaire corresponds to the order of presentation during the interview rather than the order present in the Question Bank.

Occasionally the screen name also contains a suffix, for example, "EE-6A" The "A" suffix indicates that the item was inserted after "EE-6" A "VER" following the order number in the screen name (for example, "EE-1VER") indicates that the screen verifies information obtained or calculated during the interview.

Table 4.1

1) Screen name
2) Question text
3) Response categories
4) Response codes
5) Skip patterns

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Behaviors

1

BE-17. In the past six months, have you talked to anyone about going to college?

2

YES	1	(BE-18)
NO	2	(BE-21)
REFUSED	-7	(BE-21)
DON'T KNOW	-8	(BE-21)

3 4 5

BE-18. With whom have you talked?

[RECORD ALL THAT APPLY. ENTER CTRL/P TO EXIT.]

6

FRIENDS	01
MOTHER	02
FATHER	03
A BROTHER OR SISTER	04
SOME OTHER RELATIVE	05
BOY/GIRL FRIEND OR SPOUSE	06
A TEACHER	07
A COUNSELOR AT SCHOOL	08
A RECRUITER	09
CO-WORKER	10
EMPLOYER	11
OTHERS	12
REFUSED	-7
DON'T KNOW	-8

BE-19. Have they talked to you about...

	YES	NO	REF	DK
the Army College Fund	1	2	-7	-8
the GI Bill	1	2	-7	-8
R.O.T.C. Scholarships	1	2	-7	-8
VEAP [Veterans Educational Assistance Package]	1	2	-7	-8

Figure 4.1

Question Text. (Figure 4.1, #2, 6) Each item in the Question Bank contains the complete question wording. The presentation of the question items follow a number of conventions:

- Text with normal capitalization is read to the respondent.
- Text in all caps within brackets is a message to the interviewer, not to be read to the respondent.
- Normal text within brackets indicates optional wording to be read to the respondent at the discretion of the interviewer.
- Text within brackets separated by a slash (/) indicates a CATI-programmed word choice.

The question text often includes CATI programmed word choices. Word choices alter the text of the question by displaying different text within a question item. During the interview, the CATI System selects the appropriate wording according to respondent characteristics or previous responses.

Word choices can be used to tailor the question to the respondent. For example, the question "Does (he/she) have a high school diploma" would be displayed "Does he" if the question refers to a male, and "Does she" if the question refers to a female.

Word choices can also be used to create variations for a basic question thus altering the meaning of the question itself. For example, the CATI system randomly selects from Navy, Air Force, Marines, etc to display the result where (SERVICE) appears in the following question, "What was the main message you got from (SERVICE) advertising?".

Response Categories and Codes. (Figure 4.1, #3, 4) Response categories and codes follow the question text. Response categories presented in normal text are always read to the respondent, while those in all caps are read to the respondent only after several probe attempts have failed to elicit a valid response from the respondent. The numbers to the right of the response categories are the numeric codes entered by the interviewers.

Skip Patterns. (Figure 4.1, #5) Another way in which the CATI technology allows for more respondent-tailored interviews than traditional interviewing technologies is through skip patterns. For many questions in the ACOMS interviews, certain responses lead to a specified set of followup questions and to skipping other sets of questions.

Skip patterns appear directly to the right of the response category on which the subsequent skips are based. Skip pattern information is composed of the screen name of the next screen administered to the respondent if that response is chosen. For example, if the respondent answers "yes" to "...have you spoken with anyone about getting a full-time civilian job" then the next question asked will be "With whom have you spoken?". With any other answer, the respondent would be asked "...have you visited any prospective employers or employment agencies?".

CATI Checks. (Figure 4.2) CATI checks steer the flow of the interview based upon answers to previous questions, or predetermined selection criteria. Like skip patterns, CATI checks control the flow of the interview. However, CATI checks can be used anywhere in the interview to check logical relationships among previously collected information while skip patterns are bound to the response category where they appear. They are composed of a statement or question followed by corresponding logical statements. The interview is then controlled based upon the CATI system's answer to the "question".

Figure 4.2 is an example of a CATI check. CATI Check #AT1 checks the values entered from a previous module to steer the next series of questions. If the respondent had recalled hearing or seeing Army advertising, then they received questions about their opinions about Army advertising. Otherwise, the section is skipped.

The Annotation

Annotation information not usually incorporated with questionnaire documentation is provided to facilitate the planning of specific analyses. The Annotated Questionnaire allows the analyst to read a question item as it appears during the interview, and using annotation information, determine the variable name, the range of valid responses, and the sub-population receiving that question, without referring to multiple documents. In addition, the analyst can quickly identify changes in the questionnaire which may have occurred since the last quarter. The annotation contains screen name, Question Bank ID #, all variables associated with that item, the variable's valid ranges, a description of the sub-population receiving that item, and change codes indicating how that item has changed during the analytic year (when applicable).

Figure 4.3 is an example page of annotation, and Table 4.2 is a table of key features.

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module:: Attitudes Toward Army Ads

CATI CHECK #AT1: DID RESPONDENT RECALL SEEING OR HEARING ARMY ADS?
[KR-1 = 2 OR KR-6 = 1]

YES 1 (AT-1)
NO ..... 2 (SLOGAN MODULE)

AT-1. Use a scale of "1" to "5" where "1" means you do not like the advertising and "5" means you like the advertising very much.

Overall, how much do you like the Army ads you have seen or heard over the past year?

DO NOT LIKE	1
SOMEWHAT DISLIKE	2
NEUTRAL	3
LIKE SOMEWHAT	4
LIKE VERY MUCH	5
REFUSED	-7
DON'T KNOW	-8

AT-2. Use a scale of "1" to "5" where "1" means you do not believe what the ads say and "5" means you believe what the ads say.

How much do you believe what the ads say?

DO NOT BELIEVE	1
SOMEWHAT DISBELIEVE	2
NEUTRAL	3
SOMEWHAT BELIEVE	4
STRONGLY BELIEVE	5
REFUSED	-7
DON'T KNOW	-8

[GO TO SLOGAN RECOGNITION MODULE]

Figure 4.2

Table 4.2

1) Screen name
2) Question Bank #
3) Variables
4) Ranges
5) Sub-population

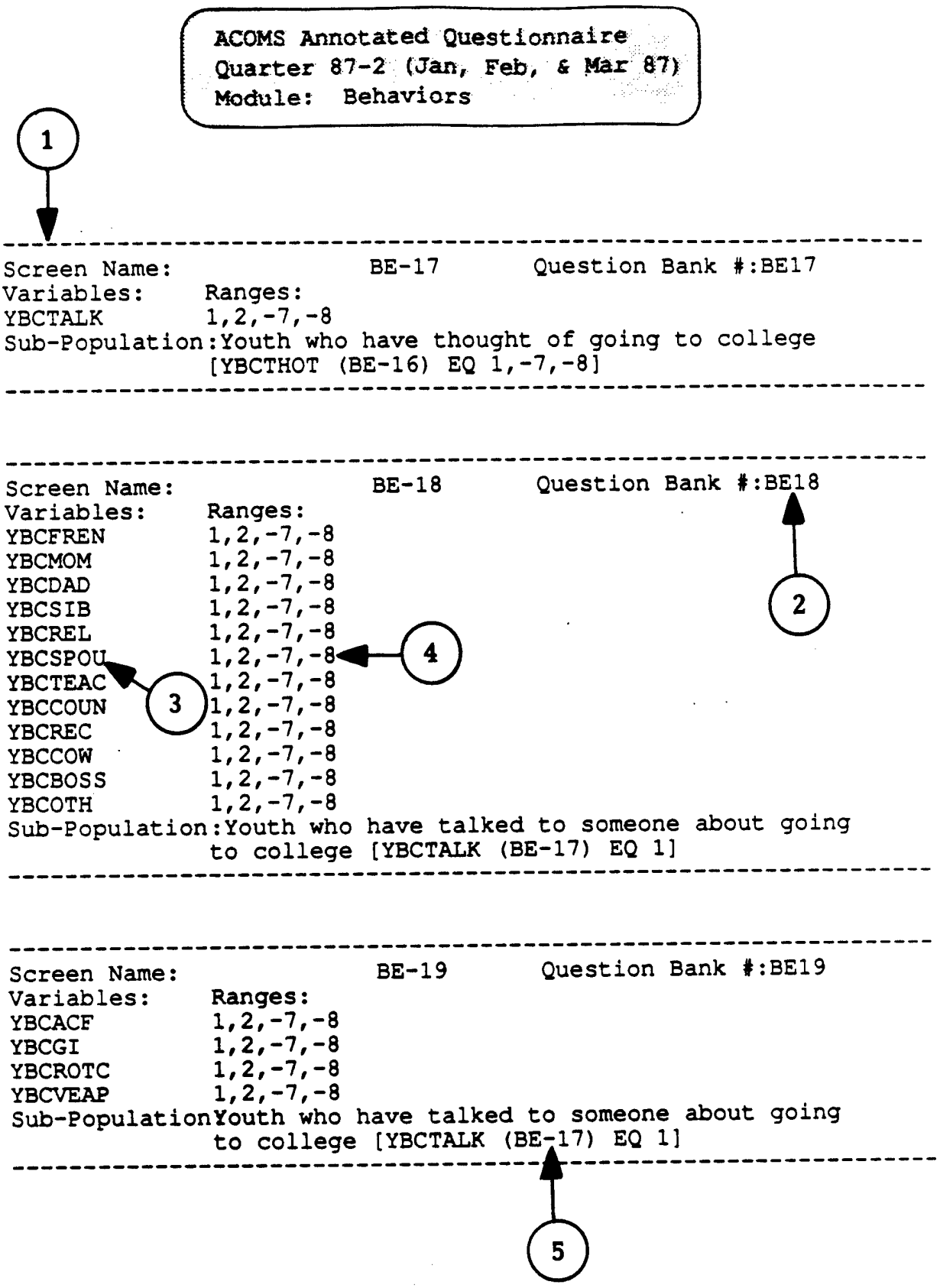
ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Behaviors
1
Screen Name: BE-17 Question Bank #:BE17
Variables: Ranges:
YBCTALK 1,2,-7,-8
Sub-Population:Youth who have thought of going to college
[YBCTHOT (BE-16) EQ 1,-7,-8]
Screen Name: BE-18 Question Bank #:BE18
Variables: Ranges:
YBCFREN 1,2,-7,-8
YBCMOM 1,2,-7,-8
YBCDAD 1,2,-7,-8
YBCSIB 1,2,-7,-8
YBCREL 1,2,-7,-8
YBCSPOU 1,2,-7,-8
YBCTEAC 1,2,-7,-8
YBCCOUN 1,2,-7,-8
YBCREC 1,2,-7,-8
YBCCOW 1,2,-7,-8
YBCBOSS 1,2,-7,-8
YBCOTH 1,2,-7,-8
Sub-Population:Youth who have talked to someone about going
to college [YBCTALK (BE-17) EQ 1]
2
3
4
Screen Name: BE-19 Question Bank #:BE19
Variables: Ranges:
YBCACF 1,2,-7,-8
YBCGI 1,2,-7,-8
YBCROTC 1,2,-7,-8
YBCVEAP 1,2,-7,-8
Sub-PopulationYouth who have talked to someone about going
to college [YBCTALK (BE-17) EQ 1]
5

Figure 4.3

Screen Name. (Figure 4.3, #1) The screen name corresponds to the screen name found in the questionnaire and in the Question Bank. Again, the order corresponds to the order of administration, while the Question Bank is in index-order.

Question Bank ID #. (Figure 4.3, #2) The Question Bank ID # corresponds to the screen name without the hyphen.

Variable Names. (Figure 4.3, #3) The variable names correspond to the variable names which appear in the data files. The variable name begins with a single letter which corresponds to the type of respondent. Variable names beginning with the letter "Y" indicate youth respondents while the letter "P" indicate parental respondents. The remainder of the variable name represents the essence of the variable's contents. For example, the variable "YTVWATCH" contains a code for whether or not the youth watches TV.

Many questions contain more than one variable. Questionnaire items which could elicit more than one valid response require more than one variable. For example, BE-27 asks "With whom have you spoken?". One variable is required for each person with whom the youth might have spoken. This situation is analogous to the "Mark all that apply" question found in paper and pencil surveys. All variables corresponding to a particular screen are listed in the annotation.

Valid Ranges. (Figure 4.5, #4) Valid ranges encompass all possible responses for a particular variable. With few exceptions, variables coded from survey responses always include "refused" and "don't know" as valid responses, although these response options are never read to the respondent.

Sub-Population. (Figure 4.3, #5) Because of the complex instrument structure that includes rotating modules, skip patterns, and other programmed means of question allocation to respondents, many questions in the ACOMS surveys are asked only of a subsection of the respondent population. During analyses, the sub-population that receives a particular question determines the types of analyses that can be performed as well as the interpretation of the results. The sub-population descriptions facilitate analyses by summarizing all skip pattern and interview flow information into one statement describing all respondents for a variable or set of variables.

Sub-population descriptions are composed of a text description of the respondents, and a pseudo-code representation of the respondents. The text description uses terms found within the question items which define the respondent population.

The pseudo-code enclosed in brackets is composed of:

- The variable name(s) of the defining variable(s);
- The screen name of the screen from which the defining variable was coded;
- The logical operator(s); and
- The defining values of the variables.

The logical operators used within the pseudo-code are:

- EQ equal
- NE not equal
- GT greater than,
- LT less than,
- AND and (both conditions must be met for the respondent to be included in the sub-population)
- OR or (either condition must be met for the respondent to be included in the sub-population)

An example of a sub-population description is found in Figure 4.3. BE-27 will be asked if the youth is not currently employed full-time, and the youth has thought about getting a full-time job, and the youth has spoken with someone about getting a full-time job. The pseudo-code indicates that these conditions will be met if the variable YBWTHOT from screen BE-25 is equal to 1, -7, or -8. (Values separated by commas imply an OR condition.)

Change Code. (Figure 4.4) Change codes are included to alert the analyst to changes made during the analytic year since any changes in the questionnaire item could have an impact upon analytic interpretations. The change codes appear below the Question Bank ID number, and correspond to the following types of changes:

W - Wording
R - Response Codes
P - Position Within the Questionnaire
S - Sub-Population
A - Addition

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Household Screener

Screen Name: SC-17 Question Bank #:SC17
Variables: Ranges:
EEDENYRC 1-5,-7,-8
Sub-Population: Youth of eligible age and military status who are currently enrolled in college [EEDENTYP (SC-15) EQ 9]

Screen Name: SC-17A Question Bank #:SC17A
Variables: Ranges: Change Code:A
EEDENYRJ 1, 2, -7, -8
Sub-Population: Youth of eligible age and military status who are currently enrolled in a two-year junior or community college [EEDENTYP (SC-15) EQ 8]

Screen Name: SC-13B Question Bank #:SC13B
Variables: Ranges:
EEDCOVER 1,2,-7,-8
Sub-Population: Youth of eligible age and military status who are currently enrolled in a regular high school or college [EEDENYRH (SC-16) EQ 9,10,11,12] OR [EEDENYRC (SC-17) EQ 1,2,3,4,5]

Figure 4.4

Chapter 5. ACOMS CODEBOOK CONTENTS AND CONVENTIONS

The ACOMS codebook contains all variables present in the ACOMS SAS datafiles. The codebook provides the analyst with a guide to the ACOMS survey data files. The codebook should be used during analyses to: (1) answer simple questions based up the unweighted frequency of response; (2) perform analyses on a variable's distribution to select appropriate analyses or to determine appropriate category combination; and 3) guide the use of operational, weighting, and segmentation variables.

Organization of the Data File

Variables appear in the same sequence in the codebook from one quarter to the next within an analytic year. Variables added to the dataset during the analytic year appear at the end of the dataset and the codebook. Variables no longer used in later quarters remain in the SAS dataset and remain in the codebook in the old position throughout an analytic year. The sequence of variables on the ACOMS SAS dataset is the same as the sequence in the codebook. Hence, the sequence of variables is no longer an exact representation of the sequence of items on the questionnaire because new questions are at the end of the codebook.

Although a number of changes were made to wording, sub-populations, response categories, and position, in cases where the analytic intent of the item did not change, the variables maintained the same variable name and position on the data set.

Note that for youth interviewed during January, February, and March, 1987, there were 297 respondents from the December sample given the Q87-1 instrument. Items deleted in the Q87-2 data set still have some values from these Q87-1 "carryover" youth. These variables should not be analyzed. (See Chapter 1.)

Types of Variables Found in the Codebook

The ACOMS survey data file contain questionnaire variables and non-questionnaire variables. Non-questionnaire items include segmentation variables which describe or define the characteristics of the respondent, weighting variables, geographic boundary variables, and operational variables (such as randomization variables and consistency check variables).

Questionnaire Variables. Questionnaire variables contain data keyed from interview responses.

Segmentation Variables. Segmentation variables are special variables that, (1) describe the respondent in terms of special interest to the Army (e.g., whether the respondent would be

included in YATS); and (2) describe how the respondent was selected into the sample in cases where special sub-sampling rules apply. For example, in the ACOMS sample, 1 in 5 females are selected for an extended interview. The variable FEMSAMP contains a one if the household has been designated as eligible for interviews with females, and a value of two if not. These variables and their origin are documented in the ACOMS codebook notes.

Weighting Variables. Weighting variables are applied to the ACOMS sample during statistical procedures to (1) compensate for unequal probabilities of selection; (2) adjust for undercoverage and non-response in the sample frame; and (3) adjust for complex instrument branching (sampling of modules and questions) that occurs throughout the ACOMS instrument. A more complete discussion of weighting variables and their application during statistical analyses can be found in Chapter 6.

Geographic Boundary Variables. Geographic boundary variables are variables that describe the location of the respondent's residence in terms of geographic boundaries that are of particular interest to the Army. For example, BRIGBATT is a variable that contains the respondent's USAREC brigade and battalion RSID code. These variables are coded from the respondent's area code and county of residence.

Operational Variables--Randomization. The CATI system generates random numbers which are used throughout the ACOMS instrument to randomize the presentation of lists and the selection of rotation modules and sections. Randomization variables contain random numbers and have the letters RAND as the first four letters in the variable name.

Operational Variables--Consistency Checks. Consistency checks are used to check critical information for consistency. For example, in the EE section, age is checked against years of education completed. If years of education is more than two years at variance from expected, the respondents are asked to verify information that the interviewer has recorded. The value of either variable may be changed, or the information can remain on the data base with the CATI check variable reflecting inconsistent data.

Codebook Layout

For each variable, the codebook contains an order number, the variable name, the variable type, the length of the variable, the variable format, a variable label, value labels, unweighted frequencies, and special notes.

Figures 5.1 is an example page of the ACOMS Codebook, and Table 5.1 lists key features.

Order Number. (Figure 5.1, #1) The order number corresponds to the order of the variable on the SAS data file. Variables are sorted by questionnaire module, and by order of administration or calculation within modules for the first survey quarter in the analytic year. Variables added in later quarters are appended to the end of the codebook and the SAS data file.

Variable Name. (Figure 5.1, #2) The variable names correspond to the variable names which appear in the annotated hardcopy instrument and the Question Bank. Variable names have been designed so that they identify the respondent and describe briefly the variable content. Variable names begin with the letter "Y" or "P." The letter "Y" indicate youth respondents while the letter "P" indicates parental respondents. The remainder of the variable name represents the essence of the variable's contents. For example, the variable "YTVWATCH" contains a code for whether or not the youth watches TV.

Variable Type. (Figure 5.1, #3) Each variable has an associated variable type. The type can be either numeric or character. In general, variables upon which calculations will be performed will be numeric variables. Variables which will not be subject to calculation will be character variables. For example, ADI code is a character variable since a "Mean ADI" has no analytic meaning. Most variables coded from interview responses have a numeric type.

Variable Length. (Figure 5.1, #4) The variable length is a number describing the number of positions the values of that variable occupy on the data record.

Format. (Figure 5.1, #5) The variable format indicates a standard format if one has been used. Standard formats are used to associate value labels, variable types, and variable lengths for many variables at one time. For example, many variables have "YES" and "NO" as their primary response codes. The format "YESNO" provides value labels, variable types, and variable lengths for all variables for which responses consist primarily of "YES" and "NO."

Variable Label. (Figure 5.1, #6) Variable labels contain descriptive information about the contents and origin of the values within the associated variable. Survey response variables will always contain the screen name of the screen from which the variable is coded. The remainder of the label is a description of the key concepts contained in the question.

Values. (Figure 5.1, #7) The values present in the data file are listed below the variable type. Values which do not

Table 5.1

1) Order number
2) Variable name
3) Variable type
4) Variable length
5) Format
6) Variable label
7) Response code
8) Value labels
9) Unweighted frequency
10) Percentage of total cases
11) Notes

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
74	YOUTHTOT	NUM	2		SC5 HOW MANY YOUTHS AGED 13 TO 24 IN HH

1		584	32.7
2		723	40.5
3		317	17.7
4		99	5.5
5		38	2.1
6		16	0.9
7		9	0.5
8		1	0.1

This is a preliminary total, based on the response to SC-5. In some cases, respondents may remember additional youths during the enumeration process, or it may turn out that one or more of the youths they counted for SC-5 were actually not in the 13-24 age range. YOUTHTOT, however, is not adjusted when such situations occur.

75	MALEFEM	NUM	2	SEX	SC6 IS THIS PERSON MALE OR FEMALE
.			Inapplicable	1203	67.3
1			MALE	452	25.3
2			FEMALE	132	7.4
76	MALETOT	NUM	2		SC7 HOW MANY MALES AGED 13 TO 24

0	197	11.0
1	979	54.8
2	414	23.2
3	147	8.2
4	30	1.7
5	17	1.0
6	3	0.2

This is the actual response given to SC-7, and as such is a preliminary total. For a more accurate count, use the variable FMALETOT, which is adjusted for any corrections made during the enumeration.

Figure 5.1

occur for that variable do not appear; instead they are documented in the annotated questionnaire.

Value Labels. (Figure 5.1, #8) Value labels for most values appear to the right of the value. Value labels contain a character definition of the corresponding value.

Unweighted Frequencies and Percentages. (Figure 5.1, #9, 10) Unweighted frequencies appear to the right of the variable label. Unweighted frequencies are the frequency of that value's occurrence in the data file, uncorrected for population characteristics. Percentages of total observations appear to the right of the frequencies.

Notes. (Figure 5.1, #11) Many of the variables in the Codebook have notes listed below the unweighted frequencies which describe the derivation of the variables. These notes have been written for operational and segmentation variables.

Missing Values

Missing value codes appear within a variable if a question is inapplicable, refused, or if the respondent's response is "don't know." Respondents who are not part of the sub-population for a particular variable have a code of inapplicable (-1) for that variable in the data files.[3]

---

[3] "Inapplicables" are noted in the other forms of documentation in two different ways. Sub-population notes in the Annotated Questionnaire document the sub-population receiving that particular question. Respondents not receiving that question will have values of Inapplicable in the codebook.

In the Question Bank, "missing if" notes in the last column document the sub-population not receiving that particular question. Therefore, respondents who satisfy logic statements found in the "Missing if" notes will have Inapplicable values stored in corresponding variables in the codebook, while those not satisfying the logic statements will have valid values.

However, missing values themselves are represented differently in the OS datafiles and the SAS data set. The following is a crossreference of missing value codes.

Missing Value	SAS	OS	Question Bank; Annotated Questionnaire
Inapplicable	.	-1	-1
Refused	.R	-7	-7
Don't Know	.D	-8	-8
Not Ascertained	.N	-9	-9
Not on Quex	.Q	-1	-1

"Not ascertained" represents situations where questions should have been asked but were not. Although these situations are rare in a CATI interview, they do occur when an interviewer miss-keys a response and discovers the error after it is too late to back up and rekey. Data preparation staff correct the error and code all variables which should have a valid response but were inadvertently skipped a -9, or not ascertained.

"Not on Quex" represents situations where questions were asked during one sampling period but not another. Variables added or subtracted during revision of the questionnaire may contain .Qs in the frequency counts. For example, youth sampled during Oct., Nov., and Dec. 1986, received the Q87-1 questionnaire even if the interview was conducted in January. Such youth are part of the Winter 87 data set. Youth sampled in Jan., Feb., and Mar. received the Q87-2 questionnaire. If those youth were interviewed in January, February, or March, they are also part of the Winter 87 data set.

ACOMS QUESTION BANK - Q87-2

Destroy when replaced by Q87-3

Module: Education-Employment

MODULE: Education & Employment

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
	EE-INTRO:	I have some questions about your educational and employment experiences.					
YEDLEV		[DUPLICATES PARENT QUESTION DE-9]	'86 YATS		1, 2, 4, 9	All Youth	Q87-1 to Q87-2
	EE-1.	What is the highest grade or level of schooling that you have completed and received credit for?					
Highest grade/ level completed w/ credit		LESS THAN 8TH GRADE ..... 07 8TH GRADE ..... 08 9TH GRADE ..... 09 10TH GRADE ..... 10 11TH GRADE ..... 11 12TH GRADE ..... 12 1ST YEAR OF 4-YEAR COLLEGE [FR] ..... 13 2ND YEAR OF 4-YEAR COLLEGE [SO] ..... 14 3RD YEAR OF 4-YEAR COLLEGE [JR] ..... 15 4TH-YEAR OF 4-YEAR COLLEGE [SR] ..... 16 5TH YEAR OF COLLEGE, 1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 17 2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 18 3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 19 MORE THAN 3 YEARS GRADUATE OR PROFESSIONAL SCHOOL ..... 20 1ST YEAR OF JR OR COMMUNITY COLLEGE .... 21 2ND YEAR OF JR OR COMMUNITY COLLEGE .... 22 1ST YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL ..... 23 2ND YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL ..... 24 MORE THAN 2 YEARS OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL ..... 25 REFUSED ..... -7 DON'T KNOW ..... -8					

MODULE: Education & Employment

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YHSDIPL High School	EE-2.	[DUPLICATES PARENT QUESTION DE-10] Do you have a regular high school diploma, a GED, an ABE, or some other kind of certificate of high school completion? REGULAR HIGH SCHOOL DIPLOMA ..... 1 GED (GENERAL EDUCATIONAL DEVELOPMENT) ..... 2 ABE (ADULT BASIC EDUCATION) CERTIFICATE (E.G. CORRESPONDENCE, NIGHT SCHOOL) ..... 3 SOME OTHER KIND OF CERTIFICATE ..... 4 NONE OF THE ABOVE ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		1, 2, 4, 9	All Youth	087-1 to 087-2
YEDPLAN Highest grade/level of school plan to complete	EE-3.	What is the highest grade or year of school or college you plan to eventually complete? LESS THAN 8TH GRADE ..... 07 8TH GRADE ..... 08 9TH GRADE ..... 09 10TH GRADE ..... 10 11TH GRADE ..... 11 12TH GRADE ..... 12 1ST YEAR OF 4-YEAR COLLEGE (FR) ..... 13 2ND YEAR OF 4-YEAR COLLEGE (SO) ..... 14 3RD YEAR OF 4-YEAR COLLEGE (JR) ..... 15 4TH YEAR OF 4-YEAR COLLEGE (SR) ..... 16 5TH YEAR OF COLLEGE, 1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 17 2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 18 3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 19 MORE THAN 3 YEARS GRADUATE OR PROFESSIONAL SCHOOL ..... 20 1ST YEAR OF JR OR COMMUNITY COLLEGE .... 21 2ND YEAR OF JR OR COMMUNITY COLLEGE .... 22 1ST YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL ..... 23 2ND YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL ..... 24 MORE THAN 2 YEARS OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL ..... 25 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation .		1, 2, 4, 9	All Youth	087-1 to 087-2

MODULE: Education & Employment

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YEDENYRH	EE-6A. (Are you/Is he/Is she) currently enrolled in 9th, 10th, 11th, or 12th grade? 9th ..... 9 10th ..... 10 11th ..... 11 12th ..... 12 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9		Q87-1 to Q87-2 [YOUTH] EE-6 NE 1
YEDENYRC	EE-6B. (Are you/Is he/Is she) currently enrolled in (your/his/her) first, second, third, fourth or fifth year of college? FIRST YEAR (FR) ..... 1 SECOND YEAR (SO) ..... 2 THIRD YEAR (JR) ..... 3 FOURTH YEAR (SR) ..... 4 FIFTH YEAR (OF A FIVE YEAR COLLEGE) .... 5 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9		Q87-1 to Q87-2 [YOUTH] EE-6 NE 9
YEDENYRJ	EE-6C. (Are you/Is he/Is she) currently enrolled in (your/his/her) first or second year of junior or community college? FIRST YEAR ..... 1 SECOND YEAR ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9		Q87-2 [YOUTH] EE-6 NE 8
YEDCOVER	EE-1VER. So, (you have /he has/ she has) completed and received credit for (the) (college year/high shcool grade)? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9		Q87-1 TO Q87-2 [YOUTH] [EE-6 = 2-7,10,-7,-8] OR [EE-6A = -7,-8] OR [EE-6B = -7,-8] OR [EE-6C = -7,-8]

MODULE: Education & Employment

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YEDCUR Currently in school	EE-4.	Are you currently enrolled in school, college, a vocational or technical program, apprenticeship or a job training program? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		1, 2, 4, 9	All Youth	Q87-1 to Q87-2
YEDLASTM YEDLASTY MO/YR last attended any school	EE-5.	[IF NOT CURRENTLY ENROLLED] In what month and year did you last attend any type of school or training program? _____/_____ MONTH YEAR	(New) '86 ACOMS		2, 4, 9	All Youth	Q87-1 to Q87-2 [YOUTH] EE-4 = 1
YEDKIND Training program	EE-6.	[IF ENROLLED SINCE PREVIOUS JULY] What kind of school or training program (are you/were you last) enrolled in? TAKING H.S. COURSES IN REGULAR DAY HIGH SCHOOL ..... 1 GED OR HIGH SCHOOL EQUIVALENCY PROGRAM ..... 2 ADULT BASIC EDUCATION [ABE] [H.S. COURSES IN NIGHT SCHOOL OR BY CORRESPONDENCE] ..... 3 SKILL DEVELOPMENT PROGRAM [E.G., PUBLIC EMPLOYMENT, JOBS, OIC, WIN, CETA] ..... 4 ON THE JOB TRAINING PROGRAM ..... 5 APPRENTICESHIP PROGRAM ..... 6 VOCATIONAL, BUSINESS OR TRADE SCHOOL ..... 7 2 YEAR JUNIOR OR COMMUNITY COLLEGE .. 8 4 YEAR COLLEGE OR UNIVERSITY ..... 9 SOME OTHER SCHOOL ..... 10 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		1, 2, 4, 9	All Youth	Q87-1 to Q87-2 [YOUTH] [YUTHNUM = 01 AND SC-14 NE 1]

MODULE: Education & Employment

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YNUMLET	EE-7.	(Does/Did) your school use letter or number grades?	'86 YATS		2, 4, 9	All Youth	Q87-1 to Q87-2
School use letter on number grades		LETTER ..... 1 NUMBER ..... 2 NEITHER ..... 3 REFUSED ..... -7 DON'T KNOW ..... -8					[YOUTH] [EE-1 = 7,8] OR [EE-7 = -7,-8]
YEDGRADE		[IF LETTER ASK LETTER, IF NUMBER ASK NUMBER] What grades (do/did) you usually get in school (Are/Were) they...					
Grades usually got in HS		mostly A's 90-100 ..... 1 mostly A's and B's 85-89 ..... 2 mostly B's 80-84 ..... 3 mostly B's and C's 75-79 ..... 4 mostly C's 70-74 ..... 5 mostly C's and D's 65-69 ..... 6 mostly D's and F's 64 and below .. 7 REFUSED ..... -7 DON'T KNOW ..... -8					
math courses	EE-8.	(Did you take/Are you taking) any science or math courses in high school?	(NEW) '86 ACOMS			All Youth	Q87-1 to Q87-2 [NOT USED]
		YES..... 1 NO..... 2					
YEDELALG	EE-9_12.	Now I have a list of high school mathematics and technical courses. As I read each one, please tell me whether you have taken or plan to take that course in regular high school. Elementary algebra?	'86 YATS		2, 4, 9	All Youth	Q87-1 to Q87-2 [YOUTH] EE-1 = 7,8
Elementary algebra		TAKEN OR CURRENTLY TAKING ..... 1 PLAN TO TAKE ..... 2 NOT TAKEN AND NOT PLANNING TO ..... 3 REFUSED ..... -7 DON'T KNOW ..... -8					

MODULE: Education & Employment

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YEDGEOM	EE-9_12. Plane geometry?	'86 YATS		2, 4, 9	All Youth	Q87-1 to Q87-2
Plane geometry	TAKEN OR CURRENTLY TAKING ..... 1 PLAN TO TAKE ..... 2 NOT TAKEN AND NOT PLANNING TO ..... 3 REFUSED ..... -7 DON'T KNOW ..... -8					[YOUTH] EE-1 = 7,8
YEDINALG	EE-9_12. Intermediate algebra?	'86 YATS		2, 4, 9	All Youth	Q87-1 to Q87-2
Intermediate algebra	TAKEN OR CURRENTLY TAKING ..... 1 PLAN TO TAKE ..... 2 NOT TAKEN AND NOT PLANNING TO ..... 3 REFUSED ..... -7 DON'T KNOW ..... -8					[YOUTH] EE-1 = 7,8
YEDTRIG	EE-9_12. Trigonometry?	'86 YATS		2, 4, 9	All Youth	Q87-1 to Q87-2
Trigonometry	TAKEN OR CURRENTLY TAKING ..... 1 PLAN TO TAKE ..... 2 NOT TAKEN AND NOT PLANNING TO ..... 3 REFUSED ..... -7 DON'T KNOW ..... -8					[YOUTH] EE-1 = 7,8
Activity exactly two years ago	EE-13. What were you doing exactly two years ago, that is, in (MONTH & YEAR-2 YEARS PRIOR TO INTERVIEW)? Were you: [RECORD ALL THAT APPLY] Going to school ..... 1 Working full-time, that is, at least 35 hours a week ..... 2 Working part-time, that is, between 10 and 34 hours a week ..... 3 Being unemployed ..... 4 Taking care of a family at home ..... 5 Serving in the military ..... 6 Other (SPECIFY) _____ ... 7	(New) '86 ACOMS			All Youth	Q87-1 to Q87-2 [NOT USED]

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Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
Still doing activity	EE-14.	Are you still doing (ACTIVITY FROM EE-13)? YES ..... 1 NO 2	(New) '86 ACOMS				Q87-1 to Q87-2 [NOT USED]
Mo/Yr stopped activity	EE-15.	[IF NOT STILL DOING ACTIVITY IN EE-13] In what month and year did you stop doing that? _____ / _____ MONTH YEAR	(New) '86 ACOMS			All Youth	Q87-1 to Q87-2 [NOT USED]
YEMPCUR Currently Employed	EE-16.	[DUPLICATES PARENT QUESTION DE-11] Are you currently employed either full-time or part-time? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2, 4, 9	All Youth	Q87-1 to Q87-2
YEMPLOOK Looking for Work	EE-17.	[IF NOT EMPLOYED] Are you looking for work now? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2, 4, 9	All Youth	Q87-1 to Q87-2 [YOUTH] EE-16 = 1
Ever had paying job	EE-18.	Have you ever had a job for pay? YES..... 1 NO..... 2	'86 YATS			All Youth	Q87-1 to Q87-2 [NOT USED]

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

MODULE: Education & Employment

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YEMPHOUR YEMPEMCK YEMPHRCK Hours worked	EE-19.	How many hours per week (do/did) you usually work at your (main/last) job? NEVER HAD A JOB ..... 0 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2, 4, 9	All Youth	Q87-1 to Q87-2
YEMPEVER Held a full-time job	EE-20.	[DUPLICATES PARENT QUESTION DE-12] Have you ever held a full-time job? [MORE THAN 34 HOURS PER WEEK] YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth	Q87-1 to Q87-2 [YOUTH] [EE-19 = 0] OR [EE-19 > 34]
Business or industry most recently worked for	EE-21.	Think about the most recent full-time job you have had. What kind of business or industry did you work for? Describe the nature of the business at the location where you (are/were) employed. For example, was it a hospital, a newspaper, a mail order house, an auto engineering plant, a breakfast cereal manufacturing plant?	(New) '86 ACOMS			All Youth	Q87-1 to Q87-2 [NOT USED]
Job title	EE-22.	What (is/was) your job title? Examples are registered nurse, personnel manager, supervisor of order department, gasoline engine assembler, grinder operator.	(New) '86 ACOMS			All Youth	Q87-1 to Q87-2 [NOT USED]

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Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
Main duties	EE-23.	What (are/were) your main activities or duties? Examples are patient care, directing hiring policies, supervising order clerks, assembling engines, operating grinding mill.	(New) '86 ACOMS			All Youth	Q87-1 to Q87-2 [NOT USED]
YEMPEASY Ease of getting FT job	EE-24.	[APPROXIMATES PARENT QUESTION DE-13] How easy or difficult is it for someone your age to get a full-time job in your community? Is it... almost impossible ..... 1 very difficult ..... 2 somewhat difficult, or ..... 3 not difficult at all? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		1, 2, 4, 9	All Youth	Q87-1 to Q87-2

ACOMS QUESTION BANK - Q87-2

Destroy when replaced by Q87-3

Module: Intentions & Propensity

MODULE: Intentions & Propensity

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YIPDOSCH YIPDOEMP YIPDOIDL YIPDOMIL	IP-1.	Now let's talk about your plans for the next few years. What do you think you might be doing? (PROBE: Anything else?) [RECORD ALL THAT APPLY]	'83 YATS '85 YATS '86 YATS YATS		1, 2, 4, 9	All Youth	Q87-1 to Q87-2
YIPDOOTH What might be doing for next few years		GOING TO SCHOOL ..... 1 WORKING ..... 2 DOING NOTHING ..... 3 JOINING THE MILITARY SERVICE ..... 4 OTHER ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8			2, 4, 9		
YPSAMOCC Job occupation will be working in	IP-2.	[IF EMPLOYED & WILL BE WORKING] Do you think that you will be working in the same job or occupation you have, or a different job or occupation? SAME JOB OR OCCUPATION ..... 1 DIFFERENT JOB OR OCCUPATION ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2	All Youth	Q87-1 to Q87-2 [IP-1 NE 2] OR [EE-16 = 2]
YPBRAN1 Branch of service might be joining	IP-3.	You said you might be joining the military. Which branch of the service would that be? AIR FORCE ..... 1 ARMY ..... 2 COAST GUARD ..... 3 MARINE CORPS ..... 4 NAVY ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS		1, 3, 4, 9	All Youth	Q87-1 to Q87-2 IP-1 = 1,2,3,5,-7,-8
YPCOMP1 Type of service	IP-4.	Which type of service would that be? Would it be... active duty, ... 1 the Reserve, or ..... 2 the National Guard? ..... 3 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS, Adaptation		1, 3, 4, 9	All Youth	Q87-1 to Q87-2 [IP-1 = 1,2,3,5,-7,-8]

MODULE: Intentions & Propensity

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YPBRAN2 Second service choice	IP-5. If you found for some reason you couldn't join the (SERVICE FROM IP-3) which branch of the service would be your next choice? AIR FORCE ..... 1 ARMY ..... 2 COAST GUARD ..... 3 MARINE CORPS ..... 4 NAVY ..... 5 NONE ..... 6 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS VATS		3, 4, 9	All Youth	Q87-1 to Q87-2 [IP-1=1,2,3,5,-7,-8] OR [IP-3=-7,-8]
YPCOMP2 Type of service 2nd choice	IP-6. Which type of service would that be? Would it be... active duty, ... 1 the Reserve, or ..... 2 the National Guard? ..... 3 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS VATS '86 YATS, Adaptation		3, 4, 9	All Youth	Q87-1 to Q87-2 [IP-1 = 1,2,3,5,-7,-8] OR [IP-3 = -7,-8] OR [IP-5 = 6,-7,-8]
	Now I'm going to ask you about several things young (men/women) your age might do in the next few years. For each one, please tell me how likely it is that you will be doing that.					
YPROBMIL Likelihood of serving in the military	IP-7. version-1 How likely is it that you will be serving in the military? Would you say... definitely, ... 1 probably, ... 2 probably not, or ..... 3 definitely not? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS AFAT		2, 4, 9	All Youth	Q87-1

MODULE: Intentions & Propensity

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YPROBMIL Likelihood of serving in the military	IP-7. version-2	'83 YATS '84 YATS '85 YATS '86 YATS	IP-7 Response categories not read	2, 4, 9	All Youth	Q87-2

Now I'm going to ask you about several things young (men/women) your age might do in the next few years. Please tell me whether you will definitely, probably, probably not or definitely not be doing each of the following things.

How likely is it that you will be serving in the military?

DEFINITELY, ... 1
PROBABLY, ... 2
PROBABLY NOT, OR 3
DEFINITELY NOT? 4
REFUSED ..... -7
DON'T KNOW ..... -8

YPROBAR Likelihood of serving on Army active duty	IP-8. version-1	'83 YATS '84 YATS '85 YATS '86 YATS VATS		1, 2, 3, 4, 9	All Youth	Q87-1

How likely is it that you will be serving on active duty in the Army? Would you say...

definitely, ... 1
probably, ... 2
probably not, or 3
definitely not? 4
REFUSED ..... -7
DON'T KNOW ..... -8

YPROBAR Likelihood of serving on Army active duty	IP-8. version-2	'83 YATS '84 YATS '85 YATS '86 YATS VATS	IP-8 Response categories not read	1, 2, 3, 4, 9	All Youth	Q87-2

How likely is it that you will be serving in the Army National Guard?

DEFINITELY, ... 1
PROBABLY, ... 2
PROBABLY NOT, OR 3
DEFINITELY NOT? 4
REFUSED ..... -7
DON'T KNOW ..... -8

MODULE: Intentions & Propensity

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YPROBANG Likelihood of serving in ARNG	IP-9, version-1 How likely is it that you will be serving in the Army National Guard? Would you say... definitely, ... 1 probably, ... 2 probably not, or ..... 3 definitely not? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS, Adaptation RCAS VATS		1, 2, 3, 4, 9	All Youth	Q87-1
YPROBANG Likelihood of serving in ARNG	IP-9, version-2 How likely is it that you will be serving in the Army National Guard? DEFINITELY, ... 1 PROBABLY, ... 2 PROBABLY NOT, OR ..... 3 DEFINITELY NOT? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS, Adaptation RCAS VATS	IP-9 Response categories not read	1, 2, 3, 4, 9	All Youth	Q87-2
YPROBARV Likelihood of serving in USAR	IP-10, version-1 How likely is it that you will be serving in the Army Reserve? Would you say... definitely, ... 1 probably, ... 2 probably not, or ..... 3 definitely not? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS, Adaptation RCAS VATS		1, 2, 3, 4, 9	All Youth	Q87-1
YPROBARV Likelihood of serving in USAR	IP-10, version-2 How likely is it that you will be serving in the Army Reserve? DEFINITELY, ... 1 PROBABLY, ... 2 PROBABLY NOT, OR ..... 3 DEFINITELY NOT? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS, Adaptation RCAS VATS	IP-10 Response categories not read	1, 2, 3, 4, 9	All Youth	Q87-2

MODULE: Intentions & Propensity

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YPROBARO Likelihood of serving in ROTC	IP-11. version-1 How likely is it that you will participate in at least one college course offered by the Army Reserve Officers' Training Corps, or Army R.O.T.C.? Would you say... definitely, ... 1 probably, ... 2 probably not, or ..... 3 definitely not? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		1, 2, 3, 4, 9	All Youth	Q87-1 IP-14 = 3,4,-7,-8
YPROBARO Likelihood of serving in ROTC	IP-11. version-2 How likely is it that you will participate in at least one college course offered by the Army Reserve Officer's Training Corps, or Army R.O.T.C? DEFINITELY, ... 1 PROBABLY, ... 2 PROBABLY NOT, OR ..... 3 DEFINITELY NOT? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS	IP-11 Response categories not read	1, 2, 3, 4, 9	All youth All Youth	Q87-2 IP-14 = 3,4,-7,-8
YPROBCOM Likelihood of receiving officer's commission through ROTC	IP-11A. version-1 How likely is it that you will receive an officer's commission through participation in the Army Reserve Officer's Training Corps., or Army R.O.T.C.? Would you say ... definitely, ... 1 probably, ... 2 probably not, or ..... 3 definitely not? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 3, 4, 9	All Youth	Q87-1 IP-14 = 3,4,-7,-8

MODULE: Intentions & Propensity

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YPROBCOM Likelihood of receiving officer's commission through ROTC	IP-11A. version-2 How likely is it that you will receive an officer's commission through participation in the Army Reserve Officer's Training Corps, or Army R.O.T.C.? DEFINITELY, ... 1 PROBABLY, ... 2 PROBABLY NOT, OR ..... 3 DEFINITELY NOT? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8		IP-11A Response categories not read	1, 2, 3, 4, 9	All Youth	Q87-2 IP-14 = 3,4,-7,-8
YPROBEMP Likelihood of working	IP-12. version-1 How likely is it that you will be working in a civilian job? Would you say... definitely, ... 1 probably, ... 2 probably not, or ..... 3 definitely not? ..... 4 REFUSED ..... 5 DON'T KNOW 6	'86 YATS, Adaptation		2, 4, 9	All Youth	Q87-1
YPROBEMP Likelihood of working	IP-12. version-2 How likely is it that you will be working in a civilian job? DEFINITELY, ... 1 PROBABLY, ... 2 PROBABLY NOT, OR ..... 3 DEFINITELY NOT? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS, Adaptation	IP-12 Response categories not read	2, 4, 9	All Youth	Q87-2
YPFULPAR Likelihood of working full-time or part-time	IP-13. (IF DEFINITELY OR PROBABLY WORKING) Will this be full-time or part-time? FULL-TIME ..... 1 PART-TIME ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth	Q87-1 to Q87-2 IP-12 = 3,4,-7,-8

MODULE: Intentions & Propensity

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YPROBCOL Likelihood of attending college	IP-14. version-1 How likely is it that you will be going to college? Would you say... definitely, ... 1 probably, ... 2 probably not, or ..... 3 definitely not? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS AFAT		2, 4, 9	All Youth	Q87-1
YPROBCOL Likelihood of attending college	IP-14. version-2 How likely is it that you will be going to college? DEFINITELY, ... 1 PROBABLY, ... 2 PROBABLY NOT, OR ..... 3 DEFINITELY NOT? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS AFAT	IP-14 Response categories not read	2, 4, 9	All Youth	Q87-2
YPCOL24 Likelihood of going to 2 yr or 4 yr college	IP-15. [IF DEFINITELY OR PROBABLY GOING TO COLLEGE] Do you think that you will go to a two-year or four-year college? Two-YEAR COLLEGE ..... 1 Four-YEAR COLLEGE ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2	All Youth	Q87-1 to Q87-2 IP-14 = 3,4,7,-8
YPROBVOC Likelihood of attending vo-tech school	IP-16. version-1 How likely is it that you will be going to vocational or technical school? Would you say... definitely, ... 1 probably, ... 2 probably not, or ..... 3 definitely not? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS AFAT		2, 4, 9	All Youth	Q87-1

MODULE: Intentions & Propensity

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YPROBVOC Likelihood of attending vo-tech school	IP-16. version-2 How likely is it that you will be going to vocational or technical school? DEFINITELY, ... 1 PROBABLY, ... 2 PROBABLY NOT, OR ..... 3 DEFINITELY NOT? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS AFAT	IP-16 Response categories not read	2, 4, 9	All Youth	Q87-2
YPSCHFUL YPSCHPRT YPWRKFUL YPWRKPRT YPSRVMIL YPHOMEMK YPOTH Thing most likely to be doing in the year after high school	IP-17. We've talked about several things you might be doing in the next few years. Taking everything into consideration, what are you most likely to be doing in the next year? [IF "GOING TO SCHOOL" OR "WORKING" PROBE: Will that be full-time or part-time?] [RECORD ALL THAT APPLY] GOING TO SCHOOL FULL-TIME ..... 1 GOING TO SCHOOL PART-TIME ..... 2 WORKING FULL-TIME ..... 3 WORKING PART-TIME ..... 4 SERVING IN THE MILITARY ..... 5 BEING A FULL-TIME HOMEMAKER .... 6 OTHER ..... 7 REFUSED ..... -7 DON'T KNOW ..... -8	'85 YATS '86 YATS '80S HSB		2, 4, 9	All Youth	Q87-1 to Q87-2
YPTHOTM Thoughts about joining the military before conversation today	IP-18. Before we talked today, had you ever thought about joining the military? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'84 YATS '85 YATS '86 YATS		4, 9	All Youth	Q87-1 to Q87-2

MODULE: Intentions & Propensity

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
Serious intent of joining the military	IP-19. How seriously did you consider the possibility of joining the military? very seriously ..... 1 somewhat seriously ..... 2 only slightly seriously, or ... 3 not really seriously at all? .. 4 REFUSED ..... -7 DON'T KNOW ..... -8	'84 YATS '85 YATS '86 YATS			All Youth	Q87-1 to Q87-2 [NOT USED]
YPROBTAR Likelihood of talking to someone about joining the military	IP-20. version-1 How likely is it that you will talk to someone [such as, family, friends, or teacher] about joining the Army? Would you say... definitely, ... 1 probably, ... 2 probably not, or ..... 3 definitely not? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		4, 6, 9	All Youth	Q87-1
YPROBTAR Likelihood of talking to someone about joining the military	IP-20. version-2 How likely is it that you will talk to someone [such as family, friends, or teacher] about joining the Army? DEFINITELY, ... 1 PROBABLY, ... 2 PROBABLY NOT, OR ..... 3 DEFINITELY NOT? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS	IP-20 Response categories not read	4, 6, 9	All Youth	Q87-2

MODULE: Intentions & Propensity

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YPROBADO Likelihood of action toward joining the Army	IP-21.' version-1 How likely is it that you will do something about joining the Army (such as, see an Army Recruiter, call a toll-free number, answer an Army ad, or visit an Army base)? Would you say... definitely, ... 1 probably, ... 2 probably not, or ..... 3 definitely not? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 3, 4, 9	All Youth	Q87-1
YPROBADO Likelihood of action toward joining the Army	IP-21. version-2 How likely is it that you will do something about joining the Army (such as see an Army Recruiter, call a toll-free number, answer an Army ad, or visit an Army base)? DEFINITELY, ... 1 PROBABLY, ... 2 PROBABLY NOT, OR ..... 3 DEFINITELY NOT? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS	IP-21 Response categories not read	2, 3, 4, 9	All Youth	Q87-2

ACOMS QUESTION BANK - Q87-2

Destroy when replaced by Q87-3

Module: Behaviors

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing If:
YBAEVREC Ever talked with military recruiter to get information	BE-1A.	Have you ever talked with any military recruiter to get information about the military? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 6, 9	All Youth	Q87-1 to Q87-2
YBATALK Talked with anyone about joining the Army	BE-1.	In the past six months, have you talked with anyone about possibly joining the Army? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		1, 2, 3, 4, 6, 9	All Youth	Q87-1 to Q87-2
YBAFREN YBAMOM YBADAD YBASIB YBAREL YBASPOU YBATEAC YBACOUN YBAREC YBACOW YBABOSS YBAOTH Persons talked with	BE-2.	[IF YES] With whom have you talked? [RECORD ALL THAT APPLY] FRIENDS ..... 01 MOTHER ..... 02 FATHER ..... 03 A BROTHER OR SISTER ..... 04 SOME OTHER RELATIVE ..... 05 BOY/GIRL FRIEND OR SPOUSE ..... 06 A TEACHER ..... 07 A COUNSELOR AT SCHOOL ..... 08 A RECRUITER ..... 09 CO-WORKER ..... 10 EMPLOYER ..... 11 OTHERS ..... 12 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		4, 6, 9	All Youth	Q87-1 to Q87-2 BE-1 = 2,-7,-8

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing If:
YBAFRSCH Type of friends: - from school	BE-3.	[IF FRIENDS MENTIONED] You mentioned talking with friends. Were these friends from school? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		2, 4, 6, 9	All Youth	Q87-1 to Q87-2 BE-2 NE 1
YBAFREMP - at work	BE-4.	[IF FRIENDS MENTIONED] Were these friends at work? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2, 4, 6, 9	All Youth	Q87-1 to Q87-2 BE-2 NE 1
YBAFRMIL - in service	BE-5.	[IF FRIENDS MENTIONED] Were these friends in the service? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2, 4, 6, 9	All Youth	Q87-1 to Q87-2 BE-2 NE 1
YBAFRAR - in Army	BE-6.	[IF FRIENDS IN SERVICE] Were these friends in the Army? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2, 3, 4, 6, 9	All Youth	Q87-1 to Q87-2 [BE-2 NE 1] OR [BE-5 NE 1]
YBMREC Talked with an Armed Forces recruiter about military service	BE-7.	In the past six months, have you talked to an Armed Forces recruiter about military service? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		1, 2, 4, 6, 9	All Youth	Q87-1 to Q87-2 [BE-1 = 2,-7,-8] AND [BE-2 NE 09]

MODULE: Behaviors

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing If:
YBMRECAR YBMRECAF YBMRECNA YBMRECMC	BE-8.	[IF YES] Was the recruiter you spoke with an... YES NO REF DK Army recruiter? ..... 1 2 -7 -8 Air Force recruiter? ..... 1 2 -7 -8 Navy recruiter? ..... 1 2 -7 -8 Marine recruiter? ..... 1 2 -7 -8	'86 YATS Adaptation		1, 2, 3, 4, 6, 9	All Youth	Q87-1 to Q87-2 BE-7 NE 1
Type of recruiter spoke with							

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YBACONT First contact with Army recruiter	BE-8A.	How did you have your first contact with the Army recruiter? [READ ALL RESPONSE CATEGORIES BEFORE CODING THE ANSWER.] Did you contact the Army recruiter on the advice of another Service recruiter, ... 1 did you contact the Army recruiter first, ... 2 were you contacted by the Army recruiter first, ... 3 were you with a friend with whom the recruiter was meeting, ... 4 did you contact an Army recruiter through a U.S. Army Reserve or National Guard unit or member, or ..... 5 was your first contact by some other way? ..... 6 REFUSED ..... -7 DON'T KNOW ..... -8			4, 6, 9	All Youth	Q87-1 to Q87-2 [BE-7 NE 1] OR [BE-8 (ARMY) NE 1]

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YBATALK1 Circumstances first talked with Army recruiter	BE-8B.	Under what circumstances did you first talk with an Army recruiter? Did you talk... by telephone, ... 1 at a recruiting station, ... 2 at a job fair, ... 3 at school, ... 4 at an Army Reserve unit, or ..... 5 some other way? ..... 6 REFUSED ..... -7 DON'T KNOW ..... -8			4, 6, 9	All Youth	Q87-1 to Q87-2 [BE-7 NE 1] OR [BE-8 (ARMY) NE 1]

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Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing If:
	BE-9.	Was (this/the recruiter you spoke with) a: Regular Active duty recruiter? Reserve recruiter? National Guard recruiter?					Q87-1 to Q87-2 (NOT USED)
YBAGIFT Responded to an Army ad/ toll-free call/ gift	BE-10.	In the past six months, have you responded to an Army ad by calling a toll-free number or sending for a gift? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		1, 2, 4, 9	All Youth	
YBAVISIT Visited an Army recruiting station	BE-11.	In the past six months, have you visited an Army recruiting station? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		1, 2, 4, 6, 9	All Youth	
YBATEST Taken a written test for the Army	BE-12.	In the past six months, have you taken a written test used for the Army, such as the Armed Services Vocational Aptitude Battery? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		1, 2, 4, 9	All Youth	

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing If:
YBAGIFT YBAVISIT YBATEST	BE-10_12. In the past six months, have you...	'86 YATS Adaptation		1, 2, 4, 9 1, 2, 4, 6, 9 1, 2, 4, 9		Q87-1 to Q87-2

	YES	NO	REF	DK
responded to an Army ad by calling a toll-free number or sending for a gift?	1	2	-7	-8
visited an Army recruiting station?	1	2	-7	-8
taken a written test used for the Army, such as the Armed Services Vocational Aptitude Battery?	1	2	-7	-8

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[IF TAKEN ASVAB]
BE-13. Was this part of a High School testing program or did a recruiter arrange for you to take this test?

Q87-1 to Q87-2 [NOT USED]

HS TESTING PROGRAM 1
RECRUITER ARRANGED 2

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BE-14. Was this voluntary or mandatory?

Q87-1 to Q87-2 [NOT USED]

VOLUNTARY 1
MANDATORY 2

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BE-15. Have you taken a physical for possible entry into the Army?

Q87-1 to Q87-2 [NOT USED]

YES 1
NO 2

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MODULE: Behaviors

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing If:
YBCTHOT Thought about going to college	BE-16.	[IF NOT IN COLLEGE] In the past six months, have you given any thought to going to college? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth	Q87-1 to Q87-2 [YUTHNUM = 1 AND SC-15 = 8,9] OR [YUTHNUM NE 1 AND EE-6 = 8,9]
YBCTALK Talked with someone about going to college	BE-17.	In the past six months, have you talked to anyone about going to college? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	All Youth	Q87-1 to Q87-2 BE-16 = 2
YBCFREN YBCMOM YBCDAD YBCSIB YBCREL YBCSPOU YBCTEAC YBCCOUN YBCREC YBCCOW YBCBOSS YBCOTH	BE-18.	[IF YES] With whom have you talked? [RECORD ALL THAT APPLY] FRIENDS ..... 01 MOTHER ..... 02 FATHER ..... 03 A BROTHER OR SISTER ..... 04 SOME OTHER RELATIVE ..... 05 BOY/GIRL FRIEND OR SPOUSE ..... 06 A TEACHER ..... 07 A COUNSELOR AT SCHOOL ..... 08 A RECRUITER ..... 09 CO-WORKER ..... 10 EMPLOYER ..... 11 OTHERS ..... 12 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		4, 6, 9	All Youth	Q87-1 to Q87-2 BE-17 = 2,-7,-8

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing If:
YBCACF YBCGI YBCROTC YBCVEAP	BE-19.	[IF SPOKEN TO ANYONE ABOUT COLLEGE] Have they talked to you about... YES NO REF DK the Army College Fund ..... 1 2 -7 -8 the GI Bill ..... 1 2 -7 -8 R.O.T.C. Scholarships ..... 1 2 -7 -8 V.E.A.P. [Veterans Educational Assistance Package] ..... 1 2 -7 -8	(New) '86 ACOMS		3, 4, 6, 9	All Youth	Q87-1 to Q87-2 BE-17 = 2,-7,-8
	BE-20.	Have you tried to get more information about colleges? YES ..... 1 NO 2					Q87-1 to Q87-2 [NOT USED]
YBCTEST Taken a college admissions test	BE-21.	In the past six months, have you taken any college admissions tests for example, the PSAT, SAT or ACT? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth	Q87-1 to Q87-2 BE-16 = 2
	BE-22.	Have you talked with a college admissions office? YES ..... 1 NO 2					Q87-1 to Q87-2 [NOT USED]
	BE-23.	Have you visited a college to see if you would like to attend that school? YES ..... 1 NO 2					Q87-1 to Q87-2 [NOT USED]

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing If:
YBCAPPL Submitted a college application	BE-24.	In the past six months, have you submitted a college application? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth	Q87-1 to Q87-2 BE-16 = 2
YBWTHOT Thought about getting a full time civilian job	BE-25.	[IF NOT CURRENTLY EMPLOYED] In the past six months, have you given any thought to getting a full-time civilian job? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth	Q87-1 to Q87-2 [EE-16 = 1] AND [EE-19 > 34]
YBWTALK Spoken with someone about getting a civilian job	BE-26.	In the past six months, have you spoken with anyone about getting a full-time civilian job? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	All Youth	Q87-1 to Q87-2 BE-25 = 2

MODULE: Behaviors

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing If:
YBWFREN YBWMOM YBWDAD YBWSIB YBWREL YBWSPOU YBWTEAC YBWCOUN YBWREC YBWCOW YBWBOSS YBWOTH	BE-27.	[IF YES] With whom have you spoken? [RECORD ALL THAT APPLY] FRIENDS ..... 01 MOTHER ..... 02 FATHER ..... 03 A BROTHER OR SISTER ..... 04 SOME OTHER RELATIVE ..... 05 BOY/GIRL FRIEND OR SPOUSE ..... 06 A TEACHER ..... 07 A COUNSELOR AT SCHOOL ..... 08 A RECRUITER ..... 09 CO-WORKER ..... 10 EMPLOYER ..... 11 OTHERS ..... 12 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		4, 6, 9	All Youth	Q87-1 to Q87-2 BE-26 = 2,-7,-8
	BE-28.	Have you tried to get more information about fulltime civilian jobs? YES ..... 1 NO 2					Q87-1 to Q87-2 [NOT USED]
	BE-29.	Have you taken any (vocational aptitude/qualification) tests? YES ..... 1 NO 2					Q87-1 to Q87-2 [NOT USED]
	BE-30.	Have you visited a personnel office? YES ..... 1 NO 2					Q87-1 to Q87-2 [NOT USED]

MODULE: Behaviors

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing If:
YBWVISIT Visited prospective employers	BE-31.	In the past six months, have you visited any prospective employers or employment agencies? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth	Q87-1 to Q87-2 BE-25 = 2
YBWAPPL Applied for a job	BE-32.	In the past six months, have you applied for a job? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth	Q87-1 to Q87-2 BE-25 = 2

ACOMS QUESTION BANK - Q87-2

Destroy when replaced by Q87-3

Module: Social Influence

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
	SI-0	Now I am going to ask you a few questions about the attitudes of your family and friends about the military.					
YARMDAD YARMMOM YARMFARM YARMFMIL YARMFND YARMCOUN YARMTEAC YARMCOW* YARMSTUD YARMBOSS* How people feel about enlisting in Army	SI-1.	For each of the following people, please tell me how you think they would feel about your enlisting in the Army. Use a scale of 1 to 5 where a 1 means they would think it is a very bad idea, 2 means it's a bad idea, 3 means it's neither a good nor a bad idea, 4 means it's a good idea, and 5 means they would think your enlisting would be a very good idea. [CODE 6 IF NOT APPLICABLE, PERSON DECEASED, OR DOES NOT EXIST] 1 = VERY BAD 2 = BAD 3 = NEUTRAL 4 = GOOD 5 = VERY GOOD Your father? ..... 1 2 3 4 5 6 -7 -8 Your mother? ..... 1 2 3 4 5 6 -7 -8 Friends with Army experience? ..... 1 2 3 4 5 6 -7 -8 Friends with other military experience? ..... 1 2 3 4 5 6 -7 -8 Friends with no military experience? ..... 1 2 3 4 5 6 -7 -8 Your school counselor? ..... 1 2 3 4 5 6 -7 -8 Your teachers? .... 1 2 3 4 5 6 -7 -8 Your co-workers? .. 1 2 3 4 5 6 -7 -8* Your fellow students? ..... 1 2 3 4 5 6 -7 -8 Your employer? .... 1 2 3 4 5 6 -7 -8*			4, 6, 9 3, 4, 6, 9 4, 6, 9	Target Youth	Q87-1 to Q87-2 *[YUTHNUM NE TARGYUTH] OR [EE-19 = 0]

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YFRENMIL Friends currently serving in military	SI-2.	Do you have friends who are currently serving in the military? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			2, 4, 6, 9	Target Youth	Q87-1 to Q87-2 YUTHNUM NE TARGYUTH

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MODULE: Social Influence

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YFRENAF YFRENAR YFRENCG YFRENMC YFRENNA Branch of military friends serving in	SI-3.	[IF FRIENDS IN MILITARY] In what branch of the military are these friends serving? [CODE ALL THAT APPLY] AIR FORCE ..... 1 ARMY ..... 2 COAST GUARD ..... 3 MARINE CORPS ..... 4 NAVY ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8			2, 3, 4, 6, 9	Target Youth	Q87-1 to Q87-2 [YUTHNUM NE TARGYUTH] OR [SI-2 = 2,-7,-8]
YFRENACT YFRENARV YFRENANG YFRENARO Army component friends serving in	SI-4.	[IF FRIENDS IN ARMY] Are your friends in the Army serving in the... YES NO REF DK Active Army? ..... 1 2 -7 -8 Army Reserve? ..... 1 2 -7 -8 Army National Guard,? ..... 1 2 -7 -8 Army Reserve Officer's Training Corps? ..... 1 2 -7 -8			3, 4, 6, 9	Target Youth	Q87-1 to Q87-2 [YUTHNUM NE TARGYUTH] OR [SI-3(ARMY) NE 2]
YFAMMIL Family currently serving in military	SI-5.	Do you have family members who are currently serving in the military? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			2, 4, 6, 9	Target Youth	Q87-1 to Q87-2 YUTHNUM NE TARGYUTH

MODULE: Social Influence

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YFAMAF YFAMAR YFAMCG YFAMMC YFAMNA Branch of military family serving in	[IF FAMILY IN MILITARY] SI-6. In what branch of the military are these family members serving? (CODE ALL THAT APPLY) AIR FORCE ..... 1 ARMY ..... 2 COAST GUARD ..... 3 MARINE CORPS ..... 4 NAVY ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8			2, 3, 4, 6, 9	Target Youth	Q87-1 to Q87-2 [YUTHNUM NE TARGYUTH] OR [SI-5 NE 1]

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Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YFAMACT YFAMARV YFAMANG YFAMARO Army component family serving in	[IF FAMILY IN ARMY] SI-7. Are they serving in the... YES NO REF DK Active Army? ..... 1 2 -7 -8 Army Reserve? ..... 1 2 -7 -8 Army National Guard? ..... 1 2 -7 -8 Army Reserve Officer's Training Corps? ..... 1 2 -7 -8			2, 3, 4, 6, 9	Target Youth	Q87-1 to Q87-2 [YUTHNUM NE TARGYUTH] OR [SI-5 NE 1] OR [SI-6 NE 2]

ACOMS QUESTION BANK - Q87-2

Destroy when replaced by Q87-3

Module: Importance of Attributes

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

MODULE: Importance of Attributes

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
	IAINTRO In thinking about your plans for the next year, please tell me how important it is that you have opportunities for the following things?	(New) '86 ACOMS		1, 2, 3, 4, 6, 7, 9	All Youth	
	IA-1. Use a scale of 1 to 5 where a "1" means it is not at all important and "5" means it is very important.					
	NOT IMP ... VERY IMP REF DK					
YIWIDE Variety of opportunities	al. Having a wide variety of opportunities to find a job you can enjoy? ..... 1 2 3 4 5 -7 -8					Q87-2
YIPHYS Challenge	a. Having a physical challenge? ... 1 2 3 4 5 -7 -8					Q87-1 to Q87-2
YIPROUD Experiences of pride	version-1 o. Having experiences you can be proud of? ..... 1 2 3 4 5 -7 -8					Q87-1
	version-2 o. Having an experience you can be proud of? ..... 1 2 3 4 5 -7 -8		IA-1o.			Q87-2
YISTEP School/college	af. Having a stepping-stone between high school and college? ..... 1 2 3 4 5 -7 -8					Q87-1 to Q87-2
YILEADER Leadership	j. Developing leadership skills? .. 1 2 3 4 5 -7 -8					Q87-1 to Q87-2
YIHITECH Hi-tech environment	version-1 l. A chance to work with the latest high-tech equipment? ..... 1 2 3 4 5 -7 -8					Q87-1
	version-2 l. Working with the latest high-tech equipment? ..... 1 2 3 4 5 -7 -8		IA-1l.			Q87-2
YICIVCAR Help civilian career	q. Helping your career development? 1 2 3 4 5 -7 -8					Q87-1
YSERCOM Community service	v. Serving your own community? .... 1 2 3 4 5 -7 -8					Q87-1
YISELCON Self-confidence	g. Developing self-confidence? .... 1 2 3 4 5 -7 -8					Q87-1 to Q87-2
YIPOTEN Developing potential	p. Developing your potential? ..... 1 2 3 4 5 -7 -8					Q87-1 to Q87-2

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

MODULE: Importance of Attributes

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YIMENTAL Mental challenge	IA-1.cont. aj. Having a mental challenge? ..... 1 2 3 4 5 -7 -8					Q87-1 to Q87-2
YIMATURE Maturity	ah. Becoming more mature and responsible? ..... 1 2 3 4 5 -7 -8					Q87-1 to Q87-2
YITRAIN Varied skill training	e. Training in useful skill areas? 1 2 3 4 5 -7 -8					Q87-1 to Q87-2
YIHIQUAL Hi-quality team	b. Working with highly-trained people? ..... 1 2 3 4 5 -7 -8					Q87-1 to Q87-2
YICASHED Money for education	version-1 d. Earning money for college or vocational school? ..... 1 2 3 4 5 -7 -8					Q87-1
	version-2 d. Earning money for college or vocational education? ..... 1 2 3 4 5 -7 -8		IA-1d.			Q87-2
YICNTRY Service to country	h. Serving your country? ..... 1 2 3 4 5 -7 -8					Q87-1 to Q87-2
YIHOME Near home	version-1 aa. Staying in your own hometown? .. 1 2 3 4 5 -7 -8					Q87-1
	version-2 aa. Living in your own hometown? ... 1 2 3 4 5 -7 -8		IA-1aa.			Q87-2
YIWEEKEN Weekend excitement	version-1 z. Having weekend excitement? ..... 1 2 3 4 5 -7 -8					Q87-1
	version-2 z. Having interesting and exciting weekends? ..... 1 2 3 4 5 -7 -8		IA-1z.			Q87-2
YISERPAR Part-time	version-2 v. Working part-time? ..... 1 2 3 4 5 -7 -8					Q87-2
YIINNOV Innovative/	version-1 ai. The opportunity to make changes and use your judgment? ..... 1 2 3 4 5 -7 -8					Q87-1
	version-2 ai. Being able to make changes and use your own judgment? ..... 1 2 3 4 5 -7 -8		IA-1ai.			Q87-2

MODULE: Importance of Attributes

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
	[QUESTION ITEMS NOT USED IN QUARTER 1]					
Promotion	IA-1.cont. c. Opportunity for promotion ..... 1 2 3 4 5 -7 -8					Q87-1 to Q87-2 [NOT USED]
Adventure	f. Adventure ..... 1 2 3 4 5 -7 -8					
Pay & Benefits	i. Good pay & benefits ..... 1 2 3 4 5 -7 -8					
Friends for life	k. Developing friends for life .... 1 2 3 4 5 -7 -8					
Job security	m. Job security ..... 1 2 3 4 5 -7 -8					
Travel	n. Travel to interesting places ... 1 2 3 4 5 -7 -8					
Teamwork	r. Teamwork ..... 1 2 3 4 5 -7 -8					
Physical danger	s. Physical danger ..... 1 2 3 4 5 -7 -8					
Personal freedom	t. Freedom to do what you want .... 1 2 3 4 5 -7 -8					
Attractive lifestyle	u. Attractive lifestyle ..... 1 2 3 4 5 -7 -8					
PT work	version-1 v. Part-time work ..... 1 2 3 4 5 -7 -8					
Extra income	w. Extra income ..... 1 2 3 4 5 -7 -8					
Part of tradition	x. Participating in a time-honored American tradition 1 2 3 4 5 -7 -8					
Good environment	ab. Good family environment ..... 1 2 3 4 5 -7 -8					
Flexible options	ac. Flexible contract options ..... 1 2 3 4 5 -7 -8					
Elite group of officers	ad. Being part of an elite group of officers ..... 1 2 3 4 5 -7 -8					
Immediate employment	ae. Immediate employment ..... 1 2 3 4 5 -7 -8					
Enriched college experience	ag. Enriching one's college experience ..... 1 2 3 4 5 -7 -8					

MODULE: Importance of Attributes

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
	(PARENT QUESTIONNAIRE ONLY)					
	IA-2. In thinking about [YOUTH'S NAME]'s future, how important is it to you that (he/she) have opportunities for the following things? Use a scale of 1 to 5 where a "1" means it is not at all important and "5" means it is very important.	'86 ACOMS		2, 4, 6, 9	Parents	Q87-1 to Q87-2
						NOT IMP / VERY IMP / REF / DK
PIFHYS Challenge	a. Having a physical challenge? ... 1 2 3 4 5 -7 -8					Q87-1 to Q87-2
PIHIQUAL Hi-quality team	b. Working with highly-trained people? ..... 1 2 3 4 5 -7 -8					Q87-1 to Q87-2
PICASHED Money for education	version-1 d. Earning money for college or vocational school? ..... 1 2 3 4 5 -7 -8					Q87-1
	version-2 d. Earning money for college or vocational education? ..... 1 2 3 4 5 -7 -8		IA-2d.			Q87-2
PITRAIN Varied skill training	e. Training in useful skill areas? 1 2 3 4 5 -7 -8					Q87-1 to Q87-2
PISELCON Self-confidence	g. Developing self-confidence? .... 1 2 3 4 5 -7 -8					Q87-1 to Q87-2
PIENTRY Service to country	h. Serving (his/her) country? ..... 1 2 3 4 5 -7 -8					Q87-1 to Q87-2
PILEADER Leadership	i. Developing leadership skills? .. 1 2 3 4 5 -7 -8					Q87-1 to Q87-2
PIHITECH Hi-tech environment	version-1 l. A chance to work with the latest high-tech equipment? ..... 1 2 3 4 5 -7 -8					Q87-1
	version-2 l. Working with the latest high-tech equipment? ..... 1 2 3 4 5 -7 -8		IA-2l.			Q87-2

MODULE: Importance of Attributes

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
PIPROUD Experiences of pride	IA-2.cont. version-1 o. Having experiences (he/she) can be proud of? ..... 1 2 3 4 5 -7 -8					Q87-1
	version-2 o. Having an experience (he/she) can be proud of? ..... 1 2 3 4 5 -7 -8		IA-2o.			
PIFOTEN Developing potential	p. Developing (his/her) potential? 1 2 3 4 5 -7 -8					Q87-1 to Q87-2
PICIVCAR Help civilian career	q. Helping (his/her) career development? ..... 1 2 3 4 5 -7 -8					Q87-1 to Q87-2
PISERCOM Community service	y. Serving (his/her) own community? 1 2 3 4 5 -7 -8					Q87-1
PIWEEKEN Weekend excitement	version-1 z. Having weekend excitement? ..... 1 2 3 4 5 -7 -8					Q87-1
	version-2 z. Having interesting and exciting weekends? ..... 1 2 3 4 5 -7 -8		IA-2z.			Q87-2
PIHOME Near home	aa. Staying in (his/her) own hometown? ..... 1 2 3 4 5 -7 -8					Q87-1
	version-2 aa. Living in (his/her) own hometown? ..... 1 2 3 4 5 -7 -8		IA-2aa.			Q87-2
PISTEP School/college	version-1 af. A stepping stone between high school and college? ..... 1 2 3 4 5 -7 -8					Q87-1
	version-2 af. Having a stepping-stone between high school and college? ..... 1 2 3 4 5 -7 -8		IA-2af.			Q87-2
PIMATURE Maturity	ah. Becoming more mature and responsible? ..... 1 2 3 4 5 -7 -8					Q87-1 to Q87-2
PIINNOV Innovative/	version-1 ai. The opportunity to make changes and use (his/her) judgment? .... 1 2 3 4 5 -7 -8					Q87-1
	version-2 ai. Being able to make changes and use (his/her) own judgment? 1 2 3 4 5 -7 -8		IA-2ai.			Q87-2
PIMENTAL Mental challenge	aj. Having a mental challenge? ..... 1 2 3 4 5 -7 -8					Q87-1 to Q87-2 Q87-2

MODULE: Importance of Attributes

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
PISEPPAR Part-time	IA-2.cont. version-2 v. Working part-time? ..... 1 2 3 4 5 -7 -8					Q87-2
PIWIDE Variety of opportunities	a1. Having a wide variety of opportunities to find a job you can enjoy? ..... 1 2 3 4 5 -7 -8					

ACOMS QUESTION BANK - Q87-2

Destroy when replaced by Q87-3

Module: Media Habits

MODULE: Media Habits

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YTVWATCH PTVWATCH Regularly watch TV	MH-1.	I'd like to ask a few questions about your TV, radio, and reading habits. Do you regularly watch TV? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP NE 2,4,6]
YTVHRREG PTVHRREG YTVHRCAB PTVHRCAB	MH-2.	[IF TV WATCHED REGULARLY] How many hours per week do you spend watching... a. programs on commercial networks, such as ABC, CBS, or NBC? _____ # HOURS b. programs on commercial cable stations such as ESPN, MTV, USA, or TBS? _____ # HOURS			1, 2, 4, 9; 2, 4, 6, 9	All Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP NE 2,4,6] OR [MH-1 = 2]
Total TV viewing hrs weekends	MH-3.	During the weekends, about how many hours total do you usually spend watching television? _____hours					Q87-1 to Q87-2 - [NOT USED]
Viewing hrs weekends: Cable Regular	MH-4.	How many of these ____ hours do you spend watching Cable or Subscription TV? _____hours [REGULAR TV TIME CALCULATED BY CATI]				All Youth Parents	Q87-1 to Q87-2 - [NOT USED]
Usual TV times cable	MH-5.	What times do you usually watch Cable or Subscription TV? _____(Precoded)	'84 NRS			All Youth Parents	Q87-1 to Q87-2 - [NOT USED]

MODULE: Media Habits

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
Usual TV times regular	MH-6.	What times do you usually watch Regular TV? _____(Precoded)	'85 NRS			All Youth Parents	Q87-1 to Q87-2 - [NOT USED]
Total TV viewing hrs weekdays	MH-7.	During the week, about how many hours total do you usually spend watching television? _____hours	'85B NRS			All Youth Parents	Q87-1 to Q87-2 - [NOT USED]
Vewing hours weekdays: Cable Regular	MH-8.	How many of these ____ hours do you spend watching Cable or Subscription TV? _____hours [REGULAR TV TIME CALCULATED BY CAT]				All Youth Parents	Q87-1 to Q87-2 - [NOT USED]
Usual TV times cable	MH-9.	What times do you usually watch Cable or Subscription TV? _____(Precoded)				All Youth Parents	Q87-1 to Q87-2 - [NOT USED]
Usual TV times regular	MH-10.	What times do you usually watch: Regular TV? _____(Precoded)				All Youth Parents	Q87-1 to Q87-2 - [NOT USED]
YTVCAB1 PTVCAB1 YTVCAB2 PTVCAB2 YTVCAB3 PTVCAB3 YTVCAB4 PTVCAB4 YTVCAB5 PTVCAB5 Cable or subscription TV	MH-11.	Do you watch any of the following Cable or Subscription TV channels regularly?			1, 2, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP NE 2,4,6] OR [MH-1 =2] OR [MH-2b=0,-7,-8]

	YES	NO	REF	DK
MTV [Rock Videos]?	1	2	-7	-8
Nashville Network [TNN]?	1	2	-7	-8
ESPN [Sports]?	1	2	-7	-8
WTBS [Syndicated]?	1	2	-7	-8
Black Entertainment TV [BET]?	1	2	-7	-8

MODULE: Media Habits

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YTVSPORT YTVMYS YTVDRAMA YTVMUSIC YTVCOMDY YTVMOVIE YTVTALK Types of TV shows frequently watched	PTVSPORT PTVMYS PTVDRAMA PTVMUSIC PTVCOMDY PTVMOVIE PTVTALK	MH-12. Do you frequently watch any of the following types of TV shows? YES NO REF DK Sports? ..... 1 2 -7 -8 Suspense or mystery? .... 1 2 -7 -8 General drama? ..... 1 2 -7 -8 Music or music video? ... 1 2 -7 -8 Situation comedy? ..... 1 2 -7 -8 TV movies? ..... 1 2 -7 -8 Talk shows? ..... 1 2 -7 -8			1, 2, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP NE 2,4,6] OR [MH-1 = 2] OR [MH-2a = 0] AND [MH-2b = 0]

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YTVSH1 YTVSH2 YTVSH3 YTVSH4 YTVSH5 TV shows watched regularly	PTVSH1 PTVSH2 PTVSH3 PTVSH4 PTVSH5	MH-13. Please tell me if you watch any of the following TV shows regularly. Do you watch... YES NO REF DK David Letterman? ..... 1 2 -7 -8 Friday Night Videos? ..... 1 2 -7 -8 Monday Night Football? ..... 1 2 -7 -8 College Football? ..... 1 2 -7 -8 Sunday Night at the Movies? ..... 1 2 -7 -8			1, 2, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP NE 2,4,6] OR [MH-1 = 2] OR [MH-2a = 0] AND [MH-2b = 0]

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YVCRHAVE Household have VCR	PVCRHAVE	MH-14. Does your household have a Video Cassette Recorder (VCR)? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP NE 2,4,6]

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YVCRHOUR Hours per week watch VCR	PVCRHOUR	MH-15. How many hours per week do you usually spend watching your VCR? _____ # HOURS			1, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP 2,4,6] OR [MH-14 NE 1]

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MODULE: Media Habits

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YRADLIS PRADLIS Regularly listen to radio	MH-16.	Now let's talk about radio listening. Do you regularly listen to the radio? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP NE 2,4,6]
YRADHRAM PRADHRAM YRADHRFM FRADHRFM Hours per week listen to -AM radio -FM radio	MH-17.	How many hours per week do you listen to... a. AM Radio? _____ # HOURS b. FM Radio? _____ # HOURS			1, 2, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP NE 2,4,6] OR [MH-16 NE 1]
Radio time weekend total hours	MH-18.	Now let's talk about radio listening. During the weekends, about how many hours total do you usually spend listening to the radio? _____hours				All Youth Parents	Q87-1 to Q87-2 - [NOT USED]
Radio time wknd total: AM radio FM radio	MH-19.	How many of these ____ hours do you spend listening to AM radio? _____hours [FM RADIO TIME CALCULATED BY CATI]				All Youth Parents	Q87-1 to Q87-2 - [NOT USED]
AM listening times-wknd	MH-20.	What times do you usually listen to AM radio? _____(Precoded)				All Youth Parents	Q87-1 to Q87-2 - [NOT USED]
FM listening times-wknd	MH-21.	What times do you usually listen to FM radio? _____(Precoded)				All Youth Parents	Q87-1 to Q87-2 - [NOT USED]
Radio time week total hours	MH-22.	During the week, about how many hours total do you usually spend listening to the radio? _____hours	'858 NRS			All Youth Parents	Q87-1 to Q87-2 - [NOT USED]

MODULE: Media Habits

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
Radio time week total: AM radio FM radio	MH-23.	How many of these ____ hours do you spend listening to AM radio? _____hours [FM RADIO TIME CALCULATED BY CATI]				All Youth Parents	Q87-1 to Q87-2 - [NOT USED]
AM listening times-week	MH-24.	What times do you usually listen to AM radio? _____(Precoded)	'84 NRS '85 NRS			All Youth Parents	Q87-1 to Q87-2 - [NOT USED]
FM listening times-week	MH-25.	What times do you usually listen to FM radio? _____(Precoded)	'84 NRS '85 NRS			All Youth Parents	Q87-1 to Q87-2 - [NOT USED]
YRADNEWS PRADNEWS YRADCLAS PRADCLAS YRADPOP PRADPOP YRADCW PRADCW YRADSPOR PRADSPOR YRADTALK PRADTALK YRADROCK PRADROCK YRADEASY PRADEASY Types of radio programs Frequently listened to	MH-26	Do you frequently listen to any of the following types of radio programs? YES NO REF DK News? ..... 1 2 -7 -8 Classical music? ..... 1 2 -7 -8 Pop? ..... 1 2 -7 -8 Country? ..... 1 2 -7 -8 Sports? ..... 1 2 -7 -8 Talk Shows? ..... 1 2 -7 -8 Rock & Roll? ..... 1 2 -7 -8 "Easy Listening"? ..... 1 2 -7 -8			1, 2, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP NE 2,4,6] OR [MH-16 = 2] OR [MH-17a = 0] AND [MH-17b = 0]
YRADSH1 PRADSH1 YRADSH2 PRADSH2 YRADSH3 PRADSH3 YRADSH4 PRADSH4 YRADSH5 PRADSH5 Listen to radio programs regularly	MH-27.	Do you listen to the following programs regularly? YES NO REF DK American Top 40? ..... 1 2 -7 -8 King Biscuit Flower Hour? ..... 1 2 -7 -8 Rick Dees' Top 40? ..... 1 2 -7 -8 Metal Shop? ..... 1 2 -7 -8 Rockline? ..... 1 2 -7 -8			1, 2, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP NE 2,4,6] OR [MH-16 = 2] OR [MH-17a = 0] AND [MH-17b = 0]

MODULE: Media Habits

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YPAPREAD	PPAPREAD	MH-28. How often do you read the newspaper? Is it... Never, ... 1 Less than twice a week, ... 2 2-3 times per week, ... 3 4-5 times per week, or ..... 4 Daily? ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP NE 2,4,6]
How often read newspaper							
YPAPHOUR	PPAPHOUR	MH-29. How many hours per week do you spend reading the newspaper? --- # HOURS			1, 2, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP NE 2,4,6] OR [MH-28 NE 2,3,4,5]
Hours per week read newspaper							
YPAPSPOR	PPAPSPOR	MH-30. Do you regularly read any of the following sections?			1, 2, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP NE 2,4,6] OR [MH-28 = 1, -7, -8] OR [MH-29 = 0]
YPAPCOM	PPAPCOM						
YPAPNEWS	PPAPNEWS						
YPAPLOC	PPAPLOC						
YPAPFOOD	PPAPFOOD						
YPAPSTYL	PPAPSTYL						
YPAPCLAS	PPAPCLAS						
Regularly read newspaper sections							
YMAGREAD	PMAGREAD	MH-31. Do you regularly read magazines? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP NE 2,4,6]

	YES	NO	REF	DK
Sports?	1	2	-7	-8
Comics?	1	2	-7	-8
News?	1	2	-7	-8
Local?	1	2	-7	-8
Food?	1	2	-7	-8
Lifestyle?	1	2	-7	-8
Classified?	1	2	-7	-8

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YMAG1	PMAG1	MH-32. What magazines do you read on a regular basis, that is, that you have read at least 3 of the past 4 issues?	'84E MEPS '85B NRS		1, 2, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP NE 2,4,6] OR [MH-31 NE 1]
YMAG2	PMAG2						
YMAG3	PMAG3						
YMAG4	PMAG4						
YMAG5	PMAG5						
YMAG6	PMAG6						
Regularly read magazines		1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ REFUSED ..... -7 DON'T KNOW ..... -8					
YMAGHOUR	PMAGHOUR	MH-33. How many hours a week do you spend reading magazines?			1, 2, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP NE 2,4,6] OR [MH-31 NE 1]
Hour per week read magazines		_____ # HOURS					

ACOMS QUESTION BANK - Q87-2

Destroy when replaced by Q87-3

Module: Knowledge-Recall

MODULE: Knowledge--Recall

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YUN12NON PUN12NON YUN12AF PUN12AF YUN12AR PUN12AR YUN12RO PUN12RO YUN12NG PUN12NG YUN12RV PUN12RV YUN12CG PUN12CG YUN12MC PUN12MC YUN12NA PUN12NA YUN12ALL PUN12ALL Unaided recall of military advertising	KR-1. version-1 Now, thinking about TV, radio, newspapers, magazines, and any other sources of advertising, for what military service or services do you recall seeing or hearing advertising? [PROBE: Any other services?] [RECORD ALL THAT APPLY] NONE ..... 0 AIR FORCE ..... 1 ARMY ..... 2 RESERVE OFFICER'S TRAINING CORPS [R.O.T.C.] ..... 3 NATIONAL GUARD ..... 4 RESERVE ..... 5 COAST GUARD ..... 6 MARINE CORPS ..... 7 NAVY ..... 8 ONE AD FOR ALL SERVICES ..... 9 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS Adaptation (YATS does not include ROTC)		1, 2, 3, 4, 9; 2, 3, 4, 6, 9	All Youth Parents	Q87-1
YUN12NON PUN12NON YUN12AF PUN12AF YUN12AR PUN12AR YUN12RO PUN12RO YUN12NG PUN12NG YUN12RV PUN12RV YUN12CG PUN12CG YUN12MC PUN12MC YUN12NA PUN12NA YUN12ALL PUN12ALL Unaided recall of military advertising	KR-1. version-2 Thinking about all forms of advertising, for which military services do you recall seeing or hearing advertising? [RECORD ALL THAT APPLY. THEN USE CTRL/P TO EXIT.] [PROBE: Any other services?] NONE ..... 0 AIR FORCE ..... 1 ARMY ..... 2 RESERVE OFFICER'S TRAINING CORPS [R.O.T.C.] ..... 3 NATIONAL GUARD ..... 4 RESERVE ..... 5 COAST GUARD ..... 6 MARINE CORPS ..... 7 NAVY ..... 8 ONE AD FOR ALL SERVICES ..... 9 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS Adaptation (YATS does not include ROTC)	KR-1 Question wording	1, 2, 3, 4, 9; 2, 3, 4, 6, 9	All Youth Parents	Q87-2

MODULE: Knowledge--Recall

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YKRROAF PKRROAF YKRROAR PKRROAR YKRRONA PKRRONA YKRROMC PKRROMC YKRROCG PKRROCG	KR-2. [IF R.O.T.C. MENTIONED] You mentioned seeing or hearing advertising for the Reserve Officer's Training Corps. For which military service or services was this advertising? [RECORD ALL THAT APPLY]	(New) '86 ACOMS		1, 2, 3, 4, 9; 2, 3, 4, 6, 9	All Youth Parents	Q87-1 to Q87-2 KR-1 NE 3
ROTC branch	AIR FORCE ..... 1 ARMY ..... 2 NAVY ..... 3 MARINE CORPS ..... 4 COAST GUARD ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8					
YKRNGAF PKRNGAF YKRNGAR PKRNGAR YKRNGNA PKRNGNA YKRNGMC PKRNGMC YKRNGCG PKRNGCG	KR-3. [IF NATIONAL GUARD MENTIONED] You mentioned seeing or hearing advertising for the National Guard. For which military service or services was this advertising? [RECORD ALL THAT APPLY]	(New) '86 ACOMS		1, 2, 3, 4, 9; 2, 3, 4, 6, 9	All Youth Parents	Q87-1 to Q87-2 KR-1 NE 4
USNG branch	AIR FORCE ..... 1 ARMY ..... 2 NAVY ..... 3 MARINE CORPS ..... 4 COAST GUARD ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8					
YKRRVAF PKRRVAF YKRRVAR PKRRVAR YKRRVNA PKRRVNA YKRRVMC PKRRVMC YKRRVCG PKRRVCG	KR-4. [IF RESERVE MENTIONED] You mentioned seeing or hearing advertising for the Reserve. For which military service or services was this advertising? [RECORD ALL THAT APPLY]	(New) '86 ACOMS		1, 2, 3, 4, 9; 2, 3, 4, 6, 9	All Youth Parents	Q87-1 to Q87-2 KR-1 NE 5
USAR branch	AIR FORCE ..... 1 ARMY ..... 2 NAVY ..... 3 MARINE CORPS ..... 4 COAST GUARD ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8					

MODULE: Knowledge--Recall

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YAIDAF PAIDAF Aided recall Air Force	KR-5.	[IF AIR FORCE NOT MENTIONED] [Do you recall seeing or hearing any advertising for] the Air Force? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'84 NAES '84 AFAT '83 YATS '86 YATS		1, 2, 3, 4, 9; 3, 6	All Youth Parents	Q87-1 to Q87-2 KR-1 = 1(AF)
YAIDAR PAIDAR Aided recall Army	KR-6.	[IF ARMY NOT MENTIONED] [Do you recall seeing or hearing any advertising for] the Army? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'84 NAES '84 AFAT '83 YATS '86 YATS		1, 2, 3, 4, 9; 3, 6	All Youth Parents	Q87-1 to Q87-2 KR-1 = 2(ARMY)
YAIDARO PAIDARO Aided recall ROTC	KR-7.	[IF ARMY R.O.T.C NOT MENTIONED] [Do you recall seeing or hearing any advertising for] the Army Reserve Officer's Training Corps, that is, the Army R.O.T.C.? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'84 NAES '84 AFAT '83 YATS		1, 2, 3, 4, 9; 3, 6	All Youth Parents	Q87-1 to Q87-2 KR-1 = 3(ROTC)
YAIDANG PAIDANG Aided recall ARNG	KR-8.	[IF ARMY NATIONAL GUARD NOT MENTIONED] [Do you recall seeing or hearing any advertising for] the Army National Guard? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'84 NAES '84 AFAT '83 YATS		1, 2, 3, 4, 9; 3, 6	All Youth Parents	Q87-1 to Q87-2 KR-1 = 4(NG)

MODULE: Knowledge--Recall

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YAIDARV PAIDARV Aided recall USAR	KR-9.	[IF ARMY RESERVE NOT MENTIONED] [Do you recall seeing or hearing any advertising for] the Army Reserve? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'84 NAES '84 AFAT '83 YATS		1, 2, 3, 4, 9; 3, 6	All Youth Parents	Q87-1 to Q87-2 KR-1 = 5(RESERVE)
YAIDCG PAIDCG Aided recall Coast Guard	KR-10.	[IF COAST GUARD NOT MENTIONED] [Do you recall seeing or hearing any advertising for] The Coast Guard? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'84 NAES '84 AFAT '83 YATS '86 YATS		1, 2, 3, 4, 9; 3, 6	All Youth Parents	Q87-1 to Q87-2 KR-1 = 6(COAST GUARD)
YAIDMC PAIDMC Aided recall Marines	KR-11.	[IF MARINE CORPS NOT MENTIONED] [Do you recall seeing or hearing any advertising for] the Marine Corps? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'84 NAES '84 AFAT '83 YATS '86 YATS		1, 2, 3, 4, 9; 3, 6	All Youth Parents	Q87-1 to Q87-2 KR-1 = 7(MARINE CORPS)
YAIDNA PAIDNA Aided recall Navy	KR-12.	[IF NAVY NOT MENTIONED] [Do you recall seeing or hearing any advertising for] the Navy? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'84 NAES '84 AFAT '83 YATS '86 YATS		1, 2, 3, 4, 9; 3, 6	All Youth Parents	Q87-1 to Q87-2 KR-1 = 8(NAVY)

MODULE: Knowledge--Recall

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
RANDKRY Main messages - other svcs/ components	KR-17.	[IF ARMY COMPONENT OR OTHER SERVICE IS MENTIONED] Other than trying to get you to enlist, what was the main message you got from (SERVICE/SERVICE COMPONENT) advertising? [VERBATIM RESPONSES RECORDED] --- --- ---	'79 NAES '85A NRS '85B NRS '85D NRS '83 YATS '84 YATS '85 YATS			All Youth Parents	Q87-1 to Q87-2 [KR-1 = 0,2,-7,-8] AND [KR-5 NE 1] AND [KR-7 NE 1] AND [KR-8 NE 1] AND [KR-9 NE 1] AND [KR-10 NE 1] AND [KR-11 NE 1] AND [KR-12 NE 1] AND [KR-13 NE 1]

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Relevance of other services/ components	KR-18.	How relevant would you say that message was to you? Would you say it was...? Very relevant ..... 1 Somewhat relevant ..... 2 Not very relevant ..... 3 Not at all relevant 4				All Youth Parents	Q87-1 to Q87-2 - [NOT USED]

MODULE: Knowledge--Recall

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YAIDALL PAIDALL Aided recall All	KR-13.	[IF ALL SERVICES ADS NOT MENTIONED] [Do you recall seeing or hearing any advertising for] all the services in one ad? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'84 NAES '84 AFAT '83 YATS '86 YATS		1, 2, 3, 4, 9; 3, 6	All Youth Parents	Q87-1 to Q87-2 KR-1 = 9(ALL SERVICES)

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YADARTV PADARTV YADARRAD PADARRAD YADARMAG PADARMAG YADARPAP PADARPAP YADARBIL PADARBIL YADARMAL PADARMAL YADARPOS PADARPOS YADARPAM PADARPAM YADARYEL PADARYEL YADAROTH PADAROTH Ad media	KR-14.	[IF ARMY OR ANY ARMY COMPONENT IS MENTIONED] Did you see or hear Army ads... YES NO REF DK on TV? ..... 1 2 -7 -8 on the radio? ..... 1 2 -7 -8 in magazines? ..... 1 2 -7 -8 in newspapers? ..... 1 2 -7 -8 on billboards? ..... 1 2 -7 -8 through the mail? ..... 1 2 -7 -8 on posters? ..... 1 2 -7 -8 in brochures or pamphlets? .. 1 2 -7 -8 in the Yellow Pages? ..... 1 2 -7 -8 somewhere else? ..... 1 2 -7 -8	'84 NAES		1, 2, 4, 7, 9; 2, 4, 6, 9	All Youth Parents	Q87-1 to Q87-2 [KR-1 NE 2] AND [KR-2 NE 2] AND [KR-3 NE 2] AND [KR-4 NE 2] AND [KR-6 NE 1] AND [KR-7 NE 1] AND [KR-8 NE 1] AND [KR-9 NE 1]

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Main message - Army	KR-15.	[IF ARMY IS MENTIONED IN KR-1 OR YES TO KR-6] Other than trying to get you to enlist, what was the main message you got from Army advertising? [VERBATIM RESPONSES RECORDED] --- --- ---	'84 NAES '86 YATS, Adaptation			All Youth Parents	Q87-1 to Q87-2 [KR-1 NE 2] AND [KR-6 NE 1]

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Relevance of Army Ad message	KR-16.	How relevant would you say that message was to you? Would you say it was...? Very relevant ..... 1 Somewhat relevant ..... 2 Not very relevant ..... 3 Not at all relevant 4				All Youth Parents	Q87-1 to Q87-2 - [NOT USED]

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ACOMS QUESTION BANK - Q87-2

Destroy when replaced by Q87-3

Module: Attitudes Toward Army Ads

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YATADLIK PATADLIK Like Army ads	AT-1.	Use a scale of "1" to "5" where "1" means you do not like the advertising and "5" means you like the advertising very much. Overall, how much do you like the Army ads you have seen or heard over the past year? DO NOT LIKE ..... 1 SOMEWHAT DISLIKE ..... 2 NEUTRAL ..... 3 LIKE SOMEWHAT ..... 4 LIKE VERY MUCH ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 3, 4, 9; 2, 4, 6, 9	All Youth Parents	QB7-1 to QB7-2 [KR-1 NE 2] AND [KA-6(ARMY) NE 1]
YATADBEL PATADBEL Belief in Army ads	AT-2.	Use a scale of "1" to "5" where "1" means you do not believe what the ads say and "5" means you believe what the ads say. How much do you believe what the ads say? DO NOT BELIEVE ..... 1 SOMEWHAT DISBELIEVE ..... 2 NEUTRAL ..... 3 SOMEWHAT BELIEVE ..... 4 STRONGLY BELIEVE ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 3, 4, 9; 2, 4, 6, 9	All Youth Parents	QB7-1 to QB7-2 [KR-1 NE 2] AND [KR-6(ARMY) NE 1]

ACOMS QUESTION BANK - Q87-2

Destroy when replaced by Q87-3

Module: Slogan Recognition

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing If:
RANDKS	KS-1.	I am going to mention some slogans used by the military in its advertising. After I read each slogan, please tell me whether it is used by the (RANDOMIZED LIST OF SERVICES), or by all four active duty services together in the same ad or commercial.	'85 YATS '86 YATS			50% Youth Parents	Q87-1 to Q87-2 RANDROY NE 1,4,5
YKSADVEN Navy	KS-2.	Which military service uses the advertising slogan, "Blank. It's not just a job. It's an adventure."? AIR FORCE ..... 1 ARMY ..... 2 MARINE CORPS ..... 3 NAVY ..... 4 ALL FOUR SERVICES IN SAME AD ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	'83A NRS '83B NRS '85A NRS '79 NAES '84 NAES '86 YATS		3, 4, 9	50% Youth Parents	Q87-1 to Q87-2 RANDROY NE 1,4,5
YKSPROUD Marine Corps	KS-3.	[Which military service uses the advertising slogan,] "The Few. The Proud. The Blank."? AIR FORCE ..... 1 ARMY ..... 2 MARINE CORPS ..... 3 NAVY ..... 4 ALL FOUR SERVICES IN SAME AD ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	'83A NRS '83B NRS '85A NRS '79 NAES '86 YATS		3, 4, 9	50% Youth Parents	Q87-1 to Q87-2 RANDROY NE 1,4,5
YKSBEALL Army	KS-4.	[Which military service uses the advertising slogan,] "Be all you can be."? AIR FORCE ..... 1 ARMY ..... 2 MARINE CORPS ..... 3 NAVY ..... 4 ALL FOUR SERVICES IN SAME AD ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	'83A NRS '83B NRS '85A NRS '86 YATS		3, 4, 9	50% Youth Parents	Q87-1 to Q87-2 RANDROY NE 1,4,5

MODULE: knowledge--Slogan Recognition

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing If:
YKSWAY Air Force	KS-5.	[Which military service uses the advertising slogan,] "Blank, a great way of life."? AIR FORCE ..... 1 ARMY ..... 2 MARINE CORPS ..... 3 NAVY ..... 4 ALL FOUR SERVICES IN SAME AD ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	'83A NRS '83B NRS '85A NRS '79 NAES '84 NAES '86 YATS		3, 4, 9	50% Youth Parents	Q87-1 to Q87-2 RANDROY NE 1,4,5
YKSGOOD Marine Corps	KS-6.	[Which military service uses the advertising slogan,] "We're looking for a few good men."? AIR FORCE ..... 1 ARMY ..... 2 MARINE CORPS ..... 3 NAVY ..... 4 ALL FOUR SERVICES IN SAME AD ..... 5 REFUSED ..... -7 DON'T KNOW 8	'84 NAES '86 YATS		3, 4, 9	50% Youth Parents	Q87-1 to Q87-2 RANDROY NE 1,4,5
YKSSTART All four services in same ad	KS-7.	[Which military service uses the advertising slogan,] "It's a great place to start."? AIR FORCE ..... 1 ARMY ..... 2 MARINE CORPS ..... 3 NAVY ..... 4 ALL FOUR SERVICES IN SAME AD ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS '79 NAES '84 NAES		3, 4, 9	50% Youth Parents	Q87-1 to Q87-2 RANDROY NE 1,4,5

MODULE: Knowledge--Slogan Recognition

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing If:
YKSAIM Air Force	KS-8.	[Which military service uses the advertising slogan,] "Aim high. Blank."? AIR FORCE ..... 1 ARMY ..... 2 MARINE CORPS ..... 3 NAVY ..... 4 ALL FOUR SERVICES IN SAME AD ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	'85A NRS '86 YATS		3, 4, 9	50% Youth Parents	Q87-1 to Q87-2 RANDROY NE 1,4,5
YKSNOTCO All four services in same ad	KS-9.	[Which military service uses the advertising slogan,] "We're not a company, we're your country."? AIR FORCE ..... 1 ARMY ..... 2 MARINE CORPS ..... 3 NAVY ..... 4 ALL FOUR SERVICES IN SAME AD ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		3, 4, 9	50% Youth Parents	Q87-1 to Q87-2 RANDROY NE 1,4,5

ACOMS QUESTION BANK - Q87-2

Destroy when replaced by Q87-3

Module: Perceptions

MODULE: Perceptions/Beliefs

Variable		Question & Response Categories		Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
		PE-1. version-1	I am going to read you a list of statements describing different things the Army might offer. Please tell me how much you disagree or agree with each item on the list. A "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you disagree somewhat and a "5" means you agree completely.			1, 2, 3, 4, 9; 2, 3, 4, 6, 9	All Youth Parents	087-1 REFER TO ANNOTATED HARD COPY QUESTIONNAIRE
			DS AG REF DK					
			The Army has to offer...					
YAWIDE	PAWIDE		a. a wide variety of opportunities to find a job you can enjoy"? 1 2 3 4 5 -7 -8					
YAPHYS	PAPHYS	version-1	b. a physically challenging experience? 1 2 3 4 5 -7 -8					
YAPROUD	PAPROUD		c. an experience you can be proud of? 1 2 3 4 5 -7 -8					
YASTEP	PASTEP		d. an advantage over going right from high school to college? 1 2 3 4 5 -7 -8					
YALEADER	PALEADER		e. an opportunity to develop leadership skills? 1 2 3 4 5 -7 -8					
YAHITECH	PAHITECH		f. the chance to work with the latest high-tech equipment? 1 2 3 4 5 -7 -8					
YACIVCAR	PACIVCAR		g. a great value in your civilian career development? 1 2 3 4 5 -7 -8					
YASELCON	PASELCON	version-1	h. an excellent opportunity to develop self-confidence? 1 2 3 4 5 -7 -8					
YAPOTEN	PAPOTEN		i. the opportunity to develop your potential? 1 2 3 4 5 -7 -8					
YAMENTAL	PAMENTAL		j. a mentally challenging experience? 1 2 3 4 5 -7 -8					
YAMATURE	PAMATURE	version-1	k. an opportunity for you to become more mature and responsible? 1 2 3 4 5 -7 -8					
YATRAIN	PATRAIN		l. many opportunities for training in useful skill areas? 1 2 3 4 5 -7 -8					
YAHIQUAL	PAHIQUAL		m. many chances to work with highly-trained people? 1 2 3 4 5 -7 -8					
YACASHED	PACASHED	version-1	n. an excellent opportunity to obtain money for a college or vocational education? 1 2 3 4 5 -7 -8					

ACOMS QUESTION BANK - 087-2
Destroy when replaced by 087-3

MODULE: Perceptions/Beliefs

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
	PEINTRO. I'd like your opinion about several statements. Please use a scale of one to five where 1 means you strongly disagree with the statement, 2 means you disagree, 3 means you neither disagree nor agree, 4 means you agree, and 5 means you strongly agree with the statement.		PE-1 PE-4 PE-5 PE-6 PE-7 PE-8	1, 2, 4, 9; 2, 3, 4, 6, 9	All Youth Parents	087-2 REFER TO ANNOTATED HARD COPY QUESTIONNAIRE
SEE ANNOTATED HARD COPY QUESTIONNAIRE FOR LISTING OF VARIABLES	DS AG REF DK a. The (SERVICE/CAREER OPTION) offers (YOUTH'S NAME)... (ATTRIBUTE - Random Start). 1 2 3 4 5 -7 -8 b. How about the (SERVICE/CAREER OPTION)... (The (SERVICE/CAREER OPTION) offers (YOUTH'S NAME)... (ATTRIBUTE)]? 1 2 3 4 5 -7 -8 SERVICE/CAREER OPTION and ATTRIBUTE List					
	a. a wide variety of opportunities to find a job you can enjoy					
version-2	b. a physically challenging environment		Wording change			
	c. an experience you can be proud of					
	d. an advantage over going right from high school to college					
	e. an opportunity to develop leadership skills					
	f. the chance to work with the latest high-tech equipment					
	g. a great value in your civilian career development					
version-2	h. an opportunity to develop self-confidence		Wording change			
	i. the opportunity to develop your potential					
	j. a mentally challenging experience					
version-2	k. an opportunity to become more mature and responsible		Wording change			
	l. many opportunities for training in useful skill areas					
	m. many chances to work with highly-trained people					

MODULE: Perceptions/Beliefs

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
	PEINTRO.cont.n. an opportunity to obtain money for college or vocational education version-2 p. an opportunity to serve America while living in your own hometown q. interesting and exciting weekends r. an excellent opportunity for part-time work		Wording change			
YHEARDAR PHEARDAR	PE-1A. Have you ever heard of the United States Army Reserve? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 3, 4, 9; 3	All Youth Parents	Q87-1 to Q87-2 REFER TO ANNOTATED HARD COPY QUESTIONNAIRE
	PE-2. Next, I will read you a few statements describing different things that the Army Reserve Officer's Training Corps on the college campus might offer. Please tell me how much you disagree or agree that officer's training offers each item on the list. A "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely. version-1 The Army Reserve Officer's Training Corps on a college campus provides...			1, 2, 3, 4, 9; 2, 3, 4, 6, 9	All Youth Parents	Q87-1 REFER TO ANNOTATED HARD COPY QUESTIONNAIRE
		DS	AG	REF	DK	
YRLEADER PRLEADER	A. leadership and management training?	1 2 3 4	5	-7	-8	
YRSELCON PRSELCON	B. the opportunity to develop self-confidence?	1 2 3 4	5	-7	-8	
YRELECT PRELECT	C. a college elective that can be taken together with other college courses?	1 2 3 4	5	-7	-8	
YROFFCOM PROFFCOM	D. an officer's commission in the active Army, Army Reserve, or the Army National Guard?	1 2 3 4	5	-7	-8	

MODULE: Perceptions/Beliefs

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
	PE-2 version-2	Next, I'd like your opinion about several statements describing different things that the Army Reserve Officer's Training Corps on the college campus might offer you. Please use a scale of 1 to 5 where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree of agree, "4" means you agree, and "5" means you strongly agree with the statement. The Army Reserve Officer's Training Corps on a college campus offers (you/YOUTH'S NAME)...		PE-2 Question and attribute wording changes	1, 2, 3, 4, 9; 2, 3, 4, 6, 9	All Youth Parents	Q87-2

			DS					AG	REF	DK
YRLEADER	PRLEADER	a. leadership and management training?	1	2	3	4	5		-7	-8
YRSELCON	PRSELCON	b. an opportunity to develop self-confidence?	1	2	3	4	5		-7	-8
YRELECT	PRELECT	c. a college elective that can be taken together with other college courses?	1	2	3	4	5		-7	-8
YROFFCOM	PROFFCOM	d. an officer's commission in the active Army, Army Reserve or the Army National Guard?	1	2	3	4	5		-7	-8

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	PE-3. version-1	Being an officer in the United States Army means different things to different people. Please tell me how much you disagree or agree that being an officer offers each item on the list. A "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely. Being an officer in the United States Army provides...			1, 2, 3, 4, 9; 2, 3, 4, 6, 9	All Youth Parents	Q87-1 REFER TO ANNOTATED HARD COPY QUESTIONNAIRE

			DS					AG	REF	DK
YOWIDE	POWIDE	A. a wide variety of job opportunities?	1	2	3	4	5		-7	-8
YOPROUD	POPROUD	B. experiences you can be proud of?	1	2	3	4	5		-7	-8
YOUSECOL	POUSECOL	C. the opportunity to use your college acquired skills?	1	2	3	4	5		-7	-8
YOINNOV	POINNOV	D. the opportunity to make changes and use your own judgment?	1	2	3	4	5		-7	-8

MODULE: Perceptions/Beliefs

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
	PE-3. version-2	Being an officer in the United States Army means different things to different people. Please tell me how much you disagree or agree that being an officer offers you each item on the list. A "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement. Being an officer in the United States Army offers (you/YOUTH'S NAME)...		PE-3 Scale and attribute wording changes	1, 2, 3, 4, 9; 2, 3, 4, 6, 9	All Youth Parents	Q87-2 REFER TO ANNOTATED HARD COPY QUESTIONNAIRE

			DS					AG	REF	DK
YOWIDE	POWIDE	a. a wide variety of opportunities to find a job you can enjoy?	1	2	3	4	5	-7	-8	
YOPROUD	POPROUD	b. an experience you can be proud of?	1	2	3	4	5	-7	-8	
YOUSECOL	POUSECOL	c. the opportunity to use your college acquired skills?	1	2	3	4	5	-7	-8	
YOINNOV	POINNOV	d. the opportunity to make changes and use your own judgment?	1	2	3	4	5	-7	-8	

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			Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
	PE-4. version-1	[IF RANDOMLY SELECTED FOR USAR QUESTIONS] Now, I am going to read you a list of things the United States Army Reserve might offer. Please tell me how much you disagree or agree that the United States Army Reserve offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, "4" means you agree somewhat and a "5" means you agree completely. The United States Army Reserve offers...			1, 2, 3, 4, 9; 2, 3, 4, 6, 9	All Youth Parents	Q87-1 REFER TO ANNOTATED HARD COPY QUESTIONNAIRE SEE PEINTRO. FOR version-2

			DS					AG	REF	DK
YVWIDE	PVWIDE	a. a wide variety of opportunities to find a job you can enjoy?	1	2	3	4	5	-7	-8	
YVPROUD	PVPROUD	b. an experience you can be proud of?	1	2	3	4	5	-7	-8	
YVLEADER	PVLEADER	c. an opportunity to develop leadership skills?	1	2	3	4	5	-7	-8	
YVCIVCAR	PVCIVCAR	d. a great value in your civilian career development?	1	2	3	4	5	-7	-8	
YVSELCON	PVSELCON	e. an excellent opportunity to develop self-confidence?	1	2	3	4	5	-7	-8	
YVPOTEN	PVPOTEN	f. the opportunity to develop your potential?	1	2	3	4	5	-7	-8	
YVMENTAL	PVMENTAL	g. a mentally challenging experience?	1	2	3	4	5	-7	-8	

MODULE: Perceptions/Beliefs

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YVMATURE	PVMATURE	PE-4.cont. version-1 h. the opportunity to become more mature and responsible? 1 2 3 4 5 -7 -8					
YVTRAIN	PVTRAIN	i. many opportunities for training in useful skill areas? 1 2 3 4 5 -7 -8					
YVHIQUAL	PVHIQUAL	j. many chances to work with highly-trained people? 1 2 3 4 5 -7 -8					
YVSERCOM	PVSERCOM	k. a chance to serve your own community? 1 2 3 4 5 -7 -8					
YVWEEKEN	PVWEEKEN	l. interesting and exciting weekends? 1 2 3 4 5 -7 -8					
YVCASHED	PVCASHED	m. an excellent opportunity to obtain money for a college or vocational education? 1 2 3 4 5 -7 -8					
YVHOME	PVHOME	n. an opportunity to serve America while staying in your own hometown? 1 2 3 4 5 -7 -8					

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YHEARDNG	PHEARDNG	PE-4A. Have you ever heard of the United States Army National Guard? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 3, 4, 9;	All Youth Parents	Q87-1 to Q87-2 REFER TO ANNOTATED HARD COPY QUESTIONNAIRE

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		[IF RANDOMLY SELECTED FOR USNG QUESTIONS] PE-5. version-1 Now, I am going to read you a list of statements describing different things the United States Army National Guard might offer. Please tell me how much you disagree or agree that the United States Army National Guard offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely. The Army National Guard offers...			1, 2, 3, 4, 9; 2, 3, 4, 6, 9	All Youth Parents	Q87-1 REFER TO ANNOTATED HARD COPY QUESTIONNAIRE SEE PEINTRO. FOR version-2
		DS AG REF DK					
YGWIDE	PGWIDE	a. a wide variety of opportunities to find a job you can enjoy? 1 2 3 4 5 -7 -8					
YGPROUD	PGPROUD	b. an experience you can be proud of? 1 2 3 4 5 -7 -8					
YGLEADER	PGLEADER	c. an opportunity to develop leadership skills? 1 2 3 4 5 -7 -8					

MODULE: Perceptions/Beliefs

Variable		Question & Response Categories		Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
Y6CIVCAR	P6CIVCAR	PE-5.cont. version-1	d. a great value in your civilian career development? 1 2 3 4 5 -7 -8					
Y6SELCON	P6SELCON		e. an excellent opportunity to develop self-confidence? 1 2 3 4 5 -7 -8					
Y6POTEN	P6POTEN		f. the opportunity to develop your potential? 1 2 3 4 5 -7 -8					
Y6MENTAL	P6MENTAL		g. a mentally challenging experience? 1 2 3 4 5 -7 -8					
Y6MATURE	P6MATURE		h. an opportunity to become more mature and responsible? 1 2 3 4 5 -7 -8					
Y6TRAIN	P6TRAIN		i. many opportunities for training in useful skill areas? 1 2 3 4 5 -7 -8					
Y6HIQUAL	P6HIQUAL		j. many chances to work with highly-trained people? 1 2 3 4 5 -7 -8					
Y6SERCOM	P6SERCOM		k. a chance to serve your own community? 1 2 3 4 5 -7 -8					
Y6WEEKEN	P6WEEKEN		l. gives you interesting and exciting weekends? 1 2 3 4 5 -7 -8					
Y6CASHED	P6CASHED		m. an excellent opportunity to obtain money for a college or vocational education? 1 2 3 4 5 -7 -8					
Y6HOME	P6HOME		n. an opportunity to serve America while staying in your own home? 1 2 3 4 5 -7 -8					

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[IF RANDOMLY SELECTED FOR NAVY, AIR FORCE OR MARINE CORPS QUESTIONS]

PE-6. version-1

I am going to read you a list of statements describing different things the (SERVICE) might offer. Please tell me how much you disagree or agree that the (SERVICE) offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

The (SERVICE) offers...

1, 2, 3, 4, 9; 2, 3, 4, 6, 9 | All Youth Parents | 087-1

REFER TO ANNOTATED HARD COPY QUESTIONNAIRE

SEE PEINTRO. FOR version-2

			DS			AG	REF	DK
YNWIDE YMWIDE YFWIDE YSWIDE	PNWIDE PMWIDE PFWIDE PSWIDE	a. a wide variety of opportunities to find a job you can enjoy?	1	2	3	4	5	-7 -8
YNPHYS YMPHYS YFPHYS YSPHYS	PNPHYS PMPHYS PFPHYS PSPHYS	b. a physically challenging environment?	1	2	3	4	5	-7 -8

MODULE: Perceptions/Beliefs

Variable		Question & Response Categories		Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YNPROUD	PNPROUD	PE-6.cont.	c. an experience you can be proud of? 1 2 3 4 5 -7 -8					
YMPROUD	PMPROUD	version-1						
YFPROUD	PFPROUD							
YSPROUD	PSPROUD							
YNSTEP	PNSTEP		d. an advantage over going right from high school to college? 1 2 3 4 5 -7 -8					
YMSTEP	PMSTEP							
YFSTEP	PFSTEP							
YSSTEP	PSSTEP							
YNLEADER	PNLEADER		e. an opportunity to develop leadership skills? 1 2 3 4 5 -7 -8					
YMLEADER	PMLEADER							
YFLEADER	PFLEADER							
YSLEADER	PSLEADER							
YNHITECH	PNHITECH		f. the chance to work with the latest high-tech equipment? 1 2 3 4 5 -7 -8					
YMHITECH	PMHITECH							
YFHITECH	PFHITECH							
YSHITECH	PSHITECH							
YNCIVCAR	PNCIVCAR		g. a great value in your civilian career development? 1 2 3 4 5 -7 -8					
YMCIVCAR	PMCIVCAR							
YFCIVCAR	PFCIVCAR							
YSCIVCAR	PSCIVCAR							
YNSELCON	PNSELCON		h. an excellent opportunity to develop self-confidence? 1 2 3 4 5 -7 -8					
YMSELCON	PMSELCON							
YFSELCON	PFSELCON							
YSSELCON	PSSELCON							
YNPOTEN	PNPOTEN		i. the opportunity to develop your potential? 1 2 3 4 5 -7 -8					
YMPOTEN	PMPOTEN							
YFPOTEN	PFPOTEN							
YSPOTEN	PSPOTEN							
YNMENTAL	PNMENTAL		j. a mentally challenging experience? 1 2 3 4 5 -7 -8					
YMMENTAL	PMMENTAL							
YFMENTAL	PFMENTAL							
YSMENTAL	PSMENTAL							
YNMATURE	PNMATURE		k. an opportunity for you to become more mature and responsible? 1 2 3 4 5 -7 -8					
YMMATURE	PMMATURE							
YFMATURE	PFMATURE							
YSMATURE	PSMATURE							

MODULE: Perceptions/Beliefs

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YNTRAIN YMTRAIN YFTRAIN YSTRAIN	PNTRAIN PMTRAIN PFTRAIN PSTRAIN	PE-6.cont. version-1 l. many opportunities for training in useful skill areas? 1 2 3 4 5 -7 -8					
YNHIQUAL YMHIQUAL YFHIQUAL YSHIQUAL	PNHIQUAL PMHIQUAL PFHIQUAL PSHIQUAL	m. many chances to work with highly-trained people? 1 2 3 4 5 -7 -8					
YNCASHED YMCASHED YFCASHED YSCASHED	PNCASHED PMCASHED PFCASHED PSCASHED	n. an excellent opportunity to obtain money for a college or vocational education? 1 2 3 4 5 -7 -8					

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PE-7. version-1

[IF RANDOMLY SELECTED FOR FULL-TIME CIVILIAN JOB QUESTIONS]
I am going to read you a list of statements describing different things working in a full-time civilian job might offer. Please tell me how much you disagree or agree that working in a full-time civilian job offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

Working in a full-time civilian job offers...

1, 2, 3, 4, 9; 2, 3, 4, 6, 9 | All Youth Parents | Q87-1

REFER TO ANNOTATED HARD COPY QUESTIONNAIRE

SEE PEINTRO. FOR version-2

			DS			AG	REF	DK
YWPHYS	PWPHYS	a. a physically challenging experience?	1	2	3	4	5	-7 -8
YWPROUD	PWPROUD	b. an experience you can be proud of?	1	2	3	4	5	-7 -8
YWSTEP	PWSTEP	c. an advantage over going right from high school to college?	1	2	3	4	5	-7 -8
YWLEADER	PWLEADER	d. an opportunity to develop leadership skills?	1	2	3	4	5	-7 -8
YWHITECH	PWHITECH	e. the chance to work with the latest high-tech equipment?	1	2	3	4	5	-7 -8
YWCIVCAR	PWCIVCAR	f. a great value in your civilian career development?	1	2	3	4	5	-7 -8
YWSELCON	PWSELCON	g. an excellent opportunity to develop self-confidence?	1	2	3	4	5	-7 -8

MODULE: Perceptions/Beliefs

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YWPOTEN PWPOTEN	PE-7.cont. version-1 h. the opportunity to develop your potential? 1 2 3 4 5 -7 -8					
YWMENTAL PWMENTAL	i. a mentally challenging experience? 1 2 3 4 5 -7 -8					
YWMATURE PWMATURE	j. the opportunity to become more mature and responsible? 1 2 3 4 5 -7 -8					
YWTRAIN PWTRAIN	k. many opportunities for training in useful skill areas? 1 2 3 4 5 -7 -8					
YWHIQUAL PWHIQUAL	l. many chances to work with highly-trained people? 1 2 3 4 5 -7 -8					
YWCASHED PWCASHED	m. an excellent opportunity to obtain money for a college or vocational education? 1 2 3 4 5 -7 -8					

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	PE-8. version-1	[IF RANDOMLY SELECTED FOR COLLEGE QUESTIONS] I am going to read you a list of statements describing different things going to college might offer. Please tell me how much you disagree or agree that going to college offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.	1, 2, 3, 4, 9; 2, 3, 4, 6, 9	All Youth Parents	Q87-1 REFER TO ANNOTATED HARD COPY QUESTIONNAIRE SEE PEINTRO. FOR version-2

Going to college offers... DS A6 REF DK

YCPROUD PCPROUD	a. an experience you can be proud of? 1 2 3 4 5 -7 -8		
YCLEADER PCLEADER	b. an opportunity to develop leadership skills? 1 2 3 4 5 -7 -8		
YCCIVCAR PCCIVCAR	c. a great value in your civilian career development? 1 2 3 4 5 -7 -8		
YCSELCON PCSELCON	d. an excellent oppportunity to develop self-confidence? 1 2 3 4 5 -7 -8		
YCPOTEN PCPOTEN	e. the opportunity to develop your potential? 1 2 3 4 5 -7 -8		
YCMENTAL PCMENTAL	f. a mentally challenging experience? 1 2 3 4 5 -7 -8		
YCMATURE PCMATURE	g. an opportunity to become more mature and responsible? 1 2 3 4 5 -7 -8		
YCHIQUAL PCHIQUAL	h. many chances to work with highly-trained people? 1 2 3 4 5 -7 -8		

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MODULE: Perceptions/Beliefs

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
						087-1 to 087-2 - [NOT USED]
	PE-9. Compared to other things you might be doing, would you say the Army provides less, about the same, or more opportunities for the following:					
Challenge	(1) Challenge 1 2 3					
Hi-quality team	(2) Working with hi-quality people 1 2 3					
Promotion	(3) Opportunities for promotion 1 2 3					
Money for educ	(4) Money for college or vocational school 1 2 3					
Skill training	(5) Training in useful skill areas 1 2 3					
Adventure	(6) Adventure 1 2 3					
Self-confidence	(7) Building self-confidence 1 2 3					
Service to coun	(8) Service to your country 1 2 3					
Pay & benefits	(9) Good pay & benefits 1 2 3					
Leadership	(10) Developing leadership 1 2 3					
Friends	(11) Developing friends for life 1 2 3					
Hi-tech equipment	(12) Chance to work with sophisticated hi-tech equipment 1 2 3					
Job security	(13) Job security 1 2 3					
Travel	(14) Travel 1 2 3					
Experiences of	(15) Experiences you can be proud of 1 2 3					
Developing pote	(16) Developing your potential 1 2 3					
Help civilian c	(17) Helping your civilian career development 1 2 3					
Teamwork	(18) Teamwork 1 2 3					
Physical danger	(19) Physical danger 1 2 3					

MODULE: Perceptions/Beliefs

Variable		Question & Response Categories		Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
Personal freedo	PE-9.cont.	(20) Loss of personal freedom	1 2 3					
Attractive life		(21) Attractive lifestyle	1 2 3					
Part-time work		(22) Part-time job opportunities	1 2 3					
Extra income		(23) Extra income	1 2 3					
Part of traditi		(24) Participating in a time-honored American tradition	1 2 3					
Community servi		(25) Community Service	1 2 3					
Weekend excitem		(26) Weekend excitement	1 2 3					
Near home		(27) Live or work near home	1 2 3					
Good environmen		(28) Good family environment	1 2 3					
Flexible option		(29) Flexible contract options	1 2 3					
Elite group of		(30) Being part of elite group of officers	1 2 3					
Immediate emplo		(31) Immediate employment	1 2 3					
School/work bia		(32) A stepping stone between school and work	1 2 3					
Enriched colleg experience		(33) Enriching one's college experience	1 2 3					
Maturity		(34) Becoming a mature responsible person	1 2 3					

MODULE: Perceptions/Beliefs

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACONS Usage and Missing if:
						Q87-1 to Q87-2 - [NOT USED]
	PE-10. [IF RESPONDENT RECOGNIZES COMPONENT] Compared to other things you might be doing, would you say that: [IF ROTC-ELIGIBLE] Army ROTC [IF NOT, RANDOMLY SELECT] Army USAR / Army USNG / Air Force / Navy / Marines — Going to college / A job at an office / A job working with your hands provides less, about the same, or more, opportunities for the following:					
Challenge	(1) Challenge 1 2 3					
Hi-quality team	(2) Working with hi-quality people 1 2 3					
Promotion	(3) Opportunities for promotion 1 2 3					
Money for educ	(4) Money for college or vocational school 1 2 3					
Skill training	(5) Training in useful skill areas 1 2 3					
Adventure	(6) Adventure 1 2 3					
Self-confidence	(7) Building self-confidence 1 2 3					
Service to coun	(8) Service to your country 1 2 3					
Pay & benefits	(9) Good pay & benefits 1 2 3					
Leadership	(10) Developing leadership 1 2 3					
Friends	(11) Developing friends for life 1 2 3					
Hi-tech equipment	(12) Chance to work with sophisticated hi-tech equipment 1 2 3					
Job security	(13) Job security 1 2 3					
Travel	(14) Travel 1 2 3					

MODULE: Perceptions/Beliefs

Variable		Question & Response Categories		Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
Experiences of	PE-10.cont.	(15) Experiences you can be proud of	1 2 3					
Developing pote		(16) Developing your potential	1 2 3					
Help civilian c		(17) Helping your civilian career development	1 2 3					
Teamwork		(18) Teamwork	1 2 3					
Physical danger		(19) Physical danger	1 2 3					
Personal freedo		(20) Loss of personal freedom	1 2 3					
Attractive life		(21) Attractive lifestyle	1 2 3					
Part-time work		(22) Part-time job opportunities	1 2 3					
Extra income		(23) Extra income	1 2 3					
Part of traditi		(24) Participating in a time-honored American tradition	1 2 3					
Community servi		(25) Community Service	1 2 3					
Weekend excitem		(26) Weekend excitement	1 2 3					
Near home		(27) Live or work near home	1 2 3					
Good environmen		(28) Good family environment	1 2 3					
Flexible option		(29) Flexible contract options	1 2 3					
Elite group of		(30) Being part of elite group of officers	1 2 3					
Immediate emplo		(31) Immediate employment	1 2 3					
School/work bri		(32) A stepping stone between school and work	1 2 3					
Enriched colleg experience		(33) Enriching one's college experience	1 2 3					
Maturity		(34) Becoming a mature responsible person	1 2 3					

MODULE: Perceptions/Beliefs

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
						Q87-1 to Q87-2 - [NOT USED]
	PE-11. Compared to: [ROTATE] Air Force, Navy, Marines; Going to college, A job at an office, A job working with your hands would you say the Army provides less, about the same, or more opportunities for the following:					
Challenge	(1) Challenge 1 2 3					
Hi-quality team	(2) Working with hi-quality people 1 2 3					
Promotion	(3) Opportunities for promotion 1 2 3					
Money for educ	(4) Money for college or vocational school 1 2 3					
Skill training	(5) Training in useful skill areas 1 2 3					
Adventure	(6) Adventure 1 2 3					
Self-confidence	(7) Building self-confidence 1 2 3					
Service to coun	(8) Service to your country 1 2 3					
Pay & benefits	(9) Good pay & benefits 1 2 3					
Leadership	(10) Developing leadership 1 2 3					
Friends	(11) Developing friends for life 1 2 3					
Hi-tech equipment	(12) Chance to work with sophisticated hi-tech equipment 1 2 3					
Job security	(13) Job security 1 2 3					
Travel	(14) Travel 1 2 3					

MODULE: Perceptions/Beliefs

Variable	Question & Response Categories		Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
Experiences of	PE-11.cont.	(15) Experiences you can be proud of 1 2 3					
Developing pote		(16) Developing your potential 1 2 3					
Help civilian c		(17) Helping your civilian career development 1 2 3					
Teamwork		(18) Teamwork 1 2 3					
Physical danger		(19) Physical danger 1 2 3					
Personal freedo		(20) Loss of personal freedom 1 2 3					
Attractive life		(21) Attractive lifestyle 1 2 3					
Part-time work		(22) Part-time job opportunities 1 2 3					
Extra income		(23) Extra income 1 2 3					
Part of traditi		(24) Participating in a time-honored American tradition 1 2 3					
Community servi		(25) Community Service 1 2 3					
Weekend excitem		(26) Weekend excitement 1 2 3					
Near home		(27) Live or work near home 1 2 3					
Good environmen		(28) Good family environment 1 2 3					
Flexible option		(29) Flexible contract options 1 2 3					
Elite group of		(30) Being part of elite group of officers 1 2 3					
Immediate emplo		(31) Immediate employment 1 2 3					
School/work bia		(32) A stepping stone between school and work 1 2 3					
Enriched colleg experience		(33) Enriching one's college experience 1 2 3					
Maturity		(34) Becoming a mature responsible person 1 2 3					

MODULE: Perceptions/Beliefs

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YPEDIP PPEDIP	PE-12. Of the people who joined the Army in the last year, what proportion do you think are high school diploma graduates? Would you say... less than one quarter, ... 1 about one quarter, ... 2 about one half, ... 3 about three quarters, or ..... 4 almost all? ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 3, 4, 9; 2, 4, 6, 9	All Youth Parents	Q87-1 to Q87-2
YPEGRADE PPEGRADE	PE-13. Of the people who joined the Army last year, what proportion do you think would score in the upper half of an intelligence test? Is it... all of them, ... 1 three quarters of them, ... 2 half of them, ... 3 one quarter of them, or ..... 4 none of them? ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 3, 4, 9; 2, 4, 6, 9	All Youth Parents	Q87-1 to Q87-2
YPECOL PPECOL	PE-14. Of the people who joined the Army in the last year, what proportion do you think will get a college diploma either while they are in the Army or after they complete their Army service? Would you say... less than one quarter, ... 1 about one quarter, ... 2 about one half, ... 3 about three quarters, or ..... 4 almost all? ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 3, 4, 9; 2, 4, 6, 9	All Youth Parents	Q87-1 to Q87-2

MODULE: Perceptions/Beliefs

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YPESIM PPESIM	PE-15. Do you think very many young (men/women) with backgrounds and plans for the future like (yours/YOUTH's) are joining the Army? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			2, 4, 9; 2, 4, 6, 9	All Youth Parents	Q87-1 to Q87-2
YHEARDRO PHEARDRO	PE-15A. Have you ever heard of the Army Reserve Officer's Training Corps on a college campus? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 3, 4, 9; 3	All Youth Parents	Q87-1 to Q87-2 REFER TO ANNOTATED HARD COPY QUESTIONNAIRE
	PE-16. Do you think very many young (men/women) with backgrounds similar to (YOUTH'S NAME) are joining the Army? YES ..... 1 NO 2					Q87-1 to Q87-2 - [NOT USED]

ACOMS QUESTION BANK - Q87-2

Destroy when replaced by Q87-3

Module: Knowledge-Army Attributes

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YKAEDBEN PKAEDBEN	KA-1.	[YOUTH VERSION OF QUESTION KA-1] How much do you think can be earned through Army education benefits? [PROBE: This would be the total benefits you could earn while in the Army.] UNDER $5,000 ..... 1 $5,000 TO $9,999 ..... 2 $10,000 TO $14,999 ..... 3 $15,000 TO $19,999 ..... 4 $20,000 TO $24,999 ..... 5 $25,000 AND MORE ..... 6 REFUSED ..... -7 DON'T KNOW ..... -8 [PARENT VERSION OF QUESTION KA-1] How much do you think a young (man/woman) can earn through Army education benefits for college? [PROBE: This would be the total education benefits a young (man/woman) could earn while in the Army.] UNDER $5,000 ..... 1 $5,000 TO $9,999 ..... 2 $10,000 TO $14,999 ..... 3 $15,000 TO $19,999 ..... 4 $20,000 TO $24,999 ..... 5 $25,000 OR MORE ..... 6 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP () 3,5,6] OR [KA-7 () 1,-7,-8]
YKALLCOL PKALLCOL	KA-2.	[YOUTH VERSION OF QUESTION KA-2] Do you think Army education benefits would pay for your entire college education? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8 [PARENT VERSION OF QUESTION KA-2] Do you think Army education benefits would pay for (YOUTH'S) entire college education? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			2, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP () 3,5,6] OR [KA-7 () 1,-7,-8]

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YKASAME PKASAME	KA-3.	Do you think Army education benefits are more, less or about the same as the Navy, Air Force, or Marines offer? MORE ..... 1 LESS ..... 2 ABOUT THE SAME ..... 3 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 3, 4, 9; 2, 3, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP () 3,5,6] OR [KA-7 () 1,-7,-8]
YKAGIAR PKAGIAR YKAGIAF PKAGIAF YKAGINA PKAGINA YKAGIMA PKAGIMA	KA-4.	Please tell me whether or not each of the following services offers the "GI Bill"? DOES OFFER / DOES NOT OFFER / REF / DK Army ..... 1 / 2 / -7 / -8 Air Force ..... 1 / 2 / -7 / -8 Navy ..... 1 / 2 / -7 / -8 Marines ..... 1 / 2 / -7 / -8			1, 2, 3, 4, 9; 2, 3, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP () 3,5,6]
YKAYEARS PKAYEARS	KA-5.	What is the minimum number of years that a new recruit has to serve on active duty in the Army? REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP () 3,5,6]
YKADEP PKADEP	KA-6. version-1	Is it possible to sign up for the Army and actually start serving up to one year later? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 [RANDROY/RANDROP () 3,5,6]
YKADEP PKADEP	KA-6. version-2	Is it possible to sign up for the Army and start serving up to one year later? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8		KA-6 Question wording	1, 2, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-2 [RANDROY/RANDROP () 3,5,6]

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YKAEARN PKAEARN	KA-7.	Is it possible to earn money for college by enlisting in the Army? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP () 3,5,6]
YKARGJUN PKARGJUN	KA-8.	Are 17 year old high school juniors eligible to join the Army Reserve or Army National Guard? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP () 3,5,6]
YKARGHS PKARGHS	KA-9.	[IF HS JUNIORS 17+ NOT ELIGIBLE] Is high school graduation required before joining Army Reserve or Army National Guard? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP () 3,5,6] OR [KA-8 = 1]
YKAWARD PKAWARD	KA-10.	Who sponsors the "Scholar-Athlete Award Program"? Is it the... Marine Corps, ... 1 National Guard, ... 2 Army Reserve, ... 3 Air Force, ... 4 Navy? ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 3, 4, 9; 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP () 3,5,6]

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YKARGCOL PKARGCOL	KA-11.	Can qualified people who join the Army Reserve or Army National Guard receive money for college? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9: 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP () 3,5,6]
YKARGGI PKARGGI	KA-12.	What is the maximum amount of money for college that qualified people who join the Army Reserve or Army National Guard can receive under the "GI Bill"? UNDER $1,000 ..... 1 $1,000 TO $1,999 ..... 2 $2,000 TO $3,999 ..... 3 $4,000 TO $5,999 ..... 4 $6,000 TO $7,999 ..... 5 $8,000 TO $9,999 ..... 6 $10,000 OR MORE ..... 7 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9: 2, 4, 6, 9	50% Youth Parents	Q87-1 to Q87-2 [RANDROY/RANDROP () 3,5,6] OR [KA-11 ()1]
	KA-13.	Many people who want to volunteer for service in the Armed Forces do not have the necessary basic skills like reading, writing and arithmetic. Do you think the Armed Forces should refuse to accept such volunteers, or should they accept them and give them the necessary education? REFUSE TO ACCEPT THEM ..... 1 ACCEPT & EDUCATE THEM 2				All Youth Parents	Q87-1 to Q87-2 - [NOT USED]
	KA-14.	Many people in the Armed Forces are taught skills they can use in civilian jobs later. But, some don't get such training. They are taught only combat skills. Do you think the Armed Forces have an obligation to train everybody in the service for civilian jobs later, or that it is not a responsibility of the Armed Forces? AN OBLIGATION ..... 1 NOT AN OBLIGATION 2				All Youth Parents	Q87-1 to Q87-2 - [NOT USED]

ACOMS QUESTION BANK - Q87-2

Destroy when replaced by Q87-3

Module: Parental Influence

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
	PIINTRO	I would like to ask you a few questions as the (father/mother) of (YOUTH'S NAME), about talks you may have had with (him/her) about (his/her) educational and job plans. By talks, we mean any kind of informal talking you and (YOUTH'S NAME) may have done concerning what (he/she) plans to do about education, jobs, or job preparation.			4, 6, 9		
PIOFTPLN Frequency of parent talk	PI-2.	How often have you had such discussions in the last 12 months? Was it... never, ... 1 rarely, ... 2 occasionally, or ..... 3 often, ... 4 REFUSED ..... -7 DON'T KNOW ..... -8	Orkand			Parents	Q87-1 to Q87-2
Parent reasons for not talking career	PI-3.	[IF RARELY OR NEVER TALKED] Why have you and [YOUTH'S NAME] rarely or never talked in the last 12 months about (his/her) plans for the future? Is it because: [RECORD ALL THAT APPLY] Youth would not be able to hold a regular job because of a physical or mental handicap ... 1 Do not want to influence youth ..... 2 Parent and youth do not communicate much about anything ..... 3 Youth already knows what parent wants (him/her) to do ..... 4 Haven't thought much about plans for (him/her) .. 5 Other reason (SPECIFY) _____ 6	(New) '86 ACOMS			Parents	Q87-1 to Q87-2 - [NOT USED]
Initiator of career conversations	PI-4.	Who begins these discussions? Is it: Usually you ..... 1 Usually (him/her) ..... 2 About equal ..... 3 Someone else 4	(New) '86 ACOMS			Parents	Q87-1 to Q87-2 - [NOT USED]

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
PITLKOPN Parent general stance	PI-5.	During these talks, do you typically give your opinions or do you try to stay neutral? GIVE OPINION ..... 1 TRY TO STAY NEUTRAL ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		4, 6, 9	Parents	Q87-1 to Q87-2 PI-2=1
PINFPLAN Parent general influence	PI-6.	How much influence do you think you have had on (YOUTH'S NAME) plans for the future? Have you had.. a great deal of influence, ... 1 a considerable amount of influence, ... 2 some influence, ... 3 very little influence, or ..... 4 no influence at all? ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		4, 6, 9	Parents	Q87-1 to Q87-2
PILIKEDO PILIKEOS*	PI-7.	What would you like to see (YOUTH'S NAME) do in the future? Would you like him/her to: go to college, ... 1 get training in a vocational or technical program, ... 2 get a full-time job, ... 3 join the Armed Services, ... 4 get married and not work, or ..... 5 something else? (SPECIFY) _____ .... 91* REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	Parents	Q87-1 to Q87-2 PILIKEDO NE 91*
PIMENMIL Military desirability male	PI-8.	For most young men, do you think service in the military is... definitely a good idea, ... 1 probably a good idea, ... 2 probably not a good idea, or ..... 3 definitely not a good idea? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	Parents	Q87-1 to Q87-2

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
PIWOMMIL Military desirability female	PI-9.	For most young women, do you think service in the military is... definitely a good idea, ... 1 probably a good idea, ... 2 probably not a good idea, or 3 definitely not a good idea? . 4 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	Parents	Q87-1 to Q87-2
PITLKMIL Parent talk about military	PI-10.	Have you talked to (YOUTH'S NAME) about enlisting in the Armed Services? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	Orkand		2, 4, 6, 9	Parents	Q87-1 to Q87-2
PIOFTMIL Frequency of military conversation	PI-11.	[IF YES] How often have you talked about this? NEVER ..... 1 RARELY ..... 2 OCCASIONALLY ..... 3 OFTEN ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	Orkand		2, 4, 6, 9	Parents	Q87-1 to Q87-2 PI-10=2,-7,-8

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
Reasons for not talking enlistment	PI-12. [IF RARELY OR NEVER] Why have you and (YOUTH'S NAME) rarely or never talked in the last 12 months about enlistment? Is it because: [RECORD ALL THAT APPLY] Youth would not be able to perform because of a physical or mental handicap ..... 1 Do not want to influence youth ..... 2 Parent and youth do not communicate much about anything ..... 3 Youth already knows how parent feels about military service ..... 4 Don't think military service is a good thing for anybody ..... 5 Haven't thought much about (his/her) joining the military ..... 6 Other reason (SPECIFY) _____ 7	(New) '86 ACOMS			Parents	Q87-1 to Q87-2 - [NOT USED]
Initiator of enlistment discussions	PI-13. Who begins these discussions about enlistment? Is it: Usually you ..... 1 Usually (him/her) ..... 2 About equal ..... 3 Someone else 4	(New) '86 ACOMS			Parents	Q87-1 to Q87-2 - [NOT USED]
PITLKRAN Talks about officer enlisted	PI-14. [IF TALKED OCCASSIONALLY OR OFTEN] Were these talks about entering as an officer, as an enlisted officer, or both? ENLISTED ..... 1 OFFICER ..... 2 BOTH ..... 3 NEITHER ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	Orkand			Parents	Q87-1 to Q87-2 PI-10=2,-7,-8 PI-11=1,2

MODULE: Parental Influence & Actions

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
PITLKAR PITLKNA PITLKAF PITLKMC PITLKALL Services talked about	PI-15. [IF PI-11 IS NOT 1 OR 2] Which services have you talked about? [CODE ALL THAT APPLY] YES NO REF DK ARMY ..... 1 2 -7 -8 NAVY ..... 1 2 -7 -8 AIR FORCE ..... 1 2 -7 -8 MARINE CORPS ..... 1 2 -7 -8 ALL SERVICES IN GENERAL ..... 1 2 -7 -8	Orkand		2, 3, 4, 6, 9	Parents	Q87-1 to Q87-2 PI-10=2,-7,-8 PI-11=1,2
PITLKACT PITLKRV PITLKNG Active, Reserve, or Guard	[IF PI-11 IS NOT 1 OR 2] PI-16. version-1 Have you talked about (YOUTH'S NAME) signing up for active duty, for the Reserve, or for the National Guard? (PROBES: The Reserve are people in all services who train once a week or one weekend a month and a couple of weeks in the summer The National Guard consists of Army and Air Force units which are under the control of the governor of the state; they also train just once a week, or one weekend a month, and a couple of weeks in the summer.) (CODE ALL THAT APPLY) YES NO REF DK ACTIVE DUTY ..... 1 2 -7 -8 RESERVE ..... 1 2 -7 -8 NATIONAL GUARD ..... 1 2 -7 -8	Orkand		2, 3, 4, 6, 9	Parents	Q87-1 PI-10=2,-7,-8 PI-11=1,2
PITLKACT PITLKRV PITLKNG Active, Reserve, or Guard	PI-16. version-2 Have you talked with (YOUTH'S NAME) about signing up for active duty, for Reserve, or for the National Guard? (PROBES: The Reserve are people in all services who train once a week or one weekend a month and a couple of weeks in the summer The National Guard consists of Army and Air Force units which are under the control of the governor of the state; they also train just once a week, or one weekend a month, and a couple of weeks in the summer.) (CODE ALL THAT APPLY) YES NO REF DK ACTIVE DUTY ..... 1 2 -7 -8 RESERVE ..... 1 2 -7 -8 NATIONAL GUARD ..... 1 2 -7 -8	Orkand	PI-16 Question wording	2, 3, 4, 6, 9	Parents	Q87-2 PI-10=2,-7,-8 PI-11=1,2

Variable		Question & Response Categories	Other Usage	Revision for Item 8	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
PIMILOPN Parent stance on enlistment	PI-17.	[IF PI-11 IS NOT 1 OR 2] When you talk about military service, do you generally encourage, discourage, or stay neutral about (YOUTH'S NAME) enlisting? ENCOURAGE ..... 1 STAY NEUTRAL ..... 2 DISCOURAGE ..... 3 REFUSED ..... -7 DON'T KNOW ..... -8	Orkand		2, 4, 6, 9	Parents	Q87-1 to Q87-2 PI-10=2,-7,-8 PI-11=1,2
PIMFMIL Parent influence on enlistment	PI-18.	How much influence do you think you have had on (YOUTH'S NAME)'s plans about enlisting? Have you had... a great deal of influence, ... 1 a considerable amount of influence, 2 some influence, ... 3 very little influence, or ..... 4 no influence at all? ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	Orkand		2, 4, 6, 9	Parents	Q87-1 to Q87-2
PIPUIADS Parent point out ads	PI-19.	Have you drawn your (son's/daughter's attention to ads for the military service in the mass media? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	Parents	Q87-1 to Q87-2
Parent-type of attention	PI-20.	Did you draw attention primarily to the positive aspects of military service, the negative aspects, or did you stay neutral? POSITIVE ASPECTS ..... 1 NEGATIVE ASPECTS ..... 2 STATED NEUTRAL 3					Q87-1 to Q87-2 - [NOT USED]

MODULE: Parental Influence & Actions

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
PISUGREC Parent suggest or take to recruiter	PI-21.	Have you talked with your (son/daughter) about seeing a military recruiter? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	Parents	Q87-1 to Q87-2
PIRECAR PIRECNA PIRECAF PIRECMA Which service	PI-22.	Have you done this for the ... YES NO REF DK Army? ..... 1 2 -7 -8 Navy? ..... 1 2 -7 -8 Air Force? ..... 1 2 -7 -8 Marines? ..... 1 2 -7 -8	(New) '86 ACOMS		2, 3, 4, 6, 9	Parents	Q87-1 to Q87-2 PI-21=2,-7,-8
PIRCMAIL Parent received mail	PI-23.	Have you received military recruiting materials mailed to you or (YOUTH'S NAME) at your home address? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	Parents	Q87-1 to Q87-2
Parental action	PI-24.	[IF RECEIVED RECRUITING MATERIALS] Did you pass on the materials to [YOUTH'S NAME], leave them out for (him/her) to see, toss them out before (he/she) saw them, or had (he/she) already seen them by the time you noticed they had arrived? Passed on ..... 1 Left out to be seen ..... 2 Tossed out ..... 3 Youth had already seen them ... 4	(New) '86 ACOMS			Parents	Q87-1 to Q87-2 - NOT USED

MODULE: Parental Influence & Actions

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
PIPRBMIL Youth propensity (parent)	PI-25.	How likely is it that (YOUTH'S NAME) will enter the military in the next few years? Would you say that (he/she).. definitely will, ... 1 probably will, ... 2 probably will not, or ..... 3 definitely will not? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	Orkand		2, 4, 6, 9	Parents	Q87-1 to Q87-2
PIEXPRAN Enlisted or Officer (parent)	PI-26.	Do you expect that (YOUTH'S NAME) will enter the military as an enlisted person or as an officer? ENLISTED PERSON ..... 1 OFFICER ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	Orkand		2, 4, 6, 9	Parents	Q87-1 to Q87-2 PI-25=3,4,-7,-8
	PI-27.	Do you plan to make your feelings about [YOUTH] serving in the military more clear to (him/her) in the near future? YES ..... 1 NO 2	(New) '86 ACOMS			Parents	Q87-1 to Q87-2 - [NOT USED]

ACOMS QUESTION BANK - Q87-2

Destroy when replaced by Q87-3

Module: Demographics

MODULE: Demographics

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
EDOBMM EDOBDD# EDOBYY# PDOOBMM PDOOBDD# PDOOBYY# Birthdate	DEINTRO1.	Now I have some questions about your background.					
	DE-1.	[OBTAINED IN SCREENER FOR YOUTH] What is (PERSON'S/your) date of birth? _____/_____/_____ MM DD# YY# REFUSED ..... -7 DON'T KNOW ..... -8			2, 4, 6, 9	Parents	Q87-1 to Q87-2 PDOOBMM=-7,-8#
ESEX Gender	DE-2.	[OBTAINED IN SCREENER FOR YOUTH] [IF NOT OBVIOUS, ASK] What is your sex? MALE ..... 1 FEMALE ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8				Parents	Q87-1 to Q87-2
ERACE PDRACE Race	DE-3.	[OBTAINED IN SCREENER FOR YOUTH] Please tell me whether (PERSON is/you are): White ..... 1 Black ..... 2 Asian or Pacific Islander, or .. 3 American Indian, Alaskan Native 4 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2, 4, 6, 9	Parents	Q87-1 to Q87-2
EHISP PDHISP Hispanic	DE-4.	[OBTAINED IN SCREENER FOR YOUTH] (Is he/Is she/Are you) Hispanic? [INCLUDES SPANISH-AMERICAN, MEXICAN-AMERICAN, CHICANO, CUBAN-AMERICAN, ETC.] YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2, 4, 6, 9	Parents	Q87-1 to Q87-2

MODULE: Demographics

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
rDETHNIC Hispanic Origin	DE-5.	[IF HISPANIC] What is your ethnic backround? Are you... Mexican American, ... 1 Puerto Rican, or ..... 2 some other Hispanic ..... 3 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth	Q87-1 to Q87-2 SC-20 <> 1
rDMARITL PDMARITL Current marital status	DE-6.	What is your current marital status? Are you... Single, ... 1 Married, ... 2 Separated, ... 3 Divorced, or ..... 4 Widowed? ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		2, 4, 9;2, 4, 6,	All Youth Parents	Q87-1 to Q87-2
Do you have children	DE-7.	Do you have children? YES..... 1 NO..... 2	(New) '86 ACOMS			All Youth	Q87-1 - NOT USED
Number of children	DE-8.	How many children do you have? ----------	(New) '86 ACOMS			All Youth Parents	Q87-1 - NOT USED

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
PEDLEV Highest grade/ level completed w/ credit	DE-9.	[DUPLICATES YOUTH QUESTION EE-1] What is the highest grade or year of school or college that you have completed and gotten credit for? LESS THAN 8TH GRADE ..... 07 8TH GRADE ..... 08 9TH GRADE ..... 09 10TH GRADE ..... 10 11TH GRADE ..... 11 12TH GRADE ..... 12 1ST YEAR OF 4-YEAR COLLEGE (FR) ..... 13 2ND YEAR OF 4-YEAR COLLEGE (SO) ..... 14 3RD YEAR OF 4-YEAR COLLEGE (JR) ..... 15 4TH YEAR OF 4-YEAR COLLEGE (SR) ..... 16 5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 17 2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 18 3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 19 MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL ..... 20 1ST YEAR OF JUNIOR OR COMMUNITY COLLEGE ..... 21 2ND YEAR OF JUNIOR OR COMMUNITY COLLEGE ..... 22 1ST YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL ..... 23 2ND YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL ..... 24 MORE THAN 2 YEARS VOCATIONAL, BUSINESS, OR TRADE SCHOOL ..... 25 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2, 4, 6, 9	Parents	Q87-1 to Q87-2

MODULE: Demographics

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
PEDDIP		[DUPLICATES YOUTH QUESTION EE-2] [IF DE-9 GREATER THAN 11TH GRADE]	'86 YATS		2, 4, 6, 9	Parents	Q87-1 to Q87-2
High School Certificate	DE-10.	Do you have a regular high school diploma, a GED, an ABE, or some other kind of certificate (of high school completion)? REGULAR HIGH SCHOOL DIPLOMA ..... 1 GED (GENERAL EDUCATIONAL DEVELOPMENT) ..... 2 ABE (ADULT BASIC EDUCATION) CERTIFICATE (E.G., CORRESPONDENCE, NIGHT SCHOOL) ..... 3 SOME OTHER KIND OF CERTIFICATE ..... 4 NONE OF THE ABOVE ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8					DE-9=7,8,9,10,11
PEMPCUR	DE-11.	[DUPLICATES YOUTH QUESTION EE-16] Are you currently employed either full-time or part-time? YES, FULL-TIME ..... 1 YES, PART-TIME ..... 2 NO ..... 3 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2, 4, 6, 9	Parents	Q87-1 to Q87-2
Currently Employed							
PEMPEVER	DE-12.	[DUPLICATES YOUTH QUESTION EE-20] Have you ever held a full-time job? [MORE THAN 34 HOURS PER WEEK] YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	Parents	Q87-1 to Q87-2 DE-11=1
Held a full-time job							

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
PEMPEASY Ease of getting FT job	DE-13.	[APPROXIMATES YOUTH QUESTION EE-24] How easy or difficult is it for someone (YOUTH'S NAME) age to get a full-time job in your community? Is it... Almost impossible ..... 1 Very difficult ..... 2 Somewhat difficult, or ..... 3 Not difficult at all ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2, 4, 6, 9	Parents	Q87-1 to Q87-2
	DEINTRO2.	Now I would like to ask some questions about your father and mother, or other adults in your household.					
YDSAMEHH Living with parents	DE-14. version-1	(When not attending college) Do you live in the same household as one or both of your parents? Please include any natural parents, step-parents, or guardians. YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth	Q87-1
YDAMEDA Living with father	DE-14. version-2	(When not attending college) Do you live in the same household as your father or your step-father? FATHER ..... 1 STEP-FATHER ..... 2 NEITHER ..... 3 BOTH ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8					Q87-2
YDSAMEMA Living with mother	DE-14A.	(When not attending college) Do you live in the same household as your mother or your step-mother? MOTHER ..... 1 STEP-MOTHER ..... 2 NEITHER ..... 3 BOTH ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8				All Youth	Q87-2

MODULE: Demographics

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YDPARENT Which parent living with	DE-15.	[IF LIVING WITH PARENTS] Which of your parents do you live with? BOTH ..... 1 MOTHER, STEP-MOTHER OR FEMALE GUARDIAN .. 2 FATHER, STEP-FATHER OR MALE GUARDIAN .... 3 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth	Q87-1 DE-14 <> 1,-8
YDWAGE Principal wage earner in household	DE-16.	Who is the principal wage earner in the household? BOTH MOTHER/STEP-MOTHER AND FATHER/STEP-FATHER .. 1 MOTHER, STEP-MOTHER, OR FEMALE GUARDIAN ..... 2 FATHER, STEP-FATHER, OR MALE GUARDIAN ..... 3 RESPONDENT, OR RESPONDENT AND SPOUSE ..... 4 OTHER ..... 5 NO WAGE EARNER ..... 6 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth	Q87-1
Lease/owner of house	DE-16A.	[IF NEITHER MOTHER OR FATHER IS PRINCIPAL WAGE EARNER] Who owns or rents the house you are living in? _____	(New) '86 ACOMS			All Youth	Q87-1 Q87-2 - [NOT USED]
YDOWNREL Relationship to lease holder	DE-17. version-1	What relationship to you is the person who is the head of household in the house or apartment you are living in? SIBLING ..... 1 UNCLE ..... 2 AUNT ..... 3 COUSIN ..... 4 GRANDFATHER ..... 5 GRANDMOTHER ..... 6 SPOUSE ..... 7 NON-RELATIVE ..... 8 RESPONDENT ..... 9 OTHER RELATIVE _____..... 91* REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth	Q87-1 [DE-14 <> 2] AND [DE-14 <> -7,-8] AND [DE-15 <> -7,-8] AND [DE-26 <> -7,-8]
YDOWNOS*							DE-17 <> 91*

MODULE: Demographics

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
	DE-17. What relationship to you is the person who is the head of household in the house or apartment you are living in? [USE CODE CLOSEST TO TOP OF LIST] BROTHER ..... 10 SISTER ..... 11 UNCLE ..... 2 AUNT ..... 3 COUSIN ..... 4 GRANDFATHER ..... 5 GRANDMOTHER ..... 6 SPOUSE ..... 7 NON-RELATIVE ..... 8 RESPONDENT ..... 9 OTHER RELATIVE _____ ..... 91 REFUSED ..... -7 DON'T KNOW ..... -8		DE-17 Changes in codes		All Youth	Q87-2 [DE-14 = 1, 2, 4] OR [DE-14A = 1, 2, 4]
	DE-18. What is their relationship to you? SIBLING ..... 1 AUNT ..... 2 UNCLE ..... 3 COUSIN ..... 4 GRANDPARENTS[S] ..... 5 STEP-PARENT[S] ..... 6 OTHER RELATIONSHIP ..... 7 NO RELATIONSHIP ..... 8 REFUSED ..... -7 DON'T KNOW ..... -8					Q87-1 to Q87-2 - [NOT USED]
YDEDOTH	DE-19A. What was the highest grade or level of education that (PERSON in DE-17) completed? LESS THAN 8TH GRADE ..... 07 8TH GRADE ..... 08 9TH GRADE ..... 09 10TH GRADE ..... 10 11TH GRADE ..... 11 12TH GRADE ..... 12 1ST YEAR OF 4-YEAR COLLEGE(FR) ..... 13 2ND YEAR OF 4-YEAR COLLEGE(SO) 14	'86 YATS Adaptation	2, 4, 9		All Youth Parents	Q87-1 to Q87-2 DE-17 <> 1-8, 10, 11, 91, -7, -8]

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
	DE-19A.cont. 4TH YEAR OF 4-YEAR COLLEGE(SR) ..... 16 5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 17 2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 18 3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 19 MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL ..... 20 1ST YEAR OF JR. OR COMMUNITY COLLEGE ..... 21 2ND YEAR OF JR. OR COMMUNITY COLLEGE ..... 22 1ST YEAR OF VOC., BUS. OR TRADE SCHOOL ..... 23 2ND YEAR OF VOC., BUS. OR TRADE SCHOOL ..... 24 MORE THAN 2 YEARS VOC., BUS. OR TRADE SCHOOL ..... 25 REFUSED ..... -7 DON'T KNOW ..... -8					
YDEDDAD Father education level completed	DE-19, version-1 What was the highest grade or level of education that your father completed? LESS THAN 8TH GRADE ..... 07 8TH GRADE ..... 08 9TH GRADE ..... 09 10TH GRADE ..... 10 11TH GRADE ..... 11 12TH GRADE ..... 12 1ST YEAR OF 4-YEAR COLLEGE(FR) ..... 13 2ND YEAR OF 4-YEAR COLLEGE(SO) ..... 14 3RD YEAR OF 4-YEAR COLLEGE(JR) ..... 15 4TH YEAR OF 4-YEAR COLLEGE(SR) ..... 16 5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 17 2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 18 3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 19 MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL 20				All Youth	Q87-1

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
	DE-19.cont. version-1 1ST YEAR OF JR. OR COMMUNITY COLLEGE ..... 21 2ND YEAR OF JR. OR COMMUNITY COLLEGE ..... 22 1ST YEAR OF VOC., BUS., OR TRADE SCHOOL ..... 23 2ND YEAR OF VOC., BUS., OR TRADE SCHOOL ..... 24 MORE THAN 2 YEARS VOC., BUS., OR TRADE SCHOOL ..... 25 REFUSED ..... -7 DON'T KNOW ..... -8					
YDEDDAD Father education level completed	DE-19. version-2 What was the highest grade or level of education that your (father/step-father) completed? LESS THAN 8TH GRADE ..... 07 8TH GRADE ..... 08 9TH GRADE ..... 09 10TH GRADE ..... 10 11TH GRADE ..... 11 12TH GRADE ..... 12 1ST YEAR OF 4-YEAR COLLEGE(FR) ..... 13 2ND YEAR OF 4-YEAR COLLEGE(SO) ..... 14 3RD YEAR OF 4-YEAR COLLEGE(JR) ..... 15 4TH YEAR OF 4-YEAR COLLEGE(SR) ..... 16 5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 17 2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 18 3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 19 MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL ..... 20 1ST YEAR OF JR. OR COMMUNITY COLLEGE ..... 21 2ND YEAR OF JR. OR COMMUNITY COLLEGE ..... 22 1ST YEAR OF VOC., BUS., OR TRADE SCHOOL ..... 23 2ND YEAR OF VOC., BUS., OR TRADE SCHOOL ..... 24 MORE THAN 2 YEARS VOC., BUS., OR TRADE SCHOOL ..... 25 REFUSED ..... -7 DON'T KNOW ..... -8				All Youth	Q87-2

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YDDADLFS father currently does	DE-20. version-1 Is your father now... working full-time, ... 1 working part-time, ... 2 unemployed, ... 3 retired, ... 4 taking care of a family at home, or ..... 5 in the military? ..... 6 DECEASED ..... 7 OTHER ..... 8 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth	Q87-1
YDDADLFS father currently does	DE-20. version-2 Is your (father/step-father) now... working full-time, ... 1 working part-time, ... 2 unemployed, ... 3 retired, ... 4 taking care of a family at home, or ..... 5 in the military? ..... 6 DECEASED ..... 7 OTHER ..... 8 REFUSED ..... -7 DON'T KNOW ..... -8				All Youth	Q87-2
YDDADBR Father's branch of service	DE-21. version-1 [IF FATHER IN MILITARY] In which branch of the military is your father currently serving? AIR FORCE ..... 1 ARMY ..... 2 COAST GUARD ..... 3 MARINES ..... 4 NAVY ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	All Youth	Q87-1 DE-20 <> 6

MODULE: Demographics

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YDDADBR Father's branch of service	DE-21. version-2	In which branch of the military is your (father/step-father) currently serving? AIR FORCE ..... 1 ARMY ..... 2 COAST GUARD ..... 3 MARINES ..... 4 NAVY ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8				All Youth	Q87-2
Father ever had FT job	DE-22.	[IF FATHER NOT WORKING FULL-TIME] Did your father ever hold a full-time job? YES ..... 1 NO 2	(New) '86 ACOMS			All Youth	Q87-1 to Q87-2 - [NOT USED]
Father's business or industry in full-time job	DE-23.	What kind of business or industry did your father work for most of the time he held a full-time job? Describe the nature of the business at the location where he was employed. For example, was it a hospital, a newspaper, a mail order house, an auto engineering plant, a breakfast cereal manufacturing plant? ----------	(New) '86 ACOMS			All Youth	Q87-1 to Q87-2 - [NOT USED]
Father's job title	DE-24.	What was his job title? Examples are registered nurse, personnel manager, supervisor of order department, gasoline engine assembler, grinder operator. ----------	(New) '86 ACOMS			All Youth	Q87-1 to Q87-2 - [NOT USED]
Father's main duties	DE-25.	What were his main activities or duties? Examples are patient care, directing hiring policies, supervising order clerks, assembling engines, operating grinding mill. ----------	(New) '86 ACOMS			All Youth	Q87-1 to Q87-2 - [NOT USED]

MODULE: Demographics

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YDEDMOM Mother education level completed	DE-26. What was the highest grade or level of education version-1 that your mother completed? LESS THAN 8TH GRADE ..... 07 8TH GRADE ..... 08 9TH GRADE ..... 09 10TH GRADE ..... 10 11TH GRADE ..... 11 12TH GRADE ..... 12 1ST YEAR OF 4-YEAR COLLEGE(FR) ..... 13 2ND YEAR OF 4-YEAR COLLEGE(SO) ..... 14 3RD YEAR OF 4-YEAR COLLEGE(JR) ..... 15 4TH YEAR OF 4-YEAR COLLEGE(SR) ..... 16 5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 17 2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 18 3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 19 MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL ..... 20 1ST YEAR JR. OR COMMUNITY COLLEGE ..... 21 2ND YEAR JR. OR COMMUNITY COLLEGE ..... 22 1ST YEAR OF VOC., BUS., OR TRADE SCHOOL ..... 23 2ND YEAR OF VOC., BUS., OR TRADE SCHOOL ..... 24 MORE THAN 2 YEARS VOC., BUS., OR TRADE SCHOOL ..... 25 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		2, 4, 6, 9	All Youth	Q87-1

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YDEDMOM Mother education level completed	DE-26. version-2 What was the highest grade or level of education that your (mother/step-mother) completed? LESS THAN 8TH GRADE ..... 07 8TH GRADE ..... 08 9TH GRADE ..... 09 10TH GRADE ..... 10 11TH GRADE ..... 11 12TH GRADE ..... 12 1ST YEAR OF 4-YEAR COLLEGE(FR) ..... 13 2ND YEAR OF 4-YEAR COLLEGE(SO) ..... 14 3RD YEAR OF 4-YEAR COLLEGE(JR) ..... 15 4TH YEAR OF 4-YEAR COLLEGE(SR) ..... 16 5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 17 2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 18 3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 19 MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL ..... 20 1ST YEAR JR. OR COMMUNITY COLLEGE ..... 21 2ND YEAR JR. OR COMMUNITY COLLEGE ..... 22 1ST YEAR OF VOC., BUS., OR TRADE SCHOOL ..... 23 2ND YEAR OF VOC., BUS., OR TRADE SCHOOL ..... 24 MORE THAN 2 YEARS VOC., BUS., OR TRADE SCHOOL ..... 25 REFUSED ..... -7 DON'T KNOW ..... -8				All Youth	Q87-2

MODULE: Demographics

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YDMOMLFS What mother currently does	DE-27. version-1 Is your mother now... working full-time, ... 1 working part-time, ... 2 unemployed, ... 3 retired, ... 4 taking care of a family at home, or ..... 5 in the military? ..... 6 DECEASED ..... 7 OTHER ..... 8 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth	Q87-1
YDMOMLFS What mother currently does	DE-27. version-2 Is your (mother/step-mother) now... working full-time, ... 1 working part-time, ... 2 unemployed, ... 3 retired, ... 4 taking care of a family at home, or ..... 5 in the military? ..... 6 DECEASED ..... 7 OTHER ..... 8 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth	Q87-2
Mother's branch of service	DE-28. [IF MOTHER IN MILITARY] In which branch of the service is your mother currently serving? Army ..... 1 Air Force ..... 2 Navy ..... 3 Marines ..... 4 Coast Guard 5	(New) '86 ACOMS			All Youth	Q87-1 to Q87-2 - [NOT USED]

MODULE: Demographics

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
PDINCOME Total income from all sources	DE-29.	I am going to read you some income categories and ask you to choose the letter of the alphabet associated with the category that best describes your total family income for the year 1985. Include all sources of income in your response. Please tell me only the letter. A-Less than $5,000 ..... 1 B-$5,001 to $10,000 ..... 2 C-$10,001 to $20,000 ..... 3 D-$20,001 to $30,000 ..... 4 E-$30,001 to $40,000 ..... 5 F-$40,001 to $50,000 ..... 6 G-$50,001 and above ..... 7 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	All Youth Parents	Q87-1 to Q87-2
PDMILSER Armed Forces service	DE-30.	Have you ever served in the United States Armed Forces? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	All Youth Parents	Q87-1 to Q87-2
PDMILBMM PDMILBYY* Mo/Yr Military service began	DE-31.	[IF SERVED IN MILITARY] What month and year did you begin military service? _____/_____ month year* REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	All Youth Parents	Q87-1 to Q87-2 DE-30=2,-7,-8 PDMILBMM=-7,-8*
PDMILNOW Currently in the Armed Forces	DE-32.	Are you still in the Armed Forces? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	Parents	Q87-1 to Q87-2 DE-30=2,-7,-8

MODULE: Demographics

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
PDMILEMM PDMILEYY* Mo/yr finished Armed Forces service	DE-33.	What month and year (did/will) you finish serving in the Armed Forces? _____/_____ MONTH YEAR* REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	Parents	Q87-1 to Q87-2 DE-30=2,-7,-8 PDMILEMM=-7,-8*
PDMILBR Service branch of Armed Forces	DE-34.	In which branch of the Armed Forces (did you serve/are you serving)? Army ..... 1 Navy ..... 2 Marines ..... 3 Air Force ..... 4 Coast Guard ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		3	Parents	Q87-1 to Q87-2 DE-30=2,-7,-8
PDCOMP ROTC or ARNG unit	DE-35.	Were you part of the Reserve Officers Training Corps (ROTC) a National Guard unit or the Army Reserves? YES, ROTC ..... 1 YES, NATIONAL GUARD ..... 2 YES, ARMY RESERVES ..... 3 NO ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	Parents	Q87-1 to Q87-2 DE-30=2,-7,-8
YDROTCEV ROTC service	DE-36.	Did you ever participate in a Reserve Officer's Training Corps [ROTC] course? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 3, 4, 9	All Youth	Q87-1 to Q87-2 PE-15A = 2, -7

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YDROTCJS JR/SR ROTC	DE-37.	[IF YES TO ROTC] Was that Junior ROTC in high school or Senior ROTC in college? JUNIOR [IN HIGH SCHOOL] ..... 1 SENIOR [IN COLLEGE] ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 3, 4, 9	All Youth	Q87-1 to Q87-2 DE-36 <> 1
YDROTCBR Branch of ROTC	DE-38.	[IF YES TO ROTC] Was that Army ROTC, Air Force ROTC or Navy ROTC? ARMY ..... 1 AIR FORCE ..... 2 NAVY ..... 3 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 3, 4, 9	All Youth	Q87-1 to Q87-2 DE-37 <> 2
YDCOUNTY County	DE-39.	What is the name of the county in which you live? ---------- REFUSED ..... -7 DON'T KNOW ..... -8			2, 4, 9	All Youth	Q87-1 to Q87-2 YUTHNUM = 1
YDCITY City	DE-40.	What is the name of the city in which you live? ---------- REFUSED ..... -7 DON'T KNOW ..... -8			2, 4, 9	All Youth	Q87-1 to Q87-2 YUTHNUM = 1

MODULE: Demographics

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YDZIP	DE-41.	What is your zip code?			2, 4, 9	All Youth	Q87-1 to Q87-2
Zip code		----------					YUTHNUM = 1
		REFUSED ..... -7					
		DON'T KNOW ..... -8					
YDSSN	DE-42.	Now I need to record your Social Security Number. We are asking for this number for use in another study to determine if the ideas we have been discussing are related to whether or not someone enlists in a military service. Let me remind you that your answers are voluntary and will be completely confidential. Under no circumstances will your identity be made known to anyone in the military.			2, 4, 9	All Youth	Q87-1 to Q87-2
Social Security Number		----------					
		DOES NOT HAVE SSN 0					
		REFUSED ..... -7					
		DON'T KNOW ..... -8					

ACOMS QUESTION BANK - Q87-2

Destroy when replaced by Q87-3

Module: Tracking

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
	TRINTRO.	It is possible that we will call again sometime in the future to obtain some updated information from you. I'd like to ask you a few questions that will help us to recontact you at a later date.				Longitudinal Sample	Q87-1 to Q87-2 [LONGSAMP () 1] OR [YUTHNUM () TARGYUTH]
YTRPNAME Name phone listed	TR-1.	In what name is this phone number, area code (AREA CODE AND NUMBER), listed? _____ NOT LISTED ..... 0 REFUSED ..... -7 DON'T KNOW ..... -8					
YTRPSAME Same phone in one year	TR-2.	If we were to recontact you one year from now, do you expect that we could reach you at this same telephone number? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8				Longitudinal Sample	Q87-1 to Q87-2 [LONGSAMP () 1] OR [YUTHNUM () TARGYUTH]
YTRPREAS YTRPOTH Why not	TR-3.	[IF NOT REACHABLE AT SAME NUMBER IN ONE YEAR] Why is that? MOVING ..... 1 NUMBER BEING CHANGED ..... 2 OTHER (SPECIFY) _____ ..... 91 REFUSED ..... -7 DON'T KNOW ..... -8				Longitudinal Sample	Q87-1 to Q87-2 [LONGSAMP () 1] OR [YUTHNUM () TARGYUTH] OR [TR-2 () 2]
YTRMOVMM YTRMOVYY When moving	TR-4.	[IF MOVING] When do you expect to be moving? _____ (MM/YY) REFUSED ..... -7 DON'T KNOW ..... -8				Longitudinal Sample	Q87-1 to Q87-2 [LONGSAMP () 1] OR [YUTHNUM () TARGYUTH] OR [TR-2 () 2] OR [TR-3 () 1]

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YTRMADDR YTRMCITY YTRMST YTRMZIP Address moving	TR-5.	[IF MOVING] To what address will you be moving? STREET: _____ CITY: _____ STATE: _____ ZIP: _____ REFUSED ..... -7 DON'T KNOW ..... -8				Longitudinal Sample	Q87-1 to Q87-2 [LONGSAMP () 1] OR [YUTHNUM () TARGYUTH] OR [TR-3 () 1]
YTRPMM YTRPYY When number change	TR-6.	[IF NUMBER BEING CHANGED] When do you expect your telephone number to be changed? _____ (MM/YY) REFUSED ..... -7 DON'T KNOW ..... -8				Longitudinal Sample	Q87-1 to Q87-2 [LONGSAMP () 1] OR [YUTHNUM () TARGYUTH] OR [TR-2 = 1, -7, -8] OR [TR-3 = 91, -7, -8]
YTRPKNOW Know new number	TR-7.	[IF NUMBER BEING CHANGED OR MOVING] Do you know what your new telephone number will be? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8				Longitudinal Sample	Q87-1 to Q87-2 [LONGSAMP () 1] OR [YUTHNUM () TARGYUTH] OR [TR-3 () 1,2]
YTRPAREA YTRPEXCH YTRPLOCL New number	TR-8.	[IF NEW NUMBER KNOWN] What is that new number? _____ (AREA) EXCH - LOCL REFUSED ..... -7 DON'T KNOW ..... -8				Longitudinal Sample	Q87-1 to Q87-2 [LONGSAMP () 1] OR [YUTHNUM () TARGYUTH] OR [TR-7 () 1]

MODULE: Tracking

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YTRWPHON Have work number	TR-9.	Do you have a work telephone number where you could be reached a year from now? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8				Longitudinal Sample	Q87-1 to Q87-2 [LONGSAMP () 1] OR [YUTHNUM () TARGYUTH]
YTRWAREA YTRWEXCH YTRWLOCL Work number	TR-10.	[IF WORK NUMBER AVAILABLE] What is that number? _____ (AREA) EXCH - LOCL REFUSED ..... -7 DON'T KNOW ..... -8				Longitudinal Sample	Q87-1 to Q87-2 [LONGSAMP () 1] OR [YUTHNUM () TARGYUTH] OR [TR-9 () 1]
YTRWNAME YTRWADDR YTRWCITY YTRWST YTRWZIP Employer's name and address	TR-11.	[IF EMPLOYED] What is your employer's name and address? COMPANY NAME: _____ STREET: _____ CITY: _____ STATE: _____ ZIP: _____ REFUSED ..... -7 DON'T KNOW ..... -8				Longitudinal Sample	Q87-1 to Q87-2 [LONGSAMP () 1] OR [YUTHNUM () TARGYUTH] OR [TR-9 () 1]

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YTR1FNAM YTR1LNAM YTR1ADDR YTR1CITY YTR1ST YTR1ZIP YTR1AREA YTR1EXCH YTR1LOCL First friend or family member	TR-12. Please give me the name, address, and telephone number of two friends or family members who are most likely to know how to reach you a year from now. NAME: _____ STREET: _____ CITY: _____ STATE: _____ ZIP: _____ PHONE: _____				Longitudinal Sample	Q87-1 to Q87-2 REFER TO ANNOTATED HARD COPY QUESTIONNAIRE
YTR2FNAM YTR2LNAM YTR2ADDR YTR2CITY YTR2ST YTR2ZIP YTR2AREA YTR2EXCH YTR2LOCL Second friend or family member	TR-12A. [PROBE: And the second person's name, address, and telephone number?] NAME: _____ STREET: _____ CITY: _____ STATE: _____ ZIP: _____ PHONE: _____ REFUSED ..... -7 DON'T KNOW ..... -8					Q87-1 to Q87-2 REFER TO ANNOTATED HARD COPY QUESTIONNAIRE

ACOMS QUESTION BANK - Q87-2

Destroy when replaced by Q87-3

Module: Parental Location

MODULE: Parental Location Information

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YPARFNAM YPARLNAM YPARAREA YPAREXCH YPARLOCL	PL-1. version-1 We would like to interview your (PARENT) regarding (his/her) thoughts about future plans and possibilities for you. Please give me (his/her) name and telephone number. _____ Name (___) (___) - (____) AREA EXCHANGE LOCAL				Target Youth	Q87-1 [YUTHNUM <> TARGYUTH] OR [DE-20=7 AND PSEXSAMP=1] OR [DE-27=7 AND PSEXSAMP=2]
	PL-INTRO. version-2 We would like to interview (your PARENT/either your PARENT or your step-PARENT) about influence (he/she) may have had on your future plans.		PL-1		Target Youth	Q87-2 [YUTHNUM <> TARGYUTH] OR [DE-20=7 AND PSEXSAMP=1] OR [DE-27=7 AND PSEXSAMP=2]
YPARDEC	PL-1A. version-2 We want to interview the person whose opinion means the most to you when you make important decisions. Would that person be your (PARENT) or your step-(PARENT)? PARENT ..... 1 STEP-PARENT ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8		PL-1		Target Youth	Q87-2 [YUTHNUM <> TARGYUTH] OR [DE-20=7 AND PSEXSAMP=1] [DE-27=7 AND PSEXSAMP=2] [DSEXSAMP = 1 AND DE-14(Ver.2 <> 2,4] OR [PSEXSAMP = 2 AND DE-14A <> 2,4]
YPARFNAM YPARLNAM YPARAREA YPAREXCH YPARLOCL	PL-1B. version-2 Please give me (his/her) name and telephone number. _____ (NAME) (___) (____) - (____) AREA EXCHANGE LOCAL		PL-1		Target Youth	Q87-2 [YUTHNUM <> TARGYUTH] OR [DE-20=7 AND PSEXSAMP=1] OR [DE-27=7 AND PSEXSAMP=2]

MODULE: Parental Location Information

ACOMS QUESTION BANK - Q87-2
Destroy when replaced by Q87-3

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	ACOMS Usage and Missing if:
YPARIMP Importance of parent's influence in military service decision	PL-2. version-1 Think now about the possibility of joining the Armed Services in the future. How important is your (PARENT'S) advice in your decision about serving in the military? Is it... very important, ... 1 somewhat important, ... 2 neither important nor unimportant, .. 3 somewhat unimportant, or ..... 4 very unimportant? ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8			4, 6, 9	Target Youth	Q87-1 [YUTHNUM <> TARGYUTH] OR [DE-20=7 AND PSEXSAMP=1] OR [DE-27=7 AND PSEXSAMP=2]

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-2 (Jan, Feb, and Mar 87)

Module: Household Screener

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Household Screener

Screen Name: SC-1 Question Bank #:SC1
Variables: Ranges: Change Code: W
PHONVER 1,2,3
Sub-Population: All phone numbers called

Screen Name: SC-2 Question Bank #:SC2
Variables: Ranges:
PHONUSE 1,2,3,-7,-8
Sub-Population: All correct phone numbers
[PHONVER (SC-1) EQ 1]

Screen Name: SC-3 Question Bank #:SC3
Variables: Ranges:
PHONLOC 1,2,3,-7,-8
Sub-Population: Correct phone numbers used for both home and business
[PHONUSE (SC-2) EQ 2]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Household Screener

SC-1. Hello, this is (YOUR NAME).
I am calling from Westat, a research firm near Washington, D.C. We are conducting a survey for the U.S. Government about people's plans for the future and their reaction to Armed Forces advertisting.

First, I'd like to make sure I've dialed correctly. Is this area code (AREA CODE AND NUMBER)?

[ASK TO SPEAK WITH ADULT HOUSEHOLD MEMBER IF PERSON ANSWERING TELEPHONE SOUNDS LIKE A YOUTH.]

YES	1	(SC-2)
NO	2	(TERM1, MAX OF 2 CALLS)
GO TO RESULT	3	

SC-2. We are calling a random sample of telephone numbers in connection with this study, and we need to know what type of number this is.
Is this phone number for...

home use, ...	1	(SC-4D)
business and home use, or.	2	(SC-3)
business use only?	3	(TERM346, CODE NON-RESIDENTIAL)
REFUSED	-7	(TERM2, CODE INITIAL REFUSAL)
DON'T KNOW	-8	(SCKNOW)

SC-3. Is this phone located in a home or in a business?

HOME	1	(SC-4D)
BOTH	2	(SC-4D)
BUSINESS	3	(TERM346, CODE NON-RESIDENTIAL)
REFUSED	-7	(TERM2, CODE INITIAL REFUSAL)
DON'T KNOW	-8	(SCKNOW)

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Household Screener

Screen Name: SC-4D Question Bank #: SC4D
Variables: Ranges:
RESPINHH 1,2,-7,-8
Sub-Population: Correct phone numbers for home or both home and business use
[PHONUSE (SC-2) EQ 1] OR
[PHONLOC (SC-3) EQ 1,2]

Screen Name: SC-5 Question Bank #: SC5
Variables: Ranges: Change Code:A
ADULTTOT 1-10, -7, -8
YOUTHTOT 1-10, -7, -8
Sub-Population: Correct phone numbers with household member on the line
[RESPINHH (SC-4D) EQ 1]

SC-4D. Are you a member of this household?

YES	1	(SC-5)
NO	2	(SCKNOW)
REFUSED	-7	(TERM2, CODE INITIAL REFUSAL)
DON'T KNOW	-8	(SCKNOW)

SC-5. We have a few questions to see if anyone in your household will be included in this survey.

How many people aged 25 or older live in your household?

NUMBER OF PEOPLE .....___

How many people between the ages of 13 and 24 live in your household?

NUMBER OF PEOPLE	___	(CATI CHECK #SC1)
NONE	00	(SC-4B)
REFUSED	-7	(TERM7, CODE INITIAL REFUSAL)
DON'T KNOW	-8	(SCKNOW)

CATI CHECK #SC1: IS THERE MORE THAN ONE HOUSEHOLD MEMBER 13 THROUGH 24? [SC-5 > 1]		
YES	1	(SC-7)
NO	2	(SC-6)

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Household Screener

Screen Name:	SC-6	Question Bank #:SC6
Variables:	Ranges:	
MALEFEM	1,2,-7,-8	
Sub-Population:	Correct phone number and household member on the line and there is only one person in household age 13 through 24 [YOUTHTOT (SC-5) EQ 1]	

Screen Name:	SC-7	Question Bank #:SC7
Variables:	Ranges:	
MALETOT	1-10, -7, -8	
Sub-Population:	Correct phone number and household member on the line and there is at least one person in the household age 13 through 24 [YOUTHTOT (SC-5) GE 1]	
	FEMTOT computed from YOUTHTOT and MALETOT	

SC-6. Is this person male or female?

MALE	1	(CATI CHECK #SC1A, CODE *MALETOT* AS 01; CODE *FEMTOT* AS 00
FEMALE	2	(CATI CHECK #SC1A, CODE *MALETOT* AS 00; CODE *FEMTOT* AS 01
REFUSED	-7	(TERM7, CODE INITIAL REFUSAL)
DON'T KNOW	-8	(SCKNOW)

SC-7. Of these (NUMBER FROM SC-5) 13 to 24 year olds, how many are male and how many are female?

NUMBER OF MALES	__	(CATI CHECK SC1A2)
NUMBER OF FEMALES	__	(CATI CHECK SC1A2)
NONE	00	
REFUSED	-7	(TERM7, CODE INITIAL REFUSAL)
DON'T KNOW	-8	(SCKNOW)

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Household Screener

CATI CHECK #SC1A2: IS THE NUMBER OF MALES AND NUMBER OF FEMALES EQUAL TO THE TOTAL NUMBER OF 13-24 YEAR OLDS?

YES..... 1 (CATI CHECK #SC1A)
NO..... 2 (TERM7, CODE PROBLEM)

#SC1A: ARE THERE ANY 13-24 YEAR OLD MALES IN THE HOUSEHOLD?
[SC-7 > 0]

YES ..... 1 (CATI CHECK #SC1D)
NO ..... 2 (CATI CHECK #SC1B)

#SC1B: ARE THERE ANY 13-24 YEAR OLD FEMALES IN THE HOUSEHOLD?
[SC-7A > 0]

YES ..... 1 (CATI CHECK #SC1D)
NO 2 (SC4B)

#SC1D: IS THE HOUSEHOLD IN THE FEMSAMP?

YES ..... 1 (CONF, ENUMERATE RESPONDENT, THEN MALES, THEN FEMALES)
NO ..... 2 (CONF, ENUMERATE RESPONDENT, THEN MALES)

[RESPONDENT NAME AND AGE ENUMERATED, THEN MALES, THEN FEMALES]

CONF. Your answers to this survey are voluntary and confidential. The information you give us will only be used in connection with information about many other young adults. Neither your name nor any identifying information will appear on any report of this study.

While you may choose not to answer any question, this research is authorized by law, and the information you give us is protected by an Act of Congress called the Privacy Act of 1974.

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Household Screener

Screen Name: SC-7B Question Bank #:SC7B
Variables: Ranges:
ERSPAGE 1,2,-7,-8
Sub-Population: Screener respondents
[YUTHNUM EQ 1]

Screen Name: SC-8A Question Bank #:SC8A
Variables: Ranges:
EFNAM
Sub-Population: Enumerated persons, that is, screener respondents and other youth in the household age 13 through 24

Screen Name: SC-8 Question Bank #:SC8
Variables: Ranges:
EFNAM
Sub-Population: Enumerated persons, that is, screener respondents and other youth in the household age 13 through 24

SC-7B. Are you 13 to 24 years old?

YES	1	(SC-8A)
NO	2	(CATI CHECK #SC3)
REFUSED	-7	(TERM8, CODE INITIAL REFUSAL)
DON'T KNOW	-8	(SCKNOW)

SC-8A. Please give me your first name.

_____ (SC-9)
FIRST NAME

REFUSED	(TERM8, CODE INITIAL REFUSAL)
DON'T KNOW	(SCKNOW)

SC-8. (Not counting yourself), please give me the first name of (each/the/the oldest) (male/female) in your household between 13 and 24. (RECORD ALL NAMES IN GRID BELOW.) (SC-9)

1.

2.

3.

4.

5.

REFUSED	-7	(TERM8, CODE INITIAL REFUSAL)
DON'T KNOW	-8	(SCKNOW)

SC-9. What is (your/PERSON'S) date of birth?

MONTH _____ DAY _____ YEAR 19 _____ (CATI CHECK # SC2A)

01 = JANUARY	07 = JULY
02 = FEBRUARY	08 = AUGUST
03 = MARCH	09 = SEPTEMBER
04 = APRIL	10 = OCTOBER
05 = MAY	11 = NOVEMBER
06 = JUNE	12 = DECEMBER

REFUSED ..... -7 (SC-10)
DON'T KNOW ..... -8 (SC-10)

SC-10. How old (are you/is PERSON)?

AGE _____ (CATI CHECK #SC2A)
REFUSED ..... -7 (SC-10A)
DON'T KNOW ..... -8 (SC-10A)

SC-10A. (Are you/Is PERSON) 13 to 15 years old, 16 to 20 years old, 21 to 24 years old or some other age?

13 TO 15	1	(CATI CHECK #SC2A)
16 TO 20	2	(CATI CHECK #SC2A)
21 TO 24	3	(CATI CHECK #SC2A)
SOME OTHER AGE	4	(CATI CHECK #SC2A)
REFUSED	-7	(TERM8, CODE INITIAL REFUSAL)
DON'T KNOW	-8	(SCKNOW)

Screen Name: SC-9 Question Bank #:SC9

Variables: Ranges:

EDOBMM 01-12,-7,-8

Sub-Population: Enumerated persons with first name given
[EFNAM (SC-8A, SC-8) NE -7,-8,-1]

EDOBDD 01-31,-7,-8

EDOBYY 62-74,-7,-8

Sub-Population: Enumerated persons for whom the screener respondent gave a month of birth
[EDOBMM (SC-9) NE -7,-8,-1]

Screen Name: SC-10 Question Bank #:SC10

Variables: Ranges:

EAGE

Sub-Population: Enumerated persons for whom the respondent did not give a complete date of birth
[EDOBMM (SC-9) EQ -7,-8,-1] OR
[EDOBDD (SC-9) EQ -7,-8,-1] OR
[EDOBYY (SC-9) EQ -7,-8,-1]

Screen Name: SC-10A Question Bank #:SC10A

Variables: Ranges:

E13TO24 1-4,-7,-8

Sub-Population: Enumerated persons for whom the respondent did not give a date of birth or age
[EAGE (SC-10) EQ -7,-8]

Screen Name:	SC-10B	Question Bank #:SC10B
Variables:	Ranges:	
ESEX	1,2,-7,-8	
Sub-Population:	Enumerated persons	

Screen Name:	SC-10C	Question Bank #:SC10C
Variables:	Ranges:	
ENUMORE	1,2,-7,-8	
Sub-Population:	Enumerated persons, last on the list of names in SC-8	

```
CATI CHECK #SC2A:     IS CURRENT ENUMERATION FOR THE
                      RESPONDENT?

                      YES ......  1 (SC-10B)
                      NO .......  2 (CATI CHECK #SC3)
```

SC-10B. [ASK IF NOT OBVIOUS] What is your sex?

```
MALE ..................  1 (CATI CHECK #SC3)
FEMALE ................  2 (CATI CHECK #SC3)
REFUSED ............... -7 (TERM8, CODE
                            INITIAL REFUSAL)
DON'T KNOW ............ -8 (SCKNOW)
```

```
CATI CHECK #SC2B: IF RESPONDENT IS FEMALE AND HOUSEHOLD
                  IS NOT IN FEMSAMP, FLAG RESPONDENT AS
                  INELIGIBLE

          #SC3:   IS PERSON BETWEEN 13 AND 24 YEARS?

                  YES ..... 1 (CATI CHECK #SC5)
                  NO ...... 2 (CATI CHECK #SC4)

          #SC4:   FLAG AS INELIGIBLE AND GO TO
                  CATI CHECK #SC6.

          #SC5:   RECORD SEX.

          #SC6:   IS NAME/D.O.B./AGE NEEDED FOR MORE
                  MALES/FEMALES RECORDED IN SC-5?

                  YES ..... 1 (SC-8 FOR NEXT
                                MALE/FEMALE)
                  NO ...... 2 (SC-10C)
```

SC-10C. Are there any more (male youths/youths) between 13 and 24 in your household?

```
YES ..................  1(CATI CHECK #SC6A)
NO ...................  2(CATI CHECK #SC7)
REFUSED ............... -7(TERM8, CODE INITIAL REFUSAL)
DON'T KNOW ............ -8(SCKNOW)
```

Screen Name: SC-10B2 Question Bank #:SC10B
Variables: Ranges:
EMORESEX 1,2,-7,-8
Sub-Population: Females enumerated last
[ENVMORE = 1 AND FEMSAMP = 1]

Screen Name: SC-8B Question Bank #:SC8A
Variables: Ranges:
EFNAM
Sub-Population: Enumerated persons, that is, screener respondents and other youth in the household age 13 through 24

CATI CHECK #SC6A: IS HOUSEHOLD IN FEMSAMP?
YES..... 1 (SC-10B2)
NO..... 2 (SC-8B)

SC-10B2. What is this person's sex?

MALE	1	(SC-8B)
FEMALE	2	(SC-8B)
REFUSED	-7	(TERM8, CODE INITIAL REFUSAL)
DON'T KNOW	-8	(SCKNOW)

SC-8B. What is this person's first name?

_____ (SC-9)

REFUSED.....	-7	(TERM8, CODE INITIAL REFUSAL)
DON'T KNOW.....	-8	(SCKNOW)

CATI CHECK #SC7: ANY MALES/FEMALES 16-24 YEARS?		
YES	1	(CATI CHECK #SC7A FOR RESP, 1ST MALE/FEMALE AGED 16-24)
NO	2	(SC-4B)
CATI CHECK #SC7A: IS PERSON < 17 YEARS?		
YES	1	(SC-13A)
NO	2	(SC-11)

Screen Name: SC-11 Question Bank #:SC11
Variables: Ranges:
EMILACT 1,2,-7,-8
Sub-Population: Enumerated youth, age 17 through 24
[ECALCAGE GE 17 AND ECALCAGE LE 24] OR
[E12TO24 EQ 2,3]

Screen Name: SC-11A Question Bank #:SC11A
Variables: Ranges:
EMILSERV 1,2,-7,-8
Sub-Population: Youth who have served in the military
[EMILACT (SC-11) EQ 1]

Screen Name: SC-12 Question Bank #:SC12
Variables: Ranges:
EMILWAIT 1,2,-7,-8
Sub-Population: Youth who have not served in the military
[EMILACT (SC-11) EQ 2,-7,-8]

Screen Name: SC-13A Question Bank #:SC13A
Variables: Ranges:
EHSDIPL 1-5,-7,-8
Sub-Population: Youth of eligible age and military status
[ECALCAGE EQ 16] OR
[ECALCAGE GE 17 AND ECALCAGE LE 24 AND
EMILACT (SC-11) EQ 2 AND
EMILWAIT (SC-12) EQ 2]

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SC-11. (Have you/Has PERSON) ever been in active military service, the National Guard or the Reserves?

YES	1	(SC-11A)
NO	2	(SC-12)
REFUSED	-7	(SC-12)
DON'T KNOW	-8	(SC-12)

SC-11A. (Are you/Is PERSON) presently serving in the military?

YES	1	(CATI CHECK #SC8)
NO	2	(CATI CHECK #SC8)
REFUSED	-7	(CATI CHECK #SC8)
DON'T KNOW	-8	(CATI CHECK #SC8)

SC-12. (Have you/Has he/Has she) been accepted for service in a branch of the Armed Forces and (are/is) now waiting to go on active duty?

YES	1	(CATI CHECK #SC8)
NO	2	(SC-13A)
REFUSED	-7	(SC-13A)
DON'T KNOW	-8	(SC-13A)

SC-13A. (Do you have/Does he have/Does she have) a regular high school diploma, a GED, an ABE, or some other kind of certificate of high school completion?

REGULAR HIGH SCHOOL DIPLOMA	1	(SC-14)
GED [GENERAL EDUCATIONAL DEVELOPMENT]	2	(SC-14)
ABE [ADULT BASIC EDUCATION] CERTIFICATE [E.G. CORRESPONDENCE, NIGHT SCHOOL]	3	(SC-14)
SOME OTHER KIND OF CERTIFICATE	4	(SC-14)
NONE OF THE ABOVE	5	(SC-14)
REFUSED	-7	(SC-14)
DON'T KNOW	-8	(SC-14)

Screen Name: SC-14 Question Bank #:SC14
Variables: Ranges:
EEDENCUR 1,2,-7,-8
Sub-Population: Youth of eligible age and military status

Screen Name: SC-15 Question Bank #:SC15
Variables: Ranges:
EEDENTYP 01-10,-7,-8
Sub-Population: Youth of eligible age and military status who are currently enrolled in school [EEDENCUR (SC-14) EQ 1]

Screen Name: SC-16 Question Bank #:SC16
Variables: Ranges:
EEDENYRH 9-12,-7,-8
Sub-Population: Youth of eligible age and military status who are currently enrolled in a regular day high school [EEDENTYP (SC-15) EQ 1]

SC-14. (Are you/Is PERSON) currently enrolled in school?

YES	1	(SC-15)
NO	2	(SC-13)
REFUSED	-7	(SC-13)
DON'T KNOW	-8	(SC-13)

SC-15. In what type of school or training program (are you/is he/is she) currently enrolled?

TAKING H.S. COURSES IN REGULAR DAY HIGH SCHOOL	01	(SC-16)
GED OR HIGH SCHOOL EQUIVALENCY PROGRAM	02	(SC-13)
ADULT BASIC EDUCATION [ABE] [H.S. COURSES IN NIGHT SCHOOL OR BY CORRESPONDENCE)	03	(SC-13)
SKILL DEVELOPMENT PROGRAM [E.G. PUBLIC EMPLOYMENT, JOBS, OIC, WIN, CETA]	04	(SC-13)
ON THE JOB TRAINING PROGRAM	05	(SC-13)
APPRENTICESHIP PROGRAM	06	(SC-13)
VOCATIONAL, BUSINESS OR TRADE SCHOOL	07	(SC-13)
2 YEAR JR OR COMMUNITY COLLEGE	08	(SC-17A)
4 (5) YEAR COLLEGE OR UNIVERSITY	09	(SC-17)
SOME OTHER SCHOOL	10	(SC-13)
REFUSED	-7	(SC-13)
DON'T KNOW	-8	(SC-13)

SC-16. (Are you/Is he/Is she) <u>currently</u> enrolled in 9th, 10th, 11th or 12th grade?

9TH	9	(SC-13B)
10TH	10	(SC-13B)
11TH	11	(SC-13B)
12TH	12	(SC-13B)
REFUSED	-7	(SC-13)
DON'T KNOW	-8	(SC-13)

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Screen Name: SC-17 Question Bank #:SC17
Variables: Ranges:
EEDENYRC 1-5,-7,-8
Sub-Population: Youth of eligible age and military status who are currently enrolled in college [EEDENTYP (SC-15) EQ 9]

Screen Name: SC-17A Question Bank #:SC17A
Variables: Ranges: Change Code:A
EEDENYRJ 1, 2, -7, -8
Sub-Population: Youth of eligible age and military status who are currently enrolled in a two-year junior or community college [EEDENTYP (SC-15) EQ 8]

Screen Name: SC-13B Question Bank #:SC13B
Variables: Ranges:
EEDCOVER 1,2,-7,-8
Sub-Population: Youth of eligible age and military status who are currently enrolled in a regular high school or college [EEDENYRH (SC-16) EQ 9,10,11,12] OR [EEDENYRC (SC-17) EQ 1,2,3,4,5]

SC-17. (Are you/Is he/Is she) currently enrolled in (your/his/her) first, second, third, fourth or fifth year of college?

FIRST YEAR [FR]	1	(SC-13B)
SECOND YEAR [SO]	2	(SC-13B)
THIRD YEAR [JR]	3	(SC-13B)
FOURTH YEAR [SR]	4	(SC-13B)
FIFTH YEAR [OF A 5 YEAR COLLEGE]	5	(SC-13B)
REFUSED	-7	(SC-13)
DON'T KNOW	-8	(SC-13)

SC-17A. (Are you/Is he/Is she) currently enrolled in (your/his/her) first or second year of junior or community college?

FIRST YEAR	1	(SC-13B)
SECOND YEAR	2	(SC-13B)
REFUSED	-7	(SC-13)
DON'T KNOW	-8	(SC-13)

SC-13B. So, the highest grade or level of schooling that (you have/he has/she has) completed and received credit for is (the) (college year/high school grade)?

YES	1	(SC-18)
NO	2	(SC-13)
REFUSED	-7	(SC-13)
DON'T KNOW	-8	(SC-13)

Screen Name: SC-13 Question Bank #:SC13
Variables: Ranges:
EEDCOMP 07-25,-7,-8
Sub-Population: Youth of eligible age and military status

Screen Name: SC-18 Question Bank #:SC18
Variables: Ranges:
ELIVADDR 1,2,-7,-8
Sub-Population: Youth of eligible age, military status, and educational level
[EEDCOMP (SC-13) EQ 7,8,...15] OR
[EEDCOMP (SC-13) EQ 16 AND
EEDENYRC (SC-17) EQ 5] OR
[EEDCOMP (SC-13) EQ 21,22,23,24,25]

SC-13. What is the highest grade or level of schooling that (you have/he has/she has) completed and received credit for?

LESS THAN 8TH GRADE	07	(SC-18)
8TH GRADE	08	(SC-18)
9TH GRADE	09	(SC-18)
10TH GRADE	10	(SC-18)
11TH GRADE	11	(SC-18)
12TH GRADE	12	(SC-18)
1ST YEAR OF 4-YEAR COLLEGE [FR]	13	(SC-18)
2ND YEAR OF 4-YEAR COLLEGE [SO]	14	(SC-18)
3RD YEAR OF 4-YEAR COLLEGE [JR]	15	(SC-18)
4TH YEAR OF 4-YEAR COLLEGE [SR]	16	(CATI CHECK #SC8)
5TH YEAR COLLEGE, 1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17	(CATI CHECK #SC8)
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18	(CATI CHECK #SC8)
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19	(CATI CHECK #SC8)
MORE THAN 3 YEARS GRADUATE OR PROFESSIONAL SCHOOL	20	(CATI CHECK #SC8)
1ST YEAR OF JR OR COMMUNITY COLLEGE	21	(SC-18)
2ND YEAR OF JR OR COMMUNITY COLLEGE	22	(SC-18)
1ST YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL	23	(SC-18)
2ND YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL	24	(SC-18)
MORE THAN 2 YEARS OF VOCATIONAL BUSINESS ,OR TRADE SCHOOL	25	(SC-18)
REFUSED	-7	(SC-18)
DON'T KNOW	-8	(SC-18)

SC-18. (Are you/Is PERSON) living at this address?

YES	1	(SC-19)
NO	2	(CATI CHECK #SC7B)
REFUSED	-7	(CATI CHECK #SC8)
DON'T KNOW	-8	(CATI CHECK #SC8)

CATI CHECK #SC7B: IS RESPONDENT CURRENTLY ENROLLED IN IN SCHOOL? [SC-14 = 1,-7,-8]		
YES	1	(SC-18A)
NO	2	(SC-19)

Screen Name: SC-18A Question Bank #:SC18A
Variables: Ranges:
ELIVDORM 1,2,-7,-8
Sub-Population: Youth of eligible age, military status, and educational level who are not living at the location of the phone and who are currently enrolled in school
[ELIVADDR (SC-18) EQ 2 AND
EEDENCUR (SC-14) EQ 1,-7,-8]

Screen Name: SC-19 Question Bank #:SC19
Variables: Ranges:
ERACE 1-4,-7,-8
Sub-Population: Youth of eligible age, military status, educational level, and address
[ELIVADDR (SC-18) EQ 1] OR
[ELIVDORM (SC-18A) EQ 1]

Screen Name: SC-20 Question Bank #:SC20
Variables: Ranges:
EHISP 1,2,-7,-8
Sub-Population: Youth of eligible age, military status, educational level, and address

---

SC-18A. (Are you/Is PERSON) living in undergraduate student housing?

[That is, undergraduate housing that is owned, leased or sponsored by the school (you are/he is/she is) attending?]

YES	1	(SC-19)
NO	2	(CATI CHECK #SC8)
REFUSED	-7	(CATI CHECK #SC8))
DON'T KNOW	-8	(CATI CHECK #SC8)

CATI CHECK #SC8: FLAG AS INELIGIBLE FOR MAIN INTERVIEW AND GO TO CATI CHECK #SC9.

SC-19. Please tell me whether (you are/PERSON is)...

White	1
Black	2
Asian or Pacific Islander, or ...	3
American Indian or Alaskan Native	4
REFUSED	-7
DON'T KNOW	-8

SC-20. (Are you/Is he/Is she) Hispanic?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

Screen Name: SC-21 Question Bank #:SC21
Variables: Ranges:
ELNAM
Sub-Population: Youth eligible for the main interview and youth ages 13, 14, 15

Screen Name: SC-4B Question Bank #:SC4B
Variables: Ranges:
PHONCNTY
Sub-Population: Correct phone numbers with household member on the line

---

CATI CHECK #SC9: ARE THERE ANY MORE MALES/FEMALES 16-24 YEARS?

YES ..... 1 (CATI CHECK #SC7A)
NO .....2 (CATI CHECK #SC10)

CATI CHECK #SC10: ARE THERE ANY (MORE) YOUTHS ELIGIBLE FOR THE MAIN INTERVIEW?

YES 1 (SC-21)
NO 2 (SC-4B)

SC-21. What is (your/PERSON'S) last name?

[We need (your/PERSON's) last name so that if we need to call again to get updated information, we can ask for (you/him/her) by name.]

LAST NAME _____ (CATI CHECK #SC10)

REFUSED ..... -7
DON'T KNOW ..... -8

SC-4B. What county do you live in?

_____
COUNTY
REFUSED..... -7
DON'T KNOW ..... -8

Screen Name: SC-4C Question Bank #:SC4C
Variables: Ranges:
PHONZIP
Sub-Population: Correct phone numbers with household member on the line

---

Screen Name: SC-4E Question Bank #:SC4E
Variables: Ranges:
PHONCITY
Sub-Population: Correct phone numbers with household member on the line and county or zip is missing
[PHONCNTY (SC-4B) EQ -7,-8] OR
[PHONZIP (SC-4C) EQ -7,-8]

Screen Name: SC-35 Question Bank #:SC35
Variables: Ranges:
PHONEOTH 1,2,7,8
Sub-Population: Households with at least one youth eligible for the main interview or a youth age 13-15

SC-4C. What is your zip code?

_____

ZIP CODE
REFUSED..... -7
DON'T KNOW ..... -8

CATI CHECK #SC25A1: IS COUNTY OR ZIP MISSING?
[SC-4B OR SC-4C = -7 OR -8]

YES 1 (SC-4E)
NO ..... 2 (CATI CHECK #SC25A2)

SC-4E. What city do you live in?

_____

CITY
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #SC25A2: ARE THERE ANY ELIGIBLE 16-24 YEAR OLDS OR ANY 13-15 YEAR OLD HOUSEHOLD MEMBERS?

YES..... 1 (SC-35)
NO..... 2 (CATI CHECK #SC26)

SC-35. Are there any telephone numbers in addition to area code (AREA CODE AND NUMBER) in your home?

YES 1 (SC-36)
NO ..... 2 (CATI CHECK #SC25A)
REFUSED ..... -7 (CATI CHECK #SC25A)
DON'T KNOW ..... -8 (CATI CHECK #SC25A)

Screen Name: SC-36 Question Bank #:SC36
Variables: Ranges:
XPHONUSE 1,2,3,-7,-8
Sub-Population: Households with at least one youth eligible for the main interview or a youth age 13-15 and additional telephone numbers in the home [PHONEOTH (SC-35) EQ 1]

Screen Name: SC-36A Question Bank #:SC36A
Variables: Ranges:
XPHONLOC 1,2,3,-7,-8
Sub-Population: Households with youth eligible for further interviews and additional telephone numbers for business and home use [XPHONUSE (SC-36) EQ 2]

SC-36. Is this number for...

home use, ...	1	(CATI CHECK #SC25A)
business and home use, or.	2	(SC-36A)
business use only?	3	(CATI CHECK #SC25A)
REFUSED	-7	(CATI CHECK #SC25A)
DON'T KNOW	-8	(CATI CHECK #SC25A)

SC-36A. Is this phone located in a home or in a business?

HOME	1	(CATI CHECK #SC25A)
BOTH	2	(CATI CHECK #SC25A)
BUSINESS	3	(CATI CHECK #SC25A)
REFUSED	-7	(CATI CHECK #SC25A)
DON'T KNOW	-8	(CATI CHECK #SC25A)

13-15 YEAR OLD TRACKING INFORMATION

CATI CHECK #SC25A: ARE THERE ANY 13 TO 15 YEAR OLD HOUSEHOLD MEMBERS?

YES 1 (SC38)
NO ..... 2 (CATI CHECK #SC26)

Screen Name: SC-38 Question Bank #:SC38

Variables: Ranges:

CONTFNAME
CONTLNAME
CONTADDR
CONTCITY
CONTST
CONTZIP
CONTAREA
CONTEXCH
CONTLOCL

Sub-Population: Phone numbers with at least one household member age 13-15
[BABYFLG EQ 1]

SC-38. Please give me the name, address and telephone number of a friend or family member not at this address who would know how to get in touch with you in case we need to contact you again and have a hard time getting hold of you.

_____ _____
FIRST NAME LAST NAME

_____
STREET NAME, NUMBER & APT. NUMBER

_____ ___ _____
CITY STATE ZIP

___ ___ ____
AREA CODE EXCHANGE LOCAL NUMBER

[GO TO CATI CHECK #SC26]

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CATI CHECK #SC26: ARE THERE ANY PERSONS ELIGIBLE FOR THE MAIN INTERVIEW?
YES ..... 1 (HHCHOOSE)
NO ..... 2 (TERM7, CODE INELIGIBLE)

TERMINATION SCREENS

TERM1 Thank you very much, but I seem to have dialed a wrong number. It is possible that your number will be dialed again at a later time.

REDIAL ..... 1 (RESTART AT INTRO)
NON-WORKING NUMBER [IF NUMBER HAS BEEN DIALED TWICE] . 2

TERM2 Thank you very much, that's all the questions that I have at this time.

TERM38 Thank you for your time and cooperation. Your assistance has been very valuable to our research effort.

TERM346 Thank you very much, that's all the questions I have at this time.

[CODE NON-RESIDENTIAL]

TERM5 Thank you very much for your time. Goodbye.

[ENTER THE RESULT CODE USING THE DEFINITIONS:]

CALLBACK - NO APPOINTMENT 4
CALLBACK - APPOINTMENT ..... 5 (APPT)

TERM6 At this time we are only interviewing in households with 13 to 24 year olds, so I have no further questions for you. The information you have given us is confidential and is protected under an act of Congress called the Privacy Act of 1974. This survey is for research purposes only and is authorized by law in Title 10 USC Sections 503 and 2358. Thank you very much for your cooperation. Good bye.

[CODE NO ELIGIBLE HOUSEHOLD MEMBERS]

ACOMS Annotated Questionnaire
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Module: Household Screener

TERM7 The information you have given us is confidential. This survey is for research on how young adults make career decisions and is authorized by law in Title 10 USC Sections 503 and 2358. Thank you for your time. Good bye.

TERM8 I have no further questions for you at this time. The information you have given us is confidential and is protected under an Act of Congress called the Privacy Act of 1974. This survey is for research purposes only and is authorized by law in Title 10 USC Sections 503 and 2358. Thank you very much for your cooperation. Good bye.

TERM9 Let me remind you that the information you have given us is confidential and is protected under an act of Congress called the Privacy Act of 1974. This survey is for research purposes only and is authorized by law in Title 10, USC Sections 503 and 2358 and Executive Order 9397.

I have no further questions for you at this time, but would you please stay on the line for one moment while I check to see if I need to speak to anyone else in your household.

Thank you very much for your cooperation. Good bye.

RESTART SCREENS

SC-KNOW. Is there another household member at home?

YES	1	(SC-2RI)
NO	2	(TERM5)
REFUSED	-7	
DON'T KNOW	-8	

SC-2RI. Hello, this is (YOUR NAME).
I am calling from Westat, a research firm near Washington, D.C. We are conducting an important national survey for the Federal Government.

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-2 (Jan, Feb, and Mar 87)

Module: Education-Employment

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Education-Employment

Screen Name: EE-2 Question Bank #:EE2
Variables: Ranges:
YHSDIPL 1-5,-7,-8
Sub-Population: All youth

Screen Name: EE-4 Question Bank #:EE4
Variables: Ranges:
YEDCUR 1,2,-7,-8
Sub-Population: All youth

Screen Name: EE-5 Question Bank #:EE5
Variables: Ranges:
YEDLASTM
YEDLASTY
Sub-Population: Youth not currently enrolled in school
[YEDCUR (EE-4) EQ 2,-7,-8]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Education-Employment

EE-INTRO. I have some questions about your educational and employment experiences.

EE-2. Do you have a regular high school diploma, a GED, an ABE, or some other kind of certificate of high school completion?

REGULAR HIGH SCHOOL DIPLOMA	1
GED [GENERAL EDUCATIONAL DEVELOPMENT]	2
ABE [ADULT BASIC EDUCATION] CERTIFICATE [E.G., CORRESPONDENCE, NIGHT SCHOOL]	3
SOME OTHER KIND OF CERTIFICATE	4
NONE OF THE ABOVE	5
REFUSED	-7
DON'T KNOW	-8

EE-4. Are you currently enrolled in school, college, a vocational or technical program, apprenticeship or a job training program?

YES	1	(EE-6)
NO	2	(EE-5)
REFUSED	-7	(EE-5)
DON'T KNOW	-8	(EE-5)

EE-5. In what month and year did you last attend any type of school or training program?

MONTH _____ YEAR 19_____

[USE THE CATEGORIES BELOW FOR MONTH.]

1. JANUARY	7. JULY
2. FEBRUARY	8. AUGUST
3. MARCH	9. SEPTEMBER
4. APRIL	10. OCTOBER
5. MAY	11. NOVEMBER
6. JUNE	12. DECEMBER

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Education-Employment

Screen Name:	EE-6	Question Bank #:EE6
Variables:	Ranges:	
YEDKIND	1-10,-7,-8	
Sub-Population:	Screener respondents currently enrolled in school and youth, who were not screener respondents, who are either in school or out of school [YUTHNUM EQ 01 AND EEDENCUR (SC-14) EQ 1] OR [YUTHNUM NE 01 AND YEDCUR (EE-4) EQ 1,2,-7,-8]	

Screen Name:	EE-6A	Question Bank #:EE6A
Variables:	Ranges:	
YEDENYRH	9-12,-7,-8	
Sub-Population:	Youth currently enrolled in high school [YEDKIND (EE-6) EQ 1]	

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Education-Employment

EE-6. What kind of school or training program (are you/were you last) enrolled in?

TAKING H.S. COURSES IN REGULAR DAY HIGH SCHOOL	1
GED OR HIGH SCHOOL EQUIVALENCY PROGRAM	2
ADULT BASIC EDUCATION [ABE] [H.S. COURSES IN NIGHT SCHOOL OR BY CORRESPONDENCE]	3
SKILL DEVELOPMENT PROGRAM [E.G., PUBLIC EMPLOYMENT, JOBS, OIC, WIN, CETA]	4
ON THE JOB TRAINING PROGRAM	5
APPRENTICESHIP PROGRAM	6
VOCATIONAL, BUSINESS OR TRADE SCHOOL	7
2 YEAR JUNIOR OR COMMUNITY COLLEGE	8
4 YEAR COLLEGE OR UNIVERSITY	9
SOME OTHER SCHOOL	10
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #EE1: IS RESPONDENT CURRENTLY ENROLLED?
(EE-4 = 1)

YES ..... 1 (CATI CHECK #EE-1A)
NO 2 (EE-1)

CATI CHECK #EE1A: IS RESPONDENT IN H.S. OR 4 YR COLLEGE?
(EE-6 = 1) OR (EE-6 = 9)

H.S. 1 (EE-6A)
COLLEGE 2 (EE-6B)
JR. COLLEGE....3 (EE-6C)
OTHER 4 (EE-1)

EE-6A. (Are you/Is he/Is she) <u>currently</u> <u>enrolled</u> in 9th, 10th, 11th or 12th grade?

9TH	9	(EE-1VER)
10TH	10	(EE-1VER)
11TH	11	(EE-1VER)
12TH	12	(EE-1VER)
REFUSED	-7	(EE-1)
DON'T KNOW	-8	(EE-1)

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Education-Employment

Screen Name: EE-6B — Question Bank #:EE6B
Variables: Ranges:
YEDENYRC 1-5,-7,-8
Sub-Population: Youth currently enrolled in a 4 year college
[YEDKIND (EE-6) EQ 9]

Screen Name: EE-6C — Question Bank #:EE6C
Variables: Ranges: Change Code: A
YEDENYRJ 1, 2,-7,-8
Sub-Population: Youth currently enrolled in a 2 year college
[YEDKIND (EE-6) EQ 8]

Screen Name: EE-1VER — Question Bank #:EE1VER
Variables: Ranges:
YEDCOVER 1,2,-7,-8
Sub-Population: Youth currently enrolled in high school or
in a 4 year college
[YEDENYRH (EE-6A) EQ 9,10,11,12] OR
[YEDENYRC (EE-6B) EQ 1,2,3,4,5]

EE-6B. (Are you/Is he/Is she) currently enrolled in (your/his/her) first, second, third, fourth or fifth year of college?

FIRST YEAR [FR]	1	(EE-1VER)
SECOND YEAR [SO]	2	(EE-1VER)
THIRD YEAR [JR]	3	(EE-1VER)
FOURTH YEAR [SR]	4	(EE-1VER)
FIFTH YEAR [OF A 5 YEAR COLLEGE]	5	(EE-1VER)
REFUSED	-7	(EE-1)
DON'T KNOW	-8	(EE-1)

EE-6C. (Are you/Is he/Is she) currently enrolled in (your/his/her) first or second year of junior or community college?

FIRST YEAR	1	(EE-1VER)
SECOND YEAR	2	(EE-1VER)
REFUSED	-7	(EE-1)
DON'T KNOW	-8	(EE-1)

EE-1VER. So, you have completed and received credit for (the) (college year/high school grade)?

YES	1	(EE-3)
NO	2	(EE-1)
REFUSED	-7	(EE-1)
DON'T KNOW	-8	(EE-1)

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Education-Employment

Screen Name:	EE-1	Question Bank #:EE1
Variables:	Ranges:	
YEDLEV	07-25,-7,-8	
Sub-Population:	All youth	

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Education-Employment

EE-1. What is the highest grade or level of schooling that you have completed and received credit for?

LESS THAN 8TH GRADE	07	(EE-3)
8TH GRADE	08	(EE-3)
9TH GRADE	09	(EE-3)
10TH GRADE	10	(EE-3)
11TH GRADE	11	(EE-3)
12TH GRADE	12	(EE-3)
1ST YEAR OF 4-YEAR COLLEGE [FR]	13	(EE-3)
2ND YEAR OF 4-YEAR COLLEGE [SO]	14	(EE-3)
3RD YEAR OF 4-YEAR COLLEGE [JR]	15	(EE-3)
4TH YEAR OF 4-YEAR COLLEGE [SR]	16	(EE-3)
5TH YEAR COLLEGE, 1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17	(EE-3)
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18	(EE-3)
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19	(EE-3)
MORE THAN 3 YEARS GRADUATE OR PROFESSIONAL SCHOOL	20	(EE-3)
1ST YEAR OF JR OR COMMUNITY COLLEGE	21	(EE-3)
2ND YEAR OF JR OR COMMUNITY COLLEGE	22	(EE-3)
1ST YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL	23	(EE-3)
2ND YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL	24	(EE-3)
MORE THAN 2 YEARS OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL	25	(EE-3)
REFUSED	-7	(EE-3)
DON'T KNOW	-8	(EE-3)

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Education-Employment

Screen Name:	EE-3	Question Bank #:EE3
Variables:	Ranges:	
YEDPLAN	07-25,-7,-8	
Sub-Population:	All youth	

EE-3. What is the highest grade or year of school or college you plan to eventually complete?

LESS THAN 8TH GRADE	07	(CATI CHECK #EE2A)
8TH GRADE	08	(CATI CHECK #EE2A)
9TH GRADE	09	(CATI CHECK #EE2A)
10TH GRADE	10	(CATI CHECK #EE2A)
11TH GRADE	11	(CATI CHECK #EE2A)
12TH GRADE	12	(CATI CHECK #EE2A)
1ST YEAR OF 4-YEAR COLLEGE [FR]	13	(CATI CHECK #EE2A)
2ND YEAR OF 4-YEAR COLLEGE [SO]	14	(CATI CHECK #EE2A)
3RD YEAR OF 4-YEAR COLLEGE [JR]	15	(CATI CHECK #EE2A)
4TH YEAR OF 4-YEAR COLLEGE [SR]	16	(CATI CHECK #EE2A)
5TH YEAR COLLEGE, 1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17	(CATI CHECK #EE2A)
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18	(CATI CHECK #EE2A)
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19	(CATI CHECK #EE2A)
MORE THAN 3 YEARS GRADUATE OR PROFESSIONAL SCHOOL	20	(CATI CHECK #EE2A)
1ST YEAR OF JR OR COMMUNITY COLLEGE	21	(CATI CHECK #EE2A)
2ND YEAR OF JR OR COMMUNITY COLLEGE	22	(CATI CHECK #EE2A)
1ST YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL	23	(CATI CHECK #EE2A)
2ND YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL	24	(CATI CHECK #EE2A)
MORE THAN 2 YEARS OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL	25	(CATI CHECK #EE2A)
REFUSED	-7	(CATI CHECK #EE2A)
DON'T KNOW	-8	(CATI CHECK #EE2A)

CATI CHECK #EE2A: HAS RESPONDENT COMPLETED AT LEAST THE EIGHTH GRADE OF SCHOOL? [EE1 > 8 OR EE-1 = -7, -8]
YES 1 (EE-7)
NO 2 (EE-16)

Screen Name:	EE-7	Question Bank #:EE7
Variables:	Ranges:	
YNUMLET	1,2,3,-7,-8	
Sub-Population:	Youth who have completed more than 8 years of school [YEDLEV (EE-1) GT 8] OR [YEDLEV EQ -7,-8]	
YEDGRADE	1-7,-7,-8	
Sub-Population:	Youth who have completed more than 8 years of school, whose school used letter or number grades [YNUMLET (EE-7) EQ 1,2]	

Screen Name:	EE-9_12	Question Bank #:EE9_12
Variables:	Ranges:	Change Code:R
YEDELALG	1,2,3,-7,-8	
Sub-Population:	Youth who have completed more than 8 years of school [YEDLEV (EE-1) GT 8] OR [YEDLEV EQ -7,-8]	

EE-7. (Does/Did) your school use letter or number grades?

LETTER	1	
NUMBER	2	
NEITHER	3	(EE-9_12)
REFUSED	-7	(EE-9_12)
DON'T KNOW	-8	(EE-9_12)

[IF LETTER ASK LETTER, IF NUMBER ASK NUMBER]

What grades (do/did) you usually get in school? (Are/Were) they...

mostly A's	90-100	1
mostly A's & B's	85-89	2
mostly B's	80-84	3
mostly B's & C's	75-79	4
mostly C's	70-74	5
mostly C's & D's	65-69	6
mostly D's & F's	64 or below	7
REFUSED		-7
DON'T KNOW		-8

EE-9_12. Now I have a list of high school mathematics and technical courses. As I read each one, please tell me whether you have taken or plan to take that course in regular high school.

Elementary algebra?

TAKEN OR CURRENTLY TAKING	1
PLAN TO TAKE	2
NOT TAKEN AND NOT PLANNING TO	3
REFUSED	-7
DON'T KNOW	-8

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Education-Employment

Screen Name:	EE-9_12	Question Bank #:EE9_12
Variables:	Ranges:	Change Code:R
YEDGEOM	1,2,3,-7,-8	
Sub-Population:	Youth who have completed more then 8 years of school [YEDLEV (EE-1) GT 8] OR [YEDLEV EQ -7,-8]	

Screen Name:	EE-9_12	Question Bank #:EE9_12
Variables:	Ranges:	Change Code:R
YEDINALG	1,2,3,-7,-8	
Sub-Population:	Youth who have completed more than 8 years of school [YEDLEV (EE-1) GT 8] OR [YEDLEV EQ -7,-8]	

Screen Name:	EE-9_12	Question Bank #:EE9_12
Variables:	Ranges:	Change Code:R
YEDTRIG	1,2,3,-7,-8	
Sub-Population:	Youth who have completed more than 8 years of school [YEDLEV (EE-1) GT 8] OR [YEDLEV EQ -7,-8]	

Screen Name:	EE-16	Question Bank #:EE16
Variables:	Ranges:	
YEMPCUR	1,2,-7,-8	
Sub-Population:	All youth	

Screen Name:	EE-17	Question Bank #:EE17
Variables:	Ranges:	
YEMPLOOK	1,2,-7,-8	
Sub-Population:	Youth not currently employed [YEMPCUR (EE-16) EQ 2,-7,-8]	

EE-9_12. Plane geometry?

TAKEN OR CURRENTLY TAKING.....	1
PLAN TO TAKE	2
NOT TAKEN AND NOT PLANNING TO.....	3
REFUSED	-7
DON'T KNOW	-8

EE-9_12. Intermediate algebra?

TAKEN OR CURRENTLY TAKING.....	1
PLAN TO TAKE	2
NOT TAKEN AND NOT PLANNING TO.....	3
REFUSED	-7
DON'T KNOW	-8

EE-9_12. Trigonometry?

TAKEN OR CURRENTLY TAKING	1
PLAN TO TAKE	2
NOT TAKEN AND NOT PLANNING TO.....	3
REFUSED	-7
DON'T KNOW	-8

EE-16. Are you currently employed either full-time or part-time?

YES	1	(EE-19)
NO	2	(EE-17)
REFUSED	-7	(EE-17)
DON'T KNOW	-8	(EE-17)

EE-17. Are you looking for work now?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

Screen Name: EE-19 Question Bank #:EE19
Variables: Ranges:
YEMPHOUR 0,1-95,-7,-8
Sub-Population: All youth

Screen Name: EE-20 Question Bank #:EE20
Variables: Ranges:
YEMPEVER 1,2,-7,-8
Sub-Population: Youth who do/did not work full time
[YEMPHOUR GE 1 AND YEMPHOUR LT 35] OR
[YEMPHOUREQ -7,-8]

Screen Name: EE-24 Question Bank #:EE24
Variables: Ranges:
YEMPEASY 1-4,-7,-8
Sub-Population: All youth

EE-19. How many hours per week (do/did) you usually work at your (main/last) job?

[ENTER 0 FOR NEVER HAD A JOB]

HOURS WORKED .....____ (CATI CHECK #EE3)

NEVER HAD A JOB 0 (EE-24)
REFUSED ..... -7 (CATI CHECK #EE3)
DON'T KNOW ..... -8 (CATI CHECK #EE3)

CATI CHECK #EE3: DID/DOES YOUTH WORK FULL TIME? [EE-19 > 34 OR EE-19 = -7, -8]
YES 1 (EE-24)
NO 2 (EE-20)

EE-20. Have you ever held a full-time job?

[MORE THAN 34 HOURS PER WEEK]

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

EE-24. How easy or difficult is it for someone your age to get a full-time job in your community? Is it....

almost impossible, ... 1
very difficult, ... 2
somewhat difficult, or 3
not difficult at all? 4
REFUSED..... -7
DON'T KNOW..... -8

[GO TO INTENTIONS & PROPENSITY MODULE]

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-2 (Jan, Feb, and Mar 87)

Module: Intentions & Propensity

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Intentions-Prospensity

Screen Name: IP-1 Question Bank #:IP1

Variables:	Ranges:
YIPDOSCH	1,2,-7,-8
YIPDOEMP	1,2,-7,-8
YIPDOIDL	1,2,-7,-8
YIPDOMIL	1,2,-7,-8
YIPDOOTH	1,2,-7,-8

Sub-Population: All youth

Screen Name: IP-3 Question Bank #:IP3

Variables:	Ranges:
YPBRAN1	1-5,-7,-8

Sub-Population: Youth who might be joining the military
[YIPDOMIL (IP-1) EQ 1]

Screen Name: IP-4 Question Bank #:IP4

Variables:	Ranges:
YPCOMP1	1,2,3,-7,-8

Sub-Population: Youth who might be joining the military
[YPBRAN1 (IP-3) EQ 1,2,3,4,5]

Screen Name: IP-5 Question Bank #:IP5

Variables:	Ranges:
YPBRAN2	1-6,-7,-8

Sub-Population: Youth who might be joining the military
[YPBRAN1 (IP-3) EQ 1,2,3,4,5]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Intentions-Propensity

IP-1. Now let's talk about your plans for the next few years. What do you think you might be doing?

[PROBE: Anything else?)

[RECORD ALL THAT APPLY. ENTER CTRL/P TO EXIT.]

GOING TO SCHOOL	1	(IP-7)
WORKING	2	(IP-7)
DOING NOTHING	3	(IP-7)
JOINING THE MILITARY/SERVICE	4	(IP-3)
OTHER	5	(IP-7)
REFUSED	-7	(IP-7)
DON'T KNOW	-8	(IP-7)

IP-3. You said that you might be joining the military. Which branch of the service would that be?

AIR FORCE	1	(IP-4)
ARMY	2	(IP-4)
COAST GUARD	3	(IP-4)
MARINE CORPS	4	(IP-4)
NAVY	5	(IP-4)
REFUSED	-7	(IP-7)
DON'T KNOW	-8	(IP-7)

IP-4. Which type of service would that be? Would it be...

active duty,	1
the Reserve, or	2
the National Guard?	3
REFUSED	-7
DON'T KNOW	-8

IP-5. If you found for some reason you couldn't join the (SERVICE FROM IP-3), which branch of the service would be your next choice?

AIR FORCE	1	(IP-6)
ARMY	2	(IP-6)
COAST GUARD	3	(IP-6)
MARINE CORPS	4	(IP-6)
NAVY	5	(IP-6)
NONE	6	(IP-7)
REFUSED	-7	(IP-7)
DON'T KNOW	-8	(IP-7)

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Intentions-Prospensity

Screen Name: IP-6 Question Bank #:IP6
Variables: Ranges:
YPCOMP2 1,2,3,-7,-8
Sub-Population: Youth who might be joining the military
[YPBRAN2 (IP-5) EQ 1,2,3,4,5]

Screen Name: IP-7 Question Bank #:IP7
Variables: Ranges: Change Code:W
YPROBMIL 1-4,-7,-8
Sub-Population: All youth

Screen Name: IP-14 Question Bank #:IP14
Variables: Ranges : Change Code:W
YPROBCOL 1-4,-7,-8
Sub-Population: All youth

Screen Name: IP-15 Question Bank #:IP15
Variables: Ranges:
YPCOL24 1,2,-7,-8
Sub-Population: Youth who are likely to go to college
[YPROBCOL (IP-14) EQ 1,2]

IP-6. Which type of service would that be?
Would it be...

active duty,	1
the Reserve, or	2
the National Guard?	3
REFUSED	-7
DON'T KNOW	-8

IP-7. Now I'm going to ask you about several things young (men/women) your age might do in the next few years. Please tell me whether you will definitely, probably, probably not or definitely not be doing each of the following things.

How likely is it that you will be serving in the military?

DEFINITELY	1
PROBABLY	2
PROBABLY NOT	3
DEFINITELY NOT	4
REFUSED	-7
DON'T KNOW	-8

IP-14. How likely is it that you will be going to college?

DEFINITELY	1	(IP-15)
PROBABLY	2	(IP-15)
PROBABLY NOT	3	(IP-16)
DEFINITELY NOT	4	(IP-16)
REFUSED	-7	(IP-16)
DON'T KNOW	-8	(IP-16)

IP-15. Do you think that you will go to a two-year or four-year college?

TWO-YEAR COLLEGE	1
FOUR-YEAR COLLEGE	2
REFUSED	-7
DON'T KNOW	-8

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Intentions-Prospensity

Screen Name: IP-11 Question Bank #:IP11
Variables: Ranges : Change Code:W
YPROBARO 1-4,-7,-8
Sub-Population: Youth who are likely to go to college
[YPROBCOL (IP-14) EQ 1,2]

Screen Name: IP-16 Question Bank #:IP16
Variables: Ranges: Change Code:W
YPROBVOC 1-4,-7,-8
Sub-Population: All youth

Screen Name: IP-12 Question Bank #:IP12
Variables: Ranges: Change Code:W
YPROBEMP 1-4,-7,-8
Sub-Population: All youth

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Intentions-Propensity

IP-11. How likely is it that you will participate in at least one college course offered by the Army Reserve Officer's Training Corps, or Army R.O.T.C?

DEFINITELY	1
PROBABLY	2
PROBABLY NOT	3
DEFINITELY NOT	4
REFUSED	-7
DON'T KNOW	-8

IP-16. How likely is it that you will be going to vocational or technical school?

DEFINITELY	1
PROBABLY	2
PROBABLY NOT	3
DEFINITELY NOT	4
REFUSED	-7
DON'T KNOW	-8

IP-12. How likely is it that you will be working in a civilian job?

DEFINITELY	1	(IP-13)
PROBABLY	2	(IP-13)
PROBABLY NOT	3	(CATI CHECK #IP1)
DEFINITELY NOT	4	(CATI CHECK #IP1)
REFUSED	-7	(CATI CHECK #IP1)
DON'T KNOW	-8	(CATI CHECK #IP1)

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Intentions-Prospensity

Screen Name: IP-13 Question Bank #:IP13
Variables: Ranges:
YPFULPAR 1,2,-7,-8
Sub-Population: Youth who are likely to be working in a civilian job [YPROBEMP (IP-12) EQ 1,2]

Screen Name: IP-2 Question Bank #:IP2
Variables: Ranges:
YPSAMOCC 1,2,-7,-8
Sub-Population: Youth currently employed and planning to be working in the next few years
[YIPDOEMP (IP-1)
EQ 1 AND YEMPCUR (EE-16) EQ 1,-7,-8]

Screen Name: IP-8 Question Bank #:IP8
Variables: Ranges : Change Code:W
YPROBAR 1-4,-7,-8
Sub-Population: All Youth

IP-13. Will this be full-time or part-time?

FULL-TIME 1
PART-TIME 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #IP1: IS YOUTH PLANNING TO BE WORKING DURING THE NEXT FEW YEARS?
[IP-1 = 2]

YES ..... 1 (CATI CHECK #IP2)
NO 2 (IP-8)

#IP2: IS YOUTH CURRENTLY WORKING?
[EE-16 = 1 OR -7 OR -8]

YES 1 (IP-2)
NO 2 (IP-8)
REFUSED ..... -7 (IP-2)
DON'T KNOW .. -8 (IP-2)

IP-2. Do you think that you will be working in the same job or occupation you have, or a different job or occupation?

SAME JOB OR OCCUPATION 1
DIFFERENT JOB OR OCCUPATION 2
REFUSED ..... -7
DON'T KNOW ..... -8

IP-8. How likely is it that you will be serving on active duty in the Army?

DEFINITELY 1
PROBABLY 2
PROBABLY NOT 3
DEFINITELY NOT 4
REFUSED ..... -7
DON'T KNOW ..... -8

Screen Name: IP-9 Question Bank #:IP9
Variables: Ranges: Change Code:W
YPROBANG 1-4,-7,-8
Sub-Population: All youth

Screen Name: IP-10 Question Bank #:IP10
Variables: Ranges: Change Code:W
YPROBARV 1-4,-7,-8
Sub-Population: All youth

Screen Name: IP-11A Question Bank #:IP11A
Variables: Ranges: Change Code:W
YPROBCOM 1-4,-7,-8
Sub-Population: Youth who are planning to go to college
[YPROBCOL EQ 1,2]

IP-9. How likely is it that you will be serving in the Army National Guard?

DEFINITELY	1
PROBABLY	2
PROBABLY NOT	3
DEFINITELY NOT	4
REFUSED	-7
DON'T KNOW	-8

IP-10. How likely is it that you will be serving in the Army Reserve?

DEFINITELY	1
PROBABLY	2
PROBABLY NOT	3
DEFINITELY NOT	4
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #IP3: IS YOUTH PLANNING TO GO TO COLLEGE DURING THE NEXT FEW YEARS?
[IP-14 = 1 OR 2]

YES	1	(IP-11A)
NO	2	(IP-17)

IP-11A. How likely is it that you will receive an officer's commission through participation in the Army Reserve Officer's Training Corps or Army R.O.T.C.

DEFINITELY	1
PROBABLY	2
PROBABLY NOT	3
DEFINITELY NOT	4
REFUSED	-7
DON'T KNOW	-8

Screen Name: IP-17 Question Bank #:IP17

Variables:	Ranges:
YPSCHFUL	1,2,-7,-8
YPSCHPRT	1,2,-7,-8
YPWRKFUL	1,2,-7,-8
YPWRKPRT	1,2,-7,-8
YPSRVMIL	1,2,-7,-8
YPHOMEMK	1,2,-7,-8
YPOTH	1,2,-7,-8
Sub-Population:	All youth

Screen Name: IP-20 Question Bank #:IP20

Variables:	Ranges:
YPROBTAR	1-4,-7,-8
Sub-Population:	All youth

Screen Name: IP-21 Question Bank #:IP21

Variables:	Ranges:
YPROBADO	1-4,-7,-8
Sub-Population:	All youth

IP-17. We've talked about several things you might be doing in the next few years. Taking everything into consideration, what are you most likely to be doing in the next year?

[IF "GOING TO SCHOOL" OR "WORKING" PROBE:

Will that be full-time or part-time?]

[RECORD ALL THAT APPLY. ENTER CTRL/P TO EXIT.]

GOING TO SCHOOL FULL-TIME	1
GOING TO SCHOOL PART-TIME	2
WORKING FULL-TIME	3
WORKING PART-TIME	4
SERVING IN THE MILITARY	5
BEING A FULL-TIME HOMEMAKER	6
OTHER	7
REFUSED	-7
DON'T KNOW	-8

IP-20. How likely is it that you will talk to someone [such as family, friends, or teacher] about joining the Army?

DEFINITELY	1
PROBABLY	2
PROBABLY NOT	3
DEFINITELY NOT	4
REFUSED	-7
DON'T KNOW	-8

IP-21. How likely is it that you will do something about joining the Army [such as see an Army Recruiter, call a toll-free number, answer an Army ad, or visit an Army base]?

DEFINITELY	1
PROBABLY	2
PROBABLY NOT	3
DEFINITELY NOT	4
REFUSED	-7
DON'T KNOW	-8

Screen Name: IP-18 Question Bank #:IP18

Variables:	Ranges:
YPTHOTM	1,2,-7,-8

Sub-Population: All youth

IP-18. Before we talked today, had you ever <u>thought</u> about joining the military?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

[GO TO BEHAVIORS MODULE]

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-2 (Jan, Feb, and Mar 87)

Module: Behaviors

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Behaviors

Screen Name: BE-1A — Question Bank #:BE1A

Variables:	Ranges:
YBAEVREC	1,2,-7,-8

Sub-Population: All youth

Screen Name: BE-1 — Question Bank #:BE1

Variables:	Ranges:
YBATALK	1,2,-7,-8

Sub-Population: All youth

Screen Name: BE-2 — Question Bank #:BE2

Variables:	Ranges:
YBAFREN	1,2,-7,-8
YBAMOM	1,2,-7,-8
YBADAD	1,2,-7,-8
YBASIB	1,2,-7,-8
YBAREL	1,2,-7,-8
YBASPOU	1,2,-7,-8
YBATEAC	1,2,-7,-8
YBACOUN	1,2,-7,-8
YBAREC	1,2,-7,-8
YBACOW	1,2,-7,-8
YBABOSS	1,2,-7,-8
YBAOTH	1,2,-7,-8

Sub-Population: Youth who have taked with someone about joining the Army [YBATALK (BE-1) EQ 1]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Behaviors

BE-1A. Have you ever talked with any military recruiter to get information about the military?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

BE-1. In the past six months, have you talked with anyone about possibly joining the Army?

YES	1	(BE-2)
NO	2	(BE-10_12)
REFUSED	-7	(BE-10_12)
DON'T KNOW	-8	(BE-10_12)

BE-2. With whom have you talked?

[RECORD ALL THAT APPLY. ENTER CTRL/P TO EXIT.]

FRIENDS	01
MOTHER	02
FATHER	03
A BROTHER OR SISTER	04
SOME OTHER RELATIVE	05
BOY/GIRL FRIEND OR SPOUSE	06
A TEACHER	07
A COUNSELOR AT SCHOOL	08
A RECRUITER	09
CO-WORKER	10
EMPLOYER	11
OTHERS	12
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #BE1: WERE FRIENDS MENTIONED?
[BE-2 = 01]

YES	1	(BE-3)
NO	2	(CATI CHECK #BE2)

Screen Name: BE-3 Question Bank #:BE3
Variables: Ranges:
YBAFRSCH 1,2,-7,-8
Sub-Population: Youth who have talked with friends about joining the Army [YBAFREN (BE-2) EQ 1]

Screen Name: BE-4 Question Bank #:BE4
Variables: Ranges:
YBAFREMP 1,2,-7,-8
Sub-Population: Youth who have talked with friends about joining the Army [YBAFREN (BE-2) EQ 1]

Screen Name: BE-5 Question Bank #:BE5
Variables: Ranges:
YBAFRMIL 1,2,-7,-8
Sub-Population: Youth who have talked with friends about joining the Army [YBAFREN (BE-2) EQ 1]

Screen Name: BE-6 Question Bank #:BE6
Variables: Ranges:
YBAFRAR 1,2,-7,-8
Sub-Population: Youth who have talked with friends in service about joining the Army [YBAFRMIL (BE-5) EQ 1]

BE-3. You mentioned talking with friends. Were these friends from school?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

BE-4. Were these friends at work?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

BE-4CK. Were these friends co-workers or employers?

CO-WORKERS	1
EMPLOYERS	2
NEITHER	3
BOTH	4
REFUSED	-7
DON'T KNOW	-8

BE-5. Were these friends in the service?

YES	1	(BE-6)
NO	2	(CATI CHECK #BE2)
REFUSED	-7	(CATI CHECK #BE2)
DON'T KNOW	-8	(CATI CHECK #BE2)

BE-6. Were these friends in the Army?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

Screen Name:	BE-7	Question Bank #:BE7
Variables:	Ranges:	
YBMREC	1,2,-7,-8	
Sub-Population:	Youth who have talked with someone about joining the Army, but who did not mention a recruiter [YBATALK (BE-1) EQ 1 AND YBAREC (BE-2) EQ 2,-7,-8]	

Screen Name:	BE-8	Question Bank #:BE8
Variables:	Ranges:	
YBMRECAR	1,2,-7,-8	
YBMRECAF	1,2,-7,-8	
YBMRECNA	1,2,-7,-8	
YBMRECMC	1,2,-7,-8	
Sub-Population:	Youth who have talked with a recruiter about joining the Army [YBAREC (BE-2) EQ 1] OR [YBMREC (BE-7) EQ 1]	

CATI CHECK #BE2: WAS RECRUITER MENTIONED? [BE-2 = 09]		
YES	1	(BE-8)
NO	2	(BE-7)

BE-7. In the <u>past six months</u>, have you talked to an Armed Forces recruiter about military service?

YES	1	(BE-8)
NO	2	(BE-10_12)
REFUSED	-7	(BE-10_12)
DON'T KNOW	-8	(BE-10_12)

BE-8. Was the recruiter you spoke with an...

	YES		NO	REF	DK
Army recruiter?	1	(BE-8A)	2	-7	-8
Air Force recruiter?	1	(BE-10_12)	2	-7	-8
Navy recruiter?	1	(BE-10_12)	2	-7	-8
Marine recruiter?	1	(BE-10_12)	2	-7	-8

Screen Name: BE-8A Question Bank #:BE8A
Variables: Ranges:
YBACONT 1-6,-7,-8
Sub-Population: Youth who have talked with an Army recruiter [YBMRECAR (BE-8) EQ 1]

Screen Name: BE-8B Question Bank #:BE8B
Variables: Ranges:
YBATALK1 1-6,-7,-8
Sub-Population: Youth who have talked with an Army recruiter [YBMRECAR (BE-8) EQ 1]

BE-8A. How did you have your <u>first</u> contact with the Army recruiter?

[READ <u>ALL</u> RESPONSE CATEGORIES BEFORE CODING THE ANSWER.]

Did you contact the Army recruiter on the advice of another service recruiter, ...	1
did you contact the Army recruiter first, ...	2
were you contacted by the Army recruiter first, ...	3
were you with a friend with whom the recruiter was meeting, ...	4
did you contact an Army recruiter through a U.S. Army Reserve or National Guard unit or member, or	5
was your first contact by some other way?	6
REFUSED	-7
DON'T KNOW	-8

BE-8B. Under what circumstances did you <u>first</u> talk with an Army recruiter? Did you talk...

by telephone,.....	1
at a recruiting station,.....	2
at a job fair,.....	3
at school,.....	4
at an Army Reserve unit, or	5
some other way?.....	6
REFUSED	-7
DON'T KNOW	-8

Screen Name: BE-10 Question Bank #:BE10
Variables: Ranges:
YBAGIFT 1,2,-7,-8
Sub-Population: All youth

Screen Name: BE-11 Question Bank #:BE11
Variables: Ranges:
YBAVISIT 1,2,-7,-8
Sub-Population: All youth

Screen Name: BE-12 Question Bank #:BE12
Variables: Ranges:
YBATEST 1,2,-7,-8
Sub-Population: All Youth

Screen Name: BE-16 Question Bank #:BE16
Variables: Ranges:
YBCTHOT 1,2,-7,-8
Sub-Population: Screener respondents not currently enrolled in college and youth, who were not screener respondents, who are not currently enrolled in college or were not last enrolled in college [YUTHNUM EQ 01 AND EEDENTYP (SC-15) NE 8,9] OR [YUTHNUM NE 01 AND YEDKIND (EE-6) NE 8,9]

BE-10_12. In the past six months, have you...

	YES	NO	REF	DK
responded to an Army ad by calling a toll-free number or sending for a gift?	1	2	-7	-8
visited an Army recruiting station?.	1	2	-7	-8
taken a written test used for the Army, such as the Armed Services Vocational Aptitude Battery?.....	1	2	-7	-8

CATI CHECK #BE3: IS RESPONDENT CURRENTLY IN COLLEGE OR HAS RESPONDENT EVER BEEN IN COLLEGE? [EE-6 = 8 OR 9] YES ..... 1 (CATI CHECK #BE4) NO 2 (BE-16)

BE-16. In the past six months, have you given any thought to going to college?

YES 1 (BE-17)
NO ..... 2 (CATI CHECK #BE4)
REFUSED ..... -7 (BE-17)
DON'T KNOW ..... -8 (BE-17)

Screen Name: BE-17 Question Bank #:BE17

Variables:	Ranges:
YBCTALK	1,2,-7,-8

Sub-Population: Youth who have thought of going to college [YBCTHOT (BE-16) EQ 1,-7,-8]

Screen Name: BE-18 Question Bank #:BE18

Variables:	Ranges:
YBCFREN	1,2,-7,-8
YBCMOM	1,2,-7,-8
YBCDAD	1,2,-7,-8
YBCSIB	1,2,-7,-8
YBCREL	1,2,-7,-8
YBCSPOU	1,2,-7,-8
YBCTEAC	1,2,-7,-8
YBCCOUN	1,2,-7,-8
YBCREC	1,2,-7,-8
YBCCOW	1,2,-7,-8
YBCBOSS	1,2,-7,-8
YBCOTH	1,2,-7,-8

Sub-Population: Youth who have talked to someone about going to college [YBCTALK (BE-17) EQ 1]

Screen Name: BE-19 Question Bank #:BE19

Variables:	Ranges:
YBCACF	1,2,-7,-8
YBCGI	1,2,-7,-8
YBCROTC	1,2,-7,-8
YBCVEAP	1,2,-7,-8

Sub-Population: Youth who have talked to someone about going to college [YBCTALK (BE-17) EQ 1]

BE-17. In the <u>past six months</u>, have you talked to anyone about going to college?

YES	1	(BE-18)
NO	2	(BE-21)
REFUSED	-7	(BE-21)
DON'T KNOW	-8	(BE-21)

BE-18. With whom have you talked?

[RECORD ALL THAT APPLY. ENTER CTRL/P TO EXIT.]

FRIENDS	01
MOTHER	02
FATHER	03
A BROTHER OR SISTER	04
SOME OTHER RELATIVE	05
BOY/GIRL FRIEND OR SPOUSE	06
A TEACHER	07
A COUNSELOR AT SCHOOL	08
A RECRUITER	09
CO-WORKER	10
EMPLOYER	11
OTHERS	12
REFUSED	-7
DON'T KNOW	-8

BE-19. Have they talked to you about...

	YES	NO	REF	DK
the Army College Fund?	1	2	-7	-8
the GI Bill?	1	2	-7	-8
R.O.T.C. Scholarships?	1	2	-7	-8
VEAP [Veterans Educational Assistance Package]?	1	2	-7	-8

Screen Name:	BE-21	Question Bank #:BE21
Variables:	Ranges:	
YBCTEST	1,2,-7,-8	
Sub-Population:	Youth who have thought of going to college [YBCTHOT (BE-16) EQ 1,-7,-8]	

Screen Name:	BE-24	Question Bank #:BE24
Variables:	Ranges:	
YBCAPPL	1,2,-7,-8	
Sub-Population:	Youth who have thought of going to college [YBCTHOT (BE-16) EQ 1,-7,-8]	

Screen Name:	BE-25	Question Bank #:BE25
Variables:	Ranges:	
YBWTHOT	1,2,-7,-8	
Sub-Population:	Youth not currently employed full time [YEMPCUR (EE-16) EQ 2,-7,-8] OR [YEMPHOUR (EE-19) LT 35]	

Screen Name:	BE-26	Question Bank #:BE26
Variables:	Ranges:	
YBWTALK	1,2,-7,-8	
Sub-Population:	Youth not currently employed full time who have thought of getting a full-time cilvilian job [YBWTHOT (BE-25) EQ 1,-7,-8	

BE-21. In the <u>past six months</u>, have you taken any college admissions tests for example, the PSAT, SAT, or ACT?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

BE-24. In the <u>past six months</u>, have you submitted a college application?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #BE4:	IS YOUTH CURRENTLY EMPLOYED FULL-TIME? [EE-16 = 1 AND EE-19 >34]	
	YES	1 (SOCIAL INFLUENCE MODULE)
	NO	2 (BE-25)

BE-25. In the <u>past six months</u>, have you given any thought to getting a full-time civilian job?

YES	1	(BE-26)
NO	2	(SOCIAL INFLUENCE MODULE)
REFUSED	-7	(BE-26)
DON'T KNOW	-8	(BE-26)

BE-26. In the <u>past six months</u>, have you spoken with anyone about getting a full-time civilian job?

YES	1	(BE-27)
NO	2	(BE-31)
REFUSED	-7	(BE-31)
DON'T KNOW	-8	(BE-31)

Screen Name:	BE-27	Question Bank #:BE27
Variables:	Ranges:	
YBWFREN	1,2,-7,-8	
YBWMOM	1,2,-7,-8	
YBWDAD	1,2,-7,-8	
YBWSIB	1,2,-7,-8	
YBWREL	1,2,-7,-8	
YBWSPOU	1,2,-7,-8	
YBWTEAC	1,2,-7,-8	
YBWCOUN	1,2,-7,-8	
YBWREC	1,2,-7,-8	
YBWCOW	1,2,-7,-8	
YBWBOSS	1,2,-7,-8	
YBWOTH	1,2,-7,-8	
Sub-Population:	Youth not currently employed full time who have thought of getting a full-time civilian job and who have spoken with someone about getting a full-time job [YBWTALK (BE-26) EQ 1]	

Screen Name:	BE-31	Question Bank #:BE31
Variables:	Ranges:	
YBWVISIT	1,2,-7,-8	
Sub-Population:	Youth not currently employed full time who have thought of getting a full-time civilian job [YBWTHOT (BE-25) EQ 1,-7,-8]	

Screen Name:	BE-32	Question Bank #:BE32
Variables:	Ranges:	
YBWAPPL	1,2,-7,-8	
Sub-Population:	Youth not currently employed full time who have thought of getting a full-time civilian job [YBWTHOT (BE-25) EQ 1,-7,-8]	

BE-27. With whom have you spoken?

[RECORD ALL THAT APPLY. ENTER CTRL/P TO EXIT.]

FRIENDS	01
MOTHER	02
FATHER	03
A BROTHER OR SISTER	04
SOME OTHER RELATIVE	05
BOY/GIRL FRIEND OR SPOUSE	06
A TEACHER	07
A COUNSELOR AT SCHOOL	08
A RECRUITER	09
CO-WORKER	10
EMPLOYER	11
OTHERS	12
REFUSED	-7
DON'T KNOW	-8

BE-31. In the <u>past six months</u>, have you visited any prospective employers or employment agencies?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

BE-32. In the <u>past six months</u>, have you applied for a job?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

[GO TO SOCIAL INFLUENCE MODULE IF RESPONDENT IS TARGET YOUTH. OTHERWISE GO TO IMPORTANCE OF ATTRIBUTES MODULE]

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-2 (Jan, Feb, and Mar 87)

Module: Social Influence

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Social Influences

Screen Name:	SI-1	Question Bank #:SI1
Variables:	Ranges:	
YARMDAD	1-6,-7,-8	
YARMMOM	1-6,-7,-8	
YARMFARM	1-6,-7,-8	
YARMFMIL	1-6,-7,-8	
YARMFNO	1-6,-7,-8	
YARMCOUN	1-6,-7,-8	
YARMTEAC	1-6,-7,-8	
YARMSTUD	1-6,-7,-8	
Sub-Population:	All target youth [YUTHNUM EQ TARGYUTH]	
YARMCOW	1-6,-7,-8	
YARMBOSS	1-6,-7,-8	
Sub-Population:	Target youth who have been employed at some time [YUTHNUM EQ TARGYUTH] AND [YEMPHOUR (EE-19) EQ -7,-8 OR YEMPHOUR > 0]	

Screen Name:	SI-2	Question Bank #: SI2
Variables:	Ranges:	
YFRENMIL	1,2,-7,-8	
Sub-Population:	All target youth [YUTHNUM EQ TARGYUTH]	

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Social Influences

SI-0. Now I am going to ask you a few questions about the attitudes of your family and friends about the military.

SI-1. For each of the following people, please tell me how you think they would feel about your enlisting in the Army. Use a scale of 1 to 5 where a 1 means they would think it is a very bad idea, 2 means it's a bad idea, 3 means it's neither a good nor a bad idea, 4 means it's a good idea, and 5 means they would think your enlisting would be a very good idea.

[CODE 6 IF NOT APPLICABLE, PERSON DECEASED, OR DOES NOT EXIST]

	VB				VG	NA	REF	DK
Your father?	1	2	3	4	5	6	-7	-8
Your mother?	1	2	3	4	5	6	-7	-8
Friends with Army experience?.....	1	2	3	4	5	6	-7	-8
Friends with other military experience?.....	1	2	3	4	5	6	-7	-8
Friends with no military experience?.....	1	2	3	4	5	6	-7	-8
Your school counselor?.....	1	2	3	4	5	6	-7	-8
Your teachers?.....	1	2	3	4	5	6	-7	-8
Your co-workers?...	1	2	3	4	5	6	-7	-8
Your fellow students?.....	1	2	3	4	5	6	-7	-8
Your employer?.....	1	2	3	4	5	6	-7	-8

SI-2. Do you have friends who are <u>currently</u> serving in the military?

YES	1	(SI-3)
NO	2	(SI-5)
REFUSED	-7	(SI-5)
DON'T KNOW	-8	(SI-5)

Screen Name: SI-3 Question Bank #: SI3

Variables:	Ranges:
YFRENAF	1,2,-7,-8
YFRENAR	1,2,-7,-8
YFRENCG	1,2,-7,-8
YFRENMC	1,2,-7,-8
YFRENNA	1,2,-7,-8

Sub-Population: Target youth with friends currently serving in the military
[YFRENMIL (SI-2) EQ 1]

Screen Name: SI-4 Question Bank #: SI4

Variables:	Ranges:
YFRENACT	1,2,-7,-8
YFRENARV	1,2,-7,-8
YFRENANG	1,2,-7,-8
YFRENARO	1,2,-7,-8

Sub-Population: Target youth with friends currently serving in the Army
[YFRENAR (SI-3) EQ 1]

Screen Name: SI-5 Question Bank #: SI5

Variables:	Ranges:
YFAMMIL	1,2,-7,-8

Sub-Population: All target youth
[YUTHNUM EQ TARGYUTH]

SI-3. In what branch of the military are these friends serving?

[RECORD ALL THAT APPLY. ENTER CTRL/P TO EXIT.]

AIR FORCE	1
ARMY	2
COAST GUARD	3
MARINE CORPS	4
NAVY	5
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #SI1:	FRIENDS IN ARMY? [SI-3 = 2]	
	YES	1 (SI-4)
	NO	2 (SI-5)

SI-4. Are your friends in the Army serving in the...

	YES	NO	REF	DK
Active Army?	1	2	-7	-8
Army Reserve?	1	2	-7	-8
Army National Guard?	1	2	-7	-8
Army Reserve Officer's Training Corps?	1	2	-7	-8

SI-5. Do you have family members who are <u>currently</u> serving in the military?

YES	1	(SI-6)
NO	2	(IMPORTANCE MODULE)
REFUSED	-7	(IMPORTANCE MODULE)
DON'T KNOW	-8	(IMPORTANCE MODULE)

Screen Name: SI-6 Question Bank #:SI6

Variables:	Ranges:
YFAMAF	1,2,-7,-8
YFAMAR	1,2,-7,-8
YFAMCG	1,2,-7,-8
YFAMMC	1,2,-7,-8
YFAMNA	1,2,-7,-8
Sub-Population:	Target youth with family members currently serving in the military [YFAMMIL (SI-5) EQ 1]

Screen Name: SI-7 Question Bank #: SI7

Variables:	Ranges:
YFAMACT	1,2,-7,-8
YFAMARV	1,2,-7,-8
YFAMANG	1,2,-7,-8
YFAMARO	1,2,-7,-8
Sub-Population:	Target youth with family members currently serving in the Army [YFAMAR (SI-6) EQ 1]

SI-6. In what branch of the military are these family members serving?

[CODE ALL THAT APPLY. USE CTRL/P TO EXIT.]

AIR FORCE 1
ARMY 2
COAST GUARD 3
MARINE CORPS 4
NAVY 5
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #SI2: FAMILY IN ARMY? [SI-6 = 2]	
YES 1	(SI-7)
NO 2	(IMPORTANCE MODULE)

SI-7. Are they serving in the...

	YES	NO	REF	DK
Active Army?.....	1	2	-7	-8
Army Reserve?.....	1	2	-7	-8
Army National Guard?.....	1	2	-7	-8
Army Reserve Officer's Training Corps?	1	2	-7	-8

[GO TO IMPORTANCE MODULE]

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-2 (Jan, Feb, and Mar 87)

Module: Importance of Attributes

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Importance of Attributes

Screen Name	IA-1	Question Bank #IA1
Variables	Ranges :	Change Code:A
YIWIDE	1-5,-7,-8	
YIPHYS	1-5,-7,-8	
YIPROUD	1-5,-7,-8	
YISTEP	1-5,-7,-8	
YILEADER	1-5,-7,-8	
YIHITECH	1-5,-7,-8	
YICIVCAR	1-5,-7,-8	
YISELCON	1-5,-7,-8	
YIPOTEN	1-5,-7,-8	
YIMENTAL	1-5,-7,-8	
YIMATURE	1-5,-7,-8	
YITRAIN	1-5,-7,-8	
YIHIQUAL	1-5,-7,-8	
YICASHED	1-5,-7,-8	
YICNTRY	1-5,-7,-8	
YIHOME	1-5,-7,-8	
YIWEEKEN	1-5,-7,-8	
YISERPAR	1-5,-7,-8	
YIINNOV	1-5,-7,-8	
Sub-Population	All youth	

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Importance of Attributes

IAINTRO. In thinking about your plans for the next year, please tell me how important it is that you have opportunities for the following things.

IA1A_P. Use a scale of 1 to 5 where a "1" means it is not at all important and "5" means it is very important.

	NOT IMP				VERY IMP	REF	DK
a. Having a wide variety of opportunities to find a job you can enjoy?	1	2	3	4	5	-7	-8
b. Having a physical challenge?	1	2	3	4	5	-7	-8
c. Having an experience you can be proud of?	1	2	3	4	5	-7	-8
d. Having a stepping-stone between high school and college?	1	2	3	4	5	-7	-8
e. Developing leadership skills?	1	2	3	4	5	-7	-8
f. Working with the latest high-tech equipment?	1	2	3	4	5	-7	-8
g. Helping your career development?	1	2	3	4	5	-7	-8
h. Developing self-confidence?	1	3	3	4	5	-7	-8
i. Developing your potential?	1	2	3	4	5	-7	-8
j. Having a mental challenge?	1	2	3	4	5	-7	-8
k. Becoming more mature and responsible?	1	2	3	4	5	-7	-8
l. Training in useful skill areas?	1	2	3	4	5	-7	-8
m. Working with highly-trained people?	1	2	3	4	5	-7	-8
n. Earning money for college or vocational education?	1	2	3	4	5	-7	-8
o. Serving your country?	1	2	3	4	5	-7	-8
p. Living in your own hometown?	1	2	3	4	5	-7	-8
q. Having interesting and exciting weekends?	1	2	3	4	5	-7	-8
r. Working part-time?	1	2	3	4	5	-7	-8
s. Being able to make changes and use your own judgment?	1	2	3	4	5	-7	-8

[GO TO MEDIA HABITS MODULE]

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-2 (Jan, Feb, and Mar 87)

Module: Media Habits

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Media Habits

Screen Name: MH-1 Question Bank #:MH1

Variables:	Ranges:
YTVWATCH	1,2,-7,-8
Sub-Population:	Approximately half of youth given the main interview [RANDROY EQ 2,4,6]

Screen Name: MH-2 Question Bank #:MH2

Variables:	Ranges:
YTVHRREG	0-168,-7,-8
YTVHRCAB	0-168,-7,-8
Sub-Population:	Youth who watch TV regularly YTVWATCH (MH-1) EQ 1,-7,-8]

Screen Name: MH-11 Question Bank #:MH11

Variables:	Ranges:
YTVCAB1	1,2,-7,-8
YTVCAB2	1,2,-7,-8
YTVCAB3	1,2,-7,-8
YTVCAB4	1,2,-7,-8
YTVCAB5	1,2,-7,-8
Sub-Population:	Youth who watch cable TV regularly [YTVHRCAB (MH-2) GT 0]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Media Habits

MH-1. I'd like to ask a few questions about your TV, radio and reading habits.

Do you regularly watch TV?

YES	1	(MH-2)
NO	2	(MH-14)
REFUSED	-7	(MH-2)
DON'T KNOW	-8	(MH-2)

MH-2. How many hours per <u>week</u> do you spend watching...

a. programs on commercial networks, such as ABC, CBS, or NBC? _____

b. programs on commercial cable stations such as ESPN, MTV, USA, or TBS? _____

CATI CHECK #MH1:	IS CABLE OR SUBSCRIPTION TV WATCHED? [MH-2b > 0]
	YES 1 (MH-11)
	NO 2 (MH-12)

MH-11. Do you watch any of the following Cable or Subscription TV channels regularly?

	YES	NO	REF	DK
MTV [Rock Videos]?.....	1	2	-7	-8
Nashville Network [TNN]?.....	1	2	-7	-8
ESPN [Sports]?.....	1	2	-7	-8
WTBS [Syndicated]?.....	1	2	-7	-8
Black Entertainment TV [BET]?	1	2	-7	-8

Screen Name: MH-12 Question Bank #:MH12

Variables:	Ranges:
YTVSPORT	1,2,-7,-8
YTVMYS	1,2,-7,-8
YTVDRAMA	1,2,-7,-8
YTVMUSIC	1,2,-7,-8
YTVCOMDY	1,2,-7,-8
YTVMOVIE	1,2,-7,-8
YTVTALK	1,2,-7,-8
Sub-Population:	Youth who watch TV regularly [YTVHRREG (MH-2) GT 0] OR [YTVHRREG EQ -7,-8] OR [YTVHRCAB (MH-2) GT 0] OR [YTVHRCAB EQ -7,-8]

Screen Name: MH-13 Question Bank #:MH13

Variables:	Ranges:
YTVSH1	1,2,-7,-8
YTVSH2	1,2,-7,-8
YTVSH3	1,2,-7,-8
YTVSH4	1,2,-7,-8
YTVSH5	1,2,-7,-8
Sub-Population:	Youth who watch TV regularly [YTVHRREG (MH-2) GT 0] OR [YTVHRREG EQ -7,-8] OR [YTVHRCAB (MH-2) GT 0] OR [YTVHRCAB EQ -7,-8]

Screen Name: MH-14 Question Bank #:MH14

Variables:	Ranges:
YVCRHAVE	1,2,-7,-8
Sub-Population:	Youth asked the media habits questions [RANDROY EQ 2,4,6]

Screen Name: MH-15 Question Bank #:MH15

Variables:	Ranges:
YVCRHOUR	
Sub-Population:	Youth who have a VCR [YVCRHAVE (MH-14) EQ 1]

ACOMS Annotated Questionnaire
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Module: Media Habits

MH-12. Do you frequently watch any of the following types of TV shows?

	YES	NO	REF	DK
Sports?	1	2	-7	-8
Suspense or mystery? ..	1	2	-7	-8
General drama?	1	2	-7	-8
Music or music video? .	1	2	-7	-8
Situation comedy?	1	2	-7	-8
TV movies?	1	2	-7	-8
Talk shows?	1	2	-7	-8

MH-13. Please tell me if you watch any of the following TV shows regularly. Do you watch...

	YES	NO	REF	DK
David Letterman?.....	1	2	-7	-8
Friday Night Videos?.....	1	2	-7	-8
Monday Night Football?.....	1	2	-7	-8
College Football?.....	1	2	-7	-8
Sunday Night at the Movies?..	1	2	-7	-8

MH-14. Does your household have a Video Cassette Recorder [VCR]?

YES	1	(MH-15)
NO	2	(MH-16)
REFUSED	-7	(MH-16)
DON'T KNOW	-8	(MH-16)

MH-15. How many hours per <u>week</u> do you usually spend watching your VCR?

HOURS _____

Screen Name: MH-16 Question Bank #:MH16

Variables:	Ranges:
YRADLIS	1,2,-7,-8
Sub-Population:	Youth asked the media habits questions [RANDROY EQ 2,4,6]

Screen Name: MH-17 Question Bank #:MH17

Variables:	Ranges:
YRADHRAM	0-168,-7,-8
YRADHRFM	0-168,-7,-8
Sub-Population:	Youth who regularly listen to the radio [YRADLIS (MH-16) EQ 1]

Screen Name: MH-26 Question Bank #:MH26

Variables:	Ranges:
YRADNEWS	1,2,-7,-8
YRADCLAS	1,2,-7,-8
YRADPOP	1,2,-7,-8
YRADCW	1,2,-7,-8
YRADSPOR	1,2,-7,-8
YRADTALK	1,2,-7,-8
YRADROCK	1,2,-7,-8
YRADEASY	1,2,-7,-8
Sub-Population:	Youth who regularly listen to the radio [YRADHRAM (MH-17) GT 0] OR [YRADHRAM EQ -7,-8] OR [YRADHRFM (MH-17) GT 0] OR [YRADHRFM EQ -7,-8]

MH-16. Now let's talk about radio listening. Do you regularly listen to the radio?

YES	1	(MH-17)
NO	2	(MH-28)
REFUSED	-7	(MH-28)
DON'T KNOW	-8	(MH-28)

MH-17. How many hours per <u>week</u> do you listen to ...

a. AM Radio? _____

b. FM Radio? _____

MH-26. Do you frequently listen to any of the following types of radio programs?

	YES	NO	REF	DK
News?	1	2	-7	-8
Classical music?	1	2	-7	-8
Pop?	1	2	-7	-8
Country?	1	2	-7	-8
Sports?	1	2	-7	-8
Talk Shows?	1	2	-7	-8
Rock & Roll?	1	2	-7	-8
"Easy Listening"?	1	2	-7	-8

Screen Name: MH-27 Question Bank #:MH27

Variables:	Ranges:
YRADSH1	1,2,-7,-8
YRADSH2	1,2,-7,-8
YRADSH3	1,2,-7,-8
YRADSH4	1,2,-7,-8
YRADSH5	1,2,-7,-8
Sub-Population:	Youth who regularly listen to the radio [YRADHRAM (MH-17) GT 0] OR [YRADHRAM EQ -7,-8] OR [YRADHRFM (MH-17) GT 0] OR [YRADHRFM EQ -7,-8]

Screen Name: MH-28 Question Bank #:MH28

Variables:	Ranges:
YPAPREAD	1-5,-7,-8
Sub-Population:	Youth asked the media habits questions [RANDROY EQ 2,4,6]

Screen Name: MH-29 Question Bank #:MH29

Variables:	Ranges:
YPAPHOUR	0-168,-7,-8
Sub-Population:	Youth who read the newspaper [YPAPREAD (MH-28) EQ 2,3,4,5]

MH-27. Do you listen to the following programs regularly?

	YES	NO	REF	DK
American Top 40?.....	1	2	-7	-8
King Biscuit Flower Hour?.	1	2	-7	-8
Rick Dees' Top 40?.....	1	2	-7	-8
Metal Shop?.....	1	2	-7	-8
Rockline?.....	1	2	-7	-8

MH-28. How often do you read the newspaper? Is it...

Never, ...	1	(MH-31)
Less than twice a week, ...	2	(MH-29)
2-3 times per week, ...	3	(MH-29)
4-5 times per week, or	4	(MH-29)
Daily?	5	(MH-29)
REFUSED	-7	(MH-31)
DON'T KNOW	-8	(MH-31)

MH-29. How many hours per <u>week</u> do you spend reading the newspaper?

HOURS _____

CATI CHECK #MH2: IS NEWSPAPER READ? [MH-29 > 0 OR = -7, -8] YES ..... 1 (MH-30) NO 2 (MH-31)

Screen Name: MH-30 Question Bank #:MH30

Variables:	Ranges:
YPAPSPOR	1,2,-7,-8
YPAPCOM	1,2,-7,-8
YPAPNEWS	1,2,-7,-8
YPAPLOC	1,2,-7,-8
YPAPFOOD	1,2,-7,-8
YPAPSTYL	1,2,-7,-8
YPAPCLAS	1,2,-7,-8
Sub-Population:	Youth who read the newspaper [YPAPHOUR (MH-29) GT 0] OR [YPAPHOUR EQ -7,-8]

Screen Name: MH-31 Question Bank #:MH31

Variables:	Ranges:
YMAGREAD	1,2,-7,-8
Sub-Population:	Youth asked the media habits questions [RANDROY EQ 2,4,6]

Screen Name: MH-32 Question Bank #:MH32

Variables:	Ranges:
YMAG1	1-254,991,-7,-8
YMAG2	1-254,991
YMAG3	1-254,991
YMAG4	1-254,991
YMAG5	1-254,991
YMAG6	1-254,991
Sub-Population:	Youth who regularly read magazines [YMAGREAD (MH-31) EQ 1]

MH-30. Do you regularly read any of the following sections?

	YES	NO	REF	DK
Sports?	1	2	-7	-8
Comics?	1	2	-7	-8
News?	1	2	-7	-8
Local?	1	2	-7	-8
Food?	1	2	-7	-8
Lifestyle?	1	2	-7	-8
Classified?	1	2	-7	-8

MH-31. Do you regularly read magazines?

YES	1	(MH-32)
NO	2	(RECALL MODULE)
REFUSED	-7	(RECALL MODULE)
DON'T KNOW	-8	(RECALL MODULE)

MH-32. What magazines do you read on a regular basis, that is, that you have read at least 3 of the past 4 issues?

[ENTER APPROPRIATE NUMBER FROM HARD COPY LIST,
OR '991' FOR OTHER. ENTER CTRL/P TO CONTINUE.]

1.

2.

3.

4.

5.

6.

REFUSED	-7
DON'T KNOW	-8

Screen Name: MH-33 Question Bank #:MH33

Variables:	Ranges:
YMAGHOUR	0-168,-7,-8

Sub-Population: Youth who regularly read magazines
[YMAGREAD (MH-31) EQ 1]

MH-33. How many hours a week do you spend reading magazines?

HOURS _____

[GO TO KNOWLEDGE-RECALL MODULE]

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-2 (Jan, Feb, and Mar 87)

Module: Knowledge-Recall

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Knowledge-Recall

Screen Name:	KR-1	Question Bank #:KR1
Variables:	Ranges:	Change Code:W
YUN12NON	1,2,-7,-8	
YUN12AF	1,2,-7,-8	
YUN12AR	1,2,-7,-8	
YUN12RO	1,2,-7,-8	
YUN12NG	1,2,-7,-8	
YUN12RV	1,2,-7,-8	
YUN12CG	1,2,-7,-8	
YUN12MC	1,2,-7,-8	
YUN12NA	1,2,-7,-8	
YUN12ALL	1,2,-7,-8	
Sub-Population:	All youth	

Screen Name:	KR-2	Question Bank #:KR2
Variables:	Ranges:	
YKRROAF	1,2,-7,-8	
YKRROAR	1,2,-7,-8	
YKRRONA	1,2,-7,-8	
YKRROMC	1,2,-7,-8	
YKRROCG	1,2,-7,-8	
Sub-Population:	Youth who mentioned seeing or hearing advertising for the R.O.T.C. [YUN12RO (KR-1) EQ 1]	

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Knowledge-Recall

KR-1. Thinking about all forms of advertising, for which military services do you recall seeing or hearing advertising?

[PROBE: Any other services?]

[RECORD ALL THAT APPLY. THEN USE CTRL/P TO EXIT.]

NONE	0
AIR FORCE	1
ARMY	2
RESERVE OFFICER'S TRAINING CORPS [R.O.T.C.]	3
NATIONAL GUARD	4
RESERVE	5
COAST GUARD	6
MARINE CORPS	7
NAVY	8
ONE AD FOR ALL SERVICES	9
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #KR1: WAS R.O.T.C. MENTIONED?
[KR-1 = 3]

YES 1 (KR-2)
NO ..... 2 (CATI CHECK #KR2)

KR-2. You mentioned seeing or hearing advertising for the Reserve Officer's Training Corps. For which military service or services was this advertising?

[PROBE: Any other services?]

[RECORD ALL THAT APPLY. THEN USE CTRL/P TO CONTINUE.]

AIR FORCE	1
ARMY	2
NAVY	3
MARINE CORPS	4
COAST GUARD	5
REFUSED	-7
DON'T KNOW	-8

Screen Name: KR-3 Question Bank #:KR3

Variables:	Ranges:
YKRNGAF	1,2,-7,-8
YKRNGAR	1,2,-7,-8
YKRNGNA	1,2,-7,-8
YKRNGMC	1,2,-7,-8
YKRNGCG	1,2,-7,-8
Sub-Population:	Youth who mentioned seeing or hearing advertising for the National Guard [YUN12NG (KR-1) EQ 1]

Screen Name: KR-4 Question Bank #:KR4

Variables:	Ranges:
YKRRVAF	1,2,-7,-8
YKRRVAR	1,2,-7,-8
YKRRVNA	1,2,-7,-8
YKRRVMC	1,2,-7,-8
YKRRVCG	1,2,-7,-8
Sub-Population:	Youth who mentioned seeing or hearing advertising for the Reserve [YUN12RV (KR-1) EQ 1]

CATI CHECK #KR2:	WAS NATIONAL GUARD MENTIONED? [KR-1 = 4]	
	YES 1	(KR-3)
	NO 2	(CATI CHECK #KR3)

KR-3. You mentioned seeing or hearing advertising for the National Guard. For which military service or services was this advertising?

[PROBE: Any other services?]

[ENTER ALL THAT APPLY. THEN USE CTRL/P TO CONTINUE.]

AIR FORCE	1
ARMY	2
NAVY	3
MARINE CORPS	4
COAST GUARD	5
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #KR3:	WAS RESERVE MENTIONED? [KR-1 = 5]	
	YES 1	(KR-4)
	NO 2	(CATI CHECK #KR5)

KR-4. You mentioned seeing or hearing advertising for the Reserve. For which military service or services was this advertising?

[PROBE: Any other services?]

[RECORD ALL THAT APPLY. USE CTRL/P TO CONTINUE.]

AIR FORCE	1
ARMY	2
NAVY	3
MARINE CORPS	4
COAST GUARD	5
REFUSED	-7
DON'T KNOW	-8

Screen Name: KR-5 Question Bank #:KR5

Variables:	Ranges:
YAIDAF	1,2,-7,-8
Sub-Population:	Youth who did not recall Air Force advertising [YUN12AF (KR-1) EQ 2,-7,-8]

Screen Name: KR-6 Question Bank #:KR6

Variables:	Ranges:
YAIDAR	1,2,-7,-8
Sub-Population:	Youth who did not recall Army advertising [YUN12AR (KR-1) EQ 2,-7,-8]

```
CATI CHECK #KR5:  DID RESPONDENT RECALL SEEING OR HEARING
                  AN AD FOR THE AIR FORCE?
                  [KR-1 = 1]

                  YES ..... 1  (CATI CHECK #KR6)
                  NO ..... 2  (KR-5)
```

KR-5. [Do you recall seeing or hearing any advertising for]

the Air Force?

```
YES ..... 1
NO ..... 2
REFUSED ..... -7
DON'T KNOW ..... -8
```

```
CATI CHECK #KR6: DID RESPONDENT RECALL SEEING OR HEARING
                 AN AD FOR THE ARMY?
                 [KR-1 = 2]

                 YES ..... 1  (CATI CHECK #KR7)
                 NO ..... 2  (KR-6)
```

KR-6. [Do you recall seeing or hearing any advertising for]

the Army?

```
YES ..... 1
NO ..... 2
REFUSED ..... -7
DON'T KNOW ..... -8
```

```
CATI CHECK #KR7: DID RESPONDENT RECALL SEEING OR HEARING
                 AN AD FOR THE ARMY R.O.T.C.?
                 [KR-2 = 2]

                 YES ..... 1  (CATI CHECK #KR8)
                 NO ..... 2  (KR-7)
```

Screen Name: KR-7 Question Bank #:KR7
Variables: Ranges:
YAIDARO 1,2,-7,-8
Sub-Population: Youth who did not recall Army R.O.T.C. advertising [YKRROAR (KR-2) EQ 2,-7,-8,-1]

Screen Name: KR-8 Question Bank #:KR8
Variables: Ranges:
YAIDANG 1,2,-7,-8
Sub-Population: Youth who did not recall Army National Guard advertising [YKRNGAR (KR-3) EQ 2,-7,-8,-1]

Screen Name: KR-9 Question Bank #:KR9
Variables: Ranges:
YAIDARV 1,2,-7,-8
Sub-Population: Youth who did not recall Army Reserve advertising [YKRRVAR (KR-4) EQ 2,-7,-8,-1]

KR-7. [Do you recall seeing or hearing any advertising for]

the Army Reserve Officer's Training Corps, that is, the Army R.O.T.C?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR8: DID RESPONDENT RECALL SEEING OR HEARING AN AD FOR THE ARMY NATIONAL GUARD? [KR-3 = 2] YES ..... 1 (CATI CHECK #KR9) NO 2 (KR-8)

KR-8. [Do you recall seeing or hearing any advertising for]

the Army National Guard?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR9: DID RESPONDENT RECALL SEEING OR HEARING AN AD FOR THE ARMY RESERVE? [KR-4 = 2] YES ..... 1 (CATI CHECK #KR10) NO 2 (KR-9)

KR-9. [Do you recall seeing or hearing any advertising for]

the Army Reserve?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

Screen Name: KR-10 Question Bank #:KR10

Variables:	Ranges:
YAIDCG	1,2,-7,-8
Sub-Population:	Youth who did not recall Coast Guard advertising [YUN12CG (KR-1) EQ 2,-7,-8]

Screen Name: KR-11 Question Bank #:KR11

Variables:	Ranges:
YAIDMC	1,2,-7,-8
Sub-Population:	Youth who did not recall Marine Corps advertising [YUN12MC (KR-1) EQ 2,-7,-8]

```
CATI CHECK #KR10: DID RESPONDENT RECALL SEEING OR HEARING
                  AN AD FOR THE COAST GUARD?
                  [KR-1 = 6]

                  YES ..... 1  (CATI CHECK #KR11)
                  NO ..... 2  (KR-10)
```

KR-10. [Do you recall seeing or hearing any advertising for]

the Coast Guard?

```
YES ..... 1
NO ..... 2
REFUSED ..... -7
DON'T KNOW ..... -8
```

```
CATI CHECK #KR11: DID RESPONDENT RECALL SEEING OR HEARING
                  AN AD FOR THE MARINE CORPS?
                  [KR-1 = 7]

                  YES ..... 1  (CATI CHECK #KR12)
                  NO ..... 2  (KR-11)
```

KR-11. [Do you recall seeing or hearing any advertising for]

the Marine Corps?

```
YES ..... 1
NO ..... 2
REFUSED ..... -7
DON'T KNOW ..... -8
```

```
CATI CHECK #KR12: DID RESPONDENT RECALL SEEING OR HEARING
                  AN AD FOR THE NAVY?
                  [KR-1 = 8]

                  YES ..... 1  (CATI CHECK #KR13)
                  NO ..... 2  (KR-12)
```

Screen Name: KR-12 Question Bank #:KR12

Variables:	Ranges:
YAIDNA	1,2,-7,-8
Sub-Population:	Youth who did not recall Navy advertising [YUN12NA (KR-1) EQ 2,-7,-8]

Screen Name: KR-13 Question Bank #:KR13

Variables:	Ranges:
YAIDALL	1,2,-7,-8
Sub-Population:	Youth who did not recall one ad for all the services [YUN12ALL (KR-1) EQ 2,-7,-8]

KR-12. [Do you recall seeing or hearing any advertising for]

the Navy?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR13: DID RESPONDENT RECALL SEEING OR HEARING ONE AD FOR ALL THE SERVICES? [KR-1 = 9] YES ..... 1 (CATI CHECK #KR14) NO 2 (KR-13)

KR-13. [Do you recall seeing or hearing any advertising for]

all the services in one ad?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR14:DID RESPONDENT RECALL SEEING OR HEARING ARMY OR ARMY COMPONENT AD? [KR-1 = 2], OR [KR-2, OR KR-3 OR KR-4 = 2] OR [KR-6, OR KR-7, OR KR-8, OR KR-9 = 1] YES ..... 1 (KR-14) NO ..... 2 (CATI CHECK #KR15)

Screen Name: KR-14 Question Bank #:KR14

Variables:	Ranges:
YADARTV	1,2,-7,-8
YADARRAD	1,2,-7,-8
YADARMAG	1,2,-7,-8
YADARPAP	1,2,-7,-8
YADARBIL	1,2,-7,-8
YADARMAL	1,2,-7,-8
YADARPOS	1,2,-7,-8
YADARPAM	1,2,-7,-8
YADARYEL	1,2,-7,-8
YADAROTH	1,2,3,-7,-8

Sub-Population: Youth who recalled seeing or hearing an Army or Army component ad
[YUN12AR (KR-1) EQ 1] OR
[YKRROAR (KR-2) EQ 1] OR
[YKRNGAR (KR-3) EQ 1] OR
[YKRRVAR (KR-4) EQ 1] OR
[YAIDAR (KR-6) EQ 1] OR
[YAIDARO (KR-7) EQ 1] OR
[YAIDANG (KR-8) EQ 1] OR
[YAIDARV (KR-9) EQ 1]

Screen Name: KR-15 Question Bank #:KR15

Variables:	Ranges:
UNITEXT	

Sub-Population: Youth who recalled seeing an Army ad
[YUN12AR (KR-1) EQ 1] OR [YAIDAR (KR-6) EQ 1]

KR-14. Did you see or hear Army ads...

	YES	NO	REF	DK
on TV?	1	2	-7	-8
on the radio?	1	2	-7	-8
in magazines?	1	2	-7	-8
in newspapers?	1	2	-7	-8
on billboards?	1	2	-7	-8
through the mail?	1	2	-7	-8
on posters?	1	2	-7	-8
in brochures or pamphlets?	1	2	-7	-8
in the Yellow Pages?	1	2	-7	-8
somewhere else?	1	2	-7	-8

CATI CHECK #KR15: DID RESPONDENT RECALL SEEING OR HEARING AN ARMY AD (UNAIDED OR AIDED)?
[KR-1 = 2 OR KR-6 = 1]

YES 1 (KR-15)
NO ..... 2 (CATI CHECK #KR16)

KR-15. Other than trying to get you to enlist, what was the main message you got from Army advertising?

[VERBATIM RESPONSES RECORDED]

_____

_____

_____

Screen Name: KR-17 Question Bank #:KR17

Variables: Ranges:

UNITEXT

Sub-Population: Youth who recalled seeing any ads other then the Army ad

[YUN12AF (KR-1) EQ 1] OR
[YUN12RO (KR-1) EQ 1] OR
[YUN12NG (KR-1) EQ 1] OR
[YUN12RV (KR-1) EQ 1] OR
[YUN12CG (KR-1) EQ 1] OR
[YUN12MC (KR-1) EQ 1] OR
[YUN12NA(KR-1) EQ 1] OR
[YUN12ALL (KR-1) EQ 1] OR
[YAIDAF (KR-5) EQ 1] OR
[YAIDARO (KR-7) EQ 1] OR
[YAIDANG (KR-8) EQ 1] OR
[YAIDARV (KR-9) EQ 1] OR
[YAIDCG (KR-10) EQ 1] OR
[YAIDMC (KR-11) EQ 1] OR
[YAIDNA (KR-12) EQ 1] OR
[YAIDALL (KR-13) EQ 1]

CATI CHECK #KR16: DID RESPONDENT RECALL ANY ADS OTHER THAN THE ARMY AD?
[KR-1 = 1, 3, 4, 5, 6, 7, 8 OR 9] OR
[KR-5, OR KR-7, OR KR-8, OR KR-9, OR KR-10 OR KR-11, OR KR-12, OR KR-13 = 1]

YES ..... 1 (CATI CHECK #KR17)
NO ..... 2 (ATTITUDES MODULE)

#KR17: RANDOMLY SELECT SERVICE OR SERVICE COMPONENT OR JOINT SERVICES AD FROM THOSE RECALLED (OTHER THAN ARMY)

KR-17. Other than trying to get you to enlist, what was the main message you got from (SERVICE/SERVICE COMPONENT) advertising?

[VERBATIM RESPONSES RECORDED]

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-2 (Jan, Feb, and Mar 87)

Module: Attitudes Toward Army Ads

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module:Attitudes Toward Army Ads

Screen Name: AT-1 Question Bank #:AT1
Variables: Ranges:
YATADLIK 1-5,-7,-8
Sub-Population: Youth who recalled seeing an Army ad
[YUN12AR (KR-1) EQ 1] OR [YAIDAR (KR-6) EQ 1]

Screen Name: AT-2 Question Bank #:AT2
Variables: Ranges:
YATADBEL 1-5,-7,-8
Sub-Population: Youth who recalled seeing an Army ad
[YUN12AR (KR-1) EQ 1] OR [YAIDAR (KR-6) EQ 1]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module:: Attitudes Toward Army Ads

CATI CHECK #AT1: DID RESPONDENT RECALL SEEING OR HEARING ARMY ADS? [KR-1 = 2 OR KR-6 = 1]	
	YES 1 (AT-1)
	NO ..... 2 (SLOGAN MODULE)

AT-1. Use a scale of "1" to "5" where "1" means you do not like the advertising and "5" means you like the advertising very much.

Overall, how much do you like the Army ads you have seen or heard over the past year?

DO NOT LIKE	1
SOMEWHAT DISLIKE	2
NEUTRAL	3
LIKE SOMEWHAT	4
LIKE VERY MUCH	5
REFUSED	-7
DON'T KNOW	-8

AT-2. Use a scale of "1" to "5" where "1" means you do not believe what the ads say and "5" means you believe what the ads say.

How much do you believe what the ads say?

DO NOT BELIEVE	1
SOMEWHAT DISBELIEVE	2
NEUTRAL	3
SOMEWHAT BELIEVE	4
STRONGLY BELIEVE	5
REFUSED	-7
DON'T KNOW	-8

[GO TO SLOGAN RECOGNITION MODULE]

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-2 (Jan, Feb, and Mar 87)

Module: Slogan Recognition

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Slogan Recognition

Screen Name: KS-2 Question Bank #:KS2
Variables: Ranges:
YKSADVEN 1-5,-7,-8
Sub-Population: Approximately half of youth given the main interview [RANDROY EQ 1,4,5]

Screen Name: KS-3 Question Bank #:KS3
Variables: Ranges:
YKSPROUD 1-5,-7,-8
Sub-Population: Youth asked the knowledge of slogan questions [RANDROY EQ 1,4,5]

Screen Name: KS-4 Question Bank #:KS4
Variables: Ranges:
YKSBEALL 1-5,-7,-8
Sub-Population: Youth asked the knowledge of slogan questions [RANDROY EQ 1,4,5]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Slogan Recognition

CATI CHECK #KS1: RANDOMIZE SERVICES (ARMY, AIR FORCE, MARINE CORPS, NAVY) FOR LISTING IN KS-1

KS-1. I am going to mention some slogans used by the military in its advertising. After I read each slogan, please tell me whether it is used by the (RANDOMIZED LIST OF SERVICES), or by all four active duty services together in the same ad or commercial.

KS-2. Which military service uses the advertising slogan, "Blank. It's not just a job. It's an adventure."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

KS-3. [Which military service uses the advertising slogan,]

"The Few. The Proud. The Blank."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

KS-4. [Which military service uses the advertising slogan,]

"Be all you can be."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Slogan Recognition

Screen Name: KS-5 Question Bank #:KS5
Variables: Ranges:
YKSWAY 1-5,-7,-8
Sub-Population: Youth asked the knowledge of slogan questions
[RANDROY EQ 1,4,5]

Screen Name: KS-6 Question Bank #:KS6
Variables: Ranges:
YKSGOOD 1-5,-7,-8
Sub-Population: Youth asked the knowledge of slogan questions
[RANDROY EQ 1,4,5]

Screen Name: KS-7 Question Bank #:KS7
Variables: Ranges:
YKSSTART 1-5,-7,-8
Sub-Population: Youth asked the knowledge of slogan questions
[RANDROY EQ 1,4,5]

Screen Name: KS-8 Question Bank #:KS8
Variables: Ranges:
YKSAIM 1-5,-7,-8
Sub-Population: Youth asked the knowledge of slogan questions
[RANDROY EQ 1,4,5]

KS-5. [Which military service uses the advertising slogan,]

"Blank, a great way of life."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

KS-6. [Which military service uses the advertising slogan,]

"We're looking for a few good men."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

KS-7. [Which military service uses the advertising slogan,]

"It's a great place to start."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

KS-8. [Which military service uses the advertising slogan,]

"Aim high. Blank."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Slogan Recognition

Screen Name: KS-9 Question Bank #:KS9

Variables:	Ranges:
YKSNOTCO	1-5,-7,-8
Sub-Population:	Youth asked the knowledge of slogan questions [RANDROY EQ 1,4,5]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Slogan Recognition

KS-9. [Which military service uses the advertising slogan,]

"We're not a company, we're your country."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

[GO TO PERCEPTIONS MODULE]

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-2 (Jan, Feb, and Mar 87)

Module: Perceptions

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

Screen Name: PE-1A Question Bank #:PE1A
Variables: Ranges: Change Code:P, S
YHEARDAR 1,2,-7,-8
Sub-Population: All Youth

Screen Name: PE-4A Question Bank #: PE4A
Variables: Ranges: Change Code:P, S
YHEARDNG 1,2,-7,-8
Sub-Population: All Youth

Screen Name: PE-15A Question Bank #:PE15A
Variables: Ranges: Change Code:P, S
YHEARDRO 1,2,-7,-8
Sub-Population: All Youth

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

PE-1A. Have you ever heard of the United States Army Reserve?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ... -8

PE-4A. Have you ever heard of the United States Army National Guard?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

PE-15A. Have you ever heard of the Army Reserve Officer's Training Corps on a college campus?

YES ..... 1 (CATI CHECK #PE2)
NO ..... 2 (CATI CHECK #PE2)
REFUSED ..... -7 (CATI CHECK #PE2)
DON'T KNOW ..... -8 (CATI CHECK #PE2)

| CATI CHECK #PE2: BASED ON PREVIOUS RESPONSES AND CURRENT EDUCATIONAL STATUS, RANDOMLY SELECT ONE OR TWO CAREER OPTIONS FROM ARMY, ARMY RESERVE, ARMY NATIONAL GUARD, AIR FORCE, MARINE CORPS, NAVY, ALL SERVICES, WORKING IN A FULL-TIME, CIVILIAN JOB, GOING TO COLLEGE, ROTC. |

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

Screen Name: PE-INTRO Question Bank #:PEINTRO

Variables:	Ranges:	Change Code:P, W
YAWIDE	1-5,-7,-8	
YAPHYS	1-5,-7,-8	
YAPROUD	1-5,-7,-8	
YASTEP	1-5,-7,-8	
YALEADER	1-5,-7,-8	
YAHITECH	1-5,-7,-8	
YACIVCAR	1-5,-7,-8	
YASELCON	1-5,-7,-8	
YAPOTEN	1-5,-7,-8	
YAMENTAL	1-5,-7,-8	
YAMATURE	1-5,-7,-8	
YATRAIN	1-5,-7,-8	
YAHIQUAL	1-5,-7,-8	
YACASHED	1-5,-7,-8	

Sub-Population: Youth given the Active Army perceptions questions
[PANELPEY EQ 2 AND RANDPE3 EQ 1,3] OR
[PANELPEY EQ 3,4,5,6,7,8]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

PE-INTRO. I'd like your opinion about several statements.

Please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.

	DS				AG	REF	DK
The (SERVICE/CAREER OPTION) offers... (ATTRIBUTE - Random Start)?	1	2	3	4	5	-7	-8

How about the (SERVICE/CAREER OPTION)...

[The (SERVICE/CAREER OPTION) offers... (ATTRIBUTE)]?	1	2	3	4	5	-7	-8

PE-INTRO2. [Please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

	DS				AG	REF	DK
The (SERVICE/CAREER OPTION) offers... (ATTRIBUTE)?	1	2	3	4	5	-7	-8

How about the (SERVICE/CAREER OPTION)...

[The (SERVICE/CAREER OPTION) offers... (ATTRIBUTE)]?	1	2	3	4	5	-7	-8

Screen Name: PE-INTRO Question Bank #:PEINTRO

Variables:	Ranges:	Change Code:P, S, W
YVWIDE	1-5,-7,-8	
YVPROUD	1-5,-7,-8	
YVLEADER	1-5,-7,-8	
YVCIVCAR	1-5,-7,-8	
YVSELCON	1-5,-7,-8	
YVPOTEN	1-5,-7,-8	
YVMENTAL	1-5,-7,-8	
YVMATURE	1-5,-7,-8	
YVTRAIN	1-5,-7,-8	
YVHIQUAL	1-5,-7,-8	
YVCASHED	1-5,-7,-8	
YVHOME	1-5,-7,-8	
YVWEEKEN	1-5,-7,-8	
YVSERPAR	1-5,-7,-8	

Sub-Population: Youth selected to receive the Army Reserve perceptions questions who had heard of the U.S. Army Reserve
[YHEARDAR (PE-1A) EQ 1,-8] AND
[PANELPEY EQ 1 AND RANDPE8 EQ 1] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND RANDPE8 EQ 1] OR
[PANELPEY EQ 3 AND RAND1000 GE 1 AND
RAND1000 LE 269] OR[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 1]

Screen Name: PE-INTRO Question Bank #: PEINTRO

Variables:	Ranges:	Change Code:P, S, W
YGWIDE	1-5,-7,-8	
YGPROUD	1-5,-7,-8	
YGLEADER	1-5,-7,-8	
YGCIVCAR	1-5,-7,-8	
YGSELCON	1-5,-7,-8	
YGPOTEN	1-5,-7,-8	
YGMENTAL	1-5,-7,-8	
YGMATURE	1-5,-7,-8	
YGTRAIN	1-5,-7,-8	
YGHIQUAL	1-5,-7,-8	
YGCASHED	1-5,-7,-8	
YGHOME	1-5,-7,-8	
YGWEEKEN	1-5,-7,-8	
YGSERPAR	1-5,-7,-8	

Sub-Population: Youth selected to receive the Army National Guard perceptions questions who had heard of the United States Army National Guard
[YHEARDNG (PE-4A) EQ 1,-8] AND
[PANELPEY EQ 1 AND RANDPE8 EQ 2] OR
[PANELPEY EQ 2 AN[PANELPEY EQ 3 AND RAND1000 GE 270 AND
RANDPE3 EQ 2,3 AND RANDPE8 EQ 2] OR
RAND1000 LE 539] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 2]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

	ARMY	USAR	ARNG	AF	MARI	NAVY	ALL SR	WORK	COLL	ROTC
a wide variety of opportunites to find a job you can enjoy	X	X	X	X	X	X	X			X
a physically challenging environment	X			X	X	X	X	X		
an experience you can be proud of	X	X	X	X	X	X	X	X	X	X
an advantage over going right from high school to college	X			X	X	X	X	X		
an opportunity to develop leadership skills	X	X	X	X	X	X	X	X	X	X (Sim)
the chance to work with the latest high-tech equipment	X			X	X	X	X	X		
a great value in your civilian career development	X	X	X	X	X	X	X	X	X	
an opportunity to develop self-confidence	X	X	X	X	X	X	X	X	X	X
the opportunity to develop your potential	X	X	X	X	X	X	X	X	X	
a mentally challeng-ing experience	X	X	X	X	X	X	X	X	X	

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

Screen Name: PE-INTRO Question Bank #: PEINTRO

Variables:	Ranges:	Change Code:P, W
YFWIDE	1-5,-7,-8	
YFPHYS	1-5,-7,-8	
YFPROUD	1-5,-7,-8	
YFSTEP	1-5,-7,-8	
YFLEADER	1-5,-7,-8	
YFHITECH	1-5,-7,-8	
YFCIVCAR	1-5,-7,-8	
YFSELCON	1-5,-7,-8	
YFPOTEN	1-5,-7,-8	
YFMENTAL	1-5,-7,-8	
YFMATURE	1-5,-7,-8	
YFTRAIN	1-5,-7,-8	
YFHIQUAL	1-5,-7,-8	
YFCASHED	1-5,-7,-8	
Sub-Population:	Youth selected to receive the Air Force perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 3] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ 3] OR [PANELPEY EQ 3 AND RAND1000 GE 540 AND RAND1000 LE 616] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 3]	
YNWIDE	1-5,-7,-8	
YNPHYS	1-5,-7,-8	
YNPROUD	1-5,-7,-8	
YNSTEP	1-5,-7,-8	
YNLEADER	1-5,-7,-8	
YNHITECH	1-5,-7,-8	
YNCIVCAR	1-5,-7,-8	
YNSELCON	1-5,-7,-8	
YNPOTEN	1-5,-7,-8	
YNMENTAL	1-5,-7,-8	
YNMATURE	1-5,-7,-8	
YNTRAIN	1-5,-7,-8	
YNHIQUAL	1-5,-7,-8	
YNCASHED	1-5,-7,-8	
Sub-Population:	Youth selected to receive the Navy perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 4] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ 4] OR [PANELPEY EQ 3 AND RAND1000 GE 617 AND RAND1000 LE 693] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 4]	

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

	ARMY	USAR	ARNG	AF	MARI	NAVY	ALL SR	WORK	COLL	ROTC
an opportunity to become more mature and responsible	X	X	X	X	X	X	X	X	X	
many opportunities for training in useful skill areas	X	X	X	X	X	X	X	X		
many chances to work with highly-trained people	X	X	X	X	X	X	X	X	X	
an opportunity to obtain money for college or vocational school	X	X	X	X	X	X	X	X		
an opportunity to serve America while living in your own hometown		X	X							
interesting and exciting weekends		X	X							
an excellent opportunity for part-time work		X	X							

YMWIDE	1-5,-7,-8
YMPHYS	1-5,-7,-8
YMPROUD	1-5,-7,-8
YMSTEP	1-5,-7,-8
YMLEADER	1-5,-7,-8
YMHITECH	1-5,-7,-8
YMCIVCAR	1-5,-7,-8
YMSELCON	1-5,-7,-8
YMPOTEN	1-5,-7,-8
YMMENTAL	1-5,-7,-8
YMMATURE	1-5,-7,-8
YMTRAIN	1-5,-7,-8
YMHIQUAL	1-5,-7,-8
YMCASHED	1-5,-7,-8

Sub-Population: Youth selected to receive the Marine Corps perceptions questions
[PANELPEY EQ 1 AND RANDPE8 EQ 5] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ 5] OR
[PANELPEY EQ 3 AND RAND1000 GE 694 AND RAND1000 LE 770] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 5]

YSWIDE	1-5,-7,-8
YSPHYS	1-5,-7,-8
YSPROUD	1-5,-7,-8
YSSTEP	1-5,-7,-8
YSLEADER	1-5,-7,-8
YSHITECH	1-5,-7,-8
YSCIVCAR	1-5,-7,-8
YSSELCON	1-5,-7,-8
YSPOTEN	1-5,-7,-8
YSMENTAL	1-5,-7,-8
YSMATURE	1-5,-7,-8
YSTRAIN	1-5,-7,-8
YSHIQUAL	1-5,-7,-8
YSCASHED	1-5,-7,-8

Sub-Population: Youth selected to receive the Military Service perceptions questions
[PANELPEY EQ 1 AND RANDPE8 EQ 6] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ 6] OR
[PANELPEY EQ 3 AND RAND1000 GE 771 AND RAND1000 LE 847] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 6]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

Screen Name: PE-7 Question Bank #:PE7

Variables:	Ranges:	Change Code:P, W
YWWIDE	1-5,-7,-8	
YWPROUD	1-5,-7,-8	
YWSTEP	1-5,-7,-8	
YWLEADER	1-5,-7,-8	
YWHITECH	1-5,-7,-8	
YWCIVCAR	1-5,-7,-8	
YWSELCON	1-5,-7,-8	
YWPOTEN	1-5,-7,-8	
YWMENTAL	1-5,-7,-8	
YWMATURE	1-5,-7,-8	
YWTRAIN	1-5,-7,-8	
YWHIQUAL	1-5,-7,-8	
YWCASHED	1-5,-7,-8	

Sub-Population: Youth selected to receive the Working in a Full-Time Civilian Job perceptions questions
[PANELPEY EQ 1 AND RANDPE8 EQ 7] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND RANDPE8 EQ 7] OR
[PANELPEY EQ 3 AND RAND1000 GE 848 AND RAND1000 LE 924] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 7]

Variables:	Ranges:
YCPROUD	1-5,-7,-8
YCLEADER	1-5,-7,-8
YCCIVCAR	1-5,-7,-8
YCSELCON	1-5,-7,-8
YCPOTEN	1-5,-7,-8
YCMENTAL	1-5,-7,-8
YCMATURE	1-5,-7,-8
YCHIQUAL	1-5,-7,-8

Sub-Population: Youth selected to receive the Going to College perceptions questions
[PANELPEY EQ 1 AND RANDPE8 EQ 8] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND RANDPE8 EQ 8] OR
[PANELPEY EQ 3 AND RAND1000 GE 925 AND RAND1000 LE 1000] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 8]

ACOMS Annotated Questionnaire
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Module: Perceptions

Screen Name: PE-12 Question Bank #:PE12
Variables: Ranges:
YPEDIP 1-5,-7,-8
Sub-Population: All youth

Screen Name: PE-13 Question Bank #: PE13
Variables: Ranges:
YPEGRADE 1-5,-7,-8
Sub-Population: All youth

Screen Name: PE-14 Question Bank #:PE14
Variables: Ranges:
YPECOL 1-5,-7,-8
Sub-Population: All youth

Screen Name: PE-15 Question Bank #:PE15
Variables: Ranges:
YPESIM 1,2,-7,-8
Sub-Population: All youth

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

PE-12. Of the people who joined the Army in the last year, what proportion do you think are high school diploma graduates? Would you say...

less than one quarter,	1
about one quarter,	2
about one half,	3
about three quarters, or	4
almost all?	5
REFUSED	-7
DON'T KNOW	-8

PE-13. Of the people who joined the Army last year, what proportion do you think would score in the upper half of an intelligence test? Is it...

all of them,	1
three quarters of them,	2
half of them,	3
one quarter of them, or	4
none of them?	5
REFUSED	-7
DON'T KNOW	-8

PE-14. Of the people who joined the Army in the last year, what proportion do you think will get a college diploma either while they are in the Army or after they complete their Army service? Would you say...

less than one quarter,	1
about one quarter,	2
about one half,	3
about three quarters, or	4
almost all?	5
REFUSED	-7
DON'T KNOW	-8

PE-15. Do you think very many young (men/women) with backgrounds and plans for the future like yours are joining the Army?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

Screen Name:	PEY-2	Question Bank #:PEY-2
Variables:	Ranges:	Change Code:P, S, W
YRLEADER	1-5,-7,-8	
YRSELCON	1-5,-7,-8	
YRELECT	1-5,-7,-8	
YROFFCOM	1-5,-7,-8	
Sub-Population:	Youth selected to receive the Army ROTC questions who had heard of the Army Reserve Officers' Training Corps [YHEARDRO EQ 1,-8] AND [PANELPEY EQ 1] OR [PANELPEY EQ 2 AND RANDPE3 EQ 1,2] OR [PANELPEY EQ 3] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 9]	

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

CATI CHECK #PE1: IS YOUTH ROTC POTENTIAL?	
YES 1 (PEY-2)	
NO ..... 2 (KNOWLEDGE AWARENESS MODULE)	

PEY-2. Next, I'd like your opinion about several statements describing different things that the Army Reserve Officer's Training Corps on the college campus might offer you.

Please use a scale of 1 to 5 where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree,"4" means you agree, and "5" means you strongly agree with the statement.

The Army Reserve Officer's Training Corps on a college campus offers you...

	DS				AG	REF	DK
a. leadership and management training?	1	2	3	4	5	-7	-8
b. an opportunity to develop self-confidence?	1	2	3	4	5	-7	-8
c. a college elective that can be taken together with other college courses?	1	2	3	4	5	-7	-8
d. an officer's commission in the active Army, Army Reserve or the Army National Guard?	1	2	3	4	5	-7	-8

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

Screen Name:	PEY-3	Question Bank #:PEY-3
Variables:	Ranges:	Change Code:W
YOWIDE	1-5,-7,-8	
YOPROUD	1-5,-7,-8	
YOUSECOL	1-5,-7,-8	
YOINNOV	1-5,-7,-8	
Sub-Population:	Youth selected to receive the Army ROTC questions who had heard of the Army Reserve Officer's Training Corps [YHEARDRO EQ 1,-8]	

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Perceptions

PEY-3. Being an officer in the United States Army means different things to different people.

Please tell me how much you disagree or agree that <u>being an officer</u> offers you each item on the list. A "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.

Being an officer in the United States Army offers you...

	DS				AG	REF	DK
a. a wide variety of opportunities to find a job you can enjoy	1	2	3	4	5	-7	-8
b. an experience you can be proud of?	1	2	3	4	5	-7	-8
c. the opportunity to use your college acquired skills?	1	2	3	4	5	-7	-8
d. the opportunity to make changes and use your own judgment?	1	2	3	4	5	-7	-8

[GO TO KNOWLEDGE-AWARENESS MODULE]

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-2 (Jan, Feb, and Mar 87)

Module: Knowledge-Army Attributes

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Knowledge-Army Attributes

Screen Name: KA-7 Question Bank #:KA7
Variables: Ranges:
YKAEARN 1,2,-7,-8
Sub-Population: Approximately half of youth given the main interview
[RANDROY EQ 3,5,6]

Screen Name: KA-1 Question Bank #:KA1
Variables: Ranges:
YKAEDBEN 1-6,-7,-8
Sub-Population: Youth who knew that it is possible to earn money for college by enlisting in the Army
[YKAEARN (KA-7) EQ 1,-7,-8]

Screen Name: KA-2 Question Bank #:KA2
Variables: Ranges:
YKALLCOL 1,2,-7,-8
Sub-Population: Youth who knew that it is possible to earn money for college by enlisting in the Army
[YKAEARN (KA-7) EQ 1,-7,-8]

Screen Name: KA-3 Question Bank #:KA3
Variables: Ranges:
YKASAME 1,2,3,-7,-8
Sub-Population: Youth who knew that it is possible to earn money for college by enlisting in the Army
[YKAEARN (KA-7) EQ 1,-7,-8]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Knowledge-Army Attributes

KA-7. Is it possible to earn money for college by enlisting in the Army?

YES	1	(KA-1)
NO	2	(CATI CHECK #KA4)
REFUSED	-7	(KA-1)
DON'T KNOW	-8	(KA-1)

KA-1. How much do you think can be earned through Army education benefits?

[PROBE: This would be the total benefits you could earn while in the Army.]

UNDER $5,000	1
$5,000 TO $9,999	2
$10,000 TO $14,999	3
$15,000 TO $19,999	4
$20,000 TO $24,999	5
$25,000 OR MORE	6
REFUSED	-7
DON'T KNOW	-8

KA-2. Do you think Army education benefits would pay for your entire college education?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

KA-3. Do you think Army education benefits are more, less or about the same as the Navy, Air Force, or Marines offer?

MORE	1
LESS	2
ABOUT THE SAME	3
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #KA4: ROTATE ORDER OF SERVICES FOR KA-4

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Knowledge-Army Attributes

Screen Name: KA-4 Question Bank #:KA4

Variables:	Ranges:
YKAGIAR	1,2,-7,-8
YKAGIAF	1,2,-7,-8
YKAGINA	1,2,-7,-8
YKAGIMA	1,2,-7,-8

Sub-Population: Youth asked the knowledge-awareness questions [RANDROY EQ 3,5,6]

Screen Name: KA-5 Question Bank #:KA5

Variables:	Ranges:
YKAYEARS	0-25,-7,-8

Sub-Population: Youth asked the knowledge-awareness questions RANDROY EQ 3,5,6]

Screen Name: KA-6 Question Bank #:KA6

Variables:	Ranges:
YKADEP	1,2,-7,-8

Sub-Population: Youth asked the knowledge-awareness questions [RANDROY EQ 3,5,6]

Screen Name: KA-8 Question Bank #:KA8

Variables:	Ranges:
YKARGJUN	1,2,-7,-8

Sub-Population: Youth asked the knowledge-awareness questions [RANDROY EQ 3,5,6]

Screen Name: KA-9 Question Bank #:KA9

Variables:	Ranges:
YKARGHS	1,2,-7,-8

Sub-Population: Youth who did not know that 17 year old high school juniors are eligible to join the Army Reserve or Army National Guard [YKARGJUN (KA-8) EQ 2,-7,-8]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Knowledge-Army Attributes

KA-4. Please tell me whether or not each of the following services offers the "GI Bill"?

	DOES OFFER	DOES NOT OFFER	REF	DK
Army	1	2	-7	-8
Air Force	1	2	-7	-8
Navy	1	2	-7	-8
Marines	1	2	-7	-8

KA-5. What is the minimum number of years that a new recruit has to serve on active duty in the Army?

NUMBER OF YEARS..... ____
REFUSED ..... -7
DON'T KNOW ..... -8

KA-6. Is it possible to sign up for the Army and start serving up to one year later?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

KA-8. Are 17 year old high school juniors eligible to join the Army Reserve or Army National Guard?

YES 1 (KA-10)
NO 2 (KA-9)
REFUSED ..... -7 (KA-9)
DON'T KNOW ..... -8 (KA-9)

KA-9. Is high school graduation required before joining Army Reserve or Army National Guard?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

Screen Name: KA-10 Question Bank #:KA10

Variables:	Ranges:
YKAWARD	1-5,-7,-8
Sub-Population:	Youth asked the knowledge-awareness questions [RANDROY EQ 3,5,6]

Screen Name: KA-11 Question Bank #:KA11

Variables:	Ranges:
YKARGCOL	1,2,-7,-8
Sub-Population:	Youth asked the knowledge-awareness questions [RANDROY EQ 3,5,6]

Screen Name: KA-12 Question Bank #:KA12

Variables:	Ranges:
YKARGGI	1-7,-7,-8
Sub-Population:	Youth who knew that qualified people who join the Army Reserve or Army National Guard can receive money for college [YKARGCOL (KA-11) EQ 1]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Knowledge-Army Attributes

KA-10. Who sponsors the "Scholar-Athlete Award Program"? Is it the...

Marine Corps,	1
National Guard,	2
Army Reserve,	3
Air Force,or	4
Navy?	5
REFUSED	-7
DON'T KNOW	-8

KA-11. Can qualified people who join the Army Reserve or Army National Guard receive money for college?

YES	1	(KA-12)
NO	2	(DEMOGRAPHIC MODULE)
REFUSED	-7	(DEMOGRAPHIC MODULE)
DON'T KNOW	-8	(DEMOGRAPHIC MODULE)

KA-12. What is the maximum amount of money for college that qualified people who join the Army Reserve or Army National Guard can receive under the "GI Bill"?

UNDER $1,000	1
$1,OOO TO $1,999	2
$2,000 TO $3,999	3
$4,000 TO $5,999	4
$6,000 TO $7,999	5
$8,000 TO $9,999	6
$10,000 OR MORE	7
REFUSED	-7
DON'T KNOW	-8

[GO TO DEMOGRAPHICS MODULE]

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-2 (Jan, Feb, and Mar 87)

Module: Demographics

Screen Name: DE-5 Question Bank #:DE5
Variables: Ranges:
YDETHNIC 1-3,-7,-8
Sub-Population: Hispanic youth
[EHISP (SC-20) EQ 1]

Screen Name: DE-6 Question Bank #:DE6
Variables: Ranges:
YDMARITL 1-5,-7,-8
Sub-Population: All youth

Screen Name: DE-14 Question Bank #:DE14
Variables: Range: Change Code:W
YDSAMEPA 1-3
Sub-Population: All youth

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Demographics

DEINTRO1. Now I have some questions about your background.

CATI CHECK #DE1:	IS RESPONDENT HISPANIC? [SC-20 = 1]	
	YES	1 (DE-5)
	NO	2 (DE-6)

DE-5. What is your ethnic background? Are you...

Mexican American	1
Puerto Rican, or	2
some other Hispanic?	3
REFUSED	-7
DON'T KNOW	-8

DE-6. What is your current marital status? Are you...

Single, ...	1
Married, ...	2
Separated, ...	3
Divorced, or	4
Widowed?	5
REFUSED	-7
DON'T KNOW	-8

DEINTRO2. Now I would like to ask some questions about your father and mother, or other adults in your household.

DE-14. (When not attending college) Do you live in the same household as your father or your step-father?

FATHER	1
STEP-FATHER	2
NEITHER	3
BOTH	4
REFUSED	-7
DON'T KNOW	-8

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Demographics

Screen Name: DE-19 Question Bank #:DE19

Variables:	Ranges:
YDEDDAD	07-25,-7,-8
Sub-Population:	All youth

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Demographics

DE-19. What was the highest grade or level of education that your (father/step-father) completed?

LESS THAN 8TH GRADE	07
8TH GRADE	08
9TH GRADE	09
10TH GRADE	10
11TH GRADE	11
12TH GRADE	12
1ST YEAR OF 4-YEAR COLLEGE (FR)	13
2ND YEAR OF 4-YEAR COLLEGE (SO)	14
3RD YEAR OF 4-YEAR COLLEGE (JR)	15
4TH YEAR OF 4-YEAR COLLEGE (SR)	16
5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19
MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL	20
1ST YEAR OF JR. OR COMMUNITY COLLEGE	21
2ND YEAR OF JR. OR COMMUNITY COLLEGE	22
1ST YEAR OF VOC., BUS., OR TRADE SCHOOL	23
2ND YEAR OF VOC., BUS., OR TRADE SCHOOL	24
MORE THAN 2 YEARS VOC., BUS. OR TRADE SCHOOL	25
REFUSED	-7
DON'T KNOW	-8

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Demographics

Screen Name: DE-20 Question Bank #:DE20
Variables: Ranges:
YDDADLFS 1-8,-7,-8
Sub-Population: All youth

Screen Name: DE-21 Question Bank #:DE21
Variables: Ranges:
YDDADBR 1-5,-7,-8
Sub-Population: Youth with father in the military
[YDDADLFS (DE-20) EQ 6]

Screen Name: DE-14A Question Bank #:DE14A
Variables: Ranges: Change Code:A
YDDADBR 1-3
Sub-Population: All Youth

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Demographics

DE-20. Is your (father/step-father) now...

working full-time, ...	1	(DE-14A)
working part-time, ...	2	(DE-14A)
unemployed, ...	3	(DE-14A)
retired, ...	4	(DE-14A)
taking care of a family at home, or	5	(DE-14A)
in the military?	6	(DE-21)
DECEASED	7	(DE-14A)
OTHER	8	(DE-14A)
REFUSED	-7	(DE-14A)
DON'T KNOW	-8	(DE-14A)

DE-21. In which branch of the military is your (father/step-father) currently serving?

AIR FORCE	1
ARMY	2
COAST GUARD	3
MARINES	4
NAVY	5
REFUSED	-7
DON'T KNOW	-8

DE-14A. (When not attending college) Do you live in the same household as your mother or your step-mother?

MOTHER	1
STEP-MOTHER	2
NEITHER	3
BOTH	4
REFUSED	-7
DON'T KNOW	-8

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Demographics

Screen Name: DE-26 Question Bank #:DE26

Variables:	Ranges:
YDEDMOM	07-25,-7,-8
Sub-Population:	All youth

DE-26. What was the highest grade or level of education that your (mother/step-mother) completed?

LESS THAN 8TH GRADE	07
8TH GRADE	08
9TH GRADE	09
10TH GRADE	10
11TH GRADE	11
12TH GRADE	12
1ST YEAR OF 4-YEAR COLLEGE (FR)	13
2ND YEAR OF 4-YEAR COLLEGE (SO)	14
3RD YEAR OF 4-YEAR COLLEGE (JR)	15
4TH YEAR OF 4-YEAR COLLEGE (SR)	16
5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19
MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL	20
1ST YEAR OF JR. OR COMMUNITY COLLEGE	21
2ND YEAR OF JR. OR COMMUNITY COLLEGE	22
1ST YEAR OF VOC., BUS., OR TRADE SCHOOL	23
2ND YEAR OF VOC., BUS. OR TRADE SCHOOL	24
MORE THAN 2 YEARS VOC., BUS., OR TRADE SCHOOL	25
REFUSED	-7
DON'T KNOW	-8

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Demographics

Screen Name: DE-27 Question Bank #:DE27
Variables: Ranges:
YDMOMLFS 1-8,-7,-8
Sub-Population: All youth

Screen Name: DE-17 Question Bank #:DE17
Variables: Ranges: Change Code:R, S, W
YDOWNREL 1-10,91,-7,-8
Sub-Population: Youth who do not live with parents
[YDSAMEPA EQ 3 AND (YDSAMEMA EQ 3, -7 OR -8)] OR
[YDSAMEMA EQ 3 AND (YDSAMEPA EQ 3, -7,OR -8)]
Sub-Population: Youth who live with some other relative
[YDOWNREL (DE-17) EQ 91]

DE-27. Is your (mother/step-mother) now...

working full-time,	1
working part-time,	2
unemployed,	3
retired,	4
taking care of a family at home, or	5
in the military?	6
DECEASED	7
OTHER	8
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #DE1A:	DOES RESPONDENT LIVE APART FROM ANY PARENT? [(DE-14 = 3 AND (DE-14A = 3, -7, OR -8)) OR (DE14A = 3 AND (DE14 =3 , -7, OR -8))]	
	YES	1 (DE-36)
	NO	2 (DE-17)

DE-17. What relationship to you is the person who is the head of household in the house or apartment you are living in?

[USE CODE CLOSEST TO TOP OF LIST]

BROTHER	10	(DE-19A)
SISTER	11	(DE-19A)
UNCLE	2	(DE-19A)
AUNT	3	(DE-19A)
COUSIN	4	(DE-19A)
GRANDFATHER	5	(DE-19A)
GRANDMOTHER	6	(DE-19A)
SPOUSE	7	(DE-19A)
NON-RELATIVE	8	(DE-19A)
RESPONDENT	9	(CATI CHECK #DE1B)
OTHER RELATIVE _____	91	(DE-18)
REFUSED	-7	(DE-19A)
DON'T KNOW	-8	(DE-19A)

Screen Name: DE-19A Question Bank #:DE19A

Variables:	Ranges:
YDEDOTH	07-25,-7,-8
Sub-Population:	Youth who live with another person [YDOWNREL (DE-17) NE 9]

DE-19A. What was the highest grade or level of education that (PERSON in DE-17) completed?

LESS THAN 8TH GRADE	07
8TH GRADE	08
9TH GRADE	09
10TH GRADE	10
11TH GRADE	11
12TH GRADE	12
1ST YEAR OF 4-YEAR COLLEGE (FR)	13
2ND YEAR OF 4-YEAR COLLEGE (SO)	14
3RD YEAR OF 4-YEAR COLLEGE (JR)	15
4TH YEAR OF 4-YEAR COLLEGE (SR)	16
5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19
MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL	20
1ST YEAR OF JR. OR COMMUNITY COLLEGE	21
2ND YEAR OF JR. OR COMMUNITY COLLEGE	22
1ST YEAR OF VOC., BUS., OR TRADE SCHOOL	23
2ND YEAR OF VOC., BUS., OR TRADE SCHOOL	24
MORE THAN 2 YEARS VOC., BUS., OR TRADE SCHOOL	25
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #DE1B: HAS RESPONDENT HEARD OF R.O.T.C.?
[PE-1A = 1]

YES..... 1 (DE-36)
NO..... 2 (CATI CHECK #DE2)

Screen Name: DE-36 Question Bank #:DE36
Variables: Ranges: Change Code:S
YDROTCEV 1,2,-7,-8
Sub-Population: Youth who have heard of ROTC
[YHEARDRO EQ 1, -8]

Screen Name: DE-37 Question Bank:#DE37
Variables: Ranges:
YDROTCJS 1,2,-7,-8
Sub-Population: Youth who have participated in a ROTC course
[YDROTCEV (DE-36) EQ 1]

Screen Name: DE-38 Question Bank: #DE38
Variables: Ranges:
YDROTCBR 1-3,-7,-8
Sub-Population: Youth who have participated in a ROTC course in college
[YDROTCJS (DE-37) EQ 2]

Screen Name: DE-39 Question Bank: #DE39
Variables: Ranges:
YDCOUNTY
Sub-Population: Youth who were not screener respondents
[YUTHNUM NE 01]

DE-36. Did you ever participate in a Reserve Officer's Training Corps [ROTC] course?

YES	1	(DE-37)
NO	2	(CATI CHECK #DE2)
REFUSED	-7	(CATI CHECK #DE2)
DON'T KNOW	-8	(CATI CHECK #DE2)

DE-37. Was that Junior ROTC in high school or Senior ROTC in college?

JUNIOR [IN HIGH SCHOOL]	1	(CATI CHECK #DE2)
SENIOR [IN COLLEGE]	2	(DE-38)
REFUSED	-7	(CATI CHECK #DE2)
DON'T KNOW	-8	(CATI CHECK #DE2)

DE-38. Was that Army ROTC, Air Force ROTC, or Navy ROTC?

ARMY	1
AIR FORCE	2
NAVY	3
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #DE2: IS YOUTH THE SCREENER RESPONDENT?

YES 1 (DE-42)
NO 2 (DE-39)

DE-39. What is the name of the county in which you live?

_____
COUNTY

REFUSED	-7
DON'T KNOW	-8

Screen Name: DE-40 Question Bank: #DE40
Variables: Ranges:
YDCITY
Sub-Population: Youth who were not screener respondents
[YUTHNUM NE 01]

Screen Name: DE-41 Question Bank: #DE41
Variables: Ranges:
YDZIP
Sub-Population: Youth who were not screener respondents
[YUTHNUM NE 01]

Screen Name: DE-42 Question Bank #:DE42
Variables: Ranges:
YDSSN 000000000-999999999,-7,-8
Sub-Population: All youth

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Demographics

DE-40. What is the name of the city in which you live?

_____
CITY

REFUSED ..... -7
DON'T KNOW ..... -8

DE-41. What is your zip code?

_____
ZIP CODE

REFUSED ..... -7
DON'T KNOW ..... -8

DE-42. Now I need to record your Social Security Number. We are asking for this number for use in another study to determine if the ideas we have been discussing are related to whether or not someone enlists in a military service.

Let me remind you that your answers are voluntary and will be completely confidential. Under no circumstances will your identity be made know to anyone in the military.

_____
DOES NOT HAVE SSN 0
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #DE2:	IS RESPONDENT A TARGET YOUTH?	
	YES 1	(CATI CHECK #DE2)
	NO 2	(TERMINATION)
#DE3	IS YOUTH SELECTED FOR POTENTIAL INCLUSION IN LONGITUDINAL COMPONENT?	
	YES 1	(TRACKING MODULE)
	NO 2	(PARENTAL LOCATION MODULE)

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-2 (Jan, Feb, and Mar 87)

Module: Tracking

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Tracking

Screen Name: TR-1 Question Bank #:TR1
Variables: Ranges:
YTRPNAME
Sub-Population: Target youth in the longitudinal sample
[LONGSAMP EQ 1 AND YUTHNUM EQ TARGYUTH]

Screen Name: TR-2 Question Bank #:TR2
Variables: Ranges:
YTRPSAME 1,2,-7,-8
Sub-Population: Target youth in the longitudinal sample
[LONGSAMP EQ 1 AND YUTHNUM EQ TARGYUTH]

Screen Name: TR-3 Question Bank #:TR3
Variables: Ranges:
YTRPREAS 1,2,91,-7,-8
Sub-Population: Youth asked the tracking question who will be at a different phone number in one year
[YTRPSAME (TR-2) EQ 2]
YTRPOTH
Sub-Population: Youth asked the tracking questions who will have a different phone number in one year for some other reason
[YTRPREAS (TR-3) EQ 91]

Screen Name: TR-4 Question Bank #:TR4
Variables: Ranges:
YTRMOVMM
YTRMOVYY
Sub-Population: Youth asked the tracking questions who will be moving
[YTRPREAS (TR-3) EQ 1]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Tracking

TRINTRO. It is possible that we will call again sometime in the future to obtain some updated information from you. I'd like to ask you a few questions that will help us to recontact you at a later date.

TR-1. In what name is this phone number, area code (AREA CODE & NUMBER), listed?

[ENTER UNLISTED IF PHONE NUMBER IS NOT LISTED.]

REFUSED ..... -7
DON'T KNOW ..... -8

TR-2. If we were to recontact you one year from now, do you expect that we could reach you at this same telephone number?

YES 1 (TR-9)
NO 2 (TR-3)
REFUSED ..... -7 (TR-9)
DON'T KNOW ..... -8 (TR-9)

TR-3. Why is that?

MOVING 1 (TR-4)
NUMBER BEING CHANGED 2 (TR-6)
OTHER(SPECIFY) 91 (TR-9)
REFUSED ..... -7 (TR-9)
DON'T KNOW ..... -8 (TR-9)

TR-4. When do you expect to be moving?

MONTH ____ YEAR 19____

REFUSED ..... -7
DON'T KNOW ..... -8

Screen Name: TR-5 Question Bank #:TR5

Variables:	Ranges:
YTRMADDR	
Sub-Population:	Youth asked the tracking questions who will be moving [YTRPREAS (TR-3) EQ 1]
YTRMCITY	
YTRMST	
YTRMZIP	
Sub-Population:	Youth who will be moving who know their new address [YTRPREAS (TR-3) EQ 1 AND YTRMADDR (TR-5) NE -7,-8]

Screen Name: TR-6 Question Bank #:TR6

Variables:	Ranges:
YTRPMM	
YTRPYY	
Sub-Population:	Youth asked the tracking questions who will have a different phone number in one year [YTRPREAS (TR-3) EQ 2]

Screen Name: TR-7 Question Bank #:TR7

Variables:	Ranges:
YTRPKNOW	1,2,-7
Sub-Population:	Youth asked the tracking questions who will have a different phone number in one year [YTRPREAS (TR-3) EQ 1,2]

Screen Name: TR-8 Question Bank #:TR8

Variables:	Ranges:
YTRPAREA	
Sub-Population:	Youth asked the tracking questions who know what their new telephone number will be [YTRPKNOW (TR-7) EQ 1]
YTRPEXCH	
YTRPLOCL	
Sub-Population:	Youth asked the tracking questions who are willing to tell the interviewer the new phone number [YTRPKNOW (TR-7) EQ 1 AND YTRPAREA NE -7]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Tracking

TR-5. To what address will you be moving?

_____
STREET NUMBER, NAME & APT. NUMBER

_____ ___ _____(TR-7)
CITY STATE ZIP

REFUSED ..... -7 (TR-7)
DON'T KNOW ..... -8 (TR-7)

TR-6. When do you expect your number to be changed?

MONTH _____ YEAR 19_____

REFUSED ..... -7
DON'T KNOW ..... -8

TR-7. Do you know what your new telephone number will be?

YES 1 (TR-8)
NO 2 (TR-9)
REFUSED ..... -7 (TR-9)
DON'T KNOW ..... -8 (TR-9)

TR-8. What is that new number?

AREA CODE ____

EXCHANGE ____

LOCAL _____

REFUSED ..... -7
DON'T KNOW ..... -8

Screen Name: TR-9 Question Bank #:TR9

Variables:	Ranges:
YTRWPHON	1,2,-7,-8
Sub-Population:	Youth asked the tracking questions [LONGSAMP EQ 1 AND YUTHNUM EQ TARGYUTH]

Screen Name: TR-10 Question Bank #:TR10

Variables:	Ranges:
YTRWAREA	
Sub-Population:	Youth asked the tracking questions who have a work phone number where they could be contacted in one year [YTRWPHON (TR-9) EQ 1]
YTRWEXCH YTRWLOCL	
Sub-Population:	Youth asked the tracking questions who are willing and able to tell the interviewer a work phone number [YTRWPHON (TR-9) EQ 1 AND YTRWAREA (TR-10) NE -7,-8]

Screen Name: TR-11 Question Bank #:TR11

Variables:	Ranges:
YTRWNAME	
Sub-Population:	Youth with a work phone number [YTRWPHON (TR-9) EQ 1]
YTRWADDR	
Sub-Population:	Youth with a work phone number who are willing and able to give a company name [YTRWPHON (TR-9) EQ 1 AND YTRWNAME (TR-11) NE -7,-8]
YTRWCITY YTRWST YTRWZIP	
Sub-Population:	Youth who give a company name and address [YTRWPHON (TR-9) EQ 1 AND YTRWNAME (TR-11) NE -7,-8 AND YTRWADDR (TR-11) NE -7,-8]

TR-9. Do you have a work telephone number where you could be reached a year from now?

YES	1	(TR-10)
NO	2	(TR-12)
REFUSED	-7	(TR-12)
DON'T KNOW	-8	(TR-12)

TR-10. What is that number?

AREA CODE ____

EXCHANGE ____

LOCAL _____

REFUSED ..... -7
DON'T KNOW ..... -8

TR-11. What is your employer's name and address?

_____
COMPANY NAME

_____
STREET NUMBER & NAME

_____ _____ _____
CITY STATE ZIP

REFUSED ..... -7
DON'T KNOW ..... -8

Screen Name: TR-12 Question Bank #:TR12

Variables: Ranges:

YTR1FNAM
Sub-Population: Youth asked the tracking questions
[LONGSAMP EQ 1 AND YUTHNUM EQ TARGYUTH]

YTR1LNAM
Sub-Population: Youth asked the tracking questions who are willing and able to give the name of a friend or family member who would know how to reach them in one year
[YTR1FNAM (TR-12) NE -7,-8]

YTR1ADDR
Sub-Population: Youth asked the tracking questions
[LONGSAMP EQ 1 AND YUTHNUM EQ TARGYUTH]

YTR1CITY
YTR1ST
YTR1ZIP
Sub-Population: Youth asked the tracking questions who are willing and able to give the address of a friend
[YTRADDR NE -7,-8]

YTR1ZIP
YTR1AREA
Sub-Population: Youth asked the tracking questions
[LONGSAMP EQ 1 AND YUTHNUM EQ TARGYUTH]

YTR1EXCH
YTR1LOCL
Sub-Population: Youth asked the tracking questions who are willing and able to give the phone number of a friend
[YTR1AREA (TR-12) NE -7,-8]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Tracking

TR-12. Please give me the name, address and telephone number of two friends or family members who are most likely to know how to reach you a year from now.

_____ _____
FIRST NAME LAST NAME

_____
STREET NUMBER, NAME & APT. NUMBER

_____ _____ _____
CITY STATE ZIP

_____ _____ _____
AREA CODE EXCHANGE LOCAL NUMBER

REFUSED ..... -7 (CATI CHECK #TR1)
DON'T KNOW ..... -8 (CATI CHECK #TR1)

Screen Name: TR-12A Question Bank #:TR12A

Variables: Ranges:

YTR2FNAM
Sub-Population: Youth asked the tracking questions who gave information about a friend who could reach them in one year
[YTR1FNAM (TR-12) NE -7,-8,-1,-9] OR
[YTR1ADDR (TR-12) NE -7,-8,-1,-9] OR
[YTR1AREA (TR-12) NE -7,-8,-1,-9]

YTR2LNAM
Sub-Population: Youth who gave the first name of a second friend who could reach them in one year
[YTR2FNAM (TR-12A) NE -7,-8]

YTR2ADDR
Sub-Population: Youth who gave information about at least one friend
[YTR1FNAM (TR-12) NE -7,-8,-1,-9] OR
[YTR1ADDR (TR-12) NE -7,-8,-1,-9] OR
[YTR1AREA (TR-12) NE -7,-8,-1,-9]

YTR2CITY
YTR2ST
YTR2ZIP
Sub-Population: Youth who gave the address of a second friend who could reach them in one year
[YTR2ADDR (TR-12A) NE -7,-8]

YTR2AREA
Sub-Population: Youth who gave information about at least one friend
[YTR1FNAM (TR-12) NE -7,-8,-1,-9] OR
[YTR1ADDR (TR-12) NE -7,-8,-1,-9] OR
[YTR1AREA (TR-12) NE -7,-8,-1,-9]

YTR2EXCH
YTR2LOCL
Sub-Population: Youth who gave the area code of a second friend who could reach them in one year
[YTR2AREA (TR-12A) NE -7,-8]

TR-12A. [PROBE: And the second person's name, address, and telephone number?]

_____ _____
FIRST NAME LAST NAME

_____
STREET NUMBER, NAME & APT. NUMBER

_____ ____ _____
CITY STATE ZIP

____ ____ _____
AREA CODE EXCHANGE LOCAL NUMBER

REFUSED ..... -7
DON'T KNOW ..... -8

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-2 (Jan, Feb, and Mar 87)

Module: Parental Location

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Parental Location

Screen Name: PL-1A Question Bank #: PL1A
Variables: Ranges: Change Code:A
YPARDEC 1-5,-7,-8
Sub-Population: Target youth with parent still living
[YUTHNUM EQ TARGYUTH] AND
[[YDDADLFS (DE-20) NE 7 AND PSEXSAMP EQ 1] OR
[YDMOMLFS (DE-27) NE 7 AND PSEXSAMP EQ 2]]

Screen Name: PL-1B Question Bank #: PL1B
Variables: Ranges:
YPARFNAM
Sub-Population: Target youth with parent still living
[YUTHNUM EQ TARGYUTH] AND
[[YDDADLFS (DE-20) NE 7 AND PSEXSAMP EQ 1] OR
[YDMOMLFS (DE-27) NE 7 AND PSEXSAMP EQ 2]]

YPARLNAM
YPARAREA
Sub-Population: Target youth with parent still living and
parent's first name given
[YPARFNAM (PL-1) NE -7,-8,-1]

YPAREXCH
YPARLOCL
Sub-Population: Target youth with parent still living
and parent's area code given
[YPARAREA (PL-1) NE -7,-8,-1]

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Parental Location

PL-INTRO. We would like to interview (your PARENT/either your PARENT or your step-PARENT) about influence (he/she) may have had on your future plans.

CATI CHECK #PL1:	DOES YOUTH LIVE WITH STEP-PARENT OF SELECTED SEX?
	YES..... 1 (PL-1A)
	NO..... 2 (PL-1B)

PL-1A. We want to interview the person whose opinion means the most to you when you make important decisions. Would that person be your (PARENT) or your step-(PARENT)?

PARENT..... 1
STEP-PARENT..... 2
REFUSED..... -7
DON'T KNOW..... -8

PL-1B. Please give me (his/her) name and telephone number.

_____ _____
FIRST NAME LAST NAME

_____ _____ _____
AREA CODE EXCHANGE LOCAL NUMBER

ACOMS Annotated Questionnaire
Quarter 87-2 (Jan, Feb, & Mar 87)
Module: Parental Location

Screen Name: PL-2 Question Bank #: PL2
Variables: Ranges :
YPARIMP 1-5,-7,-8
Sub-Population: Target youth with parent still living

[YUTHNUM EQ TARGYUTH] AND
[[YDDADLFS (DE-20) NE 7 AND PSEXSAMP EQ 1] OR
[YDMOMLFS (DE-27) NE 7 AND PSEXSAMP EQ 2]]

PL-2. Think now about the possibility of joining the Armed Service in the future. How important is your (PARENT/ step- PARENT)s' advice in your decision about serving in the military.

Is it...

very important, ...	1
somewhat important, ...	2
neither important nor unimportant,..	3
somewhat unimportant, or.....	4
very unimportant?	5
REFUSED	-7
DON'T KNOW	-8

ACOMS CODEBOOK

QUARTER 87-2 (Jan, Feb, and Mar 87)

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
1	CASEID	CHAR	8	$CHAR	HOUSEHOLD ID NUMBER

OTHER	2312	100.0

CASEID is an eight-digit household identifier. All analytic ACOMS data files are sorted by the variables CASEID and YUTHNUM. The first two digits of CASEID indicate the year/month of sampling (not necessarily interviewing) - 01 = October 1986, 02 = November 1986, etc. Therefore, each household throughout the duration of ACOMS will have a unique value for CASEID. Note that, although files are sorted by CASEID, the values for this variable are not necessarily consecutive.

2	YUTHNUM	CHAR	2	$CHAR	YOUTH ID NUMBER

01	783	33.9
02	1212	52.4
03	265	11.5
04	40	1.7
05	9	0.4
06	2	0.1
07	1	0.0

The two-digit variable YUTHNUM uniquely identifies each enumerated youth within a household. A value of 01 indicates that the youth was also the respondent for the household screener; a higher value indicates that someone else in the household responded to the screener. Although the enumeration process normally takes place in descending order by age, respondents may get things out of order, or may list someone who turns out not to be within the 13-24 age range desired. Thus, no assumptions about total number of youth in the household, or about age ordering, should be made based on YUTHNUM.

3	SELYYMM	NUM	4	YYMMNUM	YEAR AND MONTH HH SELECTED INTO SAMPLE

8612	DECEMBER 1986	297	12.8
8701	JANUARY 1987	663	28.7
8702	FEBRUARY 1987	710	30.7
8703	MARCH 1987	642	27.8

Note that this is the month of sampling and is not necessarily the interview date (for which see the variable YMAINDAT).

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
4	SCRNDATE	CHAR	6	$CHAR	DATE OF SCREENER		
		OTHER				2312	100.0

This variable is stored in the format YYMMDD. For the first quarter of ACOMS data collection (Fall 86), exact date of screening is unavailable for a few households that completed screeners during the first several days of data collection.

5	YMAINDAT	CHAR	6	$CHAR	DATE OF MAIN INTERVIEW		
		OTHER				2312	100.0

This variable is stored in the format YYMMDD.

6	SVERSION	NUM	2		SCREENER VERSION NUMBER		
		1				297	12.8
		2				2015	87.2

7	MVERSION	NUM	2		MAIN INTERVIEW VERSION NUMBER		
		1				297	12.8
		2				2015	87.2

8	TARGYUTH	CHAR	2	$CHAR	YUTHNUM TARGET Y FOR PARENTAL INTERVIEW		
		00				788	34.1
		01				402	17.4
		02				808	34.9
		03				251	10.9
		04				47	2.0
		05				14	0.6
		06				2	0.1

This variable indicates which youth in the household (if any) is selected to be the subject ("target") of a parental interview. A value of 00 for TARGYUTH indicates that none of the youth in the household were targeted for a parent interview. If TARGYUTH is equal to YUTHNUM, the current youth was selected to be the target of a parental interview. If TARGYUTH is nonzero, but is not equal to YUTHNUM, some other eligible youth in the household was selected to be the target of the parental interview. Note that selection as a target youth does not guarantee that a parental interview will actually be conducted -- the parent may be deceased, the youth may not know his/her whereabouts, or he/she may not respond.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
9	ELIGTYPS	NUM	2	ELIGTYP	YOUTH'S SAMPLE CELL, BASED ON SCREENER

1	PMS 16-20	1141	49.4
2	PMS 21-24	541	23.4
3	SMS	232	10.0
4	PFS 16-20	234	10.1
5	PFS 21-24	127	5.5
6	SFS	37	1.6

This variable is based only on screener information. The variable ELIGTYPM takes into account additional information about education collected during the main interview and is therefore more accurate.

10	ELIGTYPM	NUM	2	ELIGTYP	YOUTH'S SAMPLE CELL, BASED ON MAIN INT

1	PMS 16-20	1138	49.2
2	PMS 21-24	551	23.8
3	SMS	225	9.7
4	PFS 16-20	235	10.2
5	PFS 21-24	126	5.4
6	SFS	37	1.6

This variable provides basic sample group information (sex, primary/secondary, age group). It is similar to, but more accurate than, ELIGTYPS, since it takes into account information obtained during both the screener and the main interview.

11	PMASFLG	NUM	2	PMASFLGF	PRIMARY MALE ANALYTIC SAMPLE FLAG

1	PMAS YOUTH	1445	62.5
2	NOT PMAS YOUTH	867	37.5

12	YATSFLG	NUM	2	YATSFLGF	86 YATS II SAMPLE FLAG

0	NOT YATS ELIG.	231	10.0
1	MALES 16-21 YR	1371	59.3
2	FEMALES 16-21 YR	274	11.9
3	MALES 22-24 YR	354	15.3
4	FEMALES 22-24 YR	82	3.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
13	PANELPEY	NUM	2	PEPANEL	YOUTH SAMPLE SUBGROUP FOR ANALYSIS

1	CURRENT JR & SR	167	7.2
2	CURRENT FR & SO	334	14.4
3	STDNTS COL ORNT	682	29.5
4	STDNTS WORK ORNT	145	6.3
5	W/DIPL NOT ENROL	597	25.8
6	W/ NO DIPLOMA	260	11.2
7	JR/SR NOT ENROLL	83	3.6
8	EVERYONE ELSE	44	1.9

This variable is used to produce the education subgroups in the ACOMS quarterly tables.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
14	ECALCAGE	NUM	3		SC9 CALCULATED AGE FROM DATE OF BIRTH

16	376	16.3
17	372	16.1
18	299	12.9
19	249	10.8
20	242	10.5
21	236	10.2
22	224	9.7
23	184	8.0
24	130	5.6

This variable is set from either date of birth (SC-9) or age (SC-10). In a few cases, the only age information available is from the classification variable E13T024 (SC-10A). For such cases, a value for age is imputed and is stored in the value IMPAGE. This value is then copied into ECALCAGE.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
15	FAGE	NUM	2	FAGEFMT	AGE CATEGORIES FOR POST-STRATIFICATION

1	MALE 16-17	630	27.2
2	MALE 18-19	453	19.6
3	MALE 20-21	391	16.9
4	MALE 22-24	440	19.0
5	FEMALE 16-19	213	9.2
6	FEMALE 20-24	185	8.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
16	IMPAGE	NUM	2		IMPUTED AGE

.	Inapplicable	2308	99.8
18		2	0.1
22		2	0.1

For purposes of post-stratification and tabulations, an exact age is imputed for respondents for whom the only age information available is an age category (E13T024, question SC-10A). The imputed value for age is stored in IMPAGE and is also copied into ECALCAGE.

17	ERACE	NUM	2	RACE	SC19 YOUTH'S RACE

.D	Don't know	18	0.8
.R	Refused	3	0.1
1	WHITE	1985	85.9
2	BLACK	228	9.9
3	ASIAN/PACIFIC IS	52	2.2
4	INDIAN/ALASKAN	26	1.1

18	EHISP	NUM	2	YESNO	SC20 IS YOUTH HISPANIC

.D	Don't know	6	0.3
.R	Refused	1	0.0
1	YES	245	10.6
2	NO	2060	89.1

19	YDETHNIC	NUM	2	ETHNIC	DE5 TYPE OF HISPANIC BACKGROUND

.	Inapplicable	2067	89.4
.D	Don't know	14	0.6
1	MEXICAN AMERICAN	126	5.4
2	PUERTO RICAN	49	2.1
3	OTHER HISPANIC	56	2.4

20	RACE1	NUM	2	PSRACE	RACE/ETHNICITY FOR POST-STRATIFICATION

1	BLACK NONHISP	222	9.6
2	HISPANIC	246	10.6
3	OTHER	1844	79.8

This variable, used for post-stratification, is computed from the variables EHISP and ERACE. In cases where missing data prevents this calculation, an imputed value is determined, assigned to IMPRACE, and copied into RACE1.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
21	IMPRACE	NUM	2	PSRACE	IMPUTED RACE/ETHNICITY

.	Inapplicable	2298	99.4
1	BLACK NONHISP	2	0.1
2	HISPANIC	1	0.0
3	OTHER	11	0.5

This variable is imputed for those respondents for whom the value RACE1 cannot be calculated because of missing data. The imputed value is stored in IMPRACE and is also copied into RACE1.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
22	FRAME	NUM	2	FRAMFMT	SAMPLE FRAME FROM WHICH HH SELECTED

0	AT&T	2208	95.5
1	DONNELLEY FRAME1	37	1.6
2	DONNELLEY FRAME2	67	2.9

FRAME indicates the sample frame from which the household was actually selected. Code 0 indicates that the household was selected from the main sample frame (AT&T tape). Codes 1 and 2 indicate that the household was selected from one of the special frames established to supplement Hispanics (Donnelley tape).

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
23	INDONN	NUM	2	INDONNF	CLUSTER CONTAINED IN DONNELLEY FRAME

0	NOT IN DONN FRM	2119	91.7
1	DONNELLEY FRAME1	101	4.4
2	DONNELLEY FRAME2	92	4.0

INDONN indicates whether the cluster to which the household belongs can be found in one of the special sample frames (Donnelley tape) used to supplement Hispanics, regardless of whether the cluster was actually selected from one of these frames or from the main national sample frame (AT&T tape). Codes 1 and 2 indicate that the cluster can be found in the corresponding Donnelley sampling frame. A code of 0 for INDONN means that the household's area code/exchange was not a part of either Donnelley frame.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
24	CLUSID	NUM	3		3 DIGIT CLUSTER IDENTIFIER

OTHER		2312	100.0

CLUSID uniquely identifies each sample cluster (i.e., first eight digits of the household telephone number) within year and month of selection and sample frame. Thus, when taken together, the three variables SELYYMM, FRAME, and CLUSID uniquely identify each cluster.

25	FEMSAMP	NUM	2	YESNO	ENUMERATE/INTERVIEW FEMALES IN THIS HH

1	YES	746	32.3
2	NO	1566	67.7

Approximately 20% of the phone numbers selected into the ACOMS sample each month are predesignated as the female subsample. Female youth are only enumerated and interviewed in these selected households. For all other households, only males are enumerated and interviewed.

26	PSEXSAMP	NUM	2	PSEXSMP	WHICH PARENT TO INTERVIEW FROM THIS HH

1	FATHER	1190	51.5
2	MOTHER	1122	48.5

If a parental interview is to be conducted for one of the youths in a household, PSEXSAMP indicates whether the father or the mother is selected. This variable is predesignated (on a 50/50 basis) for each telephone number selected into the sample.

27	LONGSAMP	NUM	2	YESNO	IS HH IN LONGITUDINAL SAMPLE

1	YES	1692	73.2
2	NO	620	26.8

LONGSAMP indicates whether any otherwise-eligible youth from the household will become part of the longitudinal sample. Approximately 75% of the selected phone numbers are predesignated for possible inclusion into the longitudinal panel.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
28	INITWGHT	NUM	8		INITIAL WEIGHT		
		OTHER				2312	100.0
		This variable does not reflect final weighting adjustments (post-stratification), and normally should not be used for analysis.					
29	FULLWGHT	NUM	8		FINAL ADJUSTED WEIGHT		
		OTHER				2312	100.0
30	WGHTKS	NUM	8		WEIGHT FOR KS MODULE		
		OTHER				1125	48.7
		ZERO				1187	51.3
31	WGHTMH	NUM	8		WEIGHT FOR MH MODULE		
		OTHER				1157	50.0
		ZERO				1155	50.0
32	WGHTKA	NUM	8		WEIGHT FOR KA MODULE		
		OTHER				1179	51.0
		ZERO				1133	49.0
33	WGHTPEA	NUM	8		WEIGHT FOR PE (ACTIVE)		
		OTHER				2037	88.1
		ZERO				275	11.9
34	WGHTPEV	NUM	8		WEIGHT FOR PE (RESERVE)		
		OTHER				346	15.0
		ZERO				1966	85.0
35	WGHTPEG	NUM	8		WEIGHT FOR PE (NATIONAL GUARD)		
		OTHER				340	14.7
		ZERO				1972	85.3
36	WGHTPEF	NUM	8		WEIGHT FOR PE (AIR FORCE)		
		OTHER				228	9.9
		ZERO				2084	90.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
37	WGHTPEM	NUM	8		WEIGHT FOR PE (MARINE CORPS)		
		OTHER				235	10.2
		ZERO				2077	89.8
38	WGHTPEN	NUM	8		WEIGHT FOR PE (NAVY)		
		OTHER				230	9.9
		ZERO				2082	90.1
39	WGHTPES	NUM	8		WEIGHT FOR PE (MILITARY)		
		OTHER				236	10.2
		ZERO				2076	89.8
40	WGHTPEW	NUM	8		WEIGHT FOR PE (CIVILIAN JOB)		
		OTHER				226	9.8
		ZERO				2086	90.2
41	WGHTPEC	NUM	8		WEIGHT FOR PE (COLLEGE)		
		OTHER				242	10.5
		ZERO				2070	89.5
42	WGHTPER	NUM	8		WEIGHT FOR PE (ROTC/OFFICER)		
		OTHER				1186	51.3
		ZERO				1126	48.7
43	WFACKS	NUM	8		WEIGHT FACTOR FOR KS MODULE		
		OTHER				1125	48.7
		ZERO				1187	51.3
44	WFACMH	NUM	8		WEIGHT FACTOR FOR MH MODULE		
		OTHER				1157	50.0
		ZERO				1155	50.0
45	WFACKA	NUM	8		WEIGHT FACTOR FOR KA MODULE		
		OTHER				1179	51.0
		ZERO				1133	49.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
46	WFACPEA	NUM	8		WEIGHT FACTOR FOR PE (ACTIVE)		
		OTHER			2037	88.1	
		ZERO			275	11.9	
47	WFACPEV	NUM	8		WEIGHT FACTOR FOR PE (RESERVE)		
		OTHER			346	15.0	
		ZERO			1966	85.0	
48	WFACPEG	NUM	8		WEIGHT FACTOR FOR PE (NATIONAL GUARD)		
		OTHER			340	14.7	
		ZERO			1972	85.3	
49	WFACPEF	NUM	8		WEIGHT FACTOR FOR PE (AIR FORCE)		
		OTHER			228	9.9	
		ZERO			2084	90.1	
50	WFACPEM	NUM	8		WEIGHT FACTOR FOR PE (MARINE CORPS)		
		OTHER			235	10.2	
		ZERO			2077	89.8	
51	WFACPEN	NUM	8		WEIGHT FACTOR FOR PE (NAVY)		
		OTHER			230	9.9	
		ZERO			2082	90.1	
52	WFACPES	NUM	8		WEIGHT FACTOR FOR PE (MILITARY)		
		OTHER			236	10.2	
		ZERO			2076	89.8	
53	WFACPEW	NUM	8		WEIGHT FACTOR FOR PE (CIVILIAN JOB)		
		OTHER			226	9.8	
		ZERO			2086	90.2	
54	WFACPEC	NUM	8		WEIGHT FACTOR FOR PE (COLLEGE)		
		OTHER			242	10.5	
		ZERO			2070	89.5	

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
55	WFACPER	NUM	8		WEIGHT FACTOR FOR PE (ROTC/OFFICER)		
		OTHER				1186	51.3
		ZERO				1126	48.7
56	BRIGADE	NUM	2	RCTGBDE	USAREC RECRUITING BRIGADE		
		1			1ST RCTG BDE-NE	560	24.2
		2			2ND RCTG BDE-SE	444	19.2
		4			4TH RCTG BDE-MW	652	28.2
		5			5TH RCTG BDE-SW	301	13.0
		6			6TH RCTG BDE-W	355	15.4

This variable is recoded from BRIGBATT. Note that the current numbering scheme for recruiting brigades, which is followed for the BRIGADE variable, does not correspond to the RSID coding scheme which is used for BRIGBATT.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
57	BRIGBATT	CHAR	2	$BRGBT	HH BRIGADE/BATTALION RSID CODE

1A	ALBANY	23	1.0
1B	BALTIMORE	63	2.7
1C	BOSTON	42	1.8
1D	CONCORD	16	0.7
1E	HARRISBURG	37	1.6
1F	NEW HAVEN	31	1.3
1G	LONG ISLAND	104	4.5
1H	NEWBURGH NY	68	2.9
1I	FT MONMOUTH NJ	47	2.0
1K	PHILADELPHIA	32	1.4
1L	PITTSBURGH	43	1.9
1N	SYRACUSE	54	2.3
3A	ATLANTA	44	1.9
3B	BECKLEY	14	0.6
3C	CHARLOTTE	43	1.9
3D	COLUMBIA	25	1.1
3E	JACKSONVILLE	56	2.4
3F	LOUISVILLE	21	0.9
3G	MIAMI	41	1.8
3H	MONTGOMERY	65	2.8
3I	NASHVILLE	75	3.2
3J	RALEIGH	18	0.8
3K	RICHMOND	42	1.8
4A	ALBUQUERQUE	48	2.1
4C	DALLAS	50	2.2
4D	DENVER	24	1.0
4E	HOUSTON	24	1.0
4F	JACKSON	38	1.6
4G	KANSAS CITY	24	1.0
4H	LITTLE ROCK	9	0.4
4I	NEW ORLEANS	31	1.3
4J	OKLAHOMA CITY	22	1.0
4K	SAN ANTONIO	31	1.3
5A	CHICAGO	77	3.3
5B	CINCINNATI	19	0.8
5C	CLEVELAND	68	2.9
5D	COLUMBUS	46	2.0
5E	DES MOINES	40	1.7
5F	DETROIT	57	2.5
5H	INDIANAPOLIS	49	2.1
5I	LANSING	75	3.2
5J	MILWAUKEE	20	0.9
5K	MINNEAPOLIS	86	3.7
5L	OMAHA	28	1.2
5M	PEORIA	41	1.8
5N	ST LOUIS	46	2.0
6A	SAN FRANCISCO	41	1.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
57	BRIGBATT	CHAR	2	$BRGBT	HH BRIGADE/BATTALION RSID CODE

6F	LOS ANGELES	99	4.3
6G	PHOENIX	26	1.1
6H	PORTLAND	18	0.8
6I	SACRAMENTO	59	2.6
6J	SALT LAKE CITY	34	1.5
6K	SANTA ANA	48	2.1
6L	SEATTLE	30	1.3

For most purposes, the brigade-level variable BRIGADE can be used, rather than BRIGBATT. Note that the current numbering scheme for recruiting brigades, which is followed for the BRIGADE variable, does not correspond to the RSID coding scheme which is used for BRIGBATT.

58	ROTCREG	CHAR	2	$ROTCFMT	ROTC REGION/BRIGADE

11	REGION 1,BDE 1	100	4.3
12	REGION 1,BDE 2	293	12.7
13	REGION 1,BDE 3	92	4.0
14	REGION 1,BDE 4	111	4.8
15	REGION 1,BDE 5	87	3.8
16	REGION 1,BDE 6	163	7.1
21	REGION 2,BDE 1	104	4.5
22	REGION 2,BDE 2	149	6.4
23	REGION 2,BDE 3	171	7.4
24	REGION 2,BDE 4	211	9.1
31	REGION 3,BDE 1	80	3.5
32	REGION 3,BDE 2	107	4.6
33	REGION 3,BDE 3	30	1.3
34	REGION 3,BDE 4	95	4.1
41	REGION 4,BDE 1	63	2.7
42	REGION 4,BDE 2	140	6.1
43	REGION 4,BDE 3	247	10.7
44	REGION 4,BDE 4	69	3.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
59	HHSTATE	CHAR	2	$STATE	HH STATE POSTAL CODE

AL	ALABAMA	61	2.6
AR	ARKANSAS	2	0.1
AZ	ARIZONA	26	1.1
CA	CALIFORNIA	243	10.5
CO	COLORADO	13	0.6
CT	CONNECTICUT	29	1.3
DE	DELAWARE	4	0.2
FL	FLORIDA	106	4.6
GA	GEORGIA	57	2.5
IA	IOWA	34	1.5
ID	IDAHO	11	0.5
IL	ILLINOIS	121	5.2
IN	INDIANA	70	3.0
KS	KANSAS	17	0.7
KY	KENTUCKY	26	1.1
LA	LOUISIANA	28	1.2
MA	MASSACHUSETTS	32	1.4
MD	MARYLAND	47	2.0
ME	MAINE	14	0.6
MI	MICHIGAN	139	6.0
MN	MINNESOTA	84	3.6
MO	MISSOURI	34	1.5
MS	MISSISSIPPI	34	1.5
MT	MONTANA	11	0.5
NC	NORTH CAROLINA	62	2.7
ND	NORTH DAKOTA	8	0.3
NE	NEBRASKA	8	0.3
NH	NEW HAMPSHIRE	2	0.1
NJ	NEW JERSEY	72	3.1
NM	NEW MEXICO	10	0.4
NV	NEVADA	4	0.2
NY	NEW YORK	221	9.6
OH	OHIO	138	6.0
OK	OKLAHOMA	12	0.5
OR	OREGON	18	0.8
PA	PENNSYLVANIA	92	4.0
RI	RHODE ISLAND	12	0.5
SC	SOUTH CAROLINA	25	1.1
SD	SOUTH DAKOTA	6	0.3
TN	TENNESSEE	72	3.1
TX	TEXAS	148	6.4
UT	UTAH	13	0.6
VA	VIRGINIA	60	2.6
VT	VERMONT	11	0.5
WA	WASHINGTON	23	1.0
WI	WISCONSIN	28	1.2
WV	WEST VIRGINIA	7	0.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
59	HHSTATE	CHAR	2	$STATE	HH STATE POSTAL CODE

WY WYOMING 17 0.7

The information contained in HHSTATE and STFIPS is identical. The only difference is the coding scheme.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
60	STFIPS	NUM	2	STFIP	HH STATE FIPS CODE

1	ALABAMA	61	2.6
4	ARIZONA	26	1.1
5	ARKANSAS	2	0.1
6	CALIFORNIA	243	10.5
8	COLORADO	13	0.6
9	CONNECTICUT	29	1.3
10	DELAWARE	4	0.2
12	FLORIDA	106	4.6
13	GEORGIA	57	2.5
16	IDAHO	11	0.5
17	ILLINOIS	121	5.2
18	INDIANA	70	3.0
19	IOWA	34	1.5
20	KANSAS	17	0.7
21	KENTUCKY	26	1.1
22	LOUISIANA	28	1.2
23	MAINE	14	0.6
24	MARYLAND	47	2.0
25	MASSACHUSETTS	32	1.4
26	MICHIGAN	139	6.0
27	MINNESOTA	84	3.6
28	MISSISSIPPI	34	1.5
29	MISSOURI	34	1.5
30	MONTANA	11	0.5
31	NEBRASKA	8	0.3
32	NEVADA	4	0.2
33	NEW HAMPSHIRE	2	0.1
34	NEW JERSEY	72	3.1
35	NEW MEXICO	10	0.4
36	NEW YORK	221	9.6
37	NORTH CAROLINA	62	2.7
38	NORTH DAKOTA	8	0.3
39	OHIO	138	6.0
40	OKLAHOMA	12	0.5
41	OREGON	18	0.8
42	PENNSYLVANIA	92	4.0
44	RHODE ISLAND	12	0.5
45	SOUTH CAROLINA	25	1.1
46	SOUTH DAKOTA	6	0.3
47	TENNESSEE	72	3.1
48	TEXAS	148	6.4
49	UTAH	13	0.6
50	VERMONT	11	0.5
51	VIRGINIA	60	2.6
53	WASHINGTON	23	1.0
54	WEST VIRGINIA	7	0.3
55	WISCONSIN	28	1.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
60	STFIPS	NUM	2	STFIP	HH STATE FIPS CODE

56 WYOMING 17 0.7

The information contained in HHSTATE and STFIPS is identical. The only difference is the coding scheme.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
61	ADI	CHAR	3	$ADIF	AREA OF DOMINANT INFLUENCE (1985)

003	BOSTON MA	30	1.3
009	NEW YORK NY	223	9.6
011	PHILADELPHIA PA	43	1.9
013	LOS ANGELES CA	114	4.9
015	SAN DIEGO CA	20	0.9
017	SANTA BARBARA CA	4	0.2
019	WASHINGTON DC	53	2.3
021	BALTIMORE MD	10	0.4
023	SALISBURY MD	4	0.2
025	HARTFORD CT	27	1.2
029	PITTSBURGH PA	31	1.3
031	YOUNGSTOWN OH	14	0.6
033	JOHNSTOWN PA	12	0.5
035	CLEVELAND OH	34	1.5
043	HARRISBURG PA	5	0.2
045	SPRINGFIELD MA	2	0.1
047	PROVIDENCE RI	16	0.7
051	CHICAGO IL	95	4.1
053	SOUTH BEND IN	16	0.7
055	TOLEDO OH	33	1.4
057	DETROIT MI	65	2.8
059	GRAND RAPIDS MI	41	1.8
061	LANSING MI	9	0.4
063	FLINT-SAGINAW MI	14	0.6
065	SAN FRANCISCO CA	47	2.0
067	SACRAMENTO CA	13	0.6
069	SALINAS CA	2	0.1
071	FRESNO CA	23	1.0
073	BAKERSFIELD CA	3	0.1
075	ST LOUIS MO	24	1.0
077	SPRINGFIELD IL	9	0.4
083	INDIANAPOLIS IN	30	1.3
087	TERRE HAUTE IN	2	0.1
089	CHICO-REDDING CA	11	0.5
091	FT WAYNE IN	11	0.5
093	CINCINNATI OH	19	0.8
101	LIMA OH	2	0.1
103	WHEELING WV	9	0.4
105	SEATTLE WA	19	0.8
107	MINNEAPOLIS MN	71	3.1
109	DALLAS-FT WTH TX	35	1.5
111	MILWAUKEE WI	10	0.4
113	MADISON WI	3	0.1
115	WAUSAU WI	4	0.2
117	LA CROSSE WI	7	0.3
121	COLUMBUS OH	25	1.1
123	PORTLAND ME	13	0.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
61	ADI	CHAR	3	$ADIF	AREA OF DOMINANT INFLUENCE (1985)

127	MIAMI FL	33	1.4
129	WEST PALM BCH FL	4	0.2
131	TAMPA-ST PETE FL	21	0.9
133	FT MYERS FL	4	0.2
135	BUFFALO NY	32	1.4
139	ROCHESTER NY	11	0.5
140	ELMIRA NY	6	0.3
141	SYRACUSE NY	4	0.2
143	WILKES BARRE PA	9	0.4
147	ERIE PA	4	0.2
149	ALBANY NY	10	0.4
151	BURLINGTON VT	9	0.4
155	UTICA NY	1	0.0
157	KANSAS CITY MO	14	0.6
165	ROCHESTER MN/IA	5	0.2
173	CEDAR RAPIDS IA	13	0.6
175	PEORIA IL	7	0.3
177	DAVENPORT IA	18	0.8
179	MEMPHIS TN	22	1.0
181	NASHVILLE TN	51	2.2
185	HUNTSVILLE AL	11	0.5
187	PADUCAH KY	12	0.5
195	BOWLING GREEN OH	4	0.2
197	ATLANTA GA	30	1.3
199	CHATTANOOGA TN	7	0.3
201	HOUSTON TX	17	0.7
205	WACO-TEMPLE TX	11	0.5
207	EVANSVILLE IN	10	0.4
209	LOUISVILLE KY	5	0.2
211	LEXINGTON KY	6	0.3
213	GREENVL-SPART NC	23	1.0
215	KNOXVILLE TN	9	0.4
217	BRISTOL TN	7	0.3
219	MACON GA	5	0.2
221	BIRMINGHAM AL	9	0.4
225	SELMA AL	6	0.3
227	QUINCY IL/MO	3	0.1
233	PORTLAND OR	9	0.4
235	EUGENE OR	5	0.2
237	MEDFORD OR	4	0.2
241	DENVER CO	19	0.8
245	NEW ORLEANS LA	21	0.9
247	BEAUMONT TX	4	0.2
249	BATON ROUGE LA	2	0.1
251	LAKE CHARLES LA	3	0.1
253	LAFAYETTE LA	4	0.2
255	ALEXANDRIA LA	1	0.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
61	ADI	CHAR	3	$ADIF	AREA OF DOMINANT INFLUENCE (1985)

257	CHARLESTON WV	3	0.1
261	CLARKSBURG WV	3	0.1
263	OKLAHOMA CITY OK	1	0.0
265	ARDMORE-ADA OK	1	0.0
269	TULSA OK	10	0.4
271	SAN ANTONIO TX	13	0.6
275	PHOENIX AZ	9	0.4
277	TUCSON AZ	17	0.7
279	CHARLOTTE NC	17	0.7
281	GREENSBORO NC	16	0.7
283	NORFOLK VA	11	0.5
285	RICHMOND VA	21	0.9
291	SALT LAKE CTY UT	19	0.8
293	TWIN FALLS ID	1	0.0
295	IDAHO FALLS ID	1	0.0
299	GREAT FALLS MT	5	0.2
301	OMAHA NE	2	0.1
303	DES MOINES IA	13	0.6
307	WICHITA KS	9	0.4
313	TOPEKA KS	1	0.0
315	GREEN BAY WI	3	0.1
319	LITTLE ROCK AR	2	0.1
321	SHREVESPORT LA	5	0.2
327	MONROE LA	1	0.0
329	ORLANDO FL	4	0.2
331	LINCOLN NB	5	0.2
335	JACKSONVILLE FL	13	0.6
337	SPOKANE WA	7	0.3
339	YAKIMA WA	4	0.2
345	ROANOKE VA	5	0.2
351	RALEIGH NC	3	0.1
353	GREENVL-N BRN NC	5	0.2
355	WILMINGTON NC	12	0.5
357	BANGOR ME	1	0.0
361	COLUMBIA SC	6	0.3
363	BILOXI MS	2	0.1
367	ALBUQUERQUE NM	7	0.3
369	ROSWELL NM	3	0.1
371	EL PASO TX	26	1.1
373	JACKSON MS	4	0.2
375	GREEENWOOD MS	3	0.1
377	MERIDIAN MS	5	0.2
379	LAUREL MS	2	0.1
381	DULUTH MN	1	0.0
383	MOBILE AL/FL	21	0.9
389	SIOUX FALLS SD	6	0.3
391	SIOUX CITY IA	1	0.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
61	ADI	CHAR	3	$ADIF	AREA OF DOMINANT INFLUENCE (1985)		
		393		FARGO ND		9	0.4
		395		ALEXANDRIA MN		2	0.1
		403		AMARILLO TX		4	0.2
		409		COLUMBUS GA		15	0.6
		411		MONTGOMERY AL		18	0.8
		413		TALLAHASSEE FL		12	0.5
		423		CHARLESTON SC		9	0.4
		425		SAVANNAH GA		6	0.3
		427		SPRINGFIELD MO		4	0.2
		429		JOPLIN MO		2	0.1
		433		CORPUS CHRSTI TX		7	0.3
		435		MCALLEN TX		10	0.4
		437		LUBBOCK TX		7	0.3
		439		ODESSA TX		5	0.2
		441		ABILENE TX		5	0.2
		445		BOISE ID		2	0.1
		457		BILLINGS MT		5	0.2
		459		RENO NV		4	0.2
		462		MINOT ND		6	0.3
		465		CHEYENNE WY		5	0.2
		577		PALM SPRINGS CA		6	0.3
		603		ANNISTON AL		4	0.2
		651		CHARLOTTESVL VA		3	0.1
62	AREA	CHAR	3	$CHAR	HH PHONE NUMBER AREA CODE		
		OTHER				2312	100.0
63	ATTPLACE	CHAR	10	$CHAR	HH PLACE NAME, AT&T TAPE		
		OTHER				2312	100.0
64	PHONCNTY	CHAR	25	$CHAR	SC4B IN WHAT COUNTY IS PHONE LOCATED		
		.D		Don't know		36	1.6
		.R		Refused		1	0.0
		OTHER				2275	98.4

This field contains household county name as provided by the screener respondent, verified either by presence in Westat's lookup file, or by the geographic coders. Accordingly, the spelling may not be correct; note that invalid counties are denoted by a value of 2 in GOODCNTY.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
65	CNTYFIPS	CHAR	3	$CHAR	HH COUNTY FIPS CODE

OTHER		2312	100.0

3-digit Federal Information Processing Standard code for household's county. Note that this value can be looked up either based on zip code or county responses.

66	GOODCNTY	NUM	2

GDCNTY DETERMINES IF COUNTY IS WITHIN THE STATE

.D	Don't know	1	0.0
1	IN STATE	1874	81.1
2	NOT IN STATE	437	18.9

Indicates whether or not the county name provided by the respondent can be found in Westat's lookup file.

67	PHONZIP	CHAR	5

$CHAR SC4C ZIP CODE WHERE PHONE IS LOCATED

.D	Don't know	26	1.1
.R	Refused	15	0.6
OTHER		2271	98.2

This field contains the household zip code as provided by the screener respondent, verified either by presence in Westat's lookup file, or by the geographic coders. Because of possible transposition errors, a value of 1 in GOODZIP only indicates the presence of this zip code in the state. Note that invalid zip codes are denoted by a value of 2 in GOODZIP.

68	GOODZIP	NUM	2

GOODZIP DETERMINES IF ZIP IS WITHIN THE STATE

.	Inapplicable	1746	75.5
.D	Don't know	2	0.1
.R	Refused	1	0.0
1	IN STATE	527	22.8
2	NOT IN STATE	36	1.6

Indicates whether or not the zip code provided by the respondent can be found in Westat's lookup file. Note that some zip codes that are missing from the lookup file may be newly-created codes. Note further that the zip code is not verified (and is therefore Inapplicable) if the county is valid.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
69	PHONCITY	CHAR	20	$CHAR	SC4E CITY WHERE PHONE IS LOCATED

.	Inapplicable	2234	96.6
.R	Refused	8	0.3
OTHER		70	3.0

This item is asked only if county or zip code is missing. To maintain respondent confidentiality, all actual (nonmissing) responses to this variable have been replaced by a string of X's.

70	PHONVER	NUM	2	PHONVER	SC1 IS DIALED PHONE NUMBER CORRECT

1	YES	2312	100.0

71	PHONUSE	NUM	2	PHONUSE	SC2 IS PHONE USED FOR HOME OR BUSINESS

1	HOME USE	2114	91.4
2	BUSINESS & HOME	198	8.6

72	PHONLOC	NUM	2	PHONLOC	SC3 PHONE LOCATED IN HOME OR BUSINESS

.	Inapplicable	2114	91.4
1	HOME	186	8.0
2	BUSINESS & HOME	12	0.5

73	RESPINHH	NUM	2	YESNO	SC4D IS RESPONDENT A HH MEMBER

1	YES	2312	100.0

74	YOUTHTOT	NUM	2		SC5 HOW MANY YOUTHS AGED 13 TO 24 IN HH

1		738	31.9
2		998	43.2
3		420	18.2
4		107	4.6
5		34	1.5
6		8	0.3
7		5	0.2
8		1	0.0
9		1	0.0

This is a preliminary total, based on the response to SC-5. In some cases, respondents may remember additional youths during the enumeration process, or it may turn out that one or more of the youths they counted for SC-5 were actually not in the 13-24 age range. YOUTHTOT, however, is not adjusted when such situations occur.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
75	MALEFEM	NUM	2	SEX	SC6 IS THIS PERSON MALE OR FEMALE

.	Inapplicable	1580	68.3
1	MALE	597	25.8
2	FEMALE	135	5.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
76	MALETOT	NUM	2		SC7 HOW MANY MALES AGED 13 TO 24

0	237	10.3
1	1298	56.1
2	579	25.0
3	164	7.1
4	23	1.0
5	7	0.3
6	3	0.1
8	1	0.0

This is the actual response given to SC-7, and as such is a preliminary total. For a more accurate count, use the variable FMALETOT, which is adjusted for any corrections made during the enumeration.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
77	FEMTOT	NUM	2		SC7A HOW MANY FEMALES AGED 13 TO 24

0	1095	47.4
1	914	39.5
2	244	10.6
3	48	2.1
4	10	0.4
5	1	0.0

This is the actual response given to SC-7A, and as such is a preliminary total. For a more accurate count, use the variable FFEMTOT, which is adjusted for any corrections made during the enumeration.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
78	FMALETOT	NUM	2		TOTAL MALES AGED 13-24 FINAL

0	240	10.4
1	1296	56.1
2	582	25.2
3	158	6.8
4	28	1.2
5	3	0.1
6	5	0.2

This is the final adjusted total of males aged 13-24 in the household.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
79	FFEMTOT	NUM	2		TOTAL FEMALES AGED 13-24 FINAL

0	1763	76.3
1	370	16.0
2	134	5.8
3	37	1.6
4	8	0.3

This is the final adjusted total of females aged 13-24 in the household. Note that it is set to zero for all households that are not in the female subsample.

80	ENUMTOT	NUM	2		TOTAL YOUTH AGED 13-24 FINAL

1	1191	51.5
2	781	33.8
3	266	11.5
4	55	2.4
5	13	0.6
6	6	0.3

This is the total number of persons enumerated in the household. The screener respondent is always enumerated and included in this total, regardless of age.

81	MELIGTOT	NUM	2		# MALES ELIGIBLE FOR MAIN INTERVIEW

0	287	12.4
1	1501	64.9
2	425	18.4
3	86	3.7
4	12	0.5
5	1	0.0

82	FELIGTOT	NUM	2		# FEMALES ELIGIBLE FOR MAIN INTERVIEW

0	1810	78.3
1	386	16.7
2	93	4.0
3	19	0.8
4	4	0.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
83	PMS1TOT	NUM	2		NO. YOUTHS IN PRIMARY MALE SAMPLE, 16-20		
		0				1017	44.0
		1				1047	45.3
		2				221	9.6
		3				23	1.0
		4				3	0.1
		5				1	0.0
84	PMS2TOT	NUM	2		NO. YOUTHS IN PRIMARY MALE SAMPLE, 21-24		
		0				1644	71.1
		1				594	25.7
		2				66	2.9
		3				8	0.3
85	SMSTOT	NUM	2		NO. YOUTHS IN SECONDARY MALE SAMPLE		
		0				2002	86.6
		1				286	12.4
		2				21	0.9
		3				3	0.1
86	PFS1TOT	NUM	2		NO. YOUTHS IN PRIMARY FEM. SAMPLE, 16-20		
		0				2000	86.5
		1				244	10.6
		2				54	2.3
		3				14	0.6
87	PFS2TOT	NUM	2		NO. YOUTHS IN PRIMARY FEM. SAMPLE, 21-24		
		0				2134	92.3
		1				159	6.9
		2				18	0.8
		3				1	0.0
88	SFSTOT	NUM	2		NO. YOUTHS IN SECONDARY FEMALE SAMPLE		
		0				2262	97.8
		1				47	2.0
		2				3	0.1
89	BABYFLG	NUM	2	BABYFLG	IS THERE A 13-15 YEAR OLD IN HH		
		1			13-15 YR OLD	353	15.3
		2			NO 13-15 YR OLD	1959	84.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
90	PHONEOTH	NUM	2	YESNO	SC35 ARE THERE ADDITIONAL PHONE NUMBERS
	.D	Don't know		1	0.0
	1	YES		242	10.5
	2	NO		2069	89.5
91	XPHONUSE	NUM	2	PHONUSE	SC36 OTHER PHONE FOR HOME OR BUSINESS
	.	Inapplicable		2070	89.5
	.D	Don't know		2	0.1
	.R	Refused		3	0.1
	1	HOME USE		179	7.7
	2	BUSINESS & HOME		26	1.1
	3	BUSINESS USE		32	1.4
92	XPHONLOC	NUM	2	PHONLOC	SC36A OTHER PHONE IN HOME OR BUSINESS
	.	Inapplicable		2286	98.9
	1	HOME		23	1.0
	2	BUSINESS & HOME		3	0.1
93	ERSPAGE	NUM	2	YESNO	SC78 IS RESPONDENT 13 TO 24
	.	Inapplicable		1529	66.1
	1	YES		783	33.9

This variable is set only if the interviewed youth was also the screener respondent.

94	EFNAM	CHAR	25	$CHAR	SC8 YOUTH'S FIRST NAME (STATUS)
	OTHER			2312	100.0

To maintain respondent confidentiality, all actual (nonmissing) responses to this variable have been replaced by a string of X's.

95	ELNAM	CHAR	25	$CHAR	SC21 YOUTH'S LAST NAME (STATUS)
	.D	Don't know		20	0.9
	.R	Refused		113	4.9
	OTHER			2179	94.2

To maintain respondent confidentiality, all actual (nonmissing) responses to this variable have been replaced by a string of X's.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
96	EDOBDD	NUM	2		SC9 YOUTH DATE OF BIRTH, DAY

.	Inapplicable	149	6.4
.D	Don't know	11	0.5
.R	Refused	1	0.0
99		2151	93.0

To maintain respondent confidentiality, all actual (nonmissing) responses to this variable have been replaced by the code 99.

97	EDOBMM	NUM	2	DOBMNTH	SC9 YOUTH DATE OF BIRTH, MONTH

.D	Don't know	134	5.8
.R	Refused	15	0.6
99		2163	93.6

To maintain respondent confidentiality, all actual (nonmissing) responses to this variable have been replaced by the code 99.

98	EDOBYY	NUM	2		SC9 YOUTH DATE OF BIRTH, YEAR

.	Inapplicable	149	6.4
.D	Don't know	31	1.3
.R	Refused	1	0.0
99		2151	92.2

To maintain respondent confidentiality, all actual (nonmissing) responses to this variable have been replaced by the code 99.

99	EAGE	NUM	3		SC10 AGE OF YOUTH (IF DOB MISSING)

.	Inapplicable	2121	91.7
.D	Don't know	3	0.1
.R	Refused	1	0.0
16		21	0.9
17		23	1.0
18		27	1.2
19		19	0.8
20		26	1.1
21		23	1.0
22		22	1.0
23		14	0.6
24		12	0.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
100	E13TO24	NUM	2	AGERANG	SC10A AGE CATEGORY (IF AGE MISSING)		
		.		Inapplicable		2308	99.8
		2		16-20 YEARS OLD		2	0.1
		3		21-24 YEARS OLD		2	0.1
101	ESEX	NUM	2	SEX	SEX OF ENUMERATED YOUTH		
		1		MALE		1914	82.8
		2		FEMALE		398	17.2
102	EMILACT	NUM	2	YESNO	SC11 YOUTH EVER IN ACTIVE MIL/NG/RESERV		
		.		Inapplicable		376	16.3
		2		NO		1936	83.7
103	EMILWAIT	NUM	2	YESNO	SC12 YOUTH WAITING TO GO ON ACTIVE DUTY		
		.		Inapplicable		376	16.3
		2		NO		1936	83.7
104	EMILSERV	NUM	2	YESNO	SC11A IS YOUTH PRESENTLY IN MILITARY		
		.		Inapplicable		2312	100.0
105	EHSDIPL	NUM	2	YHSDIPL	SC13A TYPE OF HIGH SCHOOL DIPLOMA		
		.D		Don't know		4	0.2
		1		REG H.S. DIPLOMA		1195	51.7
		2		G.E.D.		58	2.5
		3		A.B.E.		5	0.2
		4		OTHR CERTIFICATE		4	0.2
		5		NONE OF ABOVE		1046	45.2
106	EEDENCUR	NUM	2	YESNO	SC14 IS YOUTH CURRENTLY IN SCHOOL		
		1		YES		1485	64.2
		2		NO		827	35.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL

107 EEDCOMP NUM 2 EEDCOMP SC13 HIGHEST LEVEL OF EDUC COMPLETED

.N	Not ascertained	1	0.0
7	< 8TH GRADE	12	0.5
8	8TH GRADE	52	2.2
9	9TH GRADE	200	8.7
10	10TH GRADE	398	17.2
11	11TH GRADE	416	18.0
12	12TH GRADE	685	29.6
13	1ST YR 4 YR COLL	120	5.2
14	2ND YR 4 YR COLL	129	5.6
15	3RD YR 4 YR COLL	95	4.1
16	4TH YR 4 YR COLL	24	1.0
21	1ST YR JR/COMM	89	3.8
22	2ND YR JR/COMM	44	1.9
23	1ST VOC/BUS SCHL	27	1.2
24	2ND VOC/BUS SCHL	14	0.6
25	> 2 YR VOC/BUS	6	0.3

108 EEDENTYP NUM 2 EDENTYP SC15 TYPE SCHOOL Y CURRENTLY ENROLLED

.	Inapplicable	827	35.8
.D	Don't know	4	0.2
1	REG HIGH SCHOOL	835	36.1
2	GED/HS EQUIV	9	0.4
3	ABE	4	0.2
4	SKILL DEVEL PROG	9	0.4
6	APPRENTICESHIP	4	0.2
7	VOC/BUS/TRADE	55	2.4
8	2 YR JR/COMM COL	151	6.5
9	4 YR COLL/UNIV	381	16.5
10	OTHER SCHOOL	33	1.4

109 EEDENYRH NUM 2 EDENYRH SC16 Y CURRENTLY IN 9, 10, 11, 12 GRADE

.	Inapplicable	1477	63.9
.D	Don't know	4	0.2
9	9TH GRADE	37	1.6
10	10TH GRADE	163	7.1
11	11TH GRADE	325	14.1
12	12TH GRADE	306	13.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
110	EEDENYRC	NUM	2	EDENYRC	SC17 YOUTH IN 1, 2, 3, 4, 5 YR COLLEGE

.	Inapplicable	1931	83.5
.D	Don't know	1	0.0
1	1ST YR (FR)	99	4.3
2	2ND YR (SOPH)	86	3.7
3	3RD YR (JR)	94	4.1
4	4TH YR (SR)	76	3.3
5	5TH YR	25	1.1

111	EEDCOVER	NUM	2	YESNO	SC13B VERIFIES SCHOOLING COMPLETED

.	Inapplicable	977	42.3
1	YES	1326	57.4
2	NO	9	0.4

112	ELIVADDR	NUM	2	YESNO	SC18 DOES YOUTH LIVE AT THIS ADDRESS

1	YES	2237	96.8
2	NO	75	3.2

113	ELIVDORM	NUM	2	YESNO	SC18A DOES Y LIVE IN STUDENT HOUSING

.	Inapplicable	2250	97.3
1	YES	62	2.7

114	RANDROY	NUM	2	RANDRO	MODULE ROTATION FOR KS, MH & KA

1	KS ONLY	366	15.8
2	MH ONLY	394	17.0
3	KA ONLY	403	17.4
4	KS & MH	373	16.1
5	KS & KA	386	16.7
6	KA & MH	390	16.9

The modules KS (Knowledge-Slogan Recognition), MH (Media Habits), and KA (Knowledge-Awareness) are only administered to a randomly-selected subset of respondents. This randomization is accomplished in such a manner that each of these three modules is administered to approximately half of the respondents. Each individual respondent receives either one or two of these modules. RANDROY indicates the module(s) administered to each respondent.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
115	YHSDIPL	NUM	2	YHSDIPL	EE2 YOUTH HIGH SCHOOL DIPLOMA, TYPE

.D	Don't know	1	0.0
.R	Refused	1	0.0
1	REG H.S. DIPLOMA	1209	52.3
2	G.E.D.	61	2.6
3	A.B.E.	2	0.1
4	OTHR CERTIFICATE	9	0.4
5	NONE OF ABOVE	1029	44.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
116	YEDCUR	NUM	2	YEDCUR	EE4 IS YOUTH CURRENTLY IN SCHOOL

1	YES	1495	64.7
2	NO	817	35.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
117	YEDLASTM	NUM	2	DOBMONTH	EE5 YOUTH LAST ATTENDED SCHOOL, MONTH

.	Inapplicable	1495	64.7
.D	Don't know	82	3.5
1	JANUARY	41	1.8
2	FEBRUARY	25	1.1
3	MARCH	31	1.3
4	APRIL	22	1.0
5	MAY	167	7.2
6	JUNE	259	11.2
7	JULY	23	1.0
8	AUGUST	31	1.3
9	SEPTEMBER	30	1.3
10	OCTOBER	22	1.0
11	NOVEMBER	29	1.3
12	DECEMBER	55	2.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
118	YEDLASTY	NUM	2		EE5 YOUTH LAST ATTENDED SCHOOL, YEAR		
		.			Inapplicable	1495	64.7
		.D			Don't know	16	0.7
		.N			Not ascertained	1	0.0
		77				3	0.1
		78				4	0.2
		79				10	0.4
		80				22	1.0
		81				46	2.0
		82				82	3.5
		83				99	4.3
		84				129	5.6
		85				159	6.9
		86				220	9.5
		87				26	1.1
119	YEDKIND	NUM	2	YEDKIND	EE6 KIND OF SCHOOL YOUTH ENROLLED IN		
		.			Inapplicable	340	14.7
		.D			Don't know	3	0.1
		1			REG HIGH SCHOOL	1086	47.0
		2			GED/HS EQUIV	22	1.0
		3			A.B.E.	6	0.3
		4			SKILL DEVEL PROG	19	0.8
		5			ON-THE-JOB TRNG	21	0.9
		6			APPRENTICESHIP	19	0.8
		7			VOC/BUS/TRADE	140	6.1
		8			2 YR JR/COMM COL	209	9.0
		9			4 YR COLL/UNIV	404	17.5
		10			OTHER SCHOOL	43	1.9
120	YEDENYRH	NUM	2	EDENYRH	EE6A IS Y IN GRADE 9, 10, 11, OR 12		
		.			Inapplicable	1485	64.2
		.D			Don't know	3	0.1
		9			9TH GRADE	35	1.5
		10			10TH GRADE	171	7.4
		11			11TH GRADE	325	14.1
		12			12TH GRADE	293	12.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
121	YEDENYRC	NUM	2	EDENYRC	EE6B IS Y IN 1, 2, 3, 4, 5 YR COLLEGE

.	Inapplicable	1937	83.8
1	1ST YR (FR)	97	4.2
2	2ND YR (SOPH)	86	3.7
3	3RD YR (JR)	95	4.1
4	4TH YR (SR)	71	3.1
5	5TH YR	26	1.1

122 YEDCOVER NUM 2 YESNO EE1VER VERIFIES SCHOOLING COMPLETED

.	Inapplicable	989	42.8
1	YES	1316	56.9
2	NO	7	0.3

123 YEDLEV NUM 2 YEDLEV EE1 HIGHEST LEVEL OF EDUC COMPLETED

.D	Don't know	5	0.2
.R	Refused	1	0.0
7	< 8TH GRADE	7	0.3
8	8TH GRADE	60	2.6
9	9TH GRADE	202	8.7
10	10TH GRADE	392	17.0
11	11TH GRADE	405	17.5
12	12TH GRADE	671	29.0
13	1ST YR 4 YR COLL	116	5.0
14	2ND YR 4 YR COLL	123	5.3
15	3RD YR 4 YR COLL	92	4.0
16	4TH YR 4 YR COLL	33	1.4
17	5TH COL/1ST GRAD	1	0.0
21	1ST YR JR/COMM	104	4.5
22	2ND YR JR/COMM	39	1.7
23	1ST VOC/BUS SCHL	35	1.5
24	2ND VOC/BUS SCHL	20	0.9
25	> 2 YRS VOC/BUS	6	0.3

124 EE1CHK NUM 2 CCHECK EE1 CONST. CHECK: EE1 VS. AGE

.	Inapplicable	2311	100.0
1	INCONSIST. DATA	1	0.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
125	YEDPLAN	NUM	2	YEDLEV	EE3 HIGHEST GRADE PLAN TO COMPLETE

.D	Don't know	199	8.6
7	< 8TH GRADE	1	0.0
8	8TH GRADE	11	0.5
9	9TH GRADE	10	0.4
10	10TH GRADE	15	0.6
11	11TH GRADE	26	1.1
12	12TH GRADE	486	21.0
13	1ST YR 4 YR COLL	12	0.5
14	2ND YR 4 YR COLL	23	1.0
15	3RD YR 4 YR COLL	13	0.6
16	4TH YR 4 YR COLL	847	36.6
17	5TH COL/1ST GRAD	99	4.3
18	2ND YR GRAD SCHL	106	4.6
19	3RD YR GRAD SCHL	47	2.0
20	> 3 YRS GRAD SCH	90	3.9
21	1ST YR JR/COMM	16	0.7
22	2ND YR JR/COMM	138	6.0
23	1ST VOC/BUS SCHL	46	2.0
24	2ND VOC/BUS SCHL	89	3.8
25	> 2 YRS VOC/BUS	38	1.6

126	EE3CHK	NUM	2	CCHECK	EE3 CONST. CHECK: EE1 VS. EE3

.	Inapplicable	2311	100.0
1	INCONSIST. DATA	1	0.0

127	YNUMLET	NUM	2	YNUMLET	EE7 SCHOOL USE LETTER OR NUMBER GRADES

.	Inapplicable	67	2.9
.D	Don't know	11	0.5
1	LETTER GRADES	1557	67.3
2	NUMBER GRADES	654	28.3
3	NEITHER	23	1.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
128	YEDGRADE	NUM	2	YEDGRAD	EE7 YOUTH EDUCATIONAL GRADE AVERAGE

.	Inapplicable	101	4.4
.D	Don't know	13	0.6
.R	Refused	3	0.1
1	MOSTLY A'S	204	8.8
2	MOSTLY A'S & B'S	537	23.2
3	MOSTLY B'S	426	18.4
4	MOSTLY B'S & C'S	708	30.6
5	MOSTLY C'S	179	7.7
6	MOSTLY C'S & D'S	127	5.5
7	MOSTLY D'S & F'S	14	0.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
129	YEDELALG	NUM	2	YEDELAL	EE9 Y TAKEN/WILL TAKE ELEMENTARY ALGEBRA

.	Inapplicable	67	2.9
.D	Don't know	14	0.6
1	TAKEN OR TAKING	1849	80.0
2	PLAN TO TAKE	89	3.8
3	NEITHER	293	12.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
130	YEDGEOM	NUM	2	YEDELAL	EE10 Y TAKEN/WILL TAKE PLANE GEOMETRY

.	Inapplicable	67	2.9
.D	Don't know	21	0.9
1	TAKEN OR TAKING	1433	62.0
2	PLAN TO TAKE	197	8.5
3	NEITHER	594	25.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
131	YEDINALG	NUM	2	YEDELAL	EE11 Y TAKEN/WILL TAKE INTERMED ALGEBRA

.	Inapplicable	67	2.9
.D	Don't know	30	1.3
1	TAKEN OR TAKING	1392	60.2
2	PLAN TO TAKE	216	9.3
3	NEITHER	607	26.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
132	YEDTRIG	NUM	2	YEDELAL	EE12 Y TAKEN/WILL TAKE TRIGONOMETRY

.	Inapplicable	67	2.9
.D	Don't know	27	1.2
1	TAKEN OR TAKING	754	32.6
2	PLAN TO TAKE	373	16.1
3	NEITHER	1091	47.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
133	YEMPCUR	NUM	2	YEMPCUR	EE16 IS YOUTH CURRENTLY EMPLOYED		
		.D		Don't know		1	0.0
		1		YES		1446	62.5
		2		NO		865	37.4
134	YEMPLOOK	NUM	2	YEMPLOK	EE17 IS YOUTH LOOKING FOR EMPLOYMENT		
		.		Inapplicable		1446	62.5
		.D		Don't know		1	0.0
		1		YES		479	20.7
		2		NO		386	16.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
135	YEMPHOUR	NUM	2		EE19 Y HOURS WORKED PER WEEK IN LAST JOB

.D	Don't know	38	1.6
0		218	9.4
1		4	0.2
2		6	0.3
3		12	0.5
4		17	0.7
5		20	0.9
6		25	1.1
7		17	0.7
8		44	1.9
9		8	0.3
10		74	3.2
11		7	0.3
12		49	2.1
13		11	0.5
14		8	0.3
15		88	3.8
16		30	1.3
17		12	0.5
18		25	1.1
19		2	0.1
20		233	10.1
21		11	0.5
22		13	0.6
23		6	0.3
24		25	1.1
25		119	5.1
26		6	0.3
27		7	0.3
28		14	0.6
29		1	0.0
30		136	5.9
31		1	0.0
32		20	0.9
33		4	0.2
34		2	0.1
35		53	2.3
36		10	0.4
37		22	1.0
38		15	0.6
39		4	0.2
40		579	25.0
41		2	0.1
42		9	0.4
43		8	0.3
44		8	0.3
45		74	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
135	YEMPHOUR	NUM	2		EE19 Y HOURS WORKED PER WEEK IN LAST JOB

46		6	0.3
47		4	0.2
48		28	1.2
49		2	0.1
50		77	3.3
52		4	0.2
54		3	0.1
55		23	1.0
56		3	0.1
57		2	0.1
58		2	0.1
60		29	1.3
62		1	0.0
65		5	0.2
66		2	0.1
70		10	0.4
72		1	0.0
75		2	0.1
77		1	0.0
80		8	0.3
84		2	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
136	EE19CHK	NUM	2	CCHECK	EE19 CONST. CHECK: CUR EMP VS. NO JOB

.	Inapplicable	2312	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
137	YEMPEMCK	CHAR	2	$YEMPCK	EE19CK VERIFIES CURRENT EMPLOYMENT

.	Inapplicable	2309	99.9
2	NO	3	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
138	YEMPHRCK	CHAR	2	$CHAR	EE19CK VERIFY NO. HRS CURRENTLY EMPLOYED

.	Inapplicable	2309	99.9
1		2	0.1
2		1	0.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
139	YEMPEVER	NUM	2	YEMPEVR	EE20 WAS YOUTH EVER EMPLOYED FULL-TIME

.	Inapplicable	1217	52.6
.D	Don't know	1	0.0
1	YES	445	19.2
2	NO	649	28.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
140	YEMPEASY	NUM	2	YEMPLOY	EE24 YOUTH EMPLOYMENT DIFFICULTY IN COMM		
		.D			Don't know	52	2.2
		1			ALMOST IMPOSS	163	7.1
		2			VERY DIFFICULT	409	17.7
		3			SOMWHT DIFFICULT	1075	46.5
		4			NOT DIFFICULT	613	26.5
141	YIPDOSCH	NUM	2	YESNO	IP1 Y PLANS TO GO TO SCHOOL		
		.D			Don't know	48	2.1
		1			YES	1547	66.9
		2			NO	717	31.0
142	YIPDOEMP	NUM	2	YESNO	IP1 Y PLANS TO WORK		
		.D			Don't know	48	2.1
		1			YES	1614	69.8
		2			NO	650	28.1
143	YIPDOIDL	NUM	2	YESNO	IP1 Y PLANS TO DO NOTHING		
		.D			Don't know	48	2.1
		1			YES	11	0.5
		2			NO	2253	97.4
144	YIPDOMIL	NUM	2	YESNO	IP1 Y PLANS TO JOIN MILITARY/SERVICE		
		.D			Don't know	48	2.1
		1			YES	171	7.4
		2			NO	2093	90.5
145	YIPDOOTH	NUM	2	YESNO	IP1 Y HAS OTHER PLANS		
		.D			Don't know	48	2.1
		1			YES	445	19.2
		2			NO	1819	78.7
146	YPBRAN1	NUM	2	YP1BRAN	IP3 BRANCH OF SERVICE, FIRST CHOICE		
		.			Inapplicable	2141	92.6
		.D			Don't know	6	0.3
		1			AIR FORCE	52	2.2
		2			ARMY	61	2.6
		3			COAST GUARD	1	0.0
		4			MARINE CORPS	20	0.9
		5			NAVY	31	1.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
147	RANDIP1	NUM	2	RAND1IP	IP4 RANDOM START FOR CATEGORIES		
		.		Inapplicable		2147	92.9
		1		START: ACTIVE		40	1.7
		2		START: RESERVE		52	2.2
		3		START: NAT GUARD		73	3.2
148	YPCOMP1	NUM	2	YPCOMP	IP4 TYPE OF SERVICE, FIRST CHOICE		
		.		Inapplicable		2147	92.9
		.D		Don't know		5	0.2
		1		ACTIVE DUTY		110	4.8
		2		RESERVE		34	1.5
		3		NATIONAL GUARD		16	0.7
149	YPBRAN2	NUM	2	YP2BRAN	IP5 BRANCH OF SERVICE, NEXT CHOICE		
		.		Inapplicable		2147	92.9
		.D		Don't know		3	0.1
		1		AIR FORCE		42	1.8
		2		ARMY		32	1.4
		3		COAST GUARD		5	0.2
		4		MARINE CORPS		35	1.5
		5		NAVY		37	1.6
		6		NONE		11	0.5
150	RANDIP2	NUM	2	RAND1IP	IP6 RANDOM START FOR CATEGORIES		
		.		Inapplicable		2161	93.5
		1		START: ACTIVE		55	2.4
		2		START: RESERVE		36	1.6
		3		START: NAT GUARD		60	2.6
151	YPCOMP2	NUM	2	YPCOMP	IP6 TYPE OF SERVICE, NEXT CHOICE		
		.		Inapplicable		2161	93.5
		.D		Don't know		3	0.1
		1		ACTIVE DUTY		98	4.2
		2		RESERVE		31	1.3
		3		NATIONAL GUARD		19	0.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
152	YPROBMIL	NUM	2	PROB	IP7 PROB OF Y SERVING IN MILITARY

.D	Don't know	6	0.3
1	DEFINITELY	78	3.4
2	PROBABLY	363	15.7
3	PROBABLY NOT	857	37.1
4	DEFINITELY NOT	1008	43.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
153	YPROBCOL	NUM	2	PROB	IP14 PROB OF Y GOING TO COLLEGE

.D	Don't know	9	0.4
1	DEFINITELY	1052	45.5
2	PROBABLY	640	27.7
3	PROBABLY NOT	358	15.5
4	DEFINITELY NOT	253	10.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
154	YPCOL24	NUM	2	YP24COL	IP15 Y PLANS TO GO 2 OR 4 YEAR COLLEGE

.	Inapplicable	620	26.8
.D	Don't know	22	1.0
1	2 YEAR COLLEGE	432	18.7
2	4 YEAR COLLEGE	1238	53.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
155	YPROBARO	NUM	2	PROB	IP11 PROB OF Y TAKING ROTC COLLEGE CLASS

.	Inapplicable	620	26.8
.D	Don't know	44	1.9
1	DEFINITELY	82	3.5
2	PROBABLY	288	12.5
3	PROBABLY NOT	753	32.6
4	DEFINITELY NOT	525	22.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
156	YPROBVOC	NUM	2	PROB	IP16 PROB OF Y GOING TO VO/TECH SCHOOL

.D	Don't know	34	1.5
1	DEFINITELY	249	10.8
2	PROBABLY	583	25.2
3	PROBABLY NOT	803	34.7
4	DEFINITELY NOT	643	27.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
157	YPROBEMP	NUM	2	PROB	IP12 PROB OF Y WORKING IN CIVILIAN JOB

.D	Don't know	14	0.6
1	DEFINITELY	1169	50.6
2	PROBABLY	898	38.8
3	PROBABLY NOT	168	7.3
4	DEFINITELY NOT	63	2.7

RDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
158	YPFULPAR	NUM	2	YFULPAR	IP13 WORK PLANS FULL-TIME OR PART-TIME		
		.		Inapplicable	245	10.6	
		.D		Don't know	19	0.8	
		1		FULL-TIME	1593	68.9	
		2		PART-TIME	455	19.7	
159	YPSAMOCC	NUM	2	YSAMOCC	IP2 PLAN TO BE IN SAME OR DIFFERENT JOB		
		.		Inapplicable	1204	52.1	
		.D		Don't know	11	0.5	
		1		SAME OCCUPATION	534	23.1	
		2		NEW OCCUPATION	563	24.4	
160	RANDIP3	NUM	2	RAND3IP	IP8_11A RANDOM START FOR MILITARY PLANS		
		.		Inapplicable	620	26.8	
		1		START AT IP8	419	18.1	
		2		START AT IP9	426	18.4	
		3		START AT IP10	437	18.9	
		4		START AT IP11A	410	17.7	
161	RANDIP4	NUM	2	RAND4IP	IP8_10 RANDOM START FOR MILITARY PLANS		
		.		Inapplicable	1692	73.2	
		1		START AT IP8	194	8.4	
		2		START AT IP9	220	9.5	
		3		START AT IP10	206	8.9	
162	YPROBAR	NUM	2	PROB	IP8 PROB OF Y SERVING ARMY ACTIVE DUTY		
		.D		Don't know	24	1.0	
		1		DEFINITELY	62	2.7	
		2		PROBABLY	216	9.3	
		3		PROBABLY NOT	887	38.4	
		4		DEFINITELY NOT	1123	48.6	
163	YPROBANG	NUM	2	PROB	IP9 PROB OF Y SERVING ARMY NATL GUARD		
		.D		Don't know	16	0.7	
		1		DEFINITELY	30	1.3	
		2		PROBABLY	225	9.7	
		3		PROBABLY NOT	982	42.5	
		4		DEFINITELY NOT	1059	45.8	

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
164	YPROBARV	NUM	2	PROB	IP10 PROB OF Y SERVING IN ARMY RESERVE		
		.D		Don't know		19	0.8
		1		DEFINITELY		42	1.8
		2		PROBABLY		256	11.1
		3		PROBABLY NOT		997	43.1
		4		DEFINITELY NOT		998	43.2
165	YPROBCOM	NUM	2	PROB	IP11A PROB OF OFFICER COMMISSION IN ROTC		
		.		Inapplicable		620	26.8
		.D		Don't know		28	1.2
		1		DEFINITELY		34	1.5
		2		PROBABLY		199	8.6
		3		PROBABLY NOT		727	31.4
		4		DEFINITELY NOT		704	30.4
166	YPSCHFUL	NUM	2	YESNO	IP17 Y MOST LIKELY: FULL-TIME SCHOOL		
		.D		Don't know		22	1.0
		1		YES		1257	54.4
		2		NO		1033	44.7
167	YPSCHPRT	NUM	2	YESNO	IP17 Y MOST LIKELY: PART-TIME SCHOOL		
		.D		Don't know		22	1.0
		1		YES		383	16.6
		2		NO		1907	82.5
168	YPWRKFUL	NUM	2	YESNO	IP17 Y MOST LIKELY: FULL-TIME WORK		
		.D		Don't know		22	1.0
		1		YES		906	39.2
		2		NO		1384	59.9
169	YPWRKPRT	NUM	2	YESNO	IP17 Y MOST LIKELY: PART-TIME WORK		
		.D		Don't know		22	1.0
		1		YES		781	33.8
		2		NO		1509	65.3
170	YPSRVMIL	NUM	2	YESNO	IP17 Y MOST LIKELY: MILITARY		
		.D		Don't know		22	1.0
		1		YES		77	3.3
		2		NO		2213	95.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
171	YPHOMEMK	NUM	2	YESNO	IP17 Y MOST LIKELY: HOMEMAKER		
		.D		Don't know		22	1.0
		1		YES		17	0.7
		2		NO		2273	98.3
172	YPOTH	NUM	2	YESNO	IP17 Y MOST LIKELY: OTHER		
		.D		Don't know		22	1.0
		1		YES		308	13.3
		2		NO		1982	85.7
173	YPROBTAR	NUM	2	PROB	IP20 PROB Y WILL TALK ABOUT ARMY		
		.D		Don't know		7	0.3
		1		DEFINITELY		227	9.8
		2		PROBABLY		458	19.8
		3		PROBABLY NOT		860	37.2
		4		DEFINITELY NOT		760	32.9
174	YPROBADO	NUM	2	PROB	IP21 PROB Y WILL DO SOMETHING ABOUT ARMY		
		.D		Don't know		9	0.4
		1		DEFINITELY		149	6.4
		2		PROBABLY		426	18.4
		3		PROBABLY NOT		804	34.8
		4		DEFINITELY NOT		924	40.0
175	YPTHOTM	NUM	2	YESNO	IP18 EVER THOUGHT ABOUT JOINING MILITARY		
		1		YES		1563	67.6
		2		NO		749	32.4
176	YBAEVREC	NUM	2	YESNO	BE1A Y EVER TALK WITH MILITARY RECRUITER		
		.D		Don't know		2	0.1
		1		YES		1198	51.8
		2		NO		1112	48.1
177	YBATALK	NUM	2	YESNO	BE1 Y TALK ABOUT JOINING ARMY PAST 6 MO		
		.D		Don't know		3	0.1
		1		YES		487	21.1
		2		NO		1822	78.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
178	YBAFREN	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH FRIENDS		
		.		Inapplicable		1825	78.9
		.R		Refused		1	0.0
		1		YES		163	7.1
		2		NO		323	14.0
179	YBAMOM	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH MOTHER		
		.		Inapplicable		1825	78.9
		.R		Refused		1	0.0
		1		YES		99	4.3
		2		NO		387	16.7
180	YBADAD	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH FATHER		
		.		Inapplicable		1825	78.9
		.R		Refused		1	0.0
		1		YES		115	5.0
		2		NO		371	16.0
181	YBASIB	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH BROTHER/SISTER		
		.		Inapplicable		1825	78.9
		.R		Refused		1	0.0
		1		YES		49	2.1
		2		NO		437	18.9
182	YBAREL	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH OTH RELATIVE		
		.		Inapplicable		1825	78.9
		.R		Refused		1	0.0
		1		YES		52	2.2
		2		NO		434	18.8
183	YBASPOU	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH SPOUSE		
		.		Inapplicable		1825	78.9
		.R		Refused		1	0.0
		1		YES		12	0.5
		2		NO		474	20.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
184	YBATEAC	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH TEACHER		
		.		Inapplicable		1825	78.9
		.R		Refused		1	0.0
		1		YES		22	1.0
		2		NO		464	20.1
185	YBACOUN	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH SCH COUNSLR		
		.		Inapplicable		1825	78.9
		.R		Refused		1	0.0
		1		YES		21	0.9
		2		NO		465	20.1
186	YBAREC	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH RECRUITER		
		.		Inapplicable		1825	78.9
		.R		Refused		1	0.0
		1		YES		283	12.2
		2		NO		203	8.8
187	YBACOW	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH CO-WORKER		
		.		Inapplicable		1825	78.9
		.R		Refused		1	0.0
		1		YES		3	0.1
		2		NO		483	20.9
188	YBABOSS	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH EMPLOYER		
		.		Inapplicable		1825	78.9
		.R		Refused		1	0.0
		2		NO		486	21.0
189	YBAOTH	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH OTHERS		
		.		Inapplicable		1825	78.9
		.R		Refused		1	0.0
		1		YES		32	1.4
		2		NO		454	19.6
190	YBAFRSCH	NUM	2	YESNO	BE3 WAS FRIEND Y TALKED WITH FROM SCHOOL		
		.		Inapplicable		2149	92.9
		1		YES		135	5.8
		2		NO		28	1.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
191	YBAFREMP	NUM	2	YESNO	BE4 WAS FRIEND Y TALKED WITH AT WORK		
		.		Inapplicable		2149	92.9
		1		YES		53	2.3
		2		NO		110	4.8
192	BE4CHK	NUM	2	CCHECK	CONST. CHECK: BE2, BE4		
		.		Inapplicable		2306	99.7
		1		INCONSIST. DATA		6	0.3
193	YBAFRMIL	NUM	2	YESNO	BE5 WAS FRIEND Y TALKED WITH IN SERVICE		
		.		Inapplicable		2149	92.9
		1		YES		87	3.8
		2		NO		76	3.3
194	YBAFRAR	NUM	2	YESNO	BE6 WAS FRIEND Y TALKED WITH IN ARMY		
		.		Inapplicable		2225	96.2
		.D		Don't know		1	0.0
		1		YES		53	2.3
		2		NO		33	1.4
195	YBMREC	NUM	2	YESNO	BE7 Y TALK TO RECRUITER PAST 6 MONTHS		
		.		Inapplicable		2108	91.2
		1		YES		33	1.4
		2		NO		171	7.4
196	YBMRECAR	NUM	2	YESNO	BE8 Y TALKED TO AN ARMY RECRUITER		
		.		Inapplicable		1996	86.3
		.D		Don't know		3	0.1
		1		YES		245	10.6
		2		NO		68	2.9
197	YBMRECAF	NUM	2	YESNO	BE8 Y TALKED TO AN AIR FORCE RECRUITER		
		.		Inapplicable		1996	86.3
		.D		Don't know		3	0.1
		1		YES		79	3.4
		2		NO		234	10.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
198	YBMRECNA	NUM	2	YESNO	BE8 Y TALKED TO A NAVY RECRUITER		
	.			Inapplicable	1996	86.3	
	.D			Don't know	5	0.2	
	1			YES	103	4.5	
	2			NO	208	9.0	
199	YBMRECMC	NUM	2	YESNO	BE8 Y TALKED TO A MARINE RECRUITER		
	.			Inapplicable	1996	86.3	
	.D			Don't know	2	0.1	
	1			YES	79	3.4	
	2			NO	235	10.2	
200	YBACONT	NUM	2	YBACONT	BE8A HOW FIRST CONTACT W/ ARMY RECRUITER		
	.			Inapplicable	2067	89.4	
	1			OTH SERVICE RECR	2	0.1	
	2			Y CONTACTED RECR	51	2.2	
	3			RECR CONTACTED Y	110	4.8	
	4			WITH A FRIEND	29	1.3	
	5			RESERVE/NG	1	0.0	
	6			SOME OTHER WAY	52	2.2	
201	YBATALK1	NUM	2	YBATALK	BE8B HOW FIRST TALK W/ ARMY RECRUITER		
	.			Inapplicable	2067	89.4	
	1			BY TELEPHONE	91	3.9	
	2			AT A REC STATION	36	1.6	
	3			AT A JOB FAIR	1	0.0	
	4			AT SCHOOL	88	3.8	
	5			AT AN AR UNIT	6	0.3	
	6			SOME OTHER WAY	23	1.0	
202	YBAGIFT	NUM	2	YESNO	BE10 Y RESPOND TO ARMY AD IN PAST 6 MO		
	1			YES	109	4.7	
	2			NO	2203	95.3	
203	YBAVISIT	NUM	2	YESNO	BE11 Y VISIT ARMY RECR STATN PAST 6 MO		
	1			YES	164	7.1	
	2			NO	2148	92.9	

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
204	YBATEST	NUM	2	YESNO	BE12 Y TAKE TEST FOR ARMY IN PAST 6 MO		
		.D		Don't know		6	0.3
		1		YES		229	9.9
		2		NO		2077	89.8
205	YBCTHOT	NUM	2	YESNO	BE16 Y THINK ABOUT COLLEGE IN PAST 6 MO		
		.		Inapplicable		613	26.5
		.D		Don't know		1	0.0
		1		YES		1237	53.5
		2		NO		461	19.9
206	YBCTALK	NUM	2	YESNO	BE17 Y TALK ABOUT COLLEGE IN PAST 6 MO		
		.		Inapplicable		1074	46.5
		1		YES		955	41.3
		2		NO		283	12.2
207	YBCFREN	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH FRIENDS		
		.		Inapplicable		1357	58.7
		.D		Don't know		1	0.0
		1		YES		390	16.9
		2		NO		564	24.4
208	YBCMOM	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH MOTHER		
		.		Inapplicable		1357	58.7
		.D		Don't know		1	0.0
		1		YES		627	27.1
		2		NO		327	14.1
209	YBCDAD	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH FATHER		
		.		Inapplicable		1357	58.7
		.D		Don't know		1	0.0
		1		YES		560	24.2
		2		NO		394	17.0
210	YBCSIB	NUM	2	BEYN	BE18 Y DISCUSS COLLEGE WITH BROTHER/SIS		
		.		Inapplicable		1357	58.7
		.D		Don't know		1	0.0
		1		YES		108	4.7
		2		NO		846	36.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
211	YBCREL	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH OTH RELATIVE		
	.			Inapplicable		1357	58.7
	.D			Don't know		1	0.0
	1			YES		97	4.2
	2			NO		857	37.1
212	YBCSPOU	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH SPOUSE		
	.			Inapplicable		1357	58.7
	.D			Don't know		1	0.0
	1			YES		86	3.7
	2			NO		868	37.5
213	YBCTEAC	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH A TEACHER		
	.			Inapplicable		1357	58.7
	.D			Don't know		1	0.0
	1			YES		185	8.0
	2			NO		769	33.3
214	YBCCOUN	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH SCH COUNSLR		
	.			Inapplicable		1357	58.7
	.D			Don't know		1	0.0
	1			YES		458	19.8
	2			NO		496	21.5
215	YBCREC	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH A RECRUITER		
	.			Inapplicable		1357	58.7
	.D			Don't know		1	0.0
	1			YES		25	1.1
	2			NO		929	40.2
216	YBCCOW	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH CO-WORKER		
	.			Inapplicable		1357	58.7
	.D			Don't know		1	0.0
	1			YES		22	1.0
	2			NO		932	40.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
217	YBCBOSS	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH EMPLOYER		
		.		Inapplicable		1357	58.7
		.D		Don't know		1	0.0
		1		YES		30	1.3
		2		NO		924	40.0
218	YBCOTH	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH OTHERS		
		.		Inapplicable		1357	58.7
		.D		Don't know		1	0.0
		1		YES		136	5.9
		2		NO		818	35.4
219	YBCACF	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT ACF		
		.		Inapplicable		1357	58.7
		.D		Don't know		3	0.1
		1		YES		237	10.3
		2		NO		715	30.9
220	YBCGI	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT GI BILL		
		.		Inapplicable		1357	58.7
		.D		Don't know		5	0.2
		1		YES		217	9.4
		2		NO		733	31.7
221	YBCROTC	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT ROTC SCH		
		.		Inapplicable		1357	58.7
		.D		Don't know		5	0.2
		1		YES		213	9.2
		2		NO		737	31.9
222	YBCVEAP	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT VEAP		
		.		Inapplicable		1357	58.7
		.D		Don't know		3	0.1
		1		YES		50	2.2
		2		NO		902	39.0

RDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
223	YBCTEST	NUM	2	YESNO	BE21 Y TAKE COLLEGE ADM TEST PAST 6 MO		
		.		Inapplicable		1074	46.5
		.D		Don't know		1	0.0
		1		YES		426	18.4
		2		NO		811	35.1
224	YBCAPPL	NUM	2	YESNO	BE24 Y SUBMIT COLLEGE APPL IN PAST 6 MO		
		.		Inapplicable		1074	46.5
		1		YES		245	10.6
		2		NO		993	42.9
225	YBWTHOT	NUM	2	YESNO	BE25 Y THINK ABOUT FT WORK IN PAST 6 MO		
		.		Inapplicable		719	31.1
		1		YES		821	35.5
		2		NO		772	33.4
226	YBWTALK	NUM	2	YESNO	BE26 Y TALK ABOUT FT WORK IN PAST 6 MO		
		.		Inapplicable		1491	64.5
		1		YES		530	22.9
		2		NO		291	12.6
227	YBWFREN	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH FRIENDS		
		.		Inapplicable		1782	77.1
		.D		Don't know		3	0.1
		.R		Refused		2	0.1
		1		YES		154	6.7
		2		NO		371	16.0
228	YBWMOM	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH MOTHER		
		.		Inapplicable		1782	77.1
		.D		Don't know		3	0.1
		.R		Refused		2	0.1
		1		YES		185	8.0
		2		NO		340	14.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
229	YBWDAD	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH FATHER		
		.		Inapplicable		1782	77.1
		.D		Don't know		3	0.1
		.R		Refused		2	0.1
		1		YES		200	8.7
		2		NO		325	14.1
230	YBWSIB	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH BROTHER/SIS		
		.		Inapplicable		1782	77.1
		.D		Don't know		3	0.1
		.R		Refused		2	0.1
		1		YES		43	1.9
		2		NO		482	20.8
231	YBWREL	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH OTH RELATIVE		
		.		Inapplicable		1782	77.1
		.D		Don't know		3	0.1
		.R		Refused		2	0.1
		1		YES		35	1.5
		2		NO		490	21.2
232	YBWSPOU	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH SPOUSE		
		.		Inapplicable		1782	77.1
		.D		Don't know		3	0.1
		.R		Refused		2	0.1
		1		YES		26	1.1
		2		NO		499	21.6
233	YBWTEAC	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH A TEACHER		
		.		Inapplicable		1782	77.1
		.D		Don't know		3	0.1
		.R		Refused		2	0.1
		1		YES		33	1.4
		2		NO		492	21.3
234	YBWCOUN	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH SCH COUNSLR		
		.		Inapplicable		1782	77.1
		.D		Don't know		3	0.1
		.R		Refused		2	0.1
		1		YES		31	1.3
		2		NO		494	21.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
235	YBWREC	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH A RECRUITER		
		.		Inapplicable		1782	77.1
		.D		Don't know		3	0.1
		.R		Refused		2	0.1
		1		YES		10	0.4
		2		NO		515	22.3
236	YBWCOW	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH CO-WORKER		
		.		Inapplicable		1782	77.1
		.D		Don't know		3	0.1
		.R		Refused		2	0.1
		1		YES		15	0.6
		2		NO		510	22.1
237	YBWBOSS	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH EMPLOYER		
		.		Inapplicable		1782	77.1
		.D		Don't know		3	0.1
		.R		Refused		2	0.1
		1		YES		230	9.9
		2		NO		295	12.8
238	YBWOTH	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH OTHERS		
		.		Inapplicable		1782	77.1
		.D		Don't know		3	0.1
		.R		Refused		2	0.1
		1		YES		82	3.5
		2		NO		443	19.2
239	YBWVISIT	NUM	2	YESNO	BE31 Y VISIT POTENTIAL EMPLOYER/AGENCIES		
		.		Inapplicable		1491	64.5
		1		YES		335	14.5
		2		NO		486	21.0
240	YBWAPPL	NUM	2	YESNO	BE32 Y APPLY FOR ANY JOBS IN PAST 6 MO		
		.		Inapplicable		1491	64.5
		.D		Don't know		1	0.0
		1		YES		482	20.8
		2		NO		338	14.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
241	YARMDAD	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FATHER		
		.			Inapplicable	1130	48.9
		.D			Don't know	13	0.6
		.R			Refused	1	0.0
		1			VERY BAD IDEA	162	7.0
		2			BAD IDEA	183	7.9
		3			NEITHER	361	15.6
		4			GOOD IDEA	243	10.5
		5			VERY GOOD IDEA	183	7.9
		6			DECEASED, NONE	36	1.6
242	YARMMOM	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: MOTHER		
		.			Inapplicable	1130	48.9
		.D			Don't know	6	0.3
		.R			Refused	1	0.0
		1			VERY BAD IDEA	292	12.6
		2			BAD IDEA	241	10.4
		3			NEITHER	335	14.5
		4			GOOD IDEA	183	7.9
		5			VERY GOOD IDEA	116	5.0
		6			DECEASED, NONE	8	0.3
243	YARMFARM	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FREN ARMY EXP		
		.			Inapplicable	1130	48.9
		.D			Don't know	22	1.0
		.R			Refused	1	0.0
		1			VERY BAD IDEA	72	3.1
		2			BAD IDEA	78	3.4
		3			NEITHER	240	10.4
		4			GOOD IDEA	388	16.8
		5			VERY GOOD IDEA	280	12.1
		6			DECEASED, NONE	101	4.4
244	YARMFMIL	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FREN OTH MIL		
		.			Inapplicable	1130	48.9
		.D			Don't know	17	0.7
		.R			Refused	1	0.0
		1			VERY BAD IDEA	81	3.5
		2			BAD IDEA	85	3.7
		3			NEITHER	307	13.3
		4			GOOD IDEA	373	16.1
		5			VERY GOOD IDEA	238	10.3
		6			DECEASED, NONE	80	3.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
245	YARMFNO	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FREN NO MIL		
	.			Inapplicable		1130	48.9
	.D			Don't know		10	0.4
	.R			Refused		1	0.0
	1			VERY BAD IDEA		343	14.8
	2			BAD IDEA		316	13.7
	3			NEITHER		350	15.1
	4			GOOD IDEA		109	4.7
	5			VERY GOOD IDEA		47	2.0
	6			DECEASED, NONE		6	0.3
246	YARMCOUN	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: SCH COUNSELOR		
	.			Inapplicable		1130	48.9
	.D			Don't know		59	2.6
	.R			Refused		1	0.0
	1			VERY BAD IDEA		103	4.5
	2			BAD IDEA		148	6.4
	3			NEITHER		425	18.4
	4			GOOD IDEA		242	10.5
	5			VERY GOOD IDEA		143	6.2
	6			DECEASED, NONE		61	2.6
247	YARMTEAC	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: TEACHERS		
	.			Inapplicable		1130	48.9
	.D			Don't know		48	2.1
	.R			Refused		1	0.0
	1			VERY BAD IDEA		117	5.1
	2			BAD IDEA		192	8.3
	3			NEITHER		480	20.8
	4			GOOD IDEA		202	8.7
	5			VERY GOOD IDEA		102	4.4
	6			DECEASED, NONE		40	1.7
248	YARMCOW	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: CO-WORKERS		
	.			Inapplicable		1302	56.3
	.D			Don't know		25	1.1
	.R			Refused		1	0.0
	1			VERY BAD IDEA		182	7.9
	2			BAD IDEA		207	9.0
	3			NEITHER		327	14.1
	4			GOOD IDEA		114	4.9
	5			VERY GOOD IDEA		54	2.3
	6			DECEASED, NONE		100	4.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
249	YARMSTUD	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FELLOW STUDNT

.	Inapplicable	1130	48.9
.D	Don't know	14	0.6
.R	Refused	1	0.0
1	VERY BAD IDEA	215	9.3
2	BAD IDEA	279	12.1
3	NEITHER	415	17.9
4	GOOD IDEA	161	7.0
5	VERY GOOD IDEA	69	3.0
6	DECEASED, NONE	28	1.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
250	YARMBOSS	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: EMPLOYER

.	Inapplicable	1302	56.3
.D	Don't know	37	1.6
.R	Refused	1	0.0
1	VERY BAD IDEA	172	7.4
2	BAD IDEA	172	7.4
3	NEITHER	320	13.8
4	GOOD IDEA	121	5.2
5	VERY GOOD IDEA	52	2.2
6	DECEASED, NONE	135	5.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
251	YFRENMIL	NUM	2	YESNO	SI2 Y HAVE FRIENDS CURRENTLY IN MILITARY

.	Inapplicable	1130	48.9
.D	Don't know	1	0.0
1	YES	736	31.8
2	NO	445	19.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
252	YFRENAF	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-AF

.	Inapplicable	1576	68.2
1	YES	255	11.0
2	NO	481	20.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
253	YFRENAR	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-ARMY

.	Inapplicable	1576	68.2
1	YES	436	18.9
2	NO	300	13.0

RDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
254	YFRENCG	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-CG		
		.		Inapplicable		1576	68.2
		1		YES		18	0.8
		2		NO		718	31.1
255	YFRENMC	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-MC		
		.		Inapplicable		1576	68.2
		1		YES		289	12.5
		2		NO		447	19.3
256	YFRENNA	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-NAVY		
		.		Inapplicable		1576	68.2
		1		YES		296	12.8
		2		NO		440	19.0
257	YFRENACT	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN ACTIVE ARMY		
		.		Inapplicable		1876	81.1
		.D		Don't know		27	1.2
		.R		Refused		1	0.0
		1		YES		287	12.4
		2		NO		121	5.2
258	YFRENARV	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN RESERVE		
		.		Inapplicable		1876	81.1
		.D		Don't know		21	0.9
		1		YES		173	7.5
		2		NO		242	10.5
259	YFRENANG	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN NAT GUARD		
		.		Inapplicable		1876	81.1
		.D		Don't know		22	1.0
		1		YES		117	5.1
		2		NO		297	12.8
260	YFRENARO	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN ROTC		
		.		Inapplicable		1876	81.1
		.D		Don't know		31	1.3
		.R		Refused		1	0.0
		1		YES		85	3.7
		2		NO		319	13.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
261	YFAMMIL	NUM	2	YESNO	SI5 Y HAVE FAMILY CURRENTLY IN MILITARY		
		.		Inapplicable		1130	48.9
		.D		Don't know		4	0.2
		.R		Refused		1	0.0
		1		YES		348	15.1
		2		NO		829	35.9
262	YFAMAF	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-AF		
		.		Inapplicable		1964	84.9
		1		YES		85	3.7
		2		NO		263	11.4
263	YFAMAR	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-ARMY		
		.		Inapplicable		1964	84.9
		1		YES		166	7.2
		2		NO		182	7.9
264	YFAMCG	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-CG		
		.		Inapplicable		1964	84.9
		1		YES		8	0.3
		2		NO		340	14.7
265	YFAMMC	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-MC		
		.		Inapplicable		1964	84.9
		1		YES		59	2.6
		2		NO		289	12.5
266	YFAMNA	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-NAVY		
		.		Inapplicable		1964	84.9
		1		YES		87	3.8
		2		NO		261	11.3
267	YFAMACT	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN ACTIVE ARMY		
		.		Inapplicable		2146	92.8
		.D		Don't know		10	0.4
		1		YES		115	5.0
		2		NO		41	1.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
268	YFAMARV	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN RESERVE		
		.		Inapplicable		2146	92.8
		.D		Don't know		10	0.4
		1		YES		42	1.8
		2		NO		114	4.9
269	YFAMANG	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN NAT GUARD		
		.		Inapplicable		2146	92.8
		.D		Don't know		11	0.5
		1		YES		23	1.0
		2		NO		132	5.7
270	YFAMARO	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN ROTC		
		.		Inapplicable		2146	92.8
		.D		Don't know		12	0.5
		1		YES		8	0.3
		2		NO		146	6.3
271	RANDIAY	NUM	2	RANDIAY	IAY RANDOM NUMBER		
		1		START: PHYS		100	4.3
		2		START: HIQUAL		120	5.2
		3		START: CASHED		111	4.8
		4		START: TRAIN		122	5.3
		5		START: SELCON		126	5.4
		6		START: CNTRY		142	6.1
		7		START: LEADER		130	5.6
		8		START: HITECH		125	5.4
		9		START: PROUD		121	5.2
		10		START: POTEN		127	5.5
		11		START: CIVCAR		135	5.8
		12		START: SERCOM		17	0.7
		13		START: WEEKEN		134	5.8
		14		START: HOME		99	4.3
		15		START: STEP		129	5.6
		16		START: MATURE		131	5.7
		17		START: INNOV		121	5.2
		18		START: MENTAL		118	5.1
		19		START: SERPAR		114	4.9
		20		START: WIDE		90	3.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
272	YIPHYS	NUM	2	RANGIMP	IA IMP OF HAVING PHYSICAL CHALLENGE		
		.D			Don't know	1	0.0
		1			NOT AT ALL IMPOR	76	3.3
		2			SCALE POINT 2	100	4.3
		3			SCALE POINT 3	402	17.4
		4			SCALE POINT 4	649	28.1
		5			VERY IMPORTANT	1084	46.9
273	YIHIQUAL	NUM	2	RANGIMP	IA IMP OF HIGHLY TRAINED COWORKERS		
		.D			Don't know	2	0.1
		1			NOT AT ALL IMPOR	71	3.1
		2			SCALE POINT 2	61	2.6
		3			SCALE POINT 3	344	14.9
		4			SCALE POINT 4	579	25.0
		5			VERY IMPORTANT	1255	54.3
274	YICASHED	NUM	2	RANGIMP	IA IMP OF EARNING MONEY FOR EDUCATION		
		.D			Don't know	6	0.3
		1			NOT AT ALL IMPOR	265	11.5
		2			SCALE POINT 2	182	7.9
		3			SCALE POINT 3	341	14.7
		4			SCALE POINT 4	399	17.3
		5			VERY IMPORTANT	1119	48.4
275	YITRAIN	NUM	2	RANGIMP	IA IMP OF TRAINING IN USEFUL SKILLS		
		.D			Don't know	3	0.1
		1			NOT AT ALL IMPOR	55	2.4
		2			SCALE POINT 2	58	2.5
		3			SCALE POINT 3	263	11.4
		4			SCALE POINT 4	573	24.8
		5			VERY IMPORTANT	1360	58.8
276	YISELCON	NUM	2	RANGIMP	IA IMP OF DEVELOPING SELF-CONFIDENCE		
		.D			Don't know	2	0.1
		1			NOT AT ALL IMPOR	49	2.1
		2			SCALE POINT 2	41	1.8
		3			SCALE POINT 3	181	7.8
		4			SCALE POINT 4	440	19.0
		5			VERY IMPORTANT	1599	69.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
277	YICNTRY	NUM	2	RANGIMP	IA IMP OF SERVING COUNTRY		
		.D			Don't know	12	0.5
		.R			Refused	2	0.1
		1			NOT AT ALL IMPOR	272	11.8
		2			SCALE POINT 2	216	9.3
		3			SCALE POINT 3	556	24.0
		4			SCALE POINT 4	481	20.8
		5			VERY IMPORTANT	773	33.4
278	YILEADER	NUM	2	RANGIMP	IA IMP OF DEVELOPING LEADERSHIP SKILLS		
		.D			Don't know	1	0.0
		1			NOT AT ALL IMPOR	87	3.8
		2			SCALE POINT 2	91	3.9
		3			SCALE POINT 3	360	15.6
		4			SCALE POINT 4	599	25.9
		5			VERY IMPORTANT	1174	50.8
279	YIHITECH	NUM	2	RANGIMP	IA IMP OF WORKING WITH HI-TECH EQUIP		
		.D			Don't know	1	0.0
		1			NOT AT ALL IMPOR	180	7.8
		2			SCALE POINT 2	207	9.0
		3			SCALE POINT 3	515	22.3
		4			SCALE POINT 4	525	22.7
		5			VERY IMPORTANT	884	38.2
280	YIPROUD	NUM	2	RANGIMP	IA IMP OF EXPERIENCES TO BE PROUD OF		
		.D			Don't know	2	0.1
		1			NOT AT ALL IMPOR	28	1.2
		2			SCALE POINT 2	28	1.2
		3			SCALE POINT 3	146	6.3
		4			SCALE POINT 4	439	19.0
		5			VERY IMPORTANT	1669	72.2
281	YIPOTEN	NUM	2	RANGIMP	IA IMP OF DEVELOPING POTENTIAL		
		.D			Don't know	6	0.3
		1			NOT AT ALL IMPOR	25	1.1
		2			SCALE POINT 2	17	0.7
		3			SCALE POINT 3	122	5.3
		4			SCALE POINT 4	419	18.1
		5			VERY IMPORTANT	1723	74.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
282	YICIVCAR	NUM	2	RANGIMP	IA IMP OF HELPING CIVILIAN CAREER DEV

.D	Don't know	4	0.2
1	NOT AT ALL IMPOR	42	1.8
2	SCALE POINT 2	41	1.8
3	SCALE POINT 3	147	6.4
4	SCALE POINT 4	487	21.1
5	VERY IMPORTANT	1591	68.8

283 YISERCOM NUM 2 RANGIMP IA IMP OF COMMUNITY SERVICE

.Q	Not on quex	2015	87.2
1	NOT AT ALL IMPOR	18	0.8
2	SCALE POINT 2	17	0.7
3	SCALE POINT 3	73	3.2
4	SCALE POINT 4	98	4.2
5	VERY IMPORTANT	91	3.9

284 YIWEEKEN NUM 2 RANGIMP IA IMP OF WEEKEND EXCITEMENT

.D	Don't know	2	0.1
1	NOT AT ALL IMPOR	89	3.8
2	SCALE POINT 2	123	5.3
3	SCALE POINT 3	379	16.4
4	SCALE POINT 4	481	20.8
5	VERY IMPORTANT	1238	53.5

285 YIHOME NUM 2 RANGIMP IA IMP OF STAYING IN OWN HOMETOWN

.D	Don't know	4	0.2
1	NOT AT ALL IMPOR	403	17.4
2	SCALE POINT 2	345	14.9
3	SCALE POINT 3	516	22.3
4	SCALE POINT 4	347	15.0
5	VERY IMPORTANT	697	30.1

286 YISTEP NUM 2 RANGIMP IA IMP OF STEPPING FROM HS TO COLLEGE

.D	Don't know	20	0.9
1	NOT AT ALL IMPOR	397	17.2
2	SCALE POINT 2	215	9.3
3	SCALE POINT 3	492	21.3
4	SCALE POINT 4	462	20.0
5	VERY IMPORTANT	726	31.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
287	YIMATURE	NUM	2	RANGIMP	IA IMP OF BECOM MORE MATURE/RESPONSIBLE		
		.D			Don't know	3	0.1
		1			NOT AT ALL IMPOR	58	2.5
		2			SCALE POINT 2	43	1.9
		3			SCALE POINT 3	168	7.3
		4			SCALE POINT 4	403	17.4
		5			VERY IMPORTANT	1637	70.8
288	YIINNOV	NUM	2	RANGIMP	IA IMP OF USING OWN JUDGEMENT		
		.D			Don't know	1	0.0
		1			NOT AT ALL IMPOR	36	1.6
		2			SCALE POINT 2	20	0.9
		3			SCALE POINT 3	136	5.9
		4			SCALE POINT 4	488	21.1
		5			VERY IMPORTANT	1631	70.5
289	YIMENTAL	NUM	2	RANGIMP	IA IMP OF HAVING MENTAL CHALLENGE		
		.D			Don't know	5	0.2
		1			NOT AT ALL IMPOR	81	3.5
		2			SCALE POINT 2	61	2.6
		3			SCALE POINT 3	244	10.6
		4			SCALE POINT 4	623	26.9
		5			VERY IMPORTANT	1298	56.1
290	YTVWATCH	NUM	2	YESNO	MH1 DOES YOUTH REGULARLY WATCH TV		
		.			Inapplicable	1155	50.0
		1			YES	772	33.4
		2			NO	385	16.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
291	YTVHRREG	NUM	3		MH2 HRS PER WEEK WATCH NETWORK TV

.	Inapplicable	1540	66.6
.D	Don't know	11	0.5
.R	Refused	1	0.0
0		3	0.1
1		10	0.4
2		26	1.1
3		25	1.1
4		35	1.5
5		51	2.2
6		33	1.4
7		24	1.0
8		39	1.7
9		9	0.4
10		126	5.4
11		2	0.1
12		31	1.3
13		1	0.0
14		24	1.0
15		77	3.3
16		8	0.3
17		1	0.0
18		5	0.2
19		1	0.0
20		95	4.1
21		17	0.7
23		2	0.1
24		10	0.4
25		19	0.8
26		2	0.1
27		1	0.0
28		1	0.0
30		27	1.2
32		2	0.1
35		10	0.4
36		2	0.1
38		1	0.0
40		15	0.6
42		1	0.0
45		2	0.1
50		9	0.4
70		4	0.2
72		1	0.0
75		1	0.0
80		2	0.1
100		3	0.1
101		1	0.0
104		1	0.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
292	YTVHRCAB	NUM	3		MH2 HRS PER WEEK WATCH CERTAIN CABLE TV		
		.		Inapplicable		1540	66.6
		.D		Don't know		9	0.4
		.R		Refused		1	0.0
		0				254	11.0
		1				38	1.6
		2				51	2.2
		3				56	2.4
		4				43	1.9
		5				65	2.8
		6				27	1.2
		7				13	0.6
		8				20	0.9
		9				3	0.1
		10				71	3.1
		11				1	0.0
		12				13	0.6
		13				2	0.1
		14				4	0.2
		15				30	1.3
		16				3	0.1
		18				1	0.0
		20				29	1.3
		21				2	0.1
		23				1	0.0
		24				1	0.0
		25				8	0.3
		28				1	0.0
		30				8	0.3
		35				3	0.1
		36				1	0.0
		40				3	0.1
		50				7	0.3
		72				1	0.0
		90				1	0.0
		100				1	0.0
293	MHY2CHK1	NUM	2	CCHECK	CONST CHECK: MH1 = 1 & MH2 = 0 HOURS		
		.		Inapplicable		2312	100.0
294	MHY2CHK2	NUM	2	CCHECK	CONST CHECK: MH2 > 168 HOURS		
		.		Inapplicable		2311	100.0
		1		INCONSIST. DATA		1	0.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
295	YTVCAB1	NUM	2	YESNO	MH11 DOES YOUTH WATCH MTV		
		.		Inapplicable		1804	78.0
		1		YES		275	11.9
		2		NO		233	10.1
296	YTVCAB2	NUM	2	YESNO	MH11 DOES YOUTH WATCH NASHVILLE NETWORK		
		.		Inapplicable		1804	78.0
		1		YES		121	5.2
		2		NO		387	16.7
297	YTVCAB3	NUM	2	YESNO	MH11 DOES YOUTH WATCH ESPN [SPORTS]		
		.		Inapplicable		1804	78.0
		1		YES		329	14.2
		2		NO		179	7.7
298	YTVCAB4	NUM	2	YESNO	MH11 DOES YOUTH WATCH WTBS [SYNDICATED]		
		.		Inapplicable		1804	78.0
		.D		Don't know		2	0.1
		1		YES		268	11.6
		2		NO		238	10.3
299	YTVCAB5	NUM	2	YESNO	MH11 DOES Y WATCH BLACK ENTERTAINMENT TV		
		.		Inapplicable		1804	78.0
		.D		Don't know		1	0.0
		1		YES		74	3.2
		2		NO		433	18.7
300	YTVSPORT	NUM	2	YESNO	MH12 DOES YOUTH VIEW SPORTS		
		.		Inapplicable		1540	66.6
		.D		Don't know		1	0.0
		1		YES		591	25.6
		2		NO		180	7.8
301	YTVMYS	NUM	2	YESNO	MH12 DOES YOUTH VIEW MYSTERIES		
		.		Inapplicable		1540	66.6
		.D		Don't know		2	0.1
		1		YES		469	20.3
		2		NO		301	13.0

RDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
302	YTVDRAMA	NUM	2	YESNO	MH12 DOES YOUTH VIEW GENERAL DRAMA		
		.		Inapplicable		1540	66.6
		.D		Don't know		2	0.1
		1		YES		383	16.6
		2		NO		387	16.7
303	YTVMUSIC	NUM	2	YESNO	MH12 DOES YOUTH VIEW MUSIC/MUSIC VIDEOS		
		.		Inapplicable		1540	66.6
		1		YES		504	21.8
		2		NO		268	11.6
304	YTVCOMDY	NUM	2	YESNO	MH12 DOES YOUTH VIEW SITCOMS		
		.		Inapplicable		1540	66.6
		.D		Don't know		1	0.0
		1		YES		693	30.0
		2		NO		78	3.4
305	YTVMOVIE	NUM	2	YESNO	MH12 DOES YOUTH VIEW TV MOVIES		
		.		Inapplicable		1540	66.6
		1		YES		651	28.2
		2		NO		121	5.2
306	YTVTALK	NUM	2	YESNO	MH12 DOES YOUTH VIEW TV TALK SHOWS		
		.		Inapplicable		1540	66.6
		1		YES		354	15.3
		2		NO		418	18.1
307	YTVSH1	NUM	2	YESNO	MH13 DOES YOUTH WATCH DAVID LETTERMAN		
		.		Inapplicable		1540	66.6
		.D		Don't know		1	0.0
		1		YES		231	10.0
		2		NO		540	23.4
308	YTVSH2	NUM	2	YESNO	MH13 DOES Y WATCH FRIDAY NIGHT VIDEOS		
		.		Inapplicable		1540	66.6
		1		YES		252	10.9
		2		NO		520	22.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
309	YTVSH3	NUM	2	YESNO	MH13 DOES Y WATCH MONDAY NIGHT FOOTBALL		
		.		Inapplicable		1540	66.6
		1		YES		484	20.9
		2		NO		288	12.5
310	YTVSH4	NUM	2	YESNO	MH13 DOES Y WATCH COLLEGE FOOTBALL		
		.		Inapplicable		1540	66.6
		1		YES		387	16.7
		2		NO		385	16.7
311	YTVSH5	NUM	2	YESNO	MH13 DOES Y WATCH SUNDAY NIGHT MOVIES		
		.		Inapplicable		1540	66.6
		1		YES		394	17.0
		2		NO		378	16.3
312	YVCRHAVE	NUM	2	YESNO	MH14 DOES HOUSEHOLD HAVE A VCR		
		.		Inapplicable		1155	50.0
		1		YES		773	33.4
		2		NO		384	16.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
313	YVCRHOUR	NUM	3		MH15 HOURS PER WEEK SPENT WATCHING VCR

.	Inapplicable	1539	66.6
.D	Don't know	11	0.5
0		58	2.5
1		78	3.4
2		160	6.9
3		90	3.9
4		100	4.3
5		66	2.9
6		64	2.8
7		11	0.5
8		22	1.0
9		3	0.1
10		56	2.4
12		7	0.3
14		3	0.1
15		14	0.6
16		2	0.1
18		1	0.0
20		8	0.3
23		1	0.0
24		2	0.1
25		3	0.1
28		2	0.1
30		4	0.2
32		1	0.0
35		1	0.0
40		1	0.0
58		1	0.0
60		1	0.0
72		1	0.0
82		1	0.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
314	YRADLIS	NUM	2	YESNO	MH16 DOES YOUTH LISTEN TO THE RADIO

.	Inapplicable	1155	50.0
1	YES	1010	43.7
2	NO	147	6.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
315	YRADHRAM	NUM	3		MH17 HOW MANY HOURS PER WEEK AM RADIO

.	Inapplicable	1302	56.3
.D	Don't know	1	0.0
0		785	34.0
1		61	2.6
2		33	1.4
3		17	0.7
4		18	0.8
5		21	0.9
6		10	0.4
7		6	0.3
8		5	0.2
9		2	0.1
10		15	0.6
12		2	0.1
14		1	0.0
15		3	0.1
16		1	0.0
18		1	0.0
20		10	0.4
24		2	0.1
25		1	0.0
30		7	0.3
38		1	0.0
40		5	0.2
42		1	0.0
120		1	0.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
316	YRADHRFM	NUM	3		MH17 HOW MANY HOURS PER WEEK FM RADIO

.	Inapplicable	1302	56.3
.D	Don't know	4	0.2
0		7	0.3
1		13	0.6
2		15	0.6
3		29	1.3
4		33	1.4
5		48	2.1
6		34	1.5
7		31	1.3
8		30	1.3
9		7	0.3
10		114	4.9
11		1	0.0
12		32	1.4
13		1	0.0
14		22	1.0
15		71	3.1
16		5	0.2
17		1	0.0
18		5	0.2
20		120	5.2
21		10	0.4
22		2	0.1
23		1	0.0
24		19	0.8
25		48	2.1
28		9	0.4
30		72	3.1
31		1	0.0
32		2	0.1
35		21	0.9
36		2	0.1
37		1	0.0
38		2	0.1
40		48	2.1
42		3	0.1
44		1	0.0
45		11	0.5
48		4	0.2
49		3	0.1
50		41	1.8
52		1	0.0
55		4	0.2
56		4	0.2
60		18	0.8
70		7	0.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
316	YRADHRFM	NUM	3		MH17 HOW MANY HOURS PER WEEK FM RADIO

72		7	0.3
75		2	0.1
77		1	0.0
80		11	0.5
84		5	0.2
86		1	0.0
90		3	0.1
95		1	0.0
98		1	0.0
100		16	0.7
140		1	0.0
148		1	0.0
152		1	0.0
168		1	0.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
317	MY17CHK1	NUM	2	CCHECK	CONST CHECK: MH16 = 1 & MH17 = 0 HOURS

.	Inapplicable	2311	100.0
1	INCONSIST. DATA	1	0.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
318	MY17CHK2	NUM	2	CCHECK	CONST CHECK: MH17 > 168 HOURS

.	Inapplicable	2312	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
319	YRADNEWS	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO NEWS

.	Inapplicable	1303	56.4
1	YES	535	23.1
2	NO	474	20.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
320	YRADCLAS	NUM	2	YESNO	MH26 DOES YOUTH LISTEN CLASSICAL MUSIC

.	Inapplicable	1303	56.4
1	YES	164	7.1
2	NO	845	36.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
321	YRADPOP	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO POP MUSIC

.	Inapplicable	1303	56.4
.D	Don't know	1	0.0
1	YES	629	27.2
2	NO	379	16.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
322	YRADCW	NUM	2	YESNO	MH26 DOES YOUTH LISTEN COUNTRY MUSIC		
		.		Inapplicable		1303	56.4
		1		YES		309	13.4
		2		NO		700	30.3
323	YRADSPOR	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO SPORTS		
		.		Inapplicable		1303	56.4
		1		YES		431	18.6
		2		NO		578	25.0
324	YRADTALK	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO TALK SHOWS		
		.		Inapplicable		1303	56.4
		1		YES		200	8.7
		2		NO		809	35.0
325	YRADROCK	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO ROCK MUSIC		
		.		Inapplicable		1303	56.4
		1		YES		835	36.1
		2		NO		174	7.5
326	YRADEASY	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO EASY MUSIC		
		.		Inapplicable		1303	56.4
		.D		Don't know		3	0.1
		1		YES		461	19.9
		2		NO		545	23.6
327	YRADSH1	NUM	2	YESNO	MH27 DOES Y LISTEN TO AMERICAN TOP 40		
		.		Inapplicable		1303	56.4
		.D		Don't know		1	0.0
		1		YES		528	22.8
		2		NO		480	20.8
328	YRADSH2	NUM	2	YESNO	MH27 DOES Y LISTEN TO KING BISCUIT HOUR		
		.		Inapplicable		1303	56.4
		.D		Don't know		2	0.1
		1		YES		120	5.2
		2		NO		887	38.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
329	YRADSH3	NUM	2	YESNO	MH27 DOES Y LISTEN TO RICK DEES' TOP 40		
		.		Inapplicable		1303	56.4
		.D		Don't know		1	0.0
		1		YES		394	17.0
		2		NO		614	26.6
330	YRADSH4	NUM	2	YESNO	MH27 DOES Y LISTEN TO METALSHOP		
		.		Inapplicable		1303	56.4
		.D		Don't know		2	0.1
		1		YES		201	8.7
		2		NO		806	34.9
331	YRADSH5	NUM	2	YESNO	MH27 DOES Y LISTEN TO ROCKLINE		
		.		Inapplicable		1303	56.4
		.D		Don't know		1	0.0
		1		YES		253	10.9
		2		NO		755	32.7
332	YPAPREAD	NUM	2	YPAPREA	MH28 HOW OFTEN DOES Y READ NEWSPAPER		
		.		Inapplicable		1155	50.0
		1		NEVER		88	3.8
		2		< TWICE A WEEK		221	9.6
		3		2-3 TIMES A WEEK		302	13.1
		4		4-5 TIMES A WEEK		154	6.7
		5		DAILY		392	17.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
333	YPAPHOUR	NUM	3		MH29 HOURS PER WEEK READING NEWSPAPER		
		.		Inapplicable		1243	53.8
		.D		Don't know		9	0.4
		0				11	0.5
		1				257	11.1
		2				208	9.0
		3				150	6.5
		4				95	4.1
		5				97	4.2
		6				45	1.9
		7				113	4.9
		8				19	0.8
		9				4	0.2
		10				25	1.1
		11				1	0.0
		12				6	0.3
		13				1	0.0
		14				12	0.5
		15				7	0.3
		20				3	0.1
		21				2	0.1
		30				1	0.0
		32				1	0.0
		72				2	0.1
334	MHY29CHK	NUM	2	CCHECK	CONST CHECK: MH28 & MH29 HOURS		
		.		Inapplicable		2312	100.0
335	YPAPSPOR	NUM	2	YESNO	MH30 DOES YOUTH READ SPORTS		
		.		Inapplicable		1254	54.2
		1		YES		726	31.4
		2		NO		332	14.4
336	YPAPCOM	NUM	2	YESNO	MH30 DOES YOUTH READ COMICS		
		.		Inapplicable		1254	54.2
		1		YES		703	30.4
		2		NO		355	15.4
337	YPAPNEWS	NUM	2	YESNO	MH30 DOES YOUTH READ NEWS SECTION		
		.		Inapplicable		1254	54.2
		1		YES		920	39.8
		2		NO		138	6.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
338	YPAPLOC	NUM	2	YESNO	MH30 DOES YOUTH READ LOCAL SECTION		
		.		Inapplicable		1254	54.2
		1		YES		856	37.0
		2		NO		202	8.7
339	YPAPFOOD	NUM	2	YESNO	MH30 DOES YOUTH READ FOOD SECTION		
		.		Inapplicable		1254	54.2
		1		YES		150	6.5
		2		NO		908	39.3
340	YPAPSTYL	NUM	2	YESNO	MH30 DOES YOUTH READ LIFESTYLE SECTION		
		.		Inapplicable		1254	54.2
		.D		Don't know		1	0.0
		1		YES		429	18.6
		2		NO		628	27.2
341	YPAPCLAS	NUM	2	YESNO	MH30 DOES YOUTH READ CLASSIFIED		
		.		Inapplicable		1254	54.2
		1		YES		643	27.8
		2		NO		415	17.9
342	YMAGREAD	NUM	2	YESNO	MH31 DOES YOUTH READ MAGAZINES		
		.		Inapplicable		1155	50.0
		.D		Don't know		2	0.1
		1		YES		707	30.6
		2		NO		448	19.4

RDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
343	YMAG1	NUM	3	MAGFMT	MH32 MAGAZINE #1 READ ON REGULAR BASIS		
		.		Inapplicable		1605	69.4
		.D		Don't know		6	0.3
		121		BLACK COLLEGIAN		1	0.0
		126		BOY'S LIFE		1	0.0
		130		CAR AND DRIVER		10	0.4
		131		CAR CRAFT		8	0.3
		134		CAREERS		1	0.0
		141		CYCLE		9	0.4
		150		EBONY		17	0.7
		151		EBONY MAN		1	0.0
		152		FAMLY CMPUTG PGM		2	0.1
		154		FIELD AND STREAM		13	0.6
		157		GAMES		1	0.0
		160		HIGH FIDELITY		2	0.1
		165		HOT ROD		31	1.3
		170		INTNATL MUSICIAN		1	0.0
		172		JET		7	0.3
		175		LIFE		5	0.2
		180		MOTOR TREND		3	0.1
		182		MUSICIAN		2	0.1
		188		NATL GEOGRAPHIC		7	0.3
		194		NEWSWEEK		28	1.2
		203		OMNI		2	0.1
		206		OUTDOOR LIFE		8	0.3
		209		PEOPLE		20	0.9
		211		POPULAR MECHANIX		8	0.3
		212		POPULAR SCIENCE		4	0.2
		213		READERS DIGEST		6	0.3
		216		ROAD AND TRACK		3	0.1
		217		ROLLING STONE		21	0.9
		221		SCHOOL SHOP		1	0.0
		222		SCIENCE DIGEST		1	0.0
		225		SPORT		1	0.0
		228		SPORTS		3	0.1
		229		SPORTS AFIELD		2	0.1
		231		SPORTS ILLUSTRTD		134	5.8
		233		STEREO REVIEW		4	0.2
		237		TEENAGER		1	0.0
		241		TIME		47	2.0
		245		TV GUIDE		1	0.0
		247		US NEWS WRLD RPT		6	0.3
		991		OTHER		278	12.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
344	YMAG2	NUM	3	MAGFMT	MH32 MAGAZINE #2 READ ON REGULAR BASIS

.	Inapplicable	1891	81.8
126	BOY'S LIFE	1	0.0
130	CAR AND DRIVER	7	0.3
131	CAR CRAFT	5	0.2
141	CYCLE	1	0.0
148	DOWNBEAT	1	0.0
150	EBONY	21	0.9
151	EBONY MAN	1	0.0
154	FIELD AND STREAM	12	0.5
159	GUIDEPOST	1	0.0
160	HIGH FIDELITY	3	0.1
165	HOT ROD	18	0.8
168	INSIDE SPORTS	3	0.1
172	JET	9	0.4
175	LIFE	5	0.2
179	MONEY	1	0.0
180	MOTOR TREND	7	0.3
182	MUSICIAN	1	0.0
188	NATL GEOGRAPHIC	12	0.5
194	NEWSWEEK	21	0.9
203	OMNI	4	0.2
206	OUTDOOR LIFE	11	0.5
209	PEOPLE	22	1.0
211	POPULAR MECHANIX	4	0.2
212	POPULAR SCIENCE	3	0.1
213	READERS DIGEST	11	0.5
216	ROAD AND TRACK	4	0.2
217	ROLLING STONE	9	0.4
222	SCIENCE DIGEST	1	0.0
225	SPORT	5	0.2
226	SPORTING NEWS	1	0.0
228	SPORTS	4	0.2
229	SPORTS AFIELD	1	0.0
231	SPORTS ILLUSTRTD	35	1.5
233	STEREO REVIEW	1	0.0
237	TEENAGER	1	0.0
241	TIME	37	1.6
245	TV GUIDE	6	0.3
247	US NEWS WRLD RPT	8	0.3
991	OTHER	123	5.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
345	YMAG3	NUM	3	MAGFMT	MH32 MAGAZINE #3 READ ON REGULAR BASIS

.	Inapplicable	2123	91.8
130	CAR AND DRIVER	4	0.2
131	CAR CRAFT	3	0.1
141	CYCLE	2	0.1
150	EBONY	1	0.0
154	FIELD AND STREAM	7	0.3
162	HISPANC BUSINESS	1	0.0
165	HOT ROD	1	0.0
172	JET	9	0.4
175	LIFE	5	0.2
179	MONEY	3	0.1
180	MOTOR TREND	3	0.1
188	NATL GEOGRAPHIC	4	0.2
191	NEA TODAY	1	0.0
194	NEWSWEEK	16	0.7
203	OMNI	3	0.1
209	PEOPLE	8	0.3
211	POPULAR MECHANIX	1	0.0
212	POPULAR SCIENCE	2	0.1
213	READERS DIGEST	3	0.1
216	ROAD AND TRACK	2	0.1
217	ROLLING STONE	5	0.2
225	SPORT	1	0.0
226	SPORTING NEWS	5	0.2
231	SPORTS ILLUSTRTD	17	0.7
233	STEREO REVIEW	3	0.1
241	TIME	21	0.9
245	TV GUIDE	2	0.1
247	US NEWS WRLD RPT	4	0.2
991	OTHER	52	2.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
346	YMAG4	NUM	3	MAGFMT	MH32 MAGAZINE #4 READ ON REGULAR BASIS

.	Inapplicable	2252	97.4
122	BLACK ENTERPRISE	1	0.0
130	CAR AND DRIVER	1	0.0
154	FIELD AND STREAM	1	0.0
159	GUIDEPOST	1	0.0
165	HOT ROD	1	0.0
172	JET	2	0.1
175	LIFE	1	0.0
180	MOTOR TREND	1	0.0
188	NATL GEOGRAPHIC	2	0.1
194	NEWSWEEK	3	0.1
203	OMNI	1	0.0
206	OUTDOOR LIFE	1	0.0
209	PEOPLE	1	0.0
211	POPULAR MECHANIX	1	0.0
213	READERS DIGEST	3	0.1
216	ROAD AND TRACK	1	0.0
225	SPORT	1	0.0
231	SPORTS ILLUSTRTD	5	0.2
233	STEREO REVIEW	1	0.0
241	TIME	8	0.3
245	TV GUIDE	3	0.1
247	US NEWS WRLD RPT	1	0.0
991	OTHER	19	0.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
347	YMAG5	NUM	3	MAGFMT	MH32 MAGAZINE #5 READ ON REGULAR BASIS

.	Inapplicable	2293	99.2
148	DOWNBEAT	1	0.0
150	EBONY	1	0.0
154	FIELD AND STREAM	2	0.1
175	LIFE	1	0.0
179	MONEY	1	0.0
188	NATL GEOGRAPHIC	2	0.1
194	NEWSWEEK	2	0.1
209	PEOPLE	1	0.0
213	READERS DIGEST	3	0.1
231	SPORTS ILLUSTRTD	2	0.1
247	US NEWS WRLD RPT	1	0.0
991	OTHER	2	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
348	YMAG6	NUM	3	MAGFMT	MH32 MAGAZINE #6 READ ON REGULAR BASIS		
		.		Inapplicable		2308	99.8
		165		HOT ROD		1	0.0
		226		SPORTING NEWS		1	0.0
		229		SPORTS AFIELD		1	0.0
		241		TIME		1	0.0
349	YMAGHOUR	NUM	3		MH33 HOURS PER WEEK READING MAGAZINES		
		.		Inapplicable		1605	69.4
		.D		Don't know		8	0.3
		0				3	0.1
		1				111	4.8
		2				162	7.0
		3				115	5.0
		4				86	3.7
		5				77	3.3
		6				25	1.1
		7				29	1.3
		8				13	0.6
		9				1	0.0
		10				37	1.6
		12				7	0.3
		13				1	0.0
		14				4	0.2
		15				13	0.6
		16				1	0.0
		18				1	0.0
		20				6	0.3
		24				2	0.1
		30				3	0.1
		40				1	0.0
		50				1	0.0
350	MHYCHK	NUM	2	CCHECK	CONST CHECK: TOTAL HOURS IN MHY > 168		
		.		Inapplicable		2303	99.6
		1		INCONSIST. DATA		9	0.4
351	YUN12NON	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NO SERVICES		
		.D		Don't know		33	1.4
		1		YES		50	2.2
		2		NO		2229	96.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
352	YUN12AF	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR AIR FORCE		
		.D		Don't know	33	1.4	
		1		YES	1467	63.5	
		2		NO	812	35.1	
353	YUN12AR	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ARMY		
		.D		Don't know	33	1.4	
		1		YES	1898	82.1	
		2		NO	381	16.5	
354	YUN12RO	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ROTC		
		.D		Don't know	33	1.4	
		1		YES	63	2.7	
		2		NO	2216	95.8	
355	YUN12NG	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NAT GUARD		
		.D		Don't know	33	1.4	
		1		YES	501	21.7	
		2		NO	1778	76.9	
356	YUN12RV	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR RESERVE		
		.D		Don't know	33	1.4	
		1		YES	286	12.4	
		2		NO	1993	86.2	
357	YUN12CG	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR COAST GUARD		
		.D		Don't know	33	1.4	
		1		YES	276	11.9	
		2		NO	2003	86.6	
358	YUN12MC	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR MARINE CORPS		
		.D		Don't know	33	1.4	
		1		YES	1512	65.4	
		2		NO	767	33.2	
359	YUN12NA	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NAVY		
		.D		Don't know	33	1.4	
		1		YES	1440	62.3	
		2		NO	839	36.3	

RDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
360	YUN12ALL	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ALL IN ONE AD		
		.D		Don't know		33	1.4
		1		YES		182	7.9
		2		NO		2097	90.7
361	YKRROAF	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR AIR FORCE		
		.		Inapplicable		2249	97.3
		.D		Don't know		12	0.5
		1		YES		19	0.8
		2		NO		32	1.4
362	YKRROAR	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR ARMY		
		.		Inapplicable		2249	97.3
		.D		Don't know		12	0.5
		1		YES		43	1.9
		2		NO		8	0.3
363	YKRRONA	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR NAVY		
		.		Inapplicable		2249	97.3
		.D		Don't know		12	0.5
		1		YES		13	0.6
		2		NO		38	1.6
364	YKRROMC	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR MARINES		
		.		Inapplicable		2249	97.3
		.D		Don't know		12	0.5
		1		YES		11	0.5
		2		NO		40	1.7
365	YKRROCG	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR COAST GUARD		
		.		Inapplicable		2249	97.3
		.D		Don't know		12	0.5
		1		YES		3	0.1
		2		NO		48	2.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
366	YKRNGAF	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR AIR FORCE		
	.			Inapplicable	1811	78.3	
	.D			Don't know	103	4.5	
	.R			Refused	1	0.0	
	1			YES	113	4.9	
	2			NO	284	12.3	
367	YKRNGAR	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR ARMY		
	.			Inapplicable	1811	78.3	
	.D			Don't know	103	4.5	
	.R			Refused	1	0.0	
	1			YES	300	13.0	
	2			NO	97	4.2	
368	YKRNGNA	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR NAVY		
	.			Inapplicable	1811	78.3	
	.D			Don't know	103	4.5	
	.R			Refused	1	0.0	
	1			YES	43	1.9	
	2			NO	354	15.3	
369	YKRNGMC	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR MARINES		
	.			Inapplicable	1811	78.3	
	.D			Don't know	103	4.5	
	.R			Refused	1	0.0	
	1			YES	42	1.8	
	2			NO	355	15.4	
370	YKRNGCG	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR COAST GUARD		
	.			Inapplicable	1811	78.3	
	.D			Don't know	103	4.5	
	.R			Refused	1	0.0	
	1			YES	33	1.4	
	2			NO	364	15.7	
371	YKRRVAF	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR AIR FORCE		
	.			Inapplicable	2026	87.6	
	.D			Don't know	20	0.9	
	1			YES	53	2.3	
	2			NO	213	9.2	

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
372	YKRRVAR	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR ARMY		
	.			Inapplicable		2026	87.6
	.D			Don't know		20	0.9
	1			YES		254	11.0
	2			NO		12	0.5
373	YKRRVNA	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR NAVY		
	.			Inapplicable		2026	87.6
	.D			Don't know		20	0.9
	1			YES		48	2.1
	2			NO		218	9.4
374	YKRRVMC	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR MARINES		
	.			Inapplicable		2026	87.6
	.D			Don't know		20	0.9
	1			YES		41	1.8
	2			NO		225	9.7
375	YKRRVCG	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR COAST GUARD		
	.			Inapplicable		2026	87.6
	.D			Don't know		20	0.9
	1			YES		15	0.6
	2			NO		251	10.9
376	RANDKRY2	NUM	2	KNOW	KR5-KR13 RANDOM START AIDED AD RECALL		
	.			Inapplicable		3	0.1
	1			AIR FORCE		431	18.6
	2			ARMY		419	18.1
	3			ROTC		414	17.9
	4			NATIONAL GUARD		394	17.0
	5			RESERVE		318	13.8
	6			COAST GUARD		158	6.8
	7			MARINE CORPS		113	4.9
	8			NAVY		48	2.1
	9			ONE AD FOR ALL		14	0.6
377	YAIDAF	NUM	2	YESNO	KR5 AIDED AD RECALL FOR AIR FORCE		
	.			Inapplicable		1467	63.5
	.D			Don't know		4	0.2
	1			YES		525	22.7
	2			NO		316	13.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
378	YAIDAR	NUM	2	YESNO	KR6 AIDED AD RECALL FOR ARMY		
		.		Inapplicable		1898	82.1
		1		YES		296	12.8
		2		NO		118	5.1
379	YAIDARO	NUM	2	YESNO	KR7 AIDED AD RECALL FOR ARMY ROTC		
		.		Inapplicable		43	1.9
		.D		Don't know		21	0.9
		1		YES		1041	45.0
		2		NO		1207	52.2
380	YAIDANG	NUM	2	YESNO	KR8 AIDED AD RECALL FOR ARMY NAT GUARD		
		.		Inapplicable		300	13.0
		.D		Don't know		16	0.7
		1		YES		1208	52.2
		2		NO		788	34.1
381	YAIDARV	NUM	2	YESNO	KR9 AIDED AD RECALL FOR ARMY RESERVE		
		.		Inapplicable		254	11.0
		.D		Don't know		11	0.5
		1		YES		1418	61.3
		2		NO		629	27.2
382	YAIDCG	NUM	2	YESNO	KR10 AIDED AD RECALL FOR COAST GUARD		
		.		Inapplicable		276	11.9
		.D		Don't know		10	0.4
		1		YES		906	39.2
		2		NO		1120	48.4
383	YAIDMC	NUM	2	YESNO	KR11 AIDED AD RECALL FOR MARINE CORPS		
		.		Inapplicable		1512	65.4
		.D		Don't know		5	0.2
		1		YES		485	21.0
		2		NO		310	13.4
384	YAIDNA	NUM	2	YESNO	KR12 AIDED AD RECALL FOR NAVY		
		.		Inapplicable		1440	62.3
		.D		Don't know		4	0.2
		1		YES		469	20.3
		2		NO		399	17.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
385	YAIDALL	NUM	2	YESNO	KR13 AIDED AD RECALL FOR ALL SERVICES		
		.		Inapplicable		182	7.9
		.D		Don't know		8	0.3
		1		YES		1223	52.9
		2		NO		899	38.9
386	YADARTV	NUM	2	YESNO	KR14 RECALLS ARMY AD ON TV		
		.		Inapplicable		66	2.9
		.D		Don't know		3	0.1
		1		YES		2162	93.5
		2		NO		81	3.5
387	YADARRAD	NUM	2	YESNO	KR14 RECALLS ARMY AD ON RADIO		
		.		Inapplicable		66	2.9
		.D		Don't know		7	0.3
		1		YES		1430	61.9
		2		NO		809	35.0
388	YADARMAG	NUM	2	YESNO	KR14 RECALLS ARMY AD IN MAGAZINES		
		.		Inapplicable		66	2.9
		.D		Don't know		2	0.1
		1		YES		1853	80.1
		2		NO		391	16.9
389	YADARPAP	NUM	2	YESNO	KR14 RECALLS ARMY AD IN NEWSPAPERS		
		.		Inapplicable		66	2.9
		.D		Don't know		9	0.4
		1		YES		653	28.2
		2		NO		1584	68.5
390	YADARBIL	NUM	2	YESNO	KR14 RECALLS ARMY AD ON BILLBOARDS		
		.		Inapplicable		66	2.9
		.D		Don't know		5	0.2
		1		YES		1491	64.5
		2		NO		750	32.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
391	YADARMAL	NUM	2	YESNO	KR14 RECALLS ARMY AD IN MAIL

.	Inapplicable	66	2.9
.D	Don't know	1	0.0
1	YES	1493	64.6
2	NO	752	32.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
392	YADARPOS	NUM	2	YESNO	KR14 RECALLS ARMY AD ON POSTERS

.	Inapplicable	66	2.9
.D	Don't know	3	0.1
1	YES	1570	67.9
2	NO	673	29.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
393	YADARPAM	NUM	2	YESNO	KR14 RECALLS ARMY AD IN PAMPHLETS

.	Inapplicable	66	2.9
.D	Don't know	4	0.2
1	YES	1470	63.6
2	NO	772	33.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
394	YADARYEL	NUM	2	YESNO	KR14 RECALLS ARMY AD IN YELLOW PAGES

.	Inapplicable	66	2.9
.D	Don't know	8	0.3
1	YES	241	10.4
2	NO	1997	86.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
395	YADAROTH	NUM	2	YADOTH	KR14 RECALLS ARMY AD SOMEWHERE ELSE

.	Inapplicable	66	2.9
.D	Don't know	5	0.2
1	YES	283	12.2
2	NO	1954	84.5
3	INCONSIST. DATA	4	0.2

A code of 3 is used when the respondent recalls seeing or hearing Army ads, but answers "no" to each of the questions (including "Somewhere Else") about where he/she saw or heard them.

RDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
396	RANDKRY	NUM	2	RANDKR	KR17 RANDOM SELECTION OF SERV/COMPONENT		
		.		Inapplicable	29	1.3	
		0		ALL SERVICES	285	12.3	
		1		AIR FORCE	204	8.8	
		2		ROTC	5	0.2	
		3		ARMY NATL GUARD	82	3.5	
		4		ARMY RESERVE	45	1.9	
		5		COAST GUARD	54	2.3	
		6		MARINES	406	17.6	
		7		NAVY	187	8.1	
		8		ALL SERVICES	56	2.4	
		9		AIR FORCE	113	4.9	
		10		ROTC	224	9.7	
		11		ARMY NATL GUARD	184	8.0	
		12		ARMY RESERVE	187	8.1	
		13		COAST GUARD	114	4.9	
		14		MARINES	72	3.1	
		15		NAVY	65	2.8	
397	YKRMSGAR	NUM	2	YKVERB	STATUS OF KR VERBATIM RESPONSE: ARMY		
		.D		Don't know	104	4.5	
		.R		Refused	2	0.1	
		1		VALID ANSWER	2088	90.3	
		2		Q NOT ASKED	118	5.1	
398	YKRMSGOT	NUM	2	YKVERB	STATUS OF KR VERBATIM RESPONSE: NON-ARMY		
		.D		Don't know	241	10.4	
		.R		Refused	2	0.1	
		1		VALID ANSWER	2040	88.2	
		2		Q NOT ASKED	29	1.3	
399	YATADLIK	NUM	2	YRATEAD	AT1 HOW MUCH YOUTH LIKED ARMY ADS		
		.		Inapplicable	118	5.1	
		.D		Don't know	8	0.3	
		1		DO NOT LIKE	197	8.5	
		2		SCALE POINT 2	271	11.7	
		3		SCALE POINT 3	837	36.2	
		4		SCALE POINT 4	531	23.0	
		5		LIKE VERY MUCH	350	15.1	

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
400	YATADBEL	NUM	2	PRATEAD	AT2 HOW MUCH YOUTH BELIEVES ARMY ADS		
		.			Inapplicable	118	5.1
		.D			Don't know	6	0.3
		1			DO NOT BELIEVE	172	7.4
		2			SCALE POINT 2	301	13.0
		3			SCALE POINT 3	698	30.2
		4			SCALE POINT 4	602	26.0
		5			BELIEV VERY MUCH	415	17.9
401	RANDKS	NUM	2	RANDKS	KS1 RANDOM START FOR SLOGANS		
		.			Inapplicable	1187	51.3
		1			START: ARMY	290	12.5
		2			START: AIR FORCE	285	12.3
		3			START: MARINES	242	10.5
		4			START: NAVY	308	13.3
402	YKSADVEN	NUM	2	KSANSWR	KS2 SLOGAN: NOT A JOB, AN ADVENTURE		
		.			Inapplicable	1187	51.3
		.D			Don't know	48	2.1
		.R			Refused	1	0.0
		1			AIR FORCE	79	3.4
		2			ARMY	511	22.1
		3			MARINE CORPS	118	5.1
		4			NAVY	303	13.1
		5			ALL IN SAME AD	65	2.8
403	YKSPROUD	NUM	2	KSANSWR	KS3 SLOGAN: THE FEW. THE PROUD		
		.			Inapplicable	1187	51.3
		.D			Don't know	56	2.4
		1			AIR FORCE	35	1.5
		2			ARMY	41	1.8
		3			MARINE CORPS	950	41.1
		4			NAVY	34	1.5
		5			ALL IN SAME AD	9	0.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
404	YKSBEALL	NUM	2	KSANSWR	KS4 SLOGAN: BE ALL YOU CAN BE		
		.		Inapplicable		1187	51.3
		.D		Don't know		32	1.4
		1		AIR FORCE		115	5.0
		2		ARMY		852	36.9
		3		MARINE CORPS		18	0.8
		4		NAVY		65	2.8
		5		ALL IN SAME AD		43	1.9
405	YKSWAY	NUM	2	KSANSWR	KS5 SLOGAN: A GREAT WAY OF LIFE		
		.		Inapplicable		1187	51.3
		.D		Don't know		165	7.1
		.R		Refused		2	0.1
		1		AIR FORCE		441	19.1
		2		ARMY		177	7.7
		3		MARINE CORPS		45	1.9
		4		NAVY		226	9.8
		5		ALL IN SAME AD		69	3.0
406	YKSGOOD	NUM	2	KSANSWR	KS6 SLOGAN: LOOKING FOR A FEW GOOD MEN		
		.		Inapplicable		1187	51.3
		.D		Don't know		96	4.2
		1		AIR FORCE		33	1.4
		2		ARMY		138	6.0
		3		MARINE CORPS		739	32.0
		4		NAVY		62	2.7
		5		ALL IN SAME AD		57	2.5
407	YKSSTART	NUM	2	KSANSWR	KS7 SLOGAN: IT'S A GREAT PLACE TO START		
		.		Inapplicable		1187	51.3
		.D		Don't know		142	6.1
		1		AIR FORCE		105	4.5
		2		ARMY		559	24.2
		3		MARINE CORPS		25	1.1
		4		NAVY		103	4.5
		5		ALL IN SAME AD		191	8.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
408	YKSAIM	NUM	2	KSANSWR	KS8 SLOGAN: AIM HIGH

.	Inapplicable	1187	51.3
.D	Don't know	64	2.8
1	AIR FORCE	958	41.4
2	ARMY	37	1.6
3	MARINE CORPS	21	0.9
4	NAVY	35	1.5
5	ALL IN SAME AD	10	0.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
409	YKSNOTCO	NUM	2	KSANSWR	KS9 SLOGAN: NOT A COMPANY, YOUR COUNTRY

.	Inapplicable	1187	51.3
.D	Don't know	259	11.2
.R	Refused	2	0.1
1	AIR FORCE	30	1.3
2	ARMY	261	11.3
3	MARINE CORPS	77	3.3
4	NAVY	94	4.1
5	ALL IN SAME AD	402	17.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
410	RANDPE8	NUM	2	RAND8PE	PE RANDOM SELECTION FROM 8 SERVICES

1	ARMY RESERVE	296	12.8
2	NATIONAL GUARD	276	11.9
3	AIR FORCE	287	12.4
4	NAVY	277	12.0
5	MARINE CORPS	295	12.8
6	MILITARY SERVICE	270	11.7
7	CIVILIAN JOB	300	13.0
8	COLLEGE	311	13.5

This variable is calculated for all youth respondents. It is used for college juniors and seniors to determine which series of PE questions they get in addition to ROTC; it also determines which PE questions college freshmen and sophomores receive in addition to either active Army or ROTC.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
411	RANDPE9	NUM	2	RAND9PE	PE RANDOM SELECTION FROM 9 SERVICES

1	ARMY RESERVE	250	10.8
2	NATIONAL GUARD	257	11.1
3	AIR FORCE	248	10.7
4	NAVY	249	10.8
5	MARINE CORPS	252	10.9
6	MILITARY SERVICE	296	12.8
7	CIVILIAN JOB	252	10.9
8	COLLEGE	275	11.9
9	ROTC	233	10.1

This variable is calculated for all youth respondents. It determines which set of PE questions is administered to youths not enrolled in college and not college-oriented, in addition to active Army.

412	RANDPE3	NUM	2	RAND3PE	PE RANDOM SELECTION OF PANEL 2 SUBGROUP

.	Inapplicable	1978	85.6
1	ACTIVE / ROTC	115	5.0
2	ROTC / RANDOM(8)	108	4.7
3	ACTIVE/RANDOM(8)	111	4.8

This variable is calculated only for college freshmen and sophomores. It determines whether youths receive active Army and ROTC, or one of those two and one alternate option, as specified by RANDPE8.

413	RAND1000	NUM	4		PE WEIGHTED SELECTION OF PANEL 3 SERVICE

.	Inapplicable	1630	70.5
OTHER		682	29.5

This variable is calculated only for high school students likely to go to college (who automatically receive PE questions for active Army and ROTC). Additional PE attribute questions are based on RAND1000: 1-269, Army Reserve; 270-539, Army National Guard; 540-616, Air Force; 617-693, Navy; 694-770, Marine Corps; 771-847, all military services; 848-924, civilian work force; 925-1000, college.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
414	RANDPEY1	NUM	2	RAND1PE	PEY1 RANDOM START FOR ARMY

.	Inapplicable	1819	78.7
1	START: A) WIDE	27	1.2
2	START: B) PHYS	49	2.1
3	START: C) PROUD	39	1.7
4	START: D) STEP	37	1.6
5	START: E) LEADER	32	1.4
6	START: F) HITECH	42	1.8
7	START: G) CIVCAR	41	1.8
8	START: H) SELCON	43	1.9
9	START: I) POTEN	28	1.2
10	START: J) MENTAL	38	1.6
11	START: K) MATURE	27	1.2
12	START: L) TRAIN	36	1.6
13	START: M) HIQUAL	38	1.6
14	START: N) CASHED	16	0.7

Programming and screen size restrictions precluded the CASHED attribute from inclusion in the random start series for PE-1; it was always asked first in Version 1 of the questionnaire. In Version 2, RANDPEY1 contains the random start point for all Perceptions/Beliefs attributes for youths who received the Army questions alone. All values have an equal probability of selection.

RDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
415	RANDPEY4	NUM	2	RAND4PE	PEY4 RANDOM START FOR ARMY RESERVE

.	Inapplicable	2226	96.3
1	START: WIDE	7	0.3
2	START: PROUD	5	0.2
3	START: LEADER	7	0.3
4	START: CIVCAR	6	0.3
5	START: SELCON	9	0.4
6	START: POTEN	8	0.3
7	START: MENTAL	7	0.3
8	START: MATURE	3	0.1
9	START: TRAIN	2	0.1
10	START: HIQUAL	8	0.3
11	START: SERCOM	6	0.3
12	START: WEEKEN	2	0.1
13	START: CASHED	4	0.2
14	START: SERPAR	6	0.3
15	START: HOME	6	0.3

Programming and screen size restrictions precluded the CASHED attribute from inclusion in the random start series for PE-4; it was always asked first in Version 1 of the questionnaire. In Version 2, RANDPEY4 contains the random start point for all Perceptions/Beliefs attributes for youths who received either the Army Reserve or Army National Guard questions alone. All values have an equal probability of selection.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
416	RANDPEY5	NUM	2	RAND4PE	PEY5 RANDOM START FOR NATIONAL GUARD

.	Inapplicable	259	11.2
.Q	Not on quex	2015	87.2
1	START: A) WIDE	2	0.1
2	START: B) PROUD	2	0.1
3	START: C) LEADER	1	0.0
4	START: D) CIVCAR	5	0.2
5	START: E) SELCON	6	0.3
6	START: F) POTEN	4	0.2
7	START: G) MENTAL	3	0.1
8	START: H) MATURE	2	0.1
9	START: I) TRAIN	5	0.2
10	START: J) HIQUAL	2	0.1
11	START: K) SERCOM	1	0.0
12	START: L) WEEKEN	5	0.2

Programming and screen size restrictions precluded the CASHED attribute from inclusion in the random start series for PE-5; it was always asked first in Version 1 of the questionnaire. In Version 2, RANDPEY5 is not used; single-service random start points for Army Reserve and for Army National Guard are given by RANDPEY4.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
417	RANDPEY6	NUM	2	RAND1PE	PEY6 RANDOM START FOR AF/MC/NA/ALL

.	Inapplicable	2071	89.6
1	START: A) WIDE	19	0.8
2	START: B) PHYS	17	0.7
3	START: C) PROUD	16	0.7
4	START: D) STEP	13	0.6
5	START: E) LEADER	17	0.7
6	START: F) HITECH	26	1.1
7	START: G) CIVCAR	13	0.6
8	START: H) SELCON	18	0.8
9	START: I) POTEN	17	0.7
10	START: J) MENTAL	14	0.6
11	START: K) MATURE	20	0.9
12	START: L) TRAIN	21	0.9
13	START: M) HIQUAL	20	0.9
14	START: N) CASHED	10	0.4

Programming and screen size restrictions precluded the CASHED attribute from inclusion in the random start series for PE-6; it was always asked first in Version 1 of the questionnaire. In Version 2, RANDPEY6 contains the random start point for all Perceptions/Beliefs attributes for youths who received either Air Force, Navy, Marine Corps or all services questions alone. All values have an equal probability of selection.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
418	RANDPEY7	NUM	2	RAND7PE	PEY7 RANDOM START FOR CIVILIAN JOB

.	Inapplicable	2246	97.1
1	START: A) PHYS	11	0.5
2	START: B) PROUD	6	0.3
3	START: C) STEP	3	0.1
4	START: D) LEADER	7	0.3
5	START: E) HITECH	5	0.2
6	START: F) CIVCAR	5	0.2
7	START: G) SELCON	3	0.1
8	START: H) POTEN	7	0.3
9	START: I) MENTAL	5	0.2
10	START: J) MATURE	5	0.2
11	START: K) TRAIN	2	0.1
12	START: L) HIQUAL	4	0.2
13	START: M) CASHED	3	0.1

Programming and screen size restrictions precluded the CASHED attribute from inclusion in the random start series for PE-7; it was always asked first in Version 1 of the questionnaire. In Version 2, RANDPEY7 contains the random start point for all Perceptions/Beliefs attributes for youths who received the civilian job questions alone. All values have an equal probability of selection.

419	RANDPEY8	NUM	2	PE8RAND	PEY8 RANDOM START FOR COLLEGE

.	Inapplicable	2246	97.1
1	START: A) PROUD	8	0.3
2	START: B) LEADER	2	0.1
3	START: C) CIVCAR	6	0.3
4	START: D) SELCON	11	0.5
5	START: E) POTEN	11	0.5
6	START: F) MENTAL	14	0.6
7	START: G) MATURE	4	0.2
8	START: H) HIQUAL	10	0.4

420	YAWIDE	NUM	2	AGREE	PE1 WIDE VARIETY OF JOBS: ARMY

.	Inapplicable	275	11.9
.D	Don't know	3	0.1
1	DISAGREE CMPLTLY	66	2.9
2	DISAGREE SOMEWHT	155	6.7
3	NEITHER	584	25.3
4	AGREE SOMEWHAT	708	30.6
5	AGREE COMPLETELY	521	22.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
421	YAPHYS	NUM	2	AGREE	PE1 PHYSICALLY CHALLENGING: ARMY

.	Inapplicable	275	11.9
.D	Don't know	5	0.2
1	DISAGREE CMPLTLY	36	1.6
2	DISAGREE SOMEWHT	72	3.1
3	NEITHER	304	13.1
4	AGREE SOMEWHAT	718	31.1
5	AGREE COMPLETELY	902	39.0

422	YAPROUD	NUM	2	AGREE	PE1 EXPERIENCE TO BE PROUD OF: ARMY

.	Inapplicable	275	11.9
.D	Don't know	8	0.3
1	DISAGREE CMPLTLY	52	2.2
2	DISAGREE SOMEWHT	94	4.1
3	NEITHER	487	21.1
4	AGREE SOMEWHAT	719	31.1
5	AGREE COMPLETELY	677	29.3

423	YASTEP	NUM	2	AGREE	PE1 STEPPING STONE TO COLLEGE: ARMY

.	Inapplicable	275	11.9
.D	Don't know	13	0.6
1	DISAGREE CMPLTLY	155	6.7
2	DISAGREE SOMEWHT	227	9.8
3	NEITHER	667	28.8
4	AGREE SOMEWHAT	544	23.5
5	AGREE COMPLETELY	431	18.6

424	YALEADER	NUM	2	AGREE	PE1 DEVELOP LEADERSHIP SKILLS: ARMY

.	Inapplicable	275	11.9
.D	Don't know	6	0.3
1	DISAGREE CMPLTLY	43	1.9
2	DISAGREE SOMEWHT	98	4.2
3	NEITHER	443	19.2
4	AGREE SOMEWHAT	808	34.9
5	AGREE COMPLETELY	639	27.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
425	YAHITECH	NUM	2	AGREE	PE1 USE HIGH-TECH EQUIPMENT: ARMY

.	Inapplicable	275	11.9
.D	Don't know	6	0.3
1	DISAGREE CMPLTLY	33	1.4
2	DISAGREE SOMEWHT	56	2.4
3	NEITHER	338	14.6
4	AGREE SOMEWHAT	753	32.6
5	AGREE COMPLETELY	851	36.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
426	YACIVCAR	NUM	2	AGREE	PE1 CIVILIAN CAREER DEVELOP: ARMY

.	Inapplicable	275	11.9
.D	Don't know	5	0.2
1	DISAGREE CMPLTLY	77	3.3
2	DISAGREE SOMEWHT	172	7.4
3	NEITHER	680	29.4
4	AGREE SOMEWHAT	673	29.1
5	AGREE COMPLETELY	430	18.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
427	YASELCON	NUM	2	AGREE	PE1 DEVELOP SELF-CONFIDENCE: ARMY

.	Inapplicable	275	11.9
.D	Don't know	3	0.1
1	DISAGREE CMPLTLY	60	2.6
2	DISAGREE SOMEWHT	91	3.9
3	NEITHER	418	18.1
4	AGREE SOMEWHAT	792	34.3
5	AGREE COMPLETELY	673	29.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
428	YAPOTEN	NUM	2	AGREE	PE1 DEVELOP YOUR POTENTIAL: ARMY

.	Inapplicable	275	11.9
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	55	2.4
2	DISAGREE SOMEWHT	108	4.7
3	NEITHER	482	20.8
4	AGREE SOMEWHAT	780	33.7
5	AGREE COMPLETELY	610	26.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
429	YAMENTAL	NUM	2	AGREE	PE1 MENTALLY CHALLENGING: ARMY		
		.			Inapplicable	275	11.9
		.D			Don't know	6	0.3
		1			DISAGREE CMPLTLY	54	2.3
		2			DISAGREE SOMEWHT	147	6.4
		3			NEITHER	494	21.4
		4			AGREE SOMEWHAT	705	30.5
		5			AGREE COMPLETELY	631	27.3
430	YAMATURE	NUM	2	AGREE	PE1 MATURE AND RESPONSIBLE: ARMY		
		.			Inapplicable	275	11.9
		.D			Don't know	3	0.1
		1			DISAGREE CMPLTLY	46	2.0
		2			DISAGREE SOMEWHT	71	3.1
		3			NEITHER	361	15.6
		4			AGREE SOMEWHAT	733	31.7
		5			AGREE COMPLETELY	823	35.6
431	YATRAIN	NUM	2	AGREE	PE1 TRAINING IN USEFUL SKILLS: ARMY		
		.			Inapplicable	275	11.9
		.D			Don't know	4	0.2
		1			DISAGREE CMPLTLY	45	1.9
		2			DISAGREE SOMEWHT	81	3.5
		3			NEITHER	374	16.2
		4			AGREE SOMEWHAT	804	34.8
		5			AGREE COMPLETELY	729	31.5
432	YAHIQUAL	NUM	2	AGREE	PE1 HIGHLY TRAINED COWORKERS: ARMY		
		.			Inapplicable	275	11.9
		.D			Don't know	3	0.1
		1			DISAGREE CMPLTLY	44	1.9
		2			DISAGREE SOMEWHT	89	3.8
		3			NEITHER	405	17.5
		4			AGREE SOMEWHAT	767	33.2
		5			AGREE COMPLETELY	729	31.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
433	YACASHED	NUM	2	AGREE	PE1 GET MONEY FOR EDUCATION: ARMY

.	Inapplicable	275	11.9
.D	Don't know	6	0.3
1	DISAGREE CMPLTLY	41	1.8
2	DISAGREE SOMEWHT	47	2.0
3	NEITHER	332	14.4
4	AGREE SOMEWHAT	739	32.0
5	AGREE COMPLETELY	872	37.7

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-1; rather, it was always asked prior to the randomly started attribute list.
In Version 2, YACASHED was included in the randomization.

434	YHEARDAR	NUM	2	YESNO	PE1A Y EVER HEARD OF ARMY RESERVE

.	Inapplicable	265	11.5
.D	Don't know	3	0.1
1	YES	1923	83.2
2	NO	121	5.2

In Version 1 of the instrument, this question was asked only of youth selected to receive Army Reserve questions.
In Version 2, it was asked of all youth.

435	YVWIDE	NUM	2	AGREE	PE4 WIDE VARIETY OF JOBS: RESERVE

.	Inapplicable	1981	85.7
.D	Don't know	3	0.1
1	DISAGREE CMPLTLY	10	0.4
2	DISAGREE SOMEWHT	29	1.3
3	NEITHER	126	5.4
4	AGREE SOMEWHAT	108	4.7
5	AGREE COMPLETELY	55	2.4

436	YVPROUD	NUM	2	AGREE	PE4 EXPERIENCE TO BE PROUD OF: RESERVE

.	Inapplicable	1981	85.7
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	7	0.3
2	DISAGREE SOMEWHT	19	0.8
3	NEITHER	102	4.4
4	AGREE SOMEWHAT	123	5.3
5	AGREE COMPLETELY	78	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
437	YVLEADER	NUM	2	AGREE	PE4 DEVELOP LEADERSHIP SKILLS: RESERVE		
		.			Inapplicable	1981	85.7
		.D			Don't know	2	0.1
		1			DISAGREE CMPLTLY	6	0.3
		2			DISAGREE SOMEWHT	19	0.8
		3			NEITHER	96	4.2
		4			AGREE SOMEWHAT	140	6.1
		5			AGREE COMPLETELY	68	2.9
438	YVCIVCAR	NUM	2	AGREE	PE4 CIVILIAN CAREER DEVELOP: RESERVE		
		.			Inapplicable	1981	85.7
		.D			Don't know	3	0.1
		1			DISAGREE CMPLTLY	11	0.5
		2			DISAGREE SOMEWHT	29	1.3
		3			NEITHER	145	6.3
		4			AGREE SOMEWHAT	96	4.2
		5			AGREE COMPLETELY	47	2.0
439	YVSELCON	NUM	2	AGREE	PE4 DEVELOP SELF-CONFIDENCE: RESERVE		
		.			Inapplicable	1981	85.7
		.D			Don't know	2	0.1
		1			DISAGREE CMPLTLY	7	0.3
		2			DISAGREE SOMEWHT	20	0.9
		3			NEITHER	104	4.5
		4			AGREE SOMEWHAT	124	5.4
		5			AGREE COMPLETELY	74	3.2
440	YVPOTEN	NUM	2	AGREE	PE4 DEVELOP YOUR POTENTIAL: RESERVE		
		.			Inapplicable	1981	85.7
		.D			Don't know	3	0.1
		1			DISAGREE CMPLTLY	6	0.3
		2			DISAGREE SOMEWHT	23	1.0
		3			NEITHER	110	4.8
		4			AGREE SOMEWHAT	123	5.3
		5			AGREE COMPLETELY	66	2.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
441	YVMENTAL	NUM	2	AGREE	PE4 MENTALLY CHALLENGING: RESERVE

.	Inapplicable	1981	85.7
.D	Don't know	4	0.2
1	DISAGREE CMPLTLY	9	0.4
2	DISAGREE SOMEWHT	30	1.3
3	NEITHER	112	4.8
4	AGREE SOMEWHAT	113	4.9
5	AGREE COMPLETELY	63	2.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
442	YVMATURE	NUM	2	AGREE	PE4 MATURE AND RESPONSIBLE: RESERVE

.	Inapplicable	1981	85.7
.D	Don't know	3	0.1
1	DISAGREE CMPLTLY	3	0.1
2	DISAGREE SOMEWHT	22	1.0
3	NEITHER	77	3.3
4	AGREE SOMEWHAT	137	5.9
5	AGREE COMPLETELY	89	3.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
443	YVTRAIN	NUM	2	AGREE	PE4 TRAINING IN USEFUL SKILLS: RESERVE

.	Inapplicable	1981	85.7
.D	Don't know	3	0.1
1	DISAGREE CMPLTLY	11	0.5
2	DISAGREE SOMEWHT	17	0.7
3	NEITHER	91	3.9
4	AGREE SOMEWHAT	127	5.5
5	AGREE COMPLETELY	82	3.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
444	YVHIQUAL	NUM	2	AGREE	PE4 HIGHLY TRAINED COWOPKERS: RESERVE

.	Inapplicable	1981	85.7
.D	Don't know	5	0.2
1	DISAGREE CMPLTLY	5	0.2
2	DISAGREE SOMEWHT	23	1.0
3	NEITHER	83	3.6
4	AGREE SOMEWHAT	137	5.9
5	AGREE COMPLETELY	78	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
445	YVCASHED	NUM	2	AGREE	PE4 GET MONEY FOR EDUCATION: RESERVE

.	Inapplicable	1981	85.7
.D	Don't know	6	0.3
1	DISAGREE CMPLTLY	6	0.3
2	DISAGREE SOMEWHT	9	0.4
3	NEITHER	72	3.1
4	AGREE SOMEWHAT	140	6.1
5	AGREE COMPLETELY	98	4.2

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-4; rather, it was always asked prior to the randomly started attribute list.
In Version 2, YVCASHED was included in the randomization.

446	YVHOME	NUM	2	AGREE	PE4 SERVE AMERICA IN HOMETOWN: RESERVE

.	Inapplicable	1981	85.7
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	16	0.7
2	DISAGREE SOMEWHT	31	1.3
3	NEITHER	89	3.8
4	AGREE SOMEWHAT	98	4.2
5	AGREE COMPLETELY	95	4.1

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-4; rather, it was always asked prior to the randomly started attribute list.
In Version 2, YVHOME was included in the randomization.

447	YVSERCOM	NUM	2	AGREE	PE4 SERVE YOUR OWN COMMUNITY: RESERVE

.	Inapplicable	266	11.5
.D	Don't know	2	0.1
.Q	Not on quex	2015	87.2
1	DISAGREE CMPLTLY	2	0.1
2	DISAGREE SOMEWHT	1	0.0
3	NEITHER	11	0.5
4	AGREE SOMEWHAT	9	0.4
5	AGREE COMPLETELY	6	0.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
448	YVWEEKEN	NUM	2	AGREE	PE4 INTERESTING WEEKENDS: RESERVE

.	Inapplicable	1981	85.7
.D	Don't know	3	0.1
.N	Not ascertained	3	0.1
1	DISAGREE CMPLTLY	22	1.0
2	DISAGREE SOMEWHT	54	2.3
3	NEITHER	123	5.3
4	AGREE SOMEWHAT	83	3.6
5	AGREE COMPLETELY	43	1.9

449 YHEARDNG NUM 2 YESNO PE4A Y EVER HEARD OF ARMY NATIONAL GUARD

.	Inapplicable	254	11.0
.D	Don't know	4	0.2
1	YES	1903	82.3
2	NO	151	6.5

In Version 1 of the instrument, this question was asked only of youth selected to receive Army National Guard questions. In Version 2, it was asked of all youth.

450 YGWIDE NUM 2 AGREE PE5 WIDE VARIETY OF JOBS: GUARD

.	Inapplicable	1999	86.5
.D	Don't know	3	0.1
1	DISAGREE CMPLTLY	8	0.3
2	DISAGREE SOMEWHT	38	1.6
3	NEITHER	126	5.4
4	AGREE SOMEWHAT	89	3.8
5	AGREE COMPLETELY	49	2.1

451 YGPROUD NUM 2 AGREE PE5 EXPERIENCE TO BE PROUD OF: GUARD

.	Inapplicable	1999	86.5
.D	Don't know	3	0.1
1	DISAGREE CMPLTLY	5	0.2
2	DISAGREE SOMEWHT	22	1.0
3	NEITHER	100	4.3
4	AGREE SOMEWHAT	118	5.1
5	AGREE COMPLETELY	65	2.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
452	YGLEADER	NUM	2	AGREE	PE5 DEVELOP LEADERSHIP SKILLS: GUARD

.	Inapplicable	1999	86.5
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	5	0.2
2	DISAGREE SOMEWHT	22	1.0
3	NEITHER	100	4.3
4	AGREE SOMEWHAT	105	4.5
5	AGREE COMPLETELY	79	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
453	YGCIVCAR	NUM	2	AGREE	PE5 CIVILIAN CAREER DEVELOP: GUARD

.	Inapplicable	1999	86.5
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	10	0.4
2	DISAGREE SOMEWHT	42	1.8
3	NEITHER	121	5.2
4	AGREE SOMEWHAT	91	3.9
5	AGREE COMPLETELY	47	2.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
454	YGSELCON	NUM	2	AGREE	PE5 DEVELOP SELF-CONFIDENCE: GUARD

.	Inapplicable	1999	86.5
1	DISAGREE CMPLTLY	6	0.3
2	DISAGREE SOMEWHT	17	0.7
3	NEITHER	94	4.1
4	AGREE SOMEWHAT	124	5.4
5	AGREE COMPLETELY	72	3.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
455	YGPOTEN	NUM	2	AGREE	PE5 DEVELOP YOUR POTENTIAL: GUARD

.	Inapplicable	1999	86.5
1	DISAGREE CMPLTLY	4	0.2
2	DISAGREE SOMEWHT	26	1.1
3	NEITHER	97	4.2
4	AGREE SOMEWHAT	121	5.2
5	AGREE COMPLETELY	65	2.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
456	YGMENTAL	NUM	2	AGREE	PE5 MENTALLY CHALLENGING: GUARD

.	Inapplicable	1999	86.5
.D	Don't know	3	0.1
1	DISAGREE CMPLTLY	10	0.4
2	DISAGREE SOMEWHT	28	1.2
3	NEITHER	119	5.1
4	AGREE SOMEWHAT	93	4.0
5	AGREE COMPLETELY	60	2.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
457	YGMATURE	NUM	2	AGREE	PE5 MATURE AND RESPONSIBLE: GUARD

.	Inapplicable	1999	86.5
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	6	0.3
2	DISAGREE SOMEWHT	18	0.8
3	NEITHER	73	3.2
4	AGREE SOMEWHAT	130	5.6
5	AGREE COMPLETELY	85	3.7

458 YGTRAIN NUM 2 AGREE PE5 TRAINING IN USEFUL SKILLS: GUARD

.	Inapplicable	1999	86.5
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	5	0.2
2	DISAGREE SOMEWHT	19	0.8
3	NEITHER	86	3.7
4	AGREE SOMEWHAT	120	5.2
5	AGREE COMPLETELY	82	3.5

459 YGHIQUAL NUM 2 AGREE PE5 HIGHLY TRAINED COWORKERS: GUARD

.	Inapplicable	1999	86.5
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	3	0.1
2	DISAGREE SOMEWHT	22	1.0
3	NEITHER	88	3.8
4	AGREE SOMEWHAT	119	5.1
5	AGREE COMPLETELY	79	3.4

460 YGCASHED NUM 2 AGREE PE5 GET MONEY FOR EDUCATION: GUARD

.	Inapplicable	1999	86.5
.D	Don't know	4	0.2
1	DISAGREE CMPLTLY	3	0.1
2	DISAGREE SOMEWHT	11	0.5
3	NEITHER	91	3.9
4	AGREE SOMEWHAT	107	4.6
5	AGREE COMPLETELY	97	4.2

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-5; rather, it was always asked prior to the randomly started attribute list.
In Version 2, YGCASHED was included in the randomization.

RDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL

461 YGHOME NUM 2 AGREE PE5 SERVE AMERICA IN HOMETOWN: GUARD

.	Inapplicable	1999	86.5
.D	Don't know	3	0.1
1	DISAGREE CMPLTLY	9	0.4
2	DISAGREE SOMEWHT	22	1.0
3	NEITHER	83	3.6
4	AGREE SOMEWHAT	94	4.1
5	AGREE COMPLETELY	102	4.4

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-5; rather, it was always asked prior to the randomly started attribute list.
In Version 2, YGHOME was included in the randomization.

462 YGSERCOM NUM 2 AGREE PE5 SERVE YOUR OWN COMMUNITY: GUARD

.	Inapplicable	259	11.2
.Q	Not on quex	2015	87.2
2	DISAGREE SOMEWHT	5	0.2
3	NEITHER	14	0.6
4	AGREE SOMEWHAT	8	0.3
5	AGREE COMPLETELY	11	0.5

463 YGWEEKEN NUM 2 AGREE PE5 INTERESTING WEEKENDS: GUARD

.	Inapplicable	1999	86.5
.D	Don't know	4	0.2
.N	Not ascertained	2	0.1
1	DISAGREE CMPLTLY	15	0.6
2	DISAGREE SOMEWHT	47	2.0
3	NEITHER	136	5.9
4	AGREE SOMEWHAT	66	2.9
5	AGREE COMPLETELY	43	1.9

464 YNWIDE NUM 2 AGREE PEo WIDE VARIETY OF JOBS: NAVY

.	Inapplicable	2082	90.1
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	8	0.3
2	DISAGREE SOMEWHT	16	0.7
3	NEITHER	71	3.1
4	AGREE SOMEWHAT	87	3.8
5	AGREE COMPLETELY	47	2.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
465	YMWIDE	NUM	2	AGREE	PE6 WIDE VARIETY OF JOBS: MARINES

.	Inapplicable	2077	89.8
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	12	0.5
2	DISAGREE SOMEWHT	24	1.0
3	NEITHER	82	3.5
4	AGREE SOMEWHAT	80	3.5
5	AGREE COMPLETELY	36	1.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
466	YFWIDE	NUM	2	AGREE	PE6 WIDE VARIETY OF JOBS: AIR FORCE

.	Inapplicable	2084	90.1
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	6	0.3
2	DISAGREE SOMEWHT	15	0.6
3	NEITHER	82	3.5
4	AGREE SOMEWHAT	66	2.9
5	AGREE COMPLETELY	57	2.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
467	YSWIDE	NUM	2	AGREE	PE6 WIDE VARIETY OF JOBS: MILITARY

.	Inapplicable	2076	89.8
1	DISAGREE CMPLTLY	12	0.5
2	DISAGREE SOMEWHT	14	0.6
3	NEITHER	70	3.0
4	AGREE SOMEWHAT	85	3.7
5	AGREE COMPLETELY	55	2.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
468	YNPHYS	NUM	2	AGREE	PE6 PHYSICALLY CHALLENGING: NAVY

.	Inapplicable	2082	90.1
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	4	0.2
2	DISAGREE SOMEWHT	14	0.6
3	NEITHER	66	2.9
4	AGREE SOMEWHAT	72	3.1
5	AGREE COMPLETELY	73	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
469	YMPHYS	NUM	2	AGREE	PE6 PHYSICALLY CHALLENGING: MARINES

.	Inapplicable	2077	89.8
1	DISAGREE CMPLTLY	7	0.3
2	DISAGREE SOMEWHT	6	0.3
3	NEITHER	37	1.6
4	AGREE SOMEWHAT	72	3.1
5	AGREE COMPLETELY	113	4.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
470	YFPHYS	NUM	2	AGREE	PE6 PHYSICALLY CHALLENGING: AIR FORCE		
		.		Inapplicable		2084	90.1
		.D		Don't know		1	0.0
		1		DISAGREE CMPLTLY		7	0.3
		2		DISAGREE SOMEWHT		12	0.5
		3		NEITHER		49	2.1
		4		AGREE SOMEWHAT		87	3.8
		5		AGREE COMPLETELY		72	3.1
471	YSPHYS	NUM	2	AGREE	PE6 PHYSICALLY CHALLENGING: MILITARY		
		.		Inapplicable		2076	89.8
		1		DISAGREE CMPLTLY		8	0.3
		2		DISAGREE SOMEWHT		10	0.4
		3		NEITHER		37	1.6
		4		AGREE SOMEWHAT		84	3.6
		5		AGREE COMPLETELY		97	4.2
472	YNPROUD	NUM	2	AGREE	PE6 EXPERIENCE TO BE PROUD OF: NAVY		
		.		Inapplicable		2082	90.1
		.D		Don't know		1	0.0
		1		DISAGREE CMPLTLY		7	0.3
		2		DISAGREE SOMEWHT		11	0.5
		3		NEITHER		56	2.4
		4		AGREE SOMEWHAT		69	3.0
		5		AGREE COMPLETELY		86	3.7
473	YMPROUD	NUM	2	AGREE	PE6 EXPERIENCE TO BE PROUD OF: MARINES		
		.		Inapplicable		2077	89.8
		1		DISAGREE CMPLTLY		12	0.5
		2		DISAGREE SOMEWHT		15	0.6
		3		NEITHER		56	2.4
		4		AGREE SOMEWHAT		67	2.9
		5		AGREE COMPLETELY		85	3.7
474	YFPROUD	NUM	2	AGREE	PE6 EXPERIENCE TO BE PROUD OF: AIR FORCE		
		.		Inapplicable		2084	90.1
		.D		Don't know		1	0.0
		1		DISAGREE CMPLTLY		2	0.1
		2		DISAGREE SOMEWHT		8	0.3
		3		NEITHER		49	2.1
		4		AGREE SOMEWHAT		94	4.1
		5		AGREE COMPLETELY		74	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
475	YSPROUD	NUM	2	AGREE	PE6 EXPERIENCE TO BE PROUD OF: MILITARY

.	Inapplicable	2076	89.8
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	9	0.4
2	DISAGREE SOMEWHT	4	0.2
3	NEITHER	62	2.7
4	AGREE SOMEWHAT	86	3.7
5	AGREE COMPLETELY	74	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
476	YNSTEP	NUM	2	AGREE	PE6 STEPPING STONE TO COLLEGE: NAVY

.	Inapplicable	2082	90.1
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	17	0.7
2	DISAGREE SOMEWHT	32	1.4
3	NEITHER	81	3.5
4	AGREE SOMEWHAT	52	2.2
5	AGREE COMPLETELY	47	2.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
477	YMSTEP	NUM	2	AGREE	PE6 STEPPING STONE TO COLLEGE: MARINES

.	Inapplicable	2077	89.8
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	24	1.0
2	DISAGREE SOMEWHT	38	1.6
3	NEITHER	78	3.4
4	AGREE SOMEWHAT	54	2.3
5	AGREE COMPLETELY	39	1.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
478	YFSTEP	NUM	2	AGREE	PE6 STEPPING STONE TO COLLEGE: AIR FORCE

.	Inapplicable	2084	90.1
.D	Don't know	3	0.1
1	DISAGREE CMPLTLY	16	0.7
2	DISAGREE SOMEWHT	27	1.2
3	NEITHER	88	3.8
4	AGREE SOMEWHAT	50	2.2
5	AGREE COMPLETELY	44	1.9

RDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
479	YSSTEP	NUM	2	AGREE	PE6 STEPPING STONE TO COLLEGE: MILITARY		
		.		Inapplicable		2076	89.8
		.D		Don't know		1	0.0
		1		DISAGREE CMPLTLY		33	1.4
		2		DISAGREE SOMEWHT		31	1.3
		3		NEITHER		67	2.9
		4		AGREE SOMEWHAT		62	2.7
		5		AGREE COMPLETELY		42	1.8
480	YNLEADER	NUM	2	AGREE	PE6 DEVELOP LEADERSHIP SKILLS: NAVY		
		.		Inapplicable		2082	90.1
		.D		Don't know		1	0.0
		1		DISAGREE CMPLTLY		5	0.2
		2		DISAGREE SOMEWHT		17	0.7
		3		NEITHER		61	2.6
		4		AGREE SOMEWHAT		97	4.2
		5		AGREE COMPLETELY		49	2.1
481	YMLEADER	NUM	2	AGREE	PE6 DEVELOP LEADERSHIP SKILLS: MARINES		
		.		Inapplicable		2077	89.8
		.D		Don't know		1	0.0
		1		DISAGREE CMPLTLY		9	0.4
		2		DISAGREE SOMEWHT		9	0.4
		3		NEITHER		51	2.2
		4		AGREE SOMEWHAT		88	3.8
		5		AGREE COMPLETELY		77	3.3
482	YFLEADER	NUM	2	AGREE	PE6 DEVELOP LEADERSHIP SKILLS: AIR FORCE		
		.		Inapplicable		2084	90.1
		.D		Don't know		1	0.0
		1		DISAGREE CMPLTLY		1	0.0
		2		DISAGREE SOMEWHT		13	0.6
		3		NEITHER		45	1.9
		4		AGREE SOMEWHAT		92	4.0
		5		AGREE COMPLETELY		76	3.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
483	YSLEADER	NUM	2	AGREE	PE6 DEVELOP LEADERSHIP SKILLS: MILITARY

.	Inapplicable	2076	89.8
.R	Refused	1	0.0
1	DISAGREE CMPLTLY	9	0.4
2	DISAGREE SOMEWHT	8	0.3
3	NEITHER	53	2.3
4	AGREE SOMEWHAT	97	4.2
5	AGREE COMPLETELY	68	2.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
484	YNHITECH	NUM	2	AGREE	PE6 USE HIGH-TECH EQUIPMENT: NAVY

.	Inapplicable	2082	90.1
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	3	0.1
2	DISAGREE SOMEWHT	6	0.3
3	NEITHER	53	2.3
4	AGREE SOMEWHAT	84	3.6
5	AGREE COMPLETELY	82	3.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
485	YMHITECH	NUM	2	AGREE	PE6 USE HIGH-TECH EQUIPMENT: MARINES

.	Inapplicable	2077	89.8
.D	Don't know	3	0.1
1	DISAGREE CMPLTLY	9	0.4
2	DISAGREE SOMEWHT	8	0.3
3	NEITHER	48	2.1
4	AGREE SOMEWHAT	84	3.6
5	AGREE COMPLETELY	83	3.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
486	YFHITECH	NUM	2	AGREE	PE6 USE HIGH-TECH EQUIPMENT: AIR FORCE

.	Inapplicable	2084	90.1
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	2	0.1
2	DISAGREE SOMEWHT	8	0.3
3	NEITHER	28	1.2
4	AGREE SOMEWHAT	82	3.5
5	AGREE COMPLETELY	107	4.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
487	YSHITECH	NUM	2	AGREE	PE6 USE HIGH-TECH EQUIPMENT: MILITARY

.	Inapplicable	2076	89.8
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	7	0.3
2	DISAGREE SOMEWHT	4	0.2
3	NEITHER	49	2.1
4	AGREE SOMEWHAT	85	3.7
5	AGREE COMPLETELY	89	3.8

488	YNCIVCAR	NUM	2	AGREE	PE6 CIVILIAN CAREER DEVELOP: NAVY

.	Inapplicable	2082	90.1
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	10	0.4
2	DISAGREE SOMEWHT	15	0.6
3	NEITHER	97	4.2
4	AGREE SOMEWHAT	69	3.0
5	AGREE COMPLETELY	38	1.6

489	YMCIVCAR	NUM	2	AGREE	PE6 CIVILIAN CAREER DEVELOP: MARINES

.	Inapplicable	2077	89.8
1	DISAGREE CMPLTLY	15	0.6
2	DISAGREE SOMEWHT	28	1.2
3	NEITHER	81	3.5
4	AGREE SOMEWHAT	70	3.0
5	AGREE COMPLETELY	41	1.8

490	YFCIVCAR	NUM	2	AGREE	PE6 CIVILIAN CAREER DEVELOP: AIR FORCE

.	Inapplicable	2084	90.1
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	5	0.2
2	DISAGREE SOMEWHT	21	0.9
3	NEITHER	69	3.0
4	AGREE SOMEWHAT	73	3.2
5	AGREE COMPLETELY	59	2.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
491	YSCIVCAR	NUM	2	AGREE	PE6 CIVILIAN CAREER DEVELOP: MILITARY

.	Inapplicable	2076	89.8
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	12	0.5
2	DISAGREE SOMEWHT	24	1.0
3	NEITHER	86	3.7
4	AGREE SOMEWHAT	69	3.0
5	AGREE COMPLETELY	44	1.9

492 YNSELCON NUM 2 AGREE PE6 DEVELOP SELF-CONFIDENCE: NAVY

.	Inapplicable	2082	90.1
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	7	0.3
2	DISAGREE SOMEWHT	4	0.2
3	NEITHER	55	2.4
4	AGREE SOMEWHAT	98	4.2
5	AGREE COMPLETELY	65	2.8

493 YMSELCON NUM 2 AGREE PE6 DEVELOP SELF-CONFIDENCE: MARINES

.	Inapplicable	2077	89.8
1	DISAGREE CMPLTLY	7	0.3
2	DISAGREE SOMEWHT	13	0.6
3	NEITHER	47	2.0
4	AGREE SOMEWHAT	84	3.6
5	AGREE COMPLETELY	84	3.6

494 YFSELCON NUM 2 AGREE PE6 DEVELOP SELF-CONFIDENCE: AIR FORCE

.	Inapplicable	2084	90.1
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	2	0.1
2	DISAGREE SOMEWHT	9	0.4
3	NEITHER	56	2.4
4	AGREE SOMEWHAT	81	3.5
5	AGREE COMPLETELY	79	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
495	YSSELCON	NUM	2	AGREE	PE6 DEVELOP SELF-CONFIDENCE: MILITARY

.	Inapplicable	2076	89.8
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	11	0.5
2	DISAGREE SOMEWHT	16	0.7
3	NEITHER	44	1.9
4	AGREE SOMEWHAT	96	4.2
5	AGREE COMPLETELY	68	2.9

496	YNPOTEN	NUM	2	AGREE	PE6 DEVELOP YOUR POTENTIAL: NAVY

.	Inapplicable	2082	90.1
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	10	0.4
2	DISAGREE SOMEWHT	12	0.5
3	NEITHER	57	2.5
4	AGREE SOMEWHAT	86	3.7
5	AGREE COMPLETELY	63	2.7

497	YMPOTEN	NUM	2	AGREE	PE6 DEVELOP YOUR POTENTIAL: MARINES

.	Inapplicable	2077	89.8
1	DISAGREE CMPLTLY	14	0.6
2	DISAGREE SOMEWHT	13	0.6
3	NEITHER	55	2.4
4	AGREE SOMEWHAT	82	3.5
5	AGREE COMPLETELY	71	3.1

498	YFPOTEN	NUM	2	AGREE	PE6 DEVELOP YOUR POTENTIAL: AIR FORCE

.	Inapplicable	2084	90.1
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	2	0.1
2	DISAGREE SOMEWHT	9	0.4
3	NEITHER	62	2.7
4	AGREE SOMEWHAT	80	3.5
5	AGREE COMPLETELY	74	3.2

499	YSPOTEN	NUM	2	AGREE	PE6 DEVELOP YOUR POTENTIAL: MILITARY

.	Inapplicable	2076	89.8
1	DISAGREE CMPLTLY	9	0.4
2	DISAGREE SOMEWHT	14	0.6
3	NEITHER	64	2.8
4	AGREE SOMEWHAT	86	3.7
5	AGREE COMPLETELY	63	2.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
500	YNMENTAL	NUM	2	AGREE	PE6 MENTALLY CHALLENGING: NAVY

.	Inapplicable	2082	90.1
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	6	0.3
2	DISAGREE SOMEWHT	14	0.6
3	NEITHER	64	2.8
4	AGREE SOMEWHAT	77	3.3
5	AGREE COMPLETELY	68	2.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
501	YMMENTAL	NUM	2	AGREE	PE6 MENTALLY CHALLENGING: MARINES

.	Inapplicable	2077	89.8
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	10	0.4
2	DISAGREE SOMEWHT	15	0.6
3	NEITHER	53	2.3
4	AGREE SOMEWHAT	80	3.5
5	AGREE COMPLETELY	76	3.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
502	YFMENTAL	NUM	2	AGREE	PE6 MENTALLY CHALLENGING: AIR FORCE

.	Inapplicable	2084	90.1
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	3	0.1
2	DISAGREE SOMEWHT	7	0.3
3	NEITHER	58	2.5
4	AGREE SOMEWHAT	77	3.3
5	AGREE COMPLETELY	82	3.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
503	YSMENTAL	NUM	2	AGREE	PE6 MENTALLY CHALLENGING: MILITARY

.	Inapplicable	2076	89.8
1	DISAGREE CMPLTLY	9	0.4
2	DISAGREE SOMEWHT	18	0.8
3	NEITHER	61	2.6
4	AGREE SOMEWHAT	84	3.6
5	AGREE COMPLETELY	64	2.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
504	YNMATURE	NUM	2	AGREE	PE6 MATURE AND RESPONSIBLE: NAVY
	.			Inapplicable	2082 90.1
	.D			Don't know	1 0.0
	1			DISAGREE CMPLTLY	7 0.3
	2			DISAGREE SOMEWHT	10 0.4
	3			NEITHER	56 2.4
	4			AGREE SOMEWHAT	84 3.6
	5			AGREE COMPLETELY	72 3.1
505	YMMATURE	NUM	2	AGREE	PE6 MATURE AND RESPONSIBLE: MARINES
	.			Inapplicable	2077 89.8
	1			DISAGREE CMPLTLY	6 0.3
	2			DISAGREE SOMEWHT	21 0.9
	3			NEITHER	35 1.5
	4			AGREE SOMEWHAT	72 3.1
	5			AGREE COMPLETELY	101 4.4
506	YFMATURE	NUM	2	AGREE	PE6 MATURE AND RESPONSIBLE: AIR FORCE
	.			Inapplicable	2064 90.1
	.D			Don't know	1 0.0
	2			DISAGREE SOMEWHT	7 0.3
	3			NEITHER	43 1.9
	4			AGREE SOMEWHAT	77 3.3
	5			AGREE COMPLETELY	100 4.3
507	YSMATURE	NUM	2	AGREE	PE6 MATURE AND RESPONSIBLE: MILITARY
	.			Inapplicable	2076 89.8
	1			DISAGREE CMPLTLY	7 0.3
	2			DISAGREE SOMEWHT	7 0.3
	3			NEITHER	41 1.8
	4			AGREE SOMEWHAT	106 4.6
	5			AGREE COMPLETELY	75 3.2
508	YNTRAIN	NUM	2	AGREE	PE6 TRAINING IN USEFUL SKILLS: NAVY
	.			Inapplicable	2082 90.1
	.D			Don't know	1 0.0
	1			DISAGREE CMPLTLY	6 0.3
	2			DISAGREE SOMEWHT	12 0.5
	3			NEITHER	50 2.2
	4			AGREE SOMEWHAT	94 4.1
	5			AGREE COMPLETELY	67 2.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
509	YMTRAIN	NUM	2	AGREE	PE6 TRAINING IN USEFUL SKILLS: MARINES

.	Inapplicable	2077	89.8
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	6	0.3
2	DISAGREE SOMEWHT	20	0.9
3	NEITHER	61	2.6
4	AGREE SOMEWHAT	87	3.8
5	AGREE COMPLETELY	60	2.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
510	YFTRAIN	NUM	2	AGREE	PE6 TRAINING IN USEFUL SKILLS: AIR FORCE

.	Inapplicable	2084	90.1
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	4	0.2
2	DISAGREE SOMEWHT	4	0.2
3	NEITHER	46	2.0
4	AGREE SOMEWHAT	98	4.2
5	AGREE COMPLETELY	75	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
511	YSTRAIN	NUM	2	AGREE	PE6 TRAINING IN USEFUL SKILLS: MILITARY

.	Inapplicable	2076	89.8
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	7	0.3
2	DISAGREE SOMEWHT	8	0.3
3	NEITHER	43	1.9
4	AGREE SOMEWHAT	98	4.2
5	AGREE COMPLETELY	79	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
512	YNHIQUAL	NUM	2	AGREE	PE6 HIGHLY TRAINED COWORKERS: NAVY

.	Inapplicable	2082	90.1
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	7	0.3
2	DISAGREE SOMEWHT	4	0.2
3	NEITHER	52	2.2
4	AGREE SOMEWHAT	78	3.4
5	AGREE COMPLETELY	88	3.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
513	YMHIQUAL	NUM	2	AGREE	PE6 HIGHLY TRAINED COWORKERS: MARINES

.	Inapplicable	2077	89.8
1	DISAGREE CMPLTLY	7	0.3
2	DISAGREE SOMEWHT	20	0.9
3	NEITHER	63	2.7
4	AGREE SOMEWHAT	67	2.9
5	AGREE COMPLETELY	78	3.4

514	YFHIQUAL	NUM	2	AGREE	PE6 HIGHLY TRAINED COWORKERS: AIR FORCE

.	Inapplicable	2084	90.1
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	4	0.2
2	DISAGREE SOMEWHT	7	0.3
3	NEITHER	36	1.6
4	AGREE SOMEWHAT	89	3.8
5	AGREE COMPLETELY	91	3.9

515	YSHIQUAL	NUM	2	AGREE	PE6 HIGHLY TRAINED COWORKERS: MILITARY

.	Inapplicable	2076	89.8
1	DISAGREE CMPLTLY	5	0.2
2	DISAGREE SOMEWHT	12	0.5
3	NEITHER	66	2.9
4	AGREE SOMEWHAT	71	3.1
5	AGREE COMPLETELY	82	3.5

516	YNCASHED	NUM	2	AGREE	PE6 GET MONEY FOR EDUCATION: NAVY

.	Inapplicable	2082	90.1
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	5	0.2
2	DISAGREE SOMEWHT	4	0.2
3	NEITHER	61	2.6
4	AGREE SOMEWHAT	85	3.7
5	AGREE COMPLETELY	73	3.2

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-6; rather, it was always asked prior to the randomly started attribute list.
In Version 2, YNCASHED was included in the randomization.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
517	YMCASHED	NUM	2	AGREE	PE6 GET MONEY FOR EDUCATION: MARINES

.	Inapplicable	2077	89.8
.D	Don't know	4	0.2
1	DISAGREE CMPLTLY	10	0.4
2	DISAGREE SOMEWHT	9	0.4
3	NEITHER	60	2.6
4	AGREE SOMEWHAT	83	3.6
5	AGREE COMPLETELY	69	3.0

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-6; rather, it was always asked prior to the randomly started attribute list.
In Version 2, YMCASHED was included in the randomization.

518	YFCASHED	NUM	2	AGREE	PE6 GET MONEY FOR EDUCATION: AIR FORCE

.	Inapplicable	2084	90.1
.D	Don't know	6	0.3
1	DISAGREE CMPLTLY	2	0.1
2	DISAGREE SOMEWHT	7	0.3
3	NEITHER	54	2.3
4	AGREE SOMEWHAT	68	2.9
5	AGREE COMPLETELY	91	3.9

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-6; rather, it was always asked prior to the randomly started attribute list.
In Version 2, YFCASHED was included in the randomization.

519	YSCASHED	NUM	2	AGREE	PE6 GET MONEY FOR EDUCATION: MILITARY

.	Inapplicable	2076	89.8
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	10	0.4
2	DISAGREE SOMEWHT	11	0.5
3	NEITHER	35	1.5
4	AGREE SOMEWHAT	88	3.8
5	AGREE COMPLETELY	90	3.9

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-6; rather, it was always asked prior to the randomly started attribute list.
In Version 2, YSCASHED was included in the randomization.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
520	YWPHYS	NUM	2	AGREE	PE7 PHYSICALLY CHALLENGING: JOB		
		.			Inapplicable	2086	90.2
		.D			Don't know	1	0.0
		1			DISAGREE CMPLTLY	7	0.3
		2			DISAGREE SOMEWHT	25	1.1
		3			NEITHER	68	2.9
		4			AGREE SOMEWHAT	83	3.6
		5			AGREE COMPLETELY	42	1.8
521	YWPROUD	NUM	2	AGREE	PE7 EXPERIENCE TO BE PROUD OF: JOB		
		.			Inapplicable	2086	90.2
		1			DISAGREE CMPLTLY	6	0.3
		2			DISAGREE SOMEWHT	10	0.4
		3			NEITHER	74	3.2
		4			AGREE SOMEWHAT	83	3.6
		5			AGREE COMPLETELY	53	2.3
522	YWSTEP	NUM	2	AGREE	PE7 STEPPING STONE TO COLLEGE: JOB		
		.			Inapplicable	2086	90.2
		1			DISAGREE CMPLTLY	28	1.2
		2			DISAGREE SOMEWHT	32	1.4
		3			NEITHER	89	3.8
		4			AGREE SOMEWHAT	51	2.2
		5			AGREE COMPLETELY	26	1.1
523	YWLEADER	NUM	2	AGREE	PE7 DEVELOP LEADERSHIP SKILLS: JOB		
		.			Inapplicable	2086	90.2
		1			DISAGREE CMPLTLY	10	0.4
		2			DISAGREE SOMEWHT	20	0.9
		3			NEITHER	72	3.1
		4			AGREE SOMEWHAT	87	3.8
		5			AGREE COMPLETELY	37	1.6
524	YWHITECH	NUM	2	AGREE	PE7 USE HIGH-TECH EQUIPMENT: JOB		
		.			Inapplicable	2086	90.2
		1			DISAGREE CMPLTLY	18	0.8
		2			DISAGREE SOMEWHT	23	1.0
		3			NEITHER	80	3.5
		4			AGREE SOMEWHAT	62	2.7
		5			AGREE COMPLETELY	43	1.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
525	YWCIVCAR	NUM	2	AGREE	PE7 CIVILIAN CAREER DEVELOP: JOB

.	Inapplicable	2086	90.2
1	DISAGREE CMPLTLY	3	0.1
2	DISAGREE SOMEWHT	15	0.6
3	NEITHER	79	3.4
4	AGREE SOMEWHAT	86	3.7
5	AGREE COMPLETELY	43	1.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
526	YWSELCON	NUM	2	AGREE	PE7 DEVELOP SELF-CONFIDENCE: JOB

.	Inapplicable	2086	90.2
.D	Don't know	1	0.0
1	DISAGREE CMPLTLY	6	0.3
2	DISAGREE SOMEWHT	12	0.5
3	NEITHER	65	2.8
4	AGREE SOMEWHAT	99	4.3
5	AGREE COMPLETELY	43	1.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
527	YWPOTEN	NUM	2	AGREE	PE7 DEVELOP YOUR POTENTIAL: JOB

.	Inapplicable	2086	90.2
1	DISAGREE CMPLTLY	7	0.3
2	DISAGREE SOMEWHT	16	0.7
3	NEITHER	66	2.9
4	AGREE SOMEWHAT	87	3.8
5	AGREE COMPLETELY	50	2.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
528	YWMENTAL	NUM	2	AGREE	PE7 MENTALLY CHALLENGING: JOB

.	Inapplicable	2086	90.2
1	DISAGREE CMPLTLY	6	0.3
2	DISAGREE SOMEWHT	12	0.5
3	NEITHER	74	3.2
4	AGREE SOMEWHAT	88	3.8
5	AGREE COMPLETELY	46	2.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
529	YWMATURE	NUM	2	AGREE	PE7 MATURE AND RESPONSIBLE: JOB

.	Inapplicable	2086	90.2
1	DISAGREE CMPLTLY	5	0.2
2	DISAGREE SOMEWHT	6	0.3
3	NEITHER	57	2.5
4	AGREE SOMEWHAT	94	4.1
5	AGREE COMPLETELY	64	2.8

RDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL

530 YWTRAIN NUM 2 AGREE PE7 TRAINING IN USEFUL SKILLS: JOB

.	Inapplicable	2086	90.2
1	DISAGREE CMPLTLY	7	0.3
2	DISAGREE SOMEWHT	21	0.9
3	NEITHER	62	2.7
4	AGREE SOMEWHAT	87	3.8
5	AGREE COMPLETELY	49	2.1

531 YWHIQUAL NUM 2 AGREE PE7 HIGHLY TRAINED COWORKERS: JOB

.	Inapplicable	2086	90.2
1	DISAGREE CMPLTLY	8	0.3
2	DISAGREE SOMEWHT	15	0.6
3	NEITHER	76	3.3
4	AGREE SOMEWHAT	68	2.9
5	AGREE COMPLETELY	59	2.6

532 YWCASHED NUM 2 AGREE PE7 GET MONEY FOR EDUCATION: JOB

.	Inapplicable	2086	90.2
1	DISAGREE CMPLTLY	16	0.7
2	DISAGREE SOMEWHT	20	0.9
3	NEITHER	74	3.2
4	AGREE SOMEWHAT	65	2.8
5	AGREE COMPLETELY	51	2.2

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-7; rather, it was always asked prior to the randomly started attribute list.
In Version 2, YWCASHED was included in the randomization.

533 YCPROUD NUM 2 AGREE PE8 EXPERIENCE TO BE PROUD OF: COLLEGE

.	Inapplicable	2070	89.5
1	DISAGREE CMPLTLY	5	0.2
2	DISAGREE SOMEWHT	10	0.4
3	NEITHER	50	2.2
4	AGREE SOMEWHAT	77	3.3
5	AGREE COMPLETELY	100	4.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
534	YCLEADER	NUM	2	AGREE	PE8 DEVELOP LEADERSHIP SKILLS: COLLEGE

.	Inapplicable	2070	89.5
1	DISAGREE CMPLTLY	5	0.2
2	DISAGREE SOMEWHT	23	1.0
3	NEITHER	72	3.1
4	AGREE SOMEWHAT	85	3.7
5	AGREE COMPLETELY	57	2.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
535	YCCIVCAR	NUM	2	AGREE	PE8 CIVILIAN CAREER DEVELOP: COLLEGE

.	Inapplicable	2070	89.5
1	DISAGREE CMPLTLY	1	0.0
2	DISAGREE SOMEWHT	15	0.6
3	NEITHER	40	1.7
4	AGREE SOMEWHAT	77	3.3
5	AGREE COMPLETELY	109	4.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
536	YCSELCON	NUM	2	AGREE	PE8 DEVELOP SELF-CONFIDENCE: COLLEGE

.	Inapplicable	2070	89.5
1	DISAGREE CMPLTLY	5	0.2
2	DISAGREE SOMEWHT	19	0.8
3	NEITHER	60	2.6
4	AGREE SOMEWHAT	89	3.8
5	AGREE COMPLETELY	69	3.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
537	YCPOTEN	NUM	2	AGREE	PE8 DEVELOP YOUR POTENTIAL: COLLEGE

.	Inapplicable	2070	89.5
1	DISAGREE CMPLTLY	5	0.2
2	DISAGREE SOMEWHT	7	0.3
3	NEITHER	41	1.8
4	AGREE SOMEWHAT	92	4.0
5	AGREE COMPLETELY	97	4.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
538	YCMENTAL	NUM	2	AGREE	PE8 MENTALLY CHALLENGING: COLLEGE

.	Inapplicable	2070	89.5
1	DISAGREE CMPLTLY	3	0.1
2	DISAGREE SOMEWHT	10	0.4
3	NEITHER	43	1.9
4	AGREE SOMEWHAT	77	3.3
5	AGREE COMPLETELY	109	4.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
539	YCMATURE	NUM	2	AGREE	PE8 MATURE AND RESPONSIBLE: COLLEGE		
		.			Inapplicable	2070	89.5
		1			DISAGREE CMPLTLY	7	0.3
		2			DISAGREE SOMEWHT	13	0.6
		3			NEITHER	50	2.2
		4			AGREE SOMEWHAT	84	3.6
		5			AGREE COMPLETELY	88	3.8
540	YCHIQUAL	NUM	2	AGREE	PE8 HIGHLY TRAINED COWORKERS: COLLEGE		
		.			Inapplicable	2070	89.5
		.D			Don't know	1	0.0
		1			DISAGREE CMPLTLY	6	0.3
		2			DISAGREE SOMEWHT	12	0.5
		3			NEITHER	69	3.0
		4			AGREE SOMEWHAT	74	3.2
		5			AGREE COMPLETELY	80	3.5
541	YPEDIP	NUM	2	PROPANS	PE12 ARMY % PAST YEAR HIGH SCHOOL GRADS		
		.D			Don't know	13	0.6
		1			< ONE QUARTER	69	3.0
		2			ONE QUARTER	313	13.5
		3			ONE HALF	702	30.4
		4			THREE QUARTERS	653	28.2
		5			ALMOST ALL	562	24.3
542	YPEGRADE	NUM	2	PEGRADE	PE13 ARMY % PAST YEAR UPPER HALF IQ		
		.D			Don't know	12	0.5
		.R			Refused	1	0.0
		1			ALL	79	3.4
		2			THREE QUARTERS	570	24.7
		3			HALF	1151	49.8
		4			ONE QUARTER	478	20.7
		5			NONE	21	0.9
543	YPECOL	NUM	2	PROPANS	PE14 ARMY % PAST YEAR TO FINISH COLLEGE		
		.D			Don't know	10	0.4
		1			< ONE QUARTER	174	7.5
		2			ONE QUARTER	652	28.2
		3			ONE HALF	792	34.3
		4			THREE QUARTERS	402	17.4
		5			ALMOST ALL	282	12.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL

544 YPESIM NUM 2 YESNO PE15 YOUNG PEOPLE LIKE YOU JOINING ARMY

.D	Don't know	76	3.3
1	YES	972	42.0
2	NO	1264	54.7

545 YHEARDRO NUM 2 YESNO PE15A Y EVER HEARD OF ROTC AT COLLEGE

.	Inapplicable	154	6.7
.D	Don't know	5	0.2
1	YES	1124	48.6
2	NO	1029	44.5

In Version 1 of the instrument, this question was asked only of youth selected to receive ROTC questions.
In Version 2, it was asked of all youth.

546 YRLEADER NUM 2 AGREE PE2 LEADERSHIP/MANAGEMENT TRAINING: ROTC

.	Inapplicable	1644	71.1
.D	Don't know	4	0.2
1	DISAGREE CMPLTLY	7	0.3
2	DISAGREE SOMEWHT	36	1.6
3	NEITHER	219	9.5
4	AGREE SOMEWHAT	276	11.9
5	AGREE COMPLETELY	126	5.4

547 YRSELCON NUM 2 AGREE PE2 DEVELOP SELF-CONFIDENCE: ROTC

.	Inapplicable	1644	71.1
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	11	0.5
2	DISAGREE SOMEWHT	24	1.0
3	NEITHER	149	6.4
4	AGREE SOMEWHAT	333	14.4
5	AGREE COMPLETELY	149	6.4

548 YRELECT NUM 2 AGREE PE2 COLLEGE ELECTIVE W/COURSES: ROTC

.	Inapplicable	1644	71.1
.D	Don't know	5	0.2
1	DISAGREE CMPLTLY	7	0.3
2	DISAGREE SOMEWHT	23	1.0
3	NEITHER	172	7.4
4	AGREE SOMEWHAT	268	11.6
5	AGREE COMPLETELY	193	8.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
549	YROFFCOM	NUM	2	AGREE	PE2 AN OFFICER'S COMMISSION: ROTC

	.	Inapplicable	1644	71.1
	.D	Don't know	5	0.2
	1	DISAGREE CMPLTLY	9	0.4
	2	DISAGREE SOMEWHT	20	0.9
	3	NEITHER	183	7.9
	4	AGREE SOMEWHAT	272	11.8
	5	AGREE COMPLETELY	179	7.7

550	YOWIDE	NUM	2	AGREE	PE3 WIDE VARIETY OF JOBS: OFFICER

	.	Inapplicable	1644	71.1
	1	DISAGREE CMPLTLY	8	0.3
	2	DISAGREE SOMEWHT	38	1.6
	3	NEITHER	212	9.2
	4	AGREE SOMEWHAT	262	11.3
	5	AGREE COMPLETELY	148	6.4

551	YOPROUD	NUM	2	AGREE	PE3 EXPERIENCE TO BE PROUD OF: OFFICER

	.	Inapplicable	1644	71.1
	1	DISAGREE CMPLTLY	6	0.3
	2	DISAGREE SOMEWHT	27	1.2
	3	NEITHER	114	4.9
	4	AGREE SOMEWHAT	304	13.1
	5	AGREE COMPLETELY	217	9.4

552	YOUSECOL	NUM	2	AGREE	PE3 USE COLLEGE SKILLS: OFFICER

	.	Inapplicable	1644	71.1
	1	DISAGREE CMPLTLY	14	0.6
	2	DISAGREE SOMEWHT	48	2.1
	3	NEITHER	170	7.4
	4	AGREE SOMEWHAT	260	11.2
	5	AGREE COMPLETELY	176	7.6

553	YOINNOV	NUM	2	AGREE	PE3 INNOVATIVE/CREATIVE: OFFICER

	.	Inapplicable	1644	71.1
	.D	Don't know	1	0.0
	1	DISAGREE CMPLTLY	12	0.5
	2	DISAGREE SOMEWHT	56	2.4
	3	NEITHER	148	6.4
	4	AGREE SOMEWHAT	277	12.0
	5	AGREE COMPLETELY	174	7.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
554	YKAEARN	NUM	2	YKAEARN	KA7 EARN MONEY FOR COLLEGE IN ARMY		
		.		Inapplicable		1133	49.0
		.D		Don't know		46	2.0
		1		YES		1111	48.1
		2		NO		22	1.0
555	YKAEDBEN	NUM	2	YKABEN	KA1 AMOUNT OF ARMY EDUCATION BENEFITS		
		.		Inapplicable		1155	50.0
		.D		Don't know		435	18.8
		.R		Refused		1	0.0
		1		UNDER $5,000		128	5.5
		2		$5,000-$9,999		159	6.9
		3		$10,000-$14,999		139	6.0
		4		$15,000-$19,999		104	4.5
		5		$20,000-$24,999		111	4.8
		6		$25,000 OR MORE		80	3.5
556	YKALLCOL	NUM	2	YKALCOL	KA2 WOULD ARMY PAY FOR ENTIRE COLLEGE ED		
		.		Inapplicable		1155	50.0
		.D		Don't know		68	2.9
		1		YES		411	17.8
		2		NO		678	29.3
557	YKASAME	NUM	2	YKASAME	KA3 COMPAR ARMY EDUC BEN TO OTH BRANCHES		
		.		Inapplicable		1155	50.0
		.D		Don't know		69	3.0
		1		MORE		179	7.7
		2		LESS		98	4.2
		3		ABOUT THE SAME		811	35.1
558	RANDKAY	NUM	2	RANDKAY	KA4 RANDOMIZE FIRST BRANCH FOR GI BILL		
		.		Inapplicable		1133	49.0
		1		START: ARMY		303	13.1
		2		START: AIR FORCE		284	12.3
		3		START: NAVY		305	13.2
		4		START: MARINES		287	12.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
559	YKAGIAR	NUM	2	YKAGIAR	KA4 DOES THE ARMY OFFER THE GI BILL		
		.		Inapplicable		1133	49.0
		.D		Don't know		167	7.2
		1		DOES OFFER		976	42.2
		2		DOES NOT OFFER		36	1.6
560	YKAGIAF	NUM	2	YKAGIAF	KA4 DOES THE AIR FORCE OFFER THE GI BILL		
		.		Inapplicable		1133	49.0
		.D		Don't know		347	15.0
		.R		Refused		1	0.0
		1		DOES OFFER		550	23.8
		2		DOES NOT OFFER		281	12.2
561	YKAGINA	NUM	2	YKAGINA	KA4 DOES THE NAVY OFFER THE GI BILL		
		.		Inapplicable		1133	49.0
		.D		Don't know		346	15.0
		.R		Refused		1	0.0
		1		DOES OFFER		545	23.6
		2		DOES NOT OFFER		287	12.4
562	YKAGIMA	NUM	2	YKAGIMA	KA4 DOES MARINE CORPS OFFER THE GI BILL		
		.		Inapplicable		1133	49.0
		.D		Don't know		321	13.9
		.R		Refused		2	0.1
		1		DOES OFFER		623	26.9
		2		DOES NOT OFFER		233	10.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
563	YKAYEARS	NUM	2		KA5 MINIMUM ARMY ENLISTMENT		
		.			Inapplicable	1133	49.0
		.D			Don't know	162	7.0
		1				26	1.1
		2				472	20.4
		3				180	7.8
		4				296	12.8
		5				13	0.6
		6				16	0.7
		7				2	0.1
		8				4	0.2
		9				1	0.0
		10				4	0.2
		13				1	0.0
		15				1	0.0
		40				1	0.0
564	YKADEP	NUM	2	YKADEP	KA6 CAN Y JOIN ARMY DEP & ENTER YR LATER		
		.			Inapplicable	1133	49.0
		.D			Don't know	114	4.9
		1			YES	988	42.7
		2			NO	77	3.3
565	YKARGJUN	NUM	2	YKAJOIN	KA8 CAN HS JRS AGE 17 JOIN RESERVE/GUARD		
		.			Inapplicable	1133	49.0
		.D			Don't know	143	6.2
		.R			Refused	1	0.0
		1			YES	732	31.7
		2			NO	303	13.1
566	YKARGHS	NUM	2	YKARGHS	KA9 CAN ONLY HS GRADS JOIN RESERVE/GUARD		
		.			Inapplicable	1865	80.7
		.D			Don't know	77	3.3
		1			YES	198	8.6
		2			NO	172	7.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
567	YKAWARD	NUM	2	YKAWARD	KA10 WHO SPONSORS SCHOLAR-ATHLETE AWARD		
		.		Inapplicable		1133	49.0
		.D		Don't know		468	20.2
		.R		Refused		1	0.0
		1		MARINE CORPS		142	6.1
		2		NATIONAL GUARD		46	2.0
		3		ARMY RESERVE		338	14.6
		4		AIR FORCE		67	2.9
		5		NAVY		117	5.1
568	YKARGCOL	NUM	2	YKACOL	KA11 EARN COLLEGE MONEY IN RESERVE/GUARD		
		.		Inapplicable		1133	49.0
		.D		Don't know		118	5.1
		1		YES		1007	43.6
		2		NO		54	2.3
569	YKARGGI	NUM	2	YKARGGI	KA12 MAX GI BILL AMOUNT IN RESERVE/GUARD		
		.		Inapplicable		1305	56.4
		.D		Don't know		472	20.4
		.R		Refused		1	0.0
		1		UNDER $1,000		12	0.5
		2		$1,000 TO $1,999		41	1.8
		3		$2,000 TO $3,999		79	3.4
		4		$4,000 TO $5,999		105	4.5
		5		$6,000 TO $7,999		33	1.4
		6		$8,000 TO $9,999		28	1.2
		7		$10,000 OR MORE		236	10.2
570	YDMARITL	NUM	2	MARSTAT	DE6 CURRENT MARITAL STATUS		
		.R		Refused		2	0.1
		1		SINGLE		2032	87.9
		2		MARRIED		248	10.7
		3		SEPARATED		10	0.4
		4		DIVORCED		16	0.7
		5		WIDOWED		4	0.2
571	YDSAMEHH	NUM	2	YESNO	DE14 DOES YOUTH LIVE WITH PARENTS		
		.Q		Not on quex		2015	87.2
		1		YES		228	9.9
		2		NO		69	3.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
572	YDPARENT	NUM	2	PARENTS	DE15 WHICH PARENT YOUTH LIVES WITH		
		.			Inapplicable	69	3.0
		.Q			Not on quex	2015	87.2
		1			BOTH	159	6.9
		2			MOTHER, F GUARD	54	2.3
		3			FATHER, M GUARD	15	0.6
573	YDWAGE	NUM	2	EARNER	DE16 PRINCIPAL WAGE EARNER IN HOUSEHOLD		
		.Q			Not on quex	2015	87.2
		.R			Refused	1	0.0
		1			BOTH	38	1.6
		2			MOTHER	50	2.2
		3			FATHER	135	5.8
		4			RESP/SPOUSE	59	2.6
		5			OTHER	12	0.5
		6			NO WAGE EARNER	2	0.1
574	YDEDDAD	NUM	2	EDLEVEL	DE19 FATHER'S HIGHEST LEVEL OF EDUCATION		
		.D			Don't know	284	12.3
		.R			Refused	8	0.3
		7			< 8TH GRADE	67	2.9
		8			8TH GRADE	69	3.0
		9			9TH GRADE	55	2.4
		10			10TH GRADE	82	3.5
		11			11TH GRADE	75	3.2
		12			12TH GRADE	837	36.2
		13			1ST YR 4 YR COLL	42	1.8
		14			2ND YR 4 YR COLL	89	3.8
		15			3RD YR 4 YR COLL	28	1.2
		16			4TH YR 4 YR COLL	375	16.2
		17			5TH COL/1ST GRAD	49	2.1
		18			2ND YR GRAD SCHL	41	1.8
		19			3RD YR GRAD SCHL	14	0.6
		20			> 3 YRS GRAD SCH	78	3.4
		21			1ST YR JR/COMM	15	0.6
		22			2ND YR JR/COMM	60	2.6
		23			1ST YR VOC/BUS	7	0.3
		24			2ND YR VOC/BUS	25	1.1
		25			> 2 YRS VOC/BUS	12	0.5

RDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
575	YDDADLFS	NUM	2	PARNDO	DE20 FATHER'S JOB STATUS		
		.D		Don't know	59	2.6	
		.R		Refused	5	0.2	
		1		WORKING FULLTIME	1773	76.7	
		2		WORKING PARTTIME	52	2.2	
		3		UNEMPLOYED	69	3.0	
		4		RETIRED	148	6.4	
		5		TAKE CARE FAMILY	20	0.9	
		6		MILITARY	20	0.9	
		7		DECEASED	138	6.0	
		8		OTHER	28	1.2	
576	YDDADBR	NUM	2	BRANCH	DE21 MILITARY BRANCH FATHER IN		
		.		Inapplicable	2292	99.1	
		.D		Don't know	1	0.0	
		1		AIR FORCE	7	0.3	
		2		ARMY	9	0.4	
		5		NAVY	3	0.1	
577	YDEDMOM	NUM	2	EDLEVEL	DE26 MOTHER'S HIGHEST LEVEL OF EDUCATION		
		.D		Don't know	165	7.1	
		.R		Refused	9	0.4	
		7		< 8TH GRADE	63	2.7	
		8		8TH GRADE	40	1.7	
		9		9TH GRADE	48	2.1	
		10		10TH GRADE	90	3.9	
		11		11TH GRADE	88	3.8	
		12		12TH GRADE	1068	46.2	
		13		1ST YR 4 YR COLL	49	2.1	
		14		2ND YR 4 YR COLL	105	4.5	
		15		3RD YR 4 YR COLL	36	1.6	
		16		4TH YR 4 YR COLL	297	12.8	
		17		5TH COL/1ST GRAD	23	1.0	
		18		2ND YR GRAD SCHL	35	1.5	
		19		3RD YR GRAD SCHL	13	0.6	
		20		> 3 YRS GRAD SCH	34	1.5	
		21		1ST YR JR/COMM	14	0.6	
		22		2ND YR JR/COMM	74	3.2	
		23		1ST YR VOC/BUS	13	0.6	
		24		2ND YR VOC/BUS	36	1.6	
		25		> 2 YRS VOC/BUS	12	0.5	

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
578	YDMOMLFS	NUM	2	PARNDO	DE27 MOTHER'S JOB STATUS

.D	Don't know	19	0.8
.R	Refused	5	0.2
1	WORKING FULLTIME	1175	50.8
2	WORKING PARTTIME	340	14.7
3	UNEMPLOYED	140	6.1
4	RETIRED	53	2.3
5	TAKE CARE FAMILY	519	22.4
7	DECEASED	39	1.7
8	OTHER	22	1.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
579	YDOWNREL	NUM	2	RELAT	DE17 HOUSEHOLD HEAD'S RELATIONSHIP TO Y

.	Inapplicable	1768	76.5
.D	Don't know	3	0.1
.R	Refused	1	0.0
1	SIBLING	2	0.1
2	UNCLE	6	0.3
3	AUNT	2	0.1
4	COUSIN	2	0.1
5	GRANDFATHER	10	0.4
6	GRANDMOTHER	7	0.3
7	SPOUSE	53	2.3
8	NON-RELATIVE	18	0.8
9	RESPONDENT	385	16.7
10	BROTHER	5	0.2
11	SISTER	4	0.2
91	OTHER RELATIVE	46	2.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
580	YDOWNOS	CHAR	30	$CHAR	DE17 OTHER SPECIFY FOR HEAD OF HOUSEHOLD

.	Inapplicable	2266	98.0
OTHER		46	2.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
581	YDEDOTH	NUM	2	EDLEVEL	DE19A HEAD'S HIGHEST LEVEL OF EDUCATION

.	Inapplicable	2153	93.1
.D	Don't know	23	1.0
.N	Not ascertained	4	0.2
7	< 8TH GRADE	4	0.2
8	8TH GRADE	5	0.2
9	9TH GRADE	4	0.2
10	10TH GRADE	5	0.2
11	11TH GRADE	3	0.1
12	12TH GRADE	64	2.8
13	1ST YR 4 YR COLL	3	0.1
14	2ND YR 4 YR COLL	12	0.5
15	3RD YR 4 YR COLL	3	0.1
16	4TH YR 4 YR COLL	13	0.6
17	5TH COL/1ST GRAD	2	0.1
19	3RD YR GRAD SCHL	1	0.0
20	> 3 YRS GRAD SCH	1	0.0
21	1ST YR JR/COMM	3	0.1
22	2ND YR JR/COMM	5	0.2
24	2ND YR VOC/BUS	3	0.1
25	> 2 YRS VOC/BUS	1	0.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
582	YDROTCEV	NUM	2	YESNO	DE36 DID YOUTH PARTICIPATE IN ROTC

.	Inapplicable	966	41.8
1	YES	58	2.5
2	NO	1288	55.7

In Version 1 of the questionnaire, all youth were asked this question. In Version 2, only youth who had heard of ROTC were asked the question.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
583	YDROTCJS	NUM	2	JRSR	DE37 WAS PARTICIPATION IN ROTC JR OR SR

.	Inapplicable	2254	97.5
1	JUNIOR ROTC	40	1.7
2	SENIOR ROTC	18	0.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
584	YDROTCBR	NUM	2	ROTCTYP	DE38 ROTC BRANCH OF PARTICIPATION

.	Inapplicable	2294	99.2
.D	Don't know	1	0.0
1	ARMY	12	0.5
2	AIR FORCE	4	0.2
3	NAVY	1	0.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
585	YDCOUNTY	CHAR	30	$CHAR	DE39 NAME OF COUNTY YOUTH LIVES IN

.	Inapplicable	783	33.9
.D	Don't know	28	1.2
.R	Refused	3	0.1
OTHER		1498	64.8

For youth living away at college, there is some ambiguity regarding whether this variable represents their home address or their college address. Also note that for youth who also responded to the household screener (YUTHNUM = 01), this question is not asked in the Demographics module. Use the screener variable PHONCNTY instead.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
586	YDCITY	CHAR	20	$CHAR	DE40 NAME OF CITY YOUTH LIVES IN

.	Inapplicable	783	33.9
.D	Don't know	6	0.3
.R	Refused	6	0.3
OTHER		1517	65.6

For youth living away at college, there is some ambiguity regarding whether this variable represents their home address or their college address. Also note that for youth who also responded to the household screener (YUTHNUM = 01), this question is not asked in the Demographics module. The corresponding variable in the screener, PHONCITY, is asked only if there is missing data for either PHONCNTY or PHONZIP.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
587	YDZIP	CHAR	5	$CHAR	DE41 ZIP CODE YOUTH LIVES IN

.	Inapplicable	783	33.9
.D	Don't know	16	0.7
.R	Refused	8	0.3
OTHER		1505	65.1

For youth living away at college, there is some ambiguity regarding whether this variable represents their home address or their college address. Also note that for youth who also responded to the household screener (YUTHNUM = 01), this question is not asked in the Demographics module. Use the screener variable PHONZIP instead.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
588	YDSSN	CHAR	9	$SSNFMT	DE42 SOCIAL SECURITY NUMBER (STATUS)

.D	Don't know	193	8.3
.R	Refused	332	14.4
0000000	NO SSN	85	3.7
9999999	GOOD SSN	1702	73.6

A string of nine 0's indicates that the respondent does not have a social security number. A string of nine 9's indicates that the respondent provided his/her social security number. To maintain respondent confidentiality, the string of 9's is used to replace the actual number provided.

589	YPARIMP	NUM	2	YPARIMP	PL2 IMPORTANCE OF PARENTAL ADVICE

.	Inapplicable	1156	50.0
.D	Don't know	14	0.6
.R	Refused	8	0.3
1	VERY IMPORTANT	273	11.8
2	SOMEWHAT IMPORTA	394	17.0
3	NEITHER	181	7.8
4	SMEWHAT UNIMPORT	137	5.9
5	VERY UNIMPORTANT	149	6.4

590	EE5CHK	NUM	2	CCHECK	CONST CHECK: LAST DATE IN SCHOOL VS. NOW

.	Inapplicable	2312	100.0

591	REPL1	NUM	8	REPLICATE WEIGHT 1

OTHER		1176	50.9
ZERO		1136	49.1

592	REPL2	NUM	8	REPLICATE WEIGHT 2

OTHER		1123	48.6
ZERO		1189	51.4

593	REPL3	NUM	8	REPLICATE WEIGHT 3

OTHER		1164	50.3
ZERO		1148	49.7

594	REPL4	NUM	8	REPLICATE WEIGHT 4

OTHER		1216	52.6
ZERO		1096	47.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
595	REPL5	NUM	8		REPLICATE WEIGHT 5		
		OTHER				1111	48.1
		ZERO				1201	51.9
596	REPL6	NUM	8		REPLICATE WEIGHT 6		
		OTHER				1158	50.1
		ZERO				1154	49.9
597	REPL7	NUM	8		REPLICATE WEIGHT 7		
		OTHER				1156	50.0
		ZERO				1156	50.0
598	REPL8	NUM	8		REPLICATE WEIGHT 8		
		OTHER				1139	49.3
		ZERO				1173	50.7
599	REPL9	NUM	8		REPLICATE WEIGHT 9		
		OTHER				1155	50.0
		ZERO				1157	50.0
600	REPL10	NUM	8		REPLICATE WEIGHT 10		
		OTHER				1201	51.9
		ZERO				1111	48.1
601	REPL11	NUM	8		REPLICATE WEIGHT 11		
		OTHER				1164	50.3
		ZERO				1148	49.7
602	REPL12	NUM	8		REPLICATE WEIGHT 12		
		OTHER				1121	48.5
		ZERO				1191	51.5
603	REPL13	NUM	8		REPLICATE WEIGHT 13		
		OTHER				1103	47.7
		ZERO				1209	52.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
604	REPL14	NUM	8		REPLICATE WEIGHT 14		
		OTHER				1096	47.4
		ZERO				1216	52.6
605	REPL15	NUM	8		REPLICATE WEIGHT 15		
		OTHER				1197	51.8
		ZERO				1115	48.2
606	REPL16	NUM	8		REPLICATE WEIGHT 16		
		OTHER				1122	48.5
		ZERO				1190	51.5
607	REPL17	NUM	8		REPLICATE WEIGHT 17		
		OTHER				1169	50.6
		ZERO				1143	49.4
608	REPL18	NUM	8		REPLICATE WEIGHT 18		
		OTHER				1129	48.8
		ZERO				1183	51.2
609	REPL19	NUM	8		REPLICATE WEIGHT 19		
		OTHER				1091	47.2
		ZERO				1221	52.8
610	REPL20	NUM	8		REPLICATE WEIGHT 20		
		OTHER				1105	47.8
		ZERO				1207	52.2
611	REPL21	NUM	8		REPLICATE WEIGHT 21		
		OTHER				1174	50.8
		ZERO				1138	49.2
612	REPL22	NUM	8		REPLICATE WEIGHT 22		
		OTHER				1136	49.1
		ZERO				1176	50.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
613	REPL23	NUM	8		REPLICATE WEIGHT 23		
		OTHER				1166	50.4
		ZERO				1146	49.6
614	REPL24	NUM	8		REPLICATE WEIGHT 24		
		OTHER				1087	47.0
		ZERO				1225	53.0
615	REPL25	NUM	8		REPLICATE WEIGHT 25		
		OTHER				1107	47.9
		ZERO				1205	52.1
616	REPL26	NUM	8		REPLICATE WEIGHT 26		
		OTHER				1120	48.4
		ZERO				1192	51.6
617	REPL27	NUM	8		REPLICATE WEIGHT 27		
		OTHER				1223	52.9
		ZERO				1089	47.1
618	REPL28	NUM	8		REPLICATE WEIGHT 28		
		OTHER				1161	50.2
		ZERO				1151	49.8
619	REPL29	NUM	8		REPLICATE WEIGHT 29		
		OTHER				1121	48.5
		ZERO				1191	51.5
620	REPL30	NUM	8		REPLICATE WEIGHT 30		
		OTHER				1168	50.5
		ZERO				1144	49.5
621	REPL31	NUM	8		REPLICATE WEIGHT 31		
		OTHER				1142	49.4
		ZERO				1170	50.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
622	REPL32	NUM	8		REPLICATE WEIGHT 32		
		OTHER				1143	49.4
		ZERO				1169	50.6
623	REPL33	NUM	8		REPLICATE WEIGHT 33		
		OTHER				1202	52.0
		ZERO				1110	48.0
624	REPL34	NUM	8		REPLICATE WEIGHT 34		
		OTHER				1124	48.6
		ZERO				1188	51.4
625	REPL35	NUM	8		REPLICATE WEIGHT 35		
		OTHER				1128	48.8
		ZERO				1184	51.2
626	REPL36	NUM	8		REPLICATE WEIGHT 36		
		OTHER				1144	49.5
		ZERO				1168	50.5
627	REPL37	NUM	8		REPLICATE WEIGHT 37		
		OTHER				1168	50.5
		ZERO				1144	49.5
628	REPL38	NUM	8		REPLICATE WEIGHT 38		
		OTHER				1159	50.1
		ZERO				1153	49.9
629	REPL39	NUM	8		REPLICATE WEIGHT 39		
		OTHER				1175	50.8
		ZERO				1137	49.2
630	REPL40	NUM	8		REPLICATE WEIGHT 40		
		OTHER				1142	49.4
		ZERO				1170	50.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
631	REPL41	NUM	8		REPLICATE WEIGHT 41		
		OTHER				1099	47.5
		ZERO				1213	52.5
632	REPL42	NUM	8		REPLICATE WEIGHT 42		
		OTHER				1152	49.8
		ZERO				1160	50.2
633	REPL43	NUM	8		REPLICATE WEIGHT 43		
		OTHER				1161	50.2
		ZERO				1151	49.8
634	REPL44	NUM	8		REPLICATE WEIGHT 44		
		OTHER				1234	53.4
		ZERO				1078	46.6
635	REPL45	NUM	8		REPLICATE WEIGHT 45		
		OTHER				1090	47.1
		ZERO				1222	52.9
636	REPL46	NUM	8		REPLICATE WEIGHT 46		
		OTHER				1184	51.2
		ZERO				1128	48.8
637	REPL47	NUM	8		REPLICATE WEIGHT 47		
		OTHER				1124	48.6
		ZERO				1188	51.4
638	REPL48	NUM	8		REPLICATE WEIGHT 48		
		OTHER				1127	48.7
		ZERO				1165	51.3
639	REPL49	NUM	8		REPLICATE WEIGHT 49		
		OTHER				1193	51.6
		ZERO				1119	48.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
640	REPL50	NUM	8		REPLICATE WEIGHT 50		
		OTHER				1251	54.1
		ZERO				1061	45.9
641	REPL51	NUM	8		REPLICATE WEIGHT 51		
		OTHER				1122	48.5
		ZERO				1190	51.5
642	REPL52	NUM	8		REPLICATE WEIGHT 52		
		OTHER				1182	51.1
		ZERO				1130	48.9
643	REPL53	NUM	8		REPLICATE WEIGHT 53		
		OTHER				1176	50.9
		ZERO				1136	49.1
644	REPL54	NUM	8		REPLICATE WEIGHT 54		
		OTHER				1133	49.0
		ZERO				1179	51.0
645	REPL55	NUM	8		REPLICATE WEIGHT 55		
		OTHER				1150	49.7
		ZERO				1162	50.3
646	REPL56	NUM	8		REPLICATE WEIGHT 56		
		OTHER				1198	51.8
		ZERO				1114	48.2
647	REPL57	NUM	8		REPLICATE WEIGHT 57		
		OTHER				1165	50.4
		ZERO				1147	49.6
648	REPL58	NUM	8		REPLICATE WEIGHT 58		
		OTHER				1179	51.0
		ZERO				1133	49.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
649	REPL59	NUM	8		REPLICATE WEIGHT 59		
		OTHER				1131	48.9
		ZERO				1181	51.1
650	REPL60	NUM	8		REPLICATE WEIGHT 60		
		OTHER				1188	51.4
		ZERO				1124	48.6
651	REPL61	NUM	8		REPLICATE WEIGHT 61		
		OTHER				1172	50.7
		ZERO				1140	49.3
652	REPL62	NUM	8		REPLICATE WEIGHT 62		
		OTHER				1193	51.6
		ZERO				1119	48.4
653	REPL63	NUM	8		REPLICATE WEIGHT 63		
		OTHER				1164	50.3
		ZERO				1148	49.7
654	REPL64	NUM	8		REPLICATE WEIGHT 64		
		OTHER				1109	48.0
		ZERO				1203	52.0
655	REPL65	NUM	8		REPLICATE WEIGHT 65		
		OTHER				1118	48.4
		ZERO				1194	51.6
656	REPL66	NUM	8		REPLICATE WEIGHT 66		
		OTHER				1122	48.5
		ZERO				1190	51.5
657	REPL67	NUM	8		REPLICATE WEIGHT 67		
		OTHER				1136	49.1
		ZERO				1176	50.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
658	REPL68	NUM	8		REPLICATE WEIGHT 68		
		OTHER				1163	50.3
		ZERO				1149	49.7
659	YXAD12AR	NUM	2	YXADF	UNAIDED + AIDED RECALL ACTIVE ARMY ADS		
		1			RECALLS AD	2194	94.9
		2			DOESN'T RECALL	118	5.1
660	YXAD12RO	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY ROTC ADS		
		1			RECALLS AD	1084	46.9
		2			DOESN'T RECALL	1228	53.1
661	YXAD12NG	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY NATL. GUARD		
		1			RECALLS AD	1508	65.2
		2			DOESN'T RECALL	804	34.8
662	YXAD12RV	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY RESERVE ADS		
		1			RECALLS AD	1672	72.3
		2			DOESN'T RECALL	640	27.7
663	YXAD12AF	NUM	2	YXADF	UNAIDED + AIDED RECALL AIR FORCE ADS		
		1			RECALLS AD	1992	86.2
		2			DOESN'T RECALL	320	13.8
664	YXAD12NA	NUM	2	YXADF	UNAIDED + AIDED RECALL NAVY ADS		
		1			RECALLS AD	1909	82.6
		2			DOESN'T RECALL	403	17.4
665	YXAD12MC	NUM	2	YXADF	UNAIDED + AIDED RECALL MARINE CORPS ADS		
		1			RECALLS AD	1997	86.4
		2			DOESN'T RECALL	315	13.6
666	YXAD12CG	NUM	2	YXADF	UNAIDED + AIDED RECALL COAST GUARD ADS		
		1			RECALLS AD	1182	51.1
		2			DOESN'T RECALL	1130	48.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
667	YXAD12AL	NUM	2	YXADF	UNAIDED + AIDED RECALL JRAP ADS		
	1				RECALLS AD	1405	60.8
	2				DOESN'T RECALL	907	39.2
668	YXKAEARN	NUM	2	YXKAF	KNOW: EARN MONEY FOR COLLEGE IN ARMY		
	.				Inapplicable	1133	49.0
	1				KNOWS ANSWER	1111	48.1
	2				INCORRECT ANSWER	68	2.9
669	YXKAEDBN	NUM	2	YXKAF	KNOW: AMOUNT OF ARMY EDUCATION BENEFITS		
	.				Inapplicable	1133	49.0
	1				KNOWS ANSWER	295	12.8
	2				INCORRECT ANSWER	884	38.2
670	YXKASAME	NUM	2	YXKAF	KNOW: COMPAR ARMY ED BEN TO OTH BRANCHES		
	.				Inapplicable	1133	49.0
	1				KNOWS ANSWER	179	7.7
	2				INCORRECT ANSWER	1000	43.3
671	YXKAGIAR	NUM	2	YXKAF	KNOW: DOES THE ARMY OFFER THE GI BILL		
	.				Inapplicable	1133	49.0
	1				KNOWS ANSWER	976	42.2
	2				INCORRECT ANSWER	203	8.8
672	YXKAGIAF	NUM	2	YXKAF	KNOW: DOES THE AIR FORCE OFFER GI BILL		
	.				Inapplicable	1133	49.0
	1				KNOWS ANSWER	550	23.8
	2				INCORRECT ANSWER	629	27.2
673	YXKAGINA	NUM	2	YXKAF	KNOW: DOES THE NAVY OFFER THE GI BILL		
	.				Inapplicable	1133	49.0
	1				KNOWS ANSWER	545	23.6
	2				INCORRECT ANSWER	634	27.4
674	YXKAGIMA	NUM	2	YXKAF	KNOW: DOES MARINE CORPS OFFER GI BILL		
	.				Inapplicable	1133	49.0
	1				KNOWS ANSWER	623	26.9
	2				INCORRECT ANSWER	556	24.0

RDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
675	YXKAYRS	NUM	2	YXKAF	KNOW: MINIMUM ARMY ENLISTMENT		
		.		Inapplicable		1133	49.0
		1		KNOWS ANSWER		472	20.4
		2		INCORRECT ANSWER		707	30.6
676	YXKADEP	NUM	2	YXKAF	KNOW: CAN Y JOIN ARMY DEP, ENTER YR LATR		
		.		Inapplicable		1133	49.0
		1		KNOWS ANSWER		988	42.7
		2		INCORRECT ANSWER		191	8.3
677	YXKARGJN	NUM	2	YXKAF	KNOW: CAN HS JRS AGE 17 JOIN RESERVE/NG		
		.		Inapplicable		1133	49.0
		1		KNOWS ANSWER		732	31.7
		2		INCORRECT ANSWER		447	19.3
678	YXKARGHS	NUM	2	YXKAF	KNOW: CAN ONLY HS GRADS JOIN RESERVE/NG		
		.		Inapplicable		1133	49.0
		1		KNOWS ANSWER		904	39.1
		2		INCORRECT ANSWER		275	11.9
679	YXKAWARD	NUM	2	YXKAF	KNOW: WHO SPONSORS SCHOLAR-ATHLETE AWARD		
		.		Inapplicable		1133	49.0
		1		KNOWS ANSWER		338	14.6
		2		INCORRECT ANSWER		841	36.4
680	YXKARGCL	NUM	2	YXKAF	KNOW: EARN COLLEGE MONEY IN RESERVE/NG		
		.		Inapplicable		1133	49.0
		1		KNOWS ANSWER		1007	43.6
		2		INCORRECT ANSWER		172	7.4
681	YXKARGGI	NUM	2	YXKAF	KNOW: MAX GI BILL AMOUNT IN RESERVE/NG		
		.		Inapplicable		1133	49.0
		1		KNOWS ANSWER		105	4.5
		2		INCORRECT ANSWER		1074	46.5
682	YXPRUNAC	NUM	2	YXPRF	UNAIDED INTENTION TO JOIN ACTIVE ARMY		
		1		INTENDS TO JOIN		30	1.3
		2		NO PLAN TO JOIN		2282	98.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
683	YXPRAIAC	NUM	2	YXPRF	AIDED INTENTION TO JOIN ACTIVE ARMY		
	1				INTENDS TO JOIN	278	12.0
	2				NO PLAN TO JOIN	2034	88.0
684	YXPRUNRV	NUM	2	YXPRF	UNAIDED INTENTION TO JOIN ARMY RESERVE		
	1				INTENDS TO JOIN	18	0.8
	2				NO PLAN TO JOIN	2294	99.2
685	YXPRAIRV	NUM	2	YXPRF	AIDED INTENTION TO JOIN ARMY RESERVE		
	1				INTENDS TO JOIN	298	12.9
	2				NO PLAN TO JOIN	2014	87.1
686	YXPRUNNG	NUM	2	YXPRF	UNAIDED INTENT TO JOIN ARMY NATL GUARD		
	1				INTENDS TO JOIN	11	0.5
	2				NO PLAN TO JOIN	2301	99.5
687	YXPRAING	NUM	2	YXPRF	AIDED INTENTION TO JOIN ARMY NATL GUARD		
	1				INTENDS TO JOIN	255	11.0
	2				NO PLAN TO JOIN	2057	89.0
688	YXPRAIRO	NUM	2	YXPRF	AIDED INTENTION TO JOIN ARMY ROTC		
	.				Inapplicable	620	26.8
	1				INTENDS TO JOIN	233	10.1
	2				NO PLAN TO JOIN	1459	63.1
689	YXPRUNGI	NUM	2	YXPRF	UNAIDED GENERAL INTENTION TO JOIN ARMY		
	1				INTENDS TO JOIN	61	2.6
	2				NO PLAN TO JOIN	2251	97.4
690	YXPRAIGI	NUM	2	YXPRF	AIDED GENERAL INTENTION TO JOIN ARMY		
	1				INTENDS TO JOIN	535	23.1
	2				NO PLAN TO JOIN	1777	76.9
691	MARKFLG	NUM	2	MARKFLGF	RECRUITING MARKET FLAG		
	1				IN RCTG MARKET	2010	86.9
	2				NOT IN RCTG MKT	302	13.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
692	PFASFLG	NUM	2	PFASFLGF	PRIMARY FEMALE ANALYTIC SAMPLE FLAG		
		1			PFAS YOUTH	303	13.1
		2			NOT PFAS YOUTH	2009	86.9
693	ADULTTOT	NUM	2		SC5 HOW MANY OLDER THAN 24		
		.Q			Not on quex	297	12.8
		0				375	16.2
		1				379	16.4
		2				1100	47.6
		3				127	5.5
		4				26	1.1
		5				5	0.2
		6				1	0.0
		8				2	0.1
694	EEDENYRJ	NUM	2		EEDENYRJ SC17A IS Y IN 1ST OR 2ND YR OF JR COLLEG		
		.			Inapplicable	1890	81.7
		.D			Don't know	1	0.0
		.Q			Not on quex	297	12.8
		1			1ST YEAR	63	2.7
		2			2ND YEAR	61	2.6
695	YEDENYRJ	NUM	2		EEDENYRJ EE6C IS Y IN 1ST OR 2ND YR OF JR COLLEGE		
		.			Inapplicable	1890	81.7
		.D			Don't know	1	0.0
		.Q			Not on quex	297	12.8
		1			1ST YEAR	61	2.6
		2			2ND YEAR	63	2.7
696	YIWIDE	NUM	2		RANGIMP IA IMP OF OPPORT TO FIND A JOB		
		.D			Don't know	1	0.0
		.Q			Not on quex	297	12.8
		1			NOT AT ALL IMPOR	54	2.3
		2			SCALE POINT 2	24	1.0
		3			SCALE POINT 3	125	5.4
		4			SCALE POINT 4	328	14.2
		5			VERY IMPORTANT	1483	64.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
697	YISERPAR	NUM	2	RANGIMP	IA IMP OF WORKING PART-TIME

.D	Don't know	2	0.1
.Q	Not on quex	297	12.8
1	NOT AT ALL IMPOR	426	18.4
2	SCALE POINT 2	243	10.5
3	SCALE POINT 3	457	19.8
4	SCALE POINT 4	412	17.8
5	VERY IMPORTANT	475	20.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
698	RANDPEYO	NUM	2	RANORDER	WHICH PE REFERENT IS FIRST ON SCREEN

.	Inapplicable	471	20.4
.Q	Not on quex	297	12.8
1	RANDOMIZATION=1	755	32.7
2	RANDOMIZATION=2	789	34.1

When a PE attribute question is asked for two referents, this variable determines which referent is presented first. One referent is always active Army; the other may be USAR, ARNG, USAF, USNA, USMC, all services, job, or college. This variable contains missing data for youth assigned the ROTC PE questions and no active Army PE questions. RANDPEYO was not used in Version 1 of the questionnaire.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
699	RANDPEYA	NUM	2		RANDPEYA PEY1,4,5 RANDOM START: ARMY & ARV/ANG

.	Inapplicable	1495	64.7
.Q	Not on quex	297	12.8
1	START: A) WIDE	32	1.4
2	START: B) PHYS	35	1.5
3	START: C) PROUD	29	1.3
4	START: D) STEP	22	1.0
5	START: E) LEADER	37	1.6
6	START: F) HITECH	33	1.4
7	START: G) CIVCAR	29	1.3
8	START: H) SELCON	31	1.3
9	START: I) POTEN	33	1.4
10	START: J) MENTAL	30	1.3
11	START: K) MATURE	25	1.1
12	START: L) TRAIN	33	1.4
13	START: M) HIQUAL	25	1.1
14	START: N) CASHED	25	1.1
15	START: O) HOME	36	1.6
16	START: P) WEEKEN	35	1.5
17	START: Q) SERPAR	30	1.3

This variable contains the random start point for Perceptions/ Beliefs attributes for youths who received both active Army and either Army Reserve or Army National Guard attribute questions. All values have an equal probability of selection. RANDPEYA was not used in Version 1 of the questionnaire.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
700	RANDPEYB	NUM	2	RAND1PE	PEY1,6 RANDOM START: ARMY & AF/MC/NA/ALL

.	Inapplicable	1327	57.4
.Q	Not on quex	297	12.8
1	START: A) WIDE	54	2.3
2	START: B) PHYS	39	1.7
3	START: C) PROUD	62	2.7
4	START: D) STEP	48	2.1
5	START: E) LEADER	56	2.4
6	START: F) HITECH	49	2.1
7	START: G) CIVCAR	49	2.1
8	START: H) SELCON	45	1.9
9	START: I) POTEN	47	2.0
10	START: J) MENTAL	47	2.0
11	START: K) MATURE	32	1.4
12	START: L) TRAIN	50	2.2
13	START: M) HIQUAL	61	2.6
14	START: N) CASHED	49	2.1

This variable contains the random start point for Perceptions/ Beliefs attributes for youths who received active Army as well as one other service (Air Force, Navy, Marine Corps, or all military services) attribute questions. All values have an equal probability of selection. RANDPEYB was not used in Version 1 of the questionnaire.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
701	RANDPEYC	NUM	2	RAND1PE	PEY1,7 RANDOM START: ARMY & WORK FORCE

.	Inapplicable	1855	80.2
.Q	Not on quex	297	12.8
1	START: A) WIDE	4	0.2
2	START: B) PHYS	12	0.5
3	START: C) PROUD	11	0.5
4	START: D) STEP	8	0.3
5	START: E) LEADER	19	0.8
6	START: F) HITECH	14	0.6
7	START: G) CIVCAR	10	0.4
8	START: H) SELCON	9	0.4
9	START: I) POTEN	12	0.5
10	START: J) MENTAL	10	0.4
11	START: K) MATURE	11	0.5
12	START: L) TRAIN	13	0.6
13	START: M) HIQUAL	11	0.5
14	START: N) CASHED	16	0.7

This variable contains the random start point for Perceptions/ Beliefs attributes for youths who received active Army and civilian job questions. All values have an equal probability of selection. RANDPEYC was not used in Version 1 of the questionnaire.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
702	RANDPEYD	NUM	2	RAND1PE	PEY1,8 RANDOM START: ARMY & COLLEGE

.	Inapplicable	1839	79.5
.Q	Not on quex	297	12.8
1	START: A) WIDE	17	0.7
2	START: B) PHYS	12	0.5
3	START: C) PROUD	8	0.3
4	START: D) STEP	13	0.6
5	START: E) LEADER	19	0.8
6	START: F) HITECH	15	0.6
7	START: G) CIVCAR	12	0.5
8	START: H) SELCON	14	0.6
9	START: I) POTEN	9	0.4
10	START: J) MENTAL	16	0.7
11	START: K) MATURE	16	0.7
12	START: L) TRAIN	8	0.3
13	START: M) HIQUAL	11	0.5
14	START: N) CASHED	6	0.3

This variable contains the random start point for Perceptions/ Beliefs attributes for youths who received active Army and college questions. All values have an equal probability of selection. RANDPEYD was not used in Version 1 of the questionnaire.

703	YVSERPAR	NUM	2	AGREE	PE4: PART-TIME WORK - RESERVE

.	Inapplicable	1715	74.2
.D	Don't know	1	0.0
.Q	Not on quex	297	12.8
1	DISAGREE CMPLTLY	5	0.2
2	DISAGREE SOMEWHT	24	1.0
3	NEITHER	89	3.8
4	AGREE SOMEWHAT	125	5.4
5	AGREE COMPLETELY	56	2.4

704	YGSERPAR	NUM	2	AGREE	PE5: PART-TIME WORK - NATIONAL GUARD

.	Inapplicable	1740	75.3
.D	Don't know	2	0.1
.Q	Not on quex	297	12.8
1	DISAGREE CMPLTLY	9	0.4
2	DISAGREE SOMEWHT	20	0.9
3	NEITHER	94	4.1
4	AGREE SOMEWHAT	104	4.5
5	AGREE COMPLETELY	46	2.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
705	YDSAMEPA	NUM	2	YDSAMEPA DE14 DOES YOUTH LIVE WITH DAD/STEP-DAD			
		.Q		Not on quex	297	12.8	
		.R		Refused	6	0.3	
		1		FATHER	1118	48.4	
		2		STEP-FATHER	129	5.6	
		3		NEITHER	757	32.7	
		4		BOTH	5	0.2	
706	YDSAMEMA	NUM	2	YDSAMEMA DE14A DOES YOUTH LIVE WITH MOM/STEP-MOM			
		.D		Don't know	1	0.0	
		.Q		Not on quex	297	12.8	
		.R		Refused	3	0.1	
		1		MOTHER	1438	62.2	
		2		STEP-MOTHER	38	1.6	
		3		NEITHER	534	23.1	
		4		BOTH	1	0.0	
707	YPARDEC	NUM	2	YPARDEC PL1A INTERVIEW PARENT OR STEP-PARENT			
		.		Inapplicable	2002	86.6	
		.Q		Not on quex	297	12.8	
		.R		Refused	1	0.0	
		1		PARENT	6	0.3	
		2		STEP-PARENT	6	0.3	

```
TURNAROUND TIME (APPROXIMATE)
  Job submitted:          22-MAY-1987 16:19:20.09
  Execution started:      22-MAY-1987 23:00:10.28
  Job completed:          22-MAY-1987 23:30:23.83

 Itemized resource charges for this session so far, follow:

NODE:            SYST6
ACCOUNT:         945265                    START TIME:     22-MAY-1987 23:00:00.05
PROJECT:                                   FINISH TIME:    22-MAY-1987 23:30:25.32
USERNAME:        MDR945213                 BILLING PERIOD:870501
UIC:             [000100,000221]           WEEKDAY:        FRIDAY
BAUD RATE:                                 TERMINAL PORT:

DESCRIPTION OF CHARGE                       QUANTITY                 EXPENDITURE
-------------------------------------------------------------------------------


  ALL CHARGE LEVELS
    ALL BAUD RATES(SECS)                        1825                       0.0000
    CPU TIME  (SECS)                             770                       6.1600
    BUFFERED I/O                                5074                       0.0000
    DIRECT I/O                                 25069                       0.0000
    PAGE FAULTS                                 4653                       0.0000
                                                                          ----------
    TOTAL FOR THIS SESSION                                           $      6.1600
  MDR945213    Job terminated at 22-MAY-1987 23:30:38.95

  Accounting information:
  Buffered I/O count:          5133      Peak working set size:  4779
  Direct I/O count:           25095      Peak page file size:    4835
  Page faults:                 4861      Mounted volumes:           0
  Charged CPU time:      0 00:12:54.51   Elapsed time:      0 00:30:38.91
```

Appendix A. INTRODUCTION TO YUTHVERB FILE

Summary. The YUTHVERB file is a separate data file containing unitized responses to the verbatim questions in the ACOMS questionnaire (KR-15 and KR-17). Based on aided and unaided responses to the Knowledge-Recall section of the ACOMS questionnaire, youth respondents were asked for verbatim impressions relating to Army advertising messages (if they recalled seeing or hearing Army ads), and for impressions of one other service or component that they recalled. These questions are labeled KR-15 for Army and KR-17 for other services (see Question Bank section of this manual).

Subsequent to data collection, the ACOMS data preparation staff reviewed these verbatim responses and unitized them according to the coding scheme described in Table 2. Unitization is the process of separating the respondent's verbatim answers into discrete blocks of text corresponding to a single idea or thought, and assigning codes to those blocks (or units). The result is the YUTHVERB file, which contains all available unitized responses to KR-15 and KR-17 for the youths in the main survey data file "YUTHMAIN." YUTHVERB is distinct from YUTHMAIN both because of the emphasis on verbatim text rather than numeric codes, and because of the intermediate coding activity that was performed on the data.

Relationship of YUTHVERB to Hard Copy Questionnaire

Before using the YUTHVERB data file, it may be useful to review briefly the Knowledge-Recall section of the ACOMS annotated questionnaire. Notice that a respondent is first asked which service or component advertisements he can recall without aid (KR-1). This is followed by testing the respondent's aided recall for those services or components not mentioned in KR-1 (KR-5 through KR-13).

If the youth recalled an Army advertisement either in KR-1 (unaided) or in KR-6 (aided), he is asked KR-15 (the verbatim impressions of Army ad messages). One service or component is then selected randomly from all other military advertising recalled (aided or unaided), and the respondent's impressions are collected in KR-17. Note that, depending on the youth's responses to KR-1 through KR-13, he may be asked either KR-15 or KR-17, or both, or neither.

File Layout of YUTHVERB

A complete listing of variables on the YUTHVERB data file is shown in Table 1. The observations are sorted by CASEID and YUTHNUM, to match the YUTHMAIN file; they are further sorted by UNISCRN, so that the KR-15 unitized responses always precede those for KR-17 for any youth.

Table 1

Contents of the YUTHVERB Data File

NUMBER OF OBSERVATIONS: 5958 NUMBER OF VARIABLES: 8

----LIST OF VARIABLES AND ATTRIBUTES-----

#	VARIABLE	TYPE	LENGTH	LABEL
1	CASEID	CHAR	8	HOUSEHOLD ID NUMBER
2	YUTHNUM	CHAR	2	YOUTH ID NUMBER
3	UNISCRN	CHAR	8	QUESTION NUMBER
4	UNIUNIT	NUM	2	RESPONSE UNIT NUMBER
5	UNISUB	NUM	2	RESPONSE SUBUNIT NUMBER
6	UNICODE	NUM	3	CODING CATEGORY
7	UNITEXT	CHAR	45	VERBATIM TEXT OF RESPONSE
8	SERVICE	NUM	2	SERVICE OR COMPONENT REFERENCED

Multiple Records: UNIUNIT and UNISUB. For each verbatim question, the response may contain up to five unitizations, e.g., the youth may have mentioned up to five distinct impressions in his response. These unitizations are contained in the variable UNIUNIT, which can range from 1 to 5, per screen, per youth; UNIUNIT indicates the number of the unitized response. Because the text field (UNITEXT), which contains the actual unitized response, is limited to 45 characters, and because it is possible for a unitized response to exceed those 45 characters, the variable UNISUB indicates the subrecord number within a single unitized response.

For instance, a youth with three brief responses to KR-15 might have three KR-15 observations--the first with UNIUNIT = 1 and UNISUB = 1, the second with UNIUNIT = 2 and UNISUB = 1, and the third with UNIUNIT = 3 and UNISUB = 1. Another youth with a single unitized response to KR-15, in excess of 45 characters, might have two KR-15 observations--the first with UNIUNIT = 1 and UNISUB = 1, and the second with UNIUNIT = 1 and UNISUB = 2.

Other YUTHVERB variables: UNISCRN, UNICODE, UNITEXT and SERVICE. For each observation, the YUTHVERB data file contains these four variables. UNISCRN refers to the Question Bank screen number, and will be either KR15 or KR17 for all observations.

UNICODE is the code assigned by the ACOMS data prep staff to indicate the nature of the unitized response (see Table 2 for coding scheme). UNITEXT is the actual text of the unitized verbatim response, as recorded by the telephone interviewers. SERVICE indicates which service or component the verbatim question for that observation is referring to; note that, since a 0 in SERVICE refers to Army, all KR-15 observations will have SERVICE = 0, while all KR-17 observations will have a nonzero value in SERVICE.

Table 2

Coding Scheme for UNICODE on YUTHVERB

.	INAPPLICABLE
.R	REFUSED
.D	DK
.N	NOT ASCERTAINED
100	SERVICE
110	SERVE COMMUNITY
120	SERV AMR IN HTWN
130	PT MIL & CIV JOB
140	TIME HONOR TRAD
150	EXPER PROUD OF
161	SERVE COUNTRY
200	CHALLENGE
210	PHYSICAL CHALENG
220	MENTAL CHALLENGE
300	JOB/CAREER DEVLP
310	TRAINING OPPRTUN
320	JOB OPPRTUNS
330	WRK HITECH EQUIP
340	CIV CAREER DEVLP
351	VOCATIONAL TRAIN
400	SELF-DEVELOPMENT
410	DEV LEADER SKILL
420	DEV SELF-CONFID
430	DEV MATURE PERSN
440	DEV POTENTIAL
450	ADVTG OVER COLLG
460	WRK HIQUAL PEOPL
471	DEV DISCIPLINE
481	DEVELOP PRIDE
500	MONEY/BENEFITS
600	EDUC/BENEFITS
700	TRAVEL
800	FRAGMENT IMPRESN
810	EXCITNG WEEKENDS
821	ADVENTURE
822	EXCITEMENT
823	FUN
831	RESPECT
841	OPPORTUNITY
851	LEARNING
861	EXPERIENCE
871	HELPING
881	BETTER FUTURE
900	OTHER
911	DETAILS/DESCR AD
921	SLOGAN RECALL
931	DISBELIEF IN AD
941	IGNORES ADS
951	JOIN/ENLIST
961	POS MISC COMMENT
971	NEG MISC COMMENT

Relationship of YUTHVERB to the YUTHMAIN Data File

Matching Observations. As mentioned above, there may be multiple YUTHVERB observations for each record in YUTHMAIN. Every observation in YUTHVERB will match a youth record in YUTHMAIN, although, because of skip patterns, not every record in YUTHMAIN necessarily has a corresponding set of YUTHVERB observations.

Key Variables on YUTHMAIN: YKRMSGAR and YKRMSGOT. In addition to the analytic Knowledge-Recall variables which determine the verbatim questions a youth will receive, Westat has derived two variables (on YUTHMAIN) to aid analysis. YKRMSGAR indicates the status of the youth's response to KR-15: 1 = received KR15 and has one or more YUTHVERB observations, 2 = answers to KR-1 through KR-13 cause KR-15 to be skipped, .R = received KR-15 but refused to answer, and .D = answered "Don't Know" to KR-15. YKRMSGOT contains the status of the youth's response to KR-17, using the same format. Note that refusals and don't-knows to KR-15 and KR-17 were not unitized, because of the lack of text. Frequencies for YKRMSGAR and YKRMSGOT are shown in Table 3.

Table 3

Frequencies for YKRMSGAR and YKRMSGOT on YUTHMAIN

STATUS OF KR VERBATIM RESPONSE: ARMY

YKRMSGAR	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.D	104	4.5	104	4.5
.R	2	0.1	106	4.6
VALID ANSWER	2088	90.3	2194	94.9
Q NOT ASKED	118	5.1	2312	100.0

STATUS OF KR VERBATIM RESPONSE: NON-ARMY

YKRMSGOT	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.D	241	10.4	241	10.4
.R	2	0.1	243	10.5
VALID ANSWER	2040	88.2	2283	98.7
Q NOT ASKED	29	1.3	2312	100.0

Features of the YUTHVERB Data File

YUTHVERB consists of 5958 total observations, representing 2209 of the 2312 youths in YUTHMAIN. As Table 3 shows, there are 2088 sets of observations for KR-15 and 2040 sets for KR-17. Tables 4 and 5 show the breakdown of SERVICE for KR-15 and KR-17, respectively; Tables 6 and 7 show the respective breakdown of UNICODE.

Table 4

Format for SERVICE on YUTHVERB

0	OK
1	AIR FORCE
2	ROTC
3	ARMY NATL GUARD
4	ARMY RESERVE
5	COAST GUARD
6	MARINES
7	NAVY
8	ALL SERVICES

Table 5

Frequencies for SERVICE

ARMY	3227	54.2	3227	54.2
AIR FORCE	351	5.9	3578	60.1
ROTC	268	4.5	3846	64.6
ARMY NATL GUARD	306	5.1	4152	69.7
ARMY RESERVE	293	4.9	4445	74.6
COAST GUARD	185	3.1	4630	77.7
MARINES	550	9.2	5180	86.9
NAVY	314	5.3	5494	92.2
ALL SERVICES	464	7.8	5958	100.0

Table 6

One-way Frequencies for UNICODE for KR15 Youths

CODING CATEGORY				
UNICODE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
100	28	1.3	28	1.3
130	5	0.2	33	1.6
161	116	5.6	149	7.1
200	55	2.6	204	9.8
210	5	0.2	209	10.0
300	220	10.5	429	20.5
310	5	0.2	434	20.8
320	1	0.0	435	20.8
330	2	0.1	437	20.9
340	3	0.1	440	21.1
400	104	5.0	544	26.1
410	9	0.4	553	26.5
420	3	0.1	556	26.6
430	14	0.7	570	27.3
440	152	7.3	722	34.6
450	11	0.5	733	35.1
471	1	0.0	734	35.2
481	2	0.1	736	35.2
500	62	3.0	798	38.2
600	286	13.7	1084	51.9
700	20	1.0	1104	52.9
810	2	0.1	1106	53.0
821	49	2.3	1155	55.3
822	26	1.2	1181	56.6
823	32	1.5	1213	58.1
831	2	0.1	1215	58.2
841	55	2.6	1270	60.8
851	18	0.9	1288	61.7
861	42	2.0	1330	63.7
871	15	0.7	1345	64.4
881	32	1.5	1377	65.9
900	160	7.7	1537	73.6
911	1	0.0	1538	73.7
921	56	2.7	1594	76.3
931	5	0.2	1599	76.6
941	13	0.6	1612	77.2
951	124	5.9	1736	83.1
961	77	3.7	1813	86.8
971	11	0.5	1824	87.4
981	264	12.6	2088	100.0

Table 7

One-Way Frequencies for UNICODE for KR17 Youths

CODING CATEGORY				
UNICODE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
100	21	1.0	21	1.0
110	5	0.2	26	1.3
120	2	0.1	28	1.4
130	66	3.2	94	4.6
161	92	4.5	186	9.1
200	36	1.8	222	10.9
210	2	0.1	224	11.0
220	2	0.1	226	11.1
300	137	6.7	363	17.8
310	2	0.1	365	17.9
320	2	0.1	367	18.0
330	3	0.1	370	18.1
340	1	0.0	371	18.2
351	1	0.0	372	18.2
400	73	3.6	445	21.8
410	13	0.6	458	22.5
420	3	0.1	461	22.6
430	11	0.5	472	23.1
440	24	1.2	496	24.3
450	11	0.5	507	24.9
471	2	0.1	509	25.0
481	4	0.2	513	25.1
500	35	1.7	548	26.9
600	168	8.2	716	35.1
700	59	2.9	775	38.0
810	9	0.4	784	38.4
821	41	2.0	825	40.4
822	35	1.7	860	42.2
823	23	1.1	883	43.3
831	1	0.0	884	43.3
841	35	1.7	919	45.0
851	22	1.1	941	46.1
861	33	1.6	974	47.7
871	9	0.4	983	48.2
881	16	0.8	999	49.0
900	263	12.9	1262	61.9
921	48	2.4	1310	64.2
931	3	0.1	1313	64.4
941	24	1.2	1337	65.5
951	87	4.3	1424	69.8
961	54	2.6	1478	72.5
971	6	0.3	1484	72.7
981	556	27.3	2040	100.0

ACOMS VARIABLE LIST
BY VARIABLE

Q87-2 (Jan, Feb, Mar)
Destroy When Replaced by Q87-3)

ACOMS YUTHMAIN VARIABLE LIST FOR OCT 86 TO JUN 87
Current as of Q87-2 (Jan, Feb, Mar) - destroy when replaced for Q87-3

VARIABLE	ORDER	TYPE	LEN	FORMAT	LABEL
[redacted]DI	61	CHAR	3	$ADIF	AREA OF DOMINANT INFLUENCE (1985)
[redacted]DULTTOT	693	NUM	2		SC5 HOW MANY OLDER THAN 24
AREA	62	CHAR	3	$CHAR	HH PHONE NUMBER AREA CODE
[redacted]TTPLACE	63	CHAR	10	$CHAR	HH PLACE NAME, AT&T TAPE
[redacted]ABYFLG	89	NUM	2	BABYFLG	IS THERE A 13-15 YEAR OLD IN HH
BE4CHK	192	NUM	2	CCHECK	CONST. CHECK: BE2, BE4
[redacted]RIGADE	56	NUM	2	RCTGBDE	USAREC RECRUITING BRIGADE
[redacted]RIGBATT	57	CHAR	2	$BRGBT	HH BRIGADE/BATTALION RSID CODE
CASEID	1	CHAR	8	$CHAR	HOUSEHOLD ID NUMBER
CLUSID	24	NUM	3		3 DIGIT CLUSTER IDENTIFIER
[redacted]NTYFIPS	65	CHAR	3	$CHAR	HH COUNTY FIPS CODE
[redacted]13TO24	100	NUM	2	AGERANG	SC10A AGE CATEGORY (IF AGE MISSING)
EAGE	99	NUM	3		SC10 AGE OF YOUTH (IF DOB MISSING)
[redacted]CALCAGE	14	NUM	3		SC9 CALCULATED AGE FROM DATE OF BIRTH
[redacted]DOBDD	96	NUM	2		SC9 YOUTH DATE OF BIRTH, DAY
EDOBMM	97	NUM	2	DOBMNTH	SC9 YOUTH DATE OF BIRTH, MONTH
EDOBYY	98	NUM	2		SC9 YOUTH DATE OF BIRTH, YEAR
[redacted]E19CHK	136	NUM	2	CCHECK	EE19 CONST. CHECK: CUR EMP VS. NO JOB
EE1CHK	124	NUM	2	CCHECK	EE1 CONST. CHECK: EE1 VS. AGE
EE3CHK	126	NUM	2	CCHECK	EE3 CONST. CHECK: EE1 VS. EE3
[redacted]E5CHK	590	NUM	2	CCHECK	CONST CHECK: LAST DATE IN SCHOOL VS. NOW
[redacted]EDCOMP	107	NUM	2	EEDCOMP	SC13 HIGHEST LEVEL OF EDUC COMPLETED
EEDCOVER	111	NUM	2	YESNO	SC13B VERIFIES SCHOOLING COMPLETED
[redacted]EDENCUR	106	NUM	2	YESNO	SC14 IS YOUTH CURRENTLY IN SCHOOL
[redacted]EDENTYP	108	NUM	2	EDENTYP	SC15 TYPE SCHOOL Y CURRENTLY ENROLLED
EEDENYRC	110	NUM	2	EDENYRC	SC17 YOUTH IN 1, 2, 3, 4, 5 YR COLLEGE
EEDENYRH	109	NUM	2	EDENYRH	SC16 Y CURRENTLY IN 9, 10, 11, 12 GRADE
[redacted]EDENYRJ	694	NUM	2	EEDENYRJ	SC17A IS Y IN 1ST OR 2ND YR OF JR COLLEG
[redacted]FNAM	94	CHAR	25	$CHAR	SC8 YOUTH'S FIRST NAME (STATUS)
EHISP	18	NUM	2	YESNO	SC20 IS YOUTH HISPANIC
[redacted]HSDIPL	105	NUM	2	YHSDIPL	SC13A TYPE OF HIGH SCHOOL DIPLOMA
[redacted]LIGTYPM	10	NUM	2	ELIGTYP	YOUTH'S SAMPLE CELL, BASED ON MAIN INT
ELIGTYPS	9	NUM	2	ELIGTYP	YOUTH'S SAMPLE CELL, BASED ON SCREENER
[redacted]LIVADDR	112	NUM	2	YESNO	SC18 DOES YOUTH LIVE AT THIS ADDRESS
[redacted]LIVDORM	113	NUM	2	YESNO	SC18A DOES Y LIVE IN STUDENT HOUSING
ELNAM	95	CHAR	25	$CHAR	SC21 YOUTH'S LAST NAME (STATUS)
EMILACT	102	NUM	2	YESNO	SC11 YOUTH EVER IN ACTIVE MIL/NG/RESERV
[redacted]MILSERV	104	NUM	2	YESNO	SC11A IS YOUTH PRESENTLY IN MILITARY
[redacted]MILWAIT	103	NUM	2	YESNO	SC12 YOUTH WAITING TO GO ON ACTIVE DUTY
ENUMTOT	80	NUM	2		TOTAL YOUTH AGED 13-24 FINAL
[redacted]RACE	17	NUM	2	RACE	SC19 YOUTH'S RACE
[redacted]RSPAGE	93	NUM	2	YESNO	SC7B IS RESPONDENT 13 TO 24
ESEX	101	NUM	2	SEX	SEX OF ENUMERATED YOUTH
[redacted]AGE	15	NUM	2	FAGEFMT	AGE CATEGORIES FOR POST-STRATIFICATION
[redacted]ELIGTOT	82	NUM	2		# FEMALES ELIGIBLE FOR MAIN INTERVIEW
[redacted]EMSAMP	25	NUM	2	YESNO	ENUMERATE/INTERVIEW FEMALES IN THIS HH
FEMTOT	77	NUM	2		SC7A HOW MANY FEMALES AGED 13 TO 24
[redacted]FEMTOT	79	NUM	2		TOTAL FEMALES AGED 13-24 FINAL
[redacted]MALETOT	78	NUM	2		TOTAL MALES AGED 13-24 FINAL
FRAME	22	NUM	2	FRAMFMT	SAMPLE FRAME FROM WHICH HH SELECTED
[redacted]ULLWGHT	29	NUM	8		FINAL ADJUSTED WEIGHT
[redacted]OODCNTY	66	NUM	2	GDCNTY	DETERMINES IF COUNTY IS WITHIN THE STATE
GOODZIP	68	NUM	2	GOODZIP	DETERMINES IF ZIP IS WITHIN THE STATE
HHSTATE	59	CHAR	2	$STATE	HH STATE POSTAL CODE

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VARIABLE	ORDER	TYPE	LEN	FORMAT	LABEL
MPAGE	16	NUM	2		IMPUTED AGE
IMPRACE	21	NUM	2	PSRACE	IMPUTED RACE/ETHNICITY
INDONN	23	NUM	2	INDONNF	CLUSTER CONTAINED IN DONNELLEY FRAME
NITWGHT	28	NUM	8		INITIAL WEIGHT
ONGSAMP	27	NUM	2	YESNO	IS HH IN LONGITUDINAL SAMPLE
MALEFEM	75	NUM	2	SEX	SC6 IS THIS PERSON MALE OR FEMALE
MALETOT	76	NUM	2		SC7 HOW MANY MALES AGED 13 TO 24
ARKFLG	691	NUM	2	MARKFLGF	RECRUITING MARKET FLAG
MELIGTOT	81	NUM	2		# MALES ELIGIBLE FOR MAIN INTERVIEW
MHY29CHK	334	NUM	2	CCHECK	CONST CHECK: MH28 & MH29 HOURS
HY2CHK1	293	NUM	2	CCHECK	CONST CHECK: MH1 = 1 & MH2 = 0 HOURS
MHY2CHK2	294	NUM	2	CCHECK	CONST CHECK: MH2 > 168 HOURS
MHYCHK	350	NUM	2	CCHECK	CONST CHECK: TOTAL HOURS IN MHY > 168
VERSION	7	NUM	2		MAIN INTERVIEW VERSION NUMBER
Y17CHK1	317	NUM	2	CCHECK	CONST CHECK: MH16 = 1 & MH17 = 0 HOURS
MY17CHK2	318	NUM	2	CCHECK	CONST CHECK: MH17 > 168 HOURS
ANELPEY	13	NUM	2	PEPANEL	YOUTH SAMPLE SUBGROUP FOR ANALYSIS
FASFLG	692	NUM	2	PFASFLGF	PRIMARY FEMALE ANALYTIC SAMPLE FLAG
PFS1TOT	86	NUM	2		NO. YOUTHS IN PRIMARY FEM. SAMPLE, 16-20
PFS2TOT	87	NUM	2		NO. YOUTHS IN PRIMARY FEM. SAMPLE, 21-24
HONCITY	69	CHAR	20	$CHAR	SC4E CITY WHERE PHONE IS LOCATED
HONCNTY	64	CHAR	25	$CHAR	SC4B IN WHAT COUNTY IS PHONE LOCATED
PHONEOTH	90	NUM	2	YESNO	SC35 ARE THERE ADDITIONAL PHONE NUMBERS
HONLOC	72	NUM	2	PHONLOC	SC3 PHONE LOCATED IN HOME OR BUSINESS
HONUSE	71	NUM	2	PHONUSE	SC2 IS PHONE USED FOR HOME OR BUSINESS
PHONVER	70	NUM	2	PHONVER	SC1 IS DIALED PHONE NUMBER CORRECT
PHONZIP	67	CHAR	5	$CHAR	SC4C ZIP CODE WHERE PHONE IS LOCATED
MASFLG	11	NUM	2	PMASFLGF	PRIMARY MALE ANALYTIC SAMPLE FLAG
PMS1TOT	83	NUM	2		NO. YOUTHS IN PRIMARY MALE SAMPLE, 16-20
PMS2TOT	84	NUM	2		NO. YOUTHS IN PRIMARY MALE SAMPLE, 21-24
SEXSAMP	26	NUM	2	PSEXSMP	WHICH PARENT TO INTERVIEW FROM THIS HH
ACE1	20	NUM	2	PSRACE	RACE/ETHNICITY FOR POST-STRATIFICATION
RAND1000	413	NUM	4		PE WEIGHTED SELECTION OF PANEL 3 SERVICE
ANDIAY	271	NUM	2	RANDIAY	IAY RANDOM NUMBER
ANDIP1	147	NUM	2	RAND1IP	IP4 RANDOM START FOR CATEGORIES
RANDIP2	150	NUM	2	RAND1IP	IP6 RANDOM START FOR CATEGORIES
RANDIP3	160	NUM	2	RAND3IP	IP8_11A RANDOM START FOR MILITARY PLANS
ANDIP4	161	NUM	2	RAND4IP	IP8_10 RANDOM START FOR MILITARY PLANS
ANDKAY	558	NUM	2	RANDKAY	KA4 RANDOMIZE FIRST BRANCH FOR GI BILL
RANDKRY	396	NUM	2	RANDKR	KR17 RANDOM SELECTION OF SERV/COMPONENT
ANDKRY2	376	NUM	2	KNOW	KR5-KR13 RANDOM START AIDED AD RECALL
ANDKS	401	NUM	2	RANDKS	KS1 RANDOM START FOR SLOGANS
RANDPE3	412	NUM	2	RAND3PE	PE RANDOM SELECTION OF PANEL 2 SUBGROUP
ANDPE8	410	NUM	2	RAND8PE	PE RANDOM SELECTION FROM 8 SERVICES
ANDPE9	411	NUM	2	RAND9PE	PE RANDOM SELECTION FROM 9 SERVICES
RANDPEY1	414	NUM	2	RAND1PE	PEY1 RANDOM START FOR ARMY
RANDPEY4	415	NUM	2	RAND4PE	PEY4 RANDOM START FOR ARMY RESERVE
ANDPEY5	416	NUM	2	RAND4PE	PEY5 RANDOM START FOR NATIONAL GUARD
ANDPEY6	417	NUM	2	RAND1PE	PEY6 RANDOM START FOR AF/MC/NA/ALL
RANDPEY7	418	NUM	2	RAND7PE	PEY7 RANDOM START FOR CIVILIAN JOB
ANDPEY8	419	NUM	2	PE8RAND	PEY8 RANDOM START FOR COLLEGE
ANDPEYA	699	NUM	2	RANDPEYA	PEY1,4,5 RANDOM START: ARMY & ARV/ANG
RANDPEYB	700	NUM	2	RAND1PE	PEY1,6 RANDOM START: ARMY & AF/MC/NA/ALL
RANDPEYC	701	NUM	2	RAND1PE	PEY1,7 RANDOM START: ARMY & WORK FORCE

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RANDPEYD	702	NUM	2	RAND1PE	PEY1,8 RANDOM START: ARMY & COLLEGE
RANDPEYO	698	NUM	2	RANORDER	WHICH PE REFERENT IS FIRST ON SCREEN
RANDROY	114	NUM	2	RANDRO	MODULE ROTATION FOR KS, MH & KA
REPL1	591	NUM	8		REPLICATE WEIGHT 1
REPL10	600	NUM	8		REPLICATE WEIGHT 10
REPL11	601	NUM	8		REPLICATE WEIGHT 11
REPL12	602	NUM	8		REPLICATE WEIGHT 12
REPL13	603	NUM	8		REPLICATE WEIGHT 13
REPL14	604	NUM	8		REPLICATE WEIGHT 14
REPL15	605	NUM	8		REPLICATE WEIGHT 15
REPL16	606	NUM	8		REPLICATE WEIGHT 16
REPL17	607	NUM	8		REPLICATE WEIGHT 17
REPL18	608	NUM	8		REPLICATE WEIGHT 18
REPL19	609	NUM	8		REPLICATE WEIGHT 19
REPL2	592	NUM	8		REPLICATE WEIGHT 2
REPL20	610	NUM	8		REPLICATE WEIGHT 20
REPL21	611	NUM	8		REPLICATE WEIGHT 21
REPL22	612	NUM	8		REPLICATE WEIGHT 22
REPL23	613	NUM	8		REPLICATE WEIGHT 23
REPL24	614	NUM	8		REPLICATE WEIGHT 24
REPL25	615	NUM	8		REPLICATE WEIGHT 25
REPL26	616	NUM	8		REPLICATE WEIGHT 26
REPL27	617	NUM	8		REPLICATE WEIGHT 27
REPL28	618	NUM	8		REPLICATE WEIGHT 28
REPL29	619	NUM	8		REPLICATE WEIGHT 29
REPL3	593	NUM	8		REPLICATE WEIGHT 3
REPL30	620	NUM	8		REPLICATE WEIGHT 30
REPL31	621	NUM	8		REPLICATE WEIGHT 31
REPL32	622	NUM	8		REPLICATE WEIGHT 32
REPL33	623	NUM	8		REPLICATE WEIGHT 33
REPL34	624	NUM	8		REPLICATE WEIGHT 34
REPL35	625	NUM	8		REPLICATE WEIGHT 35
REPL36	626	NUM	8		REPLICATE WEIGHT 36
REPL37	627	NUM	8		REPLICATE WEIGHT 37
REPL38	628	NUM	8		REPLICATE WEIGHT 38
REPL39	629	NUM	8		REPLICATE WEIGHT 39
REPL4	594	NUM	8		REPLICATE WEIGHT 4
REPL40	630	NUM	8		REPLICATE WEIGHT 40
REPL41	631	NUM	8		REPLICATE WEIGHT 41
REPL42	632	NUM	8		REPLICATE WEIGHT 42
REPL43	633	NUM	8		REPLICATE WEIGHT 43
REPL44	634	NUM	8		REPLICATE WEIGHT 44
REPL45	635	NUM	8		REPLICATE WEIGHT 45
REPL46	636	NUM	8		REPLICATE WEIGHT 46
REPL47	637	NUM	8		REPLICATE WEIGHT 47
REPL48	638	NUM	8		REPLICATE WEIGHT 48
REPL49	639	NUM	8		REPLICATE WEIGHT 49
REPL5	595	NUM	8		REPLICATE WEIGHT 5
REPL50	640	NUM	8		REPLICATE WEIGHT 50
REPL51	641	NUM	8		REPLICATE WEIGHT 51
REPL52	642	NUM	8		REPLICATE WEIGHT 52
REPL53	643	NUM	8		REPLICATE WEIGHT 53
REPL54	644	NUM	8		REPLICATE WEIGHT 54
REPL55	645	NUM	8		REPLICATE WEIGHT 55

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EPL56	646	NUM	8		REPLICATE WEIGHT 56
REPL57	647	NUM	8		REPLICATE WEIGHT 57
REPL58	648	NUM	8		REPLICATE WEIGHT 58
EPL59	649	NUM	8		REPLICATE WEIGHT 59
EPL6	596	NUM	8		REPLICATE WEIGHT 6
REPL60	650	NUM	8		REPLICATE WEIGHT 60
EPL61	651	NUM	8		REPLICATE WEIGHT 61
EPL62	652	NUM	8		REPLICATE WEIGHT 62
REPL63	653	NUM	8		REPLICATE WEIGHT 63
REPL64	654	NUM	8		REPLICATE WEIGHT 64
EPL65	655	NUM	8		REPLICATE WEIGHT 65
EPL66	656	NUM	8		REPLICATE WEIGHT 66
REPL67	657	NUM	8		REPLICATE WEIGHT 67
EPL68	658	NUM	8		REPLICATE WEIGHT 68
EPL7	597	NUM	8		REPLICATE WEIGHT 7
REPL8	598	NUM	8		REPLICATE WEIGHT 8
REPL9	599	NUM	8		REPLICATE WEIGHT 9
ESPINHH	73	NUM	2	YESNO	SC40 IS RESPONDENT A HH MEMBER
ROTCREG	58	CHAR	2	$ROTCFMT	ROTC REGION/BRIGADE
SCRNDATE	4	CHAR	6	$CHAR	DATE OF SCREENER
ELYYMM	3	NUM	4	YYMMNUM	YEAR AND MONTH HH SELECTED INTO SAMPLE
FSTOT	88	NUM	2		NO. YOUTHS IN SECONDARY FEMALE SAMPLE
SMSTOT	85	NUM	2		NO. YOUTHS IN SECONDARY MALE SAMPLE
STFIPS	60	NUM	2	STFIP	HH STATE FIPS CODE
VERSION	6	NUM	2		SCREENER VERSION NUMBER
TARGYUTH	8	CHAR	2	$CHAR	YUTHNUM TARGET Y FOR PARENTAL INTERVIEW
WFACKA	45	NUM	8		WEIGHT FACTOR FOR KA MODULE
FACKS	43	NUM	8		WEIGHT FACTOR FOR KS MODULE
WFACMH	44	NUM	8		WEIGHT FACTOR FOR MH MODULE
WFACPEA	46	NUM	8		WEIGHT FACTOR FOR PE (ACTIVE)
FACPEC	54	NUM	8		WEIGHT FACTOR FOR PE (COLLEGE)
FACPEF	49	NUM	8		WEIGHT FACTOR FOR PE (AIR FORCE)
WFACPEG	48	NUM	8		WEIGHT FACTOR FOR PE (NATIONAL GUARD)
WFACPEM	50	NUM	8		WEIGHT FACTOR FOR PE (MARINE CORPS)
FACPEN	51	NUM	8		WEIGHT FACTOR FOR PE (NAVY)
WFACPER	55	NUM	8		WEIGHT FACTOR FOR PE (ROTC/OFFICER)
WFACPES	52	NUM	8		WEIGHT FACTOR FOR PE (MILITARY)
FACPEV	47	NUM	8		WEIGHT FACTOR FOR PE (RESERVE)
WFACPEW	53	NUM	8		WEIGHT FACTOR FOR PE (CIVILIAN JOB)
WGHTKA	32	NUM	8		WEIGHT FOR KA MODULE
GHTKS	30	NUM	8		WEIGHT FOR KS MODULE
GHTMH	31	NUM	8		WEIGHT FOR MH MODULE
WGHTPEA	33	NUM	8		WEIGHT FOR PE (ACTIVE)
WGHTPEC	41	NUM	8		WEIGHT FOR PE (COLLEGE)
GHTPEF	36	NUM	8		WEIGHT FOR PE (AIR FORCE)
WGHTPEG	35	NUM	8		WEIGHT FOR PE (NATIONAL GUARD)
WGHTPEM	37	NUM	8		WEIGHT FOR PE (MARINE CORPS)
GHTPEN	38	NUM	8		WEIGHT FOR PE (NAVY)
GHTPER	42	NUM	8		WEIGHT FOR PE (ROTC/OFFICER)
WGHTPES	39	NUM	8		WEIGHT FOR PE (MILITARY)
WGHTPEV	34	NUM	8		WEIGHT FOR PE (RESERVE)
GHTPEW	40	NUM	8		WEIGHT FOR PE (CIVILIAN JOB)
XPHONLOC	92	NUM	2	PHONLOC	SC36A OTHER PHONE IN HOME OR BUSINESS
XPHONUSE	91	NUM	2	PHONUSE	SC36 OTHER PHONE FOR HOME OR BUSINESS

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YACASHED	433	NUM	2	AGREE	PE1 GET MONEY FOR EDUCATION: ARMY
YACIVCAR	426	NUM	2	AGREE	PE1 CIVILIAN CAREER DEVELOP: ARMY
YADARBIL	390	NUM	2	YESNO	KR14 RECALLS ARMY AD ON BILLBOARDS
YADARMAG	388	NUM	2	YESNO	KR14 RECALLS ARMY AD IN MAGAZINES
YADARMAL	391	NUM	2	YESNO	KR14 RECALLS ARMY AD IN MAIL
YADAROTH	395	NUM	2	YADOTH	KR14 RECALLS ARMY AD SOMEWHERE ELSE
YADARPAM	393	NUM	2	YESNO	KR14 RECALLS ARMY AD IN PAMPHLETS
YADARPAP	389	NUM	2	YESNO	KR14 RECALLS ARMY AD IN NEWSPAPERS
YADARPOS	392	NUM	2	YESNO	KR14 RECALLS ARMY AD ON POSTERS
YADARRAD	387	NUM	2	YESNO	KR14 RECALLS ARMY AD ON RADIO
YADARTV	386	NUM	2	YESNO	KR14 RECALLS ARMY AD ON TV
YADARYEL	394	NUM	2	YESNO	KR14 RECALLS ARMY AD IN YELLOW PAGES
YAHIQUAL	432	NUM	2	AGREE	PE1 HIGHLY TRAINED COWORKERS: ARMY
YAHITECH	425	NUM	2	AGREE	PE1 USE HIGH-TECH EQUIPMENT: ARMY
YAIDAF	377	NUM	2	YESNO	KR5 AIDED AD RECALL FOR AIR FORCE
YAIDALL	385	NUM	2	YESNO	KR13 AIDED AD RECALL FOR ALL SERVICES
YAIDANG	380	NUM	2	YESNO	KR8 AIDED AD RECALL FOR ARMY NAT GUARD
YAIDAR	378	NUM	2	YESNO	KR6 AIDED AD RECALL FOR ARMY
YAIDARO	379	NUM	2	YESNO	KR7 AIDED AD RECALL FOR ARMY ROTC
YAIDARV	381	NUM	2	YESNO	KR9 AIDED AD RECALL FOR ARMY RESERVE
YAIDCG	382	NUM	2	YESNO	KR10 AIDED AD RECALL FOR COAST GUARD
YAIDMC	383	NUM	2	YESNO	KR11 AIDED AD RECALL FOR MARINE CORPS
YAIDNA	384	NUM	2	YESNO	KR12 AIDED AD RECALL FOR NAVY
YALEADER	424	NUM	2	AGREE	PE1 DEVELOP LEADERSHIP SKILLS: ARMY
YAMATURE	430	NUM	2	AGREE	PE1 MATURE AND RESPONSIBLE: ARMY
YAMENTAL	429	NUM	2	AGREE	PE1 MENTALLY CHALLENGING: ARMY
YAPHYS	421	NUM	2	AGREE	PE1 PHYSICALLY CHALLENGING: ARMY
YAPOTEN	428	NUM	2	AGREE	PE1 DEVELOP YOUR POTENTIAL: ARMY
YAPROUD	422	NUM	2	AGREE	PE1 EXPERIENCE TO BE PROUD OF: ARMY
YARMBOSS	250	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: EMPLOYER
YARMCOUN	246	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: SCH COUNSELOR
YARMCOW	248	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: CO-WORKERS
YARMDAD	241	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FATHER
YARMFARM	243	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FREN ARMY EXP
YARMFMIL	244	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FREN OTH MIL
YARMFNO	245	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FREN NO MIL
YARMMOM	242	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: MOTHER
YARMSTUD	249	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FELLOW STUDNT
YARMTEAC	247	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: TEACHERS
YASELCON	427	NUM	2	AGREE	PE1 DEVELOP SELF-CONFIDENCE: ARMY
YASTEP	423	NUM	2	AGREE	PE1 STEPPING STONE TO COLLEGE: ARMY
YATADBEL	400	NUM	2	PRATEAD	AT2 HOW MUCH YOUTH BELIEVES ARMY ADS
YATADLIK	399	NUM	2	YRATEAD	AT1 HOW MUCH YOUTH LIKED ARMY ADS
YATRAIN	431	NUM	2	AGREE	PE1 TRAINING IN USEFUL SKILLS: ARMY
YATSFLG	12	NUM	2	YATSFLGF	86 YATS II SAMPLE FLAG
YAWIDE	420	NUM	2	AGREE	PE1 WIDE VARIETY OF JOBS: ARMY
YBABOSS	188	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH EMPLOYER
YBACONT	200	NUM	2	YBACONT	BE8A HOW FIRST CONTACT W/ ARMY RECRUITER
YBACOUN	185	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH SCH COUNSLR
YBACOW	187	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH CO-WORKER
YBADAD	180	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH FATHER
YBAEVREC	176	NUM	2	YESNO	BE1A Y EVER TALK WITH MILITARY RECRUITER
YBAFRAR	194	NUM	2	YESNO	BE6 WAS FRIEND Y TALKED WITH IN ARMY
YBAFREMP	191	NUM	2	YESNO	BE4 WAS FRIEND Y TALKED WITH AT WORK

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YBAFREN	178	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH FRIENDS
YBAFRMIL	193	NUM	2	YESNO	BE5 WAS FRIEND Y TALKED WITH IN SERVICE
YBAFRSCH	190	NUM	2	YESNO	BE3 WAS FRIEND Y TALKED WITH FROM SCHOOL
YBAGIFT	202	NUM	2	YESNO	BE10 Y RESPOND TO ARMY AD IN PAST 6 MO
YBAMOM	179	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH MOTHER
YBAOTH	189	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH OTHERS
YBAREC	186	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH RECRUITER
YBAREL	182	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH OTH RELATIVE
YBASIB	181	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH BROTHER/SISTER
YBASPOU	183	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH SPOUSE
YBATALK	177	NUM	2	YESNO	BE1 Y TALK ABOUT JOINING ARMY PAST 6 MO
YBATALK1	201	NUM	2	YBATALK	BE8B HOW FIRST TALK W/ ARMY RECRUITER
YBATEAC	184	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH TEACHER
YBATEST	204	NUM	2	YESNO	BE12 Y TAKE TEST FOR ARMY IN PAST 6 MO
YBAVISIT	203	NUM	2	YESNO	BE11 Y VISIT ARMY RECR STATN PAST 6 MO
YBCACF	219	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT ACF
YBCAPPL	224	NUM	2	YESNO	BE24 Y SUBMIT COLLEGE APPL IN PAST 6 MO
YBCBOSS	217	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH EMPLOYER
YBCCOUN	214	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH SCH COUNSLR
YBCCOW	216	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH CO-WORKER
YBCDAD	209	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH FATHER
YBCFREN	207	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH FRIENDS
YBCGI	220	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT GI BILL
YBCMOM	208	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH MOTHER
YBCOTH	218	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH OTHERS
YBCREC	215	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH A RECRUITER
YBCREL	211	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH OTH RELATIVE
YBCROTC	221	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT ROTC SCH
YBCSIB	210	NUM	2	BEYN	BE18 Y DISCUSS COLLEGE WITH BROTHER/SIS
YBCSPOU	212	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH SPOUSE
YBCTALK	206	NUM	2	YESNO	BE17 Y TALK ABOUT COLLEGE IN PAST 6 MO
YBCTEAC	213	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH A TEACHER
YBCTEST	223	NUM	2	YESNO	BE21 Y TAKE COLLEGE ADM TEST PAST 6 MO
YBCTHOT	205	NUM	2	YESNO	BE16 Y THINK ABOUT COLLEGE IN PAST 6 MO
YBCVEAP	222	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT VEAP
YBMREC	195	NUM	2	YESNO	BE7 Y TALK TO RECRUITER PAST 6 MONTHS
YBMRECAF	197	NUM	2	YESNO	BE8 Y TALKED TO AN AIR FORCE RECRUITER
YBMRECAR	196	NUM	2	YESNO	BE8 Y TALKED TO AN ARMY RECRUITER
YBMRECMC	199	NUM	2	YESNO	BE8 Y TALKED TO A MARINE RECRUITER
YBMRECNA	198	NUM	2	YESNO	BE8 Y TALKED TO A NAVY RECRUITER
YBWAPPL	240	NUM	2	YESNO	BE32 Y APPLY FOR ANY JOBS IN PAST 6 MO
YBWBOSS	237	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH EMPLOYER
YBWCOUN	234	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH SCH COUNSLR
YBWCOW	236	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH CO-WORKER
YBWDAD	229	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH FATHER
YBWFREN	227	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH FRIENDS
YBWMOM	228	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH MOTHER
YBWOTH	238	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH OTHERS
YBWREC	235	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH A RECRUITER
YBWREL	231	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH OTH RELATIVE
YBWSIB	230	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH BROTHER/SIS
YBWSPOU	232	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH SPOUSE
YBWTALK	226	NUM	2	YESNO	BE26 Y TALK ABOUT FT WORK IN PAST 6 MO
YBWTEAC	233	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH A TEACHER

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VARIABLE	ORDER	TYPE	LEN	FORMAT	LABEL
YBWTHOT	225	NUM	2	YESNO	BE25 Y THINK ABOUT FT WORK IN PAST 6 MO
YBWVISIT	239	NUM	2	YESNO	BE31 Y VISIT POTENTIAL EMPLOYER/AGENCIES
YCCIVCAR	535	NUM	2	AGREE	PE8 CIVILIAN CAREER DEVELOP: COLLEGE
YCHIQUAL	540	NUM	2	AGREE	PE8 HIGHLY TRAINED COWORKERS: COLLEGE
YCLEADER	534	NUM	2	AGREE	PE8 DEVELOP LEADERSHIP SKILLS: COLLEGE
YCMATURE	539	NUM	2	AGREE	PE8 MATURE AND RESPONSIBLE: COLLEGE
YCMENTAL	538	NUM	2	AGREE	PE8 MENTALLY CHALLENGING: COLLEGE
YCPOTEN	537	NUM	2	AGREE	PE8 DEVELOP YOUR POTENTIAL: COLLEGE
YCPROUD	533	NUM	2	AGREE	PE8 EXPERIENCE TO BE PROUD OF: COLLEGE
YCSELCON	536	NUM	2	AGREE	PE8 DEVELOP SELF-CONFIDENCE: COLLEGE
YDCITY	586	CHAR	20	$CHAR	DE40 NAME OF CITY YOUTH LIVES IN
YDCOUNTY	585	CHAR	30	$CHAR	DE39 NAME OF COUNTY YOUTH LIVES IN
YDDADBR	576	NUM	2	BRANCH	DE21 MILITARY BRANCH FATHER IN
YDDADLFS	575	NUM	2	PARNDO	DE20 FATHER'S JOB STATUS
YDEDDAD	574	NUM	2	EDLEVEL	DE19 FATHER'S HIGHEST LEVEL OF EDUCATION
YDEDMOM	577	NUM	2	EDLEVEL	DE26 MOTHER'S HIGHEST LEVEL OF EDUCATION
YDEDOTH	581	NUM	2	EDLEVEL	DE19A HEAD'S HIGHEST LEVEL OF EDUCATION
YDETHNIC	19	NUM	2	ETHNIC	DE5 TYPE OF HISPANIC BACKGROUND
YDMARITL	570	NUM	2	MARSTAT	DE6 CURRENT MARITAL STATUS
YDMOMLFS	578	NUM	2	PARNDO	DE27 MOTHER'S JOB STATUS
YDOWNOS	580	CHAR	30	$CHAR	DE17 OTHER SPECIFY FOR HEAD OF HOUSEHOLD
YDOWNREL	579	NUM	2	RELAT	DE17 HOUSEHOLD HEAD'S RELATIONSHIP TO Y
YDPARENT	572	NUM	2	PARENTS	DE15 WHICH PARENT YOUTH LIVES WITH
YDROTCBR	584	NUM	2	ROTCTYP	DE38 ROTC BRANCH OF PARTICIPATION
YDROTCEV	582	NUM	2	YESNO	DE36 DID YOUTH PARTICIPATE IN ROTC
YDROTCJS	583	NUM	2	JRSR	DE37 WAS PARTICIPATION IN ROTC JR OR SR
YDSAMEHH	571	NUM	2	YESNO	DE14 DOES YOUTH LIVE WITH PARENTS
YDSAMEMA	706	NUM	2	YDSAMEMA	DE14A DOES YOUTH LIVE WITH MOM/STEP-MOM
YDSAMEPA	705	NUM	2	YDSAMEPA	DE14 DOES YOUTH LIVE WITH DAD/STEP-DAD
YDSSN	588	CHAR	9	$SSNFMT	DE42 SOCIAL SECURITY NUMBER (STATUS)
YDWAGE	573	NUM	2	EARNER	DE16 PRINCIPAL WAGE EARNER IN HOUSEHOLD
YDZIP	587	CHAR	5	$CHAR	DE41 ZIP CODE YOUTH LIVES IN
YEDCOVER	122	NUM	2	YESNO	EE1VER VERIFIES SCHOOLING COMPLETED
YEDCUR	116	NUM	2	YEDCUR	EE4 IS YOUTH CURRENTLY IN SCHOOL
YEDELALG	129	NUM	2	YEDELAL	EE9 Y TAKEN/WILL TAKE ELEMENTARY ALGEBRA
YEDENYRC	121	NUM	2	EDENYRC	EE6B IS Y IN 1, 2, 3, 4, 5 YR COLLEGE
YEDENYRH	120	NUM	2	EDENYRH	EE6A IS Y IN GRADE 9, 10, 11, OR 12
YEDENYRJ	695	NUM	2	EEDENYRJ	EE6C IS Y IN 1ST OR 2ND YR OF JR COLLEGE
YEDGEOM	130	NUM	2	YEDELAL	EE10 Y TAKEN/WILL TAKE PLANE GEOMETRY
YEDGRADE	128	NUM	2	YEDGRAD	EE7 YOUTH EDUCATIONAL GRADE AVERAGE
YEDINALG	131	NUM	2	YEDELAL	EE11 Y TAKEN/WILL TAKE INTERMED ALGEBRA
YEDKIND	119	NUM	2	YEDKIND	EE6 KIND OF SCHOOL YOUTH ENROLLED IN
YEDLASTM	117	NUM	2	DOBMONTH	EE5 YOUTH LAST ATTENDED SCHOOL, MONTH
YEDLASTY	118	NUM	2		EE5 YOUTH LAST ATTENDED SCHOOL, YEAR
YEDLEV	123	NUM	2	YEDLEV	EE1 HIGHEST LEVEL OF EDUC COMPLETED
YEDPLAN	125	NUM	2	YEDLEV	EE3 HIGHEST GRADE PLAN TO COMPLETE
YEDTRIG	132	NUM	2	YEDELAL	EE12 Y TAKEN/WILL TAKE TRIGONOMETRY
YEMPCUR	133	NUM	2	YEMPCUR	EE16 IS YOUTH CURRENTLY EMPLOYED
YEMPEASY	140	NUM	2	YEMPLOY	EE24 YOUTH EMPLOYMENT DIFFICULTY IN COMM
YEMPEMCK	137	CHAR	2	$YEMPCK	EE19CK VERIFIES CURRENT EMPLOYMENT
YEMPEVER	139	NUM	2	YEMPEVR	EE20 WAS YOUTH EVER EMPLOYED FULL-TIME
YEMPHOUR	135	NUM	2		EE19 Y HOURS WORKED PER WEEK IN LAST JOB
YEMPHRCK	138	CHAR	2	$CHAR	EE19CK VERIFY NO. HRS CURRENTLY EMPLOYED
YEMPLOOK	134	NUM	2	YEMPLOK	EE17 IS YOUTH LOOKING FOR EMPLOYMENT

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VARIABLE	ORDER	TYPE	LEN	FORMAT	LABEL
YFAMACT	267	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN ACTIVE ARMY
YFAMAF	262	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-AF
YFAMANG	269	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN NAT GUARD
YFAMAR	263	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-ARMY
YFAMARO	270	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN ROTC
YFAMARV	268	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN RESERVE
YFAMCG	264	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-CG
YFAMMC	265	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-MC
YFAMMIL	261	NUM	2	YESNO	SI5 Y HAVE FAMILY CURRENTLY IN MILITARY
YFAMNA	266	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-NAVY
YFCASHED	518	NUM	2	AGREE	PE6 GET MONEY FOR EDUCATION: AIR FORCE
YFCIVCAR	490	NUM	2	AGREE	PE6 CIVILIAN CAREER DEVELOP: AIR FORCE
YFHIQUAL	514	NUM	2	AGREE	PE6 HIGHLY TRAINED COWORKERS: AIR FORCE
YFHITECH	486	NUM	2	AGREE	PE6 USE HIGH-TECH EQUIPMENT: AIR FORCE
YFLEADER	482	NUM	2	AGREE	PE6 DEVELOP LEADERSHIP SKILLS: AIR FORCE
YFMATURE	506	NUM	2	AGREE	PE6 MATURE AND RESPONSIBLE: AIR FORCE
YFMENTAL	502	NUM	2	AGREE	PE6 MENTALLY CHALLENGING: AIR FORCE
YFPHYS	470	NUM	2	AGREE	PE6 PHYSICALLY CHALLENGING: AIR FORCE
YFPOTEN	498	NUM	2	AGREE	PE6 DEVELOP YOUR POTENTIAL: AIR FORCE
YFPROUD	474	NUM	2	AGREE	PE6 EXPERIENCE TO BE PROUD OF: AIR FORCE
YFRENACT	257	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN ACTIVE ARMY
YFRENAF	252	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-AF
YFRENANG	259	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN NAT GUARD
YFRENAR	253	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-ARMY
YFRENARO	260	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN ROTC
YFRENARV	258	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN RESERVE
YFRENCG	254	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-CG
YFRENMC	255	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-MC
YFRENMIL	251	NUM	2	YESNO	SI2 Y HAVE FRIENDS CURRENTLY IN MILITARY
YFRENNA	256	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-NAVY
YFSELCON	494	NUM	2	AGREE	PE6 DEVELOP SELF-CONFIDENCE: AIR FORCE
YFSTEP	478	NUM	2	AGREE	PE6 STEPPING STONE TO COLLEGE: AIR FORCE
YFTRAIN	510	NUM	2	AGREE	PE6 TRAINING IN USEFUL SKILLS: AIR FORCE
YFWIDE	466	NUM	2	AGREE	PE6 WIDE VARIETY OF JOBS: AIR FORCE
YGCASHED	460	NUM	2	AGREE	PE5 GET MONEY FOR EDUCATION: GUARD
YGCIVCAR	453	NUM	2	AGREE	PE5 CIVILIAN CAREER DEVELOP: GUARD
YGHIQUAL	459	NUM	2	AGREE	PE5 HIGHLY TRAINED COWORKERS: GUARD
YGHOME	461	NUM	2	AGREE	PE5 SERVE AMERICA IN HOMETOWN: GUARD
YGLEADER	452	NUM	2	AGREE	PE5 DEVELOP LEADERSHIP SKILLS: GUARD
YGMATURE	457	NUM	2	AGREE	PE5 MATURE AND RESPONSIBLE: GUARD
YGMENTAL	456	NUM	2	AGREE	PE5 MENTALLY CHALLENGING: GUARD
YGPOTEN	455	NUM	2	AGREE	PE5 DEVELOP YOUR POTENTIAL: GUARD
YGPROUD	451	NUM	2	AGREE	PE5 EXPERIENCE TO BE PROUD OF: GUARD
YGSELCON	454	NUM	2	AGREE	PE5 DEVELOP SELF-CONFIDENCE: GUARD
YGSERCOM	462	NUM	2	AGREE	PE5 SERVE YOUR OWN COMMUNITY: GUARD
YGSERPAR	704	NUM	2	AGREE	PE5: PART-TIME WORK - NATIONAL GUARD
YGTRAIN	458	NUM	2	AGREE	PE5 TRAINING IN USEFUL SKILLS: GUARD
YGWEEKEN	463	NUM	2	AGREE	PE5 INTERESTING WEEKENDS: GUARD
YGWIDE	450	NUM	2	AGREE	PE5 WIDE VARIETY OF JOBS: GUARD
YHEARDAR	434	NUM	2	YESNO	PE1A Y EVER HEARD OF ARMY RESERVE
YHEARDNG	449	NUM	2	YESNO	PE4A Y EVER HEARD OF ARMY NATIONAL GUARD
YHEARDRO	545	NUM	2	YESNO	PE15A Y EVER HEARD OF ROTC AT COLLEGE
YHSDIPL	115	NUM	2	YHSDIPL	EE2 YOUTH HIGH SCHOOL DIPLOMA, TYPE
YICASHED	274	NUM	2	RANGIMP	IA IMP OF EARNING MONEY FOR EDUCATION

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YICIVCAR	282	NUM	2	RANGIMP	IA IMP OF HELPING CIVILIAN CAREER DEV
YICNTRY	277	NUM	2	RANGIMP	IA IMP OF SERVING COUNTRY
YIHIQUAL	273	NUM	2	RANGIMP	IA IMP OF HIGHLY TRAINED COWORKERS
YIHITECH	279	NUM	2	RANGIMP	IA IMP OF WORKING WITH HI-TECH EQUIP
YIHOME	285	NUM	2	RANGIMP	IA IMP OF STAYING IN OWN HOMETOWN
YIINNOV	288	NUM	2	RANGIMP	IA IMP OF USING OWN JUDGEMENT
YILEADER	278	NUM	2	RANGIMP	IA IMP OF DEVELOPING LEADERSHIP SKILLS
YIMATURE	287	NUM	2	RANGIMP	IA IMP OF BECOM MORE MATURE/RESPONSIBLE
YIMENTAL	289	NUM	2	RANGIMP	IA IMP OF HAVING MENTAL CHALLENGE
YIPDOEMP	142	NUM	2	YESNO	IP1 Y PLANS TO WORK
YIPDOIDL	143	NUM	2	YESNO	IP1 Y PLANS TO DO NOTHING
YIPDOMIL	144	NUM	2	YESNO	IP1 Y PLANS TO JOIN MILITARY/SERVICE
YIPDOOTH	145	NUM	2	YESNO	IP1 Y HAS OTHER PLANS
YIPDOSCH	141	NUM	2	YESNO	IP1 Y PLANS TO GO TO SCHOOL
YIPHYS	272	NUM	2	RANGIMP	IA IMP OF HAVING PHYSICAL CHALLENGE
YIPOTEN	281	NUM	2	RANGIMP	IA IMP OF DEVELOPING POTENTIAL
YIPROUD	280	NUM	2	RANGIMP	IA IMP OF EXPERIENCES TO BE PROUD OF
YISELCON	276	NUM	2	RANGIMP	IA IMP OF DEVELOPING SELF-CONFIDENCE
YISERCOM	283	NUM	2	RANGIMP	IA IMP OF COMMUNITY SERVICE
YISERPAR	697	NUM	2	RANGIMP	IA IMP OF WORKING PART-TIME
YISTEP	286	NUM	2	RANGIMP	IA IMP OF STEPPING FROM HS TO COLLEGE
YITRAIN	275	NUM	2	RANGIMP	IA IMP OF TRAINING IN USEFUL SKILLS
YIWEEKEN	284	NUM	2	RANGIMP	IA IMP OF WEEKEND EXCITEMENT
YIWIDE	696	NUM	2	RANGIMP	IA IMP OF OPPORT TO FIND A JOB
YKADEP	564	NUM	2	YKADEP	KA6 CAN Y JOIN ARMY DEP & ENTER YR LATER
YKAEARN	554	NUM	2	YKAEARN	KA7 EARN MONEY FOR COLLEGE IN ARMY
YKAEDBEN	555	NUM	2	YKABEN	KA1 AMOUNT OF ARMY EDUCATION BENEFITS
YKAGIAF	560	NUM	2	YKAGIAF	KA4 DOES THE AIR FORCE OFFER THE GI BILL
YKAGIAR	559	NUM	2	YKAGIAR	KA4 DOES THE ARMY OFFER THE GI BILL
YKAGIMA	562	NUM	2	YKAGIMA	KA4 DOES MARINE CORPS OFFER THE GI BILL
YKAGINA	561	NUM	2	YKAGINA	KA4 DOES THE NAVY OFFER THE GI BILL
YKALLCOL	556	NUM	2	YKALCOL	KA2 WOULD ARMY PAY FOR ENTIRE COLLEGE ED
YKARGCOL	568	NUM	2	YKACOL	KA11 EARN COLLEGE MONEY IN RESERVE/GUARD
YKARGGI	569	NUM	2	YKARGGI	KA12 MAX GI BILL AMOUNT IN RESERVE/GUARD
YKARGHS	566	NUM	2	YKARGHS	KA9 CAN ONLY HS GRADS JOIN RESERVE/GUARD
YKARGJUN	565	NUM	2	YKAJOIN	KA8 CAN HS JRS AGE 17 JOIN RESERVE/GUARD
YKASAME	557	NUM	2	YKASAME	KA3 COMPAR ARMY EDUC BEN TO OTH BRANCHES
YKAWARD	567	NUM	2	YKAWARD	KA10 WHO SPONSORS SCHOLAR-ATHLETE AWARD
YKAYEARS	563	NUM	2		KA5 MINIMUM ARMY ENLISTMENT
YKRMSGAR	397	NUM	2	YKVERB	STATUS OF KR VERBATIM RESPONSE: ARMY
YKRMSGOT	398	NUM	2	YKVERB	STATUS OF KR VERBATIM RESPONSE: NON-ARMY
YKRNGAF	366	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR AIR FORCE
YKRNGAR	367	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR ARMY
YKRNGCG	370	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR COAST GUARD
YKRNGMC	369	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR MARINES
YKRNGNA	368	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR NAVY
YKRROAF	361	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR AIR FORCE
YKRROAR	362	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR ARMY
YKRROCG	365	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR COAST GUARD
YKRROMC	364	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR MARINES
YKRRONA	363	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR NAVY
YKRRVAF	371	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR AIR FORCE
YKRRVAR	372	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR ARMY
YKRRVCG	375	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR COAST GUARD

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YKRRVMC	374	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR MARINES
YKRRVNA	373	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR NAVY
YKSADVEN	402	NUM	2	KSANSWR	KS2 SLOGAN: NOT A JOB, AN ADVENTURE
YKSAIM	408	NUM	2	KSANSWR	KS8 SLOGAN: AIM HIGH
YKSBEALL	404	NUM	2	KSANSWR	KS4 SLOGAN: BE ALL YOU CAN BE
YKSGOOD	406	NUM	2	KSANSWR	KS6 SLOGAN: LOOKING FOR A FEW GOOD MEN
YKSNOTCO	409	NUM	2	KSANSWR	KS9 SLOGAN: NOT A COMPANY, YOUR COUNTRY
YKSPROUD	403	NUM	2	KSANSWR	KS3 SLOGAN: THE FEW. THE PROUD
YKSSTART	407	NUM	2	KSANSWR	KS7 SLOGAN: IT'S A GREAT PLACE TO START
YKSWAY	405	NUM	2	KSANSWR	KS5 SLOGAN: A GREAT WAY OF LIFE
YMAG1	343	NUM	3	MAGFMT	MH32 MAGAZINE #1 READ ON REGULAR BASIS
YMAG2	344	NUM	3	MAGFMT	MH32 MAGAZINE #2 READ ON REGULAR BASIS
YMAG3	345	NUM	3	MAGFMT	MH32 MAGAZINE #3 READ ON REGULAR BASIS
YMAG4	346	NUM	3	MAGFMT	MH32 MAGAZINE #4 READ ON REGULAR BASIS
YMAG5	347	NUM	3	MAGFMT	MH32 MAGAZINE #5 READ ON REGULAR BASIS
YMAG6	348	NUM	3	MAGFMT	MH32 MAGAZINE #6 READ ON REGULAR BASIS
YMAGHOUR	349	NUM	3		MH33 HOURS PER WEEK READING MAGAZINES
YMAGREAD	342	NUM	2	YESNO	MH31 DOES YOUTH READ MAGAZINES
YMAINDAT	5	CHAR	6	$CHAR	DATE OF MAIN INTERVIEW
YMCASHED	517	NUM	2	AGREE	PE6 GET MONEY FOR EDUCATION: MARINES
YMCIVCAR	489	NUM	2	AGREE	PE6 CIVILIAN CAREER DEVELOP: MARINES
YMHIQUAL	513	NUM	2	AGREE	PE6 HIGHLY TRAINED COWORKERS: MARINES
YMHITECH	485	NUM	2	AGREE	PE6 USE HIGH-TECH EQUIPMENT: MARINES
YMLEADER	481	NUM	2	AGREE	PE6 DEVELOP LEADERSHIP SKILLS: MARINES
YMMATURE	505	NUM	2	AGREE	PE6 MATURE AND RESPONSIBLE: MARINES
YMMENTAL	501	NUM	2	AGREE	PE6 MENTALLY CHALLENGING: MARINES
YMPHYS	469	NUM	2	AGREE	PE6 PHYSICALLY CHALLENGING: MARINES
YMPOTEN	497	NUM	2	AGREE	PE6 DEVELOP YOUR POTENTIAL: MARINES
YMPROUD	473	NUM	2	AGREE	PE6 EXPERIENCE TO BE PROUD OF: MARINES
YMSELCON	493	NUM	2	AGREE	PE6 DEVELOP SELF-CONFIDENCE: MARINES
YMSTEP	477	NUM	2	AGREE	PE6 STEPPING STONE TO COLLEGE: MARINES
YMTRAIN	509	NUM	2	AGREE	PE6 TRAINING IN USEFUL SKILLS: MARINES
YMWIDE	465	NUM	2	AGREE	PE6 WIDE VARIETY OF JOBS: MARINES
YNCASHED	516	NUM	2	AGREE	PE6 GET MONEY FOR EDUCATION: NAVY
YNCIVCAR	488	NUM	2	AGREE	PE6 CIVILIAN CAREER DEVELOP: NAVY
YNHIQUAL	512	NUM	2	AGREE	PE6 HIGHLY TRAINED COWORKERS: NAVY
YNHITECH	484	NUM	2	AGREE	PE6 USE HIGH-TECH EQUIPMENT: NAVY
YNLEADER	480	NUM	2	AGREE	PE6 DEVELOP LEADERSHIP SKILLS: NAVY
YNMATURE	504	NUM	2	AGREE	PE6 MATURE AND RESPONSIBLE: NAVY
YNMENTAL	500	NUM	2	AGREE	PE6 MENTALLY CHALLENGING: NAVY
YNPHYS	468	NUM	2	AGREE	PE6 PHYSICALLY CHALLENGING: NAVY
YNPOTEN	496	NUM	2	AGREE	PE6 DEVELOP YOUR POTENTIAL: NAVY
YNPROUD	472	NUM	2	AGREE	PE6 EXPERIENCE TO BE PROUD OF: NAVY
YNSELCON	492	NUM	2	AGREE	PE6 DEVELOP SELF-CONFIDENCE: NAVY
YNSTEP	476	NUM	2	AGREE	PE6 STEPPING STONE TO COLLEGE: NAVY
YNTRAIN	508	NUM	2	AGREE	PE6 TRAINING IN USEFUL SKILLS: NAVY
YNUMLET	127	NUM	2	YNUMLET	EE7 SCHOOL USE LETTER OR NUMBER GRADES
YNWIDE	464	NUM	2	AGREE	PE6 WIDE VARIETY OF JOBS: NAVY
YOINNOV	553	NUM	2	AGREE	PE3 INNOVATIVE/CREATIVE: OFFICER
YOPROUD	551	NUM	2	AGREE	PE3 EXPERIENCE TO BE PROUD OF: OFFICER
YOUSECOL	552	NUM	2	AGREE	PE3 USE COLLEGE SKILLS: OFFICER
YOUTHTOT	74	NUM	2		SC5 HOW MANY YOUTHS AGED 13 TO 24 IN HH
YOWIDE	550	NUM	2	AGREE	PE3 WIDE VARIETY OF JOBS: OFFICER
YPAPCLAS	341	NUM	2	YESNO	MH30 DOES YOUTH READ CLASSIFIED

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YPAPCOM	336	NUM	2	YESNO	MH30 DOES YOUTH READ COMICS
YPAPFOOD	339	NUM	2	YESNO	MH30 DOES YOUTH READ FOOD SECTION
YPAPHOUR	333	NUM	3		MH29 HOURS PER WEEK READING NEWSPAPER
YPAPLOC	338	NUM	2	YESNO	MH30 DOES YOUTH READ LOCAL SECTION
YPAPNEWS	337	NUM	2	YESNO	MH30 DOES YOUTH READ NEWS SECTION
YPAPREAD	332	NUM	2	YPAPREA	MH28 HOW OFTEN DOES Y READ NEWSPAPER
YPAPSPOR	335	NUM	2	YESNO	MH30 DOES YOUTH READ SPORTS
YPAPSTYL	340	NUM	2	YESNO	MH30 DOES YOUTH READ LIFESTYLE SECTION
YPARDEC	707	NUM	2	YPARDEC	PL1A INTERVIEW PARENT OR STEP-PARENT
YPARIMP	589	NUM	2	YPARIMP	PL2 IMPORTANCE OF PARENTAL ADVICE
YPBRAN1	146	NUM	2	YP1BRAN	IP3 BRANCH OF SERVICE, FIRST CHOICE
YPBRAN2	149	NUM	2	YP2BRAN	IP5 BRANCH OF SERVICE, NEXT CHOICE
YPCOL24	154	NUM	2	YP24COL	IP15 Y PLANS TO GO 2 OR 4 YEAR COLLEGE
YPCOMP1	148	NUM	2	YPCOMP	IP4 TYPE OF SERVICE, FIRST CHOICE
YPCOMP2	151	NUM	2	YPCOMP	IP6 TYPE OF SERVICE, NEXT CHOICE
YPECOL	543	NUM	2	PROPANS	PE14 ARMY % PAST YEAR TO FINISH COLLEGE
YPEDIP	541	NUM	2	PROPANS	PE12 ARMY % PAST YEAR HIGH SCHOOL GRADS
YPEGRADE	542	NUM	2	PEGRADE	PE13 ARMY % PAST YEAR UPPER HALF IQ
YPESIM	544	NUM	2	YESNO	PE15 YOUNG PEOPLE LIKE YOU JOINING ARMY
YPFULPAR	158	NUM	2	YFULPAR	IP13 WORK PLANS FULL-TIME OR PART-TIME
YPHOMEMK	171	NUM	2	YESNO	IP17 Y MOST LIKELY: HOMEMAKER
YPOTH	172	NUM	2	YESNO	IP17 Y MOST LIKELY: OTHER
YPROBADO	174	NUM	2	PROB	IP21 PROB Y WILL DO SOMETHING ABOUT ARMY
YPROBANG	163	NUM	2	PROB	IP9 PROB OF Y SERVING ARMY NATL GUARD
YPROBAR	162	NUM	2	PROB	IP8 PROB OF Y SERVING ARMY ACTIVE DUTY
YPROBARO	155	NUM	2	PROB	IP11 PROB OF Y TAKING ROTC COLLEGE CLASS
YPROBARV	164	NUM	2	PROB	IP10 PROB OF Y SERVING IN ARMY RESERVE
YPROBCOL	153	NUM	2	PROB	IP14 PROB OF Y GOING TO COLLEGE
YPROBCOM	165	NUM	2	PROB	IP11A PROB OF OFFICER COMMISSION IN ROTC
YPROBEMP	157	NUM	2	PROB	IP12 PROB OF Y WORKING IN CIVILIAN JOB
YPROBMIL	152	NUM	2	PROB	IP7 PROB OF Y SERVING IN MILITARY
YPROBTAR	173	NUM	2	PROB	IP20 PROB Y WILL TALK ABOUT ARMY
YPROBVOC	156	NUM	2	PROB	IP16 PROB OF Y GOING TO VO/TECH SCHOOL
YPSAMOCC	159	NUM	2	YSAMOCC	IP2 PLAN TO BE IN SAME OR DIFFERENT JOB
YPSCHFUL	166	NUM	2	YESNO	IP17 Y MOST LIKELY: FULL-TIME SCHOOL
YPSCHPRT	167	NUM	2	YESNO	IP17 Y MOST LIKELY: PART-TIME SCHOOL
YPSRVMIL	170	NUM	2	YESNO	IP17 Y MOST LIKELY: MILITARY
YPTHOTM	175	NUM	2	YESNO	IP18 EVER THOUGHT ABOUT JOINING MILITARY
YPWRKFUL	168	NUM	2	YESNO	IP17 Y MOST LIKELY: FULL-TIME WORK
YPWRKPRT	169	NUM	2	YESNO	IP17 Y MOST LIKELY: PART-TIME WORK
YRADCLAS	320	NUM	2	YESNO	MH26 DOES YOUTH LISTEN CLASSICAL MUSIC
YRADCW	322	NUM	2	YESNO	MH26 DOES YOUTH LISTEN COUNTRY MUSIC
YRADEASY	326	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO EASY MUSIC
YRADHRAM	315	NUM	3		MH17 HOW MANY HOURS PER WEEK AM RADIO
YRADHRFM	316	NUM	3		MH17 HOW MANY HOURS PER WEEK FM RADIO
YRADLIS	314	NUM	2	YESNO	MH16 DOES YOUTH LISTEN TO THE RADIO
YRADNEWS	319	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO NEWS
YRADPOP	321	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO POP MUSIC
YRADROCK	325	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO ROCK MUSIC
YRADSH1	327	NUM	2	YESNO	MH27 DOES Y LISTEN TO AMERICAN TOP 40
YRADSH2	328	NUM	2	YESNO	MH27 DOES Y LISTEN TO KING BISCUIT HOUR
YRADSH3	329	NUM	2	YESNO	MH27 DOES Y LISTEN TO RICK DEES' TOP 40
YRADSH4	330	NUM	2	YESNO	MH27 DOES Y LISTEN TO METALSHOP
YRADSH5	331	NUM	2	YESNO	MH27 DOES Y LISTEN TO ROCKLINE

ACOMS YUTHMAIN VARIABLE LIST FOR OCT 86 TO JUN 87
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VARIABLE	ORDER	TYPE	LEN	FORMAT	LABEL
YRADSPOR	323	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO SPORTS
YRADTALK	324	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO TALK SHOWS
YRELECT	548	NUM	2	AGREE	PE2 COLLEGE ELECTIVE W/COURSES: ROTC
YRLEADER	546	NUM	2	AGREE	PE2 LEADERSHIP/MANAGEMENT TRAINING: ROTC
YROFFCOM	549	NUM	2	AGREE	PE2 AN OFFICER'S COMMISSION: ROTC
YRSELCON	547	NUM	2	AGREE	PE2 DEVELOP SELF-CONFIDENCE: ROTC
YSCASHED	519	NUM	2	AGREE	PE6 GET MONEY FOR EDUCATION: MILITARY
YSCIVCAR	491	NUM	2	AGREE	PE6 CIVILIAN CAREER DEVELOP: MILITARY
YSHIQUAL	515	NUM	2	AGREE	PE6 HIGHLY TRAINED COWORKERS: MILITARY
YSHITECH	487	NUM	2	AGREE	PE6 USE HIGH-TECH EQUIPMENT: MILITARY
YSLEADER	483	NUM	2	AGREE	PE6 DEVELOP LEADERSHIP SKILLS: MILITARY
YSMATURE	507	NUM	2	AGREE	PE6 MATURE AND RESPONSIBLE: MILITARY
YSMENTAL	503	NUM	2	AGREE	PE6 MENTALLY CHALLENGING: MILITARY
YSPHYS	471	NUM	2	AGREE	PE6 PHYSICALLY CHALLENGING: MILITARY
YSPOTEN	499	NUM	2	AGREE	PE6 DEVELOP YOUR POTENTIAL: MILITARY
YSPROUD	475	NUM	2	AGREE	PE6 EXPERIENCE TO BE PROUD OF: MILITARY
YSSELCON	495	NUM	2	AGREE	PE6 DEVELOP SELF-CONFIDENCE: MILITARY
YSSTEP	479	NUM	2	AGREE	PE6 STEPPING STONE TO COLLEGE: MILITARY
YSTRAIN	511	NUM	2	AGREE	PE6 TRAINING IN USEFUL SKILLS: MILITARY
YSWIDE	467	NUM	2	AGREE	PE6 WIDE VARIETY OF JOBS: MILITARY
YTVCAB1	295	NUM	2	YESNO	MH11 DOES YOUTH WATCH MTV
YTVCAB2	296	NUM	2	YESNO	MH11 DOES YOUTH WATCH NASHVILLE NETWORK
YTVCAB3	297	NUM	2	YESNO	MH11 DOES YOUTH WATCH ESPN [SPORTS]
YTVCAB4	298	NUM	2	YESNO	MH11 DOES YOUTH WATCH WTBS [SYNDICATED]
YTVCAB5	299	NUM	2	YESNO	MH11 DOES Y WATCH BLACK ENTERTAINMENT TV
YTVCOMDY	304	NUM	2	YESNO	MH12 DOES YOUTH VIEW SITCOMS
YTVDRAMA	302	NUM	2	YESNO	MH12 DOES YOUTH VIEW GENERAL DRAMA
YTVHRCAB	292	NUM	3		MH2 HRS PER WEEK WATCH CERTAIN CABLE TV
YTVHRREG	291	NUM	3		MH2 HRS PER WEEK WATCH NETWORK TV
YTVMOVIE	305	NUM	2	YESNO	MH12 DOES YOUTH VIEW TV MOVIES
YTVMUSIC	303	NUM	2	YESNO	MH12 DOES YOUTH VIEW MUSIC/MUSIC VIDEOS
YTVMYS	301	NUM	2	YESNO	MH12 DOES YOUTH VIEW MYSTERIES
YTVSH1	307	NUM	2	YESNO	MH13 DOES YOUTH WATCH DAVID LETTERMAN
YTVSH2	308	NUM	2	YESNO	MH13 DOES Y WATCH FRIDAY NIGHT VIDEOS
YTVSH3	309	NUM	2	YESNO	MH13 DOES Y WATCH MONDAY NIGHT FOOTBALL
YTVSH4	310	NUM	2	YESNO	MH13 DOES Y WATCH COLLEGE FOOTBALL
YTVSH5	311	NUM	2	YESNO	MH13 DOES Y WATCH SUNDAY NIGHT MOVIES
YTVSPORT	300	NUM	2	YESNO	MH12 DOES YOUTH VIEW SPORTS
YTVTALK	306	NUM	2	YESNO	MH12 DOES YOUTH VIEW TV TALK SHOWS
YTVWATCH	290	NUM	2	YESNO	MH1 DOES YOUTH REGULARLY WATCH TV
YUN12AF	352	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR AIR FORCE
YUN12ALL	360	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ALL IN ONE AD
YUN12AR	353	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ARMY
YUN12CG	357	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR COAST GUARD
YUN12MC	358	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR MARINE CORPS
YUN12NA	359	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NAVY
YUN12NG	355	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NAT GUARD
YUN12NON	351	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NO SERVICES
YUN12RO	354	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ROTC
YUN12RV	356	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR RESERVE
YUTHNUM	2	CHAR	2	$CHAR	YOUTH ID NUMBER
YVCASHED	445	NUM	2	AGREE	PE4 GET MONEY FOR EDUCATION: RESERVE
YVCIVCAR	438	NUM	2	AGREE	PE4 CIVILIAN CAREER DEVELOP: RESERVE
YVCRHAVE	312	NUM	2	YESNO	MH14 DOES HOUSEHOLD HAVE A VCR

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VCRHOUR	313	NUM	3		MH15 HOURS PER WEEK SPENT WATCHING VCR
YVHIQUAL	444	NUM	2	AGREE	PE4 HIGHLY TRAINED COWORKERS: RESERVE
YVHOME	446	NUM	2	AGREE	PE4 SERVE AMERICA IN HOMETOWN: RESERVE
YVLEADER	437	NUM	2	AGREE	PE4 DEVELOP LEADERSHIP SKILLS: RESERVE
YVMATURE	442	NUM	2	AGREE	PE4 MATURE AND RESPONSIBLE: RESERVE
YVMENTAL	441	NUM	2	AGREE	PE4 MENTALLY CHALLENGING: RESERVE
YVPOTEN	440	NUM	2	AGREE	PE4 DEVELOP YOUR POTENTIAL: RESERVE
YVPROUD	436	NUM	2	AGREE	PE4 EXPERIENCE TO BE PROUD OF: RESERVE
YVSELCON	439	NUM	2	AGREE	PE4 DEVELOP SELF-CONFIDENCE: RESERVE
YVSERCOM	447	NUM	2	AGREE	PE4 SERVE YOUR OWN COMMUNITY: RESERVE
YVSERPAR	703	NUM	2	AGREE	PE4: PART-TIME WORK - RESERVE
YVTRAIN	443	NUM	2	AGREE	PE4 TRAINING IN USEFUL SKILLS: RESERVE
YVWEEKEN	448	NUM	2	AGREE	PE4 INTERESTING WEEKENDS: RESERVE
YVWIDE	435	NUM	2	AGREE	PE4 WIDE VARIETY OF JOBS: RESERVE
YWCASHED	532	NUM	2	AGREE	PE7 GET MONEY FOR EDUCATION: JOB
YWCIVCAR	525	NUM	2	AGREE	PE7 CIVILIAN CAREER DEVELOP: JOB
YWHIQUAL	531	NUM	2	AGREE	PE7 HIGHLY TRAINED COWORKERS: JOB
YWHITECH	524	NUM	2	AGREE	PE7 USE HIGH-TECH EQUIPMENT: JOB
YWLEADER	523	NUM	2	AGREE	PE7 DEVELOP LEADERSHIP SKILLS: JOB
YWMATURE	529	NUM	2	AGREE	PE7 MATURE AND RESPONSIBLE: JOB
YWMENTAL	528	NUM	2	AGREE	PE7 MENTALLY CHALLENGING: JOB
YWPHYS	520	NUM	2	AGREE	PE7 PHYSICALLY CHALLENGING: JOB
YWPOTEN	527	NUM	2	AGREE	PE7 DEVELOP YOUR POTENTIAL: JOB
YWPROUD	521	NUM	2	AGREE	PE7 EXPERIENCE TO BE PROUD OF: JOB
YWSELCON	526	NUM	2	AGREE	PE7 DEVELOP SELF-CONFIDENCE: JOB
YWSTEP	522	NUM	2	AGREE	PE7 STEPPING STONE TO COLLEGE: JOB
YWTRAIN	530	NUM	2	AGREE	PE7 TRAINING IN USEFUL SKILLS: JOB
YXAD12AF	663	NUM	2	YXADF	UNAIDED + AIDED RECALL AIR FORCE ADS
YXAD12AL	667	NUM	2	YXADF	UNAIDED + AIDED RECALL JRAP ADS
YXAD12AR	659	NUM	2	YXADF	UNAIDED + AIDED RECALL ACTIVE ARMY ADS
YXAD12CG	666	NUM	2	YXADF	UNAIDED + AIDED RECALL COAST GUARD ADS
YXAD12MC	665	NUM	2	YXADF	UNAIDED + AIDED RECALL MARINE CORPS ADS
YXAD12NA	664	NUM	2	YXADF	UNAIDED + AIDED RECALL NAVY ADS
YXAD12NG	661	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY NATL. GUARD
YXAD12RO	660	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY ROTC ADS
YXAD12RV	662	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY RESERVE ADS
YXKADEP	676	NUM	2	YXKAF	KNOW: CAN Y JOIN ARMY DEP, ENTER YR LATR
YXKAEARN	668	NUM	2	YXKAF	KNOW: EARN MONEY FOR COLLEGE IN ARMY
YXKAEDBN	669	NUM	2	YXKAF	KNOW: AMOUNT OF ARMY EDUCATION BENEFITS
YXKAGIAF	672	NUM	2	YXKAF	KNOW: DOES THE AIR FORCE OFFER GI BILL
YXKAGIAR	671	NUM	2	YXKAF	KNOW: DOES THE ARMY OFFER THE GI BILL
YXKAGIMA	674	NUM	2	YXKAF	KNOW: DOES MARINE CORPS OFFER GI BILL
YXKAGINA	673	NUM	2	YXKAF	KNOW: DOES THE NAVY OFFER THE GI BILL
YXKARGCL	680	NUM	2	YXKAF	KNOW: EARN COLLEGE MONEY IN RESERVE/NG
YXKARGGI	681	NUM	2	YXKAF	KNOW: MAX GI BILL AMOUNT IN RESERVE/NG
YXKARGHS	678	NUM	2	YXKAF	KNOW: CAN ONLY HS GRADS JOIN RESERVE/NG
YXKARGJN	677	NUM	2	YXKAF	KNOW: CAN HS JRS AGE 17 JOIN RESERVE/NG
YXKASAME	670	NUM	2	YXKAF	KNOW: COMPAR ARMY ED BEN TO OTH BRANCHES
YXKAWARD	679	NUM	2	YXKAF	KNOW: WHO SPONSORS SCHOLAR-ATHLETE AWARD
YXKAYRS	675	NUM	2	YXKAF	KNOW: MINIMUM ARMY ENLISTMENT
YXPRAIAC	683	NUM	2	YXPRF	AIDED INTENTION TO JOIN ACTIVE ARMY
YXPRAIGI	690	NUM	2	YXPRF	AIDED GENERAL INTENTION TO JOIN ARMY
YXPRAING	687	NUM	2	YXPRF	AIDED INTENTION TO JOIN ARMY NATL GUARD
YXPRAIRO	688	NUM	2	YXPRF	AIDED INTENTION TO JOIN ARMY ROTC

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XPRAIRV	685	NUM	2	YXPRF	AIDED INTENTION TO JOIN ARMY RESERVE
YXPRUNAC	682	NUM	2	YXPRF	UNAIDED INTENTION TO JOIN ACTIVE ARMY
YXPRUNGI	689	NUM	2	YXPRF	UNAIDED GENERAL INTENTION TO JOIN ARMY
XPRUNNG	686	NUM	2	YXPRF	UNAIDED INTENT TO JOIN ARMY NATL GUARD
YXPRUNRV	684	NUM	2	YXPRF	UNAIDED INTENTION TO JOIN ARMY RESERVE

ACOMS VARIABLE LIST
BY ORDER

Q87-2 (Jan, Feb, Mar)
Destroy When Replaced by Q87-3)

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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
1	CASEID	CHAR	8	$CHAR	HOUSEHOLD ID NUMBER
2	YUTHNUM	CHAR	2	$CHAR	YOUTH ID NUMBER
3	SELYYMM	NUM	4	YYMMNUM	YEAR AND MONTH HH SELECTED INTO SAMPLE
4	SCRNDATE	CHAR	6	$CHAR	DATE OF SCREENER
5	YMAINDAT	CHAR	6	$CHAR	DATE OF MAIN INTERVIEW
6	SVERSION	NUM	2		SCREENER VERSION NUMBER
7	MVERSION	NUM	2		MAIN INTERVIEW VERSION NUMBER
8	TARGYUTH	CHAR	2	$CHAR	YUTHNUM TARGET Y FOR PARENTAL INTERVIEW
9	ELIGTYPS	NUM	2	ELIGTYP	YOUTH'S SAMPLE CELL, BASED ON SCREENER
10	ELIGTYPM	NUM	2	ELIGTYP	YOUTH'S SAMPLE CELL, BASED ON MAIN INT
11	PMASFLG	NUM	2	PMASFLGF	PRIMARY MALE ANALYTIC SAMPLE FLAG
12	YATSFLG	NUM	2	YATSFLGF	86 YATS II SAMPLE FLAG
13	PANELPEY	NUM	2	PEPANEL	YOUTH SAMPLE SUBGROUP FOR ANALYSIS
14	ECALCAGE	NUM	3		SC9 CALCULATED AGE FROM DATE OF BIRTH
15	FAGE	NUM	2	FAGEFMT	AGE CATEGORIES FOR POST-STRATIFICATION
16	IMPAGE	NUM	2		IMPUTED AGE
17	ERACE	NUM	2	RACE	SC19 YOUTH'S RACE
18	EHISP	NUM	2	YESNO	SC20 IS YOUTH HISPANIC
19	YDETHNIC	NUM	2	ETHNIC	DE5 TYPE OF HISPANIC BACKGROUND
20	RACE1	NUM	2	PSRACE	RACE/ETHNICITY FOR POST-STRATIFICATION
21	IMPRACE	NUM	2	PSRACE	IMPUTED RACE/ETHNICITY
22	FRAME	NUM	2	FRAMFMT	SAMPLE FRAME FROM WHICH HH SELECTED
23	INDONN	NUM	2	INDONNF	CLUSTER CONTAINED IN DONNELLEY FRAME
24	CLUSID	NUM	3		3 DIGIT CLUSTER IDENTIFIER
25	FEMSAMP	NUM	2	YESNO	ENUMERATE/INTERVIEW FEMALES IN THIS HH
26	PSEXSAMP	NUM	2	PSEXSMP	WHICH PARENT TO INTERVIEW FROM THIS HH
27	LONGSAMP	NUM	2	YESNO	IS HH IN LONGITUDINAL SAMPLE
28	INITWGHT	NUM	8		INITIAL WEIGHT
29	FULLWGHT	NUM	8		FINAL ADJUSTED WEIGHT
30	WGHTKS	NUM	8		WEIGHT FOR KS MODULE
31	WGHTMH	NUM	8		WEIGHT FOR MH MODULE
32	WGHTKA	NUM	8		WEIGHT FOR KA MODULE
33	WGHTPEA	NUM	8		WEIGHT FOR PE (ACTIVE)
34	WGHTPEV	NUM	8		WEIGHT FOR PE (RESERVE)
35	WGHTPEG	NUM	8		WEIGHT FOR PE (NATIONAL GUARD)
36	WGHTPEF	NUM	8		WEIGHT FOR PE (AIR FORCE)
37	WGHTPEM	NUM	8		WEIGHT FOR PE (MARINE CORPS)
38	WGHTPEN	NUM	8		WEIGHT FOR PE (NAVY)
39	WGHTPES	NUM	8		WEIGHT FOR PE (MILITARY)
40	WGHTPEW	NUM	8		WEIGHT FOR PE (CIVILIAN JOB)
41	WGHTPEC	NUM	8		WEIGHT FOR PE (COLLEGE)
42	WGHTPER	NUM	8		WEIGHT FOR PE (ROTC/OFFICER)
43	WFACKS	NUM	8		WEIGHT FACTOR FOR KS MODULE
44	WFACMH	NUM	8		WEIGHT FACTOR FOR MH MODULE
45	WFACKA	NUM	8		WEIGHT FACTOR FOR KA MODULE
46	WFACPEA	NUM	8		WEIGHT FACTOR FOR PE (ACTIVE)
47	WFACPEV	NUM	8		WEIGHT FACTOR FOR PE (RESERVE)
48	WFACPEG	NUM	8		WEIGHT FACTOR FOR PE (NATIONAL GUARD)
49	WFACPEF	NUM	8		WEIGHT FACTOR FOR PE (AIR FORCE)
50	WFACPEM	NUM	8		WEIGHT FACTOR FOR PE (MARINE CORPS)
51	WFACPEN	NUM	8		WEIGHT FACTOR FOR PE (NAVY)
52	WFACPES	NUM	8		WEIGHT FACTOR FOR PE (MILITARY)
53	WFACPEW	NUM	8		WEIGHT FACTOR FOR PE (CIVILIAN JOB)
54	WFACPEC	NUM	8		WEIGHT FACTOR FOR PE (COLLEGE)

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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
55	WFACPER	NUM	8		WEIGHT FACTOR FOR PE (ROTC/OFFICER)
56	BRIGADE	NUM	2	RCTGBDE	USAREC RECRUITING BRIGADE
57	BRIGBATT	CHAR	2	$BRGBT	HH BRIGADE/BATTALION RSID CODE
58	ROTCREG	CHAR	2	$ROTCFMT	ROTC REGION/BRIGADE
59	HHSTATE	CHAR	2	$STATE	HH STATE POSTAL CODE
60	STFIPS	NUM	2	STFIP	HH STATE FIPS CODE
61	ADI	CHAR	3	$ADIF	AREA OF DOMINANT INFLUENCE (1985)
62	AREA	CHAR	3	$CHAR	HH PHONE NUMBER AREA CODE
63	ATTPLACE	CHAR	10	$CHAR	HH PLACE NAME, AT&T TAPE
64	PHONCNTY	CHAR	25	$CHAR	SC4B IN WHAT COUNTY IS PHONE LOCATED
65	CNTYFIPS	CHAR	3	$CHAR	HH COUNTY FIPS CODE
66	GOODCNTY	NUM	2	GDCNTY	DETERMINES IF COUNTY IS WITHIN THE STATE
67	PHONZIP	CHAR	5	$CHAR	SC4C ZIP CODE WHERE PHONE IS LOCATED
68	GOODZIP	NUM	2	GOODZIP	DETERMINES IF ZIP IS WITHIN THE STATE
69	PHONCITY	CHAR	20	$CHAR	SC4E CITY WHERE PHONE IS LOCATED
70	PHONVER	NUM	2	PHONVER	SC1 IS DIALED PHONE NUMBER CORRECT
71	PHONUSE	NUM	2	PHONUSE	SC2 IS PHONE USED FOR HOME OR BUSINESS
72	PHONLOC	NUM	2	PHONLOC	SC3 PHONE LOCATED IN HOME OR BUSINESS
73	RESPINHH	NUM	2	YESNO	SC4D IS RESPONDENT A HH MEMBER
74	YOUTHTOT	NUM	2		SC5 HOW MANY YOUTHS AGED 13 TO 24 IN HH
75	MALEFEM	NUM	2	SEX	SC6 IS THIS PERSON MALE OR FEMALE
76	MALETOT	NUM	2		SC7 HOW MANY MALES AGED 13 TO 24
77	FEMTOT	NUM	2		SC7A HOW MANY FEMALES AGED 13 TO 24
78	FMALETOT	NUM	2		TOTAL MALES AGED 13-24 FINAL
79	FFEMTOT	NUM	2		TOTAL FEMALES AGED 13-24 FINAL
80	ENUMTOT	NUM	2		TOTAL YOUTH AGED 13-24 FINAL
81	MELIGTOT	NUM	2		# MALES ELIGIBLE FOR MAIN INTERVIEW
82	FELIGTOT	NUM	2		# FEMALES ELIGIBLE FOR MAIN INTERVIEW
83	PMS1TOT	NUM	2		NO. YOUTHS IN PRIMARY MALE SAMPLE, 16-20
84	PMS2TOT	NUM	2		NO. YOUTHS IN PRIMARY MALE SAMPLE, 21-24
85	SMSTOT	NUM	2		NO. YOUTHS IN SECONDARY MALE SAMPLE
86	PFS1TOT	NUM	2		NO. YOUTHS IN PRIMARY FEM. SAMPLE, 16-20
87	PFS2TOT	NUM	2		NO. YOUTHS IN PRIMARY FEM. SAMPLE, 21-24
88	SFSTOT	NUM	2		NO. YOUTHS IN SECONDARY FEMALE SAMPLE
89	BABYFLG	NUM	2	BABYFLG	IS THERE A 13-15 YEAR OLD IN HH
90	PHONEOTH	NUM	2	YESNO	SC35 ARE THERE ADDITIONAL PHONE NUMBERS
91	XPHONUSE	NUM	2	PHONUSE	SC36 OTHER PHONE FOR HOME OR BUSINESS
92	XPHONLOC	NUM	2	PHONLOC	SC36A OTHER PHONE IN HOME OR BUSINESS
93	ERSPAGE	NUM	2	YESNO	SC7B IS RESPONDENT 13 TO 24
94	EFNAM	CHAR	25	$CHAR	SC8 YOUTH'S FIRST NAME (STATUS)
95	ELNAM	CHAR	25	$CHAR	SC21 YOUTH'S LAST NAME (STATUS)
96	EDOBDD	NUM	2		SC9 YOUTH DATE OF BIRTH, DAY
97	EDOBMM	NUM	2	DOBMNTH	SC9 YOUTH DATE OF BIRTH, MONTH
98	EDOBYY	NUM	2		SC9 YOUTH DATE OF BIRTH, YEAR
99	EAGE	NUM	3		SC10 AGE OF YOUTH (IF DOB MISSING)
100	E13TO24	NUM	2	AGERANG	SC10A AGE CATEGORY (IF AGE MISSING)
101	ESEX	NUM	2	SEX	SEX OF ENUMERATED YOUTH
102	EMILACT	NUM	2	YESNO	SC11 YOUTH EVER IN ACTIVE MIL/NG/RESERV
103	EMILWAIT	NUM	2	YESNO	SC12 YOUTH WAITING TO GO ON ACTIVE DUTY
104	EMILSERV	NUM	2	YESNO	SC11A IS YOUTH PRESENTLY IN MILITARY
105	EHSDIPL	NUM	2	YHSDIPL	SC13A TYPE OF HIGH SCHOOL DIPLOMA
106	EEDENCUR	NUM	2	YESNO	SC14 IS YOUTH CURRENTLY IN SCHOOL
107	EEDCOMP	NUM	2	EEDCOMP	SC13 HIGHEST LEVEL OF EDUC COMPLETED
108	EEDENTYP	NUM	2	EDENTYP	SC15 TYPE SCHOOL Y CURRENTLY ENROLLED

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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
109	EEDENYRH	NUM	2	EDENYRH	SC16 Y CURRENTLY IN 9, 10, 11, 12 GRADE
110	EEDENYRC	NUM	2	EDENYRC	SC17 YOUTH IN 1, 2, 3, 4, 5 YR COLLEGE
111	EEDCOVER	NUM	2	YESNO	SC13B VERIFIES SCHOOLING COMPLETED
112	ELIVADDR	NUM	2	YESNO	SC18 DOES YOUTH LIVE AT THIS ADDRESS
113	ELIVDORM	NUM	2	YESNO	SC18A DOES Y LIVE IN STUDENT HOUSING
114	RANDROY	NUM	2	RANDRO	MODULE ROTATION FOR KS, MH & KA
115	YHSDIPL	NUM	2	YHSDIPL	EE2 YOUTH HIGH SCHOOL DIPLOMA, TYPE
116	YEDCUR	NUM	2	YEDCUR	EE4 IS YOUTH CURRENTLY IN SCHOOL
117	YEDLASTM	NUM	2	DOBMONTH	EE5 YOUTH LAST ATTENDED SCHOOL, MONTH
118	YEDLASTY	NUM	2		EE5 YOUTH LAST ATTENDED SCHOOL, YEAR
119	YEDKIND	NUM	2	YEDKIND	EE6 KIND OF SCHOOL YOUTH ENROLLED IN
120	YEDENYRH	NUM	2	EDENYRH	EE6A IS Y IN GRADE 9, 10, 11, OR 12
121	YEDENYRC	NUM	2	EDENYRC	EE6B IS Y IN 1, 2, 3, 4, 5 YR COLLEGE
122	YEDCOVER	NUM	2	YESNO	EE1VER VERIFIES SCHOOLING COMPLETED
123	YEDLEV	NUM	2	YEDLEV	EE1 HIGHEST LEVEL OF EDUC COMPLETED
124	EE1CHK	NUM	2	CCHECK	EE1 CONST. CHECK: EE1 VS. AGE
125	YEDPLAN	NUM	2	YEDLEV	EE3 HIGHEST GRADE PLAN TO COMPLETE
126	EE3CHK	NUM	2	CCHECK	EE3 CONST. CHECK: EE1 VS. EE3
127	YNUMLET	NUM	2	YNUMLET	EE7 SCHOOL USE LETTER OR NUMBER GRADES
128	YEDGRADE	NUM	2	YEDGRAD	EE7 YOUTH EDUCATIONAL GRADE AVERAGE
129	YEDELALG	NUM	2	YEDELAL	EE9 Y TAKEN/WILL TAKE ELEMENTARY ALGEBRA
130	YEDGEOM	NUM	2	YEDELAL	EE10 Y TAKEN/WILL TAKE PLANE GEOMETRY
131	YEDINALG	NUM	2	YEDELAL	EE11 Y TAKEN/WILL TAKE INTERMED ALGEBRA
132	YEDTRIG	NUM	2	YEDELAL	EE12 Y TAKEN/WILL TAKE TRIGONOMETRY
133	YEMPCUR	NUM	2	YEMPCUR	EE16 IS YOUTH CURRENTLY EMPLOYED
134	YEMPLOOK	NUM	2	YEMPLOK	EE17 IS YOUTH LOOKING FOR EMPLOYMENT
135	YEMPHOUR	NUM	2		EE19 Y HOURS WORKED PER WEEK IN LAST JOB
136	EE19CHK	NUM	2	CCHECK	EE19 CONST. CHECK: CUR EMP VS. NO JOB
137	YEMPEMCK	CHAR	2	$YEMPCK	EE19CK VERIFIES CURRENT EMPLOYMENT
138	YEMPHRCK	CHAR	2	$CHAR	EE19CK VERIFY NO. HRS CURRENTLY EMPLOYED
139	YEMPEVER	NUM	2	YEMPEVR	EE20 WAS YOUTH EVER EMPLOYED FULL-TIME
140	YEMPEASY	NUM	2	YEMPLOY	EE24 YOUTH EMPLOYMENT DIFFICULTY IN COMM
141	YIPDOSCH	NUM	2	YESNO	IP1 Y PLANS TO GO TO SCHOOL
142	YIPDOEMP	NUM	2	YESNO	IP1 Y PLANS TO WORK
143	YIPDOIDL	NUM	2	YESNO	IP1 Y PLANS TO DO NOTHING
144	YIPDOMIL	NUM	2	YESNO	IP1 Y PLANS TO JOIN MILITARY/SERVICE
145	YIPDOOTH	NUM	2	YESNO	IP1 Y HAS OTHER PLANS
146	YPBRAN1	NUM	2	YP1BRAN	IP3 BRANCH OF SERVICE, FIRST CHOICE
147	RANDIP1	NUM	2	RAND1IP	IP4 RANDOM START FOR CATEGORIES
148	YPCOMP1	NUM	2	YPCOMP	IP4 TYPE OF SERVICE, FIRST CHOICE
149	YPBRAN2	NUM	2	YP2BRAN	IP5 BRANCH OF SERVICE, NEXT CHOICE
150	RANDIP2	NUM	2	RAND1IP	IP6 RANDOM START FOR CATEGORIES
151	YPCOMP2	NUM	2	YPCOMP	IP6 TYPE OF SERVICE, NEXT CHOICE
152	YPROBMIL	NUM	2	PROB	IP7 PROB OF Y SERVING IN MILITARY
153	YPROBCOL	NUM	2	PROB	IP14 PROB OF Y GOING TO COLLEGE
154	YPCOL24	NUM	2	YP24COL	IP15 Y PLANS TO GO 2 OR 4 YEAR COLLEGE
155	YPROBARO	NUM	2	PROB	IP11 PROB OF Y TAKING ROTC COLLEGE CLASS
156	YPROBVOC	NUM	2	PROB	IP16 PROB OF Y GOING TO VO/TECH SCHOOL
157	YPROBEMP	NUM	2	PROB	IP12 PROB OF Y WORKING IN CIVILIAN JOB
158	YPFULPAR	NUM	2	YFULPAR	IP13 WORK PLANS FULL-TIME OR PART-TIME
159	YPSAMOCC	NUM	2	YSAMOCC	IP2 PLAN TO BE IN SAME OR DIFFERENT JOB
160	RANDIP3	NUM	2	RAND3IP	IP8_11A RANDOM START FOR MILITARY PLANS
161	RANDIP4	NUM	2	RAND4IP	IP8_10 RANDOM START FOR MILITARY PLANS
162	YPROBAR	NUM	2	PROB	IP8 PROB OF Y SERVING ARMY ACTIVE DUTY

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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
163	YPROBANG	NUM	2	PROB	IP9 PROB OF Y SERVING ARMY NATL GUARD
164	YPROBARV	NUM	2	PROB	IP10 PROB OF Y SERVING IN ARMY RESERVE
165	YPROBCOM	NUM	2	PROB	IP11A PROB OF OFFICER COMMISSION IN ROTC
166	YPSCHFUL	NUM	2	YESNO	IP17 Y MOST LIKELY: FULL-TIME SCHOOL
167	YPSCHPRT	NUM	2	YESNO	IP17 Y MOST LIKELY: PART-TIME SCHOOL
168	YPWRKFUL	NUM	2	YESNO	IP17 Y MOST LIKELY: FULL-TIME WORK
169	YPWRKPRT	NUM	2	YESNO	IP17 Y MOST LIKELY: PART-TIME WORK
170	YPSRVMIL	NUM	2	YESNO	IP17 Y MOST LIKELY: MILITARY
171	YPHOMEMK	NUM	2	YESNO	IP17 Y MOST LIKELY: HOMEMAKER
172	YPOTH	NUM	2	YESNO	IP17 Y MOST LIKELY: OTHER
173	YPROBTAR	NUM	2	PROB	IP20 PROB Y WILL TALK ABOUT ARMY
174	YPROBADO	NUM	2	PROB	IP21 PROB Y WILL DO SOMETHING ABOUT ARMY
175	YPTHOTM	NUM	2	YESNO	IP18 EVER THOUGHT ABOUT JOINING MILITARY
176	YBAEVREC	NUM	2	YESNO	BE1A Y EVER TALK WITH MILITARY RECRUITER
177	YBATALK	NUM	2	YESNO	BE1 Y TALK ABOUT JOINING ARMY PAST 6 MO
178	YBAFREN	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH FRIENDS
179	YBAMOM	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH MOTHER
180	YBADAD	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH FATHER
181	YBASIB	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH BROTHER/SISTER
182	YBAREL	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH OTH RELATIVE
183	YBASPOU	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH SPOUSE
184	YBATEAC	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH TEACHER
185	YBACOUN	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH SCH COUNSLR
186	YBAREC	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH RECRUITER
187	YBACOW	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH CO-WORKER
188	YBABOSS	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH EMPLOYER
189	YBAOTH	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH OTHERS
190	YBAFRSCH	NUM	2	YESNO	BE3 WAS FRIEND Y TALKED WITH FROM SCHOOL
191	YBAFREMP	NUM	2	YESNO	BE4 WAS FRIEND Y TALKED WITH AT WORK
192	BE4CHK	NUM	2	CCHECK	CONST. CHECK: BE2, BE4
193	YBAFRMIL	NUM	2	YESNO	BE5 WAS FRIEND Y TALKED WITH IN SERVICE
194	YBAFRAR	NUM	2	YESNO	BE6 WAS FRIEND Y TALKED WITH IN ARMY
195	YBMREC	NUM	2	YESNO	BE7 Y TALK TO RECRUITER PAST 6 MONTHS
196	YBMRECAR	NUM	2	YESNO	BE8 Y TALKED TO AN ARMY RECRUITER
197	YBMRECAF	NUM	2	YESNO	BE8 Y TALKED TO AN AIR FORCE RECRUITER
198	YBMRECNA	NUM	2	YESNO	BE8 Y TALKED TO A NAVY RECRUITER
199	YBMRECMC	NUM	2	YESNO	BE8 Y TALKED TO A MARINE RECRUITER
200	YBACONT	NUM	2	YBACONT	BE8A HOW FIRST CONTACT W/ ARMY RECRUITER
201	YBATALK1	NUM	2	YBATALK	BE8B HOW FIRST TALK W/ ARMY RECRUITER
202	YBAGIFT	NUM	2	YESNO	BE10 Y RESPOND TO ARMY AD IN PAST 6 MO
203	YBAVISIT	NUM	2	YESNO	BE11 Y VISIT ARMY RECR STATN PAST 6 MO
204	YBATEST	NUM	2	YESNO	BE12 Y TAKE TEST FOR ARMY IN PAST 6 MO
205	YBCTHOT	NUM	2	YESNO	BE16 Y THINK ABOUT COLLEGE IN PAST 6 MO
206	YBCTALK	NUM	2	YESNO	BE17 Y TALK ABOUT COLLEGE IN PAST 6 MO
207	YBCFREN	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH FRIENDS
208	YBCMOM	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH MOTHER
209	YBCDAD	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH FATHER
210	YBCSIB	NUM	2	BEYN	BE18 Y DISCUSS COLLEGE WITH BROTHER/SIS
211	YBCREL	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH OTH RELATIVE
212	YBCSPOU	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH SPOUSE
213	YBCTEAC	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH A TEACHER
214	YBCCOUN	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH SCH COUNSLR
215	YBCREC	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH A RECRUITER
216	YBCCOW	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH CO-WORKER

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217	YBCBOSS	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH EMPLOYER
218	YBCOTH	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH OTHERS
219	YBCACF	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT ACF
220	YBCGI	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT GI BILL
221	YBCROTC	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT ROTC SCH
222	YBCVEAP	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT VEAP
223	YBCTEST	NUM	2	YESNO	BE21 Y TAKE COLLEGE ADM TEST PAST 6 MO
224	YBCAPPL	NUM	2	YESNO	BE24 Y SUBMIT COLLEGE APPL IN PAST 6 MO
225	YBWTHOT	NUM	2	YESNO	BE25 Y THINK ABOUT FT WORK IN PAST 6 MO
226	YBWTALK	NUM	2	YESNO	BE26 Y TALK ABOUT FT WORK IN PAST 6 MO
227	YBWFREN	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH FRIENDS
228	YBWMOM	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH MOTHER
229	YBWDAD	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH FATHER
230	YBWSIB	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH BROTHER/SIS
231	YBWREL	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH OTH RELATIVE
232	YBWSPOU	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH SPOUSE
233	YBWTEAC	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH A TEACHER
234	YBWCOUN	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH SCH COUNSLR
235	YBWREC	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH A RECRUITER
236	YBWCOW	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH CO-WORKER
237	YBWBOSS	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH EMPLOYER
238	YBWOTH	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH OTHERS
239	YBWVISIT	NUM	2	YESNO	BE31 Y VISIT POTENTIAL EMPLOYER/AGENCIES
240	YBWAPPL	NUM	2	YESNO	BE32 Y APPLY FOR ANY JOBS IN PAST 6 MO
241	YARMDAD	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FATHER
242	YARMMOM	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: MOTHER
243	YARMFARM	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FREN ARMY EXP
244	YARMFMIL	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FREN OTH MIL
245	YARMFNO	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FREN NO MIL
246	YARMCOUN	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: SCH COUNSELOR
247	YARMTEAC	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: TEACHERS
248	YARMCOW	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: CO-WORKERS
249	YARMSTUD	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FELLOW STUDNT
250	YARMBOSS	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: EMPLOYER
251	YFRENMIL	NUM	2	YESNO	SI2 Y HAVE FRIENDS CURRENTLY IN MILITARY
252	YFRENAF	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-AF
253	YFRENAR	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-ARMY
254	YFRENCG	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-CG
255	YFRENMC	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-MC
256	YFRENNA	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-NAVY
257	YFRENACT	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN ACTIVE ARMY
258	YFRENARV	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN RESERVE
259	YFRENANG	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN NAT GUARD
260	YFRENARO	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN ROTC
261	YFAMMIL	NUM	2	YESNO	SI5 Y HAVE FAMILY CURRENTLY IN MILITARY
262	YFAMAF	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-AF
263	YFAMAR	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-ARMY
264	YFAMCG	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-CG
265	YFAMMC	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-MC
266	YFAMNA	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-NAVY
267	YFAMACT	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN ACTIVE ARMY
268	YFAMARV	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN RESERVE
269	YFAMANG	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN NAT GUARD
270	YFAMARO	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN ROTC

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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
271	RANDIAY	NUM	2	RANDIAY	IAY RANDOM NUMBER
272	YIPHYS	NUM	2	RANGIMP	IA IMP OF HAVING PHYSICAL CHALLENGE
273	YIHIQUAL	NUM	2	RANGIMP	IA IMP OF HIGHLY TRAINED COWORKERS
274	YICASHED	NUM	2	RANGIMP	IA IMP OF EARNING MONEY FOR EDUCATION
275	YITRAIN	NUM	2	RANGIMP	IA IMP OF TRAINING IN USEFUL SKILLS
276	YISELCON	NUM	2	RANGIMP	IA IMP OF DEVELOPING SELF-CONFIDENCE
277	YICNTRY	NUM	2	RANGIMP	IA IMP OF SERVING COUNTRY
278	YILEADER	NUM	2	RANGIMP	IA IMP OF DEVELOPING LEADERSHIP SKILLS
279	YIHITECH	NUM	2	RANGIMP	IA IMP OF WORKING WITH HI-TECH EQUIP
280	YIPROUD	NUM	2	RANGIMP	IA IMP OF EXPERIENCES TO BE PROUD OF
281	YIPOTEN	NUM	2	RANGIMP	IA IMP OF DEVELOPING POTENTIAL
282	YICIVCAR	NUM	2	RANGIMP	IA IMP OF HELPING CIVILIAN CAREER DEV
283	YISERCOM	NUM	2	RANGIMP	IA IMP OF COMMUNITY SERVICE
284	YIWEEKEN	NUM	2	RANGIMP	IA IMP OF WEEKEND EXCITEMENT
285	YIHOME	NUM	2	RANGIMP	IA IMP OF STAYING IN OWN HOMETOWN
286	YISTEP	NUM	2	RANGIMP	IA IMP OF STEPPING FROM HS TO COLLEGE
287	YIMATURE	NUM	2	RANGIMP	IA IMP OF BECOM MORE MATURE/RESPONSIBLE
288	YIINNOV	NUM	2	RANGIMP	IA IMP OF USING OWN JUDGEMENT
289	YIMENTAL	NUM	2	RANGIMP	IA IMP OF HAVING MENTAL CHALLENGE
290	YTVWATCH	NUM	2	YESNO	MH1 DOES YOUTH REGULARLY WATCH TV
291	YTVHRREG	NUM	3		MH2 HRS PER WEEK WATCH NETWORK TV
292	YTVHRCAB	NUM	3		MH2 HRS PER WEEK WATCH CERTAIN CABLE TV
293	MHY2CHK1	NUM	2	CCHECK	CONST CHECK: MH1 = 1 & MH2 = 0 HOURS
294	MHY2CHK2	NUM	2	CCHECK	CONST CHECK: MH2 > 168 HOURS
295	YTVCAB1	NUM	2	YESNO	MH11 DOES YOUTH WATCH MTV
296	YTVCAB2	NUM	2	YESNO	MH11 DOES YOUTH WATCH NASHVILLE NETWORK
297	YTVCAB3	NUM	2	YESNO	MH11 DOES YOUTH WATCH ESPN [SPORTS]
298	YTVCAB4	NUM	2	YESNO	MH11 DOES YOUTH WATCH WTBS [SYNDICATED]
299	YTVCAB5	NUM	2	YESNO	MH11 DOES Y WATCH BLACK ENTERTAINMENT TV
300	YTVSPORT	NUM	2	YESNO	MH12 DOES YOUTH VIEW SPORTS
301	YTVMYS	NUM	2	YESNO	MH12 DOES YOUTH VIEW MYSTERIES
302	YTVDRAMA	NUM	2	YESNO	MH12 DOES YOUTH VIEW GENERAL DRAMA
303	YTVMUSIC	NUM	2	YESNO	MH12 DOES YOUTH VIEW MUSIC/MUSIC VIDEOS
304	YTVCOMDY	NUM	2	YESNO	MH12 DOES YOUTH VIEW SITCOMS
305	YTVMOVIE	NUM	2	YESNO	MH12 DOES YOUTH VIEW TV MOVIES
306	YTVTALK	NUM	2	YESNO	MH12 DOES YOUTH VIEW TV TALK SHOWS
307	YTVSH1	NUM	2	YESNO	MH13 DOES YOUTH WATCH DAVID LETTERMAN
308	YTVSH2	NUM	2	YESNO	MH13 DOES Y WATCH FRIDAY NIGHT VIDEOS
309	YTVSH3	NUM	2	YESNO	MH13 DOES Y WATCH MONDAY NIGHT FOOTBALL
310	YTVSH4	NUM	2	YESNO	MH13 DOES Y WATCH COLLEGE FOOTBALL
311	YTVSH5	NUM	2	YESNO	MH13 DOES Y WATCH SUNDAY NIGHT MOVIES
312	YVCRHAVE	NUM	2	YESNO	MH14 DOES HOUSEHOLD HAVE A VCR
313	YVCRHOUR	NUM	3		MH15 HOURS PER WEEK SPENT WATCHING VCR
314	YRADLIS	NUM	2	YESNO	MH16 DOES YOUTH LISTEN TO THE RADIO
315	YRADHRAM	NUM	3		MH17 HOW MANY HOURS PER WEEK AM RADIO
316	YRADHRFM	NUM	3		MH17 HOW MANY HOURS PER WEEK FM RADIO
317	MY17CHK1	NUM	2	CCHECK	CONST CHECK: MH16 = 1 & MH17 = 0 HOURS
318	MY17CHK2	NUM	2	CCHECK	CONST CHECK: MH17 > 168 HOURS
319	YRADNEWS	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO NEWS
320	YRADCLAS	NUM	2	YESNO	MH26 DOES YOUTH LISTEN CLASSICAL MUSIC
321	YRADPOP	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO POP MUSIC
322	YRADCW	NUM	2	YESNO	MH26 DOES YOUTH LISTEN COUNTRY MUSIC
323	YRADSPOR	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO SPORTS
324	YRADTALK	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO TALK SHOWS

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325	YRADROCK	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO ROCK MUSIC
326	YRADEASY	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO EASY MUSIC
327	YRADSH1	NUM	2	YESNO	MH27 DOES Y LISTEN TO AMERICAN TOP 40
328	YRADSH2	NUM	2	YESNO	MH27 DOES Y LISTEN TO KING BISCUIT HOUR
329	YRADSH3	NUM	2	YESNO	MH27 DOES Y LISTEN TO RICK DEES' TOP 40
330	YRADSH4	NUM	2	YESNO	MH27 DOES Y LISTEN TO METALSHOP
331	YRADSH5	NUM	2	YESNO	MH27 DOES Y LISTEN TO ROCKLINE
332	YPAPREAD	NUM	2	YPAPREA	MH28 HOW OFTEN DOES Y READ NEWSPAPER
333	YPAPHOUR	NUM	3		MH29 HOURS PER WEEK READING NEWSPAPER
334	MHY29CHK	NUM	2	CCHECK	CONST CHECK: MH28 & MH29 HOURS
335	YPAPSPOR	NUM	2	YESNO	MH30 DOES YOUTH READ SPORTS
336	YPAPCOM	NUM	2	YESNO	MH30 DOES YOUTH READ COMICS
337	YPAPNEWS	NUM	2	YESNO	MH30 DOES YOUTH READ NEWS SECTION
338	YPAPLOC	NUM	2	YESNO	MH30 DOES YOUTH READ LOCAL SECTION
339	YPAPFOOD	NUM	2	YESNO	MH30 DOES YOUTH READ FOOD SECTION
340	YPAPSTYL	NUM	2	YESNO	MH30 DOES YOUTH READ LIFESTYLE SECTION
341	YPAPCLAS	NUM	2	YESNO	MH30 DOES YOUTH READ CLASSIFIED
342	YMAGREAD	NUM	2	YESNO	MH31 DOES YOUTH READ MAGAZINES
343	YMAG1	NUM	3	MAGFMT	MH32 MAGAZINE #1 READ ON REGULAR BASIS
344	YMAG2	NUM	3	MAGFMT	MH32 MAGAZINE #2 READ ON REGULAR BASIS
345	YMAG3	NUM	3	MAGFMT	MH32 MAGAZINE #3 READ ON REGULAR BASIS
346	YMAG4	NUM	3	MAGFMT	MH32 MAGAZINE #4 READ ON REGULAR BASIS
347	YMAG5	NUM	3	MAGFMT	MH32 MAGAZINE #5 READ ON REGULAR BASIS
348	YMAG6	NUM	3	MAGFMT	MH32 MAGAZINE #6 READ ON REGULAR BASIS
349	YMAGHOUR	NUM	3		MH33 HOURS PER WEEK READING MAGAZINES
350	MHYCHK	NUM	2	CCHECK	CONST CHECK: TOTAL HOURS IN MHY > 168
351	YUN12NON	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NO SERVICES
352	YUN12AF	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR AIR FORCE
353	YUN12AR	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ARMY
354	YUN12RO	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ROTC
355	YUN12NG	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NAT GUARD
356	YUN12RV	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR RESERVE
357	YUN12CG	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR COAST GUARD
358	YUN12MC	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR MARINE CORPS
359	YUN12NA	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NAVY
360	YUN12ALL	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ALL IN ONE AD
361	YKRROAF	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR AIR FORCE
362	YKRROAR	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR ARMY
363	YKRRONA	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR NAVY
364	YKRROMC	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR MARINES
365	YKRROCG	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR COAST GUARD
366	YKRNGAF	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR AIR FORCE
367	YKRNGAR	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR ARMY
368	YKRNGNA	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR NAVY
369	YKRNGMC	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR MARINES
370	YKRNGCG	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR COAST GUARD
371	YKRRVAF	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR AIR FORCE
372	YKRRVAR	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR ARMY
373	YKRRVNA	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR NAVY
374	YKRRVMC	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR MARINES
375	YKRRVCG	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR COAST GUARD
376	RANDKRY2	NUM	2	KNOW	KR5-KR13 RANDOM START AIDED AD RECALL
377	YAIDAF	NUM	2	YESNO	KR5 AIDED AD RECALL FOR AIR FORCE
378	YAIDAR	NUM	2	YESNO	KR6 AIDED AD RECALL FOR ARMY

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379	YAIDARO	NUM	2	YESNO	KR7 AIDED AD RECALL FOR ARMY ROTC
380	YAIDANG	NUM	2	YESNO	KR8 AIDED AD RECALL FOR ARMY NAT GUARD
381	YAIDARV	NUM	2	YESNO	KR9 AIDED AD RECALL FOR ARMY RESERVE
382	YAIDCG	NUM	2	YESNO	KR10 AIDED AD RECALL FOR COAST GUARD
383	YAIDMC	NUM	2	YESNO	KR11 AIDED AD RECALL FOR MARINE CORPS
384	YAIDNA	NUM	2	YESNO	KR12 AIDED AD RECALL FOR NAVY
385	YAIDALL	NUM	2	YESNO	KR13 AIDED AD RECALL FOR ALL SERVICES
386	YADARTV	NUM	2	YESNO	KR14 RECALLS ARMY AD ON TV
387	YADARRAD	NUM	2	YESNO	KR14 RECALLS ARMY AD ON RADIO
388	YADARMAG	NUM	2	YESNO	KR14 RECALLS ARMY AD IN MAGAZINES
389	YADARPAP	NUM	2	YESNO	KR14 RECALLS ARMY AD IN NEWSPAPERS
390	YADARBIL	NUM	2	YESNO	KR14 RECALLS ARMY AD ON BILLBOARDS
391	YADARMAL	NUM	2	YESNO	KR14 RECALLS ARMY AD IN MAIL
392	YADARPOS	NUM	2	YESNO	KR14 RECALLS ARMY AD ON POSTERS
393	YADARPAM	NUM	2	YESNO	KR14 RECALLS ARMY AD IN PAMPHLETS
394	YADARYEL	NUM	2	YESNO	KR14 RECALLS ARMY AD IN YELLOW PAGES
395	YADAROTH	NUM	2	YADOTH	KR14 RECALLS ARMY AD SOMEWHERE ELSE
396	RANDKRY	NUM	2	RANDKR	KR17 RANDOM SELECTION OF SERV/COMPONENT
397	YKRMSGAR	NUM	2	YKVERB	STATUS OF KR VERBATIM RESPONSE: ARMY
398	YKRMSGOT	NUM	2	YKVERB	STATUS OF KR VERBATIM RESPONSE: NON-ARMY
399	YATADLIK	NUM	2	YRATEAD	AT1 HOW MUCH YOUTH LIKED ARMY ADS
400	YATADBEL	NUM	2	PRATEAD	AT2 HOW MUCH YOUTH BELIEVES ARMY ADS
401	RANDKS	NUM	2	RANDKS	KS1 RANDOM START FOR SLOGANS
402	YKSADVEN	NUM	2	KSANSWR	KS2 SLOGAN: NOT A JOB, AN ADVENTURE
403	YKSPROUD	NUM	2	KSANSWR	KS3 SLOGAN: THE FEW. THE PROUD
404	YKSBEALL	NUM	2	KSANSWR	KS4 SLOGAN: BE ALL YOU CAN BE
405	YKSWAY	NUM	2	KSANSWR	KS5 SLOGAN: A GREAT WAY OF LIFE
406	YKSGOOD	NUM	2	KSANSWR	KS6 SLOGAN: LOOKING FOR A FEW GOOD MEN
407	YKSSTART	NUM	2	KSANSWR	KS7 SLOGAN: IT'S A GREAT PLACE TO START
408	YKSAIM	NUM	2	KSANSWR	KS8 SLOGAN: AIM HIGH
409	YKSNOTCO	NUM	2	KSANSWR	KS9 SLOGAN: NOT A COMPANY, YOUR COUNTRY
410	RANDPE8	NUM	2	RAND8PE	PE RANDOM SELECTION FROM 8 SERVICES
411	RANDPE9	NUM	2	RAND9PE	PE RANDOM SELECTION FROM 9 SERVICES
412	RANDPE3	NUM	2	RAND3PE	PE RANDOM SELECTION OF PANEL 2 SUBGROUP
413	RAND1000	NUM	4		PE WEIGHTED SELECTION OF PANEL 3 SERVICE
414	RANDPEY1	NUM	2	RAND1PE	PEY1 RANDOM START FOR ARMY
415	RANDPEY4	NUM	2	RAND4PE	PEY4 RANDOM START FOR ARMY RESERVE
416	RANDPEY5	NUM	2	RAND4PE	PEY5 RANDOM START FOR NATIONAL GUARD
417	RANDPEY6	NUM	2	RAND1PE	PEY6 RANDOM START FOR AF/MC/NA/ALL
418	RANDPEY7	NUM	2	RAND7PE	PEY7 RANDOM START FOR CIVILIAN JOB
419	RANDPEY8	NUM	2	PE8RAND	PEY8 RANDOM START FOR COLLEGE
420	YAWIDE	NUM	2	AGREE	PE1 WIDE VARIETY OF JOBS: ARMY
421	YAPHYS	NUM	2	AGREE	PE1 PHYSICALLY CHALLENGING: ARMY
422	YAPROUD	NUM	2	AGREE	PE1 EXPERIENCE TO BE PROUD OF: ARMY
423	YASTEP	NUM	2	AGREE	PE1 STEPPING STONE TO COLLEGE: ARMY
424	YALEADER	NUM	2	AGREE	PE1 DEVELOP LEADERSHIP SKILLS: ARMY
425	YAHITECH	NUM	2	AGREE	PE1 USE HIGH-TECH EQUIPMENT: ARMY
426	YACIVCAR	NUM	2	AGREE	PE1 CIVILIAN CAREER DEVELOP: ARMY
427	YASELCON	NUM	2	AGREE	PE1 DEVELOP SELF-CONFIDENCE: ARMY
428	YAPOTEN	NUM	2	AGREE	PE1 DEVELOP YOUR POTENTIAL: ARMY
429	YAMENTAL	NUM	2	AGREE	PE1 MENTALLY CHALLENGING: ARMY
430	YAMATURE	NUM	2	AGREE	PE1 MATURE AND RESPONSIBLE: ARMY
431	YATRAIN	NUM	2	AGREE	PE1 TRAINING IN USEFUL SKILLS: ARMY
432	YAHIQUAL	NUM	2	AGREE	PE1 HIGHLY TRAINED COWORKERS: ARMY

ACOMS YUTHMAIN VARIABLE LIST FOR OCT 86 TO JUN 87
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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
433	YACASHED	NUM	2	AGREE	PE1 GET MONEY FOR EDUCATION: ARMY
434	YHEARDAR	NUM	2	YESNO	PE1A Y EVER HEARD OF ARMY RESERVE
435	YVWIDE	NUM	2	AGREE	PE4 WIDE VARIETY OF JOBS: RESERVE
436	YVPROUD	NUM	2	AGREE	PE4 EXPERIENCE TO BE PROUD OF: RESERVE
437	YVLEADER	NUM	2	AGREE	PE4 DEVELOP LEADERSHIP SKILLS: RESERVE
438	YVCIVCAR	NUM	2	AGREE	PE4 CIVILIAN CAREER DEVELOP: RESERVE
439	YVSELCON	NUM	2	AGREE	PE4 DEVELOP SELF-CONFIDENCE: RESERVE
440	YVPOTEN	NUM	2	AGREE	PE4 DEVELOP YOUR POTENTIAL: RESERVE
441	YVMENTAL	NUM	2	AGREE	PE4 MENTALLY CHALLENGING: RESERVE
442	YVMATURE	NUM	2	AGREE	PE4 MATURE AND RESPONSIBLE: RESERVE
443	YVTRAIN	NUM	2	AGREE	PE4 TRAINING IN USEFUL SKILLS: RESERVE
444	YVHIQUAL	NUM	2	AGREE	PE4 HIGHLY TRAINED COWORKERS: RESERVE
445	YVCASHED	NUM	2	AGREE	PE4 GET MONEY FOR EDUCATION: RESERVE
446	YVHOME	NUM	2	AGREE	PE4 SERVE AMERICA IN HOMETOWN: RESERVE
447	YVSERCOM	NUM	2	AGREE	PE4 SERVE YOUR OWN COMMUNITY: RESERVE
448	YVWEEKEN	NUM	2	AGREE	PE4 INTERESTING WEEKENDS: RESERVE
449	YHEARDNG	NUM	2	YESNO	PE4A Y EVER HEARD OF ARMY NATIONAL GUARD
450	YGWIDE	NUM	2	AGREE	PE5 WIDE VARIETY OF JOBS: GUARD
451	YGPROUD	NUM	2	AGREE	PE5 EXPERIENCE TO BE PROUD OF: GUARD
452	YGLEADER	NUM	2	AGREE	PE5 DEVELOP LEADERSHIP SKILLS: GUARD
453	YGCIVCAR	NUM	2	AGREE	PE5 CIVILIAN CAREER DEVELOP: GUARD
454	YGSELCON	NUM	2	AGREE	PE5 DEVELOP SELF-CONFIDENCE: GUARD
455	YGPOTEN	NUM	2	AGREE	PE5 DEVELOP YOUR POTENTIAL: GUARD
456	YGMENTAL	NUM	2	AGREE	PE5 MENTALLY CHALLENGING: GUARD
457	YGMATURE	NUM	2	AGREE	PE5 MATURE AND RESPONSIBLE: GUARD
458	YGTRAIN	NUM	2	AGREE	PE5 TRAINING IN USEFUL SKILLS: GUARD
459	YGHIQUAL	NUM	2	AGREE	PE5 HIGHLY TRAINED COWORKERS: GUARD
460	YGCASHED	NUM	2	AGREE	PE5 GET MONEY FOR EDUCATION: GUARD
461	YGHOME	NUM	2	AGREE	PE5 SERVE AMERICA IN HOMETOWN: GUARD
462	YGSERCOM	NUM	2	AGREE	PE5 SERVE YOUR OWN COMMUNITY: GUARD
463	YGWEEKEN	NUM	2	AGREE	PE5 INTERESTING WEEKENDS: GUARD
464	YNWIDE	NUM	2	AGREE	PE6 WIDE VARIETY OF JOBS: NAVY
465	YMWIDE	NUM	2	AGREE	PE6 WIDE VARIETY OF JOBS: MARINES
466	YFWIDE	NUM	2	AGREE	PE6 WIDE VARIETY OF JOBS: AIR FORCE
467	YSWIDE	NUM	2	AGREE	PE6 WIDE VARIETY OF JOBS: MILITARY
468	YNPHYS	NUM	2	AGREE	PE6 PHYSICALLY CHALLENGING: NAVY
469	YMPHYS	NUM	2	AGREE	PE6 PHYSICALLY CHALLENGING: MARINES
470	YFPHYS	NUM	2	AGREE	PE6 PHYSICALLY CHALLENGING: AIR FORCE
471	YSPHYS	NUM	2	AGREE	PE6 PHYSICALLY CHALLENGING: MILITARY
472	YNPROUD	NUM	2	AGREE	PE6 EXPERIENCE TO BE PROUD OF: NAVY
473	YMPROUD	NUM	2	AGREE	PE6 EXPERIENCE TO BE PROUD OF: MARINES
474	YFPROUD	NUM	2	AGREE	PE6 EXPERIENCE TO BE PROUD OF: AIR FORCE
475	YSPROUD	NUM	2	AGREE	PE6 EXPERIENCE TO BE PROUD OF: MILITARY
476	YNSTEP	NUM	2	AGREE	PE6 STEPPING STONE TO COLLEGE: NAVY
477	YMSTEP	NUM	2	AGREE	PE6 STEPPING STONE TO COLLEGE: MARINES
478	YFSTEP	NUM	2	AGREE	PE6 STEPPING STONE TO COLLEGE: AIR FORCE
479	YSSTEP	NUM	2	AGREE	PE6 STEPPING STONE TO COLLEGE: MILITARY
480	YNLEADER	NUM	2	AGREE	PE6 DEVELOP LEADERSHIP SKILLS: NAVY
481	YMLEADER	NUM	2	AGREE	PE6 DEVELOP LEADERSHIP SKILLS: MARINES
482	YFLEADER	NUM	2	AGREE	PE6 DEVELOP LEADERSHIP SKILLS: AIR FORCE
483	YSLEADER	NUM	2	AGREE	PE6 DEVELOP LEADERSHIP SKILLS: MILITARY
484	YNHITECH	NUM	2	AGREE	PE6 USE HIGH-TECH EQUIPMENT: NAVY
485	YMHITECH	NUM	2	AGREE	PE6 USE HIGH-TECH EQUIPMENT: MARINES
486	YFHITECH	NUM	2	AGREE	PE6 USE HIGH-TECH EQUIPMENT: AIR FORCE

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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
487	YSHITECH	NUM	2	AGREE	PE6 USE HIGH-TECH EQUIPMENT: MILITARY
488	YNCIVCAR	NUM	2	AGREE	PE6 CIVILIAN CAREER DEVELOP: NAVY
489	YMCIVCAR	NUM	2	AGREE	PE6 CIVILIAN CAREER DEVELOP: MARINES
490	YFCIVCAR	NUM	2	AGREE	PE6 CIVILIAN CAREER DEVELOP: AIR FORCE
491	YSCIVCAR	NUM	2	AGREE	PE6 CIVILIAN CAREER DEVELOP: MILITARY
492	YNSELCON	NUM	2	AGREE	PE6 DEVELOP SELF-CONFIDENCE: NAVY
493	YMSELCON	NUM	2	AGREE	PE6 DEVELOP SELF-CONFIDENCE: MARINES
494	YFSELCON	NUM	2	AGREE	PE6 DEVELOP SELF-CONFIDENCE: AIR FORCE
495	YSSELCON	NUM	2	AGREE	PE6 DEVELOP SELF-CONFIDENCE: MILITARY
496	YNPOTEN	NUM	2	AGREE	PE6 DEVELOP YOUR POTENTIAL: NAVY
497	YMPOTEN	NUM	2	AGREE	PE6 DEVELOP YOUR POTENTIAL: MARINES
498	YFPOTEN	NUM	2	AGREE	PE6 DEVELOP YOUR POTENTIAL: AIR FORCE
499	YSPOTEN	NUM	2	AGREE	PE6 DEVELOP YOUR POTENTIAL: MILITARY
500	YNMENTAL	NUM	2	AGREE	PE6 MENTALLY CHALLENGING: NAVY
501	YMMENTAL	NUM	2	AGREE	PE6 MENTALLY CHALLENGING: MARINES
502	YFMENTAL	NUM	2	AGREE	PE6 MENTALLY CHALLENGING: AIR FORCE
503	YSMENTAL	NUM	2	AGREE	PE6 MENTALLY CHALLENGING: MILITARY
504	YNMATURE	NUM	2	AGREE	PE6 MATURE AND RESPONSIBLE: NAVY
505	YMMATURE	NUM	2	AGREE	PE6 MATURE AND RESPONSIBLE: MARINES
506	YFMATURE	NUM	2	AGREE	PE6 MATURE AND RESPONSIBLE: AIR FORCE
507	YSMATURE	NUM	2	AGREE	PE6 MATURE AND RESPONSIBLE: MILITARY
508	YNTRAIN	NUM	2	AGREE	PE6 TRAINING IN USEFUL SKILLS: NAVY
509	YMTRAIN	NUM	2	AGREE	PE6 TRAINING IN USEFUL SKILLS: MARINES
510	YFTRAIN	NUM	2	AGREE	PE6 TRAINING IN USEFUL SKILLS: AIR FORCE
511	YSTRAIN	NUM	2	AGREE	PE6 TRAINING IN USEFUL SKILLS: MILITARY
512	YNHIQUAL	NUM	2	AGREE	PE6 HIGHLY TRAINED COWORKERS: NAVY
513	YMHIQUAL	NUM	2	AGREE	PE6 HIGHLY TRAINED COWORKERS: MARINES
514	YFHIQUAL	NUM	2	AGREE	PE6 HIGHLY TRAINED COWORKERS: AIR FORCE
515	YSHIQUAL	NUM	2	AGREE	PE6 HIGHLY TRAINED COWORKERS: MILITARY
516	YNCASHED	NUM	2	AGREE	PE6 GET MONEY FOR EDUCATION: NAVY
517	YMCASHED	NUM	2	AGREE	PE6 GET MONEY FOR EDUCATION: MARINES
518	YFCASHED	NUM	2	AGREE	PE6 GET MONEY FOR EDUCATION: AIR FORCE
519	YSCASHED	NUM	2	AGREE	PE6 GET MONEY FOR EDUCATION: MILITARY
520	YWPHYS	NUM	2	AGREE	PE7 PHYSICALLY CHALLENGING: JOB
521	YWPROUD	NUM	2	AGREE	PE7 EXPERIENCE TO BE PROUD OF: JOB
522	YWSTEP	NUM	2	AGREE	PE7 STEPPING STONE TO COLLEGE: JOB
523	YWLEADER	NUM	2	AGREE	PE7 DEVELOP LEADERSHIP SKILLS: JOB
524	YWHITECH	NUM	2	AGREE	PE7 USE HIGH-TECH EQUIPMENT: JOB
525	YWCIVCAR	NUM	2	AGREE	PE7 CIVILIAN CAREER DEVELOP: JOB
526	YWSELCON	NUM	2	AGREE	PE7 DEVELOP SELF-CONFIDENCE: JOB
527	YWPOTEN	NUM	2	AGREE	PE7 DEVELOP YOUR POTENTIAL: JOB
528	YWMENTAL	NUM	2	AGREE	PE7 MENTALLY CHALLENGING: JOB
529	YWMATURE	NUM	2	AGREE	PE7 MATURE AND RESPONSIBLE: JOB
530	YWTRAIN	NUM	2	AGREE	PE7 TRAINING IN USEFUL SKILLS: JOB
531	YWHIQUAL	NUM	2	AGREE	PE7 HIGHLY TRAINED COWORKERS: JOB
532	YWCASHED	NUM	2	AGREE	PE7 GET MONEY FOR EDUCATION: JOB
533	YCPROUD	NUM	2	AGREE	PE8 EXPERIENCE TO BE PROUD OF: COLLEGE
534	YCLEADER	NUM	2	AGREE	PE8 DEVELOP LEADERSHIP SKILLS: COLLEGE
535	YCCIVCAR	NUM	2	AGREE	PE8 CIVILIAN CAREER DEVELOP: COLLEGE
536	YCSELCON	NUM	2	AGREE	PE8 DEVELOP SELF-CONFIDENCE: COLLEGE
537	YCPOTEN	NUM	2	AGREE	PE8 DEVELOP YOUR POTENTIAL: COLLEGE
538	YCMENTAL	NUM	2	AGREE	PE8 MENTALLY CHALLENGING: COLLEGE
539	YCMATURE	NUM	2	AGREE	PE8 MATURE AND RESPONSIBLE: COLLEGE
540	YCHIQUAL	NUM	2	AGREE	PE8 HIGHLY TRAINED COWORKERS: COLLEGE

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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
541	YPEDIP	NUM	2	PROPANS	PE12 ARMY % PAST YEAR HIGH SCHOOL GRADS
542	YPEGRADE	NUM	2	PEGRADE	PE13 ARMY % PAST YEAR UPPER HALF IQ
543	YPECOL	NUM	2	PROPANS	PE14 ARMY % PAST YEAR TO FINISH COLLEGE
544	YPESIM	NUM	2	YESNO	PE15 YOUNG PEOPLE LIKE YOU JOINING ARMY
545	YHEARDRO	NUM	2	YESNO	PE15A Y EVER HEARD OF ROTC AT COLLEGE
546	YRLEADER	NUM	2	AGREE	PE2 LEADERSHIP/MANAGEMENT TRAINING: ROTC
547	YRSELCON	NUM	2	AGREE	PE2 DEVELOP SELF-CONFIDENCE: ROTC
548	YRELECT	NUM	2	AGREE	PE2 COLLEGE ELECTIVE W/COURSES: ROTC
549	YROFFCOM	NUM	2	AGREE	PE2 AN OFFICER'S COMMISSION: ROTC
550	YOWIDE	NUM	2	AGREE	PE3 WIDE VARIETY OF JOBS: OFFICER
551	YOPROUD	NUM	2	AGREE	PE3 EXPERIENCE TO BE PROUD OF: OFFICER
552	YOUSECOL	NUM	2	AGREE	PE3 USE COLLEGE SKILLS: OFFICER
553	YOINNOV	NUM	2	AGREE	PE3 INNOVATIVE/CREATIVE: OFFICER
554	YKAEARN	NUM	2	YKAEARN	KA7 EARN MONEY FOR COLLEGE IN ARMY
555	YKAEDBEN	NUM	2	YKABEN	KA1 AMOUNT OF ARMY EDUCATION BENEFITS
556	YKALLCOL	NUM	2	YKALCOL	KA2 WOULD ARMY PAY FOR ENTIRE COLLEGE ED
557	YKASAME	NUM	2	YKASAME	KA3 COMPAR ARMY EDUC BEN TO OTH BRANCHES
558	RANDKAY	NUM	2	RANDKAY	KA4 RANDOMIZE FIRST BRANCH FOR GI BILL
559	YKAGIAR	NUM	2	YKAGIAR	KA4 DOES THE ARMY OFFER THE GI BILL
560	YKAGIAF	NUM	2	YKAGIAF	KA4 DOES THE AIR FORCE OFFER THE GI BILL
561	YKAGINA	NUM	2	YKAGINA	KA4 DOES THE NAVY OFFER THE GI BILL
562	YKAGIMA	NUM	2	YKAGIMA	KA4 DOES MARINE CORPS OFFER THE GI BILL
563	YKAYEARS	NUM	2		KA5 MINIMUM ARMY ENLISTMENT
564	YKADEP	NUM	2	YKADEP	KA6 CAN Y JOIN ARMY DEP & ENTER YR LATER
565	YKARGJUN	NUM	2	YKAJOIN	KA8 CAN HS JRS AGE 17 JOIN RESERVE/GUARD
566	YKARGHS	NUM	2	YKARGHS	KA9 CAN ONLY HS GRADS JOIN RESERVE/GUARD
567	YKAWARD	NUM	2	YKAWARD	KA10 WHO SPONSORS SCHOLAR-ATHLETE AWARD
568	YKARGCOL	NUM	2	YKACOL	KA11 EARN COLLEGE MONEY IN RESERVE/GUARD
569	YKARGGI	NUM	2	YKARGGI	KA12 MAX GI BILL AMOUNT IN RESERVE/GUARD
570	YDMARITL	NUM	2	MARSTAT	DE6 CURRENT MARITAL STATUS
571	YDSAMEHH	NUM	2	YESNO	DE14 DOES YOUTH LIVE WITH PARENTS
572	YDPARENT	NUM	2	PARENTS	DE15 WHICH PARENT YOUTH LIVES WITH
573	YDWAGE	NUM	2	EARNER	DE16 PRINCIPAL WAGE EARNER IN HOUSEHOLD
574	YDEDDAD	NUM	2	EDLEVEL	DE19 FATHER'S HIGHEST LEVEL OF EDUCATION
575	YDDADLFS	NUM	2	PARNDO	DE20 FATHER'S JOB STATUS
576	YDDADBR	NUM	2	BRANCH	DE21 MILITARY BRANCH FATHER IN
577	YDEDMOM	NUM	2	EDLEVEL	DE26 MOTHER'S HIGHEST LEVEL OF EDUCATION
578	YDMOMLFS	NUM	2	PARNDO	DE27 MOTHER'S JOB STATUS
579	YDOWNREL	NUM	2	RELAT	DE17 HOUSEHOLD HEAD'S RELATIONSHIP TO Y
580	YDOWNOS	CHAR	30	$CHAR	DE17 OTHER SPECIFY FOR HEAD OF HOUSEHOLD
581	YDEDOTH	NUM	2	EDLEVEL	DE19A HEAD'S HIGHEST LEVEL OF EDUCATION
582	YDROTCEV	NUM	2	YESNO	DE36 DID YOUTH PARTICIPATE IN ROTC
583	YDROTCJS	NUM	2	JRSR	DE37 WAS PARTICIPATION IN ROTC JR OR SR
584	YDROTCBR	NUM	2	ROTCTYP	DE38 ROTC BRANCH OF PARTICIPATION
585	YDCOUNTY	CHAR	30	$CHAR	DE39 NAME OF COUNTY YOUTH LIVES IN
586	YDCITY	CHAR	20	$CHAR	DE40 NAME OF CITY YOUTH LIVES IN
587	YDZIP	CHAR	5	$CHAR	DE41 ZIP CODE YOUTH LIVES IN
588	YDSSN	CHAR	9	$SSNFMT	DE42 SOCIAL SECURITY NUMBER (STATUS)
589	YPARIMP	NUM	2	YPARIMP	PL2 IMPORTANCE OF PARENTAL ADVICE
590	EE5CHK	NUM	2	CCHECK	CONST CHECK: LAST DATE IN SCHOOL VS. NOW
591	REPL1	NUM	8		REPLICATE WEIGHT 1
592	REPL2	NUM	8		REPLICATE WEIGHT 2
593	REPL3	NUM	8		REPLICATE WEIGHT 3
594	REPL4	NUM	8		REPLICATE WEIGHT 4

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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
595	REPL5	NUM	8		REPLICATE WEIGHT 5
596	REPL6	NUM	8		REPLICATE WEIGHT 6
597	REPL7	NUM	8		REPLICATE WEIGHT 7
598	REPL8	NUM	8		REPLICATE WEIGHT 8
599	REPL9	NUM	8		REPLICATE WEIGHT 9
600	REPL10	NUM	8		REPLICATE WEIGHT 10
601	REPL11	NUM	8		REPLICATE WEIGHT 11
602	REPL12	NUM	8		REPLICATE WEIGHT 12
603	REPL13	NUM	8		REPLICATE WEIGHT 13
604	REPL14	NUM	8		REPLICATE WEIGHT 14
605	REPL15	NUM	8		REPLICATE WEIGHT 15
606	REPL16	NUM	8		REPLICATE WEIGHT 16
607	REPL17	NUM	8		REPLICATE WEIGHT 17
608	REPL18	NUM	8		REPLICATE WEIGHT 18
609	REPL19	NUM	8		REPLICATE WEIGHT 19
610	REPL20	NUM	8		REPLICATE WEIGHT 20
611	REPL21	NUM	8		REPLICATE WEIGHT 21
612	REPL22	NUM	8		REPLICATE WEIGHT 22
613	REPL23	NUM	8		REPLICATE WEIGHT 23
614	REPL24	NUM	8		REPLICATE WEIGHT 24
615	REPL25	NUM	8		REPLICATE WEIGHT 25
616	REPL26	NUM	8		REPLICATE WEIGHT 26
617	REPL27	NUM	8		REPLICATE WEIGHT 27
618	REPL28	NUM	8		REPLICATE WEIGHT 28
619	REPL29	NUM	8		REPLICATE WEIGHT 29
620	REPL30	NUM	8		REPLICATE WEIGHT 30
621	REPL31	NUM	8		REPLICATE WEIGHT 31
622	REPL32	NUM	8		REPLICATE WEIGHT 32
623	REPL33	NUM	8		REPLICATE WEIGHT 33
624	REPL34	NUM	8		REPLICATE WEIGHT 34
625	REPL35	NUM	8		REPLICATE WEIGHT 35
626	REPL36	NUM	8		REPLICATE WEIGHT 36
627	REPL37	NUM	8		REPLICATE WEIGHT 37
628	REPL38	NUM	8		REPLICATE WEIGHT 38
629	REPL39	NUM	8		REPLICATE WEIGHT 39
630	REPL40	NUM	8		REPLICATE WEIGHT 40
631	REPL41	NUM	8		REPLICATE WEIGHT 41
632	REPL42	NUM	8		REPLICATE WEIGHT 42
633	REPL43	NUM	8		REPLICATE WEIGHT 43
634	REPL44	NUM	8		REPLICATE WEIGHT 44
635	REPL45	NUM	8		REPLICATE WEIGHT 45
636	REPL46	NUM	8		REPLICATE WEIGHT 46
637	REPL47	NUM	8		REPLICATE WEIGHT 47
638	REPL48	NUM	8		REPLICATE WEIGHT 48
639	REPL49	NUM	8		REPLICATE WEIGHT 49
640	REPL50	NUM	8		REPLICATE WEIGHT 50
641	REPL51	NUM	8		REPLICATE WEIGHT 51
642	REPL52	NUM	8		REPLICATE WEIGHT 52
643	REPL53	NUM	8		REPLICATE WEIGHT 53
644	REPL54	NUM	8		REPLICATE WEIGHT 54
645	REPL55	NUM	8		REPLICATE WEIGHT 55
646	REPL56	NUM	8		REPLICATE WEIGHT 56
647	REPL57	NUM	8		REPLICATE WEIGHT 57
648	REPL58	NUM	8		REPLICATE WEIGHT 58

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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
649	REPL59	NUM	8		REPLICATE WEIGHT 59
650	REPL60	NUM	8		REPLICATE WEIGHT 60
651	REPL61	NUM	8		REPLICATE WEIGHT 61
652	REPL62	NUM	8		REPLICATE WEIGHT 62
653	REPL63	NUM	8		REPLICATE WEIGHT 63
654	REPL64	NUM	8		REPLICATE WEIGHT 64
655	REPL65	NUM	8		REPLICATE WEIGHT 65
656	REPL66	NUM	8		REPLICATE WEIGHT 66
657	REPL67	NUM	8		REPLICATE WEIGHT 67
658	REPL68	NUM	8		REPLICATE WEIGHT 68
659	YXAD12AR	NUM	2	YXADF	UNAIDED + AIDED RECALL ACTIVE ARMY ADS
660	YXAD12RO	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY ROTC ADS
661	YXAD12NG	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY NATL. GUARD
662	YXAD12RV	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY RESERVE ADS
663	YXAD12AF	NUM	2	YXADF	UNAIDED + AIDED RECALL AIR FORCE ADS
664	YXAD12NA	NUM	2	YXADF	UNAIDED + AIDED RECALL NAVY ADS
665	YXAD12MC	NUM	2	YXADF	UNAIDED + AIDED RECALL MARINE CORPS ADS
666	YXAD12CG	NUM	2	YXADF	UNAIDED + AIDED RECALL COAST GUARD ADS
667	YXAD12AL	NUM	2	YXADF	UNAIDED + AIDED RECALL JRAP ADS
668	YXKAEARN	NUM	2	YXKAF	KNOW: EARN MONEY FOR COLLEGE IN ARMY
669	YXKAEDBN	NUM	2	YXKAF	KNOW: AMOUNT OF ARMY EDUCATION BENEFITS
670	YXKASAME	NUM	2	YXKAF	KNOW: COMPAR ARMY ED BEN TO OTH BRANCHES
671	YXKAGIAR	NUM	2	YXKAF	KNOW: DOES THE ARMY OFFER THE GI BILL
672	YXKAGIAF	NUM	2	YXKAF	KNOW: DOES THE AIR FORCE OFFER GI BILL
673	YXKAGINA	NUM	2	YXKAF	KNOW: DOES THE NAVY OFFER THE GI BILL
674	YXKAGIMA	NUM	2	YXKAF	KNOW: DOES MARINE CORPS OFFER GI BILL
675	YXKAYRS	NUM	2	YXKAF	KNOW: MINIMUM ARMY ENLISTMENT
676	YXKADEP	NUM	2	YXKAF	KNOW: CAN Y JOIN ARMY DEP, ENTER YR LATR
677	YXKARGJN	NUM	2	YXKAF	KNOW: CAN HS JRS AGE 17 JOIN RESERVE/NG
678	YXKARGHS	NUM	2	YXKAF	KNOW: CAN ONLY HS GRADS JOIN RESERVE/NG
679	YXKAWARD	NUM	2	YXKAF	KNOW: WHO SPONSORS SCHOLAR-ATHLETE AWARD
680	YXKARGCL	NUM	2	YXKAF	KNOW: EARN COLLEGE MONEY IN RESERVE/NG
681	YXKARGGI	NUM	2	YXKAF	KNOW: MAX GI BILL AMOUNT IN RESERVE/NG
682	YXPRUNAC	NUM	2	YXPRF	UNAIDED INTENTION TO JOIN ACTIVE ARMY
683	YXPRAIAC	NUM	2	YXPRF	AIDED INTENTION TO JOIN ACTIVE ARMY
684	YXPRUNRV	NUM	2	YXPRF	UNAIDED INTENTION TO JOIN ARMY RESERVE
685	YXPRAIRV	NUM	2	YXPRF	AIDED INTENTION TO JOIN ARMY RESERVE
686	YXPRUNNG	NUM	2	YXPRF	UNAIDED INTENT TO JOIN ARMY NATL GUARD
687	YXPRAING	NUM	2	YXPRF	AIDED INTENTION TO JOIN ARMY NATL GUARD
688	YXPRAIRO	NUM	2	YXPRF	AIDED INTENTION TO JOIN ARMY ROTC
689	YXPRUNGI	NUM	2	YXPRF	UNAIDED GENERAL INTENTION TO JOIN ARMY
690	YXPRAIGI	NUM	2	YXPRF	AIDED GENERAL INTENTION TO JOIN ARMY
691	MARKFLG	NUM	2	MARKFLGF	RECRUITING MARKET FLAG
692	PFASFLG	NUM	2	PFASFLGF	PRIMARY FEMALE ANALYTIC SAMPLE FLAG
693	ADULTTOT	NUM	2		SC5 HOW MANY OLDER THAN 24
694	EEDENYRJ	NUM	2	EEDENYRJ	SC17A IS Y IN 1ST OR 2ND YR OF JR COLLEG
695	YEDENYRJ	NUM	2	EEDENYRJ	EE6C IS Y IN 1ST OR 2ND YR OF JR COLLEGE
696	YIWIDE	NUM	2	RANGIMP	IA IMP OF OPPORT TO FIND A JOB
697	YISERPAR	NUM	2	RANGIMP	IA IMP OF WORKING PART-TIME
698	RANDPEYO	NUM	2	RANORDER	WHICH PE REFERENT IS FIRST ON SCREEN
699	RANDPEYA	NUM	2	RANDPEYA	PEY1,4,5 RANDOM START: ARMY & ARV/ANG
700	RANDPEYB	NUM	2	RAND1PE	PEY1,6 RANDOM START: ARMY & AF/MC/NA/ALL
701	RANDPEYC	NUM	2	RAND1PE	PEY1,7 RANDOM START: ARMY & WORK FORCE
702	RANDPEYD	NUM	2	RAND1PE	PEY1,8 RANDOM START: ARMY & COLLEGE

ACOMS YUTHMAIN VARIABLE LIST FOR OCT 86 TO JUN 87
Current as of Q87-2 (Jan, Feb, Mar) - destroy when replaced for Q87-3

ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
703	YVSERPAR	NUM	2	AGREE	PE4: PART-TIME WORK - RESERVE
704	YGSERPAR	NUM	2	AGREE	PE5: PART-TIME WORK - NATIONAL GUARD
705	YDSAMEPA	NUM	2	YDSAMEPA	DE14 DOES YOUTH LIVE WITH DAD/STEP-DAD
706	YDSAMEMA	NUM	2	YDSAMEMA	DE14A DOES YOUTH LIVE WITH MOM/STEP-MOM
707	YPARDEC	NUM	2	YPARDEC	PL1A INTERVIEW PARENT OR STEP-PARENT

ACOMS

USERS' MANUAL

Q87-1
(Oct.-Dec.)

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ACOMS USERS' MANUAL
Q87-1
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This working paper is an unofficial document intended for limited distribution to obtain comments. The views, opinions, and/or findings contained in this document are those of the author(s) and should not be construed as the official position of ARI or as an official Department of the Army position, policy, or decision, unless so designated by other official documentation.

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Chapter 1. INTRODUCTION TO THE USERS MANUAL

Users Manual Composition and Usage

As indicated by its title, the ACOMS Users Manual is intended to provide assistance in the use of ACOMS survey data. This document has three major purposes: (1) to provide an overview of the ACOMS project; (2) to document the SAS and OS survey data files; and (3) to provide general guidance on the analysis of ACOMS data which is based on a complex sample design. In addition to this introductory chapter, the ACOMS Users Manual is composed of:

- Chapter 2: An Overview of the ACOMS Project;
- Chapter 3: The ACOMS Question Bank;
- Chapter 4: The ACOMS Q87-1 Annotated Questionnaire;
- Chapter 5: The ACOMS Q87-1 Codebook; and
- Chapter 6: A Guide to Weighting and Standard Errors for ACOMS Survey Data.

Chapter 2 provides a brief overview of the major elements of the ACOMS project. It discusses the basic objectives of the project and the three-pronged FIT-EXPOSURE-CHANGE framework underlying ACOMS data collection and analyses system. Further, it introduces the major design elements of the ACOMS survey, which comprises the "Change" aspect of the ACOMS system.

Chapters 3, 4, and 5 provide three different forms of documentation on the ACOMS survey: the Question Bank, Annotated Questionnaire, and Codebook. The unique purposes and intended uses of each form of documentation are presented in the relevant chapters, along with a description of the elements comprising each document. Since these chapters may be used at times in a "stand-alone" mode, certain sections have intentionally been repeated across chapters. A very brief description of these documents is provided below.

The Question Bank is a historical document, which will be increasingly important as changes to the survey are made over the years. It is composed of all items ever considered for inclusion in the ACOMS survey. Analysts can trace any survey item through variations in its usages and respondent populations.

The Annotated Questionnaire documents all questionnaire items used during the interviews, along with instructions for question sequencing and skip patterns. The extensive annotation accompanying the questionnaire items makes this the most important document

for ACOMS analysts. Analysts may use the Annotated Questionnaire to understand the internal programming of the survey instruments, as well as the subpopulations relevant to each question.

The Codebook describes all variables in the ACOMS survey data files. In addition to the questionnaire variables, the Codebook documents additional coded and derived variables, operational variables used in CATI programming, and weighting variables.

Indexing within the ACOMS documentation chapters is determined by the primary use of the document. The following table lists the indexing scheme and order for each of the users manual documentation chapters.

Table 1.1

Users Manual Indexing

Document	Primary Order	Secondary Order
Question Bank	By Module	By Screen
Annotated Questionnaire	By Module	By Order of Administration
Codebook	By Module	By Order of Administration

Each of the documents is sorted first by module. Modules correspond to logical groups of questions corresponding to a particular topic. For example, all questions relating to educational history may be found in the Education Employment module. The secondary order is by order of administration for the Codebook and Annotated Questionnaire, and by screen for the Question Bank. Table 1.2 is a listing of modules and administration order.

The last chapter of the Users Manual provides a brief guide to potential ACOMS analysts on the use of the ACOMS data set. This chapter introduces ACOMS users to the analytic implications of the complex sample design and questionnaire structure. In addition, procedural guidelines are provided on the use of sample weights and software for computing standard errors.

Table 1.2

Module Prefix and Order Numbers

Module	Prefix Code	Youth Administration Order	Parental Administration Order
Education & Employment	EE	1	N/A*
Intentions/Propensity	IP	2	N/A
Behaviors	BE	3	N/A
Social Influencers	SI	4	N/A
Parental Influencers	PI	N/A	1
Importance of Attributes	IA	5	2
Media Habits	MH	6	3
Knowledge-Recall	KR	7	4
Attitudes Toward Army Ads	AT	8	5
Knowledge-Slogan Recognition	KS	9	N/A
Perceptions/Beliefs	PE	11	7
Knowledge-Awareness of Army Offers	KA	12	8
Demographics	DE	13	9
Tracking Information	TR	14	N/A
Parental Location	PL	15	N/A

*N/A = Module is not administered to youth/parents.

Chapter 2. AN OVERVIEW OF ACOMS

ACOMS Objectives

In an era when manpower experts are predicting increased difficulties for recruiting into military service, it becomes increasingly important for the U.S. Army to improve understanding and management of the factors that enable it to meet its manpower goals. Advertising communications represent one such factor.

Advertising is used extensively by the various Army components--the active Army, the U.S. Army Reserve (USAR), the Army Reserve Officers Training Corps (ROTC), and the Army National Guard (ARNG)--to induce changes in the knowledge, attitudes, and behaviors of youth and their parents. Each year, the Army makes a sizable investment in the development and exposure of advertising communications intended to disseminate favorable Army images and to increase the enlistment propensity of eligible youth.

While in-house assessments have been conducted by the Army's main advertising contractor, and advertising has been touched upon by other youth surveys such as the Youth Attitude Tracking Survey (YATS), to date there has been no in-depth, independent examination of the effectiveness of Army communications. The Army Communications Objectives Measurement System (ACOMS) is such an effort, designed to help the Army monitor and evaluate its advertising communications program. ACOMS is a multi-year effort that will provide ongoing measurement of the extent to which Army communications meet the communications objectives for different target groups.

The objective of ACOMS are:

- To support Army assessments of advertising program <u>effectiveness</u> in a timely fashion;
- To support Army assessments of advertising <u>strategy</u> in an integrated framework; and
- To support Army advertising <u>management and planning</u> for future strategy.

The major task of ACOMS is to monitor and assess the <u>effectiveness</u> of the Army's advertising communications program. Data will be used to track changes over time in levels of advertising recall, and subsequent effects on the knowledge, attitudes, intentions, and actions of youth and their parents. In addition, the analysis of ACOMS data will allow better understanding of the lagged and cumulative effects of advertising and of the relationships between advertising and other factors that influence the eventual enlistment decision.

Thus, the ACOMS effort will contribute to the development of behavioral and economic models of enlistment decision-making currently being developed by the Army Research Institute. As better models of the enlistment decision process are developed, more effective marketing strategies can be applied to help the Army attain its annual recruiting goals.

A second set of goals for ACOMS involves the use of ACOMS data to assess the Army's advertising strategy. ACOMS will examine the extent to which the Army's intended messages are actually being exposed to, and perceived by, their target audiences. Advertising strategy will also be supported by the analysis of ACOMS data to refine the definitions of the Army's major market segments. Reactions to advertising, media habits, and other variables will be analyzed for the major demographic segments of interest to the Army's recruiting categories, broken down by major regions. In addition, analytical effort will be devoted to the identification and validation of new segments defined in both attitudinal and demographic terms. This information will be important to determining the nature and extent of advertising to be directed at each segment.

ACOMS data will also be used to examine "brand differentiation"--i.e., comparison of image elements--at several levels: differentiation among the active Army, Reserve, National Guard, and ROTC attributes; differentiation between the Army and other services' attributes; and differentiation between the Army's position and distinctive advantages vis-a-vis civilian alternatives (i.e., college and civilian employment). This information will help the Army make decisions on relative emphasis of various communications about different attributes and offers of the Army components.

ACOMS data and analyses will be available to the managers of the Army's communications programs in a real-time, developmental context. The ACOMS reporting schedules will be arranged in order to provide timely information to the Department of the Army's planning cycle. Therefore, information on current topics of interest and on reactions to advertising approaches among specific populations can be incorporated into advertising development and placement.

Fit-Exposure-Change

The ACOMS objectives will be achieved through a three-pronged "FIT-EXPOSURE-CHANGE" approach that involves a mix of data collection and analytic approaches. Assessment of the FIT between the Army's intended communications messages or objectives and the actual message content received from Army advertising constitutes the first prong of the ACOMS approach. In brief, FIT

measures will be obtained through message content analyses development from mall intercept interviews. Youth will be shown different advertisements, including active Army advertisements, and asked to indicate what messages they think the advertisements were communicating. Even for the active Army alone, different executions focus on particular aspects of the active Army image and offer. Thus, ACOMS will assess the extent to which various Army print and television advertising executions embody the various Army advertising objectives.

Different executions are intended to be aired at different times corresponding to hypothesized target market motivations. ACOMS will develop EXPOSURE measures from syndicated data for television and print media (e.g., Arbitron and Mediamark) to assess how much each advertisement is being "exposed" over various forms of media. These data will be combined with the FIT analyses of advertising message content to obtain measures of exposure for each Army communication objective.

Finally, CHANGE measures, derived from telephone surveys of youth and parents, will indicate how audience reactions are changing over time, and the various factors that are related to these changes. The measurement of change, based on an ongoing telephone survey of a probability sample of youth and their parents, forms the heart of the ACOMS project. In brief, the youth and parental samples will be questioned on a variety of topics, including the youth's plans for the future, media habits, and reactions to Armed Forces advertising. Data will be collected using a Random Digit Dialing telephone survey methodology, where randomly selected telephone numbers are contacted in order to identify households with eligible youth (i.e., those who fulfill the project's age, education, and non-prior-service requirements). In the future, a subsample of these youth will be re-interviewed annually.

The ACOMS Project Design Process

The development of the ACOMS project design has been a collaborative and interactive enterprise involving the Westat Project Team, the ARI COR, the ACOMS Special Advisory Group (SAG) composed of the various Army components interested in ACOMS, and the Statistical Advisory Panel, a group of experts providing the project with advice concerning sampling, weighting, and estimation. The design process began in September 1985, with the start of the contract, and continued intensively for about a year until the start of survey data collection in October 1986.

The ACOMS project design was developed in consideration of a number of factors. The formulation of project issues and questions was informed by a conceptual model of advertising effectiveness, a modified Hierarchy of Effects model adapted from

Fishbein and Azjen (1975). Further, an extensive review of background documents and interviews with relevant Army actors provided a user-orientation in defining the analytic issues that will be addressed by the system. This preliminary exploration revealed the diversity and complexity of objectives that the project was expected to fulfill. Notably, the definition of project objectives broadened from its starting point of assessing the effectiveness of Army communications objectives to include additional analyses pertaining to Army advertising strategy and market segmentation.

The main thrust of the ACOMS development effort has focused on specifying the design and analysis plan for the survey component of ACOMS, which is by far the largest component of the system. Because of the multiple constituencies interested in ACOMS, the relative priorities among population groups--and hence, the sampling design--was a major design issue. Similarly, because of cost and respondent burden concerns, extensive discussion occurred on the relative priorities among various question domains and on the allocation of specific questions to particular sub-populations. In addition, the design efforts for both the sample and the questionnaires were affected by requirements to maintain comparability in certain key aspects to the Youth Attitude Tracking Survey (YATS), which covers many of the same areas related to enlistment decision-making.

The design process is currently continuing on the other two components, the measurement of FIT between intended and actual Army communications messages, and the measurement of the extent of EXPOSURE which each of these messages receives in television and print media. Also remaining for further development is a final component, the ADI special studies, which will be used to examine specific advertising campaigns or advertisements.

It should be emphasized that, even with completion of these latter design elements, the ACOMS design process does not end. Because the ACOMS project is intended to provide useful management information in a timely fashion, a small percentage (10%) of the main survey instrument is variable or "floating." The availability of "floating" questions gives ACOMS the capacity to respond to events as they occur in "real time." Requests for development of these "floating questions" will come from the ACOMS SAG.

The ACOMS Survey Overview

The ACOMS survey is a continuous data collection effort designed to monitor the Army's advertising program over time. A national probability sample of youth and their parents will be interviewed using computer-assisted telephone interviewing (CATI) technology. The Waksberg Random Digit Dialing (RDD) method will

be used to locate households with youth who fulfill ACOMS eligibility criteria.

The respondents will be questioned regarding a variety of issues related to advertising and the enlistment decision process, e.g., their media habits, knowledge about various Army components and offers, perceptions of various Army attributes, and enlistment intentions and behaviors. The survey instruments for the youth and parental respondents are divided into a number of topical modules, the majority of which are parallel in form and content for the two groups. Because of the nature of the survey objectives and pragmatic limitations on respondent burden, the instruments have complex structures involving branching, random allocation of questions to subpopulations, and randomized ordering of list presentations. To a great extent, such a degree of instrument complexity was made possible by the sophistication of CATI technology.

The ACOMS survey will produce a variety of work products. Quarterly reports of ACOMS data will be developed to provide an ongoing system to track changes in the perceptions, attitudes, and enlistment-related intentions and actions of the various market segments at which advertising is targeted. In addition, the survey data will be used to model the effects of Army advertising among youth and among linked pairs of youth and their parents. Data will also be analyzed to examine the utility of existing market segmentation schemes used by the Army, as well as to identify new market segments.

The Youth and Parental Samples

Telephone interviews will be conducted on a sample of youth and their parents on a continuing basis after the initiation of data collection. This section describes the sample characteristics agreed upon during the design process, which differ somewhat from the original specifications stated in the ACOMS Statement of Work.

The youth sample for the ACOMS survey consists of 16- to 24-year-old males and females who have neither served nor enlisted in the Armed Forces and have not yet graduated from college. The youth sample is broken into the following groups:

- **The Primary Male Sample (PMS):** (Annual N=9,600) Male high school diploma graduates and those currently enrolled in regular high school or college.

- **The Secondary Male Sample (SMS):** (Annual N=850) Male high school non-completers not currently enrolled in regular high school or college.

- **The Primary Female Sample (PFS):** (Annual N=1,800) Female high school diploma graduates and those currently enrolled in regular high school or college.

- **The Secondary Female Sample (SFS):** (Annual N=150) high school non-completers not currently enrolled in regular high school or college (SFS).

- **Supplementary Samples:**[1] Hispanics in all of the above categories (Annual N=300) and the ADI supplement (Annual N=2,000).

In addition, the PMS and PFS samples are further subdivided. All 16- to 20-year-old PMS/PFS sample members become part of a parental-linked sample from which target youths will be selected for an additional interview of a pre-designated parent. Half of the parental-linked target youths are designated for participation in a longitudinal sample to be re-interviewed annually.

The Primary Male Sample and Primary Female Sample. In addition to the age and prior service qualifications of the overall sample, eligibility for PMS/PFS has an additional requirement for educational attainment. As previously stated, PMS/PFS youth are high school diploma graduates or are currently enrolled in regular high school or a 2- or 4-year college.

High school diploma graduates are defined as those completing a regular high school diploma, thus excluding those with GED and ABE certificates (the latter are classified as SMS unless they are enrolled in a 2- or 4-year college; see below). This definition is consistent with definitions for Recruiting Priority Groups. Enrollment status for youths interviewed from July 1 through September 1 is defined by plans to be enrolled in September.

The PMS and PFS encompass many of the Army's prime recruiting groups, not only for the active Army but also for ROTC, ARNG and USAR, and thus conform to the research objectives for ACOMS. However, this sample definition is slightly at variance with the Youth Attitude Tracking Study (YATS). Consequently, for reporting purposes, we define a subset of the PMS as the Primary Male Analytic Sample (PMAS), consisting of PMS members who have not yet begun their junior year in college and who are not enrolled in a college ROTC program. This sample definition is

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[1]Two additional supplements contemplated in the Statement of Work were dropped during the design phase. These included the supplementary sample of 4-year college students and a sample of Vo-Tech students. It was further decided that given the final sample design, supplementation of black youth would probably not be required.

consistent with YATS, although the YATS sample is limited to interviews conducted during a restricted period (currently September and October).

The Secondary Male Sample and Secondary Female Sample. Logically, these samples represent the complements of their respective Primary Samples--that is, youths not currently enrolled in regular high school or college and not having completed a regular high school diploma. Youth enrolled in training and vocational-technical non-degree programs are considered SMS if they did not complete a regular high school diploma.

The Parental-Linked Sample. One parent for each household with each PMS and PFS between the ages of 16 and 20 will be interviewed. "Parent" does not necessarily imply biological parent, but may include stepparents, foster parents, guardians, or adult relatives. The respondent is allowed to self-define the parent, where appropriate. For a randomly chosen half of the households with a 16-to-20-year-old PMS/PFS, the eligible parent will be female; for the other half the parent will be male. Eligible parents do not have to live in the same household as the target youth.

The parent will be interviewed regarding his/her own awareness of and attitudes toward Army and other military advertising, Army offers and images, as well as hopes for and attempts to influence the target youth. For households with more than one PMS/PFS eligible, one would be designated randomly as the target youth for the parental interview.

The Longitudinal Sample. A randomly chosen half of the parental-linked target youths will be selected for participation in the longitudinal sample. Longitudinal sample youths will be re-interviewed annually in the years following their original interviews.

The Hispanic Supplementary Sample. The screening for the main samples can be expected to yield an insufficient number of male Hispanic youth for some analytic purposes. An additional 300 Hispanic males will therefore be selected from telephone exchanges containing high densities of Hispanics.

The ADI Supplement. A supplement of 2,000 PMS in selected Areas of Dominant-Influence (ADIs) may be interviewed at a future date. This "supplement" will be used in special studies of the effects of specific advertising campaigns or advertisements, and thus could be considered as separate from the main ACOMS sample. The content of the questionnaire for the ADI sample may differ from the main ACOMS instrument, depending on the nature of the campaign or advertisement to be assessed.

Sampling Procedures and Characteristics

Sample Selection. The sample will be selected using the Waksberg Random Digit Dial (RDD) procedure, which provides an unbiased representative sample of eligibles in telephone households. The method involves the identification of eligible respondents within households from randomly selected clusters of telephone numbers.

The household screening and sample selection process will be carried out as a single, integrated operation for all population subgroups. As households are screened, those with any eligible persons will be identified and a subsampling operation carried out to select the desired number of sample persons in each of the various subgroups.

At the time the sampling is carried out, half of the households with eligible PMS and FS (not including Hispanic supplements) will be randomly selected for the parental interviews. One half of this group (therefore one fourth of the total PMS and FS) will be randomly selected for the longitudinal followup.

This basic RDD approach is expected to yield the required sample sizes for most population groups of interest, with the exception of Hispanic male youth. In order to obtain the required sample numbers of this relatively rare group, a supplemental sample will be drawn from telephone exchanges known to have high Hispanic density. The supplementation method is also discussed further in a separate volume, The ACOMS Survey Design (Westat, 1987).

The youth sample needed for the ADI analysis will be selected separately. Since the ADI sample will be used to analyze the effect of specific spot advertising, the interviewing will be coordinated with the timing of the advertisements. Essentially the same methods will be used to select this sample as for the regular sample, within specified ADIs.

ACOMS as a Complex Sample. A simple random sample is a sample in which every individual in the population has an equal probability of selection, and their selection is independent of each other. ACOMS does not have a simple random sample. Several features of the ACOMS sample design classify it as a complex sample. One important feature of the ACOMS sample design is that females are sampled at a much lower rate than males; also Hispanic males are sampled a much higher rate than the rest of the population. That is, females have a smaller chance of selection than males, and Hispanic males have a higher chance of selection than other males. Therefore, different weights are needed to adjust for the different rates at which subgroups have been sampled. The sample weights are used with ACOMS data to provide estimates of statistics (means, proportions, etc.) that

would have been obtained if the entire population had been surveyed. The weights also include adjustments for various other factors in the ACOMS sample design, e.g. multiple telephone numbers in a household, non-response and clustering effects. Details of the ACOMS weight are provided in The ACOMS Survey Design. Discussion on the use of weights is provided in Chapter 6.

ACOMS Questionnaires

ACOMS currently includes three survey instruments: the household screener, the youth questionnaire, and the parent questionnaire. These three instruments are presented in Appendix B. In the future, a longitudinal questionnaire will be designed for youth who will be reinterviewed annually. Special questionnaires may also be developed for the ADI special studies of specific campaigns or advertisements.

The Household Screener. The household screener is a brief (3-minute) instrument, and the screening interview is conducted with any knowledgeable household member in order to locate youth who are eligible for the full ACOMS interview. Since telephone numbers are contacted at random, the screener interview is used to identify and eliminate non-household telephone numbers (e.g., business and institutional telephone numbers) as well as households that do not have youth that fulfill ACOMS age, education, and prior-service requirements.

The Youth and Parental Questionnaires: The Underlying Conceptual Model. The youth and parental interviews were designed with parallel modules that provide various measures of a modified Hierarchy of Effects model (Fishbein and Azjen, 1975) of Army advertising effectiveness. In brief, the model suggests that advertising affects multiple criteria of advertising effectiveness (i.e., recall of Army advertisements, positive perceptions about the Army, positive attitudes towards Army enlistment, intentions to enlist, and actual enlistment-related behaviors) in a stepwise process. That is, advertising affects recall, which in turn affects attitudes toward the Army, which then influences actual behaviors related to enlistment.

The model also posits the importance of social influence, especially parental influence, on the youth's attraction to the Army. Parental attitudes towards the Army are affected by advertising in a stepwise process that parallels that found in youth. Eventually these attitudes are manifested in actual attempts to influence their sons and daughters to join the Army. Further discussion of the model is found in The ACOMS Survey Design and The ACOMS Survey Analysis Plan.

The Youth Questionnaire Modules. The youth interview provides the major measures of the dynamics and effects of Army advertising available in ACOMS. In accordance with the Hierarchy of Effects model, the youth interview is divided into 14 modules. In order to achieve a 30-minute average interview, a complex questionnaire structure was developed: 8 questionnaire modules are "core" (i.e., asked of all respondents), and 6 are "rotating" (i.e., asked of a subset of respondents). Further, as described further below, the Perceptions module is divided into sections that are allocated to subsamples in conformance with the target markets of the various Army components.

The core modules are:

- **Education and Employment** which elicits employment history and measures of course content and school performance useful for assessing quality.

- **Intentions and Propensity** which asks for the respondent's plans for the next few years, constructed to parallel and supplement measures of Army propensity in YATS.

- **Behaviors** which elicits information on the respondent's activities relative to enlistment, employment and/or college enrollment.

- **Importance of Attributes** which assesses the importance to the respondent of attributes defined by the Army's communications objectives. These items correspond to the evaluation component of the Hierarchy of Effects model.

- **Knowledge-Recall** which asks for unaided and aided recall of Army (by component) and other service advertising, presented in random order. The respondent is also asked where the advertising was seen or heard, what its main message was, and whether he/she believed and/or liked it.

- **Attitude Toward Army Advertising** which ascertains how much the youth likes and believes the advertisements he/she has seen or heard.

- **Perceptions/Beliefs** which asks whether the Army (by component), other services, military service in general and/or college and civilian employment offer the attributes defined by the Army's communications objectives presented in random order. These items correspond to beliefs in the Hierarchy of Effects model.

- **Demographics** which elicits information on respondent's ethnicity, marital status, social security number, socio-economic background, and current residence location.

It should be noted that although the Perceptions/Beliefs module is "core" (i.e., all youth respondents receive questions from this module) and is central to ACOMS' concerns, not all questions in the module are asked of all respondents. The Perceptions/Beliefs module contains questions regarding a list of attributes which correspond to the main copy points or communications objectives of Army advertising. Respondents are asked whether these attributes are descriptive of 10 referents (Active Army, ROTC, ARNG, USAR, Navy, Marines, Air Force, Military Service generally, College, and Work) that may be perceived by the youth as future options. Since asking any single individual to respond to the attribute list for all 10 referents would be an intolerable burden, sections of the Perceptions/Beliefs module will be asked of different groups of respondents, defined in terms of educations attainment and career plans. The allocation plan reflects the market priorities of each of the Army components and was devised in collaboration with the SAG.

The non-core modules are:

- **Media Habits** which elicits information on the amounts of television, radio, and print material the respondent is regularly exposed to, and his/her favorite programs and print vehicles (asked only of a randomly selected half of all youth respondents).

- **Knowledge-Slogan Recognition** which asks whether the respondent can identify slogans utilized in Army, other services, and joint-service advertising presented in random order (asked only of a randomly selected half of all youth respondents).

- **Knowledge-Awareness** which asks for the respondent's level of knowledge concerning Army offers (asked only of a randomly selected half of all youth respondents).

- **Parental Location Information** which elicits information required to contact parents (asked only of parental-linked target youth).

- **Social Influences** which asks for the respondent's assessments of the attitudes of friends, parents, and others toward enlistment (asked only of parental-linked target youths).

- **Tracking Information** which elicits information required to trace youth selected for inclusion in the

longitudinal sample, including anticipated changes in telephone number, names and phone numbers of employer and two others likely to know respondent's whereabouts (asked only of longitudinal sample).

Thus, the non-core modules will only be asked of particular groups of respondents. Tracking and Social Influence will only be asked of target youths in the parental-linked sample, since these respondents allow the fullest test of the social/normative aspects of the conceptual model. In addition, Slogan Recognition, Knowledge-Awareness, and Media Habits modules will be asked of only a randomly selected half of all youth respondents, resulting in substantial saving of time.

The Parental Questionnaire. The parental interview, to be conducted with a predesignated parent of target youths 16 to 20 years of age, was constructed in parallel with the youth interview. It contains eight modules in the following order:

- **Parental Influence** which probes whether the parent has discussed military service with the target youth, his/her expectations for him/her, and beliefs that military service is a good or bad idea for most young men and women.

- **Importance of Attributes** repeats the items in the youth version which assess the importance of attributes, this time asking the parent about the importance of these attributes for the target youth.

- **Media Habits** items are identical to those asked of the youth and focus on the amounts of television, radio and print material the parent is regularly exposed to, and his/her favorite programs and print vehicles.

- **Knowledge-Recall** questions are also identical to those in the youth questionnaire and ask for unaided and aided recall of Army and other service advertising with questions in random order.

- **Attitudes Toward Army Advertising** items address how much the parent likes and believes the advertisements he/she has heard or seen using the same items as those in the youth interview.

- **Perceptions** are probed with the identical questions asked of the target youth regarding the extent to which the Army (by component), other services, military service in general, college and civilian employment offer the attributes defined by the Army's communications objectives.

- **Knowledge-Awareness** items assess the parent's knowledge, as in the youth interview, of Army benefits and programs.

- **Demographics** items elicit information on the parent's ethnicity, marital status, socio-economic background and, military experience.

Table 2.1 shows the modular structure of both main interview instruments. In essence, the parental interview adds one module to the youth questionnaire (Parental Influence), and drops Education and Employment, Intentions/Propensity, Behaviors, Social Influences, Slogan Recognition, and the Parental Location and Tracking modules from the youth interview.

Table 2.1

Questionnaire Module Structure

Core Modules	Youth	Parent
Education and employment	X	
Intentions and propensity[1]	X	X
Behaviors	X	X
Importance of Army attributes	X	X
Recall of Army advertisements	X	X
Attitude toward Army advertising	X	X
Perceptions of Army attributes	X	X
Demographics	X	X
Rotating Modules		
Media habits[2]	X	X
Slogan recognition[2]	X	
Knowledge-awareness[2]	X	X
Social influences[3]	X	
Parental location[3]	X	
Social influences[3]	X	
Tracking[3]	X	

[1]Parental questionnaire focuses on parents' opinion on youth enlistment.
[2]Half of youth sample gets such module.
[3]Only to parental-linked sample.

Structural Features of ACOMS Questionnaire. It has been noted previously that some questionnaire modules and sections within the Perceptions module are asked only of particular groups of respondents. This feature of the ACOMS questionnaires , adapted largely to maintain an acceptable total questionnaire length, implies that there will be intended differences in the number of respondents to various parts of the questionnaire.

In addition to the "rotating" modules and planned subsample allocation to the Perception sections, the ACOMS questionnaires are characterized by extensive "branching" and "skip patterns". Skip patterns or question branching are built-in questionnaire instructions that steer respondents to other questions based on their responses. Thus, they "skip" respondents past questions which, for them, are irrelevant. Skip patterns allow all interviews to be tailored to individual respondents. Figure 1.1

is an example of a series of questions without skip patterns. Figure 1.2 is an example of a series of questions with one skip pattern which prevents respondents not intending to attend college from receiving college-oriented questions.

The combined effects of the rotating modules and embedded skip patterns makes it essential for ACOMS analysts to become highly familiar with the questionnaire structure and to be sensitive to the number of respondents that can be used in any particular analysis. To assist ACOMS analysts, documentation provided in the annotated questionnaire (Chapter 4), describes the subpopulation receiving each question.

Data Collection

The ACOMS survey data collection effort will be conducted using Westat's CATI technology. The CATI technology is particularly appropriate for surveys using complex instruments, like ACOMS, where the types of information collected varies for different types of respondents. Since the CATI software automates the presentation of different questions based on previous responses, complex questionnaire structures are feasible with much lower error rates than in the traditional hardcopy telephone interview mode. The CATI system also edits the survey data on-line, which not only reduces error further but also allows for a much faster processing period at the end of data collection.

The interviews are conducted by a staff of interviewers in Westat's Telephone Research Center (TRC) who are given extensive training on general interviewing techniques, on the operation of the CATI system, and on specific information regarding the ACOMS project and questionnaires.

Survey data quality is ensured through a combination of close "on-the-floor" monitoring by TRC supervisors and project managers, as well as an extensive computerized production and management information system. Monitoring is facilitated by the TRC facilities, which allow the shift supervisors to monitor interviewers using extension telephones and CRTs linked to the interviewers' stations. In addition, a separate monitoring room with similar equipment is available for project staff and other interested parties.

The CATI management and information system is an important tool for survey management. It is an integrated computerized system which handles a variety of tasks, including sample management and assignment (i.e., initial screening calls, main interviews with youth and their parents, callbacks and refusal conversion efforts, and validation calls), creation of a case

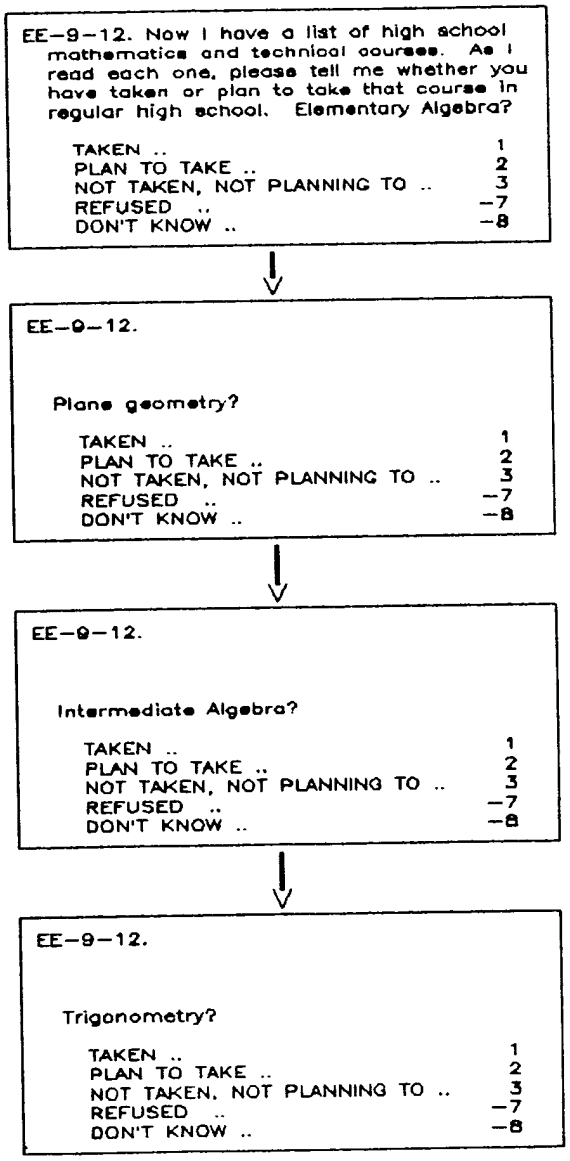

Figure 1.1 Example of Questionnaire Section Without Skip Patterns

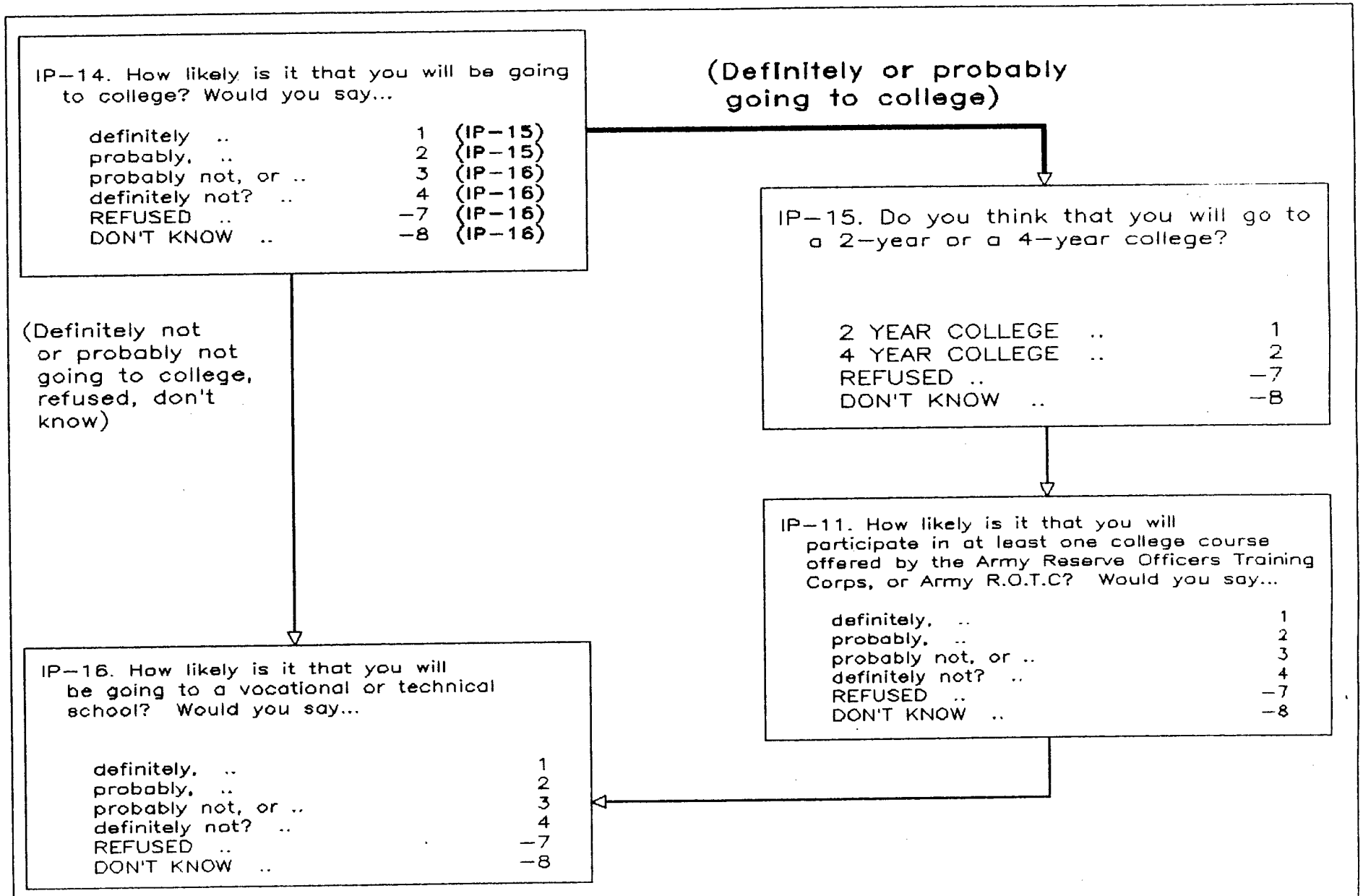

Figure 1.2 Example of Questionnaire Items with One Skip Pattern

audit trail, and creation of reports on production at the project and interviewer level.

Data Processing

The CATI system shape, not only the data collection but also the processing of the ACOMS survey data. As noted earlier, the system provides on-line range checks and consistency edits, thus minimizing--although not altogether eliminating--the need for after-the-fact data editing. Especially in the early stages of the project, and after each change in questionnaire content or structure, the data will be checked post data collection for possible incomplete and erroneous data.

Additional data preparation is involved in the coding of open-ended questions (initially those involving "main messages" received from Army and other service advertising) and the resolution of inconsistent geographic information. Both operations are performed on the CATI system, with an automated transfer of completed interviews from data collection queues to data preparation queues. The CATI system also allows online verification and performs calculation of reliability rates for each coder.

The ACOMS survey data tapes will be released quarterly in raw data and SAS formats. Chapter 5 discusses the characteristics of the data files to be delivered to ARI. Documentation that will accompany these files will include information on tape format, file layouts, a CATI codebook, SAS PROC CONTENTS, and an annotated hard-copy questionnaire. In addition, at the end of each project phase, a Users' Manual, intended as a reference source for analysts who will use ACOMS data, will be provided. Training sessions for analysts will also be provided as required.

Chapter 3. ACOMS QUESTION BANK CONTENTS AND CONVENTIONS

The Question Bank is a historical document that contains all questionnaire items ever considered for inclusion in the ACOMS instrument.* ACOMS is a multi-year data collection effort, and, over time, the questionnaire will change as individual items are modified, added and deleted. It is critical for the analyst to know when an item was first used, how its usage has changed, and, if it is no longer in use, when it was last used. The Question Bank provides this documentation.

Each item in the Question Bank includes its screen name, the question text and response categories and codes, associated variables for active items, other survey usages, revision information, research objectives, potential respondents, original proponent, and ACOMS usage and missing value explanation. Figure 3.1 is a sample page from the Question Bank, and Table 3.1 describes the layout of the page.

Variable Names. (Figure 3.1, #1) Variable names appear in the first column of the Question Bank for items which have been used in the ACOMS instrument. Variable names have been designed so that they identify the respondent as well as describe briefly the variable content. Variable names begin with the letter "Y" or "P". The letter "Y" indicate youth respondents while the letter "P" indicate parental respondents. The remainder of the variable name represents the essence of the variable's contents. For example, "YTVWATCH" represents a variable indicating whether or not the youth watches TV.

Many Question Bank items contain more than one variable. Two situations cause more than one variable to occur within a screen. First, the item could appear in both the youth and parental questionnaires. One variable is necessary to capture youth data, and one is necessary to capture parental data. Where this occurs in the question bank, youth variable name(s) are given first, followed by the parental variable(s).

Secondly, questionnaire items which could elicit more than one valid response require more than one variable. For example, IP-17, "...what are you most likely to be doing in the next year?" requires one variable for each of the possible future activities. This situation is analogous to the "Mark all that apply" question found in paper and pencil surveys.

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* The Question Bank does not document the household screening instrument, weighting variables, population segmentation variables, or control variables (e.g., randomization variables, consistency check variables, etc.)

Table 3.1

1) Variable name
2) Screen name
3) Question text, response categories and codes
4) Other usage
5) Revision for Item #
6) Research objectives
7) Potential respondent
8) Proponent
9) ACOMS usage
10) Respondent missing if:

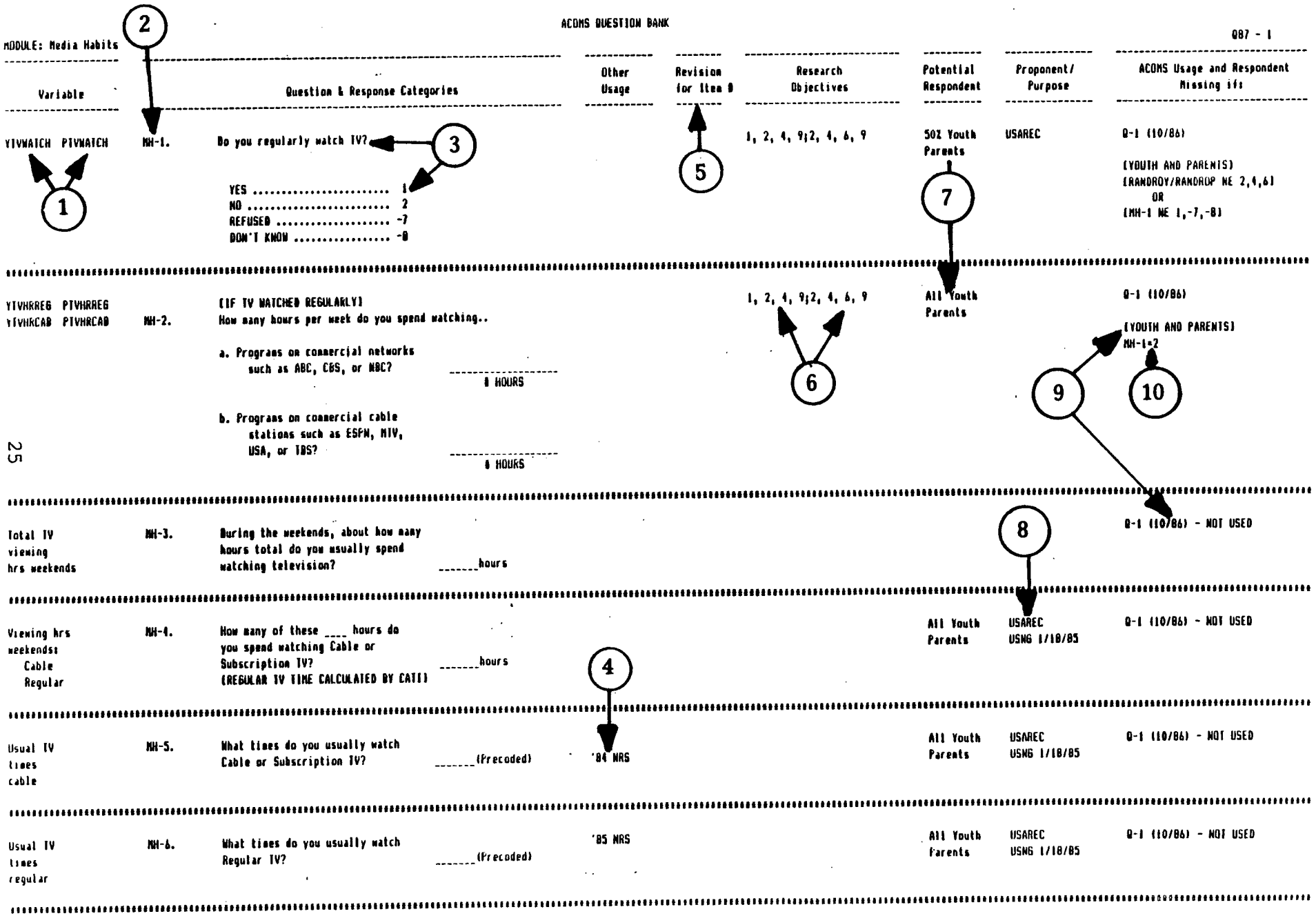
ACORN QUESTION BANK
MODULE: Media Habits
Q87 - 1
Variable
Question & Response Categories
Other Usage
Revision for Item 8
Research Objectives
Potential Respondent
Proponent/ Purpose
ACORN Usage and Respondent Missing if:
YTVWATCH PTVWATCH
MH-1.
Do you regularly watch TV?
YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8
1, 2, 4, 9;2, 4, 6, 9
50% Youth Parents
USAREC
Q-1 (10/86)
(YOUTH AND PARENTS)
(RANDROY/RANDROP NE 2,4,6)
OR
(MH-1 NE 1,-7,-8)
YTVHRREG PTVHRREG
YTVHRCAB PTVHRCAB
MH-2.
(IF TV WATCHED REGULARLY)
How many hours per week do you spend watching..
a. Programs on commercial networks such as ABC, CBS, or NBC? _____ 0 HOURS
b. Programs on commercial cable stations such as ESPN, MTV, USA, or TBS? _____ 0 HOURS
1, 2, 4, 9;2, 4, 6, 9
All Youth Parents
Q-1 (10/86)
(YOUTH AND PARENTS)
MH-1=2
Total TV viewing hrs weekends
MH-3.
During the weekends, about how many hours total do you usually spend watching television? _____hours
Q-1 (10/86) - NOT USED
Viewing hrs weekends:
Cable
Regular
MH-4.
How many of these ____ hours do you spend watching Cable or Subscription TV? _____hours
(REGULAR TV TIME CALCULATED BY CATI)
All Youth Parents
USAREC
USNG 1/18/85
Q-1 (10/86) - NOT USED
Usual TV times cable
MH-5.
What times do you usually watch Cable or Subscription TV? _____(Precoded)
'84 NRS
All Youth Parents
USAREC
USNG 1/18/85
Q-1 (10/86) - NOT USED
Usual TV times regular
MH-6.
What times do you usually watch Regular TV? _____(Precoded)
'85 NRS
All Youth Parents
USAREC
USNG 1/18/85
Q-1 (10/86) - NOT USED
1
2
3
4
5
6
7
8
9
10

Figure 3.1

Screen Names. (Figure 3.1, #2) In the CATI interview, each question is presented on a single screen. The screen name serves as the identification number for questionnaire items in all documentation including the Question Bank and in the CATI programs which run the CATI interview. Each question item in the Question bank has an associated screen name which appear in screen name-order rather than in order of presentation in the interview.

The screen name is composed of the two character prefix for the interview module, and an order number. Occasionally the screen name also contains a suffix, for example, "EE-6A". The "A" suffix indicates that the item was inserted after "EE-6". A "VER" following the order number in the screen name (for example, "EE-1VER") indicates that the screen verifies information obtained or calculated during the interview.

Question Text and Response Categories and Codes. (Figure 3.1, #3) Each item in the Question Bank contains the complete question wording and response categories and codes. The presentation of the question text follow conventions also used in the Annotated Questionnaire:

- Text with normal capitalization is read to the respondent.
- Text in all caps within brackets is a message to the interviewer, not to be read to the respondent.
- Normal text within brackets indicates optional wording to be read to the respondent at the discretion of the interviewer.
- Text within brackets separated by a slash (/) indicates a CATI-programmed word choice.

Response categories and codes which follow the question text also conform to certain conventions. Response categories presented in normal text are always read to the respondent, while those in all caps are read to the respondent only after several probe attempts have failed to elicit a valid response from the respondent. The numbers to the right of the response categories are the numeric codes entered by the interviewers.

Other Usages. (Figure 3.1, #4) Items in the Question Bank which have been used in other surveys have listings of other survey usages in the third column of the question bank. For example, YATS 86 would indicate that the item was also used in the 1986 Youth Attitude Tracking Survey.

Table 3.2 indicates surveys which have item listings in the question bank:

Table 3.2

Other Usage Listing

AFAT	Air Force Advertising Effectiveness Tracking Study
HSB	High School and Beyond
MEPS	Military Entrance Processing Station Surveys (84/85 ARI Enlistment Decision Surveys)
NAES	Navy Advertising Effectiveness Study
NRS	New Recruit Surveys
RCAS	Reserve Components Attitude Survey
VATS	Veterans Attitude Tracking Study
YATS	Youth Attitude Tracking Study

Revision for Item #. (Figure 3.1, #5) As the project matures, we expect to make revisions to question wording. Each new wording will be documented by adding the revision as a new question item in the Question Bank. The "Revision for Item #" column will allow the analyst to trace a questionnaire item from its original wording to its current form. Questionnaire items that are revisions of other questionnaire items will have each previous revision listed in the order of occurrence. For the Q87-1 instrument, this column will be blank for all items.

Research Objectives. (Figure 3.1, #6) Each item has an associated set of research objectives listed in the fifth column. These objectives list the anticipated use of the variables within the context of the ACOMS Survey Analysis Plan. (See the ACOMS Survey Analysis Plan.) In effect, this column provides the rationale for item inclusion in the survey.

The numbers listed in the research objectives column correspond to the research objectives in Table 3.3. If an item is used in both the youth and parental instruments, both sets of objectives are provided, separated with a semicolon.

Table 3.3

Research Objectives

Tracking Audience Response Trends Over Time	1
Market Segmentation Analysis	2
Brand Differentiation	3
Modeling the Effects of Army Advertising	4
Fit of Advertising to Communication Objectives	5
Analysis of the Influence Process	6
Tracking Impact of Particular Advertisements, Campaigns or Events	7
Exposure of Communication Objectives	8
Analysis of Fit-Exposure-Change	9

Potential Respondent. (Figure 3.1, #7) The potential respondent column indicates the range of potential respondents to the corresponding questionnaire item. Potential entries in this column include respondent type, (e.g., youth, parents), and ACOMS survey component (e.g., longitudinal ADI, cross-sectional). Most entries found in the potential respondent column list only the respondent type, because in most cases the survey component is cross-sectional. The exceptions indicate inclusion in the longitudinal and ADI components.

Proponent. (Figure 3.1, #8) The proponent column lists the original proponent of inclusion of the questionnaire item in the ACOMS instrument. If the item was formally submitted, the date of submission is also included.

ACOMS Usage and Respondent Missing If. (Figure 3.1, #9, 10) This column provides the user with information about an item's usage history in ACOMS, and the sub-populations to which the item was not administered. Item usage history is the first listing in

the column. For example, "Q1 (10/86) - NOT USED" indicates that the item was not used during the first quarter of data collection.

The next entries in the column indicate the respondent who did not receive the questionnaire item. These entries appear in the form of logic statements based upon other question bank items. Standard logical operators are used including:

=	equal to
NE,<>	not equal to
>	greater than
<	less than
OR	or (missing if either condition is met)
AND	and (missing if both conditions are met)

The statement "MH-1=2" indicates that if the answer to MH-1 is NO, the values of the variables for MH-2 will be -1, or inapplicable.

Logic statements in this column often refer to non-questionnaire variables not in the question bank i.e., household screener variables, weighting variables, operational variables, and respondent segmentation variables. Examples of operational variables include randomization variables (variables whose names contain the letters RAND in the first four characters), and consistency check variables (variables who's names contain the letters CK in the last two characters). Segmentation variables are special variables describing the characteristics of the respondent. More complete discussions of these variable types can be found in Chapter 5, "ACOMS Codebook Contents and Conventions."

ACOMS QUESTION BANK - Q87-1

Destroy when replaced by Q87-2

Module: Education-Employment

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
	INTRODUCTION: I have some questions about your educational and employment experiences.						
YEDLEV	(DUPLICATES PARENT QUESTION DE-9)	'86 YATS		1, 2, 4, 9	All Youth	All Army Quality Index	Q-1 (10/86) - All youth
	EE-1. What is the highest grade or year of school or college that you have completed and received credit for?						
Highest grade/ level completed w/ credit	LESS THAN 8TH GRADE ..... 07 8TH GRADE ..... 08 9TH GRADE ..... 09 10TH GRADE ..... 10 11TH GRADE ..... 11 12TH GRADE ..... 12 1ST YEAR OF 4 YEAR COLLEGE (FR) ..... 13 2ND YEAR OF 4 YEAR COLLEGE (SO) ..... 14 3RD YEAR OF 4 YEAR COLLEGE (JR) ..... 15 4TH YEAR OF 4 YEAR COLLEGE (SR) ..... 16 5TH YEAR OF COLLEGE, 1ST YEAR OF GRADUATE OR PROFESSIONAL SCHOOL ..... 17 2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 18 3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 19 MORE THAN 3 YEARS GRADUATE OR PROFESSIONAL SCHOOL ..... 20 1ST YEAR OF JR OR COMMUNITY COLLEGE .... 21 2ND YEAR OF JR OR COMMUNITY COLLEGE .... 22 1ST YEAR OF VOCATIONAL BUSINESS OR TRADE SCHOOL ..... 23 2ND YEAR OF VOCATIONAL BUSINESS OR TRADE SCHOOL ..... 24 MORE THAN 2 YEARS OF VOCATIONAL BUSINESS OR TRADE SCHOOL ..... 25 REFUSED ..... -7 DON'T KNOW ..... -8						

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YHSDIPL High School	[DUPLICATES PARENT QUESTION DE-10] EE-2. Do you have a regular high school diploma, a GED, an ABE, or some other kind of certificate of high school completion? REGULAR HIGH SCHOOL DIPLOMA ..... 1 GED (GENERAL EDUCATIONAL DEVELOPMENT) ..... 2 ABE (ADULT BASIC EDUCATION) CERTIFICATE (E.G., CORRESPONDENCE, NIGHT SCHOOL) ..... 3 SOME OTHER KIND OF CERTIFICATE ..... 4 NONE OF THE ABOVE ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		1, 2, 4, 9	All Youth	All Army	Q-1 (10/86) - All youth
YEDPLAN Highest grade/level of school plan to complete	EE-3. What is the highest grade or year of school or college you plan to eventually complete? LESS THAN 8TH GRADE ..... 07 8TH GRADE ..... 08 9TH GRADE ..... 09 10TH GRADE ..... 10 11TH GRADE ..... 11 12TH GRADE ..... 12 1ST YEAR OF 4 YEAR COLLEGE (FR) ..... 13 2ND YEAR OF 4 YEAR COLLEGE (SO) ..... 14 3RD YEAR OF 4 YEAR COLLEGE (JR) ..... 15 4TH YEAR OF 4 YEAR COLLEGE (SR) ..... 16 5TH YEAR OF COLLEGE, 1ST YEAR OF GRADUATE OR PROFESSIONAL SCHOOL ..... 17 2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 18 3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 19 MORE THAN 3 YEARS GRADUATE OR PROFESSIONAL SCHOOL ..... 20 1ST YEAR OF JR OR COMMUNITY COLLEGE .... 21 2ND YEAR OF JR OR COMMUNITY COLLEGE .... 22 1ST YEAR OF VOCATIONAL BUSINESS OR TRADE SCHOOL ..... 23 2ND YEAR OF VOCATIONAL BUSINESS OR TRADE SCHOOL ..... 24 MORE THAN 2 YEARS OF VOCATIONAL BUSINESS OR TRADE SCHOOL ..... 25 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		1, 2, 4, 9	All Youth	All Army	Q-1 (10/86) - All youth

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YEDCUR Currently in school	EE-4.	Are you currently enrolled in school, college, vocational or technical program, apprenticeship or job training program? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		1, 2, 4, 9	All Youth	All Array	Q-1 (10/86) - All youth
YEDLASTM YEDLASTY MO/YR last attended any school	EE-5.	(IF NOT CURRENTLY ENROLLED) In what month and year did you last attend any type of school or training program? _____/_____ MONTH YEAR	(New) '86 ACOMS		2, 4, 9	All Youth	All Array	Q-1 (10/86) (YOUTH) EE-4=1
YEDKIND Training program	EE-6.	(IF ENROLLED SINCE PREVIOUS JULY) What kind of school or training program (are you/were you last) enrolled in: TAKING H.S. COURSES IN REGULAR DAY HIGH SCHOOL ..... 1 GED OR HIGH SCHOOL EQUIVALENCY PROGRAM ..... 2 ADULT BASIC EDUCATION (ABE) (H.S. COURSES IN NIGHT SCHOOL OR BY CORRESPONDENCE) ..... 3 SKILL DEVELOPMENT PROGRAM (E.G., PUBLIC EMPLOYMENT, JOBS, DIC, WIN, CETA) ..... 4 ON THE JOB TRAINING PROGRAM ..... 5 APPRENTICESHIP PROGRAM ..... 6 VOCATIONAL, BUSINESS OR TRADE SCHOOL ..... 7 2 YEAR JR OR COMMUNITY COLLEGE ..... 8 4 YEAR COLLEGE OR UNIVERSITY ..... 9 SOME OTHER SCHOOL ..... 10 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		1, 2, 4, 9	All Youth	All Array Quality Index	Q-1 (10/86) (YOUTH) (YUTHNUM = 01 AND SC-14 NE 1] OR (YUTHNUM NE 01 AND EE-4 NE 1,2,-7,-8]

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YEDENYRH	EE-6A. (Is he/Is she/Are you) currently enrolled in 9th, 10th, 11th, or 12th grade? 9th ..... 9 10th ..... 10 11th ..... 11 12th ..... 12 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9			Q-1 (10/86) [YOUTH] EE-6 NE 1
YEDENYRC	EE-6B. (Is/he/Is she/Are you) currently enrolled in (his/her/your) first, second, third, fourth or fifth year of college? FIRST YEAR (FRESHMAN) ..... 1 SECOND YEAR (SOPHOMORE) ..... 2 THIRD YEAR (JUNIOR) ..... 3 FOURTH YEAR (SENIOR) ..... 4 FIFTH YEAR (OF A FIVE YEAR COLLEGE) .... 5 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9			Q-1 (10/86) [YOUTH] EE-6 NE 9
YEDCOVER	EE-1VER. So, the highest level (college/high school) that (you have/he has/she has) completed and received credit for is (the) (college year/high school grade)? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9			Q-1 (10/86) [YOUTH] [EE-6A NE 9,10,11,12] OR [EE-6B NE 1,2,3,4,5]
YNUMLET Grades usually got in HS	EE-7. (Did/Does) your school use letter or number grades? LETTER ..... 1 NUMBER ..... 2 NEITHER ..... 3 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2, 4, 9	All Youth	All Army Quality Index	Q-1 (10/86) [YOUTH] [EE-1 = 7,8] OR [EE-1 NE -1,-8 AND EE-7 NE 1,2

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YEDGRADE	EE-7.cont. [IF LETTER ASK LETTER, IF NUMBER ASK NUMBER] What grades (do/did) you usually get in high school? (Are/ Were) they: [PROBE: This includes grades 9 through 12] Mostly A's (AVERAGE of 90-100) ..... 1 Mostly A's & B's (AVERAGE of 85-89) ..... 2 Mostly B's (AVERAGE of 80-84) ..... 3 Mostly B's & C's (AVERAGE of 75-79) ..... 4 Mostly C's (AVERAGE of 70-74) ..... 5 Mostly C's & D's (AVERAGE of 65-69) ..... 6 Mostly D's & F's (AVERAGE of 64 and below) . 7 REFUSED ..... -7 DON'T KNOW ..... -8						
math courses	EE-8. (Did you take/Are you taking) any science or math courses in high school? YES..... 1 NO..... 2	(NEW) '86 ACOMS			All Youth	All Army	Q-1 (10/86) - NOT USED
YEDELALG Elementary algebra	EE-9_12. Now I have a list of high school mathematics and technical courses. As I read each one, please tell me whether you have taken or plan to take that course in regular high school. Elementary algebra? TAKEN ..... 1 PLAN TO TAKE ..... 2 NOT TAKEN AND NOT PLANNING TO ..... 3 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS	2, 4, 9		All Youth	All Army Quality INdex	Q-1 (10/86) [YOUTH] EE-1=7,8
YEDGEOM Plane geometry	EE-9_12. Plane geometry? TAKEN ..... 1 PLAN TO TAKE ..... 2 NOT TAKEN AND NOT PLANNING TO ..... 3 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS	2, 4, 9		All Youth	All Army Quality Index	Q-1 (10/86) [YOUTH] EE-1=7,8

MODULE: Education & Employment

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YEDINALG Intermediate algebra	EE-9_12. Intermediate algebra? TAKEN ..... 1 PLAN TO TAKE ..... 2 NOT TAKEN AND NOT PLANNING TO ..... 3 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2, 4, 9	All Youth	All Army Quality Index	Q-1 (10/86) [YOUTH] EE-1-7,8
YEDTRIG Trigonometry	EE-9_12. Trigonometry? TAKEN ..... 1 PLAN TO TAKE ..... 2 NOT TAKEN AND NOT PLANNING TO ..... 3 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2, 4, 9	All Youth	All Army Quality Index	Q-1 (10/86) [YOUTH] EE-1-7,8
Activity exactly two years ago	EE-13. What were you doing exactly two years ago, that is, in [MONTH & YEAR-2 YEARS PRIOR TO INTERVIEW]? Were you: [RECORD ALL THAT APPLY] Going to school ..... 1 Working full-time, that is, at least 35 hours a week ..... 2 Working part-time, that is, between 10 and 34 hours a week ..... 3 Being unemployed ..... 4 Taking care of a family at home ..... 5 Serving in the military ..... 6 Other (SPECIFY) _____ ... 7	(New) '86 ACOMS			All Youth	All Army	Q-1 (10/86) - NOT USED
Still doing activity	EE-14. Are you still doing [ACTIVITY FROM EE-13]? YES ..... 1 NO 2	(New) '86 ACOMS			All Youth	All Army	Q-1 (10/86) - NOT USED

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
Mo/Yr stopped activity	EE-15.	[IF NOT STILL DOING ACTIVITY IN EE-13] In what month and year did you stop doing that? _____ / _____ MONTH YEAR	(New) '86 ACOMS			All Youth	All Army	Q-1 (10/86) - NOT USED
YEMPCUR Currently Employed	EE-16.	[DUPLICATES PARENT QUESTION DE-11] Are you currently employed either full-time or part-time? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2, 4, 9	All Youth	All Army Quality Index	Q-1 (10/86) - All youth
YEMPLOOK Looking for Work	EE-17.	[IF NOT EMPLOYED] Are you looking for work now? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2, 4, 9	All Youth	All Army Quality Index	Q-1 (10/86) [YOUTH] EE-16=1
Ever had paying job	EE-18.	Have you ever had a job for pay? YES..... 1 NO..... 2	'86 YATS			All Youth	All Army	Q-1 (10/86) - NOT USED
YEMPHOUR YEMPEMCK YEMPHRCK Hours worked	EE-19.	How many hours per week (do/did) you usually work at your (main/last) job? _____ NEVER HAD A JOB ..... 0 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2, 4, 9	All Youth	All Army Quality Index	Q-1 (10/86) - All youth

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YEMPEVER Held a full-time job	EE-20.	[DUPLICATES PARENT QUESTION DE-12] Have you ever held a full-time job? [MORE THAN 34 HOURS PER WEEK] YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth	All Army	Q-1 (10/86) [YOUTH] [EE-19 < 1] OR [EE-19 > 34]
Business or industry most recently worked for	EE-21.	Think about the most recent full-time job you have had. What kind of business or industry did you work for? Describe the nature of the business at the location where you (are/were) employed. For example, was it a hospital, a newspaper, a mail order house, an auto engineering plant, a breakfast cereal manufacturing plant? ---	(New) '86 ACOMS			All Youth	All Army	Q-1 (10/86) - NOT USED
Job title	EE-22.	What (is/was) your job title? Examples are registered nurse, personnel manager, supervisor of order department, gasoline engine assembler, grinder operator. ---	(New) '86 ACOMS			All Youth	All Army	Q-1 (10/86) - NOT USED
Main duties	EE-23.	What (are/were) your main activities or duties? Examples are patient care, directing hiring policies, supervising order clerks, assembling engines, operating grinding mill. ---	(New) '86 ACOMS			All Youth	All Army	Q-1 (10/86) - NOT USED
YEMPEASY Ease of getting FT job	EE-24.	[APPROXIMATES PARENT QUESTION DE-13] How easy or difficult is it for someone your age to get a full-time job in your community? Is it... almost impossible ..... 1 very difficult ..... 2 somewhat difficult, or ..... 3 not difficult at all? ..... 4 REFUSED ..... -7	'86 YATS		1, 2, 4, 9	All Youth	All Army Quality Index	Q-1 (10/86) - All youth

ACOMS QUESTION BANK - Q87-1

Destroy when replaced by Q87-2

Module: Intentions-Propensity

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YIPDOSCH YIPDOEMP YIPDOIDL YIPDOMIL	IP-1.	Now let's talk about your plans for the next few years. What do you think you might be doing? (PROBE: Anything else?) [RECORD ALL THAT APPLY]	'83 YATS '85 YATS '86 YATS VATS		1, 2, 4, 9	All youth	All Army	Q-1 (10/86) - All Youth
YIPDOOTH What might be doing for next few years		GOING TO SCHOOL ..... 1 WORKING ..... 2 DOING NOTHING ..... 3 JOINING THE MILITARY/SERVICE ..... 4 OTHER ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8			2, 4, 9			
YPSAMOCC Job occupation will be working in	IP-2.	[IF EMPLOYED & WILL BE WORKING] Do you think you will be working in the same job or occupation you now have, or a different job or occupation? SAME JOB OR OCCUPATION ..... 1 DIFFERENT JOB OR OCCUPATION ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2	All youth	All Army	Q-1 (10/86) [YOUTH] [IP-1 NE 2] AND [EE-16 NE 1,-7,-8]
YPBRAN1 Branch of service might be joining	IP-3.	You said you might be joining the military. Which branch of the service would that be? AIR FORCE ..... 1 ARMY ..... 2 COAST GUARD ..... 3 MARINE CORPS ..... 4 NAVY ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS		1, 3, 4, 9	All youth	All Army	Q-1 (10/86) [YOUTH] IP-1=1,2,3,5,-7,-8
YPCOMP1 Type of service	IP-4.	Which type of service would that be? Would it be: Active Duty ..... 1 The Reserve or ..... 2 The National Guard ..... 3 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS, Adaptation		1, 3, 4, 9	All youth	All Army	Q-1 (10/86) [YOUTH] [IP-1=1,2,3,5,-7,-8] OR [IP-3=-7,-8]

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YPBRAN2 Second service choice	IP-5. If you found for some reason you couldn't join the (SERVICE FROM IP-3) which branch of the service would be your next choice? AIR FORCE ..... 1 ARMY ..... 2 COAST GUARD ..... 3 MARINE CORPS ..... 4 NAVY ..... 5 NONE ..... 6 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS VATS		3, 4, 9	All youth	All Army	Q-1 (10/86) [YOUTH] [IP-1=1,2,3,5,-7,-8] OR [IP-3=-7,-8]
YPCOMP2 Type of service 2nd choice	IP-6. Which type of service would that be? Would it be: Active Duty ..... 1 The Reserve or ..... 2 The National Guard ..... 3 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS VATS '86 YATS, Adaptation		3, 4, 9	All youth	All Army	Q-1 (10/86) [YOUTH] [IP-1=1,2,3,5,-7,-8] OR [IP-3=-7,-8] OR [IP-5=6,-7,-8]
YPROBMIL Likelihood of serving in the military	IP-7. How likely is it that you will be serving in the military? Would you say... definitely ..... 1 probably ..... 2 probably not, or ..... 3 definitely not? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS AFAT		2, 4, 9	All youth	All Army	Q-1 (10/86) - All Youth
YPROBAR Likelihood of serving on Army active duty	IP-8. How likely is it that you will be serving on active duty in the Army? Would you say... definitely ..... 1 probably ..... 2 probably not, or ..... 3 definitely not? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS VATS		1, 2, 3, 4, 9	All youth	All Army	Q-1 (10/86) - All Youth

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YPROBANG Likelihood of serving in ARNG	IP-9. How likely is it that you will be serving in the Army National Guard? Would you say... definitely ..... 1 probably ..... 2 probably not, or ..... 3 definitely not? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS, Adaptation RCAS VATS		1, 2, 3, 4, 9	All youth	All Army	Q-1 (10/86) - All Youth
YPROBARV Likelihood of serving in USAR	IP-10. How likely is it that you will be serving in the Army Reserve? Would you say... definitely ..... 1 probably ..... 2 probably not, or ..... 3 definitely not? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS, Adaptation RCAS VATS		1, 2, 3, 4, 9	All youth	All Army	Q-1 (10/86) - All Youth
YPROBARO Likelihood of serving in ROTC	IP-11. How likely is it that you will participate in at least one college course offered by the Army Reserve Officer's Training Corps, or Army R.O.T.C.? Would you say... definitely ..... 1 probably ..... 2 probably not, or ..... 3 definitely not? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		1, 2, 3, 4, 9	All youth	All Army	Q-1 (10/86) [YOUTH] IP-14=-3,4,7,-8
YPROBCOM	IP-11A. How likely is it that you will receive an officer's commission through participation in the Army Reserve Officer's Training Corps, that is, the ROTC? definitely ..... 1 probably ..... 2 probably not, or ..... 3 definitely not? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 3, 4, 9			Q-1 (10/86) [YOUTH] IP-14 NE 1,2

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YPROBEMP Likelihood of working	IP-12. How likely is it that you will be working in a civilian job? Would you say... definitely ..... 1 probably ..... 2 probably not, or ..... 3 definitely not? ..... 4 REFUSED ..... 5 DON'T KNOW 6	'86 YATS, Adaptation		2, 4, 9	All youth	All Army	Q-1 (10/86) - All Youth
YPFULPAR Likelihood of working full-time or part-time	IP-13. [IF DEFINITELY OR PROBABLY WORKING] Will this be full-time or part-time? FULL-TIME ..... 1 PART-TIME ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All youth	All Army	Q-1 (10/86) [YOUTH] IP-12=3,4,-7,-8
YPROBCOL Likelihood of attending college	IP-14. How likely is it that you will be going to college? Would you say... definitely ..... 1 probably ..... 2 probably not, or ..... 3 definitely not? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS AFAT		2, 4, 9	All youth	All Army	Q-1 (10/86) - All Youth
YPCOL24 Likelihood of going to 2 yr or 4 yr college	IP-15. [IF DEFINITELY OR PROBABLY GOING TO COLLEGE] Do you think that you will go to a 2-year or a 4-year college? 2 YEAR COLLEGE ..... 1 4 YEAR COLLEGE ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2	All youth	All Army	Q-1 (10/86) [YOUTH] IP-14=-3,4,7,-8

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YPROBVOC Likelihood of attending vo-tech school	IP-16. How likely is it that you will be going to vocational or technical school? Would you say... definitely ..... 1 probably ..... 2 probably not, or ..... 3 definitely not? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS AFAT		2, 4, 9	All youth	All Army	Q-1 (10/86) - All Youth
YPSCHFUL YPSCHPRT YPWRKFUL YPWRKPRT YPSRVMIL YPHOMEMK YPOTH Thing most likely to be doing in the year after high school	IP-17. We've talked about several things you might be doing in the next few years. Taking everything into consideration, what are you most likely to be doing in the (next year/fall after you finish high school)? [IF "GOING TO SCHOOL" OR "WORKING" PROBE: Will that be full-time or part-time?] [RECORD ALL THAT APPLY] GOING TO SCHOOL FULL-TIME ..... 1 GOING TO SCHOOL PART-TIME ..... 2 WORKING FULL-TIME ..... 3 WORKING PART-TIME ..... 4 SERVING IN THE MILITARY ..... 5 BEING A FULL-TIME HOMEMAKER .... 6 OTHER ..... 7 REFUSED ..... -7 DON'T KNOW ..... -8	'85 YATS '86 YATS '80S HSB		2, 4, 9	All youth	All Army	Q-1 (10/86) - All Youth
YPTHOTM Thoughts about joining the military before conversation today	IP-18. Before we talked today, had you ever thought about joining the military? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'84 YATS '85 YATS '86 YATS		4, 9	All youth	All Army	Q-1 (10/86) - All Youth

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
Serious intent of joining the military	IP-19. How seriously did you consider the possibility of joining the military? very seriously ..... 1 somewhat seriously ..... 2 only slightly seriously, or ... 3 not really seriously at all? .. 4 REFUSED ..... -7 DON'T KNOW ..... -8	'84 YATS '85 YATS '86 YATS			All youth	All Army	Q-1 (10/86) - NOT USED
YPROBTAR Likelihood of talking to someone about joining the military	IP-20. How likely is it that you will talk to someone [such as, family, friends, or teacher] about joining the Army? Would you say... definitely ..... 1 probably ..... 2 probably not, or ..... 3 definitely not? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		4, 6, 9	All youth	All Army	Q-1 (10/86) - All Youth
YPROBADO Likelihood of action toward joining the Army	IP-21. How likely is it that you will do something about joining the Army [such as, see an Army Recruiter, call a toll-free number, answer an Army ad, or visit an Army base]? definitely ..... 1 probably ..... 2 probably not, or ..... 3 definitely not? ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 3, 4, 9	All youth	All Army	Q-1 (10/86) - All Youth

ACOMS QUESTION BANK - Q87-1

Destroy when replaced by Q87-2

Module: Behaviors

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YBAEVREC	BE-1A.	Have you ever talked with any military recruiter to get information about the military? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 6, 9			Q-1 (10/86) - All Youth
YBATALK Talked with anyone about joining the Army	BE-1.	In the past 6 months, have you talked with anyone about possibly joining the Army? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		1, 2, 3, 4, 6,9	All Youth		Q-1 (10/86) - All Youth
YBAFREN YBAMOM YBADAD YBASIB YBAREL YBASPOU YBATEAC YBACOUN YBAREC YBACON YBABOSS YBAOTH Persons talked with	BE-2.	[IF YES] With whom have you talked? [RECORD ALL THAT APPLY] FRIENDS ..... 01 MOTHER ..... 02 FATHER ..... 03 A BROTHER OR SISTER ..... 04 SOME OTHER RELATIVE ..... 05 (BOY/GIRL) FRIEND OR SPOUSE ..... 06 A TEACHER ..... 07 A COUNSELOR AT SCHOOL ..... 08 A RECRUITER ..... 09 A CO-WORKER ..... 10 EMPLOYER ..... 11 OTHERS ..... 12 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		4, 6, 9	All Youth		Q-1 (10/86) [YOUTH] BE-1=2,-7,-8
YBAFRSCH Type of friends - from school	BE-3.	[IF FRIENDS MENTIONED] You mentioned talking with friends. (Were these friends) from school? YES ..... 1 NO 2	'86 YATS Adaptation		2, 4, 6, 9	All Youth		Q-1 (10/86) [YOUTH] BE-2 NE 1

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YBAFREMP - at work	BE-4. [IF FRIENDS MENTIONED] (Were these friends) At work? YES ..... 1 NO 2	'86 YATS		2, 4, 6, 9	All Youth		Q-1 (10/86) [YOUTH] BE-2 NE 1
YBAFRMIL - in service	BE-5. [IF FRIENDS MENTIONED] (Were these friends) In the service? YES ..... 1 NO 2	'86 YATS		2, 4, 6, 9	All Youth		Q-1 (10/86) [YOUTH] BE-2 NE 1
YBAFRAR - In Army	BE-6. [IF FRIENDS IN SERVICE] (Were these friends) In the Army? YES ..... 1 NO 2	'86 YATS		2, 3, 4, 6, 9	All Youth		Q-1 (10/86) [YOUTH] [BE-2 NE 1] OR [BE-5 NE 1]
YBMREC Talked with an Armed Forces recruiter	BE-7. In the past six months, have you talked to an Armed Forces recruiter about military service? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		1, 2, 4, 6, 9	All Youth		Q-1 (10/86) [YOUTH] [BE-1=2,-7,-8] AND [BE-2 NE 1]
YBMRECAR YBMRECAF YBMRECNA YBMRECMC	BE-8. [IF YES] Was the recruiter you spoke with an: Army recruiter ..... 1 2 -7 -8 Air Force recruiter ..... 1 2 -7 -8 Navy recruiter? ..... 1 2 -7 -8 Marine Guard recruiter? .. 1 2 -7 -8	'86 YATS Adaptation		1, 2, 3, 4, 6, 9	All Youth		Q-1 (10/86) [YOUTH] [BE-7 NE 1]

Variable		Question & Response Categories	Other Usage	Revision for Item 8	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YBACONT	BE-8A.	How did you have your first contact with the Army recruiter? Did you contact the Army recruiter on the advice of another Service recruiter ..... 1 (Did you) contact the Army recruiter first ..... 2 Were you contacted by the Army recruiter first ..... 3 (Were you) with a friend with whom the recruiter was meeting ..... 4 Did you contact the Army recruiter through a US Army Reserve or National Guard unit or member, or ..... 5 Was your first contact by some other way ..... 6 REFUSED ..... -7 DON'T KNOW ..... -8			4, 6, 9			Q-1 (10/86) [YOUTH] BE-8 (ARMY) NE 1
YBATALKI	BE-8B.	Under what circumstances did you first talk with an Army recruiter? Did you talk: By telephone ..... 1 At a recruiting station ..... 2 At a job fair ..... 3 At school ..... 4 At an Army Reserve unit, or ..... 5 Some other way ..... 6 REFUSED ..... -7 DON'T KNOW ..... -8			4, 6, 9			Q-1 (10/86) [YOUTH] BE-8 (ARMY) NE 1
	BE-9.	Was (this/the recruiter you spoke with) a: Regular Active duty recruiter? Reserve recruiter? National Guard recruiter?						Q-1 (10/86) - NOT USED

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YBAGIFT Responded to an Army ad/ toll-free call/ gift	BE-10. In the past six months, have you responded to an Army ad by calling a toll-free number or sending for a gift? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		1, 2, 4, 9	All Youth		Q-1 (10/86) - All Youth
YBAVISIT Visited an Army recruiting station	BE-11. In the past six months, have you visited an Army recruiting station? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		1, 2, 4, 6, 9	All Youth		Q-1 (10/86) - All Youth
YBATEST Taken a written test for the Army	BE-12. In the past six months, have you taken a written test used for the Army, such as the Armed Services Vocational Aptitude Battery? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		1, 2, 4, 9	All Youth		Q-1 (10/86) - All Youth
	[IF TAKEN ASVAB] BE-13. Was this part of a High School testing program or did a recruiter arrange for you to take this test? HS TESTING PROGRAM ..... 1 RECRUITER ARRANGED 2						Q-1 (10/86) - NOT USED
	BE-14. Was this voluntary or mandatory? VOLUNTARY ..... 1 MANDATORY 2						Q-1 (10/86) - NOT USED

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACUMS Usage and Respondent Missing if:
	BE-15.	Have you taken a physical for possible entry into the Army? YES ..... 1 NO 2						Q-1 (10/86) - NOT USED
YBCTHOT Thought about going to college	BE-16.	(IF NOT IN COLLEGE) In the past six months, have you given any thought to going to college? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACUMS	2, 4, 9		All Youth		Q-1 (10/86) (YOUTH) (YUTHNUM = 1 AND SC-15 = 8,9] OR (YUTHNUM NE 1 AND EE-6 = 8,9]
YBCTALK Talked with someone about going to college	BE-17.	In the past six months, have you talked to anyone about going to college? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACUMS	2, 4, 6, 9		All Youth		Q-1 (10/86) (YOUTH) BE-16 NE 1,-7,-8
YBCFREN YBCMOM YBCDAD YBCSIB YBCREL YBCSPOU YBCTEAC YBCCOUN YBCREC YBCCOW YBCBOSS YBCOTH	BE-18.	(IF YES) With whom have you talked? (RECORD ALL THAT APPLY) FRIENDS ..... 01 MOTHER ..... 02 FATHER ..... 03 A BROTHER OR SISTER ..... 04 SOME OTHER RELATIVE ..... 05 (BOY/GIRL) FRIEND OR SPOUSE ..... 06 A TEACHER ..... 07 A COUNSELOR AT SCHOOL ..... 08 A RECRUITER ..... 09 A CO-WORKER ..... 10 EMPLOYER ..... 11 OTHERS ..... 12 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation	4, 6, 9		All Youth		Q-1 (10/86) (YOUTH) BE-17 NE 1

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YBCACF YBCGI YBCROTC YBCVEAP	BE-19. [IF SPOKEN TO ANYONE ABOUT COLLEGE] Have they talked to you about: YES NO REF DK The Army College Fund ..... 1 2 -7 -8 The GI Bill ..... 1 2 -7 -8 ROTC Scholarships ..... 1 2 -7 -8 VEAP (Veterans Educational .. Assistance Package) ..... 1 2 -7 -8	(New) '86 ACOMS		3, 4, 6, 9	All Youth		Q-1 (10/86) (YOUTH) BE-17 NE 1
	BE-20. Have you tried to get more information about colleges? YES ..... 1 NO 2						Q-1 (10/86) - NOT USED
YBCTEST Taken a college admissions test	BE-21. In the past six months, have you taken any college admissions tests for example, the PSAT, SAT or ACT? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth		Q-1 (10/86) (YOUTH) BE-16 NE 1,-7,-8
	BE-22. Have you talked with a college admissions office? YES ..... 1 NO 2						Q-1 (10/86) - NOT USED
	BE-23. Have you visited a college to see if you would like to attend that school? YES ..... 1 NO 2						Q-1 (10/86) - NOT USED

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YBCAPPL Submitted a college application	BE-24.	In the past six months, have you submitted a college application? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth		Q-1 (10/86) [YOUTH] BE-16 NE 1,-7,-8
YBWTHOT Thought about getting a full time civilian job	BE-25.	[IF NOT CURRENTLY EMPLOYED] In the past six months, have you given any thought to getting a full-time civilian job? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth		Q-1 (10/86) [YOUTH] [EE-16 NE 2,-7,-8] OR [EE-19 > 34]
YBWTALK Spoken with someone about getting a civilian job	BE-26.	In the past six months, have you spoken with anyone about getting a full-time civilian job? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	All Youth		Q-1 (10/86) [YOUTH] BE-25 NE 1,-7,-8
YBWFREN YBWMOM YBWDAD YBWSIB YBWREL YBWSPOU YBWTEAC YBWCOUN YBWREC YBWCOW YBWBOSS YBWOTH	BE-27.	[IF YES] With whom have you spoken? [RECORD ALL THAT APPLY] FRIENDS ..... 01 MOTHER ..... 02 FATHER ..... 03 A BROTHER OR SISTER ..... 04 SOME OTHER RELATIVE ..... 05 (BOY/GIRL) FRIEND OR SPOUSE ..... 06 A TEACHER ..... 07 A COUNSELOR AT SCHOOL ..... 08 A RECRUITER ..... 09 A CO-WORKER ..... 10 EMPLOYER ..... 11 OTHERS ..... 12 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		4, 6, 9	All Youth		Q-1 (10/86) [YOUTH] BE-26 NE 1

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
	BE-28. Have you tried to get more information about fulltime civilian jobs? YES ..... 1 NO 2						Q-1 (10/86) - NOT USED
	BE-29. Have you taken any (vocational aptitude/qualification) tests? YES ..... 1 NO 2						Q-1 (10/86) - NOT USED
	BE-30. Have you visited a personnel office? YES ..... 1 NO 2						Q-1 (10/86) - NOT USED
YBWVISIT Visited prospective employers	BE-31. In the past six months, have you visited any prospective employers or employment agencies? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS	2, 4, 9		All Youth		Q-1 (10/86) [YOUTH] BE-25 NE 1,-7,-8
YBWAPPL Applied for a job	BE-32. In the past six months, have you applied for any civilian jobs? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS	2, 4, 9		All Youth		Q-1 (10/86) [YOUTH] BE-25 NE 1,-7,-8

ACOMS QUESTION BANK - Q87-1

Destroy when replaced by Q87-2

Module: Social Influences

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
	Now I am going to ask you a few questions about the attitudes of your family and friends about the military.				Target Youth		Q-1 (10/86) [YOUTH] [YUTHNUM NE TARGYUTH] OR [EE-19=0]
YARMDAD YARMMOM YARMFARM YARMFMIL YARMFNO YARMCOUN YARMTEAC YARMCOW* YARMSTUD YARMBOSS*	SI-1. For each of the following people, please tell me how you think they would feel about your enlisting in the Army. Use a scale of 1 to 5 where a 1 means they think it was a very bad idea, 2 means its a bad idea, 3 means its neither a good nor a bad idea, 4 means its a good idea, and 5 means they would think it is a very good idea. (CODE 6 IF NOT APPLICABLE-PERSON DECEASED, DOES NOT EXIST) 1 = VERY BAD 2 = BAD 3 = NEUTRAL 4 = GOOD 5 = VERY GOOD Your father ..... 1 2 3 4 5 6 -7 -8 Your mother ..... 1 2 3 4 5 6 -7 -8 Friends with Army experience ..... 1 2 3 4 5 6 -7 -8 Friends with other military experience ..... 1 2 3 4 5 6 -7 -8 Friends with no military experience ..... 1 2 3 4 5 6 -7 -8 Your school counselor ..... 1 2 3 4 5 6 -7 -8 Your teachers ..... 1 2 3 4 5 6 -7 -8 Your co-workers ... 1 2 3 4 5 6 -7 -8* Your fellow students ..... 1 2 3 4 5 6 -7 -8 Your employer ..... 1 2 3 4 5 6 -7 -8*			4, 6, 9 3, 4, 6, 9 4, 6, 9			
YFRENMIL	SI-2. Do you have friends who are currently serving in the military? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			2, 4, 6, 9	Target Youth		Q-1 (10/86) [YOUTH] YUTHNUM NE TARGYUTH

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YFRENAF YFRENAR YFRENCG YFRENMC YFRENNA	[IF FRIENDS IN MILITARY] SI-3. In what branch of the military are these friends serving? [CODE ALL THAT APPLY] AIR FORCE ..... 1 ARMY ..... 2 COAST GUARD ..... 3 MARINE CORPS ..... 4 NAVY ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8			2, 3, 4, 6, 9	Target Youth		Q-1 (10/86) [YOUTH] [YUTHNUM NE TARGYUTH] OR [SI-2 NE 1]
YFRENACT YFRENARV YFRENANG YFRENARO	[IF FRIENDS IN ARMY] SI-4. Are your friends in the Army serving in the: YES NO REF DK Active Army ..... 1 2 -7 -8 Army Reserve ..... 1 2 -7 -8 Army National Guard, or ... 1 2 -7 -8 Army Reserve Officer's Training Corps? ..... 1 2 -7 -8			3, 4, 6, 9	Target Youth		Q-1 (10/86) [YOUTH] [YUTHNUM NE TARGYUTH] OR [SI-3(ARMY) NE 2]
YFAMMIL	SI-5. Do you have family members who are currently serving in the military? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			2, 4, 6, 9	Target Youth		Q-1 (10/86) [YOUTH] YUTHNUM NE TARGYUTH

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YFAMAF YFAMAR YFAMCG YFAMMC YFAMNA	[IF FAMILY IN MILITARY] SI-6. In what branch of the military are these family members serving? (CODE ALL THAT APPLY) AIR FORCE ..... 1 ARMY ..... 2 COAST GUARD ..... 3 MARINE CORPS ..... 4 NAVY ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8			2, 3, 4, 6, 9	Target Youth		Q-1 (10/86) [YOUTH] [YUTHNUM NE TARGYUTH] OR [SI-5 NE 1]

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Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YFAMACT YFAMARV YFAMANG YFAMARO	[IF FAMILY IN ARMY] SI-7. Are they serving in the: Active Army ..... 1 2 -7 -8 Army Reserve ..... 1 2 -7 -8 Army National Guard, or ... 1 2 -7 -8 Army Reserve Officer's Training Corps? ..... 1 2 -7 -8			2, 3, 4, 6, 9	Target Youth		Q-1 (10/86) [YOUTH] [YUTHNUM NE TARGYUTH] OR [SI-6 NE 1]

ACOMS QUESTION BANK - Q87-1

Destroy when replaced by Q87-2

Module: Importance of Attributes

Variable	Question & Response Categories	Other Usage	Revision for Item 0	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YIPOTEN Developing potential	IA-1. cont. p. Developing your potential? ..... 1 2 3 4 5 -7 -8						
YICIVCAR Help civilian career	q. Helping your career development? 1 2 3 4 5 -7 -8						
YISERCOM Community service	y. Serving your own community?..... 1 2 3 4 5 -7 -8						
YIWEEKEN Weekend excitement	z. Having weekend excitement? ..... 1 2 3 4 5 -7 -8						
YIHOME Near home	aa. Staying in your own hometown? .. 1 2 3 4 5 -7 -8						
YISTEP School/college hiatus	af. A stepping stone between high school and college? ..... 1 2 3 4 5 -7 -8						
YIMATURE Maturity	ah. Becoming more mature and responsible? ..... 1 2 3 4 5 -7 -8						
YIINNOV Innovative/	ai. The opportunity to make changes and use your own judgment? ..... 1 2 3 4 5 -7 -8						
YIMENTAL mental challenge	aj. Having a mental challenge? ..... 1 2 3 4 5 -7 -8						

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
	[QUESTION ITEMS NOT USED IN QUARTER 1]						
Promotion	1A-1. c. Opportunity for promotion ..... 1 2 3 4 5 -7 -8						Q-1 (10/86) - NOT USED
Adventure	f. Adventure ..... 1 2 3 4 5 -7 -8						
Pay & Benefits	i. Good pay & benefits ..... 1 2 3 4 5 -7 -8						
Friends for life	k. Developing friends for life .... 1 2 3 4 5 -7 -8						
Job security	m. Job security ..... 1 2 3 4 5 -7 -8						
Travel	n. Travel to interesting places ... 1 2 3 4 5 -7 -8						
Teamwork	r. Teamwork ..... 1 2 3 4 5 -7 -8						
Physical danger	s. Physical danger ..... 1 2 3 4 5 -7 -8						
Personal freedom	t. Freedom to do what you want .... 1 2 3 4 5 -7 -8						
Attractive lifestyle	u. Attractive lifestyle ..... 1 2 3 4 5 -7 -8						
PT work	v. Part-time work ..... 1 2 3 4 5 -7 -8						
Extra income	w. Extra income ..... 1 2 3 4 5 -7 -8						
Part of tradition	x. Participating in a time-honored American tradition 1 2 3 4 5 -7 -8						
Good environment	ab. Good family environment ..... 1 2 3 4 5 -7 -8						
Flexible options	ac. Flexible contract options ..... 1 2 3 4 5 -7 -8						
Elite group of officers	ad. Being part of an elite group of officers ..... 1 2 3 4 5 -7 -8						
Immediate employment	ae. Immediate employment ..... 1 2 3 4 5 -7 -8						
Enriched college experience	ag. Enriching one's college experience ..... 1 2 3 4 5 -7 -8						

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
	[PARENT QUESTIONNAIRE ONLY]						
	IA-2. In thinking about [YOUTH'S NAME]'s future, how important is it to you that (he/she) have opportunities for the following things? Use a scale of 1 to 5 where a "1" means it is not at all important and "5" means it is very important.	'86 ACOMS		2, 4, 6, 9	Parents	components especially USAREC	Q-1 (10/86) - Parents

		NOT IMP				VERY IMP	REF	DK
PIPHYS	a. Having a physical challenge	1	2	3	4	5	-7	-8
PIHIQUAL	b. Working with highly trained people	1	2	3	4	5	-7	-8
PICASHED	c. Earning money for college or vocational school	1	2	3	4	5	-7	-8
PITRAIN	d. Training in useful skill areas ..	1	2	3	4	5	-7	-8
PISELCON	e. Developing self-confidence	1	2	3	4	5	-7	-8
PICNTRY	f. Serving (his/her) country	1	2	3	4	5	-7	-8
PILEADER	g. Developing leadership skills	1	2	3	4	5	-7	-8
PIHITECH	h. Working with the latest high tech equipment	1	2	3	4	5	-7	-8
PIPROUD	i. Having experience (he/she) can be proud of	1	2	3	4	5	-7	-8
PIPOTEN	j. Developing (his/her) potential ..	1	2	3	4	5	-7	-8
PICIVCAR	k. Helping (his/her) career development	1	2	3	4	5	-7	-8
PISERCOM	l. Serving (His/Her) own community	1	2	3	4	5	-7	-8
PIWEEKEN	m. Having weekend excitement	1	2	3	4	5	-7	-8
PIHOME	n. Staying in (his/her) own hometown	1	2	3	4	5	-7	-8
PISTEP	o. Having a stepping stone between high school and college	1	2	3	4	5	-7	-8
PIMATURE	p. Becoming more mature and responsible	1	2	3	4	5	-7	-8
PIINNOV	q. The opportunity to make changes and use (his/her) own judgement.	1	2	3	4	5	-7	-8
PIMENTAL	r. Having a mental challenge	1	2	3	4	5	-7	-8

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
	IA-1. In thinking about your plans for the next year, please tell me how important it is that you have opportunities for the following things? Use a scale of 1 to 5 where a "1" means it is not at all important and "5" means it is very important.	(New) '86 ACOMS		1, 2, 3, 4, 6, 7, 9	All Youth	All Army components especially	Q-1 (10/86) - All Youth
YIPHYS Challenge	a. Having a physical challenge? ... 1 2 3 4 5 -7 -8						
YIHIQUAL Hi-quality team	b. Working with highly trained people? ..... 1 2 3 4 5 -7 -8						
YICASHED Money for education	d. Earning money for college or vocational school? ..... 1 2 3 4 5 -7 -8						
YITRAIN Varied skill training	e. Training in useful skill areas? 1 2 3 4 5 -7 -8						
YISELCON Self-confidence	g. Developing self-confidence? .... 1 2 3 4 5 -7 -8						
YICNTRY Service to country	h. Serving your country? ..... 1 2 3 4 5 -7 -8						
YILEADER Leadership	j. Developing leadership skills? .. 1 2 3 4 5 -7 -8						
YIHITECH Hi-tech environment	l. A chance to work with the latest high-tech equipment? ..... 1 2 3 4 5 -7 -8						
YIPROUD Experiences of pride	o. Having experiences you can be proud of? ..... 1 2 3 4 5 -7 -8						

NOT IMP / VERY IMP

ACOMS QUESTION BANK - Q87-1

Destroy when replaced by Q87-2

Module: Media Habits

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YTVWATCH PTVWATCH	MH-1. Do you regularly watch TV? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9;2, 4, 6, 9	50% Youth Parents	USAREC	Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP NE 2,4,6] OR [MH-1 NE 1,-7,-8]
YTVHRREG PTVHRREG YTVHRCAB PTVHRCAB	[IF TV WATCHED REGULARLY] MH-2. How many hours per week do you spend watching.. a. Programs on commercial networks such as ABC, CBS, or NBC? _____ # HOURS b. Programs on commercial cable stations such as ESPN, MTV, USA, or TBS? _____ # HOURS			1, 2, 4, 9;2, 4, 6, 9	All Youth Parents		Q-1 (10/86) [YOUTH AND PARENTS] MH-1=2
Total TV viewing hrs weekends	MH-3. During the weekends, about how many hours total do you usually spend watching television? _____hours						Q-1 (10/86) - NOT USED
Viewing hrs weekends: Cable Regular	MH-4. How many of these ____ hours do you spend watching Cable or Subscription TV? _____hours [REGULAR TV TIME CALCULATED BY CATI]				All Youth Parents	USAREC USNG 1/18/85	Q-1 (10/86) - NOT USED
Usual TV times cable	MH-5. What times do you usually watch Cable or Subscription TV? _____(Precoded)	'84 NRS			All Youth Parents	USAREC USNG 1/18/85	Q-1 (10/86) - NOT USED
Usual TV times regular	MH-6. What times do you usually watch Regular TV? _____(Precoded)	'85 NRS			All Youth Parents	USAREC USNG 1/18/85	Q-1 (10/86) - NOT USED

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
Total TV viewing hrs weekdays	MH-7.	During the week, about how many hours total do you usually spend watching television? _____hours	'85B NRS			All Youth Parents	USAREC USNG 1/18/85	Q-1 (10/86) - NOT USED
Vewing hours weekdays: Cable Regular	MH-8.	How many of these ____ hours do you spend watching Cable or Subscription TV? _____hours [REGULAR TV TIME CALCULATED BY CATI]				All Youth Parents	USAREC USNG 1/18/85	Q-1 (10/86) - NOT USED
Usual TV times cable	MH-9.	What times do you usually watch Cable or Subscription TV? _____(Precoded)				All Youth Parents	USAREC USNG 1/18/85	Q-1 (10/86) - NOT USED
Usual TV times regular	MH-10.	What times do you usually watch: Regular TV? _____(Precoded)				All Youth Parents	USAREC USNG 1/18/85	Q-1 (10/86) - NOT USED
YTVCAB1 PTVCAB1 YTVCAB2 PTVCAB2 YTVCAB3 PTVCAB3 YTVCAB4 PTVCAB4 YTVCAB5 PTVCAB5	MH-11.	Do you watch any of the following Cable or Subscription TV channels regularly? MTV? ..... 1 2 -7 -8 Nashville Network [TNN]? ..... 1 2 -7 -8 ESPN [Sports]? ..... 1 2 -7 -8 WTBS [Syndicated]? ..... 1 2 -7 -8 Black Entertainment? ..... 1 2 -7 -8 TV [BET]? ..... 1 2 -7 -8			1, 2, 4, 9;2, 4, 6, 9	50% Youth Parents		Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP NE 2,4,6] OR [MH-2b=0,-7,-8]
YTVSPORT PTVSPORT YTVMYS PTVMYS YTVDRAMA PTVDRAMA YTVMUSIC PTVMUSIC YTVCOMDY PTVCOMDY YTVMOVIE PTVMOVIE YTVTALK PTVTALK	MH-12.	Do you frequently watch any of the following types of TV shows? Sports? ..... 1 2 -7 -8 Suspense or mystery? .... 1 2 -7 -8 General drama? ..... 1 2 -7 -8 Music or music video? ... 1 2 -7 -8 Situation comedy? ..... 1 2 -7 -8 TV movies? ..... 1 2 -7 -8 Talk shows? ..... 1 2 -7 -8			1, 2, 4, 9;2, 4, 6, 9	50% Youth Parents		Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP NE 2,4,6] OR [YTVHRREG=0] AND [YTVHRCAB=0]

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YTVSH1 PTVSH1 YTVSH2 PTVSH2 YTVSH3 PTVSH3 YTVSH4 PTVSH4 YTVSH5 PTVSH5	MH-13. Please tell me if you watch any of the following TV shows? YES NO REF DK David Letterman? ..... 1 2 -7 -8 Friday Night Videos? ..... 1 2 -7 -8 Monday Night Football? ..... 1 2 -7 -8 College Football? ..... 1 2 -7 -8 Sunday Night at the Movies? ..... 1 2 -7 -8			1, 2, 4, 9;2, 4, 6, 9	50% Youth Parents		Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP NE 2,4,6] OR [YTVHRREG=0] AND [YTVHRCAB=0]
YVCRHAVE PVCRHAVE	MH-14. Does your household have a Video Cassette Recorder (VCR)? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 4, 9;2, 4, 6, 9	50% Youth Parents		Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP NE 2,4,6]
YVCRHOUR PVCRHOUR	MH-15. How many hours per week do you usually spend watching your VCR? _____ # HOURS			1, 4, 9;2, 4, 6, 9	50% Youth Parents		Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP 2,4,6] OR [MH-14 NE 1]
YRADLIS PRADLIS	MH-16. Now let's talk about radio listening. Do you regularly listen to the radio? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9;2, 4, 6, 9	50% Youth Parents		Q-1 (10/86) [YOUTH AND PARENTS] RANDROY/RANDROP NE 2,4,6]
YRADHRAM PRADHRAM YRADHRFM PRADHRFM	MH-17. How many hours per week do you listen to.. a. AM radio? _____ # HOURS b. FM radio? _____ # HOURS			1, 2, 4, 9;2, 4, 6, 9	50% Youth Parents		Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP NE 2,4,6] OR [MH-16 NE 1]

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
Radio time weekend total hours	MH-18. Now let's talk about radio listening. During the weekends, about how many hours total do you usually spend listening to the radio? _____hours				All Youth Parents	USAREC USNG 1/18/85	Q-1 (10/86) - NOT USED
Radio time wknd total: AM radio FM radio	MH-19. How many of these ____ hours do you spend listening to AM radio? _____hours [FM RADIO TIME CALCULATED BY CATI]				All Youth Parents	USAREC USNG 1/18/85	Q-1 (10/86) - NOT USED
AM listening times-wknd	MH-20. What times do you usually listen to AM radio? _____(Precoded)				All Youth Parents	USAREC USNG 1/18/85	Q-1 (10/86) - NOT USED
FM listening times-wknd	MH-21. What times do you usually listen to FM radio? _____(Precoded)				All Youth Parents	USAREC USNG 1/18/85	Q-1 (10/86) - NOT USED
Radio time week total hours	MH-22. During the week, about how many hours total do you usually spend listening to the radio? _____hours	'85B NRS			All Youth Parents	USAREC USNG 1/18/85	Q-1 (10/86) - NOT USED
Radio time week total: AM radio FM radio	MH-23. How many of these ____ hours do you spend listening to AM radio? _____hours [FM RADIO TIME CALCULATED BY CATI]				All Youth Parents	USAREC USNG 1/18/85	Q-1 (10/86) - NOT USED
AM listening times-week	MH-24. What times do you usually listen to AM radio? _____(Precoded)	'84 NRS '85 NRS			All Youth Parents	USAREC USNG 1/18/85	Q-1 (10/86) - NOT USED
FM listening times-week	MH-25. What times do you usually listen to FM radio? _____(Precoded)	'84 NRS '85 NRS			All Youth Parents	USAREC USNG 1/18/85	Q-1 (10/86) - NOT USED

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YRADNEWS PRADNEWS YRADCLAS PRADCLAS YRADPOP PRADPOP YRADCW PRADCW YRADSPOR PRADSPOR YRADTALK PRADTALK YRADROCK PRADROCK YRADEASY PRADEASY	MH-26 Do you frequently listen to any of the following types of radio programs? YES NO REF DK News? ..... 1 2 -7 -8 Classical music? ..... 1 2 -7 -8 Pop? ..... 1 2 -7 -8 Country? ..... 1 2 -7 -8 Sports? ..... 1 2 -7 -8 Talk Shows? ..... 1 2 -7 -8 Rock & Roll? ..... 1 2 -7 -8 "Easy Listening"? ..... 1 2 -7 -8			1, 2, 4, 9;2, 4, 6, 9	50% Youth Parents		Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP NE 2,4,6] OR [MH-17(AM) < 1] AND [MH-17(FM) < 1]
YRADSH1 PRADSH1 YRADSH2 PRADSH2 YRADSH3 PRADSH3 YRADSH4 PRADSH4 YRADSH5 PRADSH5	MH-27. Do you listen to the following programs? YES NO REF DK American Top 40? ..... 1 2 -7 -8 King Biscuit Flower Hour? ..... 1 2 -7 -8 Rick Dees' Top 40? ..... 1 2 -7 -8 Metalshop? ..... 1 2 -7 -8 Rockline? ..... 1 2 -7 -8			1, 2, 4, 9;2, 4, 6, 9	50% Youth Parents		Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP NE 2,4,6] OR [MH-17(AM) < 1] AND [MH-17(FM) < 1]
YPAPREAD PPAPREAD	MH-28. How often do you read the newspaper? Is it... never, ... 1 less than twice a week, ... 2 2-3 times per week, ... 3 4-5 times per week, or ..... 4 daily? ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9;2, 4, 6, 9	50% Youth Parents		Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP NE 2,4,6]
YPAPHOUR PPAPHOUR	MH-29. How many hours do you spend reading the newspaper each week? _____ # HOURS			1, 2, 4, 9;2, 4, 6, 9	50% Youth Parents		Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP NE 2,4,6] OR [MH-28 NE 2,3,4,5]

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YPAPSPOR PPAPSPOR YPAPCOM PPAPCOM YPAPNEWS PPAPNEWS YPAPLOC PPAPLOC YPAPFOOD PPAPFOOD YPAPSTYL PPAPSTYL YPAPCLAS PPAPCLAS	MH-30. Do you regularly read any of the following sections? Sports? ..... 1 2 -7 -8 Comics? ..... 1 2 -7 -8 News? ..... 1 2 -7 -8 Local? ..... 1 2 -7 -8 Food? ..... 1 2 -7 -8 Lifestyle? ..... 1 2 -7 -8 Classified? ..... 1 2 -7 -8			1, 2, 4, 9;2, 4, 6, 9	50% Youth Parents		Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP NE 2,4,6] OR [MH-29 < 1]
YMAGREAD PMAGREAD	MH-31. Finally, I would like to discuss magazine readership. Do you regularly read magazines? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9;2, 4, 6, 9	50% Youth Parents		Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP NE 2,4,6]
YMAG1 PMAG1 YMAG2 PMAG2 YMAG3 PMAG3 YMAG4 PMAG4 YMAG5 PMAG5 YMAG6 PMAG6 Regularly read magazines	MH-32. What magazines do you read on a regular basis, that is, that you have read at least 3 of the past 4 issues? 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ REFUSED ..... -7 DON'T KNOW ..... -8	'84E MEPS '85B NRS		1, 2, 4, 9;2, 4, 6, 9	50% Youth Parents	USAREC USNG 1/18/85	Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP NE 2,4,6] OR [MH-31 NE 1]
YMAGHOUR PMAGHOUR	MH-33. About how many hours a week do you spend reading magazines? _____ # HOURS			1, 2, 4, 9;2, 4, 6, 9	50% Youth Parents		Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP NE 2,4,6] OR [MH-31 NE 1]

ACOMS QUESTION BANK - Q87-1

Destroy when replaced by Q87-2

Module: Knowledge-Recall

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YUN12NON PUN12NON YUN12AF PUN12AF YUN12AR PUN12AR YUN12RD PUN12RD YUN12N6 PUN12N6 YUN12RV PUN12RV YUN12C6 PUN12C6 YUN12MC PUN12MC YUN12NA PUN12NA YUN12ALL PUN12ALL Unaided recall of military advertising	KR-1. Now, thinking about TV, radio, newspapers, magazines, and any other sources of advertising, for what military service or services do you recall seeing or hearing any advertising? (PROBE: Any other services?) (RECORD ALL THAT APPLY) NONE ..... 0 AIR FORCE ..... 1 ARMY ..... 2 RESERVE OFFICER'S TRAINING CORPS, OR R.O.T.C. ..... 3 NATIONAL GUARD ..... 4 RESERVE ..... 5 COAST GUARD ..... 6 MARINE CORPS ..... 7 NAVY ..... 8 ONE AD FOR ALL SERVICES ..... 9 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS Adaptation (YATS does not include ROTC)		1, 2, 3, 4, 9;2, 3, 4, 6, 9	All youth Parents	USAREC 1/29/86	Q-1 (10/86) - All Youth, Parents
YKRROAF PKRROAF YKRROAR PKRROAR YKRRONA PKRRONA YKRROMC PKRROMC YKRROC6 PKRROC6 ROTC branch	(IF R.O.T.C. MENTIONED) KR-2. You mentioned seeing or hearing advertising for the Reserve Officer's Training Corps. For which military service or services was this advertising? (RECORD ALL THAT APPLY) AIR FORCE ..... 1 ARMY ..... 2 NAVY ..... 3 MARINE CORPS ..... 4 COAST GUARD ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		1, 2, 3, 4, 9;2, 3, 4, 6, 9	All youth Parents	USAREC 1/29/86	Q-1 (10/86) (YOUTH AND PARENTS) KR-1 <> 1(ROTC)

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YKRNGAF PKRNGAF YKRNGAR PKRNGAR YKRNGNA PKRNGNA YKRNGMC PKRNGMC YKRNGCG PKRNGCG	[IF NATIONAL GUARD MENTIONED] KR-3. You mentioned seeing or hearing advertising for the National Guard. For which military service or services was this advertising? [RECORD ALL THAT APPLY]	(New) '86 ACOMS		1, 2, 3, 4, 9;2, 3, 4, 6, 9	All youth Parents	USAREC 1/29/86	Q-1 (10/86) [YOUTH AND PARENTS] KR-1 <> 1(NG)
USNG branch	AIR FORCE ..... 1 ARMY ..... 2 NAVY ..... 3 MARINE CORPS ..... 4 COAST GUARD ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8						
YKRRVAF PKRRVAF YKRRVAR PKRRVAR YKRRVNA PKRRVNA YKRRVMC PKRRVMC YKRRVCG PKRRVCG	[IF RESERVE MENTIONED] KR-4. You mentioned seeing or hearing advertising for the Reserve. For which military service or services was this advertising? [RECORD ALL THAT APPLY]	(New) '86 ACOMS		1, 2, 3, 4, 9;2, 3, 4, 6, 9	All youth Parents	USAREC 1/29/86	Q-1 (10/86) [YOUTH AND PARENTS] KR-1 <> 1(RESERVE)
USAR branch	AIR FORCE ..... 1 ARMY ..... 2 NAVY ..... 3 MARINE CORPS ..... 4 COAST GUARD ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8						
YAIDAF PAIDAF Aided recall Air Force	[IF AIR FORCE NOT MENTIONED] KR-5. [Do you recall seeing or hearing any advertising for] The Air Force?	'84 MAES '84 AFAT '83 YATS '86 YATS		1, 2, 3, 4, 9;3, 6	All youth Parents	USAREC 1/29/86	Q-1 (10/86) [YOUTH AND PARENTS] KR-1=1(AF) KR-1 <> 1(AF)
	YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8						

MODULE: Knowledge--Recall

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YAIDAR PAIDAR Aided recall Army	KR-6. [IF ARMY NOT MENTIONED] [Do you recall seeing or hearing any advertising for] The Army? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'84 NAES '84 AFAT '83 YATS '86 YATS		1, 2, 3, 4, 9;3, 6	All youth Parents	USAREC 1/29/86	Q-1 (10/86) [YOUTH AND PARENTS] KR-1=1(ARMY)
YAIDARO PAIDARO Aided recall ROTC	KR-7. [IF ARMY R.O.T.C NOT MENTIONED] [Do you recall seeing or hearing any advertising for] The Army Reserve Officer's Training Corps, that is, the Army R.O.T.C.? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'84 NAES '84 AFAT '83 YATS		1, 2, 3, 4, 9;3, 6	All youth Parents	USAREC 1/29/86	Q-1 (10/86) [YOUTH AND PARENTS] KR-1=1(ROTC)
YAIDANG PAIDANG Aided recall ARNG	KR-8. [IF ARMY NATIONAL GUARD NOT MENTIONED] [Do you recall seeing or hearing any advertising for] The Army National Guard? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'84 NAES '84 AFAT '83 YATS		1, 2, 3, 4, 9;3, 6	All youth Parents	USAREC 1/29/86	Q-1 (10/86) [YOUTH PARENTS] KR-1=1(NG)
YAIDARV PAIDARV Aided recall USAR	KR-9. [IF ARMY RESERVE NOT MENTIONED] [Do you recall seeing or hearing any advertising for] The Army Reserve? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'84 NAES '84 AFAT '83 YATS		1, 2, 3, 4, 9; 3, 6	All youth Parents	USAREC 1/29/86	Q-1 (10/86) [YOUTH AND PARENTS] KR-1=1(RESERVE)

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YAIDCG PAIDCG Aided recall Coast Guard	KR-10. (IF COAST GUARD NOT MENTIONED) (Do you recall seeing or hearing any advertising for) The Coast Guard? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'84 NAES '84 AFAT '83 YATS '86 YATS		1, 2, 3, 4, 9;3, 6	All youth Parents	USAREC 1/29/86	Q-1 (10/86) (YOUTH AND PARENTS) KR-1=1(COAST GUARD)
YAIDMC PAIDMC Aided recall Marines	KR-11. (IF MARINE CORPS NOT MENTIONED) (Do you recall seeing or hearing any advertising for) The Marine Corps? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'84 NAES '84 AFAT '83 YATS '86 YATS		1, 2, 3, 4, 9;3, 6	All youth Parents	USAREC 1/29/86	Q-1 (10/86) (YOUTH AND PARENTS) KR-1=1(MARINE CORPS)
YAIDNA PAIDNA Aided recall Navy	KR-12. (IF NAVY NOT MENTIONED) (Do you recall seeing or hearing any advertising for) The Navy? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'84 NAES '84 AFAT '83 YATS '86 YATS		1, 2, 3, 4, 9;3, 6	All youth Parents	USAREC 1/29/86	Q-1 (10/86) (YOUTH AND PARENTS) KR-1=1(NAVY)
YAIDALL PAIDALL Aided recall All	KR-13. (IF ALL SERVICES ADS NOT MENTIONED) (Do you recall seeing or hearing any advertising for) All services in one ad? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'84 NAES '84 AFAT '83 YATS '86 YATS		1, 2, 3, 4, 9;3, 6	All youth Parents	USAREC 1/29/86	Q-1 (10/86) (YOUTH AND PARENTS) KR-1=1(ALL SERVICES)

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YADARTV PADARTV YADARRAD PADARRAD YADARMAG PADARMAG YADARPAP PADARMAG YADARBIL PADARBIL YADARMAL PADARMAL YADARPOS PADARPOS YADARPAM PADARPAM YADARYEL PADARYEL YADAROTH PADAROTH Ad media	[IF ARMY OR ANY ARMY COMPONENT IS MENTIONED] KR-14. Did you see or hear Army ads... YES NO REF DK On TV? ..... 1 2 -7 -8 On the radio? ..... 1 2 -7 -8 In magazines? ..... 1 2 -7 -8 In newspapers? ..... 1 2 -7 -8 On billboards? ..... 1 2 -7 -8 Through the mail? ..... 1 2 -7 -8 On posters? ..... 1 2 -7 -8 In brochures or pamphlets? .. 1 2 -7 -8 In the Yellow Pages? ..... 1 2 -7 -8 Somewhere else? ..... 1 2 -7 -8	'84 NAES		1, 2, 4, 7, 9;2, 4, 6, 9	All youth Parents	USAREC 1/29/86	Q-1 (10/86) [YOUTH AND PARENTS] [KR-1(ARMY) > 1] AND [KR-2(ARMY) <> 1] AND [KR-3(NG) <> 3] AND [KR-4(RESERVE) <> 2] AND [KR-6 > 1] AND [KR-7 > 1] AND [KR-8 <> 1] AND [KR-9 <> 1]
UNITEXT SAS DATA SET= PARNVERB Main message - Army	KR-15. [IF ARMY IS MENTIONED IN KR-1 OR YES TO KR-6] Other than trying to get you to enlist, what was the main message you got from Army advertising? [VERBATIM RESPONSES RECORDED] --- --- ---	'84 NAES '86 YATS, Adaptation			All youth Parents	USAREC 1/29/86	Q-1 (10/86) [YOUTH PARENTS] KR-14 <> 1,2,-7,-8
Relevance of Army Ad message	KR-16. How relevant would you say that message was to you? Would you say it was...? Very relevant ..... 1 Somewhat relevant ..... 2 Not very relevant ..... 3 Not at all relevant 4				All youth Parents	USAREC 1/29/86	Q-1 (10/86) - NOT USED

Variable		Question & Response Categories	Other Usage	Revision for Item 8	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
RANDKRY UNITEXT SAS DATA SET= PARNVERB Main messages - other svcs/ components	KR-17.	[IF ARMY COMPONENT OR OTHER SERVICE IS MENTIONED] Other than trying to enlist, what was the main message you got from (SERVICE/SERVICE COMPONENT) advertising? [VERBATIM RESPONSES RECORDED] _____ _____ _____	'79 MAES '85A NRS '85B NRS '85D NRS '83 YAIS '84 YAIS '85 YAIS			All youth Parents	USAREC 1/29/86	Q-1 (10/86) - All Youth, Parents
Relevance of other services/ components	KR-18.	How relevant would you say that message was to you? Would you say it was...? Very relevant ..... 1 Somewhat relevant ..... 2 Not very relevant ..... 3 Not at all relevant 4				All youth Parents	USAREC 1/29/86	Q-1 (10/86) - NOT USED

ACOMS QUESTION BANK - Q87-1

Destroy when replaced by Q87-2

Module: Attitudes Toward Army Ads

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YATADLIK PATADLIK Like Army ads	AT-1.	Use a scale of "1" to "5" where "1" means you do not like the advertising and "5" means you like the advertising very much. Overall, how much do you like the Army ads you have seen or heard over the past year? DO NOT LIKE ..... 1 SOMEWHAT DISLIKE ..... 2 NEUTRAL ..... 3 LIKE SOMEWHAT ..... 4 LIKE VERY MUCH ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 3, 4, 9;2, 4, 6, 9	All Youth Parents	USAREC 1/7/86	Q-1 (10/86) [YOUTH AND PARENTS] [KR-1 <> 1] AND [KA-6(ARMY) <> 1]
YATADBEL PATADBEL Belief in Army ads	AT-2.	Use a scale of "1" to "5" where "1" means you do not believe the advertising and "5" means you believe the advertising very much. How much do you believe what the ads say? DO NOT BELIEVE ..... 1 SOMEWHAT DISBELIEVE ..... 2 NEUTRAL ..... 3 BELIEVE SOMEWHAT ..... 4 STRONGLY BELIEVE ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 3, 4, 9;2, 4, 6, 9	All Youth Parents	USAREC 1/7/86	Q-1 (10/86) [YOUTH AND PARENTS] [KR-1 <> 1] AND [KR-6(ARMY) <> 1]

ACOMS QUESTION BANK - Q87-1

Destroy when replaced by Q87-2

Module: Slogan Recognition

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
RANDKS	KS-1. I am going to mention some slogans used by the military in its advertising. After I read each slogan, please tell me whether it is used by the (RANDOMIZED LIST OF SERVICES), by all four active duty services together in the same ad or commercial.	'85 YATS '86 YATS			50% Youth Parents		Q-1 (10/86) [YOUTH] RANDROY NE 1,4,5
YKSADVEN Navy	KS-2. [Which military service uses the advertising slogan,] "Blank. It's not just a job. It's an adventure."? AIR FORCE ..... 1 ARMY ..... 2 MARINE CORPS ..... 3 NAVY ..... 4 ALL FOUR SERVICES IN SAME AD ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	'83A NRS '83B NRS '85A NRS '79 NAES '84 NAES '86 YATS		3, 4, 9	50% Youth Parents		Q-1 (10/86) [YOUTH] RANDROY NE 1,4,5
YKSPROUD Marine Corps	KS-3. [Which military service uses the advertising slogan,] "The Few. The Proud. The Blank."? AIR FORCE ..... 1 ARMY ..... 2 MARINE CORPS ..... 3 NAVY ..... 4 ALL FOUR SERVICES IN SAME AD ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	'83A NRS '83B NRS '85A NRS '79 NAES '86 YATS		3, 4, 9	50% Youth Parents		Q-1 (10/86) [YOUTH] RANDROY NE 1,4,5
YKSBEALL Army	KS-4. [Which military service uses the advertising slogan,] "Be all you can be."? AIR FORCE ..... 1 ARMY ..... 2 MARINE CORPS ..... 3 NAVY ..... 4 ALL FOUR SERVICES IN SAME AD ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	'83A NRS '83B NRS '85A NRS '86 YATS		3, 4, 9	50% Youth Parents		Q-1 (10/86) [YOUTH] RANDROY NE 1,4,5

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YKSWAY Air Force	KS-5. [Which military service uses the advertising slogan,] "Blank, a great way of life."? AIR FORCE ..... 1 ARMY ..... 2 MARINE CORPS ..... 3 NAVY ..... 4 ALL FOUR SERVICES IN SAME AD ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	'83A NRS '83B NRS '85A NRS '79 NAES '84 NAES '86 YATS		3, 4, 9	50% Youth Parents		Q-1 (10/86) [YOUTH] RANDROY NE 1,4,5
YKSGOOD Marine Corps	KS-6. [Which military service uses the advertising slogan,] "We're looking for a few good men."? AIR FORCE ..... 1 ARMY ..... 2 MARINE CORPS ..... 3 NAVY ..... 4 ALL FOUR SERVICES IN SAME AD ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	'84 NAES '86 YATS		3, 4, 9	50% Youth Parents		Q-1 (10/86) [YOUTH] RANDROY NE 1,4,5
YKSSTART All four services in same ad	KS-7. [Which military service uses the advertising slogan,] "It's a great place to start."? AIR FORCE ..... 1 ARMY ..... 2 MARINE CORPS ..... 3 NAVY ..... 4 ALL FOUR SERVICES IN SAME AD ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	'83 YATS '84 YATS '85 YATS '86 YATS '79 NAES '84 NAES		3, 4, 9	50% Youth Parents		Q-1 (10/86) [YOUTH] RANDROY NE 1,4,5

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
VAR NAMES YKSAIM Air Force	KS-8. [Which military service uses the advertising slogan,] "Aim high. Blank."? AIR FORCE ..... 1 ARMY ..... 2 MARINE CORPS ..... 3 NAVY ..... 4 ALL FOUR SERVICES IN SAME AD ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	'85A NRS '86 YATS		3, 4, 9	50% Youth Parents		Q-1 (10/86) [YOUTH] RANDROY NE 1,4,5
VAR NAMES YKSNOTCO All four services in same ad	KS-9. [Which military service uses the advertising slogan,] "We're not a company, we're your country."? AIR FORCE ..... 1 ARMY ..... 2 MARINE CORPS ..... 3 NAVY ..... 4 ALL FOUR SERVICES IN SAME AD ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		3, 4, 9	50% Youth Parents		Q-1 (10/86) [YOUTH] RANDROY NE 1,4,5

ACOMS QUESTION BANK - Q87-1

Destroy when replaced by Q87-2

Module: Perceptions

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
	PE-1. I am going to read you a list of statements describing different things the Army might offer. Please tell me how much you disagree or agree with each item on the list. A "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you disagree somewhat and a "5" means you agree completely.			1, 2, 3, 4, 9;2, 3, 4, 6, 9	All Youth Parents		Q-1 (10/86) [YOUTH AND PARENTS] REFER TO ANNOTATED HARD COPY QUESTIONNAIRE
	DS AG REF DK						
	The Army has to offer...						
YAWIDE PAWIDE	A. a wide variety of opportunities to find a job you can enjoy"? 1 2 3 4 5 -7 -8						
YAPHYS PAPHYS	B. a physically challenging environment? 1 2 3 4 5 -7 -8						
YAPROUD PAPROUD	C. an experience you can be proud of? 1 2 3 4 5 -7 -8						
YASTEP PASTEP	D. an advantage over going right from high school to college? 1 2 3 4 5 -7 -8						
YALEADER PALEADER	E. an opportunity to develop leadership skills? 1 2 3 4 5 -7 -8						
YAHITECH PAHITECH	F. the chance to work with the latest high tech equipment? 1 2 3 4 5 -7 -8						
YACIVCAR PACIVCAR	G. a great value in your civilian career development? 1 2 3 4 5 -7 -8						
YASELCON PASELCON	H. an excellent opportunity to develop self-confidence? 1 2 3 4 5 -7 -8						
YAPOTEN PAPOTEN	I. the opportunity to develop your potential? 1 2 3 4 5 -7 -8						
YAMENTAL PAMENTAL	J. a mentally challenging experience? 1 2 3 4 5 -7 -8						
YAMATURE PAMATURE	K. an opportunity for you to become more mature and responsible? 1 2 3 4 5 -7 -8						
YATRAIN PATRAIN	L. many opportunities for training in useful skill areas? 1 2 3 4 5 -7 -8						
YAHIQUAL PAHIQUAL	M. many chances to work with highly trained people? 1 2 3 4 5 -7 -8						
YACASHED PACASHED	N. an excellent opportunity to obtain money for a college or vocational education? 1 2 3 4 5 -7 -8						

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YHEARDAR	PHEARDAR	PE-1A. Have you ever heard of the United States Army Reserve? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 3, 4, 9;3	All Youth Parents		Q-1 (10/86) [YOUTH AND PARENTS] REFER TO ANNOTATED HARD COPY QUESTIONNAIRE
		PE-2. Next, I will read you a few statements describing different things that the Army Reserve Officer's Training Corps on the college campus might offer. Please tell me how much you disagree or agree that being an officer offers each item on the list. A "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely. The Army Reserve Officer's Training Corps on the college campus provides...			1, 2, 3, 4, 9;2, 3, 4, 6, 9	All Youth Parents		Q-1 (10/86) [YOUTH AND PARENTS] REFER TO ANNOTATED HARD COPY QUESTIONNAIRE
			DS		AG	REF	DK	
YRLEADER	PRLEADER	A. leadership and management training?	1	2	3 4 5	-7	-8	
YRSELCON	PRSELCON	B. the opportunity to develop self-confidence?	1	2	3 4 5	-7	-8	
YRELECT	PRELECT	C. a college elective that can be taken together with other college courses?	1	2	3 4 5	-7	-8	
YROFFCOM	PROFFCOM	D. an officer's commission in the active Army, Army Reserve, or the Army National Guard?	1	2	3 4 5	-7	-8	

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
	PE-3. Being an officer in the United States Army means different things to different people. Please tell me how much you disagree or agree that being an officer offers each item on the list. A "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely. Being an officer in the United States Army provides...			1, 2, 3, 4, 9;2, 3, 4, 6, 9	All Youth Parents		Q-1 (10/86) [YOUTH AND PARENTS] REFER TO ANNOTATED HARD COPY QUESTIONNAIRE

			DS					AG	REF	DK
YOWIDE	POWIDE	A. a wide variety of job opportunities?	1	2	3	4	5	-7		-8
YOPROUD	POPROUD	B. experiences you can be proud of?	1	2	3	4	5	-7		-8
YOUSECOL	POUSECOL	C. the opportunity to use your college acquired skills?	1	2	3	4	5	-7		-8
YOINNOV	POINNOV	D. the opportunity to make changes and use your own judgment?	1	2	3	4	5	-7		-8

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		[IF RANDOMLY SELECTED FOR USAR QUESTIONS] PE-4. Now, I am going to read you a list of things the United States Army Reserve might offer. Please tell me how much you disagree or agree that the United States Army Reserve offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, and "4" means you disagree somewhat and a "5" means you agree completely. The United States Army Reserve offers:									1, 2, 3, 4, 9;2, 3, 4, 6, 9	All Youth Parents		Q-1 (10/86) [YOUTH AND PARENTS] REFER TO ANNOTATED HARD COPY QUESTIONNAIRE
			DS					AG	REF	DK				
YVWIDE	PVWIDE	A. a wide variety of opportunities to find a job you can enjoy?	1	2	3	4	5	-7		-8				
YVPROUD	PVPROUD	B. an experience you can be proud of?	1	2	3	4	5	-7		-8				
YVLEADER	PVLEADER	C. an opportunity to develop leadership skills?	1	2	3	4	5	-7		-8				
YVCIVCAR	PVCIVCAR	D. a great value in your civilian career development?	1	2	3	4	5	-7		-8				
YVSELCON	PVSELCON	E. an excellent opportunity to develop self-confidence?	1	2	3	4	5	-7		-8				
YVPOTEN	PVPOTEN	F. the opportunity to develop your potential?	1	2	3	4	5	-7		-8				
YVMENTAL	PVMENTAL	G. a mentally challenging experience?	1	2	3	4	5	-7		-8				

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACONS Usage and Respondent Missing if:
YVMATURE PVMATURE	PE-4.cont. H. the opportunity to become more mature and responsible? 1 2 3 4 5 -7 -8						
YVTRAIN PVTRAIN	I. many opportunities for training in useful skill areas? 1 2 3 4 5 -7 -8						
YVHIQUAL PVHIQUAL	J. many chances to work with highly trained people? 1 2 3 4 5 -7 -8						
YVCASHED PVCASHED	K. an excellent opportunity to obtain money for a college or vocational education? 1 2 3 4 5 -7 -8						
YVHOME PVHOME	L. an opportunity to serve America while staying in your own hometown? 1 2 3 4 5 -7 -8						
YVSERCOM PVSERCOM	M. a chance to serve your own community? 1 2 3 4 5 -7 -8						
YVWEEKEN PVWEEKEN	N. interesting and exciting weekends? 1 2 3 4 5 -7 -8						
YHEARDNG PHEARDNG	PE-4A. Have you ever heard of the United States Army National Guard? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 3, 4, 9	All Youth Parents		Q-1 (10/86) [YOUTH AND PARENTS] REFER TO ANNOTATED HARD COPY QUESTIONNAIRE
	PE-5. [IF RANDOMLY SELECTED FOR USNG QUESTIONS] Now, I am going to read you a list of sentences describing different things the United States Army National Guard might offer. Please tell me how much you disagree or agree that the United States National Guard offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely. The Army National Guard offers: DS AG REF DK			1, 2, 3, 4, 9;2, 3, 4, 6, 9	All Youth Parents		Q-1 (10/86) [YOUTH AND PARENTS] REFER TO ANNOTATED HARD COPY QUESTIONNAIRE
YGWIDE PGWIDE	A. a wide variety of opportunities to find a job you can enjoy? 1 2 3 4 5 -7 -8						
YGPROUD PGPROUD	B. an experience you can be proud of? 1 2 3 4 5 -7 -8						
YGLEADER PGLEADER	C. an opportunity to develop leadership skills? 1 2 3 4 5 -7 -8						

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YGCIVCAR PGCIVCAR	PE-5.cont. D. a great value in your civilian career development? 1 2 3 4 5 -7 -8						
YGSELCON PGSELCON	E. an excellent opportunity to develop self-confidence? 1 2 3 4 5 -7 -8						
YGPOTEN PGPOTEN	F. the opportunity to develop your potential? 1 2 3 4 5 -7 -8						
YGMENTAL PGMENTAL	G. a mentally challenging experience? 1 2 3 4 5 -7 -8						
YGMATURE PGMATURE	H. an opportunity to become more mature and responsible? 1 2 3 4 5 -7 -8						
YGTRAIN PGTRAIN	I. many opportunities for training in useful skill areas? 1 2 3 4 5 -7 -8						
YGHIQUAL PGHIQUAL	J. many chances to work with highly trained people? 1 2 3 4 5 -7 -8						
YGCASHED PGCASHED	K. an excellent opportunity to obtain money for a college or vocational education? 1 2 3 4 5 -7 -8						
YGHOME PGHOME	L. an opportunity to serve America while staying in your own hometown? 1 2 3 4 5 -7 -8						
YGSERCOM PGSERCOM	M. a chance to serve your own community? 1 2 3 4 5 -7 -8						
YGWEEKEN PGWEEKEN	N. gives you interesting and exciting weekends? 1 2 3 4 5 -7 -8						

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[IF RANDOMLY SELECTED FOR NAVY, AIR FORCE OR MARINE CORPS QUESTIONS]

PE-6. I am going to read you a list of statements describing different things the (SERVICE) might offer. Please tell me how much you disagree or agree that the (SERVICE) offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, "3" means you neither agree nor disagree, a "4" means you agree somewhat and "5" means you agree completely.

1, 2, 3, 4, 9;2, 3, 4, 6, 9 | All Youth Parents | Q-1 (10/86)

[YOUTH AND PARENTS] REFER TO ANNOTATED HARD COPY QUESTIONNAIRE

The (SERVICE) offers:

		DS				AG	REF	DK
YNWIDE PNWIDE YMWIDE PMWIDE YFWIDE PFWIDE YSWIDE PSWIDE	A. a wide variety of opportunities to find a job you can enjoy?	1	2	3	4	5	-7	-8
YNPHYS PNPHYS YMPHYS PMPHYS YFPHYS PFPHYS YSPHYS PSPHYS	B. a physically challenging environment?	1	2	3	4	5	-7	-8

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YNPROUD PNPROUD YMPROUD PMPROUD YFPROUD PFPROUD YSPROUD PSPROUD	PE-6.cont. C. an experience you can be proud of? 1 2 3 4 5 -7 -8						
YNSTEP PNSTEP YMSTEP PMSTEP YFSTEP PFSTEP YSSTEP PSSTEP	D. an advantage over going right from high school to college? 1 2 3 4 5 -7 -8						
YNLEADER PNLEADER YMLEADER PMLEADER YFLEADER PFLEADER YSLEADER PSLEADER	E. an opportunity to develop leadership skills? 1 2 3 4 5 -7 -8						
YNHITECH PNHITECH YMHITECH PMHITECH YFHITECH PFHITECH YSHITECH PSHITECH	F. the chance to work with the latest high tech equipment? 1 2 3 4 5 -7 -8						
YNCIVCAR PNCIVCAR YMCIVCAR PMCIVCAR YFCIVCAR PFCIVCAR YSCIVCAR PSCIVCAR	G. a great value in your civilian career development? 1 2 3 4 5 -7 -8						
YNSELCON PNSELCON YMSELCON PMSELCON YFSELCON PFSELCON YSSELCON PSSELCON	H. an excellent opportunity to develop self-confidence? 1 2 3 4 5 -7 -8						
YNPOTEN PNPOTEN YMPOTEN PMPOTEN YFPOTEN PFPOTEN YSPOTEN PSPOTEN	I. the opportunity to develop your potential? 1 2 3 4 5 -7 -8						
YNMENTAL PNMENTAL YMMENTAL PMMENTAL YFMENTAL PFMENTAL YSMENTAL PSMENTAL	J. a mentally challenging experience? 1 2 3 4 5 -7 -8						
YNMATURE PNMATURE YMMATURE PMMATURE YFMATURE PFMATURE YSMATURE PSMATURE	K. an opportunity to become more mature and responsible? 1 2 3 4 5 -7 -8						

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YNTRAIN PNTRAIN YMTRAIN PMTRAIN YFTRAIN PFTRAIN YSTRAIN PSTRAIN	PE-6.cont. L. many opportunities for training in useful skill areas? 1 2 3 4 5 -7 -8						
YNHIQUAL PNHIQUAL YMHIQUAL PMHIQUAL YFHIQUAL PFHIQUAL YSHIQUAL PSHIQUAL	M. many chances to work with highly trained people? 1 2 3 4 5 -7 -8						
YNCASHED PNCASHED YMCASHED PMCASHED YFCASHED PFCASHED YSCASHED PSCASHED	N. an excellent opportunity to obtain money for a college or vocational education? 1 2 3 4 5 -7 -8						

****

[IF RANDOMLY SELECTED FOR FULL-TIME CIVILIAN JOB QUESTIONS]

PE-7. I am going to read you a list of statements describing different things working in a full-time civilian job might offer. Please tell me how much you disagree or agree that working in a full-time civilian job offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

1, 2, 4, 9;2, 3, 4, 6, 9 | All Youth Parents | Q-1 (10/86)

[YOUTH AND PARENTS] REFER TO ANNOTATED HARD COPY QUESTIONNAIRE

Working in a full-time civilian job offers:

		DS			AG	REF	DK
YWPHYS PWPHYS	A. a physically challenging environment?	1	2	3	4 5	-7	-8
YWPROUD PWPROUD	B. an experience you can be proud of?	1	2	3	4 5	-7	-8
YWSTEP PWSTEP	C. an advantage over going right from high school to college?	1	2	3	4 5	-7	-8
YWLEADER PWLEADER	D. an opportunity to develop leadership skills?	1	2	3	4 5	-7	-8
YWHITECH PWHITECH	E. the chance to work with the latest high tech equipment?	1	2	3	4 5	-7	-8
YWCIVCAR PWCIVCAR	F. a great value in your civilian career development?	1	2	3	4 5	-7	-8
YWSELCON PWSELCON	G. an excellent opportunity						

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YWPOTEN PWPOTEN	PE-7.cont. H. the opportunity to develop your potential? 1 2 3 4 5 -7 -8						
YWMENTAL PWMENTAL	I. a mentally challenging experience? 1 2 3 4 5 -7 -8						
YWMATURE PWMATURE	J. the opportunity to become more responsible? 1 2 3 4 5 -7 -8						
YWTRAIN PWTRAIN	K. many opportunities for training in useful skill areas? 1 2 3 4 5 -7 -8						
YWHIQUAL PWHIQUAL	L. many chances to work with highly trained people? 1 2 3 4 5 -7 -8						
YWCASHED PWCASHED	M. an excellent opportunity to obtain money for a college or vocational education? 1 2 3 4 5 -7 -8						

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[IF RANDOMLY SELECTED FOR COLLEGE QUESTIONS]

PE-8. I am going to read you a list of statements describing different things going to college might offer. Please tell me how much you disagree or agree that going to college offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

1, 2, 4, 9;2, 3, 4, 6, 9 | All Youth Parents | Q-1 (10/86)

(YOUTH AND PARENTS) REFER TO ANNOTATED HARD COPY QUESTIONNAIRE

Going to college offers...

DS AS REF DK

YCPROUD PCPROUD	A. an experience you can be proud of?	1 2 3 4 5 -7 -8
YCLEADER PCLEADER	B. an opportunity to develop leadership skills?	1 2 3 4 5 -7 -8
YCCIVCAR PCCIVCAR	C. a great value in your civilian career development?	1 2 3 4 5 -7 -8
YCSELCON PCSELCON	D. an excellent oppportunity to develop self-confidence?	1 2 3 4 5 -7 -8
YCPOTEN PCPOTEN	E. the opportunity to develop your potential?	1 2 3 4 5 -7 -8
YCMENTAL PCMENTAL	F. a mentally challenging experience?	1 2 3 4 5 -7 -8
YCMATURE PCMATURE	G. the opportunity to become more mature and responsible?	1 2 3 4 5 -7 -8
YCHIQUAL PCHIQUAL	H. many chances to work with highly trained people?	1 2 3 4 5 -7 -8

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Variable	Question & Response Categories		Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
	PE-9.	Compared to other things you might be doing, would you say the Army provides less, about the same, or more opportunities for the following:						Q-1 (10/86) - NOT USED
Challenge	(1)	Challenge 1 2 3						
Hi-quality team	(2)	Working with hi-quality people 1 2 3						
Promotion	(3)	Opportunities for promotion 1 2 3						
Money for educ	(4)	Money for college or vocational school 1 2 3						
Skill training	(5)	Training in useful skill areas 1 2 3						
Adventure	(6)	Adventure 1 2 3						
Self-confidence	(7)	Building self-confidence 1 2 3						
Service to coun	(8)	Service to your country 1 2 3						
Pay & benefits	(9)	Good pay & benefits 1 2 3						
Leadership	(10)	Developing leadership 1 2 3						
Friends	(11)	Developing friends for life 1 2 3						
Hi-tech equipment	(12)	Chance to work with sophisticated hi-tech equipment 1 2 3						
Job security	(13)	Job security 1 2 3						
Travel	(14)	Travel 1 2 3						
Experiences of	(15)	Experiences you can be proud of 1 2 3						
Developing pote	(16)	Developing your potential 1 2 3						
Help civilian c	(17)	Helping your civilian career development 1 2 3						
Teamwork	(18)	Teamwork 1 2 3						
Physical danger	(19)	Physical danger 1 2 3						

Variable		Question & Response Categories		Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
Personal freedo	PE-9.cont.	(20) Loss of personal freedom	1 2 3						
Attractive life		(21) Attractive lifestyle	1 2 3						
Part-time work		(22) Part-time job opportunities	1 2 3						
Extra income		(23) Extra income	1 2 3						
Part of traditi		(24) Participating in a time-honored American tradition	1 2 3						
Community servi		(25) Community Service	1 2 3						
Weekend excitem		(26) Weekend excitement	1 2 3						
Near home		(27) Live or work near home	1 2 3						
Good environmen		(28) Good family environment	1 2 3						
Flexible option		(29) Flexible contract options	1 2 3						
Elite group of		(30) Being part of elite group of officers	1 2 3						
Immediate emplo		(31) Immediate employment	1 2 3						
School/work bia		(32) A stepping stone between school and work	1 2 3						
Enriched colleg experience		(33) Enriching one's college experience	1 2 3						
Maturity		(34) Becoming a mature responsible person	1 2 3						

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
	[IF RESPONDENT RECOGNIZES COMPONENT]						Q-1 (10/86) - NOT USED
	PE-10. Compared to other things you might be doing, would you say that:						
	[IF ROTC-ELIGIBLE] Army ROTC						
	[IF NOT, RANDOMLY SELECT]						
	Army USAR Army USNG Air Force Navy Marines						
	Going to college A job at an office A job working with your hands						
	provides less, about the same, or more, opportunities for the following:						
Challenge	(1) Challenge 1 2 3						
Hi-quality team	(2) Working with hi-quality people 1 2 3						
Promotion	(3) Opportunities for promotion 1 2 3						
Money for educ	(4) Money for college or vocational school 1 2 3						
Skill training	(5) Training in useful skill areas 1 2 3						
Adventure	(6) Adventure 1 2 3						
Self-confidence	(7) Building self-confidence 1 2 3						
Service to coun	(8) Service to your country 1 2 3						
Pay & benefits	(9) Good pay & benefits 1 2 3						
Leadership	(10) Developing leadership 1 2 3						
Friends	(11) Developing friends for life 1 2 3						
Hi-tech equipment	(12) Chance to work with sophisticated hi-tech equipment 1 2 3						
Job security	(13) Job security 1 2 3						
Travel	(14) Travel 1 2 3						

Variable	Question & Response Categories			Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
Experiences of	PE-10.cont.	(15) Experiences you can be proud of	1 2 3						
Developing pote		(16) Developing your potential	1 2 3						
Help civilian c		(17) Helping your civilian career development	1 2 3						
Teamwork		(18) Teamwork	1 2 3						
Physical danger		(19) Physical danger	1 2 3						
Personal freedo		(20) Loss of personal freedom	1 2 3						
Attractive life		(21) Attractive lifestyle	1 2 3						
Part-time work		(22) Part-time job opportunities	1 2 3						
Extra income		(23) Extra income	1 2 3						
Part of traditi		(24) Participating in a time-honored American tradition	1 2 3						
Community servi		(25) Community Service	1 2 3						
Weekend excitem		(26) Weekend excitement	1 2 3						
Near home		(27) Live or work near home	1 2 3						
Good environmen		(28) Good family environment	1 2 3						
Flexible option		(29) Flexible contract options	1 2 3						
Elite group of		(30) Being part of elite group of officers	1 2 3						
Immediate emplo		(31) Immediate employment	1 2 3						
School/work bia		(32) A stepping stone between school and work	1 2 3						
Enriched colleg experience		(33) Enriching one's college experience	1 2 3						
Maturity		(34) Becoming a mature responsible person	1 2 3						

Variable	Question & Response Categories		Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
	PE-11.	Compared to: [ROTATE] Air Force — Going to college Navy — A job at an office Marines — A job working with your hands would you say the Army provides less, about the same, or more opportunities for the following:						Q-1 (10/86) - NOT USED
Challenge		(1) Challenge 1 2 3						
Hi-quality team		(2) Working with hi-quality people 1 2 3						
Promotion		(3) Opportunities for promotion 1 2 3						
Money for educ		(4) Money for college or vocational school 1 2 3						
Skill training		(5) Training in useful skill areas 1 2 3						
Adventure		(6) Adventure 1 2 3						
Self-confidence		(7) Building self-confidence 1 2 3						
Service to coun		(8) Service to your country 1 2 3						
Pay & benefits		(9) Good pay & benefits 1 2 3						
Leadership		(10) Developing leadership 1 2 3						
Friends		(11) Developing friends for life 1 2 3						
Hi-tech equipment		(12) Chance to work with sophisticated hi-tech equipment 1 2 3						
Job security		(13) Job security 1 2 3						
Travel		(14) Travel 1 2 3						

Variable	Question & Response Categories		Other Usage	Revision for Item 8	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
Experiences of	PE-11.cont.	(15) Experiences you can be proud of 1 2 3						
Developing pote		(16) Developing your potential 1 2 3						
Help civilian c		(17) Helping your civilian career development 1 2 3						
Teamwork		(18) Teamwork 1 2 3						
Physical danger		(19) Physical danger 1 2 3						
Personal freedo		(20) Loss of personal freedom 1 2 3						
Attractive life		(21) Attractive lifestyle 1 2 3						
Part-time work		(22) Part-time job opportunities 1 2 3						
Extra income		(23) Extra income 1 2 3						
Part of traditi		(24) Participating in a time-honored American tradition 1 2 3						
Community servi		(25) Community Service 1 2 3						
Weekend excitem		(26) Weekend excitement 1 2 3						
Near home		(27) Live or work near home 1 2 3						
Good environmen		(28) Good family environment 1 2 3						
Flexible option		(29) Flexible contract options 1 2 3						
Elite group of		(30) Being part of elite group of officers 1 2 3						
Immediate emplo		(31) Immediate employment 1 2 3						
School/work bia		(32) A stepping stone between school and work 1 2 3						
Enriched colleg experience		(33) Enriching one's college experience 1 2 3						
Maturity		(34) Becoming a mature responsible person 1 2 3						

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YPEDIP PPEDIP	PE-12. Of the people who joined the Army in the last year, what proportion do you think are high school diploma graduates? Would you say... less than one quarter, ... 1 about one quarter, ... 2 about one half, ... 3 about three quarters, or ..... 4 almost all? ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 3, 4, 9;2, 4, 6, 9	All Youth Parents		Q-1 (10/86) - All Youth, Parents
YPEGRADE PPEGRADE	PE-13. Of the people who joined the Army in the last year, what proportion do you think would score in the upper half of an intelligence test? Is it... all of them, ... 1 three quarters of them, ... 2 half of them, ... 3 one quarter of them, or ..... 4 none of them? ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 3, 4, 9;2, 4, 6, 9	All Youth Parents		Q-1 (10/86) - All Youth, Parents
YPECOL PPECOL	PE-14. Of the people who joined the Army in the last year, what proportion do you think will get a college diploma either while they are in the Army or after they complete their Army service? Would you say... less than one quarter, ... 1 about one quarter, ... 2 about one half, ... 3 about three quarters, or ..... 4 almost all? ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 3, 4, 9;2, 4, 6, 9	All Youth Parents		Q-1 (10/86) - All Youth, Parents

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YPESIM PPESIM	PE-15. Do you think very many young (men/women) with backgrounds and plans for the future like (YOUTH) are joining the Army? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			2, 4, 9;2, 4, 6, 9	All Youth Parents		Q-1 (10/86) - All Youth, Parents
	PE-16. Do you think very many young (men/women) with backgrounds similar to (YOUTH'S NAME) are joining the Army? YES ..... 1 NO 2						Q-1 (10/86) - NOT USED
YHEARDRO PHEARDRO	PE-15A. Have you ever heard of the Army Reserve Officer's Training Corps on a college campus? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 3, 4, 9;3	All Youth Parents		Q-1 (10/86) [YOUTH AND PARENTS] REFER TO ANNOTATED HARD COPY QUESTIONNAIRE

ACOMS QUESTION BANK - Q87-1

Destroy when replaced by Q87-2

Module: Knowledge-Army Attributes

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YKAEDBEN PKAEDBEN	KA-1. [YOUTH VERSION OF QUESTION KA-1] How much do you think can be earned through Army education benefits? [PROBE: This would be the total education benefits that could be earned while in the Army.] UNDER $5,000 ..... 1 $5,000 TO $9,999 ..... 2 $10,000 TO $14,999 ..... 3 $15,000 TO $19,999 ..... 4 $20,000 TO $24,999 ..... 5 $25,000 AND MORE ..... 6 REFUSED ..... -7 DON'T KNOW ..... -8 [PARENT VERSION OF QUESTION KA-1] How much do you think a young (man/woman) can earn through Army education benefits for college? [PROBE: This would be the total education benefits that could be earned while in the Army.] UNDER $5,000 ..... 1 $5,000 TO $9,999 ..... 2 $10,000 TO $14,999 ..... 3 $15,000 TO $19,999 ..... 4 $20,000 TO $24,999 ..... 5 $25,000 OR MORE ..... 6 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9;2, 4, 6, 9	50% Youth Parents	USAREC (4/30/86)	Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP <> 3,5,6] OR [KA-7 <> 1,-7,-8]
YKALLCOL PKALLCOL	KA-2. [YOUTH VERSION OF QUESTION KA-2] Do you think Army education benefits would cover your entire college education? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8 [PARENT VERSION OF QUESTION KA-2] Do you think Army education benefits would pay for (YOUTH'S) entire college education? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			2, 4, 9;2, 4, 6, 9	50% Youth Parents	USAREC (4/30/86)	Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP <> 3,5,6] OR [KA-7 <> 1,-7,-8]

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YKASAME PKASAME	KA-3. Do you think Army education benefits are more, less or about same as the Navy, Air Force, or Marines offer? MORE ..... 1 LESS ..... 2 ABOUT THE SAME ..... 3 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 3, 4, 9;2, 3, 4, 6, 9	50% Youth Parents	USAREC (4/30/86)	Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP <> 3,5,6] OR [KA-7 <> 1,-7,-8]
YKAGIAR PKAGIAR YKAGIAF PKAGIAF YKAGINA PKAGINA YKAGIMA PKAGIMA	KA-4. Please tell me whether or not each of the following services offer the "GI Bill"? DOES OFFER / DOES NOT OFFER / REF / DK Army ..... 1 / 2 / -7 / -8 Air Force ..... 1 / 2 / -7 / -8 Navy ..... 1 / 2 / -7 / -8 Marines ..... 1 / 2 / -7 / -8			1, 2, 3, 4, 9;2, 3, 4, 6, 9	50% Youth Parents	USAREC (4/30/86)	Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP <> 3,5,6]
YKAYEARS PKAYEARS	KA-5. What is the minimum number of years that a new recruit has to serve on active duty in the Army? _____ REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9;2, 4, 6, 9	50% Youth Parents	USAREC (4/30/86)	Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP <> 3,5,6]
YKADEP PKADEP	KA-6. Is it possible to sign up for the Army and actually start serving up to one year later? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9;2, 4, 6, 9	50% Youth Parents	USAREC (4/30/86)	Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP <> 3,5,6]

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YKAEARN PKAEARN	KA-7. Is it possible to earn money for college by enlisting in the Army? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9;2, 4, 6, 9	50% Youth Parents	USAREC (4/30/86)	Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP <> 3,5,6]
YKARGJUN PKARGJUN	KA-8. Are 17 year old high school juniors eligible to join the Army Reserve or Army National Guard? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9;2, 4, 6, 9	50% Youth Parents	USAREC (4/30/86)	Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP <> 3,5,6]
YKARGHS PKARGHS	[IF HS JUNIORS 17+ NOT ELIGIBLE] KA-9. Is high school graduation required before joining the Army Reserve or Army National Guard? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9;2, 4, 6, 9	50% Youth Parents	USAREC (4/30/86)	Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP <> 3,5,6] OR [KA-8 <> 1,-7,-8]
YKAWARD PKAWARD	KA-10. Who sponsors the "Scholar-Athlete Award Program"? Is it the... Marine Corps ..... 1 National Guard ..... 2 Army Reserve ..... 3 Air Force ..... 4 Navy ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 3, 4, 9;2, 4, 6, 9	50% Youth Parents	USAREC (4/30/86)	Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP <> 3,5,6]

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YKARGCOL PKARGCOL	KA-11. Can qualified people who join the Army Reserve or Army National Guard receive money for college? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9;2, 4, 6, 9	50% Youth Parents	USAREC (4/30/86)	Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP <> 3,5,6]
YKARGGI PKARGGI	KA-12. What is the maximum amount of money for college that qualified people who join the Army Reserve or Army National Guard can receive under the "GI Bill"? UNDER $1,000 ..... 1 $1,000 TO $1,999 ..... 2 $2,000 TO $3,999 ..... 3 $4,000 TO $5,999 ..... 4 $6,000 TO $7,999 ..... 5 $8,000 TO $9,999 ..... 6 $10,000 OR MORE ..... 7 REFUSED ..... -7 DON'T KNOW ..... -8			1, 2, 4, 9;2, 4, 6, 9	50% Youth Parents	USAREC (4/30/86)	Q-1 (10/86) [YOUTH AND PARENTS] [RANDROY/RANDROP <> 3,5,6] OR [KA-11 <>1]
	KA-13. Many people who want to volunteer for service in the Armed Forces do not have the necessary basic skills like reading, writing and arithmetic. Do you think the Armed Forces should refuse to accept such volunteers, or should they accept them and give them the necessary education? REFUSE TO ACCEPT THEM ..... 1 ACCEPT & EDUCATE THEM 2				All Youth Parents	USAREC (4/30/86)	Q-1 (10/86) - NOT USED
	KA-14. Many people in the Armed Forces are taught skills they can use in civilian jobs later. But, some don't get such training. They are taught only combat skills. Do you think the Armed Forces have an obligation to train everybody in the service for civilian jobs later, or that it is not a responsibility of the Armed Forces? AN OBLIGATION ..... 1 NOT AN OBLIGATION 2				All Youth Parents	USAREC (4/30/86)	Q-1 (10/86) - NOT USED

ACOMS QUESTION BANK - Q87-1

Destroy when replaced by Q87-2

Module: Demographics

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOHS Usage and Respondent Missing if:
	INTRODUCTION: Now I have some questions about your background.						
PDDOBMM PDDOBDD# PDDOBYY# Birthdate	DE-1. [OBTAINED IN SCREENER FOR YOUTH] What is (PERSON'S/your) date of birth? _____/_____/_____ MM DD# YY# REFUSED ..... -7 DON'T KNOW ..... -8			2, 4, 6, 9	Parents	All Army Quality Index	Q-1 (10/86) [PARENTS] PDDOBMM=-7,-8#
Gender	DE-2. [OBTAINED IN SCREENER FOR YOUTH] [IF NOT OBVIOUS, ASK] What is your sex? MALE ..... 1 FEMALE ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8				Parents	All Army Quality Index	Q-1 (10/86) - Parents
PDRACE Race	DE-3. [OBTAINED IN SCREENER FOR YOUTH] Please tell me whether (PERSON is/you are): White ..... 1 Black ..... 2 Asian or Pacific Islander, or .. 3 American Indian, Alaskan Native 4 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2, 4, 6, 9	Parents	All Army	Q-1 (10/86) - Parents
PDHISP Hispanic	DE-4. [OBTAINED IN SCREENER FOR YOUTH] (Is he/Is she/Are you) Hispanic? [INCLUDES SPANISH-AMERICAN, MEXICAN-AMERICAN, CHICANO, CUBAN-AMERICAN, ETC.] YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2, 4, 6, 9	Parents	All Army	Q-1 (10/86) - Parents

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YDETHNIC Hispanic Origin	DE-5. [IF HISPANIC] What is your ethnic backround? Are you: Mexican American, ... 1 Puerto Rican, or ..... 2 Some other Hispanic ..... 3 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth	All Army	Q-1 (10/86) [YOUTH] SC-20 <> 1
YDMARITL PDMARITL Current marital status	DE-6. What is your current marital status? Are you: Single, ... 1 Married, ... 2 Separated, ... 3 Divorced, or ..... 4 Widowed? ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS Adaptation		2, 4, 9;2, 4, 6, 9	All Youth Parents	All Army	Q-1 (10/86) - All Youth, Parents
Do you have children	DE-7. Do you have children? YES..... 1 NO..... 2	(New) '86 ACOMS			All Youth	All Army	Q-1 (10/86) - NOT USED
Number of children	DE-8. How many children do you have? ----------	(New) '86 ACOMS			All Youth Parents	All Army	Q-1 (10/86) - NOT USED

Variable	Question & Response Categories	Other Usage	Revision for Item B	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
PEDLEV Highest grade/ level completed w/ credit	(DUPLICATES YOUTH QUESTION EE-1) DE-9. What is the highest grade or year of school or college that you have completed and gotten credit for? LESS THAN 8TH GRADE ..... 07 8TH GRADE ..... 08 9TH GRADE ..... 09 10TH GRADE ..... 10 11TH GRADE ..... 11 12TH GRADE ..... 12 1ST YEAR OF 4-YEAR COLLEGE (FR) ..... 13 2ND YEAR OF 4-YEAR COLLEGE (SO) ..... 14 3RD YEAR OF 4-YEAR COLLEGE (JR) ..... 15 4TH YEAR OF 4-YEAR COLLEGE (SR) ..... 16 5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 17 2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 18 3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 19 MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL ..... 20 1ST YEAR OF JUNIOR OR COMMUNITY COLLEGE ..... 21 2ND YEAR OF JUNIOR OR COMMUNITY COLLEGE ..... 22 1ST YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL ..... 23 2ND YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL ..... 24 MORE THAN 2 YEARS VOCATIONAL, BUSINESS, OR TRADE SCHOOL ..... 25 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2, 4, 6, 9	Parents	All Army Quality Index	Q-1 (10/86) - Parents

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
PEDDIP High School Certificate	[DUPLICATES YOUTH QUESTION EE-2] [IF DE-9 GREATER THAN 11TH GRADE] DE-10. Do you have a regular high school diploma, a GED, an ABE, or some other kind of certificate (of high school completion)? REGULAR HIGH SCHOOL DIPLOMA ..... 1 GED (GENERAL EDUCATIONAL DEVELOPMENT) ..... 2 ABE (ADULT BASIC EDUCATION) CERTIFICATE (E.G., CORRESPONDENCE, NIGHT SCHOOL) ..... 3 SOME OTHER KIND OF CERTIFICATE ..... 4 NONE OF THE ABOVE ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2, 4, 6, 9	Parents	All Army Quality Index	Q-1 (10/86) [PARENTS] DE-9=7,8,9,10,11
PEMPCUR Currently Employed	[DUPLICATES YOUTH QUESTION EE-16] DE-11. Are you currently employed either full-time or part-time? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2, 4, 6, 9	Parents	All Army Quality Index	Q-1 (10/86) - Parents
PEMPEVER Held a full-time job	[DUPLICATES YOUTH QUESTION EE-20] DE-12. Have you ever held a full-time job? [MORE THAN 34 HOURS PER WEEK] YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	Parents	All Army	Q-1 (10/86) [PARENTS] DE-11=1

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
PEMPEASY Ease of getting FT job	DE-13.	[APPROXIMATES YOUTH QUESTION EE-24] How easy or difficult is it for someone (YOUTH'S NAME) age to get a full-time job in your community? Is it... Almost impossible ..... 1 Very difficult ..... 2 Somewhat difficult, or ..... 3 Not difficult at all ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	'86 YATS		2, 4, 6, 9	Parents	All Array	Q-1 (10/86) - Parents
YDSAMEHH Living with parents	DE-14.	INTRODUCTION: Now I would like to ask some questions about your father and mother, or other adults in your household. (When not attending college) Do you live in the same household as one or both of your parents? (Please include any natural parents, step-parents, or guardians.) YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth		Q-1 (10/86) - All youth
YDPARENT Which parent living with	DE-15.	[IF LIVING WITH PARENTS] Which of your parents do you live with? BOTH ..... 1 MOTHER, STEP-MOTHER OR FEMALE GUARDIAN .. 2 FATHER, STEP-FATHER OR MALE GUARDIAN .... 3 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth		Q-1 (10/86) [YOUTH] DE-14 <> 1,-8
YDWAGE Principal wage earner in household	DE-16.	Who is the principal wage earner in the household? BOTH ..... 1 MOTHER, STEP-MOTHER, OR FEMALE GUARDIAN . 2 FATHER, STEP-FATHER, OR MALE GUARDIAN ... 3 RESPONDENT, OR RESPONDENT AND SPOUSE .... 4 OTHER ..... 5 NO WAGE EARNER ..... 6 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 9	All Youth		Q-1 (10/86) - All youth

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
Lease/owner of house	DE-16A. [IF NEITHER MOTHER OR FATHER IS PRINCIPAL WAGE EARNER] Who owns or rents the house you are living in?	(New) '86 ACOMS			All Youth		Q-1 (10/86) - NOT USED
YDOWNREL	DE-17. What relationship to you is the head of household in the house or apartment you are living in?	(New) '86 ACOMS		2, 4, 9	All Youth		Q-1 (10/86) [YOUTH] [DE-14 <> 2] AND [DE-14 <> -7,-8] AND [DE-15 <> -7,-8] AND [DE-26 <> -7,-8]
Relationship to lease holder	SIBLING ..... 1 UNCLE ..... 2 AUNT ..... 3 GRANDFATHER ..... 4 GRANDMOTHER ..... 5 COUSIN ..... 6 SPOUSE ..... 7 NON-RELATIVE ..... 8 RESPONDENT 9						
YDOWNOS*	OTHER _____ 91*						DE-17 <> 91*
	REFUSED ..... -7 DON'T KNOW ..... -8						
	DE-18. [NOT USED IN QUARTER 1]						Q-1 (10/86) - NOT USED
YDEDOTH	DE-19A. What was the highest grade or level of education that (PERSON in DE-17) completed?	'86 YATS Adaptation		2, 4, 9	All Youth Parents	All Army Quality Index	Q-1 (10/86) [YOUTH] DE-17 <> 1-10,91,-7,-8
	LESS THAN 8TH GRADE ..... 07 8TH GRADE ..... 08 9TH GRADE ..... 09 10TH GRADE ..... 10 11TH GRADE ..... 11 12TH GRADE ..... 12 1ST YEAR OF 4-YEAR COLLEGE ..... 13 2ND YEAR OF 4-YEAR COLLEGE ..... 14 3RD YEAR OF 4-YEAR COLLEGE ..... 15 4TH YEAR OF 4-YEAR COLLEGE ..... 16 5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 17 2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL 18						

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
	DE-19A.cont. 3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 19 MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL ..... 20 1ST YEAR OF JR. OR COMMUNITY COLLEGE ..... 21 2ND YEAR OF JR. OR COMMUNITY COLLEGE ..... 22 1ST YEAR OF VOCATIONAL, BUSINESS OR TRADE SCHOOL ..... 23 2ND YEAR OF VOCATIONAL, BUSINESS OR TRADE SCHOOL ..... 24 MORE THAN 2 YEARS VOCATIONAL, BUSINESS OR TRADE SCHOOL ..... 25 REFUSED ..... -7 DON'T KNOW ..... -8						
YDEDDAD Father education level completed	DE-19. What was the highest grade or level of education that your father completed? LESS THAN 8TH GRADE ..... 07 8TH GRADE ..... 08 9TH GRADE ..... 09 10TH GRADE ..... 10 11TH GRADE ..... 11 12TH GRADE ..... 12 1ST YEAR OF 4-YEAR COLLEGE ..... 13 2ND YEAR OF 4-YEAR COLLEGE ..... 14 3RD YEAR OF 4-YEAR COLLEGE ..... 15 4TH YEAR OF 4-YEAR COLLEGE ..... 16 5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 17 2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 18 3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 19 MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL 20				All Youth		Q-1 (10/86) - All Youth

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
	DE-19.cont. 1ST YEAR OF JR. OR COMMUNITY COLLEGE ..... 21 2ND YEAR OF JR. OR COMMUNITY COLLEGE ..... 22 1ST YEAR OF VOCATIONAL, BUSINESS OR TRADE SCHOOL ..... 23 2ND YEAR OF VOCATIONAL, BUSINESS OR TRADE SCHOOL ..... 24 MORE THAN 2 YEARS VOCATIONAL, BUSINESS OR TRADE SCHOOL ..... 25 REFUSED ..... -7 DON'T KNOW ..... -8						
YDDADLFS father currently does	DE-20. Is your father now... working full-time, ... 1 working part-time, ... 2 unemployed, ... 3 retired, ... 4 taking care of a family at home, or ..... 5 in the military? ..... 6 DECEASED ..... 7 OTHER ..... 8 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS	2, 4, 9		All Youth	All Army	Q-1 (10/86) - All youth
YDDADBR Father's branch of service	[IF FATHER IN MILITARY] DE-21. In which branch of the service is your father currently serving? AIR FORCE ..... 1 ARMY ..... 2 COAST GUARD ..... 3 MARINES ..... 4 NAVY ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS	2, 4, 6, 9		All Youth	All Army	Q-1 (10/86) [YOUTH] DE-20 <> 6

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
Father ever had FT job	DE-22. (IF FATHER NOT WORKING FULL-TIME) Did your father ever hold a full-time job? YES ..... 1 NO 2	(New) '86 ACOMS			All Youth	All Army	Q-1 (10/86) - NOT USED
Father's business or industry in full-time job	DE-23. What kind of business or industry did your father work for most of the time he held a full-time job? Describe the nature of the business at the location where he was employed. For example, was it a hospital, a newspaper, a mail order house, an auto engineering plant, a breakfast cereal manufacturing plant? _____	(New) '86 ACOMS			All Youth	All Army	Q-1 (10/86) - NOT USED
Father's job title	DE-24. What was his job title? Examples are registered nurse, personnel manager, supervisor of order department, gasoline engine assembler, grinder operator. _____	(New) '86 ACOMS			All Youth	All Army	Q-1 (10/86) - NOT USED
Father's main duties	DE-25. What were his main activities or duties? Examples are patient care, directing hiring policies, supervising order clerks, assembling engines, operating grinding mill. _____	(New) '86 ACOMS			All Youth	All Army	Q-1 (10/86) - NOT USED
YDEMOM Mother education level completed	DE-26. What is the highest grade or level of education that your mother completed? LESS THAN 8TH GRADE ..... 07 8TH GRADE ..... 08 9TH GRADE ..... 09 10TH GRADE ..... 10 11TH GRADE ..... 11 12TH GRADE ..... 12 1ST YEAR OF 4-YEAR COLLEGE ..... 13 2ND YEAR OF 4-YEAR COLLEGE 14	'86 YATS Adaptation	2, 4, 6, 9		All Youth	All Army	Q-1 (10/86) - All youth

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
	DE-26.cont. 3RD YEAR OF 4-YEAR COLLEGE ..... 15 4TH YEAR OF 4-YEAR COLLEGE ..... 16 5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 17 2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 18 3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL ..... 19 MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL ..... 20 1ST YEAR JR. OR COMMUNITY COLLEGE ..... 21 2ND YEAR JR. OR COMMUNITY COLLEGE ..... 22 1ST YEAR OF VOCATIONAL, BUSINESS OR TRADE SCHOOL ..... 23 2ND YEAR OF VOCATIONAL, BUSINESS OR TRADE SCHOOL ..... 24 MORE THAN 2 YEARS VOCATIONAL, BUSINESS OR TRADE SCHOOL ..... 25 REFUSED ..... -7 DON'T KNOW ..... -8						
YDMOMLFS What mother currently does	DE-27. Is your mother now... working full-time, ... 1 working part-time, ... 2 unemployed, ... 3 retired, ... 4 taking care of a family at home, or ..... 5 in the military? ..... 6 DECEASED ..... 7 OTHER ..... 8 REFUSED ..... -7 DON'T KNOW ..... -8	*(New) '86 ACOMS	2, 4, 9		All Youth	All Army	Q-1 (10/86) - All youth

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
Mother's branch of service	DE-28.	[IF MOTHER IN MILITARY] In which branch of the service is your mother currently serving? Army ..... 1 Air Force ..... 2 Navy ..... 3 Marines ..... 4 Coast Guard 5	(New) '86 ACOMS			All Youth	All Army	Q-1 (10/86) - NOT USED
PDINCOME Total income from all sources	DE-29.	I am going to read you some income categories and ask you to choose the letter of the alphabet associated with the category that best describes your total family income for the year 1985. Include all sources of income in your response. Please tell me only the letter. A-Less than $5,000 ..... 1 B-$5,001 to $10,000 ..... 2 C-$10,001 to $20,000 ..... 3 D-$20,001 to $30,000 ..... 4 E-$30,001 to $40,000 ..... 5 F-$40,001 to $50,000 ..... 6 G-$50,001 and above ..... 7 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	All Youth Parents	All Army	Q-1 (10/86) - Parents
PDMILSER Armed Forces service	DE-30.	Have you ever served in the United States Armed Forces? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	All Youth Parents	All Army	Q-1 (10/86) - Parents
PDMILBMM PDMILBYY* Mo/Yr Military service began	DE-31.	[IF SERVED IN MILITARY] What month and year did you begin military service? _____/_____ month year* REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	All Youth Parents	All Army	Q-1 (10/86) [PARENTS] DE-30=2,-7,-8 PDMILBMM=-7,-8*

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
PDMILNOW Currently in the Armed Forces	DE-32. Are you still in the Armed Forces? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	Parents	All Army	Q-1 (10/86) [PARENTS] DE-30=2,-7,-8
PDMILEMM PDMILEYY# Mo/yr finished Armed Forces service	DE-33. What month and year (did/will) you finish serving in the Armed Forces? _____/_____ MONTH YEAR# REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	Parents	All Army	Q-1 (10/86) [PARENTS] DE-30=2,-7,-8 PDMILEMM=-7,-8#
PDMILBR Service branch of Armed Forces	DE-34. In which branch of the Armed Forces (did you serve/are you serving)? Army ..... 1 Navy ..... 2 Marines ..... 3 Air Force ..... 4 Coast Guard ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		3	Parents	All Army	Q-1 (10/86) [PARENTS] DE-30=2,-7,-8
PDCOMP ROTC or ARNG unit	DE-35. Were you part of the Reserve Officers Training Corps (ROTC) a National Guard unit or the Army Reserves? YES, ROTC ..... 1 YES, NATIONAL GUARD ..... 2 YES, ARMY RESERVES ..... 3 NO ..... 4 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOMS		2, 4, 6, 9	Parents	All Army	Q-1 (10/86) [PARENTS] DE-30=2,-7,-8

Variable		Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOHS Usage and Respondent Missing if:
YDROTCEV ROTC service	DE-36.	Did you ever participate in a Reserve Officer's Training Corps (ROTC) course? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOHS		2, 3, 4, 9	All Youth	ROTC 4/22/86	Q-1 (10/86) - All youth
YDROTCJS JR/SR ROTC	DE-37.	[IF YES TO ROTC] Was that Junior ROTC in high school or Senior ROTC in college? JUNIOR (IN HIGH SCHOOL) ..... 1 SENIOR (IN COLLEGE) ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOHS		2, 3, 4, 9	All Youth	ROTC 4/22/86	Q-1 (10/86) [YOUTH] DE-36 <> 1
YDROTCBR Branch of ROTC	DE-38.	[IF YES TO ROTC] Was that Army ROTC, Air Force ROTC or Navy ROTC? ARMY ..... 1 AIR FORCE ..... 2 NAVY ..... 3 REFUSED ..... -7 DON'T KNOW ..... -8	(New) '86 ACOHS		2, 3, 4, 9	All Youth	ROTC 4/22/86	Q-1 (10/86) [YOUTH] DE-37 <> 2
RDCOUNTY County	DE-39.	What is the name of the county in which you live? _____ REFUSED ..... -7 DON'T KNOW ..... -8			2, 4, 9	All Youth		Q-1 (10/86) [YOUTH] YUTHNUM = 1
RDCITY City	DE-40.	What is the name of the city in which you live? _____ REFUSED ..... -7 DON'T KNOW ..... -8			2, 4, 9	All Youth		Q-1 (10/86) [YOUTH] YUTHNUM = 1

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
RDZIP Zip code	DE-41. What is your zip code? REFUSED ..... -7 DON'T KNOW ..... -8			2, 4, 9	All Youth		Q-1 (10/86) (YOUTH) YUTHNUM = 1
YDSSN Social Security Number	DE-42. Now I need to record your Social Security Number. We are asking for this information for use in another study to determine if the ideas we have been discussing are related to whether or not someone enlists in a military service. Let me remind you that your answers are voluntary and will be completely confidential. Under no circumstances will your identity be made known to anyone in the military. DOES NOT HAVE SSN ..... 0 REFUSED ..... -7 DON'T KNOW ..... -8			2, 4, 9	All Youth	All Army 4/22/86	Q-1 (10/86) - All youth

ACOMS QUESTION BANK - Q87-1

Destroy when replaced by Q87-2

Module: Tracking

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
NOTE: ***	INTRODUCTION: It is possible that we will call again sometime in the future to obtain some updated information from you. I'd like to ask you a few questions that will help us to recontact you at a later date.				Longitudinal Sample	Tracking	Q-1 (10/86) [YOUTH] [LONGSAMP <> 1] OR [YUTHNUM <> TARGYUTH]
YTRPNAME	TR-1. In what name is this phone number, (AREA CODE & NUMBER) listed? _____ NOT LISTED ..... 0 REFUSED ..... -7 DON'T KNOW ..... -8						*** Variables in the Tracking Module are for operational purposes only. They are to be used to locate target youth in the future. All data collected in this module are confidential.
YTRPSAME	TR-2. If we were to recontact you one year from now, do you expect that we could reach you at this same telephone number? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8				Longitudinal Sample	Tracking	Q-1 (10/86) [YOUTH] [LONGSAMP <> 1] OR [YUTHNUM <> TARGYUTH]
YTRPREAS YTRPOTH	[IF NOT REACHABLE AT SAME NUMBER IN ONE YEAR] TR-3. Why is that? MOVING ..... 1 NUMBER BEING CHANGED ..... 2 OTHER (SPECIFY) _____ ..... 91 REFUSED ..... -7 DON'T KNOW ..... -8				Longitudinal Sample	Tracking	Q-1 (10/86) [YOUTH] [LONGSAMP <> 1] OR [YUTHNUM <> TARGYUTH] OR [TR-2 <> 2]
YTRMOVMM YTRMOVYY	[IF MOVING] TR-4. When do you expect to be moving? _____ (MM/YY) REFUSED ..... -7 DON'T KNOW ..... -8				Longitudinal Sample	Tracking	Q-1 (10/86) [YOUTH] [LONGSAMP <> 1] OR [YUTHNUM <> TARGYUTH] OR [TR-3 <> 2]

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YTRMADDR YTRMCITY YTRMST YTRMZIP	TR-5. [IF MOVING] To what address will you be moving? STREET: _____ CITY: _____ STATE: _____ ZIP: _____ REFUSED ..... -7 DON'T KNOW ..... -8				Longitudinal Sample	Tracking	Q-1 (10/86) [YOUTH] [LONGSAMP <> 1] OR [YUTHNUM <> TARGYUTH] OR [TR-3 <> 1]
YTRPMM YTRPYY	TR-6. [IF NUMBER BEING CHANGED] When do you expect your number to be changed? _____ (MM/YY) REFUSED ..... -7 DON'T KNOW ..... -8				Longitudinal Sample	Tracking	Q-1 (10/86) [YOUTH] [LONGSAMP <> 1] OR [YUTHNUM <> TARGYUTH] OR [TR-3 <> 1]
YTRPKNOW	TR-7. [IF NUMBER BEING CHANGED OR MOVING] Do you know what your new telephone number will be? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8				Longitudinal Sample	Tracking	Q-1 (10/86) [YOUTH] [LONGSAMP <> 1] OR [YUTHNUM <> TARGYUTH] OR [TR-3 <> 1,2]
YTRPAREA YTRPEXCH YTRPLOCL	TR-8. [IF NEW NUMBER KNOWN] What is that new number? _____ (AREA) EXCH - LOCL REFUSED ..... -7 DON'T KNOW ..... -8				Longitudinal Sample	Tracking	Q-1 (10/86) [YOUTH] [LONGSAMP <> 1] OR [YUTHNUM <> TARGYUTH] OR [TR-7 <> 1]

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YTRWPHON	TR-9. Do you have a work telephone number where you could be reached a year from now? YES ..... 1 NO ..... 2 REFUSED ..... -7 DON'T KNOW ..... -8				Longitudinal Sample	Tracking	Q-1 (10/86) [YOUTH] [LONGSAMP <> 1] OR [YUTHNUM <> TARGYUTH]
YTRWAREA YTRWEXCH YTRWLOCL	TR-10. [IF WORK NUMBER AVAILABLE] What is that number? _____ (AREA) EXCH - LOCL REFUSED ..... -7 DON'T KNOW ..... -8				Longitudinal Sample	Tracking	Q-1 (10/86) [YOUTH] [LONGSAMP <> 1] OR [YUTHNUM <> TARGYUTH] OR [TR-9 <> 1]
YTRWNAME YTRWADDR YTRWCITY YTRWST YTRWZIP	TR-11. [IF EMPLOYED] What is your employer's name and address? COMPANY NAME: _____ STREET: _____ CITY: _____ STATE: _____ ZIP: _____ REFUSED ..... -7 DON'T KNOW ..... -8				Longitudinal Sample	Tracking	Q-1 (10/86) [YOUTH] [LONGSAMP <> 1] OR [YUTHNUM <> TARGYUTH] OR [TR-9 <> 1]

MODULE: Tracking

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YTR1FNAM YTR1LNAM YTR1ADDR YTR1CITY YTR1ST YTR1ZIP YTR1AREA YTR1EXCH YTR1LOCL	TR-12. Please give me the name, address, and telephone number of two friends or family members who are most likely ot know, how to reach you a year from now. NAME: _____ STREET: _____ CITY: _____ STATE: _____ ZIP: _____ PHONE: _____				Longitudinal Sample	Tracking	Q-1 (10/86) [YOUTH] REFER TO ANNOTATED HARD COPY QUESTIONNAIRE
YTR2FNAM YTR2LNAM YTR2ADDR YTR2CITY YTR2ST YTR2ZIP YTR2AREA YTR2EXCH YTR2LOCL	TR-12A. [PROBE: And the second person's name, address, and telephone number?] NAME: _____ STREET: _____ CITY: _____ STATE: _____ ZIP: _____ PHONE: _____ REFUSED ..... -7 DON'T KNOW ..... -8						Q-1 (10/86) [YOUTH] REFER TO ANNOTATED HARD COPY QUESTIONNAIRE

ACOMS QUESTION BANK - Q87-1

Destroy when replaced by Q87-2

Module: Parental Location

Variable	Question & Response Categories	Other Usage	Revision for Item #	Research Objectives	Potential Respondent	Proponent/ Purpose	ACOMS Usage and Respondent Missing if:
YPARFNAM YPARLNAM YPARAREA YPAREXCH YPARLOCL	PL-1. We would like to interview your (PARENT) regarding (his/her) thoughts about future plans and possibilities for you. Please give me (his/her) name and telephone number. _____ Name (___) (___) - (____) AREA EXCHANGE LOCAL				Target Youth		Q-1 (10/86) [YOUTH] [YUTHNUM <> TARGYUTH] OR [DE-20=7 AND PSEXSAMP=1] OR [DE-27=7 AND PSEXSAMP=2]
YPARIMP Importance of parent's influence in military service decision	PL-2. Think now about the possibility of joining the Armed Services in the future. How important is your (PARENT'S) advice in your decision about serving in the military? Is it... very important, ... 1 somewhat important, ... 2 neither important nor unimportant, .. 3 somewhat unimportant, or ..... 4 very unimportant? ..... 5 REFUSED ..... -7 DON'T KNOW ..... -8		4, 6, 9		Target Youth		Q-1 (10/86) [YOUTH] [YUTHNUM <> TARGYUTH] OR [DE-20=7 AND PSEXSAMP=1] OR [DE-27=7 AND PSEXSAMP=2]

Chapter 4. ACOMS ANNOTATED QUESTIONNAIRE CONTENTS AND CONVENTIONS

The Annotated Questionnaire provides supplementary information for each item included in the current active ACOMS instruments. The Annotated Questionnaire is intended to be the primary reference document for use during planning and execution and interpretation of the analysis. The Annotated Questionnaire is composed of the questionnaire instruments on the right side of the page, and the annotation information on the left side of the page.

The questionnaires and the annotation are discussed in detail below.

The Questionnaires

The questionnaire instruments provide: 1) specific question wording used in the ACOMS interviews, and 2) information regarding the flow and control of the instruments administered to respondents. Questionnaire wording includes screen name, complete question text, optional text, word choices, response categories and response codes. Information regarding the flow of the interview includes skip pattern information, and CATI checks. Figure 4.1 is an example page of the questionnaire, and Table 4.1 is a table of key features. Since the questionnaire formats used in a CATI context differ somewhat from those used in traditional self-administered or paper and pencil telephone surveys, a description of the questionnaire presentation follows below.

Screen Name. (Figure 4.1, #1) The screen name corresponds to the the screen name in the Question Bank and is composed of the two character prefix referring to the questionnaire module and an order number. The order of presentation of screens in the Annotated Questionnaire corresponds to the order of presentation during the interview rather than the order present in the Question Bank.

Occasionally the screen name also contains a suffix, for example, "EE-6A". The "A" suffix indicates that the item was inserted after "EE-6". A "VER" following the order number in the screen name (for example, "EE-1VER") indicates that the screen verifies information obtained or calculated during the interview.

Table 4.1

1) Screen name
2) Question text
3) Response categories
4) Response codes
5) Skip patterns

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Behaviors

(1)

BE-26. In the past six months, have you spoken with anyone about getting a full-time civilian job?

YES	1	(BE-27)
NO	2	(BE-31)
REFUSED	-7	(BE-31)
DON'T KNOW	-8	(BE-31)

(2) (3) (4) (5)

BE-27. With whom have you spoken? [RECORD ALL THAT APPLY]

(6)

FRIENDS	01
MOTHER	02
FATHER	03
A BROTHER OR SISTER	04
SOME OTHER RELATIVE	05
(BOY/GIRL) FRIEND OR SPOUSE	06
A TEACHER	07
A COUNSELOR AT SCHOOL	08
A RECRUITER	09
CO-WORKER	10
EMPLOYER	11
OTHERS	12
REFUSED	-7
DON'T KNOW	-8

BE-31. In the past six months, have you visited any prospective employers or employment agencies?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

Figure 4.1

Question Text. (Figure 4.1, #2, 6) Each item in the Question Bank contains the complete question wording. The presentation of the question items follow a number of conventions:

- Text with normal capitalization is read to the respondent.
- Text in all caps within brackets is a message to the interviewer, not to be read to the respondent.
- Normal text within brackets indicates optional wording to be read to the respondent at the discretion of the interviewer.
- Text within brackets separated by a slash (/) indicates a CATI-programmed word choice.

The question text often includes CATI programmed word choices. Word choices alter the text of the question by displaying different text within a question item. During the interview, the CATI System selects the appropriate wording according to respondent characteristics or previous responses.

Word choices can be used to tailor the question to the respondent. For example, the question "Does (he/she) have a high school diploma" would be displayed "Does he" if the question refers to a male, and "Does she" if the question refers to a female.

Word choices can also be used to create variations for a basic question thus altering the meaning of the question itself. For example, the CATI system randomly selects from Navy, Air Force, Marines, etc to display the result where (SERVICE) appears in the following question, "What was the main message you got from (SERVICE) advertising?".

Response Categories and Codes. (Figure 4.1, #3, 4) Response categories and codes follow the question text. Response categories presented in normal text are always read to the respondent, while those in all caps are read to the respondent only after several probe attempts have failed to elicit a valid response from the respondent. The numbers to the right of the response categories are the numeric codes entered by the interviewers.

Skip Patterns. (Figure 4.1, #5) Another way in which the CATI technology allows for more respondent-tailored interviews than traditional interviewing technologies is through skip patterns. For many questions in the ACOMS interviews, certain responses lead to a specified set of followup questions and to skipping other sets of questions.

Skip patterns appear directly to the right of the response category on which the subsequent skips are based. Skip pattern information is composed of the screen name of the next screen administered to the respondent if that response is chosen. For example, if the respondent answers "yes" to "...have you spoken with anyone about getting a full-time civilian job" then the next question asked will be "With whom have you spoken?". With any other answer, the respondent would be asked "...have you visited any prospective employers or employment agencies?".

CATI Checks. (Figure 4.2) CATI checks steer the flow of the interview based upon answers to previous questions, or predetermined selection criteria. Like skip patterns, CATI checks control the flow of the interview. However, CATI checks can be used anywhere in the interview to check logical relationships among previously collected information while skip patterns are bound to the response category where they appear. They are composed of a statement or question followed by corresponding logical statements. The interview is then controlled based upon the CATI system's answer to the "question".

Figure 4.2 is an example of a CATI check. CATI Check #AT1 checks the values entered from a previous module to steer the next series of questions. If the respondent had recalled hearing or seeing Army advertising, then they received questions about their opinions about army advertising. Otherwise, the section is skipped.

The Annotation

Annotation information not usually incorporated with questionnaire documentation is provided to facilitate the planning of specific analyses. The Annotated Questionnaire allows the analyst to read a question item as it appears during the interview, and using annotation information, determine the variable name, the range of valid responses, and the sub-population receiving that question, without referring to multiple documents. The annotation contains screen name, question bank id #, all variables associated with that item, the variables valid ranges, and a description of the sub-population receiving that item.

Figure 4.3 is an example page of annotation, and Table 4.2 is a table of key features.

Screen Name. (Figure 4.3, #1) The screen name corresponds to the screen name found in the questionnaire and in the Question Bank. Again, the order corresponds to the order of administration, while the Question Bank is in index-order.

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Attitudes Toward Army Ads

CATI CHECK #AT1: DID RESPONDENT RECALL SEEING OR HEARING ARMY ADS?
[KR-1 = 2 OR KR-6 = 1]

YES 1 (AT-1)
NO ..... 2 (SLOGAN MODULE)

AT-1. Use a scale of "1" to "5" where "1" means you do not like the advertising and "5" means you like the advertising very much.

Overall, how much do you like the Army ads you have seen or heard over the past year?

DO NOT LIKE	1
SOMEWHAT DISLIKE	2
NEUTRAL	3
LIKE SOMEWHAT	4
LIKE VERY MUCH	5
REFUSED	-7
DON'T KNOW	-8

AT-2. Use a scale of "1" to "5" where "1" means you do not believe the advertising and "5" means you believe the advertising very much.

How much do you believe what the ads say?

DO NOT BELIEVE	1
SOMEWHAT DISBELIEVE	2
NEUTRAL	3
BELIEVE SOMEWHAT	4
STRONGLY BELIEVE	5
REFUSED	-7
DON'T KNOW	-8

[GO TO SLOGAN RECOGNITION MODULE]

Figure 4.2

Table 4.2

1) Screen name
2) Question bank #
3) Variables
4) Ranges
5) Sub-population

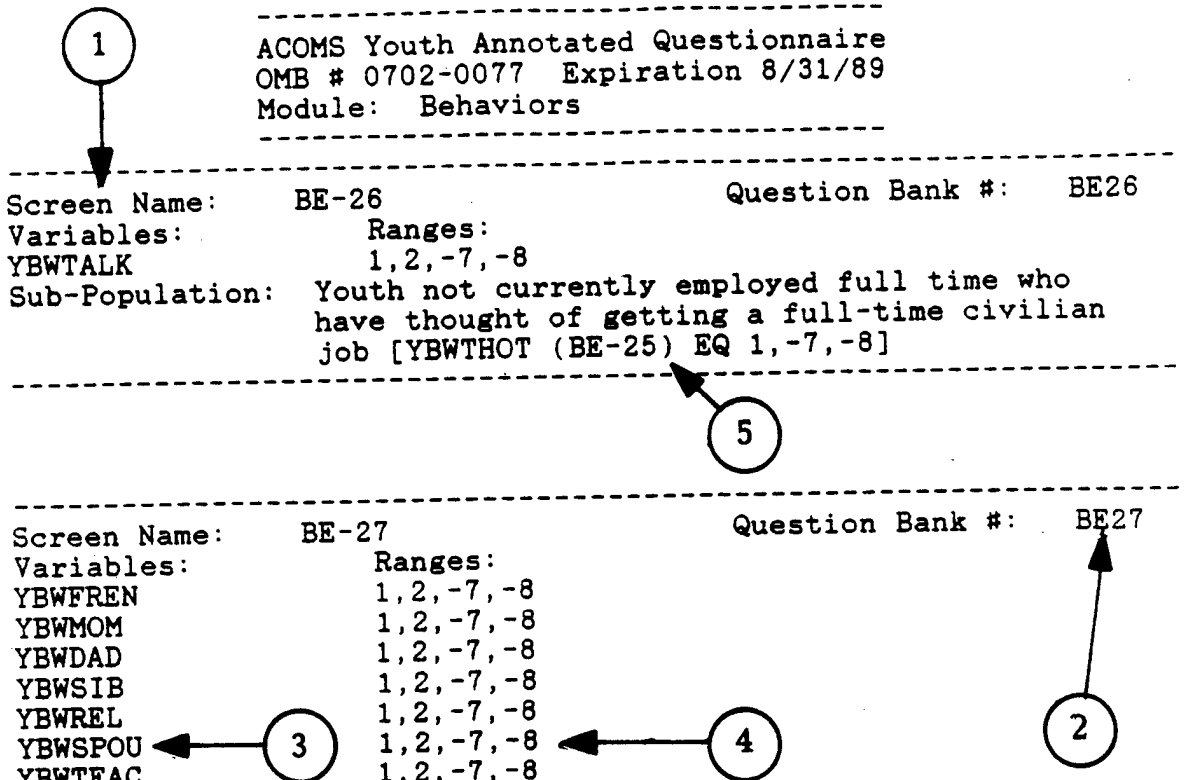
1
ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Behaviors
Screen Name: BE-26
Question Bank #: BE26
Variables:
Ranges:
YBWTALK
1,2,-7,-8
Sub-Population: Youth not currently employed full time who have thought of getting a full-time civilian job [YBWTHOT (BE-25) EQ 1,-7,-8]
5
Screen Name: BE-27
Question Bank #: BE27
Variables:
Ranges:
YBWFREN 1,2,-7,-8
YBWMOM 1,2,-7,-8
YBWDAD 1,2,-7,-8
YBWSIB 1,2,-7,-8
YBWREL 1,2,-7,-8
YBWSPOU 1,2,-7,-8
YBWTEAC 1,2,-7,-8
YBWCOUN 1,2,-7,-8
YBWREC 1,2,-7,-8
YBWCOW 1,2,-7,-8
YBWBOSS 1,2,-7,-8
YBWOTH 1,2,-7,-8
3
4
2
Sub-Population: Youth not currently employed full time who have thought of getting a full-time civilian job and who have spoken with someone about getting a full-time job [YBWTALK (BE-26) EQ 1]
Screen Name: BE-31
Question Bank #: BE31
Variables:
Ranges:
YBWVISIT
1,2,-7,-8
Sub-Population: Youth not currently employed full time who have thought of getting a full-time civilian job [YBWTHOT (BE-25) EQ 1,-7,-8]

Figure 4.3

Question Bank ID #. (Figure 4.3, #2) The question bank id # corresponds to the screen name without the hyphen.

Variable Names. (Figure 4.3, #3) The variable names correspond to the variable names which appear in the data files. The variable name is begins with a single letter which corresponds to the type of respondent. Variable names beginning with the letter "Y" indicate youth respondents while the letter "P" indicate parental respondents. The remainder of the variable name represents the essence of the variable's contents. For example, the variable "YTVWATCH" contains a code for whether or not the youth watches TV.

Many questions contain more than one variable. Questionnaire items which could elicit more than one valid response require more than one variable. For example, BE-27 asks "With whom have you spoken?". One variable is required for each person with whom the youth might have spoken. This situation is analogous to the "Mark all that apply" question found in paper and pencil surveys. All variables corresponding to a particular screen are listed in the annotation.

Valid Ranges. (Figure 4.5, #4) Valid ranges encompass all possible responses for a particular variable. With few exceptions, variables coded from survey responses always include "refused" and "don't know" as valid responses, although these response options are never read to the respondent.

Sub-Population. (Figure 4.3, #5) Because of the complex instrument structure that include rotating modules, skip patterns, and other programmed means of question allocation to respondents, many questions in the ACOMS surveys are asked only of a subsection of the respondent population. During analyses, the sub-population that receives a particular question determines the types of analyses that can be performed as well as the interpretation of the results. The sub-population descriptions facilitate analyses by summarizing all skip pattern and interview flow information into one statement describing all respondents for a variable or set of variables.

Sub-population descriptions are composed of a text description of the respondents, and a pseudo-code representation of the respondents. The text description uses terms found within the question items which define the respondent population.

The pseudo-code enclosed in brackets is composed of:

- The variable name(s) of the defining variable(s);
- The screen name of the screen from which the defining variable was coded;

- The logical operator(s); and
- The defining values of the variables.

The logical operators used within the pseudocode are:

- EQ equal
- NE not equal
- GT greater than,
- LT less than,
- AND and (both conditions must be met for the respondent to be included in the sub-population)
- OR or (either condition must be met for the respondent to be included in the sub-population)

An example of a sub-population description is found in Figure 4.3. BE-27 will be asked if the youth is not currently employed full-time, and the youth has thought about getting a full time job, and the youth has spoken with someone about getting a full time job. The pseudo-code indicates that these conditions will be met if the variable YBWTHOT from screen BE-25 is equal to 1, -7, or -8. (Values separated by commas imply an OR condition.)

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Household Screener

ACOMS Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Household Screener

Screen Name: SC-1 Question Bank #: SC1
Variables: Ranges:
PHONVER 1,2,3
Sub-Population: All phone numbers called

Screen Name: SC-2 Question Bank #: SC2
Variables: Ranges:
PHONUSE 1,2,3,-7,-8
Sub-Population: All correct phone numbers
[PHONVER (SC-1) EQ 1]

Screen Name: SC-3 Question Bank #: SC3
Variables: Ranges:
PHONLOC 1,2,3,-7,-8
Sub-Population: Correct phone numbers used for both home and business
[PHONUSE (SC-2) EQ 2]

ACOMS Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Household Screener

SC-1 INTRODUCTION: Hello, this is (YOUR NAME). I am calling from Westat, a research firm near Washington, D.C. We are conducting an important national survey for the Federal Government. First, I'd like to make sure I've dialed correctly. Is this (AREA CODE AND NUMBER)?

(INTERVIEWER: ASK TO SPEAK WITH ADULT HOUSEHOLD MEMBER IF PERSON ANSWERING TELEPHONE SOUNDS LIKE A YOUTH)

YES	1	(SC-2)
NO	2	(TERMINATE. 1 CODE REDIAL) MAX OF 2 CALLS)
GO TO RESULT	3	

SC-2 We are calling a random sample of telephone numbers in connection with this study, and we need to know what type of number this is.

Is this phone number for

home use, ...	1	(SC-4D)
business and home use, or.	2	(SC-3)
business use only?	3	(TERMINATE. 3 CODE NON-RESIDENTIAL)
REFUSED	-7	(TERMINATE. 2 CODE INIT REFUSAL)
DON'T KNOW	-8	(ASK FOR KNOWLEDGEABLE HOUSEHOLD MEMBER, RESTART AT SC-2RI. IF NONE AVAILABLE, TERMINATE, 4 OR 5 CODE CALLBACK)

SC-3. Is this phone located in a home or in a business?

HOME	1	(SC-4D)
BOTH	2	(SC-4D)
BUSINESS	3	(TERMINATE. 3 CODE NON-RESIDENTIAL)
REFUSED	-7	(TERMINATE. 2 CODE INIT REFUSAL)
DON'T KNOW	-8	(ASK FOR KNOWLEDGEABLE HOUSEHOLD MEMBER, RESTART AT SCKNOW. IF NONE AVAILABLE, TERMINATE, 5 CODE CALLBACK)

ACOMS Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Household Screener

Screen Name: SC-4D Question Bank #: SC4D

Variables:	Ranges:
RESPINHH	1,2,-7,-8

Sub-Population: Correct phone numbers for home or both home and business use
[PHONUSE (SC-2) EQ 1] OR
[PHONLOC (SC-3) EQ 1,2]

Screen Name: SC-5 Question Bank #: SC5

Variables:	Ranges:
YOUHTTOT	00,-7,-8

Sub-Population: Correct phone numbers with household member on the line
[RESPINHH (SC-4D) EQ 1]

SC-4D. Are you a member of this household?

YES	1	(SC-5)
NO	2	(SCKNOW IF NONE AVAILABLE, TERMINATE, 5 CODE CALLBACK)
REFUSED	-7	(TERMINATE. 2 CODE INIT REFUSAL)
DON'T KNOW	-8	(SCKNOW IF NONE AVAILABLE, TERMINATE, 5 CODE CALLBACK)

SC-5. Since the survey we are conducting for the U.S. government is concerned with the career plans of young adults, we need to know how many young adults live in your household.

How many people between the ages of 13 and 24 live in your household including those on vacation, away on business or living away at school?

NONE	00	(SC-4B, 6 CODE INELIGIBLE NO ONE 13-24)
REFUSED	-7	(TERMINATE. 7 CODE INIT REFUSAL)
DON'T KNOW	-8	(SCKNOW IF NONE AVAILABLE, TERMINATE 5 CODE CALLBACK)

CATI CHECK #SC1: IS THERE MORE THAN ONE HOUSEHOLD MEMBER 13 THROUGH 24?
[SC-5 > 1]

YES 1 (SC-7)
NO 2 (SC-6)

ACOMS Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Household Screener

Screen Name: SC-6 Question Bank #: SC6
Variables: Ranges:
MALEFEM 1,2,-7,-8
Sub-Population: Correct phone number and household member on the line and there is only one person in household age 13 through 24
[YOUTHTOT (SC-5) EQ 1]

Screen Name: SC-7 Question Bank #: SC7
Variables: Ranges:
MALETOT 00,-7,-8
Sub-Population: Correct phone number and household member on the line and there is at least one person in the household age 13 through 24
[YOUTHTOT (SC-5) GE 1]

FEMTOT computed from YOUTHTOT and MALETOT

Screen Name: SC-7A Question Bank #: SC7A
Variables: Ranges:
FEMVER 1,2,-7,-8
Sub-Population: Correct phone number and household member on the line and at least one person age 13-24 in the household
[YOUTHTOT (SC-5) GE 1]

SC-6. Is this person male or female?

MALE	1	(CODE SC-7 AS 01; CODE SC-7A AS 00, AND THEN GO TO SC-8)
FEMALE	2	(CODE SC-7 AS 00; CODE SC-7A AS 01 AND THEN GO TO SC-8 FOR FEMALES)
REFUSED	-7	(TERMINATE. 7 CODE INIT REFUSAL)
DON'T KNOW	-8	(ASK FOR KNOWLEDGEABLE HOUSEHOLD MEMBER RESTART AT SC-5 IF NONE AVAILABLE, TERMINATE 5 CODE CALLBACK)

SC-7. Of these (NUMBER FROM SC-5), how many are male?

NONE	00	
REFUSED	-7	(TERMINATE. 7 CODE INIT REFUSAL)
DON'T KNOW	-8	(ASK FOR KNOWLEDGEABLE HOUSEHOLD MEMBER RESTART AT SC-5A IF NONE AVAILABLE, TERMINATE 5 CODE CALLBACK)

CATI CHECK SC1A1: IS THE NUMBER OF MALES EQUAL TO THE TOTAL 13-24 YEAR OLDS?
[SC-7 = SC-5]

YES	1	(CODE SC7A=0 CATI CHECK #SC1A)
NO	2	(SC-7A)

SC-7A. So, of the (NUMBER FROM SC-5) 13 to 24 year olds, your household has (SC-7) males, and ((SC-5)-(SC-7)) females?

YES	1	(CATI CHECK #SC1A)
NO	2	(SC7ACHK)
REFUSED	-7	(TERMINATE. 7 CODE INIT REFUSAL)
DON'T KNOW	-8	(SCKNOW IF NONE AVAILABLE, TERMINATE

Screen Name: SC-7B Question Bank #: SC7B
Variables: Ranges:
1,2,-7,-8
Sub-Population: Screener respondents
[YUTHNUM EQ 1]

```
CATI CHECK #SC1A: ARE THERE ANY 13-24 YEAR OLD MALES
                  IN THE HOUSEHOLD?
                  [SC-7 > 0]
                  YES ..... 1 (CATI CHECK #SC1B)
                  NO ..... 2 (CATI CHECK #SC1B)
          #SC1B: ARE THERE ANY 13-24 YEAR OLD FEMALES
                  IN THE HOUSEHOLD?
                  [SC-7A > 0]
                  YES ..... 1 (CATI CHECK #SC1D)
                  NO ..... 2 (CATI CHECK #SC1D)
          #SC1D: IS THE HOUSEHOLD IN THE FEMSAMP?
                  YES ..... 1 (ENUMERATE RESPONDENT,
                               MALES, THEN FEMALES)
                              (CONF)
                  NO ..... 2 (ENUMERATE RESPONDENT,
                               THEN MALES)
                              (CONF)
```

[RESPONDENT NAME AND AGE ENUMERATED, THEN MALES, THEN FEMALES]

CONF. Your answers to this survey are voluntary and confidential. The information you give us will only be used in connection with information about many other young adults. Neither your name or any other identifying information will appear on any report of this study.

While you may choose not to answer any question, this research is authorized by law, and the information you give is is protected by an Act of Congress called the Privacy Act of 1974.

SC-7B. Are you between 13 and 24 years old?

```
YES ..................  1 (SC-8A)
NO ...................  2 (CATI CHECK #SC3)
REFUSED ..............  -7 (TERMINATE 8 CODE INIT REFUSAL)
DON'T KNOW ...........  -8 (SCKNOW
                             IF NONE AVAILABLE, TERMINATE
                             5 CODE CALLBACK)
```

ACOMS Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Household Screener

Screen Name: SC-8A Question Bank #: SC8A
Variables: Ranges:
EFNAM
Sub-Population: Enumerated persons, that is, screener respondents and other youth in the household age 13 through 24

Screen Name: SC-8 Question Bank #: SC8
Variables: Ranges:
EFNAM 1-5,-7,-8
Sub-Population: Enumerated persons, that is, screener respondents and other youth in the household age 13 through 24

SC-8A. Please give me your first name.

REFUSED	(SC-8) (TERMINATE. 8 CODE INIT REFUSAL))
DON'T KNOW	(SCKNOW IF NONE AVAILABLE, TERMINATE 5 CODE CALLBACK)

SC-8. (Starting with the oldest) Please give me the first name of (each/the/the oldest) (male/female) in your household between 13 and 24. (RECORD ALL NAMES IN GRID BELOW.)

1.

2.

3.

4.

5.

REFUSED	-7	(TERMINATE. 8 CODE INIT REFUSAL)
DON'T KNOW	-8	(ASK FOR KNOWLEDGEABLE HOUSEHOLD MEMBER RESTART AT SC-5RI IF NONE AVAILABLE, TERMINATE 5 CODE CALLBACK)

CATI CHECK #SC2: ASK SC-9 FOR RESPONDENT, 1ST MALE/FEMALE LISTED IN SC-8

Screen Name: SC-9 Question Bank #: SC9

Variables:	Ranges:
EDOBMM	01-12,-7,-8
Sub-Population:	Enumerated persons with first name given [EFNAM (SC-8A, SC-8) NE -7,-8,-1]
EDOBDD	01-31,-7,-8
EDOBYY	62-74,-7,-8
Sub-Population:	Enumerated persons for whom the screener respondent gave a month of birth [EDOBMM (SC-9) NE -7,-8,-1]

Screen Name: SC-10 Question Bank #: SC10

Variables:	Ranges:
EAGE	
Sub-Population:	Enumerated persons for whom the respondent did not give a complete date of birth [EDOBMM (SC-9) EQ -7,-8,-1] OR [EDOBDD (SC-9) EQ -7,-8,-1] OR [EDOBYY (SC-9) EQ -7,-8,-1]

Screen Name: SC-10A Question Bank #: SC10A

Variables:	Ranges:
E13TO24	1-4,-7,-8
Sub-Population:	Enumerated persons for whom the respondent did not give a date of birth or age [EAGE (SC-10) EQ -7,-8]

SC-9. What is (PERSON'S/your) date of birth?

/ / (CATI CHECK #SC3)
MM DD YY

REFUSED ..... -7 (SC-10)
DON'T KNOW ..... -8 (SC-10)

SC-10. How old is (PERSON/are you)?

(CATI CHECK #SC3)

REFUSED ..... -7 (SC-10A)
DON'T KNOW ..... -8 (SC-10A)

SC-10A. (Is PERSON/Are you) 13 to 15 years old, 16 to 20 years old, 21 to 24 years old, or some other age?

13 to 15 ..... 1 (CATI CHECK #SC2A)
16 to 20 ..... 2 (CATI CHECK #SC2A)
21 to 24 ..... 3 (CATI CHECK #SC2A)
SOME OTHER AGE ..... 4 (CATI CHECK #SC2A)
REFUSED ..... -7 (TERMINATE. 8 CODE INIT REFUSAL)
DON'T KNOW ..... -8 (ASK FOR KNOWLEDGEABLE HOUSEHOLD MEMBER RESTART AT SC-5RI
IF NONE AVAILABLE, TERMINATE 5 CODE CALLBACK)

Screen Name: SC-10B Question Bank #: SC10B
Variables: Ranges:
ESEX 1,2,-7,-8
Sub-Population: Enumerated persons

Screen Name: SC-10C Question Bank #: SC10C
Variables: Ranges:
ENUMORE 1,2,-7,-8
Sub-Population: Enumerated persons, last on the list of names in SC-8

CATI CHECK #SC2A: IS CURRENT ENUMERATION FOR THE RESPONDENT?
YES 1 (SC-10B)
NO ..... 2 (CATI CHECK #SC3)

SC-10B. [IF NOT OBVIOUS, ASK] What is your sex?

MALE 1 (SC-10C)
FEMALE 2 (SC-10C)
REFUSED ..... -7 (TERMINATE. 8 CODE INIT REFUSAL)
DON'T KNOW ..... -8 (ASK FOR KNOWLEDGEABLE HOUSEHOLD MEMBER RESTART AT SC-5RI
IF NONE AVAILABLE, TERMINATE 5 CODE CALLBACK)

SC-10C. Are there any other youths between 13 and 24 years old in your household?

YES ..... 1(CATI CHECK #SC3)
NO ..... 2(CATI CHECK #SC3)
REFUSED ..... -7(CATI CHECK #SC3)
DON'T KNOW ..... -8(CATI CHECK #SC3)

Screen Name: SC-11 Question Bank #: SC11

Variables:	Ranges:
EMILACT	1,2,-7,-8

Sub-Population: Enumerated youth, age 17 through 24
[ECALCAGE GE 17 AND ECALCAGE LE 24] OR
[E12TO24 EQ 2,3]

CATI CHECK #SC3: IS PERSON BETWEEN 13 AND 24 YEARS?

YES ..... 1 (CATI CHECK #SC5)
NO ..... 2 (CATI CHECK #SC4)

#SC4: FLAG AS INELIGIBLE AND GO TO CATI CHECK #SC6.

#SC5: RECORD SEX

#SC6: IS D.O.B./AGE NEEDED FOR MORE MALES/FEMALES?

YES ..... 1 (SC-9 FOR NEXT MALE/FEMALE)
NO ..... 2 (CATI CHECK #SC7)

#SC7: ANY MALES/FEMALES 16-24 YEARS?
YES ..... 1 (CATI CHECK #SC7A FOR RESP, 1ST MALE/FEMALE AGED 16-24)
NO 2 (SC-21)

[ENUMERATION OF ELIGIBILITY INFORMATION FOR RESPONDENT, MALES, AND FEMALES]

CATI CHECK #SC7A: IS PERSON < 17 YEARS?

YES 1 (SC13)
NO 2 (SC-11)

SC-11. (Has PERSON/Have you) ever been in active military service, the National Guard or the Reserves?

YES 1 (SC-11A)
NO 2 (SC-12)
REFUSED ..... -7 (SC-12)
DON'T KNOW ..... -8 (SC-12)

Screen Name: SC-11A Question Bank #: SC11A
Variables: Ranges:
EMILSERV 1,2,-7,-8
Sub-Population: Youth who have served in the military
[EMILACT (SC-11) EQ 1]

Screen Name: SC-12 Question Bank #: SC12
Variables: Ranges:
EMILWAIT 1,2,-7,-8
Sub-Population: Youth who have not served in the military
[EMILACT (SC-11) EQ 2,-7,-8]

Screen Name: SC-13A Question Bank #: SC13A
Variables: Ranges:
EHSDIPL 1-5,-7,-8
Sub-Population: Youth of eligible age and military status
[ECALCAGE EQ 16] OR
[ECALCAGE GE 17 AND ECALCAGE LE 24 AND
EMILACT (SC-11) EQ 2 AND
EMILWAIT (SC-12) EQ 2]

Screen Name: SC-14 Question Bank #: SC14
Variables: Ranges:
EEDENCUR 1,2,-7,-8
Sub-Population: Youth of eligible age and military status

SC-11A. (Is PERSON/Are you) presently serving in the military?

YES	1	(CATI CHECK #SC8)
NO	2	(CATI CHECK #SC8)
REFUSED	-7	(CATI CHECK #SC8)
DON'T KNOW	-8	(CATI CHECK #SC8)

SC-12. (Has he/Has she/Have you) been accepted for service in a branch of the Armed Forces and (is/are) now waiting to go on active duty?

YES	1	(CATI CHECK #SC8)
NO	2	(SC-13A)
REFUSED	-7	(SC-13A)
DON'T KNOW	-8	(SC-13A)

SC-13A. Do you have a regular high school diploma, a GED, an ABE, or some other kind of certificate of high school completion?

REGULAR HIGH SCHOOL DIPLOMA	1	(SC-14)
GED (GENERAL EDUCATIONAL DEVELOPMENT)	2	(SC-14)
ABE (ADULT BASIC EDUCATION) CERTIFICATE (E.G. CORRESPONDENCE, NIGHT SCHOOL)	3	(SC-14)
SOME OTHER KIND OF CERTIFICATE	4	(SC-14)
NONE OF THE ABOVE	5	(SC-14)
REFUSED	-7	(SC-14)
DON'T KNOW	-8	(SC-14)

SC-14. (Is PERSON/are you) currently enrolled in school?

YES	1	(SC-15)
NO	2	(SC-13)
REFUSED	-7	(SC-13)
DON'T KNOW	-8	(SC-13)

Screen Name: SC-15 Question Bank #: SC15
Variables: Ranges:
EEDENTYP 01-10,-7,-8
Sub-Population: Youth of eligible age and military status who are currently enrolled in school [EEDENCUR (SC-14) EQ 1]

Screen Name: SC-16 Question Bank #: SC16
Variables: Ranges:
EEDENYRH 9-12,-7,-8
Sub-Population: Youth of eligible age and military status who are currently enrolled in a regular day high school [EEDENTYP (SC-15) EQ 1]

Screen Name: SC-17 Question Bank #: SC17
Variables: Ranges:
EEDENYRC 1-5,-7,-8
Sub-Population: Youth of eligible age and military status who are currently enrolled in college [EEDENTYP (SC-15) EQ 9]

SC-15. In what type of school or training program (Is he/Is she/Are you) currently enrolled?

TAKING DAY COURSES IN REGULAR, DAY HIGH SCHOOL	01 (SC-16)
GED OR HIGH SCHOOL EQUIVALENCY PROGRAM	02 (SC-13)
ADULT BASIC EDUCATION (ABE) (HS COURSES IN NIGHT SCHOOL OR BY CORRESPONDENCE)	03 (SC-13)
SKILL DEVELOPMENT PROGRAM (EG PUBLIC EMPLOYMENT, JOBS, OIC WIN, CETA)	04 (SC-13)
ON-THE-JOB TRAINING PROGRAM	05 (SC-13)
APPRENTICESHIP PROGRAM	06 (SC-13)
VOCATIONAL, BUSINESS OR TRADE SCHOOL	07 (SC-13)
A 2 YEAR JUNIOR OR COMMUNITY COLLEGE	08 (SC-13)
A 4 (5) YEAR COLLEGE OR UNIVERSITY	09 (SC-17)
SOME OTHER SCHOOL	10 (SC-13)
REFUSED	-7 (SC-13)
DON'T KNOW	-8 (SC-13)

SC-16. (Is he/Is she/Are you) currently enrolled in 9th, 10th, 11th or 12th grade?

9TH	9 (SC-13B)
10TH	10 (SC-13B)
11TH	11 (SC-13B)
12TH	12 (SC-13B)
REFUSED	-7 (SC-13)
DON'T KNOW	-8 (SC-13)

SC-17. (Is he/Is she/Are you) currently enrolled in (his/her/your) first, second, third, fourth or fifth year of college?

FIRST YEAR (FRESHMAN)	1 (SC-13B)
SECOND YEAR (SOPHOMORE)	2 (SC-13B)
THIRD YEAR (JUNIOR)	3 (SC-13B)
FOURTH YEAR (SENIOR)	4 (SC-13B)
FIFTH YEAR (OF A 5 YEAR COLLEGE)	5 (SC-13B)
REFUSED	-7 (SC-13)
DON'T KNOW	-8 (SC-13)

Screen Name: SC-13B Question Bank #: SC13B
Variables: Ranges:
EEDCOVER 1,2,-7,-8
Sub-Population: Youth of eligible age and military status who are currently enrolled in a regular high school or college
[EEDENYRH (SC-16) EQ 9,10,11,12] OR
[EEDENYRC (SC-17) EQ 1,2,3,4,5]

Screen Name: SC-13 Question Bank #: SC13
Variables: Ranges:
EEDCOMP 07-25,-7,-8
Sub-Population: Youth of eligible age and military status

SC-13B. So, the highest level (college/high school) that (you have/he has/she has) completed and received credit for is (the) (college year/high school grade)?

YES	1	(SC-18)
NO	2	(SC-13)
REFUSED	-7	(SC-13)
DON'T KNOW	-8	(SC-13)

SC-13. What is the highest grade or level of schooling that (he has/she has/you have) completed and received credit for?

LESS THAN 8TH GRADE	07	(SC-18)
8TH GRADE	08	(SC-18)
9TH GRADE	09	(SC-18)
10TH GRADE	10	(SC-18)
11TH GRADE	11	(SC-18)
12TH GRADE	12	(SC-18)
1ST YEAR OF 4 YEAR COLLEGE (FR)	13	(SC-18)
2ND YEAR OF 4 YEAR COLLEGE (SO)	14	(SC-18)
3RD YEAR OF 4 YEAR COLLEGE (JR)	15	(SC-18)
4TH YEAR OF 4 YEAR COLLEGE (SR)	16	(CATI CHECK #SC8)
5TH YEAR COLLEGE, 1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17	(CATI CHECK #SC8)
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18	(CATI CHECK #SC8)
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19	(CATI CHECK #SC8)
MORE THAN 3 YEARS GRADUATE OR PROFESSIONAL SCHOOL	20	(CATI CHECK #SC8)
1ST YEAR OF JR OR COMMUNITY COLLEGE	21	(SC-18)
2ND YEAR OF JR OR COMMUNITY COLLEGE.	22	(SC-18)
1ST YEAR OF VOCATIONAL BUSINESS OR TRADE SCHOOL	23	(SC-18)
2ND YEAR OF VOCATIONAL BUSINESS OR TRADE SCHOOL	24	(SC-18)
MORE THAN 2 YEARS OF VOCATIONAL BUSINESS OR TRADE SCHOOL	25	(SC-18)
REFUSED	-7	(SC-18)
DON'T KNOW	-8	(SC-18)

Screen Name: SC-18 Question Bank #: SC18
Variables: Ranges:
ELIVADDR 1,2,-7,-8
Sub-Population: Youth of eligible age, military status, and educational level
[EEDCOMP (SC-13) EQ 7,8,...15] OR
[EEDCOMP (SC-13) EQ 16 AND
EEDENYRC (SC-17) EQ 5] OR
[EEDCOMP (SC-13) EQ 21,22,23,24,25]

Screen Name: SC-18A Question Bank #: SC18A
Variables: Ranges:
ELIVDORM 1,2,-7,-8
Sub-Population: Youth of eligible age, military status, and educational level who are not living at the location of the phone and who are currently enrolled in school
[ELIVADDR (SC-18) EQ 2 AND
EEDENCUR (SC-14) EQ 1,-7,-8]

Screen Name: SC-19 Question Bank #: SC19
Variables: Ranges:
ERACE 1-4,-7,-8
Sub-Population: Youth of eligible age, military status, educational level, and address
[ELIVADDR (SC-18) EQ 1] OR
[ELIVDORM (SC-18A) EQ 1]

Screen Name: SC-20 Question Bank #: SC20
Variables: Ranges:
EHISP 1,2,-7,-8
Sub-Population: Youth of eligible age, military status, educational level, and address

SC-18. (Is he/Is she/Are you) living at this address?

YES	1	(SC-19)
NO	2	(CATI CHECK #SC-7B)
REFUSED	-7	(CATI CHECK #SC-7B)
DON'T KNOW	-8	(CATI CHECK #SC-7B)

CATI CHECK #SC7B: IS RESPONDENT CURRENTLY ENROLLED IN IN SCHOOL?
(SC-14=1,-7,-8)
YES 1 (SC-18A)
NO 2 (SC-19)

SC-18A (Is he/Is she/Are you) living in undergraduate student housing?

[PROBE: That is, undergraduate housing that is owned, leased or sponsored by the school (he is/she is/you are) attending?

YES	1	(SC-19)
NO	2	(CATI CHECK #SC8)
REFUSED	-7	(SC-19)
DON'T KNOW	-8	(SC-19)

CATI CHECK #SC8: FLAG AS INELIGIBLE FOR MAIN INTERVIEW AND GO TO CATI CHECK #SC9

SC-19. Please tell me whether (PERSON is/you are):

White	1
Black	2
Asian or Pacific Islander, or	3
American Indian or Alaskan Native	4
REFUSED	-7
DON'T KNOW	-8

SC-20. (Is he/Is she/Are you) Hispanic?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

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Module: Household Screener

Screen Name: SC-21 Question Bank #: SC21
Variables: Ranges:
ELNAM
Sub-Population: Youth eligible for the main interview and youth ages 13, 14, 15

Screen Name: SC-4B Question Bank #: SC4B
Variables: Ranges:
PHONCNTY
Sub-Population: Correct phone numbers with household member on the line

---

Screen Name: SC-4C Question Bank #: SC4B
Variables: Ranges:
PHONZIP
Sub-Population: Correct phone numbers with household member on the line

---

SC-21. What is (your/PERSON'S) last name?

REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #SC9: MORE 16-24 YEAR OLD MALES/FEMALES TO ENUMERATE?

YES 1 (SC-8)
NO 2 (SC-4B)

SC-4B. What county do you live in?

		(SC-4C)
REFUSED.....	-7	(TERMINATE. 2 CODE INIT REFUSAL)
DON'T KNOW	-8	(ASK FOR KNOWLEDGEABLE HOUSEHOLD MEMBER, RESTART AT SC-2. IF NONE AVAILABLE, TERMINATE, 5 CODE CALLBACK)

SC-4C. What is your zip code?

		(SC-35)
REFUSED.....	-7	(TERMINATE. 2 CODE INIT REFUSAL)
DON'T KNOW	-8	(ASK FOR KNOWLEDGEABLE HOUSEHOLD MEMBER, RESTART AT SC-2. IF NONE AVAILABLE, TERMINATE, 5 CODE CALLBACK)

CATI CHECK #SC25A1: IS COUNTY OR ZIP MISSING?
SC-4B OR SC-4C = -7 OR -8
YES 1 (SC-4E)
NO 2 (SC-35)

Screen Name: SC-4E Question Bank #: SC4E
Variables: Ranges:
PHONCITY
Sub-Population: Correct phone numbers with household member on the line and county or zip is missing
[PHONCNTY (SC-4B) EQ -7,-8] OR
[PHONZIP (SC-4C) EQ -7,-8]

Screen Name: SC-35 Question Bank #: SC35
Variables: Ranges:
PHONEOTH 1,2,7,8
Sub-Population: Households with at least one youth eligible for the main interview or a youth age 13-15

Screen Name: SC-36 Question Bank #: SC36
Variables: Ranges:
XPHONUSE 1,2,3,-7,-8
Sub-Population: Households with at least one youth eligible for the main interview or a youth age 13-15 and additional telephone numbers in the home
[PHONEOTH (SC-35) EQ 1]

Screen Name: SC-36A Question Bank #: SC36A
Variables: Ranges:
XPHONLOC 1,2,3,-7,-8
Sub-Population: Households with youth eligible for further interviews and additional telephone numbers for business and home use
[XPHONUSE (SC-36) EQ 2]

SC-4E. What city do you live in?

		(SC-35)
REFUSED	-7	(SC-35)
DON'T KNOW	-8	(SC-35)

SC-35. Are there any telephone numbers in addition to (SAMPLE TELEPHONE NUMBER) in your home?

YES	1	(SC-36)
NO	2	(CATI CHECK #SC25A)
REFUSED	7	(CATI CHECK #SC25A)
DON'T KNOW	8	(CATI CHECK #SC25A)

SC-36 Is this number for

home use,	1	(CATI CHECK #SC25A)
business and home use, or.	2	(SC-36A)
business use only?	3	(CATI CHECK #SC25A)
REFUSED	-7	(CATI CHECK #SC25A)
DON'T KNOW	-8	(CATI CHECK #SC25A)

SC-36A. Is this phone located in a home or in a business?

HOME	1	(CATI CHECK #SC25A)
BOTH	2	(CATI CHECK #SC25A)
BUSINESS	3	(CATI CHECK #SC25A)
REFUSED	-7	(CATI CHECK #SC25A)
DON'T KNOW	-8	(CATI CHECK #SC25A)

CATI CHECK #SC25A: ARE THERE ANY 13 TO 15 YEAR OLD HOUSEHOLD MEMBERS?

YES	1	(INTRO13)
NO	2	(CATI CHECK #SC26)

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CATI CHECK #SC26: ARE THERE ANY ELIGIBLE PERSONS?

YES ..... 1 (HHCHOOSE)
NO 2 (TERM8)

TERMINATION SCREENS

TERM1 Thank you very much, but I seem to have dialed a wrong number. It is possible that your number will be dialed again at a later time.

REDIAL ..... 1 (RESTART AT INTRO)
NON-WORKING NUMBER [IF NUMBER HAS BEEN DIALED TWICE] 2

TERM2 Thank you very much, that's all the question that I have at this time.

TERM3 Thank you very much, that's all the questions I have at this time.

CODE NON-RESIDENTIAL

TERM5 ENTER THE RESULT CODE USING THE DEFINITIONS BELOW:

CALLBACK - NO APPOINTMENT 4
CALLBACK - APPOINTMENT ..... 5 (APPT)

TERM6 At this time, we are only interested in interviewing in households with 13 to 24 year olds so I have no further questions for you at this time. The information you have given us is confidential and is protected under the Privacy Act of 1974. This survey is for research purposes only, and is authorized by law in Title 10 USC Sections 503 and 2359. Thank you very much for your time. Good bye.

CODE NO ELIGIBLE HOUSEHOLD MEMBERS

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TERM7 The information you have given us is confidential. This survey is for research on how young people make career decisions and is authorized by law in Title 10 USC Sections 503 and 2358. Thank you for your time. Good bye.

TERM8 I have no further questions for you at this time. The information you have given us is confidential and is protected by an Act of Congress called the Privacy Act of 1974. This survey is for research purposes only and is authorized by law in Title 10 USC Sections 503 and 2358. Thank you very much for your cooperation. Good bye.

TERM9 Let me remind you that the information you have given us is confidential and is protected by an Act of Congress called the Privacy Act of 1974. This survey is for research purposes only and is authorized by law in Title 10 Sections 503 and 2358 and Executive order 9397.

I have no further questions to ask you at this time, but would you please stay on the line for one moment so that I can check to see if I need to speak with anyone else in your household.

Thank you very much for your cooperation. Good bye.

RESTART SCREENS

SC-2RI. Hello, this is (YOUR NAME). I am calling from Westat, a research firm near Washington, D.C. We are conducting an important national survey for the Federal Government.

SC-KNOW. Hello, this is (YOUR NAME). I am calling from Westat, a research firm near Washington, D.C. We are conducting an important national survey for the Federal Government. The survey is concerned with the career plans of young adults. Your answers are voluntary and will be completely confidential. Your identity will never be known by anyone except the research project staff.

I would like to begin by asking some questions about household members.

Screen Name: SC-38 Question Bank #: SC38

Variables: Ranges:

CONTFNAME
CONTLNAME
CONTADDR
CONTCITY
CONTST
CONTZIP
CONTAREA
CONTEXCH
CONTLOCL

Sub-Population: Phone numbers with at least one household member age 13-15 [BABYFLG EQ 1]

13-15 YEAR OLD TRACKING INFORMATION

CATI CHECK #SC28: WERE ANY 13 TO 15 YR OLDS ENUMERATED?
[ECALCAGE GT 12 AND ECALCAGE LT 16]
OR [E13-24 EQ 1]
YES 1 (INTRO13)
NO ..... 2 (CATI CHECK #SC26

INTRO13
It is possible that we will call again sometime in the future to obtain some updated information from you.

SC-38. Please give me the name, address and telephone number of a friend or family member not at this address who would know how to get in touch with you in case we need to contact you again and have a hard time getting hold of you.

NAME:

STREET:

CITY:

STATE:

ZIP:

PHONE:

[GO TO CATI CHECK #SC26]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Education-Employment

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Education-Employment

Screen Name: EE-2 Question Bank #: EE2
Variables: Ranges:
YHSDIPL 1-5,-7,-8
Sub-Population: All youth

Screen Name: EE-4 Question Bank #: EE4
Variables: Ranges:
YEDCUR 1,2,-7,-8
Sub-Population: All youth

Screen Name: EE-5 Question Bank #: EE5
Variables: Ranges:
YEDLASTM
YEDLASTY
Sub-Population: Youth not currently enrolled in school
[YEDCUR (EE-4) EQ 2,-7,-8]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Education-Employment

INTRODUCTION: I have some questions about your educational and employment experiences.

EE-2. Do you have a regular high school diploma, a GED, an ABE, or some other kind of certificate of high school completion?

REGULAR HIGH SCHOOL DIPLOMA	1
GED (GENERAL EDUCATIONAL DEVELOPMENT)	2
ABE (ADULT BASIC EDUCATION) CERTIFICATE (E.G., CORRESPONDENCE, NIGHT SCHOOL)	3
SOME OTHER KIND OF CERTIFICATE	4
NONE OF THE ABOVE	5
REFUSED	-7
DON'T KNOW	-8

EE-4. Are you currently enrolled in school, college, a vocational or technical program, apprenticeship or a job training program?

YES	1	(EE-6)
NO	2	(EE-5)
REFUSED	-7	(EE-5)
DON'T KNOW	-8	(EE-5)

EE-5. In what month and year did you last attend any type of school or training program?

(2-DIGITS)/(2-DIGITS)
MONTH YEAR

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Education-Employment

Screen Name: EE-6 Question Bank #: EE6
Variables: Ranges:
YEDKIND 1-10,-7,-8
Sub-Population: Screener respondents currently enrolled in school and youth, who were not screener respondents, who are either in school or out of school
[YUTHNUM EQ 01 AND EEDENCUR (SC-14) EQ 1] OR
[YUTHNUM NE 01 AND YEDCUR (EE-4) EQ 1,2,-7,-8]

Screen Name: EE-6A Question Bank #: EE6A
Variables: Ranges:
YEDENYRH 9-12,-7,-8
Sub-Population: Youth currently enrolled in high school
[YEDKIND (EE-6) EQ 1]

EE-6. What kind of school or training program (are you/were you last) enrolled in:

TAKING H.S. COURSES IN REGULAR DAY HIGH SCHOOL	1
GED OR HIGH SCHOOL EQUIVALENCY PROGRAM	2
ADULT BASIC EDUCATION (ABE) (H.S. COURSES IN NIGHT SCHOOL OR BY CORRESPONDENCE)	3
SKILL DEVELOPMENT PROGRAM (E.G., PUBLIC EMPLOYMENT, JOBS, OIC, WIN, CETA)	4
ON THE JOB TRAINING PROGRAM	5
APPRENTICESHIP PROGRAM	6
VOCATIONAL, BUSINESS OR TRADE SCHOOL	7
2 YEAR JR OR COMMUNITY COLLEGE	8
4 YEAR COLLEGE OR UNIVERSITY	9
SOME OTHER SCHOOL	10
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #EE1: IS RESPONDENT CURRENTLY ENROLLED? (EE-4=1)
YES ..... 1 (CATI CHECK #EE-1A)
NO 2 (EE-1)

CATI CHECK #EE1A IS RESPONDENT IN HS OR 4 YR COLLEGE? (EE-6=1) OR (EE-6=9)
HS 1 (EE-6A)
COLLEGE 2 (EE-6B)
OTHER 3 (EE-1)

EE-6A. (Is he/Is she/Are you) currently enrolled in 9th, 10th, 11th or 12th grade?

9TH	9	(EE-1VER)
10TH	10	(EE-1VER)
11TH	11	(EE-1VER)
12TH	12	(EE-1VER)
REFUSED	-7	(EE-1)
DON'T KNOW	-8	(EE-1)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Education-Employment

Screen Name: EE-6B Question Bank #: EE6B
Variables: Ranges:
YEDENYRC 1-5,-7,-8
Sub-Population: Youth currently enrolled in a 4 year college
[YEDKIND (EE-6) EQ 9]

Screen Name: EE-1VER Question Bank #: EE1VER
Variables: Ranges:
YEDCOVER 1,2,-7,-8
Sub-Population: Youth currently enrolled in high school or in a 4 year college
[YEDENYRH (EE-6A) EQ 9,10,11,12] OR
[YEDENYRC (EE-6B) EQ 1,2,3,4,5]

EE-6B. (Is he/Is she/Are you) currently enrolled in (his/her/your) first, second, third, fourth or fifth year of college?

FIRST YEAR (FRESHMAN)	1	(EE-1VER)
SECOND YEAR (SOPHOMORE)	2	(EE-1VER)
THIRD YEAR (JUNIOR)	3	(EE-1VER)
FOURTH YEAR (SENIOR)	4	(EE-1VER)
FIFTH YEAR (OF A 5 YEAR COLLEGE)	5	(EE-1VER)
REFUSED	-7	(EE-1)
DON'T KNOW	-8	(EE-1)

EE-1VER. So, the highest level (college/high school) that (you have/he has/she has) completed and received credit for is (the) (college year/high school grade)?

YES	1	(EE-3)
NO	2	(EE-1)
REFUSED	-7	(EE-1)
DON'T KNOW	-8	(EE-1)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Education-Employment

Screen Name: EE-1 Question Bank #: EE1

Variables:	Ranges:
YEDLEV	07-25,-7,-8

Sub-Population: All youth

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Education-Employment

EE-1. What is the highest grade or year of school or college that you have completed and received credit for?

LESS THAN 8TH GRADE	07	(EE-3)
8TH GRADE	08	(EE-3)
9TH GRADE	09	(EE-3)
10TH GRADE	10	(EE-3)
11TH GRADE	11	(EE-3)
12TH GRADE	12	(EE-3)
1ST YEAR OF 4 YEAR COLLEGE (FR)	13	(EE-3)
2ND YEAR OF 4 YEAR COLLEGE (SO)	14	(EE-3)
3RD YEAR OF 4 YEAR COLLEGE (JR)	15	(EE-3)
4TH YEAR OF 4 YEAR COLLEGE (SR)	16	(EE-3)
5TH YEAR COLLEGE, 1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17	(EE-3)
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18	(EE-3)
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19	(EE-3)
MORE THAN 3 YEARS GRADUATE OR PROFESSIONAL SCHOOL	20	(EE-3)
1ST YEAR OF JR OR COMMUNITY COLLEGE	21	(EE-3)
2ND YEAR OF JR OR COMMUNITY COLLEGE.	22	(EE-3)
1ST YEAR OF VOCATIONAL BUSINESS OR TRADE SCHOOL	23	(EE-3)
2ND YEAR OF VOCATIONAL BUSINESS OR TRADE SCHOOL	24	(EE-3)
MORE THAN 2 YEARS OF VOCATIONAL BUSINESS OR TRADE SCHOOL	25	(EE-3)
REFUSED	-7	(EE-3)
DON'T KNOW	-8	(EE-3)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Education-Employment

Screen Name: EE-3 Question Bank #: EE3

Variables:	Ranges:
YEDPLAN	07-25,-7,-8

Sub-Population: All youth

EE-3. What is the highest grade or year of school or college you plan to eventually complete?

LESS THAN 8TH GRADE	07	(EE-7)
8TH GRADE	08	(EE-7)
9TH GRADE	09	(EE-7)
10TH GRADE	10	(EE-7)
11TH GRADE	11	(EE-7)
12TH GRADE	12	(EE-7)
1ST YEAR OF 4 YEAR COLLEGE (FR)	13	(EE-7)
2ND YEAR OF 4 YEAR COLLEGE (SO)	14	(EE-7)
3RD YEAR OF 4 YEAR COLLEGE (JR)	15	(EE-7)
4TH YEAR OF 4 YEAR COLLEGE (SR)	16	(EE-7)
5TH YEAR COLLEGE, 1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17	(EE-7)
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18	(EE-7)
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19	(EE-7)
MORE THAN 3 YEARS GRADUATE OR PROFESSIONAL SCHOOL	20	(EE-7)
1ST YEAR OF JR OR COMMUNITY COLLEGE	21	(EE-7)
2ND YEAR OF JR OR COMMUNITY COLLEGE.	22	(EE-7)
1ST YEAR OF VOCATIONAL BUSINESS OR TRADE SCHOOL	23	(EE-7)
2ND YEAR OF VOCATIONAL BUSINESS OR TRADE SCHOOL	24	(EE-7)
MORE THAN 2 YEARS OF VOCATIONAL BUSINESS OR TRADE SCHOOL	25	(EE-7)
REFUSED	-7	(EE-7)
DON'T KNOW	-8	(EE-7)

CATI CHECK #EE2A: IS EE1 > 8?

YES 1 (EE-7)
NO 2 (EE-16)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Education-Employment

Screen Name: EE-7 Question Bank #: EE7

Variables:	Ranges:
YNUMLET	1,2,3,-7,-8
Sub-Population:	Youth who have completed more than 8 years of school [YEDLEV (EE-1) GT 8] OR [YEDLEV EQ -7,-8]
YEDGRADE	1-7,-7,-8
Sub-Population:	Youth who have completed more than 8 years of school, whose school used letter or number grades [YNUMLET (EE-7) EQ 1,2]

Screen Name: EE-9_12 Question Bank #: EE912

Variables:	Ranges:
YEDELALG	1,2,3,-7,-8
Sub-Population:	Youth who have completed more than 8 years of school [YEDLEV (EE-1) GT 8] OR [YEDLEV EQ -7,-8]

Screen Name: EE-9_12 Question Bank #: EE912

Variables:	Ranges:
YEDGEOM	1,2,3,-7,-8
Sub-Population:	Youth who have completed more then 8 years of school [YEDLEV (EE-1) GT 8] OR [YEDLEV EQ -7,-8]

EE-7. (Did/Does) your school use letter or number grades?

LETTER	1	
NUMBER	2	
NEITHER	3	(EE-9_12)
REFUSED	-7	(EE-9_12)
DON'T KNOW	-8	(EE-9_12)

[IF LETTER ASK LETTER, IF NUMBER ASK NUMBER]

What grades (do/did) you usually get in school? (Are/Were) they:
[PROBE: This includes grades 9 through 12]

mostly A's	(AVERAGE OF 90-100)	1
Mostly A's & B's	(AVERAGE OF 85-89)	2
Mostly B's	(AVERAGE OF 80-84)	3
Mostly B's & C's	(AVERAGE OF 75-79)	4
Mostly C's	(AVERAGE OF 70-74)	5
Mostly C's & D's	(AVERAGE OF 65-69)	6
Mostly D's & F's	(AVERAGE OF 64 AND BELOW)	7
REFUSED		-7
DON'T KNOW		-8

EE-9_12. Now I have a list of high school mathematics and technical courses. As I read each one, please tell me whether you have taken or plan to take that course in regular high school. Elementary algebra?

TAKEN	1
PLAN TO TAKE	2
NOT TAKEN AND NOT PLANNING TO	3
REFUSED	-7
DON'T KNOW	-8

EE-9_12. Plane geometry?

TAKEN	1
PLAN TO TAKE	2
NOT TAKEN AND NOT PLANNING TO	3
REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Education-Employment

Screen Name: EE-9_12 Question Bank #: EE912
Variables: Ranges:
YEDINALG 1,2,3,-7,-8
Sub-Population: Youth who have completed more than 8 years of school [YEDLEV (EE-1) GT 8] OR [YEDLEV EQ -7,-8]

Screen Name: EE-9_12 Question Bank #: EE912
Variables: Ranges:
YEDTRIG 1,2,3,-7,-8
Sub-Population: Youth who have completed more than 8 years of school [YEDLEV (EE-1) GT 8] OR [YEDLEV EQ -7,-8]

Screen Name: EE-16 Question Bank #: EE16
Variables: Ranges:
YEMPCUR 1,2,-7,-8
Sub-Population: All youth

Screen Name: EE-17 Question Bank #: EE17
Variables: Ranges:
YEMPLOOK 1,2,-7,-8
Sub-Population: Youth not currently employed [YEMPCUR (EE-16) EQ 2,-7,-8]

Screen Name: EE-19 Question Bank #: EE19
Variables: Ranges:
YEMPHOUR 0,1-85,-7,-8
Sub-Population: All youth

EE-9_12. Intermediate algebra?

TAKEN	1
PLAN TO TAKE	2
NOT TAKEN AND NOT PLANNING TO	3
REFUSED	-7
DON'T KNOW	-8

EE-9_12. Trigonometry?

TAKEN	1
PLAN TO TAKE	2
NOT TAKEN AND NOT PLANNING TO	3
REFUSED	-7
DON'T KNOW	-8

EE-16. Are you currently employed either full-time or part-time?

YES	1	(EE-19)
NO	2	(EE-17)
REFUSED	-7	(EE-17)
DON'T KNOW	-8	(EE-17)

EE-17. Are you looking for work now?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

EE-19. How many hours per week (do/did) you usually work at your (main/last) job?

		(CATI CHECK #EE3)
NEVER HAD A JOB	0	(EE-24)
REFUSED	-7	(CATI CHECK #EE3)
DON'T KNOW	-8	(CATI CHECK #EE3)

ACOMS Youth Annotated Questionnaire
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Module: Education-Employment

Screen Name: EE-20 Question Bank #: EE20
Variables: Ranges:
YEMPEVER 1,2,-7,-8
Sub-Population: Youth who do/did not work full time [YEMPHOUR GE1 AND YEMPHOUR LT35] OR [YEMPHOUR EQ -7,-8]

Screen Name: EE-24 Question Bank #: EE24
Variables: Ranges:
YEMPEASY 1-4,-7,-8
Sub-Population: All youth

CATI CHECK #EE3: DID/DOES YOUTH WORK FULL TIME?
[EE-19 > 34]

YES 1 (EE-24)
NO 2 (EE-20)

EE-20. Have you ever held a full-time job? [MORE THAN 34 HOURS PER WEEK]

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

EE-24. How easy or difficult is it for someone your age to get a full-time job in your community? Is it....

almost impossible	1
very difficult	2
somewhat difficult, or	3
not difficult at all?	4
REFUSED	-7
DON'T KNOW	-8

[GO TO INTENTIONS & PROPENSITY MODULE]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Intentions-Propensity

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

Screen Name: IP-1 Question Bank #: IP1

Variables:	Ranges:
YIPDOSCH	1,2,-7,-8
YIPDOEMP	1,2,-7,-8
YIPDOIDL	1,2,-7,-8
YIPDOMIL	1,2,-7,-8
YIPDOOTH	1,2,-7,-8

Sub-Population: All youth

Screen Name: IP-3 Question Bank #: IP3

Variables:	Ranges:
YPBRAN1	1-5,-7,-8

Sub-Population: Youth who might be joining the military
[YIPDOMIL (IP-1) EQ 1]

Screen Name: IP-4 Question Bank #: IP4

Variables:	Ranges:
YPCOMP1	1,2,3,-7,-8

Sub-Population: Youth who might be joining the military
[YPBRAN1 (IP-3) EQ 1,2,3,4,5]

Screen Name: IP-5 Question Bank #: IP5

Variables:	Ranges:
YPBRAN2	1-6,-7,-8

Sub-Population: Youth who might be joining the military
[YPBRAN1 (IP-3) EQ 1,2,3,4,5]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

IP-1. Now let's talk about your plans for the next few years. What do you think you might be doing? (PROBE: Anything else?) [RECORD ALL THAT APPLY]

GOING TO SCHOOL	1	(IP-7)
WORKING	2	(IP-7)
DOING NOTHING	3	(IP-7)
JOINING THE MILITARY/SERVICE	4	(IP-3)
OTHER	5	(IP-7)
REFUSED	-7	(IP-7)
DON'T KNOW	-8	(IP-7)

IP-3. You said you might be joining the military. Which branch of the service would that be?

AIR FORCE	1	(IP-4)
ARMY	2	(IP-4)
COAST GUARD	3	(IP-4)
MARINE CORPS	4	(IP-4)
NAVY	5	(IP-4)
REFUSED	-7	(IP-7)
DON'T KNOW	-8	(IP-7)

IP-4. Which type of service would that be? Would it be:

Active Duty	1
The Reserve, or	2
The National Guard	3
REFUSED	-7
DON'T KNOW	-8

IP-5. If you found for some reason you couldn't join the (SERVICE FROM IP-3) which branch of the service would be your next choice?

AIR FORCE	1	(IP-6)
ARMY	2	(IP-6)
COAST GUARD	3	(IP-6)
MARINE CORPS	4	(IP-6)
NAVY	5	(IP-6)
NONE	6	(IP-7)
REFUSED	-7	(IP-7)
DON'T KNOW	-8	(IP-7)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

Screen Name: IP-6 Question Bank #: IP6
Variables: Ranges:
YBCOMP2 1,2,3,-7,-8
Sub-Population: Youth who might be joining the military
[YPBRAN2 (IP-5) EQ 1,2,3,4,5]

Screen Name: IP-7 Question Bank #: IP7
Variables: Ranges:
YPROBMIL 1-4,-7,-8
Sub-Population: All youth

Screen Name: IP-14 Question Bank #: IP14
Variables: Ranges:
YPROBCOL 1-4,-7,-8
Sub-Population: All youth

Screen Name: IP-15 Question Bank #: IP15
Variables: Ranges:
YPCOL24 1,2,-7,-8
Sub-Population: Youth who are likely to go to college
[YPROBCOL (IP-14) EQ 1,2]

IP-6. Which type of service would that be? Would it be:

Active Duty	1
The Reserve, or	2
The National Guard	3
REFUSED	-7
DON'T KNOW	-8

IP-7. How likely is it that you will be serving in the military? Would you say...

definitely	1
probably	2
probably not, or	3
definitely not?	4
REFUSED	-7
DON'T KNOW	-8

IP-14. How likely is it that you will be going to college? Would you say...

definitely	1 (IP-15)
probably	2 (IP-15)
probably not, or	3 (IP-16)
definitely not?	4 (IP-16)
REFUSED	-7 (IP-16)
DON'T KNOW	-8 (IP-16)

IP-15. Do you think that you will go to a 2-year or a 4-year college?

2 YEAR COLLEGE	1
4 YEAR COLLEGE	2
REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

Screen Name: IP-11 Question Bank #: IP11
Variables: Ranges:
YPROBARO 1-4,-7,-8
Sub-Population: Youth who are likely to go to college [YPROBCOL (IP-14) EQ 1,2]

Screen Name: IP-16 Question Bank #: IP16
Variables: Ranges:
YPROBVOC 1-4,-7,-8
Sub-Population: All youth

Screen Name: IP-12 Question Bank #: IP12
Variables: Ranges:
YPROBEMP 1-4,-7,-8
Sub-Population: All youth

Screen Name: IP-13 Question Bank #: IP13
Variables: Ranges:
YPFULPAR 1,2,-7,-8
Sub-Population: Youth who are likely to be working in a civilian job [YPROBEMP (IP-12) EQ 1,2]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

IP-11. How likely is it that you will participate in at least one college course offered by the Army Reserve Officer's Training Corps, or Army R.O.T.C? Would you say...

definitely	1
probably	2
probably not, or	3
definitely not?	4
REFUSED	-7
DON'T KNOW	-8

IP-16. How likely is it that you will be going to vocational or technical school? Would you say...

definitely	1
probably	2
probably not, or	3
definitely not?	4
REFUSED	-7
DON'T KNOW	-8

IP-12. How likely is it that you will be working in a civilian job? Would you say...

definitely	1	(IP-13)
probably	2	(IP-13)
probably not, or	3	(CATI CHECK #IP1)
definitely not?	4	(CATI CHECK #IP1)
REFUSED	-7	(CATI CHECK #IP1)
DON'T KNOW	-8	(CATI CHECK #IP1)

IP-13. Will this be full-time or part-time?

FULL-TIME	1
PART-TIME	2
REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

Screen Name: IP-2 Question Bank #: IP2
Variables: Ranges:
YPSAMOCC 1,2,-7,-8
Sub-Population: Youth currently employed and planning to be working in the next few years [YIPDOEMP (IP-1) EQ 1 AND YEMPCUR (EE-16) EQ 1,-7,-8]

Screen Name: IP-8 Question Bank #: IP8
Variables: Ranges:
YPROBAR 1-4,-7,-8
Sub-Population: All Youth

Screen Name: IP-9 Question Bank #: IP9
Variables: Ranges:
YPROBANG 1-4,-7,-8
Sub-Population: All youth

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

CATI CHECK #IP1: IS YOUTH PLANNING TO BE WORKING DURING THE NEXT FEW YEARS?
[IP-1 = 2]

YES ..... 1 (CATI CHECK #IP2)
NO 2 (IP-8)

#IP2: IS YOUTH CURRENTLY WORKING?
[EE-16 = 1 OR -7 OR -8]

YES 1 (IP-2)
NO 2 (IP-8)
REFUSED ..... -7 (IP-2)
DON'T KNOW .. -8 (IP-2)

IP-2. Do you think that you will be working in the same job or occupation you now have, or a different job or occupation?

SAME JOB OR OCCUPATION 1
DIFFERENT JOB OR OCCUPATION 2
REFUSED ..... -7
DON'T KNOW ..... -8

IP-8. How likely is it that you will be serving on active duty in the Army? Would you say...

definitely 1
probably 2
probably not, or 3
definitely not? 4
REFUSED ..... -7
DON'T KNOW ..... -8

IP-9. How likely is it that you will be serving in the Army National Guard? Would you say...

definitely 1
probably 2
probably not, or 3
definitely not? 4
REFUSED ..... -7
DON'T KNOW ..... -8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

Screen Name: IP-10 Question Bank #: IP10
Variables: Ranges:
YPROBARV 1-4,-7,-8
Sub-Population: All youth

Screen Name: IP-11A Question Bank #: IP11A
Variables: Ranges:
YPROBCOM 1-4,-7,-8
Sub-Population: Youth who are planning to go to college [YPROBCOL EQ 1,2]

IP-10. How likely is it that you will be serving in the Army Reserve? Would you say...

definitely	1
probably	2
probably not, or	3
definitely not?	4
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #IP3: IS YOUTH PLANNING TO GO TO COLLEGE DURING THE NEXT FEW YEARS?
[IP-14 = 1 OR 2]

YES 1 (IP-11A)
NO 2 (IP-17)

IP-11A. How likely is it that you will receive an officer's commission through participation in the Army Reserve Officer's training Corps, or Army ROTC?

definitely	1
probably	2
probably not, or	3
definitely not?	4
REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

Screen Name: IP-17 Question Bank #: IP17

Variables:	Ranges:
YPSCHFUL	1,2,-7,-8
YPSCHPRT	1,2,-7,-8
YPWRKFUL	1,2,-7,-8
YPWRKPRT	1,2,-7,-8
YPSRVMIL	1,2,-7,-8
YPHOMEMK	1,2,-7,-8
YPOTH	1,2,-7,-8

Sub-Population: All youth

Screen Name: IP-20 Question Bank #: IP20

Variables:	Ranges:
YPROBTAR	1-4,-7,-8

Sub-Population: All youth

Screen Name: IP-21 Question Bank #: IP21

Variables:	Ranges:
YPROBADO	1-4,-7,-8

Sub-Population: All youth

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

IP-17. We've talked about several things you might be doing in the next few years. Taking everything into consideration, what are you most likely to be doing in the (next year/fall after you finish high school)?(IF "GOING TO SCHOOL" OR "WORKING" PROBE: Will that be full-time or part-time?)
[RECORD ALL THAT APPLY]

GOING TO SCHOOL FULL-TIME	1
GOING TO SCHOOL PART-TIME	2
WORKING FULL-TIME	3
WORKING PART-TIME	4
SERVING IN THE MILITARY	5
BEING A FULL-TIME HOMEMAKER	6
OTHER	7
REFUSED	-7
DON'T KNOW	-8

IP-20. How likely is it that you will talk to someone [such as, family, friends, or teacher] about joining the Army? Would you say...

definitely	1
probably	2
probably not, or	3
definitely not?	4
REFUSED	-7
DON'T KNOW	-8

IP-21. How likely is it that you will do something about joining the Army [such as, see an Army Recruiter, call a toll-free number, answer an Army ad, or visit an Army base]?

Would you say...

definitely	1
probably	2
probably not, or	3
definitely not?	4
REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

Screen Name:	IP-18	Question Bank #: IP18
Variables:	Ranges:	
YPTHOTM	1,2,-7,-8	
Sub-Population:	All youth	

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Intentions-Propensity

IP-18. Before we talked today, had you ever thought about joining the military?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

[GO TO BEHAVIORS MODULE]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Behaviors

ACOMS Youth Annotated Questionnaire
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Module: Behaviors

Screen Name: BE-1A Question Bank #: BE1A
Variables: Ranges:
YBAEVREC 1,2,-7,-8
Sub-Population: All youth

Screen Name: BE-1 Question Bank #: BE1
Variables: Ranges:
YBATALK 1,2,-7,-8
Sub-Population: All youth

Screen Name: BE-2 Question Bank #: BE2
Variables: Ranges:
YBAFREN 1,2,-7,-8
YBAMOM 1,2,-7,-8
YBADAD 1,2,-7,-8
YBASIB 1,2,-7,-8
YBAREL 1,2,-7,-8
YBASPOU 1,2,-7,-8
YBATEAC 1,2,-7,-8
YBACOUN 1,2,-7,-8
YBAREC 1,2,-7,-8
YBACOW 1,2,-7,-8
YBABOSS 1,2,-7,-8
YBAOTH 1,2,-7,-8
Sub-Population: Youth who have taked with someone about joining the Army [YBATALK (BE-1) EQ 1]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Behaviors

BE-1A. Have you ever talked with any military recruiter to get information about the military?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

BE-1. In the past six months, have you talked with anyone about possibly joining the Army?

YES	1	(BE-2)
NO	2	(BE-10)
REFUSED	-7	(BE-10)
DON'T KNOW	-8	(BE-10)

BE-2. With whom have you talked? [RECORD ALL THAT APPLY]

FRIENDS	01
MOTHER	02
FATHER	03
A BROTHER OR SISTER	04
SOME OTHER RELATIVE	05
(BOY/GIRL) FRIEND OR SPOUSE	06
A TEACHER	07
A COUNSELOR AT SCHOOL	08
A RECRUITER	09
CO-WORKER	10
EMPLOYER	11
OTHERS	12
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #BE1: WERE FRIENDS MENTIONED?
[BE-2 = 01]

YES	1	(BE-3)
NO	2	(CATI CHECK #BE2)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Behaviors

Screen Name: BE-3 Question Bank #: BE3
Variables: Ranges:
YBAFRSCH 1,2,-7,-8
Sub-Population: Youth who have talked with friends about joining the Army [YBAFREN (BE-2) EQ 1]

Screen Name: BE-4 Question Bank #: BE4
Variables: Ranges:
YBAFREMP 1,2,-7,-8
Sub-Population: Youth who have talked with friends about joining the Army [YBAFREN (BE-2) EQ 1]

Screen Name: BE-5 Question Bank #: BE5
Variables: Ranges:
YBAFRMIL 1,2,-7,-8
Sub-Population: Youth who have talked with friends about joining the Army [YBAFREN (BE-2) EQ 1]

Screen Name: BE-6 Question Bank #: BE6
Variables: Ranges:
YBAFRAR 1,2,-7,-8
Sub-Population: Youth who have talked with friends in service about joining the Army [YBAFRMIL (BE-5) EQ 1]

BE-3. You mentioned talking with friends. (Were these friends) from school?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

BE-4. (Were these friends) At work?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

BE-5 (Were these friends) In the service?

YES	1	(BE-6)
NO	2	(CATI CHECK #BE2)
REFUSED	-7	(CATI CHECK #BE2)
DON'T KNOW	-8	(CATI CHECK #BE2)

BE-6 (Were these friends) In the Army?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #BE2: WAS RECRUITER MENTIONED?
[BE-2 = 09]

YES	1	(BE-8)
NO	2	(BE-7)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Behaviors

Screen Name: BE-7 Question Bank #: BE7

Variables:	Ranges:
YBMREC	1,2,-7,-8

Sub-Population: Youth who have talked with someone about joining the Army, but who did not mention a recruiter [YBATALK (BE-1) EQ 1 AND YBAREC (BE-2) EQ 2,-7,-8]

Screen Name: BE-8 Question Bank #: BE8

Variables:	Ranges:
YBMRECAR	1,2,-7,-8
YBMRECNA	1,2,-7,-8
YBMRECMC	1,2,-7,-8
YBMRECAF	1,2,-7,-8

Sub-Population: Youth who have talked with a recruiter about joining the Army [YBAREC (BE-2) EQ 1] OR [YBMREC (BE-7) EQ 1]

Screen Name: BE-8A Question Bank #: BE8A

Variables:	Ranges:
YBACONT	1-6,-7,-8

Sub-Population: Youth who have talked with an Army recruiter [YBMRECAR (BE-8) EQ 1]

BE-7. In the past six months, have you talked to an Armed Forces recruiter about military service?

YES	1	(BE-8)
NO	2	(BE-10)
REFUSED	-7	(BE-10)
DON'T KNOW	-8	(BE-10)

BE-8. Was the recruiter you spoke with an:

	YES	NO	REF	DK
Army recruiter?	1 (BE-8A)	2	-7	-8
Air Force recruiter?	1 (BE-10)	2	-7	-8
Navy recruiter?	1 (BE-10)	2	-7	-8
Marine recruiter?	1 (BE-10)	2	-7	-8

BE-8A. How did you have your first contact with the Army recruiter?

Did you contact the Army recruiter on the advice of another Service recruiter	1
(Did you) contact the Army recruiter first	2
Were you contacted by the Army recruiter first	3
(Were you) with a friend with whom the recruiter was meeting	4
Did you contact the Army recruiter through a US Army Reserve or National Guard unit or member, or	5
Was your first contact by some other way	6
REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
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Module: Behaviors

Screen Name: BE-8B Question Bank #: BE8B
Variables: Ranges:
YBATALK1 1-6,-7,-8
Sub-Population: Youth who have talked with an Army recruiter [YBMRECAR (BE-8) EQ 1]

Screen Name: BE-10 Question Bank #: BE10
Variables: Ranges:
YBAGIFT 1,2,-7,-8
Sub-Population: All youth

Screen Name: BE-11 Question Bank #: BE11
Variables: Ranges:
YBAVISIT 1,2,-7,-8
Sub-Population: All youth

Screen Name: BE-12 Question Bank #: BE12
Variables: Ranges:
YBATEST 1,2,-7,-8
Sub-Population: All youth

BE-8B. Under what circumstances did you first talk with an Army recruiter? Did you talk:

By telephone	1
At a recruiting station	2
At a job fair	3
At school	4
At an Army Reserve unit, or	5
Some other way	6
REFUSED	-7
DON'T KNOW	-8

BE-10. In the past six months, have you responded to an Army ad by calling a toll-free number or sending for a gift?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

BE-11. In the past six months, have you visited an Army recruiting station?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

BE-12. In the past six months, have you taken a written test used for the Army, such as the Armed Services Vocational Aptitude Battery?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #BE3: IS RESPONDENT CURRENTLY IN COLLEGE OR HAS RESPONDENT EVER BEEN IN COLLEGE? [EE-6 = 8 OR 9]

YES ..... 1 (CATI CHECK #BE4)
NO 2 (BE-16)

Screen Name: BE-16 Question Bank #: BE16

Variables:	Ranges:
YBCTHOT	1,2,-7,-8

Sub-Population: Screener respondents not currently enrolled in college and youth, who were not screener respondents, who are not currently enrolled in college or were not last enrolled in college [YUTHNUM EQ 01 AND EEDENTYP (SC-15) NE 8,9] OR [YUTHNUM NE 01 AND YEDKIND (EE-6) NE 8,9]

Screen Name: BE-17 Question Bank #: BE17

Variables:	Ranges:
YBCTALK	1,2,-7,-8

Sub-Population: Youth who have thought of going to college [YBCTHOT (BE-16) EQ 1,-7,-8]

Screen Name: BE-18 Question Bank #: BE18

Variables:	Ranges:
YBCFREN	1,2,-7,-8
YBCMOM	1,2,-7,-8
YBCDAD	1,2,-7,-8
YBCSIB	1,2,-7,-8
YBCREL	1,2,-7,-8
YBCSPOU	1,2,-7,-8
YBCTEAC	1,2,-7,-8
YBCCOUN	1,2,-7,-8
YBCREC	1,2,-7,-8
YBCCOW	1,2,-7,-8
YBCBOSS	1,2,-7,-8
YBCOTH	1,2,-7,-8

Sub-Population: Youth who have talked to someone about going to college [YBCTALK (BE-17) EQ 1]

BE-16. In the past six months have you given any thought to going to college?

YES	1	(BE-17)
NO	2	(CATI CHECK #BE4)
REFUSED	-7	(BE-17)
DON'T KNOW	-8	(BE-17)

BE-17. In the past six months, have you talked to anyone about going to college?

YES	1	(BE-18)
NO	2	(BE-21)
REFUSED	-7	(BE-21)
DON'T KNOW	-8	(BE-21)

BE-18. With whom have you talked? [RECORD ALL THAT APPLY]

FRIENDS	01
MOTHER	02
FATHER	03
A BROTHER OR SISTER	04
SOME OTHER RELATIVE	05
(BOY/GIRL) FRIEND OR SPOUSE	06
A TEACHER	07
A COUNSELOR AT SCHOOL	08
A RECRUITER	09
CO-WORKER	10
EMPLOYER	11
OTHERS	12
REFUSED	-7
DON'T KNOW	-8

Screen Name: BE-19 Question Bank #: BE19

Variables:	Ranges:
YBCACF	1,2,-7,-8
YBCGI	1,2,-7,-8
YBCROTC	1,2,-7,-8
YBCVEAP	1,2,-7,-8

Sub-Population: Youth who have talked to someone about going to college [YBCTALK (BE-17) EQ 1]

Screen Name: BE-21 Question Bank #: BE21

Variables:	Ranges:
YBCTEST	1,2,-7,-8

Sub-Population: Youth who have thought of going to college [YBCTHOT (BE-16) EQ 1,-7,-8]

Screen Name: BE-24 Question Bank #: BE24

Variables:	Ranges:
YBCAPPL	1,2,-7,-8

Sub-Population: Youth who have thought of going to college [YBCTHOT (BE-16) EQ 1,-7,-8]

Screen Name: BE-25 Question Bank #: BE25

Variables:	Ranges:
YBWTHOT	1,2,-7,-8

Sub-Population: Youth not currently employed full time [YEMPCUR (EE-16) EQ 2,-7,-8] OR [YEMPHOUR (EE-19) LT 35]

ACOMS Youth Annotated Questionnaire
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Module: Behaviors

BE-19. Have they talked to you about:

	YES	NO	REF	DK
The Army College Fund	1	2	-7	-8
The GI Bill	1	2	-7	-8
ROTC Scholarships	1	2	-7	-8
VEAP (Veterans Educational ... Assistance Package)	1	2	-7	-8

BE-21. In the past six months, have you taken any college admissions tests, for example, the PSAT, SAT, or ACT?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

BE-24. In the past six months, have you submitted a college application?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #BE4: IS YOUTH CURRENTLY EMPLOYED FULL-TIME?
[EE-16 = 1 AND EE-19 >34]

YES ..... 1 (SOCIAL INFLUENCE MODULE)
NO 2 (BE-25)

BE-25. In the past six months, have you given any thought to getting a full-time civilian job?

YES 1 (BE-26)
NO ..... 2 (SOCIAL INFLUENCE MODULE)
REFUSED ..... -7 (BE-26)
DON'T KNOW ..... -8 (BE-26)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Behaviors

Screen Name: BE-26 Question Bank #: BE26

Variables:	Ranges:
YBWTALK	1,2,-7,-8

Sub-Population: Youth not currently employed full time who have thought of getting a full-time civilian job [YBWTHOT (BE-25) EQ 1,-7,-8]

Screen Name: BE-27 Question Bank #: BE27

Variables:	Ranges:
YBWFREN	1,2,-7,-8
YBWMOM	1,2,-7,-8
YBWDAD	1,2,-7,-8
YBWSIB	1,2,-7,-8
YBWREL	1,2,-7,-8
YBWSPOU	1,2,-7,-8
YBWTEAC	1,2,-7,-8
YBWCOUN	1,2,-7,-8
YBWREC	1,2,-7,-8
YBWCOW	1,2,-7,-8
YBWBOSS	1,2,-7,-8
YBWOTH	1,2,-7,-8

Sub-Population: Youth not currently employed full time who have thought of getting a full-time civilian job and who have spoken with someone about getting a full-time job [YBWTALK (BE-26) EQ 1]

Screen Name: BE-31 Question Bank #: BE31

Variables:	Ranges:
YBWVISIT	1,2,-7,-8

Sub-Population: Youth not currently employed full time who have thought of getting a full-time civilian job [YBWTHOT (BE-25) EQ 1,-7,-8]

BE-26. In the past six months, have you spoken with anyone about getting a full-time civilian job?

YES	1	(BE-27)
NO	2	(BE-31)
REFUSED	-7	(BE-31)
DON'T KNOW	-8	(BE-31)

BE-27. With whom have you spoken? [RECORD ALL THAT APPLY]

FRIENDS	01
MOTHER	02
FATHER	03
A BROTHER OR SISTER	04
SOME OTHER RELATIVE	05
(BOY/GIRL) FRIEND OR SPOUSE	06
A TEACHER	07
A COUNSELOR AT SCHOOL	08
A RECRUITER	09
CO-WORKER	10
EMPLOYER	11
OTHERS	12
REFUSED	-7
DON'T KNOW	-8

BE-31. In the past six months, have you visited any prospective employers or employment agencies?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Behaviors

Screen Name: BE-32 Question Bank #: BE32

Variables: Ranges:

YBWAPPL 1,2,-7,-8

Sub-Population: Youth not currently employed full time who have thought of getting a full-time civilian job [YBWTHOT (BE-25) EQ 1,-7,-8]

BE-32. In the past six months, have you applied for any civilian jobs?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

[GO TO SOCIAL INFLUENCE MODULE]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Social Influences

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Social Influences

Screen Name: SI-1 Question Bank #: SI1

Variables:	Ranges:
YARMDAD	1-6,-7,-8
YARMMOM	1-6,-7,-8
YARMFARM	1-6,-7,-8
YARMFMIL	1-6,-7,-8
YARMFNO	1-6,-7,-8
YARMCOUN	1-6,-7,-8
YARMTEAC	1-6,-7,-8
YARMSTUD	1-6,-7,-8

Sub-Population: All target youth [YUTHNUM EQ TARGYUTH]

YARMCOW	1-6,-7,-8
YARMBOSS	1-6,-7,-8

Sub-Pupulation: Target youth who have been employed at some time [YUTHNUM EQ TARGYUTH] AND [YEMPHOUR (EE-19) EQ -7,-8 OR YEMPHOUR > 0]

Screen Name: SI-2 Question Bank #: SI2

Variables:	Ranges:
YFRENMIL	1,2,-7,-8

Sub-Population: All target youth [YUTHNUM EQ TARGYUTH]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Social Influences

INTRODUCTION: Now I am going to ask you a few questions about the attitudes of your family and friends about the military.

SI-1. For each of the following people, please tell me how you think they would feel about your enlisting in the Army. Use a scale of 1 to 5 where a 1 means they would think it is a very bad idea, 2 means its a bad idea, 3 means its neither a good nor a bad idea, 4 means its a good idea, and a 5 means they would think it is a very good idea.

[CODE 6 IF NOT APPLICABLE-PERSON DECEASED, DOES NOT EXIST]

1 = VERY BAD
2 = BAD
3 = NEUTRAL
4 = GOOD
5 = VERY GOOD

						NA	REF	DK
Your father	1	2	3	4	5	6	-7	-8
Your mother	1	2	3	4	5	6	-7	-8
Friends with Army experience	1	2	3	4	5	6	-7	-8
Friends with other military experience	1	2	3	4	5	6	-7	-8
Friends with no military experience	1	2	3	4	5	6	-7	-8
Your school counselor	1	2	3	4	5	6	-7	-8
Your teachers	1	2	3	4	5	6	-7	-8
Your co-workers ...	1	2	3	4	5	6	-7	-8
Your fellow students	1	2	3	4	5	6	-7	-8
Your employer	1	2	3	4	5	6	-7	-8

SI-2. Do you have friends who are currently serving in the military?

YES	1	(SI-3)
NO	2	(SI-5)
REFUSED	-7	(SI-5)
DON'T KNOW	-8	(SI-5)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Social Influences

Screen Name: SI-3 Question Bank #: SI3

Variables:	Ranges:
YFRENAF	1,2,-7,-8
YFRENAR	1,2,-7,-8
YFRENCG	1,2,-7,-8
YFRENMC	1,2,-7,-8
YFRENNA	1,2,-7,-8

Sub-Population: Target youth with friends currently serving in the military [YFRENMIL (SI-2) EQ 1]

Screen Name: SI-4 Question Bank #: SI4

Variables:	Ranges:
YFRENACT	1,2,-7,-8
YFRENARV	1,2,-7,-8
YFRENANG	1,2,-7,-8
YFRENARO	1,2,-7,-8

Sub-Population: Target youth with friends currently serving in the Army [YFRENAR (SI-3) EQ 1]

Screen Name: SI-5 Question Bank #: SI5

Variables:	Ranges:
YFAMMIL	1,2,-7,-8

Sub-Population: All target youth [YUTHNUM EQ TARGYUTH]

SI-3. In what branch of the military are these friends serving? [CODE ALL THAT APPLY]

AIR FORCE	1
ARMY	2
COAST GUARD	3
MARINE CORPS	4
NAVY	5
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #SI1: FRIENDS IN ARMY?
[SI-3 = 2]

YES 1 (SI-4)
NO 2 (SI-5)

SI-4. Are your friends in the Army serving in the:

	YES	NO	REF	DK
Active Army	1	2	-7	-8
Army Reserve	1	2	-7	-8
Army National Guard, or	1	2	-7	-8
Army Reserve Officer's Training Corps?	1	2	-7	-8

SI-5. Do you have family members who are currently serving in the military?

YES	1	(SI-6)
NO	2	(IMPORTANCE MODULE)
REFUSED	-7	(IMPORTANCE MODULE)
DON'T KNOW	-8	(IMPORTANCE MODULE)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Social Influences

Screen Name: SI-6 Question Bank #: SI6

Variables:	Ranges:
YFAMAF	1,2,-7,-8
YFAMAR	1,2,-7,-8
YFAMCG	1,2,-7,-8
YFAMMC	1,2,-7,-8
YFAMNA	1,2,-7,-8

Sub-Population: Target youth with family members currently serving in the military [YFAMMIL (SI-5) EQ 1]

Screen Name: SI-7 Question Bank #: SI7

Variables:	Ranges:
YFAMACT	1,2,-7,-8
YFAMARV	1,2,-7,-8
YFAMANG	1,2,-7,-8
YFAMARO	1,2,-7,-8

Sub-Population: Target youth with family members currently serving in the Army [YFAMAR (SI-6) EQ 1]

SI-6. In what branch of the military are these family members serving? (CODE ALL THAT APPLY)

AIR FORCE	1
ARMY	2
COAST GUARD	3
MARINE CORPS	4
NAVY	5
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #SI2: FAMILY IN ARMY?
[SI-6 = 2]

YES 1 (SI-7)
NO ..... 2 (IMPORTANCE MODULE)

SI-7. Are they serving in the:

	YES	NO	REF	DK
Active Army	1	2	-7	-8
Army Reserve	1	2	-7	-8
Army National Guard, or	1	2	-7	-8
Army Reserve Officer's Training Corps?	1	2	-7	-8

[GO TO IMPORTANCE MODULE]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Importance of Attributes

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Importance of Attributes

Screen Name: IA-1 Question Bank #: IA1

Variables:	Ranges:
YIPHYS	1-5,-7,-8
YIHIQUAL	1-5,-7,-8
YICASHED	1-5,-7,-8
YITRAIN	1-5,-7,-8
YISELCON	1-5,-7,-8
YICNTRY	1-5,-7,-8
YILEADER	1-5,-7,-8
YIHITECH	1-5,-7,-8
YIPROUD	1-5,-7,-8
YIPOTEN	1-5,-7,-8
YICIVCAR	1-5,-7,-8
YISERCOM	1-5,-7,-8
YIWEEKEN	1-5,-7,-8
YIHOME	1-5,-7,-8
YISTEP	1-5,-7,-8
YIMATURE	1-5,-7,-8
YIINNOV	1-5,-7,-8
YIMENTAL	1-5,-7,-8

Sub-Population: All youth

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Importance of Attributes

IA-1. In thinking about your plans for the next year, please tell me how important it is that you have opportunities for the following things?

Use a scale of 1 to 5 where a "1" means it is not at all important and "5" means it is very important.

	NOT IMP				VERY IMP	REF	DK
a. Having a physical challenge?	1	2	3	4	5	-7	-8
b. Working with highly trained people?	1	2	3	4	5	-7	-8
d. Earning money for college or vocational school?	1	2	3	4	5	-7	-8
e. Training in useful skill areas?	1	2	3	4	5	-7	-8
g. Developing self-confidence?	1	3	3	4	5	-7	-8
h. Serving your country?	1	2	3	4	5	-7	-8
j. Developing leadership skills?	1	2	3	4	5	-7	-8
l. A chance to work with the latest high-tech equipment?	1	2	3	4	5	-7	-8
o. Having experiences you can be proud of?	1	2	3	4	5	-7	-8
p. Developing your potential?	1	2	3	4	5	-7	-8
q. Helping your career development?	1	2	3	4	5	-7	-8
y. Serving your own in community?	1	2	3	4	5	-7	-8
z. Having weekend excitement?	1	2	3	4	5	-7	-8
aa. Staying in your own hometown?	1	2	3	4	5	-7	-8
af. A stepping stone between high school and college?	1	2	3	4	5	-7	-8
ah. Becoming more mature and responsible?	1	2	3	4	5	-7	-8
ai. The opportunity to make changes and use your own judgment?	1	2	3	4	5	-7	-8
aj. Having a mental challenge?	1	2	3	4	5	-7	-8

[SKIP TO MEDIA HABITS MODULE]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Media Habits

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Media Habits

Screen Name: MH-1 Question Bank #: MH1

Variables:	Ranges:
YTVWATCH	1,2,-7,-8

Sub-Population: Approximately half of youth given the main interview [RANDROY EQ 2,4,6]

Screen Name: MH-2 Question Bank #: MH2

Variables:	Ranges:
YTVHRREG	0-168,-7,-8
YTVHRCAB	0-168,-7,-8

Sub-Population: Youth who watch TV regularly YTVWATCH (MH-1) EQ 1,-7,-8]

Screen Name: MH-11 Question Bank #: MH11

Variables:	Ranges:
YTVCAB1	1,2,-7,-8
YTVCAB2	1,2,-7,-8
YTVCAB3	1,2,-7,-8
YTVCAB4	1,2,-7,-8
YTVCAB5	1,2,-7,-8

Sub-Population: Youth who watch cable TV regularly [YTVHRCAB (MH-2) GT 0]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Media Habits

MH-1. Do you regularly watch TV?

YES	1	(MH-2)
NO	2	(MH-14)
REFUSED	-7	(MH-2)
DON'T KNOW	-8	(MH-2)

MH-2. How many hours per week do you spend watching..

a. Programs on commercial networks such as ABC, CBS, or NBC?

HOURS

b. Programs on commercial cable stations such as ESPN, MTV, USA, or TBS?

HOURS

CATI CHECK #MH1: IS CABLE OR SUBSCRIPTION TV WATCHED?
[MH-2b > 0]

YES 1 (MH-11)
NO 2 (MH-12)

MH-11. Do you watch any of the following Cable or Subscription TV channels regularly?

	YES	NO	REF	DK
MTV?	1	2	-7	-8
Nashville Network [TNN]?	1	2	-7	-8
ESPN [Sports]?	1	2	-7	-8
WTBS [Syndicated]?	1	2	-7	-8
Black Entertainment TV [BET]?	1	2	-7	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Media Habits

Screen Name: MH-12 Question Bank #: MH12

Variables:	Ranges:
YTVSPORT	1,2,-7,-8
YTVMYS	1,2,-7,-8
YTVDRAMA	1,2,-7,-8
YTVMUSIC	1,2,-7,-8
YTVCOMDY	1,2,-7,-8
YTVMOVIE	1,2,-7,-8
YTVTALK	1,2,-7,-8

Sub-Population: Youth who watch TV regularly
[YTVHRREG (MH-2) GT 0] OR [YTVHRREG EQ -7,-8] OR
[YTVHRCAB (MH-2) GT 0] OR [YTVHRCAB EQ -7,-8]

Screen Name: MH-13 Question Bank #: MH13

Variables:	Ranges:
YTVSH1	1,2,-7,-8
YTVSH2	1,2,-7,-8
YTVSH3	1,2,-7,-8
YTVSH4	1,2,-7,-8
YTVSH5	1,2,-7,-8

Sub-Population: Youth who watch TV regularly
[YTVHRREG (MH-2) GT 0] OR [YTVHRREG EQ -7,-8] OR
[YTVHRCAB (MH-2) GT 0] OR [YTVHRCAB EQ -7,-8]

Screen Name: MH-14 Question Bank #: MH14

Variables:	Ranges:
YVCRHAVE	1,2,-7,-8

Sub-Population: Youth asked the media habits questions
[RANDROY EQ 2,4,6]

Screen Name: MH-15 Question Bank #: MH15

Variables:	Ranges:
YVCRHOUR	

Sub-Population: Youth who have a VCR [YVCRHAVE (MH-14) EQ 1]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Media Habits

MH-12. Do you frequently watch any of the following types of TV shows?

	YES	NO	REF	DK
Sports?	1	2	-7	-8
Suspense or mystery? ..	1	2	-7	-8
General drama?	1	2	-7	-8
Music or music video? .	1	2	-7	-8
Situation comedy?	1	2	-7	-8
TV movies?	1	2	-7	-8
Talk shows?	1	2	-7	-8

MH-13. Please tell me if you watch any of the following TV shows?

	YES	NO	REF	DK
David Letterman?	1	2	-7	-8
Friday Night Videos?	1	2	-7	-8
Monday Night Football?	1	2	-7	-8
College Football?	1	2	-7	-8
Sunday Night at the Movies?	1	2	-7	-8

MH-14. Does your household have a Video Cassette Recorder (VCR)?

YES	1	(MH-15)
NO	2	(MH-16)
REFUSED	-7	(MH-16)
DON'T KNOW	-8	(MH-16)

MH-15. How many hours per week do you usually spend watching your VCR?

HOURS

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Media Habits

Screen Name: MH-16 Question Bank #: MH16

Variables:	Ranges:
YRADLIS	1,2,-7,-8

Sub-Population: Youth asked the media habits questions
[RANDROY EQ 2,4,6]

Screen Name: MH-17 Question Bank #: MH17

Variables:	Ranges:
YRADHRAM	0-168,-7,-8
YRADHRFM	0-168,-7,-8

Sub-Population: Youth who regularly listen to the radio
[YRADLIS (MH-16) EQ 1]

Screen Name: MH-26 Question Bank #: MH26

Variables:	Ranges:
YRADNEWS	1,2,-7,-8
YRADCLAS	1,2,-7,-8
YRADPOP	1,2,-7,-8
YRADCW	1,2,-7,-8
YRADSPOR	1,2,-7,-8
YRADTALK	1,2,-7,-8
YRADROCK	1,2,-7,-8
YRADEASY	1,2,-7,-8

Sub-Population: Youth who regularly listen to the radio
[YRADHRAM (MH-17) GT 0] OR [YRADHRAM EQ -7,-8] OR
[YRADHRFM (MH-17) GT 0] OR [YRADHRFM EQ -7,-8]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Media Habits

MH-16. Now let's talk about radio listening. Do you regularly listen to the radio?

YES	1	(MH-17)
NO	2	(MH-28)
REFUSED	-7	(MH-28)
DON'T KNOW	-8	(MH-28)

MH-17. How many hours per week do you listen to ..

a. AM Radio?

HOURS

b. FM Radio?

HOURS

MH-26. Do you frequently listen to any of the following types of radio programs?

	YES	NO	REF	DK
News?	1	2	-7	-8
Classical music?	1	2	-7	-8
Pop?	1	2	-7	-8
Country?	1	2	-7	-8
Sports?	1	2	-7	-8
Talk Shows?	1	2	-7	-8
Rock & Roll?	1	2	-7	-8
"Easy Listening"?	1	2	-7	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Media Habits

Screen Name: MH-27 Question Bank #: MH27

Variables:	Ranges:
YRADSH1	1,2,-7,-8
YRADSH2	1,2,-7,-8
YRADSH3	1,2,-7,-8
YRADSH4	1,2,-7,-8
YRADSH5	1,2,-7,-8

Sub-Population: Youth who regularly listen to the radio
[YRADHRAM (MH-17) GT 0] OR [YRADHRAM EQ -7,-8] OR
[YRADHRFM (MH-17) GT 0] OR [YRADHRFM EQ -7,-8]

Screen Name: MH-28 Question Bank #: MH28

Variables:	Ranges:
YPAPREAD	1-5,-7,-8

Sub-Population: Youth asked the media habits questions
[RANDROY EQ 2,4,6]

Screen Name: MH-29 Question Bank #: MH29

Variables:	Ranges:
YPAPHOUR	0-168,-7,-8

Sub-Population: Youth who read the newspaper
[YPAPREAD (MH-28) EQ 2,3,4,5]

MH-27. Do you listen to the following programs?

	YES	NO	REF	DK
American Top 40?	1	2	-7	-8
King Biscuit Flower Hour?	1	2	-7	-8
Rick Dees' Top 40?	1	2	-7	-8
Metalshop?	1	2	-7	-8
Rockline?	1	2	-7	-8

MH-28. How often do you read the newspaper? Is it...

never, ...	1	(MH-31)
less than twice a week, ...	2	(MH-29)
2-3 times per week, ...	3	(MH-29)
4-5 times per week, or	4	(MH-29)
daily?	5	(MH-29)
REFUSED	-7	(MH-31)
DON'T KNOW	-8	(MH-31)

MH-29. How many hours do you spend reading the newspaper each week?

HOURS

CATI CHECK #MH2: IS NEWSPAPER READ?
[MH-29 > 0]

YES 1 (MH-30)
NO 2 (MH-31)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Media Habits

Screen Name: MH-30 Question Bank #: MH30

Variables:	Ranges:
YPAPSPOR	1,2,-7,-8
YPAPCOM	1,2,-7,-8
YPAPNEWS	1,2,-7,-8
YPAPLOC	1,2,-7,-8
YPAPFOOD	1,2,-7,-8
YPAPSTYL	1,2,-7,-8
YPAPCLAS	1,2,-7,-8

Sub-Population: Youth who read the newspaper
[YPAPHOUR (MH-29) GT 0] OR [YPAPHOUR EQ -7,-8]

Screen Name: MH-31 Question Bank #: MH31

Variables:	Ranges:
YMAGREAD	1,2,-7,-8

Sub-Population: Youth asked the media habits questions
[RANDROY EQ 2,4,6]

Screen Name: MH-32 Question Bank #: MH32

Variables:	Ranges:
YMAG1	1-254,991,-7,-8
YMAG2	1-254,991
YMAG3	1-254,991
YMAG4	1-254,991
YMAG5	1-254,991
YMAG6	1-254,991

Sub-Population: Youth who regularly read magazines
[YMAGREAD (MH-31) EQ 1]

Screen Name: MH-33 Question Bank #: MH33

Variables:	Ranges:
YMAGHOUR	0-168,-7,-8

Sub-Population: Youth who regularly read magazines
[YMAGREAD (MH-31) EQ 1]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Media Habits

MH-30. Do you regularly read any of the following sections?

	YES	NO	REF	DK
Sports?	1	2	-7	-8
Comics?	1	2	-7	-8
News?	1	2	-7	-8
Local?	1	2	-7	-8
Food?	1	2	-7	-8
Lifestyle?	1	2	-7	-8
CLassified?	1	2	-7	-8

MH-31. Finally, I would like to discuss magazine readership. Do you regularly read magazines?

YES 1 (MH-32)
NO ..... 2 (RECALL MODULE)
REFUSED ..... -7 (RECALL MODULE)
DON'T KNOW ..... -8 (RECALL MODULE)

MH-32. What magazines do you read on a regular basis, that is, those that you have read at least 3 of the past 4 issues?

1.

2.

3.

4.

5.

6.
REFUSED ..... -7
DON'T KNOW ..... -8

MH-33. About how many hours a week do you spend reading magazines?

HOURS

[GO TO KNOWLEDGE-RECALL MODULE]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Knowledge-Recall

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Knowledge-Recall

Screen Name: KR-1 Question Bank #: KR1

Variables:	Ranges:
YUN12NON	1,2,-7,-8
YUN12AF	1,2,-7,-8
YUN12AR	1,2,-7,-8
YUN12RO	1,2,-7,-8
YUN12NG	1,2,-7,-8
YUN12RV	1,2,-7,-8
YUN12CG	1,2,-7,-8
YUN12MC	1,2,-7,-8
YUN12NA	1,2,-7,-8
YUN12ALL	1,2,-7,-8

Sub-Population: All youth

Screen Name: KR-2 Question Bank #: KR2

Variables:	Ranges:
YKRROAF	1,2,-7,-8
YKRROAR	1,2,-7,-8
YKRRONA	1,2,-7,-8
YKRROMC	1,2,-7,-8
YKRROCG	1,2,-7,-8

Sub-Population: Youth who mentioned seeing or hearing advertising for the R.O.T.C. [YUN12RO (KR-1) EQ 1]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Knowledge-Recall

KR-1. Now, thinking about TV, radio, newspapers, magazines, and any other sources of advertising, for what military service or services do you recall seeing or hearing any advertising? (PROBE: Any other services?) [RECORD ALL THAT APPLY.]

NONE	0
AIR FORCE	1
ARMY	2
RESERVE OFFICER'S TRAINING CORPS, or R.O.T.C.	3
NATIONAL GUARD	4
RESERVE	5
COAST GUARD	6
MARINE CORPS	7
NAVY	8
ONE AD FOR ALL SERVICES	9
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #KR1: WAS R.O.T.C. MENTIONED?
[KR-1 = 3]
YES 1 (KR-2)
NO ..... 2 (CATI CHECK #KR2)

KR-2. You mentioned seeing or hearing advertising for the Reserve Officer's Training Corps. For which military service or services was this advertising? [RECORD ALL THAT APPLY]

AIR FORCE	1
ARMY	2
NAVY	3
MARINE CORPS	4
COAST GUARD	5
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #KR2: WAS NATIONAL GUARD MENTIONED?
[KR-1 = 4]

YES 1 (KR-3)
NO ..... 2 (CATI CHECK #KR3)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Knowledge-Recall

Screen Name: KR-3 Question Bank #: KR3

Variables:	Ranges:
YKRNGAF	1,2,-7,-8
YKRNGAR	1,2,-7,-8
YKRNGNA	1,2,-7,-8
YKRNGMC	1,2,-7,-8
YKRNGCG	1,2,-7,-8

Sub-Population: Youth who mentioned seeing or hearing advertising for the National Guard [YUN12NG (KR-1) EQ 1]

Screen Name: KR-4 Question Bank #: KR4

Variables:	Ranges:
YKRRVAF	1,2,-7,-8
YKRRVAR	1,2,-7,-8
YKRRVNA	1,2,-7,-8
YKRRVMC	1,2,-7,-8
YKRRVCG	1,2,-7,-8

Sub-Population: Youth who mentioned seeing or hearing advertising for the Reserve [YUN12RV (KR-1) EQ 1]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Knowledge-Recall

KR-3. You mentioned seeing or hearing advertising for the National Guard. For which military service or services was this advertising? [RECORD ALL THAT APPLY]

AIR FORCE	1
ARMY	2
NAVY	3
MARINE CORPS	4
COAST GUARD	5
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #KR3: WAS RESERVE MENTIONED?
[KR-1 = 5]

YES 1 (KR-4)
NO ..... 2 (CATI CHECK #KR5)

KR-4. You mentioned seeing or hearing advertising for the Reserve. For which military service or services was this advertising? [RECORD ALL THAT APPLY]

AIR FORCE	1
ARMY	2
NAVY	3
MARINE CORPS	4
COAST GUARD	5
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #KR5: DID RESPONDENT RECALL SEEING OR HEARING AN AD FOR THE AIR FORCE?
[KR-1 = 1]

YES ..... 1 (CATI CHECK #KR6)
NO 2 (KR-5)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Knowledge-Recall

Screen Name: KR-5 Question Bank #: KR5
Variables: Ranges:
YAIDAF 1,2,-7,-8
Sub-Population: Youth who did not recall Air Force advertising [YUN12AF (KR-1) EQ 2,-7,-8]

Screen Name: KR-6 Question Bank #: KR6
Variables: Ranges:
YAIDAR 1,2,-7,-8
Sub-Population: Youth who did not recall Army advertising [YUN12AR (KR-1) EQ 2,-7,-8]

Screen Name: KR-7 Question Bank #: KR7
Variables: Ranges:
YAIDARO 1,2,-7,-8
Sub-Population: Youth who did not recall Army R.O.T.C. advertising [YKRROAR (KR-2) EQ 2,-7,-8,-1]

KR-5. Do you recall seeing or hearing any advertising for the Air Force?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR6: DID RESPONDENT RECALL SEEING OR HEARING AN AD FOR THE ARMY?
[KR-1 = 2]

YES ..... 1 (CATI CHECK #KR7)
NO 2 (KR-6)

KR-6. [Do you recall seeing or hearing any advertising for] The Army?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR7: DID RESPONDENT RECALL SEEING OR HEARING AN AD FOR THE ARMY R.O.T.C.?
[KR-2 = 2]

YES ..... 1 (CATI CHECK #KR8)
NO 2 (KR-7)

KR-7. [Do you recall seeing or hearing any advertising for] The Army Reserve Officer's Training Corps, that is, the Army R.O.T.C?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Knowledge-Recall

Screen Name: KR-8 Question Bank #: KR8

Variables:	Ranges:
YAIDANG	1,2,-7,-8

Sub-Population: Youth who did not recall Army National Guard advertising [YKRNGAR (KR-3) EQ 2,-7,-8,-1]

Screen Name: KR-9 Question Bank #: KR9

Variables:	Ranges:
YAIDARV	1,2,-7,-8

Sub-Population: Youth who did not recall Army Reserve advertising [YKRRVAR (KR-4) EQ 2,-7,-8,-1]

CATI CHECK #KR8: DID RESPONDENT RECALL SEEING OR HEARING AN AD FOR THE ARMY NATIONAL GUARD?
[KR-3 = 2]

YES ..... 1 (CATI CHECK #KR9)
NO 2 (KR-8)

KR-8. [Do you recall seeing or hearing any advertising for] The Army National Guard?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR9: DID RESPONDENT RECALL SEEING OR HEARING AN AD FOR THE ARMY RESERVE?
[KR-4 = 2]

YES ..... 1 (CATI CHECK #KR10)
NO 2 (KR-9)

KR-9. [Do you recall seeing or hearing any advertising for] The Army Reserve?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR10: DID RESPONDENT RECALL SEEING OR HEARING AN AD FOR THE COAST GUARD?
[KR-1 = 6]

YES ..... 1 (CATI CHECK #KR11)
NO 2 (KR-10)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Knowledge-Recall

Screen Name: KR-10 Question Bank #: KR10
Variables: Ranges:
YAIDCG 1,2,-7,-8
Sub-Population: Youth who did not recall Coast Guard advertising [YUN12CG (KR-1) EQ 2,-7,-8]

Screen Name: KR-11 Question Bank #: KR11
Variables: Ranges:
YAIDMC 1,2,-7,-8
Sub-Population: Youth who did not recall Marine Corps advertising [YUN12MC (KR-1) EQ 2,-7,-8]

Screen Name: KR-12 Question Bank #: KR12
Variables: Ranges:
YAIDNA 1,2,-7,-8
Sub-Population: Youth who did not recall Navy advertising [YUN12NA (KR-1) EQ 2,-7,-8]

KR-10. [Do you recall seeing or hearing any advertising for] The Coast Guard?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #KR11: DID RESPONDENT RECALL SEEING OR HEARING AN AD FOR THE MARINE CORPS?
[KR-1 = 7]

YES	1	(CATI CHECK #KR12)
NO	2	(KR-11)

KR-11. [Do you recall seeing or hearing any advertising for] The Marine Corps?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #KR12: DID RESPONDENT RECALL SEEING OR HEARING AN AD FOR THE NAVY?
[KR-1 = 8]

YES	1	(CATI CHECK #KR13)
NO	2	(KR-12)

KR-12. [Do you recall seeing or hearing any advertising for] The Navy?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

Screen Name: KR-13 Question Bank #: KR13

Variables:	Ranges:
YAIDALL	1,2,-7,-8

Sub-Population: Youth who did not recall one ad for all the services [YUN12ALL (KR-1) EQ 2,-7,-8]

Screen Name: KR-14 Question Bank #: KR14

Variables:	Ranges:
YADARTV	1,2,-7,-8
YADARRAD	1,2,-7,-8
YADARMAG	1,2,-7,-8
YADARPAP	1,2,-7,-8
YADARBIL	1,2,-7,-8
YADARMAL	1,2,-7,-8
YADARPOS	1,2,-7,-8
YADARPAM	1,2,-7,-8
YADARYEL	1,2,-7,-8
YADAROTH	1,2,3,-7,-8

Sub-Population: Youth who recalled seeing or hearing an Army or Army component ad
[YUN12AR (KR-1) EQ 1] OR [YKRROAR (KR-2) EQ 1] OR
[YKRNGAR (KR-3) EQ 1] OR [YKRRVAR (KR-4) EQ 1] OR
[YAIDAR (KR-6) EQ 1] OR [YAIDARO (KR-7) EQ 1] OR
[YAIDANG (KR-8) EQ 1] OR [YAIDARV (KR-9) EQ 1]

CATI CHECK #KR13: DID RESPONDENT RECALL SEEING OR HEARING ONE AD FOR ALL THE SERVICES?
[KR-1 = 9]

YES ..... 1 (CATI CHECK #KR14)
NO 2 (KR-13)

KR-13. [Do you recall seeing or hearing any advertising for] All the services in one ad?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #KR14: DID RESPONDENT RECALL SEEING OR HEARING ARMY OR ARMY COMPONENT AD?
[KR-1 = 2], OR
[KR-2, OR KR-3 OR KR-4 = 2] OR
[KR-6, OR KR-7, OR KR-8, OR KR-9 = 1]

YES 1 (KR-14)
NO ..... 2 (CATI CHECK #KR15)

KR-14. Did you see or hear Army ads...

	YES	NO	REF	DK
On TV?	1	2	-7	-8
On the radio?	1	2	-7	-8
In magazines?	1	2	-7	-8
In newspapers?	1	2	-7	-8
On billboards?	1	2	-7	-8
Through the mail?	1	2	-7	-8
On posters?	1	2	-7	-8
In brochures or pamphlets?	1	2	-7	-8
In the Yellow Pages?	1	2	-7	-8
Somewhere else?	1	2	-7	-8

(3 = DID NOT SEE ARMY ADS)

Screen Name: KR-15 Question Bank #: KR15
Variables: Ranges:
UNITEXT
Sub-Population: Youth who recalled seeing an Army ad
[YUN12AR (KR-1) EQ 1] OR [YAIDAR (KR-6) EQ 1]

CATI CHECK #KR15: DID RESPONDENT RECALL SEEING OR HEARING AN ARMY AD (UNAIDED OR AIDED)?
[KR-1 = 2 OR KR-6 = 1]

YES 1 (KR-15)
NO ..... 2 (CATI CHECK #KR16)

KR-15. Other than trying to get you to enlist, what was the main message you got from Army advertising?

[VERBATIM RESPONSES RECORDED]

CATI CHECK #KR16: DID RESPONDENT RECALL ANY ADS OTHER THAN THE ARMY AD?
[KR-1 = 1, 3, 4, 5, 6, 7, 8 OR 9] OR
[KR-5, OR KR-7, OR KR-8, OR KR-9, OR KR-10, OR KR-11, OR KR-12, OR KR-13 = 1]

YES ..... 1 (CATI CHECK #KR17)
NO ..... 2 (ATTITUDES MODULE)

#KR17: RANDOMLY SELECT SERVICE OR SERVICE COMPONENT OR JOINT SERVICES AD FROM THOSE RECALLED (OTHER THAN ARMY)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Knowledge-Recall

Screen Name: KR-17 Question Bank #: KR17
Variables: Ranges:
UNITEXT
Sub-Population: Youth who recalled seeing any ads other then the Army ad
[YUN12AF (KR-1) EQ 1] OR [YUN12RO (KR-1) EQ 1] OR
[YUN12NG (KR-1) EQ 1] OR [YUN12RV (KR-1) EQ 1] OR
[YUN12CG (KR-1) EQ 1] OR [YUN12MC (KR-1) EQ 1] OR
[YUN12NA(KR-1) EQ 1] OR [YUN12ALL (KR-1) EQ 1] OR
[YAIDAF (KR-5) EQ 1] OR [YAIDARO (KR-7) EQ 1] OR
[YAIDANG (KR-8) EQ 1] OR [YAIDARV (KR-9) EQ 1] OR
[YAIDCG (KR-10) EQ 1] OR [YAIDMC (KR-11) EQ 1] OR
[YAIDNA (KR-12) EQ 1] OR [YAIDALL (KR-13) EQ 1]

KR-17. Other than trying to get you to enlist, what was the main message you got from (SERVICE/SERVICE COMPONENT) advertising?

[VERBATIM RESPONSES RECORDED]

[GO TO ATTITUDES MODULE]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Attitudes Toward Army Ads

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Attitudes Toward Army Ads

Screen Name: AT-1 Question Bank #: AT1
Variables: Ranges:
YATADLIK 1-5,-7,-8
Sub-Population: Youth who recalled seeing an Army ad
[YUN12AR (KR-1) EQ 1] OR [YAIDAR (KR-6) EQ 1]

Screen Name: AT-2 Question Bank #: AT2
Variables: Ranges:
YATADBEL 1-5,-7,-8
Sub-Population: Youth who recalled seeing an Army ad
[YUN12AR (KR-1) EQ 1] OR [YAIDAR (KR-6) EQ 1]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Attitudes Toward Army Ads

CATI CHECK #AT1: DID RESPONDENT RECALL SEEING OR HEARING ARMY ADS?
[KR-1 = 2 OR KR-6 = 1]

YES 1 (AT-1)
NO ..... 2 (SLOGAN MODULE)

AT-1. Use a scale of "1" to "5" where "1" means you do not like the advertising and "5" means you like the advertising very much.

Overall, how much do you like the Army ads you have seen or heard over the past year?

DO NOT LIKE	1
SOMEWHAT DISLIKE	2
NEUTRAL	3
LIKE SOMEWHAT	4
LIKE VERY MUCH	5
REFUSED	-7
DON'T KNOW	-8

AT-2. Use a scale of "1" to "5" where "1" means you do not believe the advertising and "5" means you believe the advertising very much.

How much do you believe what the ads say?

DO NOT BELIEVE	1
SOMEWHAT DISBELIEVE	2
NEUTRAL	3
BELIEVE SOMEWHAT	4
STRONGLY BELIEVE	5
REFUSED	-7
DON'T KNOW	-8

[GO TO SLOGAN RECOGNITION MODULE]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Slogan Recognition

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Slogan Recognition

Screen Name: KS-2 Question Bank #: KS2
Variables: Ranges:
YKSADVEN 1-5,-7,-8
Sub-Population: Approximately half of youth given the main interview [RANDROY EQ 1,4,5]

Screen Name: KS-3 Question Bank #: KS3
Variables: Ranges:
YKSPROUD 1-5,-7,-8
Sub-Population: Youth asked the knowledge of slogan questions [RANDROY EQ 1,4,5]

Screen Name: KS-4 Question Bank #: KS4
Variables: Ranges:
YKSBEALL 1-5,-7,-8
Sub-Population: Youth asked the knowledge of slogan questions [RANDROY EQ 1,4,5]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Slogan Recognition

CATI CHECK #KS1: RANDOMIZE SERVICES (ARMY, AIR FORCE, MARINE CORPS, NAVY) FOR LISTING IN KS-1

KS-1. I am going to mention some slogans used by the military in its advertising. After I read each slogan, please tell me whether it is used by the (RANDOMIZED LIST OF SERVICES), or by all four active duty services together in the same ad or commercial.

KS-2. Which military service uses the advertising slogan, "Blank. It's not just a job. It's an adventure."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

KS-3. [Which military service uses the advertising slogan,] "The Few. The Proud. The Blank."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

KS-4. [Which military service uses the advertising slogan,] "Be all you can be."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Slogan Recognition

Screen Name: KS-5 Question Bank #: KS5
Variables: Ranges:
YKSWAY 1-5,-7,-8
Sub-Population: Youth asked the knowledge of slogan questions
[RANDROY EQ 1,4,5]

Screen Name: KS-6 Question Bank #: KS6
Variables: Ranges:
YKSGOOD 1-5,-7,-8
Sub-Population: Youth asked the knowledge of slogan questions
[RANDROY EQ 1,4,5]

Screen Name: KS-7 Question Bank #: KS7
Variables: Ranges:
YKSSTART 1-5,-7,-8
Sub-Population: Youth asked the knowledge of slogan questions
[RANDROY EQ 1,4,5]

Screen Name: KS-8 Question Bank #: KS8
Variables: Ranges:
YKSAIM 1-5,-7,-8
Sub-Population: Youth asked the knowledge of slogan questions
[RANDROY EQ 1,4,5]

KS-5. [Which military service uses the advertising slogan,] "Blank, a great way of life."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

KS-6. [Which military service uses the advertising slogan,] "We're looking for a few good men."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

KS-7. [Which military service uses the advertising slogan,] "It's a great place to start."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

KS-8. [Which military service uses the advertising slogan,] "Aim high. Blank."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Slogan Recognition

Screen Name: KS-9 Question Bank #: KS9

Variables:	Ranges:
YKSNOTCO	1-5,-7,-8

Sub-Population: Youth asked the knowledge of slogan questions [RANDROY EQ 1,4,5]

KS-9. [Which military service uses the advertising slogan,] "We're not a company, we're your country."?

AIR FORCE	1
ARMY	2
MARINE CORPS	3
NAVY	4
ALL FOUR SERVICES IN SAME AD	5
REFUSED	-7
DON'T KNOW	-8

[GO TO PERCEPTIONS MODULE]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Perceptions

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Perceptions

Screen Name: PE-1 Question Bank #: PE1

Variables:	Ranges:
YAWIDE	1-5,-7,-8
YAPHYS	1-5,-7,-8
YAPROVD	1-5,-7,-8
YASTEP	1-5,-7,-8
YALEADER	1-5,-7,-8
YAHITECH	1-5,-7,-8
YACIVCAR	1-5,-7,-8
YASELCON	1-5,-7,-8
YAPOTEN	1-5,-7,-8
YAMENTAL	1-5,-7,-8
YAMATURE	1-5,-7,-8
YATRAIN	1-5,-7,-8
YAHIQUAL	1-5,-7,-8
YACASHED	1-5,-7,-8

Sub-Population: Youth given the Active Army perceptions questions
[PANELPEY EQ 2 AND RANDPE3 EQ 1,3] OR
[PANELPEY EQ 3,4,5,6,7,8]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Perceptions

PE-1. I am going to read you a list of statements describing different things the Army might offer. Please tell me how much you disagree or agree that the Army offers each item on the list. A "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

	DS			AG		REF	DK
The Army offers...							
A. a wide variety of opportunities to find a job you can enjoy?	1	2	3	4	5	-7	-8
B. a physically challenging experience?	1	2	3	4	5	-7	-8
C. an experience you can be proud of?	1	2	3	4	5	-7	-8
D. an advantage over going right from high school to college?	1	2	3	4	5	-7	-8
E. an opportunity to develop leadership skills?	1	2	3	4	5	-7	-8
F. the chance to work with the latest high tech equipment?	1	2	3	4	5	-7	-8
G. a great value in your civilian career development?	1	2	3	4	5	-7	-8
H. an excellent opportunity to develop self-confidence?	1	2	3	4	5	-7	-8
I. the opportunity to develop your potential?	1	2	3	4	5	-7	-8
J. a mentally challenging experience?	1	2	3	4	5	-7	-8
K. an opportunity for you to become more mature and responsible?	1	2	3	4	5	-7	-8
L. many opportunities for training in useful skill areas?	1	2	3	4	5	-7	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Perceptions

Screen Name: PE-1A Question Bank #: PE1A

Variables:	Ranges:
YHEARDAR	1,2,-7,-8

Sub-Population: Youth selected to receive the Army Reserve perceptions questions

[PANELPEY EQ 1 AND RANDPE8 EQ 1] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND
RANDPE8 EQ 1] OR
[PANELPEY EQ 3 AND RAND1000 GE 1 AND
RAND1000 LE 269] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 1]

M. many chances to work with highly trained people? 1 2 3 4 5 -7 -8

N. an excellent opportunity to obtain money for a college or vocational education? 1 2 3 4 5 -7 -8

CATI CHECK #PE2: RANDOMLY SELECT A CAREER OPTION FROM ARMY RESERVE, ARMY NATIONAL GUARD, AIR FORCE, NAVY, MARINE CORPS, GOING TO COLLEGE, WORKING IN A FULL-TIME CIVILIAN JOB, ALL SERVICES.

#PE3: WHICH CAREER OPTION WAS SELECTED?

ARMY RESERVE	1 (PE-1A)
ARMY NATIONAL GUARD	2 (PE-4A)
AIR FORCE	3 (PE-6)
NAVY	4 (PE-6)
MARINE CORPS	5 (PE-6)
ALL SERVICES	6 (PE-6)
WORKING IN A FULL-TIME CIVILIAN JOB	7 (PE-7)
GOING TO COLLEGE	8 (PE-8)

PE-1A. Have you ever heard of the United States Army Reserve?

YES	1 (PE-4)
NO	2 (PE-12)
REFUSED	-7 (PE-12)
DON'T KNOW	-8 (PE-4)

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Perceptions

Screen Name: PE-4 Question Bank #: PE4

Variables:	Ranges:
YVWIDE	1-5,-7,-8
YVPROUD	1-5,-7,-8
YVLEADER	1-5,-7,-8
YVCIVCAR	1-5,-7,-8
YVSELCON	1-5,-7,-8
YVPOTEN	1-5,-7,-8
YVMENTAL	1-5,-7,-8
YVMATURE	1-5,-7,-8
YVTRAIN	1-5,-7,-8
YVHIQUAL	1-5,-7,-8
YVCASHED	1-5,-7,-8
YVHOME	1-5,-7,-8
YVSERCOM	1-5,-7,-8
YVWEEKEN	1-5,-7,-8

Sub-Population: Youth selected to receive the Army Reserve perceptions questions who had heard of the U.S. Army Reserve
[YHEARDAR (PE-1A) EQ 1,-8]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Perceptions

PE-4. Now, I am going to read you a list of things the United States Army Reserve might offer. Please tell me how much you disagree or agree that the United States Army Reserve offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

The United States Army Reserve offers:

	DS				AG	REF	DK
A. a wide variety of opportunities to find a job you can enjoy?	1	2	3	4	5	-7	-8
B. an experience you can be proud of?	1	2	3	4	5	-7	-8
C. an opportunity to develop leadership skills?	1	2	3	4	5	-7	-8
D. a great value in your civilian career development?	1	2	3	4	5	-7	-8
E. an excellent opportunity to develop self-confidence?	1	2	3	4	5	-7	-8
F. the opportunity to develop your potential?	1	2	3	4	5	-7	-8
G. a mentally challenging experience?	1	2	3	4	5	-7	-8
H. the opportunity to become more mature and responsible?	1	2	3	4	5	-7	-8
I. many opportunities for training in useful skill areas?	1	2	3	4	5	-7	-8
J. many chances to work with highly trained people?	1	2	3	4	5	-7	-8
K. an excellent opportunity to obtain money for a college or vocational education?	1	2	3	4	5	-7	-8
L. an opportunity to serve America while staying in your own home?	1	2	3	4	5	-7	-8
M. a chance to serve your own community?	1	2	3	4	5	-7	-8

Screen Name: PE-4A — Question Bank #: PE4A

Variables:	Ranges:
YHEARDNG	1,2,-7,-8

Sub-Population: Youth selected to receive the Army National Guard perceptions questions
[PANELPEY EQ 1 AND RANDPE8 EQ 2] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND RANDPE8 EQ 2] OR
[PANELPEY EQ 3 AND RAND1000 GE 270 AND RAND1000 LE 539] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 2]

Screen Name: PE-5 — Question Bank #: PE5

Variables:	Ranges:
YGWIDE	1-5,-7,-8
YGPROUD	1-5,-7,-8
YGLEADER	1-5,-7,-8
YGCIVCAR	1-5,-7,-8
YGSELCON	1-5,-7,-8
YGPOTEN	1-5,-7,-8
YGMENTAL	1-5,-7,-8
YGMATURE	1-5,-7,-8
YGTRAIN	1-5,-7,-8
YGHIQUAL	1-5,-7,-8
YGCASHED	1-5,-7,-8
YGHOME	1-5,-7,-8
YGSERCOM	1-5,-7,-8
YGWEEKEN	1-5,-7,-8

Sub-Population: Youth selected to receive the Army National Guard perceptions questions who had heard of the United States Army National Guard
[YHEARDNG (PE-4A) EQ 1,-8]

N. interesting and exciting weekends?	1	2	3	4	5	-7	-8

[SKIP TO PE-12]

PE-4A. Have you ever heard of the United States Army National Guard?

YES 1 (PE-5)
NO 2 (PE-12)
REFUSED ..... -7 (PE-12)
DON'T KNOW ... -8 (PE-5)

PE-5. Now, I am going to read you a list of statements describing different things the United States Army National Guard might offer. Please tell me how much you disagree or agree that the United States Army National Guard offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

The Army National Guard offers:

	DS				AG	REF	DK
A. a wide variety of opportunities to find a job you can enjoy?	1	2	3	4	5	-7	-8
B. an experience you can be proud of?	1	2	3	4	5	-7	-8
C. an opportunity to develop leadership skills?	1	2	3	4	5	-7	-8
D. a great value in your civilian career development?	1	2	3	4	5	-7	-8
E. an excellent opportunity to develop self-confidence?	1	2	3	4	5	-7	-8

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F.	the opportunity to develop your potential?	1	2	3	4	5	-7	-8
G.	a mentally challenging experience?	1	2	3	4	5	-7	-8
H.	an opportunity to become more mature and responsible?	1	2	3	4	5	-7	-8
I.	many opportunities for training in useful skill areas?	1	2	3	4	5	-7	-8
J.	many chances to work with highly trained people?	1	2	3	4	5	-7	-8
K.	an excellent opportunity to obtain money for a college or vocational education?	1	2	3	4	5	-7	-8
L.	an opportunity to serve America while staying in your own home?	1	2	3	4	5	-7	-8
M.	a chance to serve your own community?	1	2	3	4	5	-7	-8
N.	gives you interesting and exciting weekends?	1	2	3	4	5	-7	-8

[SKIP TO PE-12]

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Screen Name: PE-6 Question Bank #: PE6

Variables:	Ranges:
YFWIDE	1-5,-7,-8
YFPHYS	1-5,-7,-8
YFPROUD	1-5,-7,-8
YFSTEP	1-5,-7,-8
YFLEADER	1-5,-7,-8
YFHITECH	1-5,-7,-8
YFCIVCAR	1-5,-7,-8
YFSELCON	1-5,-7,-8
YFPOTEN	1-5,-7,-8
YFMENTAL	1-5,-7,-8
YFMATURE	1-5,-7,-8
YFTRAIN	1-5,-7,-8
YFHIQUAL	1-5,-7,-8
YFCASHED	1-5,-7,-8

Sub-Population: Youth selected to receive the Air Force perceptions questions
[PANELPEY EQ 1 AND RANDPE8 EQ 3] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ 3] OR
[PANELPEY EQ 3 AND RAND1000 GE 540 AND RAND1000 LE 616] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 3]

YNWIDE	1-5,-7,-8
YNPHYS	1-5,-7,-8
YNPROUD	1-5,-7,-8
YNSTEP	1-5,-7,-8
YNLEADER	1-5,-7,-8
YNHITECH	1-5,-7,-8
YNCIVCAR	1-5,-7,-8
YNSELCON	1-5,-7,-8
YNPOTEN	1-5,-7,-8
YNMENTAL	1-5,-7,-8
YNMATURE	1-5,-7,-8
YNTRAIN	1-5,-7,-8
YNHIQUAL	1-5,-7,-8
YNCASHED	1-5,-7,-8

Sub-Population: Youth selected to receive the Navy perceptions questions
[PANELPEY EQ 1 AND RANDPE8 EQ 4] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ 4] OR
[PANELPEY EQ 3 AND RAND1000 GE 617 AND RAND1000 LE 693] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 4]

PE-6. I am going to read you a list of statements describing different things the (SERVICE) might offer. Please tell me how much you disagree or agree that the (SERVICE) offers item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

The (SERVICE) offers:

	DS				AG	REF	DK
A. a wide variety of opportunities to find a job you can enjoy?	1	2	3	4	5	-7	-8
B. a physically challenging environment?	1	2	3	4	5	-7	-8
C. an experience you can be proud of?	1	2	3	4	5	-7	-8
D. an advantage over going right from high school to college?	1	2	3	4	5	-7	-8
E. an opportunity to develop leadership skills?	1	2	3	4	5	-7	-8
F. the chance to work with the latest high tech equipment?	1	2	3	4	5	-7	-8
G. a great value in your civilian career development?	1	2	3	4	5	-7	-8
H. an excellent opportunity to develop self-confidence?	1	2	3	4	5	-7	-8
I. the opportunity to develop your potential?	1	2	3	4	5	-7	-8
J. a mentally challenging experience?	1	2	3	4	5	-7	-8
K. an opportunity to become more mature and responsible?	1	2	3	4	5	-7	-8
L. many opportunities for training in useful skill areas?	1	2	3	4	5	-7	-8

YMWIDE	1-5,-7,-8
YMPHYS	1-5,-7,-8
YMPROUD	1-5,-7,-8
YMSTEP	1-5,-7,-8
YMLEADER	1-5,-7,-8
YMHITECH	1-5,-7,-8
YMCIVCAR	1-5,-7,-8
YMSELCON	1-5,-7,-8
YMPOTEN	1-5,-7,-8
YMMENTAL	1-5,-7,-8
YMMATURE	1-5,-7,-8
YMTRAIN	1-5,-7,-8
YMHIQUAL	1-5,-7,-8
YMCASHED	1-5,-7,-8
Sub-Population:	Youth selected to receive the Marine Corps perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 5] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ5] OR [PANELPEY EQ3 AND RAND1000 GE 694 AND RAND1000 LE 770] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ5]

YSWIDE	1-5,-7,-8
YSPHYS	1-5,-7,-8
YSPROUD	1-5,-7,-8
YSSTEP	1-5,-7,-8
YSLEADER	1-5,-7,-8
YSHITECH	1-5,-7,-8
YSCIVCAR	1-5,-7,-8
YSSELCON	1-5,-7,-8
YSPOTEN	1-5,-7,-8
YSMENTAL	1-5,-7,-8
YSMATURE	1-5,-7,-8
YSTRAIN	1-5,-7,-8
YSHIQUAL	1-5,-7,-8
YSCASHED	1-5,-7,-8
Sub-Population:	Youth selected to receive the Military Service perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 6] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ 6] OR [PANELPEY EQ 5 AND RAND1000 GE 771 AND RAND1000 LE 847] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 6]

M. many chances to work with highly trained people?	1	2	3	4	5	-7	-8
N. an excellent opportunity to obtain money for a college or vocational education?	1	2	3	4	5	-7	-8

[SKIP TO PE-12]

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Screen Name: PE-7 Question Bank #: PE7

Variables:	Ranges:
YWWIDE	1-5,-7,-8
YWPROUD	1-5,-7,-8
YWSTEP	1-5,-7,-8
YWLEADER	1-5,-7,-8
YWHITECH	1-5,-7,-8
YWCIVCAR	1-5,-7,-8
YWSELCON	1-5,-7,-8
YWPOTEN	1-5,-7,-8
YWMENTAL	1-5,-7,-8
YWMATURE	1-5,-7,-8
YWTRAIN	1-5,-7,-8
YWHIQUAL	1-5,-7,-8
YWCASHED	1-5,-7,-8

Sub-Population: Youth selected to receive the Working in a Full-Time Civilian Job perceptions questions

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[PANELPEY EQ 1 AND RANDPE8 EQ 7] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND
  RANDPE8 EQ 7] OR
[PANELPEY EQ 3 AND RAND1000 GE 848 AND
  RAND1000 LE 924] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 7]
```

PE-7. I am going to read you a list of statements describing different things working in a full-time civilian job might offer. Please tell me how much you disagree or agree that working in a full-time civilian job offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

Working in a full-time civilian job offers:

	DS				AG	REF	DK
A. a physically challenging experience?	1	2	3	4	5	-7	-8
B. an experience you can be proud of?	1	2	3	4	5	-7	-8
C. an advantage over going right from high school to college?	1	2	3	4	5	-7	-8
D. an opportunity to develop leadership skills?	1	2	3	4	5	-7	-8
E. the chance to work with the latest high tech equipment?	1	2	3	4	5	-7	-8
F. a great value in your civilian career development?	1	2	3	4	5	-7	-8
G. an excellent opportunity to develop self-confidence?	1	2	3	4	5	-7	-8
H. the opportunity to develop your potential?	1	2	3	4	5	-7	-8
I. a mentally challenging experience?	1	2	3	4	5	-7	-8
J. the opportunity to become more more mature and responsible?	1	2	3	4	5	-7	-8
K. many opportunities for training in useful skill areas?	1	2	3	4	5	-7	-8
L. many chances to work with highly trained people?	1	2	3	4	5	-7	-8

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Module: Perceptions

Screen Name: PE-8 Question Bank #: PE8

Variables:	Ranges:
YCPROUD	1-5,-7,-8
YCLEADER	1-5,-7,-8
YCCIVCAR	1-5,-7,-8
YCSELCON	1-5,-7,-8
YCPOTEN	1-5,-7,-8
YCMENTAL	1-5,-7,-8
YCMATURE	1-5,-7,-8
YCHIQUAL	1-5,-7,-8

Sub-Population: Youth selected to receive the Going to College perceptions questions
[PANELPEY EQ 1 AND RANDPE8 EQ 8] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND RANDPE8 EQ 8] OR
[PANELPEY EQ 3 AND RAND1000 GE 925 AND RAND1000 LE 1000] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 8]

M. an excellent opportunity to obtain money for a college or vocational education? 1 2 3 4 5 -7 -8

[SKIP TO PE-12]

PE-8. I am going to read you a list of statements describing different things going to college might offer. Please tell me how much you disagree or agree that going to college offers each item on the list. Again, a "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

Going to college offers...

	DS				AG	REF	DK
A. an experience you can be proud of?	1	2	3	4	5	-7	-8
B. an opportunity to develop leadership skills?	1	2	3	4	5	-7	-8
C. a great value in your civilian career development?	1	2	3	4	5	-7	-8
D. an excellent opportunity to develop self-confidence?	1	2	3	4	5	-7	-8
E. the opportunity to develop your potential?	1	2	3	4	5	-7	-8
F. a mentally challenging experience?	1	2	3	4	5	-7	-8
G. the opportunity to become more mature and responsible?	1	2	3	4	5	-7	-8
H. many chances to work with highly trained people?	1	2	3	4	5	-7	-8

Screen Name: PE-12 Question Bank #: PE12
Variables: Ranges:
YPEDIP 1-5,-7,-8
Sub-Population: All youth

Screen Name: PE-13 Question Bank #: PE13
Variables: Ranges:
YPEGRADE 1-5,-7,-8
Sub-Population: All youth

Screen Name: PE-14 Question Bank #: PE14
Variables: Ranges:
YPECOL 1-5,-7,-8
Sub-Population: All youth

Screen Name: PE-15 Question Bank #: PE15
Variables: Ranges:
YPESIM 1,2,-7,-8
Sub-Population: All youth

PE-12. Of the people who joined the Army in the last year, what proportion do you think are high school diploma graduates? Would you say...

less than one quarter,	1
about one quarter,	2
about one half,	3
about three quarters, or	4
almost all?	5
REFUSED	-7
DON'T KNOW	-8

PE-13. Of the people who joined the Army last year, what proportion do you think would score in the upper half of an intelligence test? Is it...

all of them,	1
three quarters of them,	2
half of them,	3
one quarter of them; or	4
none of them?	5
REFUSED	-7
DON'T KNOW	-8

PE-14. Of the people who joined the Army in the last year, what proportion do you think will get a college diploma either while they are in the Army or after they complete their Army service? Would you say...

less than one quarter,	1
about one quarter,	2
about one half,	3
about three quarters, or	4
almost all?	5
REFUSED	-7
DON'T KNOW	-8

PE-15. Do you think very many young (men/women) with backgrounds and plans for the future like yours are joining the Army?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

Screen Name: PE-15A Question Bank #: PE15A

Variables:	Ranges:
YHEARDRO	1,2,-7,-8

Sub-Population: Youth selected to receive the Army Reserve Officer's Training Corps perceptions questions
[PANELPEY EQ 1] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 1,2] OR
[PANELPEY EQ 3] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 9]

Screen Name: PE-2 Question Bank #: PE2

Variables:	Ranges:
YRLEADER	1-5,-7,-8
YRSELCON	1-5,-7,-8
YRELECT	1-5,-7,-8
YROFFCOM	1-5,-7,-8

Sub-Population: Youth selected to receive the Army ROTC questions who had heard of the Army Reserve Officers' Training Corps
[YHEARDRO EQ 1,-8]

CATI CHECK #PE1: IS YOUTH ROTC POTENTIAL?

YES 1 (PE-15A)
NO ..... 2 (KNOWLEDGE AWARENESS MODULE)

PE-15A. Have you ever heard of the Army Reserve Officer's Training Corps on a college campus?

YES 1 (PE-2)
NO ..... 2 (KNOWLEDGE-AWARENESS MODULE)
REFUSED ..... -7 (KNOWLEDGE-AWARENESS MODULE)
DON'T KNOW .. -8 (PE-2)

PE-2. Next, I will read you a few statements describing different things that the Army Reserve Officer's Training Corps on the college campus might offer. Please tell me how much you disagree or agree that being an officer offers each item on the list. A "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

The Army Reserve Officer's Training Corps on the college campus provides...

	DS				AG	REF	DK
A. leadership and management training?	1	2	3	4	5	-7	-8
B. the opportunity to develop self-confidence?	1	2	3	4	5	-7	-8
C. a college elective that can be taken together with other college courses?	1	2	3	4	5	-7	-8
D. an officer's commission in the active Army, Army Reserve, or the Army National Guard?	1	2	3	4	5	-7	-8

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Screen Name: PE-3 Question Bank #: PE3

Variables:	Ranges:
YOWIDE	1-5,-7,-8
YOPROUD	1-5,-7,-8
YOUSECOL	1-5,-7,-8
YOINNOV	1-5,-7,-8

Sub-Population: Youth selected to receive the Army ROTC questions who had heard of the Army Reserve Officer's Training Corps
[YHEARDRO EQ 1,-8]

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PE-3. Being an officer in the United States Army means different things to different people. Please tell me how much you disagree or agree that being an officer offers each item on the list. A "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat and a "5" means you agree completely.

Being an officer in the United States Army provides...

	DS				AG	REF	DK
A. a wide variety of job opportunities?	1	2	3	4	5	-7	-8
B. experiences you can be proud of?	1	2	3	4	5	-7	-8
C. the opportunity to use your college acquired skills?	1	2	3	4	5	-7	-8
D. the opportunity to make changes and use your own judgment?	1	2	3	4	5	-7	-8

[GO TO KNOWLEDGE-AWARENESS MODULE]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Knowledge-Army Attributes

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Knowledge-Army Attributes

Screen Name: KA-7 Question Bank #: KA7
Variables: Ranges:
YKAEARN 1,2,-7,-8
Sub-Population: Approximately half of youth given the main interview
[RANDROY EQ 3,5,6]

Screen Name: KA-1 Question Bank #: KA1
Variables: Ranges:
YKAEDBEN 1-6,-7,-8
Sub-Population: Youth who knew that it is possible to earn money for college by enlisting in the Army
[YKAEARN (KA-7) EQ 1,-7,-8]

Screen Name: KA-2 Question Bank #: KA2
Variables: Ranges:
YKALLCOL 1,2,-7,-8
Sub-Population: Youth who knew that it is possible to earn money for college by enlisting in the Army
[YKAEARN (KA-7) EQ 1,-7,-8]

Screen Name: KA-3 Question Bank #: KA3
Variables: Ranges:
YKASAME 1,2,3,-7,-8
Sub-Population: Youth who knew that it is possible to earn money for college by enlisting in the Army
[YKAEARN (KA-7) EQ 1,-7,-8]

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Module: Knowledge-Army Attributes

KA-7. Is it possible to earn money for college by enlisting in the Army?

YES	1	(KA-1)
NO	2	(CATI CHECK #KA4)
REFUSED	-7	(KA-1)
DON'T KNOW	-8	(KA-1)

KA-1. How much do you think can be earned through Army education benefits? [PROBE: This would be the total education benefits that could be earned while in the Army.]

UNDER $5,000	1
$5,000 TO $9,999	2
$10,000 TO $14,999	3
$15,000 TO $19,999	4
$20,000 TO $24,999	5
$25,000 OR MORE	6
REFUSED	-7
DON'T KNOW	-8

KA-2. Do you think Army education benefits would cover your entire college education?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

KA-3. Do you think Army education benefits are more, less or about the same as the Navy, Air Force, or Marines offer?

MORE	1
LESS	2
ABOUT THE SAME	3
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #KA4: ROTATE ORDER OF SERVICES FOR KA-4

ACOMS Youth Annotated Questionnaire
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Module: Knowledge-Army Attributes

Screen Name: KA-4 Question Bank #: KA4

Variables:	Ranges:
YKAGIAR	1,2,-7,-8
YKAGIAF	1,2,-7,-8
YKAGINA	1,2,-7,-8
YKAGIMA	1,2,-7,-8

Sub-Population: Youth asked the knowledge-awareness questions [RANDROY EQ 3,5,6]

Screen Name: KA-5 Question Bank #: KA5

Variables:	Ranges:
YKAYEARS	0-25,-7,-8

Sub-Population: Youth asked the knowledge-awareness questions RANDROY EQ 3,5,6]

Screen Name: KA-6 Question Bank #: KA6

Variables:	Ranges:
YKADEP	1,2,-7,-8

Sub-Population: Youth asked the knowledge-awareness questions [RANDROY EQ 3,5,6]

Screen Name: KA-8 Question Bank #: KA8

Variables:	Ranges:
YKARGJUN	1,2,-7,-8

Sub-Population: Youth asked the knowledge-awareness questions [RANDROY EQ 3,5,6]

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Module: Knowledge-Army Attributes

KA-4. Please tell me whether or not each of the following services offers the "GI Bill"?

	DOES OFFER	DOES NOT OFFER	REF	DK
Army	1	2	-7	-8
Air Force	1	2	-7	-8
Navy	1	2	-7	-8
Marines	1	2	-7	-8

KA-5. What is the minimum number of years that a new recruit has to serve on active duty in the Army?

REFUSED	-7
DON'T KNOW	-8

KA-6. Is it possible to sign up for the Army and actually start serving up to one year later?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

KA-8. Are 17 year old high school juniors eligible to join the Army Reserve or Army National Guard?

YES	1 (KA-10)
NO	2 (KA-9)
REFUSED	-7 (KA-9)
DON'T KNOW	-8 (KA-9)

ACOMS Youth Annotated Questionnaire
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Module: Knowledge-Army Attributes

Screen Name: KA-9 Question Bank #: KA9
Variables: Ranges:
YKARGHS 1,2,-7,-8
Sub-Population: Youth who did not know that 17 year old high school juniors are eligible to join the Army Reserve or Army National Guard
[YKARGJUN (KA-8) EQ 2,-7,-8]

Screen Name: KA-10 Question Bank #: KA10
Variables: Ranges:
YKAWARD 1-5,-7,-8
Sub-Population: Youth asked the knowledge-awareness questions
[RANDROY EQ 3,5,6]

Screen Name: KA-11 Question Bank #: KA11
Variables: Ranges:
YKARGCOL 1,2,-7,-8
Sub-Population: Youth asked the knowledge-awareness questions
[RANDROY EQ 3,5,6]

Screen Name: KA-12 Question Bank #: KA12
Variables: Ranges:
YKARGGI 1-7,-7,-8
Sub-Population: Youth who knew that qualified people who join the Army Reserve or Army National Guard can receive money for college
[YKARGCOL (KA-11) EQ 1]

KA-9. Is high school graduation required before joining the Army Reserve or Army National Guard?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

KA-10. Who sponsors the "Scholar-Athlete Award Program"? Is it the...

Marine Corps,	1
National Guard,	2
Army Reserve,	3
Air Force,or	4
Navy?	5
REFUSED	-7
DON'T KNOW	-8

KA-11. Can qualified people who join the Army Reserve or Army National Guard receive money for college?

YES	1	(KA-12)
NO	2	(DEMOGRAPHIC MODULE)
REFUSED	-7	(DEMOGRAPHIC MODULE)
DON'T KNOW	-8	(DEMOGRAPHIC MODULE)

KA-12. What is the maximum amount of money for college that qualified people who join the Army Reserve or Army National Guard can receive under the "GI Bill"?

UNDER $1,000	1
$1,000 TO $1,999	2
$2,000 TO $3,999	3
$4,000 TO $5,999	4
$6,000 TO $7,999	5
$8,000 TO $9,999	6
$10,000 OR MORE	7
REFUSED	-7
DON'T KNOW	-8

[GO TO DEMOGRAPHICS MODULE]

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Demographics

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Demographics

Screen Name: DE-5 Question Bank #: DE5
Variables: Ranges:
YDETHNIC 1-3,-7,-8
Sub-Population: Hispanic youth
[EHISP (SC-20) EQ 1]

Screen Name: DE-6 Question Bank #: DE6
Variables: Ranges:
YDMARITL 1-5,-7,-8
Sub-Population: All youth

Screen Name: DE-14 Question Bank #: DE14
Variables: Ranges:
YDSAMEHH 1,2,-7,-8
Sub-Population: All youth

Screen Name: DE-15 Question Bank #: DE15
Variables: Ranges:
YDPARENT 1-3,-7,-8
Sub-Population: Youth who live with one or both parents
[YDSAMEHH (DE-14) EQ 1,-8]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Demographics

INTRODUCTION: Now I have some questions about your background.

CATI CHECK #DE1: IS RESPONDENT HISPANIC?
[SC-20 = 1]

YES 1 (DE-5)
NO 2 (DE-6)

DE-5. What is your ethnic background? Are you:

Mexican American 1
Puerto Rican, or 2
Some other Hispanic? 3
REFUSED ..... -7
DON'T KNOW ..... -8

DE-6. What is your current marital status? Are you:

Single, ... 1
Married, ... 2
Separated, ... 3
Divorced, or 4
Widowed? 5
REFUSED ..... -7
DON'T KNOW ..... -8

INTRODUCTION: Now I would like to ask some questions about your father and mother, or other adults in your household.

DE-14. (When not attending college) Do you live in the same household as one or both of your parents? (Please include any natural parents, step-parents or guardians.)

YES 1 (DE-15)
NO 2 (DE-16)
REFUSED ..... -7 (DE-16)
DON'T KNOW ..... -8 (DE-15)

DE-15. Which of your parents do you live with?

BOTH 1
MOTHER, STEP-MOTHER OR FEMALE GUARDIAN.. 2
FATHER, STEP-FATHER OR MALE GUARDIAN.... 3
REFUSED ..... -7
DON'T KNOW ..... -8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Demographics

Screen Name: DE-16 Question Bank #: DE16
Variables: Ranges:
YDWAGE 1-6,-7,-8
Sub-Population: All youth

Screen Name: DE-19 Question Bank #: DE19
Variables: Ranges:
YDEDDAD 07-25,-7,-8
Sub-Population: All youth

DE-16. Who is the principal wage earner in the household?

BOTH MOTHER AND FATHER	1
MOTHER, STEP-MOTHER OR FEMALE GUARDIAN	2
FATHER, STEP-FATHER OR MALE GUARDIAN	3
RESPONDENT, OR RESPONDENT AND SPOUSE	4
OTHER	5
NO WAGE EARNER	6
REFUSED	-7
DON'T KNOW	-8

DE-19. What was the highest grade or level of education that your father completed?

LESS THAN 8TH GRADE	07
8TH GRADE	08
9TH GRADE	09
10TH GRADE	10
11TH GRADE	11
12TH GRADE	12
1ST YEAR OF 4-YEAR COLLEGE	13
2ND YEAR OF 4-YEAR COLLEGE	14
3RD YEAR OF 4-YEAR COLLEGE	15
4TH YEAR OF 4-YEAR COLLEGE	16
5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19
MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL	20
1ST YEAR OF JR. OR COMMUNITY COLLEGE	21
2ND YEAR OF JR. OR COMMUNITY COLLEGE	22
1ST YEAR OF VOCATIONAL, BUSINESS OR TRADE SCHOOL	23
2ND YEAR OF VOCATIONAL, BUSINESS OR TRADE SCHOOL	24
MORE THAN 2 YEARS VOCATIONAL, BUSINESS OR TRADE SCHOOL	25
REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Demographics

Screen Name: DE-20 Question Bank #: DE20
Variables: Ranges:
YDDADLFS 1-8,-7,-8
Sub-Population: All youth

Screen Name: DE-21 Question Bank #: DE21
Variables: Ranges:
YDDADBR 1-5,-7,-8
Sub-Population: Youth with father in the military
[YDDADLFS (DE-20) EQ 6]

DE-20. Is your father now...

working full-time, ...	1	(DE-26)
working part-time, ...	2	(DE-26)
unemployed, ...	3	(DE-26)
retired, ...	4	(DE-26)
taking care of a family at home, or	5	(DE-26)
in the military?	6	(DE-21)
DECEASED	7	(DE-26)
OTHER	8	(DE-26)
REFUSED	-7	(DE-26)
DON'T KNOW	-8	(DE-26)

DE-21. In which branch of the military is your father currently serving?

AIR FORCE	1
ARMY	2
COAST GUARD	3
MARINES	4
NAVY	5
REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Demographics

Screen Name: DE-26 Question Bank #: DE26

Variables:	Ranges:
YDEDMOM	07-25,-7,-8

Sub-Population: All youth

Screen Name: DE-27 Question Bank #: DE27

Variables:	Ranges:
YDMOMLFS	1-8,-7,-8

Sub-Population: All youth

DE-26. What was the highest grade or level of education that your mother completed?

LESS THAN 8TH GRADE	07
8TH GRADE	08
9TH GRADE	09
10TH GRADE	10
11TH GRADE	11
12TH GRADE	12
1ST YEAR OF 4-YEAR COLLEGE	13
2ND YEAR OF 4-YEAR COLLEGE	14
3RD YEAR OF 4-YEAR COLLEGE	15
4TH YEAR OF 4-YEAR COLLEGE	16
5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19
MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL	20
1ST YEAR OF JR. OR COMMUNITY COLLEGE	21
2ND YEAR OF JR. OR COMMUNITY COLLEGE	22
1ST YEAR OF VOCATIONAL, BUSINESS OR TRADE SCHOOL	23
2ND YEAR OF VOCATIONAL, BUSINESS OR TRADE SCHOOL	24
MORE THAN 2 YEARS VOCATIONAL, BUSINESS OR TRADE SCHOOL	25
REFUSED	-7
DON'T KNOW	-8

DE-27. Is your mother now...

working full-time,	1
working part-time,	2
unemployed,	3
retired, or	4
taking care of a family at home, or	5
in the military?	6
DECEASED	7
OTHER	8
REFUSED	-7
DON'T KNOW	-8

Screen Name: DE-17 Question Bank #: DE17

Variables:	Ranges:
YDOWNREL	1-10,91,-7,-8

Sub-Population: Youth who do not live with parents
[YDSAMEHH (DE-14) EQ 2] OR
[YDSAMEHH EQ -7,-8 AND
YDPARENT (DE-15) EQ -7,-8 AND
YDEDDAD (DE-19) EQ -7,-8 AND
YDEDMOM (DE-26) EQ -7,-8]

YDOWNOS
Sub-Population: Youth who live with some other person
[YDOWNREL (DE-17) EQ 91]

CATI CHECK #DE1A: DOES RESPONDENT LIVE WITH PARENTS?
[DE-14 = 1]

YES 1 (DE-36)
NO 2 (DE-17)

DE-17. What relationship to you is the head of household in the house or apartment you are living in?

SIBLING	1	(DE-19A)
UNCLE	2	(DE-19A)
AUNT	3	(DE-19A)
COUSIN	4	(DE-19A)
GRANDFATHER	5	(DE-19A)
GRANDMOTHER	6	(DE-19A)
SPOUSE	7	(DE-19A)
NON-RELATIVE	8	(DE-19A)
RESPONDENT	9	(DE-36)
OTHER	91	(DE-19A)
REFUSED	-7	(DE-19A)
DON'T KNOW	-8	(DE-19A)

Screen Name: DE-19A Question Bank #: DE19A

Variables:	Ranges:
YDEDOTH	07-25,-7,-8

Sub-Population: Youth who live with another person [YDOWNREL (DE-17) NE 9]

Screen Name: DE-36 Question Bank #: DE36

Variables:	Ranges:
YDROTCEV	1,2,-7,-8

Sub-Population: All youth

DE-19A. What was the highest grade or level of education that (PERSON in DE-17) completed?

LESS THAN 8TH GRADE	07
8TH GRADE	08
9TH GRADE	09
10TH GRADE	10
11TH GRADE	11
12TH GRADE	12
1ST YEAR OF 4-YEAR COLLEGE	13
2ND YEAR OF 4-YEAR COLLEGE	14
3RD YEAR OF 4-YEAR COLLEGE	15
4TH YEAR OF 4-YEAR COLLEGE	16
5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19
MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL	20
1ST YEAR OF JR. OR COMMUNITY COLLEGE	21
2ND YEAR OF JR. OR COMMUNITY COLLEGE	22
1ST YEAR OF VOCATIONAL, BUSINESS OR TRADE SCHOOL	23
2ND YEAR OF VOCATIONAL, BUSINESS OR TRADE SCHOOL	24
MORE THAN 2 YEARS VOCATIONAL, BUSINESS OR TRADE SCHOOL	25
REFUSED	-7
DON'T KNOW	-8

DE-36. Did you ever participate in a Reserve Officer's Training Corps (ROTC) course?

YES	1	(DE-37)
NO	2	(DE-39)
REFUSED	-7	(DE-39)
DON'T KNOW	-8	(DE-39)

Screen Name: DE-37 Question Bank #: DE37
Variables: Ranges:
YDROTCJS 1,2,-7,-8
Sub-Population: Youth who have participated in a ROTC course [YDROTCEV (DE-36) EQ 1]

Screen Name: DE-38 Question Bank #: DE38
Variables: Ranges:
YDROTCBR 1-3,-7,-8
Sub-Population: Youth who have participated in a ROTC course in college [YDROTCJS (DE-27) EQ 2]

Screen Name: DE-39 Question Bank #: DE39
Variables: Ranges:
YDCOUNTY
Sub-Population: Youth who were not screener respondents [YUTHNUM NE 01]

Screen Name: DE-40 Question Bank #: DE40
Variables: Ranges:
YDCITY
Sub-Population: Youth who were not screener respondents [YUTHNUM NE 01]

Screen Name: DE-41 Question Bank #: DE41
Variables: Ranges:
YDZIP
Sub-Population: Youth who were not screener respondents [YUTHNUM NE 01]

DE-37. Was that Junior ROTC in high school or Senior ROTC in college?

JUNIOR (IN HIGH SCHOOL)	1	(DE-39)
SENIOR (IN COLLEGE)	2	(DE-38)
REFUSED	-7	(DE-39)
DON'T KNOW	-8	(DE-39)

DE-38. Was that Army ROTC, Air Force ROTC or Navy ROTC?

ARMY	1
AIR FORCE	2
NAVY	3
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #DE2: IS YOUTH THE SCREENER RESPONDENT

YES 1 (DE-42)
NO 2 (DE-39)

DE-39. What is the name of the county in which you live?

REFUSED	-7
DON'T KNOW	-8

DE-40. What is the name of the city in which you live?

REFUSED	-7
DON'T KNOW	-8

DE-41. What is your zip code?

REFUSED	-7
DON'T KNOW	-8

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Module: Demographics

Screen Name: DE-42 Question Bank #: DE42

Variables:	Ranges:
YDSSN	000000000-999999999,-7,-8

Sub-Population: All youth

DE-42. Now I need to record your Social Security Number. We are asking for this number for use in another study to determine if the ideas we have been discussing are related to whether or not someone enlists in a military service.

Let me remind you that your answers are voluntary and will be completely confidential. Under no circumstances will your identity be made know to anyone in the military.

DOES NOT HAVE SSN 0
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #DE2: IS YOUTH SELECTED FOR POTENTIAL INCLUSION IN LONGITUDINAL COMPONENT?

YES .... 1 (TRACKING MODULE)
NO ..... 2 (CATI CHECK #DE3)

#DE3: IS PARENT OF YOUTH TO BE SELECTED FOR PARTICIPATION IN THE INFLUENCER SAMPLE?

YES .... 1 (PARENTAL LOCATION MODULE)
NO ..... 2 (TERMINATION)

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Tracking

ACOMS Youth Annotated Questionnaire
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Module: Tracking

Screen Name: TR-1 Question Bank #: TR1
Variables: Ranges:
YTRPNAME
Sub-Population: Target youth in the longitudinal sample
[LONGSAMP EQ 1 AND YUTHNUM EQ TARGYUTH]

Screen Name: TR-2 Question Bank #: TR2
Variables: Ranges:
YTRPSAME 1,2,-7,-8
Sub-Population: Target youth in the longitudinal sample
[LONGSAMP EQ 1 AND YUTHNUM EQ TARGYUTH]

Screen Name: TR-3 Question Bank #: TR3
Variables: Ranges:
YTRPREAS 1,2,91,-7,-8
Sub-Population: Youth asked the tracking question who will be at a different phone number in one year
[YTRPSAME (TR-2) EQ 2]

YTRPOTH
Sub-Population: Youth asked the tracking questions who will have a different phone number in one year for some other reason
[YTRPREAS (TR-3) EQ 91]

Screen Name: TR-4 Question Bank #: TR4
Variables: Ranges:
YTRMOVMM
YTRMOVYY
Sub-Population: Youth asked the tracking questions who will be moving
[YTRPREAS (TR-3) EQ 1]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Tracking

INTRODUCTION: It is possible that we will call again sometime in the future to obtain some updated information from you. I'd like to ask you a few questions that will help us to recontact you at a later date.

TR-1. In what name is this phone number (AREA CODE & NUMBER) listed?

NOT LISTED	0
REFUSED	-7
DON'T KNOW	-8

TR-2. If we were to recontact you one year from now, do you expect that we could reach you at this same telephone number?

YES	1	(TR-9)
NO	2	(TR-3)
REFUSED	-7	(TR-9)
DON'T KNOW	-8	(TR-9)

TR-3. Why is that?

MOVING	1	(TR-4)
NUMBER BEING CHANGED	2	(TR-6)
OTHER(SPECIFY)	91	(TR-9)
REFUSED	-7	(TR-9)
DON'T KNOW	-8	(TR-9)

TR-4. When do you expect to be moving?

(MM/YY)

REFUSED	-7
DON'T KNOW	-8

ACOMS Youth Annotated Questionnaire
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Module: Tracking

Screen Name: TR-5 Question Bank #: TR5

Variables:	Ranges:
YTRMADDR	
Sub-Population:	Youth asked the tracking questions who will be moving [YTRPREAS (TR-3) EQ 1]
YTRMCITY	
YTRMST	
YTRMZIP	
Sub-Population:	Youth who will be moving who know their new address [YTRPREAS (TR-3) EQ 1 AND YTRMADDR (TR-5) NE -7,-8]

Screen Name: TR-6 Question Bank #: TR6

Variables:	Ranges:
YTRPMM	
YTRPYY	
Sub-Population:	Youth asked the tracking questions who will have a different phone number in one year [YTRPREAS (TR-3) EQ 2]

Screen Name: TR-7 Question Bank #: TR7

Variables:	Ranges:
YTRPKNOW	1,2,-7
Sub-Population:	Youth asked the tracking questions who will have a different phone number in one year [YTRPREAS (TR-3) EQ 1,2]

TR-5. To what address will you be moving?

STREET:

CITY:

STATE:

ZIP: (TR-7)
REFUSED ..... -7 (TR-7)
DON'T KNOW ..... -8 (TR-7)

TR-6. When do you expect your telephone number to be changed?

(MM/YY)
REFUSED ..... -7
DON'T KNOW ..... -8

TR-7. Do you know what your new telephone number will be?

YES 1 (TR-8)
NO 2 (TR-9)
REFUSED ..... -7 (TR-9)

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Module: Tracking

Screen Name: TR-8 Question Bank #: TR8
Variables: Ranges:
YTRPAREA
Sub-Population: Youth asked the tracking questions who know what their new telephone number will be
[YTRPKNOW (TR-7) EQ 1]

YTRPEXCH
YTRPLOCL
Sub-Population: Youth asked the tracking questions who are willing to tell the interviewer the new phone number
[YTRPKNOW (TR-7) EQ 1 AND YTRPAREA NE -7]

Screen Name: TR-9 Question Bank #: TR9
Variables: Ranges:
YTRWPHON 1,2,-7,-8
Sub-Population: Youth asked the tracking questions
[LONGSAMP EQ 1 AND YUTHNUM EQ TARGYUTH]

Screen Name: TR-10 Question Bank #: TR10
Variables: Ranges:
YTRWAREA
Sub-Population: Youth asked the tracking questions who have a work phone number where they could be contacted in one year
[YTRWPHON (TR-9) EQ 1]

YTRWEXCH
YTRWLOCL
Sub-Population: Youth asked the tracking questions who are willing and able to tell the interviewer a work phone number
[YTRWPHON (TR-9) EQ 1 AND
YTRWAREA (TR-10) NE -7,-8]

TR-8. What is that new number?

REFUSED	-7
DON'T KNOW	-8

TR-9. Do you have a work telephone number where you could be reached a year from now?

YES	1	(TR-10)
NO	2	(TR-12)
REFUSED	-7	(TR-12)
DON'T KNOW	-8	(TR-12)

TR-10. What is that number?

REFUSED	-7
DON'T KNOW	-8

Screen Name: TR-11 Question Bank #: TR11

Variables: Ranges:

YTRWNAME
Sub-Population: Youth with a work phone number
[YTRWPHON (TR-9) EQ 1]

YTRWADDR
Sub-Population: Youth with a work phone number who are willing and able to give a company name
[YTRWPHON (TR-9) EQ 1 AND
YTRWNAME (TR-11) NE -7,-8]

YTRWCITY
YTRWST
YTRWZIP
Sub-Population: Youth who give a company name and address
[YTRWPHON (TR-9) EQ 1 AND
YTRWNAME (TR-11) NE -7,-8 AND
YTRWADDR (TR-11) NE -7,-8]

Screen Name: TR-12 Question Bank #: TR12

Variables: Ranges:

YTR1FNAM
Sub-Population: Youth asked the tracking questions
[LONGSAMP EQ 1 AND YUTHNUM EQ TARGYUTH]

YTR1LNAM
Sub-Population: Youth asked the tracking questions who are willing and able to give the name of a friend or family member who would know how to reach them in one year
[YTR1FNAM (TR-12) NE -7,-8]

YTR1ADDR
Sub-Population: Youth asked the tracking questions
[LONGSAMP EQ 1 AND YUTHNUM EQ TARGYUTH]

YTR1CITY
YTR1ST
YTR1ZIP
Sub-Population: Youth asked the tracking questions who are willing and able to give the address of

TR-11. What is your employer's name and address?

COMPANY NAME:

STREET:

CITY:

STATE:

ZIP:
REFUSED ..... -7
DON'T KNOW ..... -8

TR-12. Please give me the name, address and telephone number of two friends or family members who are most likely to know how to reach you a year from now.

NAME:

STREET:

CITY:

STATE:

ZIP:

PHONE:

of a friend
[YTRADDR NE -7,-8]

YTR1ZIP
YTR1AREA
Sub-Population: Youth asked the tracking questions
[LONGSAMP EQ 1 AND YUTHNUM EQ TARGYUTH]

YTR1EXCH
YTR1LOCL
Sub-Population: Youth asked the tracking questions who are willing and able to give the phone number of a friend
[YTR1AREA (TR-12) NE -7,-8]

Screen Name: TR-12A Question Bank #: TR12A
Variables: Ranges:
YTR2FNAM
Sub-Population: Youth asked the tracking questions who gave information about a friend who could reach them in one year
[YTR1FNAM (TR-12) NE -7,-8,-1,-9] OR
[YTR1ADDR (TR-12) NE -7,-8,-1,-9] OR
[YTR1AREA (TR-12) NE -7,-8,-1,-9]

YTR2LNAM
Sub-Population: Youth who gave the first name of a second friend who could reach them in one year
[YTR2FNAM (TR-12A) NE -7,-8]

YTR2ADDR
Sub-Population: Youth who gave information about at least one friend
[YTR1FNAM (TR-12) NE -7,-8,-1,-9] OR
[YTR1ADDR (TR-12) NE -7,-8,-1,-9] OR
[YTR1AREA (TR-12) NE -7,-8,-1,-9]

YTR2CITY
YTR2ST
YTR2ZIP
Sub-Population: Youth who gave the address of a second friend who could reach them in one year
[YTR2ADDR (TR-12A) NE -7,-8]

YTR2AREA
Sub-Population: Youth who gave information about at least one friend
[YTR1FNAM (TR-12) NE -7,-8,-1,-9] OR
[YTR1ADDR (TR-12) NE -7,-8,-1,-9] OR
[YTR1AREA (TR-12) NE -7,-8,-1,-9]

TR-12A. [PROBE: And the second person's name, address, and telephone number?]

NAME:

STREET:

CITY:

STATE:

ZIP:

PHONE:
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #TR1	IS RESPONDENT A TARGET YOUTH?
	YES ..... 1 (PARENTAL LOCATION)
	NO ..... 2 (TERMINATE)

YTR2EXCH
YTR2LOCL
Sub-Population: Youth who gave the area code of a second friend who could reach them in one year [YTR2AREA (TR-12A) NE -7,-8]

ACOMS Youth Annotated Questionnaire
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Module: Tracking

ACOMS ANNOTATED QUESTIONNAIRE - Q87-1

(Oct, Nov, & Dec 86)

Module: Parental Location

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Parental Location

Screen Name: PL-1 Question Bank #: PL1
Variables: Ranges:
YPARFNAM
Sub-Population: Target youth with parent still living
[YUTHNUM EQ TARGYUTH] AND
[[YDDADLFS (DE-20) NE 7 AND PSEXSAMP EQ 1] OR
[YDMOMLFS (DE-27) NE 7 AND PSEXSAMP EQ 2]]

YPARLNAM
YPARAREA
Sub-Population: Target youth with parent still living and parent's first name given
[YPARFNAM (PL-1) NE -7,-8,-1]

YPAREXCH
YPARLOCL
Sub-Population: Target youth with parent still living and parent's area code given
[YPARAREA (PL-1) NE -7,-8,-1]

Screen Name: PL-2 Question Bank #: PL2
Variables: Ranges:
YPARIMP 1-5,-7,-8
Sub-Population: Target youth with parent still living
[YUTHNUM EQ TARGYUTH] AND
[[YDDADLFS (DE-20) NE 7 AND PSEXSAMP EQ 1] OR
[YDMOMLFS (DE-27) NE 7 AND PSEXSAMP EQ 2]]

ACOMS Youth Annotated Questionnaire
OMB # 0702-0077 Expiration 8/31/89
Module: Parental Location

PL-1. We would like to interview your (PARENT) regarding (his/her) thoughts about future plans and possibilities for you. Please give me (his/her) name and telephone number.

(NAME)

( ) ( ) - ( )
AREA EXCHANGE LOCAL

PL-2. Think now about the possibility of joining the Armed Services in the future. How important is your (PARENT)'s advice in your decision about serving in the military. Is it...

very important, ...	1
somewhat important, ...	2
neither important nor unimportant,..	3
somewhat unimportant, or.....	4
very unimportant?	5
REFUSED	-7
DON'T KNOW	-8

Chapter 5. ACOMS CODEBOOK CONTENTS AND CONVENTIONS

The ACOMS codebook contains all variables present in the ACOMS SAS datafiles. The codebook provides the analyst with a guide to the ACOMS survey data files. The codebook should be used during analyses to: (1) answer simple questions based up the unweighted frequency of response; (2) perform analyses on a variable's distribution to select appropriate analyses or to determine appropriate category combination; and 3) guide the use of operational, weighting, and segmentation variables.

Types of Variables Found in the Codebook

The ACOMS survey data file contain questionnaire variables and non-questionnaire variables. Non-questionnaire items include segmentation variables which describe or define the characteristics of the respondent, weighting variables, geographic boundary variables, and operational variables (such as randomization variables and consistency check variables).

Questionnaire Variables. Questionnaire variables contain data keyed from interview responses.

Segmentation Variables. Segmentation variables are special variables that, (1) describe the respondent in terms of special interest to the Army (e.g., whether the respondent would be included in YATS); and (2) describe how the respondent was selected into the sample in cases where special sub-sampling rules apply. For example, in the ACOMS sample, 1 in 5 females are selected for an extended interview. The variable FEMSAMP contains a one if the household has been designated as eligible for interviews with females, and a value of two if not. These variables and their origin are documented in the ACOMS codebook notes.

Weighting Variables. Weighting variables are applied to the ACOMS sample during statistical procedures to (1) compensate for unequal probabilities of selection; (2) adjust for undercoverage and non-response in the sample frame; and (3) adjust for complex instrument branching (sampling of modules and questions) that occur throughout the ACOMS instrument. A more complete discussion of weighting variables and their application during statistical analyses can be found in Chapter 6.

Geographic Boundary Variables. Geographic boundary variables are variables that describe the location of the respondent's residence in terms of geographic boundaries that are of particular interest to the Army. For example, BRIGBATT is a variable that contains the respondent's USAREC recruiting brigade

and battalion. These variables are coded from the respondent's area code and county of residence.

Operational Variables--Randomization. The CATI system generates random numbers which are used throughout the ACOMS instrument to randomize the presentation of lists and the selection of rotation modules and sections. Randomization variables contain random numbers and have the letters RAND as the first four letters in the variable name.

Operational Variables--Consistency Checks. Consistency checks are used to check critical information for consistency. For example, in the EE section, age is checked against years of education completed. If years of education is more than two years at variance from expected, the respondents are asked to verify information that the interviewer has recorded. The value of either variable may be changed, or the information can remain on the data base with the cati check variable reflecting inconsistent data.

Missing Values

Missing value codes appear within a variable if a question is inapplicable, refused, or if the respondents response is "don't know". Respondents who are not part of the sub-population for a particular variable have a code of inapplicable (-1) for that variable in the data files.*

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* "Inapplicables" are noted in the other forms of documentation in two different ways. Sub-population notes in the Annotated Questionnaire document the sub-population receiving that particular question. Respondents not receiving that question will have values of Inapplicable in the codebook.

In the Question Bank, "missing if" notes in the last column document the sub-population not receiving that particular question. Therefore, respondents who satisfy logic statements found in the "Missing if" notes will have Inapplicable values stored in corresponding variables in the codebook, while those not satisfying the logic statements will have valid values.

However, missing values themselves are represented differently in the OS datafiles and the SAS data set. The following is a crossreference of missing value codes.

Missing Value	SAS	OS	Question Bank; Annotated Questionnaire
Inapplicable	.	-1	-1
Refused	.R	-7	-7
Don't Know	.D	-8	-8
Not Ascertained	.N	-9	-9

"Not ascertained" represents situations where questions should have been asked but were not. Although these situations are rare in a CATI interview, they do occur when an interviewer miss-keys a response and discovers the error after it is too late to back up and rekey. Data preparation staff correct the error and code all variables which should have a valid response but were inadvertently skipped a -9, or not ascertained.

Codebook Layout

For each variable, the codebook contains an order number, the variable name, the variable type, the length of the variable, the variable format, a variable label, value labels, unweighted frequencies, and special notes.

Figures 5.1 is an example page of the ACOMS Codebook, and Table 5.1 lists key features.

Order Number. (Figure 5.1, #1) The order number corresponds to the order of the variable on the SAS data file. Variables are sorted by questionnaire module, and by order of administration or calculation within modules.

Variable Name. (Figure 5.1, #2) The variable names correspond to the variable names which appear in the annotated hardcopy instrument and the Question Bank. Variable names have been designed so that they identify the respondent and the as well as describe briefly the variable content. Variable names begin with the letter "Y" or "P". The letter "Y" indicate youth respondents while the letter "P" indicate parental respondents. The remainder of the variable name represents the essence of the variable's contents. For example, the variable "YTVWATCH" contains a code for whether or not the youth watches TV.

Variable Type. (Figure 5.1, #3) Each variable has an associated variable type. The type can be either numeric or character. In general, variables upon which calculations will be performed will be numeric variables. Variables which will not be

Table 5.1

1) Order number
2) Variable name
3) Variable type
4) Variable length
5) Format
6) Variable label
7) Response code
8) Value labels
9) Unweighted frequency
10) Percentage of total cases
11) Notes

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
74	YOUTHTOT	NUM	2		SC5 HOW MANY YOUTHS AGED 13 TO 24 IN HH

1	584	32.7	
2	723	40.5	
3	317	17.7	
4	99	5.5	
5	38	2.1	
6	16	0.9	
7	9	0.5	
8	1	0.1	

This is a preliminary total, based on the response to SC-5. In some cases, respondents may remember additional youths during the enumeration process, or it may turn out that one or more of the youths they counted for SC-5 were actually not in the 13-24 age range. YOUTHTOT, however, is not adjusted when such situations occur.

75	MALEFEM	NUM	2	SEX SC6 IS THIS PERSON MALE OR FEMALE

.	Inapplicable	1203	67.3
1	MALE	452	25.3
2	FEMALE	132	7.4

76	MALETOT	NUM	2	SC7 HOW MANY MALES AGED 13 TO 24

0	197	11.0	
1	979	54.8	
2	414	23.2	
3	147	8.2	
4	30	1.7	
5	17	1.0	
6	3	0.2	

This is the actual response given to SC-7, and as such is a preliminary total. For a more accurate count, use the variable FMALETOT, which is adjusted for any corrections made during the enumeration.

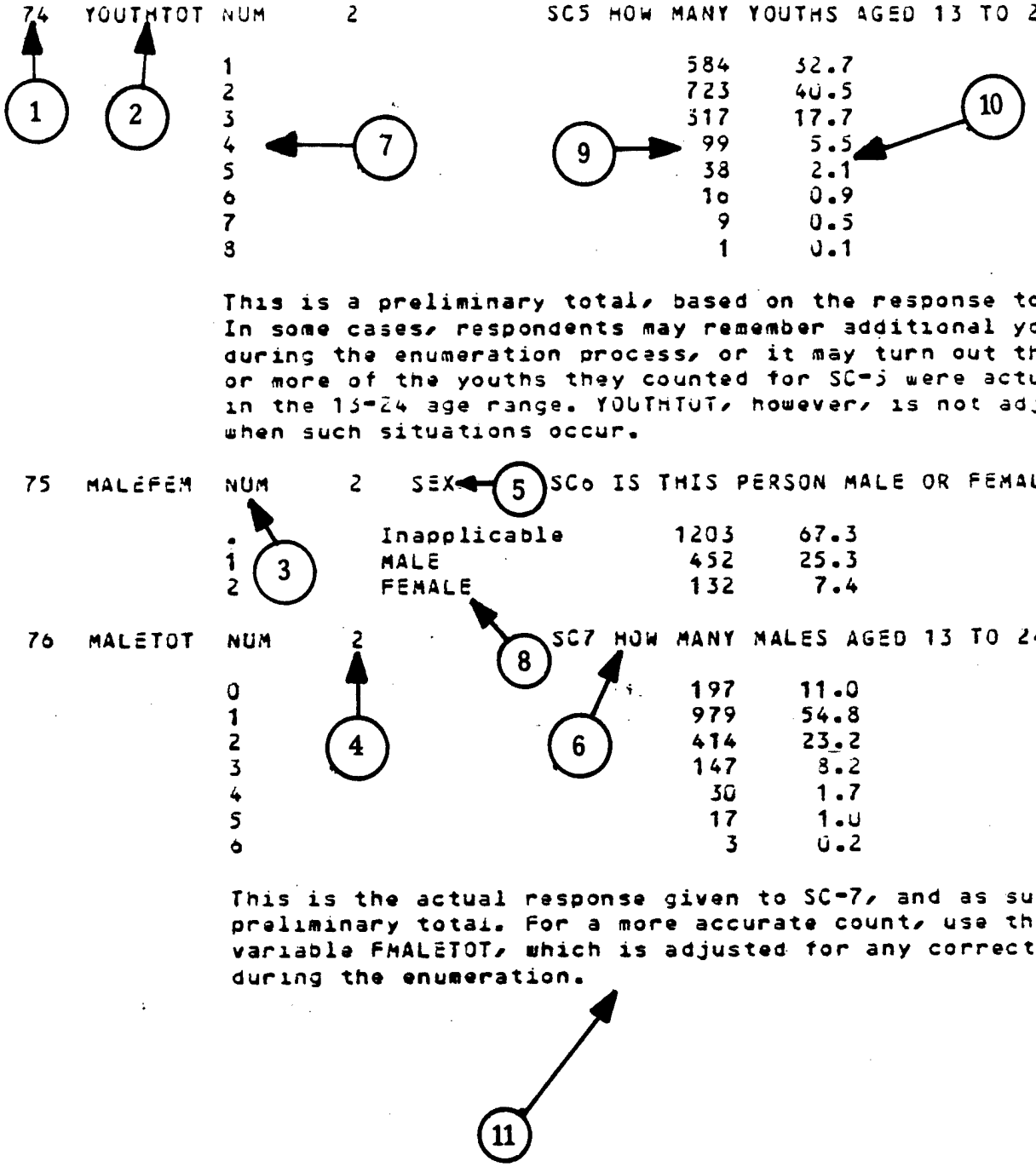

Figure 5.1

subject to calculation will be character variables. For example, ADI code is a character variable since a "Mean ADI" has no analytic meaning. Most variables coded from interview responses have a numeric type.

Variable Length. (Figure 5.1, #4) The variable length is a number describing the number of positions the values of that variable occupy on the data record.

Format. (Figure 5.1, #5) The variable format indicates a standard format if one has been used. Standard formats are used to associate value labels, variable types, and variable lengths for many variables at one time. For example, many variables have "YES" and "NO" as their primary response codes. The format "YESNO" provides value labels, variable types, and variable lengths for all variables who's responses consist primarily of "YES" and "NO".

Variable Label. (Figure 5.1, #6) Variable labels contain descriptive information about the contents and origin of the values within the associated variable. Survey response variables will always contain the screen name of the screen form which the variable is coded. The remainder of the label is a description of the key concepts contained in the question.

Values. (Figure 5.1, #7) The values present in the data file are listed below the variable type. Values which do not occur for that variable do not appear; instead they are documented in the annotated questionnaire.

Value Labels. (Figure 5.1, #8) Value labels for most values appear to the right of the value. Value labels contain a character definition of the corresponding value.

Unweighted Frequencies and Percentages. (Figure 5.1, #9, 10) Unweighted frequencies appear to the right of the variable label. Unweighted frequencies are the frequency of that value's occurrence in the data file, uncorrected for population characteristics. Percentage of total observations appear to the right of the frequencies.

Notes. (Figure 5.1, #11) Many of the variables in the Codebook have notes listed below the unweighted frequencies which describe the derivation of the variables. These notes have been written for operational and segmentation variables.

Chapter 6. A GUIDE TO WEIGHTS AND STANDARD ERRORS FOR ACOMS SURVEY DATA

ACOMS data are collected using a sample design which selects youth at varying rates depending upon their demographic characteristics. As a consequence, a fairly complex weighting procedure was implemented in order to:

- Compensate for unequal probabilities of selection; and
- Adjust for undercoverage and nonresponse in the sample frame.

In addition, the weighting procedure adjusts for branchings (sampling of modules and questions) that occur throughout the ACOMS instrument. For example, among the non-core modules in the questionnaire, youth are administered only a sample of the available modules. In a like manner, within the Perceptions/Beliefs (P/B) module, only a subsample of the available questions are asked of any youth. Sample weighting, then, adjusts both for factors associated with the selection of ACOMS respondents and the selection of questions asked of respondents.

Due to the complex nature of the ACOMS sample design and its consequences, analysts are cautioned in the use of standard statistical packages (e.g., SAS, BMDP, $SPSS_X$, etc.) to perform analyses on the ACOMS data. Unless the data are analyzed in a manner which takes into account (adjusts for) the ACOMS sample design, serious biases can be introduced and misleading results obtained. For this reason, we provide the following recommendations regarding the analysis of ACOMS data:

- All analysis of ACOMS data should be performed using weighted data; and
- All tests of significance should be computed using the technique of balanced repeated replications (BRR).

In the sections which follow, brief conceptual descriptions of the ACOMS weighting design approach and the standard error estimation are provided; further, guidelines will be provided for the use of weighted data and the BRR methodology.

ACOMS Sample Weighting

Overview of Weighting Design. Sample weighting for ACOMS data is accomplished in three steps. The first two steps involve computation of weights to compensate for unequal probabilities of selection at the household and the person level. The third uses post-stratification (also referred to as ratio-estimation) to

compute weights that adjust for sample nonresponse, and uncoverage of nontelephone households, as well as to reduce sampling error. The following gives a brief description of each step.

Sampling Rate Adjustments at the Household Level. Households have different probabilities of selection in the modified Waksberg method. In this approach, a constant number of telephone numbers per cluster (rather than of households as in the standard method) is selected. As a result, the rate at which a household is sampled depends on the proportion of telephone numbers that are in households in the cluster in which the household is located. To avoid potential biases, a weight will be attached to each cluster which is the average number of sample households per cluster divided by the number found in the particular cluster.

Furthermore, households with two telephones have twice the chance of selection. Thus, they will be given a weight of 1/2 to adjust for this overrepresentation.

Sampling Rate Adjustments at the Person Level. The ACOMS survey design calls for sampling various population subgroups at different rates. Hispanic males will be oversampled and females will be undersampled. Weighting will be done to adjust for these unequal probabilities of selection.

The combined sample adjustment weight for each individual computed using these three steps is then appended to the survey data file.

Post-Stratification. Post-stratification will be used to reduce sampling error, to minimize biases arising from the fact that nonrespondents may be different from those who respond, and to adjust for nontelephone households missing from the sampling frame. Post-stratification will be accomplished by superimposing weights on the first two stages of weighting that will create agreement between ACOMS tabulations and Census data on the total population by age, sex, race, and Spanish heritage.

The combined sample adjustment weight for each individual computed using these three steps is then appended to the survey data file.

Guidelines for the Use of Weighted ACOMS Data. The necessity of using weights in the analysis of ACOMS data is illustrated by the following example. Since males and females were selected at different rates for inclusion in the ACOMS sample, a simple (i.e., unweighted) frequency on sex for Quarter 1 yields the following results:

Table 6.1

Unweighted Distribution for
Males and Females--Quarter 1

Sex	Percentage
Male (PMS+SMS)	81.8
Female	18.2

Though this finding correctly reflects sample percentages, it does not adequately describe the population to which ACOMS generalizes (16 to 24 year old youth who have neither served nor contracted to serve in the Armed Forces and have not yet graduated from a 4-year college). To provide generalizable findings, the data must be weighted. Table 6.2 presents the weighted distribution on sex for ACOMS Quarter 1 data.

Table 6.2

Weighted Distribution for
Males and Females--Quarter 1

Sex	Percentage
Male (PMS+SMS)	48.2
Female	51.8

The actual weighting of the data for analysis is accomplished by inserting a weight statement in the computer program being run and identifying the weight to be used during analysis.

The identification of which weight to use is determined by the variables being analyzed. Three levels of weights are available. They are:

- A weight associated with core modules (1 weight variable);
- Weights associated with the non-core or rotating modules (3 weight variables); and

- Weights associated with the Perceptions/Beliefs module (10 weight variables).

In all, there are 14 sample adjustment weights available for analysis purposes. Table 6.3 provides the variable names for these weights and identifies the module(s) or referents (i.e., active Army, ROTC, ARNG, USAR, Navy, Marines, Air Force, Military Service generally, college, and work) within the P/B module associated with each weight.

Generating Frequencies. The selection of which weight to use during analysis of particular variables can generally be obtained from Table 6.3. If, for example, an analyst wished to estimate the percentage of 16-24 year old youth who are definitely or probably likely to serve in the military in the next few years (IP-7), the appropriate weight variable is FULLWGHT because question IP-7 is in a core module (Intentions and Propensity). Conversely, if interest centered on the percentage of youth who agree completely that the Army Reserve offers an opportunity to develop leadership skills (YVLEADER), the weight variable WGHTPEV would be used as the question is drawn from the reserve referent in the Perceptions/Beliefs module.

Table 6.3

Sample Adjustment Weights Associated with Survey Modules and Module Referents

	Module(s) Referent	Weight Variable
Core	Education and Employment Intentions and Propensity Behaviors Importance of Attributes Knowledge-Recall Attitude Toward Army Ads Demographics Social Influences*	FULLWGHT
Rotating	Media Habits	WGHTMA
	Knowledge-Slogan Recognition	WGHTKS
	Knowledge-Awareness	WGHTKA
Perceptions/ Beliefs	Active	WGHTPEA
	Reserve	WGHTPEV
	National Guard	WGHTPEG
	Air Force	WGHTPEF
	Marine Corps	WGHTPEM
	Navy	WGHTPEN
	Military	WGHTPES
	Civilian Job	WGHTPEW
	College	WGHTPEC
	ROTC/Officer	WGHTPER

Crosstabulations. The determination of the appropriate weight to use for crosstabulations is somewhat more complex. If, for example, the analyst wished to produce a table crossing a Knowledge-Awareness variable with one from the P/B module, which weight would be used?

Since each respondent has a known probability of being selected for the Knowledge-Awareness module and a known probability of being asked P/B questions, analysts can calculate the joint probability of a respondent being selected for administration of both questions of interest. Weighting factor variables are provided on the ACOMS database for this purpose. Table 6.4 displays the weighting factor variables for each rotating module and Perceptions/Beliefs referent. Note that no weighting factor is included for the core modules. This is because there is no

selection or sampling from these modules; all youth interviewed are administered the core modules.

Table 6.4

Weighting Factor Variables Associated with Rotating and Perceptions/Beliefs Modules

	Modules/Referents	Weighting Factor Variables
Rotating	Media Habits	WFACMH
	Knowledge-Slogan Recognition	WFACKS
	Knowledge-Awareness	WFACKA
Perceptions/ Beliefs	Active	WFACPEA
	Reserve	WFACPEV
	National Guard	WFACPEG
	Air Force	WFACPEF
	Marine Corps	WFACPEM
	Navy	WFACPEN
	Military	WFACPES
	Civilian Job	WFACPEW
	College	WFACPEC
	ROTC/Officer	WFACPER

In practice, the weighting factors will only be used for a fraction of crosstabulations. The weights in Table 6.4 will be used directly when:

- The two crossing variables are drawn from the same module (or referent in the case of Perceptions/Beliefs); and
- One variable is from a core module.

In the first case, the module or referent weight is used; in the second, the noncore weight is inserted in the weight statement.

In, however, variables are drawn from two different rotating modules, two different P/B referents, or one rotating and one Perceptions/Belief referent, weighting factors must be used. The computation of the required weight in these circumstances is straight forward. A new weight variable is computed which multiplies the two associated weighting factors together and then multiplies this product by the total sample weight (FULLWGHT).

Figure 6.1 summarizes the weights to be used or calculated for crosstabulations. In this figure, Factor 1 and Factor 2 denote the weighting factors associated with the first and second variable, respectively.

First Variable Module

	Core	Rotating*	Perceptions/ Beliefs**
Core	FULLWGHT	Rotating Weight	P/B Weight
Rotating* Weight	Rotating Weight	FACT1* FACT2* FULLWGHT	FACT1* FACT2* FULLWGHT
Perceptions/ Beliefs**	P/B Weight	FACT1* FACT2* FULLWGHT	FACT1* FACT2* FULLWGHT

*If both variables are drawn from the same module, use the module's sample adjustment weight.

**If both variables are drawn from the same P/B referent, use the referent's adjustment weight.

Figure 5.1. Sample Adjustment Weight Selection of Crosstabulations

In SAS, the following code would: (1) compute the new weight, and (2) produce a table where knowledge about Army educational benefits (Knowledge-Awareness YKAEARN) are crossed with perceptions about Army opportunities for obtaining money for education (Perceptions/Beliefs - YACASHED).

```
DATA NEW;
SET ACOMS.DAT;
NUWGHT = WFACPEA * WFACKA * FULLWGHT;

PROC FREQ;
TABLES YKAEARN * YACASHED;
WEIGHT NUWGHT;
```

The data step computes a new variable, NUWGHT, which is the product of the two appropriate weighting factors and the total sample weight, FULLWGHT. This weight is then referenced in the table request.

Standard Error Estimation for ACOMS-BRR

Standard methods of computing variance and confidence intervals and analyzing statistical models requires the assumption that data are from simple random samples. this requirement is not met in ACOMS since it was determined cost effective to select samples through a complex multi-stage design (e.g., involving stratification and clustering of units), rather than through simple random sampling. Were conventional methods for variance and standard error estimation used on ACOMS data, serious biases could be introduced and misleading results obtained.

Application of BRR to Complex Samples. To compute standard errors for the ACOMS data, BRR should be used. A variant of this method was first used by the Census Bureau for variance calculations for its Current Population Survey about 25 years ago. The methodology was subsequently improved and is now used extensively by all of the major Federal statistical agencies. Westat also uses it for most of its large-scale studies.

Westat has a general-purpose computer program available for balanced repeated replication that will be used for ACOMS. The software is known as PROC WESVAR and will be presented later in the training session.

Using WESVAR as a BRR technique requires the drawing of a set of random subsamples from the full ACOMS sample. Each subsample (68 are drawn for ACOMS) contains one-half the cases of the full sample. The same principles of selection, clustering, and stratification used for the full sample are used in each subsample. Each subsample is referred to as a replicate.

The BRR method for estimating the standard error of a percentage, for example, is based on computing an estimate of the percentage from each replicate, and then computing the variance between those estimates and the full sample percentage estimate. Symbolically, let

P_g Denote the estimate of the percentage from replicate g.

P Denote the estimate of the percentage based on the full sample.

m Denote the number of replicates in the balanced repeated set.

Then an estimate of the sampling variance of p is

$$(S_p)2 = \frac{1}{m} \sum_{g=1}^{m} (P_g - P)^2$$

The convenience of this approach is that the same estimator is used for the total sample and for each replicate, and variance estimates are readily computed by a simple procedure.

Furthermore, the same procedure is applicable to any statistic desired, such as ratios estimates, regression coefficients from a multivariate regression or other complex statistics, as well as to simple estimates of percentages or means. This kind of estimator can be applied to statistics based on separate analytic groups and also subpopulations within those groups. Thus, separate variance programs are not required for different statistics.

Guidelines for the Use of BRR. In this section, the discussion of the BRR methodology is restricted to sample estimates of population totals, means, proportions (percentages), differences in proportions, etc. For these estimates, the steps required for computing their standard errors and determining statistical significance are given. The computation of standard errors for crosstabular and multivariate statistics such as regression or factor analyses is not covered here. For computation of standard errors for more complex statistics, the reader is referred to _____. These will be topics for future training sessions.

In application, the technique is operationalized as follows: (1) the (weighted) estimate of a proportion is computed from the full sample, (2) samples are selected from the full sample (for ACOMS 68 samples are drawn, each having half the number of cases in the full sample), (3) an estimate of the proportion is computed for each half-sample, and (4) the variance of the half-sample estimates about the full sample estimate is computed. Notationally, this process can be expressed for ACOMS as:

$$\text{Var } (P_{BRR}) = \frac{1}{68} * \sum_{h=1}^{68} (P_h - P_f)^2$$

where Var (P_{BRR}) stands for the BRR variance estimate of P_f, P_h stands for the 68 half-sample estimates, and P_f for the full sample estimate of the proportion.

BRR, then, uses its own sample design (as reflected in the half-samples) to overcome the difficulties associated with complex samples and yields relatively simple (computationally) estimates

of variance and so confidence intervals and statistical significance.

Use of BRR. The use of the BRR methodology for computing variances and evaluating the statistical significance of estimated sample proportions or their differences, for example, is less complex than determining what weight to use in a crosstabulation. As in the case of both frequency and crosstabulation runs, though, attention must be paid to the variable selected for analysis.

The ACOMS data file contains all the variables needed for estimating, for example, the variance of a sample estimate. Using PROC WESVAR, the following code: (1) computes a new variable, ANGPROB (the proportion of youth responding that they will probably or definitely serve in the Army National Guard), and (2) produces estimates of the standard error of this proportion as well as its upper and lower 95% confidence bounds.

```
DATA NEW;
SET ACOMS.DAT;
IF YPROBANG = 1 OR
   YPROBANG =2 THEN PROBANG = 100;
   ELSE PROBANG = 0;
COUNT = 1;

PROC WESVAR DATA = NEW;
WEIGHT FULLWGHT REPL1-REPL68;
VAR COUNT;
COMPUTE ANGPROB = PROBANG/COUNT;
```

The data set begins the computation of the new variable and computation is completed by WESVAR. Note that in the **WEIGHT** statement REPL1 through REPL68 are placed following FULLWGHT. These are the 68 replicate weights required for BRR estimation.

This example has drawn from a core module--Intentions and Propensity. As in sample weighting adjustment, BRR is somewhat more complex in the case of the rotating and Perceptions/Beliefs modules. In these circumstances the following code must be inserted in the **DATA** step.

```
DO i = 1 to 68;
     REPR (i) = WFAC### * REPL(i);
     END;
```

These statements use the weighting factors described earlier to scale the replicate weights for use with rotating and P/B modules. Where, in this example, WFACT### is, it should be replaced by the appropriate weighting factor. In the WESVAR **WEIGHT** statement, then

REPR1 - REPR68 should be used.

While the steps described in this section require careful attention to the use of appropriate weights, they are operationally easy to accomplish.

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(Oct, Nov, & Dec 86)

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
1	CASEID	CHAR	8	$CHAR	HOUSEHOLD ID NUMBER

OTHER		1787	100.0

CASEID is an eight-digit household identifier. All analytic ACOMS data files are sorted by the variables CASEID and YUTHNUM. The first two digits of CASEID indicate the year/month of sampling (not necessarily interviewing) - 01 = October 1986, 02 = November 1986, etc. Therefore, each household throughout the duration of ACOMS will have a unique value for CASEID. Note that, although files are sorted by CASEID, the values for this variable are not necessarily consecutive.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
2	YUTHNUM	CHAR	2	$CHAR	YOUTH ID NUMBER

01	629	35.2
02	928	51.9
03	186	10.4
04	29	1.6
05	11	0.6
06	4	0.2

The two-digit variable YUTHNUM uniquely identifies each enumerated youth within a household. A value of 01 indicates that the youth was also the respondent for the household screener; a higher value indicates that someone else in the household responded to the screener. Although the enumeration process normally takes place in descending order by age, respondents may get things out of order, or may list someone who turns out not to be within the 13-24 age range desired. Thus, no assumptions about total number of youth in the household, or about age ordering, should be made based on YUTHNUM.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
3	SELYYMM	NUM	4	YYMMNUM	YEAR AND MONTH HH SELECTED INTO SAMPLE

8610	OCTOBER 1986	678	37.9
8611	NOVEMBER 1986	657	36.8
8612	DECEMBER 1986	452	25.3

Note that this is the month of sampling and is not necessarily the interview date (for which see the variable YMAINDAT).

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
4	SCRNDATE	CHAR	6	$CHAR	DATE OF SCREENER

.	Inapplicable	21	1.2
OTHER		1766	98.8

This variable is stored in the format YYMMDD. For the first quarter of ACOMS data collection (87-1), exact date of screening is unavailable for a few households that completed screeners during the first several days of data collection.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
5	YMAINDAT	CHAR	6	$CHAR	DATE OF MAIN INTERVIEW

OTHER	1787	100.0

This variable is stored in the format YYMMDD.

ORDER	VARIABLE	TYPE	LENGTH	LABEL
6	SVERSION	NUM	2	SCREENER VERSION NUMBER

1	1787	100.0

ORDER	VARIABLE	TYPE	LENGTH	LABEL
7	MVERSION	NUM	2	MAIN INTERVIEW VERSION NUMBER

1	1787	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
8	TARGYUTH	CHAR	2	$CHAR	YUTHNUM TARGET Y FOR PARENTAL INTERVIEW

00	633	35.4
01	349	19.5
02	566	31.7
03	178	10.0
04	43	2.4
05	16	0.9
07	2	0.1

This variable indicates which youth in the household (if any) is selected to be the subject ("target") of a parental interview. A value of 00 for TARGYUTH indicates that none of the youth in the household were targeted for a parent interview. If TARGYUTH is equal to YUTHNUM, the current youth was selected to be the target of a parental interview. If TARGYUTH is nonzero, but is not equal to YUTHNUM, some other eligible youth in the household was selected to be the target of the parental interview. Note that selection as a target youth does not guarantee that a parental interview will actually be conducted -- the parent may be deceased, the youth may not know his/her whereabouts, or he/she may not respond.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
9	ELIGTYPS	NUM	2	ELIGTYP	YOUTH'S SAMPLE CELL, BASED ON SCREENER

1	PMS 16-20	880	49.2
2	PMS 21-24	412	23.1
3	SMS	169	9.5
4	PFS 16-20	171	9.6
5	PFS 21-24	110	6.2
6	SFS	45	2.5

This variable is based only on screener information. The variable ELIGTYPM takes into account additional information about education collected during the main interview and is therefore more accurate.

10	ELIGTYPM	NUM	2	ELIGTYP	YOUTH'S SAMPLE CELL, BASED ON MAIN INT

1	PMS 16-20	865	48.4
2	PMS 21-24	406	22.7
3	SMS	190	10.6
4	PFS 16-20	168	9.4
5	PFS 21-24	107	6.0
6	SFS	51	2.9

This variable provides basic sample group information (sex, primary/secondary, age group). It is similar to, but more accurate than, ELIGTYPS, since it takes into account information obtained during both the screener and the main interview.

11	PMASFLG	NUM	2	PMASFLGF	PRIMARY MALE ANALYTIC SAMPLE FLAG

1	PMAS YOUTH	1057	58.0
2	NOT PMAS YOUTH	750	42.0

12	YATSFLG	NUM	2	YATSFLGF	86 YATS II SAMPLE FLAG

0	NOT YATS ELIG.	211	11.8
1	MALES 16-21 YR	1017	56.9
2	FEMALES 16-21 YR	202	11.3
3	MALES 22-24 YR	267	14.9
4	FEMALES 22-24 YR	90	5.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
13	PANELPEY	NUM	2	PEPANEL	YOUTH SAMPLE SUBGROUP FOR ANALYSIS

1	CURRENT JR & SR	144	8.1
2	CURRENT FR & SO	246	13.8
3	STDNTS COL BOUND	440	24.6
4	STDTS WORK BOUND	110	6.2
5	W/DIPL NOT ENROL	467	26.1
6	W/ NO DIPLOMA	238	13.3
7	JR/SR NOT ENROLL	75	4.2
8	EVERYONE ELSE	67	3.7

This variable is used to produce the PMS subgroups in the ACOMS quarterly tables.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
14	ECALCAGE	NUM	5		SC9 CALCULATED AGE FROM DATE OF BIRTH

16	296	16.6
17	264	14.8
18	215	12.0
19	193	10.8
20	195	10.9
21	166	9.3
22	162	9.1
23	157	8.8
24	139	7.8

This variable is set from either date of birth (SC-9) or age (SC-10). In a few cases, the only age information available is from the classification variable E13TO24 (SC-10A). For such cases, a value for age is imputed and is stored in the value IMPAGE. This value is then copied into ECALCAGE.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
15	FAGE	NUM	2	FAGEFMT	AGE CATEGORIES FOR POST-STRATIFICATION

1	MALE 16-17	476	26.6
2	MALE 18-19	331	18.5
3	MALE 20-21	300	16.8
4	MALE 22-24	354	19.8
5	FEMALE 16-19	161	9.0
6	FEMALE 20-24	165	9.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
16	IMPAGE	NUM	2		IMPUTED AGE

.	Inapplicable	1784	99.8
18		1	0.1
20		1	0.1
23		1	0.1

For purposes of post-stratification and tabulations, an exact age is imputed for respondents for whom the only age information available is an age category (E13T024, question SC-10A). The imputed value for age is stored in IMPAGE and is also copied into ECALCAGE.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
17	ERACE	NUM	2	RACE	SC19 YOUTH'S RACE

.D	Don't know	21	1.2
.R	Refused	4	0.2
1	WHITE	1508	84.4
2	BLACK	183	10.2
3	ASIAN/PACIFIC IS	46	2.6
4	INDIAN/ALASKAN	25	1.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
18	EHISP	NUM	2	YESNO	SC20 IS YOUTH HISPANIC

.D	Don't know	4	0.2
.R	Refused	3	0.2
1	YES	208	11.6
2	NO	1572	88.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
19	YDETHNIC	NUM	2	ETHNIC	DE5 TYPE OF HISPANIC BACKGROUND

.	Inapplicable	1579	88.4
.D	Don't know	18	1.0
.R	Refused	3	0.2
1	MEXICAN AMERICAN	108	6.0
2	PUERTO RICAN	39	2.2
3	OTHER HISPANIC	40	2.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
20	RACE1	NUM	2	PSRACE	RACE/ETHNICITY FOR POST-STRATIFICATION

1	BLACK NONHISP	174	9.7
2	HISPANIC	210	11.8
3	OTHER	1403	78.5

This variable, used for post-stratification, is computed from the variables EHISP and ERACE. In cases where missing data prevents this calculation, an imputed value is determined, assigned to IMPRACE, and copied into RACE1.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
21	IMPRACE	NUM	2	PSRACE	IMPUTED RACE/ETHNICITY

.	Inapplicable	1777	99.4
1	BLACK NONHISP	1	0.1
2	HISPANIC	2	0.1
3	OTHER	7	0.4

This variable is imputed for those respondents for whom the value RACE1 cannot be calculated because of missing data. The imputed value is stored in IMPRACE and is also copied into RACE1.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
22	FRAME	NUM	2	FRAMFMT	SAMPLE FRAME FROM WHICH HH SELECTED

0	AT&T	1713	95.9
1	DONNELLEY FRAME1	25	1.4
2	DONNELLEY FRAME2	49	2.7

FRAME indicates the sample frame from which the household was actually selected. Code 0 indicates that the household was selected from the main sample frame (AT&T tape). Codes 1 and 2 indicate that the household was selected from one of the special frames establish to supplement Hispanics (Donnelley tape).

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
23	INDONN	NUM	2	INDONNF	CLUSTER CONTAINED IN DONNELLEY FRAME

0	NOT IN DONN FRM	1628	91.1
1	DONNELLEY FRAME1	69	3.9
2	DONNELLEY FRAME2	90	5.0

INDONN indicates whether the cluster to which the household belongs can be found in one of the special sample frames (Donnelley tape) used to supplement Hispanics, regardless of whether the cluster was actually selected from one of these frames or from the main national sample frame (AT&T tape). Codes 1 and 2 indicate that the cluster can be found in the corresponding Donnelley sampling frame. A code of 0 for INDONN means that the household's area code/exchange was not a part of either Donnelley frame.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
24	CLUSID	NUM	3		3 DIGIT CLUSTER IDENTIFIER

OTHER		1787	100.0

CLUSID uniquely identifies each sample cluster (i.e., first eight digits of the household telephone number) within year and month of selection and sample frame. Thus, when taken together, the three variables SELYYMM, FRAME, and CLUSID uniquely identify each cluster.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
25	FEMSAMP	NUM	2	YESNO	ENUMERATE/INTERVIEW FEMALES IN THIS HH

1	YES	609	34.1
2	NO	1178	65.9

Approximately 20% of the phone numbers selected into the ACOMS sample each month are predesignated as the female subsample. Female youth are only enumerated and interviewed in these selected households. For all other households, only males are enumerated and interviewed.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
26	PSEXSAMP	NUM	2	PSEXSMP	WHICH PARENT TO INTERVIEW FROM THIS HH

1	FATHER	940	52.6
2	MOTHER	847	47.4

If a parental interview is to be conducted for one of the youths in a household, PSEXSAMP indicates whether the father or the mother is selected. This variable is predesignated (on a 50/50 basis) for each telephone number selected into the sample.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
27	LONGSAMP	NUM	2	YESNO	IS HH IN LONGITUDINAL SAMPLE

1	YES	1312	73.4
2	NO	475	26.6

LONGSAMP indicates whether any otherwise-eligible youth from the household will become part of the longitudinal sample. Approximately 75% of the selected phone numbers are predesignated for possible inclusion into the longitudinal panel.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
28	INITWGHT	NUM	8		INITIAL WEIGHT		
		OTHER				1787	100.0
		This variable does not reflect final weighting adjustments (post-stratification), and normally should not be used for analysis.					
29	FULLWGHT	NUM	8		FINAL ADJUSTED WEIGHT		
		OTHER				1787	100.0
30	WGHTKS	NUM	8		WEIGHT FOR KS MODULE		
		OTHER				880	49.2
		ZERO				907	50.8
31	WGHTMH	NUM	8		WEIGHT FOR MH MODULE		
		OTHER				884	49.5
		ZERO				903	50.5
32	WGHTKA	NUM	8		WEIGHT FOR KA MODULE		
		OTHER				904	50.6
		ZERO				883	49.4
33	WGHTPEA	NUM	8		WEIGHT FOR PE (ACTIVE)		
		OTHER				1576	88.2
		ZERO				211	11.8
34	WGHTPEV	NUM	8		WEIGHT FOR PE (RESERVE)		
		OTHER				247	13.8
		ZERO				1540	86.2
35	WGHTPEG	NUM	8		WEIGHT FOR PE (NATIONAL GUARD)		
		OTHER				247	13.8
		ZERO				1540	86.2
36	WGHTPEF	NUM	8		WEIGHT FOR PE (AIR FORCE)		
		OTHER				199	11.1
		ZERO				1588	88.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
37	WGHTPEM	NUM	8		WEIGHT FOR PE (MARINE CORPS)		
		OTHER				177	9.9
		ZERO				1610	90.1
38	WGHTPEN	NUM	8		WEIGHT FOR PE (NAVY)		
		OTHER				170	9.5
		ZERO				1617	90.5
39	WGHTPES	NUM	8		WEIGHT FOR PE (MILITARY)		
		OTHER				172	9.6
		ZERO				1615	90.4
40	WGHTPEW	NUM	8		WEIGHT FOR PE (CIVILIAN JOB)		
		OTHER				192	10.7
		ZERO				1595	89.3
41	WGHTPEC	NUM	8		WEIGHT FOR PE (COLLEGE)		
		OTHER				193	10.8
		ZERO				1594	89.2
42	WGHTPER	NUM	8		WEIGHT FOR PE (ROTC/OFFICER)		
		OTHER				749	41.9
		ZERO				1038	58.1
43	WFACKS	NUM	8		WEIGHT FACTOR FOR KS MODULE		
		OTHER				880	49.2
		ZERO				907	50.8
44	WFACMH	NUM	8		WEIGHT FACTOR FOR MH MODULE		
		OTHER				884	49.5
		ZERO				903	50.5
45	WFACKA	NUM	8		WEIGHT FACTOR FOR KA MODULE		
		OTHER				904	50.6
		ZERO				883	49.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
46	WFACPEA	NUM	8		WEIGHT FACTOR FOR PE (ACTIVE)		
		OTHER			1576	88.2	
		ZERO			211	11.8	
47	WFACPEV	NUM	8		WEIGHT FACTOR FOR PE (RESERVE)		
		OTHER			247	13.8	
		ZERO			1540	86.2	
48	WFACPEG	NUM	8		WEIGHT FACTOR FOR PE (NATIONAL GUARD)		
		OTHER			247	13.8	
		ZERO			1540	86.2	
49	WFACPEF	NUM	8		WEIGHT FACTOR FOR PE (AIR FORCE)		
		OTHER			199	11.1	
		ZERO			1588	88.9	
50	WFACPEM	NUM	8		WEIGHT FACTOR FOR PE (MARINE CORPS)		
		OTHER			177	9.9	
		ZERO			1610	90.1	
51	WFACPEN	NUM	8		WEIGHT FACTOR FOR PE (NAVY)		
		OTHER			170	9.5	
		ZERO			1617	90.5	
52	WFACPES	NUM	8		WEIGHT FACTOR FOR PE (MILITARY)		
		OTHER			172	9.6	
		ZERO			1615	90.4	
53	WFACPEW	NUM	8		WEIGHT FACTOR FOR PE (CIVILIAN JOB)		
		OTHER			192	10.7	
		ZERO			1595	89.3	
54	WFACPEC	NUM	8		WEIGHT FACTOR FOR PE (COLLEGE)		
		OTHER			193	10.8	
		ZERO			1594	89.2	

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
55	WFACPER	NUM	8		WEIGHT FACTOR FOR PE (ROTC/OFFICER)		
		OTHER				749	41.9
		ZERO				1038	58.1
56	BRIGADE	NUM	2	RCTGBDE	USAREC RECRUITING BRIGADE		
		1		1ST RCTG BDE-NE		393	22.0
		2		2ND RCTG BDE-SE		310	17.3
		4		4TH RCTG BDE-MW		484	27.1
		5		5TH RCTG BDE-SW		369	20.6
		6		6TH RCTG BDE-W		231	12.9

This variable is recoded from BRIGBATT. Note that the current numbering scheme for recruiting brigades, which is followed for the BRIGADE variable, does not correspond to the RSID coding scheme which is used for BRIGBATT.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
57	BRIGBATT	CHAR	2	$BRGBT	HH BRIGADE/BATTALION RSID CODE

1A	ALBANY	32	1.8
1B	BALTIMORE	25	1.4
1C	BOSTON	45	2.5
1D	CONCORD	12	0.7
1E	HARRISBURG	51	2.9
1F	NEW HAVEN	19	1.1
1G	LONG ISLAND	48	2.7
1H	NEWBURGH NY	41	2.3
1I	FT MONMOUTH NJ	43	2.4
1K	PHILADELPHIA	18	1.0
1L	PITTSBURGH	41	2.3
1N	SYRACUSE	18	1.0
3A	ATLANTA	22	1.2
3B	BECKLEY	19	1.1
3C	CHARLOTTE	26	1.5
3D	COLUMBIA	23	1.3
3E	JACKSONVILLE	43	2.4
3F	LOUISVILLE	11	0.6
3G	MIAMI	19	1.1
3H	MONTGOMERY	34	1.9
3I	NASHVILLE	41	2.3
3J	RALEIGH	50	2.8
3K	RICHMOND	22	1.2
4A	ALBUQUERQUE	35	2.0
4C	DALLAS	44	2.5
4D	DENVER	27	1.5
4E	HOUSTON	24	1.3
4F	JACKSON	45	2.5
4G	KANSAS CITY	38	2.1
4H	LITTLE ROCK	36	2.0
4I	NEW ORLEANS	40	2.2
4J	OKLAHOMA CITY	15	0.8
4K	SAN ANTONIO	65	3.6
5A	CHICAGO	52	2.9
5B	CINCINNATI	12	0.7
5C	CLEVELAND	50	2.8
5D	COLUMBUS	32	1.8
5E	DES MOINES	27	1.5
5F	DETROIT	56	3.1
5H	INDIANAPOLIS	13	0.7
5I	LANSING	58	3.2
5J	MILWAUKEE	36	2.0
5K	MINNEAPOLIS	33	1.8
5L	OMAHA	31	1.7
5M	PEORIA	47	2.6
5N	ST LOUIS	37	2.1
6A	SAN FRANCISCO	25	1.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
57	BRIGBATT	CHAR	2	$BRGBT	HH BRIGADE/BATTALION RSID CODE

6F	LOS ANGELES	76	4.3
6G	PHOENIX	24	1.3
6H	PORTLAND	13	0.7
6I	SACRAMENTO	13	0.7
6J	SALT LAKE CITY	27	1.5
6K	SANTA ANA	22	1.2
6L	SEATTLE	31	1.7

For most purposes, the brigade-level variable BRIGADE can be used, rather than BRIGBATT. Note that the current numbering scheme for recruiting brigades, which is followed for the BRIGADE variable, does not correspond to the RSID coding scheme which is used for BRIGBATT.

58	ROTCREG	CHAR	2	$ROTCFMT	ROTC REGION/BRIGADE

11	REGION 1,BDE 1	76	4.3
12	REGION 1,BDE 2	190	10.6
13	REGION 1,BDE 3	93	5.2
14	REGION 1,BDE 4	51	2.9
15	REGION 1,BDE 5	95	5.3
16	REGION 1,BDE 6	90	5.0
21	REGION 2,BDE 1	52	2.9
22	REGION 2,BDE 2	137	7.7
23	REGION 2,BDE 3	125	7.0
24	REGION 2,BDE 4	171	9.6
31	REGION 3,BDE 1	89	5.0
32	REGION 3,BDE 2	138	7.7
33	REGION 3,BDE 3	71	4.0
34	REGION 3,BDE 4	70	3.9
41	REGION 4,BDE 1	57	3.2
42	REGION 4,BDE 2	89	5.0
43	REGION 4,BDE 3	136	7.6
44	REGION 4,BDE 4	57	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
59	HHSTATE	CHAR	2	$STATE	HH STATE POSTAL CODE

AL	ALABAMA	45	2.5
AR	ARKANSAS	15	0.8
AZ	ARIZONA	24	1.3
CA	CALIFORNIA	136	7.6
CO	COLORADO	19	1.1
CT	CONNECTICUT	19	1.1
FL	FLORIDA	56	3.1
GA	GEORGIA	34	1.9
IA	IOWA	28	1.6
ID	IDAHO	8	0.4
IL	ILLINOIS	91	5.1
IN	INDIANA	26	1.5
KS	KANSAS	33	1.8
KY	KENTUCKY	16	0.9
LA	LOUISIANA	56	3.1
MA	MASSACHUSETTS	38	2.1
MD	MARYLAND	19	1.1
ME	MAINE	6	0.3
MI	MICHIGAN	126	7.1
MN	MINNESOTA	23	1.3
MO	MISSOURI	26	1.5
MS	MISSISSIPPI	25	1.4
MT	MONTANA	10	0.6
NC	NORTH CAROLINA	71	4.0
ND	NORTH DAKOTA	10	0.6
NE	NEBRASKA	18	1.0
NH	NEW HAMPSHIRE	6	0.3
NJ	NEW JERSEY	63	3.5
NM	NEW MEXICO	22	1.2
NY	NEW YORK	127	7.1
OH	OHIO	94	5.3
OK	OKLAHOMA	19	1.1
OR	OREGON	13	0.7
PA	PENNSYLVANIA	93	5.2
RI	RHODE ISLAND	7	0.4
SC	SOUTH CAROLINA	24	1.3
SD	SOUTH DAKOTA	10	0.6
TN	TENNESSEE	45	2.5
TX	TEXAS	153	8.6
UT	UTAH	14	0.8
VA	VIRGINIA	32	1.8
WA	WASHINGTON	26	1.5
WI	WISCONSIN	46	2.6
WV	WEST VIRGINIA	15	0.8

The information contained in HHSTATE and STFIPS is identical. The only difference is the coding scheme.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
60	STFIPS	NUM	2	STFIP	HH STATE FIPS CODE

1	ALABAMA	45	2.5
4	ARIZONA	24	1.3
5	ARKANSAS	15	0.8
6	CALIFORNIA	136	7.6
8	COLORADO	19	1.1
9	CONNECTICUT	19	1.1
12	FLORIDA	56	3.1
13	GEORGIA	34	1.9
16	IDAHO	8	0.4
17	ILLINOIS	91	5.1
18	INDIANA	26	1.5
19	IOWA	28	1.6
20	KANSAS	33	1.8
21	KENTUCKY	16	0.9
22	LOUISIANA	56	3.1
23	MAINE	6	0.3
24	MARYLAND	19	1.1
25	MASSACHUSETTS	38	2.1
26	MICHIGAN	126	7.1
27	MINNESOTA	23	1.3
28	MISSISSIPPI	25	1.4
29	MISSOURI	26	1.5
30	MONTANA	10	0.6
31	NEBRASKA	18	1.0
33	NEW HAMPSHIRE	6	0.3
34	NEW JERSEY	63	3.5
35	NEW MEXICO	22	1.2
36	NEW YORK	127	7.1
37	NORTH CAROLINA	71	4.0
38	NORTH DAKOTA	10	0.6
39	OHIO	94	5.3
40	OKLAHOMA	19	1.1
41	OREGON	13	0.7
42	PENNSYLVANIA	93	5.2
44	RHODE ISLAND	7	0.4
45	SOUTH CAROLINA	24	1.3
46	SOUTH DAKOTA	10	0.6
47	TENNESSEE	45	2.5
48	TEXAS	153	8.6
49	UTAH	14	0.8
51	VIRGINIA	32	1.8
53	WASHINGTON	26	1.5
54	WEST VIRGINIA	15	0.8
55	WISCONSIN	46	2.6

The information contained in HHSTATE and STFIPS is identical. The only difference is the coding scheme.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
61	ADI	CHAR	3	$ADIF	AREA OF DOMINANT INFLUENCE (1985)

003	BOSTON MA	42	2.4
009	NEW YORK NY	139	7.8
011	PHILADELPHIA PA	37	2.1
013	LOS ANGELES CA	79	4.4
015	SAN DIEGO CA	6	0.3
017	SANTA BARBARA CA	3	0.2
019	WASHINGTON DC	14	0.8
021	BALTIMORE MD	14	0.8
025	HARTFORD CT	15	0.8
029	PITTSBURGH PA	36	2.0
031	YOUNGSTOWN OH	14	0.8
033	JOHNSTOWN PA	4	0.2
035	CLEVELAND OH	32	1.8
039	EL CENTRO AZ	4	0.2
043	HARRISBURG PA	18	1.0
047	PROVIDENCE RI	9	0.5
051	CHICAGO IL	73	4.1
053	SOUTH BEND IN	19	1.1
055	TOLEDO OH	8	0.4
057	DETROIT MI	58	3.2
059	GRAND RAPIDS MI	17	1.0
061	LANSING MI	9	0.5
063	FLINT-SAGINAW MI	27	1.5
065	SAN FRANCISCO CA	21	1.2
067	SACRAMENTO CA	3	0.2
069	SALINAS CA	6	0.3
071	FRESNO CA	8	0.4
075	ST LOUIS MO	11	0.6
077	SPRINGFIELD IL	9	0.5
083	INDIANAPOLIS IN	11	0.6
091	FT WAYNE IN	2	0.1
093	CINCINNATI OH	12	0.7
095	DAYTON OH	5	0.3
105	SEATTLE WA	26	1.5
107	MINNEAPOLIS MN	21	1.2
109	DALLAS-FT WTH TX	29	1.6
111	MILWAUKEE WI	19	1.1
113	MADISON WI	4	0.2
115	WAUSAU WI	5	0.3
117	LA CROSSE WI	10	0.6
119	ROCKFORD IL	5	0.3
121	COLUMBUS OH	24	1.3
127	MIAMI FL	15	0.8
129	WEST PALM BCH FL	3	0.2
131	TAMPA-ST PETE FL	10	0.6
135	BUFFALO NY	15	0.8
139	ROCHESTER NY	1	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
61	ADI	CHAR	3	$ADIF	AREA OF DOMINANT INFLUENCE (1985)		
		143		WILKES BARRE PA	9	0.5	
		145		BINGHAMTON NY	2	0.1	
		147		ERIE PA	1	0.1	
		149		ALBANY NY	25	1.4	
		151		BURLINGTON VT	2	0.1	
		155		UTICA NY	2	0.1	
		157		KANSAS CITY MO	20	1.1	
		165		ROCHESTER MN/IA	11	0.6	
		173		CEDAR RAPIDS IA	11	0.6	
		175		PEORIA IL	6	0.3	
		177		DAVENPORT IA	1	0.1	
		179		MEMPHIS TN	13	0.7	
		181		NASHVILLE TN	22	1.2	
		183		JACKSON TN	3	0.2	
		185		HUNTSVILLE AL	6	0.3	
		187		PADUCAH KY	8	0.4	
		197		ATLANTA GA	18	1.0	
		199		CHATTANOOGA TN	9	0.5	
		201		HOUSTON TX	22	1.2	
		203		AUSTIN TX	13	0.7	
		205		WACO-TEMPLE TX	9	0.5	
		209		LOUISVILLE KY	9	0.5	
		211		LEXINGTON KY	2	0.1	
		213		GREENVL-SPART NC	6	0.3	
		215		KNOXVILLE TN	10	0.6	
		219		MACON GA	2	0.1	
		221		BIRMINGHAM AL	5	0.3	
		227		QUINCY IL/MO	18	1.0	
		233		PORTLAND OR	12	0.7	
		235		EUGENE OR	1	0.1	
		241		DENVER CO	12	0.7	
		243		COLORADO SPRG CO	7	0.4	
		245		NEW ORLEANS LA	9	0.5	
		247		BEAUMONT TX	2	0.1	
		249		BATON ROUGE LA	21	1.2	
		253		LAFAYETTE LA	10	0.6	
		257		CHARLESTON WV	8	0.4	
		263		OKLAHOMA CITY OK	1	0.1	
		269		TULSA OK	11	0.6	
		271		SAN ANTONIO TX	45	2.5	
		275		PHOENIX AZ	21	1.2	
		277		TUCSON AZ	3	0.2	
		279		CHARLOTTE NC	14	0.8	
		281		GREENSBORO NC	17	1.0	
		283		NORFOLK VA	15	0.8	
		285		RICHMOND VA	8	0.4	
		291		SALT LAKE CTY UT	14	0.8	

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
61	ADI	CHAR	3	$ADIF	AREA OF DOMINANT INFLUENCE (1985)

	501	OMAHA NE	10	0.6
	503	DES MOINES IA	6	0.3
	507	WICHITA KS	13	0.7
	513	TOPEKA KS	3	0.2
	519	LITTLE ROCK AR	8	0.4
	521	SHREVESPORT LA	18	1.0
	525	FT SMITH AR	4	0.2
	527	MONROE LA	6	0.3
	529	ORLANDO FL	17	1.0
	535	JACKSONVILLE FL	11	0.6
	537	SPOKANE WA	5	0.3
	545	ROANOKE VA	2	0.1
	547	BLUEFIELD WV	4	0.2
	551	RALEIGH NC	34	1.9
	553	GRcENVL-N BRN NC	8	0.4
	557	BANGOR ME	6	0.3
	561	COLUMBIA SC	4	0.2
	567	ALBUQUERQUE NM	17	1.0
	571	EL PASO TX	16	0.9
	573	JACKSON MS	22	1.2
	577	MERIDIAN MS	2	0.1
	589	SIOUX FALLS SD	6	0.3
	591	SIOUX CITY IA	1	0.1
	595	FARGO ND	9	0.5
	595	ALEXANDRIA MN	1	0.1
	609	COLUMBUS GA	18	1.0
	611	MONTGOMERY AL	13	0.7
	621	AUGUSTA GA	11	0.6
	623	CHARLESTON SC	3	0.2
	625	SAVANNAH GA	6	0.3
	629	JOPLIN MO	3	0.2
	633	CORPUS CHRSTI TX	1	0.1
	635	MCALLEN TX	6	0.3
	637	LUBBOCK TX	4	0.2
	641	ABILENE TX	6	0.3
	645	BOISE ID	3	0.2
	657	BILLINGS MT	10	0.6
	662	MINOT ND	1	0.1
	669	RAPID CITY SD	12	0.7
	577	PALM SPRINGS CA	6	0.3
	627	ALPENA MI	3	0.2

62	AREA	CHAR	3	$CHAR	HH PHONE NUMBER AREA CODE

	OTHER	1787	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL

63 ATTPLACE CHAR 10 $CHAR HH PLACE NAME, AT&T TAPE

OTHER		1787	100.0

64 PHONCNTY CHAR 25 $CHAR SC4B IN WHAT COUNTY IS PHONE LOCATED

.D	Don't know	37	2.1
.R	Refused	5	0.3
OTHER		1745	97.6

This field contains household county name as provided by the screener respondent, verified either by presence in Westat's lookup file, or by the geographic coders. Accordingly, the spelling may not be correct; note that invalid counties are denoted by a value of 2 in GOODCNTY.

65 CNTYFIPS CHAR 3 $CHAR HH COUNTY FIPS CODE

OTHER		1787	100.0

3-digit Federal Information Processing Standard code for household's county. Note that this value can be looked up either based on zip code or county responses.

66 GOODCNTY NUM 2 GDCNTY DETERMINES IF COUNTY IS WITHIN THE STATE

.D	Don't know	24	1.3
.R	Refused	5	0.3
1	IN STATE	1602	89.6
2	NOT IN STATE	156	8.7

Indicates whether or not the county name provided by the respondent can be found in Westat's lookup file.

67 PHONZIP CHAR 5 $CHAR SC4C ZIP CODE WHERE PHONE IS LOCATED

.D	Don't know	15	0.8
.R	Refused	12	0.7
OTHER		1760	98.5

This field contains the household zip code as provided by the screener respondent, verified either by presence in Westat's lookup file, or by the geographic coders. Because of possible transposition errors, a value of 1 only indicates the presence of this zip code in the state. Note that invalid zip codes are denoted by a value of 2 in GOODZIP.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
66	GOODZIP	NUM	2	GOODZIP	DETERMINES IF ZIP IS WITHIN THE STATE

.	Inapplicable	477	26.7
.D	Don't know	8	0.4
.R	Refused	7	0.4
1	IN STATE	1265	70.8
2	NOT IN STATE	30	1.7

Indicates whether or not the zip code provided by the respondent can be found in Westat's lookup file. Note that some zip codes that are missing from the lookup file may be newly-created codes. Note further that the zip code is not verified (and is therefore Inapplicable) if the county is valid.

69	PHONCITY	CHAR	20	$CHAR	SC4E CITY WHERE PHONE IS LOCATED

.	Inapplicable	1722	96.4
.R	Refused	10	0.6
OTHER		55	3.1

This item is asked only if county or zip code is missing. To maintain respondent confidentiality, all actual (nonmissing) responses to this variable have been replaced by a string of X's.

70	PHONVER	NUM	2	PHONVER	SC1 IS DIALED PHONE NUMBER CORRECT

1	YES	1787	100.0

71	PHONUSE	NUM	2	PHONUSE	SC2 IS PHONE USED FOR HOME OR BUSINESS

1	HOME USE	1639	91.7
2	BUSINESS & HOME	148	8.3

72	PHONLOC	NUM	2	PHONLOC	SC3 PHONE LOCATED IN HOME OR BUSINESS

.	Inapplicable	1639	91.7
1	HOME	140	7.8
2	BUSINESS & HOME	8	0.4

73	RESPINHH	NUM	2	YESNO	SC4D IS RESPONDENT A HH MEMBER

1	YES	1787	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
74	YOUTHTOT	NUM	2		SC5 HOW MANY YOUTHS AGED 13 TO 24 IN HH

1		584	32.7
2		723	40.5
3		317	17.7
4		99	5.5
5		38	2.1
6		16	0.9
7		9	0.5
8		1	0.1

This is a preliminary total, based on the response to SC-5. In some cases, respondents may remember additional youths during the enumeration process, or it may turn out that one or more of the youths they counted for SC-5 were actually not in the 13-24 age range. YOUTHTOT, however, is not adjusted when such situations occur.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
75	MALEFEM	NUM	2	SEX	SC6 IS THIS PERSON MALE OR FEMALE

.	Inapplicable	1203	67.3
1	MALE	452	25.3
2	FEMALE	132	7.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
76	MALETOT	NUM	2		SC7 HOW MANY MALES AGED 13 TO 24

0		197	11.0
1		979	54.8
2		414	23.2
3		147	8.2
4		30	1.7
5		17	1.0
6		3	0.2

This is the actual response given to SC-7, and as such is a preliminary total. For a more accurate count, use the variable FMALETOT, which is adjusted for any corrections made during the enumeration.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
77	FEMTOT	NUM	2		SC7A HOW MANY FEMALES AGED 13 TO 24

0	816	45.7
1	751	42.0
2	169	9.5
3	34	1.9
4	13	0.7
5	4	0.2

This is the actual response given to SC-7A, and as such is a preliminary total. For a more accurate count, use the variable FFEMTOT, which is adjusted for any corrections made during the enumeration.

78	FMALETOT	NUM	2		TOTAL MALES AGED 13-24 FINAL

0	197	11.0
1	972	54.4
2	416	23.3
3	155	8.7
4	30	1.7
5	10	0.6
6	7	0.4

This is the final adjusted total of males aged 13-24 in the household.

79	FFEMTOT	NUM	2		TOTAL FEMALES AGED 13-24 FINAL

0	1343	75.2
1	325	18.2
2	92	5.1
3	19	1.1
4	8	0.4

This is the final adjusted total of females aged 13-24 in the household. Note that it is set to zero for all households that are not in the female subsample.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
80	ENUMTOT	NUM	2		TOTAL YOUTH AGED 13-24 FINAL

1	916	51.3
2	570	31.9
3	221	12.4
4	50	2.8
5	20	1.1
6	10	0.6

This is the total number of persons enumerated in the household. The screener respondent is always enumerated and included in this total, regardless of age.

81	MELIGTOT	NUM	2		# MALES ELIGIBLE FOR MAIN INTERVIEW

0	229	12.8
1	1133	63.4
2	314	17.6
3	85	4.8
4	19	1.1
5	7	0.4

82	FELIGTOT	NUM	2		# FEMALES ELIGIBLE FOR MAIN INTERVIEW

0	1373	76.8
1	339	19.0
2	58	3.2
3	14	0.8
4	3	0.2

83	PMS1TOT	NUM	2		NO. YOUTHS IN PRIMARY MALE SAMPLE, 16-20

0	796	44.5
1	791	44.3
2	174	9.7
3	19	1.1
4	3	0.2
5	4	0.2

84	PMS2TOT	NUM	2		NO. YOUTHS IN PRIMARY MALE SAMPLE, 21-24

0	1253	70.1
1	453	25.3
2	59	3.3
3	18	1.0
4	4	0.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
85	SMSTOT	NUM	2		NO. YOUTHS IN SECONDARY MALE SAMPLE		
		0				1575	88.1
		1				177	9.9
		2				30	1.7
		3				2	0.1
		5				3	0.2
86	PFS1TOT	NUM	2		NO. YOUTHS IN PRIMARY FEM. SAMPLE, 16-20		
		0				1557	87.1
		1				205	11.5
		2				21	1.2
		3				4	0.2
87	PFS2TOT	NUM	2		NO. YOUTHS IN PRIMARY FEM. SAMPLE, 21-24		
		0				1634	91.4
		1				130	7.3
		2				14	0.8
		3				9	0.5
88	SFSTOT	NUM	2		NO. YOUTHS IN SECONDARY FEMALE SAMPLE		
		0				1725	96.5
		1				59	3.3
		2				3	0.2
89	BABYFLG	NUM	2	BABYFLG	IS THERE A 13-15 YEAR OLD IN HH		
		1		13-15 YR OLD		273	15.3
		2		NO 13-15 YR OLD		1514	84.7
90	PHONEOTH	NUM	2	YESNO	SC35 ARE THERE ADDITIONAL PHONE NUMBERS		
		.R		Refused		1	0.1
		1		YES		192	10.7
		2		NO		1594	89.2
91	XPHONUSE	NUM	2	PHONUSE	SC36 OTHER PHONE FOR HOME OR BUSINESS		
		.		Inapplicable		1595	89.3
		.D		Don't know		1	0.1
		.N		Not ascertained		1	0.1
		1		HOME USE		153	8.6
		2		BUSINESS & HOME		24	1.3
		3		BUSINESS USE		13	0.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
92	XPHONLOC	NUM	2	PHONLOC	SC36A OTHER PHONE IN HOME OR BUSINESS

.	Inapplicable	1762	98.6
.N	Not ascertained	1	0.1
1	HOME	22	1.2
2	BUSINESS & HOME	2	0.1

93 ERSPAGE NUM 2 YESNO SC7B IS RESPONDENT 13 TO 24

.	Inapplicable	1158	64.8
1	YES	629	35.2

This variable is set only if the interviewed youth was also the screener respondent.

94 EFNAM CHAR 25 $CHAR SC8 YOUTH'S FIRST NAME (STATUS)

XXXXXXX		1787	100.0

To maintain respondent confidentiality, all actual (nonmissing) responses to this variable have been replaced by a string of X's.

95 ELNAM CHAR 25 $CHAR SC21 YOUTH'S LAST NAME (STATUS)

.D	Don't know	16	0.9
.R	Refused	102	5.7
XXXXXXX		1669	93.4

To maintain respondent confidentiality, all actual (nonmissing) responses to this variable have been replaced by a string of X's.

96 EDOBDD NUM 2 SC9 YOUTH DATE OF BIRTH, DAY

.	Inapplicable	110	6.2
.D	Don't know	11	0.6
99		1666	93.2

To maintain respondent confidentiality, all actual (nonmissing) responses to this variable have been replaced by the code 99.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
97	EDOBMM	NUM	2	DOBMNTH	SC9 YOUTH DATE OF BIRTH, MONTH

.	Inapplicable	1	0.1
.D	Don't know	96	5.4
.R	Refused	13	0.7
99		1677	93.6

To maintain respondent confidentiality, all actual (nonmissing) responses to this variable have been replaced by the code 99.

98	EDOBYY	NUM	2		SC9 YOUTH DATE OF BIRTH, YEAR

.	Inapplicable	110	6.2
.D	Don't know	20	1.1
99		1657	92.7

To maintain respondent confidentiality, all actual (nonmissing) responses to this variable have been replaced by the code 99.

99	EAGE	NUM	3		SC10 AGE OF YOUTH (IF DOB MISSING)

.	Inapplicable	1650	92.3
.D	Don't know	3	0.2
16		25	1.4
17		10	0.6
18		14	0.8
19		12	0.7
20		11	0.6
21		17	1.0
22		13	0.7
23		16	0.9
24		16	0.9

100	E13TO24	NUM	2	AGERANG	SC10A AGE CATEGORY (IF AGE MISSING)

.	Inapplicable	1784	99.8
2	16-20 YEARS OLD	2	0.1
3	21-24 YEARS OLD	1	0.1

101	ESEX	NUM	2	SEX	SEX OF ENUMERATED YOUTH

1	MALE	1461	81.8
2	FEMALE	326	18.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
102	EMILACT	NUM	2	YESNO	SC11 YOUTH EVER IN ACTIVE MIL/NG/RESERV		
		.		Inapplicable		296	16.6
		2		NO		1491	83.4
103	EMILWAIT	NUM	2	YESNO	SC12 YOUTH WAITING TO GO ON ACTIVE DUTY		
		.		Inapplicable		296	16.6
		2		NO		1491	83.4
104	EMILSERV	NUM	2	YESNO	SC11A IS YOUTH PRESENTLY IN MILITARY		
		.		Inapplicable		1787	100.0
105	EHSDIPL	NUM	2	YHSDIPL	SC13A TYPE OF HIGH SCHOOL DIPLOMA		
		.D		Don't know		1	0.1
		1		REG H.S. DIPLOMA		995	55.7
		2		G.E.D.		61	3.4
		3		A.B.E.		2	0.1
		4		OTHR CERTIFICATE		3	0.2
		5		NONE OF ABOVE		725	40.6
106	EEDENCUR	NUM	2	YESNO	SC14 IS YOUTH CURRENTLY IN SCHOOL		
		.D		Don't know		3	0.2
		1		YES		1104	61.8
		2		NO		680	38.1
107	EEDCOMP	NUM	2	EEDCOMP	SC13 HIGHEST LEVEL OF EDUC COMPLETED		
		7		< 8TH GRADE		11	0.6
		8		8TH GRADE		30	1.7
		9		9TH GRADE		121	6.8
		10		10TH GRADE		299	16.7
		11		11TH GRADE		308	17.2
		12		12TH GRADE		530	29.7
		13		1ST YR 4 YR COLL		126	7.1
		14		2ND YR 4 YR COLL		111	6.2
		15		3RD YR 4 YR COLL		84	4.7
		16		4TH YR 4 YR COLL		34	1.9
		21		1ST YR JR/COMM		39	2.2
		22		2ND YR JR/COMM		36	2.0
		23		1ST VOC/BUS SCHL		31	1.7
		24		2ND VOC/BUS SCHL		23	1.3
		25		> 2 YR VOC/BUS		4	0.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
108	EEDENTYP	NUM	2	EDENTYP	SC15 TYPE SCHOOL Y CURRENTLY ENROLLED

.	Inapplicable	683	38.2
.D	Don't know	2	0.1
1	REG HIGH SCHOOL	568	31.8
2	GED/HS EQUIV	8	0.4
3	ABE	3	0.2
4	SKILL DEVEL PROG	1	0.1
5	ON-THE-JOB TRNG	1	0.1
6	APPRENTICESHIP	4	0.2
7	VOC/BUS/TRADE	58	3.2
8	2 YR JR/COMM COL	96	5.4
9	4 YR COLL/UNIV	340	19.0
10	OTHER SCHOOL	23	1.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
109	EEDENYRH	NUM	2	EDENYRH	SC16 Y CURRENTLY IN 9, 10, 11, 12 GRADE

.	Inapplicable	1219	68.2
.D	Don't know	4	0.2
9	9TH GRADE	11	0.6
10	10TH GRADE	80	4.5
11	11TH GRADE	244	13.7
12	12TH GRADE	229	12.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
110	EEDENYRC	NUM	2	EDENYRC	SC17 YOUTH IN 1, 2, 3, 4, 5 YR COLLEGE

.	Inapplicable	1447	81.0
1	1ST YR (FR)	82	4.6
2	2ND YR (SOPH)	79	4.4
3	3RD YR (JR)	74	4.1
4	4TH YR (SR)	70	3.9
5	5TH YR	35	2.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
111	EEDCOVER	NUM	2	YESNO	SC138 VERIFIES SCHOOLING COMPLETED

.	Inapplicable	883	49.4
1	YES	900	50.4
2	NO	4	0.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
112	ELIVADDR	NUM	2	YESNO	SC18 DOES YOUTH LIVE AT THIS ADDRESS

1	YES	1681	94.1
2	NO	106	5.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
113	ELIVDORM	NUM	2	YESNO	SC18A DOES Y LIVE IN STUDENT HOUSING

.	Inapplicable	1700	95.1
1	YES	87	4.9

114	RANDROY	NUM	2	RANDRO	MODULE ROTATION FOR KS, MH & KA

1	KS ONLY	310	17.3
2	MH ONLY	281	15.7
3	KA ONLY	315	17.6
4	KS & MH	292	16.3
5	KS & KA	278	15.6
6	KA & MH	311	17.4

The modules KS (Knowledge-Slogan Recognition), MH (Media Habits), and KA (Knowledge-Awareness) are only administered to a randomly-selected subset of respondents. This randomization is accomplished in such a manner that each of these three modules is administered to approximately half of the respondents. Each individual respondent receives either one or two of these modules. RANDROY indicates the module(s) administered to each respondent.

115	YHSDIPL	NUM	2	YHSDIPL	EE2 YOUTH HIGH SCHOOL DIPLOMA, TYPE

.R	Refused	1	0.1
1	REG H.S. DIPLOMA	981	54.9
2	G.E.D.	68	3.8
3	A.B.E.	1	0.1
4	OTHR CERTIFICATE	4	0.2
5	NONE OF ABOVE	732	41.0

116	YEDCUR	NUM	2	YEDCUR	EE4 IS YOUTH CURRENTLY IN SCHOOL

1	YES	1120	62.7
2	NO	667	37.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
117	YEDLASTM	NUM	2	DOBMONTH	EE5 YOUTH LAST ATTENDED SCHOOL, MONTH

.	Inapplicable	1120	62.7
.D	Don't know	65	3.6
.R	Refused	1	0.1
1	JANUARY	27	1.5
2	FEBRUARY	20	1.1
3	MARCH	21	1.2
4	APRIL	13	0.7
5	MAY	160	9.0
6	JUNE	187	10.5
7	JULY	21	1.2
8	AUGUST	30	1.7
9	SEPTEMBER	34	1.9
10	OCTOBER	27	1.5
11	NOVEMBER	16	0.9
12	DECEMBER	45	2.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
118	YEDLASTY	NUM	2		EE5 YOUTH LAST ATTENDED SCHOOL, YEAR

.	Inapplicable	1120	62.7
.D	Don't know	11	0.6
76		3	0.2
77		2	0.1
78		4	0.2
79		10	0.6
80		43	2.4
81		45	2.5
82		61	3.4
83		75	4.2
84		124	6.9
85		139	7.8
86		150	8.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
119	YEDKIND	NUM	2	YEDKIND	EE6 KIND OF SCHOOL YOUTH ENROLLED IN

.	Inapplicable	271	15.2
.D	Don't know	1	0.1
.R	Refused	1	0.1
1	REG HIGH SCHOOL	742	41.5
2	GED/HS EQUIV	25	1.4
3	A.B.E.	6	0.3
4	SKILL DEVEL PROG	14	0.8
5	ON-THE-JOB TRNG	22	1.2
6	APPRENTICESHIP	12	0.7
7	VOC/BUS/TRADE	132	7.4
8	2 YR JR/COMM COL	150	8.4
9	4 YR COLL/UNIV	367	20.5
10	OTHER SCHOOL	44	2.5

120	YEDENYRH	NUM	2	EDENYRH	EE6A IS Y IN GRADE 9, 10, 11, OR 12

.	Inapplicable	1237	69.2
.D	Don't know	1	0.1
.R	Refused	1	0.1
9	9TH GRADE	13	0.7
10	10TH GRADE	74	4.1
11	11TH GRADE	233	13.0
12	12TH GRADE	228	12.8

121	YEDENYRC	NUM	2	EDENYRC	EE6B IS Y IN 1, 2, 3, 4, 5 YR COLLEGE

.	Inapplicable	1455	81.4
1	1ST YR (FR)	81	4.5
2	2ND YR (SOPH)	75	4.2
3	3RD YR (JR)	75	4.2
4	4TH YR (SR)	69	3.9
5	5TH YR	32	1.8

122	YEDCOVER	NUM	2	YESNO	EE1VER VERIFIES SCHOOLING COMPLETED

.	Inapplicable	907	50.8
.D	Don't know	1	0.1
1	YES	872	48.8
2	NO	7	0.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
123	YEDLEV	NUM	2	YEDLEV	EE1 HIGHEST LEVEL OF EDUC COMPLETED

.D	Don't know	4	0.2
.R	Refused	1	0.1
7	< 8TH GRADE	12	0.7
8	8TH GRADE	33	1.8
9	9TH GRADE	111	6.2
10	10TH GRADE	299	16.7
11	11TH GRADE	315	17.6
12	12TH GRADE	504	28.2
13	1ST YR 4 YR COLL	114	6.4
14	2ND YR 4 YR COLL	108	6.0
15	3RD YR 4 YR COLL	78	4.4
16	4TH YR 4 YR COLL	44	2.5
17	5TH COL/1ST GRAD	2	0.1
18	2ND YR GRAD SCHL	1	0.1
19	3RD YR GRAD SCHL	1	0.1
21	1ST YR JR/COMM	44	2.5
22	2ND YR JR/COMM	45	2.5
23	1ST VOC/BUS SCHL	37	2.1
24	2ND VOC/BUS SCHL	28	1.6
25	> 2 YRS VOC/BUS	6	0.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
124	EE1CHK	NUM	2	CCHECK	EE1 CONST. CHECK: EE1 VS. AGE

.	Inapplicable	1785	99.9
1	INCONSIST. DATA	2	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
125	YEDPLAN	NUM	2	YEDLEV	EE3 HIGHEST GRADE PLAN TO COMPLETE		
		.D			Don't know	163	9.1
		7			< 8TH GRADE	5	0.3
		8			8TH GRADE	6	0.3
		9			9TH GRADE	12	0.7
		10			10TH GRADE	12	0.7
		11			11TH GRADE	19	1.1
		12			12TH GRADE	339	19.0
		13			1ST YR 4 YR COLL	5	0.3
		14			2ND YR 4 YR COLL	27	1.5
		15			3RD YR 4 YR COLL	17	1.0
		16			4TH YR 4 YR COLL	568	31.8
		17			5TH COL/1ST GRAD	90	5.0
		18			2ND YR GRAD SCHL	88	4.9
		19			3RD YR GRAD SCHL	47	2.6
		20			> 3 YRS GRAD SCH	99	5.5
		21			1ST YR JR/COMM	11	0.6
		22			2ND YR JR/COMM	134	7.5
		23			1ST VOC/BUS SCHL	31	1.7
		24			2ND VOC/BUS SCHL	83	4.6
		25			> 2 YRS VOC/BUS	31	1.7
126	EE3CHK	NUM	2	CCHECK	EE3 CONST. CHECK: EE1 VS. EE3		
		.			Inapplicable	1786	99.9
		1			INCONSIST. DATA	1	0.1
127	YNUMLET	NUM	2	YNUMLET	EE7 SCHOOL USE LETTER OR NUMBER GRADES		
		.			Inapplicable	45	2.5
		.D			Don't know	9	0.5
		.N			Not ascertained	1	0.1
		1			LETTER GRADES	1190	66.6
		2			NUMBER GRADES	525	29.4
		3			NEITHER	17	1.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
128	YEDGRADE	NUM	2	YEDGRAD	EE7 YOUTH EDUCATIONAL GRADE AVERAGE

.	Inapplicable	70	3.9
.D	Don't know	8	0.4
.N	Not ascertained	1	0.1
.R	Refused	1	0.1
1	MOSTLY A'S	175	9.8
2	MOSTLY A'S & B'S	431	24.1
3	MOSTLY B'S	337	18.9
4	MOSTLY B'S & C'S	516	28.9
5	MOSTLY C'S	143	8.0
6	MOSTLY C'S & D'S	91	5.1
7	MOSTLY D'S & F'S	14	0.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
129	YEDELALG	NUM	2	YEDELAL	EE9 Y TAKEN/WILL TAKE ELEMENTARY ALGEBRA

.	Inapplicable	45	2.5
.D	Don't know	11	0.6
.N	Not ascertained	1	0.1
1	TAKEN OR TAKING	1439	80.5
2	PLAN TO TAKE	58	3.2
3	NEITHER	233	13.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
130	YEDGEOM	NUM	2	YEDELAL	EE10 Y TAKEN/WILL TAKE PLANE GEOMETRY

.	Inapplicable	45	2.5
.D	Don't know	5	0.3
.N	Not ascertained	1	0.1
1	TAKEN OR TAKING	1115	62.4
2	PLAN TO TAKE	185	10.4
3	NEITHER	430	24.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
131	YEDINALG	NUM	2	YEDELAL	EE11 Y TAKEN/WILL TAKE INTERMED ALGEBRA

.	Inapplicable	45	2.5
.D	Don't know	15	0.8
.N	Not ascertained	1	0.1
1	TAKEN OR TAKING	1091	61.1
2	PLAN TO TAKE	192	10.7
3	NEITHER	443	24.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
132	YEDTRIG	NUM	2	YEDELAL	EE12 Y TAKEN/WILL TAKE TRIGONOMETRY

.	Inapplicable	45	2.5
.D	Don't know	11	0.6
.N	Not ascertained	1	0.1
1	TAKEN OR TAKING	565	31.6
2	PLAN TO TAKE	349	19.5
3	NEITHER	810	45.7

133 YEMPCUR NUM 2 YEMPCUR EE16 IS YOUTH CURRENTLY EMPLOYED

1	YES	1126	63.0
2	NO	661	37.0

134 YEMPLOOK NUM 2 YEMPLOK EE17 IS YOUTH LOOKING FOR EMPLOYMENT

.	Inapplicable	1126	63.0
.D	Don't know	1	0.1
.N	Not ascertained	1	0.1
1	YES	326	18.2
2	NO	333	18.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
135	YEMPHOUR	NUM	2	EE19	Y HOURS WORKED PER WEEK IN LAST JOB

.D	Don't know	18	1.0
.R	Refused	2	0.1
0		156	8.7
1		1	0.1
2		7	0.4
3		4	0.2
4		16	0.9
5		22	1.2
6		24	1.3
7		9	0.5
8		28	1.6
9		5	0.3
10		54	3.0
11		3	0.2
12		34	1.9
13		6	0.3
14		10	0.6
15		74	4.1
16		31	1.7
17		10	0.6
18		16	0.9
20		157	8.8
21		2	0.1
22		12	0.7
23		4	0.2
24		14	0.8
25		85	4.8
26		6	0.3
27		7	0.4
28		14	0.8
30		84	4.7
31		1	0.1
32		20	1.1
33		4	0.2
34		3	0.2
35		63	3.5
36		15	0.8
37		11	0.6
38		10	0.6
39		4	0.2
40		441	24.7
42		18	1.0
43		10	0.6
44		9	0.5
45		81	4.5
46		6	0.3
47		3	0.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
135	YEMPHOUR	NUM	2		EE19 Y HOURS WORKED PER WEEK IN LAST JOB

48		18	1.0
49		1	0.1
50		57	3.2
51		1	0.1
52		2	0.1
53		3	0.2
54		4	0.2
55		19	1.1
56		3	0.2
57		2	0.1
60		26	1.5
62		1	0.1
65		7	0.4
66		2	0.1
70		12	0.7
72		4	0.2
75		1	0.1
80		6	0.3
84		1	0.1
85		3	0.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
136	EE19CHK	NUM	2	CCHECK	EE19 CONST. CHECK: CUR EMP VS. NO JOB

.	Inapplicable	1787	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
137	YEMPEMCK	CHAR	2	$YEMPCK	EE19CK VERIFIES CURRENT EMPLOYMENT

.	Inapplicable	1785	99.9
1	YES	1	0.1
2	NO	1	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
138	YEMPHRCK	CHAR	2	$CHAR	EE19CK VERIFY NO. HRS CURRENTLY EMPLOYED

.	Inapplicable	1785	99.9
2		2	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
139	YEMPEVER	NUM	2	YEMPEVR	EE20 WAS YOUTH EVER EMPLOYED FULL-TIME

.	Inapplicable	1000	56.0
.R	Refused	1	0.1
1	YES	324	18.1
2	NO	462	25.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
140	YEMPEASY	NUM	2	YEMPLOY	EE24 YOUTH EMPLOYMENT DIFFICULTY IN COMM		
		.D			Don't know	31	1.7
		.R			Refused	1	0.1
		1			ALMOST IMPOSS	134	7.5
		2			VERY DIFFICULT	339	19.0
		3			SOMWHT DIFFICULT	838	46.9
		4			NOT DIFFICULT	444	24.8
141	YIPDOSCH	NUM	2	YESNO	IP1 Y PLANS TO GO TO SCHOOL		
		.D			Don't know	45	2.5
		.R			Refused	1	0.1
		1			YES	1163	65.1
		2			NO	578	32.3
142	YIPDOEMP	NUM	2	YESNO	IP1 Y PLANS TO WORK		
		.D			Don't know	45	2.5
		.R			Refused	1	0.1
		1			YES	1213	67.9
		2			NO	528	29.5
143	YIPDOIDL	NUM	2	YESNO	IP1 Y PLANS TO DO NOTHING		
		.D			Don't know	45	2.5
		.R			Refused	1	0.1
		1			YES	6	0.3
		2			NO	1735	97.1
144	YIPDOMIL	NUM	2	YESNO	IP1 Y PLANS TO JOIN MILITARY/SERVICE		
		.D			Don't know	45	2.5
		.R			Refused	1	0.1
		1			YES	136	7.6
		2			NO	1605	89.8
145	YIPDOOTH	NUM	2	YESNO	IP1 Y HAS OTHER PLANS		
		.D			Don't know	45	2.5
		.R			Refused	1	0.1
		1			YES	326	18.2
		2			NO	1415	79.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL			
146	YPBRAN1	NUM	2	YP1BRAN	IP3 BRANCH OF SERVICE, FIRST CHOICE			
		.			Inapplicable	1651	92.4	
		.0			Don't know	5	0.3	
		1			AIR FORCE	48	2.7	
		2			ARMY	30	1.7	
		3			COAST GUARD	2	0.1	
		4			MARINE CORPS	24	1.3	
		5			NAVY	27	1.5	
147	RANDIP1	NUM	2	RAND1IP	IP4 RANDOM START FOR CATEGORIES			
		.			Inapplicable	1656	92.7	
		1			START: ACTIVE	45	2.5	
		2			START: RESERVE	43	2.4	
		3			START: NAT GUARD	43	2.4	
148	YPCOMP1	NUM	2	YPCOMP	IP4 TYPE OF SERVICE, FIRST CHOICE			
		.			Inapplicable	1656	92.7	
		.0			Don't know	4	0.2	
		1			ACTIVE DUTY	90	5.0	
		2			RESERVE	24	1.3	
		3			NATIONAL GUARD	13	0.7	
149	YPBRAN2	NUM	2	YP2BRAN	IP5 BRANCH OF SERVICE, NEXT CHOICE			
		.			Inapplicable	1656	92.7	
		.0			Don't know	3	0.2	
		1			AIR FORCE	35	2.0	
		2			ARMY	33	1.8	
		3			COAST GUARD	3	0.2	
		4			MARINE CORPS	18	1.0	
		5			NAVY	31	1.7	
		6			NONE	8	0.4	
150	RANDIP2	NUM	2	RAND1IP	IP6 RANDOM START FOR CATEGORIES			
		.			Inapplicable	1667	93.3	
		1			START: ACTIVE	39	2.2	
		2			START: RESERVE	33	1.8	
		3			START: NAT GUARD	48	2.7	

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
151	YPCOMP2	NUM	2	YPCOMP	IP6 TYPE OF SERVICE, NEXT CHOICE		
		.		Inapplicable		1667	93.3
		.D		Don't know		2	0.1
		1		ACTIVE DUTY		77	4.3
		2		RESERVE		24	1.3
		3		NATIONAL GUARD		17	1.0
152	YPROBMIL	NUM	2	PROB	IP7 PROB OF Y SERVING IN MILITARY		
		.D		Don't know		5	0.3
		1		DEFINITELY		67	3.7
		2		PROBABLY		282	15.8
		3		PROBABLY NOT		656	36.7
		4		DEFINITELY NOT		777	43.5
153	YPROBCOL	NUM	2	PROB	IP14 PROB OF Y GOING TO COLLEGE		
		.D		Don't know		8	0.4
		1		DEFINITELY		787	44.0
		2		PROBABLY		474	26.5
		3		PROBABLY NOT		343	19.2
		4		DEFINITELY NOT		175	9.8
154	YPCOL24	NUM	2	YP24COL	IP15 Y PLANS TO GO 2 OR 4 YEAR COLLEGE		
		.		Inapplicable		526	29.4
		.D		Don't know		13	0.7
		1		2 YEAR COLLEGE		340	19.0
		2		4 YEAR COLLEGE		908	50.8
155	YPROBARO	NUM	2	PROB	IP11 PROB OF Y TAKING ROTC COLLEGE CLASS		
		.		Inapplicable		526	29.4
		.D		Don't know		11	0.6
		1		DEFINITELY		60	3.4
		2		PROBABLY		202	11.3
		3		PROBABLY NOT		606	33.9
		4		DEFINITELY NOT		382	21.4
156	YPROBVOC	NUM	2	PROB	IP16 PROB OF Y GOING TO VO/TECH SCHOOL		
		.D		Don't know		12	0.7
		1		DEFINITELY		163	9.1
		2		PROBABLY		452	25.3
		3		PROBABLY NOT		630	35.3
		4		DEFINITELY NOT		530	29.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
157	YPROBEMP	NUM	2	PROB	IP12 PROB OF Y WORKING IN CIVILIAN JOB		
		.D		Don't know		6	0.3
		1		DEFINITELY		807	45.2
		2		PROBABLY		728	40.7
		3		PROBABLY NOT		186	10.4
		4		DEFINITELY NOT		60	3.4
158	YPFULPAR	NUM	2	YFULPAR	IP13 WORK PLANS FULL-TIME OR PART-TIME		
		.		Inapplicable		252	14.1
		.D		Don't know		8	0.4
		1		FULL-TIME		1208	67.6
		2		PART-TIME		319	17.9
159	YPSAMOCC	NUM	2	YSAMOCC	IP2 PLAN TO BE IN SAME OR DIFFERENT JOB		
		.		Inapplicable		944	52.8
		.D		Don't know		12	0.7
		1		SAME OCCUPATION		410	22.9
		2		NEW OCCUPATION		421	23.6
160	RANDIP3	NUM	2	RAND3IP	IP8_11A RANDOM START FOR MILITARY PLANS		
		.		Inapplicable		526	29.4
		1		START AT IP8		336	18.8
		2		START AT IP9		322	18.0
		3		START AT IP10		301	16.8
		4		START AT IP11A		302	16.9
161	RANDIP4	NUM	2	RAND4IP	IP8_10 RANDOM START FOR MILITARY PLANS		
		.		Inapplicable		1261	70.6
		1		START AT IP8		145	8.1
		2		START AT IP9		195	10.9
		3		START AT IP10		186	10.4
162	YPROBAR	NUM	2	PROB	IP8 PROB OF Y SERVING ARMY ACTIVE DUTY		
		.D		Don't know		9	0.5
		1		DEFINITELY		52	2.9
		2		PROBABLY		178	10.0
		3		PROBABLY NOT		652	36.5
		4		DEFINITELY NOT		896	50.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
163	YPROBANG	NUM	2	PROB	IP9 PROB OF Y SERVING ARMY NATL GUARD

.D	Don't know	11	0.6
1	DEFINITELY	29	1.6
2	PROBABLY	152	8.5
3	PROBABLY NOT	725	40.6
4	DEFINITELY NOT	870	48.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
164	YPROBARV	NUM	2	PROB	IP10 PROB OF Y SERVING IN ARMY RESERVE

.D	Don't know	9	0.5
1	DEFINITELY	31	1.7
2	PROBABLY	176	9.8
3	PROBABLY NOT	754	42.2
4	DEFINITELY NOT	817	45.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
165	YPROBCOM	NUM	2	PROB	IP11A PROB OF OFFICER COMMISSION IN ROTC

.	Inapplicable	526	29.4
.D	Don't know	15	0.8
1	DEFINITELY	26	1.5
2	PROBABLY	150	8.4
3	PROBABLY NOT	482	27.0
4	DEFINITELY NOT	588	32.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
166	YPSCHFUL	NUM	2	YESNO	IP17 Y MOST LIKELY: FULL-TIME SCHOOL

.D	Don't know	16	0.9
.R	Refused	1	0.1
1	YES	950	53.2
2	NO	820	45.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
167	YPSCHPRT	NUM	2	YESNO	IP17 Y MOST LIKELY: PART-TIME SCHOOL

.D	Don't know	16	0.9
.R	Refused	1	0.1
1	YES	265	14.8
2	NO	1505	84.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
168	YPWRKFUL	NUM	2	YESNO	IP17 Y MOST LIKELY: FULL-TIME WORK

.D	Don't know	16	0.9
.R	Refused	1	0.1
1	YES	698	39.1
2	NO	1072	60.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
169	YPWRKPRT	NUM	2	YESNO	IP17 Y MOST LIKELY: PART-TIME WORK		
		.D		Don't know		16	0.9
		.R		Refused		1	0.1
		1		YES		618	34.6
		2		NO		1152	64.5
170	YPSRVMIL	NUM	2	YESNO	IP17 Y MOST LIKELY: MILITARY		
		.D		Don't know		16	0.9
		.R		Refused		1	0.1
		1		YES		62	3.5
		2		NO		1708	95.6
171	YPHOMEMK	NUM	2	YESNO	IP17 Y MOST LIKELY: HOMEMAKER		
		.D		Don't know		16	0.9
		.R		Refused		1	0.1
		1		YES		17	1.0
		2		NO		1753	98.1
172	YPOTH	NUM	2	YESNO	IP17 Y MOST LIKELY: OTHER		
		.D		Don't know		16	0.9
		.R		Refused		1	0.1
		1		YES		220	12.3
		2		NO		1550	86.7
173	YPROBTAR	NUM	2	PROB	IP20 PROB Y WILL TALK ABOUT ARMY		
		.D		Don't know		4	0.2
		1		DEFINITELY		190	10.6
		2		PROBABLY		354	19.8
		3		PROBABLY NOT		628	35.1
		4		DEFINITELY NOT		611	34.2
174	YPROBADO	NUM	2	PROB	IP21 PROB Y WILL DO SOMETHING ABOUT ARMY		
		.D		Don't know		3	0.2
		1		DEFINITELY		141	7.9
		2		PROBABLY		260	14.5
		3		PROBABLY NOT		658	36.8
		4		DEFINITELY NOT		725	40.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
175	YPTHOTM	NUM	2	YESNO	IP18 EVER THOUGHT ABOUT JOINING MILITARY		
		1		YES		1144	64.0
		2		NO		643	36.0
176	YBAEVREC	NUM	2	YESNO	BE1A Y EVER TALK WITH MILITARY RECRUITER		
		1		YES		891	49.9
		2		NO		896	50.1
177	YBATALK	NUM	2	YESNO	BE1 Y TALK ABOUT JOINING ARMY PAST 6 MO		
		1		YES		404	22.6
		2		NO		1383	77.4
178	YBAFREN	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH FRIENDS		
		.		Inapplicable		1383	77.4
		.D		Don't know		3	0.2
		1		YES		140	7.8
		2		NO		261	14.6
179	YBAMOM	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH MOTHER		
		.		Inapplicable		1383	77.4
		.D		Don't know		3	0.2
		1		YES		84	4.7
		2		NO		317	17.7
180	YBADAD	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH FATHER		
		.		Inapplicable		1383	77.4
		.D		Don't know		3	0.2
		1		YES		95	5.3
		2		NO		306	17.1
181	YBASIB	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH BROTHER/SISTER		
		.		Inapplicable		1383	77.4
		.D		Don't know		3	0.2
		1		YES		27	1.5
		2		NO		374	20.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
182	YBAREL	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH OTH RELATIVE		
		.		Inapplicable		1383	77.4
		.D		Don't know		3	0.2
		1		YES		39	2.2
		2		NO		362	20.3
183	YBASPOU	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH SPOUSE		
		.		Inapplicable		1383	77.4
		.D		Don't know		3	0.2
		1		YES		18	1.0
		2		NO		383	21.4
184	YBATEAC	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH TEACHER		
		.		Inapplicable		1383	77.4
		.D		Don't know		3	0.2
		1		YES		23	1.3
		2		NO		378	21.2
185	YBACOUN	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH SCH COUNSLR		
		.		Inapplicable		1383	77.4
		.D		Don't know		3	0.2
		1		YES		10	0.6
		2		NO		391	21.9
186	YBAREC	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH RECRUITER		
		.		Inapplicable		1383	77.4
		.D		Don't know		3	0.2
		1		YES		222	12.4
		2		NO		179	10.0
187	YBACOW	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH CO-WORKER		
		.		Inapplicable		1383	77.4
		.D		Don't know		3	0.2
		1		YES		7	0.4
		2		NO		394	22.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
188	YBABOSS	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH EMPLOYER		
		.		Inapplicable		1583	77.4
		.D		Don't know		3	0.2
		1		YES		4	0.2
		2		NO		397	22.2
189	YBAOTH	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH OTHERS		
		.		Inapplicable		1383	77.4
		.D		Don't know		3	0.2
		1		YES		28	1.6
		2		NO		373	20.9
190	YBAFRSCH	NUM	2	YESNO	BE3 WAS FRIEND Y TALKED WITH FROM SCHOOL		
		.		Inapplicable		1647	92.2
		1		YES		112	6.3
		2		NO		28	1.6
191	YBAFREMP	NUM	2	YESNO	BE4 WAS FRIEND Y TALKED WITH AT WORK		
		.		Inapplicable		1647	92.2
		1		YES		33	1.8
		2		NO		107	6.0
192	BE4CHK	NUM	2	CCHECK	CONST. CHECK: BE2, BE4		
		.		Inapplicable		1785	99.9
		1		INCONSIST. DATA		2	0.1
193	YBAFRMIL	NUM	2	YESNO	BE5 WAS FRIEND Y TALKED WITH IN SERVICE		
		.		Inapplicable		1647	92.2
		1		YES		86	4.8
		2		NO		54	3.0
194	YBAFRAR	NUM	2	YESNO	BE6 WAS FRIEND Y TALKED WITH IN ARMY		
		.		Inapplicable		1701	95.2
		.D		Don't know		1	0.1
		1		YES		55	3.1
		2		NO		30	1.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
195	YBMREC	NUM	2	YESNO	BE7 Y TALK TO RECRUITER PAST 6 MONTHS		
		.		Inapplicable		1605	89.8
		1		YES		33	1.8
		2		NO		149	8.3
196	YBMRECAR	NUM	2	YESNO	BE8 Y TALKED TO AN ARMY RECRUITER		
		.		Inapplicable		1532	85.7
		.D		Don't know		2	0.1
		1		YES		202	11.3
		2		NO		51	2.9
197	YBMRECAF	NUM	2	YESNO	BE8 Y TALKED TO AN AIR FORCE RECRUITER		
		.		Inapplicable		1532	85.7
		.D		Don't know		3	0.2
		1		YES		64	3.6
		2		NO		188	10.5
198	YBMRECNA	NUM	2	YESNO	BE8 Y TALKED TO A NAVY RECRUITER		
		.		Inapplicable		1532	85.7
		.D		Don't know		2	0.1
		1		YES		70	3.9
		2		NO		183	10.2
199	YBMRECMC	NUM	2	YESNO	BE8 Y TALKED TO A MARINE RECRUITER		
		.		Inapplicable		1532	85.7
		.D		Don't know		2	0.1
		1		YES		81	4.5
		2		NO		172	9.6
200	YBACONT	NUM	2	YBACONT	BE8A HOW FIRST CONTACT W/ ARMY RECRUITER		
		.		Inapplicable		1585	88.7
		1		OTH SERVICE RECR		5	0.3
		2		Y CONTACTED RECR		32	1.8
		3		RECR CONTACTED Y		104	5.8
		4		WITH A FRIEND		17	1.0
		5		RESERVE/NG		3	0.2
		6		SOME OTHER WAY		41	2.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
201	YBATALK1	NUM	2	YBATALK	BE88 HOW FIRST TALK W/ ARMY RECRUITER		
		.		Inapplicable		1535	88.7
		1		BY TELEPHONE		78	4.4
		2		AT A REC STATION		21	1.2
		3		AT A JOB FAIR		8	0.4
		4		AT SCHOOL		81	4.5
		5		AT AN AR UNIT		1	0.1
		6		SOME OTHER WAY		13	0.7
202	YBAGIFT	NUM	2	YESNO	BE10 Y RESPOND TO ARMY AD IN PAST 6 MO		
		.D		Don't know		1	0.1
		1		YES		66	3.7
		2		NO		1720	96.3
203	YBAVISIT	NUM	2	YESNO	BE11 Y VISIT ARMY RECR STATN PAST 6 MO		
		.D		Don't know		1	0.1
		1		YES		101	5.7
		2		NO		1685	94.3
204	YBATEST	NUM	2	YESNO	BE12 Y TAKE TEST FOR ARMY IN PAST 6 MO		
		.D		Don't know		6	0.3
		1		YES		172	9.6
		2		NO		1609	90.0
205	YBCTHOT	NUM	2	YESNO	BE16 Y THINK ABOUT COLLEGE IN PAST 6 MO		
		.		Inapplicable		517	28.9
		.D		Don't know		1	0.1
		1		YES		888	49.7
		2		NO		381	21.3
206	YBCTALK	NUM	2	YESNO	BE17 Y TALK ABOUT COLLEGE IN PAST 6 MO		
		.		Inapplicable		898	50.3
		1		YES		680	38.1
		2		NO		209	11.7
207	YBCFREN	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH FRIENDS		
		.		Inapplicable		1107	61.9
		.D		Don't know		2	0.1
		1		YES		259	14.5
		2		NO		419	23.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
208	Y8CMOM	NUM	2	YESNO	8E18 Y DISCUSS COLLEGE WITH MOTHER

.	Inapplicable	1107	61.9
.D	Don't know	2	0.1
1	YES	433	24.2
2	NO	245	13.7

209	Y8CDAD	NUM	2	YESNO	8E18 Y DISCUSS COLLEGE WITH FATHER

.	Inapplicable	1107	61.9
.D	Don't know	2	0.1
1	YES	382	21.4
2	NO	296	16.6

210	Y8CSIB	NUM	2	BEYN	8E18 Y DISCUSS COLLEGE WITH BROTHER/SIS

.	Inapplicable	1107	61.9
.D	Don't know	2	0.1
1	YES	94	5.3
2	NO	584	32.7

211	Y8CREL	NUM	2	YESNO	8E18 Y DISCUSS COLLEGE WITH OTH RELATIVE

.	Inapplicable	1107	61.9
.D	Don't know	2	0.1
1	YES	66	3.7
2	NO	612	34.2

212	Y8CSPOU	NUM	2	YESNO	8E18 Y DISCUSS COLLEGE WITH SPOUSE

.	Inapplicable	1107	61.9
.D	Don't know	2	0.1
1	YES	71	4.0
2	NO	607	34.0

213	Y8CTEAC	NUM	2	YESNO	8E18 Y DISCUSS COLLEGE WITH A TEACHER

.	Inapplicable	1107	61.9
.D	Don't know	2	0.1
1	YES	152	8.5
2	NO	526	29.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
214	YBCCOUN	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH SCH COUNSLR		
		.		Inapplicable		1107	61.9
		.D		Don't know		2	0.1
		1		YES		303	17.0
		2		NO		375	21.0
215	YBCREC	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH A RECRUITER		
		.		Inapplicable		1107	61.9
		.D		Don't know		2	0.1
		1		YES		24	1.3
		2		NO		654	36.6
216	YBCCOW	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH CO-WORKER		
		.		Inapplicable		1107	61.9
		.D		Don't know		2	0.1
		1		YES		23	1.3
		2		NO		655	36.7
217	YBCBOSS	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH EMPLOYER		
		.		Inapplicable		1107	61.9
		.D		Don't know		2	0.1
		1		YES		24	1.3
		2		NO		654	36.6
218	YBCOTH	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH OTHERS		
		.		Inapplicable		1107	61.9
		.D		Don't know		2	0.1
		1		YES		127	7.1
		2		NO		551	30.8
219	YBCACF	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT ACF		
		.		Inapplicable		1107	61.9
		.D		Don't know		1	0.1
		1		YES		156	8.7
		2		NO		523	29.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
220	YBCGI	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT GI BILL		
		.		Inapplicable		1107	61.9
		.D		Don't know		2	0.1
		1		YES		131	7.3
		2		NO		547	30.6
221	YBCROTC	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT ROTC SCH		
		.		Inapplicable		1107	61.9
		.D		Don't know		1	0.1
		1		YES		150	8.4
		2		NO		529	29.6
222	YBCVEAP	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT VEAP		
		.		Inapplicable		1107	61.9
		.D		Don't know		2	0.1
		1		YES		37	2.1
		2		NO		641	35.9
223	YBCTEST	NUM	2	YESNO	BE21 Y TAKE COLLEGE ADM TEST PAST 6 MO		
		.		Inapplicable		898	50.3
		.D		Don't know		1	0.1
		1		YES		282	15.8
		2		NO		606	33.9
224	YBCAPPL	NUM	2	YESNO	BE24 Y SUBMIT COLLEGE APPL IN PAST 6 MO		
		.		Inapplicable		898	50.3
		1		YES		128	7.2
		2		NO		761	42.6
225	YBWTHOT	NUM	2	YESNO	BE25 Y THINK ABOUT FT WORK IN PAST 6 MO		
		.		Inapplicable		585	32.7
		1		YES		585	32.7
		2		NO		617	34.5
226	YBWTALK	NUM	2	YESNO	BE26 Y TALK ABOUT FT WORK IN PAST 6 MO		
		.		Inapplicable		1202	67.3
		.R		Refused		1	0.1
		1		YES		379	21.2
		2		NO		205	11.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
227	Y8WFREN	NUM	2	YESNO	8E27 Y DISCUSS FT WORK WITH FRIENDS		
		.		Inapplicable		1408	78.8
		.D		Don't know		4	0.2
		.R		Refused		3	0.2
		1		YES		117	6.5
		2		NO		255	14.3
228	Y8WMOM	NUM	2	YESNO	8E27 Y DISCUSS FT WORK WITH MOTHER		
		.		Inapplicable		1408	78.8
		.D		Don't know		4	0.2
		.R		Refused		3	0.2
		1		YES		130	7.3
		2		NO		242	13.5
229	Y8WDAD	NUM	2	YESNO	8E27 Y DISCUSS FT WORK WITH FATHER		
		.		Inapplicable		1408	78.8
		.D		Don't know		4	0.2
		.R		Refused		3	0.2
		1		YES		133	7.4
		2		NO		239	13.4
230	Y8WSIB	NUM	2	YESNO	8E27 Y DISCUSS FT WORK WITH BROTHER/SIS		
		.		Inapplicable		1408	78.8
		.D		Don't know		4	0.2
		.R		Refused		3	0.2
		1		YES		27	1.5
		2		NO		345	19.3
231	Y8WREL	NUM	2	YESNO	8E27 Y DISCUSS FT WORK WITH OTH RELATIVE		
		.		Inapplicable		1408	78.8
		.D		Don't know		4	0.2
		.R		Refused		3	0.2
		1		YES		34	1.9
		2		NO		338	18.9
232	Y8WSPOU	NUM	2	YESNO	8E27 Y DISCUSS FT WORK WITH SPOUSE		
		.		Inapplicable		1408	78.8
		.D		Don't know		4	0.2
		.R		Refused		3	0.2
		1		YES		27	1.5
		2		NO		345	19.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
233	YBWTEAC	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH A TEACHER		
		.		Inapplicable		1408	78.8
		.D		Don't know		4	0.2
		.R		Refused		3	0.2
		1		YES		29	1.6
		2		NO		343	19.2
234	YBWCOUN	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH SCH COUNSLR		
		.		Inapplicable		1408	78.8
		.D		Don't know		4	0.2
		.R		Refused		3	0.2
		1		YES		18	1.0
		2		NO		354	19.8
235	YBWREC	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH A RECRUITER		
		.		Inapplicable		1408	78.8
		.D		Don't know		4	0.2
		.R		Refused		3	0.2
		1		YES		2	0.1
		2		NO		370	20.7
236	YBWCOW	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH CO-WORKER		
		.		Inapplicable		1408	78.8
		.D		Don't know		4	0.2
		.R		Refused		3	0.2
		1		YES		12	0.7
		2		NO		360	20.1
237	YBWBOSS	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH EMPLOYER		
		.		Inapplicable		1408	78.8
		.D		Don't know		4	0.2
		.R		Refused		3	0.2
		1		YES		155	8.7
		2		NO		217	12.1
238	YBWOTH	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH OTHERS		
		.		Inapplicable		1408	78.8
		.D		Don't know		4	0.2
		.R		Refused		3	0.2
		1		YES		62	3.5
		2		NO		310	17.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
239	YBWVISIT	NUM	2	YESNO	BE31 Y VISIT POTENTIAL EMPLOYER/AGENCIES

.	Inapplicable	1202	67.3
.R	Refused	1	0.1
1	YES	248	13.9
2	NO	336	18.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
240	YBWAPPL	NUM	2	YESNO	BE32 Y APPLY FOR ANY JOBS IN PAST 6 MO

.	Inapplicable	1202	67.3
.R	Refused	1	0.1
1	YES	358	20.0
2	NO	226	12.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
241	YARMDAD	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FATHER

.	Inapplicable	872	48.8
.D	Don't know	11	0.6
1	VERY BAD IDEA	130	7.3
2	BAD IDEA	128	7.2
3	NEITHER	286	16.0
4	GOOD IDEA	186	10.4
5	VERY GOOD IDEA	144	8.1
6	DECEASED, NONE	30	1.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
242	YARMMOM	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: MOTHER

.	Inapplicable	872	48.8
.D	Don't know	6	0.3
1	VERY BAD IDEA	218	12.2
2	BAD IDEA	202	11.3
3	NEITHER	287	16.1
4	GOOD IDEA	113	6.3
5	VERY GOOD IDEA	86	4.8
6	DECEASED, NONE	3	0.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
243	YARMFARM	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FREN ARMY EXP

.	Inapplicable	872	48.8
.D	Don't know	21	1.2
1	VERY BAD IDEA	62	3.5
2	BAD IDEA	75	4.2
3	NEITHER	196	11.0
4	GOOD IDEA	315	17.6
5	VERY GOOD IDEA	187	10.5
6	DECEASED, NONE	59	3.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
244	YARMFMIL	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FREN OTH MIL		
		.			Inapplicable	872	48.8
		.D			Don't know	24	1.3
		1			VERY BAD IDEA	66	3.7
		2			BAD IDEA	78	4.4
		3			NEITHER	224	12.5
		4			GOOD IDEA	334	18.7
		5			VERY GOOD IDEA	134	7.5
		6			DECEASED, NONE	55	3.1
245	YARMFNO	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FREN NO MIL		
		.			Inapplicable	872	48.8
		.D			Don't know	5	0.3
		1			VERY BAD IDEA	238	13.3
		2			BAD IDEA	260	14.5
		3			NEITHER	290	16.2
		4			GOOD IDEA	70	3.9
		5			VERY GOOD IDEA	48	2.7
		6			DECEASED, NONE	4	0.2
246	YARMCOUN	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: SCH COUNSELOR		
		.			Inapplicable	872	48.8
		.D			Don't know	57	3.2
		1			VERY BAD IDEA	96	5.4
		2			BAD IDEA	107	6.0
		3			NEITHER	316	17.7
		4			GOOD IDEA	198	11.1
		5			VERY GOOD IDEA	106	5.9
		6			DECEASED, NONE	35	2.0
247	YARMTEAC	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: TEACHERS		
		.			Inapplicable	872	48.8
		.D			Don't know	43	2.4
		1			VERY BAD IDEA	99	5.5
		2			BAD IDEA	134	7.5
		3			NEITHER	374	20.9
		4			GOOD IDEA	158	8.8
		5			VERY GOOD IDEA	87	4.9
		6			DECEASED, NONE	20	1.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
248	YARMCOW	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: CO-WORKERS		
		.		Inapplicable		988	55.3
		.D		Don't know		32	1.8
		1		VERY BAD IDEA		127	7.1
		2		BAD IDEA		154	8.6
		3		NEITHER		292	16.3
		4		GOOD IDEA		87	4.9
		5		VERY GOOD IDEA		33	1.8
		6		DECEASED, NONE		74	4.1
249	YARMSTUD	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FELLOW STUDNT		
		.		Inapplicable		872	48.8
		.D		Don't know		11	0.6
		1		VERY BAD IDEA		185	10.4
		2		BAD IDEA		206	11.5
		3		NEITHER		340	19.0
		4		GOOD IDEA		112	6.3
		5		VERY GOOD IDEA		51	2.9
		6		DECEASED, NONE		10	0.6
250	YARMBOSS	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: EMPLOYER		
		.		Inapplicable		988	55.3
		.D		Don't know		47	2.6
		1		VERY BAD IDEA		131	7.3
		2		BAD IDEA		109	6.1
		3		NEITHER		269	15.1
		4		GOOD IDEA		99	5.5
		5		VERY GOOD IDEA		48	2.7
		6		DECEASED, NONE		96	5.4
251	YFRENMIL	NUM	2	YESNO	SI2 Y HAVE FRIENDS CURRENTLY IN MILITARY		
		.		Inapplicable		872	48.8
		.D		Don't know		1	0.1
		1		YES		574	32.1
		2		NO		340	19.0
252	YFRENAF	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-AF		
		.		Inapplicable		1213	67.9
		1		YES		189	10.6
		2		NO		385	21.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
253	YFRENAR	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-ARMY		
		.		Inapplicable		1213	67.9
		1		YES		355	19.9
		2		NO		219	12.3
254	YFRENCG	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-CG		
		.		Inapplicable		1213	67.9
		1		YES		19	1.1
		2		NO		555	31.1
255	YFRENMC	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-MC		
		.		Inapplicable		1213	67.9
		1		YES		253	14.2
		2		NO		321	18.0
256	YFRENNA	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-NAVY		
		.		Inapplicable		1213	67.9
		1		YES		202	11.3
		2		NO		372	20.8
257	YFRENACT	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN ACTIVE ARMY		
		.		Inapplicable		1432	80.1
		.D		Don't know		21	1.2
		1		YES		248	13.9
		2		NO		86	4.8
258	YFRENARV	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN RESERVE		
		.		Inapplicable		1432	80.1
		.D		Don't know		22	1.2
		1		YES		153	8.6
		2		NO		180	10.1
259	YFRENANG	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN NAT GUARD		
		.		Inapplicable		1432	80.1
		.D		Don't know		19	1.1
		1		YES		89	5.0
		2		NO		247	13.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
260	YFRENARO	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN ROTC		
		.		Inapplicable		1432	80.1
		.D		Don't know		35	2.0
		1		YES		68	3.8
		2		NO		252	14.1
261	YFAMMIL	NUM	2	YESNO	SI5 Y HAVE FAMILY CURRENTLY IN MILITARY		
		.		Inapplicable		872	48.8
		.D		Don't know		2	0.1
		1		YES		258	14.4
		2		NO		655	36.7
262	YFAMAF	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-AF		
		.		Inapplicable		1529	85.6
		1		YES		91	5.1
		2		NO		167	9.3
263	YFAMAR	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-ARMY		
		.		Inapplicable		1529	85.6
		1		YES		102	5.7
		2		NO		156	8.7
264	YFAMCG	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-CG		
		.		Inapplicable		1529	85.6
		1		YES		3	0.2
		2		NO		255	14.3
265	YFAMMC	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-MC		
		.		Inapplicable		1529	85.6
		1		YES		46	2.6
		2		NO		212	11.9
266	YFAMNA	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-NAVY		
		.		Inapplicable		1529	85.6
		1		YES		55	3.1
		2		NO		203	11.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
267	YFAMACT	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN ACTIVE ARMY		
		.		Inapplicable		1685	94.3
		.D		Don't know		5	0.3
		1		YES		63	3.5
		2		NO		34	1.9
268	YFAMARV	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN RESERVE		
		.		Inapplicable		1685	94.3
		.D		Don't know		8	0.4
		1		YES		31	1.7
		2		NO		63	3.5
269	YFAMANG	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN NAT GUARD		
		.		Inapplicable		1685	94.3
		.D		Don't know		4	0.2
		1		YES		20	1.1
		2		NO		78	4.4
270	YFAMARO	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN ROTC		
		.		Inapplicable		1685	94.3
		.D		Don't know		5	0.3
		1		YES		4	0.2
		2		NO		93	5.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
271	RANDIAY	NUM	2	RANDIAY	IAY RANDOM NUMBER

1	START: A) PHYS	94	5.3
2	START: B) HIQUAL	91	5.1
3	START: D) CASHED	105	5.9
4	START: E) TRAIN	91	5.1
5	START: G) SELCON	101	5.7
6	START: H) CNTRY	101	5.7
7	START: J) LEADER	105	5.9
8	START: L) HITECH	106	5.9
9	START: O) PROUD	89	5.0
10	START: P) POTEN	105	5.9
11	START: Q) CIVCAR	113	6.3
12	START: Y) SERCOM	113	6.3
13	START: Z) WEEKEN	118	6.6
14	START: AA) HOME	85	4.8
15	START: AF) STEP	89	5.0
16	START:AH) MATURE	106	5.9
17	START: AI) INNOV	84	4.7
18	START:AJ) MENTAL	91	5.1

272 YIPHYS NUM 2 RANGIMP IA IMP OF HAVING PHYSICAL CHALLENGE

.D	Don't know	4	0.2
.R	Refused	1	0.1
1	NOT AT ALL IMPOR	77	4.3
2	SCALE POINT 2	69	3.9
3	SCALE POINT 3	296	16.6
4	SCALE POINT 4	502	28.1
5	VERY IMPORTANT	838	46.9

273 YIHIQUAL NUM 2 RANGIMP IA IMP OF HIGHLY TRAINED COWORKERS

.D	Don't know	4	0.2
.R	Refused	1	0.1
1	NOT AT ALL IMPOR	58	3.2
2	SCALE POINT 2	67	3.7
3	SCALE POINT 3	258	14.4
4	SCALE POINT 4	501	28.0
5	VERY IMPORTANT	898	50.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
274	YICASHED	NUM	2	RANGIMP	IA IMP OF EARNING MONEY FOR EDUCATION

.D	Don't know	1	0.1
.R	Refused	1	0.1
1	NOT AT ALL IMPOR	187	10.5
2	SCALE POINT 2	144	8.1
3	SCALE POINT 3	279	15.6
4	SCALE POINT 4	352	19.7
5	VERY IMPORTANT	823	46.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
275	YITRAIN	NUM	2	RANGIMP	IA IMP OF TRAINING IN USEFUL SKILLS

.D	Don't know	3	0.2
.R	Refused	1	0.1
1	NOT AT ALL IMPOR	66	3.7
2	SCALE POINT 2	64	3.6
3	SCALE POINT 3	244	13.7
4	SCALE POINT 4	469	26.2
5	VERY IMPORTANT	940	52.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
276	YISELCON	NUM	2	RANGIMP	IA IMP OF DEVELOPING SELF-CONFIDENCE

.D	Don't know	2	0.1
.R	Refused	1	0.1
1	NOT AT ALL IMPOR	50	2.8
2	SCALE POINT 2	36	2.0
3	SCALE POINT 3	132	7.4
4	SCALE POINT 4	351	19.6
5	VERY IMPORTANT	1215	68.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
277	YICNTRY	NUM	2	RANGIMP	IA IMP OF SERVING COUNTRY

.D	Don't know	5	0.3
.R	Refused	2	0.1
1	NOT AT ALL IMPOR	146	8.2
2	SCALE POINT 2	163	9.1
3	SCALE POINT 3	400	22.4
4	SCALE POINT 4	401	22.4
5	VERY IMPORTANT	670	37.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
278	YILEADER	NUM	2	RANGIMP	IA IMP OF DEVELOPING LEADERSHIP SKILLS

.D	Don't know	6	0.3
.R	Refused	1	0.1
1	NOT AT ALL IMPOR	69	3.9
2	SCALE POINT 2	75	4.2
3	SCALE POINT 3	247	13.8
4	SCALE POINT 4	502	28.1
5	VERY IMPORTANT	887	49.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
279	YIHITECH	NUM	2	RANGIMP	IA IMP OF WORKING WITH HI-TECH EQUIP

.D	Don't know	4	0.2
1	NOT AT ALL IMPOR	131	7.3
2	SCALE POINT 2	162	9.1
3	SCALE POINT 3	342	19.1
4	SCALE POINT 4	439	24.6
5	VERY IMPORTANT	709	39.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
280	YIPROUD	NUM	2	RANGIMP	IA IMP OF EXPERIENCES TO BE PROUD OF

.D	Don't know	3	0.2
1	NOT AT ALL IMPOR	34	1.9
2	SCALE POINT 2	40	2.2
3	SCALE POINT 3	146	8.2
4	SCALE POINT 4	364	20.4
5	VERY IMPORTANT	1200	67.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
281	YIPOTEN	NUM	2	RANGIMP	IA IMP OF DEVELOPING POTENTIAL

.D	Don't know	4	0.2
1	NOT AT ALL IMPOR	25	1.4
2	SCALE POINT 2	22	1.2
3	SCALE POINT 3	104	5.8
4	SCALE POINT 4	332	18.6
5	VERY IMPORTANT	1300	72.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
282	YICIVCAR	NUM	2	RANGIMP	IA IMP OF HELPING CIVILIAN CAREER DEV

.D	Don't know	2	0.1
1	NOT AT ALL IMPOR	30	1.7
2	SCALE POINT 2	19	1.1
3	SCALE POINT 3	85	4.8
4	SCALE POINT 4	316	17.8
5	VERY IMPORTANT	1333	74.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
283	YISERCOM	NUM	2	RANGIMP	IA IMP OF COMMUNITY SERVICE

.D	Don't know	4	0.2
1	NOT AT ALL IMPOR	78	4.4
2	SCALE POINT 2	109	6.1
3	SCALE POINT 3	418	23.4
4	SCALE POINT 4	531	29.7
5	VERY IMPORTANT	647	36.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
284	YIWEEKEN	NUM	2	RANGIMP	IA IMP OF WEEKEND EXCITEMENT

.D	Don't know	3	0.2
.R	Refused	1	0.1
1	NOT AT ALL IMPOR	93	5.2
2	SCALE POINT 2	98	5.5
3	SCALE POINT 3	282	15.8
4	SCALE POINT 4	362	20.3
5	VERY IMPORTANT	948	53.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
285	YIHOME	NUM	2	RANGIMP	IA IMP OF STAYING IN OWN HOMETOWN

.D	Don't know	5	0.3
.R	Refused	1	0.1
1	NOT AT ALL IMPOR	360	20.1
2	SCALE POINT 2	282	15.8
3	SCALE POINT 3	427	23.9
4	SCALE POINT 4	250	14.0
5	VERY IMPORTANT	462	25.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
286	YISTEP	NUM	2	RANGIMP	IA IMP OF STEPPING FROM HS TO COLLEGE

.D	Don't know	18	1.0
.R	Refused	2	0.1
1	NOT AT ALL IMPOR	332	18.6
2	SCALE POINT 2	200	11.2
3	SCALE POINT 3	419	23.4
4	SCALE POINT 4	342	19.1
5	VERY IMPORTANT	474	26.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
287	YIMATURE	NUM	2	RANGIMP	IA IMP OF BECOM MORE MATURE/RESPONSIBLE		
		.D			Don't know	3	0.2
		.R			Refused	1	0.1
		1			NOT AT ALL IMPOR	55	3.1
		2			SCALE POINT 2	47	2.6
		3			SCALE POINT 3	150	8.4
		4			SCALE POINT 4	312	17.5
		5			VERY IMPORTANT	1219	68.2
288	YIINNOV	NUM	2	RANGIMP	IA IMP OF USING OWN JUDGEMENT		
		.D			Don't know	3	0.2
		.R			Refused	2	0.1
		1			NOT AT ALL IMPOR	25	1.4
		2			SCALE POINT 2	30	1.7
		3			SCALE POINT 3	139	7.8
		4			SCALE POINT 4	438	24.5
		5			VERY IMPORTANT	1150	64.4
289	YIMENTAL	NUM	2	RANGIMP	IA IMP OF HAVING MENTAL CHALLENGE		
		.D			Don't know	6	0.3
		.R			Refused	1	0.1
		1			NOT AT ALL IMPOR	68	3.8
		2			SCALE POINT 2	46	2.6
		3			SCALE POINT 3	200	11.2
		4			SCALE POINT 4	500	28.0
		5			VERY IMPORTANT	966	54.1
290	YTVWATCH	NUM	2	YESNO	MH1 DOES YOUTH REGULARLY WATCH TV		
		.			Inapplicable	903	50.5
		1			YES	555	31.1
		2			NO	329	18.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
291	YTVHRREG	NUM	3		MH2 HRS PER WEEK WATCH NETWORK TV

.	Inapplicable	1232	68.9
.0	Don't know	4	0.2
0		2	0.1
2		25	1.4
3		15	0.8
4		21	1.2
5		43	2.4
6		22	1.2
7		19	1.1
8		33	1.8
9		5	0.3
10		72	4.0
11		1	0.1
12		24	1.3
13		3	0.2
14		20	1.1
15		63	3.5
16		5	0.3
17		1	0.1
18		5	0.3
19		1	0.1
20		68	3.8
21		7	0.4
24		6	0.3
25		19	1.1
28		3	0.2
30		24	1.3
35		6	0.3
36		1	0.1
37		1	0.1
40		15	0.8
42		1	0.1
45		1	0.1
48		2	0.1
50		6	0.3
51		1	0.1
56		1	0.1
60		1	0.1
72		2	0.1
85		1	0.1
100		2	0.1
110		1	0.1
140		1	0.1
148		1	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
292	YTVHRCAB	NUM	3		MH2 HRS PER WEEK WATCH CERTAIN CABLE TV		
		.			Inapplicable	1232	68.9
		.D			Don't know	5	0.3
		0				179	10.0
		1				28	1.6
		2				42	2.4
		3				34	1.9
		4				28	1.6
		5				54	3.0
		6				19	1.1
		7				15	0.8
		8				10	0.6
		9				2	0.1
		10				49	2.7
		12				7	0.4
		13				1	0.1
		14				2	0.1
		15				22	1.2
		16				4	0.2
		17				1	0.1
		18				1	0.1
		20				19	1.1
		21				1	0.1
		24				5	0.3
		25				7	0.4
		30				9	0.5
		35				2	0.1
		37				1	0.1
		40				6	0.3
		50				1	0.1
		80				1	0.1
293	MHY2CHK1	NUM	2	CCHECK	CONST CHECK: MH1 = 1 & MH2 = 0 HOURS		
		.			Inapplicable	1736	99.9
		1			INCONSIST. DATA	1	0.1
294	MHY2CHK2	NUM	2	CCHECK	CONST CHECK: MH2 > 168 HOURS		
		.			Inapplicable	1786	99.9
		1			INCONSIST. DATA	1	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
295	YTVCAB1	NUM	2	YESNO	MH11 DOES YOUTH WATCH MTV		
		.		Inapplicable		1416	79.2
		1		YES		195	10.9
		2		NO		176	9.8
296	YTVCAB2	NUM	2	YESNO	MH11 DOES YOUTH WATCH NASHVILLE NETWORK		
		.		Inapplicable		1416	79.2
		1		YES		74	4.1
		2		NO		297	16.6
297	YTVCAB3	NUM	2	YESNO	MH11 DOES YOUTH WATCH ESPN [SPORTS]		
		.		Inapplicable		1416	79.2
		1		YES		251	14.0
		2		NO		120	6.7
298	YTVCAB4	NUM	2	YESNO	MH11 DOES YOUTH WATCH WTBS [SYNDICATED]		
		.		Inapplicable		1416	79.2
		1		YES		205	11.5
		2		NO		166	9.3
299	YTVCAB5	NUM	2	YESNO	MH11 DOES Y WATCH BLACK ENTERTAINMENT TV		
		.		Inapplicable		1416	79.2
		1		YES		44	2.5
		2		NO		327	18.3
300	YTVSPORT	NUM	2	YESNO	MH12 DOES YOUTH VIEW SPORTS		
		.		Inapplicable		1233	69.0
		1		YES		425	23.8
		2		NO		129	7.2
301	YTVMYS	NUM	2	YESNO	MH12 DOES YOUTH VIEW MYSTERIES		
		.		Inapplicable		1233	69.0
		1		YES		354	19.8
		2		NO		200	11.2
302	YTVDRAMA	NUM	2	YESNO	MH12 DOES YOUTH VIEW GENERAL DRAMA		
		.		Inapplicable		1233	69.0
		1		YES		279	15.6
		2		NO		275	15.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
303	YTVMUSIC	NUM	2	YESNO	MH12 DOES YOUTH VIEW MUSIC/MUSIC VIDEOS		
		.		Inapplicable		1233	69.0
		1		YES		361	20.2
		2		NO		193	10.8
304	YTVCOMDY	NUM	2	YESNO	MH12 DOES YOUTH VIEW SITCOMS		
		.		Inapplicable		1233	69.0
		1		YES		489	27.4
		2		NO		65	3.6
305	YTVMOVIE	NUM	2	YESNO	MH12 DOES YOUTH VIEW TV MOVIES		
		.		Inapplicable		1233	69.0
		1		YES		463	25.9
		2		NO		91	5.1
306	YTVTALK	NUM	2	YESNO	MH12 DOES YOUTH VIEW TV TALK SHOWS		
		.		Inapplicable		1233	69.0
		.D		Don't know		1	0.1
		1		YES		250	14.0
		2		NO		303	17.0
307	YTVSH1	NUM	2	YESNO	MH13 DOES YOUTH WATCH DAVID LETTERMAN		
		.		Inapplicable		1233	69.0
		.D		Don't know		1	0.1
		1		YES		175	9.8
		2		NO		378	21.2
308	YTVSH2	NUM	2	YESNO	MH13 DOES Y WATCH FRIDAY NIGHT VIDEOS		
		.		Inapplicable		1233	69.0
		1		YES		149	8.3
		2		NO		405	22.7
309	YTVSH3	NUM	2	YESNO	MH13 DOES Y WATCH MONDAY NIGHT FOOTBALL		
		.		Inapplicable		1233	69.0
		1		YES		348	19.5
		2		NO		206	11.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
310	YTVSH4	NUM	2	YESNO	MH13 DOES Y WATCH COLLEGE FOOTBALL		
		.		Inapplicable		1233	69.0
		1		YES		285	15.9
		2		NO		269	15.1
311	YTVSH5	NUM	2	YESNO	MH13 DOES Y WATCH SUNDAY NIGHT MOVIES		
		.		Inapplicable		1233	69.0
		1		YES		240	13.4
		2		NO		314	17.6
312	YVCRHAVE	NUM	2	YESNO	MH14 DOES HOUSEHOLD HAVE A VCR		
		.		Inapplicable		903	50.5
		.R		Refused		1	0.1
		1		YES		509	28.5
		2		NO		374	20.9
313	YVCRHOUR	NUM	3		MH15 HOURS PER WEEK SPENT WATCHING VCR		
		.		Inapplicable		1278	71.5
		.D		Don't know		2	0.1
		0				56	3.1
		1				56	3.1
		2				106	5.9
		3				53	3.0
		4				62	3.5
		5				53	3.0
		6				32	1.8
		7				6	0.3
		8				21	1.2
		9				3	0.2
		10				28	1.6
		12				5	0.3
		14				1	0.1
		15				5	0.3
		20				7	0.4
		25				2	0.1
		27				1	0.1
		30				5	0.3
		35				1	0.1
		48				1	0.1
		60				1	0.1
		72				1	0.1
		110				1	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
314	YRADLIS	NUM	2	YESNO	MH16 DOES YOUTH LISTEN TO THE RADIO		
		.		Inapplicable		903	50.5
		1		YES		777	43.5
		2		NO		107	6.0
315	YRADHRAM	NUM	3		MH17 HOW MANY HOURS PER WEEK AM RADIO		
		.		Inapplicable		1010	56.5
		.D		Don't know		2	0.1
		0				590	33.0
		1				42	2.4
		2				35	2.0
		3				19	1.1
		4				10	0.6
		5				20	1.1
		6				2	0.1
		7				4	0.2
		8				5	0.3
		9				1	0.1
		10				9	0.5
		12				6	0.3
		14				2	0.1
		15				4	0.2
		18				1	0.1
		20				6	0.3
		24				1	0.1
		25				1	0.1
		30				1	0.1
		36				1	0.1
		40				12	0.7
		48				1	0.1
		50				1	0.1
		80				1	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
516	YRADHRFM	NUM	3		MH17 HOW MANY HOURS PER WEEK FM RADIO

.	Inapplicable	1010	56.5
.D	Don't know	2	0.1
.R	Refused	1	0.1
0		8	0.4
1		4	0.2
2		18	1.0
3		21	1.2
4		18	1.0
5		47	2.6
6		28	1.6
7		21	1.2
8		25	1.4
9		8	0.4
10		84	4.7
12		36	2.0
13		1	0.1
14		12	0.7
15		51	2.9
16		2	0.1
17		2	0.1
18		7	0.4
19		1	0.1
20		89	5.0
21		3	0.2
22		1	0.1
23		2	0.1
24		11	0.6
25		30	1.7
26		1	0.1
27		2	0.1
28		5	0.3
30		44	2.5
32		1	0.1
35		20	1.1
38		2	0.1
40		59	3.3
42		2	0.1
45		6	0.3
48		5	0.3
50		30	1.7
55		2	0.1
56		3	0.2
60		19	1.1
64		1	0.1
69		1	0.1
70		13	0.7
72		1	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
316	YRADHRFM	NUM	3		MH17 HOW MANY HOURS PER WEEK FM RADIO		
		74				1	0.1
		75				1	0.1
		80				10	0.6
		83				1	0.1
		84				1	0.1
		100				9	0.5
		110				1	0.1
		126				1	0.1
		160				1	0.1
		168				1	0.1
317	MY17CHK1	NUM	2	CCHECK	CONST CHECK: MH16 = 1 & MH17 = 0 HOURS		
		.		Inapplicable		1787	100.0
318	MY17CHK2	NUM	2	CCHECK	CONST CHECK: MH17 > 168 HOURS		
		.		Inapplicable		1787	100.0
319	YRADNEWS	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO NEWS		
		.		Inapplicable		1010	56.5
		1		YES		441	24.7
		2		NO		336	18.8
320	YRADCLAS	NUM	2	YESNO	MH26 DOES YOUTH LISTEN CLASSICAL MUSIC		
		.		Inapplicable		1010	56.5
		1		YES		137	7.7
		2		NO		640	35.8
321	YRADPOP	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO POP MUSIC		
		.		Inapplicable		1010	56.5
		.D		Don't know		1	0.1
		1		YES		485	27.1
		2		NO		291	16.3
322	YRADCW	NUM	2	YESNO	MH26 DOES YOUTH LISTEN COUNTRY MUSIC		
		.		Inapplicable		1010	56.5
		1		YES		239	13.4
		2		NO		538	30.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
323	YRADSPOR	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO SPORTS		
		.		Inapplicable		1010	56.5
		1		YES		372	20.8
		2		NO		405	22.7
324	YRADTALK	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO TALK SHOWS		
		.		Inapplicable		1010	56.5
		1		YES		156	8.7
		2		NO		621	34.8
325	YRADROCK	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO ROCK MUSIC		
		.		Inapplicable		1010	56.5
		1		YES		638	35.7
		2		NO		139	7.8
326	YRADEASY	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO EASY MUSIC		
		.		Inapplicable		1010	56.5
		.D		Don't know		1	0.1
		1		YES		367	20.5
		2		NO		409	22.9
327	YRADSH1	NUM	2	YESNO	MH27 DOES Y LISTEN TO AMERICAN TOP 40		
		.		Inapplicable		1010	56.5
		1		YES		400	22.4
		2		NO		377	21.1
328	YRADSH2	NUM	2	YESNO	MH27 DOES Y LISTEN TO KING BISCUIT HOUR		
		.		Inapplicable		1010	56.5
		1		YES		104	5.8
		2		NO		673	37.7
329	YRADSH3	NUM	2	YESNO	MH27 DOES Y LISTEN TO RICK DEES' TOP 40		
		.		Inapplicable		1010	56.5
		.D		Don't know		1	0.1
		1		YES		304	17.0
		2		NO		472	26.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
330	YRADSH4	NUM	2	YESNO	MH27 DOES Y LISTEN TO METALSHOP		
		.		Inapplicable		1010	56.5
		.D		Don't know		1	0.1
		1		YES		146	8.2
		2		NO		630	35.3
331	YRADSH5	NUM	2	YESNO	MH27 DOES Y LISTEN TO ROCKLINE		
		.		Inapplicable		1010	56.5
		1		YES		181	10.1
		2		NO		596	33.4
332	YPAPREAD	NUM	2	YPAPREA	MH28 HOW OFTEN DOES Y READ NEWSPAPER		
		.		Inapplicable		903	50.5
		1		NEVER		44	2.5
		2		< TWICE A WEEK		151	8.4
		3		2-3 TIMES A WEEK		258	14.4
		4		4-5 TIMES A WEEK		133	7.4
		5		DAILY		298	16.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
333	YPAPHOUR	NUM	3		MH29 HOURS PER WEEK READING NEWSPAPER		
		.			Inapplicable	947	53.0
		.0			Don't know	5	0.3
		0				11	0.6
		1				204	11.4
		2				159	8.9
		3				108	6.0
		4				84	4.7
		5				74	4.1
		6				36	2.0
		7				73	4.1
		8				19	1.1
		9				1	0.1
		10				32	1.8
		12				2	0.1
		13				1	0.1
		14				9	0.5
		15				11	0.6
		17				1	0.1
		18				1	0.1
		20				3	0.2
		21				2	0.1
		35				1	0.1
		40				1	0.1
		50				1	0.1
		100				1	0.1
334	MHY29CHK	NUM	2	CCHECK	CONST CHECK: MH28 & MH29 HOURS		
		.			Inapplicable	1787	100.0
335	YPAPSPOR	NUM	2	YESNO	MH30 DOES YOUTH READ SPORTS		
		.			Inapplicable	958	53.6
		1			YES	574	32.1
		2			NO	255	14.3
336	YPAPCOM	NUM	2	YESNO	MH30 DOES YOUTH READ COMICS		
		.			Inapplicable	958	53.6
		1			YES	546	30.6
		2			NO	283	15.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
337	YPAPNEWS	NUM	2	YESNO	MH30 DOES YOUTH READ NEWS SECTION		
	.			Inapplicable		958	53.6
	1			YES		725	40.6
	2			NO		104	5.8
338	YPAPLOC	NUM	2	YESNO	MH30 DOES YOUTH READ LOCAL SECTION		
	.			Inapplicable		958	53.6
	1			YES		644	36.0
	2			NO		185	10.4
339	YPAPFOOD	NUM	2	YESNO	MH30 DOES YOUTH READ FOOD SECTION		
	.			Inapplicable		958	53.6
	1			YES		113	6.3
	2			NO		716	40.1
340	YPAPSTYL	NUM	2	YESNO	MH30 DOES YOUTH READ LIFESTYLE SECTION		
	.			Inapplicable		958	53.6
	1			YES		330	18.5
	2			NO		499	27.9
341	YPAPCLAS	NUM	2	YESNO	MH30 DOES YOUTH READ CLASSIFIED		
	.			Inapplicable		958	53.6
	1			YES		497	27.8
	2			NO		332	18.6
342	YMAGREAD	NUM	2	YESNO	MH31 DOES YOUTH READ MAGAZINES		
	.			Inapplicable		903	50.5
	1			YES		566	31.7
	2			NO		318	17.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
343	YMAG1	NUM	3	MAGFMT	MH32 MAGAZINE #1 READ ON REGULAR BASIS

.	Inapplicable	1221	68.3
.D	Don't know	5	0.3
126	BOY'S LIFE	1	0.1
130	CAR AND DRIVER	7	0.4
131	CAR CRAFT	4	0.2
141	CYCLE	4	0.2
148	DOWNBEAT	1	0.1
150	EBONY	5	0.3
154	FIELD AND STREAM	13	0.7
156	FOCUS	1	0.1
159	GUIDEPOST	1	0.1
165	HOT ROD	27	1.5
168	INSIDE SPORTS	1	0.1
172	JET	6	0.3
175	LIFE	2	0.1
179	MONEY	3	0.2
180	MOTOR TREND	5	0.3
188	NATL GEOGRAPHIC	3	0.2
194	NEWSWEEK	20	1.1
203	OMNI	2	0.1
206	OUTDOOR LIFE	8	0.4
209	PEOPLE	14	0.8
211	POPULAR MECHANIX	6	0.3
212	POPULAR SCIENCE	6	0.3
213	READERS DIGEST	7	0.4
216	ROAD AND TRACK	7	0.4
217	ROLLING STONE	9	0.5
225	SPORT	1	0.1
226	SPORTING NEWS	2	0.1
228	SPORTS	4	0.2
229	SPORTS AFIELD	2	0.1
231	SPORTS ILLUSTRTD	93	5.2
233	STEREO REVIEW	1	0.1
241	TIME	53	3.0
245	TV GUIDE	1	0.1
247	US NEWS WRLD RPT	5	0.3
991	OTHER	236	13.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
344	YMAG2	NUM	3	MAGFMT	MH32 MAGAZINE #2 READ ON REGULAR BASIS

.	Inapplicable	1450	81.1
108	AMER JRNL OF NUR	1	0.1
130	CAR AND DRIVER	5	0.3
131	CAR CRAFT	3	0.2
141	CYCLE	1	0.1
150	EBONY	10	0.6
151	EBONY MAN	1	0.1
154	FIELD AND STREAM	12	0.7
160	HIGH FIDELITY	1	0.1
165	HOT ROD	7	0.4
168	INSIDE SPORTS	2	0.1
172	JET	8	0.4
175	LIFE	1	0.1
179	MONEY	1	0.1
180	MOTOR TREND	5	0.3
188	NATL GEOGRAPHIC	9	0.5
194	NEWSWEEK	24	1.3
203	OMNI	5	0.3
206	OUTDOOR LIFE	13	0.7
209	PEOPLE	17	1.0
211	POPULAR MECHANIX	4	0.2
212	POPULAR SCIENCE	2	0.1
213	READERS DIGEST	10	0.6
216	ROAD AND TRACK	7	0.4
217	ROLLING STONE	9	0.5
218	R.N.(REGD NURSE)	1	0.1
225	SPORT	1	0.1
226	SPORTING NEWS	3	0.2
228	SPORTS	7	0.4
229	SPORTS AFIELD	3	0.2
230	SPORTS FITNESS	1	0.1
231	SPORTS ILLUSTRTD	29	1.6
241	TIME	33	1.8
245	TV GUIDE	2	0.1
247	US NEWS WRLD RPT	3	0.2
991	OTHER	96	5.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
345	YMAG3	NUM	3	MAGFMT	MH32 MAGAZINE #3 READ ON REGULAR BASIS

.	Inapplicable	1641	91.8
130	CAR AND DRIVER	4	0.2
131	CAR CRAFT	3	0.2
141	CYCLE	1	0.1
150	EBONY	4	0.2
154	FIELD AND STREAM	4	0.2
157	GAMES	1	0.1
165	HOT ROD	4	0.2
172	JET	3	0.2
175	LIFE	5	0.3
180	MOTOR TREND	4	0.2
188	NATL GEOGRAPHIC	8	0.4
194	NEWSWEEK	14	0.8
202	NURSING '86	1	0.1
203	OMNI	2	0.1
206	OUTDOOR LIFE	1	0.1
209	PEOPLE	4	0.2
211	POPULAR MECHANIX	2	0.1
212	POPULAR SCIENCE	2	0.1
213	READERS DIGEST	5	0.3
217	ROLLING STONE	3	0.2
228	SPORTS	1	0.1
229	SPORTS AFIELD	1	0.1
231	SPORTS ILLUSTRTD	9	0.5
241	TIME	9	0.5
245	TV GUIDE	2	0.1
247	US NEWS WRLD RPT	3	0.2
991	OTHER	46	2.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
346	YMAG4	NUM	3	MAGFMT	MH32 MAGAZINE #4 READ ON REGULAR BASIS		
		.		Inapplicable		1741	97.4
		128		CAMPUS VOICE		1	0.1
		150		EBONY		1	0.1
		154		FIELD AND STREAM		1	0.1
		180		MOTOR TREND		1	0.1
		188		NATL GEOGRAPHIC		2	0.1
		194		NEWSWEEK		4	0.2
		203		OMNI		4	0.2
		206		OUTDOOR LIFE		1	0.1
		213		READERS DIGEST		2	0.1
		217		ROLLING STONE		2	0.1
		222		SCIENCE DIGEST		1	0.1
		226		SPORTING NEWS		1	0.1
		228		SPORTS		1	0.1
		229		SPORTS AFIELD		1	0.1
		233		STEREO REVIEW		1	0.1
		241		TIME		5	0.3
		245		TV GUIDE		1	0.1
		247		US NEWS WRLD RPT		2	0.1
		991		OTHER		14	0.8
347	YMAG5	NUM	3	MAGFMT	MH32 MAGAZINE #5 READ ON REGULAR BASIS		
		.		Inapplicable		1776	99.4
		154		FIELD AND STREAM		2	0.1
		175		LIFE		1	0.1
		188		NATL GEOGRAPHIC		1	0.1
		209		PEOPLE		2	0.1
		216		ROAD AND TRACK		1	0.1
		217		ROLLING STONE		1	0.1
		245		TV GUIDE		1	0.1
		991		OTHER		2	0.1
348	YMAG6	NUM	3	MAGFMT	MH32 MAGAZINE #6 READ ON REGULAR BASIS		
		.		Inapplicable		1785	99.9
		241		TIME		2	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
349	YMAGHOUR	NUM	3		MH33 HOURS PER WEEK READING MAGAZINES		
		.		Inapplicable		1221	68.3
		.D		Don't know		6	0.3
		0				2	0.1
		1				94	5.3
		2				125	7.0
		3				93	5.2
		4				61	3.4
		5				62	3.5
		6				20	1.1
		7				16	0.9
		8				17	1.0
		9				2	0.1
		10				23	1.3
		12				8	0.4
		14				6	0.3
		15				14	0.8
		18				2	0.1
		20				7	0.4
		28				1	0.1
		30				3	0.2
		40				2	0.1
		45				1	0.1
		70				1	0.1
350	MHYCHK	NUM	2	CCHECK	CONST CHECK: TOTAL HOURS IN MHY > 168		
		.		Inapplicable		1779	99.6
		1		INCONSIST. DATA		8	0.4
351	YUN12NON	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NO SERVICES		
		.D		Don't know		27	1.5
		1		YES		49	2.7
		2		NO		1711	95.7
352	YUN12AF	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR AIR FORCE		
		.D		Don't know		27	1.5
		1		YES		1086	60.8
		2		NO		674	37.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
353	YUN12AR	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ARMY		
		.D		Don't know		27	1.5
		1		YES		1470	82.3
		2		NO		290	16.2
354	YUN12RO	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ROTC		
		.D		Don't know		27	1.5
		1		YES		92	5.1
		2		NO		1668	93.3
355	YUN12NG	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NAT GUARD		
		.D		Don't know		27	1.5
		1		YES		384	21.5
		2		NO		1376	77.0
356	YUN12RV	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR RESERVE		
		.D		Don't know		27	1.5
		1		YES		214	12.0
		2		NO		1546	86.5
357	YUN12CG	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR COAST GUARD		
		.D		Don't know		27	1.5
		1		YES		221	12.4
		2		NO		1539	86.1
358	YUN12MC	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR MARINE CORPS		
		.D		Don't know		27	1.5
		1		YES		1117	62.5
		2		NO		643	36.0
359	YUN12NA	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NAVY		
		.D		Don't know		27	1.5
		1		YES		1012	56.6
		2		NO		748	41.9
360	YUN12ALL	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ALL IN ONE AD		
		.D		Don't know		27	1.5
		1		YES		159	8.9
		2		NO		1601	89.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
361	YKRROAF	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR AIR FORCE		
		.		Inapplicable		1695	94.9
		.D		Don't know		14	0.8
		1		YES		21	1.2
		2		NO		57	3.2
362	YKRROAR	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR ARMY		
		.		Inapplicable		1695	94.9
		.D		Don't know		14	0.8
		1		YES		69	3.9
		2		NO		9	0.5
363	YKRRONA	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR NAVY		
		.		Inapplicable		1695	94.9
		.D		Don't know		14	0.8
		1		YES		18	1.0
		2		NO		60	3.4
364	YKRROMC	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR MARINES		
		.		Inapplicable		1695	94.9
		.D		Don't know		14	0.8
		1		YES		16	0.9
		2		NO		62	3.5
365	YKRROCG	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR COAST GUARD		
		.		Inapplicable		1695	94.9
		.D		Don't know		14	0.8
		1		YES		5	0.3
		2		NO		73	4.1
366	YKRNGAF	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR AIR FORCE		
		.		Inapplicable		1403	78.5
		.D		Don't know		77	4.3
		1		YES		76	4.3
		2		NO		231	12.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
367	YKRNGAR	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR ARMY		
		.		Inapplicable		1403	78.5
		.D		Don't know		77	4.3
		1		YES		255	14.3
		2		NO		52	2.9
368	YKRNGNA	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR NAVY		
		.		Inapplicable		1403	78.5
		.D		Don't know		77	4.3
		1		YES		33	1.8
		2		NO		274	15.3
369	YKRNGMC	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR MARINES		
		.		Inapplicable		1403	78.5
		.D		Don't know		77	4.3
		1		YES		35	2.0
		2		NO		272	15.2
370	YKRNGCG	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR COAST GUARD		
		.		Inapplicable		1403	78.5
		.D		Don't know		77	4.3
		1		YES		30	1.7
		2		NO		277	15.5
371	YKRRVAF	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR AIR FORCE		
		.		Inapplicable		1573	88.0
		.D		Don't know		15	0.8
		1		YES		57	3.2
		2		NO		142	7.9
372	YKRRVAR	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR ARMY		
		.		Inapplicable		1573	88.0
		.D		Don't know		15	0.8
		1		YES		178	10.0
		2		NO		21	1.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
373	YKRRVNA	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR NAVY		
		.		Inapplicable		1573	88.0
		.D		Don't know		15	0.8
		1		YES		41	2.3
		2		NO		158	8.8
374	YKRRVMC	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR MARINES		
		.		Inapplicable		1573	88.0
		.D		Don't know		15	0.8
		1		YES		27	1.5
		2		NO		172	9.6
375	YKRRVCG	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR COAST GUARD		
		.		Inapplicable		1573	88.0
		.D		Don't know		15	0.8
		1		YES		15	0.8
		2		NO		184	10.3
376	RANDKRY2	NUM	2	KNOW	KR5-KR13 RANDOM START AIDED AD RECALL		
		.		Inapplicable		6	0.3
		1		AIR FORCE		345	19.3
		2		ARMY		366	20.5
		3		ROTC		296	16.6
		4		NATIONAL GUARD		261	14.6
		5		RESERVE		223	12.5
		6		COAST GUARD		160	9.0
		7		MARINE CORPS		80	4.5
		8		NAVY		43	2.4
		9		ONE AD FOR ALL		7	0.4
377	YAIDAF	NUM	2	YESNO	KR5 AIDED AD RECALL FOR AIR FORCE		
		.		Inapplicable		1086	60.8
		.D		Don't know		3	0.2
		1		YES		426	23.8
		2		NO		272	15.2
378	YAIDAR	NUM	2	YESNO	KR6 AIDED AD RECALL FOR ARMY		
		.		Inapplicable		1470	82.3
		1		YES		205	11.5
		2		NO		112	6.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
379	YAIDARO	NUM	2	YESNO	KR7 AIDED AD RECALL FOR ARMY ROTC		
		.		Inapplicable		69	3.9
		.D		Don't know		8	0.4
		1		YES		794	44.4
		2		NO		916	51.3
380	YAIDANG	NUM	2	YESNO	KR8 AIDED AD RECALL FOR ARMY NAT GUARD		
		.		Inapplicable		255	14.3
		.D		Don't know		9	0.5
		1		YES		925	51.8
		2		NO		598	33.5
381	YAIDARV	NUM	2	YESNO	KR9 AIDED AD RECALL FOR ARMY RESERVE		
		.		Inapplicable		178	10.0
		.D		Don't know		7	0.4
		1		YES		1101	61.6
		2		NO		501	28.0
382	YAIDCG	NUM	2	YESNO	KR10 AIDED AD RECALL FOR COAST GUARD		
		.		Inapplicable		221	12.4
		.D		Don't know		8	0.4
		.R		Refused		1	0.1
		1		YES		641	35.9
		2		NO		916	51.3
383	YAIDMC	NUM	2	YESNO	KR11 AIDED AD RECALL FOR MARINE CORPS		
		.		Inapplicable		1117	62.5
		.D		Don't know		2	0.1
		1		YES		375	21.0
		2		NO		293	16.4
384	YAIDNA	NUM	2	YESNO	KR12 AIDED AD RECALL FOR NAVY		
		.		Inapplicable		1012	56.6
		.D		Don't know		3	0.2
		1		YES		396	22.2
		2		NO		376	21.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
385	YAIDALL	NUM	2	YESNO	KR13 AIDED AD RECALL FOR ALL SERVICES		
		.		Inapplicable		159	8.9
		.D		Don't know		11	0.6
		1		YES		839	47.0
		2		NO		776	43.5
386	YADARTV	NUM	2	YESNO	KR14 RECALLS ARMY AD ON TV		
		.		Inapplicable		59	3.3
		.D		Don't know		5	0.3
		1		YES		1637	91.6
		2		NO		86	4.8
387	YADARRAD	NUM	2	YESNO	KR14 RECALLS ARMY AD ON RADIO		
		.		Inapplicable		59	3.3
		.D		Don't know		8	0.4
		1		YES		1032	57.8
		2		NO		688	38.5
388	YADARMAG	NUM	2	YESNO	KR14 RECALLS ARMY AD IN MAGAZINES		
		.		Inapplicable		59	3.3
		.D		Don't know		3	0.2
		1		YES		1411	79.0
		2		NO		314	17.6
389	YADARPAP	NUM	2	YESNO	KR14 RECALLS ARMY AD IN NEWSPAPERS		
		.		Inapplicable		59	3.3
		.D		Don't know		4	0.2
		1		YES		519	29.0
		2		NO		1205	67.4
390	YADARBIL	NUM	2	YESNO	KR14 RECALLS ARMY AD ON BILLBOARDS		
		.		Inapplicable		59	3.3
		.D		Don't know		5	0.3
		1		YES		1095	61.3
		2		NO		628	35.1
391	YADARMAL	NUM	2	YESNO	KR14 RECALLS ARMY AD IN MAIL		
		.		Inapplicable		59	3.3
		1		YES		1095	61.3
		2		NO		633	35.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
392	YADARPOS	NUM	2	YESNO	KR14 RECALLS ARMY AD ON POSTERS

.	Inapplicable	59	3.3
.D	Don't know	3	0.2
1	YES	1148	64.2
2	NO	577	32.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
393	YADARPAM	NUM	2	YESNO	KR14 RECALLS ARMY AD IN PAMPHLETS

.	Inapplicable	59	3.3
.D	Don't know	2	0.1
1	YES	1100	61.6
2	NO	626	35.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
394	YADARYEL	NUM	2	YESNO	KR14 RECALLS ARMY AD IN YELLOW PAGES

.	Inapplicable	59	3.3
.D	Don't know	9	0.5
1	YES	200	11.2
2	NO	1519	85.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
395	YADAROTH	NUM	2	YADOTH	KR14 RECALLS ARMY AD SOMEWHERE ELSE

.	Inapplicable	59	3.3
.D	Don't know	4	0.2
1	YES	203	11.4
2	NO	1516	84.8
3	INCONSIST. DATA	5	0.3

A code of 3 is used when the respondent recalls seeing or hearing Army ads, but answers "no" to each of the questions (including "Somewhere Else") about where he/she saw or heard them.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
396	RANDKRY	NUM	2	RANDKR	KR17 RANDOM SELECTION OF SERV/COMPONENT

.	Inapplicable	37	2.1
1	AIR FORCE	314	17.6
2	ROTC	166	9.3
3	ARMY NATL GUARD	215	12.0
4	ARMY RESERVE	158	8.8
5	COAST GUARD	99	5.5
6	MARINES	386	21.6
7	NAVY	207	11.6
8	ALL SERVICES	205	11.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
397	YKRMSGAR	NUM	2	YKVERB	STATUS OF KR VERBATIM RESPONSE: ARMY		
		.D			Don't know	118	6.6
		1			VALID ANSWER	1557	87.1
		2			Q NOT ASKED	112	6.3
398	YKRMSGOT	NUM	2	YKVERB	STATUS OF KR VERBATIM RESPONSE: NON-ARMY		
		.D			Don't know	253	14.2
		.R			Refused	2	0.1
		1			VALID ANSWER	1495	83.7
		2			Q NOT ASKED	37	2.1
399	YATADLIK	NUM	2	YRATEAD	AT1 HOW MUCH YOUTH LIKED ARMY ADS		
		.			Inapplicable	112	6.3
		.D			Don't know	5	0.3
		.R			Refused	1	0.1
		1			DO NOT LIKE	148	8.3
		2			SCALE POINT 2	165	9.2
		3			SCALE POINT 3	681	38.1
		4			SCALE POINT 4	414	23.2
		5			LIKE VERY MUCH	261	14.6
400	YATADBEL	NUM	2	PRATEAD	AT2 HOW MUCH YOUTH BELIEVES ARMY ADS		
		.			Inapplicable	112	6.3
		.D			Don't know	1	0.1
		.R			Refused	1	0.1
		1			DO NOT BELIEVE	158	8.8
		2			SCALE POINT 2	210	11.8
		3			SCALE POINT 3	524	29.3
		4			SCALE POINT 4	455	25.5
		5			BELIEV VERY MUCH	326	18.2
401	RANDKS	NUM	2	RANDKS	KS1 RANDOM START FOR SLOGANS		
		.			Inapplicable	907	50.8
		1			START: ARMY	228	12.8
		2			START: AIR FORCE	225	12.6
		3			START: MARINES	199	11.1
		4			START: NAVY	228	12.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
402	YKSADVEN	NUM	2	KSANSWR	KS2 SLOGAN: NOT A JOB, AN ADVENTURE		
		.		Inapplicable		907	50.8
		.0		Don't know		50	2.8
		1		AIR FORCE		69	3.9
		2		ARMY		382	21.4
		3		MARINE CORPS		109	6.1
		4		NAVY		234	13.1
		5		ALL IN SAME AD		36	2.0
403	YKSPROUD	NUM	2	KSANSWR	KS3 SLOGAN: THE FEW. THE PROUD		
		.		Inapplicable		907	50.8
		.0		Don't know		47	2.6
		1		AIR FORCE		29	1.6
		2		ARMY		22	1.2
		3		MARINE CORPS		745	41.7
		4		NAVY		30	1.7
		5		ALL IN SAME AD		7	0.4
404	YKSBEALL	NUM	2	KSANSWR	KS4 SLOGAN: BE ALL YOU CAN BE		
		.		Inapplicable		907	50.8
		.0		Don't know		15	0.8
		1		AIR FORCE		77	4.3
		2		ARMY		689	38.6
		3		MARINE CORPS		12	0.7
		4		NAVY		54	3.0
		5		ALL IN SAME AD		33	1.8
405	YKSWAY	NUM	2	KSANSWR	KS5 SLOGAN: A GREAT WAY OF LIFE		
		.		Inapplicable		907	50.8
		.0		Don't know		139	7.8
		1		AIR FORCE		321	18.0
		2		ARMY		137	7.7
		3		MARINE CORPS		43	2.4
		4		NAVY		189	10.6
		5		ALL IN SAME AD		51	2.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
406	YKSGOOD	NUM	2	KSANSWR	KS6 SLOGAN: LOOKING FOR A FEW GOOD MEN		
		.		Inapplicable		907	50.8
		.D		Don't know		89	5.0
		1		AIR FORCE		44	2.5
		2		ARMY		111	6.2
		3		MARINE CORPS		528	29.5
		4		NAVY		54	3.0
		5		ALL IN SAME AD		54	3.0
407	YKSSTART	NUM	2	KSANSWR	KS7 SLOGAN: IT'S A GREAT PLACE TO START		
		.		Inapplicable		907	50.8
		.D		Don't know		125	7.0
		1		AIR FORCE		72	4.0
		2		ARMY		426	23.8
		3		MARINE CORPS		21	1.2
		4		NAVY		74	4.1
		5		ALL IN SAME AD		162	9.1
408	YKSAIM	NUM	2	KSANSWR	KS8 SLOGAN: AIM HIGH		
		.		Inapplicable		907	50.8
		.D		Don't know		43	2.4
		1		AIR FORCE		753	42.1
		2		ARMY		27	1.5
		3		MARINE CORPS		27	1.5
		4		NAVY		23	1.3
		5		ALL IN SAME AD		7	0.4
409	YKSNOTCO	NUM	2	KSANSWR	KS9 SLOGAN: NOT A COMPANY, YOUR COUNTRY		
		.		Inapplicable		907	50.8
		.D		Don't know		234	13.1
		1		AIR FORCE		11	0.6
		2		ARMY		209	11.7
		3		MARINE CORPS		61	3.4
		4		NAVY		65	3.6
		5		ALL IN SAME AD		300	16.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
410	RANDPE8	NUM	2	RAND8PE	PE RANDOM SELECTION FROM 8 SERVICES

1	ARMY RESERVE	233	13.0
2	NATIONAL GUARD	249	13.9
3	AIR FORCE	225	12.6
4	NAVY	217	12.1
5	MARINE CORPS	228	12.8
6	MILITARY SERVICE	196	11.0
7	CIVILIAN JOB	213	11.9
8	COLLEGE	226	12.6

This variable is calculated for all youth respondents. It is used for college juniors and seniors to determine which series of PE questions they get in addition to ROTC; it also determines which PE questions college freshmen and sophomores receive in addition to either active Army or ROTC.

411 RANDPE9 NUM 2 RAND9PE PE RANDOM SELECTION FROM 9 SERVICES

1	ARMY RESERVE	198	11.1
2	NATIONAL GUARD	193	10.8
3	AIR FORCE	212	11.9
4	NAVY	195	10.9
5	MARINE CORPS	194	10.9
6	MILITARY SERVICE	198	11.1
7	CIVILIAN JOB	194	10.9
8	COLLEGE	212	11.9
9	ROTC	191	10.7

This variable is calculated for all youth respondents. It determines which set of PE questions are administered to youths not enrolled in college and not college-bound, in addition to active Army.

412 RANDPE3 NUM 2 RAND3PE PE RANDOM SELECTION OF PANEL 2 SUBGROUP

.	Inapplicable	1560	87.3
1	ACTIVE / ROTC	72	4.0
2	ROTC / RANDOM(8)	67	3.7
3	ACTIVE/RANDOM(8)	88	4.9

This variable is calculated only for college freshmen and sophomores. It determines whether youths receive active Army and ROTC, or one of those two and one alternate option, as specified by RANDPE8.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
413	RAND1000	NUM	4		PE WEIGHTED SELECTION OF PANEL 3 SERVICE

.	Inapplicable	1439	80.5
OTHER		348	19.5

This variable is calculated only for high school students bound for collete (who automatically receive PE questions for active Army and ROTC). The probabilities of selection are: 1-269, Army National Guard; 270-539, Army Reserve; 540-616, Air Force; 617-693, Navy; 694-770, Marine Corps; 771-847, all military services; 848-924, civilian career; 925-1000, college.

414	RANDPEY1	NUM	2	RAND1PE	PEY1 RANDOM START FOR ARMY

.	Inapplicable	211	11.8
1	START: A) WIDE	130	7.3
2	START: B) PHYS	124	6.9
3	START: C) PROUD	118	6.6
4	START: D) STEP	124	6.9
5	START: E) LEADER	113	6.3
6	START: F) HITECH	120	6.7
7	START: G) CIVCAR	122	6.8
8	START: H) SELCON	122	6.8
9	START: I) POTEN	132	7.4
10	START: J) MENTAL	114	6.4
11	START: K) MATURE	122	6.8
12	START: L) TRAIN	125	7.0
13	START: M) HIQUAL	110	6.2

Due to programming and screen size restrictions, the CASHED attribute was not included in the random start series for PE-1; it was always asked first.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
415	RANDPEY4	NUM	2	RAND4PE	PEY4 RANDOM START FOR ARMY RESERVE

.	Inapplicable	1556	87.1
1	START: A) WIDE	19	1.1
2	START: B) PROUD	17	1.0
3	START: C) LEADER	25	1.4
4	START: D) CIVCAR	20	1.1
5	START: E) SELCON	14	0.8
6	START: F) POTEN	23	1.3
7	START: G) MENTAL	18	1.0
8	START: H) MATURE	15	0.8
9	START: I) TRAIN	22	1.2
10	START: J) HIQUAL	24	1.3
11	START: K) SERCOM	22	1.2
12	START: L) WEEKEN	12	0.7

Due to programming and screen size restrictions, the CASHED and HOME attributes were not included in the random start series for PE-4; they were always asked first.

416	RANDPEY5	NUM	2	RAND4PE	PEY5 RANDOM START FOR NATIONAL GUARD

.	Inapplicable	1563	87.5
1	START: A) WIDE	14	0.8
2	START: B) PROUD	16	0.9
3	START: C) LEADER	18	1.0
4	START: D) CIVCAR	26	1.5
5	START: E) SELCON	14	0.8
6	START: F) POTEN	18	1.0
7	START: G) MENTAL	15	0.8
8	START: H) MATURE	21	1.2
9	START: I) TRAIN	17	1.0
10	START: J) HIQUAL	24	1.3
11	START: K) SERCOM	24	1.3
12	START: L) WEEKEN	17	1.0

Due to programming and screen size restrictions, the CASHED and HOME attributes were not included in the random start series for PE-5; they were always asked first.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
417	RANDPEY6	NUM	2	RAND1PE	PEY6 RANDOM START FOR AF/MC/NA/ALL

.	Inapplicable	1069	59.8
1	START: A) WIDE	63	3.5
2	START: B) PHYS	49	2.7
3	START: C) PROUD	44	2.5
4	START: D) STEP	72	4.0
5	START: E) LEADER	46	2.6
6	START: F) HITECH	55	3.1
7	START: G) CIVCAR	63	3.5
8	START: H) SELCON	55	3.1
9	START: I) POTEN	48	2.7
10	START: J) MENTAL	54	3.0
11	START: K) MATURE	55	3.1
12	START: L) TRAIN	53	3.0
13	START: M) HIQUAL	61	3.4

Due to programming and screen size restrictions, the CASHED attribute was not included in the random start series for PE-6; it was always asked first.

418	RANDPEY7	NUM	2	RAND7PE	PEY7 RANDOM START FOR CIVILIAN JOB

.	Inapplicable	1595	89.3
1	START: A) PHYS	23	1.3
2	START: B) PROUD	18	1.0
3	START: C) STEP	16	0.9
4	START: D) LEADER	12	0.7
5	START: E) HITECH	11	0.6
6	START: F) CIVCAR	19	1.1
7	START: G) SELCON	11	0.6
8	START: H) POTEN	14	0.8
9	START: I) MENTAL	18	1.0
10	START: J) MATURE	18	1.0
11	START: K) TRAIN	17	1.0
12	START: L) HIQUAL	15	0.8

Due to programming and screen size restrictions, the CASHED attribute was not included in the random start series for PE-7; it was always asked first.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
419	RANDPEY8	NUM	2	PE8RAND	PEY8 RANDOM START FOR COLLEGE

.	Inapplicable	1594	89.2
1	START: A) PROUD	23	1.3
2	START: B) LEADER	25	1.4
3	START: C) CIVCAR	26	1.5
4	START: D) SELCON	21	1.2
5	START: E) POTEN	36	2.0
6	START: F) MENTAL	20	1.1
7	START: G) MATURE	26	1.5
8	START: H) HIQUAL	16	0.9

420	YAWIDE	NUM	2	AGREE	PE1 WIDE VARIETY OF JOBS: ARMY

.	Inapplicable	211	11.8
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	67	3.7
2	DISAGREE SOMEWHT	161	9.0
3	NEITHER	427	23.9
4	AGREE SOMEWHAT	493	27.6
5	AGREE COMPLETELY	426	23.8

421	YAPHYS	NUM	2	AGREE	PE1 PHYSICALLY CHALLENGING: ARMY

.	Inapplicable	211	11.8
.D	Don't know	1	0.1
1	DISAGREE CMPLTLY	42	2.4
2	DISAGREE SOMEWHT	40	2.2
3	NEITHER	200	11.2
4	AGREE SOMEWHAT	486	27.2
5	AGREE COMPLETELY	807	45.2

422	YAPROUD	NUM	2	AGREE	PE1 EXPERIENCE TO BE PROUD OF: ARMY

.	Inapplicable	211	11.8
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	62	3.5
2	DISAGREE SOMEWHT	61	3.4
3	NEITHER	320	17.9
4	AGREE SOMEWHAT	520	29.1
5	AGREE COMPLETELY	611	34.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
423	YASTEP	NUM	2	AGREE	PE1 STEPPING STONE TO COLLEGE: ARMY		
		.			Inapplicable	211	11.8
		.D			Don't know	5	0.3
		1			DISAGREE CMPLTLY	154	8.6
		2			DISAGREE SOMEWHT	179	10.0
		3			NEITHER	530	29.7
		4			AGREE SOMEWHAT	352	19.7
		5			AGREE COMPLETELY	356	19.9
424	YALEADER	NUM	2	AGREE	PE1 DEVELOP LEADERSHIP SKILLS: ARMY		
		.			Inapplicable	211	11.8
		.D			Don't know	2	0.1
		1			DISAGREE CMPLTLY	39	2.2
		2			DISAGREE SOMEWHT	67	3.7
		3			NEITHER	339	19.0
		4			AGREE SOMEWHAT	576	32.2
		5			AGREE COMPLETELY	553	30.9
425	YAHITECH	NUM	2	AGREE	PE1 USE HIGH-TECH EQUIPMENT: ARMY		
		.			Inapplicable	211	11.8
		.D			Don't know	2	0.1
		1			DISAGREE CMPLTLY	36	2.0
		2			DISAGREE SOMEWHT	60	3.4
		3			NEITHER	236	13.2
		4			AGREE SOMEWHAT	537	30.1
		5			AGREE COMPLETELY	705	39.5
426	YACIVCAR	NUM	2	AGREE	PE1 CIVILIAN CAREER DEVELOP: ARMY		
		.			Inapplicable	211	11.8
		.D			Don't know	4	0.2
		1			DISAGREE CMPLTLY	73	4.1
		2			DISAGREE SOMEWHT	135	7.6
		3			NEITHER	499	27.9
		4			AGREE SOMEWHAT	502	28.1
		5			AGREE COMPLETELY	363	20.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
427	YASELCON	NUM	2	AGREE	PE1 DEVELOP SELF-CONFIDENCE: ARMY

.	Inapplicable	211	11.8
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	44	2.5
2	DISAGREE SOMEWHT	82	4.6
3	NEITHER	328	18.4
4	AGREE SOMEWHAT	565	31.6
5	AGREE COMPLETELY	555	31.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
428	YAPOTEN	NUM	2	AGREE	PE1 DEVELOP YOUR POTENTIAL: ARMY

.	Inapplicable	211	11.8
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	41	2.3
2	DISAGREE SOMEWHT	90	5.0
3	NEITHER	358	20.0
4	AGREE SOMEWHAT	575	32.2
5	AGREE COMPLETELY	510	28.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
429	YAMENTAL	NUM	2	AGREE	PE1 MENTALLY CHALLENGING: ARMY

.	Inapplicable	211	11.8
.D	Don't know	4	0.2
1	DISAGREE CMPLTLY	60	3.4
2	DISAGREE SOMEWHT	104	5.8
3	NEITHER	356	19.9
4	AGREE SOMEWHAT	500	28.0
5	AGREE COMPLETELY	552	30.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
430	YAMATURE	NUM	2	AGREE	PE1 MATURE AND RESPONSIBLE: ARMY

.	Inapplicable	211	11.8
.D	Don't know	3	0.2
1	DISAGREE CMPLTLY	47	2.6
2	DISAGREE SOMEWHT	64	3.6
3	NEITHER	238	13.3
4	AGREE SOMEWHAT	492	27.5
5	AGREE COMPLETELY	732	41.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
431	YATRAIN	NUM	2	AGREE	PE1 TRAINING IN USEFUL SKILLS: ARMY

.	Inapplicable	211	11.8
.D	Don't know	5	0.3
1	DISAGREE CMPLTLY	49	2.7
2	DISAGREE SOMEWHT	70	3.9
3	NEITHER	303	17.0
4	AGREE SOMEWHAT	555	31.1
5	AGREE COMPLETELY	594	33.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
432	YAHIQUAL	NUM	2	AGREE	PE1 HIGHLY TRAINED COWORKERS: ARMY

.	Inapplicable	211	11.8
.D	Don't know	3	0.2
1	DISAGREE CMPLTLY	37	2.1
2	DISAGREE SOMEWHT	74	4.1
3	NEITHER	280	15.7
4	AGREE SOMEWHAT	527	29.5
5	AGREE COMPLETELY	655	36.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
433	YACASHED	NUM	2	AGREE	PE1 GET MONEY FOR EDUCATION: ARMY

.	Inapplicable	211	11.8
.D	Don't know	5	0.3
1	DISAGREE CMPLTLY	32	1.8
2	DISAGREE SOMEWHT	73	4.1
3	NEITHER	289	16.2
4	AGREE SOMEWHAT	565	31.6
5	AGREE COMPLETELY	612	34.2

Due to programming and screen size restrictions, this attribute was not included in the random start series for PE-1; rather, it was always asked prior to the randomly started attribute list.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
434	YHEARDAR	NUM	2	YESNO	PE1A Y EVER HEARD OF ARMY RESERVE

.	Inapplicable	1540	86.2
.D	Don't know	1	0.1
1	YES	230	12.9
2	NO	16	0.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
435	YVWIDE	NUM	2	AGREE	PE4 WIDE VARIETY OF JOBS: RESERVE

.	Inapplicable	1556	87.1
1	DISAGREE CMPLTLY	13	0.7
2	DISAGREE SOMEWHT	22	1.2
3	NEITHER	80	4.5
4	AGREE SOMEWHAT	74	4.1
5	AGREE COMPLETELY	42	2.4

436 YVPROUD NUM 2 AGREE PE4 EXPERIENCE TO BE PROUD OF: RESERVE

.	Inapplicable	1556	87.1
1	DISAGREE CMPLTLY	7	0.4
2	DISAGREE SOMEWHT	15	0.8
3	NEITHER	59	3.3
4	AGREE SOMEWHAT	70	3.9
5	AGREE COMPLETELY	80	4.5

437 YVLEADER NUM 2 AGREE PE4 DEVELOP LEADERSHIP SKILLS: RESERVE

.	Inapplicable	1556	87.1
1	DISAGREE CMPLTLY	6	0.3
2	DISAGREE SOMEWHT	14	0.8
3	NEITHER	54	3.0
4	AGREE SOMEWHAT	87	4.9
5	AGREE COMPLETELY	70	3.9

438 YVCIVCAR NUM 2 AGREE PE4 CIVILIAN CAREER DEVELOP: RESERVE

.	Inapplicable	1556	87.1
.D	Don't know	1	0.1
1	DISAGREE CMPLTLY	12	0.7
2	DISAGREE SOMEWHT	22	1.2
3	NEITHER	73	4.1
4	AGREE SOMEWHAT	79	4.4
5	AGREE COMPLETELY	44	2.5

439 YVSELCON NUM 2 AGREE PE4 DEVELOP SELF-CONFIDENCE: RESERVE

.	Inapplicable	1556	87.1
.D	Don't know	1	0.1
1	DISAGREE CMPLTLY	6	0.3
2	DISAGREE SOMEWHT	6	0.3
3	NEITHER	62	3.5
4	AGREE SOMEWHAT	83	4.6
5	AGREE COMPLETELY	73	4.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
440	YVPOTEN	NUM	2	AGREE	PE4 DEVELOP YOUR POTENTIAL: RESERVE

.	Inapplicable	1556	87.1
1	DISAGREE CMPLTLY	5	0.3
2	DISAGREE SOMEWHT	19	1.1
3	NEITHER	65	3.6
4	AGREE SOMEWHAT	81	4.5
5	AGREE COMPLETELY	61	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
441	YVMENTAL	NUM	2	AGREE	PE4 MENTALLY CHALLENGING: RESERVE

.	Inapplicable	1556	87.1
.R	Refused	1	0.1
1	DISAGREE CMPLTLY	9	0.5
2	DISAGREE SOMEWHT	22	1.2
3	NEITHER	67	3.7
4	AGREE SOMEWHAT	73	4.1
5	AGREE COMPLETELY	59	3.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
442	YVMATURE	NUM	2	AGREE	PE4 MATURE AND RESPONSIBLE: RESERVE

.	Inapplicable	1556	87.1
.R	Refused	1	0.1
1	DISAGREE CMPLTLY	4	0.2
2	DISAGREE SOMEWHT	10	0.6
3	NEITHER	54	3.0
4	AGREE SOMEWHAT	91	5.1
5	AGREE COMPLETELY	71	4.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
443	YVTRAIN	NUM	2	AGREE	PE4 TRAINING IN USEFUL SKILLS: RESERVE

.	Inapplicable	1556	87.1
.R	Refused	1	0.1
1	DISAGREE CMPLTLY	9	0.5
2	DISAGREE SOMEWHT	11	0.6
3	NEITHER	58	3.2
4	AGREE SOMEWHAT	91	5.1
5	AGREE COMPLETELY	61	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
444	YVHIQUAL	NUM	2	AGREE	PE4 HIGHLY TRAINED COWORKERS: RESERVE

.	Inapplicable	1556	87.1
1	DISAGREE CMPLTLY	7	0.4
2	DISAGREE SOMEWHT	17	1.0
3	NEITHER	53	3.0
4	AGREE SOMEWHAT	81	4.5
5	AGREE COMPLETELY	73	4.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
445	YVCASHED	NUM	2	AGREE	PE4 GET MONEY FOR EDUCATION: RESERVE

.	Inapplicable	1556	87.1
.R	Refused	1	0.1
1	DISAGREE CMPLTLY	5	0.3
2	DISAGREE SOMEWHT	12	0.7
3	NEITHER	61	3.4
4	AGREE SOMEWHAT	87	4.9
5	AGREE COMPLETELY	65	3.6

Due to programming and screen size restrictions, this attribute was not included in the random start series for PE-4; rather, it was always asked prior to the randomly started attribute list.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
446	YVHOME	NUM	2	AGREE	PE4 SERVE AMERICA IN HOMETOWN: RESERVE

.	Inapplicable	1556	87.1
.R	Refused	1	0.1
1	DISAGREE CMPLTLY	11	0.6
2	DISAGREE SOMEWHT	12	0.7
3	NEITHER	63	3.5
4	AGREE SOMEWHAT	66	3.7
5	AGREE COMPLETELY	78	4.4

Due to programming and screen size restrictions, this attribute was not included in the random start series for PE-4; rather, it was always asked prior to the randomly started attribute list.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
447	YVSERCOM	NUM	2	AGREE	PE4 SERVE YOUR OWN COMMUNITY: RESERVE

.	Inapplicable	1556	87.1
.D	Don't know	2	0.1
.R	Refused	1	0.1
1	DISAGREE CMPLTLY	7	0.4
2	DISAGREE SOMEWHT	22	1.2
3	NEITHER	69	3.9
4	AGREE SOMEWHAT	78	4.4
5	AGREE COMPLETELY	52	2.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
448	YVWEEKEN	NUM	2	AGREE	PE4 INTERESTING WEEKENDS: RESERVE
	.			Inapplicable	1556 87.1
	.R			Refused	1 0.1
	1			DISAGREE CMPLTLY	24 1.3
	2			DISAGREE SOMEWHT	33 1.8
	3			NEITHER	71 4.0
	4			AGREE SOMEWHAT	62 3.5
	5			AGREE COMPLETELY	40 2.2
449	YHEARDNG	NUM	2	YESNO	PE4A Y EVER HEARD OF ARMY NATIONAL GUARD
	.			Inapplicable	1540 86.2
	1			YES	224 12.5
	2			NO	23 1.3
450	YGWIDE	NUM	2	AGREE	PE5 WIDE VARIETY OF JOBS: GUARD
	.			Inapplicable	1563 87.5
	1			DISAGREE CMPLTLY	10 0.6
	2			DISAGREE SOMEWHT	28 1.6
	3			NEITHER	90 5.0
	4			AGREE SOMEWHAT	52 2.9
	5			AGREE COMPLETELY	44 2.5
451	YGPROUD	NUM	2	AGREE	PE5 EXPERIENCE TO BE PROUD OF: GUARD
	.			Inapplicable	1563 87.5
	1			DISAGREE CMPLTLY	8 0.4
	2			DISAGREE SOMEWHT	16 0.9
	3			NEITHER	57 3.2
	4			AGREE SOMEWHAT	75 4.2
	5			AGREE COMPLETELY	68 3.8
452	YGLEADER	NUM	2	AGREE	PE5 DEVELOP LEADERSHIP SKILLS: GUARD
	.			Inapplicable	1563 87.5
	.D			Don't know	1 0.1
	1			DISAGREE CMPLTLY	6 0.3
	2			DISAGREE SOMEWHT	14 0.8
	3			NEITHER	52 2.9
	4			AGREE SOMEWHAT	88 4.9
	5			AGREE COMPLETELY	63 3.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
453	YGCIVCAR	NUM	2	AGREE	PE5 CIVILIAN CAREER DEVELOP: GUARD

.	Inapplicable	1563	87.5
.D	Don't know	1	0.1
1	DISAGREE CMPLTLY	15	0.8
2	DISAGREE SOMEWHT	19	1.1
3	NEITHER	90	5.0
4	AGREE SOMEWHAT	56	3.1
5	AGREE COMPLETELY	43	2.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
454	YGSELCON	NUM	2	AGREE	PE5 DEVELOP SELF-CONFIDENCE: GUARD

.	Inapplicable	1563	87.5
1	DISAGREE CMPLTLY	7	0.4
2	DISAGREE SOMEWHT	12	0.7
3	NEITHER	59	3.3
4	AGREE SOMEWHAT	80	4.5
5	AGREE COMPLETELY	66	3.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
455	YGPOTEN	NUM	2	AGREE	PE5 DEVELOP YOUR POTENTIAL: GUARD

.	Inapplicable	1563	87.5
1	DISAGREE CMPLTLY	12	0.7
2	DISAGREE SOMEWHT	12	0.7
3	NEITHER	68	3.8
4	AGREE SOMEWHAT	75	4.2
5	AGREE COMPLETELY	57	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
456	YGMENTAL	NUM	2	AGREE	PE5 MENTALLY CHALLENGING: GUARD

.	Inapplicable	1563	87.5
.D	Don't know	1	0.1
1	DISAGREE CMPLTLY	14	0.8
2	DISAGREE SOMEWHT	19	1.1
3	NEITHER	53	3.0
4	AGREE SOMEWHAT	82	4.6
5	AGREE COMPLETELY	55	3.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
457	YGMATURE	NUM	2	AGREE	PE5 MATURE AND RESPONSIBLE: GUARD

.	Inapplicable	1563	87.5
.D	Don't know	1	0.1
1	DISAGREE CMPLTLY	10	0.6
2	DISAGREE SOMEWHT	9	0.5
3	NEITHER	45	2.5
4	AGREE SOMEWHAT	82	4.6
5	AGREE COMPLETELY	77	4.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
458	YGTRAIN	NUM	2	AGREE	PE5 TRAINING IN USEFUL SKILLS: GUARD

.	Inapplicable	1563	87.5
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	6	0.3
2	DISAGREE SOMEWHT	13	0.7
3	NEITHER	70	3.9
4	AGREE SOMEWHAT	80	4.5
5	AGREE COMPLETELY	53	3.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
459	YGHIQUAL	NUM	2	AGREE	PE5 HIGHLY TRAINED COWORKERS: GUARD

.	Inapplicable	1563	87.5
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	6	0.3
2	DISAGREE SOMEWHT	7	0.4
3	NEITHER	71	4.0
4	AGREE SOMEWHAT	71	4.0
5	AGREE COMPLETELY	67	3.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
460	YGCASHED	NUM	2	AGREE	PE5 GET MONEY FOR EDUCATION: GUARD

.	Inapplicable	1563	87.5
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	8	0.4
2	DISAGREE SOMEWHT	10	0.6
3	NEITHER	70	3.9
4	AGREE SOMEWHAT	83	4.6
5	AGREE COMPLETELY	51	2.9

Due to programming and screen size restrictions, this attribute was not included in the random start series for PE-5; rather, it was always asked prior to the randomly started attribute list.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
461	YGHOME	NUM	2	AGREE	PE5 SERVE AMERICA IN HOMETOWN: GUARD

.	Inapplicable	1563	87.5
.D	Don't know	1	0.1
1	DISAGREE CMPLTLY	13	0.7
2	DISAGREE SOMEWHT	16	0.9
3	NEITHER	50	2.8
4	AGREE SOMEWHAT	81	4.5
5	AGREE COMPLETELY	63	3.5

Due to programming and screen size restrictions, this attribute was not included in the random start series for PE-5; rather, it was always asked prior to the randomly started attribute list.

462	YGSERCOM	NUM	2	AGREE	PE5 SERVE YOUR OWN COMMUNITY: GUARD

.	Inapplicable	1563	87.5
1	DISAGREE CMPLTLY	10	0.6
2	DISAGREE SOMEWHT	18	1.0
3	NEITHER	69	3.9
4	AGREE SOMEWHAT	72	4.0
5	AGREE COMPLETELY	55	3.1

463	YGWEEKEN	NUM	2	AGREE	PE5 INTERESTING WEEKENDS: GUARD

.	Inapplicable	1563	87.5
1	DISAGREE CMPLTLY	26	1.5
2	DISAGREE SOMEWHT	28	1.6
3	NEITHER	72	4.0
4	AGREE SOMEWHAT	54	3.0
5	AGREE COMPLETELY	44	2.5

464	YNWIDE	NUM	2	AGREE	PE6 WIDE VARIETY OF JOBS: NAVY

.	Inapplicable	1617	90.5
.D	Don't know	1	0.1
1	DISAGREE CMPLTLY	6	0.3
2	DISAGREE SOMEWHT	16	0.9
3	NEITHER	53	3.0
4	AGREE SOMEWHAT	52	2.9
5	AGREE COMPLETELY	42	2.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
465	YMWIDE	NUM	2	AGREE	PE6 WIDE VARIETY OF JOBS: MARINES

.	Inapplicable	1610	90.1
1	DISAGREE CMPLTLY	9	0.5
2	DISAGREE SOMEWHT	25	1.4
3	NEITHER	61	3.4
4	AGREE SOMEWHAT	49	2.7
5	AGREE COMPLETELY	33	1.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
466	YFWIDE	NUM	2	AGREE	PE6 WIDE VARIETY OF JOBS: AIR FORCE

.	Inapplicable	1588	88.9
1	DISAGREE CMPLTLY	2	0.1
2	DISAGREE SOMEWHT	19	1.1
3	NEITHER	62	3.5
4	AGREE SOMEWHAT	62	3.5
5	AGREE COMPLETELY	54	3.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
467	YSWIDE	NUM	2	AGREE	PE6 WIDE VARIETY OF JOBS: MILITARY

.	Inapplicable	1615	90.4
1	DISAGREE CMPLTLY	5	0.3
2	DISAGREE SOMEWHT	22	1.2
3	NEITHER	45	2.5
4	AGREE SOMEWHAT	46	2.6
5	AGREE COMPLETELY	54	3.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
468	YNPHYS	NUM	2	AGREE	PE6 PHYSICALLY CHALLENGING: NAVY

.	Inapplicable	1617	90.5
1	DISAGREE CMPLTLY	2	0.1
2	DISAGREE SOMEWHT	4	0.2
3	NEITHER	36	2.0
4	AGREE SOMEWHAT	60	3.4
5	AGREE COMPLETELY	68	3.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
469	YMPHYS	NUM	2	AGREE	PE6 PHYSICALLY CHALLENGING: MARINES

.	Inapplicable	1610	90.1
1	DISAGREE CMPLTLY	3	0.2
2	DISAGREE SOMEWHT	3	0.2
3	NEITHER	30	1.7
4	AGREE SOMEWHAT	56	3.1
5	AGREE COMPLETELY	85	4.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
470	YFPHYS	NUM	2	AGREE	PE6 PHYSICALLY CHALLENGING: AIR FORCE		
		.			Inapplicable	1580	88.9
		1			DISAGREE CMPLTLY	3	0.2
		2			DISAGREE SOMEWHT	10	0.6
		3			NEITHER	42	2.4
		4			AGREE SOMEWHAT	74	4.1
		5			AGREE COMPLETELY	70	3.9
471	YSPHYS	NUM	2	AGREE	PE6 PHYSICALLY CHALLENGING: MILITARY		
		.			Inapplicable	1615	90.4
		1			DISAGREE CMPLTLY	6	0.3
		2			DISAGREE SOMEWHT	5	0.3
		3			NEITHER	22	1.2
		4			AGREE SOMEWHAT	63	3.5
		5			AGREE COMPLETELY	76	4.3
472	YNPROUD	NUM	2	AGREE	PE6 EXPERIENCE TO BE PROUD OF: NAVY		
		.			Inapplicable	1617	90.5
		.D			Don't know	1	0.1
		1			DISAGREE CMPLTLY	5	0.3
		2			DISAGREE SOMEWHT	7	0.4
		3			NEITHER	41	2.3
		4			AGREE SOMEWHAT	56	3.1
		5			AGREE COMPLETELY	60	3.4
473	YMPROUD	NUM	2	AGREE	PE6 EXPERIENCE TO BE PROUD OF: MARINES		
		.			Inapplicable	1610	90.1
		1			DISAGREE CMPLTLY	5	0.3
		2			DISAGREE SOMEWHT	3	0.2
		3			NEITHER	45	2.5
		4			AGREE SOMEWHAT	59	3.3
		5			AGREE COMPLETELY	65	3.6
474	YFPROUD	NUM	2	AGREE	PE6 EXPERIENCE TO BE PROUD OF: AIR FORCE		
		.			Inapplicable	1588	88.9
		1			DISAGREE CMPLTLY	1	0.1
		2			DISAGREE SOMEWHT	9	0.5
		3			NEITHER	40	2.2
		4			AGREE SOMEWHAT	68	3.8
		5			AGREE COMPLETELY	81	4.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
475	YSPROUD	NUM	2	AGREE	PE6 EXPERIENCE TO BE PROUD OF: MILITARY
	.			Inapplicable	1615 90.4
	1			DISAGREE CMPLTLY	8 0.4
	2			DISAGREE SOMEWHT	5 0.3
	3			NEITHER	27 1.5
	4			AGREE SOMEWHAT	55 3.1
	5			AGREE COMPLETELY	77 4.3
476	YNSTEP	NUM	2	AGREE	PE6 STEPPING STONE TO COLLEGE: NAVY
	.			Inapplicable	1617 90.5
	.D			Don't know	1 0.1
	1			DISAGREE CMPLTLY	22 1.2
	2			DISAGREE SOMEWHT	23 1.3
	3			NEITHER	55 3.1
	4			AGREE SOMEWHAT	41 2.3
	5			AGREE COMPLETELY	28 1.6
477	YMSTEP	NUM	2	AGREE	PE6 STEPPING STONE TO COLLEGE: MARINES
	.			Inapplicable	1610 90.1
	1			DISAGREE CMPLTLY	20 1.1
	2			DISAGREE SOMEWHT	17 1.0
	3			NEITHER	62 3.5
	4			AGREE SOMEWHAT	47 2.6
	5			AGREE COMPLETELY	31 1.7
478	YFSTEP	NUM	2	AGREE	PE6 STEPPING STONE TO COLLEGE: AIR FORCE
	.			Inapplicable	1588 88.9
	1			DISAGREE CMPLTLY	15 0.8
	2			DISAGREE SOMEWHT	26 1.5
	3			NEITHER	66 3.7
	4			AGREE SOMEWHAT	50 2.8
	5			AGREE COMPLETELY	42 2.4
479	YSSTEP	NUM	2	AGREE	PE6 STEPPING STONE TO COLLEGE: MILITARY
	.			Inapplicable	1615 90.4
	1			DISAGREE CMPLTLY	16 0.9
	2			DISAGREE SOMEWHT	16 0.9
	3			NEITHER	57 3.2
	4			AGREE SOMEWHAT	47 2.6
	5			AGREE COMPLETELY	36 2.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
480	YNLEADER	NUM	2	AGREE	PE6 DEVELOP LEADERSHIP SKILLS: NAVY

.	Inapplicable	1617	90.5
1	DISAGREE CMPLTLY	3	0.2
2	DISAGREE SOMEWHT	12	0.7
3	NEITHER	40	2.2
4	AGREE SOMEWHAT	58	3.2
5	AGREE COMPLETELY	57	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
481	YMLEADER	NUM	2	AGREE	PE6 DEVELOP LEADERSHIP SKILLS: MARINES

.	Inapplicable	1610	90.1
1	DISAGREE CMPLTLY	6	0.3
2	DISAGREE SOMEWHT	6	0.3
3	NEITHER	36	2.0
4	AGREE SOMEWHAT	67	3.7
5	AGREE COMPLETELY	62	3.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
482	YFLEADER	NUM	2	AGREE	PE6 DEVELOP LEADERSHIP SKILLS: AIR FORCE

.	Inapplicable	1586	88.9
1	DISAGREE CMPLTLY	3	0.2
2	DISAGREE SOMEWHT	7	0.4
3	NEITHER	49	2.7
4	AGREE SOMEWHAT	70	3.9
5	AGREE COMPLETELY	70	3.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
483	YSLEADER	NUM	2	AGREE	PE6 DEVELOP LEADERSHIP SKILLS: MILITARY

.	Inapplicable	1615	90.4
1	DISAGREE CMPLTLY	6	0.3
2	DISAGREE SOMEWHT	4	0.2
3	NEITHER	23	1.3
4	AGREE SOMEWHAT	63	3.5
5	AGREE COMPLETELY	76	4.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
484	YNHITECH	NUM	2	AGREE	PE6 USE HIGH-TECH EQUIPMENT: NAVY

.	Inapplicable	1617	90.5
1	DISAGREE CMPLTLY	2	0.1
2	DISAGREE SOMEWHT	8	0.4
3	NEITHER	32	1.8
4	AGREE SOMEWHAT	51	2.9
5	AGREE COMPLETELY	77	4.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
485	YMHITECH	NUM	2	AGREE	PE6 USE HIGH-TECH EQUIPMENT: MARINES

.	Inapplicable	1610	90.1
1	DISAGREE CMPLTLY	4	0.2
2	DISAGREE SOMEWHT	10	0.6
3	NEITHER	40	2.2
4	AGREE SOMEWHAT	61	3.4
5	AGREE COMPLETELY	62	3.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
486	YFHITECH	NUM	2	AGREE	PE6 USE HIGH-TECH EQUIPMENT: AIR FORCE

.	Inapplicable	1588	88.9
1	DISAGREE CMPLTLY	1	0.1
2	DISAGREE SOMEWHT	4	0.2
3	NEITHER	24	1.3
4	AGREE SOMEWHAT	66	3.7
5	AGREE COMPLETELY	104	5.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
487	YSHITECH	NUM	2	AGREE	PE6 USE HIGH-TECH EQUIPMENT: MILITARY

.	Inapplicable	1615	90.4
1	DISAGREE CMPLTLY	5	0.3
2	DISAGREE SOMEWHT	5	0.3
3	NEITHER	27	1.5
4	AGREE SOMEWHAT	49	2.7
5	AGREE COMPLETELY	86	4.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
488	YNCIVCAR	NUM	2	AGREE	PE6 CIVILIAN CAREER DEVELOP: NAVY

.	Inapplicable	1617	90.5
.D	Don't know	1	0.1
1	DISAGREE CMPLTLY	8	0.4
2	DISAGREE SOMEWHT	17	1.0
3	NEITHER	49	2.7
4	AGREE SOMEWHAT	50	2.8
5	AGREE COMPLETELY	45	2.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
489	YMCIVCAR	NUM	2	AGREE	PE6 CIVILIAN CAREER DEVELOP: MARINES

.	Inapplicable	1610	90.1
1	DISAGREE CMPLTLY	10	0.6
2	DISAGREE SOMEWHT	14	0.8
3	NEITHER	60	3.4
4	AGREE SOMEWHAT	68	3.8
5	AGREE COMPLETELY	25	1.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
490	YFCIVCAR	NUM	2	AGREE	PE6 CIVILIAN CAREER DEVELOP: AIR FORCE		
	.				Inapplicable	1588	88.9
	1				DISAGREE CMPLTLY	4	0.2
	2				DISAGREE SOMEWHT	14	0.8
	3				NEITHER	61	3.4
	4				AGREE SOMEWHAT	66	3.7
	5				AGREE COMPLETELY	54	3.0
491	YSCIVCAR	NUM	2	AGREE	PE6 CIVILIAN CAREER DEVELOP: MILITARY		
	.				Inapplicable	1615	90.4
	1				DISAGREE CMPLTLY	10	0.6
	2				DISAGREE SOMEWHT	14	0.8
	3				NEITHER	48	2.7
	4				AGREE SOMEWHAT	54	3.0
	5				AGREE COMPLETELY	46	2.6
492	YNSELCON	NUM	2	AGREE	PE6 DEVELOP SELF-CONFIDENCE: NAVY		
	.				Inapplicable	1617	90.5
	1				DISAGREE CMPLTLY	6	0.3
	2				DISAGREE SOMEWHT	8	0.4
	3				NEITHER	38	2.1
	4				AGREE SOMEWHAT	54	3.0
	5				AGREE COMPLETELY	64	3.6
493	YMSELCON	NUM	2	AGREE	PE6 DEVELOP SELF-CONFIDENCE: MARINES		
	.				Inapplicable	1610	90.1
	1				DISAGREE CMPLTLY	7	0.4
	2				DISAGREE SOMEWHT	6	0.4
	3				NEITHER	31	1.7
	4				AGREE SOMEWHAT	67	3.7
	5				AGREE COMPLETELY	64	3.6
494	YFSELCON	NUM	2	AGREE	PE6 DEVELOP SELF-CONFIDENCE: AIR FORCE		
	.				Inapplicable	1588	88.9
	1				DISAGREE CMPLTLY	4	0.2
	2				DISAGREE SOMEWHT	7	0.4
	3				NEITHER	41	2.3
	4				AGREE SOMEWHAT	73	4.1
	5				AGREE COMPLETELY	74	4.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
495	YSSELCON	NUM	2	AGREE	PE6 DEVELOP SELF-CONFIDENCE: MILITARY		
		.			Inapplicable	1615	90.4
		1			DISAGREE CMPLTLY	9	0.5
		2			DISAGREE SOMEWHT	8	0.4
		3			NEITHER	30	1.7
		4			AGREE SOMEWHAT	58	3.2
		5			AGREE COMPLETELY	67	3.7
496	YNPOTEN	NUM	2	AGREE	PE6 DEVELOP YOUR POTENTIAL: NAVY		
		.			Inapplicable	1617	90.5
		1			DISAGREE CMPLTLY	8	0.4
		2			DISAGREE SOMEWHT	7	0.4
		3			NEITHER	48	2.7
		4			AGREE SOMEWHAT	45	2.5
		5			AGREE COMPLETELY	62	3.5
497	YMPOTEN	NUM	2	AGREE	PE6 DEVELOP YOUR POTENTIAL: MARINES		
		.			Inapplicable	1610	90.1
		1			DISAGREE CMPLTLY	5	0.3
		2			DISAGREE SOMEWHT	13	0.7
		3			NEITHER	35	2.0
		4			AGREE SOMEWHAT	71	4.0
		5			AGREE COMPLETELY	53	3.0
498	YFPOTEN	NUM	2	AGREE	PE6 DEVELOP YOUR POTENTIAL: AIR FORCE		
		.			Inapplicable	1588	88.9
		1			DISAGREE CMPLTLY	4	0.2
		2			DISAGREE SOMEWHT	8	0.4
		3			NEITHER	35	2.0
		4			AGREE SOMEWHAT	82	4.6
		5			AGREE COMPLETELY	70	3.9
499	YSPOTEN	NUM	2	AGREE	PE6 DEVELOP YOUR POTENTIAL: MILITARY		
		.			Inapplicable	1615	90.4
		1			DISAGREE CMPLTLY	7	0.4
		2			DISAGREE SOMEWHT	5	0.3
		3			NEITHER	35	2.0
		4			AGREE SOMEWHAT	66	3.7
		5			AGREE COMPLETELY	59	3.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
500	YNMENTAL	NUM	2	AGREE	PE6 MENTALLY CHALLENGING: NAVY

.	Inapplicable	1617	90.5
1	DISAGREE CMPLTLY	5	0.3
2	DISAGREE SOMEWHT	11	0.6
3	NEITHER	34	1.9
4	AGREE SOMEWHAT	56	3.1
5	AGREE COMPLETELY	64	3.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
501	YMMENTAL	NUM	2	AGREE	PE6 MENTALLY CHALLENGING: MARINES

.	Inapplicable	1610	90.1
1	DISAGREE CMPLTLY	7	0.4
2	DISAGREE SOMEWHT	11	0.6
3	NEITHER	40	2.2
4	AGREE SOMEWHAT	56	3.1
5	AGREE COMPLETELY	63	3.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
502	YFMENTAL	NUM	2	AGREE	PE6 MENTALLY CHALLENGING: AIR FORCE

.	Inapplicable	1588	88.9
1	DISAGREE CMPLTLY	3	0.2
2	DISAGREE SOMEWHT	5	0.3
3	NEITHER	31	1.7
4	AGREE SOMEWHAT	77	4.3
5	AGREE COMPLETELY	83	4.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
503	YSMENTAL	NUM	2	AGREE	PE6 MENTALLY CHALLENGING: MILITARY

.	Inapplicable	1615	90.4
1	DISAGREE CMPLTLY	5	0.3
2	DISAGREE SOMEWHT	8	0.4
3	NEITHER	40	2.2
4	AGREE SOMEWHAT	58	3.2
5	AGREE COMPLETELY	61	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
504	YNMATURE	NUM	2	AGREE	PE6 MATURE AND RESPONSIBLE: NAVY

.	Inapplicable	1617	90.5
1	DISAGREE CMPLTLY	4	0.2
2	DISAGREE SOMEWHT	7	0.4
3	NEITHER	28	1.6
4	AGREE SOMEWHAT	72	4.0
5	AGREE COMPLETELY	59	3.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
505	YMMATURE	NUM	2	AGREE	PE6 MATURE AND RESPONSIBLE: MARINES

.	Inapplicable	1610	90.1
1	DISAGREE CMPLTLY	4	0.2
2	DISAGREE SOMEWHT	5	0.3
3	NEITHER	36	2.0
4	AGREE SOMEWHAT	65	3.6
5	AGREE COMPLETELY	67	3.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
506	YFMATURE	NUM	2	AGREE	PE6 MATURE AND RESPONSIBLE: AIR FORCE

.	Inapplicable	1588	88.9
1	DISAGREE CMPLTLY	4	0.2
2	DISAGREE SOMEWHT	10	0.6
3	NEITHER	31	1.7
4	AGREE SOMEWHAT	72	4.0
5	AGREE COMPLETELY	82	4.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
507	YSMATURE	NUM	2	AGREE	PE6 MATURE AND RESPONSIBLE: MILITARY

.	Inapplicable	1615	90.4
1	DISAGREE CMPLTLY	4	0.2
2	DISAGREE SOMEWHT	6	0.3
3	NEITHER	24	1.3
4	AGREE SOMEWHAT	66	3.7
5	AGREE COMPLETELY	72	4.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
508	YNTRAIN	NUM	2	AGREE	PE6 TRAINING IN USEFUL SKILLS: NAVY

.	Inapplicable	1617	90.5
1	DISAGREE CMPLTLY	4	0.2
2	DISAGREE SOMEWHT	16	0.9
3	NEITHER	39	2.2
4	AGREE SOMEWHAT	54	3.0
5	AGREE COMPLETELY	57	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
509	YMTRAIN	NUM	2	AGREE	PE6 TRAINING IN USEFUL SKILLS: MARINES

.	Inapplicable	1610	90.1
1	DISAGREE CMPLTLY	2	0.1
2	DISAGREE SOMEWHT	11	0.6
3	NEITHER	49	2.7
4	AGREE SOMEWHAT	70	3.9
5	AGREE COMPLETELY	45	2.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
510	YFTRAIN	NUM	2	AGREE	PE6 TRAINING IN USEFUL SKILLS: AIR FORCE

.	Inapplicable	1588	88.9
1	DISAGREE CMPLTLY	3	0.2
2	DISAGREE SOMEWHT	6	0.3
3	NEITHER	47	2.6
4	AGREE SOMEWHAT	72	4.0
5	AGREE COMPLETELY	71	4.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
511	YSTRAIN	NUM	2	AGREE	PE6 TRAINING IN USEFUL SKILLS: MILITARY

.	Inapplicable	1615	90.4
1	DISAGREE CMPLTLY	6	0.3
2	DISAGREE SOMEWHT	7	0.4
3	NEITHER	31	1.7
4	AGREE SOMEWHAT	53	3.0
5	AGREE COMPLETELY	75	4.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
512	YNHIQUAL	NUM	2	AGREE	PE6 HIGHLY TRAINED COWORKERS: NAVY

.	Inapplicable	1617	90.5
.0	Don't know	1	0.1
1	DISAGREE CMPLTLY	2	0.1
2	DISAGREE SOMEWHT	6	0.3
3	NEITHER	39	2.2
4	AGREE SOMEWHAT	61	3.4
5	AGREE COMPLETELY	61	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
513	YMHIQUAL	NUM	2	AGREE	PE6 HIGHLY TRAINED COWORKERS: MARINES

.	Inapplicable	1610	90.1
1	DISAGREE CMPLTLY	4	0.2
2	DISAGREE SOMEWHT	11	0.6
3	NEITHER	47	2.6
4	AGREE SOMEWHAT	58	3.2
5	AGREE COMPLETELY	57	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
514	YFHIQUAL	NUM	2	AGREE	PE6 HIGHLY TRAINED COWORKERS: AIR FORCE

.	Inapplicable	1588	88.9
1	DISAGREE CMPLTLY	1	0.1
2	DISAGREE SOMEWHT	7	0.4
3	NEITHER	29	1.6
4	AGREE SOMEWHAT	75	4.2
5	AGREE COMPLETELY	87	4.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
515	YSHIQUAL	NUM	2	AGREE	PE6 HIGHLY TRAINED COWORKERS: MILITARY

.	Inapplicable	1615	90.4
1	DISAGREE CMPLTLY	6	0.3
2	DISAGREE SOMEWHT	9	0.5
3	NEITHER	38	2.1
4	AGREE SOMEWHAT	49	2.7
5	AGREE COMPLETELY	70	3.9

516 YNCASHED NUM 2 AGREE PE6 GET MONEY FOR EDUCATION: NAVY

.	Inapplicable	1617	90.5
.D	Don't know	1	0.1
1	DISAGREE CMPLTLY	6	0.3
2	DISAGREE SOMEWHT	8	0.4
3	NEITHER	44	2.5
4	AGREE SOMEWHAT	67	3.7
5	AGREE COMPLETELY	44	2.5

Due to programming and screen size restrictions, this attribute was not included in the random start series for PE-6; rather, it was always asked prior to the randomly started attribute list.

517 YMCASHED NUM 2 AGREE PE6 GET MONEY FOR EDUCATION: MARINES

.	Inapplicable	1610	90.1
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	2	0.1
2	DISAGREE SOMEWHT	14	0.8
3	NEITHER	50	2.8
4	AGREE SOMEWHAT	70	3.9
5	AGREE COMPLETELY	39	2.2

Due to programming and screen size restrictions, this attribute was not included in the random start series for PE-6; rather, it was always asked prior to the randomly started attribute list.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
518	YFCASHED	NUM	2	AGREE	PE6 GET MONEY FOR EDUCATION: AIR FORCE

.	Inapplicable	1588	88.9
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	2	0.1
2	DISAGREE SOMEWHT	12	0.7
3	NEITHER	55	3.1
4	AGREE SOMEWHAT	67	3.7
5	AGREE COMPLETELY	61	3.4

Due to programming and screen size restrictions, this attribute was not included in the random start series for PE-6; rather, it was always asked prior to the randomly started attribute list.

519	YSCASHED	NUM	2	AGREE	PE6 GET MONEY FOR EDUCATION: MILITARY

.	Inapplicable	1615	90.4
1	DISAGREE CMPLTLY	6	0.3
2	DISAGREE SOMEWHT	4	0.2
3	NEITHER	33	1.8
4	AGREE SOMEWHAT	55	3.1
5	AGREE COMPLETELY	74	4.1

Due to programming and screen size restrictions, this attribute was not included in the random start series for PE-6; rather, it was always asked prior to the randomly started attribute list.

520	YWPHYS	NUM	2	AGREE	PE7 PHYSICALLY CHALLENGING: JOB

.	Inapplicable	1595	89.3
.D	Don't know	1	0.1
.R	Refused	1	0.1
1	DISAGREE CMPLTLY	12	0.7
2	DISAGREE SOMEWHT	29	1.6
3	NEITHER	70	3.9
4	AGREE SOMEWHAT	42	2.4
5	AGREE COMPLETELY	37	2.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
521	YWPROUD	NUM	2	AGREE	PE7 EXPERIENCE TO BE PROUD OF: JOB

.	Inapplicable	1595	89.3
.R	Refused	1	0.1
1	DISAGREE CMPLTLY	3	0.2
2	DISAGREE SOMEWHT	9	0.5
3	NEITHER	57	3.2
4	AGREE SOMEWHAT	62	3.5
5	AGREE COMPLETELY	60	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
522	YWSTEP	NUM	2	AGREE	PE7 STEPPING STONE TO COLLEGE: JOB

.	Inapplicable	1595	89.3
.R	Refused	1	0.1
1	DISAGREE CMPLTLY	29	1.6
2	DISAGREE SOMEWHT	26	1.5
3	NEITHER	69	3.9
4	AGREE SOMEWHAT	35	2.0
5	AGREE COMPLETELY	32	1.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
523	YWLEADER	NUM	2	AGREE	PE7 DEVELOP LEADERSHIP SKILLS: JOB

.	Inapplicable	1595	89.3
.R	Refused	1	0.1
1	DISAGREE CMPLTLY	7	0.4
2	DISAGREE SOMEWHT	14	0.8
3	NEITHER	56	3.1
4	AGREE SOMEWHAT	61	3.4
5	AGREE COMPLETELY	53	3.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
524	YWHITECH	NUM	2	AGREE	PE7 USE HIGH-TECH EQUIPMENT: JOB

.	Inapplicable	1595	89.3
.R	Refused	1	0.1
1	DISAGREE CMPLTLY	15	0.8
2	DISAGREE SOMEWHT	35	2.0
3	NEITHER	64	3.6
4	AGREE SOMEWHAT	38	2.1
5	AGREE COMPLETELY	39	2.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
525	YWCIVCAR	NUM	2	AGREE	PE7 CIVILIAN CAREER DEVELOP: JOB

.	Inapplicable	1595	89.3
.R	Refused	1	0.1
1	DISAGREE CMPLTLY	5	0.3
2	DISAGREE SOMEWHT	7	0.4
3	NEITHER	56	3.2
4	AGREE SOMEWHAT	70	3.9
5	AGREE COMPLETELY	51	2.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
526	YWSELCON	NUM	2	AGREE	PE7 DEVELOP SELF-CONFIDENCE: JOB

.	Inapplicable	1595	89.3
.R	Refused	1	0.1
1	DISAGREE CMPLTLY	2	0.1
2	DISAGREE SOMEWHT	12	0.7
3	NEITHER	45	2.5
4	AGREE SOMEWHAT	74	4.1
5	AGREE COMPLETELY	58	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
527	YWPOTEN	NUM	2	AGREE	PE7 DEVELOP YOUR POTENTIAL: JOB

.	Inapplicable	1595	89.3
.R	Refused	1	0.1
1	DISAGREE CMPLTLY	4	0.2
2	DISAGREE SOMEWHT	13	0.7
3	NEITHER	52	2.9
4	AGREE SOMEWHAT	73	4.1
5	AGREE COMPLETELY	49	2.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
528	YWMENTAL	NUM	2	AGREE	PE7 MENTALLY CHALLENGING: JOB

.	Inapplicable	1595	89.3
.D	Don't know	1	0.1
.R	Refused	1	0.1
1	DISAGREE CMPLTLY	6	0.3
2	DISAGREE SOMEWHT	14	0.8
3	NEITHER	58	3.2
4	AGREE SOMEWHAT	67	3.7
5	AGREE COMPLETELY	45	2.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
529	YWMATURE	NUM	2	AGREE	PE7 MATURE AND RESPONSIBLE: JOB

.	Inapplicable	1595	89.3
.R	Refused	1	0.1
1	DISAGREE CMPLTLY	4	0.2
2	DISAGREE SOMEWHT	8	0.4
3	NEITHER	31	1.7
4	AGREE SOMEWHAT	68	3.8
5	AGREE COMPLETELY	80	4.5

530 YWTRAIN NUM 2 AGREE PE7 TRAINING IN USEFUL SKILLS: JOB

.	Inapplicable	1595	89.3
.R	Refused	1	0.1
1	DISAGREE CMPLTLY	2	0.1
2	DISAGREE SOMEWHT	16	0.9
3	NEITHER	65	3.6
4	AGREE SOMEWHAT	54	3.0
5	AGREE COMPLETELY	54	3.0

531 YWHIQUAL NUM 2 AGREE PE7 HIGHLY TRAINED COWORKERS: JOB

.	Inapplicable	1595	89.3
.R	Refused	1	0.1
1	DISAGREE CMPLTLY	6	0.3
2	DISAGREE SOMEWHT	15	0.8
3	NEITHER	63	3.5
4	AGREE SOMEWHAT	55	3.1
5	AGREE COMPLETELY	52	2.9

532 YWCASHED NUM 2 AGREE PE7 GET MONEY FOR EDUCATION: JOB

.	Inapplicable	1595	89.3
.R	Refused	1	0.1
1	DISAGREE CMPLTLY	10	0.6
2	DISAGREE SOMEWHT	13	0.7
3	NEITHER	48	2.7
4	AGREE SOMEWHAT	64	3.6
5	AGREE COMPLETELY	56	3.1

Due to programming and screen size restrictions, this attribute was not included in the random start series for PE-7; rather, it was always asked prior to the randomly started attribute list.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
533	YCPROUD	NUM	2	AGREE	PE8 EXPERIENCE TO BE PROUD OF: COLLEGE

.	Inapplicable	1594	89.2
1	DISAGREE CMPLTLY	2	0.1
2	DISAGREE SOMEWHT	7	0.4
3	NEITHER	24	1.3
4	AGREE SOMEWHAT	68	3.8
5	AGREE COMPLETELY	92	5.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
534	YCLEADER	NUM	2	AGREE	PE8 DEVELOP LEADERSHIP SKILLS: COLLEGE

.	Inapplicable	1594	89.2
1	DISAGREE CMPLTLY	6	0.3
2	DISAGREE SOMEWHT	16	0.9
3	NEITHER	54	3.0
4	AGREE SOMEWHAT	59	3.3
5	AGREE COMPLETELY	58	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
535	YCCIVCAR	NUM	2	AGREE	PE8 CIVILIAN CAREER DEVELOP: COLLEGE

.	Inapplicable	1594	89.2
1	DISAGREE CMPLTLY	2	0.1
2	DISAGREE SOMEWHT	2	0.1
3	NEITHER	40	2.2
4	AGREE SOMEWHAT	67	3.7
5	AGREE COMPLETELY	82	4.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
536	YCSELCON	NUM	2	AGREE	PE8 DEVELOP SELF-CONFIDENCE: COLLEGE

.	Inapplicable	1594	89.2
1	DISAGREE CMPLTLY	2	0.1
2	DISAGREE SOMEWHT	11	0.6
3	NEITHER	43	2.4
4	AGREE SOMEWHAT	79	4.4
5	AGREE COMPLETELY	58	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
537	YCPOTEN	NUM	2	AGREE	PE8 DEVELOP YOUR POTENTIAL: COLLEGE

.	Inapplicable	1594	89.2
2	DISAGREE SOMEWHT	4	0.2
3	NEITHER	31	1.7
4	AGREE SOMEWHAT	71	4.0
5	AGREE COMPLETELY	87	4.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
538	YCMENTAL	NUM	2	AGREE	PE8 MENTALLY CHALLENGING: COLLEGE		
		.			Inapplicable	1594	89.2
		1			DISAGREE CMPLTLY	1	0.1
		2			DISAGREE SOMEWHT	8	0.4
		3			NEITHER	29	1.6
		4			AGREE SOMEWHAT	54	3.0
		5			AGREE COMPLETELY	101	5.7
539	YCMATURE	NUM	2	AGREE	PE8 MATURE AND RESPONSIBLE: COLLEGE		
		.			Inapplicable	1594	89.2
		1			DISAGREE CMPLTLY	2	0.1
		2			DISAGREE SOMEWHT	5	0.3
		3			NEITHER	37	2.1
		4			AGREE SOMEWHAT	68	3.8
		5			AGREE COMPLETELY	81	4.5
540	YCHIQUAL	NUM	2	AGREE	PE8 HIGHLY TRAINED COWORKERS: COLLEGE		
		.			Inapplicable	1594	89.2
		1			DISAGREE CMPLTLY	4	0.2
		2			DISAGREE SOMEWHT	14	0.8
		3			NEITHER	46	2.6
		4			AGREE SOMEWHAT	70	3.9
		5			AGREE COMPLETELY	59	3.3
541	YPEDIP	NUM	2	PROPANS	PE12 ARMY % PAST YEAR HIGH SCHOOL GRADS		
		.D			Don't know	5	0.3
		.R			Refused	1	0.1
		1			< ONE QUARTER	69	3.9
		2			ONE QUARTER	246	13.8
		3			ONE HALF	523	29.3
		4			THREE QUARTERS	500	28.0
		5			ALMOST ALL	443	24.8
542	YPEGRADE	NUM	2	PEGRADE	PE13 ARMY % PAST YEAR UPPER HALF IQ		
		.D			Don't know	9	0.5
		.R			Refused	1	0.1
		1			ALL	45	2.5
		2			THREE QUARTERS	440	24.6
		3			HALF	868	48.6
		4			ONE QUARTER	407	22.8
		5			NONE	17	1.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
543	YPECOL	NUM	2	PROPANS	PE14 ARMY % PAST YEAR TO FINISH COLLEGE		
		.D			Don't know	5	0.3
		.R			Refused	1	0.1
		1			< ONE QUARTER	147	8.2
		2			ONE QUARTER	459	25.7
		3			ONE HALF	656	36.7
		4			THREE QUARTERS	323	18.1
		5			ALMOST ALL	196	11.0
544	YPESIM	NUM	2	YESNO	PE15 YOUNG PEOPLE LIKE YOU JOINING ARMY		
		.D			Don't know	34	1.9
		.N			Not ascertained	820	45.9
		.R			Refused	1	0.1
		1			YES	349	19.5
		2			NO	583	32.6
545	YHEARDRO	NUM	2	YESNO	PE15A Y EVER HEARD OF ROTC AT COLLEGE		
		.			Inapplicable	955	53.4
		.D			Don't know	4	0.2
		.N			Not ascertained	83	4.6
		.R			Refused	1	0.1
		1			YES	398	22.3
		2			NO	346	19.4
546	YRLEADER	NUM	2	AGREE	PE2 LEADERSHIP/MANAGEMENT TRAINING: ROTC		
		.			Inapplicable	1385	77.5
		.D			Don't know	3	0.2
		1			DISAGREE CMPLTLY	9	0.5
		2			DISAGREE SOMEWHT	20	1.1
		3			NEITHER	114	6.4
		4			AGREE SOMEWHAT	166	9.3
		5			AGREE COMPLETELY	90	5.0
547	YRSELCON	NUM	2	AGREE	PE2 DEVELOP SELF-CONFIDENCE: ROTC		
		.			Inapplicable	1385	77.5
		.D			Don't know	1	0.1
		1			DISAGREE CMPLTLY	10	0.6
		2			DISAGREE SOMEWHT	26	1.5
		3			NEITHER	97	5.4
		4			AGREE SOMEWHAT	181	10.1
		5			AGREE COMPLETELY	87	4.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
548	YRELECT	NUM	2	AGREE	PE2 COLLEGE ELECTIVE W/COURSES: ROTC		
		.			Inapplicable	1385	77.5
		.D			Don't know	2	0.1
		1			DISAGREE CMPLTLY	9	0.5
		2			DISAGREE SOMEWHT	17	1.0
		3			NEITHER	78	4.4
		4			AGREE SOMEWHAT	148	8.3
		5			AGREE COMPLETELY	148	8.3
549	YROFFCOM	NUM	2	AGREE	PE2 AN OFFICER'S COMMISSION: ROTC		
		.			Inapplicable	1385	77.5
		.D			Don't know	4	0.2
		1			DISAGREE CMPLTLY	8	0.4
		2			DISAGREE SOMEWHT	13	0.7
		3			NEITHER	91	5.1
		4			AGREE SOMEWHAT	145	8.1
		5			AGREE COMPLETELY	141	7.9
550	YOWIDE	NUM	2	AGREE	PE3 WIDE VARIETY OF JOBS: OFFICER		
		.			Inapplicable	1385	77.5
		.D			Don't know	2	0.1
		1			DISAGREE CMPLTLY	10	0.6
		2			DISAGREE SOMEWHT	31	1.7
		3			NEITHER	115	6.4
		4			AGREE SOMEWHAT	149	8.3
		5			AGREE COMPLETELY	95	5.3
551	YOPROUD	NUM	2	AGREE	PE3 EXPERIENCE TO BE PROUD OF: OFFICER		
		.			Inapplicable	1385	77.5
		.D			Don't know	1	0.1
		1			DISAGREE CMPLTLY	9	0.5
		2			DISAGREE SOMEWHT	18	1.0
		3			NEITHER	80	4.5
		4			AGREE SOMEWHAT	158	8.8
		5			AGREE COMPLETELY	136	7.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
552	YOUSECOL	NUM	2	AGREE	PE3 USE COLLEGE SKILLS: OFFICER

.	Inapplicable	1385	77.5
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	12	0.7
2	DISAGREE SOMEWHT	34	1.9
3	NEITHER	87	4.9
4	AGREE SOMEWHAT	170	9.5
5	AGREE COMPLETELY	97	5.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
553	YOINNOV	NUM	2	AGREE	PE3 INNOVATIVE/CREATIVE: OFFICER

.	Inapplicable	1385	77.5
.D	Don't know	2	0.1
1	DISAGREE CMPLTLY	16	0.9
2	DISAGREE SOMEWHT	44	2.5
3	NEITHER	96	5.4
4	AGREE SOMEWHAT	161	9.0
5	AGREE COMPLETELY	83	4.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
554	YKAEARN	NUM	2	YKAEARN	KA7 EARN MONEY FOR COLLEGE IN ARMY

.	Inapplicable	883	49.4
.D	Don't know	23	1.3
.R	Refused	1	0.1
1	YES	849	47.5
2	NO	31	1.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
555	YKAEDBEN	NUM	2	YKABEN	KA1 AMOUNT OF ARMY EDUCATION BENEFITS

.	Inapplicable	914	51.1
.D	Don't know	271	15.2
.R	Refused	1	0.1
1	UNDER $5,000	98	5.5
2	$5,000-$9,999	152	8.5
3	$10,000-$14,999	134	7.5
4	$15,000-$19,999	71	4.0
5	$20,000-$24,999	88	4.9
6	$25,000 OR MORE	58	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
556	YKALLCOL	NUM	2	YKALCOL	KA2 WOULD ARMY PAY FOR ENTIRE COLLEGE ED

.	Inapplicable	914	51.1
.D	Don't know	45	2.5
.R	Refused	1	0.1
1	YES	320	17.9
2	NO	507	28.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
557	YKASAME	NUM	2	YKASAME	KA3 COMPAR ARMY EDUC BEN TO OTH BRANCHES		
		.		Inapplicable		914	51.1
		.D		Don't know		47	2.6
		.R		Refused		1	0.1
		1		MORE		119	6.7
		2		LESS		61	3.4
		3		ABOUT THE SAME		645	36.1
558	RANDKAY	NUM	2	RANDKAY	KA4 RANDOMIZE FIRST BRANCH FOR GI BILL		
		.		Inapplicable		883	49.4
		1		START: ARMY		238	13.3
		2		START: AIR FORCE		224	12.5
		3		START: NAVY		221	12.4
		4		START: MARINES		221	12.4
559	YKAGIAR	NUM	2	YKAGIAR	KA4 DOES THE ARMY OFFER THE GI BILL		
		.		Inapplicable		883	49.4
		.D		Don't know		117	6.5
		.R		Refused		1	0.1
		1		DOES OFFER		757	42.4
		2		DOES NOT OFFER		29	1.6
560	YKAGIAF	NUM	2	YKAGIAF	KA4 DOES THE AIR FORCE OFFER THE GI BILL		
		.		Inapplicable		883	49.4
		.D		Don't know		241	13.5
		.R		Refused		1	0.1
		1		DOES OFFER		462	25.9
		2		DOES NOT OFFER		200	11.2
561	YKAGINA	NUM	2	YKAGINA	KA4 DOES THE NAVY OFFER THE GI BILL		
		.		Inapplicable		883	49.4
		.D		Don't know		237	13.3
		.R		Refused		1	0.1
		1		DOES OFFER		430	24.1
		2		DOES NOT OFFER		236	13.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
562	YKAGIMA	NUM	2	YKAGIMA	KA4 DOES MARINE CORPS OFFER THE GI BILL		
		.		Inapplicable		883	49.4
		.D		Don't know		212	11.9
		.R		Refused		1	0.1
		1		DOES OFFER		510	28.5
		2		DOES NOT OFFER		181	10.1
563	YKAYEARS	NUM	2		KA5 MINIMUM ARMY ENLISTMENT		
		.		Inapplicable		883	49.4
		.D		Don't know		127	7.1
		.R		Refused		1	0.1
		1				15	0.8
		2				335	18.7
		3				136	7.7
		4				254	14.2
		5				12	0.7
		6				12	0.7
		7				2	0.1
		8				4	0.2
		10				3	0.2
		22				1	0.1
564	YKADEP	NUM	2	YKADEP	KA6 CAN Y JOIN ARMY DEP & ENTER YR LATER		
		.		Inapplicable		883	49.4
		.D		Don't know		83	4.6
		.R		Refused		1	0.1
		1		YES		771	43.1
		2		NO		49	2.7
565	YKARGJUN	NUM	2	YKAJOIN	KA8 CAN HS JRS AGE 17 JOIN RESERVE/GUARD		
		.		Inapplicable		883	49.4
		.D		Don't know		125	7.0
		.R		Refused		1	0.1
		1		YES		559	31.3
		2		NO		219	12.3
566	YKARGHS	NUM	2	YKARGHS	KA9 CAN ONLY HS GRADS JOIN RESERVE/GUARD		
		.		Inapplicable		1442	80.7
		.D		Don't know		65	3.6
		.R		Refused		1	0.1
		1		YES		147	8.2
		2		NO		132	7.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
567	YKAWARD	NUM	2	YKAWARD	KA10 WHO SPONSORS SCHOLAR-ATHLETE AWARD		
		.		Inapplicable		883	49.4
		.D		Don't know		326	18.2
		.R		Refused		1	0.1
		1		MARINE CORPS		133	7.4
		2		NATIONAL GUARD		33	1.8
		3		ARMY RESERVE		276	15.4
		4		AIR FORCE		54	3.0
		5		NAVY		81	4.5
568	YKARGCOL	NUM	2	YKACOL	KA11 EARN COLLEGE MONEY IN RESERVE/GUARD		
		.		Inapplicable		883	49.4
		.D		Don't know		82	4.6
		.R		Refused		1	0.1
		1		YES		774	43.3
		2		NO		47	2.6
569	YKARGGI	NUM	2	YKARGGI	KA12 MAX GI BILL AMOUNT IN RESERVE/GUARD		
		.		Inapplicable		1013	56.7
		.D		Don't know		296	16.6
		1		UNDER $1,000		16	0.9
		2		$1,000 TO $1,999		32	1.8
		3		$2,000 TO $3,999		76	4.3
		4		$4,000 TO $5,999		112	6.3
		5		$6,000 TO $7,999		30	1.7
		6		$8,000 TO $9,999		28	1.6
		7		$10,000 OR MORE		184	10.3
570	YDMARITL	NUM	2	MARSTAT	DE6 CURRENT MARITAL STATUS		
		1		SINGLE		1574	88.1
		2		MARRIED		190	10.6
		3		SEPARATED		7	0.4
		4		DIVORCED		15	0.8
		5		WIDOWED		1	0.1
571	YDSAMEHH	NUM	2	YESNO	DE14 DOES YOUTH LIVE WITH PARENTS		
		.R		Refused		4	0.2
		1		YES		1385	77.5
		2		NO		398	22.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
572	YDPARENT	NUM	2	PARENTS	DE15 WHICH PARENT YOUTH LIVES WITH

.	Inapplicable	402	22.5
.D	Don't know	2	0.1
1	BOTH	1031	57.7
2	MOTHER, F GUARD	297	16.6
3	FATHER, M GUARD	55	3.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
573	YDWAGE	NUM	2	EARNER	DE16 PRINCIPAL WAGE EARNER IN HOUSEHOLD

.D	Don't know	20	1.1
.R	Refused	9	0.5
1	BOTH	117	6.5
2	MOTHER	271	15.2
3	FATHER	959	53.7
4	RESP/SPOUSE	307	17.2
5	OTHER	96	5.4
6	NO WAGE EARNER	8	0.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
574	YDEDDAD	NUM	2	EDLEVEL	DE19 FATHER'S HIGHEST LEVEL OF EDUCATION

.D	Don't know	252	14.1
.R	Refused	5	0.3
7	< 8TH GRADE	60	3.4
8	8TH GRADE	51	2.9
9	9TH GRADE	39	2.2
10	10TH GRADE	55	3.1
11	11TH GRADE	49	2.7
12	12TH GRADE	650	36.4
13	1ST YR 4 YR COLL	22	1.2
14	2ND YR 4 YR COLL	55	3.1
15	3RD YR 4 YR COLL	17	1.0
16	4TH YR 4 YR COLL	291	16.3
17	5TH COL/1ST GRAD	35	2.0
18	2ND YR GRAD SCHL	37	2.1
19	3RD YR GRAD SCHL	23	1.3
20	> 3 YRS GRAD SCH	56	3.1
21	1ST YR JR/COMM	5	0.3
22	2ND YR JR/COMM	58	3.2
23	1ST YR VOC/BUS	8	0.4
24	2ND YR VOC/BUS	15	0.8
25	> 2 YRS VOC/BUS	4	0.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
575	YDOADLFS	NUM	2	PARNDO	DE20 FATHER'S JOB STATUS		
		.D			Don't know	45	2.5
		.R			Refused	3	0.2
		1			WORKING FULLTIME	1353	75.7
		2			WORKING PARTTIME	32	1.8
		3			UNEMPLOYED	67	3.7
		4			RETIRED	126	7.1
		5			TAKE CARE FAMILY	9	0.5
		6			MILITARY	11	0.6
		7			DECEASED	104	5.8
		8			OTHER	37	2.1
576	YDOADBR	NUM	2	BRANCH	DE21 MILITARY BRANCH FATHER IN		
		.			Inapplicable	1776	99.4
		1			AIR FORCE	7	0.4
		2			ARMY	2	0.1
		5			NAVY	2	0.1
577	YDEDMOM	NUM	2	EDLEVEL	DE26 MOTHER'S HIGHEST LEVEL OF EDUCATION		
		.D			Don't know	141	7.9
		.R			Refused	4	0.2
		7			< 8TH GRADE	52	2.9
		8			8TH GRADE	35	2.0
		9			9TH GRADE	41	2.3
		10			10TH GRADE	60	3.4
		11			11TH GRADE	81	4.5
		12			12TH GRADE	839	47.0
		13			1ST YR 4 YR COLL	25	1.4
		14			2ND YR 4 YR COLL	75	4.2
		15			3RD YR 4 YR COLL	26	1.5
		16			4TH YR 4 YR COLL	208	11.6
		17			5TH COL/1ST GRAD	11	0.6
		18			2ND YR GRAD SCHL	21	1.2
		19			3RD YR GRAD SCHL	9	0.5
		20			> 3 YRS GRAD SCH	19	1.1
		21			1ST YR JR/COMM	14	0.8
		22			2ND YR JR/COMM	72	4.0
		23			1ST YR VOC/BUS	12	0.7
		24			2ND YR VOC/BUS	35	2.0
		25			> 2 YRS VOC/BUS	7	0.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
578	YDMOMLFS	NUM	2	PARNDO	DE27 MOTHER'S JOB STATUS

.D	Don't know	6	0.3
.R	Refused	3	0.2
1	WORKING FULLTIME	859	48.1
2	WORKING PARTTIME	295	16.5
3	UNEMPLOYED	120	6.7
4	RETIRED	41	2.3
5	TAKE CARE FAMILY	419	23.4
6	MILITARY	3	0.2
7	DECEASED	28	1.6
8	OTHER	13	0.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
579	YDOWNREL	NUM	2	RELAT	DE17 HOUSEHOLD HEAD'S RELATIONSHIP TO Y

.	Inapplicable	1389	77.7
.D	Don't know	7	0.4
.R	Refused	1	0.1
1	SIBLING	10	0.6
2	UNCLE	4	0.2
3	AUNT	1	0.1
4	COUSIN	2	0.1
5	GRANDFATHER	7	0.4
6	GRANDMOTHER	6	0.3
7	SPOUSE	67	3.7
8	NON-RELATIVE	43	2.4
9	RESPONDENT	226	12.6
91	OTHER RELATIVE	24	1.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
580	YDOWNOS	CHAR	30	$CHAR	DE17 OTHER SPECIFY FOR HEAD OF HOUSEHOLD

.	Inapplicable	1763	98.7
OTHER		24	1.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
581	YDEDOTH	NUM	2	EDLEVEL	DE19A HEAD'S HIGHEST LEVEL OF EDUCATION

.	Inapplicable	1615	90.4
.D	Don't know	16	0.9
7	< 8TH GRADE	3	0.2
8	8TH GRADE	3	0.2
9	9TH GRADE	4	0.2
10	10TH GRADE	4	0.2
11	11TH GRADE	2	0.1
12	12TH GRADE	71	4.0
13	1ST YR 4 YR COLL	8	0.4
14	2ND YR 4 YR COLL	10	0.6
15	3RD YR 4 YR COLL	6	0.3
16	4TH YR 4 YR COLL	20	1.1
17	5TH COL/1ST GRAD	1	0.1
18	2ND YR GRAD SCHL	2	0.1
19	3RD YR GRAD SCHL	1	0.1
20	> 3 YRS GRAD SCH	2	0.1
21	1ST YR JR/COMM	2	0.1
22	2ND YR JR/COMM	8	0.4
23	1ST YR VOC/BUS	4	0.2
24	2ND YR VOC/BUS	4	0.2
25	> 2 YRS VOC/BUS	1	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
582	YDROTCEV	NUM	2	YESNO	DE36 DID YOUTH PARTICIPATE IN ROTC

1	YES	63	3.5
2	NO	1724	96.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
583	YDROTCJS	NUM	2	JRSR	DE37 WAS PARTICIPATION IN ROTC JR OR SR

.	Inapplicable	1724	96.5
.D	Don't know	1	0.1
1	JUNIOR ROTC	46	2.6
2	SENIOR ROTC	16	0.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
584	YDROTCBR	NUM	2	ROTCTYP	DE38 ROTC BRANCH OF PARTICIPATION

.	Inapplicable	1771	99.1
.D	Don't know	1	0.1
1	ARMY	10	0.6
2	AIR FORCE	4	0.2
3	NAVY	1	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
585	YDCOUNTY	CHAR	30	$CHAR	DE39 NAME OF COUNTY YOUTH LIVES IN

.	Inapplicable	629	35.2
.D	Don't know	19	1.1
OTHER		1139	63.7

For youth living away at college, there is some ambiguity regarding whether this variable represents their home address or their college address. Also note that for youth who also responded to the household screener (YUTHNUM = 01), this question is not asked in the Demographics module. Use the screener variable PHONCNTY instead.

586	YDCITY	CHAR	20	$CHAR	DE40 NAME OF CITY YOUTH LIVES IN

.	Inapplicable	629	35.2
.D	Don't know	3	0.2
.R	Refused	2	0.1
OTHER		1153	64.5

For youth living away at college, there is some ambiguity regarding whether this variable represents their home address or their college address. Also note that for youth who also responded to the household screener (YUTHNUM = 01), this question is not asked in the Demographics module. The corresponding variable in the screener, PHONCITY, is asked only if there is missing data for either PHONCNTY or PHONZIP.

587	YDZIP	CHAR	5	$CHAR	DE41 ZIP CODE YOUTH LIVES IN

.	Inapplicable	629	35.2
.D	Don't know	8	0.4
.R	Refused	4	0.2
OTHER		1146	64.1

For youth living away at college, there is some ambiguity regarding whether this variable represents their home address or their college address. Also note that for youth who also responded to the household screener (YUTHNUM = 01), this question is not asked in the Demographics module. Use the screener variable PHONZIP instead.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
588	YDSSN	CHAR	9	$SSNFMT	DE42 SOCIAL SECURITY NUMBER (STATUS)

.D	Don't know	180	10.1
.R	Refused	197	11.0
0000000	NO SSN	69	3.9
9999999	GOOD SSN	1341	75.0

A string of nine 0's indicates that the respondent does not have a social security number. A string of nine 9's indicates that the respondent provided his/her social security number. To maintain respondent confidentiality, the string of 9's is used to replace the actual number provided.

589 YPARIMP NUM 2 YPARIMP PL2 IMPORTANCE OF PARENTAL ADVICE

.	Inapplicable	889	49.7
.D	Don't know	10	0.6
.R	Refused	9	0.5
1	VERY IMPORTANT	205	11.5
2	SOMEWHAT IMPORTA	327	18.3
3	NEITHER	129	7.2
4	SMEWHAT UNIMPORT	107	6.0
5	VERY UNIMPORTANT	111	6.2

590 EE5CHK NUM 2 CCHECK CONST CHECK: LAST DATE IN SCHOOL VS. NOW

.	Inapplicable	1787	100.0

591 REPL1 NUM 8 REPLICATE WEIGHT 1

OTHER		865	48.4
ZERO		922	51.6

592 REPL2 NUM 8 REPLICATE WEIGHT 2

OTHER		886	49.6
ZERO		901	50.4

593 REPL3 NUM 8 REPLICATE WEIGHT 3

OTHER		863	48.3
ZERO		924	51.7

594 REPL4 NUM 8 REPLICATE WEIGHT 4

OTHER		913	51.1
ZERO		874	48.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
595	REPL5	NUM	8		REPLICATE WEIGHT 5		
		OTHER				938	52.5
		ZERO				849	47.5
596	REPL6	NUM	8		REPLICATE WEIGHT 6		
		OTHER				900	50.4
		ZERO				887	49.6
597	REPL7	NUM	8		REPLICATE WEIGHT 7		
		OTHER				909	50.9
		ZERO				878	49.1
598	REPL8	NUM	8		REPLICATE WEIGHT 8		
		OTHER				894	50.0
		ZERO				893	50.0
599	REPL9	NUM	8		REPLICATE WEIGHT 9		
		OTHER				913	51.1
		ZERO				874	48.9
600	REPL10	NUM	8		REPLICATE WEIGHT 10		
		OTHER				879	49.2
		ZERO				908	50.8
601	REPL11	NUM	8		REPLICATE WEIGHT 11		
		OTHER				888	49.7
		ZERO				899	50.3
602	REPL12	NUM	8		REPLICATE WEIGHT 12		
		OTHER				917	51.3
		ZERO				870	48.7
603	REPL13	NUM	8		REPLICATE WEIGHT 13		
		OTHER				915	51.2
		ZERO				872	48.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
604	REPL14	NUM	8		REPLICATE WEIGHT 14		
		OTHER				900	50.4
		ZERO				887	49.6
605	REPL15	NUM	8		REPLICATE WEIGHT 15		
		OTHER				872	48.8
		ZERO				915	51.2
606	REPL16	NUM	8		REPLICATE WEIGHT 16		
		OTHER				867	48.5
		ZERO				920	51.5
607	REPL17	NUM	8		REPLICATE WEIGHT 17		
		OTHER				856	47.9
		ZERO				931	52.1
608	REPL18	NUM	8		REPLICATE WEIGHT 18		
		OTHER				912	51.0
		ZERO				875	49.0
609	REPL19	NUM	8		REPLICATE WEIGHT 19		
		OTHER				947	53.0
		ZERO				840	47.0
610	REPL20	NUM	8		REPLICATE WEIGHT 20		
		OTHER				906	50.7
		ZERO				881	49.3
611	REPL21	NUM	8		REPLICATE WEIGHT 21		
		OTHER				826	46.2
		ZERO				961	53.8
612	REPL22	NUM	8		REPLICATE WEIGHT 22		
		OTHER				892	49.9
		ZERO				895	50.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
613	REPL23	NUM	8		REPLICATE WEIGHT 23		
		OTHER				880	49.2
		ZERO				907	50.8
614	REPL24	NUM	8		REPLICATE WEIGHT 24		
		OTHER				870	48.7
		ZERO				917	51.3
615	REPL25	NUM	8		REPLICATE WEIGHT 25		
		OTHER				894	50.0
		ZERO				893	50.0
616	REPL26	NUM	8		REPLICATE WEIGHT 26		
		OTHER				915	51.2
		ZERO				872	48.8
617	REPL27	NUM	8		REPLICATE WEIGHT 27		
		OTHER				840	47.0
		ZERO				947	53.0
618	REPL28	NUM	8		REPLICATE WEIGHT 28		
		OTHER				884	49.5
		ZERO				903	50.5
619	REPL29	NUM	8		REPLICATE WEIGHT 29		
		OTHER				838	46.9
		ZERO				949	53.1
620	REPL30	NUM	8		REPLICATE WEIGHT 30		
		OTHER				901	50.4
		ZERO				886	49.6
621	REPL31	NUM	8		REPLICATE WEIGHT 31		
		OTHER				865	48.4
		ZERO				922	51.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
622	REPL32	NUM	8		REPLICATE WEIGHT 32		
		OTHER				876	49.0
		ZERO				911	51.0
623	REPL33	NUM	8		REPLICATE WEIGHT 33		
		OTHER				926	51.8
		ZERO				861	48.2
624	REPL34	NUM	8		REPLICATE WEIGHT 34		
		OTHER				933	52.2
		ZERO				854	47.8
625	REPL35	NUM	8		REPLICATE WEIGHT 35		
		OTHER				852	47.7
		ZERO				935	52.3
626	REPL36	NUM	8		REPLICATE WEIGHT 36		
		OTHER				885	49.5
		ZERO				902	50.5
627	REPL37	NUM	8		REPLICATE WEIGHT 37		
		OTHER				924	51.7
		ZERO				863	48.3
628	REPL38	NUM	8		REPLICATE WEIGHT 38		
		OTHER				922	51.6
		ZERO				865	48.4
629	REPL39	NUM	8		REPLICATE WEIGHT 39		
		OTHER				904	50.6
		ZERO				883	49.4
630	REPL40	NUM	8		REPLICATE WEIGHT 40		
		OTHER				863	48.3
		ZERO				924	51.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
631	REPL41	NUM	8		REPLICATE WEIGHT 41		
		OTHER				886	49.6
		ZERO				901	50.4
632	REPL42	NUM	8		REPLICATE WEIGHT 42		
		OTHER				905	50.6
		ZERO				882	49.4
633	REPL43	NUM	8		REPLICATE WEIGHT 43		
		OTHER				827	46.3
		ZERO				960	53.7
634	REPL44	NUM	8		REPLICATE WEIGHT 44		
		OTHER				884	49.5
		ZERO				903	50.5
635	REPL45	NUM	8		REPLICATE WEIGHT 45		
		OTHER				825	46.2
		ZERO				962	53.8
636	REPL46	NUM	8		REPLICATE WEIGHT 46		
		OTHER				867	48.5
		ZERO				920	51.5
637	REPL47	NUM	8		REPLICATE WEIGHT 47		
		OTHER				925	51.8
		ZERO				862	48.2
638	REPL48	NUM	8		REPLICATE WEIGHT 48		
		OTHER				907	50.8
		ZERO				880	49.2
639	REPL49	NUM	8		REPLICATE WEIGHT 49		
		OTHER				903	50.5
		ZERO				884	49.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
640	REPL50	NUM	8		REPLICATE WEIGHT 50		
		OTHER				892	49.9
		ZERO				895	50.1
641	REPL51	NUM	8		REPLICATE WEIGHT 51		
		OTHER				906	50.7
		ZERO				881	49.3
642	REPL52	NUM	8		REPLICATE WEIGHT 52		
		OTHER				887	49.6
		ZERO				900	50.4
643	REPL53	NUM	8		REPLICATE WEIGHT 53		
		OTHER				921	51.5
		ZERO				866	48.5
644	REPL54	NUM	8		REPLICATE WEIGHT 54		
		OTHER				871	48.7
		ZERO				916	51.3
645	REPL55	NUM	8		REPLICATE WEIGHT 55		
		OTHER				887	49.6
		ZERO				900	50.4
646	REPL56	NUM	8		REPLICATE WEIGHT 56		
		OTHER				890	49.8
		ZERO				897	50.2
647	REPL57	NUM	8		REPLICATE WEIGHT 57		
		OTHER				934	52.3
		ZERO				853	47.7
648	REPL58	NUM	8		REPLICATE WEIGHT 58		
		OTHER				937	52.4
		ZERO				850	47.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
649	REPL59	NUM	8		REPLICATE WEIGHT 59		
		OTHER				875	49.0
		ZERO				912	51.0
650	REPL60	NUM	8		REPLICATE WEIGHT 60		
		OTHER				945	52.9
		ZERO				842	47.1
651	REPL61	NUM	8		REPLICATE WEIGHT 61		
		OTHER				862	48.2
		ZERO				925	51.8
652	REPL62	NUM	8		REPLICATE WEIGHT 62		
		OTHER				892	49.9
		ZERO				895	50.1
653	REPL63	NUM	8		REPLICATE WEIGHT 63		
		OTHER				871	48.7
		ZERO				916	51.3
654	REPL64	NUM	8		REPLICATE WEIGHT 64		
		OTHER				943	52.8
		ZERO				844	47.2
655	REPL65	NUM	8		REPLICATE WEIGHT 65		
		OTHER				879	49.2
		ZERO				908	50.8
656	REPL66	NUM	8		REPLICATE WEIGHT 66		
		OTHER				844	47.2
		ZERO				943	52.8
657	REPL67	NUM	8		REPLICATE WEIGHT 67		
		OTHER				890	49.8
		ZERO				897	50.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
658	REPL68	NUM	8		REPLICATE WEIGHT 68		
		OTHER				903	50.5
		ZERO				884	49.5
659	YXAD12AR	NUM	2	YXADF	UNAIDED + AIDED RECALL ACTIVE ARMY ADS		
		1		RECALLS AD		1675	93.7
		2		DOESN'T RECALL		112	6.3
660	YXAD12RO	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY ROTC ADS		
		1		RECALLS AD		863	48.3
		2		DOESN'T RECALL		924	51.7
661	YXAD12NG	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY NATL. GUARD		
		1		RECALLS AD		1180	66.0
		2		DOESN'T RECALL		607	34.0
662	YXAD12RV	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY RESERVE ADS		
		1		RECALLS AD		1279	71.6
		2		DOESN'T RECALL		508	28.4
663	YXAD12AF	NUM	2	YXADF	UNAIDED + AIDED RECALL AIR FORCE ADS		
		1		RECALLS AD		1512	84.6
		2		DOESN'T RECALL		275	15.4
664	YXAD12NA	NUM	2	YXADF	UNAIDED + AIDED RECALL NAVY ADS		
		1		RECALLS AD		1408	78.8
		2		DOESN'T RECALL		379	21.2
665	YXAD12MC	NUM	2	YXADF	UNAIDED + AIDED RECALL MARINE CORPS ADS		
		1		RECALLS AD		1492	83.5
		2		DOESN'T RECALL		295	16.5
666	YXAD12CG	NUM	2	YXADF	UNAIDED + AIDED RECALL COAST GUARD ADS		
		1		RECALLS AD		862	48.2
		2		DOESN'T RECALL		925	51.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
667	YXAD12AL	NUM	2	YXADF	UNAIDED + AIDED RECALL JRAP ADS		
	1				RECALLS AD	996	55.8
	2				DOESN'T RECALL	789	44.2
668	YXKAEARN	NUM	2	YXKAF	KNOW: EARN MONEY FOR COLLEGE IN ARMY		
	.				Inapplicable	883	49.4
	1				KNOWS ANSWER	849	47.5
	2				INCORRECT ANSWER	55	3.1
669	YXKAEDBN	NUM	2	YXKAF	KNOW: AMOUNT OF ARMY EDUCATION BENEFITS		
	.				Inapplicable	883	49.4
	1				KNOWS ANSWER	217	12.1
	2				INCORRECT ANSWER	687	38.4
670	YXKASAME	NUM	2	YXKAF	KNOW: COMPAR ARMY ED BEN TO OTH BRANCHES		
	.				Inapplicable	883	49.4
	1				KNOWS ANSWER	119	6.7
	2				INCORRECT ANSWER	785	43.9
671	YXKAGIAR	NUM	2	YXKAF	KNOW: DOES THE ARMY OFFER THE GI BILL		
	.				Inapplicable	883	49.4
	1				KNOWS ANSWER	757	42.4
	2				INCORRECT ANSWER	147	8.2
672	YXKAGIAF	NUM	2	YXKAF	KNOW: DOES THE AIR FORCE OFFER GI BILL		
	.				Inapplicable	883	49.4
	1				KNOWS ANSWER	462	25.9
	2				INCORRECT ANSWER	442	24.7
673	YXKAGINA	NUM	2	YXKAF	KNOW: DOES THE NAVY OFFER THE GI BILL		
	.				Inapplicable	883	49.4
	1				KNOWS ANSWER	430	24.1
	2				INCORRECT ANSWER	474	26.5
674	YXKAGIMA	NUM	2	YXKAF	KNOW: DOES MARINE CORPS OFFER GI BILL		
	.				Inapplicable	883	49.4
	1				KNOWS ANSWER	510	28.5
	2				INCORRECT ANSWER	394	22.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
675	YXKAYRS	NUM	2	YXKAF	KNOW: MINIMUM ARMY ENLISTMENT		
		.		Inapplicable		883	49.4
		1		KNOWS ANSWER		335	18.7
		2		INCORRECT ANSWER		569	31.8
676	YXKADEP	NUM	2	YXKAF	KNOW: CAN Y JOIN ARMY DEP, ENTER YR LATR		
		.		Inapplicable		883	49.4
		1		KNOWS ANSWER		771	43.1
		2		INCORRECT ANSWER		133	7.4
677	YXKARGJN	NUM	2	YXKAF	KNOW: CAN HS JRS AGE 17 JOIN RESERVE/NG		
		.		Inapplicable		883	49.4
		1		KNOWS ANSWER		559	31.3
		2		INCORRECT ANSWER		345	19.3
678	YXKARGHS	NUM	2	YXKAF	KNOW: CAN ONLY HS GRADS JOIN RESERVE/NG		
		.		Inapplicable		883	49.4
		1		KNOWS ANSWER		691	38.7
		2		INCORRECT ANSWER		213	11.9
679	YXKAWARD	NUM	2	YXKAF	KNOW: WHO SPONSORS SCHOLAR-ATHLETE AWARD		
		.		Inapplicable		883	49.4
		1		KNOWS ANSWER		276	15.4
		2		INCORRECT ANSWER		628	35.1
680	YXKARGCL	NUM	2	YXKAF	KNOW: EARN COLLEGE MONEY IN RESERVE/NG		
		.		Inapplicable		883	49.4
		1		KNOWS ANSWER		774	43.3
		2		INCORRECT ANSWER		130	7.3
681	YXKARGGI	NUM	2	YXKAF	KNOW: MAX GI BILL AMOUNT IN RESERVE/NG		
		.		Inapplicable		883	49.4
		1		KNOWS ANSWER		112	6.3
		2		INCORRECT ANSWER		792	44.3
682	YXPRUNAC	NUM	2	YXPRF	UNAIDED INTENTION TO JOIN ACTIVE ARMY		
		1		INTENDS TO JOIN		18	1.0
		2		NO PLAN TO JOIN		1769	99.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
683	YXPRAIAC	NUM	2	YXPRF	AIDED INTENTION TO JOIN ACTIVE ARMY		
	1				INTENDS TO JOIN	230	12.9
	2				NO PLAN TO JOIN	1557	87.1
684	YXPRUNRV	NUM	2	YXPRF	UNAIDED INTENTION TO JOIN ARMY RESERVE		
	1				INTENDS TO JOIN	6	0.3
	2				NO PLAN TO JOIN	1781	99.7
685	YXPRAIRV	NUM	2	YXPRF	AIDED INTENTION TO JOIN ARMY RESERVE		
	1				INTENDS TO JOIN	207	11.6
	2				NO PLAN TO JOIN	1580	88.4
686	YXPRUNNG	NUM	2	YXPRF	UNAIDED INTENT TO JOIN ARMY NATL GUARD		
	1				INTENDS TO JOIN	6	0.3
	2				NO PLAN TO JOIN	1781	99.7
687	YXPRAING	NUM	2	YXPRF	AIDED INTENTION TO JOIN ARMY NATL GUARD		
	1				INTENDS TO JOIN	181	10.1
	2				NO PLAN TO JOIN	1606	89.9
688	YXPRAIRO	NUM	2	YXPRF	AIDED INTENTION TO JOIN ARMY ROTC		
	.				Inapplicable	526	29.4
	1				INTENDS TO JOIN	176	9.8
	2				NO PLAN TO JOIN	1085	60.7
689	YXPRUNGI	NUM	2	YXPRF	UNAIDED GENERAL INTENTION TO JOIN ARMY		
	1				INTENDS TO JOIN	30	1.7
	2				NO PLAN TO JOIN	1757	98.3
690	YXPRAIGI	NUM	2	YXPRF	AIDED GENERAL INTENTION TO JOIN ARMY		
	1				INTENDS TO JOIN	393	22.0
	2				NO PLAN TO JOIN	1594	78.0

Appendix A. INTRODUCTION TO YUTHVERB FILE

Summary. The YUTHVERB file is separate data file containing of unitized responses to the verbatim questions in the ACOMS questionnaire (KR-15 and KR-17). Based on aided and unaided responses to the Knowledge-Recall section of the ACOMS questionnaire, youth respondents were asked for verbatim impressions relating to Army advertising ads- (if they recalled seeing or hearing Army ads), and for impressions of one other service or component that they recalled. These questions are labeled KR-15 for Army and KR-17 for other services (see Question Bank section of this manual).

Subsequent to data collection, the ACOMS data preparation staff reviewed these verbatim responses and unitized them according to the coding scheme described in Table 2. Unitization is the process of separating the respondent's verbatim answers into discrete blocks of text corresponding to a single idea or thought, and assigning codes to those blocks (or units). The result is the YUTHVERB file, which contains all available unitized responses to KR-15 and KR-17 for the youths in the main survey data file "YUTHMAIN". YUTHVERB is distinct from YUTHMAIN both because of the emphasis on verbatim text rather than numeric codes, and because of the intermediate coding activity that was performed on the data.

RELATIONSHIP OF YUTHVERB TO HARD COPY QUESTIONNAIRE

Before using the YUTHVERB data file, it may be useful to review briefly the Knowledge-Recall section of the ACOMS annotated questionnaire. Notice that a respondent is first asked which service or component advertisements he can recall without aid (KR-1). This is followed by testing the respondent's aided recall for those services or components not mentioned in KR-1 (KR-5 through KR-13).

If the youth recalled an Army advertisement either in KR-1 (unaided) or in KR-6 (aided), he is asked KR-15 (the verbatim impressions of Army ad messages). One service or component is then selected randomly from all other military advertising recalled (aided or unaided), and the respondent's impressions are collected in KR-17. Note that, depending on the youth's responses to KR-1 through KR-13, he may be asked either KR-15 or KR-17, or both, or neither.

FILE LAYOUT OF YUTHVERB

A complete listing of variables on the YUTHVERB data file is shown in Table 1. The observations are sorted by CASEID and YUTHNUM, to match the YUTHMAIN file; they are further sorted by UNISCRN, so that the KR-15 unitized responses always precede those for KR-17 for any youth.

Table 1. Contents of the YUTHVERB Data File

NUMBER OF OBSERVATIONS: 4379 NUMBER OF VARIABLES: 8

----ALPHABETIC LIST OF VARIABLES AND ATTRIBUTES----

#	VARIABLE	TYPE	LENGTH	LABEL
1	CASEID	CHAR	8	HOUSEHOLD ID NUMBER
2	YUTHNUM	CHAR	2	YOUTH ID NUMBER
3	UNISCRN	CHAR	8	QUESTION NUMBER
4	UNIUNIT	NUM	2	RESPONSE UNIT NUMBER
5	UNISUB	NUM	2	RESPONSE SUBUNIT NUMBER
6	UNICODE	NUM	3	CODING CATEGORY
7	UNITEXT	CHAR	45	VERBATIM TEXT OF RESPONSE
8	SERVICE	NUM	2	SERVICE OR COMPONENT REFERENCED

Multiple Records: UNIUNIT and UNISUB. For each verbatim question, the response may contain up to five unitizations, e.g., the youth may have mentioned up to five distinct impressions in his response. These unitizations are contained in the variable UNIUNIT, which can range from 1 to 5, per screen, per youth; UNIUNIT indicates the number of the unitized response. Because the text field (UNITEXT), which contains the actual unitized response, is limited to 45 characters, and because it is possible for a unitized response to exceed those 45 characters, the variable UNISUB indicates the subrecord number within a single unitized response.

For instance, a youth with three brief responses to KR-15 might have three KR-15 observations--the first with UNIUNIT = 1 and UNISUB = 1, the second with UNIUNIT = 2 and UNISUB = 1, and the third with UNIUNIT = 3 and UNISUB = 1. Another youth with a single unitized response to KR-15, in excess of 45 characters, might have two KR-15 observations--the first with UNIUNIT = 1 and UNISUB = 1, and the second with UNIUNIT = 1 and UNISUB = 2.

Other YUTHVERB variables: UNISCRN, UNICODE, UNITEXT and SERVICE. For each observation, the YUTHVERB data file contains these four variables. UNISCRN refers to the Question Bank screen number, and will be either KR15 or KR17 for all observations. UNICODE is the code assigned by the ACOMS data prep staff to indicate the nature of the unitized response (see Table 2 for coding scheme). UNITEXT is the actual text of the unitized verbatim response, as recorded by the telephone interviewers. SERVICE indicates which service or component the verbatim question for that observations is referring to; note that, since a 0 in SERVICE refers to Army, all KR-15 observations will have SERVICE = 0, while all KR-17 observations will have a nonzero value in SERVICE.

Table 2. Coding Scheme for UNICODE on YUTHVERB

.	INAPPLICABLE
.R	REFUSED
.D	DK
.N	NOT ASCERTAINED
100	SERVICE
110	SERVE COMMUNITY
120	SERV AMR IN HTWN
130	PT MIL & CIV JOB
140	TIME HONOR TRAD
150	EXPER PROUD OF
161	SERVE COUNTRY
200	CHALLENGE
210	PHYSICAL CHALENG
220	MENTAL CHALLENGE
300	JOB/CAREER DEVLP
310	TRAINING OPPRTUN
311	ELECTRON/MECHAN
320	JOB OPPRTUNS
330	WRK HITECH EQUIP
340	CIV CAREER DEVLP
351	VOCATIONAL TRAIN
400	SELF-DEVELOPMENT
410	DEV LEADER SKILL
420	DEV SELF-CONFID
430	DEV MATURE PERSN
440	DEV POTENTIAL
450	ADVTG OVER COLLG
460	WRK HIQUAL PEOPL
471	DEV DISCIPLINE
481	DEVELOP PRIDE
500	MONEY/BENEFITS
600	EDUC/BENEFITS
610	MONEY FOR SCHOOL
700	TRAVEL
800	FRAGMENT IMPRESN
810	EXCITNG WEEKENDS
821	ADVENTURE
822	EXCITEMENT
823	FUN
831	RESPECT
841	OPPORTUNITY
851	LEARNING
861	EXPERIENCE
871	HELPING
881	BETTER FUTURE
900	OTHER
911	DETAILS/DESCR AD
921	SLOGAN RECALL
931	DISBELIEF IN AD
941	IGNORES ADS
951	JOIN/ENLIST
961	POS MISC COMMENT
971	NEG MISC COMMENT
981	DK/NONE

RELATIONSHIP OF YUTHVERB TO THE YUTHMAIN DATA FILE

Matching Observations. As mentioned above, there may be multiple YUTHVERB observations for each record in YUTHMAIN Every observation in YUTHVERB will match a youth record in YUTHMAIN, although, because of skip patterns, not every record in YUTHMAIN necessarily has a corresponding set of YUTHVERB observations.

Key Variables on YUTHMAIN: YKRMSGAR and YKRMSGOT. In addition to the analytic Knowledge-Recall variables which determine the verbatim questions a youth will receive, Westat has derived two variables (on YUTHMAIN) to aid analysis. YKRMSGAR indicates the status of the youth's response to KR-15: 1 = received KR15 and has one of more YUTHVERB observations, 2 = answers to KR-1 through KR-13 cause KR-15 to be skipped, .R = received KR-15 but refused to answer, and .D = answered "Don't Know" to KR-15. YKRMSGOT contains the status of the youth's response to KR-17, using the same format. Note that refusals and don't-knows to KR-15 and KR-17 were not unitized, because of the lack of text. Frequencies for YKRMSGAR and YKRMSGOT are shown in Table 3.

Table 3. Frequencies for YKRMSGAR and YKRMSGOT on YUTHMAIN

STATUS OF KR VERBATIM RESPONSE: ARMY

YKRMSGAR	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
DK	118	6.6	118	6.6
VALID ANSWER	1557	87.1	1675	93.7
Q NOT ASKED	112	6.3	1787	100.0

FEATURES OF THE YUTHVERB DATA FILE

YUTHVERB consists of 4379 total observations, representing 1677 of the 1787 youths in YUTHMAIN. As Table 3 shows, there are 1557 sets of observations for KR-15 and 1495 sets for KR-17. Tables 4 and 5 show the breakdown of SERVICE for KR-15 and KR-17, respectively; Tables 6 and 7 show the respective breakdown of UNICODE.

Table 4. Format for SERVICE on YUTHMAIN

0	ARMY
1	AIR FORCE
2	ROTC
3	ARMY NATL GUARD
4	ARMY RESERVE
5	COAST GUARD
6	MARINES
7	NAVY
8	ALL SERVICES

Table 5. Frequencies for SERVICE

SERVICE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ARMY	1557	51.0	1557	51.0
AIR FORCE	268	8.8	1825	59.8
ROTC	139	4.6	1964	64.4
ARMY NATL GUARD	167	5.5	2131	69.8
ARMY RESERVE	137	4.5	2268	74.3
COAST GUARD	74	2.4	2342	76.7
MARINES	340	11.1	2682	87.9
NAVY	181	5.9	2863	93.8
ALL SERVICES	189	6.2	3052	100.0

Table 6. One-way Frequencies for UNICODE for KR15 Youths

UNICODE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
100	21	1.3	21	1.3
110	1	0.1	22	1.4
161	100	6.4	122	7.8
200	26	1.7	148	9.5
210	3	0.2	151	9.7
220	1	0.1	152	9.8
300	182	11.7	334	21.5
310	2	0.1	336	21.6
320	6	0.4	342	22.0
330	3	0.2	345	22.2
340	4	0.3	349	22.4
400	76	4.9	425	27.3
410	9	0.6	434	27.9
420	3	0.2	437	28.1
430	7	0.4	444	28.5
440	113	7.3	557	35.8
450	10	0.6	567	36.4
500	42	2.7	609	39.1
600	206	13.2	815	52.3
700	11	0.7	826	53.1
821	22	1.4	848	54.5
822	24	1.5	872	56.0
823	30	1.9	902	57.9
831	1	0.1	903	58.0
841	47	3.0	950	61.0
851	17	1.1	967	62.1
861	22	1.4	989	63.5
871	7	0.4	996	64.0
881	14	0.9	1010	64.9
900	166	10.7	1176	75.5
911	1	0.1	1177	75.6
921	34	2.2	1211	77.8
931	2	0.1	1213	77.9
941	20	1.3	1233	79.2
951	90	5.8	1323	85.0
961	51	3.3	1374	88.2
971	6	0.4	1380	88.6
981	177	11.4	1557	100.0

Table 7. One-Way Frequencies for UNICODE for KR17 Youths

UNICODE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
100	15	1.0	15	1.0
110	1	0.1	16	1.1
120	2	0.1	18	1.2
130	36	2.4	54	3.6
161	67	4.5	121	8.1
200	18	1.2	139	9.3
210	8	0.5	147	9.8
300	110	7.4	257	17.2
310	3	0.2	260	17.4
320	1	0.1	261	17.5
330	1	0.1	262	17.5
340	3	0.2	265	17.7
400	49	3.3	314	21.0
410	13	0.9	327	21.9
420	2	0.1	329	22.0
430	1	0.1	330	22.1
440	32	2.1	362	24.2
450	2	0.1	364	24.3
460	1	0.1	365	24.4
481	3	0.2	368	24.6
500	26	1.7	394	26.4
600	102	6.8	496	33.2
700	33	2.2	529	35.4
810	11	0.7	540	36.1
821	36	2.4	576	38.5
822	25	1.7	601	40.2
823	21	1.4	622	41.6
841	21	1.4	643	43.0
851	16	1.1	659	44.1
861	14	0.9	673	45.0
871	9	0.6	682	45.6
881	5	0.3	687	46.0
900	231	15.5	918	61.4
911	2	0.1	920	61.5
921	40	2.7	960	64.2
931	1	0.1	961	64.3
941	28	1.9	989	66.2
951	64	4.3	1053	70.4
961	58	3.9	1111	74.3
971	8	0.5	1119	74.8
981	376	25.2	1495	100.0

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ACOMS USERS' MANUAL
SCHOOL YEAR 86/87:
Spring Update

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THE ARMY COMMUNICATIONS OBJECTIVES MEASUREMENT SYSTEM (ACOMS) USERS' MANUAL FOR SCHOOL YEAR 86/87: SPRING UPDATE

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THE ARMY COMMUNICATIONS OBJECTIVES MEASUREMENT SYSTEM (ACOMS)
USERS' MANUAL FOR SCHOOL YEAR 86/87: SPRING UPDATE

As indicated by its title, this report is an update of existing documentation. Material is not repeated from the basic material presented in the first Users' Manual for ACOMS nor from the Winter update.

Youth Users' Manual Composition and Usage

The following changes are being made this quarter in the Users' Manual:

- The Question Bank is being discontinued as a form of documentation. The existing Question Bank should be maintained as a part of the first ACOMS Users' Manual to document the original requirements for items and the use of items in other surveys.

- To replace the documentation of item changes that was to be part of the Question Bank, we introduce this quarter the Cumulative Change Table. This table will be updated each quarter to track item changes. See below for more information on using this table.

- Quarterly Change Forms are being introduced to give a summary each quarter of changes in the questionnaire. these forms are an integral part of the CATI programming process and should be the most accurate record possible of how the interviews change from quarter to quarter. See below for more information on using these forms.

- The Annotated Questionnaire was changed in several ways:

  - Only the questionnaire modules that contain questionnaire changes will be reproduced each quarter of the school year. Note that the entire Annotated Questionnaire will be reproduced for the first (Summer) quarter of future school years (July-June).

  - Sidebars were added to indicate where the questionnaire was changed.

- Variable Order Number was added to the annotation to more quickly cross-reference items to the Codebook. Variable Order Number supplements the use of Screen Name and Variable Name as a cross-reference tool.

- Tab dividers were added to make it easier to find modules within the Annotated Questionnaire.

- The Users' Manual (for youth data) is being reorganized into two binders for each school year. Note that a Users' Manual for Parental Data is also being introduced this quarter in a separate binder.

  - The first binder will include introductory text material, the Quarterly Change Forms, the Annotated Questionnaire, and Cumulative Change Forms. For the current school year, the Question Bank will also be part of the first binder.

  - The second binder will contain the following appendixes: alphabetical and positional variable lists; codebooks for each quarter of data; and an introduction to the supplementary data files for verbatim responses to open-ended questions on the main messages of military enlistment advertisements.

- Material for the Users' Manuals will be color coded:

  - Summer quarter will be on white paper.

  - Fall quarter will be on yellow paper.

  - Winter quarter will be on blue paper.

  - Spring quarter will be on green paper.

ACOMS Q87-3 Youth SAS Data Sets

SAS data sets for youth interviewed during Q87-3 (April, May, June 1987) are currently available at NIH. The SAS data library "&WTF4JCK.ACOMS.Q873.YOUTH" contains two SAS datasets:

- YUTHVERB (verbatim text and coded responses to the "main message" open-ended items), and

- YUTHMAIN (interview and screener information for the main interview).1

Accessing Q87-3 Youth Data. ACOMS data sets are RACF-protected to allow read-only access to Army analysts. The only

change required in current programs to access the data is to replace "Q872" by "Q873" in the DD statement and SAS "SET" statement, and wherever else it appears, such as in "TITLE" statements. The file "&WTF4JCK.CODELIB(SAMP873)" contains an example of a job accessing the Q87-3 data set. Check the Change Forms and Annotated Questionnaire before analyzing any variable.

Combining Quarters of Data. Combining quarters of data for analysis can be accomplished by including DD statements for the datasets you wish to combine, and then listing the datasets in the SAS "SET" statement. An example is available on the NIH system in the file "&WTF4JCK.CODELIB(SAMPTHRE)". Since each quarterly data set has been separately weighted up to population totals, all relevant weight variables should be divided by the number of quarters of data being combined for analysis (see the example on the NIH system).

ACOMS Quarterly Change Forms and Cumulative Change Tables

The Change Form is a cumulative document that contains all of the questionnaire items that have been changed in any way. It serves as the documentation of questionnaire changes and contains all of the necessary information to communicate these changes in the questionnaire to the programming staff. In order to analyze the data collected in a given variable, it is essential to know whether there were any changes to that particular question that may be a factor.

Each entry on the Change Form includes the variable name, order number, the quarter the change was implemented, old screen name, new screen name, a one-letter change code, the question before the change was implemented, and the question after the change. Figure 1 is a sample page from the Change Form. The layout of the Change Form is described below.

Variable Name. (Figure 1, #1) Variable names appear in the first column of the Change Form for all items which have been altered in the ACOMS instrument. The variable names correspond to the variable names which appear in the Annotated Hardcopy instrument, Question Bank, and Codebook. Variable names beginning with the letter "Y" indicate items contained in the youth questionnaire while the letter "P" indicates those in the parental questionnaire.

Many Change Form entries contain more than one variable. If an identical question exists in both the youth and parental questionnaires, both variables will be indicated. Many questions are constructed to permit more than one response to the question; for example, BE-2: "With whom have you talked?" may contain up to six separate responses.

Order Number. (Figure 1, #2) The order number corresponds to the order of the variable on the SAS data file. This number is also contained in the ACOMS Codebook and Annotated Hardcopy instrument.

Quarter Number. (Figure 1, #3) The quarter number indicates the quarter that the change was implemented.

Old Screen. (Figure 1, #4) The screen name from the previous quarter will appear here. If the question is a new one which is being added, this column will be blank.

New Screen. (Figure 1, #5) The screen name for the new quarter is listed in this column.

Change Code. (Figure 1, #6) One or more of the following codes are listed in this column indicating the type of change that took place.

A Addition - Addition of a question.

C CATI Programming - Any change to the CATI code.

D Deletion - Deletion of a question.

L Location - Question moved to a different location within the questionnaire.

P Predecessor - Question preceded by different question as a result of the addition, deletion, or change in location of another question.

R Response Codes - Change or redefinition of response codes.

S Sub-Population - Change in definition of appropriate respondents as a result of the addition, deletion, or change in location of another question.

W Wording - Wording of the question.

X Cosmetic - Text change that is not read to respondent and is not part of the question, e.g., interviewer instructions.

Change From. (Figure 1, #7) The information in this column reflects the item as it existed in previous quarters before the change was implemented.

Change To. (Figure 1, #8) Information in this column reflects the item as it will appear in subsequent quarters.

AUG. 18, 1987 (2) (3) (4) (5) (6) (7) CHANGE FORM Q87-2 (8) PAGE 1

(1) VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
PHONVER	70	87-2	SC-1	SC-1	W	*...We are conducting an important national survey for the U.S. Government.*	*...We are conducting a survey for the U.S. Government about people's plans for the future and their reaction to Armed Forces advertising.*
YOUTHTOT	74	87-2	SC-5	SC-5	W,P	*Since the survey we are conducting for the U.S. government is concerned with the career plans of young adults, we need to know how*	*We have a few questions to see if anyone in your household will be included in this survey.*
ADULTTOT	693	87-2	SC-5	SC-5	A	*many young adults live in your household. Including anyone away on vacation, away on business or living away at school, how many young people between the ages of 13 and 24 live in your household?*	*How many people aged 25 or older live in your household?* *How many people between the ages of 13 and 24 live in your household?*
MALEFEM	75	87-2	SC-6	SC-6	W	*Is this person male or female?*	*Is the 13 to 24 year old male or female?*
MALETOT FEMTOT	76 77	87-2	SC-7	SC-7	W	*Of these (NUMBER FROM SC5), how many are male?*	*Of these (NUMBER FROM SC-5) 13 to 24 year olds, how many are male and how many are female?*
FEMTOT	77	87-2	SC-7A	SC-7A	D	*So, of the (NUMBER FROM SC5) 13 to 24 year olds, your household has (NUMBER FROM SC7) male(s) and (NUMBER FROM SC5 minus (NUMBER FROM SC7) female(s)?*	
EEDENYRN	694	87-2		SC-17A	A		*(Are you/Is he/Is she) currently enrolled in (your/his/her) first or second year of junior or community college?*
YEDENYRJ	695	87-2		EE-6C	A		*(Are you/Is he/Is she) currently enrolled in (your/his/her) first or second year of junior or community college?*

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Figure 1. Example of an ACOMS Change Form page.

ROTCREG Variable Value Changes

In order to reflect the reorganization of the ROTC regions, the following format is used as the means of assigning the values to ROTCREG for all states except Texas. Texas ROTCREG is assigned based on county.

```
11:  ME, NH, VT, MA, RI, CT
12:  NY, NJ
13:  PA
14:  MD, DE, VA
15:  NC, SC
21:  IN, MO
22:  WI, IL
23:  OH, KY, WV
24:  TN, MI
31:  KS, OK
33:  AR, LA
34:  MS, AL
35:  GA, FL, PR
41:  WA, OR, ID, MT, HI, AK
42:  NE, IA, MN, SO, ND
43:  NV, CA
44:  AZ, UT, CO, WY, NM
```

ROTCREG 16 was previously composed of Florida, Georgia and Puerto Rico. These three have been moved to the new ROTCREG 35, and ROTCREG 16 has been abolished. New Mexico has been changed from ROTCREG 31 to ROTCREG 44.

Perceptions Module "Gate" Items Changes

Note that, because of changes in skip patterns between the first and second versions of the ACOMS instrument, the PE "gate" items (Have you ever heard of the Army Reserve/National Guard/ROTC?) must be given special treatment. For the first version of the instrument, these items were only asked of those respondents who were selected to receive the corresponding PE items for that component. Therefore, the appropriate PE module weight should be used for analysis. For later versions, the gate questions are asked of all respondents, so that FULLWGHT is the appropriate weighting variable. Thus, when combining data from 87-1 with data from later quarters, a new weighting variable must be created to analyze these gate items. The example below demonstrates the creation of such a weighting variable for analyzing the National Guard gate question for youth interviewed during 87-1 and 87-2. (Since two quarters of data are being analyzed, the weights are divided by two.)

```
IF MVERSION = 1 THEN GGATEWGT = WGHTPEG  / 2;
ELSE                 GGATESGT = FULLWGHT / 2;
```

VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
PHONVER	**70**	87-2	SC-1	SC-1	W	*...We are conducting an important national survey for the U.S. Government.*	*...We are conducting a survey for the U.S. Government about people's plans for the future and their reaction to Armed Forces advertising.*
YOUTHTOT	**74**	87-2	SC-5	SC-5	W,P	*Since the survey we are conducting for the U.S. government is concerned with the career plans of young adults, we need to know how*	*We have a few questions to see if anyone in your household will be included in this survey.*
ADULTTOT	**693**	87-2	SC-5	SC-5	A	*many young adults live in your household. Including anyone away on vacation, away on business or living away at school, how many young people between the ages of 13 and 24 live in your household?*	*How many people aged 25 or older live in your household?* *How many people between the ages of 13 and 24 live in your household?*
MALEFEM	**75**	87-2	SC-6	SC-6	W	*Is this person male or female?*	*Is the 13 to 24 year old male or female?*
MALETOT **FEMTOT**	**76** **77**	87-2	SC-7	SC-7	W	*Of these (NUMBER FROM SC5), how many are male?*	*Of these (NUMBER FROM SC-5) 13 to 24 year olds, how many are male and how many are female?*
FEMTOT	**77**	87-2	SC-7A	SC-7A	D	*So, of the (NUMBER FROM SC5) 13 to 24 year olds, your household has (NUMBER FROM SC7) male(s) and (NUMBER FROM SC5 minus (NUMBER FROM SC7) female(s)?*	
EEDENYRN	**694**	87-2		SC-17A	A		*(Are you/Is he/Is she) currently enrolled in (your/his/her) first or second year of junior or community college?*
YEDENYRJ	**695**	87-2		EE-6C	A		*(Are you/Is he/Is she) currently enrolled in (your/his/her) first or second year of junior or community college?*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YEDELALG **YEDGEOM** **YEDINALG** **YEDTRIG**	**129** **130** **131** **132**	87-2	EE-9_12	EE-9_12	R	Response codes: *1 = TAKEN* *2 = PLAN TO TAKE* *3 = NOT TAKEN AND NOT PLANNING TO*	Response codes: *1 = TAKEN OR CURRENTLY TAKING* *2 = PLAN TO TAKE* *3 = NOT TAKEN AND NOT PLANNING TO*
YPROBMIL	**152**	87-2	IP-7	IP-7	W	Response categories read. *Now I'm going to ask you about several things young (men/women) your age might do in the next few years. For each one, please tell me how likely it is that you will be doing that.* *How likely is it that you will be serving in the military? Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *Now I'm going to ask you about several things young (men/women) your age might do in the next few years. Please tell me whether you will definitely, probably, probably not or definitely not be doing each of the following* things. *How likely is it that you will be serving in the military?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*
YPROBCOL	**153**	87-2	IP-14	IP-14	W	Response categories read. *...be going to college? Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *...be going to college?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*
YPROBARO	**155**	87-2	IP-11	IP-11	W	Response categories read. *...or Army R.O.T.C.? Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *...or Army R.O.T.C.?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YPROBVOC	**156**	87-2	IP-16	IP-16	W	Response categories read. *...or technical school?* *Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *...or technical school?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*
YPROBEMP	**157**	87-2	IP-12	IP-12	W	Response categories read. *... in a civilian job?* *Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *... in a civilian job?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*
YPROBAR	**162**	87-2	IP-8	IP-8	W	Response categories read. *...duty in the Army?* *Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *...duty in the Army?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*
YPROBANG	**163**	87-2	IP-9	IP-9	W	Response categories read. *...the Army National Guard?* *Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *...the Army National Guard?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YPROBARV	**164**	87-2	IP-10	IP-10	W	Response categories read. *...in the Army Reserve?* *Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *...in the Army Reserve?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*
YPROBCOM	**165**	87-2	IP-11A	IP-11A	W	Response categories read. *...Army R.O.T.C.?* *Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *...Army R.O.T.C.?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*
YIWIDE **PIWIDE**	**696** **385**	87-2	IA-1	IA-1	A		*Having a wide variety of opportunities to find a job you can enjoy?*
YISERPAR **PISERPAR**	**697** **386**	87-2	IA-1	IA-1	A		*Working part-time?*
YISERCOM **PISERCOM**	**283** **92**	87-2	IA-1	IA-1	D	*Serving your own community?*	
YIPROUD **PIPROUD**	**280** **89**	87-2	IA-1	IA-1	W	*Having experiences you can be proud of?*	*Having an experience you can be proud of?*
YISTEP **PISTEP**	**286** **95**	87-2	IA-I	IA-I	W	*Having a stepping stone between high school and college?*	*Having a stepping-stone between high school and college?*
YIHITECH **PIHITECH**	**279** **88**	87-2	IA-1	IA-1	W	*A chance to work with the latest high-tech equipment?*	*Working with the latest high-tech equipment?*
YICASHED **PICASHED**	**274** **83**	87-2	IA-1	IA-1	W	*Earning money for college or vocational school?*	*Earning money for college or vocational education?*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YIHOME PIHOME	285 94	87-2	IA-1	IA-1	W	*Staying in your own hometown?*	*Living in your own hometown?*
YIWEEKEN PIWEEKEN	284 93	87-2	IA-1	IA-1	W	*Having weekend excitement?*	*Having interesting and exciting weekends?*
YIINNOV PIINNOV	288 97	87-2	IA-1	IA-1	W	*The opportunity to make changes and use your judgement?*	*Being able to make changes and use your own judgement?*
YUN12NON YUN12AF YUN12AR YUN12RO YUN12NG YUN12RV YUN12CG YUN12MC YUN12NA YUN12ALL PUN12NON PUN12AF PUN12AR PUN12RO PUN12NG PUN12RV PUN12CG PUN12MC PUN12NA PUN12ALL	351 352 353 354 355 356 357 358 359 360 162 163 164 165 166 167 168 169 170 171	87-2	KR-1	KR-1	W	*Now, thinking about TV, radio, newspapers, magazines and any other sources of advertising, for what military service or services do you recall seeing or hearing advertising?*	*Thinking about all forms of advertising, for which military services do you recall seeing or hearing any advertising?*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YHEARDAR **PHEARDAR**	**434** **230**	87-2	PE-1A	PE-1A	L,P,S	Sub-Population: Youth selected to receive the Army Reserve perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 1] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND RANDPE8 EQ 1] OR [PANELPEY EQ 3 AND RAND1000 GE 1 AND RAND1000 LE 269] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 1]	Move to beginning of Perceptions Module. Sub-Population: All Youth
YHEARDNG **PHEARDNG**	**449** **245**	87-2	PE-4A	PE-4A	L,P,S	Sub-Population: Youth selected to receive the Army National Guard perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 2] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND RANDPE8 EQ 2] OR [PANELPEY EQ 3 AND RAND1000 GE 270 AND RAND1000 LE 539] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 2]	Move to beginning of Perceptions Module. Sub-Population: All Youth
YHEARDRO **PHEARDRO**	**545** **341**	87-2	PE-15A	PE-15A	L,P,S	Sub-Population: Youth selected to receive the Army Reserve Officer's Training Corps perceptions questions [PANELPEY EQ 1] OR [PANELPEY EQ 2 AND RANDPE3 EQ 1,2] OR [PANELPEY EQ 3] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 9]	Move to beginning of Perceptions Module Sub-Population: All Youth

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YAWIDE	420	87-2	PE-INTRO	PE-INTRO	P,W		Format change - see Annotated Questionnaire.
YV...	.						
YG...	.						
YF...	.						
YN...	.						
YM...	.						
YS...	.						
YW...	.						
YCHIQUAL	540						
PAWIDE	216						
PV...	.						
PG...	.						
PF...	.						
PN...	.						
PM...	.						
PS...	.						
PW...	.						
PCHIQUAL	336						
YACASHED	433	87-2			W	*...an excellent opportunity to obtain money for a college or vocational education.*	*...an opportunity to obtain money for college or vocational school?*
YVCASHED	445						
YGCASHED	460						
YFCASHED	518						
YNCASHED	516						
YMCASHED	517						
YSCASHED	519						
YWCASHED	532						
PACASHED	229						
PVCASHED	241						
PGCASHED	256						
PFCASHED	314						
PNCASHED	312						
PMCASHED	313						
PSCASHED	315						
PWCASHED	328						

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YRLEADER	**546**	87-2	PE-2	PEY-2	P,W	Next, I will read you a few statements describing different things that the Army Reserve Officer's Training Corps on the college campus might offer. Please tell me how much you disagree or agree that officer's training offers each item on the list. A "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat, and a "5" means you agree completely. *The Army Reserve Officer's Training Corps on a college campus provides...* *a. leadership and management training?* *b. the opportunity to develop self-confidence?* *c. a college elective that can be taken together with other college courses?* *d. an officer's commission in the active Army, Army Reserve or the Army National Guard?*	Next, I'd like your opinion about several statements describing different things that the Army Reserve Officer's Training Corps on the college campus might offer you. Please use a scale of 1 to 5 where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement. *The Army Reserve Officer's Training Corps on a college campus offers you...* *a. leadership and management training?* *b. an opportunity to develop self-confidence?* *c. a college elective that can be taken together with other college courses?* *d. an officer's commission in the active Army, Army Reserve or the Army National Guard?*
YRSELCON	**547**		PE-2	PEP-2			
YRELECT	**548**						
YROFFCOM	**549**						
PRLEADER	**342**						
PRSELCON	**343**						
PRELECT	**344**						
PROFFCOM	**345**						
YOWIDE	**550**	87-2	PE-3	PEY-3	W	*Being an officer in the United States Army means...*	*Being an officer in the Army means...*
YOPROUD	**551**		PE-3	PEP-3			
YOUSECOL	**552**						
YOINNOV	**553**						
POWIDE	**346**						
POPROUD	**347**						
POUSECOL	**348**						
POINNOV	**349**						

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YKADEP **PKADEP**	**564** **360**	87-2	KA-6	KA-6	W	*Is it possible to sign up for the Army and actually start serving up to one year later?*	*Is it possible to sign up for the Army and start serving up to one year later?*
YDSAMEPA	**705**	87-2		DE-14	A		*(When not attending college) Do you live in the same household as your father or your step-father?* *1. FATHER* *2. STEP-FATHER* *3. NEITHER* *4. BOTH*
YDEDDAD	**574**	87-2	DE-19	DE-19	P		*What was the highest grade or level of education that your (father/step-father) completed?*
YDSAMEMA	**706**	87-2		DE-14A	A		*(When not attending college) Do you live in the same household as your mother or your step-mother?* *1. MOTHER* *2. STEP-MOTHER* *3. NEITHER* *4. BOTH*
YDEDMOM	**577**	87-2	DE-26	DE-26	P		*What was the highest grade or level of education that your (mother/step-mother) completed?*
YDPARENT	**572**	87-2	DE-15		D	*Which of your parents do you live with?*	
YDWAGE	**573**	87-2	DE-16		D	*Who is the principal wage earner in the household?*	

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YDOWNREL **YDOWNOS**	**579** **580**	87-2	DE-17		R	*What relationship to you is the person who is the head of the household in the house or apartment you are living in?* *1. SIBLING* *2. UNCLE* *3. AUNT* *4. COUSIN* *5. GRANDFATHER* *6. GRANDMOTHER* *7. SPOUSE* *8. NON-RELATIVE* *9. RESPONDENT* *91. OTHER RELATIVE*	*What relationship to you is the person who is the head of household in the house or apartment you are living in?* *10. BROTHER* *11. SISTER* *2. UNCLE* *3. AUNT* *4. COUSIN* *5. GRANDFATHER* *6. GRANDMOTHER* *7. SPOUSE* *8. NON-RELATIVE* *9. RESPONDENT* *91. OTHER RELATIVE*
YDROTCEV	**582**	87-2	DE-36	DE-36	S	All youth	Youth who have heard of ROTC [YHEARDO EQ 1,-8 (PE-1A = 1)]
-	-	87-2	TERM-9	TERM-9	W	*...I have no further questions for you at this time, but would you please stay on the line for one moment while I check to see if I need to speak to anyone else in your household.* *Thank you very much for your cooperation. Good bye.*	*...Although I have no more questions for you at this time, please stay on the line for one moment while I check to see if I need to speak to anyone else in your household.* *[Thank you very much for your cooperation. Good bye.]*
YPARFNAM **YPARLNAM** **YPARAREA** **YPAREXCH** **YPARLOCL**		87-2	PL-1		W	*We would like to interview your (PARENT) regarding (his/her) thoughts about future plans and possibilities for you. Please give me (his/her) name and telephone number.*	

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
		87-2		PL-INTRO	A		*We would like to interview (your PARENT/either your PARENT or your step-PARENT) about influence (he/she) may have had on your future plans.*
YPARIMP	**589**	87-2		PL-1A	A		*We want to interview the person whose opinion means the most to you when you make important decisions. Would that person be your (PARENT) or your step-(PARENT)?*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
PHONVER	**70**	87-3	SC-1	SC-1	W	*...We are conducting a survey for the U.S. Government about...*	*...We are conducting a study for the United States Government about...*
ADULTTOT **YOUTHTOT**	**693** **74**	87-3	SC-5	SC-5	W	*We have a few questions to see if anyone in your household will be included in this survey.* *How many people aged 25 or older live in your household?*	*We have a few questions to see if anyone in your household will be included in this study. Including yourself...* *how many people aged 25 or older live in your household?*
EEDENSUM	**708**	87-3		SC-14A	A		Date-Keyed Education question *(Are you/Is PERSON) currently enrolled...* *1. in a regular day high school,* *2. in a 4 year college,* *3. in some other school, or* *4. not currently enrolled?*
EEDENOTH	**709**	87-3		SC-14B	A		Date-Keyed Education question *(Were you/Was he/Was she//Will you be/Will he be/Will she be) enrolled in school in (April/October)?*
EEDENYRH	**109**	87-3	SC-16	SC-16	W	*(Are you/Is he/Is she) currently enrolled in 9th, 10th, 11th, or 12th grade?*	Date-Keyed Education question *(Are you currently/Is he currently/Is she currently//Were you/Was he/Was she//Will you be/Will he be/Will she be) enrolled in 9th, 10th, 11th or 12th grade?*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
EEDENYRC	**110**	87-3	SC-17	SC-17	W	*(Are you/Is he/ Is she) currently enrolled in (your/his/her) first, second, third, fourth or fifth year of college?*	Date-Keyed Education question *(Are you currently/Is he currently/Is she currently//Were you/Was he/Was she//Will you be/ Will he be/Will she be) enrolled in (your/his/her) first, second, third, fourth or fifth year of college?*
EEDENYRJ	**694**	87-3	SC-17A	SC-17A	W	*(Are you/Is he/ Is she) currently enrolled in (your/his/her) first, or second year of junior or community college?*	Date-Keyed Education question *(Are you currently/Is he currently/Is she currently//Were you/Was he/Was she//Will you be/ Will he be/Will she be) enrolled in (your/his/her) first, or second year of junior or community college?*
EEDCGRAD	**710**	87-3		SC-13C	A		*(Are you/Is he/Is she) a college graduate?*
ELIVADDR	**112**	87-3	SC-18	SC-18	P,W	*(Are you/Is PERSON) living at this address?*	*(Are you/Is PERSON) living at this address? [IF RESPONSE IS "NO", PROBE: (Are you/Is he/Is she) actually a household member and living temporarily away from home? IF SO, CODE "YES".]*
CONTFNAME **CONTLNAME** **CONTADDR** **CONTCITY** **CONTST** **CONTZIP** **CONTAREA** **CONTEXCH** **CONTLOCL**		87-3	SC-38	SC-38	D		Eliminate future contact for 13-15 year olds
RDOBDD **RDOBMM** **RDOBYY**	**713** **714** **715**	87-3		SC-9	A		Reask question for youth with missing data in screener. *What is your date of birth?*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
RAGE	**716**	87-3		SC-10	A		Reask question for youth with missing data in screener. *How old are you?*
RMILACT	**717**	87-3		SC-11	A		Reask question for youth with missing data in screener. *Have you ever been in active military service, the National Guard or the Reserves?*
RMILSERV	**719**	87-3		SC-11A	A		Reask question for youth with missing data in screener. *Are you presently serving in the military?*
RMILWAIT	**718**	87-3		SC-12	A		Reask question for youth with missing data in screener. *Have you been accepted for service in a branch of the Armed Forces and are now waiting to go on active duty?*
RRACE	**711**	87-3		SC-19	A		Reask question for youth with missing data in screener. *Please tell me whether you are...* *1. White,* *2. Black,* *3. Asian or Pacific Islander, or* *4. American Indian or Alaskan Native?*
RHISP	**712**	87-3		SC-20	A		Reask question for youth with missing data in screener. *Are you Hispanic?*
YHSDIPL	**115**	87-3	EE-2	EE-2	P		*Do you have a regular high school diploma, a GED, or ABE, or some other kind of certificate of high school completion?*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YEDENSUM	**722**	87-3		EE-4A	A		*Are you currently enrolled...* *in a regular day high school,* *in a 4 year college,* *in some other school, or* *not currently enrolled?*
YEDENOTH	**723**	87-3		SC-14B	A		*(Were you/Will you be) enrolled in school in (April/October)?*
YEDCGRAD	**724**	87-3		SC-13C	A		*Are you a college graduate?*
YEDPLAN	**125**	87-3		EE-3	P		*What is the highest grade or year of school or college you plan to eventually complete?*
RLIVADDR	**720**	87-3		SC-18	A,W		Reask question for youth with missing data in screener. *Are you living at this address? [IF RESPONSE IS "NO", PROBE: Are you actually a household member and living temporarily away from home? IF SO, CODE "YES".]*
RLIVDORM	**721**	87-3		SC-18A	A		Reask question for youth with missing data in screener. *Are you living in undergraduate student housing? [That is, undergraduate housing that is owned, leased or sponsored by the school you are attending?]*
YDROTCEV	**582**	87-3	DE-36	DE-36	L		*Did you ever participate in a Reserve Officer's Training Corps [ROTC] course?*
YDROTCJS	**583**	87-3	DE-37	DE-37	L		*Was that Junior ROTC in high school or Senior ROTC in college?*
YDROTCBR	**584**	87-3	DE-38	DE-38	L		*Was that Army ROTC, Air Force ROTC, or Navy ROTC?*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YEMPCUR	**133**	87-3	EE-16	EE-16	P		*Are you currently employed either full-time or part-time?*
YBAVISIT	**203**	87-3	BE-10-12	BE-11	W	*... visited an Army recruiting station?*	*In the past six months, have you visited an Army recruiting station?*
YBATEEVR	**725**	87-3		BE-12A	A		*Have you ever taken a written test used for the Army, such as the Armed Services Vocational Aptitude Battery?*
YBATEST	**204**	87-3	BE-12	BE-12	P,S		*In the past six months, have you taken a written test used for the Army, such as the Armed Services Vocational Aptitude Battery?*
						Sub-Population: All youth	Sub-Population: Youth who have ever taken an Army test. [YBATEEVR (BE-12A) EQ 1, -7, -8]
YBCTEEVR	**726**	87-3		BE-21A	A		*Have you ever taken any college admissions test, for example, the PSAT, SAT, or ACT?*
YBCTEST	**223**	87-3	BE-21	BE-21	P,S		*In the past six months, have you taken any college admissions tests for example, the PSAT, SAT, or ACT?*
						Sub-Population: Youth who have thought of going to college [YBCTHOT (BE-16) EQ 1, -7, -8]	Sub-Population: Youth who have ever taken a college admissions test. [YBCTEEVR (BE-21A) EQ 1, -7, -8]
YBCAPEVR	**727**	87-3		BE-24A	A		*Have you ever submitted a college application?*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YBCAPPL	**224**	87-3	BE-24	BE-24	P,S		*In the past six months, have you submitted a college application?*
						Sub-Population: Youth who have thought of going to college [YBCTHOT (BE-16) EQ 1, -7, -8]	Sub-Population: Youth who have ever submitted a college application. [YBCAPEVR (BE-24A) EQ 1, -7, -8]
-		87-3		PE-INTRO1	A		*Earlier I asked how important it was for you to have a number of opportunities . Now I'm going to ask your opinion about two specific ways you might get each of those opportunities. Your opinions in this section are very valuable to this study.*
-		87-3	PE-INTRO	PE-INTRO	P,W	*I'd like your opinion about several statements.*	
						Please use a scale of one to five where 1 means you strongly disagree with the statement, 2 means you disagree, 3 means you neither disagree nor agree, 4 means you agree, and 5 means you strongly agree with the statement.	*When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.*
YOWIDE	**550**	87-3	PEY-3	PEY-3	W	*Being an officer in the United States Army means different things to different people.*	*Being an officer in the Army means different things to different people.*
YOPROUD	**551**						
YOUSECOL	**552**						
YOINNOV	**553**						
YDCOUNTY	**585**	87-3	DE-39	DE-39	P		*What is the name of the county in which you live?*
YPARIMP	**589**	87-3	PL	PL-2	L,P		*We would like to interview either your PARENT or your step-PARENT about...*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YPARIMP	**589**	87-3	PL-INTRO	PL-1AQ873	L,P		*We would like to interview either your (PARENT) or your (step-PARENT) about...*
YPARFNAM **YPARLNAM** **YPARAREA** **YPAREXCH** **YPARLOCL**		87-3	PL-1B	PL-1BQ873	L,P,W	*Please give me (his/her) name and telephone number.*	*[We would like to interview your (PARENT/step-PARENT) about (his/her) attitudes about your future plans.]* *Please give me (his/her) name and telephone number.*

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ACOMS ANNOTATED QUESTIONNAIRE

SCHOOL YEAR 1986-87

Fall, Winter, Spring

OMB 0702-0077

Exp. 31 August 1989

Household Screener (SC): This section has questions designed to locate households with members eligible for inclusion in one of the samples. Based on responses to these questions, the computer will decide if an appropriate respondent has been found or if the interview should be terminated.

Education and Employment (EE): Youth will be asked questions regarding their educational and work experiences.

Career Military Intentions or Propensity (IP): This section measures the youth's perceived likelihood that he or she will enlist in the Army or will choose some other career option in military or civilian life.

Behaviors (BE): This section includes questions on the youth's exploration of, or interest in, various career options, including the Army.

Social Influence (SI): The influence of family, friends and educators has been considered important in the decision to enlist. This section contains questions about what the youth perceives to be the attitudes of key persons towards his or her joining the Army.

Importance of Key Attributes (IA): This section contains questions on the importance of various factors, such as giving service to your country and developing one's potential, that may influence career choices.

Media Habits (MH): Questions here fall into two classes: (1) items focused on the respondent's TV viewing, radio listening, and magazine and newspaper reading habits, and (2) items focused on specific shows and magazines that might have been seen, heard, or read.

Knowledge Recall (KR): A basic way to measure how knowledgeable respondents are about military communications is to ask whether they recall Army and other services' advertisements in general, and particular messages in those advertisements specifically.

Attitudes towards Army Advertising (AT): This section measures how much respondents like Army ads and how much they believe what the ads say.

Knowledge/Slogan Recognition (KS): Respondents will be asked to match slogans in military advertisements with the services that use them.

Perceptions/Beliefs of Army Attributes (PE): Items in this section ask whether serving in the Army offers certain opportunities, such as developing leadership skills. The second set of items focus on perceptions about people who join the Army.

Knowledge/Awareness (KA): These items focus on specific Army incentives, such as pay, education benefits, and training.

Parental Influence (PI): This section asks parents about actions they have taken to influence their child's career decision-making process.

Demographics (DE): Items here ask parents about actions they have taken to influence their child's career decision-making process.

Tracking Information (TR): The youth chosen to be part of a longitudinal subsample will be asked for information which will make it easier to recontact them for the follow-up interview.

Parental Location (PL): A randomly selected portion of youth will be asked for the name and telephone number of one of their parents, who will then be interviewed.

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-3 (April, May, June 87)

Module: Household Screener

Quarterly updates indicated by sidebar.

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Household Screener

Screen Name:	SC-1		Change Code:
Variables:	Ranges:	Order #:	(87-2) W
PHONVER	1,2,3	70	(87-3) W
Sub-Population:	All phone numbers called		

Screen Name:	SC-2	
Variables:	Ranges:	Order #:
PHONUSE	1,2,3,-7,-8	71
Sub-Population:	All correct phone numbers [PHONVER (SC-1) EQ 1]	

Screen Name:	SC-3	
Variables:	Ranges:	Order #:
PHONLOC	1,2,3,-7,-8	72
Sub-Population:	Correct phone numbers used for both home and business [PHONUSE (SC-2) EQ 2]	

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May & June 87)
Module: Household Screener

SC-1. Hello, this is (YOUR NAME).
I am calling from Westat, a research firm near Washington, D.C. We are conducting a survey for the United States Government about people's plans for the future and their reaction to Armed Forces advertisting.

First, I'd like to make sure I've dialed correctly. Is this area code (AREA CODE AND NUMBER)?

[ASK TO SPEAK WITH ADULT HOUSEHOLD MEMBER IF PERSON ANSWERING TELEPHONE SOUNDS LIKE A YOUTH.]

YES	1	(SC-2)
NO	2	(TERM1, MAX OF 2 CALLS)
GO TO RESULT	3	

SC-2. We are calling a random sample of telephone numbers in connection with this study, and we need to know what type of number this is.

Is this phone number for...

home use, ...	1	(SC-4D)
business and home use, or.	2	(SC-3)
business use only?	3	(TERM346, CODE NON-RESIDENTIAL)
REFUSED	-7	(TERM2, CODE INITIAL REFUSAL)
DON'T KNOW	-8	(SCKNOW)

SC-3. Is this phone located in a home or in a business?

HOME	1	(SC-4D)
BOTH	2	(SC-4D)
BUSINESS	3	(TERM346, CODE NON-RESIDENTIAL)
REFUSED	-7	(TERM2, CODE INITIAL REFUSAL)
DON'T KNOW	-8	(SCKNOW)

Screen Name: SC-4D

Variables:	Ranges:	Order #:
RESPINHH	1,2,-7,-8	73

Sub-Population: Correct phone numbers for home or both home and business use
[PHONUSE (SC-2) EQ 1] OR
[PHONLOC (SC-3) EQ 1,2]

Screen Name: SC-5 Change Code:

Variables:	Ranges:	Order #:	(87-2) A, W
ADULTTOT	1-10,-7,-8	693	(87-3) W
YOUTHTOT	1-10,-7,-8	74	

Sub-Population: Correct phone numbers with household member on the line
[RESPINHH (SC-4D) EQ 1]

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May & June 87)
Module: Household Screener

SC-4D. Are you a member of this household?

YES	1	(SC-5)
NO	2	(SCKNOW)
REFUSED	-7	(TERM2, CODE INITIAL REFUSAL)
DON'T KNOW	-8	(SCKNOW)

SC-5. We have a few questions to see if anyone in your household will be included in this study. Including yourself...

how many people aged 25 or older live in your household?

NUMBER OF PEOPLE .....___

how many people between the ages of 13 and 24 live in your household?

NUMBER OF PEOPLE.....___		(CATI CHECK #SC1)
NONE	00	(SC-4B)
REFUSED	-7	(TERM7, CODE INITIAL REFUSAL)
DON'T KNOW	-8	(SCKNOW)

CATI CHECK #SC1: IS THERE MORE THAN ONE HOUSEHOLD MEMBER 13 THROUGH 24?
[SC-5 > 1]

YES	1	(SC-7)
NO	2	(SC-6)

Screen Name:	SC-6		Change Code:
Variables:	Ranges:	Order #:	(87-2) W
MALEFEM	1,2,-7,-8	75	
Sub-Population:	Correct phone number and household member on the line and there is only one person in household age 13 through 24 [YOUTHTOT (SC-5) EQ 1]		

Screen Name:	SC-7		Change Code:
Variables:	Ranges:	Order #:	(87-2) W
MALETOT	1-10,-7,-8	76	
Sub-Population:	Correct phone number and household member on the line and there is at least one person in the household age 13 through 24 [YOUTHTOT (SC-5) GE 1]		

SC-6. Is the 13 to 24 year old male or female?

MALE	1	(CATI CHECK #SC1A, CODE MALE*TOT* AS 01; CODE *FEMTOT* AS 00)
FEMALE	2	(CATI CHECK #SC1A, CODE *MALETOT* AS 00; CODE *FEMTOT* AS 01)
REFUSED	-7	(TERM7, CODE INITIAL REFUSAL)
DON'T KNOW	-8	(SCKNOW)

SC-7. Of these (NUMBER FROM SC-5) 13 to 24 year olds, how many are male and how many are female?

NUMBER OF MALES	__	(CATI CHECK #SC1A)
NUMBER OF FEMALES	__	(CATI CHECK #SC1A)
REFUSED	-7	(TERM7, CODE INITIAL REFUSAL)
DON'T KNOW	-8	(SCKNOW)

LEFT BLANK INTENTIONALLY

CATI CHECK #SC1A: IS THE NUMBER OF MALES PLUS NUMBER OF FEMALES EQUAL TO THE TOTAL NUMBER OF 13-24 YEAR OLDS?
YES..... 1 (CATI CHECK #SC1B)
NO..... 2 (TERM7, CODE PROBLEM)
#SC1B: IS THE HOUSEHOLD IN THE FEMSAMP?
YES ..... 1 (CONF, ENUMERATE RESPONDENT, THEN MALES, THEN FEMALES)
NO ..... 2 (CONF, ENUMERATE RESPONDENT, THEN MALES)

[RESPONDENT NAME AND AGE ENUMERATED, THEN MALES, THEN FEMALES]

CONF. Your answers to this survey are voluntary and confidential. The information you give us will only be used in connection with information about many other young adults. Neither your name nor any identifying information will appear on any report of this study.

While you may choose not to answer any question, this research is authorized by law, and the information you give us is protected by an Act of Congress called the Privacy Act of 1974.

Screen Name: SC-7B
Variables: Ranges: Order #:
ERSPAGE 1,2,-7,-8 93
Sub-Population: Screener respondents
[YUTHNUM EQ 1]

Screen Name: SC-8A
Variables: Ranges: Order #:
EFNAM 94
Sub-Population: Enumerated persons, that is, screener respondents and other youth in the household age 13 through 24

Screen Name: SC-8
Variables: Ranges: Order #:
EFNAM 94
Sub-Population: Enumerated persons, that is, screener respondents and other youth in the household age 13 through 24

SC-7B. Are you 13 to 24 years old?

YES	1	(SC-8A)
NO	2	(CATI CHECK #SC3)
REFUSED	-7	(TERM8, CODE INITIAL REFUSAL)
DON'T KNOW	-8	(SCKNOW)

SC-8A. Please give me your first name.

_____ (SC-9)
FIRST NAME

REFUSED	-7	(TERM8, CODE INITIAL REFUSAL)
DON'T KNOW	-8	(SCKNOW)

SC-8. (Not counting yourself), please give me the first name of(each/the/the oldest) (male/female) in your household between 13 and 24. (RECORD ALL NAMES IN GRID BELOW.) (SC-9)

1.

2.

3.

4.

5.

REFUSED	-7	(TERM8, CODE INITIAL REFUSAL)
DON'T KNOW	-8	(SCKNOW)

Screen Name:	SC-9	
Variables:	Ranges:	Order #:
EDOBMM	01-12,-7,-8	97
Sub-Population:	Enumerated persons with first name given [EFNAM (SC-8A, SC-8) NE -7,-8,-1]	
EDOBDD	01-31,-7,-8	96
EDOBYY	62-74,-7,-8	98
Sub-Population:	Enumerated persons for whom the screener respondent gave a month of birth [EDOBMM (SC-9) NE -7,-8,-1]	

Screen Name:	SC-10	
Variables:	Ranges:	Order #:
EAGE		99
Sub-Population:	Enumerated persons for whom the respondent did not give a complete date of birth [EDOBMM (SC-9) EQ -7,-8,-1] OR [EDOBDD (SC-9) EQ -7,-8,-1] OR [EDOBYY (SC-9) EQ -7,-8,-1]	

Screen Name:	SC-10A	
Variables:	Ranges:	Order #:
E13TO24	1-4,-7,-8	100
Sub-Population:	Enumerated persons for whom the respondent did not give a date of birth or age [EAGE (SC-10) EQ -7,-8]	

SC-9. What is (your/PERSON'S) date of birth?

MONTH _____ DAY _____ YEAR 19 _____ (CATI CHECK #SC2A)

01 = JANUARY	07 = JULY
02 = FEBRUARY	08 = AUGUST
03 = MARCH	09 = SEPTEMBER
04 = APRIL	10 = OCTOBER
05 = MAY	11 = NOVEMBER
06 = JUNE	12 = DECEMBER

REFUSED ..... -7 (SC-10)
DON'T KNOW ..... -8 (SC-10)

SC-10. How old (are you/is PERSON)?

AGE _____ (CATI CHECK #SC2A)
REFUSED ..... -7 (SC-10A)
DON'T KNOW ..... -8 (SC-10A)

SC-10A. (Are you/Is PERSON) 13 to 15 years old, 16 to 20 years old, 21 to 24 years old or some other age?

13 TO 15 ..... 1 (CATI CHECK #SC2A)
16 TO 20 ..... 2 (CATI CHECK #SC2A)
21 TO 24 ..... 3 (CATI CHECK #SC2A)
SOME OTHER AGE ..... 4 (CATI CHECK #SC2A)
REFUSED ..... -7 (TERM8, CODE INITIAL REFUSAL)
DON'T KNOW ..... -8 (SCKNOW)

Screen Name:	SC-10B	
Variables:	Ranges:	Order #:
ESEX	1,2,-7,-8	101
Sub-Population:	Enumerated persons	

Screen Name:	SC-10C	
Variables:	Ranges:	Order #:
ENUMORE	1,2,-7,-8	
Sub-Population:	Enumerated persons, last on the list of names in SC-8	

CATI CHECK #SC2A:	IS CURRENT ENUMERATION FOR THE RESPONDENT?
	YES 1 (SC-10B)
	NO ..... 2 (CATI CHECK #SC2B)

SC-10B. [ASK IF NOT OBVIOUS] What is your sex?

MALE ..... 1 (CATI CHECK #SC3)
FEMALE ..... 2 (CATI CHECK #SC2B)
REFUSED ..... -7 (TERM8, CODE INITIAL REFUSAL)
DON'T KNOW ..... -8 (SCKNOW)

CATI CHECK #SC2B:	IF YOUTH IS FEMALE AND HOUSEHOLD IS NOT IN FEMSAMP, FLAG YOUTH AS INELIGIBLE	
#SC3:	IS PERSON BETWEEN 13 AND 24 YEARS?	
	YES	1 (CATI CHECK #SC5)
	NO	2 (CATI CHECK #SC4)
#SC4:	FLAG YOUTH AS INELIGIBLE (CATI CHECK #SC5)	
#SC5:	IS NAME/D.O.B./AGE NEEDED FOR MORE MALES/FEMALES RECORDED IN SC-5?	
	YES	1 (SC-8 FOR NEXT MALE/FEMALE)
	NO	2 (SC-10C)

SC-10C. Are there any more (male youths/youths) between 13 and 24 in your household?

YES ..... 1(CATI CHECK #SC6)
NO ..... 2(CATI CHECK #SC7)
REFUSED ..... -7(TERM8, CODE INITIAL REFUSAL)
DON'T KNOW ..... -8(SCKNOW)

Screen Name: SC-10B2
Variables: Ranges: Order #:
EMORESEX 1,2,-7,-8
Sub-Population: Youth enumerated last who may be female
[ENUMORE = 1 AND FEMSAMP = 1]

Screen Name: SC-8B
Variables: Ranges: Order #:
EFNAM 94
Sub-Population: Enumerated persons, that is, screener respondents and other youth in the household age 13 through 24

CATI CHECK #SC6: IS HOUSEHOLD IN FEMSAMP?		
	YES.....	1 (SC-10B2)
	NO.....	2 (SC-8B)

SC-10B2. What is this person's sex?

MALE	1	(SC-8B)
FEMALE	2	(SC-8B)
REFUSED	-7	(TERM8, CODE INITIAL REFUSAL)
DON'T KNOW	-8	(SCKNOW)

SC-8B. What is this person's first name?

_____ (SC-9)

REFUSED.....	-7	(TERM8, CODE INITIAL REFUSAL)
DON'T KNOW.....	-8	(SCKNOW)

CATI CHECK #SC7: ANY MALES/FEMALES 16-24 YEARS?		
	YES 1	(CATI CHECK #SC7A FOR RESP, 1ST MALE/FEMALE AGED 16-24)
	NO 2	(SC-4B)
CATI CHECK #SC7A: IS PERSON < 17 YEARS?		
	YES 1	(SC-13A)
	NO 2	(SC-11)

Screen Name: SC-11

Variables:	Ranges:	Order #:
EMILACT	1,2,-7,-8	102

Sub-Population: Enumerated youth, age 17 through 24
[ECALCAGE GE 17 AND ECALCAGE LE 24] OR
[E13TO24 EQ 2,3]

Screen Name: SC-11A

Variables:	Ranges:	Order #:
EMILSERV	1,2,-7,-8	104

Sub-Population: Youth who have served in the military
[EMILACT (SC-11) EQ 1]

Screen Name: SC-12

Variables:	Ranges:	Order #:
EMILWAIT	1,2,-7,-8	103

Sub-Population: Youth who have not served in the military
[EMILACT (SC-11) EQ 2,-7,-8]

Screen Name: SC-13A

Variables:	Ranges:	Order #:
EHSDIPL	1-5,-7,-8	105

Sub-Population: Youth of eligible age
[ECALCAGE GE 16 AND ECALCAGE LE 24 OR
[E13TO24 (SC-10A) EQ 2,3]

SC-11. (Have you/Has PERSON) ever been in active military service, the National Guard or the Reserves?

YES	1	(SC-11A)
NO	2	(SC-12)
REFUSED	-7	(SC-12)
DON'T KNOW	-8	(SC-12)

SC-11A. (Are you/Is PERSON) presently serving in the military?

YES	1	(SC-13A)
NO	2	(SC-13A)
REFUSED	-7	(SC-13A)
DON'T KNOW	-8	(SC-13A)

SC-12. (Have you/Has he/Has she) been accepted for service in a branch of the Armed Forces and (are/is) now waiting to go on active duty?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

SC-13A. (Do you have/Does he have/Does she have) a regular high school diploma, a GED, an ABE, or some other kind of certificate of high school completion?

REGULAR HIGH SCHOOL DIPLOMA	1
GED [GENERAL EDUCATIONAL DEVELOPMENT]	2
ABE [ADULT BASIC EDUCATION] CERTIFICATE [E.G. CORRESPONDENCE, NIGHT SCHOOL]	3
SOME OTHER KIND OF CERTIFICATE	4
NONE OF THE ABOVE	5
REFUSED	-7
DON'T KNOW	-8

Screen Name: SC-14
Variables: Ranges: Order #:
EEDENCUR 1,2,-7,-8 106
Sub-Population: Youth of eligible age

Screen Name: SC-14A Change Code:
Variables: Ranges: Order #: (87-3) A
EEDENSUM 1-4,-7,-8 708
Sub-Population: Youth of eligible age who received the screener interview during the summer [SCRNDATE GE 870501 AND SCRNDATE LE 870910]

CATI CHECK #SCDK1: WHAT DATE IS TODAY?

SEPTEMBER 11 - APRIL 30 ..... 1 (SC-14)
MAY 1 - SEPTEMBER 10 ..... 2 (SC-14A)

SC-14. (Are you/Is PERSON) currently enrolled in school?

YES 1 (SC-15)
NO 2 (SC-13)
REFUSED ..... -7 (SC-13)
DON'T KNOW ..... -8 (SC-13)

SC-14A. (Are you/Is PERSON) currently enrolled...

in a regular day high school, ... 1 (SC-16)
in a 4 year college, ... 2 (SC-17)
in some other school, or ..... 3 (CATI CHECK #SCDK2)
not currently enrolled? ..... 4 (CATI CHECK #SCDK2)
REFUSED ..... -7 (CATI CHECK #SCDK2)
DON'T KNOW ..... -8 (CATI CHECK #SCDK2)

CATI CHECK #SCDK2: WHAT DATE IS TODAY?

MAY 1 - JUNE 30 ... DISPLAY WORDING:
"(Were you/Was he/Was she) enrolled in school in April?"

JULY 1 - SEPTEMBER 10 ... DISPLAY WORDING:
"(Will you be/Will he be/Will she be) enrolled in school in October?"

Screen Name:	SC-14B		Change Code:
Variables:	Ranges:	Order #:	(87-3) A
EEDENOTH	1,2,-7,-8	709	
Sub-Population:	Youth of eligible age who were not enrolled in regular day high school or a 4 year college in the summer [SCRNDATE GE 870401 AND SCRNDATE LE 870910]AND [EEDENSUM (SC-14A) NE 1,2]		

SC-14B. (Were you/Was he/Was she//Will you be/Will he be/Will she be) enrolled in school in (April/October)?

YES	1	(SC-15)
NO	2	(CATI CHECK #SCDK3)
REFUSED	-7	(CATI CHECK #SCDK3)
DON'T KNOW	-8	(CATI CHECK #SCDK3)

CATI CHECK #SCDK3: Is the person currently in "some other school"?
[EEDENSUM (SC14A) = 3]

YES..... 1 (CATI CHECK #SCDK4)
NO..... 2 (SC-13)

CATI CHECK #SCDK4: WHAT DATE IS TODAY?

SEPTEMBER 11 - APRIL 30 ... DISPLAY WORDING:
(are you currently/is he currently/ is she currently)

MAY 1 - JUNE 30 ... DISPLAY WORDING:
(were you/was he/was she)

JULY 1 - SEPTEMBER 10 ... DISPLAY WORDING:
(will you be/will he be/will she be)

Screen Name: SC-15
Variables: Ranges: Order #:
EEDENTYP 01-10,-7,-8 108
Sub-Population: Youth of eligible age who are currently enrolled in school or who were in school in April or who will be in school in October
[EEDENCUR (SC-14) EQ 1] OR
[EEDENSUM (SC-14A) EQ 1,2,3] OR
[EEDENOTH (SC-14B) EQ 1]

Screen Name: SC-16 Change Code:
Variables: Ranges: Order #: (87-3) W
EEDENYRH 9-12,-7,-8 109
Sub-Population: Youth of eligible age who are/were in April/ will be in October enrolled in a regular day high school
[EEDENTYP (SC-15) EQ 1]

SC-15. In what type of school or training program (are you currently/is he currently/is she currently//were you/was he/was she//will you be/will he be/will she be) enrolled?

TAKING H.S. COURSES IN REGULAR DAY HIGH SCHOOL	01	(SC-16)
GED OR HIGH SCHOOL EQUIVALENCY PROGRAM	02	(SC-13)
ADULT BASIC EDUCATION [ABE] [H.S. COURSES IN NIGHT SCHOOL OR BY CORRESPONDENCE)	03	(SC-13)
SKILL DEVELOPMENT PROGRAM [E.G. PUBLIC EMPLOYMENT, JOBS, OIC, WIN, CETA]	04	(SC-13)
ON THE JOB TRAINING PROGRAM ...	05	(SC-13)
APPRENTICESHIP PROGRAM	06	(SC-13)
VOCATIONAL, BUSINESS OR TRADE SCHOOL	07	(SC-13)
2 YEAR JR OR COMMUNITY COLLEGE	08	(SC-17A)
4 (5) YEAR COLLEGE OR UNIVERSITY	09	(SC-17)
SOME OTHER SCHOOL	10	(SC-13)
REFUSED	-7	(SC-13)
DON'T KNOW	-8	(SC-13)

SC-16. (Are you currently/Is he currently/Is she currently//Were you/Was he/Was she//Will you be/Will he be/Will she be) enrolled in 9th, 10th, 11th or 12th grade?

9TH	9	(SC-13B)
10TH	10	(SC-13B)
11TH	11	(SC-13B)
12TH	12	(SC-13B)
REFUSED	-7	(SC-13)
DON'T KNOW	-8	(SC-13)

SC-17. (Are you currently/Is he currently/Is she currently//Were you/Was he/Was she//Will you be/Will he be/Will she be) enrolled in (your/his/her) first, second, third, fourth or fifth year of college?

FIRST YEAR [FR]	1	(SC-13B)
SECOND YEAR [SO]	2	(SC-13B)
THIRD YEAR [JR]	3	(SC-13B)
FOURTH YEAR [SR]	4	(SC-13B)
FIFTH YEAR [OF A 5 YEAR COLLEGE]	5	(SC-13B)
REFUSED	-7	(SC-13)
DON'T KNOW	-8	(SC-13)

SC-17A. (Are you currently/Is he currently/Is she currently//Were you/Was he/Was she//Will you be/Will he be/Will she be) enrolled in (your/his/her) first or second year of junior or community college?

FIRST YEAR	1	(SC-13B)
SECOND YEAR	2	(SC-13B)
REFUSED	-7	(SC-13)
DON'T KNOW	-8	(SC-13)

SC-13B. So, the highest grade or level of schooling that (you have/he has/she has) completed and received credit for is (the) (college year/high school grade)?

YES	1	(SC-18)
NO	2	(SC-13)
REFUSED	-7	(SC-13)
DON'T KNOW	-8	(SC-13)

Screen Name:	SC-13	
Variables:	Ranges:	Order #:
EEDCOMP	07-25,-7,-8	107
Sub-Population:	Youth of eligible age	

Screen Name:	SC-17		Change Code:
Variables:	Ranges:	Order #:	(87-3) W
EEDENYRC	1-5,-7,-8	110	
Sub-Population:	Youth of eligible age who are/were in April/ will be in October enrolled in college [EEDENTYP (SC-15) EQ 9]		

Screen Name:	SC-17A		Change Code:
Variables:	Ranges:	Order #:	(87-2) A
EEDENYRJ	1, 2,-7,-8	694	(87-3) W
Sub-Population:	Youth of eligible age who are/were in April/ will be in October enrolled in a two-year junior or community college [EEDENTYP (SC-15) EQ 8]		

Screen Name:	SC-13B	
Variables:	Ranges:	Order #:
EEDCOVER	1,2,-7,-8	111
Sub-Population:	Youth of eligible age who are/were in April/ will be in October enrolled in a regular high school or college [EEDENYRH (SC-16) EQ 9,10,11,12] OR [EEDENYRC (SC-17) EQ 1,2,3,4,5] OR [EEDENYRJ (SC-17A) EQ 1,2]	

SC-13. What is the highest grade or level of schooling that (you have/he has/she has) completed and received credit for?

LESS THAN 8TH GRADE	07	(SC-18)
8TH GRADE	08	(SC-18)
9TH GRADE	09	(SC-18)
10TH GRADE	10	(SC-18)
11TH GRADE	11	(SC-18)
12TH GRADE	12	(SC-18)
1ST YEAR OF 4-YEAR COLLEGE [FR]	13	(SC-18)
2ND YEAR OF 4-YEAR COLLEGE [SO]	14	(SC-18)
3RD YEAR OF 4-YEAR COLLEGE [JR]	15	(SC-18)
4TH YEAR OF 4-YEAR COLLEGE [SR]	16	(SC-18)
5TH YEAR COLLEGE, 1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17	(SC-18)
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18	(SC-18)
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19	(SC-18)
MORE THAN 3 YEARS GRADUATE OR PROFESSIONAL SCHOOL	20	(SC-18)
1ST YEAR OF JR OR COMMUNITY COLLEGE	21	(SC-18)
2ND YEAR OF JR OR COMMUNITY COLLEGE	22	(SC-18)
1ST YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL	23	(SC-18)
2ND YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL	24	(SC-18)
MORE THAN 2 YEARS OF VOCATIONAL BUSINESS, OR TRADE SCHOOL	25	(SC-18)
REFUSED	-7	(SC-13C)
DON'T KNOW	-8	(SC-13C)

Screen Name:	SC-13C		Change Code:
Variables:	Ranges:	Order #:	(87-3) A
EEDCGRAD	1,2,-7,-8	710	
Sub-Population:	Youth for whom level of schooling is unknown [EEDCOMP (SC-13) EQ -7,-8]		

Screen Name:	SC-18		Change Code:
Variables:	Ranges:	Order #:	(87-3) P, W
ELIVADDR	1,2,-7,-8	112	
Sub-Population:	Youth of eligible age		

SC-13C. (Are you/Is he/Is she) a college graduate?

YES	1	(SC-18, FLAG YOUTH AS INELIGIBLE)
NO	2	(SC-18)
REFUSED	-7	(SC-18)
DON'T KNOW	-8	(SC-18)

SC-18. (Are you/Is PERSON) living at this address?

[IF RESPONSE IS "NO", PROBE: (Are you/Is he/Is she) actually a household member and living temporarily away from home? IF SO, CODE "YES".]

YES	1	(CATI CHECK #SC8)
NO	2	(CATI CHECK #SC7B)
REFUSED	-7	(CATI CHECK #SC8)
DON'T KNOW	-8	(CATI CHECK #SC8)

CATI CHECK #SC7B: IS/WAS YOUTH ENROLLED IN SCHOOL DURING THE PAST YEAR OR WILL BE ENROLLED IN COMING YEAR?

YES	1	(SC-18A)
NO	2	(CATI CHECK #SC8)

Screen Name:	SC-18A	
Variables:	Ranges:	Order #:
ELIVDORM	1,2,-7,-8	113
Sub-Population:	Youth of eligible age, who are not living at the location of the phone and who are currently enrolled in school [ELIVADDR (SC-18) EQ 2 AND EEDENCUR (SC-14) EQ 1,-7,-8]	

Screen Name:	SC-19	
Variables:	Ranges:	Order #:
ERACE	1-4,-7,-8	17
Sub-Population:	Youth of eligible age	

SC-18A. (Are you/Is PERSON) living in undergraduate student housing?

[That is, undergraduate housing that is owned, leased or sponsored by the school (you are/he is/she is) attending?]

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #SC8: IF EMILACT (SC-11) EQ 1 OR
EMILWAIT (SC-12) EQ 1 OR
EEDCOMP (SC-13) EQ 16,17,18,19,20 OR
EEDCGRAD (SC-13C) EQ 1 OR
ELIVDORM (SC-18A) EQ 2,
FLAG YOUTH AS INELIGIBLE FOR MAIN INTERVIEW (SC-19)

IF EMILACT (SC-11) EQ -7,-8 OR
EMILWAIT (SC-12) EQ -7,-8 OR
EEDCOMP (SC-13) EQ -7,-8 OR
ELIVDORM (SC-18A) EQ -7,-8 OR
ELIVADDR (SC-18) EQ -7,-8
FLAG YOUTH TO RECEIVE REASK QUESTIONS (SC-19)

SC-19. Please tell me whether (you are/PERSON is)...

White, ... 1
Black, ... 2
Asian or Pacific Islander, or 3
American Indian or Alaskan Native? .. 4
REFUSED ..... -7
DON'T KNOW ..... -8

Screen Name: SC-20

Variables:	Ranges:	Order #:
EHISP	1,2,-7,-8	18

Sub-Population: Youth of eligible age

Screen Name: SC-21

Variables:	Ranges:	Order #:
ELNAM		95

Sub-Population: Youth eligible for the main interview

SC-20. (Are you/Is he/Is she) Hispanic?

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #SC8A: IF EHISP (SC-20) EQ 2 AND HISPCLUS EQ 1, FLAG YOUTH AS INELIGIBLE (CATI CHECK #SC8B)

IF EHISP (SC-20) EQ -7,-8 AND HISPCLUS EQ 1, FLAG YOUTH TO RECEIVE REASK QUESTIONS (CATI CHECK #SC8B)

CATI CHECK #SC8B: IF SCREENER RESPONDENT WITH FLAG FOR REASK QUESTIONS, FLAG AS INELIGIBLE (CATI CHECK #SC9)

CATI CHECK #SC9: ARE THERE ANY MORE MALES/FEMALES 16-24 YEARS?

YES ..... 1 (CATI CHECK #SC7A)
NO ..... 2 (CATI CHECK #SC9A)

CATI CHECK #SC9A: IS THE FIRST YOUTH IN THE HOUSEHOLD ELIGIBLE FOR THE MAIN INTERVIEW?

YES 1 (SC-21)
NO ..... 2 (CATI CHECK #SC10)

SC-21. What is (your/PERSON'S) last name?

[We need (your/PERSON's) last name
so that if we need to call again to get updated
information, we can ask for (you/him/her) by name.]

LAST NAME _____ (CATI CHECK #SC10)

REFUSED ..... -7
DON'T KNOW ..... -8

Screen Name: SC-4B
Variables: Ranges: Order #:
PHONCNTY 64
Sub-Population: Correct phone numbers with household member on the line

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Screen Name: SC-4C
Variables: Ranges: Order #:
PHONZIP 67
Sub-Population: Correct phone numbers with household member on the line

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Screen Name: SC-4E
Variables: Ranges: Order #:
PHONCITY 69
Sub-Population: Correct phone numbers with household member on the line and county or zip is missing
[PHONCNTY (SC-4B) EQ -7,-8] OR
[PHONZIP (SC-4C) EQ -7,-8]

CATI CHECK #SC10: ARE THERE ANY (MORE) YOUTHS ELIGIBLE FOR THE MAIN INTERVIEW?
YES 1 (SC-21)
NO 2 (SC-4B)

SC-4B. What county do you live in?

_____
COUNTY
REFUSED ..... -7
DON'T KNOW ..... -8

SC-4C. What is your zip code?

_____

ZIP CODE
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #SC11: IS COUNTY OR ZIP MISSING? [SC-4B OR SC-4C = -7,-8]
YES 1 (SC-4E)
NO ..... 2 (CATI CHECK #SC12)

SC-4E. What city do you live in?

_____
CITY
REFUSED ..... -7
DON'T KNOW ..... -8

Screen Name: SC-35
Variables: Ranges: Order #:
PHONEOTH 1,2,-7,-8 90
Sub-Population: Households with at least one youth eligible for the main interview

---

Screen Name: SC-36
Variables: Ranges: Order #:
XPHONUSE 1,2,3,-7,-8 91
Sub-Population: Households with at least one youth eligible for the main interview and additional telephone numbers in the home
[PHONEOTH (SC-35) EQ 1]

Screen Name: SC-36A
Variables: Ranges: Order #:
XPHONLOC 1,2,3,-7,-8 92
Sub-Population: Households with youth eligible for further interviews and additional telephone numbers for business and home use
[XPHONUSE (SC-36) EQ 2]

CATI CHECK #SC12: ARE THERE ANY YOUTHS ELIGIBLE FOR THE MAIN INTERVIEW?

YES..... 1 (SC-35)
NO..... 2 (TERM7, CODE INELIGIBLE)

SC-35. Are there any telephone numbers in addition to area code (AREA CODE AND NUMBER) in your home?

YES 1 (SC-36)
NO ..... 2 (CATI CHECK #SC13)
REFUSED ..... -7 (CATI CHECK #SC13)
DON'T KNOW ..... -8 (CATI CHECK #SC13)

SC-36. Is this number for...

home use, ... 1 (CATI CHECK #SC13)
business and home use, or . 2 (SC-36A)
business use only? ..... 3 (CATI CHECK #SC13)
REFUSED ..... -7 (CATI CHECK #SC13)
DON'T KNOW ..... -8 (CATI CHECK #SC13)

SC-36A. Is this phone located in a home or in a business?

HOME ..... 1 (CATI CHECK #SC13)
BOTH ..... 2 (CATI CHECK #SC13)
BUSINESS ..... 3 (CATI CHECK #SC13)
REFUSED ..... -7 (CATI CHECK #SC13)
DON'T KNOW ..... -8 (CATI CHECK #SC13)

CATI CHECK #SC13: ARE THERE ANY YOUTHS ELIGIBLE FOR THE MAIN INTERVIEW?

YES ..... 1 (HHCHOOSE)
NO ..... 2 (TERM7, CODE INELIGIBLE)

LEFT INTENTIONALLY BLANK

TERMINATION SCREENS

TERM1 Thank you very much, but I seem to have dialed a wrong number. It is possible that your number will be dialed again at a later time.

REDIAL ..... 1 (RESTART AT INTRO)
NON-WORKING NUMBER [IF NUMBER HAS BEEN DIALED TWICE] .. 2

TERM2 Thank you very much, that's all the questions that I have at this time.

TERM38 Thank you for your time and cooperation. Your assistance has been very valuable to our research effort.

TERM346 Thank you very much, that's all the questions I have at this time.

[CODE NON-RESIDENTIAL]

TERM5 Thank you very much for your time. Goodbye.

[ENTER THE RESULT CODE USING THE DEFINITIONS:]

CALLBACK - NO APPOINTMENT 4
CALLBACK - APPOINTMENT ..... 5 (APPT)

TERM6 At this time we are only interviewing in households with 16 to 24 year olds, so I have no further questions for you. The information you have given us is confidential and is protected under an act of Congress called the Privacy Act of 1974. This survey is for research purposes only and is authorized by law in Title 10 USC Sections 503 and 2358. Thank you very much for your cooperation. Good bye.

[CODE NO ELIGIBLE HOUSEHOLD MEMBERS]

LEFT INTENTIONALLY BLANK

TERM7 The information you have given us is confidential. This survey is only for research on how young adults make career decisions and is authorized by law in Title 10 USC Sections 503 and 2358. Thank you for your time. Good bye.

TERM8 I have no further questions for you at this time. The information you have given us is confidential and is protected under an act of Congress called the Privacy Act of 1974. This survey is for research purposes only and is authorized by law in Title 10 USC Sections 503 and 2358. Thank you very much for your cooperation. Good bye.

TERM9 Let me remind you that the information you have given us is confidential and is protected under an act of Congress called the Privacy Act of 1974. This survey is for research purposes only and is authorized by law in Title 10, USC Sections 503 and 2358 and Executive Order 9397.

I have no further questions for you at this time, but would you please stay on the line for one moment while I check to see if I need to speak to anyone else in your household. Thank you very much for your cooperation. Good bye.

REINTRODUCTION SCREENS

SC-KNOW. Is there another household member at home?

YES	1	(SC-2RI)
NO	2	(TERM5)
REFUSED	-7	
DON'T KNOW	-8	

SC-2RI. Hello, this is (YOUR NAME).
I am calling from Westat, a research firm near Washington, D.C. We are conducting a study for the United States Government about people's plans for the future and their reaction to Armed Forces advertising.

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Household Screener

END OF HOUSEHOLD SCREENER MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-3 (April, May, June 87)

Module: Education - Employment

Quarterly updates indicated by sidebar.

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Education-Employment

Screen Name:	SC-9		Change Code:
Variables:	Ranges:	Order #:	(87-3) A
RDOBMM	01-12,-7,-8	714	
Sub-Population:	Youth for whom the screener respondent only gave an age category [E13TO24 NE .]		
RDOBDD	01-31,-7,-8	713	
RDOBYY	62-71,-7,-8	715	
Sub-Population:	Youth with the month of birth, reask question answered [RDOBMM EQ 1-12]		

Screen Name:	SC-10		Change Code:
Variables:	Ranges:	Order #:	(87-3) A
RAGE	16-24	716	
Sub-Population:	Youth with exact age still unknown [RDOBMM (SC-9) EQ -7,-8,] OR [RDOBDD (SC-9) EQ -7,-8,-1] OR [RDOBYY (SC-9) EQ -7,-8,-1]		

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Education-Employment

EE-INTRO. I have some questions about your educational and employment experiences.

CATI CHECK #EER1: WAS YOUTH'S EXACT AGE GIVEN IN SCREENER?

YES ..... 1 (CATI CHECK #EER3)
NO 2 (SC-9)

SC-9. What is your date of birth?

MONTH _____ DAY _____ YEAR 19 _____ (CATI CHECK #EER2)

01 = JANUARY
02 = FEBRUARY
03 = MARCH
04 = APRIL
05 = MAY
06 = JUNE
07 = JULY
08 = AUGUST
09 = SEPTEMBER
10 = OCTOBER
11 = NOVEMBER
12 = DECEMBER

REFUSED ..... -7 (SC-10)
DON'T KNOW ..... -8 (SC-10)

SC-10. How old are you?

AGE _____
REFUSED ..... -7
DON'T KNOW ..... -8

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Education-Employment

Screen Name:	SC-11		Change Code:
Variables:	Ranges:	Order #:	(87-3) A
RMILACT	1,2,-7,-8	717	
Sub-Population:	Youth with military status unknown [EMILACT EQ -7,-8,-1]		

Screen Name:	SC-11A		Change Code:
Variables:	Ranges:	Order #:	(87-3) A
RMILSERV	1,2,-7,-8	719	
Sub-Population:	Youth who have served in the military [RMILACT (SC-11) EQ 1]		

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Education-Employment

CATI CHECK #EER2: IS YOUTH 16-24 YEARS OLD?

YES ..... 1 (CATI CHECK #EER3)
NO ..... 2 (CATI CHECK #EER6, FLAG YOUTH AS INELIGIBLE.)

CATI CHECK #EER3: IS YOUTH 17-24?

YES ..... 1 (CATI CHECK #EER4)
NO ..... 2 (CATI CHECK #EER6)

CATI CHECK #EER4: IS THE YOUTH'S MILITARY STATUS KNOWN?
[EMILACT EQ 1,2]

YES ..... 1 (CATI CHECK #EER6)
NO 2 (SC-11)

SC-11. Have you ever been in active military service, the National Guard or the Reserves?

YES ..... 1 (SC-11A, FLAG YOUTH AS INELIGIBLE.)
NO ..... 2 (CATI CHECK #EER5)
REFUSED ..... -7 (CATI CHECK #EER5, FLAG YOUTH AS INELIGIBLE.)
DON'T KNOW ..... -8 (CATI CHECK #EER5, FLAG YOUTH AS INELIGIBLE.)

SC-11A. Are you presently serving in the military?

YES ..... 1 (CATI CHECK #EER6, FLAG YOUTH AS INELIGIBLE.)
NO ..... 2 (CATI CHECK #EER6, FLAG YOUTH AS INELIGIBLE.)
REFUSED ..... -7 (CATI CHECK #EER6, FLAG YOUTH AS INELIGIBLE.)
DON'T KNOW ..... -8 (CATI CHECK #EER6, FLAG YOUTH AS INELIGIBLE.

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Education-Employment

Screen Name:	SC-12		Change Code:
Variables:	Ranges:	Order #:	(87-3) A
RMILWAIT	1,2,-7,-8	718	
Sub-Population:	Youth who have not served in the military but who may be waiting to enter the service [EMILACT EQ 2 AND EMILWAIT NE 1,2]		

Screen Name:	SC-19		Change Code:
Variables:	Ranges:	Order #:	(87-3) A
RRACE	1-4,-7,-8	711	
Sub-Population:	Youth with race unknown [ERACE EQ -7,-8]		

```
CATI CHECK #EER5: IS IT KNOWN WHETHER THE YOUTH IS WAITING
                  TO GO ON ACTIVE DUTY?
                  [EMILWAIT EQ 1,2]

                  YES ..... 1 (CATI CHECK #EER6)
                  NO ..... 2 (SC-12)
```

SC-12. Have you been accepted for service in a branch of the Armed Forces and are now waiting to go on active duty?

YES	1	(CATI CHECK #EER6, FLAG YOUTH AS INELIGIBLE.)
NO	2	(CATI CHECK #EER6)
REFUSED	-7	(CATI CHECK #EER6, FLAG YOUTH AS INELIGIBLE.)
DON'T KNOW	-8	(CATI CHECK #EER6, FLAG YOUTH AS INELIGIBLE.)

```
CATI CHECK #EER6: IS THE YOUTH'S RACE KNOWN?
                  [ERACE = 1-4]

                  YES ..... 1 (CATI CHECK #EER7)
                  NO ..... 2 (SC-19)
```

SC-19. Please tell me whether you are...

White,	1
Black,	2
Asian or Pacific Islander, or	3
American Indian or Alaskan Native?	4
REFUSED	-7
DON'T KNOW	-8

```
CATI CHECK #EER7: IS IT KNOWN IF THE YOUTH IS HISPANIC?
                  [EHISP EQ 1,2]

                  YES ..... 1 (CATI CHECK #EER8)
                  NO ..... 2 (SC-20)
```

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Education-Employment

Screen Name:	SC-20		Change Code:
Variables:	Ranges:	Order #:	(87-3) A
RHISP	1,2,-7,-8	712	
Sub-Population:	Youth with Hispanic question unanswered [EHISP EQ -7,-8]		

Screen Name:	EE-2		Change Code:
Variables:	Ranges:	Order #:	(87-3) P
YHSDIPL	1-5,-7,-8	115	
Sub-Population:	All youth		

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Education-Employment

SC-20. Are you Hispanic?

YES	1	(EE-2)
NO	2	(CATI CHECK #EER8)
REFUSED	-7	(CATI CHECK #EER8)
DON'T KNOW	-8	(CATI CHECK #EER8)

CATI CHECK #EER8: IS THE HOUSEHOLD IN A HISPANIC CLUSTER?
[HISPCLUS EQ 1]

YES ..... 1 (EE-2, FLAG YOUTH AS INELIGIBLE.)
NO 2 (EE-2)

EE-2. Do you have a regular high school diploma, a GED, an ABE, or some other kind of certificate of high school completion?

REGULAR HIGH SCHOOL DIPLOMA	1
GED [GENERAL EDUCATIONAL DEVELOPMENT]	2
ABE [ADULT BASIC EDUCATION] CERTIFICATE [E.G., CORRESPONDENCE, NIGHT SCHOOL]	3
SOME OTHER KIND OF CERTIFICATE	4
NONE OF THE ABOVE	5
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #SCDK1: WHAT DATE IS TODAY?

SEPTEMBER 11 - APRIL 30	1	(EE-4)
MAY 1 - SEPTEMBER 10	2	(EE-4A)

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Education-Employment

Screen Name:	EE-4	
Variables:	Ranges:	Order #:
YEDCUR	1,2,-7,-8	116
Sub-Population:	All youth	

Screen Name:	EE-4A		Change Code:
Variables:	Ranges:	Order #:	(87-3) A
YEDENSUM	1-4,-7,-8	722	
Sub-Population:	Youth of eligible age who received the screener interview during the summer [SCRNDATE GE 870501 AND SCRNDATE LE 870910]		

EE-4. Are you currently enrolled in school, college, a vocational or technical program, apprenticeship or a job training program?

YES	1	(EE-6)
NO	2	(EE-5)
REFUSED	-7	(EE-5)
DON'T KNOW	-8	(EE-5)

EE-4A. Are you currently enrolled...

in a regular day high school,	1	(SC-16)
in a 4 year college,	2	(SC-17)
in some other school, or	3	(CATI CHECK #SCDK2)
not currently enrolled?	4	(CATI CHECK #SCDK2)
REFUSED	-7	(CATI CHECK #SCDK2)
DON'T KNOW	-8	(CATI CHECK #SCDK2)

CATI CHECK #SCDK2: WHAT DATE IS TODAY?

MAY 1 - JUNE 30 ... DISPLAY WORDING:
"(Were you/Was he/Was she) enrolled in school in April?"

JULY 1 - SEPTEMBER 10 ... DISPLAY WORDING:
"(Will you be/Will he be/Will she be) enrolled in school in October?"

Screen Name:	SC-14B		Change Code:
Variables:	Ranges:	Order #:	(87-3) A
YEDENOTH	1,2,-7,-8	723	
Sub-Population:	Youth of eligible age who were not enrolled in regular day high school or a 4 year college in the summer [SCRNDATE GE 870401 AND SCRNDATE LE 870910] AND [EEDENSUM (SC-14A) NE 1,2]		

Screen Name:	EE-5	
Variables:	Ranges:	Order #:
YEDLASTM	1-12	117
YEDLASTY	67-87	118
Sub-Population:	Youth not currently enrolled in school [YEDCUR (EE-4) EQ 2,-7,-8]	

SC-14B. (Were you/Will you be) enrolled in school in (April/October)?

YES 1 (EE-6)
NO ..... 2 (CATI CHECK #SCDK3)
REFUSED ..... -7 (CATI CHECK #SCDK3)
DON'T KNOW ..... -8 (CATI CHECK #SCDK3)

CATI CHECK #SCDK3: Is the person currently in "some other school"?
[EEDENSUM (SC14A) = 3]

YES..... 1 (CATI CHECK #SCDK4)
NO..... 2 (EE-5)

CATI CHECK #SCDK4: WHAT DATE IS TODAY?

SEPTEMBER 11 - APRIL 30 ... DISPLAY WORDING:
(are you currently/is he currently/ is she currently)

MAY 1 - JUNE 30 ... DISPLAY WORDING:
(were you/was he/was she)

JULY 1 - SEPTEMBER 10 ... DISPLAY WORDING:
(will you be/will he be/will she be)

EE-5. In what month and year did you last attend any type of school or training program?

MONTH _____ YEAR 19_____

[USE THE CATEGORIES BELOW FOR MONTH.]

1. JANUARY
2. FEBRUARY
3. MARCH
4. APRIL
5. MAY
6. JUNE
7. JULY
8. AUGUST
9. SEPTEMBER
10. OCTOBER
11. NOVEMBER
12. DECEMBER

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Education-Employment

Screen Name:	EE-6	
Variables:	Ranges:	Order #:
YEDKIND	1-10,-7,-8	119
Sub-Population:	All youth	

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Education-Employment

EE-6. What kind of school or training program (are you currently/ were you last/will you be) enrolled in?

TAKING H.S. COURSES IN REGULAR DAY HIGH SCHOOL	1
GED OR HIGH SCHOOL EQUIVALENCY PROGRAM	2
ADULT BASIC EDUCATION [ABE] [H.S. COURSES IN NIGHT SCHOOL OR BY CORRESPONDENCE]	3
SKILL DEVELOPMENT PROGRAM [E.G., PUBLIC EMPLOYMENT, JOBS, OIC, WIN, CETA]	4
ON THE JOB TRAINING PROGRAM	5
APPRENTICESHIP PROGRAM	6
VOCATIONAL, BUSINESS OR TRADE SCHOOL	7
2 YEAR JUNIOR OR COMMUNITY COLLEGE	8
4 YEAR COLLEGE OR UNIVERSITY	9
SOME OTHER SCHOOL	10
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #EE1:	IS RESPONDENT CURRENTLY ENROLLED? (EE-4 = 1)
	YES ..... 1 (CATI CHECK #EE1A)
	NO 2 (EE-1)
CATI CHECK #EE1A:	IS RESPONDENT IN H.S. OR COLLEGE? (EE-6 = 1) OR (EE-6 = 8) OR (EE-6 = 9)
	H.S. 1 (EE-6A)
	COLLEGE 2 (EE-6B)
	JR. COLLEGE .. 3 (EE-6C)
	OTHER 4 (EE-1)

Screen Name: EE-6A
Variables: Ranges: Order #:
YEDENYRH 9-12,-7,-8 120
Sub-Population: Youth currently enrolled in high school
[YEDKIND (EE-6) EQ 1]

Screen Name: EE-6B
Variables: Ranges: Order #:
YEDENYRC 1-5,-7,-8 121
Sub-Population: Youth currently enrolled in a 4 year college
[YEDKIND (EE-6) EQ 9]

Screen Name: EE-6C Change Code:
Variables: Ranges: Order #: (87-2) A
YEDENYRJ 1, 2,-7,-8 695
Sub-Population: Youth currently enrolled in a 2 year college
[YEDKIND (EE-6) EQ 8]

Screen Name: EE-1VER
Variables: Ranges: Order #:
YEDCOVER 1,2,-7,-8 122
Sub-Population: Youth currently enrolled in high school or
in a 2 year college or in a 4 year college
[YEDENYRH (EE-6A) EQ 9,10,11,12] OR
[YEDENYRC (EE-6B) EQ 1,2,3,4,5] OR
[YEDENYRJ (EE-6C) EQ 1,2]

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Education-Employment

EE-6A. (Are you currently/Were you/Will you be) enrolled in 9th, 10th, 11th or 12th grade?

9TH	9	(EE-1VER)
10TH	10	(EE-1VER)
11TH	11	(EE-1VER)
12TH	12	(EE-1VER)
REFUSED	-7	(EE-1)
DON'T KNOW	-8	(EE-1)

EE-6B. (Are you currently/Were you/Will you be) enrolled in (your/his/her) first, second, third, fourth or fifth year of college?

FIRST YEAR [FR]	1	(EE-1VER)
SECOND YEAR [SO]	2	(EE-1VER)
THIRD YEAR [JR]	3	(EE-1VER)
FOURTH YEAR [SR]	4	(EE-1VER)
FIFTH YEAR [OF A 5 YEAR COLLEGE]	5	(EE-1VER)
REFUSED	-7	(EE-1)
DON'T KNOW	-8	(EE-1)

EE-6C. (Are you currently/Were you/Will you be) enrolled in (your/his/her) first or second year of junior or community college?

FIRST YEAR	1	(EE-1VER)
SECOND YEAR	2	(EE-1VER)
REFUSED	-7	(EE-1)
DON'T KNOW	-8	(EE-1)

EE-1VER. So, (you have/he has/she has) completed and received credit for (the) (college year/high school grade)?

YES	1	(EE-3)
NO	2	(EE-1)
REFUSED	-7	(EE-1)
DON'T KNOW	-8	(EE-1)

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Education-Employment

Screen Name:	EE-1	
Variables:	Ranges:	Order #:
YEDLEV	07-25,-7,-8	123
Sub-Population:	All youth	

Screen Name:	SC-13C		Change Code:
Variables:	Ranges:	Order #:	(87-3) A
YEDCGRAD	1,2,-7,-8	724	
Sub-Population:	Youth with educational level unknown [YEDLEV (EE-1) EQ -7,-8]		

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Education-Employment

EE-1. What is the highest grade or level of schooling that you have completed and received credit for?

LESS THAN 8TH GRADE	07	(EE-3)
8TH GRADE	08	(EE-3)
9TH GRADE	09	(EE-3)
10TH GRADE	10	(EE-3)
11TH GRADE	11	(EE-3)
12TH GRADE	12	(EE-3)
1ST YEAR OF 4-YEAR COLLEGE [FR]	13	(EE-3)
2ND YEAR OF 4-YEAR COLLEGE [SO]	14	(EE-3)
3RD YEAR OF 4-YEAR COLLEGE [JR]	15	(EE-3)
4TH YEAR OF 4-YEAR COLLEGE [SR]	16	(EE-3)
5TH YEAR COLLEGE, 1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17	(EE-3)
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18	(EE-3)
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19	(EE-3)
MORE THAN 3 YEARS GRADUATE OR PROFESSIONAL SCHOOL	20	(EE-3)
1ST YEAR OF JR OR COMMUNITY COLLEGE	21	(EE-3)
2ND YEAR OF JR OR COMMUNITY COLLEGE	22	(EE-3)
1ST YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL	23	(EE-3)
2ND YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL	24	(EE-3)
MORE THAN 2 YEARS OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL	25	(EE-3)
REFUSED	-7	(SC-13C)
DON'T KNOW	-8	(SC-13C)

SC-13C. Are you a college graduate?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Education-Employment

Screen Name:	EE-3		Change Code:
Variables:	Ranges:	Order #:	(87-3) P
YEDPLAN	07-25,-7,-8	125	
Sub-Population:	All youth		

EE-3. What is the highest grade or year of school or college you plan to eventually complete?

LESS THAN 8TH GRADE	07	(CATI CHECK #EE2)
8TH GRADE	08	(CATI CHECK #EE2)
9TH GRADE	09	(CATI CHECK #EE2)
10TH GRADE	10	(CATI CHECK #EE2)
11TH GRADE	11	(CATI CHECK #EE2)
12TH GRADE	12	(CATI CHECK #EE2)
1ST YEAR OF 4-YEAR COLLEGE [FR]	13	(CATI CHECK #EE2)
2ND YEAR OF 4-YEAR COLLEGE [SO]	14	(CATI CHECK #EE2)
3RD YEAR OF 4-YEAR COLLEGE [JR]	15	(CATI CHECK #EE2)
4TH YEAR OF 4-YEAR COLLEGE [SR]	16	(CATI CHECK #EE2)
5TH YEAR COLLEGE, 1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17	(CATI CHECK #EE2)
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18	(CATI CHECK #EE2)
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19	(CATI CHECK #EE2)
MORE THAN 3 YEARS GRADUATE OR PROFESSIONAL SCHOOL	20	(CATI CHECK #EE2)
1ST YEAR OF JR OR COMMUNITY COLLEGE	21	(CATI CHECK #EE2)
2ND YEAR OF JR OR COMMUNITY COLLEGE	22	(CATI CHECK #EE2)
1ST YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL	23	(CATI CHECK #EE2)
2ND YEAR OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL	24	(CATI CHECK #EE2)
MORE THAN 2 YEARS OF VOCATIONAL, BUSINESS, OR TRADE SCHOOL	25	(CATI CHECK #EE2)
REFUSED	-7	(CATI CHECK #EE2)
DON'T KNOW	-8	(CATI CHECK #EE2)

Screen Name:	SC-18		Change Code:
Variables:	Ranges:	Order #:	(87-3) A, W
RLIVADDR	1,2,-7,-8	720	
Sub-Population:	Youth for whom home address is unknown		
	[ELIVADDR (SC-18) EQ -7,-8,]		

CATI CHECK #EER9: IS THE YOUTH'S ELIGIBILITY QUESTIONABLE?
[ELIGMAIN EQ -8]

YES ..... 1 (CATI CHECK #EER10)
NO ..... 2 (CATI CHECK #EE2A)

CATI CHECK #EER10: IS THE YOUTH A COLLEGE GRADUATE?
[YEDLEV EQ 16,17,18,19,20 OR
YEDCGRAD EQ 1,-7,-8]

YES ..... 1 (CATI CHECK #EER11,
FLAG YOUTH AS INELIGIBLE.)

NO ..... 2 (CATI CHECK #EER11)

CATI CHECK #EER11: IS IT KNOWN IF THE YOUTH IS LIVING
AT THE ADDRESS OF THE PHONE?
[ELIVADDR (SC-18) EQ 1,2]

YES ..... 1 (CATI CHECK #EER13)
NO 2 (SC-18)

SC-18. Are you living at this address?

[IF RESPONSE IS "NO", PROBE: Are you actually a household member and living temporarily away from home? IF SO, CODE "YES".]

YES	1	(CATI CHECK #EER15)
NO	2	(CATI CHECK #EER12)
REFUSED	-7	(CATI CHECK #EER15, FLAG YOUTH AS INELIGIBLE.)
DON'T KNOW	-8	(CATI CHECK #EER15, FLAG YOUTH AS INELIGIBLE.)

CATI CHECK #EER12: IS YOUTH CURRENTLY IN SCHOOL?
[EE-4 EQ 1,-7,-8]

YES 1 (SC-18A)
NO ..... 2 (CATI CHECK #EER15)

Screen Name:	SC-18A		Change Code:
Variables:	Ranges:	Order #:	(87-3) A
RLIVDORM	1,2,-7,-8	721	

Sub-Population: Youth who live away from home who may or may not be living in a college dormitory

[ELIVADDR (SC-18) EQ -7,-8 AND
RLIVADDR (SC-18) EQ 2 AND
YEDCUR (EE-4) EQ 1,-7,-8] OR
[ELIVADDR (SC-18 EQ 2 AND
YEDCUR (EE-4) EQ 1,-7,-8 AND
ELIVDORM (SC-18A) EQ -7,-8,-1]

SC-18A. Are you living in undergraduate student housing?

[That is, undergraduate housing that is owned, leased or sponsored by the school you are attending?]

YES	1	(CATI CHECK #EER15)
NO	2	(CATI CHECK #EER15, FLAG YOUTH AS INELIGIBLE.)
REFUSED	-7	(CATI CHECK #EER15, FLAG YOUTH AS INELIGIBLE.)
DON'T KNOW	-8	(CATI CHECK #EER15, FLAG YOUTH AS INELIGIBLE.)

CATI CHECK #EER13: DOES THE YOUTH LIVE AWAY FROM HOME?
[ELIVADDR (SC-18) EQ 2]

YES ..... 1 (CATI CHECK #EER14)
NO ..... 2 (CATI CHECK #EER15)

CATI CHECK #EER14: IS IT KNOWN IF THE YOUTH LIVES IN STUDENT HOUSING?
[SC-18A EQ 1,2]

YES ..... 1 (CATI CHECK #EER15)
NO 2 (SC-18A)

CATI CHECK #EER15: IS THE YOUTH ELIGIBLE FOR THE MAIN INTERVIEW?

YES ..... 1 (CATI CHECK #EE2A)
NO ..... 2 (TERMINATION)

Screen Name: EE-7

Variables:	Ranges:	Order #:
YNUMLET	1,2,3,-7,-8	127
Sub-Population:	Youth who have completed more than 8 years of school [YEDLEV (EE-1) GT 8] OR [YEDLEV EQ -7,-8]	
YEDGRADE	1-7,-7,-8	128
Sub-Population:	Youth who have completed more than 8 years of school, whose school used letter or number grades [YNUMLET (EE-7) EQ 1,2]	

Screen Name: EE-9_12 Change Code:

Variables:	Ranges:	Order #:	(87-2) R
YEDELALG	1,2,3,-7,-8	129	
Sub-Population:	Youth who have completed more than 8 years of school [YEDLEV (EE-1) GT 8] OR [YEDLEV EQ -7,-8]		

ACOMS Annotated Questionnaire
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Module: Education-Employment

CATI CHECK #EE2A: HAS RESPONDENT COMPLETED AT LEAST THE EIGHTH GRADE OF SCHOOL?
[EE-1 > 8 OR EE-1 = -7,-8]

YES 1 (EE-7)
NO 2 (EE-16)

EE-7. (Does/Did) your school use letter or number grades?

LETTER	1	
NUMBER	2	
NEITHER	3	(EE-9_12)
REFUSED	-7	(EE-9_12)
DON'T KNOW	-8	(EE-9_12)

[IF LETTER ASK LETTER, IF NUMBER ASK NUMBER]

What grades (do/did) you usually get in school?

(Are/Were) they...

mostly A's	90-100	1
mostly A's & B's	85-89	2
mostly B's	80-84	3
mostly B's & C's	75-79	4
mostly C's	70-74	5
mostly C's & D's	65-69	6
mostly D's & F's	64 or below	7
REFUSED		-7
DON'T KNOW		-8

EE-9_12. Now I have a list of high school mathematics and technical courses. As I read each one, please tell me whether you have taken or plan to take that course in regular high school.

Elementary algebra?

TAKEN OR CURRENTLY TAKING	1
PLAN TO TAKE	2
NOT TAKEN AND NOT PLANNING TO	3
REFUSED	-7
DON'T KNOW	-8

Screen Name:	EE-9_12		Change Code:
Variables:	Ranges:	Order #:	(87-2) R
YEDGEOM	1,2,3,-7,-8	130	
Sub-Population:	Youth who have completed more then 8 years of school [YEDLEV (EE-1) GT 8] OR [YEDLEV EQ -7,-8]		

Screen Name:	EE-9_12		Change Code:
Variables:	Ranges:	Order #:	(87-2) R
YEDINALG	1,2,3,-7,-8	131	
Sub-Population:	Youth who have completed more than 8 years of school [YEDLEV (EE-1) GT 8] OR [YEDLEV EQ -7,-8]		

Screen Name:	EE-9_12		Change Code:
Variables:	Ranges:	Order #:	(87-2) R
YEDTRIG	1,2,3,-7,-8	132	
Sub-Population:	Youth who have completed more than 8 years of school [YEDLEV (EE-1) GT 8] OR [YEDLEV EQ -7,-8]		

Screen Name:	DE-36		Change Code:
Variables:	Ranges:	Order #:	(87-2) S
YDROTCEV	1,2,-7,-8	582	(87-3) L
Sub-Population:	All youth		

EE-9_12. Plane geometry?

TAKEN OR CURRENTLY TAKING	1	
PLAN TO TAKE	2	
NOT TAKEN AND NOT PLANNING TO	3	
REFUSED	-7	
DON'T KNOW	-8	

EE-9_12. Intermediate algebra?

TAKEN OR CURRENTLY TAKING	1	
PLAN TO TAKE	2	
NOT TAKEN AND NOT PLANNING TO	3	
REFUSED	-7	
DON'T KNOW	-8	

EE-9_12. Trigonometry?

TAKEN OR CURRENTLY TAKING	1	
PLAN TO TAKE	2	
NOT TAKEN AND NOT PLANNING TO	3	
REFUSED	-7	
DON'T KNOW	-8	

DE-36. Did you ever participate in a Reserve Officer's Training Corps [ROTC] course?

YES	1	(DE-37)
NO	2	(EE-16)
REFUSED	-7	(EE-16)
DON'T KNOW	-8	(EE-16)

Screen Name:	DE-37		Change Code:
Variables:	Ranges:	Order #:	(87-3) L
YDROTCJS	1,2,-7,-8	583	
Sub-Population:	Youth who have participated in a ROTC course [YDROTCEV (DE-36) EQ 1]		

Screen Name:	DE-38		Change Code:
Variables:	Ranges:	Order #:	(87-3) L
YDROTCBR	1-3,-7,-8	584	
Sub-Population:	Youth who have participated in a ROTC course in college [YDROTCJS (DE-37) EQ 2]		

Screen Name:	EE-16		Change Code:
Variables:	Ranges:	Order #:	(87-3) P
YEMPCUR	1,2,-7,-8	133	
Sub-Population:	All youth		

Screen Name:	EE-17		
Variables:	Ranges:	Order #:	
YEMPLOOK	1,2,-7,-8	134	
Sub-Population:	Youth not currently employed [YEMPCUR (EE-16) EQ 2,-7,-8]		

DE-37. Was that Junior ROTC in high school or Senior ROTC in college?

JUNIOR [IN HIGH SCHOOL]	1	(EE-16)
SENIOR [IN COLLEGE]	2	(DE-38)
REFUSED	-7	(EE-16)
DON'T KNOW	-8	(EE-16)

DE-38. Was that Army ROTC, Air Force ROTC, or Navy ROTC?

ARMY	1
AIR FORCE	2
NAVY	3
REFUSED	-7
DON'T KNOW	-8

EE-16. Are you currently employed either full-time or part-time?

YES	1	(EE-19)
NO	2	(EE-17)
REFUSED	-7	(EE-17)
DON'T KNOW	-8	(EE-17)

EE-17. Are you looking for work now?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

Screen Name:	EE-19	
Variables:	Ranges:	Order #:
YEMPHOUR	0,1-85,-7,-8	135
Sub-Population:	All youth	

Screen Name:	EE-20	
Variables:	Ranges:	Order #:
YEMPEVER	1,2,-7,-8	139
Sub-Population:	Youth who do/did not work full time [YEMPHOUR GE 1 AND YEMPHOUR LT 35] OR [YEMPHOUR EQ -7,-8]	

Screen Name:	EE-24	
Variables:	Ranges:	Order #:
YEMPEASY	1-4,-7,-8	140
Sub-Population:	All youth	

EE-19. How many hours per week (do/did) you usually work at your (main/last) job?

[ENTER 0 FOR NEVER HAD A JOB]

HOURS WORKED .....____ (CATI CHECK #EE3)

NEVER HAD A JOB 0 (EE-24)
REFUSED ..... -7 (EE-20)
DON'T KNOW ..... -8 (EE-20)

CATI CHECK #EE3: DID/DOES YOUTH WORK FULL TIME? [EE-19 > 34]	
YES	1 (EE-24)
NO	2 (EE-20)

EE-20. Have you ever held a full-time job?

[MORE THAN 34 HOURS PER WEEK]

YES 1
NO 2
REFUSED ..... -7
DON'T KNOW ..... -8

EE-24. How easy or difficult is it for someone your age to get a full-time job in your community? Is it....

almost impossible, ... 1
very difficult, ... 2
somewhat difficult, or 3
not difficult at all? 4
REFUSED ..... -7
DON'T KNOW ..... -8

[GO TO INTENTIONS & PROPENSITY MODULE]

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Module: Education-Employment

END OF EDUCATION-EMPLOYMENT MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-3 (April, May, June 87)

Module: Intentions or Propensity

No updates this quarter.

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Intentions-Propensity

END OF INTENTIONS-PROPENSITY MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-3 (April, May, June 87)

Module: Behaviors

Quarterly updates indicated by sidebar.

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Behaviors

Screen Name:	BE-1A	
Variables:	Ranges:	Order #:
YBAEVREC	1,2,-7,-8	176
Sub-Population:	All youth	

Screen Name:	BE-1	
Variables:	Ranges:	Order #:
YBATALK	1,2,-7,-8	177
Sub-Population:	All youth	

Screen Name:	BE-2	
Variables:	Ranges:	Order #:
YBAFREN	1,2,-7,-8	178
YBAMOM	1,2,-7,-8	179
YBADAD	1,2,-7,-8	180
YBASIB	1,2,-7,-8	181
YBAREL	1,2,-7,-8	182
YBASPOU	1,2,-7,-8	183
YBATEAC	1,2,-7,-8	184
YBACOUN	1,2,-7,-8	185
YBAREC	1,2,-7,-8	186
YBACOW	1,2,-7,-8	187
YBABOSS	1,2,-7,-8	188
YBAOTH	1,2,-7,-8	189
Sub-Population:	Youth who have talked with someone about joining the Army [YBATALK (BE-1) EQ 1]	

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Behaviors

BE-1A. Have you ever talked with any military recruiter to get information about the military?

YES	1	
NO	2	
REFUSED	-7	
DON'T KNOW	-8	

BE-1. In the <u>past six months</u>, have you talked with anyone about possibly joining the Army?

YES	1	(BE-2)
NO	2	(BE-10)
REFUSED	-7	(BE-10)
DON'T KNOW	-8	(BE-10)

BE-2. With whom have you talked?

[RECORD ALL THAT APPLY. ENTER CTRL/P TO EXIT.]

FRIENDS	01
MOTHER	02
FATHER	03
A BROTHER OR SISTER	04
SOME OTHER RELATIVE	05
BOY/GIRL FRIEND OR SPOUSE	06
A TEACHER	07
A COUNSELOR AT SCHOOL	08
A RECRUITER	09
CO-WORKER	10
EMPLOYER	11
OTHERS	12
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #BE1: WERE FRIENDS MENTIONED?
[BE-2 = 01]

YES	1	(BE-3)
NO	2	(CATI CHECK #BE2)

Screen Name: BE-3
Variables: Ranges: Order #:
YBAFRSCH 1,2,-7,-8 190
Sub-Population: Youth who have talked with friends about joining the Army
[YBAFREN (BE-2) EQ 1]

Screen Name: BE-4
Variables: Ranges: Order #:
YBAFREMP 1,2,-7,-8 191
Sub-Population: Youth who have talked with friends about joining the Army
[YBAFREN (BE-2) EQ 1]

Screen Name: BE-5
Variables: Ranges: Order #:
YBAFRMIL 1,2,-7,-8 193
Sub-Population: Youth who have talked with friends about joining the Army
[YBAFREN (BE-2) EQ 1]

Screen Name: BE-6
Variables: Ranges: Order #:
YBAFRAR 1,2,-7,-8 194
Sub-Population: Youth who have talked with friends in service about joining the Army
[YBAFRMIL (BE-5) EQ 1]

BE-3. You mentioned talking with friends. Were these friends from school?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

BE-4. Were these friends at work?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

BE-5. Were these friends in the service?

YES	1	(BE-6)
NO	2	(CATI CHECK #BE2)
REFUSED	-7	(CATI CHECK #BE2)
DON'T KNOW	-8	(CATI CHECK #BE2)

BE-6. Were these friends in the Army?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

Screen Name:	BE-7	
Variables:	Ranges:	Order #:
YBMREC	1,2,-7,-8	195
Sub-Population:	Youth who have talked with someone about joining the Army, but who did not mention a recruiter [YBATALK (BE-1) EQ 1 AND YBAREC (BE-2) EQ 2,-7,-8]	

Screen Name:	BE-8	
Variables:	Ranges:	Order #:
YBMRECAR	1,2,-7,-8	196
YBMRECAF	1,2,-7,-8	197
YBMRECNA	1,2,-7,-8	198
YBMRECMC	1,2,-7,-8	199
Sub-Population:	Youth who have talked with a recruiter about joining the Army [YBAREC (BE-2) EQ 1] OR [YBMREC (BE-7) EQ 1]	

CATI CHECK #BE2: WAS RECRUITER MENTIONED? [BE-2 = 09]		
	YES	1 (BE-8)
	NO	2 (BE-7)

BE-7. In the past six months, have you talked to an Armed Forces recruiter about military service?

YES	1	(BE-8)
NO	2	(BE-10)
REFUSED	-7	(BE-10)
DON'T KNOW	-8	(BE-10)

BE-8. Was the recruiter you spoke with an...

	YES		NO	REF	DK
Army recruiter?	1	(BE-8A)	2	-7	-8
Air Force recruiter?	1	(BE-10)	2	-7	-8
Navy recruiter?	1	(BE-10)	2	-7	-8
Marine recruiter?	1	(BE-10)	2	-7	-8

Screen Name:	BE-8A	
Variables:	Ranges:	Order #:
YBACONT	1-6,-7,-8	200
Sub-Population:	Youth who have talked with an Army recruiter [YBMRECAR (BE-8) EQ 1]	

Screen Name:	BE-8B	
Variables:	Ranges:	Order #:
YBATALK1	1-6,-7,-8	201
Sub-Population:	Youth who have talked with an Army recruiter [YBMRECAR (BE-8) EQ 1]	

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Module: Behaviors

BE-8A. How did you have your first contact with the Army recruiter?

[READ ALL RESPONSE CATEGORIES BEFORE CODING THE ANSWER.]

Did you contact the Army recruiter on the advice of another Service recruiter, ...	1
did you contact the Army recruiter first, ...	2
were you contacted by the Army recruiter first, ...	3
were you with a friend with whom the recruiter was meeting, ...	4
did you contact an Army recruiter through a U.S. Army Reserve or National Guard unit or member, or	5
was your first contact by some other way?	6
REFUSED	-7
DON'T KNOW	-8

BE-8B. Under what circumstances did you first talk with an Army recruiter? Did you talk...

by telephone, ...	1
at a recruiting station, ...	2
at a job fair, ...	3
at school, ...	4
at an Army Reserve unit, or	5
some other way?	6
REFUSED	-7
DON'T KNOW	-8

Screen Name: BE-10
Variables: Ranges: Order #:
YBAGIFT 1,2,-7,-8 202
Sub-Population: All youth

Screen Name: BE-11 Change Code:
Variables: Ranges: Order #: (87-3) W
YBAVISIT 1,2,-7,-8 203
Sub-Population: All youth

Screen Name: BE-12A Change Code:
Variables: Ranges: Order #: (87-3) A
YBATEEVR 1,2,-7,-8 725
Sub-Population: All youth

Screen Name: BE-12 Change Code:
Variables: Ranges: Order #: (87-3) P, S
YBATEST 1,2,-7,-8 204
Sub-Population: Youth who have ever taken an Army test
[YBATEEVR (BE-12A) EQ 1,-7,-8]

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Module: Behaviors

BE-10. In the past six months, have you responded to an Army ad by calling a toll-free number or sending for a gift?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

BE-11. In the past six months, have you visited an Army recruiting station?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

BE-12A. Have you ever taken a written test used for the Army, such as the Armed Services Vocational Aptitude Battery?

YES	1	(BE12)
NO	2	(CATI CHECK #BE3)
REFUSED	-7	(BE12)
DON'T KNOW	-8	(BE12)

BE-12. In the past six months, have you taken a written test used for the Army, such as the Armed Services Vocational Aptitude Battery?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #BE3: IS RESPONDENT CURRENTLY IN COLLEGE OR HAS RESPONDENT EVER BEEN IN COLLEGE?
[EE-6 = 8 OR 9]

YES	1	(CATI CHECK #BE4)
NO	2	(BE-16)

Screen Name: BE-16

Variables:	Ranges:	Order #:
YBCTHOT	1,2,-7,-8	205

Sub-Population: Screener respondents not currently enrolled in college and youth, who were not screener respondents, who are not currently enrolled in college or were not last enrolled in college
[YUTHNUM EQ 01 AND EEDENTYP (SC-15) NE 8,9] OR
[YUTHNUM NE 01 AND YEDKIND (EE-6) NE 8,9]

Screen Name: BE-17

Variables:	Ranges:	Order #:
YBCTALK	1,2,-7,-8	206

Sub-Population: Youth who have thought of going to college
[YBCTHOT (BE-16) EQ 1,-7,-8]

Screen Name: BE-18

Variables:	Ranges:	Order #:
YBCFREN	1,2,-7,-8	207
YBCMOM	1,2,-7,-8	208
YBCDAD	1,2,-7,-8	209
YBCSIB	1,2,-7,-8	210
YBCREL	1,2,-7,-8	211
YBCSPOU	1,2,-7,-8	212
YBCTEAC	1,2,-7,-8	213
YBCCOUN	1,2,-7,-8	214
YBCREC	1,2,-7,-8	215
YBCCOW	1,2,-7,-8	216
YBCBOSS	1,2,-7,-8	217
YBCOTH	1,2,-7,-8	218

Sub-Population: Youth who have talked to someone about going to college
[YBCTALK (BE-17) EQ 1]

BE-16. In the <u>past six months</u>, have you given any thought to going to college?

YES	1	(BE-17)
NO	2	(CATI CHECK #BE4)
REFUSED	-7	(BE-17)
DON'T KNOW	-8	(BE-17)

BE-17. In the <u>past six months</u>, have you talked to anyone about going to college?

YES	1	(BE-18)
NO	2	(BE-21)
REFUSED	-7	(BE-21)
DON'T KNOW	-8	(BE-21)

BE-18. With whom have you talked?

[RECORD ALL THAT APPLY. ENTER CTRL/P TO EXIT.]

FRIENDS	01
MOTHER	02
FATHER	03
A BROTHER OR SISTER	04
SOME OTHER RELATIVE	05
BOY/GIRL FRIEND OR SPOUSE	06
A TEACHER	07
A COUNSELOR AT SCHOOL	08
A RECRUITER	09
CO-WORKER	10
EMPLOYER	11
OTHERS	12
REFUSED	-7
DON'T KNOW	-8

Screen Name: BE-19

Variables:	Ranges:	Order #:
YBCACF	1,2,-7,-8	219
YBCGI	1,2,-7,-8	220
YBCROTC	1,2,-7,-8	221
YBCVEAP	1,2,-7,-8	222

Sub-Population: Youth who have talked to someone about going to college
[YBCTALK (BE-17) EQ 1]

Screen Name: BE-21A Change Code: (87-3) A

Variables:	Ranges:	Order #:
YBCTEEVR	1,2,-7,-8	726

Sub-Population: Youth who have thought of going to college
[YBCTHOT (BE-16) EQ 1,-7,-8]

Screen Name: BE-21 Change Code: (87-3) P, S

Variables:	Ranges:	Order #:
YBCTEST	1,2,-7,-8	223

Sub-Population: Youth who have ever taken a college admissions test
[YBCTEEVR (BE-21A) EQ 1,-7,-8]

Screen Name: BE-24A Change Code: (87-3) A

Variables:	Ranges:	Order #:
YBCAPEVR	1,2,-7,-8	727

Sub-Population: Youth who have thought of going to college
[YBCTHOT (BE-16) EQ 1,-7,-8]

Screen Name: BE-24 Change Code: (87-3) P, S

Variables:	Ranges:	Order #:
YBCAPPL	1,2,-7,-8	224

Sub-Population: Youth who have ever submitted a college application
[YBCAPEVR (BE-24A) EQ 1,-7,-8]

BE-19. Have they talked to you about...

	YES	NO	REF	DK
the Army College Fund	1	2	-7	-8
the GI Bill	1	2	-7	-8
R.O.T.C. Scholarships	1	2	-7	-8
VEAP [Veterans Educational Assistance Package]	1	2	-7	-8

BE-21A. Have you <u>ever</u> taken any college admissions test, for example, the PSAT, SAT, or ACT?

YES	1	(BE21)
NO	2	(BE24A)
REFUSED	-7	(BE21)
DON'T KNOW	-8	(BE21)

BE-21. In the <u>past six months</u>, have you taken any college admissions tests for example, the PSAT, SAT, or ACT?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

BE-24A. Have you <u>ever</u> submitted a college application?

YES	1	(BE24)
NO	2	(CATI CHECK #BE4)
REFUSED	-7	(BE24)
DON'T KNOW	-8	(BE24)

BE-24. In the <u>past six months</u>, have you submitted a college application?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

Screen Name:	BE-25	
Variables:	Ranges:	Order #:
YBWTHOT	1,2,-7,-8	225
Sub-Population:	Youth not currently employed full time [YEMPCUR (EE-16) EQ 2,-7,-8] OR [YEMPHOUR (EE-19) LT 35]	

Screen Name:	BE-26	
Variables:	Ranges:	Order #:
YBWTALK	1,2,-7,-8	226
Sub-Population:	Youth not currently employed full time who have thought of getting a full-time civilian job [YBWTHOT (BE-25) EQ 1,-7,-8]	

CATI CHECK #BE4:	IS YOUTH CURRENTLY EMPLOYED FULL-TIME?
	[EE-16 = 1 AND EE-19 >34]
	YES ..... 1 (SOCIAL INFLUENCE MODULE)
	NO 2 (BE-25)

BE-25. In the past six months, have you given any thought to getting a full-time civilian job?

YES	1	(BE-26)
NO	2	(SOCIAL INFLUENCE MODULE)
REFUSED	-7	(BE-26)
DON'T KNOW	-8	(BE-26)

BE-26. In the past six months, have you spoken with anyone about getting a full-time civilian job?

YES	1	(BE-27)
NO	2	(BE-31)
REFUSED	-7	(BE-31)
DON'T KNOW	-8	(BE-31)

Screen Name:	BE-27	
Variables:	Ranges:	Order #:
YBWFREN	1,2,-7,-8	227
YBWMOM	1,2,-7,-8	228
YBWDAD	1,2,-7,-8	229
YBWSIB	1,2,-7,-8	230
YBWREL	1,2,-7,-8	231
YBWSPOU	1,2,-7,-8	232
YBWTEAC	1,2,-7,-8	233
YBWCOUN	1,2,-7,-8	234
YBWREC	1,2,-7,-8	235
YBWCOW	1,2,-7,-8	236
YBWBOSS	1,2,-7,-8	237
YBWOTH	1,2,-7,-8	238
Sub-Population:	Youth not currently employed full time who have thought of getting a full-time civilian job and who have spoken with someone about getting a full-time job [YBWTALK (BE-26) EQ 1]	

Screen Name:	BE-31	
Variables:	Ranges:	Order #:
YBWVISIT	1,2,-7,-8	239
Sub-Population:	Youth not currently employed full time who have thought of getting a full-time civilian job [YBWTHOT (BE-25) EQ 1,-7,-8]	

Screen Name:	BE-32	
Variables:	Ranges:	Order #:
YBWAPPL	1,2,-7,-8	240
Sub-Population:	Youth not currently employed full time who have thought of getting a full-time civilian job [YBWTHOT (BE-25) EQ 1,-7,-8]	

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Module: Behaviors

BE-27. With whom have you spoken?

[RECORD ALL THAT APPLY. ENTER CTRL/P TO EXIT.]

FRIENDS	01
MOTHER	02
FATHER	03
A BROTHER OR SISTER	04
SOME OTHER RELATIVE	05
BOY/GIRL FRIEND OR SPOUSE	06
A TEACHER	07
A COUNSELOR AT SCHOOL	08
A RECRUITER	09
CO-WORKER	10
EMPLOYER	11
OTHERS	12
REFUSED	-7
DON'T KNOW	-8

BE-31. In the <u>past six months</u>, have you visited any prospective employers or employment agencies?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

BE-32. In the <u>past six months</u>, have you applied for a job?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

[GO TO SOCIAL INFLUENCE MODULE IF RESPONDENT IS TARGET YOUTH. OTHERWISE GO TO IMPORTANCE OF ATTRIBUTES MODULE]

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Behaviors

END OF BEHAVIORS MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-3 (April, May, June 87)

Module: Social Influence

No updates this quarter.

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Social Influence

END OF SOCIAL INFLUENCE MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-3 (April, May, June 87)

Module: Importance of Attributes

No updates this quarter.

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Importance of Attributes

END OF IMPORTANCE OF ATTRIBUTES MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-3 (April, May, June 87)

Module: Media Habits

No updates this quarter.

END OF MEDIA HABITS MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-3 (April, May, June 87)

Module: Knowledge - Recall

No updates this quarter.

END OF KNOWLEDGE-RECALL MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-3 (April, May, June 87)

Module: Attitudes Toward Army Ads

No updates this quarter.

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Attitudes Toward Army Ads

END OF ATTITUDES TOWARD ARMY ADS MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-3 (April, May, June 87)

Module: Slogan Recognition

No updates this quarter.

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Slogan Recognition

END OF SLOGAN RECOGNITION MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-3 (April, May, June 87)

Module: Perceptions

Quarterly updates indicated by sidebar.

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Perceptions

Screen Name:	PE-1A		Change Code:
Variables:	Ranges:	Order #:	(87-2) L, P, S
YHEARDAR	1,2,-7,-8	434	
Sub-Population:	All Youth		

Screen Name:	PE-4A		Change Code:
Variables:	Ranges:	Order #:	(87-2) L, P, S
YHEARDNG	1,2,-7,-8	449	
Sub-Population:	All Youth		

Screen Name:	PE-15A		Change Code:
Variables:	Ranges:	Order #:	(87-2) L, P, S
YHEARDRO	1,2,-7,-8	545	
Sub-Population:	All Youth		

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May,& June 87)
Module: Perceptions

PE-1A. Have you ever heard of the United States Army Reserve?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

PE-4A. Have you ever heard of the United States Army National Guard?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

PE-15A. Have you ever heard of the Army Reserve Officer's Training Corps on a college campus?

YES	1	(CATI CHECK #PE2)
NO	2	(CATI CHECK #PE2)
REFUSED	-7	(CATI CHECK #PE2)
DON'T KNOW	-8	(CATI CHECK #PE2)

CATI CHECK #PE2: BASED ON PREVIOUS RESPONSES AND CURRENT EDUCATIONAL STATUS, RANDOMLY SELECT ONE OR TWO CAREER OPTIONS FROM ARMY, ARMY RESERVE, ARMY NATIONAL GUARD, AIR FORCE, MARINE CORPS, NAVY, ALL SERVICES, WORKING IN A FULL-TIME CIVILIAN JOB, GOING TO COLLEGE, ROTC.

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Perceptions

Screen Name:	PE-INTRO1		Change Code:
Variables:	Ranges:	Order #:	(87-3) A

Screen Name:	PE-INTRO		Change Code:
Variables:	Ranges:	Order #:	(87-2) P, W
YAWIDE	1-5,-7,-8	420	(87-3) P, W
YAPHYS	1-5,-7,-8	421	
YAPROUD	1-5,-7,-8	422	
YASTEP	1-5,-7,-8	423	
YALEADER	1-5,-7,-8	424	
YAHITECH	1-5,-7,-8	425	
YACIVCAR	1-5,-7,-8	426	
YASELCON	1-5,-7,-8	427	
YAPOTEN	1-5,-7,-8	428	
YAMENTAL	1-5,-7,-8	429	
YAMATURE	1-5,-7,-8	430	
YATRAIN	1-5,-7,-8	431	
YAHIQUAL	1-5,-7,-8	432	
YACASHED	1-5,-7,-8	433	
Sub-Population:	Youth given the Active Army perceptions questions [PANELPEY EQ 2 AND RANDPE3 EQ 1,3] OR [PANELPEY EQ 3,4,5,6,7,8]		

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May,& June 87)
Module: Perceptions

PE-INTRO1. Earlier I asked how important it was for you to have a number of opportunities. Now I'm going to ask your opinion about two specific ways you might get each of those opportunities. Your opinions in this section are very valuable to this study.

PE-INTRO. When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.

	DS				AG	REF	DK
The (SERVICE/CAREER OPTION) offers... (ATTRIBUTE - Random Start)?	1	2	3	4	5	-7	-8

How about the (SERVICE/CAREER OPTION)...

[The (SERVICE/CAREER OPTION) offers... (ATTRIBUTE)]?	1	2	3	4	5	-7	-8

PE-INTRO2. [When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.]

	DS				AG	REF	DK
The (SERVICE/CAREER OPTION) offers... (ATTRIBUTE)?	1	2	3	4	5	-7	-8

How about the (SERVICE/CAREER OPTION)...

[The (SERVICE/CAREER OPTION) offers... (ATTRIBUTE)]?	1	2	3	4	5	-7	-8

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Perceptions

Screen Name:	PE-INTRO		Change Code:
Variables:	Ranges:	Order #:	(87-2) P, W
YVWIDE	1-5,-7,-8	435	
YVPROUD	1-5,-7,-8	436	
YVLEADER	1-5,-7,-8	437	
YVCIVCAR	1-5,-7,-8	438	
YVSELCON	1-5,-7,-8	439	
YVPOTEN	1-5,-7,-8	440	
YVMENTAL	1-5,-7,-8	441	
YVMATURE	1-5,-7,-8	442	
YVTRAIN	1-5,-7,-8	443	
YVHIQUAL	1-5,-7,-8	444	
YVCASHED	1-5,-7,-8	445	
YVHOME	1-5,-7,-8	446	
YVWEEKEN	1-5,-7,-8	448	
YVSERPAR	1-5,-7,-8	703	

Sub-Population: Youth selected to receive the Army Reserve perceptions questions who had heard of the U.S. Army Reserve
[YHEARDAR (PE-1A) EQ 1,-8] AND
[[PANELPEY EQ 1 AND RANDPE8 EQ 1] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND RANDPE8 EQ 1] OR
[PANELPEY EQ 3 AND RAND1000 GE 1 AND RAND1000 LE 269] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 1]]

Screen Name:	PE-INTRO		Change Code:
Variables:	Ranges:	Order #:	(87-2) P, W
YGWIDE	1-5,-7,-8	450	
YGPROUD	1-5,-7,-8	451	
YGLEADER	1-5,-7,-8	452	
YGCIVCAR	1-5,-7,-8	453	
YGSELCON	1-5,-7,-8	454	
YGPOTEN	1-5,-7,-8	455	
YGMENTAL	1-5,-7,-8	456	
YGMATURE	1-5,-7,-8	457	
YGTRAIN	1-5,-7,-8	458	
YGHIQUAL	1-5,-7,-8	459	
YGCASHED	1-5,-7,-8	460	
YGHOME	1-5,-7,-8	461	
YGWEEKEN	1-5,-7,-8	463	
YGSERPAR	1-5,-7,-8	704	

Sub-Population: Youth selected to receive the Army National Guard perceptions questions who had heard of the United States Army National Guard
[YHEARDNG (PE-4A) EQ 1,-8] AND
[PANELPEY EQ 1 AND RANDPE8 EQ 2] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND RANDPE8 EQ 2] OR
[PANELPEY EQ 3 AND RAND1000 GE 270 AND
RAND1000 LE 539] OR
[PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 2]

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May,& June 87)
Module: Perceptions

	ARMY	USAR	ARNG	AF	MARI	NAVY	ALL SR	WORK	COLL
a wide variety of opportunites to find a job you can enjoy	X	X	X	X	X	X	X		
a physically challenging environment	X			X	X	X	X	X	
an experience you can be proud of	X	X	X	X	X	X	X	X	X
an advantage over going right from high school to college	X			X	X	X	X	X	
an opportunity to develop leadership skills	X	X	X	X	X	X	X	X	X
the chance to work with the latest high-tech equipment	X			X	X	X	X	X	
a great value in your civilian career development	X	X	X	X	X	X	X	X	X
an opportunity to develop self-confidence	X	X	X	X	X	X	X	X	X
the opportunity to develop your potential	X	X	X	X	X	X	X	X	X
a mentally challeng-ing experience	X	X	X	X	X	X	X	X	X

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Perceptions

Screen Name:	PE-INTRO		Change Code:
Variables:	Ranges:	Order #:	(87-2) P, W
YFWIDE	1-5,-7,-8	466	
YFPHYS	1-5,-7,-8	470	
YFPROUD	1-5,-7,-8	474	
YFSTEP	1-5,-7,-8	478	
YFLEADER	1-5,-7,-8	482	
YFHITECH	1-5,-7,-8	486	
YFCIVCAR	1-5,-7,-8	490	
YFSELCON	1-5,-7,-8	494	
YFPOTEN	1-5,-7,-8	498	
YFMENTAL	1-5,-7,-8	502	
YFMATURE	1-5,-7,-8	506	
YFTRAIN	1-5,-7,-8	510	
YFHIQUAL	1-5,-7,-8	514	
YFCASHED	1-5,-7,-8	518	
Sub-Population:	Youth selected to receive the Air Force perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 3] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ 3] OR [PANELPEY EQ 3 AND RAND1000 GE 540 AND RAND1000 LE 616] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 3]		
YNWIDE	1-5,-7,-8	464	
YNPHYS	1-5,-7,-8	468	
YNPROUD	1-5,-7,-8	472	
YNSTEP	1-5,-7,-8	476	
YNLEADER	1-5,-7,-8	480	
YNHITECH	1-5,-7,-8	484	
YNCIVCAR	1-5,-7,-8	488	
YNSELCON	1-5,-7,-8	492	
YNPOTEN	1-5,-7,-8	496	
YNMENTAL	1-5,-7,-8	500	
YNMATURE	1-5,-7,-8	504	
YNTRAIN	1-5,-7,-8	508	
YNHIQUAL	1-5,-7,-8	512	
YNCASHED	1-5,-7,-8	516	
Sub-Population:	Youth selected to receive the Navy perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 4] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ 4] OR [PANELPEY EQ 3 AND RAND1000 GE 617 AND RAND1000 LE 693] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 4]		

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May,& June 87)
Module: Perceptions

	ARMY	USAR	ARNG	AF	MARI	NAVY	ALL SR	WORK	COLL
an opportunity to become more mature and responsible	X	X	X	X	X	X	X	X	X
many opportunities for training in useful skill areas	X	X	X	X	X	X	X	X	
many chances to work with highly-trained people	X	X	X	X	X	X	X	X	X
an excellent opportunity to obtain money for college or vocational school	X	X	X	X	X	X	X	X	
an opportunity to serve America while living in your own hometown		X	X						
interesting and exciting weekends		X	X						
an excellent opportunity for part-time work		X	X						

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Perceptions

Screen Name:	PE-INTRO	Order #:
YMWIDE	1-5,-7,-8	465
YMPHYS	1-5,-7,-8	469
YMPROUD	1-5,-7,-8	473
YMSTEP	1-5,-7,-8	477
YMLEADER	1-5,-7,-8	481
YMHITECH	1-5,-7,-8	485
YMCIVCAR	1-5,-7,-8	489
YMSELCON	1-5,-7,-8	493
YMPOTEN	1-5,-7,-8	497
YMMENTAL	1-5,-7,-8	501
YMMATURE	1-5,-7,-8	505
YMTRAIN	1-5,-7,-8	509
YMHIQUAL	1-5,-7,-8	513
YMCASHED	1-5,-7,-8	517
Sub-Population:	Youth selected to receive the Marine Corps perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 5] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ 5] OR [PANELPEY EQ 3 AND RAND1000 GE 694 AND RAND1000 LE 770] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 5]	
YSWIDE	1-5,-7,-8	467
YSPHYS	1-5,-7,-8	471
YSPROUD	1-5,-7,-8	475
YSSTEP	1-5,-7,-8	479
YSLEADER	1-5,-7,-8	483
YSHITECH	1-5,-7,-8	487
YSCIVCAR	1-5,-7,-8	491
YSSELCON	1-5,-7,-8	495
YSPOTEN	1-5,-7,-8	499
YSMENTAL	1-5,-7,-8	503
YSMATURE	1-5,-7,-8	507
YSTRAIN	1-5,-7,-8	511
YSHIQUAL	1-5,-7,-8	515
YSCASHED	1-5,-7,-8	519
Sub-Population:	Youth selected to receive the Military Service perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 6] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3, AND RANDPE8 EQ 6] OR [PANELPEY EQ 3 AND RAND1000 GE 771 AND RAND1000 LE 847] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 6]	

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ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Perceptions

Screen Name:	PE-7		Change Code:
Variables:	Ranges:	Order #:	(87-2) P, W
YWPHYS	1-5,-7,-8	520	
YWPROUD	1-5,-7,-8	521	
YWSTEP	1-5,-7,-8	522	
YWLEADER	1-5,-7,-8	523	
YWHITECH	1-5,-7,-8	524	
YWCIVCAR	1-5,-7,-8	525	
YWSELCON	1-5,-7,-8	526	
YWPOTEN	1-5,-7,-8	527	
YWMENTAL	1-5,-7,-8	528	
YWMATURE	1-5,-7,-8	529	
YWTRAIN	1-5,-7,-8	530	
YWHIQUAL	1-5,-7,-8	531	
YWCASHED	1-5,-7,-8	532	
Sub-Population:	Youth selected to receive the Working in a Full-Time Civilian Job perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 7] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND RANDPE8 EQ 7] OR [PANELPEY EQ 3 AND RAND1000 GE 848 AND RAND1000 LE 924] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 7]		
Variables:	Ranges:	Order #:	
YCPROUD	1-5,-7,-8	533	
YCLEADER	1-5,-7,-8	534	
YCCIVCAR	1-5,-7,-8	535	
YCSELCON	1-5,-7,-8	536	
YCPOTEN	1-5,-7,-8	537	
YCMENTAL	1-5,-7,-8	538	
YCMATURE	1-5,-7,-8	539	
YCHIQUAL	1-5,-7,-8	540	
Sub-Population:	Youth selected to receive the Going to College perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 8] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND RANDPE8 EQ 8] OR [PANELPEY EQ 3 AND RAND1000 GE 925 AND RAND1000 LE 1000] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 8]		

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ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Perceptions

Screen Name: PE-12

Variables:	Ranges:	Order #:
YPEDIP	1-5,-7,-8	541

Sub-Population: All youth

Screen Name: PE-13

Variables:	Ranges:	Order #:
YPEGRADE	1-5,-7,-8	542

Sub-Population: All youth

Screen Name: PE-14

Variables:	Ranges:	Order #:
YPECOL	1-5,-7,-8	543

Sub-Population: All youth

Screen Name: PE-15

Variables:	Ranges:	Order #:
YPESIM	1,2,-7,-8	544

Sub-Population: All youth

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May,& June 87)
Module: Perceptions

PE-12. Of the people who joined the Army in the last year, what proportion do you think are high school diploma graduates? Would you say...

less than one quarter,	1
about one quarter,	2
about one half,	3
about three quarters, or	4
almost all?	5
REFUSED	-7
DON'T KNOW	-8

PE-13. Of the people who joined the Army last year, what proportion do you think would score in the upper half of an intelligence test? Is it...

all of them,	1
three quarters of them,	2
half of them,	3
one quarter of them, or	4
none of them?	5
REFUSED	-7
DON'T KNOW	-8

PE-14. Of the people who joined the Army in the last year, what proportion do you think will get a college diploma either while they are in the Army or after they complete their Army service? Would you say...

less than one quarter,	1
about one quarter,	2
about one half,	3
about three quarters, or	4
almost all?	5
REFUSED	-7
DON'T KNOW	-8

PE-15. Do you think very many young (men/women) with backgrounds and plans for the future like yours are joining the Army?

YES	1
NO	2
REFUSED	-7
DON'T KNOW	-8

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Perceptions

Screen Name:	PEY-2		Change Code:
Variables:	Ranges:	Order #:	(87-2) P, W
YRLEADER	1-5,-7,-8	546	
YRSELCON	1-5,-7,-8	547	
YRELECT	1-5,-7,-8	548	
YROFFCOM	1-5,-7,-8	549	
Sub-Population:	Youth selected to receive the Army ROTC questions who had heard of the Army Reserve Officers' Training Corps [YHEARDRO EQ 1,-8] AND [[PANELPEY EQ 1] OR [PANELPEY EQ 2 AND RANDPE3 EQ 1,2] OR [PANELPEY EQ 3] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 9]]		

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May,& June 87)
Module: Perceptions

CATI CHECK #PE1: IS YOUTH ROTC POTENTIAL?	
YES 1 (PEY-2)	
NO ..... 2 (KNOWLEDGE AWARENESS MODULE)	

PEY-2. Next, I'd like your opinion about several statements describing different things that the Army Reserve Officer's Training Corps on the college campus might offer you.

Please use a scale of 1 to 5 where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree,"4" means you agree, and "5" means you strongly agree with the statement.

The Army Reserve Officer's Training Corps on a college campus offers you...

	DS				AG	REF	DK
a. leadership and management training?	1	2	3	4	5	-7	-8
b. an opportunity to develop self-confidence?	1	2	3	4	5	-7	-8
c. a college elective that can be taken together with other college courses?	1	2	3	4	5	-7	-8
d. an officer's commission in the active Army, Army Reserve or the Army National Guard?	1	2	3	4	5	-7	-8

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Perceptions

Screen Name:	PEY-3		Change Code:
Variables:	Ranges:	Order #:	(87-2) W
YOWIDE	1-5,-7,-8	550	(87-3) W
YOPROUD	1-5,-7,-8	551	
YOUSECOL	1-5,-7,-8	552	
YOINNOV	1-5,-7,-8	553	

Sub-Population: Youth selected to receive the Army ROTC questions who had heard of the Army Reserve Officer's Training Corps
[YHEARDRO EQ 1,-8] AND
[[PANELPEY EQ 1] OR
[PANELPEY EQ 2 AND RANDPE3 EQ 1,2] OR
[PANELPEY EQ 3] OR
[PANELPEY EQ 4,5,6,7,8, AND RANDPE9 EQ 9]]

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May,& June 87)
Module: Perceptions

PEY-3. Being an officer in the Army means different things to different people.

Please tell me how much you disagree or agree that <u>being an officer</u> offers you each item on the list. A "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.

Being an officer in the United States Army offers you...

	DS				AG	REF	DK
a. a wide variety of opportunities to find a job you can enjoy?	1	2	3	4	5	-7	-8
b. an experience you can be proud of?	1	2	3	4	5	-7	-8
c. the opportunity to use your college acquired skills?	1	2	3	4	5	-7	-8
d. the opportunity to make changes and use your own judgment?	1	2	3	4	5	-7	-8

[GO TO KNOWLEDGE-AWARENESS MODULE]

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Perceptions

END OF PERCEPTIONS MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-3 (April, May, June 87)

Module: Knowledge - Army Attributes

No updates this quarter.

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Knowledge-Army Attributes

END OF KNOWLEDGE-ARMY ATTRIBUTES MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-3 (April, May, June 87)

Module: Demographics

Quarterly updates indicated by sidebar.

Screen Name: DE-5

Variables:	Ranges:	Order #:
YDETHNIC	1-3,-7,-8	19

Sub-Population: Hispanic youth
[EHISP (SC-20) EQ 1]

Screen Name: DE-6

Variables:	Ranges:	Order #:
YDMARITL	1-5,-7,-8	570

Sub-Population: All youth

Screen Name: DE-14 Change Code: (87-2) A

Variables:	Ranges:	Order #:
YDSAMEPA	1-4,-7,-8	705

Sub-Population: All youth

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Demographics

DEINTRO1. Now I have some questions about your background.

CATI CHECK #DE1: IS RESPONDENT HISPANIC? [SC-20 = 1]	
	YES 1 (DE-5)
	NO 2 (DE-6)

DE-5. What is your ethnic background? Are you...

Mexican American	1
Puerto Rican, or	2
some other Hispanic?	3
REFUSED	-7
DON'T KNOW	-8

DE-6. What is your current marital status? Are you...

Single, ...	1
Married, ...	2
Separated, ...	3
Divorced, or	4
Widowed?	5
REFUSED	-7
DON'T KNOW	-8

DEINTRO2. Now I would like to ask some questions about your father and mother, or other adults in your household.

DE-14. (When not attending college) Do you live in the same household as your father or your step-father?

FATHER	1
STEP-FATHER	2
NEITHER	3
BOTH	4
REFUSED	-7
DON'T KNOW	-8

ACOMS Annotated Questionnaire
Quarter Q87-3 (Apr, May, & June 87)
Module: Demographics

Screen Name:	DE-19		Change Code:
Variables:	Ranges:	Order #:	(87-2) P
YDEDDAD	07-25,-7,-8	574	
Sub-Population:	All youth		

DE-19. What was the highest grade or level of education that your (father/step-father) completed?

LESS THAN 8TH GRADE	07
8TH GRADE	08
9TH GRADE	09
10TH GRADE	10
11TH GRADE	11
12TH GRADE	12
1ST YEAR OF 4-YEAR COLLEGE (FR)	13
2ND YEAR OF 4-YEAR COLLEGE (SO)	14
3RD YEAR OF 4-YEAR COLLEGE (JR)	15
4TH YEAR OF 4-YEAR COLLEGE (SR)	16
5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19
MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL	20
1ST YEAR OF JR. OR COMMUNITY COLLEGE	21
2ND YEAR OF JR. OR COMMUNITY COLLEGE	22
1ST YEAR OF VOC., BUS., OR TRADE SCHOOL	23
2ND YEAR OF VOC., BUS., OR TRADE SCHOOL	24
MORE THAN 2 YEARS VOC., BUS., OR TRADE SCHOOL	25
REFUSED	-7
DON'T KNOW	-8

Screen Name: DE-20

Variables:	Ranges:	Order #:
YDDADLFS	1-8,-7,-8	578

Sub-Population: All youth

Screen Name: DE-21

Variables:	Ranges:	Order #:
YDDADBR	1-5,-7,-8	576

Sub-Population: Youth with father in the military
[YDDADLFS (DE-20) EQ 6]

Screen Name: DE-14A Change Code:

Variables:	Ranges:	Order #:	(87-2) A
YDSAMEMA	1-4,-7,-8	706	

Sub-Population: All Youth

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Demographics

DE-20. Is your (father/step-father) now...

working full-time, ...	1	(DE-14A)
working part-time, ...	2	(DE-14A)
unemployed, ...	3	(DE-14A)
retired, ...	4	(DE-14A)
taking care of a family at home, or	5	(DE-14A)
in the military?	6	(DE-21)
DECEASED	7	(DE-14A)
OTHER	8	(DE-14A)
REFUSED	-7	(DE-14A)
DON'T KNOW	-8	(DE-14A)

DE-21. In which branch of the military is your (father/step-father) currently serving?

AIR FORCE	1
ARMY	2
COAST GUARD	3
MARINES	4
NAVY	5
REFUSED	-7
DON'T KNOW	-8

DE-14A. (When not attending college) Do you live in the same household as your mother or your step-mother?

MOTHER	1
STEP-MOTHER	2
NEITHER	3
BOTH	4
REFUSED	-7
DON'T KNOW	-8

ACOMS Annotated Questionnaire
Quarter Q87-3 (Apr, May, & June 87)
Module: Demographics

Screen Name:	DE-26		Change Code:
Variables:	Ranges:	Order #:	(87-2) P
YDEDMOM	07-25,-7,-8	577	
Sub-Population:	All youth		

DE-26. What was the highest grade or level of education that your (mother/step-mother) completed?

LESS THAN 8TH GRADE	07
8TH GRADE	08
9TH GRADE	09
10TH GRADE	10
11TH GRADE	11
12TH GRADE	12
1ST YEAR OF 4-YEAR COLLEGE (FR)	13
2ND YEAR OF 4-YEAR COLLEGE (SO)	14
3RD YEAR OF 4-YEAR COLLEGE (JR)	15
4TH YEAR OF 4-YEAR COLLEGE (SR)	16
5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19
MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL	20
1ST YEAR OF JR. OR COMMUNITY COLLEGE	21
2ND YEAR OF JR. OR COMMUNITY COLLEGE	22
1ST YEAR OF VOC., BUS., OR TRADE SCHOOL	23
2ND YEAR OF VOC., BUS., OR TRADE SCHOOL	24
MORE THAN 2 YEARS VOC., BUS., OR TRADE SCHOOL	25
REFUSED	-7
DON'T KNOW	-8

ACOMS Annotated Questionnaire
Quarter Q87-3 (Apr, May, & June 87)
Module: Demographics

Screen Name:	DE-27	
Variables:	Ranges:	Order #:
YDMOMLFS	1-8,-7,-8	578
Sub-Population:	All youth	

Screen Name:	DE-17		Change Code:
Variables:	Ranges:	Order #:	(87-2) R
YDOWNREL	2-10,91,-7,-8	579	
Sub-Population:	Youth who do not live with parents [YDSAMEPA EQ 3 AND (YDSAMEMA EQ 3, -7 OR -8)] OR [YDSAMEMA EQ 3 AND (YDSAMEPA EQ 3, -7,OR -8)]		
YDOWNOS		580	
Sub-Population:	Youth who live with some other relative [YDOWNREL (DE-17) EQ 91]		

DE-27. Is your (mother/step-mother) now...

working full-time,	1
working part-time,	2
unemployed,	3
retired, or	4
taking care of a family at home, or	5
in the military?	6
DECEASED	7
OTHER	8
REFUSED	-7
DON'T KNOW	-8

CATI CHECK #DE1A: DOES RESPONDENT LIVE APART FROM ANY PARENT?
[((DE-14 = 3) AND (DE-14A = 3,-7, OR -8)) OR (DE-14A = 3) AND (DE-14 = 3,-7, OR -8))]

YES 1 (DE-17)
NO ..... 2 (CATI CHECK #DE2)

DE-17. What relationship to you is the person who is the head of household in the house or apartment you are living in?

[USE CODE CLOSEST TO TOP OF LIST]

BROTHER	10	(DE-19A)
SISTER	11	(DE-19A)
UNCLE	2	(DE-19A)
AUNT	3	(DE-19A)
COUSIN	4	(DE-19A)
GRANDFATHER	5	(DE-19A)
GRANDMOTHER	6	(DE-19A)
SPOUSE	7	(DE-19A)
NON-RELATIVE	8	(DE-19A)
RESPONDENT	9	(CATI CHECK #DE2)
OTHER RELATIVE _____	91	(DE-19A)
REFUSED	-7	(DE-19A)
DON'T KNOW	-8	(DE-19A)

ACOMS Annotated Questionnaire
Quarter Q87-3 (Apr, May, & June 87)
Module: Demographics

Screen Name:	DE-19A	
Variables:	Ranges:	Order #:
YDEDOTH	07-25,-7,-8	581
Sub-Population:	Youth who live with another person [YDOWNREL (DE-17) EQ 2-8,10,11,91,-7,-8]	

DE-19A. What was the highest grade or level of education that (PERSON in DE-17) completed?

LESS THAN 8TH GRADE	07
8TH GRADE	08
9TH GRADE	09
10TH GRADE	10
11TH GRADE	11
12TH GRADE	12
1ST YEAR OF 4-YEAR COLLEGE (FR)	13
2ND YEAR OF 4-YEAR COLLEGE (SO)	14
3RD YEAR OF 4-YEAR COLLEGE (JR)	15
4TH YEAR OF 4-YEAR COLLEGE (SR)	16
5TH YEAR COLLEGE/1ST YEAR GRADUATE OR PROFESSIONAL SCHOOL	17
2ND YEAR GRADUATE OR PROFESSIONAL SCHOOL	18
3RD YEAR GRADUATE OR PROFESSIONAL SCHOOL	19
MORE THAN 3 YEARS GRADUATE/ PROFESSIONAL SCHOOL	20
1ST YEAR OF JR. OR COMMUNITY COLLEGE	21
2ND YEAR OF JR. OR COMMUNITY COLLEGE	22
1ST YEAR OF VOC., BUS., OR TRADE SCHOOL	23
2ND YEAR OF VOC., BUS., OR TRADE SCHOOL	24
MORE THAN 2 YEARS VOC., BUS., OR TRADE SCHOOL	25
REFUSED	-7
DON'T KNOW	-8

Screen Name: DE-39 Change Code:
Variables: Ranges: Order #: (87-3) P
YDCOUNTY 585
Sub-Population: All youth including:
Youth who were not screener respondents
[YUTHNUM NE 01] AND
Youth who were screener respondents,
fill in from PHONCNTY (SC-4B)
[YUTHNUM EQ 01]

Screen Name: DE-40
Variables: Ranges: Order #:
YDCITY 586
Sub-Population: All youth including:
Youth who were not screener respondents
[YUTHNUM NE 01] AND
Youth who were screener respondents
who did not give both county and zip code,
fill in from PHONCITY (SC-4E)
[YUTHNUM EQ 01]

Screen Name: DE-41
Variables: Ranges: Order #:
YDZIP 587
Sub-Population: All youth including:
Youth who were not screener respondents
[YUTHNUM NE 01] AND
Youth who were screener respondents,
fill in from PHONZIP (SC-4C)
[YUTHNUM EQ 01]

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Demographics

CATI CHECK #DE2: IS YOUTH THE SCREENER RESPONDENT?		
YES	1	(DE-42)
NO	2	(DE-39)

DE-39. What is the name of the county in which you live?

_____
COUNTY

REFUSED ..... -7
DON'T KNOW ..... -8

DE-40. What is the name of the city in which you live?

_____
CITY

REFUSED ..... -7
DON'T KNOW ..... -8

DE-41. What is your zip code?

_____
ZIP CODE

REFUSED ..... -7
DON'T KNOW ..... -8

ACOMS Annotated Questionnaire
Quarter Q87-3 (Apr, May, & June 87)
Module: Demographics

Screen Name:	DE-42	
Variables:	Ranges:	Order #:
YDSSN	000000000-999999999,-7,-8	588
Sub-Population:	All youth	

DE-42. Now I need to record your Social Security Number. We are asking for this number for use in another study to determine if the ideas we have been discussing are related to whether or not someone enlists in a military service.

Let me remind you that your answers are voluntary and will be completely confidential. Under no circumstances will your identity be made know to anyone in the military.

_____
DOES NOT HAVE SSN 0
REFUSED ..... -7
DON'T KNOW ..... -8

CATI CHECK #DE2: IS RESPONDENT A TARGET YOUTH?

YES .... 1 (CATI CHECK #DE3)
NO ..... 2 (TERMINATION)

#DE3: IS YOUTH SELECTED FOR POTENTIAL INCLUSION IN LONGITUDINAL COMPONENT?

YES .... 1 (TRACKING MODULE)
NO ..... 2 (PARENTAL LOCATION MODULE)

ACOMS Annotated Questionnaire
Quarter Q87-3 (Apr, May, & June 87)
Module: Demographics

END OF DEMOGRAPHICS MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-3 (April, May, June 87)

Module: Tracking

No updates this quarter.

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Tracking

END OF TRACKING MODULE

ACOMS ANNOTATED QUESTIONNAIRE

QUARTER 87-3 (April, May, June 87)

Module: Parental Location

Quarterly updates indicated by sidebar.

Screen Name:	PL1AQ873		Change Code:
Variables:	Ranges:	Order #:	(87-2) A
YPARDEC	1,2,-7,-8	707	(87-3) L,P,W
Sub-Population:	Target youth with parent still living [YUTHNUM EQ TARGYUTH] AND [[YDDADLFS (DE-20) NE 7 AND PSEXSAMP EQ 1 AND YDSAMEPA = 2,4] OR [YDMOMLFS (DE-27) NE 7 AND PSEXSAMP EQ 2 AND YDSAMEMA = 2,4]]		

Screen Name:	PL-2		Change Code:
Variables:	Ranges:	Order #:	(87-3) L,P
YPARIMP	1-5,-7,-8	589	
Sub-Population:	Target youth with parent still living [YUTHNUM EQ TARGYUTH] AND [[YDDADLFS (DE-20) NE 7 AND PSEXSAMP EQ 1] OR [YDMOMLFS (DE-27) NE 7 AND PSEXSAMP EQ 2]]		

Screen Name:	PL1BQ873		Change Code:
Variables:	Ranges:	Order #:	(87-2) W
YPARFNAM			(87-3) L,P,W
Sub-Population:	Target youth with parent still living [YUTHNUM EQ TARGYUTH] AND [[YDDADLFS (DE-20) NE 7 AND PSEXSAMP EQ 1] OR [YDMOMLFS (DE-27) NE 7 AND PSEXSAMP EQ 2]]		
Screen Name:	PL1BOV1		
YPARLNAM YPARAREA			
Sub-Population:	Target youth with parent still living and parent's first name given [YPARFNAM (PL-1) NE -7,-8,-1]		
Screen Name:	PL1BOV2		
YPAREXCH YPARLOCL			
Sub-Population:	Target youth with parent still living and parent's area code given [YPARAREA (PL-1) NE -7,-8,-1]		

CATI CHECK #PL1:	DOES YOUTH LIVE WITH STEP-PARENT OF SELECTED SEX?
	YES..... 1 (PL1AQ873)
	NO..... 2 (PL-2)

PL1AQ873. We would like to interview either your (PARENT) or your (step-PARENT) about influence (he/she) may have had on your future plans. We want to interview the person whose opinion means the most to you when you make important decisions. Would that person be your (PARENT) or your step-(PARENT)?

PARENT..... 1
STEP-PARENT..... 2
REFUSED..... -7
DON'T KNOW..... -8

PL-2. Think now about the possibility of joining the Armed Services in the future. How important is your (PARENT/step-PARENT)'s advice in your decision about serving in the military. Is it...

very important, ... 1
somewhat important, ... 2
neither important nor unimportant,.. 3
somewhat unimportant, or 4
very unimportant? 5
REFUSED ..... -7
DON'T KNOW ..... -8

PL1BQ873. [We would like to interview your (PARENT/step-PARENT) about (his/her) attitudes about your future plans.] Please give me (his/her) name and telephone number.

_____ _____
FIRST NAME LAST NAME

___ ___ ____
AREA CODE EXCHANGE LOCAL NUMBER

ACOMS Annotated Questionnaire
Quarter 87-3 (Apr, May, & June 87)
Module: Parental Location

END OF PARENTAL LOCATION MODULE

VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
PHONVER	**70**	87-2	SC-1	SC-1	W	*...We are conducting an important national survey for the U.S. Government.*	*...We are conducting a survey for the U.S. Government about people's plans for the future and their reaction to Armed Forces advertising.*
PHONVER	**70**	87-3	SC-1	SC-1	W	*...We are conducting a survey for the U.S. Government about...*	*...We are conducting a study for the United States Government about...*
YOUTHTOT	**74**	87-2	SC-5	SC-5	W,P	*Since the survey we are conducting for the U.S. government is concerned with the career plans of young adults, we need to know how*	*We have a few questions to see if anyone in your household will be included in this survey.*
ADULTTOT	**693**	87-2	SC-5	SC-5	A	*many young adults live in your household. Including anyone away on vacation, away on business or living away at school, how many young people between the ages of 13 and 24 live in your household?*	*How many people aged 25 or older live in your household?* *How many people between the ages of 13 and 24 live in your household?*
ADULTTOT **YOUTHTOT**	**693** **74**	87-3	SC-5	SC-5	W	*We have a few questions to see if anyone in your household will be included in this survey.* *How many people aged 25 or older live in your household?*	*We have a few questions to see if anyone in your household will be included in this study. Including yourself...* *how many people aged 25 or older live in your household?*
EEDENSUM	**708**	87-3		SC-14A	A		Date-Keyed Education question *(Are you/Is PERSON) currently enrolled...* *1. in a regular day high school,* *2. in a 4 year college,* *3. in some other school, or* *4. not currently enrolled?*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
EEDENOTH	**709**	87-3		SC-14B	A		Date-Keyed Education question *(Were you/Was he/Was she//Will you be/Will he be/Will she be) enrolled in school in (April/ October)?*
MALEFEM	**75**	87-2	SC-6	SC-6	W	*Is this person male or female?*	*Is the 13 to 24 year old male or female?*
MALETOT **FEMTOT**	**76** **77**	87-2	SC-7	SC-7	W	*Of these (NUMBER FROM SC5), how many are male?*	*Of these (NUMBER FROM SC-5) 13 to 24 year olds, how many are male and how many are female?*
FEMTOT	**77**	87-2	SC-7A	SC-7A	D	*So, of the (NUMBER FROM SC5) 13 to 24 year olds, your household has (NUMBER FROM SC7) male(s) and (NUMBER FROM SC5 minus (NUMBER FROM SC7) female(s)?*	
EEDENYRN	**694**	87-2		SC-17A	A		*(Are you/Is he/Is she) currently enrolled in (your/his/her) first or second year of junior or community college?*
YEDENYRJ	**695**	87-2		EE-6C	A		*(Are you/Is he/Is she) currently enrolled in (your/his/her) first or second year of junior or community college?*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
EEDENYRH	**109**	87-3	SC-16	SC-16	W	*(Are you/Is he/Is she) currently enrolled in 9th, 10th, 11th, or 12th grade?*	Date-Keyed Education question *(Are you currently/Is he currently/Is she currently//Were you/Was he/Was she//Will you be/ Will he be/Will she be) enrolled in 9th, 10th, 11th or 12th grade?*
EEDENYRC	**110**	87-3	SC-17	SC-17	W	*(Are you/Is he/ Is she) currently enrolled in (your/his/her) first, second, third, fourth or fifth year of college?*	Date-Keyed Education question *(Are you currently/Is he currently/Is she currently//Were you/Was he/Was she//Will you be/ Will he be/Will she be) enrolled in (your/his/her) first, second, third, fourth or fifth year of college?*
EEDENYRJ	**694**	87-3	SC-17A	SC-17A	W	*(Are you/Is he/ Is she) currently enrolled in (your/his/her) first, or second year of junior or community college?*	Date-Keyed Education question *(Are you currently/Is he currently/Is she currently//Were you/Was he/Was she//Will you be/ Will he be/Will she be) enrolled in (your/his/her) first, or second year of junior or community college?*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
EEDCGRAD	**710**	87-3		SC-13C	A		*(Are you/Is he/Is she) a college graduate?*
ELIVADDR	**112**	87-3	SC-18	SC-18	P,W	*(Are you/Is PERSON) living at this address?*	*(Are you/Is PERSON) living at this address?* *[IF RESPONSE IS "NO", PROBE:* *(Are you/Is he/Is she) actually a household member and living temporarily away from home?* *IF SO, CODE "YES".]*
CONTFNAME **CONTLNAME** **CONTADDR** **CONTCITY** **CONTST** **CONTZIP** **CONTAREA** **CONTEXCH** **CONTLOCL**		87-3	SC-38	SC-38	D		Eliminate future contact for 13-15 year olds
RDOBDD **RDOBMM** **RDOBYY**	**713** **714** **715**	87-3		SC-9	A		Reask question for youth with missing data in screener. *What is your date of birth?*
RAGE	**716**	87-3		SC-10	A		Reask question for youth with missing data in screener. *How old are you?*
RMILACT	**717**	87-3		SC-11	A		Reask question for youth with missing data in screener. *Have you ever been in active military service, the National Guard or the Reserves?*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
RMILSERV	**719**	87-3		SC-11A	A		Reask question for youth with missing data in screener. *Are you presently serving in the military?*
RMILWAIT	**718**	87-3		SC-12	A		Reask question for youth with missing data in screener. *Have you been accepted for service in a branch of the Armed Forces and are now waiting to go on active duty?*
RRACE	**711**	87-3		SC-19	A		Reask question for youth with missing data in screener. *Please tell me whether you are...* *1. White,* *2. Black,* *3. Asian or Pacific Islander, or* *4. American Indian or Alaskan Native?*
RHISP	**712**	87-3		SC-20	A		Reask question for youth with missing data in screener. *Are you Hispanic?*
YHSDIPL	**115**	87-3	EE-2	EE-2	P		*Do you have a regular high school diploma, a GED, or ABE, or some other kind of certificate of high school completion?*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YEDENSUM	722	87-3		EE-4A	A		*Are you currently enrolled...* *in a regular day high school,* *in a 4 year college,* *in some other school, or* *not currently enrolled?*
YEDENOTH	723	87-3		SC-14B	A		*(Were you/Will you be) enrolled in school in (April/October)?*
YEDCGRAD	724	87-3		SC-13C	A		*Are you a college graduate?*
YEDPLAN	125	87-3		EE-3	P		*What is the highest grade or year of school or college you plan to eventually complete?*
RLIVADDR	720	87-3		SC-18	A,W		Reask question for youth with missing data in screener. *Are you living at this address? [IF RESPONSE IS "NO", PROBE: Are you actually a household member and living temporarily away from home? IF SO, CODE "YES".]*
RLIVDORM	721	87-3		SC-18A	A		Reask question for youth with missing data in screener. *Are you living in undergraduate student housing? [That is, undergraduate housing that is owned, leased or sponsored by the school you are attending?]*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YEDELALG **YEDGEOM** **YEDINALG** **YEDTRIG**	**129** **130** **131** **132**	87-2	EE-9_12	EE-9_12	R	Response codes: *1 = TAKEN* *2 = PLAN TO TAKE* *3 = NOT TAKEN AND NOT PLANNING TO*	Response codes: *1 = TAKEN OR CURRENTLY TAKING* *2 = PLAN TO TAKE* *3 = NOT TAKEN AND NOT PLANNING TO*
YDROTCEV	**582**	87-3	DE-36	DE-36	L		*Did you ever participate in a Reserve Officer's Training Corps [ROTC] course?*
YDROTCJS	**583**	87-3	DE-37	DE-37	L		*Was that Junior ROTC in high school or Senior ROTC in college?*
YDROTCBR	**584**	87-3	DE-38	DE-38	L		*Was that Army ROTC, Air Force ROTC, or Navy ROTC?*
YEMPCUR	**133**	87-3	EE-16	EE-16	P		*Are you currently employed either full-time or part-time?*
YPROBMIL	**152**	87-2	IP-7	IP-7	W	Response categories read. *Now I'm going to ask you about several things young (men/women) your age might do in the next few years. For each one, please tell me how likely it is that you will be doing that.* *How likely is it that you will be serving in the military? Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *Now I'm going to ask you about several things young (men/women) your age might do in the next few years. Please tell me whether you will definitely, probably, probably not or definitely not be doing each of the following things.* *How likely is it that you will be serving in the military?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YPROBCOL	**153**	87-2	IP-14	IP-14	W	Response categories read. *...be going to college?* *Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *...be going to college?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*
YPROBARO	**155**	87-2	IP-11	IP-11	W	Response categories read. *...or Army R.O.T.C.?* *Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *...or Army R.O.T.C.?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*
YPROBVOC	**156**	87-2	IP-16	IP-16	W	Response categories read. *...or technical school?* *Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *...or technical school?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*
YPROBEMP	**157**	87-2	IP-12	IP-12	W	Response categories read. *... in a civilian job?* *Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *... in a civilian job?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YPROBAR	**162**	87-2	IP-8	IP-8	W	Response categories read. *...duty in the Army?* *Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *...duty in the Army?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*
YPROBANG	**163**	87-2	IP-9	IP-9	W	Response categories read. *...the Army National Guard?* *Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *...the Army National Guard?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*
YPROBARV	**164**	87-2	IP-10	IP-10	W	Response categories read. *...in the Army Reserve?* *Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *...in the Army Reserve?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YPROBCOM	**165**	87-2	IP-11A	IP-11A	W	Response categories read. *...Army R.O.T.C.?* *Would you say...* *1. definitely,* *2. probably,* *3. probably not, or* *4. definitely not?*	Response categories not read. *...Army R.O.T.C.?* *1. DEFINITELY* *2. PROBABLY* *3. PROBABLY NOT* *4. DEFINITELY NOT*
YBAVISIT	**203**	87-3	BE-10-12	BE-11	W	*... visited an Army recruiting station?*	*In the past six months, have you visited an Army recruiting station?*
YBATEEVR	**725**	87-3		BE-12A	A		*Have you ever taken a written test used for the Army, such as the Armed Services Vocational Aptitude Battery?*
YBATEST	**204**	87-3	BE-12	BE-12	P,S		*In the past six months, have you taken a written test used for the Army, such as the Armed Services Vocational Aptitude Battery?*
						Sub-Population: All youth	Sub-Population: Youth who have ever taken an Army test. *[YBATEEVR (BE-12A) EQ 1, -7, -8]*
YBCTEEVR	**726**	87-3		BE-21A	A		*Have you ever taken any college admissions test, for example, the PSAT, SAT, or ACT?*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YBCTEST	**223**	87-3	BE-21	BE-21	P,S		*In the past six months, have you taken any college admissions tests for example, the PSAT, SAT, or ACT?*
						Sub-Population: Youth who have thought of going to college [YBCTHOT (BE-16) EQ 1, -7, -8]	Sub-Population: Youth who have ever taken a college admissions test. [YBCTEEVR (BE-21A) EQ 1, -7, -8]
YBCAPEVR	**727**	87-3		BE-24A	A		*Have you ever submitted a college application?*
YBCAPPL	**224**	87-3	BE-24	BE-24	P,S		*In the past six months, have you submitted a college application?*
						Sub-Population: Youth who have thought of going to college [YBCTHOT (BE-16) EQ 1, -7, -8]	Sub-Population: Youth who have ever submitted a college application. [YBCAPEVR (BE-24A) EQ 1, -7, -8]
YIWIDE **PIWIDE**	**696** **385**	87-2	IA-1	IA-1	A		*Having a wide variety of opportunities to find a job you can enjoy?*
YISERPAR **PISERPAR**	**697** **386**	87-2	IA-1	IA-1	A		*Working part-time?*
YISERCOM **PISERCOM**	**283** **92**	87-2	IA-1	IA-1	D	*Serving your own community?*	

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YIPROUD PIPROUD	280 89	87-2	IA-1	IA-1	W	*Having experiences you can be proud of?*	*Having an experience you can be proud of?*
YISTEP PISTEP	286 95	87-2	IA-I	IA-I	W	*Having a stepping stone between high school and college?*	*Having a stepping-stone between high school and college?*
YIHITECH PIHITECH	279 88	87-2	IA-1	IA-1	W	*A chance to work with the latest high-tech equipment?*	*Working with the latest high-tech equipment?*
YICASHED PICASHED	274 83	87-2	IA-1	IA-1	W	*Earning money for college or vocational school?*	*Earning money for college or vocational education?*
YIHOME PIHOME	285 94	87-2	IA-1	IA-1	W	*Staying in your own hometown?*	*Living in your own hometown?*
YIWEEKEN PIWEEKEN	284 93	87-2	IA-1	IA-1	W	*Having weekend excitement?*	*Having interesting and exciting weekends?*
YIINNOV PIINNOV	288 97	87-2	IA-1	IA-1	W	*The opportunity to make changes and use your judgement?*	*Being able to make changes and use your own judgement?*
YUN12NON YUN12AF YUN12AR YUN12RO YUN12NG YUN12RV YUN12CG YUN12MC YUN12NA YUN12ALL PUN12NON PUN12AF PUN12AR	351 352 353 354 355 356 357 358 359 360 162 163 164	87-2	KR-1	KR-1	W	*Now, thinking about TV, radio, newspapers, magazines and any other sources of advertising, for what military service or services do you recall seeing or hearing advertising?*	*Thinking about all forms of advertising, for which military services do you recall seeing or hearing any advertising?*

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PUN12RO	165						
PUN12NG	166						
PUN12RV	167						
PUN12CG	168						
PUN12MC	169						
PUN12NA	170						
PUN12ALL	171						
YHEARDAR	434	87-2	PE-1A	PE-1A	L,P,S		Move to beginning of Perceptions Module.
PHEARDAR	230					Sub-Population: Youth selected to receive the Army Reserve perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 1] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND RANDPE8 EQ 1] OR [PANELPEY EQ 3 AND RAND1000 GE 1 AND RAND1000 LE 269] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 1]	Sub-Population: All Youth
YHEARDNG	449	87-2	PE-4A	PE-4A	L,P,S		Move to beginning of Perceptions Module.
PHEARDNG	245					Sub-Population: Youth selected to receive the Army National Guard perceptions questions [PANELPEY EQ 1 AND RANDPE8 EQ 2] OR [PANELPEY EQ 2 AND RANDPE3 EQ 2,3 AND RANDPE8 EQ 2] OR [PANELPEY EQ 3 AND RAND1000 GE 270 AND RAND1000 LE 539] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 2]	Sub-Population: All Youth

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YHEARDRO **PHEARDRO**	**545** **341**	87-2	PE-15A	PE-15A	L,P,S	Sub-Population: Youth selected to receive the Army Reserve Officer's Training Corps perceptions questions [PANELPEY EQ 1] OR [PANELPEY EQ 2 AND RANDPE3 EQ 1,2] OR [PANELPEY EQ 3] OR [PANELPEY EQ 4,5,6,7,8 AND RANDPE9 EQ 9]	Move to beginning of Perceptions Module Sub-Population: All Youth
-		87-3		PE-INTRO1	A		*Earlier I asked how important it was for you to have a number of opportunities . Now I'm going to ask your opinion about two specific ways you might get each of those opportunities. Your opinions in this section are very valuable to this study.*
-		87-3	PE-INTRO	PE-INTRO	P,W	*I'd like your opinion about several statements.* *Please use a scale of one to five where 1 means you strongly disagree with the statement, 2 means you disagree, 3 means you neither disagree nor agree, 4 means you agree, and 5 means you strongly agree with the statement.*	*When you give your opinion, please use a scale of one to five where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.*

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YAWIDE	420	87-2	PE-INTRO	PE-INTRO	P,W		Format change - see Annotated Questionnaire.
YV...	.						
YG...	.						
YF...	.						
YN...	.						
YM...	.						
YS...	.						
YW...	.						
YCHIQUAL	540						
PAWIDE	216						
PV...	.						
PG...	.						
PF...	.						
PN...	.						
PM...	.						
PS...	.						
PW...	.						
PCHIQUAL	336						
YACASHED	433	87-2			W	*...an excellent opportunity to obtain money for a college or vocational education.*	*...an opportunity to obtain money for college or vocational school?*
YVCASHED	445						
YGCASHED	460						
YFCASHED	518						
YNCASHED	516						
YMCASHED	517						
YSCASHED	519						
YWCASHED	532						
PACASHED	229						
PVCASHED	241						
PGCASHED	256						
PFCASHED	314						
PNCASHED	312						
PMCASHED	313						
PSCASHED	315						
PWCASHED	328						

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YAWIDE	**420**	87-2	PE-INTRO	PE-INTRO	P,W		Format change - see Annotated Questionnaire.
YV...	.						
YG...	.						
YF...	.						
YN...	.						
YM...	.						
YS...	.						
YW...	.						
YCHIQUAL	**540**						
PAWIDE	**216**						
PV...	.						
PG...	.						
PF...	.						
PN...	.						
PM...	.						
PS...	.						
PW...	.						
PCHIQUAL	**336**						
YACASHED	**433**	87-2			W	*...an excellent opportunity to obtain money for a college or vocational education.*	*...an opportunity to obtain money for college or vocational school?*
YVCASHED	**445**						
YGCASHED	**460**						
YFCASHED	**518**						
YNCASHED	**516**						
YMCASHED	**517**						
YSCASHED	**519**						
YWCASHED	**532**						
PACASHED	**229**						
PVCASHED	**241**						
PGCASHED	**256**						
PFCASHED	**314**						
PNCASHED	**312**						
PMCASHED	**313**						
PSCASHED	**315**						
PWCASHED	**328**						

CHANGE CODES:

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C=CATI PROGRAMMING L=LOCATION R=RESPONSE CODES (Addition on Modification) W=WORDING

VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YRLEADER	**546**	87-2	PE-2	PEY-2	P,W	*Next, I will read you a few statements describing different things that the Army Reserve Officer's Training Corps on the college campus might offer. Please tell me how much you disagree or agree that officer's training offers each item on the list. A "1" means you disagree completely, a "2" means you disagree somewhat, a "3" means you neither agree nor disagree, a "4" means you agree somewhat, and a "5" means you agree completely.* *The Army Reserve Officer's Training Corps on a college campus provides...* *a. leadership and management training?* *b. the opportunity to develop self-confidence?* *c. a college elective that can be taken together with other college courses?* *d. an officer's commission in the active Army, Army Reserve or the Army National Guard?*	*Next, I'd like your opinion about several statements describing different things that the Army Reserve Officer's Training Corps on the college campus might offer you.* *Please use a scale of 1 to 5 where "1" means you strongly disagree with the statement, "2" means you disagree, "3" means you neither disagree nor agree, "4" means you agree, and "5" means you strongly agree with the statement.* *The Army Reserve Officer's Training Corps on a college campus offers you...* *a. leadership and management training?* *b. an opportunity to develop self-confidence?* *c. a college elective that can be taken together with other college courses?* *d. an officer's commission in the active Army, Army Reserve or the Army National Guard?*
YRSELCON	**547**		PE-2	PEP-2			
YRELECT	**548**						
YROFFCOM	**549**						
PRLEADER	**342**						
PRSELCON	**343**						
PRELECT	**344**						
PROFFCOM	**345**						

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YOWIDE	550	87-2	PE-3	PEY-3	W	*Being an officer in the United States Army means...*	*Being an officer in the Army means...*
YOPROUD	551		PE-3	PEP-3			
YOUSECOL	552						
YOINNOV	553						
POWIDE	346						
POPROUD	347						
POUSECOL	348						
POINNOV	349						
YOWIDE	550	87-3	PEY-3	PEY-3	W	*Being an officer in the United States Army means different things to different people.*	*Being an officer in the Army means different things to different people.*
YOPROUD	551						
YOUSECOL	552						
YOINNOV	553						
YKADEP	564	87-2	KA-6	KA-6	W	*Is it possible to sign up for the Army and actually start serving up to one year later?*	*Is it possible to sign up for the Army and start serving up to one year later?*
PKADEP	360						
YDSAMEPA	705	87-2		DE-14	A		*(When not attending college) Do you live in the same household as your father or your step-father?* *1. FATHER* *2. STEP-FATHER* *3. NEITHER* *4. BOTH*
YDEDDAD	574	87-2	DE-19	DE-19	P		*What was the highest grade or level of education that your (father/step-father) completed?*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YDSAMEMA	**706**	87-2		DE-14A	A		*(When not attending college) Do you live in the same household as your mother or your step-mother?* *1. MOTHER* *2. STEP-MOTHER* *3. NEITHER* *4. BOTH*
YDEDMOM	**577**	87-2	DE-26	DE-26	P		*What was the highest grade or level of education that your (mother/step-mother) completed?*
YDPARENT	**572**	87-2	DE-15		D	*Which of your parents do you live with?*	
YDWAGE	**573**	87-2	DE-16		D	*Who is the principal wage earner in the household?*	
YDOWNREL **YDOWNOS**	**579** **580**	87-2	DE-17		R	*What relationship to you is the person who is the head of the household in the house or apartment you are living in?* *1. SIBLING* *2. UNCLE* *3. AUNT* *4. COUSIN* *5. GRANDFATHER* *6. GRANDMOTHER* *7. SPOUSE* *8. NON-RELATIVE* *9. RESPONDENT* *91. OTHER RELATIVE*	*What relationship to you is the person who is the head of household in the house or apartment you are living in?* *10. BROTHER* *11. SISTER* *2. UNCLE* *3. AUNT* *4. COUSIN* *5. GRANDFATHER* *6. GRANDMOTHER* *7. SPOUSE* *8. NON-RELATIVE* *9. RESPONDENT* *91. OTHER RELATIVE*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YDROTCEV	**582**	87-2	DE-36	DE-36	S	All youth	Youth who have heard of ROTC [YHEARDO EQ 1,-8 (PE-1A = 1)]
YDCOUNTY	**585**	87-3	DE-39	DE-39	P		*What is the name of the county in which you live?*
		87-2		PL-INTRO	A		*We would like to interview (your PARENT/either your PARENT or your step-PARENT) about influence (he/she) may have had on your future plans.*
YPARIMP	**589**	87-2		PL-1A	A		*We want to interview the person whose opinion means the most to you when you make important decisions. Would that person be your (PARENT) or your step-(PARENT)?*
YPARIMP	**589**	87-3	PL-INTRO	PL-1AQ873	L,P		*We would like to interview either your PARENT or your step-PARENT about...*

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VARIABLE NAME	#	QUARTER	OLD SCREEN	NEW SCREEN	CODE	CHANGE FROM:	CHANGE TO:
YPARFNAM **YPARLNAM** **YPARAREA** **YPAREXCH** **YPARLOCL**		87-2	PL-1		W	*We would like to interview your (PARENT) regarding (his/her) thoughts about future plans and possibilities for you. Please give me (his/her) name and telephone number.*	
YPARFNAM **YPARLNAM** **YPARAREA** **YPAREXCH** **YPARLOCL**		87-3	PL-1B	PL-1BQ873	L,P,W	*Please give me (his/her) name and telephone number.*	*[We would like to interview your (PARENT/step-PARENT) about (his/her) attitudes about your future plans.]* *Please give me (his/her) name and telephone number.*
-	-	87-2	TERM-9	TERM-9	W	*...I have no further questions for you at this time, but would you please stay on the line for one moment while I check to see if I need to speak to anyone else in your household.* *Thank you very much for your cooperation. Good bye.*	*...Although I have no more questions for you at this time, please stay on the line for one moment while I check to see if I need to speak to anyone else in your household.* *[Thank you very much for your cooperation. Good bye.*

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Household Screener (SC): This section has questions designed to locate households with members eligible for inclusion in one of the samples. Based on responses to these questions, the computer will decide if an appropriate respondent has been found or if the interview should be terminated.

Education and Employment (EE): Youth will be asked questions regarding their educational and work experiences.

Career Military Intentions or Propensity (IP): This section measures the youth's perceived likelihood that he or she will enlist in the Army or will choose some other career option in military or civilian life.

Behaviors (BE): This section includes questions on the youth's exploration of, or interest in, various career options, including the Army.

Social Influence (SI): The influence of family, friends and educators has been considered important in the decision to enlist. This section contains questions about what the youth perceives to be the attitudes of key persons towards his or her joining the Army.

Importance of Key Attributes (IA): This section contains questions on the importance of various factors, such as giving service to your country and developing one's potential, that may influence career choices.

Media Habits (MH): Questions here fall into two classes: (1) items focused on the respondent's TV viewing, radio listening, and magazine and newspaper reading habits, and (2) items focused on specific shows and magazines that might have been seen, heard, or read.

Knowledge Recall (KR): A basic way to measure how knowledgeable respondents are about military communications is to ask whether they recall Army and other services' advertisements in general, and particular messages in those advertisements specifically.

Attitudes towards Army Advertising (AT): This section measures how much respondents like Army ads and how much they believe what the ads say.

Knowledge/Slogan Recognition (KS): Respondents will be asked to match slogans in military advertisements with the services that use them.

Perceptions/Beliefs of Army Attributes (PE): Items in this section ask whether serving in the Army offers certain opportunities, such as developing leadership skills. The second set of items focus on perceptions about people who join the Army.

Knowledge/Awareness (KA): These items focus on specific Army incentives, such as pay, education benefits, and training.

Parental Influence (PI): This section asks parents about actions they have taken to influence their child's career decision-making process.

Demographics (DE): Items here ask parents about actions they have taken to influence their child's career decision-making process.

Tracking Information (TR): The youth chosen to be part of a longitudinal subsample will be asked for information which will make it easier to recontact them for the follow-up interview.

Parental Location (PL): A randomly selected portion of youth will be asked for the name and telephone number of one of their parents, who will then be interviewed.

ACOMS

USERS' MANUAL

SCHOOL YEAR 86/87

APPENDIXES

Prepared for U.S. Army by Westat, Inc.

ACOMS YOUTH VARIABLE LIST
BY VARIABLE

OCT 86 TO JUN 87
FINAL PERMENANT DOCUMENTATION

ACOMS YUTHMAIN VARIABLE LIST FOR OCT 86 TO JUN 87
FINAL PERMANENT DOCUMENTATION

VARIABLE	ORDER	TYPE	LEN	FORMAT	LABEL
ADI	61	CHAR	3	$ADIF	AREA OF DOMINANT INFLUENCE (1985)
ADULTTOT	693	NUM	2		SC5 HOW MANY OLDER THAN 24
AREA	62	CHAR	3	$CHAR	HH PHONE NUMBER AREA CODE
ATTPLACE	63	CHAR	10	$CHAR	HH PLACE NAME, AT&T TAPE
BABYFLG	89	NUM	2	BABYFLG	IS THERE A 13-15 YEAR OLD IN HH
BE4CHK	192	NUM	2	CCHECK	CONST. CHECK: BE2, BE4
BRIGADE	56	NUM	2	RCTGBDE	USAREC RECRUITING BRIGADE
BRIGBATT	57	CHAR	2	$BRGBT	HH BRIGADE/BATTALION RSID CODE
CASEID	1	CHAR	8	$CHAR	HOUSEHOLD ID NUMBER
CLUSID	24	NUM	3		3 DIGIT CLUSTER IDENTIFIER
CNTYFIPS	65	CHAR	3	$CHAR	HH COUNTY FIPS CODE
E13TO24	100	NUM	2	AGERANG	SC10A AGE CATEGORY (IF AGE MISSING)
EAGE	99	NUM	3		SC10 AGE OF YOUTH (IF DOB MISSING)
ECALCAGE	14	NUM	3		SC9 CALCULATED AGE FROM DATE OF BIRTH
EDOBDD	96	NUM	2		SC9 YOUTH DATE OF BIRTH, DAY
EDOBMM	97	NUM	2	DOBMNTH	SC9 YOUTH DATE OF BIRTH, MONTH
EDOBYY	98	NUM	2		SC9 YOUTH DATE OF BIRTH, YEAR
EE19CHK	136	NUM	2	CCHECK	EE19 CONST. CHECK: CUR EMP VS. NO JOB
EE1CHK	124	NUM	2	CCHECK	EE1 CONST. CHECK: EE1 VS. AGE
EE3CHK	126	NUM	2	CCHECK	EE3 CONST. CHECK: EE1 VS. EE3
EE5CHK	590	NUM	2	CCHECK	CONST CHECK: LAST DATE IN SCHOOL VS. NOW
EEDCGRAD	710	NUM	2	YESNO	SC13C IS YOUTH A COLLEGE GRADUATE
EEDCOMP	107	NUM	2	EEDCOMP	SC13 HIGHEST LEVEL OF EDUC COMPLETED
EEDCOVER	111	NUM	2	YESNO	SC13B VERIFIES SCHOOLING COMPLETED
EEDENCUR	106	NUM	2	YESNO	SC14 IS YOUTH CURRENTLY IN SCHOOL
EEDENOTH	709	NUM	2	YESNO	SC14B IS/WAS YOUTH ENROLLED APRIL/OCTOBE
EEDENSUM	708	NUM	2	EDSUM	SC14A SCHOOL Y ENROLLED IN MAY-SEPT
EEDENTYP	108	NUM	2	EDENTYP	SC15 TYPE SCHOOL Y CURRENTLY ENROLLED
EEDENYRC	110	NUM	2	EDENYRC	SC17 YOUTH IN 1, 2, 3, 4, 5 YR COLLEGE
EEDENYRH	109	NUM	2	EDENYRH	SC16 Y CURRENTLY IN 9, 10, 11, 12 GRADE
EEDENYRJ	694	NUM	2	EEDENYRJ	SC17A IS Y IN 1ST OR 2ND YR OF JR COLLEG
EFNAM	94	CHAR	25	$CHAR	SC8 YOUTH'S FIRST NAME (STATUS)
EHISP	18	NUM	2	YESNO	SC20 IS YOUTH HISPANIC
EHSDIPL	105	NUM	2	YHSDIPL	SC13A TYPE OF HIGH SCHOOL DIPLOMA
ELIGTYPM	10	NUM	2	ELIGTYP	YOUTH'S SAMPLE CELL, BASED ON MAIN INT
ELIGTYPS	9	NUM	2	ELIGTYP	YOUTH'S SAMPLE CELL, BASED ON SCREENER
ELIVADDR	112	NUM	2	YESNO	SC18 DOES YOUTH LIVE AT THIS ADDRESS
ELIVDORM	113	NUM	2	YESNO	SC18A DOES Y LIVE IN STUDENT HOUSING
ELNAM	95	CHAR	25	$CHAR	SC21 YOUTH'S LAST NAME (STATUS)
EMILACT	102	NUM	2	YESNO	SC11 YOUTH EVER IN ACTIVE MIL/NG/RESERV
EMILSERV	104	NUM	2	YESNO	SC11A IS YOUTH PRESENTLY IN MILITARY
EMILWAIT	103	NUM	2	YESNO	SC12 YOUTH WAITING TO GO ON ACTIVE DUTY
ENUMTOT	80	NUM	2		TOTAL YOUTH AGED 13-24 FINAL
ERACE	17	NUM	2	RACE	SC19 YOUTH'S RACE
ERSPAGE	93	NUM	2	YESNO	SC7B IS RESPONDENT 13 TO 24
ESEX	101	NUM	2	SEX	SEX OF ENUMERATED YOUTH
FAGE	15	NUM	2	FAGEFMT	AGE CATEGORIES FOR POST-STRATIFICATION
FELIGTOT	82	NUM	2		# FEMALES ELIGIBLE FOR MAIN INTERVIEW
FEMSAMP	25	NUM	2	YESNO	ENUMERATE/INTERVIEW FEMALES IN THIS HH
FEMTOT	77	NUM	2		SC7A HOW MANY FEMALES AGED 13 TO 24
FFEMTOT	79	NUM	2		TOTAL FEMALES AGED 13-24 FINAL
FMALETOT	78	NUM	2		TOTAL MALES AGED 13-24 FINAL
FRAME	22	NUM	2	FRAMFMT	SAMPLE FRAME FROM WHICH HH SELECTED
FULLWGHT	29	NUM	8		FINAL ADJUSTED WEIGHT

ACOMS YUTHMAIN VARIABLE LIST FOR OCT 86 TO JUN 87
FINAL PERMANENT DOCUMENTATION

VARIABLE	ORDER	TYPE	LEN	FORMAT	LABEL
GOODCNTY	66	NUM	2	GOCNTY	DETERMINES IF COUNTY IS WITHIN THE STATE
GOODZIP	68	NUM	2	GOODZIP	DETERMINES IF ZIP IS WITHIN THE STATE
HHSTATE	59	CHAR	2	$STATE	HH STATE POSTAL CODE
IMPAGE	16	NUM	2		IMPUTED AGE
IMPRACE	21	NUM	2	PSRACE	IMPUTED RACE/ETHNICITY
INDONN	23	NUM	2	INDONNF	CLUSTER CONTAINED IN DONNELLEY FRAME
INITWGHT	28	NUM	8		INITIAL WEIGHT
LONGSAMP	27	NUM	2	YESNO	IS HH IN LONGITUDINAL SAMPLE
MALEFEM	75	NUM	2	SEX	SC6 IS THIS PERSON MALE OR FEMALE
MALETOT	76	NUM	2		SC7 HOW MANY MALES AGED 13 TO 24
MARKFLG	691	NUM	2	MARKFLGF	RECRUITING MARKET FLAG
MELIGTOT	81	NUM	2		# MALES ELIGIBLE FOR MAIN INTERVIEW
MHY29CHK	334	NUM	2	CCHECK	CONST CHECK: MH28 & MH29 HOURS
MHY2CHK1	293	NUM	2	CCHECK	CONST CHECK: MH1 = 1 & MH2 = 0 HOURS
MHY2CHK2	294	NUM	2	CCHECK	CONST CHECK: MH2 > 168 HOURS
MHYCHK	350	NUM	2	CCHECK	CONST CHECK: TOTAL HOURS IN MHY > 168
MVERSION	7	NUM	2		MAIN INTERVIEW VERSION NUMBER
MY17CHK1	317	NUM	2	CCHECK	CONST CHECK: MH16 = 1 & MH17 = 0 HOURS
MY17CHK2	318	NUM	2	CCHECK	CONST CHECK: MH17 > 168 HOURS
PANELPEY	13	NUM	2	PEPANEL	YOUTH SAMPLE SUBGROUP FOR ANALYSIS
PFASFLG	692	NUM	2	PFASFLGF	PRIMARY FEMALE ANALYTIC SAMPLE FLAG
PFS1TOT	86	NUM	2		NO. YOUTHS IN PRIMARY FEM. SAMPLE, 16-20
PFS2TOT	87	NUM	2		NO. YOUTHS IN PRIMARY FEM. SAMPLE, 21-24
PHONCITY	69	CHAR	20	$CHAR	SC4E CITY WHERE PHONE IS LOCATED
PHONCNTY	64	CHAR	25	$CHAR	SC4B IN WHAT COUNTY IS PHONE LOCATED
PHONEOTH	90	NUM	2	YESNO	SC35 ARE THERE ADDITIONAL PHONE NUMBERS
PHONLOC	72	NUM	2	PHONLOC	SC3 PHONE LOCATED IN HOME OR BUSINESS
PHONUSE	71	NUM	2	PHONUSE	SC2 IS PHONE USED FOR HOME OR BUSINESS
PHONVER	70	NUM	2	PHONVER	SC1 IS DIALED PHONE NUMBER CORRECT
PHONZIP	67	CHAR	5	$CHAR	SC4C ZIP CODE WHERE PHONE IS LOCATED
PMASFLG	11	NUM	2	PMASFLGF	PRIMARY MALE ANALYTIC SAMPLE FLAG
PMS1TOT	83	NUM	2		NO. YOUTHS IN PRIMARY MALE SAMPLE, 16-20
PMS2TOT	84	NUM	2		NO. YOUTHS IN PRIMARY MALE SAMPLE, 21-24
PSEXSAMP	26	NUM	2	PSEXSMP	WHICH PARENT TO INTERVIEW FROM THIS HH
RACE1	20	NUM	2	PSRACE	RACE/ETHNICITY FOR POST-STRATIFICATION
RAGE	716	NUM	3		REASK: AGE OF YOUTH
RAND1000	413	NUM	4		PE WEIGHTED SELECTION OF PANEL 3 SERVICE
RANDIAY	271	NUM	2	RANDIAY	IAY RANDOM NUMBER
RANDIP1	147	NUM	2	RAND1IP	IP4 RANDOM START FOR CATEGORIES
RANDIP2	150	NUM	2	RAND1IP	IP6 RANDOM START FOR CATEGORIES
RANDIP3	160	NUM	2	RAND3IP	IP8_11A RANDOM START FOR MILITARY PLANS
RANDIP4	161	NUM	2	RAND4IP	IP8_10 RANDOM START FOR MILITARY PLANS
RANDKAY	558	NUM	2	RANDKAY	KA4 RANDOMIZE FIRST BRANCH FOR GI BILL
RANDKRY	396	NUM	2	RANDKR	KR17 RANDOM SELECTION OF SERV/COMPONENT
RANDKRY2	376	NUM	2	KNOw	KR5-KR13 RANDOM START AIDED AD RECALL
RANDKS	401	NUM	2	RANDKS	KS1 RANDOM START FOR SLOGANS
RANDPE3	412	NUM	2	RAND3PE	PE RANDOM SELECTION OF PANEL 2 SUBGROUP
RANDPE8	410	NUM	2	RAND8PE	PE RANDOM SELECTION FROM 8 SERVICES
RANDPE9	411	NUM	2	RAND9PE	PE RANDOM SELECTION FROM 9 SERVICES
RANDPEY1	414	NUM	2	RAND1PE	PEY1 RANDOM START FOR ARMY
RANDPEY4	415	NUM	2	RAND4PE	PEY4 RANDOM START FOR ARV/ANG
RANDPEY5	416	NUM	2	RAND4PE	PEY5 RANDOM START FOR NATIONAL GUARD
RANDPEY6	417	NUM	2	RAND1PE	PEY6 RANDOM START FOR AF/MC/NA/ALL
RANDPEY7	418	NUM	2	RAND7PE	PEY7 RANDOM START FOR CIVILIAN JOB

ACOMS YUTHMAIN VARIABLE LIST FOR OCT 86 TO JUN 87
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VARIABLE	ORDER	TYPE	LEN	FORMAT	LABEL
RANDPEY8	419	NUM	2	PE8RAND	PEY8 RANDOM START FOR COLLEGE
RANDPEYA	699	NUM	2	RANDPEYA	PEY1,4,5 RANDOM START: ARMY & ARV/ANG
RANDPEYB	700	NUM	2	RAND1PE	PEY1,6 RANDOM START: ARMY & AF/MC/NA/ALL
RANDPEYC	701	NUM	2	RAND1PE	PEY1,7 RANDOM START: ARMY & WORK FORCE
RANDPEYD	702	NUM	2	RAND1PE	PEY1,8 RANDOM START: ARMY & COLLEGE
RANDPEYO	698	NUM	2	RANORDER	WHICH PE REFERENT IS FIRST ON SCREEN
RANDROY	114	NUM	2	RANDRO	MODULE ROTATION FOR KS, MH & KA
RDOBDD	713	NUM	2		REASK: YOUTH DATE OF BIRTH, DAY
RDOBMM	714	NUM	2	DOBMNTH	REASK: YOUTH DATE OF BIRTH, MONTH
RDOBYY	715	NUM	2		REASK: YOUTH DATE OF BIRTH, YEAR
REPL1	591	NUM	8		REPLICATE WEIGHT 1
REPL10	600	NUM	8		REPLICATE WEIGHT 10
REPL11	601	NUM	8		REPLICATE WEIGHT 11
REPL12	602	NUM	8		REPLICATE WEIGHT 12
REPL13	603	NUM	8		REPLICATE WEIGHT 13
REPL14	604	NUM	8		REPLICATE WEIGHT 14
REPL15	605	NUM	8		REPLICATE WEIGHT 15
REPL16	606	NUM	8		REPLICATE WEIGHT 16
REPL17	607	NUM	8		REPLICATE WEIGHT 17
REPL18	608	NUM	8		REPLICATE WEIGHT 18
REPL19	609	NUM	8		REPLICATE WEIGHT 19
REPL2	592	NUM	8		REPLICATE WEIGHT 2
REPL20	610	NUM	8		REPLICATE WEIGHT 20
REPL21	611	NUM	8		REPLICATE WEIGHT 21
REPL22	612	NUM	8		REPLICATE WEIGHT 22
REPL23	613	NUM	8		REPLICATE WEIGHT 23
REPL24	614	NUM	8		REPLICATE WEIGHT 24
REPL25	615	NUM	8		REPLICATE WEIGHT 25
REPL26	616	NUM	8		REPLICATE WEIGHT 26
REPL27	617	NUM	8		REPLICATE WEIGHT 27
REPL28	618	NUM	8		REPLICATE WEIGHT 28
REPL29	619	NUM	8		REPLICATE WEIGHT 29
REPL3	593	NUM	8		REPLICATE WEIGHT 3
REPL30	620	NUM	8		REPLICATE WEIGHT 30
REPL31	621	NUM	8		REPLICATE WEIGHT 31
REPL32	622	NUM	8		REPLICATE WEIGHT 32
REPL33	623	NUM	8		REPLICATE WEIGHT 33
REPL34	624	NUM	8		REPLICATE WEIGHT 34
REPL35	625	NUM	8		REPLICATE WEIGHT 35
REPL36	626	NUM	8		REPLICATE WEIGHT 36
REPL37	627	NUM	8		REPLICATE WEIGHT 37
REPL38	628	NUM	8		REPLICATE WEIGHT 38
REPL39	629	NUM	8		REPLICATE WEIGHT 39
REPL4	594	NUM	8		REPLICATE WEIGHT 4
REPL40	630	NUM	8		REPLICATE WEIGHT 40
REPL41	631	NUM	8		REPLICATE WEIGHT 41
REPL42	632	NUM	8		REPLICATE WEIGHT 42
REPL43	633	NUM	8		REPLICATE WEIGHT 43
REPL44	634	NUM	8		REPLICATE WEIGHT 44
REPL45	635	NUM	8		REPLICATE WEIGHT 45
REPL46	636	NUM	8		REPLICATE WEIGHT 46
REPL47	637	NUM	8		REPLICATE WEIGHT 47
REPL48	638	NUM	8		REPLICATE WEIGHT 48
REPL49	639	NUM	8		REPLICATE WEIGHT 49

ACOMS YOUTHMAIN VARIABLE LIST FOR OCT 86 TO JUN 87
FINAL PERMANENT DOCUMENTATION

VARIABLE	ORDER	TYPE	LEN	FORMAT	LABEL
REPL5	595	NUM	8		REPLICATE WEIGHT 5
REPL50	640	NUM	8		REPLICATE WEIGHT 50
REPL51	641	NUM	8		REPLICATE WEIGHT 51
REPL52	642	NUM	8		REPLICATE WEIGHT 52
REPL53	643	NUM	8		REPLICATE WEIGHT 53
REPL54	644	NUM	8		REPLICATE WEIGHT 54
REPL55	645	NUM	8		REPLICATE WEIGHT 55
REPL56	646	NUM	8		REPLICATE WEIGHT 56
REPL57	647	NUM	8		REPLICATE WEIGHT 57
REPL58	648	NUM	8		REPLICATE WEIGHT 58
REPL59	649	NUM	8		REPLICATE WEIGHT 59
REPL6	596	NUM	8		REPLICATE WEIGHT 6
REPL60	650	NUM	8		REPLICATE WEIGHT 60
REPL61	651	NUM	8		REPLICATE WEIGHT 61
REPL62	652	NUM	8		REPLICATE WEIGHT 62
REPL63	653	NUM	8		REPLICATE WEIGHT 63
REPL64	654	NUM	8		REPLICATE WEIGHT 64
REPL65	655	NUM	8		REPLICATE WEIGHT 65
REPL66	656	NUM	8		REPLICATE WEIGHT 66
REPL67	657	NUM	8		REPLICATE WEIGHT 67
REPL68	658	NUM	8		REPLICATE WEIGHT 68
REPL7	597	NUM	8		REPLICATE WEIGHT 7
REPL8	598	NUM	8		REPLICATE WEIGHT 8
REPL9	599	NUM	8		REPLICATE WEIGHT 9
RESPINHH	73	NUM	2	YESNO	SC4D IS RESPONDENT A HH MEMBER
RHISP	712	NUM	2	YESNO	REASK: IS YOUTH OF HISPANIC BACKGROUND
RLIVADDR	720	NUM	2	YESNO	REASK: DOES YOUTH LIVE AT THIS ADDRESS
RLIVDORM	721	NUM	2	YESNO	REASK: DOES Y LIVE IN STUDENT HOUSING
RMILACT	717	NUM	2	YESNO	REASK: Y EVER IN ACTIVE MILITARY SERVICE
RMILSERV	719	NUM	2	YESNO	REASK: IS YOUTH PRESENTLY IN MILITARY
RMILWAIT	718	NUM	2	YESNO	REASK: Y WAITING TO GO ON ACTIVE DUTY
ROTCREG	58	CHAR	2	$ROTCFMT	ROTC REGION/BRIGADE
RRACE	711	NUM	2	RACE	REASK: YOUTH'S RACE
SCRNDATE	4	CHAR	6	$CHAR	DATE OF SCREENER
SELYYMM	3	NUM	4	YYMMNUM	YEAR AND MONTH HH SELECTED INTO SAMPLE
SFSTOT	88	NUM	2		NO. YOUTHS IN SECONDARY FEMALE SAMPLE
SMSTOT	85	NUM	2		NO. YOUTHS IN SECONDARY MALE SAMPLE
STFIPS	60	NUM	2	STFIP	HH STATE FIPS CODE
SVERSION	6	NUM	2		SCREENER VERSION NUMBER
TARGYUTH	8	CHAR	2	$CHAR	YUTHNUM TARGET Y FOR PARENTAL INTERVIEW
WFACKA	45	NUM	8		WEIGHT FACTOR FOR KA MODULE
WFACKS	43	NUM	8		WEIGHT FACTOR FOR KS MODULE
WFACMH	44	NUM	8		WEIGHT FACTOR FOR MH MODULE
WFACPEA	46	NUM	8		WEIGHT FACTOR FOR PE (ACTIVE)
WFACPEC	54	NUM	8		WEIGHT FACTOR FOR PE (COLLEGE)
WFACPEF	49	NUM	8		WEIGHT FACTOR FOR PE (AIR FORCE)
WFACPEG	48	NUM	8		WEIGHT FACTOR FOR PE (NATIONAL GUARD)
WFACPEM	50	NUM	8		WEIGHT FACTOR FOR PE (MARINE CORPS)
WFACPEN	51	NUM	8		WEIGHT FACTOR FOR PE (NAVY)
WFACPER	55	NUM	8		WEIGHT FACTOR FOR PE (ROTC/OFFICER)
WFACPES	52	NUM	8		WEIGHT FACTOR FOR PE (MILITARY)
WFACPEV	47	NUM	8		WEIGHT FACTOR FOR PE (RESERVE)
WFACPEW	53	NUM	8		WEIGHT FACTOR FOR PE (CIVILIAN JOB)
WGHTKA	32	NUM	8		WEIGHT FOR KA MODULE

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VARIABLE	ORDER	TYPE	LEN	FORMAT	LABEL
WGHTKS	30	NUM	8		WEIGHT FOR KS MODULE
WGHTMH	31	NUM	8		WEIGHT FOR MH MODULE
WGHTPEA	33	NUM	8		WEIGHT FOR PE (ACTIVE)
WGHTPEC	41	NUM	8		WEIGHT FOR PE (COLLEGE)
WGHTPEF	36	NUM	8		WEIGHT FOR PE (AIR FORCE)
WGHTPEG	35	NUM	8		WEIGHT FOR PE (NATIONAL GUARD)
WGHTPEM	37	NUM	8		WEIGHT FOR PE (MARINE CORPS)
WGHTPEN	38	NUM	8		WEIGHT FOR PE (NAVY)
WGHTPER	42	NUM	8		WEIGHT FOR PE (ROTC/OFFICER)
WGHTPES	39	NUM	8		WEIGHT FOR PE (MILITARY)
WGHTPEV	34	NUM	8		WEIGHT FOR PE (RESERVE)
WGHTPEW	40	NUM	8		WEIGHT FOR PE (CIVILIAN JOB)
XPHONLOC	92	NUM	2	PHONLOC	SC36A OTHER PHONE IN HOME OR BUSINESS
XPHONUSE	91	NUM	2	PHONUSE	SC36 OTHER PHONE FOR HOME OR BUSINESS
YACASHED	433	NUM	2	AGREEW	PE1 GET MONEY FOR EDUCATION: ARMY
YACIVCAR	426	NUM	2	AGREEW	PE1 CIVILIAN CAREER DEVELOP: ARMY
YADARBIL	390	NUM	2	YESNO	KR14 RECALLS ARMY AD ON BILLBOARDS
YADARMAG	388	NUM	2	YESNO	KR14 RECALLS ARMY AD IN MAGAZINES
YADARMAL	391	NUM	2	YESNO	KR14 RECALLS ARMY AD IN MAIL
YADAROTH	395	NUM	2	YADOTH	KR14 RECALLS ARMY AD SOMEWHERE ELSE
YADARPAM	393	NUM	2	YESNO	KR14 RECALLS ARMY AD IN PAMPHLETS
YADARPAP	389	NUM	2	YESNO	KR14 RECALLS ARMY AD IN NEWSPAPERS
YADARPOS	392	NUM	2	YESNO	KR14 RECALLS ARMY AD ON POSTERS
YADARRAD	387	NUM	2	YESNO	KR14 RECALLS ARMY AD ON RADIO
YADARTV	386	NUM	2	YESNO	KR14 RECALLS ARMY AD ON TV
YADARYEL	394	NUM	2	YESNO	KR14 RECALLS ARMY AD IN YELLOW PAGES
YAHIQUAL	432	NUM	2	AGREEW	PE1 HIGHLY TRAINED COWORKERS: ARMY
YAHITECH	425	NUM	2	AGREEW	PE1 USE HIGH-TECH EQUIPMENT: ARMY
YAIDAF	377	NUM	2	YESNO	KR5 AIDED AD RECALL FOR AIR FORCE
YAIDALL	385	NUM	2	YESNO	KR13 AIDED AD RECALL FOR ALL SERVICES
YAIDANG	380	NUM	2	YESNO	KR8 AIDED AD RECALL FOR ARMY NAT GUARD
YAIDAR	378	NUM	2	YESNO	KR6 AIDED AD RECALL FOR ARMY
YAIDARO	379	NUM	2	YESNO	KR7 AIDED AD RECALL FOR ARMY ROTC
YAIDARV	381	NUM	2	YESNO	KR9 AIDED AD RECALL FOR ARMY RESERVE
YAIDCG	382	NUM	2	YESNO	KR10 AIDED AD RECALL FOR COAST GUARD
YAIDMC	383	NUM	2	YESNO	KR11 AIDED AD RECALL FOR MARINE CORPS
YAIDNA	384	NUM	2	YESNO	KR12 AIDED AD RECALL FOR NAVY
YALEADER	424	NUM	2	AGREEW	PE1 DEVELOP LEADERSHIP SKILLS: ARMY
YAMATURE	430	NUM	2	AGREEW	PE1 MATURE AND RESPONSIBLE: ARMY
YAMENTAL	429	NUM	2	AGREEW	PE1 MENTALLY CHALLENGING: ARMY
YAPHYS	421	NUM	2	AGREEW	PE1 PHYSICALLY CHALLENGING: ARMY
YAPOTEN	428	NUM	2	AGREEW	PE1 DEVELOP YOUR POTENTIAL: ARMY
YAPROUD	422	NUM	2	AGREEW	PE1 EXPERIENCE TO BE PROUD OF: ARMY
YARMBOSS	250	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: EMPLOYER
YARMCOUN	246	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: SCH COUNSELOR
YARMCOW	248	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: CO-WORKERS
YARMDAD	241	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FATHER
YARMFARM	243	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FREN ARMY EXP
YARMFMIL	244	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FREN OTH MIL
YARMFNO	245	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FREN NO MIL
YARMMOM	242	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: MOTHER
YARMSTUD	249	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FELLOW STUDNT
YARMTEAC	247	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: TEACHERS
YASELCON	427	NUM	2	AGREEW	PE1 DEVELOP SELF-CONFIDENCE: ARMY

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VARIABLE	ORDER	TYPE	LEN	FORMAT	LABEL
YASTEP	423	NUM	2	AGREEW	PE1 STEPPING STONE TO COLLEGE: ARMY
YATADBEL	400	NUM	2	PRATEAD	AT2 HOW MUCH YOUTH BELIEVES ARMY ADS
YATADLIK	399	NUM	2	YRATEAD	AT1 HOW MUCH YOUTH LIKED ARMY ADS
YATRAIN	431	NUM	2	AGREEW	PE1 TRAINING IN USEFUL SKILLS: ARMY
YATSFLG	12	NUM	2	YATSFLGF	86 YATS II SAMPLE FLAG
YAWIDE	420	NUM	2	AGREEW	PE1 WIDE VARIETY OF JOBS: ARMY
YBABOSS	188	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH EMPLOYER
YBACONT	200	NUM	2	YBACONT	BE8A HOW FIRST CONTACT W/ ARMY RECRUITER
YBACOUN	185	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH SCH COUNSLR
YBACOW	187	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH CO-WORKER
YBADAD	180	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH FATHER
YBAEVREC	176	NUM	2	YESNO	BE1A Y EVER TALK WITH MILITARY RECRUITER
YBAFRAR	194	NUM	2	YESNO	BE6 WAS FRIEND Y TALKED WITH IN ARMY
YBAFREMP	191	NUM	2	YESNO	BE4 WAS FRIEND Y TALKED WITH AT WORK
YBAFREN	178	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH FRIENDS
YBAFRMIL	193	NUM	2	YESNO	BE5 WAS FRIEND Y TALKED WITH IN SERVICE
YBAFRSCH	190	NUM	2	YESNO	BE3 WAS FRIEND Y TALKED WITH FROM SCHOOL
YBAGIFT	202	NUM	2	YESNO	BE10 Y RESPOND TO ARMY AD IN PAST 6 MO
YBAMOM	179	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH MOTHER
YBAOTH	189	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH OTHERS
YBAREC	186	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH RECRUITER
YBAREL	182	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH OTH RELATIVE
YBASIB	181	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH BROTHER/SISTER
YBASPOU	183	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH SPOUSE
YBATALK	177	NUM	2	YESNO	BE1 Y TALK ABOUT JOINING ARMY PAST 6 MO
YBATALK1	201	NUM	2	YBATALK	BE8B HOW FIRST TALK W/ ARMY RECRUITER
YBATEAC	184	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH TEACHER
YBATEEVR	725	NUM	2	YESNO	BE12A Y EVER TAKE TEST FOR ARMY
YBATEST	204	NUM	2	YESNO	BE12 Y TAKE TEST FOR ARMY IN PAST 6 MO
YBAVISIT	203	NUM	2	YESNO	BE11 Y VISIT ARMY RECR STATN PAST 6 MO
YBCACF	219	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT ACF
YBCAPEVR	727	NUM	2	YESNO	BE24A Y EVER SUBMIT COLLEGE APPL
YBCAPPL	224	NUM	2	YESNO	BE24 Y SUBMIT COLLEGE APPL IN PAST 6 MO
YBCBOSS	217	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH EMPLOYER
YBCCOUN	214	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH SCH COUNSLR
YBCCOW	216	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH CO-WORKER
YBCDAD	209	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH FATHER
YBCFREN	207	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH FRIENDS
YBCGI	220	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT GI BILL
YBCMOM	208	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH MOTHER
YBCOTH	218	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH OTHERS
YBCREC	215	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH A RECRUITER
YBCREL	211	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH OTH RELATIVE
YBCROTC	221	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT ROTC SCH
YBCSIB	210	NUM	2	BEYN	BE18 Y DISCUSS COLLEGE WITH BROTHER/SIS
YBCSPOU	212	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH SPOUSE
YBCTALK	206	NUM	2	YESNO	BE17 Y TALK ABOUT COLLEGE IN PAST 6 MO
YBCTEAC	213	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH A TEACHER
YBCTEEVR	726	NUM	2	YESNO	BE21A Y EVER TAKE COLLEGE ADM TEST
YBCTEST	223	NUM	2	YESNO	BE21 Y TAKE COLLEGE ADM TEST PAST 6 MO
YBCTHOT	205	NUM	2	YESNO	BE16 Y THINK ABOUT COLLEGE IN PAST 6 MO
YBCVEAP	222	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT VEAP
YBMREC	195	NUM	2	YESNO	BE7 Y TALK TO RECRUITER PAST 6 MONTHS
YBMRECAF	197	NUM	2	YESNO	BE8 Y TALKED TO AN AIR FORCE RECRUITER

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YBMRECAR	196	NUM	2	YESNO	BE8 Y TALKED TO AN ARMY RECRUITER
YBMRECMC	199	NUM	2	YESNO	BE8 Y TALKED TO A MARINE RECRUITER
YBMRECNA	198	NUM	2	YESNO	BE8 Y TALKED TO A NAVY RECRUITER
YBWAPPL	240	NUM	2	YESNO	BE32 Y APPLY FOR ANY JOBS IN PAST 6 MO
YBWBOSS	237	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH EMPLOYER
YBWCOUN	234	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH SCH COUNSLR
YBWCOW	236	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH CO-WORKER
YBWDAD	229	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH FATHER
YBWFREN	227	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH FRIENDS
YBWMOM	228	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH MOTHER
YBWOTH	238	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH OTHERS
YBWREC	235	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH A RECRUITER
YBWREL	231	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH OTH RELATIVE
YBWSIB	230	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH BROTHER/SIS
YBWSPOU	232	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH SPOUSE
YBWTALK	226	NUM	2	YESNO	BE26 Y TALK ABOUT FT WORK IN PAST 6 MO
YBWTEAC	233	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH A TEACHER
YBWTHOT	225	NUM	2	YESNO	BE25 Y THINK ABOUT FT WORK IN PAST 6 MO
YBWVISIT	239	NUM	2	YESNO	BE31 Y VISIT POTENTIAL EMPLOYER/AGENCIES
YCCIVCAR	535	NUM	2	AGREEW	PE8 CIVILIAN CAREER DEVELOP: COLLEGE
YCHIQUAL	540	NUM	2	AGREEW	PE8 HIGHLY TRAINED COWORKERS: COLLEGE
YCLEADER	534	NUM	2	AGREEW	PE8 DEVELOP LEADERSHIP SKILLS: COLLEGE
YCMATURE	539	NUM	2	AGREEW	PE8 MATURE AND RESPONSIBLE: COLLEGE
YCMENTAL	538	NUM	2	AGREEW	PE8 MENTALLY CHALLENGING: COLLEGE
YCPOTEN	537	NUM	2	AGREEW	PE8 DEVELOP YOUR POTENTIAL: COLLEGE
YCPROUD	533	NUM	2	AGREEW	PE8 EXPERIENCE TO BE PROUD OF: COLLEGE
YCSELCON	536	NUM	2	AGREEW	PE8 DEVELOP SELF-CONFIDENCE: COLLEGE
YDCITY	586	CHAR	20	$CHAR	DE40 NAME OF CITY YOUTH LIVES IN
YDCOUNTY	585	CHAR	30	$CHAR	DE39 NAME OF COUNTY YOUTH LIVES IN
YDDADBR	576	NUM	2	BRANCH	DE21 MILITARY BRANCH FATHER IN
YDDADLFS	575	NUM	2	PARNDO	DE20 FATHER'S JOB STATUS
YDEDDAD	574	NUM	2	EDLEVEL	DE19 FATHER'S HIGHEST LEVEL OF EDUCATION
YDEDMOM	577	NUM	2	EDLEVEL	DE26 MOTHER'S HIGHEST LEVEL OF EDUCATION
YDEDOTH	581	NUM	2	EDLEVEL	DE19A HEAD'S HIGHEST LEVEL OF EDUCATION
YDETHNIC	19	NUM	2	ETHNIC	DE5 TYPE OF HISPANIC BACKGROUND
YDMARITL	570	NUM	2	MARSTAT	DE6 CURRENT MARITAL STATUS
YDMOMLFS	578	NUM	2	PARNDO	DE27 MOTHER'S JOB STATUS
YDOWNOS	580	CHAR	30	$CHAR	DE17 OTHER SPECIFY FOR HEAD OF HOUSEHOLD
YDOWNREL	579	NUM	2	RELAT	DE17 HOUSEHOLD HEAD'S RELATIONSHIP TO Y
YDPARENT	572	NUM	2	PARENTS	DE15 WHICH PARENT YOUTH LIVES WITH
YDROTCBR	584	NUM	2	ROTCTYP	DE38 ROTC BRANCH OF PARTICIPATION
YDROTCEV	582	NUM	2	YESNO	DE36 DID YOUTH PARTICIPATE IN ROTC
YDROTCJS	583	NUM	2	JRSR	DE37 WAS PARTICIPATION IN ROTC JR OR SR
YDSAMEHH	571	NUM	2	YESNO	DE14 DOES YOUTH LIVE WITH PARENTS
YDSAMEMA	706	NUM	2	YDSAMEMA	DE14A DOES YOUTH LIVE WITH MOM/STEP-MOM
YDSAMEPA	705	NUM	2	YDSAMEPA	DE14 DOES YOUTH LIVE WITH DAD/STEP-DAD
YDSSN	588	CHAR	9	$SSNFMT	DE42 SOCIAL SECURITY NUMBER (STATUS)
YDWAGE	573	NUM	2	EARNER	DE16 PRINCIPAL WAGE EARNER IN HOUSEHOLD
YDZIP	587	CHAR	5	$CHAR	DE41 ZIP CODE YOUTH LIVES IN
YEDCGRAD	724	NUM	2	YESNO	EE1A IS YOUTH A COLLEGE GRADUATE
YEDCOVER	122	NUM	2	YESNO	EE1VER VERIFIES SCHOOLING COMPLETED
YEDCUR	116	NUM	2	YEDCUR	EE4 IS YOUTH CURRENTLY IN SCHOOL
YEDELALG	129	NUM	2	YEDELAL	EE9 Y TAKEN/WILL TAKE ELEMENTARY ALGEBRA
YEDENOTH	723	NUM	2	YESNO	EE4B IS/WAS YOUTH ENROLLED APRIL/OCTOBER

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VARIABLE	ORDER	TYPE	LEN	FORMAT	LABEL
YEDENSUM	722	NUM	2	EDSUM	EE4A SCHOOL Y ENROLLED IN MAY-SEPT
YEDENYRC	121	NUM	2	EDENYRC	EE6B IS Y IN 1, 2, 3, 4, 5 YR COLLEGE
YEDENYRH	120	NUM	2	EDENYRH	EE6A IS Y IN GRADE 9, 10, 11, OR 12
YEDENYRJ	695	NUM	2	EEDENYRJ	EE6C IS Y IN 1ST OR 2ND YR OF JR COLLEGE
YEDGEOM	130	NUM	2	YEDELAL	EE10 Y TAKEN/WILL TAKE PLANE GEOMETRY
YEDGRADE	128	NUM	2	YEDGRAD	EE7 YOUTH EDUCATIONAL GRADE AVERAGE
YEDINALG	131	NUM	2	YEDELAL	EE11 Y TAKEN/WILL TAKE INTERMED ALGEBRA
YEDKIND	119	NUM	2	YEDKIND	EE6 KIND OF SCHOOL YOUTH ENROLLED IN
YEDLASTM	117	NUM	2	DOBMONTH	EE5 YOUTH LAST ATTENDED SCHOOL, MONTH
YEDLASTY	118	NUM	2		EE5 YOUTH LAST ATTENDED SCHOOL, YEAR
YEDLEV	123	NUM	2	YEDLEV	EE1 HIGHEST LEVEL OF EDUC COMPLETED
YEDPLAN	125	NUM	2	YEDLEV	EE3 HIGHEST GRADE PLAN TO COMPLETE
YEDTRIG	132	NUM	2	YEDELAL	EE12 Y TAKEN/WILL TAKE TRIGONOMETRY
YEMPCUR	133	NUM	2	YEMPCUR	EE16 IS YOUTH CURRENTLY EMPLOYED
YEMPEASY	140	NUM	2	YEMPLOY	EE24 YOUTH EMPLOYMENT DIFFICULTY IN COMM
YEMPEMCK	137	CHAR	2	$YEMPCK	EE19CK VERIFIES CURRENT EMPLOYMENT
YEMPEVER	139	NUM	2	YEMPEVR	EE20 WAS YOUTH EVER EMPLOYED FULL-TIME
YEMPHOUR	135	NUM	2		EE19 Y HOURS WORKED PER WEEK IN LAST JOB
YEMPHRCK	138	CHAR	2	$CHAR	EE19CK VERIFY NO. HRS CURRENTLY EMPLOYED
YEMPLOOK	134	NUM	2	YEMPLOK	EE17 IS YOUTH LOOKING FOR EMPLOYMENT
YFAMACT	267	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN ACTIVE ARMY
YFAMAF	262	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-AF
YFAMANG	269	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN NAT GUARD
YFAMAR	263	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-ARMY
YFAMARO	270	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN ROTC
YFAMARV	268	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN RESERVE
YFAMCG	264	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-CG
YFAMMC	265	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-MC
YFAMMIL	261	NUM	2	YESNO	SI5 Y HAVE FAMILY CURRENTLY IN MILITARY
YFAMNA	266	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-NAVY
YFCASHED	518	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: AIR FORCE
YFCIVCAR	490	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: AIR FORCE
YFHIQUAL	514	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: AIR FORCE
YFHITECH	486	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: AIR FORCE
YFLEADER	482	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: AIR FORCE
YFMATURE	506	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: AIR FORCE
YFMENTAL	502	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: AIR FORCE
YFPHYS	470	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: AIR FORCE
YFPOTEN	498	NUM	2	AGREEW	PE6 DEVELOP YOUR POTENTIAL: AIR FORCE
YFPROUD	474	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: AIR FORCE
YFRENACT	257	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN ACTIVE ARMY
YFRENAF	252	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-AF
YFRENANG	259	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN NAT GUARD
YFRENAR	253	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-ARMY
YFRENARO	260	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN ROTC
YFRENARV	258	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN RESERVE
YFRENCG	254	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-CG
YFRENMC	255	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-MC
YFRENMIL	251	NUM	2	YESNO	SI2 Y HAVE FRIENDS CURRENTLY IN MILITARY
YFRENNA	256	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-NAVY
YFSELCON	494	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: AIR FORCE
YFSTEP	478	NUM	2	AGREEW	PE6 STEPPING STONE TO COLLEGE: AIR FORCE
YFTRAIN	510	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: AIR FORCE
YFWIDE	466	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: AIR FORCE

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YGCASHED	460	NUM	2	AGREEW	PE5 GET MONEY FOR EDUCATION: GUARD
YGCIVCAR	453	NUM	2	AGREEW	PE5 CIVILIAN CAREER DEVELOP: GUARD
YGHIQUAL	459	NUM	2	AGREEW	PE5 HIGHLY TRAINED COWORKERS: GUARD
YGHOME	461	NUM	2	AGREEW	PE5 SERVE AMERICA IN HOMETOWN: GUARD
YGLEADER	452	NUM	2	AGREEW	PE5 DEVELOP LEADERSHIP SKILLS: GUARD
YGMATURE	457	NUM	2	AGREEW	PE5 MATURE AND RESPONSIBLE: GUARD
YGMENTAL	456	NUM	2	AGREEW	PE5 MENTALLY CHALLENGING: GUARD
YGPOTEN	455	NUM	2	AGREEW	PE5 DEVELOP YOUR POTENTIAL: GUARD
YGPROUD	451	NUM	2	AGREEW	PE5 EXPERIENCE TO BE PROUD OF: GUARD
YGSELCON	454	NUM	2	AGREEW	PE5 DEVELOP SELF-CONFIDENCE: GUARD
YGSERCOM	462	NUM	2	AGREEW	PE5 SERVE YOUR OWN COMMUNITY: GUARD
YGSERPAR	704	NUM	2	AGREEW	PE5 PART-TIME WORK: GUARD
YGTRAIN	458	NUM	2	AGREEW	PE5 TRAINING IN USEFUL SKILLS: GUARD
YGWEEKEN	463	NUM	2	AGREEW	PE5 INTERESTING WEEKENDS: GUARD
YGWIDE	450	NUM	2	AGREEW	PE5 WIDE VARIETY OF JOBS: GUARD
YHEARDAR	434	NUM	2	YESNO	PE1A Y EVER HEARD OF ARMY RESERVE
YHEARDNG	449	NUM	2	YESNO	PE4A Y EVER HEARD OF ARMY NATIONAL GUARD
YHEARDRO	545	NUM	2	YESNO	PE15A Y EVER HEARD OF ROTC AT COLLEGE
YHSDIPL	115	NUM	2	YHSDIPL	EE2 YOUTH HIGH SCHOOL DIPLOMA, TYPE
YICASHED	274	NUM	2	RANGIMP	IA IMP OF EARNING MONEY FOR EDUCATION
YICIVCAR	282	NUM	2	RANGIMP	IA IMP OF HELPING CIVILIAN CAREER DEV
YICNTRY	277	NUM	2	RANGIMP	IA IMP OF SERVING COUNTRY
YIHIQUAL	273	NUM	2	RANGIMP	IA IMP OF HIGHLY TRAINED COWORKERS
YIHITECH	279	NUM	2	RANGIMP	IA IMP OF WORKING WITH HI-TECH EQUIP
YIHOME	285	NUM	2	RANGIMP	IA IMP OF STAYING IN OWN HOMETOWN
YIINNOV	288	NUM	2	RANGIMP	IA IMP OF USING OWN JUDGEMENT
YILEADER	278	NUM	2	RANGIMP	IA IMP OF DEVELOPING LEADERSHIP SKILLS
YIMATURE	287	NUM	2	RANGIMP	IA IMP OF BECOM MORE MATURE/RESPONSIBLE
YIMENTAL	289	NUM	2	RANGIMP	IA IMP OF HAVING MENTAL CHALLENGE
YIPDOEMP	142	NUM	2	YESNO	IP1 Y PLANS TO WORK
YIPDOIDL	143	NUM	2	YESNO	IP1 Y PLANS TO DO NOTHING
YIPDOMIL	144	NUM	2	YESNO	IP1 Y PLANS TO JOIN MILITARY/SERVICE
YIPDOOTH	145	NUM	2	YESNO	IP1 Y HAS OTHER PLANS
YIPDOSCH	141	NUM	2	YESNO	IP1 Y PLANS TO GO TO SCHOOL
YIPHYS	272	NUM	2	RANGIMP	IA IMP OF HAVING PHYSICAL CHALLENGE
YIPOTEN	281	NUM	2	RANGIMP	IA IMP OF DEVELOPING POTENTIAL
YIPROUD	280	NUM	2	RANGIMP	IA IMP OF EXPERIENCES TO BE PROUD OF
YISELCON	276	NUM	2	RANGIMP	IA IMP OF DEVELOPING SELF-CONFIDENCE
YISERCOM	283	NUM	2	RANGIMP	IA IMP OF COMMUNITY SERVICE
YISERPAR	697	NUM	2	RANGIMP	IA IMP OF WORKING PART-TIME
YISTEP	286	NUM	2	RANGIMP	IA IMP OF STEPPING FROM HS TO COLLEGE
YITRAIN	275	NUM	2	RANGIMP	IA IMP OF TRAINING IN USEFUL SKILLS
YIWEEKEN	284	NUM	2	RANGIMP	IA IMP OF WEEKEND EXCITEMENT
YIWIDE	696	NUM	2	RANGIMP	IA IMP OF OPPORT TO FIND A JOB
YKADEP	564	NUM	2	YKADEP	KA6 CAN Y JOIN ARMY DEP & ENTER YR LATER
YKAEARN	554	NUM	2	YKAEARN	KA7 EARN MONEY FOR COLLEGE IN ARMY
YKAEDBEN	555	NUM	2	YKABEN	KA1 AMOUNT OF ARMY EDUCATION BENEFITS
YKAGIAF	560	NUM	2	YKAGIAF	KA4 DOES THE AIR FORCE OFFER THE GI BILL
YKAGIAR	559	NUM	2	YKAGIAR	KA4 DOES THE ARMY OFFER THE GI BILL
YKAGIMA	562	NUM	2	YKAGIMA	KA4 DOES MARINE CORPS OFFER THE GI BILL
YKAGINA	561	NUM	2	YKAGINA	KA4 DOES THE NAVY OFFER THE GI BILL
YKALLCOL	556	NUM	2	YKALCOL	KA2 WOULD ARMY PAY FOR ENTIRE COLLEGE ED
YKARGCOL	568	NUM	2	YKACOL	KA11 EARN COLLEGE MONEY IN RESERVE/GUARD
YKARGGI	569	NUM	2	YKARGGI	KA12 MAX GI BILL AMOUNT IN RESERVE/GUARD

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VARIABLE	ORDER	TYPE	LEN	FORMAT	LABEL
YKARGHS	566	NUM	2	YKARGHS	KA9 CAN ONLY HS GRADS JOIN RESERVE/GUARD
YKARGJUN	565	NUM	2	YKAJOIN	KA8 CAN HS JRS AGE 17 JOIN RESERVE/GUARD
YKASAME	557	NUM	2	YKASAME	KA3 COMPAR ARMY EDUC BEN TO OTH BRANCHES
YKAWARD	567	NUM	2	YKAWARD	KA10 WHO SPONSORS SCHOLAR-ATHLETE AWARD
YKAYEARS	563	NUM	2		KA5 MINIMUM ARMY ENLISTMENT
YKRMSGAR	397	NUM	2	YKVERB	STATUS OF KR VERBATIM RESPONSE: ARMY
YKRMSGOT	398	NUM	2	YKVERB	STATUS OF KR VERBATIM RESPONSE: NON-ARMY
YKRNGAF	366	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR AIR FORCE
YKRNGAR	367	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR ARMY
YKRNGCG	370	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR COAST GUARD
YKRNGMC	369	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR MARINES
YKRNGNA	368	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR NAVY
YKRROAF	361	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR AIR FORCE
YKRROAR	362	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR ARMY
YKRROCG	365	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR COAST GUARD
YKRROMC	364	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR MARINES
YKRRONA	363	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR NAVY
YKRRVAF	371	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR AIR FORCE
YKRRVAR	372	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR ARMY
YKRRVCG	375	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR COAST GUARD
YKRRVMC	374	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR MARINES
YKRRVNA	373	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR NAVY
YKSADVEN	402	NUM	2	KSANSWR	KS2 SLOGAN: NOT A JOB, AN ADVENTURE
YKSAIM	408	NUM	2	KSANSWR	KS8 SLOGAN: AIM HIGH
YKSBEALL	404	NUM	2	KSANSWR	KS4 SLOGAN: BE ALL YOU CAN BE
YKSGOOD	406	NUM	2	KSANSWR	KS6 SLOGAN: LOOKING FOR A FEW GOOD MEN
YKSNOTCO	409	NUM	2	KSANSWR	KS9 SLOGAN: NOT A COMPANY, YOUR COUNTRY
YKSPROUD	403	NUM	2	KSANSWR	KS3 SLOGAN: THE FEW. THE PROUD
YKSSTART	407	NUM	2	KSANSWR	KS7 SLOGAN: IT'S A GREAT PLACE TO START
YKSWAY	405	NUM	2	KSANSWR	KS5 SLOGAN: A GREAT WAY OF LIFE
YMAG1	343	NUM	3	MAGFMT	MH32 MAGAZINE #1 READ ON REGULAR BASIS
YMAG2	344	NUM	3	MAGFMT	MH32 MAGAZINE #2 READ ON REGULAR BASIS
YMAG3	345	NUM	3	MAGFMT	MH32 MAGAZINE #3 READ ON REGULAR BASIS
YMAG4	346	NUM	3	MAGFMT	MH32 MAGAZINE #4 READ ON REGULAR BASIS
YMAG5	347	NUM	3	MAGFMT	MH32 MAGAZINE #5 READ ON REGULAR BASIS
YMAG6	348	NUM	3	MAGFMT	MH32 MAGAZINE #6 READ ON REGULAR BASIS
YMAGHOUR	349	NUM	3		MH33 HOURS PER WEEK READING MAGAZINES
YMAGREAD	342	NUM	2	YESNO	MH31 DOES YOUTH READ MAGAZINES
YMAINDAT	5	CHAR	6	$CHAR	DATE OF MAIN INTERVIEW
YMCASHED	517	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: MARINES
YMCIVCAR	489	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: MARINES
YMHIQUAL	513	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: MARINES
YMHITECH	485	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: MARINES
YMLEADER	481	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: MARINES
YMMATURE	505	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: MARINES
YMMENTAL	501	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: MARINES
YMPHYS	469	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: MARINES
YMPOTEN	497	NUM	2	AGREEW	PE6 DEVELOP YOUR POTENTIAL: MARINES
YMPROUD	473	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: MARINES
YMSELCON	493	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: MARINES
YMSTEP	477	NUM	2	AGREEW	PE6 STEPPING STONE TO COLLEGE: MARINES
YMTRAIN	509	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: MARINES
YMWIDE	465	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: MARINES
YNCASHED	516	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: NAVY

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YNCIVCAR	488	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: NAVY
YNHIQUAL	512	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: NAVY
YNHITECH	484	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: NAVY
YNLEADER	480	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: NAVY
YNMATURE	504	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: NAVY
YNMENTAL	500	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: NAVY
YNPHYS	468	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: NAVY
YNPOTEN	496	NUM	2	AGREEW	PE6 DEVELOP YOUR POTENTIAL: NAVY
YNPROUD	472	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: NAVY
YNSELCON	492	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: NAVY
YNSTEP	476	NUM	2	AGREEW	PE6 STEPPING STONE TO COLLEGE: NAVY
YNTRAIN	508	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: NAVY
YNUMLET	127	NUM	2	YNUMLET	EE7 SCHOOL USE LETTER OR NUMBER GRADES
YNWIDE	464	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: NAVY
YOINNOV	553	NUM	2	AGREEW	PE3 INNOVATIVE/CREATIVE: OFFICER
YOPROUD	551	NUM	2	AGREEW	PE3 EXPERIENCE TO BE PROUD OF: OFFICER
YOUSECOL	552	NUM	2	AGREEW	PE3 USE COLLEGE SKILLS: OFFICER
YOUTHTOT	74	NUM	2		SC5 HOW MANY YOUTHS AGED 13 TO 24 IN HH
YOWIDE	550	NUM	2	AGREEW	PE3 WIDE VARIETY OF JOBS: OFFICER
YPAPCLAS	341	NUM	2	YESNO	MH30 DOES YOUTH READ CLASSIFIED
YPAPCOM	336	NUM	2	YESNO	MH30 DOES YOUTH READ COMICS
YPAPFOOD	339	NUM	2	YESNO	MH30 DOES YOUTH READ FOOD SECTION
YPAPHOUR	333	NUM	3		MH29 HOURS PER WEEK READING NEWSPAPER
YPAPLOC	338	NUM	2	YESNO	MH30 DOES YOUTH READ LOCAL SECTION
YPAPNEWS	337	NUM	2	YESNO	MH30 DOES YOUTH READ NEWS SECTION
YPAPREAD	332	NUM	2	YPAPREA	MH28 HOW OFTEN DOES Y READ NEWSPAPER
YPAPSPOR	335	NUM	2	YESNO	MH30 DOES YOUTH READ SPORTS
YPAPSTYL	340	NUM	2	YESNO	MH30 DOES YOUTH READ LIFESTYLE SECTION
YPARDEC	707	NUM	2	YPARDEC	PL1A INTERVIEW PARENT OR STEP-PARENT
YPARIMP	589	NUM	2	YPARIMP	PL2 IMPORTANCE OF PARENTAL ADVICE
YPBRAN1	146	NUM	2	YP1BRAN	IP3 BRANCH OF SERVICE, FIRST CHOICE
YPBRAN2	149	NUM	2	YP2BRAN	IP5 BRANCH OF SERVICE, NEXT CHOICE
YPCOL24	154	NUM	2	YP24COL	IP15 Y PLANS TO GO 2 OR 4 YEAR COLLEGE
YPCOMP1	148	NUM	2	YPCOMP	IP4 TYPE OF SERVICE, FIRST CHOICE
YPCOMP2	151	NUM	2	YPCOMP	IP6 TYPE OF SERVICE, NEXT CHOICE
YPECOL	543	NUM	2	PROPANS	PE14 ARMY % PAST YEAR TO FINISH COLLEGE
YPEDIP	541	NUM	2	PROPANS	PE12 ARMY % PAST YEAR HIGH SCHOOL GRADS
YPEGRADE	542	NUM	2	PEGRADE	PE13 ARMY % PAST YEAR UPPER HALF IQ
YPESIM	544	NUM	2	YESNO	PE15 YOUNG PEOPLE LIKE YOU JOINING ARMY
YPFULPAR	158	NUM	2	YFULPAR	IP13 WORK PLANS FULL-TIME OR PART-TIME
YPHOMEMK	171	NUM	2	YESNO	IP17 Y MOST LIKELY: HOMEMAKER
YPOTH	172	NUM	2	YESNO	IP17 Y MOST LIKELY: OTHER
YPROBADO	174	NUM	2	PROB	IP21 PROB Y WILL DO SOMETHING ABOUT ARMY
YPROBANG	163	NUM	2	PROB	IP9 PROB OF Y SERVING ARMY NATL GUARD
YPROBAR	162	NUM	2	PROB	IP8 PROB OF Y SERVING ARMY ACTIVE DUTY
YPROBARO	155	NUM	2	PROB	IP11 PROB OF Y TAKING ROTC COLLEGE CLASS
YPROBARV	164	NUM	2	PROB	IP10 PROB OF Y SERVING IN ARMY RESERVE
YPROBCOL	153	NUM	2	PROB	IP14 PROB OF Y GOING TO COLLEGE
YPROBCOM	165	NUM	2	PROB	IP11A PROB OF OFFICER COMMISSION IN ROTC
YPROBEMP	157	NUM	2	PROB	IP12 PROB OF Y WORKING IN CIVILIAN JOB
YPROBMIL	152	NUM	2	PROB	IP7 PROB OF Y SERVING IN MILITARY
YPROBTAR	173	NUM	2	PROB	IP20 PROB Y WILL TALK ABOUT ARMY
YPROBVOC	156	NUM	2	PROB	IP16 PROB OF Y GOING TO VO/TECH SCHOOL
YPSAMOCC	159	NUM	2	YSAMOCC	IP2 PLAN TO BE IN SAME OR DIFFERENT JOB

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YPSCHFUL	166	NUM	2	YESNO	IP17 Y MOST LIKELY: FULL-TIME SCHOOL
YPSCHPRT	167	NUM	2	YESNO	IP17 Y MOST LIKELY: PART-TIME SCHOOL
YPSRVMIL	170	NUM	2	YESNO	IP17 Y MOST LIKELY: MILITARY
YPTHOTM	175	NUM	2	YESNO	IP18 EVER THOUGHT ABOUT JOINING MILITARY
YPWRKFUL	168	NUM	2	YESNO	IP17 Y MOST LIKELY: FULL-TIME WORK
YPWRKPRT	169	NUM	2	YESNO	IP17 Y MOST LIKELY: PART-TIME WORK
YRADCLAS	320	NUM	2	YESNO	MH26 DOES YOUTH LISTEN CLASSICAL MUSIC
YRADCW	322	NUM	2	YESNO	MH26 DOES YOUTH LISTEN COUNTRY MUSIC
YRADEASY	326	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO EASY MUSIC
YRADHRAM	315	NUM	3		MH17 HOW MANY HOURS PER WEEK AM RADIO
YRADHRFM	316	NUM	3		MH17 HOW MANY HOURS PER WEEK FM RADIO
YRADLIS	314	NUM	2	YESNO	MH16 DOES YOUTH LISTEN TO THE RADIO
YRADNEWS	319	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO NEWS
YRADPOP	321	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO POP MUSIC
YRADROCK	325	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO ROCK MUSIC
YRADSH1	327	NUM	2	YESNO	MH27 DOES Y LISTEN TO AMERICAN TOP 40
YRADSH2	328	NUM	2	YESNO	MH27 DOES Y LISTEN TO KING BISCUIT HOUR
YRADSH3	329	NUM	2	YESNO	MH27 DOES Y LISTEN TO RICK DEES' TOP 40
YRADSH4	330	NUM	2	YESNO	MH27 DOES Y LISTEN TO METALSHOP
YRADSH5	331	NUM	2	YESNO	MH27 DOES Y LISTEN TO ROCKLINE
YRADSPOR	323	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO SPORTS
YRADTALK	324	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO TALK SHOWS
YRELECT	548	NUM	2	AGREEW	PE2 COLLEGE ELECTIVE W/COURSES: ROTC
YRLEADER	546	NUM	2	AGREEW	PE2 LEADERSHIP/MANAGEMENT TRAINING: ROTC
YROFFCOM	549	NUM	2	AGREEW	PE2 AN OFFICER'S COMMISSION: ROTC
YRSELCON	547	NUM	2	AGREEW	PE2 DEVELOP SELF-CONFIDENCE: ROTC
YSCASHED	519	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: MILITARY
YSCIVCAR	491	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: MILITARY
YSHIQUAL	515	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: MILITARY
YSHITECH	487	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: MILITARY
YSLEADER	483	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: MILITARY
YSMATURE	507	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: MILITARY
YSMENTAL	503	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: MILITARY
YSPHYS	471	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: MILITARY
YSPOTEN	499	NUM	2	AGREEW	PE6 DEVELOP YOUR POTENTIAL: MILITARY
YSPROUD	475	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: MILITARY
YSSELCON	495	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: MILITARY
YSSTEP	479	NUM	2	AGREEW	PE6 STEPPING STONE TO COLLEGE: MILITARY
YSTRAIN	511	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: MILITARY
YSWIDE	467	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: MILITARY
YTVCAB1	295	NUM	2	YESNO	MH11 DOES YOUTH WATCH MTV
YTVCAB2	296	NUM	2	YESNO	MH11 DOES YOUTH WATCH NASHVILLE NETWORK
YTVCAB3	297	NUM	2	YESNO	MH11 DOES YOUTH WATCH ESPN [SPORTS]
YTVCAB4	298	NUM	2	YESNO	MH11 DOES YOUTH WATCH WTBS [SYNDICATED]
YTVCAB5	299	NUM	2	YESNO	MH11 DOES Y WATCH BLACK ENTERTAINMENT TV
YTVCOMDY	304	NUM	2	YESNO	MH12 DOES YOUTH VIEW SITCOMS
YTVDRAMA	302	NUM	2	YESNO	MH12 DOES YOUTH VIEW GENERAL DRAMA
YTVHRCAB	292	NUM	3		MH2 HRS PER WEEK WATCH CERTAIN CABLE TV
YTVHRREG	291	NUM	3		MH2 HRS PER WEEK WATCH NETWORK TV
YTVMOVIE	305	NUM	2	YESNO	MH12 DOES YOUTH VIEW TV MOVIES
YTVMUSIC	303	NUM	2	YESNO	MH12 DOES YOUTH VIEW MUSIC/MUSIC VIDEOS
YTVMYS	301	NUM	2	YESNO	MH12 DOES YOUTH VIEW MYSTERIES
YTVSH1	307	NUM	2	YESNO	MH13 DOES YOUTH WATCH DAVID LETTERMAN
YTVSH2	308	NUM	2	YESNO	MH13 DOES Y WATCH FRIDAY NIGHT VIDEOS

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YTVSH3	309	NUM	2	YESNO	MH13 DOES Y WATCH MONDAY NIGHT FOOTBALL
YTVSH4	310	NUM	2	YESNO	MH13 DOES Y WATCH COLLEGE FOOTBALL
YTVSH5	311	NUM	2	YESNO	MH13 DOES Y WATCH SUNDAY NIGHT MOVIES
YTVSPORT	300	NUM	2	YESNO	MH12 DOES YOUTH VIEW SPORTS
YTVTALK	306	NUM	2	YESNO	MH12 DOES YOUTH VIEW TV TALK SHOWS
YTVWATCH	290	NUM	2	YESNO	MH1 DOES YOUTH REGULARLY WATCH TV
YUN12AF	352	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR AIR FORCE
YUN12ALL	360	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ALL IN ONE AD
YUN12AR	353	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ARMY
YUN12CG	357	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR COAST GUARD
YUN12MC	358	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR MARINE CORPS
YUN12NA	359	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NAVY
YUN12NG	355	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NAT GUARD
YUN12NON	351	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NO SERVICES
YUN12RO	354	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ROTC
YUN12RV	356	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR RESERVE
YUTHNUM	2	CHAR	2	$CHAR	YOUTH ID NUMBER
YVCASHED	445	NUM	2	AGREEW	PE4 GET MONEY FOR EDUCATION: RESERVE
YVCIVCAR	438	NUM	2	AGREEW	PE4 CIVILIAN CAREER DEVELOP: RESERVE
YVCRHAVE	312	NUM	2	YESNO	MH14 DOES HOUSEHOLD HAVE A VCR
YVCRHOUR	313	NUM	3		MH15 HOURS PER WEEK SPENT WATCHING VCR
YVHIQUAL	444	NUM	2	AGREEW	PE4 HIGHLY TRAINED COWORKERS: RESERVE
YVHOME	446	NUM	2	AGREEW	PE4 SERVE AMERICA IN HOMETOWN: RESERVE
YVLEADER	437	NUM	2	AGREEW	PE4 DEVELOP LEADERSHIP SKILLS: RESERVE
YVMATURE	442	NUM	2	AGREEW	PE4 MATURE AND RESPONSIBLE: RESERVE
YVMENTAL	441	NUM	2	AGREEW	PE4 MENTALLY CHALLENGING: RESERVE
YVPOTEN	440	NUM	2	AGREEW	PE4 DEVELOP YOUR POTENTIAL: RESERVE
YVPROUD	436	NUM	2	AGREEW	PE4 EXPERIENCE TO BE PROUD OF: RESERVE
YVSELCON	439	NUM	2	AGREEW	PE4 DEVELOP SELF-CONFIDENCE: RESERVE
YVSERCOM	447	NUM	2	AGREEW	PE4 SERVE YOUR OWN COMMUNITY: RESERVE
YVSERPAR	703	NUM	2	AGREEW	PE4 PART-TIME WORK: RESERVE
YVTRAIN	443	NUM	2	AGREEW	PE4 TRAINING IN USEFUL SKILLS: RESERVE
YVWEEKEN	448	NUM	2	AGREEW	PE4 INTERESTING WEEKENDS: RESERVE
YVWIDE	435	NUM	2	AGREEW	PE4 WIDE VARIETY OF JOBS: RESERVE
YWCASHED	532	NUM	2	AGREEW	PE7 GET MONEY FOR EDUCATION: JOB
YWCIVCAR	525	NUM	2	AGREEW	PE7 CIVILIAN CAREER DEVELOP: JOB
YWHIQUAL	531	NUM	2	AGREEW	PE7 HIGHLY TRAINED COWORKERS: JOB
YWHITECH	524	NUM	2	AGREEW	PE7 USE HIGH-TECH EQUIPMENT: JOB
YWLEADER	523	NUM	2	AGREEW	PE7 DEVELOP LEADERSHIP SKILLS: JOB
YWMATURE	529	NUM	2	AGREEW	PE7 MATURE AND RESPONSIBLE: JOB
YWMENTAL	528	NUM	2	AGREEW	PE7 MENTALLY CHALLENGING: JOB
YWPHYS	520	NUM	2	AGREEW	PE7 PHYSICALLY CHALLENGING: JOB
YWPOTEN	527	NUM	2	AGREEW	PE7 DEVELOP YOUR POTENTIAL: JOB
YWPROUD	521	NUM	2	AGREEW	PE7 EXPERIENCE TO BE PROUD OF: JOB
YWSELCON	526	NUM	2	AGREEW	PE7 DEVELOP SELF-CONFIDENCE: JOB
YWSTEP	522	NUM	2	AGREEW	PE7 STEPPING STONE TO COLLEGE: JOB
YWTRAIN	530	NUM	2	AGREEW	PE7 TRAINING IN USEFUL SKILLS: JOB
YXAD12AF	663	NUM	2	YXADF	UNAIDED + AIDED RECALL AIR FORCE ADS
YXAD12AL	667	NUM	2	YXADF	UNAIDED + AIDED RECALL JRAP ADS
YXAD12AR	659	NUM	2	YXADF	UNAIDED + AIDED RECALL ACTIVE ARMY ADS
YXAD12CG	666	NUM	2	YXADF	UNAIDED + AIDED RECALL COAST GUARD ADS
YXAD12MC	665	NUM	2	YXADF	UNAIDED + AIDED RECALL MARINE CORPS ADS
YXAD12NA	664	NUM	2	YXADF	UNAIDED + AIDED RECALL NAVY ADS
YXAD12NG	661	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY NATL GUARD

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YXAD12RO	660	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY ROTC ADS
YXAD12RV	662	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY RESERVE ADS
YXKADEP	676	NUM	2	YXKAF	KNOW: CAN Y JOIN ARMY DEP, ENTER YR LATR
YXKAEARN	668	NUM	2	YXKAF	KNOW: EARN MONEY FOR COLLEGE IN ARMY
YXKAEDBN	669	NUM	2	YXKAF	KNOW: AMOUNT OF ARMY EDUCATION BENEFITS
YXKAGIAF	672	NUM	2	YXKAF	KNOW: DOES THE AIR FORCE OFFER GI BILL
YXKAGIAR	671	NUM	2	YXKAF	KNOW: DOES THE ARMY OFFER THE GI BILL
YXKAGIMA	674	NUM	2	YXKAF	KNOW: DOES MARINE CORPS OFFER GI BILL
YXKAGINA	673	NUM	2	YXKAF	KNOW: DOES THE NAVY OFFER THE GI BILL
YXKARGCL	680	NUM	2	YXKAF	KNOW: EARN COLLEGE MONEY IN RESERVE/NG
YXKARGGI	681	NUM	2	YXKAF	KNOW: MAX GI BILL AMOUNT IN RESERVE/NG
YXKARGHS	678	NUM	2	YXKAF	KNOW: CAN ONLY HS GRADS JOIN RESERVE/NG
YXKARGJN	677	NUM	2	YXKAF	KNOW: CAN HS JRS AGE 17 JOIN RESERVE/NG
YXKASAME	670	NUM	2	YXKAF	KNOW: COMPAR ARMY ED BEN TO OTH BRANCHES
YXKAWARD	679	NUM	2	YXKAF	KNOW: WHO SPONSORS SCHOLAR-ATHLETE AWARD
YXKAYRS	675	NUM	2	YXKAF	KNOW: MINIMUM ARMY ENLISTMENT
YXPRAIAC	683	NUM	2	YXPRF	AIDED INTENTION TO JOIN ACTIVE ARMY
YXPRAIGI	690	NUM	2	YXPRF	AIDED GENERAL INTENTION TO JOIN ARMY
YXPRAING	687	NUM	2	YXPRF	AIDED INTENTION TO JOIN ARMY NATL GUARD
YXPRAIRO	688	NUM	2	YXPRF	AIDED INTENTION TO JOIN ARMY ROTC
YXPRAIRV	685	NUM	2	YXPRF	AIDED INTENTION TO JOIN ARMY RESERVE
YXPRUNAC	682	NUM	2	YXPRF	UNAIDED INTENTION TO JOIN ACTIVE ARMY
YXPRUNGI	689	NUM	2	YXPRF	UNAIDED GENERAL INTENTION TO JOIN ARMY
YXPRUNNG	686	NUM	2	YXPRF	UNAIDED INTENT TO JOIN ARMY NATL GUARD
YXPRUNRV	684	NUM	2	YXPRF	UNAIDED INTENTION TO JOIN ARMY RESERVE

ACOMS YOUTH VARIABLE LIST
BY ORDER

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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
1	CASEID	CHAR	8	$CHAR	HOUSEHOLD ID NUMBER
2	YUTHNUM	CHAR	2	$CHAR	YOUTH ID NUMBER
3	SELYYMM	NUM	4	YYMMNUM	YEAR AND MONTH HH SELECTED INTO SAMPLE
4	SCRNDATE	CHAR	6	$CHAR	DATE OF SCREENER
5	YMAINDAT	CHAR	6	$CHAR	DATE OF MAIN INTERVIEW
6	SVERSION	NUM	2		SCREENER VERSION NUMBER
7	MVERSION	NUM	2		MAIN INTERVIEW VERSION NUMBER
8	TARGYUTH	CHAR	2	$CHAR	YUTHNUM TARGET Y FOR PARENTAL INTERVIEW
9	ELIGTYPS	NUM	2	ELIGTYP	YOUTH'S SAMPLE CELL, BASED ON SCREENER
10	ELIGTYPM	NUM	2	ELIGTYP	YOUTH'S SAMPLE CELL, BASED ON MAIN INT
11	PMASFLG	NUM	2	PMASFLGF	PRIMARY MALE ANALYTIC SAMPLE FLAG
12	YATSFLG	NUM	2	YATSFLGF	86 YATS II SAMPLE FLAG
13	PANELPEY	NUM	2	PEPANEL	YOUTH SAMPLE SUBGROUP FOR ANALYSIS
14	ECALCAGE	NUM	3		SC9 CALCULATED AGE FROM DATE OF BIRTH
15	FAGE	NUM	2	FAGEFMT	AGE CATEGORIES FOR POST-STRATIFICATION
16	IMPAGE	NUM	2		IMPUTED AGE
17	ERACE	NUM	2	RACE	SC19 YOUTH'S RACE
18	EHISP	NUM	2	YESNO	SC20 IS YOUTH HISPANIC
19	YDETHNIC	NUM	2	ETHNIC	DE5 TYPE OF HISPANIC BACKGROUND
20	RACE1	NUM	2	PSRACE	RACE/ETHNICITY FOR POST-STRATIFICATION
21	IMPRACE	NUM	2	PSRACE	IMPUTED RACE/ETHNICITY
22	FRAME	NUM	2	FRAMFMT	SAMPLE FRAME FROM WHICH HH SELECTED
23	INDONN	NUM	2	INDONNF	CLUSTER CONTAINED IN DONNELLEY FRAME
24	CLUSID	NUM	3		3 DIGIT CLUSTER IDENTIFIER
25	FEMSAMP	NUM	2	YESNO	ENUMERATE/INTERVIEW FEMALES IN THIS HH
26	PSEXSAMP	NUM	2	PSEXSMP	WHICH PARENT TO INTERVIEW FROM THIS HH
27	LONGSAMP	NUM	2	YESNO	IS HH IN LONGITUDINAL SAMPLE
28	INITWGHT	NUM	8		INITIAL WEIGHT
29	FULLWGHT	NUM	8		FINAL ADJUSTED WEIGHT
30	WGHTKS	NUM	8		WEIGHT FOR KS MODULE
31	WGHTMH	NUM	8		WEIGHT FOR MH MODULE
32	WGHTKA	NUM	8		WEIGHT FOR KA MODULE
33	WGHTPEA	NUM	8		WEIGHT FOR PE (ACTIVE)
34	WGHTPEV	NUM	8		WEIGHT FOR PE (RESERVE)
35	WGHTPEG	NUM	8		WEIGHT FOR PE (NATIONAL GUARD)
36	WGHTPEF	NUM	8		WEIGHT FOR PE (AIR FORCE)
37	WGHTPEM	NUM	8		WEIGHT FOR PE (MARINE CORPS)
38	WGHTPEN	NUM	8		WEIGHT FOR PE (NAVY)
39	WGHTPES	NUM	8		WEIGHT FOR PE (MILITARY)
40	WGHTPEW	NUM	8		WEIGHT FOR PE (CIVILIAN JOB)
41	WGHTPEC	NUM	8		WEIGHT FOR PE (COLLEGE)
42	WGHTPER	NUM	8		WEIGHT FOR PE (ROTC/OFFICER)
43	WFACKS	NUM	8		WEIGHT FACTOR FOR KS MODULE
44	WFACMH	NUM	8		WEIGHT FACTOR FOR MH MODULE
45	WFACKA	NUM	8		WEIGHT FACTOR FOR KA MODULE
46	WFACPEA	NUM	8		WEIGHT FACTOR FOR PE (ACTIVE)
47	WFACPEV	NUM	8		WEIGHT FACTOR FOR PE (RESERVE)
48	WFACPEG	NUM	8		WEIGHT FACTOR FOR PE (NATIONAL GUARD)
49	WFACPEF	NUM	8		WEIGHT FACTOR FOR PE (AIR FORCE)
50	WFACPEM	NUM	8		WEIGHT FACTOR FOR PE (MARINE CORPS)
51	WFACPEN	NUM	8		WEIGHT FACTOR FOR PE (NAVY)
52	WFACPES	NUM	8		WEIGHT FACTOR FOR PE (MILITARY)
53	WFACPEW	NUM	8		WEIGHT FACTOR FOR PE (CIVILIAN JOB)
54	WFACPEC	NUM	8		WEIGHT FACTOR FOR PE (COLLEGE)

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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
55	WFACPER	NUM	8		WEIGHT FACTOR FOR PE (ROTC/OFFICER)
56	BRIGADE	NUM	2	RCTGBDE	USAREC RECRUITING BRIGADE
57	BRIGBATT	CHAR	2	$BRGBT	HH BRIGADE/BATTALION RSID CODE
58	ROTCREG	CHAR	2	$ROTCFMT	ROTC REGION/BRIGADE
59	HHSTATE	CHAR	2	$STATE	HH STATE POSTAL CODE
60	STFIPS	NUM	2	STFIP	HH STATE FIPS CODE
61	ADI	CHAR	3	$ADIF	AREA OF DOMINANT INFLUENCE (1985)
62	AREA	CHAR	3	$CHAR	HH PHONE NUMBER AREA CODE
63	ATTPLACE	CHAR	10	$CHAR	HH PLACE NAME, AT&T TAPE
64	PHONCNTY	CHAR	25	$CHAR	SC4B IN WHAT COUNTY IS PHONE LOCATED
65	CNTYFIPS	CHAR	3	$CHAR	HH COUNTY FIPS CODE
66	GOODCNTY	NUM	2	GDCNTY	DETERMINES IF COUNTY IS WITHIN THE STATE
67	PHONZIP	CHAR	5	$CHAR	SC4C ZIP CODE WHERE PHONE IS LOCATED
68	GOODZIP	NUM	2	GOODZIP	DETERMINES IF ZIP IS WITHIN THE STATE
69	PHONCITY	CHAR	20	$CHAR	SC4E CITY WHERE PHONE IS LOCATED
70	PHONVER	NUM	2	PHONVER	SC1 IS DIALED PHONE NUMBER CORRECT
71	PHONUSE	NUM	2	PHONUSE	SC2 IS PHONE USED FOR HOME OR BUSINESS
72	PHONLOC	NUM	2	PHONLOC	SC3 PHONE LOCATED IN HOME OR BUSINESS
73	RESPINHH	NUM	2	YESNO	SC4D IS RESPONDENT A HH MEMBER
74	YOUTHTOT	NUM	2		SC5 HOW MANY YOUTHS AGED 13 TO 24 IN HH
75	MALEFEM	NUM	2	SEX	SC6 IS THIS PERSON MALE OR FEMALE
76	MALETOT	NUM	2		SC7 HOW MANY MALES AGED 13 TO 24
77	FEMTOT	NUM	2		SC7A HOW MANY FEMALES AGED 13 TO 24
78	FMALETOT	NUM	2		TOTAL MALES AGED 13-24 FINAL
79	FFEMTOT	NUM	2		TOTAL FEMALES AGED 13-24 FINAL
80	ENUMTOT	NUM	2		TOTAL YOUTH AGED 13-24 FINAL
81	MELIGTOT	NUM	2		# MALES ELIGIBLE FOR MAIN INTERVIEW
82	FELIGTOT	NUM	2		# FEMALES ELIGIBLE FOR MAIN INTERVIEW
83	PMS1TOT	NUM	2		NO. YOUTHS IN PRIMARY MALE SAMPLE, 16-20
84	PMS2TOT	NUM	2		NO. YOUTHS IN PRIMARY MALE SAMPLE, 21-24
85	SMSTOT	NUM	2		NO. YOUTHS IN SECONDARY MALE SAMPLE
86	PFS1TOT	NUM	2		NO. YOUTHS IN PRIMARY FEM. SAMPLE, 16-20
87	PFS2TOT	NUM	2		NO. YOUTHS IN PRIMARY FEM. SAMPLE, 21-24
88	SFSTOT	NUM	2		NO. YOUTHS IN SECONDARY FEMALE SAMPLE
89	BABYFLG	NUM	2	BABYFLG	IS THERE A 13-15 YEAR OLD IN HH
90	PHONEOTH	NUM	2	YESNO	SC35 ARE THERE ADDITIONAL PHONE NUMBERS
91	XPHONUSE	NUM	2	PHONUSE	SC36 OTHER PHONE FOR HOME OR BUSINESS
92	XPHONLOC	NUM	2	PHONLOC	SC36A OTHER PHONE IN HOME OR BUSINESS
93	ERSPAGE	NUM	2	YESNO	SC7B IS RESPONDENT 13 TO 24
94	EFNAM	CHAR	25	$CHAR	SC8 YOUTH'S FIRST NAME (STATUS)
95	ELNAM	CHAR	25	$CHAR	SC21 YOUTH'S LAST NAME (STATUS)
96	EDOBDD	NUM	2		SC9 YOUTH DATE OF BIRTH, DAY
97	EDOBMM	NUM	2	DOBMNTH	SC9 YOUTH DATE OF BIRTH, MONTH
98	EDOBYY	NUM	2		SC9 YOUTH DATE OF BIRTH, YEAR
99	EAGE	NUM	3		SC10 AGE OF YOUTH (IF DOB MISSING)
100	E13TO24	NUM	2	AGERANG	SC10A AGE CATEGORY (IF AGE MISSING)
101	ESEX	NUM	2	SEX	SEX OF ENUMERATED YOUTH
102	EMILACT	NUM	2	YESNO	SC11 YOUTH EVER IN ACTIVE MIL/NG/RESERV
103	EMILWAIT	NUM	2	YESNO	SC12 YOUTH WAITING TO GO ON ACTIVE DUTY
104	EMILSERV	NUM	2	YESNO	SC11A IS YOUTH PRESENTLY IN MILITARY
105	EHSDIPL	NUM	2	YHSDIPL	SC13A TYPE OF HIGH SCHOOL DIPLOMA
106	EEDENCUR	NUM	2	YESNO	SC14 IS YOUTH CURRENTLY IN SCHOOL
107	EEDCOMP	NUM	2	EEDCOMP	SC13 HIGHEST LEVEL OF EDUC COMPLETED
108	EEDENTYP	NUM	2	EDENTYP	SC15 TYPE SCHOOL Y CURRENTLY ENROLLED

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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
109	EEDENYRH	NUM	2	EDENYRH	SC16 Y CURRENTLY IN 9, 10, 11, 12 GRADE
110	EEDENYRC	NUM	2	EDENYRC	SC17 YOUTH IN 1, 2, 3, 4, 5 YR COLLEGE
111	EEDCOVER	NUM	2	YESNO	SC13B VERIFIES SCHOOLING COMPLETED
112	ELIVADDR	NUM	2	YESNO	SC18 DOES YOUTH LIVE AT THIS ADDRESS
113	ELIVDORM	NUM	2	YESNO	SC18A DOES Y LIVE IN STUDENT HOUSING
114	RANDROY	NUM	2	RANDRO	MODULE ROTATION FOR KS, MH & KA
115	YHSDIPL	NUM	2	YHSDIPL	EE2 YOUTH HIGH SCHOOL DIPLOMA, TYPE
116	YEDCUR	NUM	2	YEDCUR	EE4 IS YOUTH CURRENTLY IN SCHOOL
117	YEDLASTM	NUM	2	DOBMONTH	EE5 YOUTH LAST ATTENDED SCHOOL, MONTH
118	YEDLASTY	NUM	2		EE5 YOUTH LAST ATTENDED SCHOOL, YEAR
119	YEDKIND	NUM	2	YEDKIND	EE6 KIND OF SCHOOL YOUTH ENROLLED IN
120	YEDENYRH	NUM	2	EDENYRH	EE6A IS Y IN GRADE 9, 10, 11, OR 12
121	YEDENYRC	NUM	2	EDENYRC	EE6B IS Y IN 1, 2, 3, 4, 5 YR COLLEGE
122	YEDCOVER	NUM	2	YESNO	EE1VER VERIFIES SCHOOLING COMPLETED
123	YEDLEV	NUM	2	YEDLEV	EE1 HIGHEST LEVEL OF EDUC COMPLETED
124	EE1CHK	NUM	2	CCHECK	EE1 CONST. CHECK: EE1 VS. AGE
125	YEDPLAN	NUM	2	YEDLEV	EE3 HIGHEST GRADE PLAN TO COMPLETE
126	EE3CHK	NUM	2	CCHECK	EE3 CONST. CHECK: EE1 VS. EE3
127	YNUMLET	NUM	2	YNUMLET	EE7 SCHOOL USE LETTER OR NUMBER GRADES
128	YEDGRADE	NUM	2	YEDGRAD	EE7 YOUTH EDUCATIONAL GRADE AVERAGE
129	YEDELALG	NUM	2	YEDELAL	EE9 Y TAKEN/WILL TAKE ELEMENTARY ALGEBRA
130	YEDGEOM	NUM	2	YEDELAL	EE10 Y TAKEN/WILL TAKE PLANE GEOMETRY
131	YEDINALG	NUM	2	YEDELAL	EE11 Y TAKEN/WILL TAKE INTERMED ALGEBRA
132	YEDTRIG	NUM	2	YEDELAL	EE12 Y TAKEN/WILL TAKE TRIGONOMETRY
133	YEMPCUR	NUM	2	YEMPCUR	EE16 IS YOUTH CURRENTLY EMPLOYED
134	YEMPLOOK	NUM	2	YEMPLOK	EE17 IS YOUTH LOOKING FOR EMPLOYMENT
135	YEMPHOUR	NUM	2		EE19 Y HOURS WORKED PER WEEK IN LAST JOB
136	EE19CHK	NUM	2	CCHECK	EE19 CONST. CHECK: CUR EMP VS. NO JOB
137	YEMPEMCK	CHAR	2	$YEMPCK	EE19CK VERIFIES CURRENT EMPLOYMENT
138	YEMPHRCK	CHAR	2	$CHAR	EE19CK VERIFY NO. HRS CURRENTLY EMPLOYED
139	YEMPEVER	NUM	2	YEMPEVR	EE20 WAS YOUTH EVER EMPLOYED FULL-TIME
140	YEMPEASY	NUM	2	YEMPLOY	EE24 YOUTH EMPLOYMENT DIFFICULTY IN COMM
141	YIPDOSCH	NUM	2	YESNO	IP1 Y PLANS TO GO TO SCHOOL
142	YIPDOEMP	NUM	2	YESNO	IP1 Y PLANS TO WORK
143	YIPDOIDL	NUM	2	YESNO	IP1 Y PLANS TO DO NOTHING
144	YIPDOMIL	NUM	2	YESNO	IP1 Y PLANS TO JOIN MILITARY/SERVICE
145	YIPDOOTH	NUM	2	YESNO	IP1 Y HAS OTHER PLANS
146	YP8RAN1	NUM	2	YP1BRAN	IP3 BRANCH OF SERVICE, FIRST CHOICE
147	RANDIP1	NUM	2	RAND1IP	IP4 RANDOM START FOR CATEGORIES
148	YPCOMP1	NUM	2	YPCOMP	IP4 TYPE OF SERVICE, FIRST CHOICE
149	YP8RAN2	NUM	2	YP2BRAN	IP5 BRANCH OF SERVICE, NEXT CHOICE
150	RANDIP2	NUM	2	RAND1IP	IP6 RANDOM START FOR CATEGORIES
151	YPCOMP2	NUM	2	YPCOMP	IP6 TYPE OF SERVICE, NEXT CHOICE
152	YPROBMIL	NUM	2	PROB	IP7 PROB OF Y SERVING IN MILITARY
153	YPROBCOL	NUM	2	PROB	IP14 PROB OF Y GOING TO COLLEGE
154	YPCOL24	NUM	2	YP24COL	IP15 Y PLANS TO GO 2 OR 4 YEAR COLLEGE
155	YPROBARO	NUM	2	PROB	IP11 PROB OF Y TAKING ROTC COLLEGE CLASS
156	YPROBVOC	NUM	2	PROB	IP16 PROB OF Y GOING TO VO/TECH SCHOOL
157	YPROBEMP	NUM	2	PROB	IP12 PROB OF Y WORKING IN CIVILIAN JOB
158	YPFULPAR	NUM	2	YFULPAR	IP13 WORK PLANS FULL-TIME OR PART-TIME
159	YPSAMOCC	NUM	2	YSAMOCC	IP2 PLAN TO BE IN SAME OR DIFFERENT JOB
160	RANDIP3	NUM	2	RAND3IP	IP8_11A RANDOM START FOR MILITARY PLANS
161	RANDIP4	NUM	2	RAND4IP	IP8_1C RANDOM START FOR MILITARY PLANS
162	YPROBAR	NUM	2	PROB	IP8 PROB OF Y SERVING ARMY ACTIVE DUTY

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163	YPROBANG	NUM	2	PROB	IP9 PROB OF Y SERVING ARMY NATL GUARD
164	YPROBARV	NUM	2	PROB	IP10 PROB OF Y SERVING IN ARMY RESERVE
165	YPROBCOM	NUM	2	PROB	IP11A PROB OF OFFICER COMMISSION IN ROTC
166	YPSCHFUL	NUM	2	YESNO	IP17 Y MOST LIKELY: FULL-TIME SCHOOL
167	YPSCHPRT	NUM	2	YESNO	IP17 Y MOST LIKELY: PART-TIME SCHOOL
168	YPWRKFUL	NUM	2	YESNO	IP17 Y MOST LIKELY: FULL-TIME WORK
169	YPWRKPRT	NUM	2	YESNO	IP17 Y MOST LIKELY: PART-TIME WORK
170	YPSRVMIL	NUM	2	YESNO	IP17 Y MOST LIKELY: MILITARY
171	YPHOMEMK	NUM	2	YESNO	IP17 Y MOST LIKELY: HOMEMAKER
172	YPOTH	NUM	2	YESNO	IP17 Y MOST LIKELY: OTHER
173	YPROBTAR	NUM	2	PROB	IP20 PROB Y WILL TALK ABOUT ARMY
174	YPROBADO	NUM	2	PROB	IP21 PROB Y WILL DO SOMETHING ABOUT ARMY
175	YPTHOTM	NUM	2	YESNO	IP18 EVER THOUGHT ABOUT JOINING MILITARY
176	YBAEVREC	NUM	2	YESNO	BE1A Y EVER TALK WITH MILITARY RECRUITER
177	YBATALK	NUM	2	YESNO	BE1 Y TALK ABOUT JOINING ARMY PAST 6 MO
178	YBAFREN	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH FRIENDS
179	YBAMOM	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH MOTHER
180	YBADAD	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH FATHER
181	YBASIB	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH BROTHER/SISTER
182	YBAREL	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH OTH RELATIVE
183	YBASPOU	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH SPOUSE
184	YBATEAC	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH TEACHER
185	YBACOUN	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH SCH COUNSLR
186	YBAREC	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH RECRUITER
187	YBACOW	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH CO-WORKER
188	YBABOSS	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH EMPLOYER
189	YBAOTH	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH OTHERS
190	YBAFRSCH	NUM	2	YESNO	BE3 WAS FRIEND Y TALKED WITH FROM SCHOOL
191	YBAFREMP	NUM	2	YESNO	BE4 WAS FRIEND Y TALKED WITH AT WORK
192	BE4CHK	NUM	2	CCHECK	CONST. CHECK: BE2, BE4
193	YBAFRMIL	NUM	2	YESNO	BE5 WAS FRIEND Y TALKED WITH IN SERVICE
194	YBAFRAR	NUM	2	YESNO	BE6 WAS FRIEND Y TALKED WITH IN ARMY
195	YBMREC	NUM	2	YESNO	BE7 Y TALK TO RECRUITER PAST 6 MONTHS
196	YBMRECAR	NUM	2	YESNO	BE8 Y TALKED TO AN ARMY RECRUITER
197	YBMRECAF	NUM	2	YESNO	BE8 Y TALKED TO AN AIR FORCE RECRUITER
198	YBMRECNA	NUM	2	YESNO	BE8 Y TALKED TO A NAVY RECRUITER
199	YBMRECMC	NUM	2	YESNO	BE8 Y TALKED TO A MARINE RECRUITER
200	YBACONT	NUM	2	YBACONT	BE8A HOW FIRST CONTACT W/ ARMY RECRUITER
201	YBATALK1	NUM	2	YBATALK	BE8B HOW FIRST TALK W/ ARMY RECRUITER
202	YBAGIFT	NUM	2	YESNO	BE10 Y RESPOND TO ARMY AD IN PAST 6 MO
203	YBAVISIT	NUM	2	YESNO	BE11 Y VISIT ARMY RECR STATN PAST 6 MO
204	YBATEST	NUM	2	YESNO	BE12 Y TAKE TEST FOR ARMY IN PAST 6 MO
205	YBCTHOT	NUM	2	YESNO	BE16 Y THINK ABOUT COLLEGE IN PAST 6 MO
206	YBCTALK	NUM	2	YESNO	BE17 Y TALK ABOUT COLLEGE IN PAST 6 MO
207	YBCFREN	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH FRIENDS
208	YBCMOM	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH MOTHER
209	YBCDAD	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH FATHER
210	YBCSIB	NUM	2	BEYN	BE18 Y DISCUSS COLLEGE WITH BROTHER/SIS
211	YBCREL	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH OTH RELATIVE
212	YBCSPOU	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH SPOUSE
213	YBCTEAC	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH A TEACHER
214	YBCCOUN	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH SCH COUNSLR
215	YBCREC	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH A RECRUITER
216	YBCCOW	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH CO-WORKER

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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
217	YBCBOSS	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH EMPLOYER
218	YBCOTH	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH OTHERS
219	YBCACF	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT ACF
220	YBCGI	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT GI BILL
221	YBCROTC	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT ROTC SCH
222	YBCVEAP	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT VEAP
223	YBCTEST	NUM	2	YESNO	BE21 Y TAKE COLLEGE ADM TEST PAST 6 MO
224	YBCAPPL	NUM	2	YESNO	BE24 Y SUBMIT COLLEGE APPL IN PAST 6 MO
225	YBWTHOT	NUM	2	YESNO	BE25 Y THINK ABOUT FT WORK IN PAST 6 MO
226	YBWTALK	NUM	2	YESNO	BE26 Y TALK ABOUT FT WORK IN PAST 6 MO
227	YBWFREN	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH FRIENDS
228	YBWMOM	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH MOTHER
229	YBWDAD	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH FATHER
230	YBWSIB	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH BROTHER/SIS
231	YBWREL	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH OTH RELATIVE
232	YBWSPOU	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH SPOUSE
233	YBWTEAC	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH A TEACHER
234	YBWCOUN	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH SCH COUNSLR
235	YBWREC	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH A RECRUITER
236	YBWCOW	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH CO-WORKER
237	YBWBOSS	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH EMPLOYER
238	YBWOTH	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH OTHERS
239	YBWVISIT	NUM	2	YESNO	BE31 Y VISIT POTENTIAL EMPLOYER/AGENCIES
240	YBWAPPL	NUM	2	YESNO	BE32 Y APPLY FOR ANY JOBS IN PAST 6 MO
241	YARMDAD	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FATHER
242	YARMMOM	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: MOTHER
243	YARMFARM	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FREN ARMY EXP
244	YARMFMIL	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FREN OTH MIL
245	YARMFNO	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FREN NO MIL
246	YARMCOUN	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: SCH COUNSELOR
247	YARMTEAC	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: TEACHERS
248	YARMCOW	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: CO-WORKERS
249	YARMSTUD	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FELLOW STUDNT
250	YARMBOSS	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: EMPLOYER
251	YFRENMIL	NUM	2	YESNO	SI2 Y HAVE FRIENDS CURRENTLY IN MILITARY
252	YFRENAF	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-AF
253	YFRENAR	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-ARMY
254	YFRENCG	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-CG
255	YFRENMC	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-MC
256	YFRENNA	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-NAVY
257	YFRENACT	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN ACTIVE ARMY
258	YFRENARV	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN RESERVE
259	YFRENANG	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN NAT GUARD
260	YFRENARO	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN ROTC
261	YFAMMIL	NUM	2	YESNO	SI5 Y HAVE FAMILY CURRENTLY IN MILITARY
262	YFAMAF	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-AF
263	YFAMAR	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-ARMY
264	YFAMCG	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-CG
265	YFAMMC	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-MC
266	YFAMNA	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-NAVY
267	YFAMACT	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN ACTIVE ARMY
268	YFAMARV	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN RESERVE
269	YFAMANG	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN NAT GUARD
270	YFAMARO	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN ROTC

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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
271	RANDIAY	NUM	2	RANDIAY	IAY RANDOM NUMBER
272	YIPHYS	NUM	2	RANGIMP	IA IMP OF HAVING PHYSICAL CHALLENGE
273	YIHIQUAL	NUM	2	RANGIMP	IA IMP OF HIGHLY TRAINED COWORKERS
274	YICASHED	NUM	2	RANGIMP	IA IMP OF EARNING MONEY FOR EDUCATION
275	YITRAIN	NUM	2	RANGIMP	IA IMP OF TRAINING IN USEFUL SKILLS
276	YISELCON	NUM	2	RANGIMP	IA IMP OF DEVELOPING SELF-CONFIDENCE
277	YICNTRY	NUM	2	RANGIMP	IA IMP OF SERVING COUNTRY
278	YILEADER	NUM	2	RANGIMP	IA IMP OF DEVELOPING LEADERSHIP SKILLS
279	YIHITECH	NUM	2	RANGIMP	IA IMP OF WORKING WITH HI-TECH EQUIP
280	YIPROUD	NUM	2	RANGIMP	IA IMP OF EXPERIENCES TO BE PROUD OF
281	YIPOTEN	NUM	2	RANGIMP	IA IMP OF DEVELOPING POTENTIAL
282	YICIVCAR	NUM	2	RANGIMP	IA IMP OF HELPING CIVILIAN CAREER DEV
283	YISERCOM	NUM	2	RANGIMP	IA IMP OF COMMUNITY SERVICE
284	YIWEEKEN	NUM	2	RANGIMP	IA IMP OF WEEKEND EXCITEMENT
285	YIHOME	NUM	2	RANGIMP	IA IMP OF STAYING IN OWN HOMETOWN
286	YISTEP	NUM	2	RANGIMP	IA IMP OF STEPPING FROM HS TO COLLEGE
287	YIMATURE	NUM	2	RANGIMP	IA IMP OF BECOM MORE MATURE/RESPONSIBLE
288	YIINNOV	NUM	2	RANGIMP	IA IMP OF USING OWN JUDGEMENT
289	YIMENTAL	NUM	2	RANGIMP	IA IMP OF HAVING MENTAL CHALLENGE
290	YTVWATCH	NUM	2	YESNO	MH1 DOES YOUTH REGULARLY WATCH TV
291	YTVHRREG	NUM	3		MH2 HRS PER WEEK WATCH NETWORK TV
292	YTVHRCAB	NUM	3		MH2 HRS PER WEEK WATCH CERTAIN CABLE TV
293	MHY2CHK1	NUM	2	CCHECK	CONST CHECK: MH1 = 1 & MH2 = 0 HOURS
294	MHY2CHK2	NUM	2	CCHECK	CONST CHECK: MH2 > 168 HOURS
295	YTVCAB1	NUM	2	YESNO	MH11 DOES YOUTH WATCH MTV
296	YTVCAB2	NUM	2	YESNO	MH11 DOES YOUTH WATCH NASHVILLE NETWORK
297	YTVCAB3	NUM	2	YESNO	MH11 DOES YOUTH WATCH ESPN [SPORTS]
298	YTVCAB4	NUM	2	YESNO	MH11 DOES YOUTH WATCH WTBS [SYNDICATED]
299	YTVCAB5	NUM	2	YESNO	MH11 DOES Y WATCH BLACK ENTERTAINMENT TV
300	YTVSPORT	NUM	2	YESNO	MH12 DOES YOUTH VIEW SPORTS
301	YTVMYS	NUM	2	YESNO	MH12 DOES YOUTH VIEW MYSTERIES
302	YTVDRAMA	NUM	2	YESNO	MH12 DOES YOUTH VIEW GENERAL DRAMA
303	YTVMUSIC	NUM	2	YESNO	MH12 DOES YOUTH VIEW MUSIC/MUSIC VIDEOS
304	YTVCOMDY	NUM	2	YESNO	MH12 DOES YOUTH VIEW SITCOMS
305	YTVMOVIE	NUM	2	YESNO	MH12 DOES YOUTH VIEW TV MOVIES
306	YTVTALK	NUM	2	YESNO	MH12 DOES YOUTH VIEW TV TALK SHOWS
307	YTVSH1	NUM	2	YESNO	MH13 DOES YOUTH WATCH DAVID LETTERMAN
308	YTVSH2	NUM	2	YESNO	MH13 DOES Y WATCH FRIDAY NIGHT VIDEOS
309	YTVSH3	NUM	2	YESNO	MH13 DOES Y WATCH MONDAY NIGHT FOOTBALL
310	YTVSH4	NUM	2	YESNO	MH13 DOES Y WATCH COLLEGE FOOTBALL
311	YTVSH5	NUM	2	YESNO	MH13 DOES Y WATCH SUNDAY NIGHT MOVIES
312	YVCRHAVE	NUM	2	YESNO	MH14 DOES HOUSEHOLD HAVE A VCR
313	YVCRHOUR	NUM	3		MH15 HOURS PER WEEK SPENT WATCHING VCR
314	YRADLIS	NUM	2	YESNO	MH16 DOES YOUTH LISTEN TO THE RADIO
315	YRADHRAM	NUM	3		MH17 HOW MANY HOURS PER WEEK AM RADIO
316	YRADHRFM	NUM	3		MH17 HOW MANY HOURS PER WEEK FM RADIO
317	MY17CHK1	NUM	2	CCHECK	CONST CHECK: MH16 = 1 & MH17 = 0 HOURS
318	MY17CHK2	NUM	2	CCHECK	CONST CHECK: MH17 > 168 HOURS
319	YRADNEWS	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO NEWS
320	YRADCLAS	NUM	2	YESNO	MH26 DOES YOUTH LISTEN CLASSICAL MUSIC
321	YRADPOP	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO POP MUSIC
322	YRADCW	NUM	2	YESNO	MH26 DOES YOUTH LISTEN COUNTRY MUSIC
323	YRADSPOR	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO SPORTS
324	YRADTALK	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO TALK SHOWS

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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
325	YRADROCK	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO ROCK MUSIC
326	YRADEASY	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO EASY MUSIC
327	YRADSH1	NUM	2	YESNO	MH27 DOES Y LISTEN TO AMERICAN TOP 40
328	YRADSH2	NUM	2	YESNO	MH27 DOES Y LISTEN TO KING BISCUIT HOUR
329	YRADSH3	NUM	2	YESNO	MH27 DOES Y LISTEN TO RICK DEES' TOP 40
330	YRADSH4	NUM	2	YESNO	MH27 DOES Y LISTEN TO METALSHOP
331	YRADSH5	NUM	2	YESNO	MH27 DOES Y LISTEN TO ROCKLINE
332	YPAPREAD	NUM	2	YPAPREA	MH28 HOW OFTEN DOES Y READ NEWSPAPER
333	YPAPHOUR	NUM	3		MH29 HOURS PER WEEK READING NEWSPAPER
334	MHY29CHK	NUM	2	CCHECK	CONST CHECK: MH28 & MH29 HOURS
335	YPAPSPOR	NUM	2	YESNO	MH30 DOES YOUTH READ SPORTS
336	YPAPCOM	NUM	2	YESNO	MH30 DOES YOUTH READ COMICS
337	YPAPNEWS	NUM	2	YESNO	MH30 DOES YOUTH READ NEWS SECTION
338	YPAPLOC	NUM	2	YESNO	MH30 DOES YOUTH READ LOCAL SECTION
339	YPAPFOOD	NUM	2	YESNO	MH30 DOES YOUTH READ FOOD SECTION
340	YPAPSTYL	NUM	2	YESNO	MH30 DOES YOUTH READ LIFESTYLE SECTION
341	YPAPCLAS	NUM	2	YESNO	MH30 DOES YOUTH READ CLASSIFIED
342	YMAGREAD	NUM	2	YESNO	MH31 DOES YOUTH READ MAGAZINES
343	YMAG1	NUM	3	MAGFMT	MH32 MAGAZINE #1 READ ON REGULAR BASIS
344	YMAG2	NUM	3	MAGFMT	MH32 MAGAZINE #2 READ ON REGULAR BASIS
345	YMAG3	NUM	3	MAGFMT	MH32 MAGAZINE #3 READ ON REGULAR BASIS
346	YMAG4	NUM	3	MAGFMT	MH32 MAGAZINE #4 READ ON REGULAR BASIS
347	YMAG5	NUM	3	MAGFMT	MH32 MAGAZINE #5 READ ON REGULAR BASIS
348	YMAG6	NUM	3	MAGFMT	MH32 MAGAZINE #6 READ ON REGULAR BASIS
349	YMAGHOUR	NUM	3		MH33 HOURS PER WEEK READING MAGAZINES
350	MHYCHK	NUM	2	CCHECK	CONST CHECK: TOTAL HOURS IN MHY > 168
351	YUN12NON	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NO SERVICES
352	YUN12AF	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR AIR FORCE
353	YUN12AR	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ARMY
354	YUN12RO	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ROTC
355	YUN12NG	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NAT GUARD
356	YUN12RV	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR RESERVE
357	YUN12CG	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR COAST GUARD
358	YUN12MC	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR MARINE CORPS
359	YUN12NA	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NAVY
360	YUN12ALL	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ALL IN ONE AD
361	YKRROAF	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR AIR FORCE
362	YKRROAR	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR ARMY
363	YKRRONA	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR NAVY
364	YKRROMC	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR MARINES
365	YKRROCG	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR COAST GUARD
366	YKRNGAF	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR AIR FORCE
367	YKRNGAR	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR ARMY
368	YKRNGNA	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR NAVY
369	YKRNGMC	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR MARINES
370	YKRNGCG	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR COAST GUARD
371	YKRRVAF	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR AIR FORCE
372	YKRRVAR	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR ARMY
373	YKRRVNA	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR NAVY
374	YKRRVMC	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR MARINES
375	YKRRVCG	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR COAST GUARD
376	RANDKRY2	NUM	2	KNOW	KR5-KR13 RANDOM START AIDED AD RECALL
377	YAIDAF	NUM	2	YESNO	KR5 AIDED AD RECALL FOR AIR FORCE
378	YAIDAR	NUM	2	YESNO	KR6 AIDED AD RECALL FOR ARMY

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433	YACASHED	NUM	2	AGREEW	PE1 GET MONEY FOR EDUCATION: ARMY
434	YHEARDAR	NUM	2	YESNO	PE1A Y EVER HEARD OF ARMY RESERVE
435	YVWIDE	NUM	2	AGREEW	PE4 WIDE VARIETY OF JOBS: RESERVE
436	YVPROUD	NUM	2	AGREEW	PE4 EXPERIENCE TO BE PROUD OF: RESERVE
437	YVLEADER	NUM	2	AGREEW	PE4 DEVELOP LEADERSHIP SKILLS: RESERVE
438	YVCIVCAR	NUM	2	AGREEW	PE4 CIVILIAN CAREER DEVELOP: RESERVE
439	YVSELCON	NUM	2	AGREEW	PE4 DEVELOP SELF-CONFIDENCE: RESERVE
440	YVPOTEN	NUM	2	AGREEW	PE4 DEVELOP YOUR POTENTIAL: RESERVE
441	YVMENTAL	NUM	2	AGREEW	PE4 MENTALLY CHALLENGING: RESERVE
442	YVMATURE	NUM	2	AGREEW	PE4 MATURE AND RESPONSIBLE: RESERVE
443	YVTRAIN	NUM	2	AGREEW	PE4 TRAINING IN USEFUL SKILLS: RESERVE
444	YVHIQUAL	NUM	2	AGREEW	PE4 HIGHLY TRAINED COWORKERS: RESERVE
445	YVCASHED	NUM	2	AGREEW	PE4 GET MONEY FOR EDUCATION: RESERVE
446	YVHOME	NUM	2	AGREEW	PE4 SERVE AMERICA IN HOMETOWN: RESERVE
447	YVSERCOM	NUM	2	AGREEW	PE4 SERVE YOUR OWN COMMUNITY: RESERVE
448	YVWEEKEN	NUM	2	AGREEW	PE4 INTERESTING WEEKENDS: RESERVE
449	YHEARDNG	NUM	2	YESNO	PE4A Y EVER HEARD OF ARMY NATIONAL GUARD
450	YGWIDE	NUM	2	AGREEW	PE5 WIDE VARIETY OF JOBS: GUARD
451	YGPROUD	NUM	2	AGREEW	PE5 EXPERIENCE TO BE PROUD OF: GUARD
452	YGLEADER	NUM	2	AGREEW	PE5 DEVELOP LEADERSHIP SKILLS: GUARD
453	YGCIVCAR	NUM	2	AGREEW	PE5 CIVILIAN CAREER DEVELOP: GUARD
454	YGSELCON	NUM	2	AGREEW	PE5 DEVELOP SELF-CONFIDENCE: GUARD
455	YGPOTEN	NUM	2	AGREEW	PE5 DEVELOP YOUR POTENTIAL: GUARD
456	YGMENTAL	NUM	2	AGREEW	PE5 MENTALLY CHALLENGING: GUARD
457	YGMATURE	NUM	2	AGREEW	PE5 MATURE AND RESPONSIBLE: GUARD
458	YGTRAIN	NUM	2	AGREEW	PE5 TRAINING IN USEFUL SKILLS: GUARD
459	YGHIQUAL	NUM	2	AGREEW	PE5 HIGHLY TRAINED COWORKERS: GUARD
460	YGCASHED	NUM	2	AGREEW	PE5 GET MONEY FOR EDUCATION: GUARD
461	YGHOME	NUM	2	AGREEW	PE5 SERVE AMERICA IN HOMETOWN: GUARD
462	YGSERCOM	NUM	2	AGREEW	PE5 SERVE YOUR OWN COMMUNITY: GUARD
463	YGWEEKEN	NUM	2	AGREEW	PE5 INTERESTING WEEKENDS: GUARD
464	YNWIDE	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: NAVY
465	YMWIDE	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: MARINES
466	YFWIDE	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: AIR FORCE
467	YSWIDE	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: MILITARY
468	YNPHYS	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: NAVY
469	YMPHYS	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: MARINES
470	YFPHYS	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: AIR FORCE
471	YSPHYS	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: MILITARY
472	YNPROUD	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: NAVY
473	YMPROUD	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: MARINES
474	YFPROUD	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: AIR FORCE
475	YSPROUD	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: MILITARY
476	YNSTEP	NUM	2	AGREEW	PE6 STEPPING STONE TO COLLEGE: NAVY
477	YMSTEP	NUM	2	AGREEW	PE6 STEPPING STONE TO COLLEGE: MARINES
478	YFSTEP	NUM	2	AGREEW	PE6 STEPPING STONE TO COLLEGE: AIR FORCE
479	YSSTEP	NUM	2	AGREEW	PE6 STEPPING STONE TO COLLEGE: MILITARY
480	YNLEADER	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: NAVY
481	YMLEADER	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: MARINES
482	YFLEADER	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: AIR FORCE
483	YSLEADER	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: MILITARY
484	YNHITECH	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: NAVY
485	YMHITECH	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: MARINES
486	YFHITECH	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: AIR FORCE

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487	YSHITECH	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: MILITARY
488	YNCIVCAR	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: NAVY
489	YMCIVCAR	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: MARINES
490	YFCIVCAR	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: AIR FORCE
491	YSCIVCAR	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: MILITARY
492	YNSELCON	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: NAVY
493	YMSELCON	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: MARINES
494	YFSELCON	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: AIR FORCE
495	YSSELCON	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: MILITARY
496	YNPOTEN	NUM	2	AGREEW	PE6 DEVELOP YOUR POTENTIAL: NAVY
497	YMPOTEN	NUM	2	AGREEW	PE6 DEVELOP YOUR POTENTIAL: MARINES
498	YFPOTEN	NUM	2	AGREEW	PE6 DEVELOP YOUR POTENTIAL: AIR FORCE
499	YSPOTEN	NUM	2	AGREEW	PE6 DEVELOP YOUR POTENTIAL: MILITARY
500	YNMENTAL	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: NAVY
501	YMMENTAL	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: MARINES
502	YFMENTAL	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: AIR FORCE
503	YSMENTAL	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: MILITARY
504	YNMATURE	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: NAVY
505	YMMATURE	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: MARINES
506	YFMATURE	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: AIR FORCE
507	YSMATURE	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: MILITARY
508	YNTRAIN	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: NAVY
509	YMTRAIN	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: MARINES
510	YFTRAIN	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: AIR FORCE
511	YSTRAIN	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: MILITARY
512	YNHIQUAL	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: NAVY
513	YMHIQUAL	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: MARINES
514	YFHIQUAL	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: AIR FORCE
515	YSHIQUAL	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: MILITARY
516	YNCASHED	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: NAVY
517	YMCASHED	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: MARINES
518	YFCASHED	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: AIR FORCE
519	YSCASHED	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: MILITARY
520	YWPHYS	NUM	2	AGREEW	PE7 PHYSICALLY CHALLENGING: JOB
521	YWPROUD	NUM	2	AGREEW	PE7 EXPERIENCE TO BE PROUD OF: JOB
522	YWSTEP	NUM	2	AGREEW	PE7 STEPPING STONE TO COLLEGE: JOB
523	YWLEADER	NUM	2	AGREEW	PE7 DEVELOP LEADERSHIP SKILLS: JOB
524	YWHITECH	NUM	2	AGREEW	PE7 USE HIGH-TECH EQUIPMENT: JOB
525	YWCIVCAR	NUM	2	AGREEW	PE7 CIVILIAN CAREER DEVELOP: JOB
526	YWSELCON	NUM	2	AGREEW	PE7 DEVELOP SELF-CONFIDENCE: JOB
527	YWPOTEN	NUM	2	AGREEW	PE7 DEVELOP YOUR POTENTIAL: JOB
528	YWMENTAL	NUM	2	AGREEW	PE7 MENTALLY CHALLENGING: JOB
529	YWMATURE	NUM	2	AGREEW	PE7 MATURE AND RESPONSIBLE: JOB
530	YWTRAIN	NUM	2	AGREEW	PE7 TRAINING IN USEFUL SKILLS: JOB
531	YWHIQUAL	NUM	2	AGREEW	PE7 HIGHLY TRAINED COWORKERS: JOB
532	YWCASHED	NUM	2	AGREEW	PE7 GET MONEY FOR EDUCATION: JOB
533	YCPROUD	NUM	2	AGREEW	PE8 EXPERIENCE TO BE PROUD OF: COLLEGE
534	YCLEADER	NUM	2	AGREEW	PE8 DEVELOP LEADERSHIP SKILLS: COLLEGE
535	YCCIVCAR	NUM	2	AGREEW	PE8 CIVILIAN CAREER DEVELOP: COLLEGE
536	YCSELCON	NUM	2	AGREEW	PE8 DEVELOP SELF-CONFIDENCE: COLLEGE
537	YCPOTEN	NUM	2	AGREEW	PE8 DEVELOP YOUR POTENTIAL: COLLEGE
538	YCMENTAL	NUM	2	AGREEW	PE8 MENTALLY CHALLENGING: COLLEGE
539	YCMATURE	NUM	2	AGREEW	PE8 MATURE AND RESPONSIBLE: COLLEGE
540	YCHIQUAL	NUM	2	AGREEW	PE8 HIGHLY TRAINED COWORKERS: COLLEGE

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595	REPL5	NUM	8		REPLICATE WEIGHT 5
596	REPL6	NUM	8		REPLICATE WEIGHT 6
597	REPL7	NUM	8		REPLICATE WEIGHT 7
598	REPL8	NUM	8		REPLICATE WEIGHT 8
599	REPL9	NUM	8		REPLICATE WEIGHT 9
600	REPL10	NUM	8		REPLICATE WEIGHT 10
601	REPL11	NUM	8		REPLICATE WEIGHT 11
602	REPL12	NUM	8		REPLICATE WEIGHT 12
603	REPL13	NUM	8		REPLICATE WEIGHT 13
604	REPL14	NUM	8		REPLICATE WEIGHT 14
605	REPL15	NUM	8		REPLICATE WEIGHT 15
606	REPL16	NUM	8		REPLICATE WEIGHT 16
607	REPL17	NUM	8		REPLICATE WEIGHT 17
608	REPL18	NUM	8		REPLICATE WEIGHT 18
609	REPL19	NUM	8		REPLICATE WEIGHT 19
610	REPL20	NUM	8		REPLICATE WEIGHT 20
611	REPL21	NUM	8		REPLICATE WEIGHT 21
612	REPL22	NUM	8		REPLICATE WEIGHT 22
613	REPL23	NUM	8		REPLICATE WEIGHT 23
614	REPL24	NUM	8		REPLICATE WEIGHT 24
615	REPL25	NUM	8		REPLICATE WEIGHT 25
616	REPL26	NUM	8		REPLICATE WEIGHT 26
617	REPL27	NUM	8		REPLICATE WEIGHT 27
618	REPL28	NUM	8		REPLICATE WEIGHT 28
619	REPL29	NUM	8		REPLICATE WEIGHT 29
620	REPL30	NUM	8		REPLICATE WEIGHT 30
621	REPL31	NUM	8		REPLICATE WEIGHT 31
622	REPL32	NUM	8		REPLICATE WEIGHT 32
623	REPL33	NUM	8		REPLICATE WEIGHT 33
624	REPL34	NUM	8		REPLICATE WEIGHT 34
625	REPL35	NUM	8		REPLICATE WEIGHT 35
626	REPL36	NUM	8		REPLICATE WEIGHT 36
627	REPL37	NUM	8		REPLICATE WEIGHT 37
628	REPL38	NUM	8		REPLICATE WEIGHT 38
629	REPL39	NUM	8		REPLICATE WEIGHT 39
630	REPL40	NUM	8		REPLICATE WEIGHT 40
631	REPL41	NUM	8		REPLICATE WEIGHT 41
632	REPL42	NUM	8		REPLICATE WEIGHT 42
633	REPL43	NUM	8		REPLICATE WEIGHT 43
634	REPL44	NUM	8		REPLICATE WEIGHT 44
635	REPL45	NUM	8		REPLICATE WEIGHT 45
636	REPL46	NUM	8		REPLICATE WEIGHT 46
637	REPL47	NUM	8		REPLICATE WEIGHT 47
638	REPL48	NUM	8		REPLICATE WEIGHT 48
639	REPL49	NUM	8		REPLICATE WEIGHT 49
640	REPL50	NUM	8		REPLICATE WEIGHT 50
641	REPL51	NUM	8		REPLICATE WEIGHT 51
642	REPL52	NUM	8		REPLICATE WEIGHT 52
643	REPL53	NUM	8		REPLICATE WEIGHT 53
644	REPL54	NUM	8		REPLICATE WEIGHT 54
645	REPL55	NUM	8		REPLICATE WEIGHT 55
646	REPL56	NUM	8		REPLICATE WEIGHT 56
647	REPL57	NUM	8		REPLICATE WEIGHT 57
648	REPL58	NUM	8		REPLICATE WEIGHT 58

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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
649	REPL59	NUM	8		REPLICATE WEIGHT 59
650	REPL60	NUM	8		REPLICATE WEIGHT 60
651	REPL61	NUM	8		REPLICATE WEIGHT 61
652	REPL62	NUM	8		REPLICATE WEIGHT 62
653	REPL63	NUM	8		REPLICATE WEIGHT 63
654	REPL64	NUM	8		REPLICATE WEIGHT 64
655	REPL65	NUM	8		REPLICATE WEIGHT 65
656	REPL66	NUM	8		REPLICATE WEIGHT 66
657	REPL67	NUM	8		REPLICATE WEIGHT 67
658	REPL68	NUM	8		REPLICATE WEIGHT 68
659	YXAD12AR	NUM	2	YXADF	UNAIDED + AIDED RECALL ACTIVE ARMY ADS
660	YXAD12RO	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY ROTC ADS
661	YXAD12NG	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY NATL GUARD
662	YXAD12RV	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY RESERVE ADS
663	YXAD12AF	NUM	2	YXADF	UNAIDED + AIDED RECALL AIR FORCE ADS
664	YXAD12NA	NUM	2	YXADF	UNAIDED + AIDED RECALL NAVY ADS
665	YXAD12MC	NUM	2	YXADF	UNAIDED + AIDED RECALL MARINE CORPS ADS
666	YXAD12CG	NUM	2	YXADF	UNAIDED + AIDED RECALL COAST GUARD ADS
667	YXAD12AL	NUM	2	YXADF	UNAIDED + AIDED RECALL JRAP ADS
668	YXKAEARN	NUM	2	YXKAF	KNOW: EARN MONEY FOR COLLEGE IN ARMY
669	YXKAEDBN	NUM	2	YXKAF	KNOW: AMOUNT OF ARMY EDUCATION BENEFITS
670	YXKASAME	NUM	2	YXKAF	KNOW: COMPAR ARMY ED BEN TO OTH BRANCHES
671	YXKAGIAR	NUM	2	YXKAF	KNOW: DOES THE ARMY OFFER THE GI BILL
672	YXKAGIAF	NUM	2	YXKAF	KNOW: DOES THE AIR FORCE OFFER GI BILL
673	YXKAGINA	NUM	2	YXKAF	KNOW: DOES THE NAVY OFFER THE GI BILL
674	YXKAGIMA	NUM	2	YXKAF	KNOW: DOES MARINE CORPS OFFER GI BILL
675	YXKAYRS	NUM	2	YXKAF	KNOW: MINIMUM ARMY ENLISTMENT
676	YXKADEP	NUM	2	YXKAF	KNOW: CAN Y JOIN ARMY DEP, ENTER YR LATR
677	YXKARGJN	NUM	2	YXKAF	KNOW: CAN HS JRS AGE 17 JOIN RESERVE/NG
678	YXKARGHS	NUM	2	YXKAF	KNOW: CAN ONLY HS GRADS JOIN RESERVE/NG
679	YXKAWARD	NUM	2	YXKAF	KNOW: WHO SPONSORS SCHOLAR-ATHLETE AWARD
680	YXKARGCL	NUM	2	YXKAF	KNOW: EARN COLLEGE MONEY IN RESERVE/NG
681	YXKARGGI	NUM	2	YXKAF	KNOW: MAX GI BILL AMOUNT IN RESERVE/NG
682	YXPRUNAC	NUM	2	YXPRF	UNAIDED INTENTION TO JOIN ACTIVE ARMY
683	YXPRAIAC	NUM	2	YXPRF	AIDED INTENTION TO JOIN ACTIVE ARMY
684	YXPRUNRV	NUM	2	YXPRF	UNAIDED INTENTION TO JOIN ARMY RESERVE
685	YXPRAIRV	NUM	2	YXPRF	AIDED INTENTION TO JOIN ARMY RESERVE
686	YXPRUNNG	NUM	2	YXPRF	UNAIDED INTENT TO JOIN ARMY NATL GUARD
687	YXPRAING	NUM	2	YXPRF	AIDED INTENTION TO JOIN ARMY NATL GUARD
688	YXPRAIRO	NUM	2	YXPRF	AIDED INTENTION TO JOIN ARMY ROTC
689	YXPRUNGI	NUM	2	YXPRF	UNAIDED GENERAL INTENTION TO JOIN ARMY
690	YXPRAIGI	NUM	2	YXPRF	AIDED GENERAL INTENTION TO JOIN ARMY
691	MARKFLG	NUM	2	MARKFLGF	RECRUITING MARKET FLAG
692	PFASFLG	NUM	2	PFASFLGF	PRIMARY FEMALE ANALYTIC SAMPLE FLAG
693	ADULTTOT	NUM	2		SC5 HOW MANY OLDER THAN 24
694	EEDENYRJ	NUM	2	EEDENYRJ	SC17A IS Y IN 1ST OR 2ND YR OF JR COLLEG
695	YEDENYRJ	NUM	2	EEDENYRJ	EE6C IS Y IN 1ST OR 2ND YR OF JR COLLEGE
696	YIWIDE	NUM	2	RANGIMP	IA IMP OF OPPORT TO FIND A JOB
697	YISERPAR	NUM	2	RANGIMP	IA IMP OF WORKING PART-TIME
698	RANDPEYO	NUM	2	RANORDER	WHICH PE REFERENT IS FIRST ON SCREEN
699	RANDPEYA	NUM	2	RANDPEYA	PEY1,4,5 RANDOM START: ARMY & ARV/ANG
700	RANDPEYB	NUM	2	RAND1PE	PEY1,6 RANDOM START: ARMY & AF/MC/NA/ALL
701	RANDPEYC	NUM	2	RAND1PE	PEY1,7 RANDOM START: ARMY & WORK FORCE
702	RANDPEYD	NUM	2	RAND1PE	PEY1,8 RANDOM START: ARMY & COLLEGE

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ORDER	VARIABLE	TYPE	LEN	FORMAT	LABEL
703	YVSERPAR	NUM	2	AGREEW	PE4 PART-TIME WORK: RESERVE
704	YGSERPAR	NUM	2	AGREEW	PE5 PART-TIME WORK: GUARD
705	YDSAMEPA	NUM	2	YDSAMEPA	DE14 DOES YOUTH LIVE WITH DAD/STEP-DAD
706	YDSAMEMA	NUM	2	YDSAMEMA	DE14A DOES YOUTH LIVE WITH MOM/STEP-MOM
707	YPARDEC	NUM	2	YPARDEC	PL1A INTERVIEW PARENT OR STEP-PARENT
708	EEDENSUM	NUM	2	EDSUM	SC14A SCHOOL Y ENROLLED IN MAY-SEPT
709	EEDENOTH	NUM	2	YESNO	SC14B IS/WAS YOUTH ENROLLED APRIL/OCTOBE
710	EEDCGRAD	NUM	2	YESNO	SC13C IS YOUTH A COLLEGE GRADUATE
711	RRACE	NUM	2	RACE	REASK: YOUTH'S RACE
712	RHISP	NUM	2	YESNO	REASK: IS YOUTH OF HISPANIC BACKGROUND
713	RDOBDD	NUM	2		REASK: YOUTH DATE OF BIRTH, DAY
714	RDOBMM	NUM	2	DOBMNTH	REASK: YOUTH DATE OF BIRTH, MONTH
715	RDOBYY	NUM	2		REASK: YOUTH DATE OF BIRTH, YEAR
716	RAGE	NUM	3		REASK: AGE OF YOUTH
717	RMILACT	NUM	2	YESNO	REASK: Y EVER IN ACTIVE MILITARY SERVICE
718	RMILWAIT	NUM	2	YESNO	REASK: Y WAITING TO GO ON ACTIVE DUTY
719	RMILSERV	NUM	2	YESNO	REASK: IS YOUTH PRESENTLY IN MILITARY
720	RLIVADDR	NUM	2	YESNO	REASK: DOES YOUTH LIVE AT THIS ADDRESS
721	RLIVDORM	NUM	2	YESNO	REASK: DOES Y LIVE IN STUDENT HOUSING
722	YEDENSUM	NUM	2	EDSUM	EE4A SCHOOL Y ENROLLED IN MAY-SEPT
723	YEDENOTH	NUM	2	YESNO	EE4B IS/WAS YOUTH ENROLLED APRIL/OCTOBER
724	YEDCGRAD	NUM	2	YESNO	EE1A IS YOUTH A COLLEGE GRADUATE
725	YBATEEVR	NUM	2	YESNO	BE12A Y EVER TAKE TEST FOR ARMY
726	YBCTEEVR	NUM	2	YESNO	BE21A Y EVER TAKE COLLEGE ADM TEST
727	YBCAPEVR	NUM	2	YESNO	BE24A Y EVER SUBMIT COLLEGE APPL

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
1	CASEID	CHAR	8	$CHAR	HOUSEHOLD ID NUMBER

OTHER	2675	100.0

CASEID is an eight-digit household identifier. All analytic ACOMS data files are sorted by the variables CASEID and YUTHNUM. The first two digits of CASEID indicate the year/month of sampling (not necessarily interviewing) - 01 = October 1986, 02 = November 1986, etc. Therefore, each household throughout the duration of ACOMS will have a unique value for CASEID. Note that, although files are sorted by CASEID, the values for this variable are not necessarily consecutive.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
2	YUTHNUM	CHAR	2	$CHAR	YOUTH ID NUMBER

01	824	30.8
02	1491	55.7
03	292	10.9
04	58	2.2
05	9	0.3
06	1	0.0

The two-digit variable YUTHNUM uniquely identifies each enumerated youth within a household. A value of 01 indicates that the youth was also the respondent for the household screener; a higher value indicates that someone else in the household responded to the screener. Although the enumeration process normally takes place in descending order by age, respondents may get things out of order, or may list someone who turns out not to be within the 13-24 age range desired. Thus, no assumptions about total number of youth in the household, or about age ordering, should be made based on YUTHNUM.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
3	SELYYMM	NUM	4	YYMMNUM	YEAR AND MONTH HH SELECTED INTO SAMPLE

8703	MARCH 1987	74	2.8
8704	APRIL 1987	1018	38.1
8705	MAY 1987	819	30.6
8706	JUNE 1987	764	28.6

Note that this is the month of sampling and is not necessarily the interview date (for which see the variable YMAINDAT).

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
4	SCRNDATE	CHAR	6	$CHAR	DATE OF SCREENER

OTHER	2675	100.0

This variable is stored in the format YYMMDD. For the first quarter of ACOMS data collection (Fall 86), exact date of screening is unavailable for a few households that completed screeners during the first several days of data collection.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
5	YMAINDAT	CHAR	6	$CHAR	DATE OF MAIN INTERVIEW

OTHER	2675	100.0

This variable is stored in the format YYMMDD.

ORDER	VARIABLE	TYPE	LENGTH	LABEL
6	SVERSION	NUM	2	SCREENER VERSION NUMBER

2	74	2.8
3	2601	97.2

For Fall, Winter, and Spring Quarters, changes in the instrument were determined by the month the household was selected into the sample. Thus persons who were selected into the sample during the final month of one quarter, but who were not interviewed until the next quarter, received the older version of the instrument.

ORDER	VARIABLE	TYPE	LENGTH	LABEL
7	MVERSION	NUM	2	MAIN INTERVIEW VERSION NUMBER

2	74	2.8
3	2601	97.2

For Fall, Winter, and Spring Quarters, changes in the instrument were determined by the month the household was selected into the sample. Thus persons who were selected into the sample during the final month of one quarter, but who were not interviewed until the next quarter, received the older version of the instrument.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
8	TARGYUTH	CHAR	2	$CHAR	YUTHNUM TARGET Y FOR PARENTAL INTERVIEW

00	856	32.0
01	487	18.2
02	990	37.0
03	262	9.8
04	65	2.4
05	15	0.6

This variable indicates which youth in the household (if any) is selected to be the subject ("target") of a parental interview. A value of 00 for TARGYUTH indicates that none of the youth in the household were targeted for a parent interview. If TARGYUTH is equal to YUTHNUM, the current youth was selected to be the target of a parental interview. If TARGYUTH is nonzero, but is not equal to YUTHNUM, some other eligible youth in the household was selected to be the target of the parental interview. Note that selection as a target youth does not guarantee that a parental interview will actually be conducted -- the parent may be deceased, the youth may not know his/her whereabouts, or he/she may not respond.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
9	ELIGTYPS	NUM	2	ELIGTYP	YOUTH'S SAMPLE CELL, BASED ON SCREENER

1	PMS 16-20	1377	51.5
2	PMS 21-24	575	21.5
3	SMS	243	9.1
4	PFS 16-20	291	10.9
5	PFS 21-24	135	5.0
6	SFS	54	2.0

This variable is based only on screener information. The variable ELIGTYPM takes into account additional information about education collected during the main interview and is therefore more accurate.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
10	ELIGTYPM	NUM	2	ELIGTYP	YOUTH'S SAMPLE CELL, BASED ON MAIN INT

1	PMS 16-20	1368	51.1
2	PMS 21-24	583	21.8
3	SMS	244	9.1
4	PFS 16-20	292	10.9
5	PFS 21-24	135	5.0
6	SFS	53	2.0

This variable provides basic sample group information (sex, primary/secondary, age group). It is similar to, but more accurate than, ELIGTYPS, since it takes into account information obtained during both the screener and the main interview.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
11	PMASFLG	NUM	2	PMASFLGF	PRIMARY MALE ANALYTIC SAMPLE FLAG

1	PMAS YOUTH	1614	60.3
2	NOT PMAS YOUTH	1061	39.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
12	YATSFLG	NUM	2	YATSFLGF	86 YATS II SAMPLE FLAG

0	NOT YATS ELIG.	290	10.8
1	MALES 16-21 YR	1567	58.6
2	FEMALES 16-21 YR	340	12.7
3	MALES 22-24 YR	384	14.4
4	FEMALES 22-24 YR	94	3.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
13	PANELPEY	NUM	2	PEPANEL	YOUTH SAMPLE SUBGROUP FOR ANALYSIS

1	CURRENT JR & SR	272	10.2
2	CURRENT FR & SO	381	14.2
3	STDNTS COL ORNT	780	29.2
4	STDNTS WORK ORNT	198	7.4
5	W/DIPL NOT ENROL	623	23.3
6	W/ NO DIPLOMA	292	10.9
7	JR/SR NOT ENROLL	100	3.7
8	EVERYONE ELSE	29	1.1

This variable is used to produce the education subgroups in the ACOMS quarterly tables.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
14	ECALCAGE	NUM	3		SC9 CALCULATED AGE FROM DATE OF BIRTH

16		482	18.0
17		432	16.1
18		348	13.0
19		279	10.4
20		291	10.9
21		235	8.8
22		235	8.8
23		199	7.4
24		174	6.5

This variable is set from the date of birth (SC-9) or age (SC-10) in the screener, or from the reasked date of birth or age in the main youth interview. In a few cases, the only age information available is from the classification variable E13TO24 (SC-10A). For such cases, a value for age is imputed and is stored in the value IMPAGE. This value is then copied into ECALCAGE.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
15	FAGE	NUM	2	FAGEFMT	AGE CATEGORIES FOR POST-STRATIFICATION.

1	MALE 16-17	770	28.8
2	MALE 18-19	511	19.1
3	MALE 20-21	418	15.6
4	MALE 22-24	496	18.5
5	FEMALE 16-19	260	9.7
6	FEMALE 20-24	220	8.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
16	IMPAGE	NUM	2		IMPUTED AGE

.	Inapplicable	2674	100.0
18		1	0.0

For purposes of post-stratification and tabulations, an exact age is imputed for respondents for whom the only age information available is an age category (E13TO24, question SC-10A). The imputed value for age is stored in IMPAGE and is also copied into ECALCAGE.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
17	ERACE	NUM	2	RACE	SC19 YOUTH'S RACE

.D	Don't know	36	1.3
.R	Refused	5	0.2
1	WHITE	2285	85.4
2	BLACK	250	9.3
3	ASIAN/PACIFIC IS	73	2.7
4	INDIAN/ALASKAN	26	1.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
18	EHISP	NUM	2	YESNO	SC20 IS YOUTH HISPANIC

.D	Don't know	13	0.5
.R	Refused	2	0.1
1	YES	338	12.6
2	NO	2322	86.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
19	YDETHNIC	NUM	2	ETHNIC	DE5 TYPE OF HISPANIC BACKGROUND

.	Inapplicable	2337	87.4
.D	Don't know	11	0.4
.N	Not ascertained	1	0.0
1	MEXICAN AMERICAN	195	7.3
2	PUERTO RICAN	48	1.8
3	OTHER HISPANIC	83	3.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
20	RACE1	NUM	2	PSRACE	RACE/ETHNICITY FOR POST-STRATIFICATION

1	BLACK NONHISP	245	9.2
2	HISPANIC	343	12.8
3	OTHER	2087	78.0

This variable, used for post-stratification, is computed from the variables EHISP and ERACE. In cases where missing data prevents this calculation, an imputed value is determined, assigned to IMPRACE, and copied into RACE1.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
21	IMPRACE	NUM	2	PSRACE	IMPUTED RACE/ETHNICITY

.	Inapplicable	2670	99.8
2	HISPANIC	1	0.0
3	OTHER	4	0.1

This variable is imputed for those respondents for whom the value RACE1 cannot be calculated because of missing data. The imputed value is stored in IMPRACE and is also copied into RACE1.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
22	FRAME	NUM	2	FRAMFMT	SAMPLE FRAME FROM WHICH HH SELECTED

0	AT&T	2593	96.9
1	DONNELLEY FRAME1	29	1.1
2	DONNELLEY FRAME2	53	2.0

FRAME indicates the sample frame from which the household was actually selected. Code 0 indicates that the household was selected from the main sample frame (AT&T tape). Codes 1 and 2 indicate that the household was selected from one of the special frames established to supplement Hispanics (Donnelley tape).

23	INDONN	NUM	2	INDONNF	CLUSTER CONTAINED IN DONNELLEY FRAME

0	NOT IN DONN FRM	2453	91.7
1	DONNELLEY FRAME1	77	2.9
2	DONNELLEY FRAME2	145	5.4

INDONN indicates whether the cluster to which the household belongs can be found in one of the special sample frames (Donnelley tape) used to supplement Hispanics, regardless of whether the cluster was actually selected from one of these frames or from the main national sample frame (AT&T tape). Codes 1 and 2 indicate that the cluster can be found in the corresponding Donnelley sampling frame. A code of 0 for INDONN means that the household's area code/exchange was not a part of either Donnelley frame.

24	CLUSID	NUM	3	3 DIGIT CLUSTER IDENTIFIER

POSITIVE	2675	100.0

CLUSID uniquely identifies each sample cluster (i.e., first eight digits of the household telephone number) within year and month of selection and sample frame. Thus, when taken together, the three variables SELYYMM, FRAME, and CLUSID uniquely identify each cluster.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
25	FEMSAMP	NUM	2	YESNO	ENUMERATE/INTERVIEW FEMALES IN THIS HH

1	YES	918	34.3
2	NO	1757	65.7

Approximately 20% of the phone numbers selected into the ACOMS sample each month are predesignated as the female subsample. Female youth are only enumerated and interviewed in these selected households. For all other households, only males are enumerated and interviewed.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
26	PSEXSAMP	NUM	2	PSEXSMP	WHICH PARENT TO INTERVIEW FROM THIS HH

1	FATHER	1363	51.0
2	MOTHER	1312	49.0

If a parental interview is to be conducted for one of the youths in a household, PSEXSAMP indicates whether the father or the mother is selected. This variable is predesignated (on a 50/50 basis) for each telephone number selected into the sample.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
27	LONGSAMP	NUM	2	YESNO	IS HH IN LONGITUDINAL SAMPLE

1	YES	1985	74.2
2	NO	690	25.8

LONGSAMP indicates whether any otherwise-eligible youth from the household will become part of the longitudinal sample. Approximately 75% of the selected phone numbers are predesignated for possible inclusion into the longitudinal panel.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
28	INITWGHT	NUM	8		INITIAL WEIGHT

POSITIVE	2675	100.0

This variable does not reflect final weighting adjustments (post-stratification), and normally should not be used for analysis.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
29	FULLWGHT	NUM	8		FINAL ADJUSTED WEIGHT

POSITIVE	2675	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
30	WGHTKS	NUM	8		WEIGHT FOR KS MODULE		
		POSITIVE				1325	49.5
		ZERO				1350	50.5
31	WGHTMH	NUM	8		WEIGHT FOR MH MODULE		
		POSITIVE				1344	50.2
		ZERO				1331	49.8
32	WGHTKA	NUM	8		WEIGHT FOR KA MODULE		
		POSITIVE				1333	49.8
		ZERO				1342	50.2
33	WGHTPEA	NUM	8		WEIGHT FOR PE (ACTIVE)		
		POSITIVE				2295	85.8
		ZERO				380	14.2
34	WGHTPEV	NUM	8		WEIGHT FOR PE (RESERVE)		
		POSITIVE				390	14.6
		ZERO				2285	85.4
35	WGHTPEG	NUM	8		WEIGHT FOR PE (NATIONAL GUARD)		
		POSITIVE				415	15.5
		ZERO				2260	84.5
36	WGHTPEF	NUM	8		WEIGHT FOR PE (AIR FORCE)		
		POSITIVE				272	10.2
		ZERO				2403	89.8
37	WGHTPEM	NUM	8		WEIGHT FOR PE (MARINE CORPS)		
		POSITIVE				282	10.5
		ZERO				2393	89.5
38	WGHTPEN	NUM	8		WEIGHT FOR PE (NAVY)		
		POSITIVE				263	9.8
		ZERO				2412	90.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
39	WGHTPES	NUM	8		WEIGHT FOR PE (MILITARY)		
		POSITIVE				270	10.1
		ZERO				2405	89.9
40	WGHTPEW	NUM	8		WEIGHT FOR PE (CIVILIAN JOB)		
		POSITIVE				244	9.1
		ZERO				2431	90.9
41	WGHTPEC	NUM	8		WEIGHT FOR PE (COLLEGE)		
		POSITIVE				292	10.9
		ZERO				2383	89.1
42	WGHTPER	NUM	8		WEIGHT FOR PE (ROTC/OFFICER)		
		POSITIVE				1384	51.7
		ZERO				1291	48.3
43	WFACKS	NUM	8		WEIGHT FACTOR FOR KS MODULE		
		POSITIVE				1325	49.5
		ZERO				1350	50.5
44	WFACMH	NUM	8		WEIGHT FACTOR FOR MH MODULE		
		POSITIVE				1344	50.2
		ZERO				1331	49.8
45	WFACKA	NUM	8		WEIGHT FACTOR FOR KA MODULE		
		POSITIVE				1333	49.8
		ZERO				1342	50.2
46	WFACPEA	NUM	8		WEIGHT FACTOR FOR PE (ACTIVE)		
		POSITIVE				2295	85.8
		ZERO				380	14.2
47	WFACPEV	NUM	8		WEIGHT FACTOR FOR PE (RESERVE)		
		POSITIVE				390	14.6
		ZERO				2285	85.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
48	WFACPEG	NUM	8		WEIGHT FACTOR FOR PE (NATIONAL GUARD)		
		POSITIVE				415	15.5
		ZERO				2260	84.5
49	WFACPEF	NUM	8		WEIGHT FACTOR FOR PE (AIR FORCE)		
		POSITIVE				272	10.2
		ZERO				2403	89.8
50	WFACPEM	NUM	8		WEIGHT FACTOR FOR PE (MARINE CORPS)		
		POSITIVE				282	10.5
		ZERO				2393	89.5
51	WFACPEN	NUM	8		WEIGHT FACTOR FOR PE (NAVY)		
		POSITIVE				263	9.8
		ZERO				2412	90.2
52	WFACPES	NUM	8		WEIGHT FACTOR FOR PE (MILITARY)		
		POSITIVE				270	10.1
		ZERO				2405	89.9
53	WFACPEW	NUM	8		WEIGHT FACTOR FOR PE (CIVILIAN JOB)		
		POSITIVE				244	9.1
		ZERO				2431	90.9
54	WFACPEC	NUM	8		WEIGHT FACTOR FOR PE (COLLEGE)		
		POSITIVE				292	10.9
		ZERO				2383	89.1
55	WFACPER	NUM	8		WEIGHT FACTOR FOR PE (ROTC/OFFICER)		
		POSITIVE				1384	51.7
		ZERO				1291	48.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
56	BRIGADE	NUM	2	RCTGBDE	USAREC RECRUITING BRIGADE

1	1ST RCTG BDE-NE	619	23.1
2	2ND RCTG BDE-SE	471	17.6
4	4TH RCTG BDE-MW	735	27.5
5	5TH RCTG BDE-SW	442	16.5
6	6TH RCTG BDE-W	408	15.3

This variable is recoded from BRIGBATT. Note that the current numbering scheme for recruiting brigades, which is followed for the BRIGADE variable, does not correspond to the RSID coding scheme which is used for BRIGBATT.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
57	BRIGBATT	CHAR	2	$BRGBT	HH BRIGADE/BATTALION RSID CODE

1A	ALBANY	15	0.6
1B	BALTIMORE	62	2.3
1C	BOSTON	57	2.1
1D	CONCORD	10	0.4
1E	HARRISBURG	47	1.8
1F	NEW HAVEN	53	2.0
1G	LONG ISLAND	73	2.7
1H	NEWBURGH NY	61	2.3
1I	FT MONMOUTH NJ	32	1.2
1K	PHILADELPHIA	79	3.0
1L	PITTSBURGH	51	1.9
1N	SYRACUSE	79	3.0
3A	ATLANTA	56	2.1
3B	BECKLEY	10	0.4
3C	CHARLOTTE	28	1.0
3D	COLUMBIA	20	0.7
3E	JACKSONVILLE	62	2.3
3F	LOUISVILLE	24	0.9
3G	MIAMI	54	2.0
3H	MONTGOMERY	46	1.7
3I	NASHVILLE	89	3.3
3J	RALEIGH	46	1.7
3K	RICHMOND	36	1.3
4A	ALBUQUERQUE	59	2.2
4C	DALLAS	68	2.5
4D	DENVER	35	1.3
4E	HOUSTON	45	1.7
4F	JACKSON	35	1.3
4G	KANSAS CITY	43	1.6
4H	LITTLE ROCK	26	1.0
4I	NEW ORLEANS	16	0.6
4J	OKLAHOMA CITY	46	1.7
4K	SAN ANTONIO	69	2.6
5A	CHICAGO	84	3.1
5B	CINCINNATI	57	2.1
5C	CLEVELAND	79	3.0
5D	COLUMBUS	45	1.7
5E	DES MOINES	22	0.8
5F	DETROIT	51	1.9
5H	INDIANAPOLIS	64	2.4
5I	LANSING	74	2.8
5J	MILWAUKEE	63	2.4
5K	MINNEAPOLIS	39	1.5
5L	OMAHA	61	2.3
5M	PEORIA	37	1.4
5N	ST LOUIS	59	2.2
6A	SAN FRANCISCO	49	1.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
57	BRIGBATT	CHAR	2	$BRGBT	HH BRIGADE/BATTALION RSID CODE

6F	LOS ANGELES	111	4.1
6G	PHOENIX	35	1.3
6H	PORTLAND	17	0.6
6I	SACRAMENTO	48	1.8
6J	SALT LAKE CITY	33	1.2
6K	SANTA ANA	71	2.7
6L	SEATTLE	44	1.6

For most purposes, the brigade-level variable BRIGADE can be used, rather than BRIGBATT. Note that the current numbering scheme for recruiting brigades, which is followed for the BRIGADE variable, does not correspond to the RSID coding scheme which is used for BRIGBATT.

58	ROTCREG	CHAR	2	$ROTCFMT	ROTC REGION/BRIGADE

11	REGION 1,BDE 1	122	4.6
12	REGION 1,BDE 2	293	11.0
13	REGION 1,BDE 3	127	4.7
14	REGION 1,BDE 4	111	4.1
15	REGION 1,BDE 5	92	3.4
21	REGION 2,BDE 1	133	5.0
22	REGION 2,BDE 2	204	7.6
23	REGION 2,BDE 3	218	8.1
24	REGION 2,BDE 4	177	6.6
31	REGION 3,BDE 1	89	3.3
32	REGION 3,BDE 2	181	6.8
33	REGION 3,BDE 3	43	1.6
34	REGION 3,BDE 4	93	3.5
35	REGION 3,BDE 5	191	7.1
41	REGION 4,BDE 1	81	3.0
42	REGION 4,BDE 2	119	4.4
43	REGION 4,BDE 3	287	10.7
44	REGION 4,BDE 4	114	4.3

The coding scheme for ROTC Region was changed for the Spring Quarter to reflect ROTC's current geographic boundaries.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
59	HHSTATE	CHAR	2	$STATE	HH STATE POSTAL CODE

AL	ALABAMA	66	2.5
AR	ARKANSAS	14	0.5
AZ	ARIZONA	27	1.0
CA	CALIFORNIA	279	10.4
CO	COLORADO	31	1.2
CT	CONNECTICUT	42	1.6
DC	DIST OF COLUMBIA	3	0.1
DE	DELAWARE	9	0.3
FL	FLORIDA	119	4.4
GA	GEORGIA	72	2.7
IA	IOWA	27	1.0
ID	IDAHO	22	0.8
IL	ILLINOIS	140	5.2
IN	INDIANA	80	3.0
KS	KANSAS	23	0.9
KY	KENTUCKY	32	1.2
LA	LOUISIANA	29	1.1
MA	MASSACHUSETTS	46	1.7
MD	MARYLAND	39	1.5
ME	MAINE	8	0.3
MI	MICHIGAN	125	4.7
MN	MINNESOTA	53	2.0
MO	MISSOURI	53	2.0
MS	MISSISSIPPI	27	1.0
MT	MONTANA	5	0.2
NC	NORTH CAROLINA	71	2.7
ND	NORTH DAKOTA	14	0.5
NE	NEBRASKA	11	0.4
NH	NEW HAMPSHIRE	2	0.1
NJ	NEW JERSEY	75	2.8
NM	NEW MEXICO	39	1.5
NV	NEVADA	8	0.3
NY	NEW YORK	218	8.1
OH	OHIO	181	6.8
OK	OKLAHOMA	36	1.3
OR	OREGON	17	0.6
PA	PENNSYLVANIA	127	4.7
RI	RHODE ISLAND	22	0.8
SC	SOUTH CAROLINA	21	0.8
SD	SOUTH DAKOTA	14	0.5
TN	TENNESSEE	52	1.9
TX	TEXAS	211	7.9
UT	UTAH	13	0.5
VA	VIRGINIA	60	2.2
VT	VERMONT	2	0.1
WA	WASHINGTON	37	1.4
WI	WISCONSIN	64	2.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
59	HHSTATE	CHAR	2	$STATE	HH STATE POSTAL CODE

WV	WEST VIRGINIA	5	0.2
WY	WYOMING	4	0.1

The information contained in HHSTATE and STFIPS is identical. The only difference is the coding scheme.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
60	STFIPS	NUM	2	STFIP	HH STATE FIPS CODE

1	ALABAMA	66	2.5
4	ARIZONA	27	1.0
5	ARKANSAS	14	0.5
6	CALIFORNIA	279	10.4
8	COLORADO	31	1.2
9	CONNECTICUT	42	1.6
10	DELAWARE	9	0.3
11	DIST OF COLUMBIA	3	0.1
12	FLORIDA	119	4.4
13	GEORGIA	72	2.7
16	IDAHO	22	0.8
17	ILLINOIS	140	5.2
18	INDIANA	80	3.0
19	IOWA	27	1.0
20	KANSAS	23	0.9
21	KENTUCKY	32	1.2
22	LOUISIANA	29	1.1
23	MAINE	8	0.3
24	MARYLAND	39	1.5
25	MASSACHUSETTS	46	1.7
26	MICHIGAN	125	4.7
27	MINNESOTA	53	2.0
28	MISSISSIPPI	27	1.0
29	MISSOURI	53	2.0
30	MONTANA	5	0.2
31	NEBRASKA	11	0.4
32	NEVADA	8	0.3
33	NEW HAMPSHIRE	2	0.1
34	NEW JERSEY	75	2.8
35	NEW MEXICO	39	1.5
36	NEW YORK	218	8.1
37	NORTH CAROLINA	71	2.7
38	NORTH DAKOTA	14	0.5
39	OHIO	181	6.8
40	OKLAHOMA	36	1.3
41	OREGON	17	0.6
42	PENNSYLVANIA	127	4.7
44	RHODE ISLAND	22	0.8
45	SOUTH CAROLINA	21	0.8
46	SOUTH DAKOTA	14	0.5
47	TENNESSEE	52	1.9
48	TEXAS	211	7.9
49	UTAH	13	0.5
50	VERMONT	2	0.1
51	VIRGINIA	60	2.2
53	WASHINGTON	37	1.4
54	WEST VIRGINIA	5	0.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
60	STFIPS	NUM	2	STFIP	HH STATE FIPS CODE

55	WISCONSIN	64	2.4
56	WYOMING	4	0.1

The information contained in HHSTATE and STFIPS is identical. The only difference is the coding scheme.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
61	ADI	CHAR	3	$ADIF	AREA OF DOMINANT INFLUENCE (1985)

003	BOSTON MA	36	1.3
009	NEW YORK NY	191	7.1
011	PHILADELPHIA PA	93	3.5
013	LOS ANGELES CA	143	5.3
015	SAN DIEGO CA	24	0.9
017	SANTA BARBARA CA	3	0.1
019	WASHINGTON DC	45	1.7
021	BALTIMORE MD	20	0.7
023	SALISBURY MD	3	0.1
025	HARTFORD CT	27	1.0
029	PITTSBURGH PA	51	1.9
031	YOUNGSTOWN OH	10	0.4
033	JOHNSTOWN PA	11	0.4
035	CLEVELAND OH	45	1.7
043	HARRISBURG PA	5	0.2
045	SPRINGFIELD MA	11	0.4
047	PROVIDENCE RI	22	0.8
051	CHICAGO IL	102	3.8
053	SOUTH BEND IN	9	0.3
055	TOLEDO OH	24	0.9
057	DETROIT MI	64	2.4
059	GRAND RAPIDS MI	41	1.5
061	LANSING MI	10	0.4
063	FLINT-SAGINAW MI	4	0.1
065	SAN FRANCISCO CA	48	1.8
067	SACRAMENTO CA	15	0.6
069	SALINAS CA	1	0.0
071	FRESNO CA	25	0.9
075	ST LOUIS MO	34	1.3
077	SPRINGFIELD IL	19	0.7
083	INDIANAPOLIS IN	33	1.2
085	LAFAYETTE IN	5	0.2
087	TERRE HAUTE IN	1	0.0
089	CHICO-REDDING CA	8	0.3
091	FT WAYNE IN	13	0.5
093	CINCINNATI OH	34	1.3
095	DAYTON OH	27	1.0
101	LIMA OH	2	0.1
105	SEATTLE WA	33	1.2
107	MINNEAPOLIS MN	26	1.0
109	DALLAS-FT WTH TX	47	1.8
111	MILWAUKEE WI	37	1.4
113	MADISON WI	6	0.2
115	WAUSAU WI	4	0.1
117	LA CROSSE WI	9	0.3
121	COLUMBUS OH	30	1.1
123	PORTLAND ME	4	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
61	ADI	CHAR	3	$ADIF	AREA OF DOMINANT INFLUENCE (1985)

127	MIAMI FL	36	1.3
129	WEST PALM BCH FL	10	0.4
131	TAMPA-ST PETE FL	34	1.3
133	FT MYERS FL	3	0.1
135	BUFFALO NY	37	1.4
139	ROCHESTER NY	7	0.3
140	ELMIRA NY	8	0.3
141	SYRACUSE NY	21	0.8
143	WILKES BARRE PA	4	0.1
145	BINGHAMTON NY	4	0.1
147	ERIE PA	3	0.1
149	ALBANY NY	4	0.1
151	BURLINGTON VT	1	0.0
155	UTICA NY	12	0.4
157	KANSAS CITY MO	17	0.6
159	ST JOSEPH MO	2	0.1
161	PRESQUE ISLE ME	6	0.2
165	ROCHESTER MN/IA	4	0.1
173	CEDAR RAPIDS IA	8	0.3
175	PEORIA IL	4	0.1
177	DAVENPORT IA	8	0.3
179	MEMPHIS TN	6	0.2
181	NASHVILLE TN	40	1.5
185	HUNTSVILLE AL	23	0.9
187	PADUCAH KY	12	0.4
195	BOWLING GREEN OH	3	0.1
197	ATLANTA GA	38	1.4
199	CHATTANOOGA TN	23	0.9
201	HOUSTON TX	27	1.0
203	AUSTIN TX	8	0.3
205	WACO-TEMPLE TX	21	0.8
207	EVANSVILLE IN	11	0.4
209	LOUISVILLE KY	14	0.5
211	LEXINGTON KY	4	0.1
213	GREENVL-SPART NC	12	0.4
215	KNOXVILLE TN	2	0.1
217	BRISTOL TN	3	0.1
219	MACON GA	2	0.1
221	BIRMINGHAM AL	19	0.7
229	COLUMBIA MO	5	0.2
231	TUSCALOOSA AL	5	0.2
233	PORTLAND OR	12	0.4
235	EUGENE OR	5	0.2
241	DENVER CO	28	1.0
243	COLORADO SPRG CO	2	0.1
245	NEW ORLEANS LA	7	0.3
247	BEAUMONT TX	15	0.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
61	ADI	CHAR	3	$ADIF	AREA OF DOMINANT INFLUENCE (1985)

249	BATON ROUGE LA	6	0.2
251	LAKE CHARLES LA	2	0.1
253	LAFAYETTE LA	2	0.1
255	ALEXANDRIA LA	3	0.1
257	CHARLESTON WV	13	0.5
263	OKLAHOMA CITY OK	14	0.5
265	ARDMORE-ADA OK	2	0.1
269	TULSA OK	21	0.8
271	SAN ANTONIO TX	16	0.6
273	LAREDO TX	1	0.0
275	PHOENIX AZ	14	0.5
277	TUCSON AZ	13	0.5
279	CHARLOTTE NC	14	0.5
281	GREENSBORO NC	14	0.5
283	NORFOLK VA	15	0.6
285	RICHMOND VA	7	0.3
287	HARRISONBURG WV	1	0.0
291	SALT LAKE CTY UT	13	0.5
295	IDAHO FALLS ID	7	0.3
297	HELENA MT	1	0.0
299	GREAT FALLS MT	4	0.1
301	OMAHA NE	3	0.1
303	DES MOINES IA	10	0.4
307	WICHITA KS	12	0.4
315	GREEN BAY WI	14	0.5
319	LITTLE ROCK AR	12	0.4
321	SHREVESPORT LA	8	0.3
325	FT SMITH AR	1	0.0
327	MONROE LA	6	0.2
329	ORLANDO FL	25	0.9
331	LINCOLN NB	8	0.3
335	JACKSONVILLE FL	1	0.0
337	SPOKANE WA	11	0.4
345	ROANOKE VA	13	0.5
347	BLUEFIELD WV	1	0.0
351	RALEIGH NC	42	1.6
353	GREENVL-N BRN NC	3	0.1
355	WILMINGTON NC	1	0.0
359	FLORENCE SC	1	0.0
367	ALBUQUERQUE NM	27	1.0
369	ROSWELL NM	3	0.1
371	EL PASO TX	23	0.9
373	JACKSON MS	8	0.3
375	GREEENWOOD MS	3	0.1
377	MERIDIAN MS	3	0.1
379	LAUREL MS	2	0.1
381	DULUTH MN	3	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
61	ADI	CHAR	3	$ADIF	AREA OF DOMINANT INFLUENCE (1985)

383	MOBILE AL/FL	13	0.5
389	SIOUX FALLS SD	7	0.3
391	SIOUX CITY IA	7	0.3
393	FARGO ND	15	0.6
395	ALEXANDRIA MN	4	0.1
403	AMARILLO TX	12	0.4
409	COLUMBUS GA	13	0.5
411	MONTGOMERY AL	7	0.3
413	TALLAHASSEE FL	3	0.1
417	PANAMA CITY FL	3	0.1
421	AUGUSTA GA	2	0.1
423	CHARLESTON SC	4	0.1
425	SAVANNAH GA	2	0.1
427	SPRINGFIELD MO	7	0.3
431	JONESBORO AR	1	0.0
433	CORPUS CHRSTI TX	15	0.6
435	MCALLEN TX	27	1.0
437	LUBBOCK TX	1	0.0
439	ODESSA TX	3	0.1
445	BOISE ID	8	0.3
448	COLUMBUS MS	7	0.3
451	TRAVERSE CITY MI	4	0.1
455	LAS VEGAS NV	8	0.3
462	MINOT ND	13	0.5
469	RAPID CITY SD	1	0.0
473	GRAND JUNCTN CO	5	0.2
513	VICTORIA TX	3	0.1
577	PALM SPRINGS CA	12	0.4
621	GAINESVILLE FL	3	0.1
645	SARASOTA FL	3	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
62	AREA	CHAR	3	$CHAR	HH PHONE NUMBER AREA CODE

OTHER		2675	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
63	ATTPLACE	CHAR	10	$CHAR	HH PLACE NAME, AT&T TAPE

OTHER		2675	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
64	PHONCNTY	CHAR	25	$CHAR	SC4B IN WHAT COUNTY IS PHONE LOCATED

.D	Don't know	46	1.7
.R	Refused	3	0.1
OTHER		2626	98.2

This field contains household county name as provided by the screener respondent, verified either by presence in Westat's lookup file, or by the geographic coders. Accordingly, the spelling may not be correct; note that invalid counties are denoted by a value of 2 in GOODCNTY.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
65	CNTYFIPS	CHAR	3	$CHAR	HH COUNTY FIPS CODE

OTHER		2675	100.0

3-digit Federal Information Processing Standard code for household's county. Note that this value can be looked up either based on zip code or county responses.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
66	GOODCNTY	NUM	2	GDCNTY	DETERMINES IF COUNTY IS WITHIN THE STATE

1	IN STATE	2120	79.3
2	NOT IN STATE	555	20.7

Indicates whether or not the county name provided by the respondent can be found in Westat's lookup file.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
67	PHONZIP	CHAR	5	$CHAR	SC4C ZIP CODE WHERE PHONE IS LOCATED

.D	Don't know	19	0.7
.R	Refused	13	0.5
OTHER		2643	98.8

This field contains the household zip code as provided by the screener respondent, verified either by presence in Westat's lookup file, or by the geographic coders. Because of possible transposition errors, a value of 1 in GOODZIP only indicates the presence of this zip code in the state. Note that invalid zip codes are denoted by a value of 2 in GOODZIP.

ORDER VARIABLE TYPE LENGTH FORMAT LABEL

68 GOODZIP NUM 2 GOODZIP DETERMINES IF ZIP IS WITHIN THE STATE

.	Inapplicable	2097	78.4
1	IN STATE	551	20.6
2	NOT IN STATE	27	1.0

Indicates whether or not the zip code provided by the respondent can be found in Westat's lookup file. Note that some zip codes that are missing from the lookup file may be newly-created codes. Note further that the zip code is not verified (and is therefore Inapplicable) if the county is valid.

69 PHONCITY CHAR 20 $CHAR SC4E CITY WHERE PHONE IS LOCATED

.	Inapplicable	2589	96.8
.D	Don't know	4	0.1
.R	Refused	10	0.4
OTHER		72	2.7

This item is asked only if county or zip code is missing. To maintain respondent confidentiality, all actual (nonmissing) responses to this variable have been replaced by a string of X's.

70 PHONVER NUM 2 PHONVER SC1 IS DIALED PHONE NUMBER CORRECT

1	YES	2675	100.0

71 PHONUSE NUM 2 PHONUSE SC2 IS PHONE USED FOR HOME OR BUSINESS

1	HOME USE	2471	92.4
2	BUSINESS & HOME	204	7.6

72 PHONLOC NUM 2 PHONLOC SC3 PHONE LOCATED IN HOME OR BUSINESS

.	Inapplicable	2471	92.4
1	HOME	178	6.7
2	BUSINESS & HOME	26	1.0

73 RESPINHH NUM 2 YESNO SC4D IS RESPONDENT A HH MEMBER

1	YES	2675	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
74	YOUTHTOT	NUM	2		SC5 HOW MANY YOUTHS AGED 13 TO 24 IN HH

1		874	32.7
2		1119	41.8
3		473	17.7
4		136	5.1
5		49	1.8
6		16	0.6
7		4	0.1
8		4	0.1

This is a preliminary total, based on the response to SC-5. In some cases, respondents may remember additional youths during the enumeration process, or it may turn out that one or more of the youths they counted for SC-5 were actually not in the 13-24 age range. YOUTHTOT, however, is not adjusted when such situations occur.

75	MALEFEM	NUM	2	SEX	SC6 IS THIS PERSON MALE OR FEMALE

.	Inapplicable	1801	67.3
1	MALE	695	26.0
2	FEMALE	179	6.7

76	MALETOT	NUM	2		SC7 HOW MANY MALES AGED 13 TO 24

0	292	10.9
1	1508	56.4
2	640	23.9
3	191	7.1
4	31	1.2
5	13	0.5

This is the actual response given to SC-7, and as such is a preliminary total. For a more accurate count, use the variable FMALETOT, which is adjusted for any corrections made during the enumeration.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
77	FEMTOT	NUM	2		SC7A HOW MANY FEMALES AGED 13 TO 24

0	1185	44.3
1	1127	42.1
2	300	11.2
3	52	1.9
4	10	0.4
5	1	0.0

This is the actual response given to SC-7A, and as such is a preliminary total. For a more accurate count, use the variable FFEMTOT, which is adjusted for any corrections made during the enumeration.

78	FMALETOT	NUM	2		TOTAL MALES AGED 13-24 FINAL

0	294	11.0
1	1483	55.4
2	672	25.1
3	180	6.7
4	34	1.3
5	12	0.4

This is the final adjusted total of males aged 13-24 in the household.

79	FFEMTOT	NUM	2		TOTAL FEMALES AGED 13-24 FINAL

0	2013	75.3
1	454	17.0
2	167	6.2
3	35	1.3
4	6	0.2

This is the final adjusted total of females aged 13-24 in the household. Note that it is set to zero for all households that are not in the female subsample.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
80	ENUMTOT	NUM	2		TOTAL YOUTH AGED 13-24 FINAL

1	1403	52.4
2	875	32.7
3	299	11.2
4	71	2.7
5	16	0.6
6	11	0.4

This is the number of males and females aged 13-24 enumerated in the household.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
81	MELIGTOT	NUM	2		# MALES ELIGIBLE FOR MAIN INTERVIEW

0	347	13.0
1	1708	63.9
2	481	18.0
3	120	4.5
4	11	0.4
5	8	0.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
82	FELIGTOT	NUM	2		# FEMALES ELIGIBLE FOR MAIN INTERVIEW

0	2051	76.7
1	472	17.6
2	136	5.1
3	12	0.4
4	4	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
83	PMS1TOT	NUM	2		NO. YOUTHS IN PRIMARY MALE SAMPLE, 16-20

0	1116	41.7
1	1236	46.2
2	307	11.5
3	13	0.5
4	3	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
84	PMS2TOT	NUM	2		NO. YOUTHS IN PRIMARY MALE SAMPLE, 21-24

0	1931	72.2
1	652	24.4
2	74	2.8
3	18	0.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
85	SMSTOT	NUM	2		NO. YOUTHS IN SECONDARY MALE SAMPLE
		0			2360 88.2
		1			280 10.5
		2			26 1.0
		3			9 0.3
86	PFS1TOT	NUM	2		NO. YOUTHS IN PRIMARY FEM. SAMPLE, 16-20
		0			2269 84.8
		1			320 12.0
		2			80 3.0
		3			6 0.2
87	PFS2TOT	NUM	2		NO. YOUTHS IN PRIMARY FEM. SAMPLE, 21-24
		0			2484 92.9
		1			187 7.0
		2			4 0.1
88	SFSTOT	NUM	2		NO. YOUTHS IN SECONDARY FEMALE SAMPLE
		0			2585 96.6
		1			81 3.0
		2			5 0.2
		3			4 0.1
89	BABYFLG	NUM	2	BABYFLG	IS THERE A 13-15 YEAR OLD IN HH
		.Q		Not on quex	2675 100.0
		Due to changes in the ACOMS sampling design, data are no longer collected for youth less than 16 years old.			
90	PHONEOTH	NUM	2	YESNO	SC35 ARE THERE ADDITIONAL PHONE NUMBERS
		1		YES	295 11.0
		2		NO	2380 89.0
91	XPHONUSE	NUM	2	PHONUSE	SC36 OTHER PHONE FOR HOME OR BUSINESS
		.		Inapplicable	2380 89.0
		1		HOME USE	215 8.0
		2		BUSINESS & HOME	39 1.5
		3		BUSINESS USE	41 1.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
92	XPHONLOC	NUM	2	PHONLOC	SC36A OTHER PHONE IN HOME OR BUSINESS

.	Inapplicable	2636	98.5
1	HOME	37	1.4
2	BUSINESS & HOME	2	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
93	ERSPAGE	NUM	2	YESNO	SC7B IS RESPONDENT 13 TO 24

.	Inapplicable	1851	69.2
1	YES	824	30.8

This variable is set only if the interviewed youth was also the screener respondent.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
94	EFNAM	CHAR	25	$CHAR	SC8 YOUTH'S FIRST NAME (STATUS)

OTHER		2675	100.0

To maintain respondent confidentiality, all actual (nonmissing) responses to this variable have been replaced by a string of X's.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
95	ELNAM	CHAR	25	$CHAR	SC21 YOUTH'S LAST NAME (STATUS)

.D	Don't know	8	0.3
.R	Refused	133	5.0
OTHER		2534	94.7

To maintain respondent confidentiality, all actual (nonmissing) responses to this variable have been replaced by a string of X's.

ORDER	VARIABLE	TYPE	LENGTH	LABEL
96	EDOBDD	NUM	2	SC9 YOUTH DATE OF BIRTH, DAY

.	Inapplicable	258	9.6
.D	Don't know	16	0.6
.R	Refused	2	0.1
99		2399	89.7

To maintain respondent confidentiality, all actual (nonmissing) responses to this variable have been replaced by the code 99.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
97	EDOBMM	NUM	2	DOBMNTH	SC9 YOUTH DATE OF BIRTH, MONTH

.D	Don't know	211	7.9
.R	Refused	47	1.8
99		2417	90.4

To maintain respondent confidentiality, all actual (nonmissing) responses to this variable have been replaced by the code 99.

98	EDOBYY	NUM	2		SC9 YOUTH DATE OF BIRTH, YEAR

.	Inapplicable	258	9.6
.D	Don't know	40	1.5
.R	Refused	1	0.0
99		2376	88.8

To maintain respondent confidentiality, all actual (nonmissing) responses to this variable have been replaced by the code 99.

99	EAGE	NUM	3		SC10 AGE OF YOUTH (IF DOB MISSING)

.	Inapplicable	2363	88.3
.D	Don't know	7	0.3
16		39	1.5
17		36	1.3
18		42	1.6
19		43	1.6
20		42	1.6
21		38	1.4
22		23	0.9
23		21	0.8
24		21	0.8

100	E13TO24	NUM	2	AGERANG	SC10A AGE CATEGORY (IF AGE MISSING)

.	Inapplicable	2668	99.7
2	16-20 YEARS OLD	3	0.1
3	21-24 YEARS OLD	4	0.1

101	ESEX	NUM	2	SEX	SEX OF ENUMERATED YOUTH

1	MALE	2195	82.1
2	FEMALE	480	17.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
102	EMILACT	NUM	2	YESNO	SC11 YOUTH EVER IN ACTIVE MIL/NG/RESERV		
		.		Inapplicable		482	18.0
		.D		Don't know		6	0.2
		2		NO		2187	81.8
103	EMILWAIT	NUM	2	YESNO	SC12 YOUTH WAITING TO GO ON ACTIVE DUTY		
		.		Inapplicable		482	18.0
		.D		Don't know		29	1.1
		2		NO		2164	80.9
104	EMILSERV	NUM	2	YESNO	SC11A IS YOUTH PRESENTLY IN MILITARY		
		.		Inapplicable		2675	100.0
105	EHSDIPL	NUM	2	YHSDIPL	SC13A TYPE OF HIGH SCHOOL DIPLOMA		
		.D		Don't know		8	0.3
		1		REG H.S. DIPLOMA		1398	52.3
		2		G.E.D.		78	2.9
		4		OTHR CERTIFICATE		12	0.4
		5		NONE OF ABOVE		1179	44.1
106	EEDENCUR	NUM	2	YESNO	SC14 IS YOUTH CURRENTLY IN SCHOOL		
		.D		Don't know		1	0.0
		1		YES		1787	66.8
		2		NO		887	33.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
107	EEDCOMP	NUM	2	EEDCOMP	SC13 HIGHEST LEVEL OF EDUC COMPLETED

.D	Don't know	31	1.2
.R	Refused	3	0.1
7	< 8TH GRADE	11	0.4
8	8TH GRADE	69	2.6
9	9TH GRADE	258	9.6
10	10TH GRADE	459	17.2
11	11TH GRADE	447	16.7
12	12TH GRADE	733	27.4
13	1ST YR 4 YR COLL	139	5.2
14	2ND YR 4 YR COLL	172	6.4
15	3RD YR 4 YR COLL	144	5.4
21	1ST YR JR/COMM	81	3.0
22	2ND YR JR/COMM	65	2.4
23	1ST VOC/BUS SCHL	25	0.9
24	2ND VOC/BUS SCHL	29	1.1
25	> 2 YR VOC/BUS	9	0.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
108	EEDENTYP	NUM	2	EDENTYP	SC15 TYPE SCHOOL Y CURRENTLY ENROLLED

.	Inapplicable	888	33.2
.D	Don't know	7	0.3
1	REG HIGH SCHOOL	1051	39.3
2	GED/HS EQUIV	9	0.3
3	ABE	3	0.1
4	SKILL DEVEL PROG	4	0.1
5	ON-THE-JOB TRNG	1	0.0
6	APPRENTICESHIP	9	0.3
7	VOC/BUS/TRADE	70	2.6
8	2 YR JR/COMM COL	132	4.9
9	4 YR COLL/UNIV	470	17.6
10	OTHER SCHOOL	31	1.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
109	EEDENYRH	NUM	2	EDENYRH	SC16 Y CURRENTLY IN 9, 10, 11, 12 GRADE

.	Inapplicable	1624	60.7
.D	Don't know	2	0.1
9	9TH GRADE	54	2.0
10	10TH GRADE	227	8.5
11	11TH GRADE	393	14.7
12	12TH GRADE	375	14.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
110	EEDENYRC	NUM	2	EDENYRC	SC17 YOUTH IN 1, 2, 3, 4, 5 YR COLLEGE

.	Inapplicable	2205	82.4
.D	Don't know	6	0.2
1	1ST YR (FR)	113	4.2
2	2ND YR (SOPH)	106	4.0
3	3RD YR (JR)	126	4.7
4	4TH YR (SR)	86	3.2
5	5TH YR	33	1.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
111	EEDCOVER	NUM	2	YESNO	SC13B VERIFIES SCHOOLING COMPLETED

.	Inapplicable	1037	38.8
.D	Don't know	3	0.1
1	YES	1604	60.0
2	NO	31	1.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
112	ELIVADDR	NUM	2	YESNO	SC18 DOES YOUTH LIVE AT THIS ADDRESS

1	YES	2638	98.6
2	NO	37	1.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
113	ELIVDORM	NUM	2	YESNO	SC18A DOES Y LIVE IN STUDENT HOUSING

.	Inapplicable	2644	98.8
1	YES	31	1.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
114	RANDROY	NUM	2	RANDRO	MODULE ROTATION FOR KS, MH & KA

1	KS ONLY	459	17.2
2	MH ONLY	455	17.0
3	KA ONLY	434	16.2
4	KS & MH	428	16.0
5	KS & KA	438	16.4
6	KA & MH	461	17.2

The modules KS (Knowledge-Slogan Recognition), MH (Media Habits), and KA (Knowledge-Awareness) are only administered to a randomly-selected subset of respondents. This randomization is accomplished in such a manner that each of these three modules is administered to approximately half of the respondents. Each individual respondent receives either one or two of these modules. RANDROY indicates the module(s) administered to each respondent.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
115	YHSDIPL	NUM	2	YHSDIPL	EE2 YOUTH HIGH SCHOOL DIPLOMA, TYPE

1	REG H.S. DIPLOMA	1376	51.4
2	G.E.D.	82	3.1
3	A.B.E.	5	0.2
4	OTHR CERTIFICATE	9	0.3
5	NONE OF ABOVE	1203	45.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
116	YEDCUR	NUM	2	YEDCUR	EE4 IS YOUTH CURRENTLY IN SCHOOL

1	YES	1800	67.3
2	NO	875	32.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
117	YEDLASTM	NUM	2	DOBMONTH	EE5 YOUTH LAST ATTENDED SCHOOL, MONTH

.	Inapplicable	1800	67.3
.D	Don't know	67	2.5
.R	Refused	2	0.1
1	JANUARY	47	1.8
2	FEBRUARY	29	1.1
3	MARCH	46	1.7
4	APRIL	44	1.6
5	MAY	198	7.4
6	JUNE	251	9.4
7	JULY	17	0.6
8	AUGUST	32	1.2
9	SEPTEMBER	34	1.3
10	OCTOBER	26	1.0
11	NOVEMBER	28	1.0
12	DECEMBER	54	2.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
118	YEDLASTY	NUM	2		EE5 YOUTH LAST ATTENDED SCHOOL, YEAR

.	Inapplicable	1800	67.3
.D	Don't know	15	0.6
77		4	0.1
78		2	0.1
79		6	0.2
80		25	0.9
81		64	2.4
82		78	2.9
83		91	3.4
84		109	4.1
85		186	7.0
86		227	8.5
87		68	2.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
119	YEDKIND	NUM	2	YEDKIND	EE6 KIND OF SCHOOL YOUTH ENROLLED IN

.	Inapplicable	6	0.2
.D	Don't know	7	0.3
1	REG HIGH SCHOOL	1486	55.6
2	GED/HS EQUIV	32	1.2
3	A.B.E.	11	0.4
4	SKILL DEVEL PROG	14	0.5
5	ON-THE-JOB TRNG	19	0.7
6	APPRENTICESHIP	22	0.8
7	VOC/BUS/TRADE	230	8.6
8	2 YR JR/COMM COL	253	9.5
9	4 YR COLL/UNIV	529	19.8
10	OTHER SCHOOL	66	2.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
120	YEDENYRH	NUM	2	EDENYRH	EE6A IS Y IN GRADE 9, 10, 11, OR 12

.	Inapplicable	1638	61.2
.D	Don't know	4	0.1
9	9TH GRADE	50	1.9
10	10TH GRADE	221	8.3
11	11TH GRADE	381	14.2
12	12TH GRADE	381	14.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
121	YEDENYRC	NUM	2	EDENYRC	EE6B IS Y IN 1, 2, 3, 4, 5 YR COLLEGE

.	Inapplicable	2210	82.6
.D	Don't know	1	0.0
1	1ST YR (FR)	98	3.7
2	2ND YR (SOPH)	120	4.5
3	3RD YR (JR)	119	4.4
4	4TH YR (SR)	95	3.6
5	5TH YR	32	1.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
122	YEDCOVER	NUM	2	YESNO	EE1VER VERIFIES SCHOOLING COMPLETED

.	Inapplicable	1030	38.5
.D	Don't know	4	0.1
1	YES	1610	60.2
2	NO	31	1.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
123	YEDLEV	NUM	2	YEDLEV	EE1 HIGHEST LEVEL OF EDUC COMPLETED

.D	Don't know	9	0.3
7	< 8TH GRADE	17	0.6
8	8TH GRADE	65	2.4
9	9TH GRADE	267	10.0
10	10TH GRADE	445	16.6
11	11TH GRADE	446	16.7
12	12TH GRADE	716	26.8
13	1ST YR 4 YR COLL	144	5.4
14	2ND YR 4 YR COLL	171	6.4
15	3RD YR 4 YR COLL	135	5.0
16	4TH YR 4 YR COLL	11	0.4
17	5TH COL/1ST GRAD	5	0.2
20	> 3 YRS GRAD SCH	1	0.0
21	1ST YR JR/COMM	106	4.0
22	2ND YR JR/COMM	68	2.5
23	1ST VOC/BUS SCHL	29	1.1
24	2ND VOC/BUS SCHL	33	1.2
25	> 2 YRS VOC/BUS	7	0.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
124	EE1CHK	NUM	2	CCHECK	EE1 CONST. CHECK: EE1 VS. AGE

.	Inapplicable	2675	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
125	YEDPLAN	NUM	2	YEDLEV	EE3 HIGHEST GRADE PLAN TO COMPLETE

.D	Don't know	274	10.2
.R	Refused	4	0.1
7	< 8TH GRADE	4	0.1
8	8TH GRADE	7	0.3
9	9TH GRADE	9	0.3
10	10TH GRADE	14	0.5
11	11TH GRADE	24	0.9
12	12TH GRADE	571	21.3
13	1ST YR 4 YR COLL	5	0.2
14	2ND YR 4 YR COLL	39	1.5
15	3RD YR 4 YR COLL	14	0.5
16	4TH YR 4 YR COLL	925	34.6
17	5TH COL/1ST GRAD	108	4.0
18	2ND YR GRAD SCHL	143	5.3
19	3RD YR GRAD SCHL	53	2.0
20	> 3 YRS GRAD SCH	122	4.6
21	1ST YR JR/COMM	13	0.5
22	2ND YR JR/COMM	147	5.5
23	1ST VOC/BUS SCHL	46	1.7
24	2ND VOC/BUS SCHL	109	4.1
25	> 2 YRS VOC/BUS	44	1.6

126	EE3CHK	NUM	2	CCHECK	EE3 CONST. CHECK: EE1 VS. EE3

.	Inapplicable	2674	100.0
1	INCONSIST. DATA	1	0.0

127	YNUMLET	NUM	2	YNUMLET	EE7 SCHOOL USE LETTER OR NUMBER GRADES

.	Inapplicable	82	3.1
.D	Don't know	13	0.5
1	LETTER GRADES	1797	67.2
2	NUMBER GRADES	771	28.8
3	NEITHER	12	0.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
128	YEDGRADE	NUM	2	YEDGRAD	EE7 YOUTH EDUCATIONAL GRADE AVERAGE

.	Inapplicable	107	4.0
.D	Don't know	22	0.8
.R	Refused	6	0.2
1	MOSTLY A'S	239	8.9
2	MOSTLY A'S & B'S	672	25.1
3	MOSTLY B'S	478	17.9
4	MOSTLY B'S & C'S	789	29.5
5	MOSTLY C'S	199	7.4
6	MOSTLY C'S & D'S	135	5.0
7	MOSTLY D'S & F'S	28	1.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
129	YEDELALG	NUM	2	YEDELAL	EE9 Y TAKEN/WILL TAKE ELEMENTARY ALGEBRA

.	Inapplicable	82	3.1
.D	Don't know	12	0.4
.R	Refused	1	0.0
1	TAKEN OR TAKING	2134	79.8
2	PLAN TO TAKE	91	3.4
3	NEITHER	355	13.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
130	YEDGEOM	NUM	2	YEDELAL	EE10 Y TAKEN/WILL TAKE PLANE GEOMETRY

.	Inapplicable	82	3.1
.D	Don't know	21	0.8
1	TAKEN OR TAKING	1616	60.4
2	PLAN TO TAKE	257	9.6
3	NEITHER	699	26.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
131	YEDINALG	NUM	2	YEDELAL	EE11 Y TAKEN/WILL TAKE INTERMED ALGEBRA

.	Inapplicable	82	3.1
.D	Don't know	39	1.5
1	TAKEN OR TAKING	1620	60.6
2	PLAN TO TAKE	219	8.2
3	NEITHER	715	26.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
132	YEDTRIG	NUM	2	YEDELAL	EE12 Y TAKEN/WILL TAKE TRIGONOMETRY

.	Inapplicable	82	3.1
.D	Don't know	28	1.0
1	TAKEN OR TAKING	820	30.7
2	PLAN TO TAKE	437	16.3
3	NEITHER	1308	48.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
133	YEMPCUR	NUM	2	YEMPCUR	EE16 IS YOUTH CURRENTLY EMPLOYED

	.D	Don't know	1	0.0
	1	YES	1781	66.6
	2	NO	893	33.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
134	YEMPLOOK	NUM	2	YEMPLOK	EE17 IS YOUTH LOOKING FOR EMPLOYMENT

	.	Inapplicable	1781	66.6
	.D	Don't know	2	0.1
	1	YES	590	22.1
	2	NO	302	11.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
135	YEMPHOUR	NUM	2	EE19	Y HOURS WORKED PER WEEK IN LAST JOB

.D	Don't know	51	1.9
.R	Refused	4	0.1
0		256	9.6
1		7	0.3
2		9	0.3
3		13	0.5
4		20	0.7
5		27	1.0
6		25	0.9
7		9	0.3
8		33	1.2
9		10	0.4
10		60	2.2
11		3	0.1
12		43	1.6
13		6	0.2
14		16	0.6
15		76	2.8
16		24	0.9
17		4	0.1
18		29	1.1
19		5	0.2
20		257	9.6
21		9	0.3
22		22	0.8
23		9	0.3
24		18	0.7
25		132	4.9
26		7	0.3
27		19	0.7
28		16	0.6
29		4	0.1
30		172	6.4
32		26	1.0
33		6	0.2
34		7	0.3
35		89	3.3
36		11	0.4
37		6	0.2
38		29	1.1
39		5	0.2
40		684	25.6
41		5	0.2
42		26	1.0
43		6	0.2
44		13	0.5
45		97	3.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
135	YEMPHOUR	NUM	2		EE19 Y HOURS WORKED PER WEEK IN LAST JOB

46		6	0.2
47		8	0.3
48		36	1.3
49		4	0.1
50		108	4.0
52		2	0.1
53		2	0.1
54		3	0.1
55		23	0.9
56		6	0.2
58		1	0.0
60		32	1.2
65		12	0.4
66		2	0.1
70		15	0.6
75		2	0.1
77		1	0.0
80		4	0.1
81		1	0.0
90		2	0.1

136	EE19CHK	NUM	2	CCHECK	EE19 CONST. CHECK: CUR EMP VS. NO JOB

.	Inapplicable	2675	100.0

137	YEMPEMCK	CHAR	2	$YEMPCK	EE19CK VERIFIES CURRENT EMPLOYMENT

.	Inapplicable	2669	99.8
1	YES	3	0.1
2	NO	3	0.1

138	YEMPHRCK	CHAR	2	$CHAR	EE19CK VERIFY NO. HRS CURRENTLY EMPLOYED

.	Inapplicable	2669	99.8
1		4	0.1
2		1	0.0
50		1	0.0

139	YEMPEVER	NUM	2	YEMPEVR	EE20 WAS YOUTH EVER EMPLOYED FULL-TIME

.	Inapplicable	1497	56.0
1	YES	410	15.3
2	NO	768	28.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
140	YEMPEASY	NUM	2	YEMPLOY	EE24 YOUTH EMPLOYMENT DIFFICULTY IN COMM
	.D			Don't know	63 2.4
	1			ALMOST IMPOSS	184 6.9
	2			VERY DIFFICULT	470 17.6
	3			SOMWHT DIFFICULT	1229 45.9
	4			NOT DIFFICULT	729 27.3
141	YIPDOSCH	NUM	2	YESNO	IP1 Y PLANS TO GO TO SCHOOL
	.D			Don't know	59 2.2
	.R			Refused	1 0.0
	1			YES	1820 68.0
	2			NO	795 29.7
142	YIPDOEMP	NUM	2	YESNO	IP1 Y PLANS TO WORK
	.D			Don't know	59 2.2
	.R			Refused	1 0.0
	1			YES	1867 69.8
	2			NO	748 28.0
143	YIPDOIDL	NUM	2	YESNO	IP1 Y PLANS TO DO NOTHING
	.D			Don't know	59 2.2
	.R			Refused	1 0.0
	1			YES	12 0.4
	2			NO	2603 97.3
144	YIPDOMIL	NUM	2	YESNO	IP1 Y PLANS TO JOIN MILITARY/SERVICE
	.D			Don't know	59 2.2
	.R			Refused	1 0.0
	1			YES	179 6.7
	2			NO	2436 91.1
145	YIPDOOTH	NUM	2	YESNO	IP1 Y HAS OTHER PLANS
	.D			Don't know	59 2.2
	.R			Refused	1 0.0
	1			YES	490 18.3
	2			NO	2125 79.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
146	YPBRAN1	NUM	2	YP1BRAN	IP3 BRANCH OF SERVICE, FIRST CHOICE

.	Inapplicable	2496	93.3
.D	Don't know	18	0.7
1	AIR FORCE	44	1.6
2	ARMY	52	1.9
3	COAST GUARD	2	0.1
4	MARINE CORPS	34	1.3
5	NAVY	29	1.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
147	RANDIP1	NUM	2	RAND1IP	IP4 RANDOM START FOR CATEGORIES

.	Inapplicable	2514	94.0
1	START: ACTIVE	47	1.8
2	START: RESERVE	64	2.4
3	START: NAT GUARD	50	1.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
148	YPCOMP1	NUM	2	YPCOMP	IP4 TYPE OF SERVICE, FIRST CHOICE

.	Inapplicable	2514	94.0
.D	Don't know	5	0.2
1	ACTIVE DUTY	112	4.2
2	RESERVE	28	1.0
3	NATIONAL GUARD	16	0.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
149	YPBRAN2	NUM	2	YP2BRAN	IP5 BRANCH OF SERVICE, NEXT CHOICE

.	Inapplicable	2514	94.0
.D	Don't know	2	0.1
1	AIR FORCE	30	1.1
2	ARMY	32	1.2
3	COAST GUARD	3	0.1
4	MARINE CORPS	34	1.3
5	NAVY	44	1.6
6	NONE	16	0.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
150	RANDIP2	NUM	2	RAND1IP	IP6 RANDOM START FOR CATEGORIES

.	Inapplicable	2532	94.7
1	START: ACTIVE	58	2.2
2	START: RESERVE	46	1.7
3	START: NAT GUARD	39	1.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
151	YPCOMP2	NUM	2	YPCOMP	IP6 TYPE OF SERVICE, NEXT CHOICE

.	Inapplicable	2532	94.7
.D	Don't know	1	0.0
.R	Refused	1	0.0
1	ACTIVE DUTY	95	3.6
2	RESERVE	29	1.1
3	NATIONAL GUARD	17	0.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
152	YPROBMIL	NUM	2	PROB	IP7 PROB OF Y SERVING IN MILITARY

.D	Don't know	17	0.6
1	DEFINITELY	92	3.4
2	PROBABLY	418	15.6
3	PROBABLY NOT	1006	37.6
4	DEFINITELY NOT	1142	42.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
153	YPROBCOL	NUM	2	PROB	IP14 PROB OF Y GOING TO COLLEGE

.D	Don't know	23	0.9
1	DEFINITELY	1237	46.2
2	PROBABLY	711	26.6
3	PROBABLY NOT	405	15.1
4	DEFINITELY NOT	299	11.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
154	YPCOL24	NUM	2	YP24COL	IP15 Y PLANS TO GO 2 OR 4 YEAR COLLEGE

.	Inapplicable	727	27.2
.D	Don't know	25	0.9
.R	Refused	2	0.1
1	2 YEAR COLLEGE	512	19.1
2	4 YEAR COLLEGE	1409	52.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
155	YPROBARO	NUM	2	PROB	IP11 PROB OF Y TAKING ROTC COLLEGE CLASS

.	Inapplicable	727	27.2
.D	Don't know	58	2.2
.R	Refused	1	0.0
1	DEFINITELY	81	3.0
2	PROBABLY	334	12.5
3	PROBABLY NOT	908	33.9
4	DEFINITELY NOT	566	21.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
156	YPROBVOC	NUM	2	PROB	IP16 PROB OF Y GOING TO VO/TECH SCHOOL
	.D		Don't know		31 1.2
	1		DEFINITELY		303 11.3
	2		PROBABLY		693 25.9
	3		PROBABLY NOT		923 34.5
	4		DEFINITELY NOT		725 27.1
157	YPROBEMP	NUM	2	PROB	IP12 PROB OF Y WORKING IN CIVILIAN JOB
	.D		Don't know		21 0.8
	1		DEFINITELY		1354 50.6
	2		PROBABLY		1030 38.5
	3		PROBABLY NOT		202 7.6
	4		DEFINITELY NOT		68 2.5
158	YPFULPAR	NUM	2	YFULPAR	IP13 WORK PLANS FULL-TIME OR PART-TIME
	.		Inapplicable		291 10.9
	.D		Don't know		26 1.0
	.R		Refused		1 0.0
	1		FULL-TIME		1829 68.4
	2		PART-TIME		528 19.7
159	YPSAMOCC	NUM	2	YSAMOCC	IP2 PLAN TO BE IN SAME OR DIFFERENT JOB
	.		Inapplicable		1329 49.7
	.D		Don't know		22 0.8
	1		SAME OCCUPATION		623 23.3
	2		NEW OCCUPATION		701 26.2
160	RANDIP3	NUM	2	RAND3IP	IP8_11A RANDOM START FOR MILITARY PLANS
	.		Inapplicable		727 27.2
	1		START AT IP8		505 18.9
	2		START AT IP9		483 18.1
	3		START AT IP10		500 18.7
	4		START AT IP11A		460 17.2
161	RANDIP4	NUM	2	RAND4IP	IP8_10 RANDOM START FOR MILITARY PLANS
	.		Inapplicable		1948 72.8
	1		START AT IP8		199 7.4
	2		START AT IP9		265 9.9
	3		START AT IP10		263 9.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
162	YPROBAR	NUM	2	PROB	IP8 PROB OF Y SERVING ARMY ACTIVE DUTY
	.D		Don't know	29	1.1
	1		DEFINITELY	74	2.8
	2		PROBABLY	260	9.7
	3		PROBABLY NOT	1062	39.7
	4		DEFINITELY NOT	1250	46.7
163	YPROBANG	NUM	2	PROB	IP9 PROB OF Y SERVING ARMY NATL GUARD
	.D		Don't know	24	0.9
	.R		Refused	1	0.0
	1		DEFINITELY	24	0.9
	2		PROBABLY	267	10.0
	3		PROBABLY NOT	1157	43.3
	4		DEFINITELY NOT	1202	44.9
164	YPROBARV	NUM	2	PROB	IP10 PROB OF Y SERVING IN ARMY RESERVE
	.D		Don't know	28	1.0
	1		DEFINITELY	32	1.2
	2		PROBABLY	288	10.8
	3		PROBABLY NOT	1178	44.0
	4		DEFINITELY NOT	1149	43.0
165	YPROBCOM	NUM	2	PROB	IP11A PROB OF OFFICER COMMISSION IN ROTC
	.		Inapplicable	727	27.2
	.D		Don't know	35	1.3
	1		DEFINITELY	42	1.6
	2		PROBABLY	219	8.2
	3		PROBABLY NOT	837	31.3
	4		DEFINITELY NOT	815	30.5
166	YPSCHFUL	NUM	2	YESNO	IP17 Y MOST LIKELY: FULL-TIME SCHOOL
	.D		Don't know	37	1.4
	1		YES	1526	57.0
	2		NO	1112	41.6
167	YPSCHPRT	NUM	2	YESNO	IP17 Y MOST LIKELY: PART-TIME SCHOOL
	.D		Don't know	37	1.4
	1		YES	331	12.4
	2		NO	2307	86.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
168	YPWRKFUL	NUM	2	YESNO	IP17 Y MOST LIKELY: FULL-TIME WORK
	.D			Don't know	37 1.4
	1			YES	1064 39.8
	2			NO	1574 58.8
169	YPWRKPRT	NUM	2	YESNO	IP17 Y MOST LIKELY: PART-TIME WORK
	.D			Don't know	37 1.4
	1			YES	953 35.6
	2			NO	1685 63.0
170	YPSRVMIL	NUM	2	YESNO	IP17 Y MOST LIKELY: MILITARY
	.D			Don't know	37 1.4
	1			YES	63 2.4
	2			NO	2575 96.3
171	YPHOMEMK	NUM	2	YESNO	IP17 Y MOST LIKELY: HOMEMAKER
	.D			Don't know	37 1.4
	1			YES	21 0.8
	2			NO	2617 97.8
172	YPOTH	NUM	2	YESNO	IP17 Y MOST LIKELY: OTHER
	.D			Don't know	37 1.4
	1			YES	346 12.9
	2			NO	2292 85.7
173	YPROBTAR	NUM	2	PROB	IP20 PROB Y WILL TALK ABOUT ARMY
	.D			Don't know	18 0.7
	1			DEFINITELY	262 9.8
	2			PROBABLY	557 20.8
	3			PROBABLY NOT	958 35.8
	4			DEFINITELY NOT	880 32.9
174	YPROBADO	NUM	2	PROB	IP21 PROB Y WILL DO SOMETHING ABOUT ARMY
	.D			Don't know	17 0.6
	1			DEFINITELY	167 6.2
	2			PROBABLY	426 15.9
	3			PROBABLY NOT	1022 38.2
	4			DEFINITELY NOT	1043 39.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
175	YPTHOTM	NUM	2	YESNO	IP18 EVER THOUGHT ABOUT JOINING MILITARY
	.D		Don't know	1	0.0
	1		YES	1739	65.0
	2		NO	935	35.0
176	YBAEVREC	NUM	2	YESNO	BE1A Y EVER TALK WITH MILITARY RECRUITER
	1		YES	1335	49.9
	2		NO	1340	50.1
177	YBATALK	NUM	2	YESNO	BE1 Y TALK ABOUT JOINING ARMY PAST 6 MO
	.D		Don't know	3	0.1
	1		YES	542	20.3
	2		NO	2130	79.6
178	YBAFREN	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH FRIENDS
	.		Inapplicable	2133	79.7
	.D		Don't know	3	0.1
	1		YES	165	6.2
	2		NO	374	14.0
179	YBAMOM	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH MOTHER
	.		Inapplicable	2133	79.7
	.D		Don't know	3	0.1
	1		YES	105	3.9
	2		NO	434	16.2
180	YBADAD	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH FATHER
	.		Inapplicable	2133	79.7
	.D		Don't know	3	0.1
	1		YES	119	4.4
	2		NO	420	15.7
181	YBASIB	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH BROTHER/SISTER
	.		Inapplicable	2133	79.7
	.D		Don't know	3	0.1
	1		YES	46	1.7
	2		NO	493	18.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
182	YBAREL	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH OTH RELATIVE
	.		Inapplicable	2133	79.7
	.D		Don't know	3	0.1
	1		YES	44	1.6
	2		NO	495	18.5
183	YBASPOU	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH SPOUSE
	.		Inapplicable	2133	79.7
	.D		Don't know	3	0.1
	1		YES	21	0.8
	2		NO	518	19.4
184	YBATEAC	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH TEACHER
	.		Inapplicable	2133	79.7
	.D		Don't know	3	0.1
	1		YES	25	0.9
	2		NO	514	19.2
185	YBACOUN	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH SCH COUNSLR
	.		Inapplicable	2133	79.7
	.D		Don't know	3	0.1
	1		YES	35	1.3
	2		NO	504	18.8
186	YBAREC	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH RECRUITER
	.		Inapplicable	2133	79.7
	.D		Don't know	3	0.1
	1		YES	315	11.8
	2		NO	224	8.4
187	YBACOW	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH CO-WORKER
	.		Inapplicable	2133	79.7
	.D		Don't know	3	0.1
	1		YES	5	0.2
	2		NO	534	20.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
188	YBABOSS	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH EMPLOYER

.	Inapplicable	2133	79.7
.D	Don't know	3	0.1
1	YES	1	0.0
2	NO	538	20.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
189	YBAOTH	NUM	2	YESNO	BE2 Y DISCUSS ARMY WITH OTHERS

.	Inapplicable	2133	79.7
.D	Don't know	3	0.1
1	YES	40	1.5
2	NO	499	18.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
190	YBAFRSCH	NUM	2	YESNO	BE3 WAS FRIEND Y TALKED WITH FROM SCHOOL

.	Inapplicable	2510	93.8
1	YES	136	5.1
2	NO	29	1.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
191	YBAFREMP	NUM	2	YESNO	BE4 WAS FRIEND Y TALKED WITH AT WORK

.	Inapplicable	2510	93.8
1	YES	44	1.6
2	NO	121	4.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
192	BE4CHK	NUM	2	CCHECK	CONST. CHECK: BE2, BE4

.	Inapplicable	2671	99.9
1	INCONSIST. DATA	4	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
193	YBAFRMIL	NUM	2	YESNO	BE5 WAS FRIEND Y TALKED WITH IN SERVICE

.	Inapplicable	2510	93.8
1	YES	92	3.4
2	NO	73	2.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
194	YBAFRAR	NUM	2	YESNO	BE6 WAS FRIEND Y TALKED WITH IN ARMY

.	Inapplicable	2583	96.6
.D	Don't know	1	0.0
1	YES	59	2.2
2	NO	32	1.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
195	YBMREC	NUM	2	YESNO	BE7 Y TALK TO RECRUITER PAST 6 MONTHS
	.		Inapplicable	2448	91.5
	1		YES	33	1.2
	2		NO	194	7.3
196	YBMRECAR	NUM	2	YESNO	BE8 Y TALKED TO AN ARMY RECRUITER
	.		Inapplicable	2327	87.0
	.D		Don't know	4	0.1
	1		YES	271	10.1
	2		NO	73	2.7
197	YBMRECAF	NUM	2	YESNO	BE8 Y TALKED TO AN AIR FORCE RECRUITER
	.		Inapplicable	2327	87.0
	.D		Don't know	6	0.2
	1		YES	92	3.4
	2		NO	250	9.3
198	YBMRECNA	NUM	2	YESNO	BE8 Y TALKED TO A NAVY RECRUITER
	.		Inapplicable	2327	87.0
	.D		Don't know	5	0.2
	1		YES	108	4.0
	2		NO	235	8.8
199	YBMRECMC	NUM	2	YESNO	BE8 Y TALKED TO A MARINE RECRUITER
	.		Inapplicable	2327	87.0
	.D		Don't know	7	0.3
	1		YES	123	4.6
	2		NO	218	8.1
200	YBACONT	NUM	2	YBACONT	BE8A HOW FIRST CONTACT W/ ARMY RECRUITER
	.		Inapplicable	2404	89.9
	1		OTH SERVICE RECR	1	0.0
	2		Y CONTACTED RECR	42	1.6
	3		RECR CONTACTED Y	121	4.5
	4		WITH A FRIEND	28	1.0
	5		RESERVE/NG	4	0.1
	6		SOME OTHER WAY	75	2.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
201	YBATALK1	NUM	2	YBATALK	BE8B HOW FIRST TALK W/ ARMY RECRUITER

.	Inapplicable	2404	89.9
1	BY TELEPHONE	104	3.9
2	AT A REC STATION	26	1.0
3	AT A JOB FAIR	7	0.3
4	AT SCHOOL	114	4.3
5	AT AN AR UNIT	1	0.0
6	SOME OTHER WAY	19	0.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
202	YBAGIFT	NUM	2	YESNO	BE10 Y RESPOND TO ARMY AD IN PAST 6 MO

.D	Don't know	1	0.0
1	YES	92	3.4
2	NO	2582	96.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
203	YBAVISIT	NUM	2	YESNO	BE11 Y VISIT ARMY RECR STATN PAST 6 MO

1	YES	128	4.8
2	NO	2547	95.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
204	YBATEST	NUM	2	YESNO	BE12 Y TAKE TEST FOR ARMY IN PAST 6 MO

.	Inapplicable	1981	74.1
.D	Don't know	12	0.4
1	YES	158	5.9
2	NO	524	19.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
205	YBCTHOT	NUM	2	YESNO	BE16 Y THINK ABOUT COLLEGE IN PAST 6 MO

.	Inapplicable	782	29.2
.D	Don't know	3	0.1
1	YES	1362	50.9
2	NO	528	19.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
206	YBCTALK	NUM	2	YESNO	BE17 Y TALK ABOUT COLLEGE IN PAST 6 MO

.	Inapplicable	1310	49.0
1	YES	1027	38.4
2	NO	338	12.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
207	YBCFREN	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH FRIENDS
	.		Inapplicable	1648	61.6
	.D		Don't know	1	0.0
	.R		Refused	2	0.1
	1		YES	414	15.5
	2		NO	610	22.8
208	YBCMOM	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH MOTHER
	.		Inapplicable	1648	61.6
	.D		Don't know	1	0.0
	.R		Refused	2	0.1
	1		YES	683	25.5
	2		NO	341	12.7
209	YBCDAD	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH FATHER
	.		Inapplicable	1648	61.6
	.D		Don't know	1	0.0
	.R		Refused	2	0.1
	1		YES	635	23.7
	2		NO	389	14.5
210	YBCSIB	NUM	2	BEYN	BE18 Y DISCUSS COLLEGE WITH BROTHER/SIS
	.		Inapplicable	1648	61.6
	.D		Don't know	1	0.0
	.R		Refused	2	0.1
	1		YES	115	4.3
	2		NO	909	34.0
211	YBCREL	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH OTH RELATIVE
	.		Inapplicable	1648	61.6
	.D		Don't know	1	0.0
	.R		Refused	2	0.1
	1		YES	87	3.3
	2		NO	937	35.0
212	YBCSPOU	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH SPOUSE
	.		Inapplicable	1648	61.6
	.D		Don't know	1	0.0
	.R		Refused	2	0.1
	1		YES	66	2.5
	2		NO	958	35.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
213	YBCTEAC	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH A TEACHER
	.		Inapplicable	1648	61.6
	.D		Don't know	1	0.0
	.R		Refused	2	0.1
	1		YES	244	9.1
	2		NO	780	29.2
214	YBCCOUN	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH SCH COUNSLR
	.		Inapplicable	1648	61.6
	.D		Don't know	1	0.0
	.R		Refused	2	0.1
	1		YES	500	18.7
	2		NO	524	19.6
215	YBCREC	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH A RECRUITER
	.		Inapplicable	1648	61.6
	.D		Don't know	1	0.0
	.R		Refused	2	0.1
	1		YES	33	1.2
	2		NO	991	37.0
216	YBCCOW	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH CO-WORKER
	.		Inapplicable	1648	61.6
	.D		Don't know	1	0.0
	.R		Refused	2	0.1
	1		YES	19	0.7
	2		NO	1005	37.6
217	YBCBOSS	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH EMPLOYER
	.		Inapplicable	1648	61.6
	.D		Don't know	1	0.0
	.R		Refused	2	0.1
	1		YES	33	1.2
	2		NO	991	37.0
218	YBCOTH	NUM	2	YESNO	BE18 Y DISCUSS COLLEGE WITH OTHERS
	.		Inapplicable	1648	61.6
	.D		Don't know	1	0.0
	.R		Refused	2	0.1
	1		YES	155	5.8
	2		NO	869	32.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
219	YBCACF	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT ACF
	.		Inapplicable		1648 61.6
	.D		Don't know		2 0.1
	1		YES		253 9.5
	2		NO		772 28.9
220	YBCGI	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT GI BILL
	.		Inapplicable		1648 61.6
	.D		Don't know		7 0.3
	1		YES		214 8.0
	2		NO		806 30.1
221	YBCROTC	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT ROTC SCH
	.		Inapplicable		1648 61.6
	.D		Don't know		7 0.3
	1		YES		224 8.4
	2		NO		796 29.8
222	YBCVEAP	NUM	2	YESNO	BE19 DID ANYONE TALK TO Y ABOUT VEAP
	.		Inapplicable		1648 61.6
	.D		Don't know		5 0.2
	1		YES		57 2.1
	2		NO		965 36.1
223	YBCTEST	NUM	2	YESNO	BE21 Y TAKE COLLEGE ADM TEST PAST 6 MO
	.		Inapplicable		1953 73.0
	.D		Don't know		3 0.1
	1		YES		337 12.6
	2		NO		382 14.3
224	YBCAPPL	NUM	2	YESNO	BE24 Y SUBMIT COLLEGE APPL IN PAST 6 MO
	.		Inapplicable		2287 85.5
	.D		Don't know		3 0.1
	1		YES		213 8.0
	2		NO		172 6.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
225	YBWTHOT	NUM	2	YESNO	BE25 Y THINK ABOUT FT WORK IN PAST 6 MO
	.		Inapplicable	976	36.5
	.D		Don't know	1	0.0
	1		YES	894	33.4
	2		NO	804	30.1
226	YBWTALK	NUM	2	YESNO	BE26 Y TALK ABOUT FT WORK IN PAST 6 MO
	.		Inapplicable	1780	66.5
	.D		Don't know	1	0.0
	1		YES	584	21.8
	2		NO	310	11.6
227	YBWFREN	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH FRIENDS
	.		Inapplicable	2091	78.2
	.D		Don't know	2	0.1
	.R		Refused	2	0.1
	1		YES	127	4.7
	2		NO	453	16.9
228	YBWMOM	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH MOTHER
	.		Inapplicable	2091	78.2
	.D		Don't know	2	0.1
	.R		Refused	2	0.1
	1		YES	182	6.8
	2		NO	398	14.9
229	YBWDAD	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH FATHER
	.		Inapplicable	2091	78.2
	.D		Don't know	2	0.1
	.R		Refused	2	0.1
	1		YES	196	7.3
	2		NO	384	14.4
230	YBWSIB	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH BROTHER/SIS
	.		Inapplicable	2091	78.2
	.D		Don't know	2	0.1
	.R		Refused	2	0.1
	1		YES	29	1.1
	2		NO	551	20.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
231	YBWREL	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH OTH RELATIVE
	.		Inapplicable	2091	78.2
	.D		Don't know	2	0.1
	.R		Refused	2	0.1
	1		YES	45	1.7
	2		NO	535	20.0
232	YBWSPOU	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH SPOUSE
	.		Inapplicable	2091	78.2
	.D		Don't know	2	0.1
	.R		Refused	2	0.1
	1		YES	17	0.6
	2		NO	563	21.0
233	YBWTEAC	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH A TEACHER
	.		Inapplicable	2091	78.2
	.D		Don't know	2	0.1
	.R		Refused	2	0.1
	1		YES	28	1.0
	2		NO	552	20.6
234	YBWCOUN	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH SCH COUNSLR
	.		Inapplicable	2091	78.2
	.D		Don't know	2	0.1
	.R		Refused	2	0.1
	1		YES	33	1.2
	2		NO	547	20.4
235	YBWREC	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH A RECRUITER
	.		Inapplicable	2091	78.2
	.D		Don't know	2	0.1
	.R		Refused	2	0.1
	1		YES	4	0.1
	2		NO	576	21.5
236	YBWCOW	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH CO-WORKER
	.		Inapplicable	2091	78.2
	.D		Don't know	2	0.1
	.R		Refused	2	0.1
	1		YES	12	0.4
	2		NO	568	21.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
237	YBWBOSS	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH EMPLOYER

.	Inapplicable	2091	78.2
.D	Don't know	2	0.1
.R	Refused	2	0.1
1	YES	272	10.2
2	NO	308	11.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
238	YBWOTH	NUM	2	YESNO	BE27 Y DISCUSS FT WORK WITH OTHERS

.	Inapplicable	2091	78.2
.D	Don't know	2	0.1
.R	Refused	2	0.1
1	YES	98	3.7
2	NO	482	18.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
239	YBWVISIT	NUM	2	YESNO	BE31 Y VISIT POTENTIAL EMPLOYER/AGENCIES

.	Inapplicable	1780	66.5
.D	Don't know	2	0.1
1	YES	393	14.7
2	NO	500	18.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
240	YBWAPPL	NUM	2	YESNO	BE32 Y APPLY FOR ANY JOBS IN PAST 6 MO

.	Inapplicable	1780	66.5
.D	Don't know	1	0.0
1	YES	563	21.0
2	NO	331	12.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
241	YARMDAD	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FATHER

.	Inapplicable	1260	47.1
.D	Don't know	16	0.6
.N	Not ascertained	1	0.0
.R	Refused	1	0.0
1	VERY BAD IDEA	200	7.5
2	BAD IDEA	212	7.9
3	NEITHER	419	15.7
4	GOOD IDEA	281	10.5
5	VERY GOOD IDEA	252	9.4
6	DECEASED, NONE	33	1.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
242	YARMMOM	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: MOTHER

.	Inapplicable	1260	47.1
.D	Don't know	10	0.4
.N	Not ascertained	1	0.0
1	VERY BAD IDEA	342	12.8
2	BAD IDEA	293	11.0
3	NEITHER	437	16.3
4	GOOD IDEA	192	7.2
5	VERY GOOD IDEA	131	4.9
6	DECEASED, NONE	9	0.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
243	YARMFARM	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FREN ARMY EXP

.	Inapplicable	1260	47.1
.D	Don't know	30	1.1
.N	Not ascertained	1	0.0
1	VERY BAD IDEA	84	3.1
2	BAD IDEA	123	4.6
3	NEITHER	292	10.9
4	GOOD IDEA	470	17.6
5	VERY GOOD IDEA	316	11.8
6	DECEASED, NONE	99	3.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
244	YARMFMIL	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FREN OTH MIL

.	Inapplicable	1260	47.1
.D	Don't know	27	1.0
.N	Not ascertained	1	0.0
1	VERY BAD IDEA	108	4.0
2	BAD IDEA	126	4.7
3	NEITHER	368	13.8
4	GOOD IDEA	477	17.8
5	VERY GOOD IDEA	223	8.3
6	DECEASED, NONE	85	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
245	YARMFNO	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FREN NO MIL

.	Inapplicable	1260	47.1
.D	Don't know	15	0.6
.N	Not ascertained	1	0.0
1	VERY BAD IDEA	402	15.0
2	BAD IDEA	379	14.2
3	NEITHER	451	16.9
4	GOOD IDEA	107	4.0
5	VERY GOOD IDEA	56	2.1
6	DECEASED, NONE	4	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
246	YARMCOUN	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: SCH COUNSELOR

.	Inapplicable	1260	47.1
.D	Don't know	68	2.5
.N	Not ascertained	1	0.0
1	VERY BAD IDEA	150	5.6
2	BAD IDEA	155	5.8
3	NEITHER	508	19.0
4	GOOD IDEA	322	12.0
5	VERY GOOD IDEA	166	6.2
6	DECEASED, NONE	45	1.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
247	YARMTEAC	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: TEACHERS

.	Inapplicable	1260	47.1
.D	Don't know	65	2.4
.N	Not ascertained	1	0.0
1	VERY BAD IDEA	162	6.1
2	BAD IDEA	204	7.6
3	NEITHER	574	21.5
4	GOOD IDEA	241	9.0
5	VERY GOOD IDEA	123	4.6
6	DECEASED, NONE	45	1.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
248	YARMCOW	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: CO-WORKERS

.	Inapplicable	1457	54.5
.D	Don't know	34	1.3
.N	Not ascertained	1	0.0
1	VERY BAD IDEA	214	8.0
2	BAD IDEA	241	9.0
3	NEITHER	439	16.4
4	GOOD IDEA	137	5.1
5	VERY GOOD IDEA	56	2.1
6	DECEASED, NONE	96	3.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
249	YARMSTUD	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: FELLOW STUDNT

.	Inapplicable	1260	47.1
.D	Don't know	29	1.1
.N	Not ascertained	1	0.0
1	VERY BAD IDEA	258	9.6
2	BAD IDEA	332	12.4
3	NEITHER	515	19.3
4	GOOD IDEA	164	6.1
5	VERY GOOD IDEA	80	3.0
6	DECEASED, NONE	36	1.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
250	YARMBOSS	NUM	2	BADGOOD	SI1 FEEL ABOUT Y ARMY ENL: EMPLOYER

.	Inapplicable	1457	54.5
.D	Don't know	44	1.6
.N	Not ascertained	1	0.0
.R	Refused	1	0.0
1	VERY BAD IDEA	222	8.3
2	BAD IDEA	193	7.2
3	NEITHER	419	15.7
4	GOOD IDEA	140	5.2
5	VERY GOOD IDEA	77	2.9
6	DECEASED, NONE	121	4.5

251	YFRENMIL	NUM	2	YESNO	SI2 Y HAVE FRIENDS CURRENTLY IN MILITARY

.	Inapplicable	1260	47.1
.D	Don't know	3	0.1
.N	Not ascertained	1	0.0
1	YES	864	32.3
2	NO	547	20.4

252	YFRENAF	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-AF

.	Inapplicable	1811	67.7
1	YES	295	11.0
2	NO	569	21.3

253	YFRENAR	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-ARMY

.	Inapplicable	1811	67.7
1	YES	506	18.9
2	NO	358	13.4

254	YFRENCG	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-CG

.	Inapplicable	1811	67.7
1	YES	14	0.5
2	NO	850	31.8

255	YFRENMC	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-MC

.	Inapplicable	1811	67.7
1	YES	341	12.7
2	NO	523	19.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
256	YFRENNA	NUM	2	YESNO	SI3 Y MIL FRIENDS BRANCH OF SERVICE-NAVY
	.			Inapplicable	1811 67.7
	1			YES	353 13.2
	2			NO	511 19.1
257	YFRENACT	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN ACTIVE ARMY
	.			Inapplicable	2169 81.1
	.D			Don't know	27 1.0
	1			YES	331 12.4
	2			NO	148 5.5
258	YFRENARV	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN RESERVE
	.			Inapplicable	2169 81.1
	.D			Don't know	29 1.1
	1			YES	224 8.4
	2			NO	253 9.5
259	YFRENANG	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN NAT GUARD
	.			Inapplicable	2169 81.1
	.D			Don't know	32 1.2
	1			YES	138 5.2
	2			NO	336 12.6
260	YFRENARO	NUM	2	YESNO	SI4 ARE Y ARMY FRIENDS IN ROTC
	.			Inapplicable	2169 81.1
	.D			Don't know	44 1.6
	1			YES	99 3.7
	2			NO	363 13.6
261	YFAMMIL	NUM	2	YESNO	SI5 Y HAVE FAMILY CURRENTLY IN MILITARY
	.			Inapplicable	1260 47.1
	.D			Don't know	4 0.1
	.N			Not ascertained	1 0.0
	1			YES	392 14.7
	2			NO	1018 38.1
262	YFAMAF	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-AF
	.			Inapplicable	2283 85.3
	1			YES	102 3.8
	2			NO	290 10.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
263	YFAMAR	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-ARMY
	.			Inapplicable	2283 85.3
	1			YES	176 6.6
	2			NO	216 8.1
264	YFAMCG	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-CG
	.			Inapplicable	2283 85.3
	1			YES	2 0.1
	2			NO	390 14.6
265	YFAMMC	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-MC
	.			Inapplicable	2283 85.3
	1			YES	58 2.2
	2			NO	334 12.5
266	YFAMNA	NUM	2	YESNO	SI6 Y MIL FAMILY BRANCH SERVICE-NAVY
	.			Inapplicable	2283 85.3
	1			YES	98 3.7
	2			NO	294 11.0
267	YFAMACT	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN ACTIVE ARMY
	.			Inapplicable	2499 93.4
	.D			Don't know	13 0.5
	1			YES	110 4.1
	2			NO	53 2.0
268	YFAMARV	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN RESERVE
	.			Inapplicable	2499 93.4
	.D			Don't know	12 0.4
	1			YES	41 1.5
	2			NO	123 4.6
269	YFAMANG	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN NAT GUARD
	.			Inapplicable	2499 93.4
	.D			Don't know	15 0.6
	1			YES	31 1.2
	2			NO	130 4.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
270	YFAMARO	NUM	2	YESNO	SI7 ARE Y ARMY FAMILY IN ROTC

.	Inapplicable	2499	93.4
.D	Don't know	17	0.6
1	YES	12	0.4
2	NO	147	5.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
271	RANDIAY	NUM	2	RANDIAY	IAY RANDOM NUMBER

1	START: PHYS	151	5.6
2	START: HIQUAL	150	5.6
3	START: CASHED	139	5.2
4	START: TRAIN	135	5.0
5	START: SELCON	142	5.3
6	START: CNTRY	140	5.2
7	START: LEADER	135	5.0
8	START: HITECH	116	4.3
9	START: PROUD	159	5.9
10	START: POTEN	120	4.5
11	START: CIVCAR	128	4.8
13	START: WEEKEN	142	5.3
14	START: HOME	141	5.3
15	START: STEP	180	6.7
16	START: MATURE	136	5.1
17	START: INNOV	129	4.8
18	START: MENTAL	146	5.5
19	START: SERPAR	154	5.8
20	START: WIDE	132	4.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
272	YIPHYS	NUM	2	RANGIMP	IA IMP OF HAVING PHYSICAL CHALLENGE

.D	Don't know	5	0.2
1	NOT AT ALL IMPOR-	114	4.3
2	SCALE POINT 2	117	4.4
3	SCALE POINT 3	466	17.4
4	SCALE POINT 4	773	28.9
5	VERY IMPORTANT	1200	44.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
273	YIHIQUAL	NUM	2	RANGIMP	IA IMP OF HIGHLY TRAINED COWORKERS

.D	Don't know	2	0.1
1	NOT AT ALL IMPOR	102	3.8
2	SCALE POINT 2	100	3.7
3	SCALE POINT 3	376	14.1
4	SCALE POINT 4	680	25.4
5	VERY IMPORTANT	1415	52.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
274	YICASHED	NUM	2	RANGIMP	IA IMP OF EARNING MONEY FOR EDUCATION

	.D	Don't know	1	0.0
	1	NOT AT ALL IMPOR	302	11.3
	2	SCALE POINT 2	230	8.6
	3	SCALE POINT 3	401	15.0
	4	SCALE POINT 4	504	18.8
	5	VERY IMPORTANT	1237	46.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
275	YITRAIN	NUM	2	RANGIMP	IA IMP OF TRAINING IN USEFUL SKILLS

	.D	Don't know	3	0.1
	1	NOT AT ALL IMPOR	78	2.9
	2	SCALE POINT 2	73	2.7
	3	SCALE POINT 3	307	11.5
	4	SCALE POINT 4	661	24.7
	5	VERY IMPORTANT	1553	58.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
276	YISELCON	NUM	2	RANGIMP	IA IMP OF DEVELOPING SELF-CONFIDENCE

	.D	Don't know	3	0.1
	1	NOT AT ALL IMPOR	68	2.5
	2	SCALE POINT 2	70	2.6
	3	SCALE POINT 3	226	8.4
	4	SCALE POINT 4	487	18.2
	5	VERY IMPORTANT	1821	68.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
277	YICNTRY	NUM	2	RANGIMP	IA IMP OF SERVING COUNTRY

	.D	Don't know	8	0.3
	.R	Refused	1	0.0
	1	NOT AT ALL IMPOR	302	11.3
	2	SCALE POINT 2	229	8.6
	3	SCALE POINT 3	633	23.7
	4	SCALE POINT 4	606	22.7
	5	VERY IMPORTANT	896	33.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
278	YILEADER	NUM	2	RANGIMP	IA IMP OF DEVELOPING LEADERSHIP SKILLS

	.D	Don't know	4	0.1
	1	NOT AT ALL IMPOR	126	4.7
	2	SCALE POINT 2	112	4.2
	3	SCALE POINT 3	410	15.3
	4	SCALE POINT 4	725	27.1
	5	VERY IMPORTANT	1298	48.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
279	YIHITECH	NUM	2	RANGIMP	IA IMP OF WORKING WITH HI-TECH EQUIP

.D	Don't know	4	0.1
1	NOT AT ALL IMPOR	246	9.2
2	SCALE POINT 2	234	8.7
3	SCALE POINT 3	576	21.5
4	SCALE POINT 4	643	24.0
5	VERY IMPORTANT	972	36.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
280	YIPROUD	NUM	2	RANGIMP	IA IMP OF EXPERIENCES TO BE PROUD OF

.D	Don't know	2	0.1
1	NOT AT ALL IMPOR	62	2.3
2	SCALE POINT 2	32	1.2
3	SCALE POINT 3	202	7.6
4	SCALE POINT 4	489	18.3
5	VERY IMPORTANT	1888	70.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
281	YIPOTEN	NUM	2	RANGIMP	IA IMP OF DEVELOPING POTENTIAL

.D	Don't know	3	0.1
1	NOT AT ALL IMPOR	52	1.9
2	SCALE POINT 2	44	1.6
3	SCALE POINT 3	152	5.7
4	SCALE POINT 4	475	17.8
5	VERY IMPORTANT	1949	72.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
282	YICIVCAR	NUM	2	RANGIMP	IA IMP OF HELPING CIVILIAN CAREER DEV

.D	Don't know	3	0.1
1	NOT AT ALL IMPOR	75	2.8
2	SCALE POINT 2	60	2.2
3	SCALE POINT 3	215	8.0
4	SCALE POINT 4	588	22.0
5	VERY IMPORTANT	1734	64.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
283	YISERCOM	NUM	2	RANGIMP	IA IMP OF COMMUNITY SERVICE

.Q	Not on quex	2675	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
284	YIWEEKEN	NUM	2	RANGIMP	IA IMP OF WEEKEND EXCITEMENT

.D	Don't know	1	0.0
1	NOT AT ALL IMPOR	126	4.7
2	SCALE POINT 2	146	5.5
3	SCALE POINT 3	454	17.0
4	SCALE POINT 4	572	21.4
5	VERY IMPORTANT	1376	51.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
285	YIHOME	NUM	2	RANGIMP	IA IMP OF STAYING IN OWN HOMETOWN

.D	Don't know	3	0.1
1	NOT AT ALL IMPOR	474	17.7
2	SCALE POINT 2	349	13.0
3	SCALE POINT 3	594	22.2
4	SCALE POINT 4	393	14.7
5	VERY IMPORTANT	862	32.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
286	YISTEP	NUM	2	RANGIMP	IA IMP OF STEPPING FROM HS TO COLLEGE

.D	Don't know	32	1.2
.R	Refused	1	0.0
1	NOT AT ALL IMPOR	440	16.4
2	SCALE POINT 2	258	9.6
3	SCALE POINT 3	563	21.0
4	SCALE POINT 4	553	20.7
5	VERY IMPORTANT	828	31.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
287	YIMATURE	NUM	2	RANGIMP	IA IMP OF BECOM MORE MATURE/RESPONSIBLE

.D	Don't know	2	0.1
1	NOT AT ALL IMPOR	83	3.1
2	SCALE POINT 2	76	2.8
3	SCALE POINT 3	204	7.6
4	SCALE POINT 4	434	16.2
5	VERY IMPORTANT	1876	70.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
288	YIINNOV	NUM	2	RANGIMP	IA IMP OF USING OWN JUDGEMENT

.D	Don't know	1	0.0
1	NOT AT ALL IMPOR	53	2.0
2	SCALE POINT 2	38	1.4
3	SCALE POINT 3	181	6.8
4	SCALE POINT 4	572	21.4
5	VERY IMPORTANT	1830	68.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
289	YIMENTAL	NUM	2	RANGIMP	IA IMP OF HAVING MENTAL CHALLENGE

.D	Don't know	6	0.2
1	NOT AT ALL IMPOR	111	4.1
2	SCALE POINT 2	72	2.7
3	SCALE POINT 3	320	12.0
4	SCALE POINT 4	717	26.8
5	VERY IMPORTANT	1449	54.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
290	YTVWATCH	NUM	2	YESNO	MH1 DOES YOUTH REGULARLY WATCH TV

.	Inapplicable	1331	49.8
1	YES	859	32.1
2	NO	485	18.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
291	YTVHRREG	NUM	3		MH2 HRS PER WEEK WATCH NETWORK TV

.	Inapplicable	1816	67.9
.D	Don't know	15	0.6
0		5	0.2
1		8	0.3
2		22	0.8
3		31	1.2
4		39	1.5
5		69	2.6
6		42	1.6
7		35	1.3
8		39	1.5
9		6	0.2
10		151	5.6
11		1	0.0
12		43	1.6
13		6	0.2
14		23	0.9
15		71	2.7
16		10	0.4
17		1	0.0
18		7	0.3
19		1	0.0
20		81	3.0
21		15	0.6
23		1	0.0
24		10	0.4
25		24	0.9
28		13	0.5
30		41	1.5
32		1	0.0
35		14	0.5
36		1	0.0
40		15	0.6
45		2	0.1
48		3	0.1
50		4	0.1
60		3	0.1
69		1	0.0
70		2	0.1
72		1	0.0
75		1	0.0
96		1	0.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
292	YTVHRCAB	NUM	3		MH2 HRS PER WEEK WATCH CERTAIN CABLE TV

.	Inapplicable	1816	67.9
.D	Don't know	7	0.3
0		281	10.5
1		30	1.1
2		88	3.3
3		52	1.9
4		38	1.4
5		81	3.0
6		21	0.8
7		16	0.6
8		16	0.6
9		4	0.1
10		80	3.0
11		1	0.0
12		16	0.6
13		2	0.1
14		7	0.3
15		45	1.7
16		3	0.1
18		5	0.2
19		1	0.0
20		23	0.9
21		3	0.1
22		1	0.0
24		2	0.1
25		9	0.3
30		12	0.4
34		1	0.0
35		5	0.2
40		2	0.1
45		2	0.1
48		1	0.0
50		1	0.0
56		1	0.0
60		2	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
293	MHY2CHK1	NUM	2	CCHECK	CONST CHECK: MH1 = 1 & MH2 = 0 HOURS

.	Inapplicable	2675	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
294	MHY2CHK2	NUM	2	CCHECK	CONST CHECK: MH2 > 168 HOURS

.	Inapplicable	2675	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
295	YTVCAB1	NUM	2	YESNO	MH11 DOES YOUTH WATCH MTV

.	Inapplicable	2104	78.7
.D	Don't know	1	0.0
1	YES	300	11.2
2	NO	270	10.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
296	YTVCAB2	NUM	2	YESNO	MH11 DOES YOUTH WATCH NASHVILLE NETWORK

.	Inapplicable	2104	78.7
.D	Don't know	1	0.0
1	YES	107	4.0
2	NO	463	17.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
297	YTVCAB3	NUM	2	YESNO	MH11 DOES YOUTH WATCH ESPN [SPORTS]

.	Inapplicable	2104	78.7
1	YES	370	13.8
2	NO	201	7.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
298	YTVCAB4	NUM	2	YESNO	MH11 DOES YOUTH WATCH WTBS [SYNDICATED]

.	Inapplicable	2104	78.7
.D	Don't know	1	0.0
1	YES	288	10.8
2	NO	282	10.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
299	YTVCAB5	NUM	2	YESNO	MH11 DOES Y WATCH BLACK ENTERTAINMENT TV

.	Inapplicable	2104	78.7
1	YES	90	3.4
2	NO	481	18.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
300	YTVSPORT	NUM	2	YESNO	MH12 DOES YOUTH VIEW SPORTS

.	Inapplicable	1816	67.9
.D	Don't know	1	0.0
1	YES	640	23.9
2	NO	218	8.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
301	YTVMYS	NUM	2	YESNO	MH12 DOES YOUTH VIEW MYSTERIES

.	Inapplicable	1816	67.9
1	YES	523	19.6
2	NO	336	12.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
302	YTVDRAMA	NUM	2	YESNO	MH12 DOES YOUTH VIEW GENERAL DRAMA
	.		Inapplicable	1816	67.9
	1		YES	437	16.3
	2		NO	422	15.8
303	YTVMUSIC	NUM	2	YESNO	MH12 DOES YOUTH VIEW MUSIC/MUSIC VIDEOS
	.		Inapplicable	1816	67.9
	.D		Don't know	3	0.1
	1		YES	567	21.2
	2		NO	289	10.8
304	YTVCOMDY	NUM	2	YESNO	MH12 DOES YOUTH VIEW SITCOMS
	.		Inapplicable	1816	67.9
	1		YES	765	28.6
	2		NO	94	3.5
305	YTVMOVIE	NUM	2	YESNO	MH12 DOES YOUTH VIEW TV MOVIES
	.		Inapplicable	1816	67.9
	1		YES	720	26.9
	2		NO	139	5.2
306	YTVTALK	NUM	2	YESNO	MH12 DOES YOUTH VIEW TV TALK SHOWS
	.		Inapplicable	1816	67.9
	1		YES	379	14.2
	2		NO	480	17.9
307	YTVSH1	NUM	2	YESNO	MH13 DOES YOUTH WATCH DAVID LETTERMAN
	.		Inapplicable	1816	67.9
	.D		Don't know	1	0.0
	1		YES	238	8.9
	2		NO	620	23.2
308	YTVSH2	NUM	2	YESNO	MH13 DOES Y WATCH FRIDAY NIGHT VIDEOS
	.		Inapplicable	1816	67.9
	1		YES	237	8.9
	2		NO	622	23.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
309	YTVSH3	NUM	2	YESNO	MH13 DOES Y WATCH MONDAY NIGHT FOOTBALL
		.		Inapplicable	1816 67.9
		1		YES	514 19.2
		2		NO	345 12.9
310	YTVSH4	NUM	2	YESNO	MH13 DOES Y WATCH COLLEGE FOOTBALL
		.		Inapplicable	1816 67.9
		1		YES	433 16.2
		2		NO	426 15.9
311	YTVSH5	NUM	2	YESNO	MH13 DOES Y WATCH SUNDAY NIGHT MOVIES
		.		Inapplicable	1816 67.9
		1		YES	419 15.7
		2		NO	440 16.4
312	YVCRHAVE	NUM	2	YESNO	MH14 DOES HOUSEHOLD HAVE A VCR
		.		Inapplicable	1331 49.8
		1		YES	944 35.3
		2		NO	400 15.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
313	YVCRHOUR	NUM	3		MH15 HOURS PER WEEK SPENT WATCHING VCR

.	Inapplicable	1731	64.7
.D	Don't know	16	0.6
0		92	3.4
1		103	3.9
2		198	7.4
3		103	3.9
4		132	4.9
5		77	2.9
6		54	2.0
7		12	0.4
8		40	1.5
9		4	0.1
10		55	2.1
11		1	0.0
12		7	0.3
14		4	0.1
15		17	0.6
16		2	0.1
17		1	0.0
20		13	0.5
21		1	0.0
23		1	0.0
24		2	0.1
25		3	0.1
28		1	0.0
30		5	0.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
314	YRADLIS	NUM	2	YESNO	MH16 DOES YOUTH LISTEN TO THE RADIO

.	Inapplicable	1331	49.8
1	YES	1181	44.1
2	NO	163	6.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
315	YRADHRAM	NUM	3		MH17 HOW MANY HOURS PER WEEK AM RADIO

.	Inapplicable	1494	55.9
.D	Don't know	3	0.1
0		911	34.1
1		63	2.4
2		40	1.5
3		25	0.9
4		14	0.5
5		27	1.0
6		13	0.5
7		7	0.3
8		1	0.0
9		3	0.1
10		22	0.8
12		3	0.1
15		14	0.5
16		1	0.0
18		1	0.0
20		12	0.4
25		5	0.2
28		1	0.0
30		2	0.1
36		1	0.0
40		6	0.2
45		1	0.0
50		2	0.1
60		1	0.0
72		2	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
316	YRADHRFM	NUM	3		MH17 HOW MANY HOURS PER WEEK FM RADIO

.	Inapplicable	1494	55.9
.D	Don't know	16	0.6
0		9	0.3
1		8	0.3
2		25	0.9
3		26	1.0
4		25	0.9
5		66	2.5
6		47	1.8
7		33	1.2
8		27	1.0
9		7	0.3
10		145	5.4
11		2	0.1
12		34	1.3
13		1	0.0
14		21	0.8
15		87	3.3
16		7	0.3
17		4	0.1
18		6	0.2
20		148	5.5
21		7	0.3
22		1	0.0
24		11	0.4
25		46	1.7
28		2	0.1
30		81	3.0
35		20	0.7
36		4	0.1
40		82	3.1
42		1	0.0
45		10	0.4
48		7	0.3
49		3	0.1
50		50	1.9
52		1	0.0
55		2	0.1
56		3	0.1
60		35	1.3
63		1	0.0
70		11	0.4
72		11	0.4
75		1	0.0
78		1	0.0
80		12	0.4
84		4	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
316	YRADHRFM	NUM	3		MH17 HOW MANY HOURS PER WEEK FM RADIO

85		1	0.0
90		2	0.1
91		1	0.0
94		1	0.0
98		1	0.0
100		15	0.6
120		3	0.1
140		1	0.0
154		1	0.0
168		4	0.1

317 MY17CHK1 NUM 2 CCHECK CONST CHECK: MH16 = 1 & MH17 = 0 HOURS

.	Inapplicable	2674	100.0
1	INCONSIST. DATA	1	0.0

318 MY17CHK2 NUM 2 CCHECK CONST CHECK: MH17 > 168 HOURS

.	Inapplicable	2674	100.0
1	INCONSIST. DATA	1	0.0

319 YRADNEWS NUM 2 YESNO MH26 DOES YOUTH LISTEN TO NEWS

.	Inapplicable	1495	55.9
1	YES	660	24.7
2	NO	520	19.4

320 YRADCLAS NUM 2 YESNO MH26 DOES YOUTH LISTEN CLASSICAL MUSIC

.	Inapplicable	1495	55.9
.D	Don't know	2	0.1
1	YES	199	7.4
2	NO	979	36.6

321 YRADPOP NUM 2 YESNO MH26 DOES YOUTH LISTEN TO POP MUSIC

.	Inapplicable	1495	55.9
.D	Don't know	1	0.0
1	YES	702	26.2
2	NO	477	17.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
322	YRADCW	NUM	2	YESNO	MH26 DOES YOUTH LISTEN COUNTRY MUSIC
	.		Inapplicable	1495	55.9
	.D		Don't know	1	0.0
	1		YES	340	12.7
	2		NO	839	31.4
323	YRADSPOR	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO SPORTS
	.		Inapplicable	1495	55.9
	.D		Don't know	1	0.0
	1		YES	513	19.2
	2		NO	666	24.9
324	YRADTALK	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO TALK SHOWS
	.		Inapplicable	1495	55.9
	1		YES	236	8.8
	2		NO	944	35.3
325	YRADROCK	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO ROCK MUSIC
	.		Inapplicable	1495	55.9
	1		YES	977	36.5
	2		NO	203	7.6
326	YRADEASY	NUM	2	YESNO	MH26 DOES YOUTH LISTEN TO EASY MUSIC
	.		Inapplicable	1495	55.9
	1		YES	520	19.4
	2		NO	660	24.7
327	YRADSH1	NUM	2	YESNO	MH27 DOES Y LISTEN TO AMERICAN TOP 40
	.		Inapplicable	1495	55.9
	.D		Don't know	1	0.0
	1		YES	608	22.7
	2		NO	571	21.3
328	YRADSH2	NUM	2	YESNO	MH27 DOES Y LISTEN TO KING BISCUIT HOUR
	.		Inapplicable	1495	55.9
	.D		Don't know	3	0.1
	1		YES	146	5.5
	2		NO	1031	38.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
329	YRADSH3	NUM	2	YESNO	MH27 DOES Y LISTEN TO RICK DEES' TOP 40

.	Inapplicable	1495	55.9
.D	Don't know	2	0.1
1	YES	429	16.0
2	NO	749	28.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
330	YRADSH4	NUM	2	YESNO	MH27 DOES Y LISTEN TO METALSHOP

.	Inapplicable	1495	55.9
.D	Don't know	1	0.0
1	YES	212	7.9
2	NO	967	36.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
331	YRADSH5	NUM	2	YESNO	MH27 DOES Y LISTEN TO ROCKLINE

.	Inapplicable	1495	55.9
.D	Don't know	2	0.1
1	YES	289	10.8
2	NO	889	33.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
332	YPAPREAD	NUM	2	YPAPREA	MH28 HOW OFTEN DOES Y READ NEWSPAPER

.	Inapplicable	1331	49.8
.D	Don't know	2	0.1
1	NEVER	90	3.4
2	< TWICE A WEEK	252	9.4
3	2-3 TIMES A WEEK	370	13.8
4	4-5 TIMES A WEEK	179	6.7
5	DAILY	451	16.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
333	YPAPHOUR	NUM	3		MH29 HOURS PER WEEK READING NEWSPAPER		
		.			Inapplicable	1423	53.2
		.D			Don't know	28	1.0
		0				12	0.4
		1				286	10.7
		2				208	7.8
		3				154	5.8
		4				122	4.6
		5				127	4.7
		6				41	1.5
		7				134	5.0
		8				35	1.3
		9				4	0.1
		10				46	1.7
		12				11	0.4
		13				1	0.0
		14				8	0.3
		15				15	0.6
		16				1	0.0
		20				8	0.3
		21				4	0.1
		24				1	0.0
		25				2	0.1
		35				1	0.0
		40				3	0.1
334	MHY29CHK	NUM	2	CCHECK	CONST CHECK: MH28 & MH29 HOURS		
		.			Inapplicable	2675	100.0
335	YPAPSPOR	NUM	2	YESNO	MH30 DOES YOUTH READ SPORTS		
		.			Inapplicable	1435	53.6
		1			YES	845	31.6
		2			NO	395	14.8
336	YPAPCOM	NUM	2	YESNO	MH30 DOES YOUTH READ COMICS		
		.			Inapplicable	1435	53.6
		1			YES	836	31.3
		2			NO	404	15.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
337	YPAPNEWS	NUM	2	YESNO	MH30 DOES YOUTH READ NEWS SECTION		
	.			Inapplicable	1435	53.6	
	1			YES	1059	39.6	
	2			NO	181	6.8	
338	YPAPLOC	NUM	2	YESNO	MH30 DOES YOUTH READ LOCAL SECTION		
	.			Inapplicable	1435	53.6	
	1			YES	1012	37.8	
	2			NO	228	8.5	
339	YPAPFOOD	NUM	2	YESNO	MH30 DOES YOUTH READ FOOD SECTION		
	.			Inapplicable	1435	53.6	
	1			YES	198	7.4	
	2			NO	1042	39.0	
340	YPAPSTYL	NUM	2	YESNO	MH30 DOES YOUTH READ LIFESTYLE SECTION		
	.			Inapplicable	1435	53.6	
	1			YES	518	19.4	
	2			NO	722	27.0	
341	YPAPCLAS	NUM	2	YESNO	MH30 DOES YOUTH READ CLASSIFIED		
	.			Inapplicable	1435	53.6	
	1			YES	765	28.6	
	2			NO	475	17.8	
342	YMAGREAD	NUM	2	YESNO	MH31 DOES YOUTH READ MAGAZINES		
	.			Inapplicable	1331	49.8	
	1			YES	788	29.5	
	2			NO	556	20.8	

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
343	YMAG1	NUM	3	MAGFMT	MH32 MAGAZINE #1 READ ON REGULAR BASIS

.	Inapplicable	1887	70.5
.D	Don't know	5	0.2
130	CAR AND DRIVER	4	0.1
131	CAR CRAFT	5	0.2
141	CYCLE	5	0.2
150	EBONY	10	0.4
154	FIELD AND STREAM	17	0.6
157	GAMES	3	0.1
160	HIGH FIDELITY	1	0.0
164	HOMIL & PAST RVW	1	0.0
165	HOT ROD	51	1.9
172	JET	8	0.3
175	LIFE	3	0.1
180	MOTOR TREND	4	0.1
182	MUSICIAN	3	0.1
188	NATL GEOGRAPHIC	3	0.1
194	NEWSWEEK	41	1.5
199	NURSG WRLD GD 87	1	0.0
203	OMNI	9	0.3
206	OUTDOOR LIFE	13	0.5
209	PEOPLE	18	0.7
211	POPULAR MECHANIX	3	0.1
212	POPULAR SCIENCE	5	0.2
213	READERS DIGEST	6	0.2
216	ROAD AND TRACK	2	0.1
217	ROLLING STONE	18	0.7
225	SPORT	2	0.1
226	SPORTING NEWS	2	0.1
228	SPORTS	3	0.1
231	SPORTS ILLUSTRTD	130	4.9
237	TEENAGER	1	0.0
241	TIME	67	2.5
245	TV GUIDE	1	0.0
247	US NEWS WRLD RPT	11	0.4
991	OTHER	332	12.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
344	YMAG2	NUM	3	MAGFMT	MH32 MAGAZINE #2 READ ON REGULAR BASIS

.	Inapplicable	2228	83.3
122	BLACK ENTERPRISE	1	0.0
126	BOY'S LIFE	1	0.0
130	CAR AND DRIVER	5	0.2
131	CAR CRAFT	8	0.3
134	CAREERS	2	0.1
141	CYCLE	2	0.1
150	EBONY	8	0.3
154	FIELD AND STREAM	12	0.4
165	HOT ROD	16	0.6
168	INSIDE SPORTS	2	0.1
172	JET	11	0.4
175	LIFE	7	0.3
179	MONEY	3	0.1
180	MOTOR TREND	2	0.1
182	MUSICIAN	2	0.1
188	NATL GEOGRAPHIC	11	0.4
194	NEWSWEEK	34	1.3
203	OMNI	2	0.1
206	OUTDOOR LIFE	12	0.4
209	PEOPLE	17	0.6
211	POPULAR MECHANIX	7	0.3
212	POPULAR SCIENCE	4	0.1
213	READERS DIGEST	8	0.3
216	ROAD AND TRACK	10	0.4
217	ROLLING STONE	11	0.4
225	SPORT	1	0.0
226	SPORTING NEWS	5	0.2
228	SPORTS	3	0.1
229	SPORTS AFIELD	2	0.1
230	SPORTS FITNESS	2	0.1
231	SPORTS ILLUSTRTD	36	1.3
233	STEREO REVIEW	5	0.2
241	TIME	41	1.5
247	US NEWS WRLD RPT	14	0.5
991	OTHER	140	5.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
345	YMAG3	NUM	3	MAGFMT	MH32 MAGAZINE #3 READ ON REGULAR BASIS

.	Inapplicable	2493	93.2
126	BOY'S LIFE	2	0.1
130	CAR AND DRIVER	3	0.1
131	CAR CRAFT	3	0.1
150	EBONY	8	0.3
152	FAMLY CMPUTG PGM	1	0.0
154	FIELD AND STREAM	6	0.2
165	HOT ROD	4	0.1
172	JET	5	0.2
175	LIFE	2	0.1
179	MONEY	1	0.0
180	MOTOR TREND	2	0.1
182	MUSICIAN	1	0.0
188	NATL GEOGRAPHIC	7	0.3
194	NEWSWEEK	12	0.4
203	OMNI	2	0.1
206	OUTDOOR LIFE	3	0.1
209	PEOPLE	7	0.3
210	PETERSON'S GUIDE	1	0.0
211	POPULAR MECHANIX	3	0.1
212	POPULAR SCIENCE	2	0.1
213	READERS DIGEST	4	0.1
216	ROAD AND TRACK	4	0.1
217	ROLLING STONE	5	0.2
222	SCIENCE DIGEST	1	0.0
225	SPORT	4	0.1
226	SPORTING NEWS	1	0.0
229	SPORTS AFIELD	2	0.1
230	SPORTS FITNESS	1	0.0
231	SPORTS ILLUSTRTD	11	0.4
241	TIME	8	0.3
245	TV GUIDE	5	0.2
246	USA TODAY	1	0.0
247	US NEWS WRLD RPT	3	0.1
991	OTHER	57	2.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
346	YMAG4	NUM	3	MAGFMT	MH32 MAGAZINE #4 READ ON REGULAR BASIS

.	Inapplicable	2607	97.5
122	BLACK ENTERPRISE	1	0.0
130	CAR AND DRIVER	2	0.1
131	CAR CRAFT	1	0.0
154	FIELD AND STREAM	1	0.0
165	HOT ROD	2	0.1
172	JET	4	0.1
175	LIFE	1	0.0
180	MOTOR TREND	2	0.1
182	MUSICIAN	1	0.0
188	NATL GEOGRAPHIC	2	0.1
194	NEWSWEEK	4	0.1
203	OMNI	2	0.1
206	OUTDOOR LIFE	2	0.1
209	PEOPLE	1	0.0
211	POPULAR MECHANIX	1	0.0
212	POPULAR SCIENCE	2	0.1
213	READERS DIGEST	7	0.3
216	ROAD AND TRACK	1	0.0
217	ROLLING STONE	4	0.1
231	SPORTS ILLUSTRTD	5	0.2
241	TIME	4	0.1
245	TV GUIDE	1	0.0
247	US NEWS WRLD RPT	1	0.0
991	OTHER	16	0.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
347	YMAG5	NUM	3	MAGFMT	MH32 MAGAZINE #5 READ ON REGULAR BASIS

.	Inapplicable	2650	99.1
188	NATL GEOGRAPHIC	1	0.0
194	NEWSWEEK	1	0.0
203	OMNI	1	0.0
206	OUTDOOR LIFE	1	0.0
207	PARADE	1	0.0
213	READERS DIGEST	3	0.1
217	ROLLING STONE	1	0.0
231	SPORTS ILLUSTRTD	2	0.1
233	STEREO REVIEW	1	0.0
241	TIME	2	0.1
247	US NEWS WRLD RPT	2	0.1
991	OTHER	9	0.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
348	YMAG6	NUM	3	MAGFMT	MH32 MAGAZINE #6 READ ON REGULAR BASIS

.	Inapplicable	2671	99.9
141	CYCLE	1	0.0
213	READERS DIGEST	1	0.0
245	TV GUIDE	1	0.0
991	OTHER	1	0.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
349	YMAGHOUR	NUM	3		MH33 HOURS PER WEEK READING MAGAZINES

.	Inapplicable	1887	70.5
.D	Don't know	8	0.3
0		4	0.1
1		126	4.7
2		162	6.1
3		125	4.7
4		89	3.3
5		89	3.3
6		32	1.2
7		28	1.0
8		19	0.7
9		2	0.1
10		49	1.8
12		5	0.2
13		2	0.1
14		9	0.3
15		9	0.3
16		2	0.1
17		2	0.1
20		14	0.5
21		3	0.1
24		1	0.0
25		3	0.1
30		3	0.1
40		1	0.0
50		1	0.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
350	MHYCHK	NUM	2	CCHECK	CONST CHECK: TOTAL HOURS IN MHY > 168

.	Inapplicable	2668	99.7
1	INCONSIST. DATA	7	0.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
351	YUN12NON	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NO SERVICES

.D	Don't know	29	1.1
1	YES	87	3.3
2	NO	2559	95.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
352	YUN12AF	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR AIR FORCE		
		.D		Don't know		29	1.1
		1		YES		1702	63.6
		2		NO		944	35.3
353	YUN12AR	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ARMY		
		.D		Don't know		29	1.1
		1		YES		2206	82.5
		2		NO		440	16.4
354	YUN12RO	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ROTC		
		.D		Don't know		29	1.1
		1		YES		80	3.0
		2		NO		2566	95.9
355	YUN12NG	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NAT GUARD		
		.D		Don't know		29	1.1
		1		YES		433	16.2
		2		NO		2213	82.7
356	YUN12RV	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR RESERVE		
		.D		Don't know		29	1.1
		1		YES		289	10.8
		2		NO		2357	88.1
357	YUN12CG	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR COAST GUARD		
		.D		Don't know		29	1.1
		1		YES		331	12.4
		2		NO		2315	86.5
358	YUN12MC	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR MARINE CORPS		
		.D		Don't know		29	1.1
		1		YES		1673	62.5
		2		NO		973	36.4
359	YUN12NA	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR NAVY		
		.D		Don't know		29	1.1
		1		YES		1561	58.4
		2		NO		1085	40.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
360	YUN12ALL	NUM	2	YESNO	KR1 UNAIDED AD RECALL FOR ALL IN ONE AD		
		.D		Don't know	29	1.1	
		1		YES	156	5.8	
		2		NO	2490	93.1	
361	YKRROAF	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR AIR FORCE		
		.		Inapplicable	2595	97.0	
		.D		Don't know	15	0.6	
		1		YES	16	0.6	
		2		NO	49	1.8	
362	YKRROAR	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR ARMY		
		.		Inapplicable	2595	97.0	
		.D		Don't know	15	0.6	
		1		YES	58	2.2	
		2		NO	7	0.3	
363	YKRRONA	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR NAVY		
		.		Inapplicable	2595	97.0	
		.D		Don't know	15	0.6	
		1		YES	18	0.7	
		2		NO	47	1.8	
364	YKRROMC	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR MARINES		
		.		Inapplicable	2595	97.0	
		.D		Don't know	15	0.6	
		1		YES	7	0.3	
		2		NO	58	2.2	
365	YKRROCG	NUM	2	YESNO	KR2 ROTC AD RECALLED FOR COAST GUARD		
		.		Inapplicable	2595	97.0	
		.D		Don't know	15	0.6	
		1		YES	4	0.1	
		2		NO	61	2.3	
366	YKRNGAF	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR AIR FORCE		
		.		Inapplicable	2242	83.8	
		.D		Don't know	88	3.3	
		1		YES	76	2.8	
		2		NO	269	10.1	

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
367	YKRNGAR	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR ARMY
	.		Inapplicable	2242	83.8
	.D		Don't know	88	3.3
	1		YES	299	11.2
	2		NO	46	1.7
368	YKRNGNA	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR NAVY
	.		Inapplicable	2242	83.8
	.D		Don't know	88	3.3
	1		YES	43	1.6
	2		NO	302	11.3
369	YKRNGMC	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR MARINES
	.		Inapplicable	2242	83.8
	.D		Don't know	88	3.3
	1		YES	45	1.7
	2		NO	300	11.2
370	YKRNGCG	NUM	2	YESNO	KR3 N GUARD AD RECALLED FOR COAST GUARD
	.		Inapplicable	2242	83.8
	.D		Don't know	88	3.3
	1		YES	25	0.9
	2		NO	320	12.0
371	YKRRVAF	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR AIR FORCE
	.		Inapplicable	2386	89.2
	.D		Don't know	23	0.9
	1		YES	66	2.5
	2		NO	200	7.5
372	YKRRVAR	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR ARMY
	.		Inapplicable	2386	89.2
	.D		Don't know	23	0.9
	1		YES	247	9.2
	2		NO	19	0.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
373	YKRRVNA	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR NAVY
	.		Inapplicable	2386	89.2
	.D		Don't know	23	0.9
	1		YES	57	2.1
	2		NO	209	7.8
374	YKRRVMC	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR MARINES
	.		Inapplicable	2386	89.2
	.D		Don't know	23	0.9
	1		YES	33	1.2
	2		NO	233	8.7
375	YKRRVCG	NUM	2	YESNO	KR4 RESERVE AD RECALLED FOR COAST GUARD
	.		Inapplicable	2386	89.2
	.D		Don't know	23	0.9
	1		YES	19	0.7
	2		NO	247	9.2
376	RANDKRY2	NUM	2	KNOW	KR5-KR13 RANDOM START AIDED AD RECALL
	.		Inapplicable	2	0.1
	1		AIR FORCE	492	18.4
	2		ARMY	503	18.8
	3		ROTC	470	17.6
	4		NATIONAL GUARD	448	16.7
	5		RESERVE	325	12.1
	6		COAST GUARD	219	8.2
	7		MARINE CORPS	151	5.6
	8		NAVY	54	2.0
	9		ONE AD FOR ALL	11	0.4
377	YAIDAF	NUM	2	YESNO	KR5 AIDED AD RECALL FOR AIR FORCE
	.		Inapplicable	1702	63.6
	.D		Don't know	5	0.2
	1		YES	607	22.7
	2		NO	361	13.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
378	YAIDAR	NUM	2	YESNO	KR6 AIDED AD RECALL FOR ARMY
	.		Inapplicable	2206	82.5
	.D		Don't know	3	0.1
	.R		Refused	1	0.0
	1		YES	290	10.8
	2		NO	175	6.5
379	YAIDARO	NUM	2	YESNO	KR7 AIDED AD RECALL FOR ARMY ROTC
	.		Inapplicable	58	2.2
	.D		Don't know	27	1.0
	1		YES	1174	43.9
	2		NO	1416	52.9
380	YAIDANG	NUM	2	YESNO	KR8 AIDED AD RECALL FOR ARMY NAT GUARD
	.		Inapplicable	299	11.2
	.D		Don't know	27	1.0
	1		YES	1409	52.7
	2		NO	940	35.1
381	YAIDARV	NUM	2	YESNO	KR9 AIDED AD RECALL FOR ARMY RESERVE
	.		Inapplicable	247	9.2
	.D		Don't know	21	0.8
	1		YES	1649	61.6
	2		NO	758	28.3
382	YAIDCG	NUM	2	YESNO	KR10 AIDED AD RECALL FOR COAST GUARD
	.		Inapplicable	331	12.4
	.D		Don't know	10	0.4
	1		YES	984	36.8
	2		NO	1350	50.5
383	YAIDMC	NUM	2	YESNO	KR11 AIDED AD RECALL FOR MARINE CORPS
	.		Inapplicable	1673	62.5
	.D		Don't know	7	0.3
	1		YES	559	20.9
	2		NO	436	16.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
384	YAIDNA	NUM	2	YESNO	KR12 AIDED AD RECALL FOR NAVY
	.		Inapplicable	1561	58.4
	.D		Don't know	5	0.2
	1		YES	586	21.9
	2		NO	523	19.6
385	YAIDALL	NUM	2	YESNO	KR13 AIDED AD RECALL FOR ALL SERVICES
	.		Inapplicable	156	5.8
	.D		Don't know	22	0.8
	1		YES	1354	50.6
	2		NO	1143	42.7
386	YADARTV	NUM	2	YESNO	KR14 RECALLS ARMY AD ON TV
	.		Inapplicable	103	3.9
	.D		Don't know	3	0.1
	1		YES	2452	91.7
	2		NO	117	4.4
387	YADARRAD	NUM	2	YESNO	KR14 RECALLS ARMY AD ON RADIO
	.		Inapplicable	103	3.9
	.D		Don't know	7	0.3
	1		YES	1636	61.2
	2		NO	929	34.7
388	YADARMAG	NUM	2	YESNO	KR14 RECALLS ARMY AD IN MAGAZINES
	.		Inapplicable	103	3.9
	.D		Don't know	6	0.2
	1		YES	2170	81.1
	2		NO	396	14.8
389	YADARPAP	NUM	2	YESNO	KR14 RECALLS ARMY AD IN NEWSPAPERS
	.		Inapplicable	103	3.9
	.D		Don't know	17	0.6
	1		YES	767	28.7
	2		NO	1788	66.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
390	YADARBIL	NUM	2	YESNO	KR14 RECALLS ARMY AD ON BILLBOARDS

.	Inapplicable	103	3.9
.D	Don't know	12	0.4
1	YES	1712	64.0
2	NO	848	31.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
391	YADARMAL	NUM	2	YESNO	KR14 RECALLS ARMY AD IN MAIL

.	Inapplicable	103	3.9
.D	Don't know	10	0.4
1	YES	1670	62.4
2	NO	892	33.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
392	YADARPOS	NUM	2	YESNO	KR14 RECALLS ARMY AD ON POSTERS

.	Inapplicable	103	3.9
.D	Don't know	7	0.3
1	YES	1802	67.4
2	NO	763	28.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
393	YADARPAM	NUM	2	YESNO	KR14 RECALLS ARMY AD IN PAMPHLETS

.	Inapplicable	103	3.9
.D	Don't know	5	0.2
1	YES	1708	63.9
2	NO	859	32.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
394	YADARYEL	NUM	2	YESNO	KR14 RECALLS ARMY AD IN YELLOW PAGES

.	Inapplicable	103	3.9
.D	Don't know	19	0.7
1	YES	298	11.1
2	NO	2255	84.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
395	YADAROTH	NUM	2	YADOTH	KR14 RECALLS ARMY AD SOMEWHERE ELSE

.	Inapplicable	103	3.9
.D	Don't know	12	0.4
1	YES	314	11.7
2	NO	2243	83.9
3	INCONSIST. DATA	3	0.1

A code of 3 is used when the respondent recalls seeing or hearing Army ads, but answers "no" to each of the questions (including "Somewhere Else") about where he/she saw or heard them.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
396	RANDKRY	NUM	2	RANDKR	KR17 RANDOM SELECTION OF SERV/COMPONENT

.	Inapplicable	45	1.7
1	AIR FORCE	448	16.7
2	ROTC	237	8.9
3	ARMY NATL GUARD	294	11.0
4	ARMY RESERVE	282	10.5
5	COAST GUARD	158	5.9
6	MARINES	529	19.8
7	NAVY	319	11.9
8	ALL SERVICES	363	13.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
397	YKRMSGAR	NUM	2	YKVERB	STATUS OF KR VERBATIM RESPONSE: ARMY

.D	Don't know	100	3.7
1	VALID ANSWER	2396	89.6
2	Q NOT ASKED	179	6.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
398	YKRMSGOT	NUM	2	YKVERB	STATUS OF KR VERBATIM RESPONSE: NON-ARMY

.D	Don't know	203	7.6
1	VALID ANSWER	2427	90.7
2	Q NOT ASKED	45	1.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
399	YATADLIK	NUM	2	YRATEAD	AT1 HOW MUCH YOUTH LIKED ARMY ADS

.	Inapplicable	179	6.7
.D	Don't know	6	0.2
1	DO NOT LIKE	241	9.0
2	SCALE POINT 2	295	11.0
3	SCALE POINT 3	947	35.4
4	SCALE POINT 4	616	23.0
5	LIKE VERY MUCH	391	14.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
400	YATADBEL	NUM	2	PRATEAD	AT2 HOW MUCH YOUTH BELIEVES ARMY ADS

.	Inapplicable	179	6.7
.D	Don't know	4	0.1
.R	Refused	1	0.0
1	DO NOT BELIEVE	256	9.6
2	SCALE POINT 2	343	12.8
3	SCALE POINT 3	800	29.9
4	SCALE POINT 4	639	23.9
5	BELIEV VERY MUCH	453	16.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
401	RANDKS	NUM	2	RANDKS	KS1 RANDOM START FOR SLOGANS

.	Inapplicable	1350	50.5
1	START: ARMY	317	11.9
2	START: AIR FORCE	342	12.8
3	START: MARINES	329	12.3
4	START: NAVY	337	12.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
402	YKSADVEN	NUM	2	KSANSWR	KS2 SLOGAN: NOT A JOB, AN ADVENTURE

.	Inapplicable	1350	50.5
.D	Don't know	71	2.7
.R	Refused	2	0.1
1	AIR FORCE	113	4.2
2	ARMY	576	21.5
3	MARINE CORPS	142	5.3
4	NAVY	356	13.3
5	ALL IN SAME AD	65	2.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
403	YKSPROUD	NUM	2	KSANSWR	KS3 SLOGAN: THE FEW. THE PROUD

.	Inapplicable	1350	50.5
.D	Don't know	81	3.0
.R	Refused	3	0.1
1	AIR FORCE	27	1.0
2	ARMY	49	1.8
3	MARINE CORPS	1103	41.2
4	NAVY	48	1.8
5	ALL IN SAME AD	14	0.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
404	YKSBEALL	NUM	2	KSANSWR	KS4 SLOGAN: BE ALL YOU CAN BE

.	Inapplicable	1350	50.5
.D	Don't know	31	1.2
.R	Refused	1	0.0
1	AIR FORCE	106	4.0
2	ARMY	1046	39.1
3	MARINE CORPS	16	0.6
4	NAVY	81	3.0
5	ALL IN SAME AD	44	1.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
405	YKSWAY	NUM	2	KSANSWR	KS5 SLOGAN: A GREAT WAY OF LIFE

.	Inapplicable	1350	50.5
.D	Don't know	217	8.1
.R	Refused	2	0.1
1	AIR FORCE	432	16.1
2	ARMY	210	7.9
3	MARINE CORPS	63	2.4
4	NAVY	314	11.7
5	ALL IN SAME AD	87	3.3

406 YKSGOOD NUM 2 KSANSWR KS6 SLOGAN: LOOKING FOR A FEW GOOD MEN

.	Inapplicable	1350	50.5
.D	Don't know	104	3.9
.R	Refused	3	0.1
1	AIR FORCE	57	2.1
2	ARMY	167	6.2
3	MARINE CORPS	856	32.0
4	NAVY	72	2.7
5	ALL IN SAME AD	66	2.5

407 YKSSTART NUM 2 KSANSWR KS7 SLOGAN: IT'S A GREAT PLACE TO START

.	Inapplicable	1350	50.5
.D	Don't know	185	6.9
.R	Refused	4	0.1
1	AIR FORCE	106	4.0
2	ARMY	626	23.4
3	MARINE CORPS	58	2.2
4	NAVY	135	5.0
5	ALL IN SAME AD	211	7.9

408 YKSAIM NUM 2 KSANSWR KS8 SLOGAN: AIM HIGH

.	Inapplicable	1350	50.5
.D	Don't know	92	3.4
.R	Refused	2	0.1
1	AIR FORCE	1101	41.2
2	ARMY	40	1.5
3	MARINE CORPS	34	1.3
4	NAVY	44	1.6
5	ALL IN SAME AD	12	0.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
414	RANDPEY1	NUM	2	RAND1PE	PEY1 RANDOM START FOR ARMY

.	Inapplicable	2382	89.0
1	START: A) WIDE	25	0.9
2	START: B) PHYS	26	1.0
3	START: C) PROUD	29	1.1
4	START: D) STEP	16	0.6
5	START: E) LEADER	20	0.7
6	START: F) HITECH	26	1.0
7	START: G) CIVCAR	15	0.6
8	START: H) SELCON	26	1.0
9	START: I) POTEN	20	0.7
10	START: J) MENTAL	18	0.7
11	START: K) MATURE	15	0.6
12	START: L) TRAIN	23	0.9
13	START: M) HIQUAL	13	0.5
14	START: N) CASHED	21	0.8

Programming and screen size restrictions precluded the CASHED attribute from inclusion in the random start series for PE-1; it was always asked first in Version 1 of the questionnaire. In subsequent versions, RANDPEY1 contains the random start point for all Perceptions/Beliefs attributes for youths who received the Army questions alone. All values have an equal probability of selection.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
415	RANDPEY4	NUM	2	RAND4PE	PEY4 RANDOM START FOR ARV/ANG

.	Inapplicable	2593	96.9
1	START: WIDE	4	0.1
2	START: PROUD	5	0.2
3	START: LEADER	12	0.4
4	START: CIVCAR	6	0.2
5	START: SELCON	6	0.2
6	START: POTEN	8	0.3
7	START: MENTAL	3	0.1
8	START: MATURE	7	0.3
9	START: TRAIN	4	0.1
10	START: HIQUAL	2	0.1
12	START: WEEKEN	4	0.1
13	START: CASHED	7	0.3
14	START: SERPAR	9	0.3
15	START: HOME	5	0.2

Programming and screen size restrictions precluded the CASHED attribute from inclusion in the random start series for PE-4; it was always asked first in Version 1 of the questionnaire. In subsequent versions, RANDPEY4 contains the random start point for all Perceptions/Beliefs attributes for youths who received either the Army Reserve or Army National Guard questions alone. All values have an equal probability of selection.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
416	RANDPEY5	NUM	2	RAND4PE	PEY5 RANDOM START FOR NATIONAL GUARD

.	Inapplicable	2675	100.0

Programming and screen size restrictions precluded the CASHED attribute from inclusion in the random start series for PE-5; it was always asked first in Version 1 of the questionnaire. In subsequent versions, RANDPEY5 is not used; single-service random start points for Army Reserve and for Army National Guard are given by RANDPEY4.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
417	RANDPEY6	NUM	2	RAND1PE	PEY6 RANDOM START FOR AF/MC/NA/ALL

.	Inapplicable	2481	92.7
1	START: A) WIDE	15	0.6
2	START: B) PHYS	9	0.3
3	START: C) PROUD	16	0.6
4	START: D) STEP	15	0.6
5	START: E) LEADER	15	0.6
6	START: F) HITECH	8	0.3
7	START: G) CIVCAR	12	0.4
8	START: H) SELCON	16	0.6
9	START: I) POTEN	11	0.4
10	START: J) MENTAL	15	0.6
11	START: K) MATURE	11	0.4
12	START: L) TRAIN	16	0.6
13	START: M) HIQUAL	12	0.4
14	START: N) CASHED	23	0.9

Programming and screen size restrictions precluded the CASHED attribute from inclusion in the random start series for PE-6; it was always asked first in Version 1 of the questionnaire. In subsequent versions, RANDPEY6 contains the random start point for all Perceptions/Beliefs attributes for youths who received either Air Force, Navy, Marine Corps or all services questions alone. All values have an equal probability of selection.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
418	RANDPEY7	NUM	2	RAND7PE	PEY7 RANDOM START FOR CIVILIAN JOB

.	Inapplicable	2635	98.5
1	START: A) PHYS	2	0.1
2	START: B) PROUD	5	0.2
3	START: C) STEP	2	0.1
4	START: D) LEADER	4	0.1
5	START: E) HITECH	2	0.1
6	START: F) CIVCAR	1	0.0
7	START: G) SELCON	4	0.1
8	START: H) POTEN	2	0.1
9	START: I) MENTAL	6	0.2
10	START: J) MATURE	7	0.3
11	START: K) TRAIN	3	0.1
12	START: L) HIQUAL	1	0.0
13	START: M) CASHED	1	0.0

Programming and screen size restrictions precluded the CASHED attribute from inclusion in the random start series for PE-7; it was always asked first in Version 1 of the questionnaire. In subsequent versions, RANDPEY7 contains the random start point for all Perceptions/Beliefs attributes for youths who received the civilian job questions alone. All values have an equal probability of selection.

419	RANDPEY8	NUM	2	PE8RAND	PEY8 RANDOM START FOR COLLEGE

.	Inapplicable	2619	97.9
1	START: A) PROUD	5	0.2
2	START: B) LEADER	8	0.3
3	START: C) CIVCAR	6	0.2
4	START: D) SELCON	7	0.3
5	START: E) POTEN	8	0.3
6	START: F) MENTAL	6	0.2
7	START: G) MATURE	9	0.3
8	START: H) HIQUAL	7	0.3

420	YAWIDE	NUM	2	AGREEW	PE1 WIDE VARIETY OF JOBS: ARMY

.	Inapplicable	380	14.2
.D	Don't know	7	0.3
.R	Refused	1	0.0
1	STRONGLY DISAGR	116	4.3
2	DISAGREE	185	6.9
3	NEITHER	624	23.3
4	AGREE	792	29.6
5	STRONGLY AGREE	570	21.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
421	YAPHYS	NUM	2	AGREEW	PE1 PHYSICALLY CHALLENGING: ARMY
	.		Inapplicable	380	14.2
	.D		Don't know	1	0.0
	1		STRONGLY DISAGR	62	2.3
	2		DISAGREE	79	3.0
	3		NEITHER	307	11.5
	4		AGREE	850	31.8
	5		STRONGLY AGREE	996	37.2
422	YAPROUD	NUM	2	AGREEW	PE1 EXPERIENCE TO BE PROUD OF: ARMY
	.		Inapplicable	380	14.2
	.D		Don't know	8	0.3
	.R		Refused	1	0.0
	1		STRONGLY DISAGR	85	3.2
	2		DISAGREE	108	4.0
	3		NEITHER	528	19.7
	4		AGREE	813	30.4
	5		STRONGLY AGREE	752	28.1
423	YASTEP	NUM	2	AGREEW	PE1 STEPPING STONE TO COLLEGE: ARMY
	.		Inapplicable	380	14.2
	.D		Don't know	6	0.2
	.R		Refused	1	0.0
	1		STRONGLY DISAGR	151	5.6
	2		DISAGREE	271	10.1
	3		NEITHER	744	27.8
	4		AGREE	649	24.3
	5		STRONGLY AGREE	473	17.7
424	YALEADER	NUM	2	AGREEW	PE1 DEVELOP LEADERSHIP SKILLS: ARMY
	.		Inapplicable	380	14.2
	.D		Don't know	4	0.1
	.R		Refused	1	0.0
	1		STRONGLY DISAGR	72	2.7
	2		DISAGREE	103	3.9
	3		NEITHER	425	15.9
	4		AGREE	933	34.9
	5		STRONGLY AGREE	757	28.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
425	YAHITECH	NUM	2	AGREEW	PE1 USE HIGH-TECH EQUIPMENT: ARMY

.	Inapplicable	380	14.2
.D	Don't know	5	0.2
.R	Refused	1	0.0
1	STRONGLY DISAGR	60	2.2
2	DISAGREE	67	2.5
3	NEITHER	386	14.4
4	AGREE	784	29.3
5	STRONGLY AGREE	992	37.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
426	YACIVCAR	NUM	2	AGREEW	PE1 CIVILIAN CAREER DEVELOP: ARMY

.	Inapplicable	380	14.2
.D	Don't know	8	0.3
.R	Refused	1	0.0
1	STRONGLY DISAGR	106	4.0
2	DISAGREE	210	7.9
3	NEITHER	742	27.7
4	AGREE	746	27.9
5	STRONGLY AGREE	482	18.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
427	YASELCON	NUM	2	AGREEW	PE1 DEVELOP SELF-CONFIDENCE: ARMY

.	Inapplicable	380	14.2
.D	Don't know	4	0.1
.R	Refused	1	0.0
1	STRONGLY DISAGR	73	2.7
2	DISAGREE	96	3.6
3	NEITHER	450	16.8
4	AGREE	908	33.9
5	STRONGLY AGREE	763	28.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
428	YAPOTEN	NUM	2	AGREEW	PE1 DEVELOP YOUR POTENTIAL: ARMY

.	Inapplicable	380	14.2
.D	Don't know	5	0.2
.R	Refused	1	0.0
1	STRONGLY DISAGR	64	2.4
2	DISAGREE	120	4.5
3	NEITHER	523	19.6
4	AGREE	889	33.2
5	STRONGLY AGREE	693	25.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
429	YAMENTAL	NUM	2	AGREEW	PE1 MENTALLY CHALLENGING: ARMY

.	Inapplicable	380	14.2
.D	Don't know	6	0.2
.R	Refused	1	0.0
1	STRONGLY DISAGR	84	3.1
2	DISAGREE	140	5.2
3	NEITHER	506	18.9
4	AGREE	855	32.0
5	STRONGLY AGREE	703	26.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
430	YAMATURE	NUM	2	AGREEW	PE1 MATURE AND RESPONSIBLE: ARMY

.	Inapplicable	380	14.2
.R	Refused	2	0.1
1	STRONGLY DISAGR	74	2.8
2	DISAGREE	112	4.2
3	NEITHER	391	14.6
4	AGREE	797	29.8
5	STRONGLY AGREE	919	34.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
431	YATRAIN	NUM	2	AGREEW	PE1 TRAINING IN USEFUL SKILLS: ARMY

.	Inapplicable	380	14.2
.D	Don't know	4	0.1
.R	Refused	2	0.1
1	STRONGLY DISAGR	71	2.7
2	DISAGREE	89	3.3
3	NEITHER	421	15.7
4	AGREE	907	33.9
5	STRONGLY AGREE	801	29.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
432	YAHIQUAL	NUM	2	AGREEW	PE1 HIGHLY TRAINED COWORKERS: ARMY

.	Inapplicable	380	14.2
.D	Don't know	2	0.1
.R	Refused	1	0.0
1	STRONGLY DISAGR	63	2.4
2	DISAGREE	93	3.5
3	NEITHER	447	16.7
4	AGREE	856	32.0
5	STRONGLY AGREE	833	31.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
433	YACASHED	NUM	2	AGREEW	PE1 GET MONEY FOR EDUCATION: ARMY

.	Inapplicable	380	14.2
.D	Don't know	13	0.5
.R	Refused	1	0.0
1	STRONGLY DISAGR	59	2.2
2	DISAGREE	87	3.3
3	NEITHER	435	16.3
4	AGREE	813	30.4
5	STRONGLY AGREE	887	33.2

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-1; rather, it was always asked prior to the randomly started attribute list.
In subsequent versions, YACASHED was included in the randomization.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
434	YHEARDAR	NUM	2	YESNO	PE1A Y EVER HEARD OF ARMY RESERVE

.D	Don't know	7	0.3
1	YES	2471	92.4
2	NO	197	7.4

In Version 1 of the instrument, this question was asked only of youth selected to receive Army Reserve questions.
In subsequent versions, it was asked of all youth.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
435	YVWIDE	NUM	2	AGREEW	PE4 WIDE VARIETY OF JOBS: RESERVE

.	Inapplicable	2315	86.5
.D	Don't know	4	0.1
1	STRONGLY DISAGR	9	0.3
2	DISAGREE	36	1.3
3	NEITHER	135	5.0
4	AGREE	113	4.2
5	STRONGLY AGREE	63	2.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
436	YVPROUD	NUM	2	AGREEW	PE4 EXPERIENCE TO BE PROUD OF: RESERVE

.	Inapplicable	2315	86.5
.D	Don't know	5	0.2
1	STRONGLY DISAGR	9	0.3
2	DISAGREE	22	0.8
3	NEITHER	120	4.5
4	AGREE	133	5.0
5	STRONGLY AGREE	71	2.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
437	YVLEADER	NUM	2	AGREEW	PE4 DEVELOP LEADERSHIP SKILLS: RESERVE

.	Inapplicable	2315	86.5
.D	Don't know	5	0.2
1	STRONGLY DISAGR	7	0.3
2	DISAGREE	19	0.7
3	NEITHER	102	3.8
4	AGREE	155	5.8
5	STRONGLY AGREE	72	2.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
438	YVCIVCAR	NUM	2	AGREEW	PE4 CIVILIAN CAREER DEVELOP: RESERVE

.	Inapplicable	2315	86.5
.D	Don't know	6	0.2
1	STRONGLY DISAGR	8	0.3
2	DISAGREE	39	1.5
3	NEITHER	130	4.9
4	AGREE	123	4.6
5	STRONGLY AGREE	54	2.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
439	YVSELCON	NUM	2	AGREEW	PE4 DEVELOP SELF-CONFIDENCE: RESERVE

.	Inapplicable	2315	86.5
.D	Don't know	4	0.1
1	STRONGLY DISAGR	5	0.2
2	DISAGREE	22	0.8
3	NEITHER	103	3.9
4	AGREE	146	5.5
5	STRONGLY AGREE	80	3.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
440	YVPOTEN	NUM	2	AGREEW	PE4 DEVELOP YOUR POTENTIAL: RESERVE

.	Inapplicable	2315	86.5
.D	Don't know	5	0.2
1	STRONGLY DISAGR	7	0.3
2	DISAGREE	28	1.0
3	NEITHER	105	3.9
4	AGREE	136	5.1
5	STRONGLY AGREE	79	3.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
441	YVMENTAL	NUM	2	AGREEW	PE4 MENTALLY CHALLENGING: RESERVE

.	Inapplicable	2315	86.5
.D	Don't know	6	0.2
1	STRONGLY DISAGR	12	0.4
2	DISAGREE	21	0.8
3	NEITHER	128	4.8
4	AGREE	120	4.5
5	STRONGLY AGREE	73	2.7

442 YVMATURE NUM 2 AGREEW PE4 MATURE AND RESPONSIBLE: RESERVE

.	Inapplicable	2315	86.5
.D	Don't know	3	0.1
1	STRONGLY DISAGR	5	0.2
2	DISAGREE	21	0.8
3	NEITHER	95	3.6
4	AGREE	135	5.0
5	STRONGLY AGREE	101	3.8

443 YVTRAIN NUM 2 AGREEW PE4 TRAINING IN USEFUL SKILLS: RESERVE

.	Inapplicable	2315	86.5
.D	Don't know	4	0.1
1	STRONGLY DISAGR	8	0.3
2	DISAGREE	13	0.5
3	NEITHER	102	3.8
4	AGREE	145	5.4
5	STRONGLY AGREE	88	3.3

444 YVHIQUAL NUM 2 AGREEW PE4 HIGHLY TRAINED COWORKERS: RESERVE

.	Inapplicable	2315	86.5
.D	Don't know	3	0.1
1	STRONGLY DISAGR	7	0.3
2	DISAGREE	21	0.8
3	NEITHER	96	3.6
4	AGREE	141	5.3
5	STRONGLY AGREE	92	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
445	YVCASHED	NUM	2	AGREEW	PE4 GET MONEY FOR EDUCATION: RESERVE

.	Inapplicable	2315	86.5
.D	Don't know	4	0.1
1	STRONGLY DISAGR	9	0.3
2	DISAGREE	18	0.7
3	NEITHER	95	3.6
4	AGREE	130	4.9
5	STRONGLY AGREE	104	3.9

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-4; rather, it was always asked prior to the randomly started attribute list.
In subsequent versions, YVCASHED was included in the randomization.

446	YVHOME	NUM	2	AGREEW	PE4 SERVE AMERICA IN HOMETOWN: RESERVE

.	Inapplicable	2315	86.5
.D	Don't know	3	0.1
1	STRONGLY DISAGR	14	0.5
2	DISAGREE	20	0.7
3	NEITHER	77	2.9
4	AGREE	124	4.6
5	STRONGLY AGREE	122	4.6

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-4; rather, it was always asked prior to the randomly started attribute list.
In subsequent versions, YVHOME was included in the randomization.

447	YVSERCOM	NUM	2	AGREEW	PE4 SERVE YOUR OWN COMMUNITY: RESERVE

.Q	Not on quex	2675	100.0

448	YVWEEKEN	NUM	2	AGREEW	PE4 INTERESTING WEEKENDS: RESERVE

.	Inapplicable	2315	86.5
.D	Don't know	6	0.2
1	STRONGLY DISAGR	19	0.7
2	DISAGREE	57	2.1
3	NEITHER	133	5.0
4	AGREE	95	3.6
5	STRONGLY AGREE	50	1.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
449	YHEARDNG	NUM	2	YESNO	PE4A Y EVER HEARD OF ARMY NATIONAL GUARD

.D	Don't know	6	0.2
1	YES	2490	93.1
2	NO	179	6.7

In Version 1 of the instrument, this question was asked only of youth selected to receive Army National Guard questions. In subsequent versions, it was asked of all youth.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
450	YGWIDE	NUM	2	AGREEW	PE5 WIDE VARIETY OF JOBS: GUARD

.	Inapplicable	2284	85.4
.D	Don't know	2	0.1
1	STRONGLY DISAGR	16	0.6
2	DISAGREE	33	1.2
3	NEITHER	157	5.9
4	AGREE	119	4.4
5	STRONGLY AGREE	64	2.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
451	YGPROUD	NUM	2	AGREEW	PE5 EXPERIENCE TO BE PROUD OF: GUARD

.	Inapplicable	2284	85.4
.D	Don't know	1	0.0
1	STRONGLY DISAGR	14	0.5
2	DISAGREE	13	0.5
3	NEITHER	134	5.0
4	AGREE	147	5.5
5	STRONGLY AGREE	82	3.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
452	YGLEADER	NUM	2	AGREEW	PE5 DEVELOP LEADERSHIP SKILLS: GUARD

.	Inapplicable	2284	85.4
.D	Don't know	2	0.1
1	STRONGLY DISAGR	10	0.4
2	DISAGREE	21	0.8
3	NEITHER	108	4.0
4	AGREE	168	6.3
5	STRONGLY AGREE	82	3.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
453	YGCIVCAR	NUM	2	AGREEW	PE5 CIVILIAN CAREER DEVELOP: GUARD

.	Inapplicable	2284	85.4
.D	Don't know	2	0.1
1	STRONGLY DISAGR	14	0.5
2	DISAGREE	23	0.9
3	NEITHER	179	6.7
4	AGREE	112	4.2
5	STRONGLY AGREE	61	2.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
454	YGSELCON	NUM	2	AGREEW	PE5 DEVELOP SELF-CONFIDENCE: GUARD

.	Inapplicable	2284	85.4
.D	Don't know	1	0.0
1	STRONGLY DISAGR	12	0.4
2	DISAGREE	18	0.7
3	NEITHER	117	4.4
4	AGREE	155	5.8
5	STRONGLY AGREE	88	3.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
455	YGPOTEN	NUM	2	AGREEW	PE5 DEVELOP YOUR POTENTIAL: GUARD

.	Inapplicable	2284	85.4
.D	Don't know	2	0.1
1	STRONGLY DISAGR	12	0.4
2	DISAGREE	29	1.1
3	NEITHER	116	4.3
4	AGREE	144	5.4
5	STRONGLY AGREE	88	3.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
456	YGMENTAL	NUM	2	AGREEW	PE5 MENTALLY CHALLENGING: GUARD

.	Inapplicable	2284	85.4
.D	Don't know	1	0.0
1	STRONGLY DISAGR	16	0.6
2	DISAGREE	37	1.4
3	NEITHER	128	4.8
4	AGREE	131	4.9
5	STRONGLY AGREE	78	2.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
457	YGMATURE	NUM	2	AGREEW	PE5 MATURE AND RESPONSIBLE: GUARD

.	Inapplicable	2284	85.4
1	STRONGLY DISAGR	14	0.5
2	DISAGREE	20	0.7
3	NEITHER	97	3.6
4	AGREE	143	5.3
5	STRONGLY AGREE	117	4.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
458	YGTRAIN	NUM	2	AGREEW	PE5 TRAINING IN USEFUL SKILLS: GUARD

.	Inapplicable	2284	85.4
.D	Don't know	4	0.1
1	STRONGLY DISAGR	10	0.4
2	DISAGREE	21	0.8
3	NEITHER	115	4.3
4	AGREE	156	5.8
5	STRONGLY AGREE	85	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
459	YGHIQUAL	NUM	2	AGREEW	PE5 HIGHLY TRAINED COWORKERS: GUARD

.	Inapplicable	2284	85.4
1	STRONGLY DISAGR	7	0.3
2	DISAGREE	13	0.5
3	NEITHER	128	4.8
4	AGREE	147	5.5
5	STRONGLY AGREE	96	3.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
460	YGCASHED	NUM	2	AGREEW	PE5 GET MONEY FOR EDUCATION: GUARD

.	Inapplicable	2284	85.4
.D	Don't know	4	0.1
1	STRONGLY DISAGR	10	0.4
2	DISAGREE	28	1.0
3	NEITHER	111	4.1
4	AGREE	127	4.7
5	STRONGLY AGREE	111	4.1

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-5; rather, it was always asked prior to the randomly started attribute list.
In subsequent versions, YGCASHED was included in the randomization.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
461	YGHOME	NUM	2	AGREEW	PE5 SERVE AMERICA IN HOMETOWN: GUARD

.	Inapplicable	2284	85.4
.D	Don't know	5	0.2
1	STRONGLY DISAGR	20	0.7
2	DISAGREE	28	1.0
3	NEITHER	102	3.8
4	AGREE	129	4.8
5	STRONGLY AGREE	107	4.0

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-5; rather, it was always asked prior to the randomly started attribute list. In subsequent versions, YGHOME was included in the randomization.

462	YGSERCOM	NUM	2	AGREEW	PE5 SERVE YOUR OWN COMMUNITY: GUARD

.Q	Not on quex	2675	100.0

463	YGWEEKEN	NUM	2	AGREEW	PE5 INTERESTING WEEKENDS: GUARD

.	Inapplicable	2284	85.4
.D	Don't know	6	0.2
1	STRONGLY DISAGR	29	1.1
2	DISAGREE	49	1.8
3	NEITHER	158	5.9
4	AGREE	95	3.6
5	STRONGLY AGREE	54	2.0

464	YNWIDE	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: NAVY

.	Inapplicable	2412	90.2
.D	Don't know	2	0.1
1	STRONGLY DISAGR	10	0.4
2	DISAGREE	31	1.2
3	NEITHER	88	3.3
4	AGREE	75	2.8
5	STRONGLY AGREE	57	2.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
465	YMWIDE	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: MARINES

.	Inapplicable	2393	89.5
.D	Don't know	3	0.1
1	STRONGLY DISAGR	17	0.6
2	DISAGREE	35	1.3
3	NEITHER	98	3.7
4	AGREE	78	2.9
5	STRONGLY AGREE	51	1.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
466	YFWIDE	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: AIR FORCE

.	Inapplicable	2403	89.8
.D	Don't know	1	0.0
1	STRONGLY DISAGR	10	0.4
2	DISAGREE	33	1.2
3	NEITHER	78	2.9
4	AGREE	84	3.1
5	STRONGLY AGREE	66	2.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
467	YSWIDE	NUM	2	AGREEW	PE6 WIDE VARIETY OF JOBS: MILITARY

.	Inapplicable	2405	89.9
1	STRONGLY DISAGR	12	0.4
2	DISAGREE	28	1.0
3	NEITHER	70	2.6
4	AGREE	107	4.0
5	STRONGLY AGREE	53	2.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
468	YNPHYS	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: NAVY

.	Inapplicable	2412	90.2
1	STRONGLY DISAGR	11	0.4
2	DISAGREE	17	0.6
3	NEITHER	50	1.9
4	AGREE	103	3.9
5	STRONGLY AGREE	82	3.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
469	YMPHYS	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: MARINES

.	Inapplicable	2393	89.5
1	STRONGLY DISAGR	4	0.1
2	DISAGREE	11	0.4
3	NEITHER	40	1.5
4	AGREE	82	3.1
5	STRONGLY AGREE	145	5.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
470	YFPHYS	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: AIR FORCE

.	Inapplicable	2403	89.8
1	STRONGLY DISAGR	12	0.4
2	DISAGREE	20	0.7
3	NEITHER	62	2.3
4	AGREE	105	3.9
5	STRONGLY AGREE	73	2.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
471	YSPHYS	NUM	2	AGREEW	PE6 PHYSICALLY CHALLENGING: MILITARY

.	Inapplicable	2405	89.9
1	STRONGLY DISAGR	4	0.1
2	DISAGREE	8	0.3
3	NEITHER	38	1.4
4	AGREE	109	4.1
5	STRONGLY AGREE	111	4.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
472	YNPROUD	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: NAVY

.	Inapplicable	2412	90.2
.D	Don't know	1	0.0
1	STRONGLY DISAGR	11	0.4
2	DISAGREE	27	1.0
3	NEITHER	77	2.9
4	AGREE	74	2.8
5	STRONGLY AGREE	73	2.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
473	YMPROUD	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: MARINES

.	Inapplicable	2393	89.5
1	STRONGLY DISAGR	10	0.4
2	DISAGREE	13	0.5
3	NEITHER	77	2.9
4	AGREE	85	3.2
5	STRONGLY AGREE	97	3.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
474	YFPROUD	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: AIR FORCE

.	Inapplicable	2403	89.8
1	STRONGLY DISAGR	12	0.4
2	DISAGREE	11	0.4
3	NEITHER	55	2.1
4	AGREE	87	3.3
5	STRONGLY AGREE	107	4.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
475	YSPROUD	NUM	2	AGREEW	PE6 EXPERIENCE TO BE PROUD OF: MILITARY

.	Inapplicable	2405	89.9
.D	Don't know	1	0.0
1	STRONGLY DISAGR	10	0.4
2	DISAGREE	9	0.3
3	NEITHER	68	2.5
4	AGREE	100	3.7
5	STRONGLY AGREE	82	3.1

476 YNSTEP NUM 2 AGREEW PE6 STEPPING STONE TO COLLEGE: NAVY

.	Inapplicable	2412	90.2
1	STRONGLY DISAGR	21	0.8
2	DISAGREE	36	1.3
3	NEITHER	102	3.8
4	AGREE	55	2.1
5	STRONGLY AGREE	49	1.8

477 YMSTEP NUM 2 AGREEW PE6 STEPPING STONE TO COLLEGE: MARINES

.	Inapplicable	2393	89.5
.D	Don't know	3	0.1
1	STRONGLY DISAGR	20	0.7
2	DISAGREE	44	1.6
3	NEITHER	102	3.8
4	AGREE	65	2.4
5	STRONGLY AGREE	48	1.8

478 YFSTEP NUM 2 AGREEW PE6 STEPPING STONE TO COLLEGE: AIR FORCE

.	Inapplicable	2403	89.8
.D	Don't know	2	0.1
1	STRONGLY DISAGR	27	1.0
2	DISAGREE	40	1.5
3	NEITHER	89	3.3
4	AGREE	61	2.3
5	STRONGLY AGREE	53	2.0

479 YSSTEP NUM 2 AGREEW PE6 STEPPING STONE TO COLLEGE: MILITARY

.	Inapplicable	2405	89.9
1	STRONGLY DISAGR	25	0.9
2	DISAGREE	35	1.3
3	NEITHER	96	3.6
4	AGREE	67	2.5
5	STRONGLY AGREE	47	1.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
480	YNLEADER	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: NAVY

.	Inapplicable	2412	90.2
.D	Don't know	1	0.0
1	STRONGLY DISAGR	9	0.3
2	DISAGREE	15	0.6
3	NEITHER	58	2.2
4	AGREE	109	4.1
5	STRONGLY AGREE	71	2.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
481	YMLEADER	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: MARINES

.	Inapplicable	2393	89.5
1	STRONGLY DISAGR	10	0.4
2	DISAGREE	11	0.4
3	NEITHER	66	2.5
4	AGREE	101	3.8
5	STRONGLY AGREE	94	3.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
482	YFLEADER	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: AIR FORCE

.	Inapplicable	2403	89.8
1	STRONGLY DISAGR	10	0.4
2	DISAGREE	19	0.7
3	NEITHER	45	1.7
4	AGREE	104	3.9
5	STRONGLY AGREE	94	3.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
483	YSLEADER	NUM	2	AGREEW	PE6 DEVELOP LEADERSHIP SKILLS: MILITARY

.	Inapplicable	2405	89.9
1	STRONGLY DISAGR	9	0.3
2	DISAGREE	10	0.4
3	NEITHER	51	1.9
4	AGREE	116	4.3
5	STRONGLY AGREE	84	3.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
484	YNHITECH	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: NAVY

.	Inapplicable	2412	90.2
.D	Don't know	1	0.0
1	STRONGLY DISAGR	9	0.3
2	DISAGREE	11	0.4
3	NEITHER	49	1.8
4	AGREE	91	3.4
5	STRONGLY AGREE	102	3.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
485	YMHITECH	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: MARINES

.	Inapplicable	2393	89.5
1	STRONGLY DISAGR	5	0.2
2	DISAGREE	15	0.6
3	NEITHER	65	2.4
4	AGREE	98	3.7
5	STRONGLY AGREE	99	3.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
486	YFHITECH	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: AIR FORCE

.	Inapplicable	2403	89.8
.D	Don't know	1	0.0
1	STRONGLY DISAGR	8	0.3
2	DISAGREE	11	0.4
3	NEITHER	26	1.0
4	AGREE	79	3.0
5	STRONGLY AGREE	147	5.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
487	YSHITECH	NUM	2	AGREEW	PE6 USE HIGH-TECH EQUIPMENT: MILITARY

.	Inapplicable	2405	89.9
1	STRONGLY DISAGR	6	0.2
2	DISAGREE	10	0.4
3	NEITHER	45	1.7
4	AGREE	111	4.1
5	STRONGLY AGREE	98	3.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
488	YNCIVCAR	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: NAVY

.	Inapplicable	2412	90.2
.D	Don't know	1	0.0
1	STRONGLY DISAGR	12	0.4
2	DISAGREE	36	1.3
3	NEITHER	93	3.5
4	AGREE	69	2.6
5	STRONGLY AGREE	52	1.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
489	YMCIVCAR	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: MARINES

.	Inapplicable	2393	89.5
.D	Don't know	1	0.0
1	STRONGLY DISAGR	13	0.5
2	DISAGREE	41	1.5
3	NEITHER	104	3.9
4	AGREE	74	2.8
5	STRONGLY AGREE	49	1.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
490	YFCIVCAR	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: AIR FORCE

.	Inapplicable	2403	89.8
.D	Don't know	1	0.0
1	STRONGLY DISAGR	14	0.5
2	DISAGREE	21	0.8
3	NEITHER	96	3.6
4	AGREE	74	2.8
5	STRONGLY AGREE	66	2.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
491	YSCIVCAR	NUM	2	AGREEW	PE6 CIVILIAN CAREER DEVELOP: MILITARY

.	Inapplicable	2405	89.9
1	STRONGLY DISAGR	16	0.6
2	DISAGREE	26	1.0
3	NEITHER	114	4.3
4	AGREE	83	3.1
5	STRONGLY AGREE	31	1.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
492	YNSELCON	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: NAVY

.	Inapplicable	2412	90.2
.D	Don't know	1	0.0
1	STRONGLY DISAGR	13	0.5
2	DISAGREE	15	0.6
3	NEITHER	57	2.1
4	AGREE	108	4.0
5	STRONGLY AGREE	69	2.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
493	YMSELCON	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: MARINES

.	Inapplicable	2393	89.5
.D	Don't know	1	0.0
1	STRONGLY DISAGR	6	0.2
2	DISAGREE	16	0.6
3	NEITHER	58	2.2
4	AGREE	95	3.6
5	STRONGLY AGREE	106	4.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
494	YFSELCON	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: AIR FORCE

.	Inapplicable	2403	89.8
1	STRONGLY DISAGR	10	0.4
2	DISAGREE	7	0.3
3	NEITHER	39	1.5
4	AGREE	124	4.6
5	STRONGLY AGREE	92	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
495	YSSELCON	NUM	2	AGREEW	PE6 DEVELOP SELF-CONFIDENCE: MILITARY

.	Inapplicable	2405	89.9
1	STRONGLY DISAGR	8	0.3
2	DISAGREE	13	0.5
3	NEITHER	60	2.2
4	AGREE	115	4.3
5	STRONGLY AGREE	74	2.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
496	YNPOTEN	NUM	2	AGREEW	PE6 DEVELOP YOUR POTENTIAL: NAVY

.	Inapplicable	2412	90.2
1	STRONGLY DISAGR	11	0.4
2	DISAGREE	17	0.6
3	NEITHER	70	2.6
4	AGREE	96	3.6
5	STRONGLY AGREE	69	2.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
497	YMPOTEN	NUM	2	AGREEW	PE6 DEVELOP YOUR POTENTIAL: MARINES

.	Inapplicable	2393	89.5
1	STRONGLY DISAGR	6	0.2
2	DISAGREE	23	0.9
3	NEITHER	69	2.6
4	AGREE	100	3.7
5	STRONGLY AGREE	84	3.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
498	YFPOTEN	NUM	2	AGREEW	PE6 DEVELOP YOUR POTENTIAL: AIR FORCE

.	Inapplicable	2403	89.8
.D	Don't know	1	0.0
1	STRONGLY DISAGR	7	0.3
2	DISAGREE	19	0.7
3	NEITHER	50	1.9
4	AGREE	104	3.9
5	STRONGLY AGREE	91	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
499	YSPOTEN	NUM	2	AGREEW	PE6 DEVELOP YOUR POTENTIAL: MILITARY

.	Inapplicable	2405	89.9
1	STRONGLY DISAGR	7	0.3
2	DISAGREE	10	0.4
3	NEITHER	85	3.2
4	AGREE	103	3.9
5	STRONGLY AGREE	65	2.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
500	YNMENTAL	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: NAVY

.	Inapplicable	2412	90.2
1	STRONGLY DISAGR	11	0.4
2	DISAGREE	19	0.7
3	NEITHER	62	2.3
4	AGREE	95	3.6
5	STRONGLY AGREE	76	2.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
501	YMMENTAL	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: MARINES

.	Inapplicable	2393	89.5
.D	Don't know	1	0.0
1	STRONGLY DISAGR	14	0.5
2	DISAGREE	23	0.9
3	NEITHER	59	2.2
4	AGREE	83	3.1
5	STRONGLY AGREE	102	3.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
502	YFMENTAL	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: AIR FORCE

.	Inapplicable	2403	89.8
1	STRONGLY DISAGR	9	0.3
2	DISAGREE	15	0.6
3	NEITHER	55	2.1
4	AGREE	90	3.4
5	STRONGLY AGREE	103	3.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
503	YSMENTAL	NUM	2	AGREEW	PE6 MENTALLY CHALLENGING: MILITARY

.	Inapplicable	2405	89.9
1	STRONGLY DISAGR	11	0.4
2	DISAGREE	15	0.6
3	NEITHER	64	2.4
4	AGREE	114	4.3
5	STRONGLY AGREE	66	2.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
504	YNMATURE	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: NAVY

.	Inapplicable	2412	90.2
.D	Don't know	2	0.1
1	STRONGLY DISAGR	9	0.3
2	DISAGREE	17	0.6
3	NEITHER	45	1.7
4	AGREE	102	3.8
5	STRONGLY AGREE	88	3.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
505	YMMATURE	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: MARINES

.	Inapplicable	2393	89.5
1	STRONGLY DISAGR	11	0.4
2	DISAGREE	15	0.6
3	NEITHER	58	2.2
4	AGREE	79	3.0
5	STRONGLY AGREE	119	4.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
506	YFMATURE	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: AIR FORCE

.	Inapplicable	2403	89.8
1	STRONGLY DISAGR	11	0.4
2	DISAGREE	16	0.6
3	NEITHER	46	1.7
4	AGREE	106	4.0
5	STRONGLY AGREE	93	3.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
507	YSMATURE	NUM	2	AGREEW	PE6 MATURE AND RESPONSIBLE: MILITARY

.	Inapplicable	2405	89.9
.R	Refused	1	0.0
1	STRONGLY DISAGR	9	0.3
2	DISAGREE	12	0.4
3	NEITHER	56	2.1
4	AGREE	109	4.1
5	STRONGLY AGREE	83	3.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
508	YNTRAIN	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: NAVY

.	Inapplicable	2412	90.2
.D	Don't know	2	0.1
1	STRONGLY DISAGR	3	0.1
2	DISAGREE	15	0.6
3	NEITHER	66	2.5
4	AGREE	97	3.6
5	STRONGLY AGREE	80	3.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
509	YMTRAIN	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: MARINES

.	Inapplicable	2393	89.5
1	STRONGLY DISAGR	7	0.3
2	DISAGREE	26	1.0
3	NEITHER	74	2.8
4	AGREE	98	3.7
5	STRONGLY AGREE	77	2.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
510	YFTRAIN	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: AIR FORCE

.	Inapplicable	2403	89.8
1	STRONGLY DISAGR	10	0.4
2	DISAGREE	18	0.7
3	NEITHER	49	1.8
4	AGREE	98	3.7
5	STRONGLY AGREE	97	3.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
511	YSTRAIN	NUM	2	AGREEW	PE6 TRAINING IN USEFUL SKILLS: MILITARY

.	Inapplicable	2405	89.9
.R	Refused	1	0.0
1	STRONGLY DISAGR	7	0.3
2	DISAGREE	8	0.3
3	NEITHER	56	2.1
4	AGREE	112	4.2
5	STRONGLY AGREE	86	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
512	YNHIQUAL	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: NAVY

.	Inapplicable	2412	90.2
1	STRONGLY DISAGR	10	0.4
2	DISAGREE	17	0.6
3	NEITHER	54	2.0
4	AGREE	95	3.6
5	STRONGLY AGREE	87	3.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
513	YMHIQUAL	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: MARINES

.	Inapplicable	2393	89.5
.D	Don't know	1	0.0
1	STRONGLY DISAGR	7	0.3
2	DISAGREE	19	0.7
3	NEITHER	78	2.9
4	AGREE	95	3.6
5	STRONGLY AGREE	82	3.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
514	YFHIQUAL	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: AIR FORCE

.	Inapplicable	2403	89.8
.D	Don't know	1	0.0
1	STRONGLY DISAGR	9	0.3
2	DISAGREE	14	0.5
3	NEITHER	36	1.3
4	AGREE	84	3.1
5	STRONGLY AGREE	128	4.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
515	YSHIQUAL	NUM	2	AGREEW	PE6 HIGHLY TRAINED COWORKERS: MILITARY

.	Inapplicable	2405	89.9
.D	Don't know	1	0.0
1	STRONGLY DISAGR	4	0.1
2	DISAGREE	14	0.5
3	NEITHER	50	1.9
4	AGREE	116	4.3
5	STRONGLY AGREE	85	3.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
516	YNCASHED	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: NAVY

.	Inapplicable	2412	90.2
.D	Don't know	2	0.1
1	STRONGLY DISAGR	5	0.2
2	DISAGREE	17	0.6
3	NEITHER	61	2.3
4	AGREE	97	3.6
5	STRONGLY AGREE	81	3.0

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-6; rather, it was always asked prior to the randomly started attribute list.
In subsequent versions, YNCASHED was included in the randomization.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
517	YMCASHED	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: MARINES

.	Inapplicable	2393	89.5
.D	Don't know	3	0.1
1	STRONGLY DISAGR	7	0.3
2	DISAGREE	21	0.8
3	NEITHER	86	3.2
4	AGREE	88	3.3
5	STRONGLY AGREE	77	2.9

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-6; rather, it was always asked prior to the randomly started attribute list.
In subsequent versions, YMCASHED was included in the randomization.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
518	YFCASHED	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: AIR FORCE

.	Inapplicable	2403	89.8
.D	Don't know	4	0.1
1	STRONGLY DISAGR	12	0.4
2	DISAGREE	15	0.6
3	NEITHER	74	2.8
4	AGREE	80	3.0
5	STRONGLY AGREE	87	3.3

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-6; rather, it was always asked prior to the randomly started attribute list.
In subsequent versions, YFCASHED was included in the randomization.

519	YSCASHED	NUM	2	AGREEW	PE6 GET MONEY FOR EDUCATION: MILITARY

.	Inapplicable	2405	89.9
.D	Don't know	1	0.0
1	STRONGLY DISAGR	8	0.3
2	DISAGREE	10	0.4
3	NEITHER	60	2.2
4	AGREE	110	4.1
5	STRONGLY AGREE	81	3.0

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-6; rather, it was always asked prior to the randomly started attribute list.
In subsequent versions, YSCASHED was included in the randomization.

520	YWPHYS	NUM	2	AGREEW	PE7 PHYSICALLY CHALLENGING: JOB

.	Inapplicable	2431	90.9
.D	Don't know	1	0.0
1	STRONGLY DISAGR	9	0.3
2	DISAGREE	21	0.8
3	NEITHER	92	3.4
4	AGREE	74	2.8
5	STRONGLY AGREE	47	1.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
521	YWPROUD	NUM	2	AGREEW	PE7 EXPERIENCE TO BE PROUD OF: JOB

.	Inapplicable	2431	90.9
1	STRONGLY DISAGR	7	0.3
2	DISAGREE	18	0.7
3	NEITHER	77	2.9
4	AGREE	92	3.4
5	STRONGLY AGREE	50	1.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
522	YWSTEP	NUM	2	AGREEW	PE7 STEPPING STONE TO COLLEGE: JOB

.	Inapplicable	2431	90.9
1	STRONGLY DISAGR	18	0.7
2	DISAGREE	35	1.3
3	NEITHER	87	3.3
4	AGREE	73	2.7
5	STRONGLY AGREE	31	1.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
523	YWLEADER	NUM	2	AGREEW	PE7 DEVELOP LEADERSHIP SKILLS: JOB

.	Inapplicable	2431	90.9
1	STRONGLY DISAGR	10	0.4
2	DISAGREE	17	0.6
3	NEITHER	77	2.9
4	AGREE	96	3.6
5	STRONGLY AGREE	44	1.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
524	YWHITECH	NUM	2	AGREEW	PE7 USE HIGH-TECH EQUIPMENT: JOB

.	Inapplicable	2431	90.9
1	STRONGLY DISAGR	13	0.5
2	DISAGREE	36	1.3
3	NEITHER	76	2.8
4	AGREE	70	2.6
5	STRONGLY AGREE	49	1.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
525	YWCIVCAR	NUM	2	AGREEW	PE7 CIVILIAN CAREER DEVELOP: JOB

.	Inapplicable	2431	90.9
.D	Don't know	1	0.0
1	STRONGLY DISAGR	5	0.2
2	DISAGREE	25	0.9
3	NEITHER	71	2.7
4	AGREE	91	3.4
5	STRONGLY AGREE	51	1.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
526	YWSELCON	NUM	2	AGREEW	PE7 DEVELOP SELF-CONFIDENCE: JOB

.	Inapplicable	2431	90.9
1	STRONGLY DISAGR	6	0.2
2	DISAGREE	26	1.0
3	NEITHER	64	2.4
4	AGREE	102	3.8
5	STRONGLY AGREE	46	1.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
527	YWPOTEN	NUM	2	AGREEW	PE7 DEVELOP YOUR POTENTIAL: JOB

.	Inapplicable	2431	90.9
1	STRONGLY DISAGR	6	0.2
2	DISAGREE	22	0.8
3	NEITHER	64	2.4
4	AGREE	96	3.6
5	STRONGLY AGREE	56	2.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
528	YWMENTAL	NUM	2	AGREEW	PE7 MENTALLY CHALLENGING: JOB

.	Inapplicable	2431	90.9
1	STRONGLY DISAGR	11	0.4
2	DISAGREE	14	0.5
3	NEITHER	76	2.8
4	AGREE	93	3.5
5	STRONGLY AGREE	50	1.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
529	YWMATURE	NUM	2	AGREEW	PE7 MATURE AND RESPONSIBLE: JOB

.	Inapplicable	2431	90.9
1	STRONGLY DISAGR	5	0.2
2	DISAGREE	11	0.4
3	NEITHER	59	2.2
4	AGREE	90	3.4
5	STRONGLY AGREE	79	3.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
530	YWTRAIN	NUM	2	AGREEW	PE7 TRAINING IN USEFUL SKILLS: JOB

.	Inapplicable	2431	90.9
.D	Don't know	1	0.0
1	STRONGLY DISAGR	5	0.2
2	DISAGREE	20	0.7
3	NEITHER	73	2.7
4	AGREE	85	3.2
5	STRONGLY AGREE	60	2.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
531	YWHIQUAL	NUM	2	AGREEW	PE7 HIGHLY TRAINED COWORKERS: JOB

.	Inapplicable	2431	90.9
.D	Don't know	1	0.0
1	STRONGLY DISAGR	8	0.3
2	DISAGREE	21	0.8
3	NEITHER	70	2.6
4	AGREE	88	3.3
5	STRONGLY AGREE	56	2.1

532	YWCASHED	NUM	2	AGREEW	PE7 GET MONEY FOR EDUCATION: JOB

.	Inapplicable	2431	90.9
.D	Don't know	1	0.0
1	STRONGLY DISAGR	22	0.8
2	DISAGREE	32	1.2
3	NEITHER	76	2.8
4	AGREE	68	2.5
5	STRONGLY AGREE	45	1.7

In Version 1 of the questionnaire only, due to programming and screen size restrictions, this attribute was not included in the random start series for PE-7; rather, it was always asked prior to the randomly started attribute list.
In subsequent versions, YWCASHED was included in the randomization.

533	YCPROUD	NUM	2	AGREEW	PE8 EXPERIENCE TO BE PROUD OF: COLLEGE

.	Inapplicable	2383	89.1
1	STRONGLY DISAGR	9	0.3
2	DISAGREE	16	0.6
3	NEITHER	41	1.5
4	AGREE	97	3.6
5	STRONGLY AGREE	129	4.8

534	YCLEADER	NUM	2	AGREEW	PE8 DEVELOP LEADERSHIP SKILLS: COLLEGE

.	Inapplicable	2383	89.1
1	STRONGLY DISAGR	14	0.5
2	DISAGREE	20	0.7
3	NEITHER	73	2.7
4	AGREE	101	3.8
5	STRONGLY AGREE	84	3.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
535	YCCIVCAR	NUM	2	AGREEW	PE8 CIVILIAN CAREER DEVELOP: COLLEGE

.	Inapplicable	2383	89.1
1	STRONGLY DISAGR	8	0.3
2	DISAGREE	12	0.4
3	NEITHER	56	2.1
4	AGREE	100	3.7
5	STRONGLY AGREE	116	4.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
536	YCSELCON	NUM	2	AGREEW	PE8 DEVELOP SELF-CONFIDENCE: COLLEGE

.	Inapplicable	2383	89.1
.D	Don't know	1	0.0
1	STRONGLY DISAGR	9	0.3
2	DISAGREE	19	0.7
3	NEITHER	60	2.2
4	AGREE	100	3.7
5	STRONGLY AGREE	103	3.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
537	YCPOTEN	NUM	2	AGREEW	PE8 DEVELOP YOUR POTENTIAL: COLLEGE

.	Inapplicable	2383	89.1
1	STRONGLY DISAGR	7	0.3
2	DISAGREE	9	0.3
3	NEITHER	55	2.1
4	AGREE	106	4.0
5	STRONGLY AGREE	115	4.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
538	YCMENTAL	NUM	2	AGREEW	PE8 MENTALLY CHALLENGING: COLLEGE

.	Inapplicable	2383	89.1
1	STRONGLY DISAGR	9	0.3
2	DISAGREE	10	0.4
3	NEITHER	44	1.6
4	AGREE	91	3.4
5	STRONGLY AGREE	138	5.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
539	YCMATURE	NUM	2	AGREEW	PE8 MATURE AND RESPONSIBLE: COLLEGE

.	Inapplicable	2383	89.1
1	STRONGLY DISAGR	11	0.4
2	DISAGREE	18	0.7
3	NEITHER	43	1.6
4	AGREE	90	3.4
5	STRONGLY AGREE	130	4.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
540	YCHIQUAL	NUM	2	AGREEW	PE8 HIGHLY TRAINED COWORKERS: COLLEGE

.	Inapplicable	2383	89.1
1	STRONGLY DISAGR	12	0.4
2	DISAGREE	19	0.7
3	NEITHER	68	2.5
4	AGREE	97	3.6
5	STRONGLY AGREE	96	3.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
541	YPEDIP	NUM	2	PROPANS	PE12 ARMY % PAST YEAR HIGH SCHOOL GRADS

.D	Don't know	21	0.8
.R	Refused	1	0.0
1	< ONE QUARTER	113	4.2
2	ONE QUARTER	422	15.8
3	ONE HALF	754	28.2
4	THREE QUARTERS	683	25.5
5	ALMOST ALL	681	25.5

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
542	YPEGRADE	NUM	2	PEGRADE	PE13 ARMY % PAST YEAR UPPER HALF IQ

.D	Don't know	22	0.8
.R	Refused	1	0.0
1	ALL	73	2.7
2	THREE QUARTERS	696	26.0
3	HALF	1243	46.5
4	ONE QUARTER	605	22.6
5	NONE	35	1.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
543	YPECOL	NUM	2	PROPANS	PE14 ARMY % PAST YEAR TO FINISH COLLEGE

.D	Don't know	14	0.5
.R	Refused	1	0.0
1	< ONE QUARTER	216	8.1
2	ONE QUARTER	718	26.8
3	ONE HALF	881	32.9
4	THREE QUARTERS	498	18.6
5	ALMOST ALL	347	13.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
544	YPESIM	NUM	2	YESNO	PE15 YOUNG PEOPLE LIKE YOU JOINING ARMY

.D	Don't know	86	3.2
.R	Refused	3	0.1
1	YES	1081	40.4
2	NO	1505	56.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
545	YHEARDRO	NUM	2	YESNO	PE15A Y EVER HEARD OF ROTC AT COLLEGE

.D	Don't know	9	0.3
1	YES	1452	54.3
2	NO	1214	45.4

In Version 1 of the instrument, this question was asked only of youth selected to receive ROTC questions. In subsequent versions, it was asked of all youth.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
546	YRLEADER	NUM	2	AGREEW	PE2 LEADERSHIP/MANAGEMENT TRAINING: ROTC

.	Inapplicable	1833	68.5
.D	Don't know	8	0.3
.N	Not ascertained	18	0.7
1	STRONGLY DISAGR	16	0.6
2	DISAGREE	40	1.5
3	NEITHER	250	9.3
4	AGREE	367	13.7
5	STRONGLY AGREE	143	5.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
547	YRSELCON	NUM	2	AGREEW	PE2 DEVELOP SELF-CONFIDENCE: ROTC

.	Inapplicable	1833	68.5
.D	Don't know	6	0.2
.N	Not ascertained	18	0.7
1	STRONGLY DISAGR	13	0.5
2	DISAGREE	44	1.6
3	NEITHER	194	7.3
4	AGREE	380	14.2
5	STRONGLY AGREE	187	7.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
548	YRELECT	NUM	2	AGREEW	PE2 COLLEGE ELECTIVE W/COURSES: ROTC

.	Inapplicable	1833	68.5
.D	Don't know	8	0.3
.N	Not ascertained	18	0.7
1	STRONGLY DISAGR	13	0.5
2	DISAGREE	33	1.2
3	NEITHER	216	8.1
4	AGREE	322	12.0
5	STRONGLY AGREE	232	8.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
549	YROFFCOM	NUM	2	AGREEW	PE2 AN OFFICER'S COMMISSION: ROTC

.	Inapplicable	1833	68.5
.D	Don't know	9	0.3
.N	Not ascertained	18	0.7
1	STRONGLY DISAGR	12	0.4
2	DISAGREE	34	1.3
3	NEITHER	229	8.6
4	AGREE	317	11.9
5	STRONGLY AGREE	223	8.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
550	YOWIDE	NUM	2	AGREEW	PE3 WIDE VARIETY OF JOBS: OFFICER

.	Inapplicable	1833	68.5
.D	Don't know	4	0.1
.N	Not ascertained	18	0.7
1	STRONGLY DISAGR	20	0.7
2	DISAGREE	55	2.1
3	NEITHER	231	8.6
4	AGREE	334	12.5
5	STRONGLY AGREE	180	6.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
551	YOPROUD	NUM	2	AGREEW	PE3 EXPERIENCE TO BE PROUD OF: OFFICER

.	Inapplicable	1833	68.5
.D	Don't know	4	0.1
.N	Not ascertained	18	0.7
1	STRONGLY DISAGR	15	0.6
2	DISAGREE	32	1.2
3	NEITHER	154	5.8
4	AGREE	340	12.7
5	STRONGLY AGREE	279	10.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
552	YOUSECOL	NUM	2	AGREEW	PE3 USE COLLEGE SKILLS: OFFICER

.	Inapplicable	1833	68.5
.D	Don't know	5	0.2
.N	Not ascertained	18	0.7
1	STRONGLY DISAGR	15	0.6
2	DISAGREE	70	2.6
3	NEITHER	212	7.9
4	AGREE	312	11.7
5	STRONGLY AGREE	210	7.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
553	YOINNOV	NUM	2	AGREEW	PE3 INNOVATIVE/CREATIVE: OFFICER
	.		Inapplicable	1833	68.5
	.D		Don't know	2	0.1
	.N		Not ascertained	18	0.7
	1		STRONGLY DISAGR	26	1.0
	2		DISAGREE	72	2.7
	3		NEITHER	189	7.1
	4		AGREE	328	12.3
	5		STRONGLY AGREE	207	7.7
554	YKAEARN	NUM	2	YKAEARN	KA7 EARN MONEY FOR COLLEGE IN ARMY
	.		Inapplicable	1342	50.2
	.D		Don't know	47	1.8
	.R		Refused	1	0.0
	1		YES	1243	46.5
	2		NO	42	1.6
555	YKAEDBEN	NUM	2	YKABEN	KA1 AMOUNT OF ARMY EDUCATION BENEFITS
	.		Inapplicable	1384	51.7
	.D		Don't know	494	18.5
	.R		Refused	9	0.3
	1		UNDER $5,000	142	5.3
	2		$5,000-$9,999	126	4.7
	3		$10,000-$14,999	175	6.5
	4		$15,000-$19,999	134	5.0
	5		$20,000-$24,999	110	4.1
	6		$25,000 OR MORE	101	3.8
556	YKALLCOL	NUM	2	YKALCOL	KA2 WOULD ARMY PAY FOR ENTIRE COLLEGE ED
	.		Inapplicable	1384	51.7
	.D		Don't know	75	2.8
	.R		Refused	1	0.0
	1		YES	491	18.4
	2		NO	724	27.1
557	YKASAME	NUM	2	YKASAME	KA3 COMPAR ARMY EDUC BEN TO OTH BRANCHES
	.		Inapplicable	1384	51.7
	.D		Don't know	84	3.1
	.R		Refused	2	0.1
	1		MORE	200	7.5
	2		LESS	97	3.6
	3		ABOUT THE SAME	908	33.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
558	RANDKAY	NUM	2	RANDKAY	KA4 RANDOMIZE FIRST BRANCH FOR GI BILL

.	Inapplicable	1342	50.2
1	START: ARMY	315	11.8
2	START: AIR FORCE	328	12.3
3	START: NAVY	340	12.7
4	START: MARINES	350	13.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
559	YKAGIAR	NUM	2	YKAGIAR	KA4 DOES THE ARMY OFFER THE GI BILL

.	Inapplicable	1342	50.2
.D	Don't know	203	7.6
.R	Refused	6	0.2
1	DOES OFFER	1087	40.6
2	DOES NOT OFFER	37	1.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
560	YKAGIAF	NUM	2	YKAGIAF	KA4 DOES THE AIR FORCE OFFER THE GI BILL

.	Inapplicable	1342	50.2
.D	Don't know	394	14.7
.R	Refused	4	0.1
1	DOES OFFER	593	22.2
2	DOES NOT OFFER	342	12.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
561	YKAGINA	NUM	2	YKAGINA	KA4 DOES THE NAVY OFFER THE GI BILL

.	Inapplicable	1342	50.2
.D	Don't know	388	14.5
.R	Refused	7	0.3
1	DOES OFFER	600	22.4
2	DOES NOT OFFER	338	12.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
562	YKAGIMA	NUM	2	YKAGIMA	KA4 DOES MARINE CORPS OFFER THE GI BILL

.	Inapplicable	1342	50.2
.D	Don't know	369	13.8
.R	Refused	5	0.2
1	DOES OFFER	665	24.9
2	DOES NOT OFFER	294	11.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
563	YKAYEARS	NUM	2		KA5 MINIMUM ARMY ENLISTMENT

.	Inapplicable	1342	50.2
.D	Don't know	187	7.0
.R	Refused	3	0.1
1		32	1.2
2		524	19.6
3		186	7.0
4		343	12.8
5		19	0.7
6		25	0.9
7		1	0.0
8		6	0.2
10		4	0.1
12		3	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
564	YKADEP	NUM	2	YKADEP	KA6 CAN Y JOIN ARMY DEP & ENTER YR LATER

.	Inapplicable	1342	50.2
.D	Don't know	157	5.9
.R	Refused	3	0.1
1	YES	1094	40.9
2	NO	79	3.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
565	YKARGJUN	NUM	2	YKAJOIN	KA8 CAN HS JRS AGE 17 JOIN RESERVE/GUARD

.	Inapplicable	1342	50.2
.D	Don't know	174	6.5
.R	Refused	4	0.1
1	YES	871	32.6
2	NO	284	10.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
566	YKARGHS	NUM	2	YKARGHS	KA9 CAN ONLY HS GRADS JOIN RESERVE/GUARD

.	Inapplicable	2213	82.7
.D	Don't know	91	3.4
.R	Refused	1	0.0
1	YES	198	7.4
2	NO	172	6.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
567	YKAWARD	NUM	2	YKAWARD	KA10 WHO SPONSORS SCHOLAR-ATHLETE AWARD

.	Inapplicable	1342	50.2
.D	Don't know	442	16.5
.R	Refused	7	0.3
1	MARINE CORPS	188	7.0
2	NATIONAL GUARD	67	2.5
3	ARMY RESERVE	412	15.4
4	AIR FORCE	89	3.3
5	NAVY	128	4.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
568	YKARGCOL	NUM	2	YKACOL	KA11 EARN COLLEGE MONEY IN RESERVE/GUARD

.	Inapplicable	1342	50.2
.D	Don't know	127	4.7
.R	Refused	2	0.1
1	YES	1149	43.0
2	NO	55	2.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
569	YKARGGI	NUM	2	YKARGGI	KA12 MAX GI BILL AMOUNT IN RESERVE/GUARD

.	Inapplicable	1526	57.0
.D	Don't know	496	18.5
.R	Refused	6	0.2
1	UNDER $1,000	10	0.4
2	$1,000 TO $1,999	48	1.8
3	$2,000 TO $3,999	84	3.1
4	$4,000 TO $5,999	120	4.5
5	$6,000 TO $7,999	39	1.5
6	$8,000 TO $9,999	29	1.1
7	$10,000 OR MORE	317	11.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
570	YDMARITL	NUM	2	MARSTAT	DE6 CURRENT MARITAL STATUS

1	SINGLE	2369	88.6
2	MARRIED	280	10.5
3	SEPARATED	14	0.5
4	DIVORCED	9	0.3
5	WIDOWED	3	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
571	YDSAMEHH	NUM	2	YESNO	DE14 DOES YOUTH LIVE WITH PARENTS

.Q	Not on quex	2675	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
572	YDPARENT	NUM	2	PARENTS	DE15 WHICH PARENT YOUTH LIVES WITH

.Q	Not on quex	2675	100.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
573	YDWAGE	NUM	2	EARNER	DE16 PRINCIPAL WAGE EARNER IN HOUSEHOLD
		.Q		Not on quex	2675 100.0
574	YDEDDAD	NUM	2	EDLEVEL	DE19 FATHER'S HIGHEST LEVEL OF EDUCATION
		.D		Don't know	339 12.7
		.R		Refused	14 0.5
		7		< 8TH GRADE	115 4.3
		8		8TH GRADE	66 2.5
		9		9TH GRADE	53 2.0
		10		10TH GRADE	86 3.2
		11		11TH GRADE	69 2.6
		12		12TH GRADE	977 36.5
		13		1ST YR 4 YR COLL	46 1.7
		14		2ND YR 4 YR COLL	109 4.1
		15		3RD YR 4 YR COLL	22 0.8
		16		4TH YR 4 YR COLL	421 15.7
		17		5TH COL/1ST GRAD	46 1.7
		18		2ND YR GRAD SCHL	57 2.1
		19		3RD YR GRAD SCHL	19 0.7
		20		> 3 YRS GRAD SCH	115 4.3
		21		1ST YR JR/COMM	6 0.2
		22		2ND YR JR/COMM	72 2.7
		23		1ST YR VOC/BUS	5 0.2
		24		2ND YR VOC/BUS	27 1.0
		25		> 2 YRS VOC/BUS	11 0.4
575	YDDADLFS	NUM	2	PARNDO	DE20 FATHER'S JOB STATUS
		.D		Don't know	57 2.1
		.R		Refused	7 0.3
		1		WORKING FULLTIME	2076 77.6
		2		WORKING PARTTIME	52 1.9
		3		UNEMPLOYED	84 3.1
		4		RETIRED	181 6.8
		5		TAKE CARE FAMILY	22 0.8
		6		MILITARY	23 0.9
		7		DECEASED	141 5.3
		8		OTHER	32 1.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
576	YDDADBR	NUM	2	BRANCH	DE21 MILITARY BRANCH FATHER IN

.	Inapplicable	2652	99.1
1	AIR FORCE	9	0.3
2	ARMY	9	0.3
3	COAST GUARD	1	0.0
5	NAVY	4	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
577	YDEDMOM	NUM	2	EDLEVEL	DE26 MOTHER'S HIGHEST LEVEL OF EDUCATION

.D	Don't know	229	8.6
.R	Refused	13	0.5
7	< 8TH GRADE	91	3.4
8	8TH GRADE	41	1.5
9	9TH GRADE	62	2.3
10	10TH GRADE	90	3.4
11	11TH GRADE	88	3.3
12	12TH GRADE	1237	46.2
13	1ST YR 4 YR COLL	45	1.7
14	2ND YR 4 YR COLL	128	4.8
15	3RD YR 4 YR COLL	39	1.5
16	4TH YR 4 YR COLL	353	13.2
17	5TH COL/1ST GRAD	21	0.8
18	2ND YR GRAD SCHL	38	1.4
19	3RD YR GRAD SCHL	18	0.7
20	> 3 YRS GRAD SCH	37	1.4
21	1ST YR JR/COMM	14	0.5
22	2ND YR JR/COMM	77	2.9
23	1ST YR VOC/BUS	15	0.6
24	2ND YR VOC/BUS	30	1.1
25	> 2 YRS VOC/BUS	9	0.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
578	YDMOMLFS	NUM	2	PARNDO	DE27 MOTHER'S JOB STATUS

.D	Don't know	24	0.9
.R	Refused	8	0.3
1	WORKING FULLTIME	1360	50.8
2	WORKING PARTTIME	378	14.1
3	UNEMPLOYED	172	6.4
4	RETIRED	57	2.1
5	TAKE CARE FAMILY	632	23.6
6	MILITARY	1	0.0
7	DECEASED	27	1.0
8	OTHER	16	0.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
579	YDOWNREL	NUM	2	RELAT	DE17 HOUSEHOLD HEAD'S RELATIONSHIP TO Y

.	Inapplicable	2129	79.6
2	UNCLE	10	0.4
3	AUNT	2	0.1
4	COUSIN	1	0.0
5	GRANDFATHER	10	0.4
6	GRANDMOTHER	17	0.6
7	SPOUSE	78	2.9
8	NON-RELATIVE	74	2.8
9	RESPONDENT	307	11.5
10	BROTHER	10	0.4
11	SISTER	8	0.3
91	OTHER RELATIVE	29	1.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
580	YDOWNOS	CHAR	30	$CHAR	DE17 OTHER SPECIFY FOR HEAD OF HOUSEHOLD

.	Inapplicable	2646	98.9
OTHER		29	1.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
581	YDEDOTH	NUM	2	EDLEVEL	DE19A HEAD'S HIGHEST LEVEL OF EDUCATION

.	Inapplicable	2436	91.1
.D	Don't know	28	1.0
.R	Refused	3	0.1
7	< 8TH GRADE	5	0.2
8	8TH GRADE	3	0.1
9	9TH GRADE	3	0.1
10	10TH GRADE	6	0.2
11	11TH GRADE	13	0.5
12	12TH GRADE	113	4.2
13	1ST YR 4 YR COLL	9	0.3
14	2ND YR 4 YR COLL	8	0.3
15	3RD YR 4 YR COLL	14	0.5
16	4TH YR 4 YR COLL	15	0.6
17	5TH COL/1ST GRAD	2	0.1
19	3RD YR GRAD SCHL	1	0.0
20	> 3 YRS GRAD SCH	3	0.1
21	1ST YR JR/COMM	2	0.1
22	2ND YR JR/COMM	6	0.2
23	1ST YR VOC/BUS	2	0.1
24	2ND YR VOC/BUS	3	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
582	YDROTCEV	NUM	2	YESNO	DE36 DID YOUTH PARTICIPATE IN ROTC

.	Inapplicable	29	1.1
.D	Don't know	3	0.1
1	YES	100	3.7
2	NO	2543	95.1

In Version 1 of the questionnaire, all youth were asked this question. In Version 2, only youth who had heard of ROTC were asked the question. In Version 3, all youth were asked this question. The question was moved from the Demographics Module to the Education Module in Version 3.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
583	YDROTCJS	NUM	2	JRSR	DE37 WAS PARTICIPATION IN ROTC JR OR SR

.	Inapplicable	2575	96.3
.D	Don't know	1	0.0
1	JUNIOR ROTC	78	2.9
2	SENIOR ROTC	21	0.8

This question was moved from the Demographics Module to the Education Module in Version 3 of the questionnaire.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
584	YDROTCBR	NUM	2	ROTCTYP	DE38 ROTC BRANCH OF PARTICIPATION

.	Inapplicable	2654	99.2
1	ARMY	14	0.5
2	AIR FORCE	4	0.1
3	NAVY	3	0.1

This question was moved from the Demographics Module to the Education Module in Version 3 of the questionnaire.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
585	YDCOUNTY	CHAR	30	$CHAR	DE39 NAME OF COUNTY YOUTH LIVES IN

.D	Don't know	49	1.8
.R	Refused	6	0.2
OTHER		2620	97.9

For youth living away at college, there is some ambiguity regarding whether this variable represents their home address or their college address. For youth who also responded to the household screener (YUTHNUM=01), information from the screener (PHONCNTY) is copied into this variable; the question is not repeated.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
586	YDCITY	CHAR	20	$CHAR	DE40 NAME OF CITY YOUTH LIVES IN

.	Inapplicable	790	29.5
.D	Don't know	9	0.3
.R	Refused	8	0.3
OTHER		1868	69.8

For youth living away at college, there is some ambiguity regarding whether this variable represents their home address or their college address. For youth who also responded to the household screener (YUTHNUM=01), information from the screener is copied into this variable; the question is not repeated. Note that the corresponding variable in the screener, PHONCITY, is asked only if there is missing data for either PHONCNTY or PHONZIP.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
587	YDZIP	CHAR	5	$CHAR	DE41 ZIP CODE YOUTH LIVES IN

.D	Don't know	24	0.9
.R	Refused	8	0.3
OTHER		2643	98.8

For youth living away at college, there is some ambiguity regarding whether this variable represents their home address or their college address. For youth who also responded to the household screener (YUTHNUM=01), information from the screener (PHONZIP) is copied into this variable; the question is not repeated.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
588	YDSSN	CHAR	9	$SSNFMT	DE42 SOCIAL SECURITY NUMBER (STATUS)

.D	Don't know	242	9.0
.R	Refused	342	12.8
00000000	NO SSN	77	2.9
99999999	GOOD SSN	2014	75.3

A string of nine 0's indicates that the respondent does not have a social security number. A string of nine 9's indicates that the respondent provided his/her social security number. To maintain respondent confidentiality, the string of 9's is used to replace the actual number provided.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
589	YPARIMP	NUM	2	YPARIMP	PL2 IMPORTANCE OF PARENTAL ADVICE

.	Inapplicable	1285	48.0
.D	Don't know	11	0.4
.N	Not ascertained	1	0.0
.R	Refused	6	0.2
1	VERY IMPORTANT	375	14.0
2	SOMEWHAT IMPORTA	482	18.0
3	NEITHER	235	8.8
4	SMEWHAT UNIMPORT	137	5.1
5	VERY UNIMPORTANT	143	5.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
590	EE5CHK	NUM	2	CCHECK	CONST CHECK: LAST DATE IN SCHOOL VS. NOW

.	Inapplicable	2675	100.0

ORDER	VARIABLE	TYPE	LENGTH	LABEL
591	REPL1	NUM	8	REPLICATE WEIGHT 1

POSITIVE	1404	52.5
ZERO	1271	47.5

ORDER	VARIABLE	TYPE	LENGTH	LABEL
592	REPL2	NUM	8	REPLICATE WEIGHT 2

POSITIVE	1335	49.9
ZERO	1340	50.1

ORDER	VARIABLE	TYPE	LENGTH	LABEL
593	REPL3	NUM	8	REPLICATE WEIGHT 3

POSITIVE	1322	49.4
ZERO	1353	50.6

ORDER	VARIABLE	TYPE	LENGTH	LABEL
594	REPL4	NUM	8	REPLICATE WEIGHT 4

POSITIVE	1352	50.5
ZERO	1323	49.5

ORDER	VARIABLE	TYPE	LENGTH	LABEL
595	REPL5	NUM	8	REPLICATE WEIGHT 5

POSITIVE	1408	52.6
ZERO	1267	47.4

ORDER	VARIABLE	TYPE	LENGTH	LABEL
596	REPL6	NUM	8	REPLICATE WEIGHT 6

POSITIVE	1412	52.8
ZERO	1263	47.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
597	REPL7	NUM	8		REPLICATE WEIGHT 7		
		POSITIVE				1306	48.8
		ZERO				1369	51.2
598	REPL8	NUM	8		REPLICATE WEIGHT 8		
		POSITIVE				1389	51.9
		ZERO				1286	48.1
599	REPL9	NUM	8		REPLICATE WEIGHT 9		
		POSITIVE				1329	49.7
		ZERO				1346	50.3
600	REPL10	NUM	8		REPLICATE WEIGHT 10		
		POSITIVE				1379	51.6
		ZERO				1296	48.4
601	REPL11	NUM	8		REPLICATE WEIGHT 11		
		POSITIVE				1356	50.7
		ZERO				1319	49.3
602	REPL12	NUM	8		REPLICATE WEIGHT 12		
		POSITIVE				1300	48.6
		ZERO				1375	51.4
603	REPL13	NUM	8		REPLICATE WEIGHT 13		
		POSITIVE				1295	48.4
		ZERO				1380	51.6
604	REPL14	NUM	8		REPLICATE WEIGHT 14		
		POSITIVE				1395	52.1
		ZERO				1280	47.9
605	REPL15	NUM	8		REPLICATE WEIGHT 15		
		POSITIVE				1331	49.8
		ZERO				1344	50.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
606	REPL16	NUM	8		REPLICATE WEIGHT 16		
		POSITIVE				1339	50.1
		ZERO				1336	49.9
607	REPL17	NUM	8		REPLICATE WEIGHT 17		
		POSITIVE				1344	50.2
		ZERO				1331	49.8
608	REPL18	NUM	8		REPLICATE WEIGHT 18		
		POSITIVE				1302	48.7
		ZERO				1373	51.3
609	REPL19	NUM	8		REPLICATE WEIGHT 19		
		POSITIVE				1336	49.9
		ZERO				1339	50.1
610	REPL20	NUM	8		REPLICATE WEIGHT 20		
		POSITIVE				1354	50.6
		ZERO				1321	49.4
611	REPL21	NUM	8		REPLICATE WEIGHT 21		
		POSITIVE				1311	49.0
		ZERO				1364	51.0
612	REPL22	NUM	8		REPLICATE WEIGHT 22		
		POSITIVE				1381	51.6
		ZERO				1294	48.4
613	REPL23	NUM	8		REPLICATE WEIGHT 23		
		POSITIVE				1372	51.3
		ZERO				1303	48.7
614	REPL24	NUM	8		REPLICATE WEIGHT 24		
		POSITIVE				1312	49.0
		ZERO				1363	51.0

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
615	REPL25	NUM	8		REPLICATE WEIGHT 25		
		POSITIVE				1277	47.7
		ZERO				1398	52.3
616	REPL26	NUM	8		REPLICATE WEIGHT 26		
		POSITIVE				1330	49.7
		ZERO				1345	50.3
617	REPL27	NUM	8		REPLICATE WEIGHT 27		
		POSITIVE				1385	51.8
		ZERO				1290	48.2
618	REPL28	NUM	8		REPLICATE WEIGHT 28		
		POSITIVE				1315	49.2
		ZERO				1360	50.8
619	REPL29	NUM	8		REPLICATE WEIGHT 29		
		POSITIVE				1328	49.6
		ZERO				1347	50.4
620	REPL30	NUM	8		REPLICATE WEIGHT 30		
		POSITIVE				1314	49.1
		ZERO				1361	50.9
621	REPL31	NUM	8		REPLICATE WEIGHT 31		
		POSITIVE				1308	48.9
		ZERO				1367	51.1
622	REPL32	NUM	8		REPLICATE WEIGHT 32		
		POSITIVE				1353	50.6
		ZERO				1322	49.4
623	REPL33	NUM	8		REPLICATE WEIGHT 33		
		POSITIVE				1374	51.4
		ZERO				1301	48.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
624	REPL34	NUM	8		REPLICATE WEIGHT 34		
		POSITIVE				1394	52.1
		ZERO				1281	47.9
625	REPL35	NUM	8		REPLICATE WEIGHT 35		
		POSITIVE				1348	50.4
		ZERO				1327	49.6
626	REPL36	NUM	8		REPLICATE WEIGHT 36		
		POSITIVE				1367	51.1
		ZERO				1308	48.9
627	REPL37	NUM	8		REPLICATE WEIGHT 37		
		POSITIVE				1333	49.8
		ZERO				1342	50.2
628	REPL38	NUM	8		REPLICATE WEIGHT 38		
		POSITIVE				1273	47.6
		ZERO				1402	52.4
629	REPL39	NUM	8		REPLICATE WEIGHT 39		
		POSITIVE				1365	51.0
		ZERO				1310	49.0
630	REPL40	NUM	8		REPLICATE WEIGHT 40		
		POSITIVE				1348	50.4
		ZERO				1327	49.6
631	REPL41	NUM	8		REPLICATE WEIGHT 41		
		POSITIVE				1339	50.1
		ZERO				1336	49.9
632	REPL42	NUM	8		REPLICATE WEIGHT 42		
		POSITIVE				1368	51.1
		ZERO				1307	48.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
633	REPL43	NUM	8		REPLICATE WEIGHT 43		
		POSITIVE				1357	50.7
		ZERO				1318	49.3
634	REPL44	NUM	8		REPLICATE WEIGHT 44		
		POSITIVE				1385	51.8
		ZERO				1290	48.2
635	REPL45	NUM	8		REPLICATE WEIGHT 45		
		POSITIVE				1384	51.7
		ZERO				1291	48.3
636	REPL46	NUM	8		REPLICATE WEIGHT 46		
		POSITIVE				1321	49.4
		ZERO				1354	50.6
637	REPL47	NUM	8		REPLICATE WEIGHT 47		
		POSITIVE				1342	50.2
		ZERO				1333	49.8
638	REPL48	NUM	8		REPLICATE WEIGHT 48		
		POSITIVE				1299	48.6
		ZERO				1376	51.4
639	REPL49	NUM	8		REPLICATE WEIGHT 49		
		POSITIVE				1326	49.6
		ZERO				1349	50.4
640	REPL50	NUM	8		REPLICATE WEIGHT 50		
		POSITIVE				1251	46.8
		ZERO				1424	53.2
641	REPL51	NUM	8		REPLICATE WEIGHT 51		
		POSITIVE				1381	51.6
		ZERO				1294	48.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
642	REPL52	NUM	8		REPLICATE WEIGHT 52		
		POSITIVE				1372	51.3
		ZERO				1303	48.7
643	REPL53	NUM	8		REPLICATE WEIGHT 53		
		POSITIVE				1364	51.0
		ZERO				1311	49.0
644	REPL54	NUM	8		REPLICATE WEIGHT 54		
		POSITIVE				1313	49.1
		ZERO				1362	50.9
645	REPL55	NUM	8		REPLICATE WEIGHT 55		
		POSITIVE				1382	51.7
		ZERO				1293	48.3
646	REPL56	NUM	8		REPLICATE WEIGHT 56		
		POSITIVE				1358	50.8
		ZERO				1317	49.2
647	REPL57	NUM	8		REPLICATE WEIGHT 57		
		POSITIVE				1386	51.8
		ZERO				1289	48.2
648	REPL58	NUM	8		REPLICATE WEIGHT 58		
		POSITIVE				1347	50.4
		ZERO				1328	49.6
649	REPL59	NUM	8		REPLICATE WEIGHT 59		
		POSITIVE				1313	49.1
		ZERO				1362	50.9
650	REPL60	NUM	8		REPLICATE WEIGHT 60		
		POSITIVE				1330	49.7
		ZERO				1345	50.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
651	REPL61	NUM	8		REPLICATE WEIGHT 61		
		POSITIVE				1328	49.6
		ZERO				1347	50.4
652	REPL62	NUM	8		REPLICATE WEIGHT 62		
		POSITIVE				1252	46.8
		ZERO				1423	53.2
653	REPL63	NUM	8		REPLICATE WEIGHT 63		
		POSITIVE				1337	50.0
		ZERO				1338	50.0
654	REPL64	NUM	8		REPLICATE WEIGHT 64		
		POSITIVE				1308	48.9
		ZERO				1367	51.1
655	REPL65	NUM	8		REPLICATE WEIGHT 65		
		POSITIVE				1371	51.3
		ZERO				1304	48.7
656	REPL66	NUM	8		REPLICATE WEIGHT 66		
		POSITIVE				1320	49.3
		ZERO				1355	50.7
657	REPL67	NUM	8		REPLICATE WEIGHT 67		
		POSITIVE				1397	52.2
		ZERO				1278	47.8
658	REPL68	NUM	8		REPLICATE WEIGHT 68		
		POSITIVE				1283	48.0
		ZERO				1392	52.0
659	YXAD12AR	NUM	2	YXADF	UNAIDED + AIDED RECALL ACTIVE ARMY ADS		
		1		RECALLS AD		2496	93.3
		2		DOESN'T RECALL		179	6.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
660	YXAD12RO	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY ROTC ADS		
	1				RECALLS AD	1232	46.1
	2				DOESN'T RECALL	1443	53.9
661	YXAD12NG	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY NATL GUARD		
	1				RECALLS AD	1708	63.9
	2				DOESN'T RECALL	967	36.1
662	YXAD12RV	NUM	2	YXADF	UNAIDED + AIDED RECALL ARMY RESERVE ADS		
	1				RECALLS AD	1896	70.9
	2				DOESN'T RECALL	779	29.1
663	YXAD12AF	NUM	2	YXADF	UNAIDED + AIDED RECALL AIR FORCE ADS		
	1				RECALLS AD	2309	86.3
	2				DOESN'T RECALL	366	13.7
664	YXAD12NA	NUM	2	YXADF	UNAIDED + AIDED RECALL NAVY ADS		
	1				RECALLS AD	2147	80.3
	2				DOESN'T RECALL	528	19.7
665	YXAD12MC	NUM	2	YXADF	UNAIDED + AIDED RECALL MARINE CORPS ADS		
	1				RECALLS AD	2232	83.4
	2				DOESN'T RECALL	443	16.6
666	YXAD12CG	NUM	2	YXADF	UNAIDED + AIDED RECALL COAST GUARD ADS		
	1				RECALLS AD	1315	49.2
	2				DOESN'T RECALL	1360	50.8
667	YXAD12AL	NUM	2	YXADF	UNAIDED + AIDED RECALL JRAP ADS		
	1				RECALLS AD	1510	56.4
	2				DOESN'T RECALL	1165	43.6
668	YXKAEARN	NUM	2	YXKAF	KNOW: EARN MONEY FOR COLLEGE IN ARMY		
	.				Inapplicable	1342	50.2
	1				KNOWS ANSWER	1243	46.5
	2				INCORRECT ANSWER	90	3.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
669	YXKAEDBN	NUM	2	YXKAF	KNOW: AMOUNT OF ARMY EDUCATION BENEFITS
	.		Inapplicable	1342	50.2
	1		KNOWS ANSWER	345	12.9
	2		INCORRECT ANSWER	988	36.9
670	YXKASAME	NUM	2	YXKAF	KNOW: COMPAR ARMY ED BEN TO OTH BRANCHES
	.		Inapplicable	1342	50.2
	1		KNOWS ANSWER	200	7.5
	2		INCORRECT ANSWER	1133	42.4
671	YXKAGIAR	NUM	2	YXKAF	KNOW: DOES THE ARMY OFFER THE GI BILL
	.		Inapplicable	1342	50.2
	1		KNOWS ANSWER	1087	40.6
	2		INCORRECT ANSWER	246	9.2
672	YXKAGIAF	NUM	2	YXKAF	KNOW: DOES THE AIR FORCE OFFER GI BILL
	.		Inapplicable	1342	50.2
	1		KNOWS ANSWER	593	22.2
	2		INCORRECT ANSWER	740	27.7
673	YXKAGINA	NUM	2	YXKAF	KNOW: DOES THE NAVY OFFER THE GI BILL
	.		Inapplicable	1342	50.2
	1		KNOWS ANSWER	600	22.4
	2		INCORRECT ANSWER	733	27.4
674	YXKAGIMA	NUM	2	YXKAF	KNOW: DOES MARINE CORPS OFFER GI BILL
	.		Inapplicable	1342	50.2
	1		KNOWS ANSWER	665	24.9
	2		INCORRECT ANSWER	668	25.0
675	YXKAYRS	NUM	2	YXKAF	KNOW: MINIMUM ARMY ENLISTMENT
	.		Inapplicable	1342	50.2
	1		KNOWS ANSWER	524	19.6
	2		INCORRECT ANSWER	809	30.2
676	YXKADEP	NUM	2	YXKAF	KNOW: CAN Y JOIN ARMY DEP, ENTER YR LATR
	.		Inapplicable	1342	50.2
	1		KNOWS ANSWER	1094	40.9
	2		INCORRECT ANSWER	239	8.9

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
677	YXKARGJN	NUM	2	YXKAF	KNOW: CAN HS JRS AGE 17 JOIN RESERVE/NG		
		.		Inapplicable		1342	50.2
		1		KNOWS ANSWER		871	32.6
		2		INCORRECT ANSWER		462	17.3
678	YXKARGHS	NUM	2	YXKAF	KNOW: CAN ONLY HS GRADS JOIN RESERVE/NG		
		.		Inapplicable		1342	50.2
		1		KNOWS ANSWER		1043	39.0
		2		INCORRECT ANSWER		290	10.8
679	YXKAWARD	NUM	2	YXKAF	KNOW: WHO SPONSORS SCHOLAR-ATHLETE AWARD		
		.		Inapplicable		1342	50.2
		1		KNOWS ANSWER		412	15.4
		2		INCORRECT ANSWER		921	34.4
680	YXKARGCL	NUM	2	YXKAF	KNOW: EARN COLLEGE MONEY IN RESERVE/NG		
		.		Inapplicable		1342	50.2
		1		KNOWS ANSWER		1149	43.0
		2		INCORRECT ANSWER		184	6.9
681	YXKARGGI	NUM	2	YXKAF	KNOW: MAX GI BILL AMOUNT IN RESERVE/NG		
		.		Inapplicable		1342	50.2
		1		KNOWS ANSWER		120	4.5
		2		INCORRECT ANSWER		1213	45.3
682	YXPRUNAC	NUM	2	YXPRF	UNAIDED INTENTION TO JOIN ACTIVE ARMY		
		1		INTENDS TO JOIN		37	1.4
		2		NO PLAN TO JOIN		2638	98.6
683	YXPRAIAC	NUM	2	YXPRF	AIDED INTENTION TO JOIN ACTIVE ARMY		
		1		INTENDS TO JOIN		334	12.5
		2		NO PLAN TO JOIN		2341	87.5
684	YXPRUNRV	NUM	2	YXPRF	UNAIDED INTENTION TO JOIN ARMY RESERVE		
		1		INTENDS TO JOIN		7	0.3
		2		NO PLAN TO JOIN		2668	99.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL		
685	YXPRAIRV	NUM	2	YXPRF	AIDED INTENTION TO JOIN ARMY RESERVE		
		1			INTENDS TO JOIN	320	12.0
		2			NO PLAN TO JOIN	2355	88.0
686	YXPRUNNG	NUM	2	YXPRF	UNAIDED INTENT TO JOIN ARMY NATL GUARD		
		1			INTENDS TO JOIN	8	0.3
		2			NO PLAN TO JOIN	2667	99.7
687	YXPRAING	NUM	2	YXPRF	AIDED INTENTION TO JOIN ARMY NATL GUARD		
		1			INTENDS TO JOIN	291	10.9
		2			NO PLAN TO JOIN	2384	89.1
688	YXPRAIRO	NUM	2	YXPRF	AIDED INTENTION TO JOIN ARMY ROTC		
		.			Inapplicable	727	27.2
		1			INTENDS TO JOIN	261	9.8
		2			NO PLAN TO JOIN	1687	63.1
689	YXPRUNGI	NUM	2	YXPRF	UNAIDED GENERAL INTENTION TO JOIN ARMY		
		1			INTENDS TO JOIN	52	1.9
		2			NO PLAN TO JOIN	2623	98.1
690	YXPRAIGI	NUM	2	YXPRF	AIDED GENERAL INTENTION TO JOIN ARMY		
		1			INTENDS TO JOIN	598	22.4
		2			NO PLAN TO JOIN	2077	77.6
691	MARKFLG	NUM	2	MARKFLGF	RECRUITING MARKET FLAG		
		1			IN RCTG MARKET	2267	84.7
		2			NOT IN RCTG MKT	408	15.3
692	PFASFLG	NUM	2	PFASFLGF	PRIMARY FEMALE ANALYTIC SAMPLE FLAG		
		1			PFAS YOUTH	356	13.3
		2			NOT PFAS YOUTH	2319	86.7

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
693	ADULTTOT	NUM	2		SC5 HOW MANY OLDER THAN 24

0		375	14.0
1		510	19.1
2		1485	55.5
3		234	8.7
4		55	2.1
5		12	0.4
6		2	0.1
8		1	0.0
9		1	0.0

694 EEDENYRJ NUM 2 EEDENYRJ SC17A IS Y IN 1ST OR 2ND YR OF JR COLLEG

.	Inapplicable	2543	95.1
.D	Don't know	7	0.3
1	1ST YEAR	66	2.5
2	2ND YEAR	59	2.2

695 YEDENYRJ NUM 2 EEDENYRJ EE6C IS Y IN 1ST OR 2ND YR OF JR COLLEGE

.	Inapplicable	2525	94.4
.D	Don't know	2	0.1
1	1ST YEAR	80	3.0
2	2ND YEAR	68	2.5

696 YIWIDE NUM 2 RANGIMP IA IMP OF OPPORT TO FIND A JOB

.D	Don't know	1	0.0
1	NOT AT ALL IMPOR	90	3.4
2	SCALE POINT 2	58	2.2
3	SCALE POINT 3	163	6.1
4	SCALE POINT 4	445	16.6
5	VERY IMPORTANT	1918	71.7

697 YISERPAR NUM 2 RANGIMP IA IMP OF WORKING PART-TIME

.D	Don't know	1	0.0
1	NOT AT ALL IMPOR	582	21.8
2	SCALE POINT 2	315	11.8
3	SCALE POINT 3	622	23.3
4	SCALE POINT 4	576	21.5
5	VERY IMPORTANT	579	21.6

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
698	RANDPEYO	NUM	2		RANORDER WHICH PE REFERENT IS FIRST ON SCREEN

.	Inapplicable	673	25.2
1	RANDOMIZATION=1	974	36.4
2	RANDOMIZATION=2	1028	38.4

When a PE attribute question is asked for two referents, this variable determines which referent is presented first. One referent is always active Army; the other may be USAR, ARNG, USAF, USNA, USMC, all services, job, or college. This variable contains missing data for youth assigned the ROTC PE questions and no active Army PE questions. RANDPEYO was not used in Version 1 of the questionnaire.

699 RANDPEYA NUM 2 RANDPEYA PEY1,4,5 RANDOM START: ARMY & ARV/ANG

.	Inapplicable	2006	75.0
1	START: A) WIDE	46	1.7
2	START: B) PHYS	34	1.3
3	START: C) PROUD	40	1.5
4	START: D) STEP	36	1.3
5	START: E) LEADER	50	1.9
6	START: F) HITECH	40	1.5
7	START: G) CIVCAR	42	1.6
8	START: H) SELCON	44	1.6
9	START: I) POTEN	39	1.5
10	START: J) MENTAL	39	1.5
11	START: K) MATURE	37	1.4
12	START: L) TRAIN	40	1.5
13	START: M) HIQUAL	36	1.3
14	START: N) CASHED	34	1.3
15	START: O) HOME	35	1.3
16	START: P) WEEKEN	34	1.3
17	START: Q) SERPAR	43	1.6

This variable contains the random start point for Perceptions/ Beliefs attributes for youths who received both active Army and either Army Reserve or Army National Guard attribute questions. All values have an equal probability of selection. RANDPEYA was not used in Version 1 of the questionnaire.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
700	RANDPEYB	NUM	2	RAND1PE	PEY1,6 RANDOM START: ARMY & AF/MC/NA/ALL

.	Inapplicable	1782	66.6
1	START: A) WIDE	78	2.9
2	START: B) PHYS	49	1.8
3	START: C) PROUD	63	2.4
4	START: D) STEP	66	2.5
5	START: E) LEADER	68	2.5
6	START: F) HITECH	62	2.3
7	START: G) CIVCAR	63	2.4
8	START: H) SELCON	61	2.3
9	START: I) POTEN	63	2.4
10	START: J) MENTAL	53	2.0
11	START: K) MATURE	65	2.4
12	START: L) TRAIN	66	2.5
13	START: M) HIQUAL	65	2.4
14	START: N) CASHED	71	2.7

This variable contains the random start point for Perceptions/ Beliefs attributes for youths who received active Army as well as one other service (Air Force, Navy, Marine Corps, or all military services) attribute questions. All values have an equal probability of selection. RANDPEYB was not used in Version 1 of the questionnaire.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
701	RANDPEYC	NUM	2	RAND1PE	PEY1,7 RANDOM START: ARMY & WORK FORCE

.	Inapplicable	2471	92.4
1	START: A) WIDE	10	0.4
2	START: B) PHYS	19	0.7
3	START: C) PROUD	12	0.4
4	START: D) STEP	9	0.3
5	START: E) LEADER	21	0.8
6	START: F) HITECH	16	0.6
7	START: G) CIVCAR	11	0.4
8	START: H) SELCON	20	0.7
9	START: I) POTEN	7	0.3
10	START: J) MENTAL	17	0.6
11	START: K) MATURE	15	0.6
12	START: L) TRAIN	14	0.5
13	START: M) HIQUAL	17	0.6
14	START: N) CASHED	16	0.6

This variable contains the random start point for Perceptions/ Beliefs attributes for youths who received active Army and civilian job questions. All values have an equal probability of selection. RANDPEYC was not used in Version 1 of the questionnaire.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
702	RANDPEYD	NUM	2	RAND1PE	PEY1,8 RANDOM START: ARMY & COLLEGE

.	Inapplicable	2439	91.2
1	START: A) WIDE	20	0.7
2	START: B) PHYS	9	0.3
3	START: C) PROUD	19	0.7
4	START: D) STEP	23	0.9
5	START: E) LEADER	19	0.7
6	START: F) HITECH	26	1.0
7	START: G) CIVCAR	18	0.7
8	START: H) SELCON	8	0.3
9	START: I) POTEN	14	0.5
10	START: J) MENTAL	13	0.5
11	START: K) MATURE	17	0.6
12	START: L) TRAIN	11	0.4
13	START: M) HIQUAL	21	0.8
14	START: N) CASHED	18	0.7

This variable contains the random start point for Perceptions/ Beliefs attributes for youths who received active Army and college questions. All values have an equal probability of selection. RANDPEYD was not used in Version 1 of the questionnaire.

703	YVSERPAR	NUM	2	AGREEW	PE4 PART-TIME WORK: RESERVE

.	Inapplicable	2315	86.5
.D	Don't know	1	0.0
1	STRONGLY DISAGR	14	0.5
2	DISAGREE	24	0.9
3	NEITHER	108	4.0
4	AGREE	148	5.5
5	STRONGLY AGREE	65	2.4

704	YGSERPAR	NUM	2	AGREEW	PE5 PART-TIME WORK: GUARD

.	Inapplicable	2284	85.4
.D	Don't know	5	0.2
1	STRONGLY DISAGR	9	0.3
2	DISAGREE	34	1.3
3	NEITHER	134	5.0
4	AGREE	133	5.0
5	STRONGLY AGREE	76	2.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
705	YDSAMEPA	NUM	2		YDSAMEPA DE14 DOES YOUTH LIVE WITH DAD/STEP-DAD
	.D			Don't know	1 0.0
	.R			Refused	4 0.1
	1			FATHER	1576 58.9
	2			STEP-FATHER	206 7.7
	3			NEITHER	888 33.2
706	YDSAMEMA	NUM	2		YDSAMEMA DE14A DOES YOUTH LIVE WITH MOM/STEP-MOM
	.D			Don't know	1 0.0
	.R			Refused	6 0.2
	1			MOTHER	1951 72.9
	2			STEP-MOTHER	87 3.3
	3			NEITHER	628 23.5
	4			BOTH	2 0.1
707	YPARDEC	NUM	2		YPARDEC PL1A INTERVIEW PARENT OR STEP-PARENT
	.			Inapplicable	2587 96.7
	.D			Don't know	1 0.0
	.N			Not ascertained	1 0.0
	.R			Refused	1 0.0
	1			PARENT	38 1.4
	2			STEP-PARENT	47 1.8
708	EEDENSUM	NUM	2	EDSUM	SC14A SCHOOL Y ENROLLED IN MAY-SEPT
	.			Inapplicable	1085 40.6
	.D			Don't know	3 0.1
	1			HIGH SCHOOL	579 21.6
	2			4 YEAR COLLEGE	273 10.2
	3			OTHER SCHOOL	141 5.3
	4			NOT ENROLLED	594 22.2
709	EEDENOTH	NUM	2	YESNO	SC14B IS/WAS YOUTH ENROLLED APRIL/OCTOBE
	.			Inapplicable	1937 72.4
	.D			Don't know	6 0.2
	.R			Refused	1 0.0
	1			YES	240 9.0
	2			NO	491 18.4

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
710	EEDCGRAD	NUM	2	YESNO	SC13C IS YOUTH A COLLEGE GRADUATE

.	Inapplicable	2567	96.0
.D	Don't know	1	0.0
.Q	Not on quex	74	2.8
2	NO	33	1.2

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
711	RRACE	NUM	2	RACE	REASK: YOUTH'S RACE

.	Inapplicable	2560	95.7
.D	Don't know	12	0.4
.Q	Not on quex	74	2.8
1	WHITE	24	0.9
2	BLACK	3	0.1
3	ASIAN/PACIFIC IS	2	0.1

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
712	RHISP	NUM	2	YESNO	REASK: IS YOUTH OF HISPANIC BACKGROUND

.	Inapplicable	2587	96.7
.D	Don't know	1	0.0
.Q	Not on quex	74	2.8
1	YES	4	0.1
2	NO	9	0.3

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
713	RDOBDD	NUM	2		REASK: YOUTH DATE OF BIRTH, DAY

.	Inapplicable	2595	97.0
.Q	Not on quex	74	2.8
99		6	0.2

To maintain respondent confidentiality, all actual (nonmissing) responses to this variable have been replaced by the code 99.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
714	RDOBMM	NUM	2	DOBMNTH	REASK: YOUTH DATE OF BIRTH, MONTH

.	Inapplicable	2595	97.0
.Q	Not on quex	74	2.8
99		6	0.2

To maintain respondent confidentiality, all actual (nonmissing) responses to this variable have been replaced by the code 99.

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
715	RDOBYY	NUM	2		REASK: YOUTH DATE OF BIRTH, YEAR
		.		Inapplicable	2595 97.0
		.Q		Not on quex	74 2.8
		99			6 0.2
		To maintain respondent confidentiality, all actual (nonmissing) responses to this variable have been replaced by the code 99.			
716	RAGE	NUM	3		REASK: AGE OF YOUTH
		.		Inapplicable	2601 97.2
		.Q		Not on quex	74 2.8
717	RMILACT	NUM	2	YESNO	REASK: Y EVER IN ACTIVE MILITARY SERVICE
		.		Inapplicable	2595 97.0
		.Q		Not on quex	74 2.8
		2		NO	6 0.2
718	RMILWAIT	NUM	2	YESNO	REASK: Y WAITING TO GO ON ACTIVE DUTY
		.		Inapplicable	2572 96.1
		.Q		Not on quex	74 2.8
		2		NO	29 1.1
719	RMILSERV	NUM	2	YESNO	REASK: IS YOUTH PRESENTLY IN MILITARY
		.		Inapplicable	2601 97.2
		.Q		Not on quex	74 2.8
720	RLIVADDR	NUM	2	YESNO	REASK: DOES YOUTH LIVE AT THIS ADDRESS
		.		Inapplicable	2601 97.2
		.Q		Not on quex	74 2.8
721	RLIVDORM	NUM	2	YESNO	REASK: DOES Y LIVE IN STUDENT HOUSING
		.		Inapplicable	2601 97.2
		.Q		Not on quex	74 2.8

ORDER	VARIABLE	TYPE	LENGTH	FORMAT	LABEL
722	YEDENSUM	NUM	2	EDSUM	EE4A SCHOOL Y ENROLLED IN MAY-SEPT
	.		Inapplicable	1085	40.6
	1		HIGH SCHOOL	569	21.3
	2		4 YEAR COLLEGE	265	9.9
	3		OTHER SCHOOL	140	5.2
	4		NOT ENROLLED	616	23.0
723	YEDENOTH	NUM	2	YESNO	EE4B IS/WAS YOUTH ENROLLED APRIL/OCTOBER
	.		Inapplicable	1919	71.7
	.D		Don't know	2	0.1
	1		YES	262	9.8
	2		NO	492	18.4
724	YEDCGRAD	NUM	2	YESNO	EE1A IS YOUTH A COLLEGE GRADUATE
	.		Inapplicable	2592	96.9
	.Q		Not on quex	74	2.8
	2		NO	9	0.3
725	YBATEEVR	NUM	2	YESNO	BE12A Y EVER TAKE TEST FOR ARMY
	.D		Don't know	25	0.9
	.Q		Not on quex	74	2.8
	.R		Refused	1	0.0
	1		YES	594	22.2
	2		NO	1981	74.1
726	YBCTEEVR	NUM	2	YESNO	BE21A Y EVER TAKE COLLEGE ADM TEST
	.		Inapplicable	1265	47.3
	.D		Don't know	7	0.3
	.Q		Not on quex	74	2.8
	1		YES	686	25.6
	2		NO	643	24.0
727	YBCAPEVR	NUM	2	YESNO	BE24A Y EVER SUBMIT COLLEGE APPL
	.		Inapplicable	1265	47.3
	.D		Don't know	2	0.1
	.Q		Not on quex	74	2.8
	1		YES	357	13.3
	2		NO	977	36.5

Appendix D. INTRODUCTION TO YUTHVERB FILE

Summary. The YUTHVERB file is a separate data file containing unitized responses to the verbatim questions in the ACOMS questionnaire (KR-15 and KR-17). Based on aided and unaided responses to the Knowledge-Recall section of the ACOMS questionnaire, youth respondents were asked for verbatim impressions relating to Army advertising messages (if they recalled seeing or hearing Army ads), and for impressions of one other service or component that they recalled. These questions are labeled KR-15 for Army and KR-17 for other services (see Question Bank section of this manual).

Subsequent to data collection, the ACOMS data preparation staff reviewed these verbatim responses and unitized them according to the coding scheme described in Table 2. Unitization is the process of separating the respondent's verbatim answers into discrete blocks of text corresponding to a single idea or thought, and assigning codes to those blocks (or units). The result is the YUTHVERB file, which contains all available unitized responses to KR-15 and KR-17 for the youths in the main survey data file "YUTHMAIN." YUTHVERB is distinct from YUTHMAIN both because of the emphasis on verbatim text rather than numeric codes, and because of the intermediate coding activity that was performed on the data.

Relationship of YUTHVERB to Hard Copy Questionnaire

Before using the YUTHVERB data file, it may be useful to review briefly the Knowledge-Recall section of the ACOMS annotated questionnaire. Notice that a respondent is first asked which service or component advertisements he can recall without aid (KR-1). This is followed by testing the respondent's aided recall for those services or components not mentioned in KR-1 (KR-5 through KR-13).

If the youth recalled an Army advertisement either in KR-1 (unaided) or in KR-6 (aided), he or she is asked KR-15 (the verbatim impressions of Army ad messages). One service or component is then selected randomly from all other military advertising recalled (aided or unaided), and the respondent's impressions are collected in KR-17. Note that, depending on the youth's responses to KR-1 through KR-13, he or she may be asked either KR-15 or KR-17, or both, or neither.

File Layout of YUTHVERB

A complete listing of variables on the YUTHVERB data file is shown in Table 1. The observations are sorted by CASEID and YUTHNUM, to match the YUTHMAIN file; they are further sorted by UNISCRN, so that the KR-15 unitized responses always precede those for KR-17 for any youth.

Table 1

Contents of the YUTHVERB Data File

NUMBER OF OBSERVATIONS: NUMBER OF VARIABLES: 8

----LIST OF VARIABLES AND ATTRIBUTES-----

#	VARIABLE	TYPE	LENGTH	LABEL
1	CASEID	CHAR	8	HOUSEHOLD ID NUMBER
2	YUTHNUM	CHAR	2	YOUTH ID NUMBER
3	UNISCRN	CHAR	8	QUESTION NUMBER
4	UNIUNIT	NUM	2	RESPONSE UNIT NUMBER
5	UNISUB	NUM	2	RESPONSE SUBUNIT NUMBER
6	UNICODE	NUM	3	CODING CATEGORY
7	UNITEXT	CHAR	45	VERBATIM TEXT OF RESPONSE
8	SERVICE	NUM	2	SERVICE OR COMPONENT REFERENCED

Multiple Records: UNIUNIT and UNISUB. For each verbatim question, the response may contain up to five unitizations, e.g., the youth may have mentioned up to five distinct impressions in his response. These unitizations are contained in the variable UNIUNIT, which can range from 1 to 5, per screen, per youth; UNIUNIT indicates the number of the unitized response. Because the text field (UNITEXT), which contains the actual unitized response, is limited to 45 characters, and because it is possible for a unitized response to exceed those 45 characters, the variable UNISUB indicates the subrecord number within a single unitized response.

For instance, a youth with three brief responses to KR-15 might have three KR-15 observations--the first with UNIUNIT = 1 and UNISUB = 1, the second with UNIUNIT = 2 and UNISUB = 1, and the third with UNIUNIT = 3 and UNISUB = 1. Another youth with a single unitized response to KR-15, in excess of 45 characters, might have two KR-15 observations--the first with UNIUNIT = 1 and UNISUB = 1, and the second with UNIUNIT = 1 and UNISUB = 2.

Other YUTHVERB variables: UNISCRN, UNICODE, UNITEXT and SERVICE. For each observation, the YUTHVERB data file contains these four variables. UNISCRN refers to the Question Bank screen number, and will be either KR15 or KR17 for all observations.

UNICODE is the code assigned by the ACOMS data prep staff to indicate the nature of the unitized response (see Table 2 for coding scheme). UNITEXT is the actual text of the unitized verbatim response, as recorded by the telephone interviewers. SERVICE indicates which service or component the verbatim question for that observation is referring to; note that, since a 0 in SERVICE refers to Army, all KR-15 observations will have SERVICE = 0, while all KR-17 observations will have a nonzero value in SERVICE.

Table 2

Coding Scheme for UNICODE on YUTHVERB

.	INAPPLICABLE
.R	REFUSED
.D	DK
.N	NOT ASCERTAINED
100	SERVICE
110	SERVE COMMUNITY
120	SERV AMR IN HTWN
130	PT MIL & CIV JOB
140	TIME HONOR TRAD
150	EXPER PROUD OF
161	SERVE COUNTRY
200	CHALLENGE
210	PHYSICAL CHALENG
220	MENTAL CHALLENGE
300	JOB/CAREER DEVLP
310	TRAINING OPPRTUN
320	JOB OPPRTUNS
330	WRK HITECH EQUIP
340	CIV CAREER DEVLP
351	VOCATIONAL TRAIN
400	SELF-DEVELOPMENT
410	DEV LEADER SKILL
420	DEV SELF-CONFID
430	DEV MATURE PERSN
440	DEV POTENTIAL
450	ADVTG OVER COLLG
460	WRK HIQUAL PEOPL
471	DEV DISCIPLINE
481	DEVELOP PRIDE
500	MONEY/BENEFITS
600	EDUC/BENEFITS
700	TRAVEL
800	FRAGMENT IMPRESN
810	EXCITNG WEEKENDS
821	ADVENTURE
822	EXCITEMENT
823	FUN
831	RESPECT
841	OPPORTUNITY
851	LEARNING
861	EXPERIENCE
871	HELPING
881	BETTER FUTURE
900	OTHER
911	DETAILS/DESCR AD
921	SLOGAN RECALL
931	DISBELIEF IN AD
941	IGNORES ADS
951	JOIN/ENLIST
961	POS MISC COMMENT
971	NEG MISC COMMENT

Relationship of YUTHVERB to the YUTHMAIN Data File

Matching Observations. As mentioned above, there may be multiple YUTHVERB observations for each record in YUTHMAIN. Every observation in YUTHVERB will match a youth record in YUTHMAIN, although, because of skip patterns, not every record in YUTHMAIN necessarily has a corresponding set of YUTHVERB observations.

Key Variables on YUTHMAIN: YKRMSGAR and YKRMSGOT. In addition to the analytic Knowledge-Recall variables which determine the verbatim questions a youth will receive, Westat has derived two variables (on YUTHMAIN) to aid analysis. YKRMSGAR indicates the status of the youth's response to KR-15: 1 = received KR15 and has one or more YUTHVERB observations, 2 = answers to KR-1 through KR-13 cause KR-15 to be skipped, and .D = answered "Don't Know" to KR-15. YKRMSGOT contains the status of the youth's response to KR-17, using the same format. Note that refusals and don't-knows to KR-15 and KR-17 were not unitized, because of the lack of text. Frequencies for YKRMSGAR and YKRMSGOT are shown in Table 3.

Table 3

Frequencies for YKRMSGAR and YKRMSGOT on YUTHMAIN, Spring Quarter, 1987

STATUS OF KR VERBATIM RESPONSE: ARMY

YKRMSGAR	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.D	100	3.7	100	3.7
VALID ANSWER	2396	89.6	2496	93.3
Q NOT ASKED	179	6.7	2675	100.0

STATUS OF KR VERBATIM RESPONSE: NON-ARMY

YKRMSGOT	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.D	203	7.6	203	7.6
VALID ANSWER	2427	90.7	2630	98.3
Q NOT ASKED	45	1.7	2675	100.0

Features of the YUTHVERB Data File

YUTHVERB for Spring Quarter consists of 6910 total observations, representing 2567 of the 2675 youths in YUTHMAIN. As Table 3 shows, there are 2396 sets of observations for KR-15 and 2427 sets for KR-17. Tables 4 and 5 show the breakdown of SERVICE for KR-15 and KR-17, respectively; Tables 6 and 7 show the respective breakdown of UNICODE.

Table 4

Format for SERVICE on YUTHVERB

0	ARMY
1	AIR FORCE
2	ROTC
3	ARMY NATL GUARD
4	ARMY RESERVE
5	COAST GUARD
6	MARINES
7	NAVY
8	ALL SERVICES

Table 5

Frequencies for SERVICE,
Spring Quarter, 1987

SERVICE OR COMPONENT REFERENCED

SERVICE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ARMY	3662	53.0	3662	53.0
AIR FORCE	543	7.9	4205	60.9
ROTC	298	4.3	4503	65.2
ARMY NATL GUARD	345	5.0	4848	70.2
ARMY RESERVE	326	4.7	5174	74.9
COAST GUARD	172	2.5	5346	77.4
MARINES	651	9.4	5997	86.8
NAVY	383	5.5	6380	92.3
ALL SERVICES	530	7.7	6910	100.0

Table 6

One-Way Frequencies for UNICODE for KR-15 Youth, Spring Quarter, 1987

CODING CATEGORY				
UNICODE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
100	58	1.6	58	1.6
130	5	0.1	63	1.7
140	1	0.0	64	1.7
161	218	6.0	282	7.7
200	104	2.8	386	10.5
210	17	0.5	403	11.0
220	6	0.2	409	11.2
300	389	10.6	798	21.8
310	13	0.4	811	22.1
320	11	0.3	822	22.4
330	7	0.2	829	22.6
340	17	0.5	846	23.1
351	4	0.1	850	23.2
400	176	4.8	1026	28.0
410	22	0.6	1048	28.6
420	16	0.4	1064	29.1
430	29	0.8	1093	29.8
440	189	5.2	1282	35.0
450	38	1.0	1320	36.0
471	7	0.2	1327	36.2
481	7	0.2	1334	36.4
500	119	3.2	1453	39.7
600	503	13.7	1956	53.4
700	62	1.7	2018	55.1
810	3	0.1	2021	55.2
821	76	2.1	2097	57.3
822	42	1.1	2139	58.4
823	57	1.6	2196	60.0
831	3	0.1	2199	60.0
841	93	2.5	2292	62.6
851	46	1.3	2338	63.8
861	91	2.5	2429	66.3
871	19	0.5	2448	66.8
881	77	2.1	2525	69.0
900	370	10.1	2895	79.1
921	45	1.2	2940	80.3
931	7	0.2	2947	80.5
941	28	0.8	2975	81.2
951	181	4.9	3156	86.2
961	106	2.9	3262	89.1
971	14	0.4	3276	89.5
981	386	10.5	3662	100.0

Table 7

One-Way Frequencies for UNICODE for KR-17 Youth, Spring Quarter, 1987

CODING CATEGORY				
UNICODE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
100	46	1.4	46	1.4
110	3	0.1	49	1.5
120	9	0.3	58	1.8
130	93	2.9	151	4.6
161	147	4.5	298	9.2
200	74	2.3	372	11.5
210	18	0.6	390	12.0
220	10	0.3	400	12.3
300	232	7.1	632	19.5
310	3	0.1	635	19.6
320	4	0.1	639	19.7
330	11	0.3	650	20.0
340	1	0.0	651	20.0
351	1	0.0	652	20.1
400	120	3.7	772	23.8
410	20	0.6	792	24.4
420	12	0.4	804	24.8
430	13	0.4	817	25.2
440	50	1.5	867	26.7
450	9	0.3	876	27.0
471	6	0.2	882	27.2
481	7	0.2	889	27.4
500	76	2.3	965	29.7
600	261	8.0	1226	37.7
700	74	2.3	1300	40.0
810	21	0.6	1321	40.7
821	64	2.0	1385	42.6
822	39	1.2	1424	43.8
823	49	1.5	1473	45.4
831	3	0.1	1476	45.4
841	63	1.9	1539	47.4
851	41	1.3	1580	48.6
861	49	1.5	1629	50.2
871	13	0.4	1642	50.6
881	29	0.9	1671	51.4
900	444	13.7	2115	65.1
911	3	0.1	2118	65.2
921	76	2.3	2194	67.5
931	2	0.1	2196	67.6
941	48	1.5	2244	69.1
951	132	4.1	2376	73.2
961	71	2.2	2447	75.3
971	15	0.5	2462	75.8
981	786	24.2	3248	100.0

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A COMPUTER PROGRAM FOR DATA ENVELOPMENT ANALYSIS

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A COMPUTER PROGRAM FOR DATA ENVELOPMENT ANALYSIS

One of the main areas of interest in applied econometrics is the modeling of production activities. This work usually focuses on the estimation of a production function of a specified functional type from historical production data. Data Envelopment Analysis (DEA) is a relatively new technique which requires no specification of functional forms and makes only simple convexity assumptions on the production process. It is used to determine the relative or "best practice" production frontier for a group of production units with common inputs and outputs. In addition, it can be used to determine which units are technically efficient, in the sense that they lie on the empirical production frontier, and the degree to which other units fail to achieve complete technical efficiency.

The concept of technical efficiency was first proposed by Farrell (1957). His work was motivated by the desire to develop a measure of productivity which takes account of all factors of production. Although he suggested that his approach could be used with multiple outputs and inputs, his examples and computational techniques addressed only the single output case. Early applications of the method, such as Farrell and Fieldhouse (1962) and Seitz (1971) also analyzed single output production processes. Charnes, Cooper, and Rhodes (1978) expanded the model to allow the solution of problems with multiple outputs. In addition, they tied the mathematical formulation of the problem to both the original Farrell approach and the production function work of Shephard (1970). The recent work of Banker, Charnes, and Cooper (1984) and Banker and Morey (1984) allows DEA techniques to be used to analyze both scale and technical efficiency, and to determine a

most productive scale size for each unit. Banker and Morey also developed a procedure to account for inputs which are not subject to control by decision makers, such as weather and demographic variables. These factors are usually referred to as exogenously fixed or nondiscretionary inputs. The addition of these features to the standard Charnes-Cooper-Rhodes DEA technique greatly increases the flexibility and explanatory power of DEA models.

The computer program developed for DEA analysis at ARI is based on the program DEA3 written at Southern Methodist University by Dr. Iqbal Ali and Dr. Jeff Kennington. It solves the basic Charnes-Cooper-Rhodes DEA model by solving a linear program (LP) for each of the production units, using a built-in linear programming code. This program was modified to include the model enhancements described above, as well as a recently developed DEA model known as the multiplicative or log-linear model (Charnes, Cooper, Seiford, and Stutz; 1982 and Charnes, Cooper, Seiford, and Stutz; 1983) that follows describes the various DEA models and their formulation as linear programming problems. This is followed by documentation on setting up the program data and parameters, and a description of model outputs and their use in analyzing production efficiency problems.

MODEL FORMULATION

Suppose that we have an industry made up of n different producing units, all of which produce the same set of outputs using the same set of inputs. If the number of types of output is k, then we can describe the production levels which have occured in a given period by a k by n positive matrix Y with each element y_{ij} containing the quantity of product i produced by unit j. On the input side, suppose that we have m types of inputs, but l of these are exogenously fixed or nondiscretionary inputs. A l x n positive matrix X_N represents the level of use of these nondiscretionary inputs, with the $(ij)^{th}$

We can describe this optimization problem informally as a procedure to examine the feasible combinations of production processes to find those which compare favorably with $(Y^\circ, X_d^\circ, X_n^\circ)$, in that they use no more than α times the number of discretionary inputs used by unit $(Y^\circ, X_d^\circ, X_n^\circ)$, while producing at least $\beta(\geq\alpha)$ times as many outputs. At the same time, the combination processes use no more than X_n° nondiscretionary inputs. If a case can be found in which $\alpha < \beta$, then process $(Y^\circ, X_d^\circ, X_n^\circ)$ can be thought of as inefficient relative to the corresponding feasible point $(Y\lambda, X_d\lambda, X_n\lambda)$, and the smallest ratio α/β attainable is the efficiency value of process $(Y^\circ, X_d^\circ, X_n^\circ)$. There are several types of DEA analyses which can be performed based on the model shown above, which we will now describe.

1. Output technical efficiency for a given scale. If we fix $\alpha=1$ in the problem above and maximize β subject to the constraints, we will determine the degree of efficiency of each producing unit under the short term constraint of a fixed level of inputs. Thus only those production processes which operate at the same scale as $(Y^\circ, X_d^\circ, X_n^\circ)$ are used in the comparison to determine whether or not output levels could be increased to a level $\beta Y^\circ > Y^\circ$.

2. Input technical efficiency for a given scale. This is similar to (1), but instead of fixing α we fix $\beta=1$ and minimize α subject to the constraints. This gives a slightly different fixed scale problem, with fixed output levels and an objective which attempts to reduce discretionary input levels to a level $\alpha X_d^\circ < X_d^\circ$.

3. Aggregate scale and technical efficiency. In order to measure the effects of possible changes in scale as well as technical efficiency, we must solve the problem exactly as state above, with both α and β as variables. Unlike (1) and (2), however, problem (3) is not a linear programming problem,

due to the ratio α/β in the objective function. We can solve the problem by transforming it into another problem which is a linear program. Since all solutions of interest will have $\beta>0$, we can divide each constraint by β and define new variables $\lambda'_i=\lambda_i/\beta$, $\theta=\alpha/\beta$, and $\mu=1/\beta$, which yields the following equivalent LP.

$$\begin{aligned} &\text{minimize } \theta \\ \text{subject to } \quad & Y\lambda' && \geq Y^{\circ} \\ & X_d\lambda' - X_d^{\circ}\theta && \leq 0 \\ & X_n\lambda' - X_n^{\circ}\mu && \leq 0 \\ & e\lambda' - \mu && = 0 \\ & \lambda', \theta, \mu && \geq 0 \end{aligned}$$

Each producing unit's aggregate scale and technical efficiency value $\theta=\alpha/\beta$ will always be less than or equal to the technical efficiency value calculated form (1) or (2). This can be seen from the fact that problems (1), (2), and (3) are identical except for the added constraint $\alpha=1$ or $\beta=1$ in (1) and (2). We can define a measure of scale efficiency by dividing the aggregate scale and technical efficiency value for a unit by the efficiency value obtained from either (1) or (2). We can then say that aggregate scale and technical efficiency is the product of scale efficiency times technical efficiency given scale.

In all of the efficiency measures discussed so far, the efficiency value for each producing unit must lie between zero and one. Units with a value less than one are considered inefficient, as it is clearly possible to create more with less by using the process $(Y\lambda, X_d\lambda, X_n\lambda)$. However, as Charnes, Cooper, and Rhodes (1978) have pointed out, units may have an efficiency score of one and still be inefficient if there is a solution with slack in the constraints involving outputs or discretionary inputs. In order to guarantee that the LP procedure detects any such cases of positive slack, we can perturb the objective function with a non-Archimedean term which attempts to maximize the sum of the slack values, as described in Charnes and Cooper (1984). The non-Archimedean approach is not used in our DEA code, but is approximated by adding slack variable terms with extremely small weights to the LP objective functions.

Alternative DEA models have been developed in recent years. These differ from the models shown above in that both α and β are set to a value of one, and the objective function to be maximized is a sum of the slack variables on output and discretionary input constraints. Two models of this type are included in the DEA program. If we define a k-vector of output slacks $s^+ = Y\lambda - Y^\circ \geq 0$ and a (m-1)-vector of discretionary input slacks $s^- = X^\circ_d - X_d\lambda \geq 0$, then the last two DEA models covered by the program are the following:

4. Sum of percentage slacks.

$$\text{Maximize} \quad \sum_{i=1}^{k} s^+_i / Y^\circ_i + \sum_{j=1}^{m-1} s^-_j / X^\circ_{dj}$$

subject to the constraints of the original problem with $\alpha = \beta = 1$.

5. Multiplicative or log-linear model. In this model, described in (Charnes, Cooper, Seiford, and Stutz; 1983), the production quantities are replaced in the matrices Y, X_d, and X_n by their natural logarithms. The model is then solved with the usual constraints and $\alpha=\beta=1$, and an objective to maximize

$$\sum_{i=1}^{k} s^+_i + \sum_{j=1}^{m-1} s^-_j .$$

In both models (4) and (5), production process $(Y^\circ, X_d^\circ, X_n^\circ)$ is efficient if and only if the objective value is zero.

THE PROGRAM

Most of the documentation of Ali and Kennington's DEA3 program remains relevant to the new program. Their documentation contains a brief description of the model and linear programming procedure and a guide to setting array lengths in the FORTRAN program that are appropriate for the size of the problem being solved. The program data files are somewhat different, however, and are described below.

The program requires two input files and two output files apart from the print file. The output files are specified as FORTRAN units 2 and 4. The first input file, the RUN PARAMETER file, is read on unit 11 and consists of a single card containing the first and last production unit to be evaluated. This is useful when you want to determine the efficiency of only a subset of the units. Its format is (2I3). Leaving this card blank causes the program

to default to solving all n of the units. The other data set, called the DEA Data File, is read from unit 1 and consists of seven groups of data cards:

Card Group 1- A single card, format (13A6,A2) which contains a title for the run of up to eighty characters.

Card Group 2- Two cards, with the first in format (5I5), containing the following values: number of production units, number of outputs, number of inputs, print option, and model selection. The second card, in format (32I1), is the set of exogenous/endogenous variable indicators. The print option is a 0-1 variable which either suppresses (for 0) or prints (for 1) the right-hand side ranging information obtained from the LP solution process. Model selection is an integer value used to select which of the five models described earlier is to be used for the analysis. The indicators on the second card corresponds to the set of outputs followed by the set of inputs, with each being labeled as endogenous (discretionary) when the indicator is zero. The indicator variables in the first k columns, which correspond to the outputs, are ignored when model (1), (2), or (3) is being used, as these models are not designed to handle non-discretionary outputs. In models (4) and (5) however, the original model can be expanded to allow both inputs and outputs to be regarded as non-discretionary. The objective function of the corresponding LP includes only those slack variables with corresponding indicator values of one.

Card Group 3- This group contains as many cards as are needed to give each output and input an 8 character alphanumeric name. The format is (10A8) and outputs are listed first, followed by inputs, in the same order as on the previous card.

Card Group 4- This is a single blank card used to signify the end of card group 3.

Card Group 5- This consists of a group of cards for each producing unit, showing the outputs and inputs of that unit's production process. The output and input values are listed in the same order as in Card Group 2 and 3, and each unit's values are read in format 10F8.2

Card Group 6 and 7 are optional. If included, each unit's name will appear on the output report.

Card Group6- Blank card (used only if Card Group 7 follows).

Card Group 7- One card for each producing unit in the same order as in Card Group 5. Each card contains a name for the unit, of up to 80 characters.
The format is (10A8).

MODEL OUTPUT

In addition to the DEA report which appears on the print file, there is one other small output file and an error messages file in case of abnormal termination of the program. The error file writes output to unit 4 and gives messages to indicate problems in the set-up data or dimensions of the data arrays. The other output file, appearing on unit 2, gives a summary of each unit, and information about the set of λ values in the LP problem. These λ values are often referred to as the parameters of the "optimal facet", as they are the values used in the weighted combination $(Y\lambda, X_d\lambda, X_n\lambda)$ production process which is compared with the current unit. Those production processes corresponding to non-zero λ values make up this optimal facet, and are printed out for each unit. Units which make up the optimal facet can be averaged with the λ weights to yield a production process that is efficient and produces the smallest α/β ratio. Examining the processes in the optimal facet can be useful in determining a strategy to improve an inefficient unit, as all of the facet units are efficient, while also having input/output mixes that are similar to that of the inefficient unit.

The DEA report, which appears on the default print file, contains more information than the summary report. In addition to the optimal facet and λ values, each unit's inputs and outputs are listed, along with a "value if efficient" for each input and output.

This is simply the set of inputs and outputs from the combined process $(Y\lambda, X_d\lambda, X_n\lambda)$. A column called "slack" records the difference between the two sets of values. In the multiplicative model, "slack" gives the ratio, rather than the difference of the two columns.

If the print option has been set to "one", an additional array of information derived form the linear programming procedure is displayed. This is a set of range values which indicates how much each input and output value might change and still fall within the same optimal facet of production processes (although the λ values could be different). This is useful in determining the magnitude of change needed in each input and output category to bring an inefficient unit up to an efficient level.

CONCLUSION

The DEA program, while based upon Ali and Kennington's DEA3, allows more flexibility in the selection of types of models and incorporates the concept of non-discretionary or exogenous variables in the model. This allows more realistic models to be built for those cases where exogenous inputs play a critical role in the production process. Because the linear programming solution procedure yields very similar LPs for the five different models, it is relatively easy to incorporate all of those models in the same program, with minor differences in the LP setup and output.

The model output allows users to analyze cases of inefficiency by means of comparisons with similar efficient units. This may be done by examining the optimal facet of efficient units, the dominating efficient values generated from it, or by a linear programming range sensitivity procedure.

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RESEARCH PLAN FOR SATISFACTION WITH ENLISTING IN THE ARMY FOR JOB TRAINING: EFFECTS ON RETENTION AND FUTURE RECRUITMENT

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RESEARCH PLAN FOR SATISFACTION WITH ENLISTING IN THE ARMY FOR JOB TRAINING: EFFECTS ON RETENTION AND FUTURE RECRUITMENT

INTRODUCTION

Overview

The U.S. Army is the nation's largest employer and provider of employer job training. Together with the other U.S. military services, the Army provides more than one-quarter of American youth with their first full-time work experience. However, because of the unique mission of military services, most of the services' job training does not prepare youth with specific skills required for civilian jobs.

Further, because of the cost of maintaining a large enough standing army to meet all possible defense needs, the services do not strive to retain on active duty all trained personnel. Rather, after an initial term of 2 to 6 years of active duty service, the majority of first-term soldiers leave active duty. For the remainder of their 8 years of military-service obligation they provide a pool of trained manpower that can be quickly mobilized for the national defense.

Thus most military job training does not prepare the youth with specific skills for jobs they will be holding over the next twenty years, as a civilian or as a soldier. Beyond twenty years, even those who reenlisted after the first tour usually retire and start a second career.

Is Army or other military service then just a hiatus for youth? No. Although the majority of soldiers entering the Army receive specific skill training only in military skills, there are some specific skills that are transferable. The Army does teach cooking, office administration, computer operations, construction equipment operations, and dozens of other skills. There is also evidence that youths' benefit from general work habits, skills, and attitudes that are learned in the Army. The results of the Army Research Institute's 1985 "Army Experience Survey" of over 2,500 veterans (who had recently completed a full term of service) indicate that these veterans do value their Army experience (Kimmel, Nogami, Elig, & Gade, 1986). Over 80% of one-term Army veterans reported that the Army experience helped to improve their leadership skills and their ability to work with others. In addition, over 70% reported that the Army experience helped then to be more open to new ideas and have a greater respect for authority.

There is also evidence that employers value what is learned in military service. For example, in a survey of employers

sponsored by the Committee For Economic Development in 1984, attitudes and behaviors associated with "working well with others" were rated as very important for entry level success.

On the other hand, some Army soldiers have complained that they did not receive the type of job training expected, and that the job skills acquired in the military were not useful in obtaining a civilian job. These points were publicized in a front page article appearing in the October 9, 1985 issue of The Wall Street Journal. According to Joseph's (1985) article, military experience is of little value to veterans looking for civilian jobs, and consequently, many are unable to find civilian jobs after leaving the service. Some who do find employment are working in low paying unskilled jobs such as preparing hamburgers at fast-food restaurants. The article reports that unemployment among post-Vietnam veterans was actually higher than the overall rate during the third quarter of 1985 (9.7% versus 7.2%). Joseph argues that this problem is a result of national defense being a "low-tech business" offering a relatively small proportion of skilled jobs. In addition, he contends that job skill transferability is a problem: veterans have difficulty finding civilian jobs related to their jobs in the military.

The research reported in this paper was undertaken to examine the extent to which first-term soldiers are satisfied or dissatisfied with their Army experience as a preparation for civilian work as a function of whether such preparation was a reason for their enlistment. As we have seen, Army skill training is not intended as preparation for civilian jobs, though it may have such benefits for some. Recruits should know this and in fact most recruits do not expect specific skill training in the Army that would help them in a civilian job. We examine in this paper why complaints such as those reported by the Wall Street Journal can arise and whether they are likely to be systematic or just a few cases of unique circumstances.

Skill Training and Satisfaction with the Army

Importance of Satisfaction

In an era of recruited, voluntary military service, the services strive to meet the needs of soldiers to the extent possible given the national defense mission. The Army strives to enhance satisfaction among its soldiers in order to increase the retention of the most qualified personnel. In addition, satisfied "consumers" who elect not to reenlist also benefit the Army by promoting its image as a desirable employer.

Satisfaction with the Army (or any other employer) can be explained by a number of related expectancy theories emphasizing the correspondence between an individual's needs and expectations and his or her perceptions of whether these have been (or will

be) met by the organization (Smith, 1988). Porter and Steers (1973) have developed a conceptual framework for explaining satisfaction in terms of "met expectations", which stresses the importance of individual differences in expectations among persons in the same work environment. They define this concept as the "discrepancy" between the experiences (both positive and negative) an individual has on the job, and what he or she had actually expected. They argue that since persons will differ in their expectations of the "payoffs" or "rewards" that an organization will offer, a given variable (e.g., pay, or friendliness of employees) would not be expected to have the same impact on satisfaction for everyone. Porter and Steers developed their theoretical position from their review of the literature pertaining to job satisfaction and withdrawal behaviors. Smith (1988) examined "need discrepancy" among a sample of over 1200 Regular Army soldiers. He found that the difference between an individual's needs and his or her perceptions that those needs would be met in the Army was highly correlated (r= .62) with a measure of their overall satisfaction with the Army.

The desire for job training is the primary reason that some individuals enlist in the Army, and satisfaction with this training may affect attitudes toward Army service. Lockhart and Elig (1988) showed that enlistees who obtained their Army job training of choice tended to be more satisfied with the Army two years later. Understanding the potential causes of dissatisfaction with Army job training and their impact upon Army attitudes might help personnel planners and policy makers to develop ways of reducing potential discrepancies between recruits' expectations for job training and what the Army actually provides. Reducing such discrepancies might increase soldiers' satisfaction with the Army; and subsequently, their encouragement of others to enlist, and willingness to provide recruiters with leads. Previous research with Regular Army soldiers has shown that job satisfaction is related to intentions to reenlist and provide leads to recruiters (Lockhart, Elig, and Frieman, 1987). In addition, there is at least some support from meta-analysis research that job satisfaction is related to job performance and completion of enlistment (Iaffaldano & Muchinsky, cited in Lockhart, Elig, & Frieman, 1987). Since job satisfaction is an indicator of quality of life within an organization, efforts to understand and enhance satisfaction are valuable even if it is unrelated to performance (Lawler, 1983).

Satisfaction with Training and Intention to Reenlist

Although satisfaction with Army job training might be positively related to reenlistment for some groups of soldiers, it seems reasonable to suspect a different type of relationship for those persons joining the Army primarily to be trained in skills needed to secure a civilian job. For example, this group

may be more likely to leave the Army as soon as possible after the desired job training is obtained.

Skill Training as a Source of Dissatisfaction

Among individuals enlisting for specific job skills training, there are a number of potential causes of dissatisfaction. Some persons may have unrealistic expectations of the job training the Army can provide (e.g., as when an enlisted soldier expects to be trained as a farmer or physician), or may contract for a Military Occupational Specialty (MOS) which is not reasonably related to their civilian job of choice.

There may also be a discrepancy between the job training that recruits expect to receive and the training actually provided. In some cases, soldiers may not obtain the job training for which they originally contracted. This could occur when a soldier fails the Advanced Individual Training (AIT) requirements, or when he or she changes MOS due to a change in career interests. Another potential source of dissatisfaction may relate to whether or not a soldier had the opportunity to obtain useful job experience in their MOS after completing AIT.

The non-transferability of some job skills (e.g., gunnery training) to the private sector is a potential source of dissatisfaction. However, the Army might provide even soldiers trained in such MOS a means for developing personal characteristics and attitudes that would be helpful for obtaining civilian employment. Since these attributes (e.g., working with others, leadership skills, and coming to work on time) are not job specific, they might benefit and be a potential source of satisfaction to all soldiers.

Skill Training as a Reason for Enlistment

Reasons for Enlistment

Skill training is only one of many possible reasons for enlistment. In fact, wanting specific skill training is only one of the possible career- or work-oriented reasons for enlisting. Some people enlist because they want to be a soldier for their career. Others enlist for educational benefits so that they can go to college and/or vocational-technical schools after they leave the Army. For some, the development of general maturation and personal development that can be important to many pursuits including a career, is the reason for entering the Army. Others are simply looking for a job, are unemployed, or want to make more money than as a civilian, and do not try to enlist for any specific type of training.

Soldiers may also have reasons for enlisting that are not directly career- or work-oriented. Figure 1 displays percentages

for a recent year of survey data collected from new recruits on why they enlisted in the Army. Soldiers enlisting for many of these reasons would not try to enlist for a specific type of training, or were willing to give up specific skill training in order to meet some other need. Applicants might be willing to give up specific skill training in order to get a shorter term of active duty service, to get a cash bonus, to get a guaranteed location for training or for the initial duty location, or to get extra educational assistance through the Army College Fund (ACF). In fact, these enlistment incentives are not offered for many MOSs that are perceived to offer skill training useful to civilian jobs. For some MOSs, the training is the enlistment incentive.

Thus it is very important when discussing satisfaction with Army training as preparation for life after Army service to specifically examine the attitudes of soldiers who enlisted for specific skills that would prepare them for civilian work. And because enlistment motivations are related to background and demographic factors that are likely to be related to civilian employment opportunities, it is also necessary to discuss satisfaction with training in the context of demographic differences between soldiers.

Demographic, Background, and Situational Differences

Satisfaction with the Army and/or the perceived value of Army job training among enlisted soldiers is related to several background, demographic, and situational variables. In survey data presented by Kimmel (1988), females reported greater satisfaction with the Army than males, and ethnic minorities reported more satisfaction than whites. Females also perceived their Army job skills training more positively than males. Among the ethnic groups surveyed (i.e., whites, blacks, and hispanics), minorities rated their Army job training more positively but reported greater difficulty in obtaining a job after leaving the Army. They also reported lower satisfaction with their current jobs.

For soldiers who want training in useful civilian skills, MOS type (i.e., combat arms, combat support, or combat service support) may be related to satisfaction with Army job training. It is believed that training in a combat MOS would result in lower training satisfaction, since this category includes jobs which offer little skill transferability outside the military. In contrast, training in a combat support or combat service MOS (which offer much greater skill transferability to the civilian sector) might result in greater satisfaction for those wanting to obtain useful civilian job skills. Intelligence and education may relate to Army job training satisfaction, since enlistees with greater ability and education generally have more options to choice from in selecting their MOS. Amount of previous work

experience may also be related to satisfaction with the Army, since some persons entering with job skills might be promoted faster. Individuals with past work experience may also tend to be more realistic in their expectations of the job skills training the Army can provide.

Lockhart and Elig (1988) reported that Army enlistees given a guaranteed assignment to a given unit at the completion of training tended to have higher Army satisfaction. In contrast, those given a guaranteed location for basic and/or advanced training tended to have lower growth satisfaction. In post-hoc analyses involving 63 separate t-tests, Lockhart, Wagner, and Cheng (1987) found that 2-year term Army enlistees had greater pay and growth satisfaction than soldiers with longer terms of enlistment. Time in service is another variable that may be related to a soldier's attitude toward Army job training and the Army in general.

Research Purpose

This research will examine how job satisfaction, behavioral intentions (i.e., willingness to provide leads to recruiters, and intention to reenlist), and actual reenlistment among a sample of non-prior service Regular Army soldiers who enlisted to obtain specific job skills is related to satisfaction with Army job training. It is hypothesized that those individuals who received the job skills training they expected will (1) report greater satisfaction with the Army, and (2) be more willing to provide leads to recruiters. In contrast, (3) a smaller difference in Army satisfaction as measured <u>prior</u> to beginning of AIT is expected between groups. In addition, it is hypothesized that the group which receives the job skills training expected will (4) rate their specific job training as more useful (for obtaining and working in a civilian job) than those who did not receive the training they expected. Finally, (5) smaller differences between groups are expected in the rating of the effect of the Army upon the development of personal characteristics and attitudes that would be useful for obtaining and working in a civilian job.

In addition to the above, potential sources of dissatisfaction with Army job training and their impact upon job satisfaction and behavioral intentions will be explored. The relationship between job training satisfaction and reenlistment intention and actual reenlistment will also be examined.

For individuals enlisting in the Army primarily to obtain specific job skills, satisfaction with the training provided is expected to be especially important to overall satisfaction with the Army. The model underlying the hypotheses for this research is as follows:

INSERT THE MODEL HERE

METHOD

All Regular Army soldiers who, upon entering active duty, completed the 1986 or 1987 New Recruit Survey (NRS) and were still on active duty as of March 1989 according to Enlisted Master File (EMF) records will be resurveyed with the 1989 Recruit Experience Tracking Survey (RETS). The RETS instruments will be sent directly to each soldier's most current military address (as listed on the EMF) during the months of April and May. Preliminary data analyses will be performed on the NRS data in order to develop enlistment motivation scales needed during the primary data analyses. Data from selected subjects who began their active duty between June and August of 1986 will be used for model development. Data from the remaining selected subjects who began their active duty between June 1987 and May 1988 will be used to validate and refine the model.

Subjects

Preliminary Subjects

Up to 14,737 soldiers with no prior military service who completed the 1986 or 1987 NRS (at the time they entered onto active duty) will serve as subjects for the preliminary data analyses. The NRS survey and data collection procedures are discussed in a later (NRS Survey Background) section. Data from these individuals will be used for developing job enlistment motivation scales (as described in the Preliminary Data Analyses section) needed in the primary data analyses. In addition, these subjects will be used for exploring group differences in enlistment motivation scale scores and other measures which are expected to differ as a function of the time of year that soldiers began their tour of duty.

Primary Subjects

Primary subjects will be selected from among those RETS survey respondents with no prior military service. (Individuals who will have already begun their second term of active Army duty at the time of the RETS survey, as well as those with any other prior military service will be excluded). The RETS survey and data collection procedures are discussed in a later (RETS Survey Background) section.

NRS Survey Background

The background and general purpose of the NRS surveys has been described by Benedict (1987, 1988) and Data Recognition Corporation (1987). This ongoing series of surveys was initially

developed in 1982 by the Army Research Institute and commissioned by the U.S. Army Deputy Chief of Staff for Personnel. Although the item content and sponsorship of the surveys has changed over the years, all have served to "measure the enlistment motivations, attitudes, knowledge, and personal characteristics of new recruits at the time of their initial entry into the U.S. Army (Benedict, 1987, p.1)". The major research focus has been to determine (1) "who is enlisting in the U.S. Army and why", (2) "how to target recruiting resources to attract high quality recruits", (3) "why recent recruits joined and their propensity to remain in the service", and (4) "which recruiting and advertising practices are the most effective and why" (Benedict, 1987 pp. 1-2). These research efforts have provided valuable information to Army policy makers and planners. The 1986 and 1987 New Recruit Surveys, sponsored by the U.S. Army Recruiting Command, consisted of over 200 items on optically scannable survey booklets which were administered to Regular Army, Army Reserve, and National Guard recruits. The two versions were almost identical in both item content and format.

The 1986 and 1987 New Recruit Surveys were to given to groups of recruits at eight reception battalions by trained administrators who provided directions, answered questions, and collected the completed survey booklets.

A total of 14,737 new Regular Army recruits with no prior military service were surveyed by the 1986 and 1987 NRS. The 1986 NRS was administered to a total of 7,875 (first term) Regular Army soldiers between June and August of 1986. The 1987 NRS was administered over three distinct time periods. During trimester 1 (June - August 1987) surveys were completed by 3,009 (first term) Regular Army soldiers. During trimester 2 (September - December 1986) 2,357 (first term) Regular Army soldiers were surveyed. Finally, during trimester 3 (January - May 1987) 1,496 (first term) Regular Army soldiers completed the survey. The choice of the three 1987 trimesters was based upon an effort to obtain approximately equal numbers of respondents during each period; not equal periods of time.

RETS Survey Background

The Recruit Experience Tracking Survey was developed to measure Regular Army soldiers's perceptions and attitudes about their Army experiences and determine what changes may have occurred since entering active duty. Another purpose is to identify sources of satisfaction and dissatisfaction that may either influence soldiers' decisions to reenlist or affect their guidance to others about joining the Army. RETS contains previous NRS questions about perceptions of and attitudes toward the Army, as well as measures of satisfaction and dissatisfaction. Research resulting from RETS will help military personnel planners to evaluate and develop personnel policies related to reenlistment incentives, and to evaluate enlistment and reenlistment advertising strategies.

A sample of 11,130 Regular Army soldiers surveyed by the 1986 and 1987 NRS are being resurveyed by RETS in April and May of 1989. Participation is strictly on a volunteer basis, but only individuals with no prior military service who were still on active duty as of March 1989 (according to EMF records) are being included in this survey effort. The survey instruments and cover letters are being sent directly to each soldier's most recent military address (on the enlisted master file), and follow-up letters and surveys will be sent as needed to increase the response rate. The instruments consist of 34 numbered items (measuring 126 actual variables) on optically scannable survey booklets.

Measures

Enlistment Motivation

Job skills: enlistment motivation. The motivation to enlist in order to obtain job skills training will be measured by a scale comprised of several NRS items (e.g., item Y103: "Did you enlist to get trained in job skills that are required for a specific civilian job?"). The development of this scale is described in the Preliminary Data Analyses section.

Group Classification

Satisfaction with job skills training. Satisfaction with the job skills training obtained in the Army will be measured by the True/False RETS variable R041 (I got the job skills training I expected when I enlisted). Soldiers' responses to this item will be used to identify the two primary groups for which attitudes, behavioral intentions, and behavioral outcomes will be compared.

Demographic and Situational Variables

Measures on several demographic and situational variables believed to be related to satisfaction with Army job skills training or overall Army satisfaction will be obtained in order to control for (if necessary) their potential impact upon these measures. Data for most variables will be obtained from Enlisted Master File (EMF) records. These include sex (variable XSEX in NRS), race (variable XPOPGRP in NRS: White, Black, Hispanic, and Other), Armed Forces Qualification Test (AFQT) category (variable MCAT80R in NRS 86, and variable TCAT in NRS 87: Category 1, 2, 3A, 3B, and 4A), term of enlistment (variable ENLTERM in NRS: 2, 3, and 4 year), highest education at the time of accession (variable XEDLEV in NRS: non-high school graduate, high school diploma graduate, and postgraduate), and MOS type

(i.e., combat arms, combat service, and combat service support). The sample of soldiers who entered onto active duty after the beginning of 1987 (and completed the 1987 NRS) will be classified into 3 categories according to their time in service at the time they completed the RETS survey. The three administration periods for the 1987 NRS (June - August 1987, September - December 1987, and January - May 1988) may serve as the basis for this classification.

Previous work experience might be measured in several ways. Prior work experience is indicated by a response of 1 or greater to NRS variable T207 (Since you were 16 years old, how many different employers have you worked for?) This variable could be dichotomized to indicate the absence or presence of any past work experience prior to joining the Army. In addition, the variable could be used to measure the number of past employers for those individuals reporting previous work experience. A similar strategy might be used for NRS variable T208 (In the last year, how many different employers have you worked for?). Another approach to measuring previous work experience might be to determine the number of weeks individuals were employed full-time during the year before their accession. This could be obtained by subtracting the number of weeks reported in NRS variable WKSNWORK (During the past year, how many weeks were you NOT working FULL-TIME?) from 52 weeks. Responses to NRS variable WKSWORKP (During the past year, how many weeks were you working a PART-TIME JOB?) could also be combined with the created variable to make a new variable (e.g., the total number of weeks a person worked either full-time or part-time). Preliminary analyses will be done to determine the most useful means for measuring work experience. The final decision will be made largely upon considering which approach will result in the greatest variance.

Army Related Predictors of Group Classification

This category of measures relating primarily to prior Army experiences and perceptions will be used to explore the potential causes of dissatisfaction with Army job training. Individual measures will be correlated with group classification as measured by Satisfaction with Job Skills Training.

Reasonableness of Selected MOS. In the 1986 and 1987 NRS, subjects were asked to select one of among 16 job categories which was most closely related to the type of civilian job for which they joined the Army to obtain job skills. The job categories for this item (Y104) included (1) sales worker, (2) office and clerical worker, (3) service or restaurant worker, (4) trades or crafts worker, (5) transportation operator, (6) manufacturing or producing, (7) protection service, (8) art, entertainment, recreation, (9) laborer, except on farm, (10) farm laborer, (11) paraprofessional, (12) professional, (13) technical, (14) manager or administrator, except on farm, (15) owner or proprietor, and (16) farmer or farm manager. A

dichotomous variable will be created to measure the reasonableness of the match between this selected job category and the actual contracted MOS. Two or more subject matter experts will be asked to judge, for each enlisted Army MOS, whether there could be some specific skill transfer within each of the 16 civilian job categories. Since Army MOS are already grouped into Career Management Fields (CMF) representing highly related skill areas, these judgements could be made simply on the basis of these 33 CMFs (while noting any MOS which are exceptions). Subject matter experts might include a few individuals who are familiar with a large number of enlisted Army jobs (e.g., persons working within the Soldier Support Center, Occupational Survey Division) or a larger number of persons with each person being an expert in a given CMF.

The remaining measures identified in this section are variables that will be used in exploratory data analyses.

Completion of AIT. A dichotomous variable will be used to measure whether or not soldiers completed AIT in the MOS for which they contracted. This variable will be obtained for RETS item R036 (True/False: I completed AIT in the MOS for which I contracted).

AIT Skill Transferability. Perceived job skill transferability to civilian jobs will be measured by the dichotomous RETS item R042 (True/False: The ARMY trained me during AIT primarily on specific ARMY equipment or tasks, and I don't expect these skills to transfer to civilian jobs).

MOS Skills Expected. Whether or not a soldier's MOS involved the skills that he or she expected will be measured by the response to RETS item R044 (True/False: The MOS for which I was trained in AIT involves the skills that I expected when I enlisted).

Gained Useful Job Experience. Whether or not a soldier perceives that he or she gained useful job experience will be measured by the dichotomous RETS item R046 (True/False: I gained useful job experience working the MOS I went to AIT for).

Qualification for job desired. This variable could be obtained from the True/False NRS item T035 (I didn't qualify for the kind of military work I wanted).

Choice of jobs. This variable could be obtained from the True/False NRS item T036 (The counselor gave me a choice of jobs).

Satisfaction with recruiter provided job information. This variable may be obtained from the NRS item T050 (How satisfied

are you with the information your recruiter gave you about the kind of work you will be doing in your military job?).

Satisfaction with counselor provided job information. This variable may be obtained from the NRS item T049 (How satisfied are you with the information the Army guidance counselor gave you about the kind of work you will be doing in your miliary job?).

Criterion Measures

Most criterion measures (described below) will consist of scales developed from two or more related survey items. Intercorrelations between items comprising a scale will be determined to insure internal consistency. Only items which are positively correlated with the other item (or items) will be included in individual scales. After scale development is complete, reliability will be calculated by adjusting the correlation (or average intercorrelation) of the items for scale length using the Spearman-Brown formula. Actual scale values will be obtained by standardizing item response values and then adding these standardized values within each scale.

Attitude Measures

Usefulness of Specific Job Skills Learned. The perceived usefulness of the specific job skills learned in the Army will be measured using a two item scale which includes RETS items R10 (What effect, if any, have your Army experiences had on the development of specific job knowledge, skills, and abilities that will help you obtain a civilian job?: (1) strong negative effect,...(5) strong positive effect) and R035 (How much have your Army experiences helped you to develop specific job knowledge, skills, and abilities that you feel might increase your value as an employee of a civilian company?: (1) not at all,...(5) very much).

Usefulness of Work Related Attitudes Developed. The perceived usefulness of personal characteristics and attitudes developed in the Army will be measured using a two item scale which includes RETS items R017 (How much have your Army experiences helped you to develop personal characteristics and attitudes that will help you obtain a civilian job?: (1) strong negative effect,...(5) strong positive effect) and R052 (How much have your Army experiences helped you to develop personal characteristics and attitudes that you feel might increase your value as an employee of a civilian company?: (1) not at all,... (5) very much).

Acquired Work Related Attitudes, Experiences, and Skills. Responses to RETS free response item R019 (If you were asked by a prospective employer what attitudes, experiences and skills you acquired in the ARMY would be of value to the employer, what

would you say?) may be used for developing criterion measures for exploratory analyses.

Attitude Toward the Army. Overall attitude toward the Army will be measured using a two item scale which includes RETS items R001 (Based on what you know now, how satisfied are you with Army life?: (1) very satisfied,...(7) very dissatisfied) and R034 (If you had it to do all over again, would you join the Army?: (1) definitely not,...(5) definitely). To be consistent with the other item in this scale, the response coding values in item R034 will be reversed. Coding values are noted in parentheses above.

Expected Satisfaction with the Army. Expected satisfaction with the Army was measured by NRS item T001 when enlistees began their first term of enlistment. This item it comparable to RETS item R001 (above) and might be used to compare expected satisfaction between groups at the time of entry.

Behavioral Intentions

Providing Leads to Recruiters. The desire to provide leads to recruiters will be measured using a three item scale which includes RETS items R011 (If a good friend of yours asked your advice about seeing a military recruiter, would you say it was: (1) A waste of time, (2) Up to him or her, (3) A good idea), R015 (Would you be interested in helping recruiters identify potential enlistees? (1) Definitely not, (2) Probably not, (3) Probably, (4) Definitely), and R018 (Would you provide your recruiter with leads of close friends or relatives who would benefit from the Army? (1) Yes, (2) Maybe, (3) No). To be consistent with the other items in this scale, the response coding values in item R018 will be reversed. Coding values are noted in parentheses above.

Reenlistment Intention. Soldiers' reenlistment intentions will be measured by their responses (i.e., (1) definitely not, ...(5) definitely) to RETS items R002D (How likely is it that after this enlistment you will: Reenlist, but probably not make the Army a career) or R002E (How likely...Stay in the Army until I retire). Reenlistment intention will be coded as the response coding value associated with the item given the most positive response (i.e., the highest of the two response coding values).

Preliminary Data Analyses

Development of Enlistment Motivation Scales

Seven NRS survey items relating to enlistment motivation were identified for inclusion in a series of principle component analyses. Five were selected because of past research demonstrating their loadings on a higher-order "Economic" factor comprised of the first-order factors "Economic Advancement" and

"Education Money" (Pliske, Elig, and Johnson, 1986). This group of related items (i.e., variables T069, T078, T079, T082, and T096) was clearly relevant because they include a measure of the importance of skill training as a reason for enlistment (i.e., T078; which had a substantial loading on the "Economic Advancement" factor). The remaining selected items include Y103 ("Did you enlist to get trained in job skills that are required for a specific civilian job?") and Y053 ("How likely is it that after your enlistment you will: Leave the ARMY to find civilian employment..."). In previous research, responses to the latter were shown to be related to whether or not an individual reported that skill training was the most important reason for enlisting (Pliske, Elig, and Johnson, 1986).

Principle components analyses (PCAs) were performed in order to identify a smaller number of underlying factors from the seven selected items. A separate PCA was performed for each NRS 1986 and 1987 data set corresponding with the different times of administration: (1) NRS 1986 (June-August 1986), (2) NRS 1987 Trimester 1 (June-August 1987), (3) NRS 1987 Trimester 2 (September-December 1987), and (4) NRS 1987 Trimester 3 (January-May 1988). A PCA was also performed for the four data sets combined.

In addition to the PCAs, each series of analyses included both the Varimax (orthogonal) and Promax (oblique) rotations of the extracted factors having eigenvalues greater than or equal to one. Prior to conducting the analyses the response code values for two items were reversed to be consistent with other items such that reported desire for job skills training (Y103) and civilian employment (Y053) would be associated with higher response code values. In addition, the response option "don't know" to item Y053 was recoded so that it became the center anchor in a 5 point scale.

The results of the PCA for the combined data sets using the oblique factor rotation will serve as the basis for developing enlistment motivation scales. The factor loadings (greater than .30) for the 7 items will be used as weights for constructing the separate scales. Weighting variables by their factor loadings generally produces reasonable estimates of factor scores (Harris, 1985). In developing the scale, item response values will be standardized so that they will be expressed in comparable measurement units. Item weights will be obtained by rounding the factor loadings and multiplying them by 10 to create whole numbers.

Development of Imputed Response Values

In order to use as much data as possible, the impact of imputing responses to some missing values (of enlistment motivation scale items) through the use of regression analysis will be examined. Imputing response values for item Y103 ("Did you enlist to get trained in job skills that are required for a specific civilian job?) is particularly desirable due to the

relatively large number of individuals who did not complete this question (located near the end of the NRS survey booklet consisting of over 200 items). Missing values account for 8% to 17% of the cases across the 4 data sets. Prior to developing an imputed response to this item, subjects will be combined from all 4 data sets and classified into three groups: (1) those who answered "yes", (2) those who answered "no", and (3) those not responding to this question. The means and standard deviations of the other scale items along with Expected Satisfaction with the Army (item T001) will be determined separately for individuals in these three groups to determine how similar group 3 is to group 1 and group 2.

Evaluation of Group Differences in Enlistment Motivation

After missing values have been imputed, the means and standard deviations of the enlistment motivation scale items, enlistment motivation scales, and Expected Satisfaction with the Army will be determined for each of the 4 separate NRS data sets, as well as for all data sets combined. Group differences in enlistment motivation factor scores across the 4 data sets will be evaluated using MANOVA, and one-tailed planned comparisons between selected groups will be made. One such planned comparison will contrast those completing the 1987 NRS in trimester 3 (January-May 1988) with the remaining subjects who completed the NRS (and entered the service) at other times of the year. (Compared with the later group, a greater proportion of individuals completing the 1987 NRS in trimester 3 are expected to have enlisted for job skills training, while a smaller proportion is expected to have enlisted to obtain money for an education). A separate MANOVA will also be performed to evaluate differences in enlistment motivation scale items and Expected Satisfaction with the Army between the 4 NRS data sets.

Primary Data Analyses

Subjects will be grouped according to their satisfaction with the job skills training obtained in the Army, as measured by their True/False responses to RETS variable R041 (I got the job skills training I expected when I enlisted). The resulting (training satisfied/training dissatisfied) groups will be compared on the basis of attitudes, behavioral intentions, and behavioral outcomes. Data from individuals who began their active service in 1986 and 1987 will be analyzed separately because of the large differences in the time in service for these samples. Moreover, the 1986 sample will serve primarily for model development, while the 1987 sample will be used for model validation and revision.

Before testing specific hypotheses, the training satisfied and training dissatisfied groups will be compared to determine if they differ significantly on other variables which may be related to the various outcome measures. Specifically, the groups might

be compared on the basis of sex, education, ethnic background, AFQT classification (probably collapsed into about 3 categories), time in service (only for subjects who began their enlistment in 1987), and MOS type (i.e., combat, combat support, and combat service support) using chi square analyses. To the extent that the training satisfied and training dissatisfied groups differ significantly on a given variable, hypothesis testing will be done separately for a range of values on that variable.

Planned comparisons will be to used to test the hypotheses that training satisfied individuals will (1) report greater satisfaction with the Army, and (2) be more willing to provide leads to recruiters. The difference between group means on Attitude Toward the Army and Providing Leads to Recruiters will be evaluated using one-tailed t-tests (alpha = .05). Similarly, a planned comparison will be used to test the hypothesis that (3) smaller differences between groups will be found in satisfaction with the Army at the beginning of active duty. The difference between group means on Expected Satisfaction with the Army will be evaluated using a two-tailed t-test (alpha = .05).

In order to control type 1 error, a multivariate procedure (e.g., Hotelling's T or MANOVA) will be used to test the remaining hypotheses and explore other possible relationships of interest. The final hypotheses are that the training satisfied group will (4) rate their specific job training as more useful (for obtaining and working in a civilian job) than those who did not receive the training they expected, and (5) there will be smaller differences between groups in the rating of the effect of the Army upon the development of personal characteristics and attitudes that would be useful for obtaining and working in a civilian job. Finally, the relationship between training satisfaction and reenlistment intention and actual reenlistment will be examined.

After evaluating the hypotheses (above), statistical analyses will be performed to explore some potential causes of dissatisfaction with Army job skills training. The relationship between Reasonableness of Selected MOS and Satisfaction with Job Skills Training will be evaluated using a planned one-tailed t-test comparison (alpha = .05) or correlation coefficient (Phi). Exploratory analyses will also be performed by entering several other variables as a set into a regression equation. These variable may include Completion of AIT, AIT Skill Transferability, MOS Skills Expected, Gained Useful Job Experience, Qualification for Job Desired, Choice of Jobs, Satisfaction with Recruiter Provided Job Information, and Satisfaction with Counselor Provided Job Information. The final decision of which variables to include in the exploratory analyses will be based upon an examination of item response frequencies and their intercorrelations.

RESULTS

Preliminary Data Analyses

Development of Enlistment Motivation Scales

Three separate factors (with eigenvalues greater than or equal to one) were extracted from the seven NRS enlistment motivation items through the principle components analyses. These factors were obtained independently for each of the 4 NRS data sets, as well as for the combined data set. An inspection of the factor structures (i.e., the pattern of loadings or correlations of the variables with the three underlying factors) revealed that these factors were stable across the 5 samples. For each data set, the factor loadings resulting from both the Varimax (orthogonal) and the Promax (oblique) rotations were also inspected and found to be very similar. The factor structure obtained from the Promax rotation (which allows the factors to be correlated) performed on the combined data set is presented in Table 1, and the factor correlations are presented in Table 2. Following the conservative criterion suggested by Bennet and Bowers (1977), factor loadings less than .30 were not considered as statistically significant and were therefore omitted from the tables. The factor loadings matrices (oblique rotations) obtained from the four smaller data sets are presented in Appendix 1 (Tables A-1 - A-4). Note that there was a substantial loss of subjects in all of the principle components analyses due to the listwise deletion of missing cases.

Table 1

Enlistment Motivation Items from 1986 and 1987 NRS Respondents: Rotated Factor Loadings Matrix (Oblique Rotation) N=11,743

NRS Item	Factor I Job Skills	Factor II School Money	Factor III Need Job	Shared Variance
Skills Training for Specific Civilian Job	.79	--	--	.65
Skill Training	.76	--	.41	.64
Desire Civilian Job After ETS	.47	--	--	.23
Want a Better Job	.40	--	.69	.55
Money for College	--	.85	--	.75
Money for Vocational or Business School	--	.84	--	.84
Unemployment	--	--	.82	.73
Variance accounted for:	1.63	1.55	1.38	

Table 2

Enlistment Motivation Items from 1986 and 1987 NRS Respondents: Correlations Between Rotated Factors (Oblique Rotation) N=11,743

	Factor		
Factor	I Job Skills	II School Money	III Need Job
Job Skills	--	.20	.23
School Money	--	--	.12
Need Job	--	--	--

The extracted factors, "Job Skills", "School Money", and "Need Job" represent the motivations for enlisting in the Army which underlie the responses to the individual enlistment motivation items. Although the patterns of factor loadings for the individual items are very similar for all 5 data sets, some variation is apparent in the 1987 Trimester 3 data presented in Appendix 1, Table A-4. This data set (which contains the smallest number of cases), differs from the other samples in that the importance of "wanting a better job" receives a higher loading on the "Job Skills" factor and a lower loading on the "Need Job" factor. The relative sizes of these loadings are reversed in the other samples. Also among the 1987 trimester 3 data set, the factor loading of the item "desire a civilian job after ETS" is high on the "Need Job" factor and very low on the "Job Skills" factor. This pattern is also the reverse of the pattern found among the other data sets.

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APPENDIX 1

Table A-1

Enlistment Motivation Items from 1986 NRS Respondents:
Rotated Factor Loadings Matrix (Oblique Rotation) N=6,224

NRS Item	Factor I Job Skills	Factor II School Money	Factor III Need Job	Shared Variance
Skills Training for Specific Civilian Job	.79	--	--	.64
Skill Training	.76	--	.41	.64
Desire Civilian Job After ETS	.49	--	--	.25
Want a Better Job	.39	--	.71	.56
Money for College	--	.85	--	.75
Money for Vocational or Business School	--	.84	--	.72
Unemployment	--	--	.82	.72
Variance accounted for:	1.63	1.52	1.39	

Table A-2

Enlistment Motivation Items from 1987 NRS Trimester 1 Respondents: Rotated Factor Loadings Matrix (Oblique Rotation) N=2,460

NRS Item	Factor II Job Skills	Factor I School Money	Factor III Need Job	Shared Variance
Skills Training for Specific Civilian Job	.79	--	--	.64
Skill Training	.75	.33	.34	.62
Desire Civilian Job After ETS	.48	--	--	.24
Want a Better Job	.36	--	.66	.51
Money for College	--	.85	--	.76
Money for Vocational or Business School	--	.84	--	.70
Unemployment	--	--	.84	.74
Variance accounted for:	1.59	1.60	1.34	

Table A-3

Enlistment Motivation Items from 1987 NRS Trimester 2 Respondents: Rotated Factor Loadings Matrix (Oblique Rotation) N=1,791

NRS Item	Factor I Job Skills	Factor II School Money	Factor III Need Job	Shared Variance
Skills Training for Specific Civilian Job	.79	--	--	.66
Skill Training	.75	--	.49	.67
Desire Civilian Job After ETS	.50	--	--	.35
Want a Better Job	.41	--	.71	.58
Money for College	--	.84	--	.73
Money for Vocational or Business School	--	.83	--	.70
Unemployment	--	--	.72	.59
Variance accounted for:	1.68	1.51	1.36	

Table A-4

Enlistment Motivation Items from 1987 NRS Trimester 3 Respondents: Rotated Factor Loadings Matrix (Oblique Rotation) N=1,168

NRS Item	Factor I Job Skills	Factor II School Money	Factor III Need Job	Shared Variance
Skills Training for Specific Civilian Job	.77	--	--	.68
Skill Training	.81	.35	.30	.70
Desire Civilian Job After ETS	.13	--	.61	.37
Want a Better Job	.65	.33	.42	.52
Money for College	--	.86	--	.76
Money for Vocational or Business School	--	.84	--	.71
Unemployment	--	--	.81	.67
Variance accounted for:	1.79	1.69	1.33	