

Youth Attitudes Toward the Military

Poll Three



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YOUTH ATTITUDES TOWARD THE MILITARY: POLL THREE

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TABLE OF CONTENTS

1.	Introduction and Report Organization.....	7
2.	Executive Summary.....	9
3.	Background Information.....	17
4.	Research Methodology.....	19
5.	Detailed Findings.....	21
	Demographic Profile of Respondents	21
	Propensity.....	25
	Propensity-Related Factors	27
	Propensity for Military Services	34
	Propensity Trends.....	34
	Consideration of Joining the Military	38
	Impressions of the Military	42
	Optimism and Safety.....	46
	Patriotism	49
	Favorability Toward the Military	51
	Knowledge of the Military	52
	Military Service Benchmarks.....	55
	Multivariate Analysis	61
6.	Appendix A – Sample Design and Implementation.....	A-1
7.	Appendix B – Youth Poll 3 Interview Questionnaire	B-1

TABLES AND FIGURES

Table 1	October 2001 Current Population Survey Data.....	21
Table 2	Age Distribution.....	22
Table 3	Race/Ethnicity.....	22
Table 4	Regional Distribution.....	22
Table 5	Education Status.....	23
Figure 1	Difficulty Getting a Full-Time Job.....	24
Figure 2	Number of Siblings	24
Figure 3	Sibling Age	25
Figure 4	Propensity for Active Duty Service (Men and Women Ages 15-21)	26
Figure 5	Propensity for Reserve Components (Men and Women Ages 15-21)	27
Figure 6	Active Propensity Declines With Age (Both Genders)	28
Table 6	Active Propensity by Age and Service (Percent)	29
Figure 7	Active Propensity Declines With Age (Gender Comparison)	30
Figure 8	Composite Active “Definitely” Propensed	31
Table 7	Composite Propensity by Employment Status and Perceived Employment Prospects (Percent)	32
Table 8	Composite Propensity by Education Status (Percent)	32
Table 9	Composite Propensity by Sibling Status and Birth Order (Percent)	33
Table 10	Composite Propensity by Geographic Region (Percent)	33
Table 11	Propensity by Military Service (Percent)	34
Figure 9	Composite Active Propensity (Men Ages 16-21).....	35
Table 12	Active Duty Propensity Trends for Men (Ages 16-21) (Percent)	35
Figure 10	Composite Active Propensity (Women Ages 16-21).....	36
Table 13	Active Duty Propensity Trends for Women (Ages 16-21) (Percent).....	36
Figure 11	Propensity Trends for Reserve Components (Men Ages 16-21)	37
Figure 12	Propensity Trends for Reserve Components (Women Ages 16-21)	38
Figure 13	Consideration of Joining the Military	39
Table 14	Reasons to Consider Joining the Military (Percent)	40
Figure 14	Reasons to Consider Joining the Military	41
Figure 15	Current Events and Propensity.....	42
Figure 16	Impressions of the Military	43
Figure 17	Have You Discussed Military Service?	44
Figure 18	Personal Contacts	45
Figure 19	Tone of Personal Contacts’ Advice	46
Figure 20	Future Outlook	47
Figure 21	Feelings About the Future of Our Country	48
Figure 22	Impact of Terrorist Attacks	49
Figure 23	Patriotism	50
Figure 24	Favorability Toward the Military.....	51
Figure 25	Military Service.....	53
Figure 26	Military Service Benchmarks.....	56
Figure 27	Military vs. Civilian Jobs	59
Figure 28	Military Service Benchmarks: Strengths of the Military	60
Figure 29	Military Service Benchmarks: Comparing Military to Civilian Jobs	61
Table 15	Knowledge of the Military Factor Loadings	62

Table 16	Optimism Factor Loadings	62
Table 17	Patriotism Factor Loadings	63
Table 18	Military Service Benchmarks	64
Table 19	Summary Statistics for Ordered Probit Model	65
Table 20	Ordered Probit Estimates	66
Table 21	Individual Impact of Each Independent Variable of Propensity (Hispanics and African Americans)	68
Table 22	Individual Impact of Each Independent Variable of Propensity (Whites)	69

1. INTRODUCTION AND REPORT ORGANIZATION

Introduction

During Fiscal Year 2000, the Department of Defense expanded its market research efforts to (1) understand attitudes of key audiences toward the military, in general, and military service, specifically, and (2) develop research-based communications strategies and recommendations for each market. The Defense Manpower Data Center (DMDC) was responsible for this research. A two-pronged research approach was undertaken: (1) qualitative research – in-depth, values laddering interviews with the major recruiting markets (e.g., parents, educators, youth, Service members) to determine their attitudes toward the military, their recommendations to youth regarding post-high school options, and research-based message strategies that would resonate with each market; and (2) quantitative research – short, multi-year polls with recruitment-aged youth and adult Americans.

The purpose of this report is to present results of a polls conducted with American youth to collect timely information on their attitudes about the military, knowledge of the military and employment status. The research was conducted at the request of the Deputy Assistant Secretary of Defense for Military Personnel Policy, Vice Admiral P. A. Tracey, and the Director for Accession Policy, Dr. W. S. Sellman.

Report Organization

The report is organized into the following main sections:

- A summary of the Youth Polling Research can be found in the **Executive Summary** section of the report.
- The **Background Information** section contains a historical perspective on the Department of Defense's recruitment advertising and market research programs.
- The **Research Methodology** section provides details on the design of the research conducted.
- All research findings are reviewed in the **Detailed Findings** section.
- **Appendix A** includes specifics on the sample design and survey implementation.
- **Appendix B** includes the Youth Poll Three interview questionnaire.

2. EXECUTIVE SUMMARY

Research Background

The Department of Defense recruitment environment changes rapidly based on factors such as the race/ethnic mix of the youth population, unemployment rates, world events, and attitudes on continuing education. Accurate, timely information is required to adapt DoD's advertising strategies to its target markets. This poll is the most recent in a series designed to provide DoD quick turnaround results, support advertising objectives, and respond to senior leaders' policy issues.

Since 1975, the Department of Defense has collected information from American youth on future plans, the impact of current events, military recruiting advertising recognition, and media habits. One objective for gathering the information is to measure enlistment propensity—the percent of youth saying they will “definitely” or “probably” enter military service when asked if they would consider military service. Propensity is seen as an indicator of the health of the recruiting market. The information is also used to develop programs that will enhance propensity to enlist and to track the effectiveness of the advertising already in place.

The Joint Recruiting Advertising Program (JRAP) and Joint Market Research Program (JMRP) were created in the 1970s to support DoD's military recruiting requirements. JRAP, the “corporate” advertising program, is designed to complement Service-specific “brand” advertising. JMRP's mission is to acquire, analyze and disseminate information on recruiting target markets (prospects, influencers, and pre-prospects).

Research Methodology

Using random digit dialing (RDD), a total of 2,002 youth were interviewed, using computer-assisted telephone interviewing (CATI) technology, during October 12 – November 19, 2001. The target audience included youth ages 15-21 who had never served in the military and were not enrolled in any postsecondary Reserve Officer's Training Corps (ROTC) programs. While this is the same population targeted in the Youth Poll 1 and 2, it differs from the population used in previous Youth Attitude Tracking Studies (YATS)¹ conducted from 1975 to 1999, which included youth ages 16 to 24. The decision to alter the composition of the sample was based on a comprehensive review of previous YATS reports, discussions with the recruiting community and a desire to align the research with the target audience in use for advertising tracking. The final data were weighted by age and race/ethnicity according to the October 2001 *Current Population Survey* data.²

Specific topics covered in this poll were as follows:

- Propensity
- Employment status
- Education status

¹ Wilson, Michael J., et al. (1999). *Youth attitude tracking study: 1999 propensity and advertising report*. (Report No. 2000-019) Arlington, VA: Defense Manpower Data Center.

² Bureau of the Census. (2002). *Current Population Survey*. Washington, DC: Author. Available: <http://www.bls.census.gov/cps>

- Optimism and safety
- Patriotism
- Favorability toward the military
- Knowledge of the military
- Military service benchmarks
- Impressions of the military
- Demographics such as birth order, race, and ethnicity

Propensity Trends for 16 to 21 Year Olds

Propensity, the percent of youth saying they will “definitely” or “probably” enter military service, has been shown to be a valid indicator of enlistment behavior: those who say they are likely to join actually enlist at higher rates than those who say they are unlikely to join. The wording of the aided propensity questions in Youth Poll 3 was identical to the wording used in Youth Polls 1 and 2 and in YATS; however, the results from the polls are not directly linked to YATS because the two surveys use different methodologies³. Youth Poll 3 provides the third data points in the new trend lines.

For the YATS years, it appears that the Composite Active Propensity⁴ of 29 percent for men ages 16 to 21 reported in 1999 was the lone rise in a relatively stable trend dating back to 1994. From 1994 through 1998, Composite Active Propensity for these young men ranged between 26 and 28 percent. Young women’s Composite Active Propensity also remained relatively stable from 1994 through 1999, fluctuating between a high of 15 percent and a low of 11 percent. Composite Active Propensity was measured in Youth Poll 3 at 32 percent for men ages 16 to 21 and 12 percent for women ages 16 to 21.

Propensity levels for men increased for all Services, both active and reserve. The Army experienced the most significant increase from 10 percent in Youth Poll 2 to 16 percent in Youth Poll 3. However, women’s Service-specific propensity remained relatively constant, hovering around five percent. Similar to previous polls, men were significantly more likely than women to be propensed for each individual Service, both active and reserve. Overall, the Coast Guard continued to report the lowest propensity levels among all Services. The Army had the highest propensity for men, and the Navy for women.

³ Differences in methodologies between YATS and the Youth Polls include sample designs, callback procedures and weighting schemes.

⁴ Composite Active Propensity is defined as the percentage of youth who say they will “definitely” or “probable” be serving on active duty in the Army, Navy, Marine Corps, and/or Air Force.

Propensity and Propensity-Related Factors for 15 to 21 Year Olds

When asked what one or more things they think they might be doing in the next few years, youth most often mentioned *going to school* (62%) and *working* (60%). While this is similar to the trend in Youth Poll 1, it is a slight departure from Youth Poll 2 where more youth had reported planning to *work* relative to planning to go to *school*. In Youth Poll 3, only five percent of youth indicated that they might be *joining the military*.

Overall Composite Active Propensity for men and women ages 15 to 21 combined was 24 percent, higher than the 19 percent in Youth Poll 2 and 20 percent in Youth Poll 1. Men's Composite Active Propensity was 34 percent and remains consistently higher than women's Composite Active Propensity (14 %). All Service-specific propensity levels, for men and women combined, increased relative to Youth Poll 2, with the Army achieving the highest gains.

Composite Reserve Propensity, for men and women ages 15 to 21, was 17 percent, up from 13 percent in Youth Poll 2. Men's propensity increased from 16 percent to 22 percent while women's propensity remained stable at 11 percent. The propensity for the National Guard was eight percent and for the Reserves it was 13 percent.

Propensity was related to a number of demographic variables, notably gender, age, education, employment status, and region.

- Overall, when compared to women, men generally displayed a higher level of Composite Active Propensity, Composite Reserve Propensity and Service-specific propensity.
- With regards to age, results show that propensity declines as youth get older. Fifteen-year-olds were more than two times as likely to report a likelihood of *joining the military* compared to 21-year-olds.
- Both Composite Active and Composite Reserve Propensity varied according to employment status, and the perceived difficulty in attaining employment. Similar to previous waves, youth who were *not employed* were significantly more likely to indicate a propensity for active duty service (26%) relative to youth who have *full- or part-time jobs* (22%). Similarly, youth who perceived employment as being *more difficult* to attain were significantly more likely to report being propensed for active duty service (29%) compared to those who perceived employment as *not being difficult* to attain (22%).
- As has been the case in previous years, composite propensities were relatively higher in the South and West, and relatively lower in the Midwest and Northeast.

Impact of Current Events on Consideration of Joining the Military

When asked how the situation related to the World Trade Center and the Pentagon affected consideration of joining the military, roughly half (49%) of youth who were asked this question mentioned that the situation made them *more likely* to consider joining. However, almost four in 10 (38%) mentioned that it made them *less likely*, and 12 percent volunteered that it did not *change their likelihood*.

In response to a similar question, a large number of youth (42%) indicated that the situation related to US military action in the Middle East against terrorists made them *more likely* to consider joining

the military, but a slightly greater number mentioned that the situation made them *less likely* (46%).

Impressions of the Military

Similar to Youth Poll 1, youth were asked their impressions of the military in general. Youth Poll 3 specifically asked who they have talked to in the last year about the military and whether the people they talked to had positive, neutral, or negative opinions. The questions included:

- *Overall, what would you say is your general impression of the US Military?*
- *Within the last year, have you discussed the possibility of your joining the US Military with anyone other than a military recruiter?*
- *Who (e.g., father, mother, teacher/counselor/coach, friend) did you discuss this (the possibility of joining the US Military) with?*
- *What was their (e.g., father's, mother's, teacher/counselor/coach's, friend's) opinion (very positive, somewhat positive, neutral, somewhat negative, very negative) about the possibility of you joining the US Military?*

In this poll, a clear majority of respondents (75%) had a *positive impression* about the military, which represented a significant increase from the 48 percent in Youth Poll 1. This increase may have been related to the September 11 terrorist attacks since Youth Poll 1 was conducted before the attacks and Youth Poll 3 was initiated about one month following the September 11 terrorist attacks. This question was not asked in Youth Poll 2.

Roughly one-third (35%) of all youth mentioned discussing the possibility of joining the military with *someone other than a recruiter*. This figure rose eight percentage points from Youth Poll 1.

Consistent with results in previous polls, youth discussed the possibility of joining the military with personal contacts, such as family, friends, or acquaintances. Youth were most likely to discuss joining the military with their father, mother, or a peer/friend in the same generation (within 10 years of age). In terms of impressions, immediate (not including spouse) and extended family members (cousins, aunts, uncles, grandparents), friends of the same or older generation, and teacher/counselor/coaches were more likely to give positive than neutral or negative opinions about joining the military. On the other hand, while much less likely to be asked, spouses, girl/boyfriends, and co-worker/employees had more neutral or negative than positive opinions about joining the military.

Optimism and Safety

Youth were asked a series of questions to gauge their level of optimism, confidence in the country, and feelings of safety.

Youth were extremely positive about their future. Overall, youth were most likely to agree with *I will be successful in the future* (98%) and *I will be satisfied with my life in the future* (97%). *I am optimistic about the future* received the lowest agreement score (85%). More than eight out of 10 youth were generally positive about the future of the country.

Youth were also asked about their feelings of personal safety and the likelihood of another terrorist

attack. Despite feelings that the United States would experience another terrorist attack before the end of the year, youth indicated that they felt safe in their daily lives. With an overall mean score of 7.7 on the 10-point scale, youth indicated they generally feel safe in everyday life. On the other hand, with an overall mean score of 6.7, youth also indicated they feel it is likely that the United States will experience another terrorist attack before the end of the year.

Youth were asked questions to gauge the impact of the September 11 terrorist attacks on their personal and community lives. Roughly one in 10 youth (9%) knew someone who was injured or lost in the terrorist attacks and more than half (60%) of all youth believed that life in their everyday community had returned to normal since the attacks.

Patriotism

Youth were asked about their feelings regarding patriotism and being an American. Four statements were read and, for each, youth rated how well the statement described their feelings and attitudes using a 10-point scale. The four patriotism statements were as follows:

- *I feel proud being an American;*
- *Democracy and freedom are worth fighting for;*
- *America is the best place to live in the world; and*
- *I am willing to make personal sacrifices in my day-to-day life in order to do something for America*

Overall, youth were very likely to describe their feelings and attitudes as patriotic, particularly that they *feel proud being an American* and that *democracy and freedom are worth fighting for*. However, while youth were quick to describe their feelings as patriotic, they were less likely to *make sacrifices in their day-to-day life to do something for America*.

Knowledge of and Favorability Toward the Military

When asked to rate their favorability of the military in general, the active duty Services, the Reserves, and the National Guard, youth gave favorable ratings to all. The Air Force received the highest favorability rating while Coast Guard received the lowest. Favorability ratings for the Reserves and National Guard were consistent with ratings for active duty.

Overall, youth have a self-assessed moderate level of knowledge of the military—5.8 on a 10-point scale, where one means *not at all knowledgeable* and 10 means *extremely knowledgeable*.

When given specifics about the benefits offered through the military and asked to rate their believability, youth considered all the benefit statements either somewhat or very believable, with mean scores ranging from 7.3 for *more and more of the housing for enlisted personnel is college style dormitory rooms* to 8.6 for *the military currently offers over 140 career paths new recruits can choose from*.

Military Service Benchmarks

Youth were asked to rate the importance for characteristics of various careers. They were then asked to determine where that characteristic could be best found—in the military, in a civilian job, or both. Overall, the characteristics of a career viewed as most important to youth were:

- *Have personal freedom;*
- *Do something that you can be proud of; and*
- *Have a good paying job that allows you to live comfortably.*

The characteristics viewed as least important were:

- *Have the opportunity to travel; and*
- *Work in a high-technology environment.*

Youth believed most of the characteristics could be obtained *equally* in both a military or civilian job. However, they were more likely to believe they would find the following characteristics or benefits in the military: *be physically challenged, have the opportunity to travel, experience adventure, and develop self-discipline.* Youth were more likely to believe they would find the following characteristics or benefits in a civilian job: *stay in an area near your family and friends, and have personal freedom.*

Multivariate Analysis

To further examine the data, two phases of multivariate analysis were performed—factor analysis on question batteries included in the survey and an ordered probit regression model to better understand propensity.

During the factor analysis, the four question batteries included in the survey were reduced into the following factors:

Knowledge of the Military Factors

Factor 1 – Knowledge of College Benefits

Factor 2 – Knowledge of Other Benefits

Optimism Factors

Factor 1 – Internal Optimism

Factor 2 – External Optimism

Patriotism Factors

Factor 1 – Patriotism

Military Service Benchmark Factors

Factor 1 – Professional Development

Factor 2 – Achievement Motivation

Factor 3 – Experience Adventure

Factor 4 – Earn Respect

Factor 5 – Tolerant Environment
Factor 6 – Personal Development

Overall, youth have a slightly higher knowledge of college benefits, but were also knowledgeable about other military benefits. In general, youth were optimistic, particularly about the future and the conditions of their future life. Youth also rated all patriotism factors high, particularly pride in being an American.

Finally, an ordered probit model confirmed much of what was known about the relationship between propensity and demographic characteristics and behaviors. It also explored some newer items that may provide additional insights for recruiting efforts. Among these items, a preference for working in a tolerant environment and a chance to earn respect and experience adventure stood out as perhaps the most noteworthy since these notions can be utilized in communication efforts.

3. BACKGROUND INFORMATION

Since 1975, the Department of Defense has collected information from American youth. The *Youth Attitude Tracking Study (YATS)*⁵ was conducted annually from 1975 to 1999 for the purpose of collecting information from American youth on topics such as their future plans, impact of current events, military recruiting advertising recognition, and media habits. This information was used to measure enlistment propensity—the percent of youth saying they will “definitely” or “probably” enter military service when asked if they would consider military service. Propensity is considered an indicator of the health of the recruiting market. The data collected from American youth are used to develop programs that will enhance propensity to enlist and to track the effectiveness of the advertising already in place.

The Joint Recruiting Advertising Program (JRAP) and Joint Market Research Program (JMRP) were created in the 1970s to support DoD’s military recruiting requirements. JRAP is the “corporate” advertising program, which is designed to complement Service-specific “brand” advertising. JMRP’s mission is to acquire, analyze and disseminate information on recruiting markets (prospects, influencers, and pre-prospects).

In March 1999, the Secretary of Defense initiated a comprehensive evaluation of the Department’s recruitment advertising programs. This review was conducted by a team of advertising consultants from the firms of Bozell/Eskew and Murphy, Pintak, Gautier, and Hudome⁶. One of the team’s recommendations was that the Department needed to “revamp” its methods for collecting information on youth. The advertising consultants recommended developing a “quick polling” capability to provide more frequent input to the decision process, give faster turnaround of results, and respond to policy issues that senior leaders may have. This poll represents the third wave of this capability.

⁵ Wilson, Michael J., et al. (1999). *Youth attitude tracking study: 1999 propensity and advertising report*. (Report No. 2000.019) Arlington, VA: Defense Manpower Data Center.

⁶ Bozel/Eskew, Murphy, Pintauk, Gautier, & Hudome. (2002). *A report on the Armed Services recruitment advertising*. Santa Monica, CA: RAND.

4. RESEARCH METHODOLOGY

This section presents a broad overview of the study design. Technical details regarding the sample design and implementation are included in Appendix A.

This computer-assisted telephone interviewing (CATI) survey included 2,002 youth and was conducted between October 12 and November 19, 2001. The target audience profiled in this survey included youth ages 15 to 21 who had never served in the military and were not enrolled in any postsecondary Reserve Officer's Training Corps (ROTC) programs.

While this is the same population targeted in the Youth Polls 1 and 2, this differs from previous YATS studies, which included youth ages 16 to 24. The decision to alter the composition of the sample was based on a comprehensive review of previous YATS reports, discussions with the recruiting community and a desire to align the research with the target audience in use for advertising tracking.

The interview averaged 26.5 minutes in length and recorded a final incidence of approximately 5.0 percent (on average, of 100 people contacted, 5.0 qualify for this survey). The final data included in this poll were weighted by age and race/ethnicity according to the October 2001 Current Population Survey data.

A random digit dialing (RDD) sample methodology—specifically, a Random A (modified Epsem) sample with a minimum of two working blocks⁷ acquired from Survey Sampling, Inc.[®] (SSI)—was used for this study. This type of sample offers many benefits, two of which were particularly relevant to this study. During the random generation of telephone numbers, SSI is able to verify whether any of the generated numbers are known to belong to businesses. This allows the residential sample to be “cleaned” of most business numbers. Similarly, SSI is able to verify whether any of the generated numbers have been used for sampling purposes within the last six months. Those numbers are also removed from the sample to avoid duplication and possible intrusiveness.

Topics included in Youth Poll 3 were similar to Youth Poll 1 and 2:

- Propensity
- Employment status
- Education status
- Optimism and safety
- Patriotism
- Favorability toward the military
- Knowledge of the military
- Military service benchmarks
- Impressions of the military

⁷ A *block* (also known as a *100-bank* or a *bank*) is a set of 100 contiguous numbers identified by the first two of the last four digits of a telephone number. For example, in the telephone number 255-4200, “42” is the block. A block is termed to be *working* if one or more listed telephone numbers are found in that block.

- Demographics such as birth order and race/ethnicity

To increase the likelihood of reaching respondents, interviews were conducted from a telephone center located in Orem, Utah during the late afternoon, evening, and weekend hours. Interviewing was conducted from 3 p.m. through 9 p.m., respondent time, Sunday through Friday, and 10 a.m. through 6 p.m. on Saturdays.

Because of the speed with which the poll was conducted and the rate of completion, it was necessary to set quotas for selected demographics. Soft quotas, a target for the minimum number of surveys to be completed, were placed on each region and on race/ethnicity categories.

5. DETAILED FINDINGS

Demographic Profile of Respondents

The youth audience included in the poll included youth ages 15 to 21 who had never served in the military and were not enrolled in any postsecondary Reserve Officer's Training Corps (ROTC) programs. Unlike Youth Poll 1 where only United States citizens were interviewed, youth interviewed in Youth Polls 2 and 3 included non-citizens as well.

Soft quotas (targets for the minimum number of surveys to be completed) were placed on gender, race/ethnicity, education, and geographic region. Data were collected then weighted by age and race/ethnicity according to the October 2001 Current Population Survey.

Tables 1 displays the October 2001 *Current Population Survey* statistics used for weighting.

Table 1

October 2001 Current Population Survey Data			
Age (years)	Frequency	Percent (%)	Cumulative Percent (%)
15	4,017,345	14.3	14.3
16	3,984,030	14.2	28.4
17	4,060,248	14.4	42.9
18	3,974,579	14.1	57.0
19	4,226,987	15.0	72.0
20	3,842,437	13.7	85.7
21	4,020,009	14.3	100.0
Race/Ethnicity			
White non-Hispanic	18,280,000	65.0	65.0
African American, non-Hispanic	4,237,447	15.1	80.1
Hispanic	4,158,657	14.8	94.9
Other	1,453,383	5.2	100.1*

*Greater than 100 due to rounding.

Table 2 displays survey response data, both weighted and unweighted, that give counts by age of respondent. Table 3 displays the same counts by self-reported race/ethnicity.

Table 2

Age Distribution			
Age (years)	Unweighted Counts	Weighted Counts	Weighted Percent (%)
15	372	286	14
16	425	286	14
17	383	290	15
18	258	286	14
19	195	296	15
20	203	282	14
21	166	274	14
TOTAL	2,002	2,000	100%

Table 3

Race/Ethnicity			
Race/Ethnicity	Unweighted Counts	Weighted Counts	Weighted Percent (%)
White	1440	1303	65
African American	208	299	15
Other	148	105	5
Hispanic	206	295	15
TOTAL	2,002	2,000	100%

Table 4 displays weighted and unweighted response data by geographic region, and Table 5 gives self-reported current education level.

Table 4

Regional Distribution			
Region*	Unweighted Counts	Weighted Counts	Weighted Percent (%)
New England	103	89	4
Mid Atlantic	377	371	19
Great Lakes	386	382	19
Farm Belt	122	112	6
Outer South	480	498	25
Deep South	170	180	9
Mountain	106	103	5
Pacific	258	267	13
TOTAL	2,002	2,002	100%

*The regions used in the Youth Polls do not conform to Census division or region groupings.

New England: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Mid-Atlantic: Delaware, DC, Maryland, New Jersey, New York, Pennsylvania, West Virginia
 Great Lakes: Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin
 Farm Belt: Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota
 Outer South: Florida, Kentucky, North Carolina, Oklahoma, Tennessee, Texas, Virginia
 Deep South: Alabama, Arkansas, Georgia, Louisiana, Mississippi, South Carolina
 Mountain: Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming
 Pacific: California, Oregon, Washington, Hawaii and Alaska

Table 5

Education Status			
	Unweighted Counts	Weighted Counts	Weighted Percent (%)
Currently in High School or Lower	1,271	1,013	51
Full-time College or Postsecondary	367	498	25
Not in School	361	489	24
TOTAL	1,999**	2,000	100%

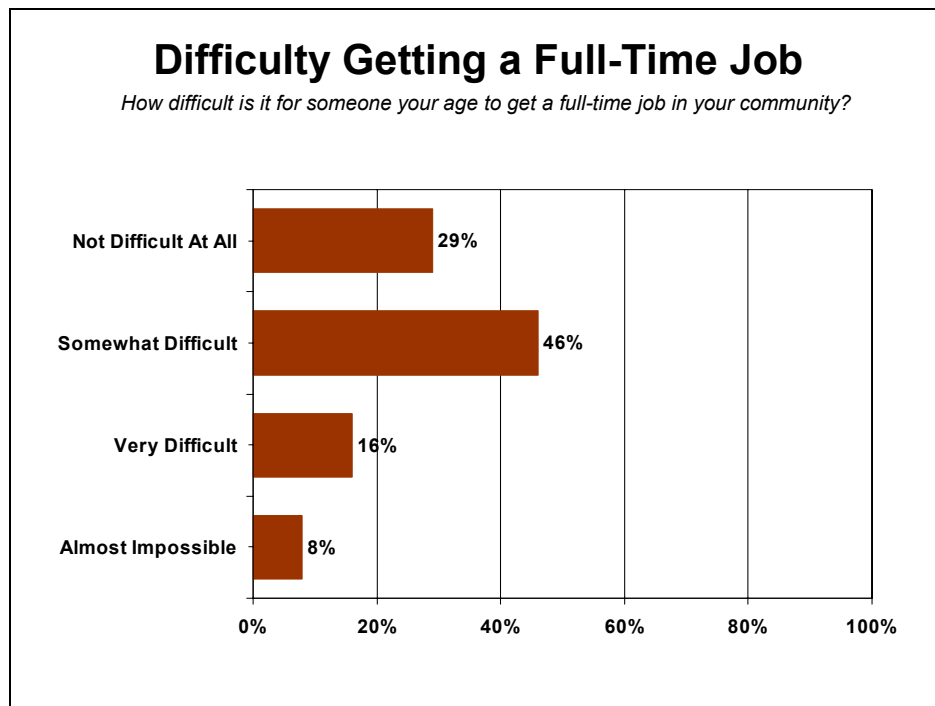
**Three youth indicated that they were currently in school but did not provide a specific grade or level.

Youth were asked if they are currently *employed either full- or part-time*. If they were employed they were asked, *how many hours per week in total do they work at their job*. Compared to Youth Poll 2, fewer youth were working, and they were also working fewer hours. These decreases bring the Youth Poll 3 figures down to levels observed in Youth Poll 1. Youth surveyed in Youth Poll 3 were less likely than those in Youth Poll 2 to be employed either *full- or part-time* (51% vs. 57%, respectively), and those who were employed reported working an average of 27 hours per week, down from 32 hours previously. Youth Polls 1 and 3 were conducted during non-summer months, while Youth Poll 2 was conducted during the summer. Therefore, the higher number of hours worked per week during Youth Poll 2 may be due to seasonal employment.

Despite finding that fewer youth were working, the number of youth who were *actively looking for work* remained essentially unchanged at 37 percent in Youth Poll 3 compared to Youth Poll 2 (36%). The remaining 63 percent indicated that they were *not looking for work*.

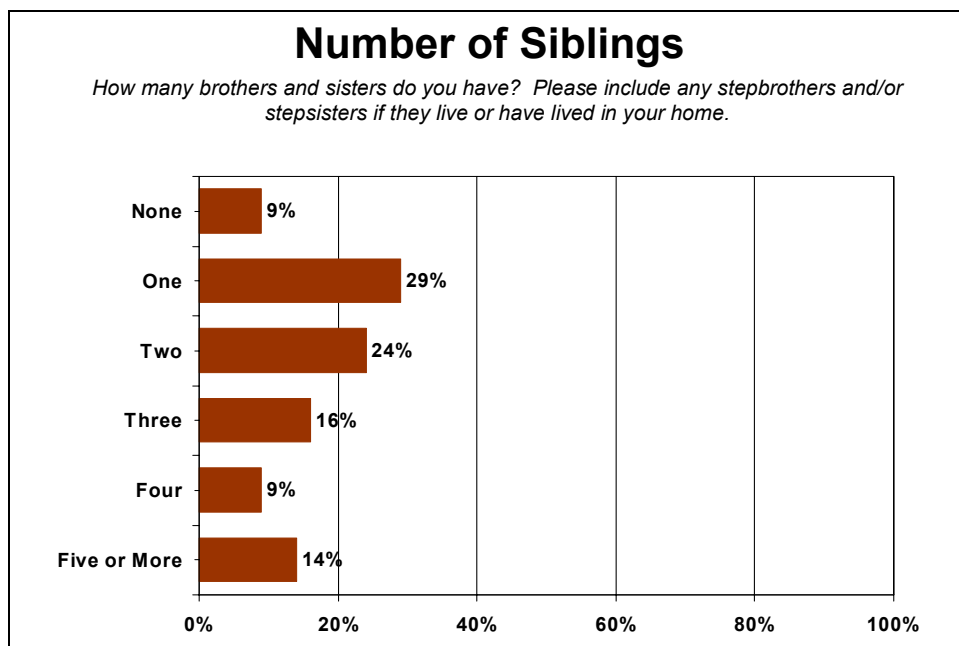
As depicted in Figure 1, youth did not feel finding full-time employment in their communities to be overly difficult. These numbers are in line with data from previous polls.

Figure 1



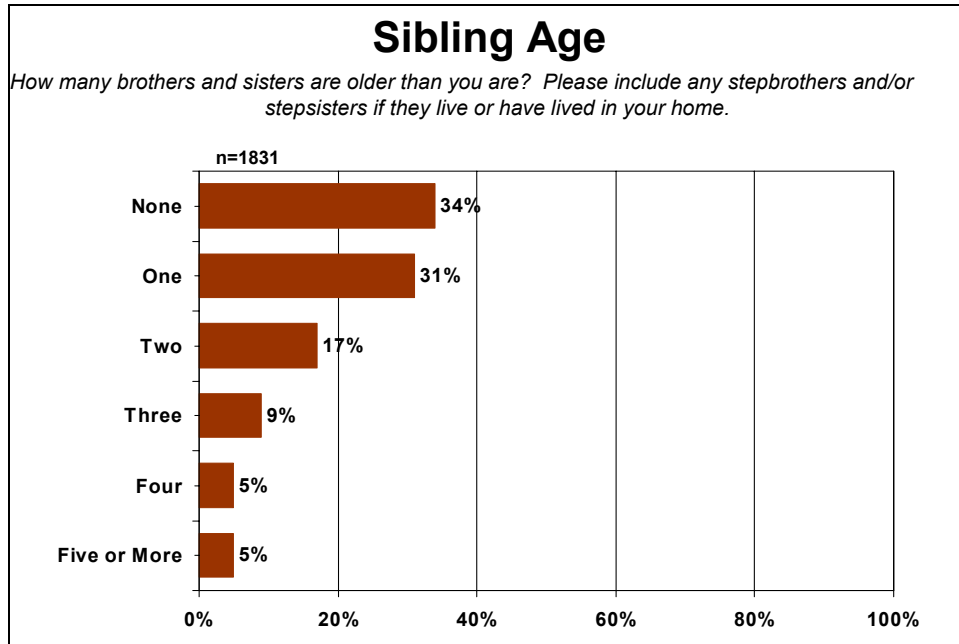
Youth were asked about the number of siblings they have. As shown in Figure 2, over half (53%) of the youth reported having *1 or 2 siblings*, while nine percent reported having *no siblings* and 14 percent of the youth report having *5 or more siblings*.

Figure 2



Those youth who mentioned having brothers or sisters were also asked about birth order. As shown in Figure 3, roughly half (48%) of the youth reported having *1 or 2 siblings* who are older, while 34 percent reported being the oldest.

Figure 3



Propensity

When asked what one or more things they think they might be doing in the next few years, youth most often mentioned going to *school* (62%) and *working* (60%). While this is similar to the trend in Youth 1, it is a slight departure from Youth Poll 2 where more youth had reported planning to *work* relative to planning to go to *school*. In the current Poll, only five percent of youth indicated that they might be *joining the military*.

Specific sub-groups who were more likely to mention *joining the military* unaided were men (8%) compared to women (2%), youth ages 15 to 19 (6%) compared to youth ages 20 and 21 (1%) and youth in high school or lower (7%) and youth not in school (5%), compared to youth in college or postsecondary school (1%).

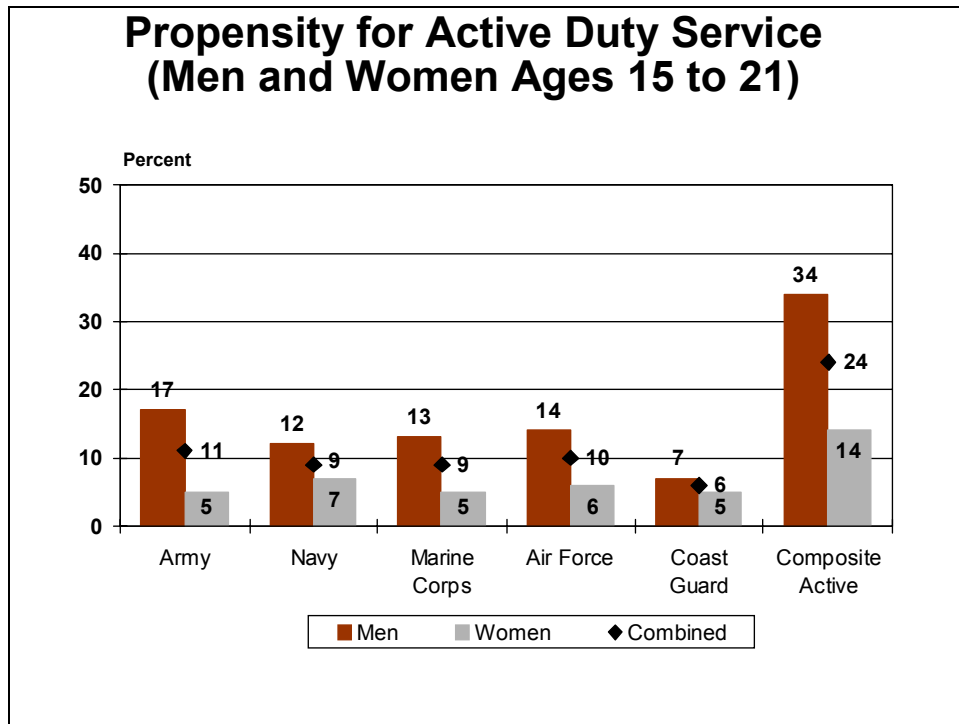
The survey questions used to measure aided propensity in the poll were identical to those used previously in YATS (and have remained consistent since the first YATS was administered in 1975). These questions followed the unaided discussion of their future plans. In the first aided propensity question, youth were asked: *Now I'd like to ask you how likely it is that you will be serving in the military in the next few years?* General propensity is calculated from this question, with positive general propensity measured by the percentage of youth responding “definitely” or “probably.”

Youth were then asked: *How likely it is that you will be serving on active duty in the [Army, Navy, Marine Corps, Air Force, Coast Guard]?* The question was asked for each Service, but the order the Services were presented was randomized for each respondent. Youth who responded that they

would “definitely” or “probably” be serving were propensed for that specific Service. Composite Active Propensity is the percentage of youth who were propensed for at least one or more of the four active DoD Services—Army, Navy, Marine Corps and Air Force.

Figure 4 show that Composite Active Propensity for men and women ranged from six percent for the Coast Guard to 11 percent for the Army. All Service-specific propensity levels increased relative to Youth Poll 2. Composite Active Propensity was 24 percent, up from 19 percent in Youth Poll 2.

Figure 4



The following groups were significantly more likely to report being propensed toward active duty service:

- Men (34%) compared to women (14%);
- Youth ages 15 to 19 (26%) relative to youth ages 20 and 21 (18%);
- Youth in high school or lower (28%) and youth not in school (25%) compared to youth in college/postsecondary school (12%);
- Youth who were not employed (26%) relative to those who were employed (22%); and
- Youth who perceived employment as difficult to attain (29%) compared to those who did not (22%).

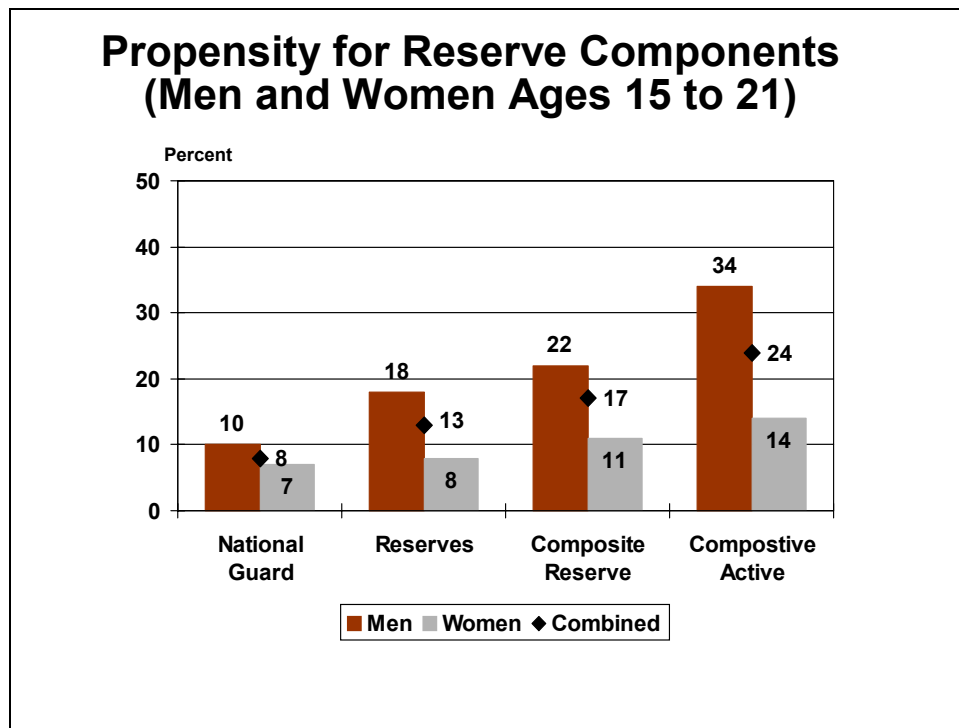
Similar to YATS, the questionnaire included parallel questions to gauge propensity for the Reserves and National Guard. Composite Reserve Propensity was developed from these two questions:

- *How likely it is that you will be serving in the National Guard? Would that be in the Air National Guard, Army National Guard?*

- *How likely it is that you will be serving in the Reserves? Would that be the Air Force Reserve, Army Reserve, Coast Guard Reserve, Marine Corps Reserve, Naval Reserve?*

Figure 5 displays propensity levels for the Reserve components. Composite Reserve Propensity for men and women combined was 17 percent, up from 13 percent in Youth Poll 2.

Figure 5



The following groups were significantly more likely to report being propensity toward Reserve duty service:

- Men (22%) compared to women (11%); and
- Youth in high school or lower (19%) compared to youth in college/postsecondary school (11%).

Propensity-Related Factors

It has been well documented that propensity is related to a number of demographic variables. The following section examines some of these relationships.

Age

As illustrated in Figure 6, Composite Active Propensity declined with age, with youth age 15 being more than two times as likely to report a likelihood to join the military compared to youth age 21. This trend was similar for each of the five Services, although the decline does not appear to be as steep for the Coast Guard [Table 6]. Additionally, Composite Active Propensity at each of the individual ages was greater or the same as that of previous waves.

Figure 6

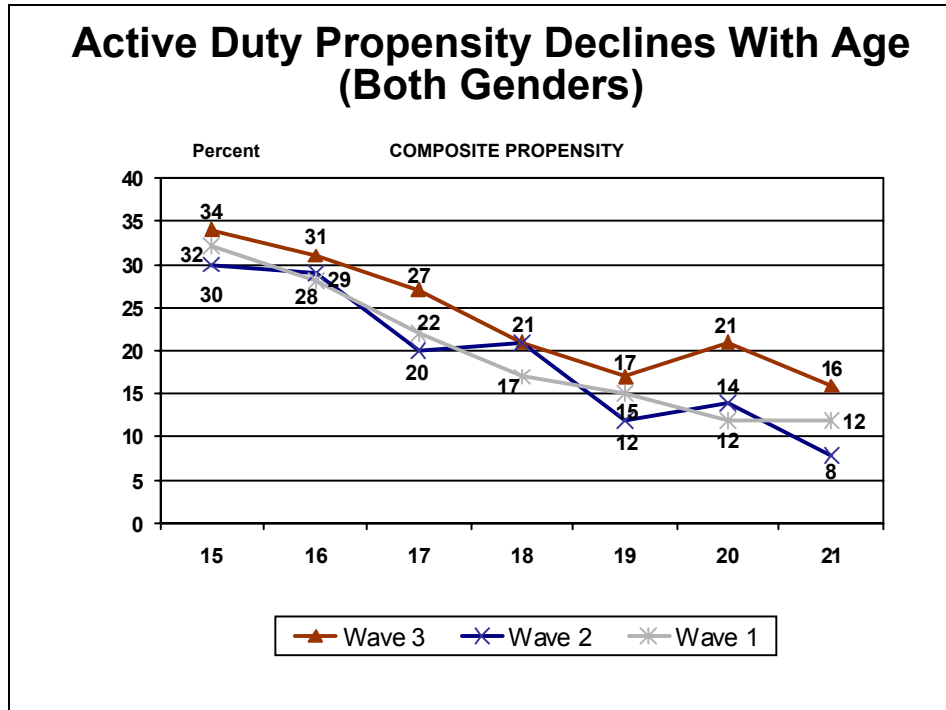


Table 6

Active Propensity by Age and Service (Percent)							
	AGE						
	15	16	17	18	19	20	21
SERVICE							
Army - Youth Poll 1	14	9	8	5	7	5	4
Army – Youth Poll 2	12	12	10	9	3	7	2
Army - Youth Poll 3	16	14	12	9	8	9	10
Navy - Youth Poll 1	13	9	7	4	8	7	4
Navy – Youth Poll 2	14	13	8	8	6	5	2
Navy - Youth Poll 3	13	11	12	8	6	10	4
Marine Corps - Youth Poll 1	12	12	8	6	4	2	4
Marine Corps – Youth Poll 2	10	12	6	7	3	4	2
Marine Corps - Youth Poll 3	13	9	10	7	7	9	7
Air Force - Youth Poll 1	14	14	12	8	8	5	7
Air Force - Youth Poll 2	14	11	8	9	6	6	4
Air Force - Youth Poll 3	17	14	12	10	5	10	4
Composite Active Propensity - Youth Poll 1	32	28	22	17	15	12	12
Composite Active Propensity - Youth Poll 2	30	29	20	21	12	14	8
Composite Active Propensity - Youth Poll 3	34	31	27	21	17	21	16
Coast Guard - Youth Poll 1	7	3	5	4	4	4	2
Coast Guard - Youth Poll 2	5	8	5	9	4	5	1
Coast Guard - Youth Poll 3	8	6	6	6	3	6	6

Compared to women, men generally displayed a higher level of Composite Active Propensity for each age group, and women exhibited a greater proportional drop in Composite Active Propensity from ages 15 to 21 [Figure 7].

Figure 7

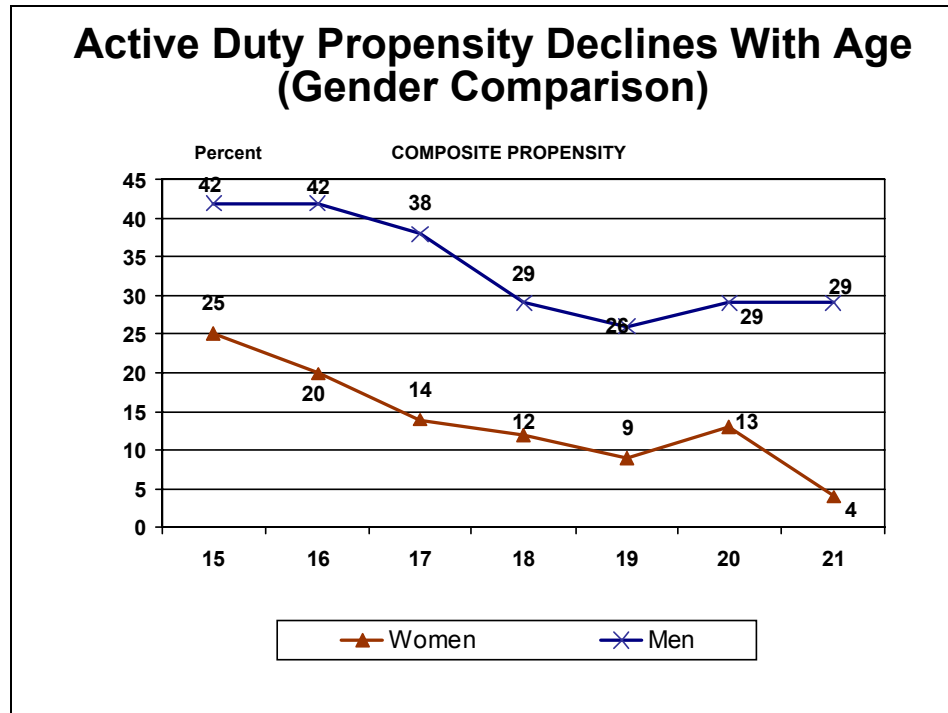
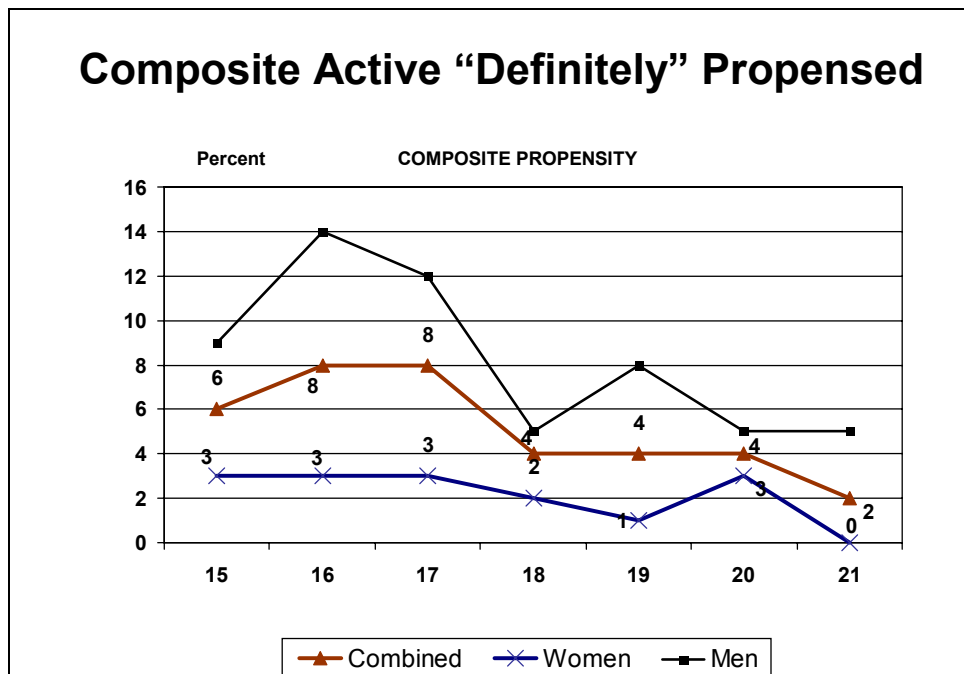


Figure 8 looks exclusively at youth who indicated that they would “definitely” be serving on active duty in the military in the next few years. The shape of the trend line for definitely propensed women is similar to that for all propensed women. The shape of the trend line for definitely propensed men, however, is different from that for all propensed men.

Figure 8



Current Employment Status and Employment Prospects

Both Composite Active and Composite Reserve Propensity varied according to employment status and the perceived difficulty in attaining employment. Similar to results from previous polls, youth who were not employed were significantly more likely to indicate a propensity for active duty service (26%) than youth who were employed either *full-* or *part-time* (22%).

Similarly, in a question about the perceived difficulty of attaining employment, youth who perceived employment as being difficult to attain were more likely to report being propensed for active duty service (29%) compared to those who perceived employment as not being difficult to attain (22%). This pattern also holds true for those who were “definitely” propensed, but not for those who were “probably” propensed.

For both Composite Active Propensity and Composite Reserve Propensity, the gap in propensity diminished relative to Youth Poll 2 between those employed and not employed. The gap also diminished for those who perceived employment difficult to attain and those who did not perceive employment as difficult to attain.

In Youth Poll 2, there was a significant difference in Composite Reserve Propensity for youth who were employed compared to youth who were not employed. The data in Youth Poll 3 did not exhibit a significant difference. In fact, Composite Reserve Propensity was almost identical for youth who were employed (16%) and those who were not employed (17%).

A similar trend was reported for Composite Active Propensity and Composite Reserve Propensity with the gap diminishing between youth who perceived employment as being difficult to attain and those who perceived it as not being difficult, which was significant in Youth Poll 2.

Table 7

Composite Propensity by Employment Status and Perceived Employment Prospects (Percent)						
Employment Status/Perceived Employment Prospects	Composite Active Propensity			Composite Reserve Propensity		
	Poll 1	Poll 2	Poll 3	Poll 1	Poll 2	Poll 3
Employed	16	15	22	12	11	16
Not Employed	23	24	26	15	17	17
Employment Difficult	26	28	29	14	20	19
Employment Not Difficult	18	16	22	14	11	16

Education Status

As illustrated in Table 8, propensity fluctuated by education level. Generally, youth *in high school or lower* or *not in school* were significantly more likely to report being propensed for active duty relative to youth *in college/postsecondary school*. However for reserve service, only those who were *in high school or lower* reported significantly higher propensity relative to those *in college/postsecondary school*. Since education status and age are somewhat correlated, these results reinforce the general finding discussed earlier that Composite Active Propensity declined with age. However, with the mean age of those *not in school* (19.4 years) roughly equal to that of those *in college/postsecondary school* (19.6 years), not all of the differences can be explained by age. The mean age for those *in high school or lower* was 17.3 years.

Table 8

Composite Propensity by Education Status (Percent)						
Education Status	Composite Active Propensity			Composite Reserve Propensity		
	Poll 1	Poll 2	Poll 3	Poll 1	Poll 2	Poll 3
High School or Lower	25	14	28	16	16	19
Full-time College or Postsecondary Education	8	10	12	10	8	11
Not in School	19	17	25	12	13	15

Sibling Status and Birth Order

Similar to Youth Poll 1 data, differences in propensity based on both birth order (first born vs. non first born) and sibling status were not statistically significant [Table 9]. However, Youth Poll 3 data on birth order and sibling status represent a strong departure from Youth Poll 2 data, where all differences were statistically significant and in the opposite direction.

Table 9

Composite Propensity by Sibling Status and Birth Order (Percent)						
Sibling Status/Birth Order	Composite Active Propensity			Composite Reserve Propensity		
	Poll 1	Poll 2	Poll 3	Poll 1	Poll 2	Poll 3
Only Child	17	29	21	11	21	12
Not Only Child	20	17	24	14	12	17
First Born	20	32	22	12	26	17
Not First Born	20	19	25	14	13	17

Geographic Region

As has been the case in previous polls, Composite Active and Reserve Propensity were relatively higher in the South and West, and relatively lower in the Midwest and Northeast [Table 10].

Table 10

Composite Propensity by Geographic Region (Percent)						
Region*	Composite Active Propensity			Composite Reserve Propensity		
	Poll 1	Poll 2	Poll 3	Poll 1	Poll 2	Poll 3
Northeast	17	16	20	13	12	14
Midwest	18	15	22	11	10	15
South	22	23	25	14	16	18
West	23	21	27	17	14	18

*The regions used in the Youth Polls do not conform to Census regions.

Propensity for Military Services

The Coast Guard continued to report the lowest propensity levels among all Services [Table 11]. The Air Force reported the highest propensity for men, and the Navy for women. Propensity levels for men increased for all Services, both active and reserve. For women, some Services reported gains, and others losses. Similar to previous polls, men were significantly more likely than women to be propensity for each individual Service, both active and Reserve.

Table 11

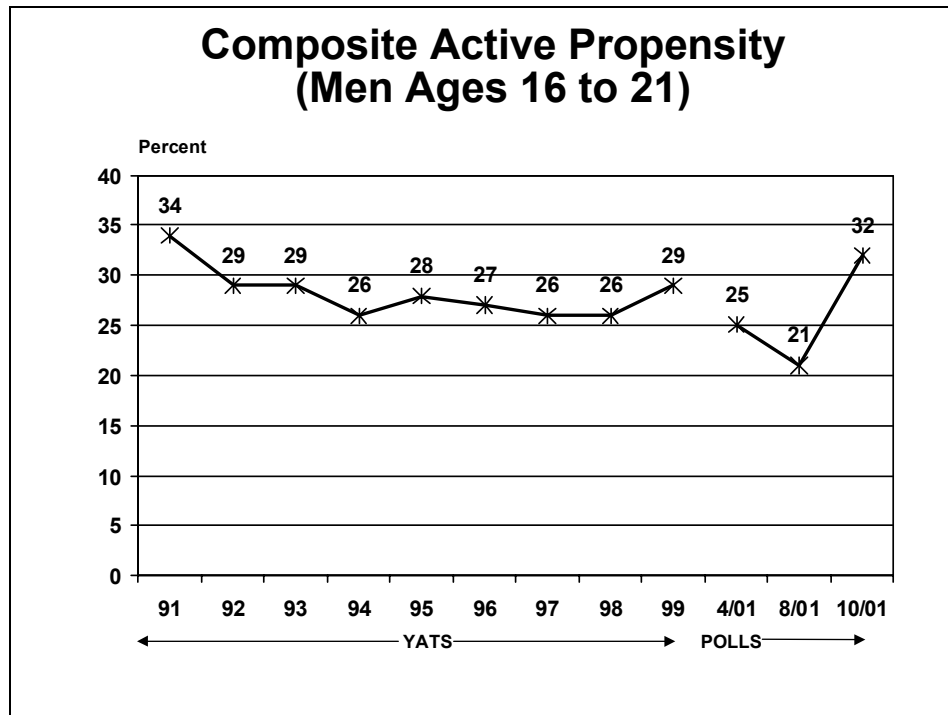
Propensity by Military Service (Percent)						
	Composite Active Propensity			Composite Reserve Propensity		
	Poll 1	Poll 2	Poll 3	Poll 1	Poll 2	Poll 3
Active Duty						
Army	11	11	17	4	6	5
Navy	10	10	12	5	6	7
Marine Corps	11	9	13	3	4	5
Air Force	14	10	14	6	7	6
Coast Guard	7	7	7	2	3	5
Reserve Components						
National Guard	9	8	10	4	5	7
Reserves	15	13	18	8	9	8

Propensity Trends

As previously mentioned, the questions capturing propensity in this poll were identical to those in YATS. The two studies did, however, utilize different sample designs, callback procedures, and weighting schemes; therefore, the resulting propensity measures should not be considered identical. The goal of the youth polls is to provide a point estimate of propensity that closely replicates YATS measures in a more timely and flexible survey. In Figure 9, all propensity figures prior to 2001 are from YATS. Because youth polls sampled youth ages 15 to 21, only data for 16 to 21 year olds are provided in Figure 9.

After declining in Youth Poll 2, Composite Active Propensity increased to a new high of 32 percent [Figure 9]. This increase was possibly the result of the September 11, 2001 attacks on America.

Figure 9



After remaining essentially unchanged in Youth Poll 2 (with the exception of the Air Force), all Service-specific propensity for men, except the Coast Guard, increased in the Youth Poll 3 data [Table 12].

Table 12

Active Duty Propensity Trends for Men (Ages 16-21) (Percent)												
	'91	'92	'93	'94	'95	'96	'97	'98	'99	3/01	7/01	10/01
Service												
Army	17	13	13	11	12	12	11	12	12	10	10	16
Navy	12	11	10	9	10	10	10	9	11	9	9	12
Marines	13	13	11	11	11	11	11	11	12	9	8	12
Air Force	16	14	14	12	12	12	12	12	13	13	8	13
Coast Guard	11	8	9	8	8	8	8	8	8	6	7	7

Figure 10 shows that Composite Active Propensity for women dropped two percentage points from 14 percent in Youth Poll 2 to 12 percent currently. All Service-specific propensity remained constant except for the Marines, which increased one percentage point, and the Air Force, which decreased one percentage point [Table 13].

Figure 10

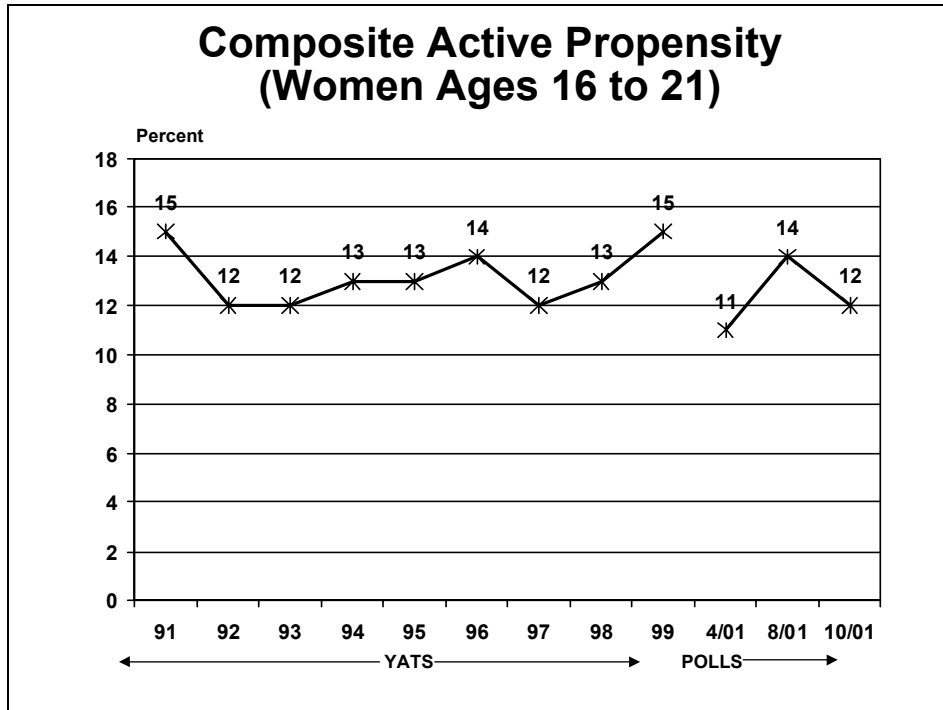
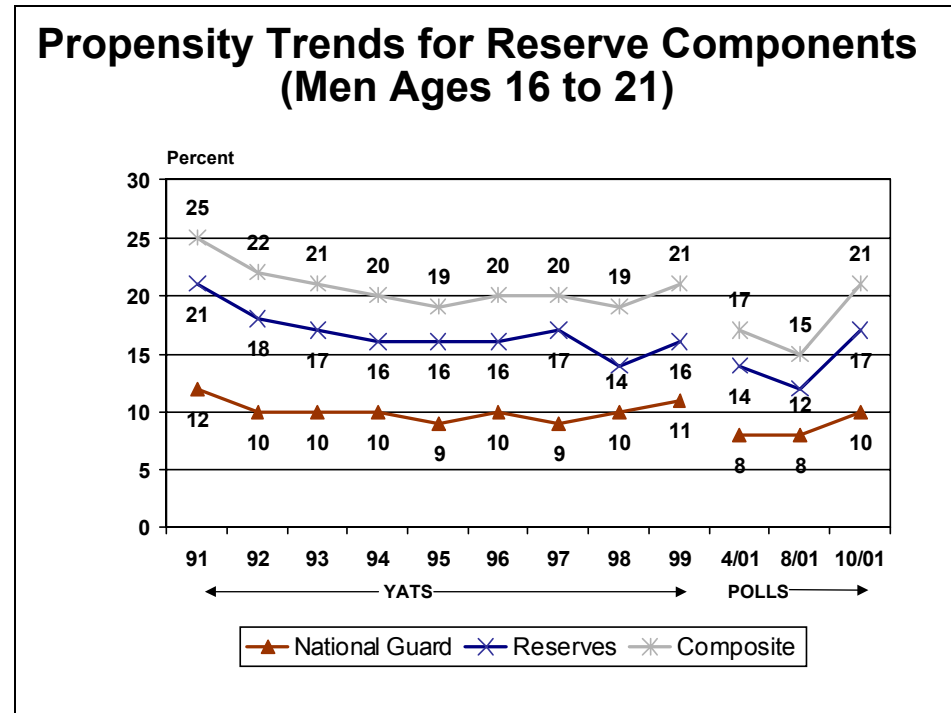


Table 13

Active Duty Propensity Trends for Women (Ages 16-21) (Percent)												
n=866	'91	'92	'93	'94	'95	'96	'97	'98	'99	3/01	7/01	10/01
Service												
Army	7	5	5	7	6	6	5	6	6	4	5	5
Navy	6	4	3	5	5	6	4	5	7	4	5	5
Marines	3	3	4	4	4	4	3	4	4	3	3	4
Air Force	9	7	7	5	7	7	6	7	7	5	7	6
Coast Guard	3	2	3	4	4	3	4	4	4	2	4	4

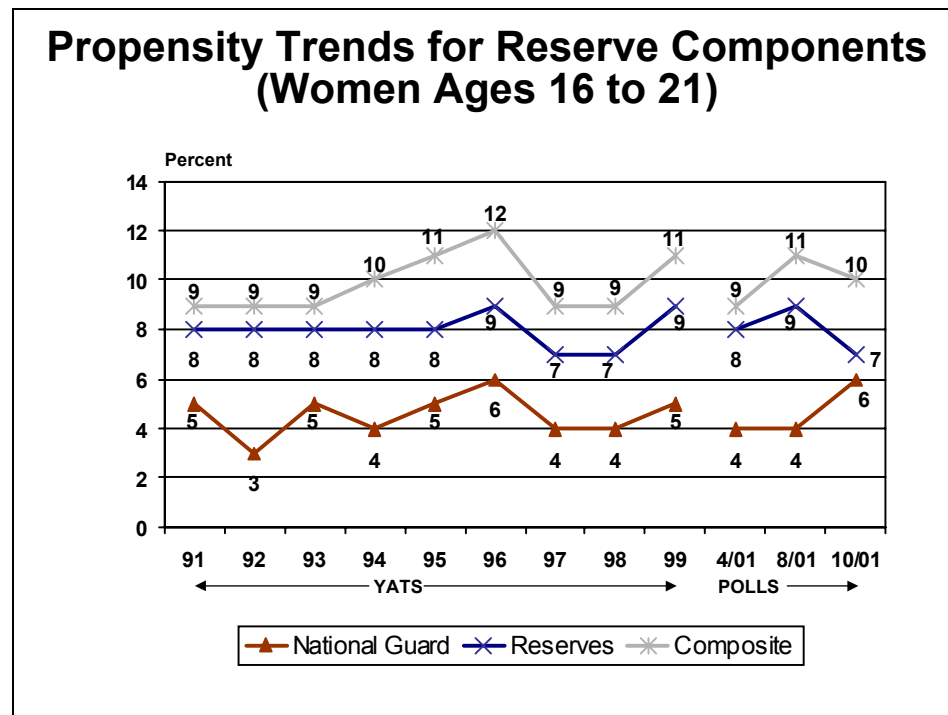
Men reported a similar propensity trend for Reserve Components as they did for active duty. Propensity increased for both the National Guard and Reserves [Figure 11], with Reserves propensity remaining higher.

Figure 11



For women, Composite Reserve Propensity and propensity for the Reserves both decreased relative to Youth Poll 2, while National Guard propensity increased [Figure 12].

Figure 12



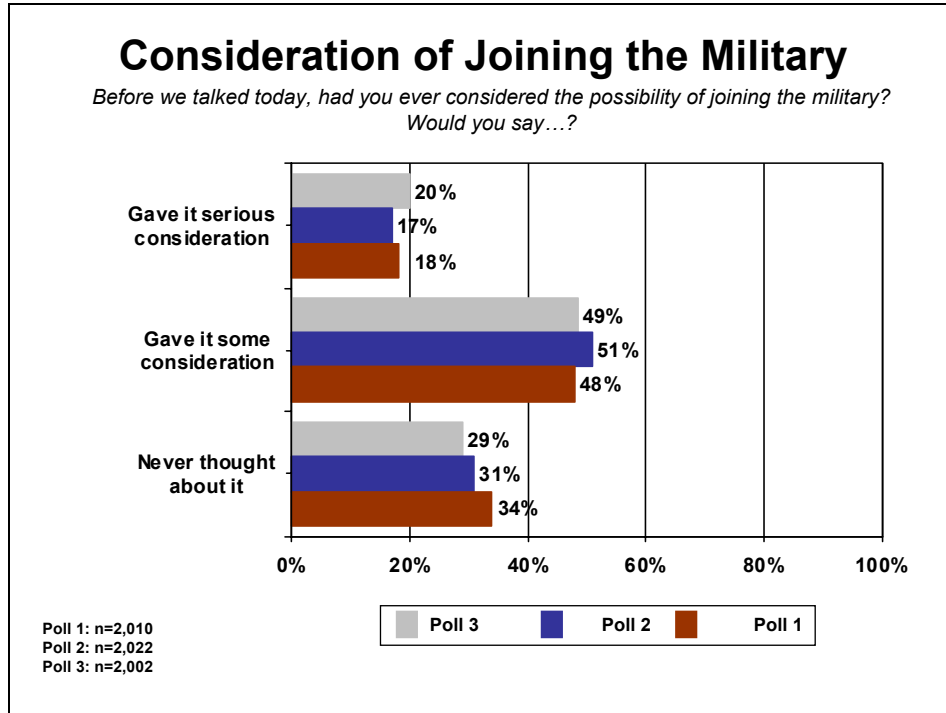
Consideration of Joining the Military

Immediately following the questions on propensity, youth were asked the following questions about their consideration of joining the military:

- *Before we talked today, had you ever considered the possibility of joining the military?*
- *Why have you considered joining the military (asked only of those who indicated consideration to the above question)?*
- *Does the situation related to the World Trade Center and the Pentagon make you more likely or does it make you less likely to consider joining the US military as an option?*
- *Does the situation related to US military action in the Middle East against terrorists make you more likely or does it make you less likely to consider joining the US military as an option?*

Half of youth ages 15 to 21 have ever given joining the military *some consideration*, and 20 percent have ever given it *serious consideration*. The balance, almost one in three youth, reported *never thinking* about the possibility of joining [Figure 13].

Figure 13



The following sub-groups were more likely to give serious consideration to the possibility of joining the military:

- Men (29%) relative to women (12%);
- Youth ages 20 and 21 (24%) compared to youth ages 15 to 19 (19%);
- Youth propensed to active duty (42%) relative to those who were not (13%);
- Youth propensed to reserve duty (37%) relative to those who were not (17%);
- Youth not in school (26%) relative to youth in high school or less (20%); and
- Youth who viewed employment prospects as difficult (25%) relative to those who did not (19%).

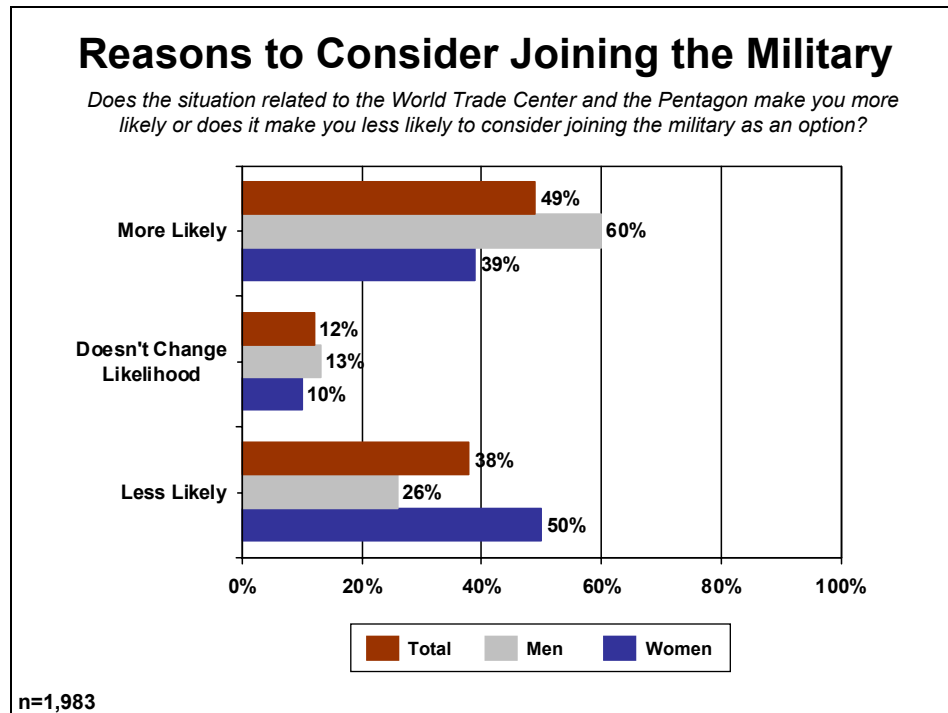
When asked why they considered joining the military, issues related to *education/training*, primarily *funds for education/GI Bill*, and *patriotism* were mentioned most often [Table 14].

Table 14

Reasons to Consider Joining the Military (Percent)	
	n=1,416
Education/Training (Net)	41
Funds for Education/GI Bill	36
For the Education/Training - General	9
Patriotism (Net)	27
Serve the Country	12
Help the Country	8
Recent Terrorist Attacks/Bombings	6
Protect the Country	4
Weighing Options (Net)	20
It's an Option	9
Just Considering/May Not Join	8
Personal Reasons/interest (Net)	20
Looks Like Fun/Sounds Interesting	10
To Travel	7
Career/Financial Benefits (Net)	19
Good Job/Career	9
For the Pay	5
Benefits Received	5
Knows Someone in the Military (Net)	17
Family Tradition/Family Has, Is Serving in the Military	15

When asked whether the situation related to the World Trade Center and the Pentagon made them more likely or less likely to consider joining the military, roughly half (49%) of youth responded that the situation made them *more likely* to consider joining. However, almost four in 10 (38%) responded that it made them *less likely*, and 12 percent volunteered that *it did not change their likelihood* [Figure 14].

Figure 14

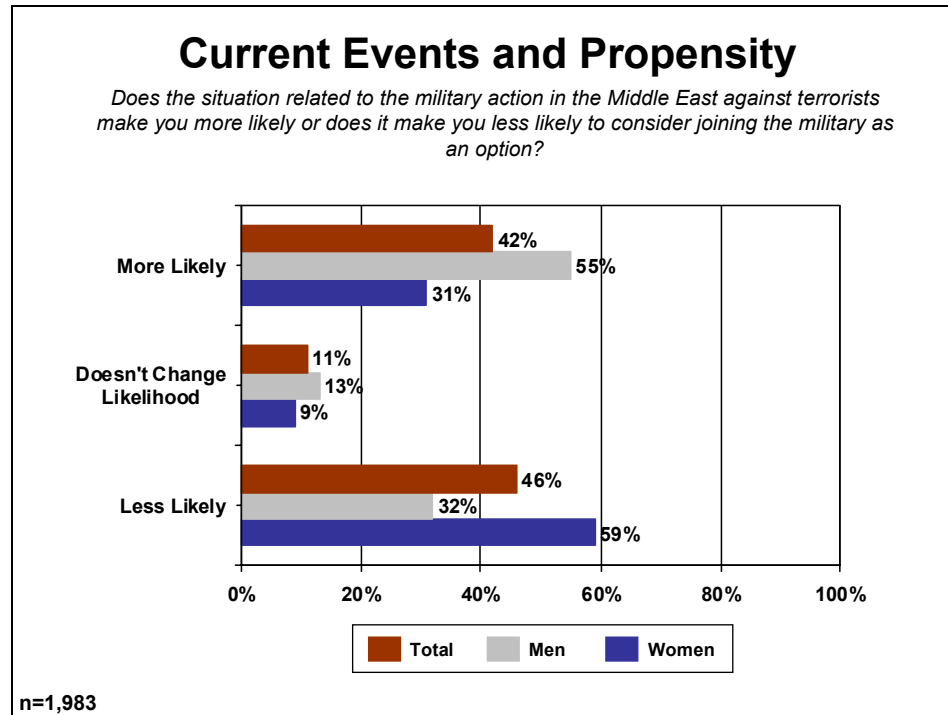


The following groups were more likely to mention the situation with the World Trade Center and the Pentagon made them *more likely* to consider joining the military:

- Men (60%) compared to women (39%);
- Youth propensed to active duty (73%) compared to those who were not (42%);
- Youth propensed to reserve duty (73%) compared to those who were not (45%); and
- Youth in high school or less (51%) compared to youth not in school (43%).

While a large number of youth (42%) also indicated that the situation related to US military action in the Middle East against terrorists made them *more likely* to consider joining the military, a greater number responded that the situation made them *less likely* (46%) [Figure 15].

Figure 15



The following groups were more likely to mention the US military action in the Middle East against terrorists made them more likely to consider joining the military:

- Men (55%) relative to women (31%);
- Youth ages 15 to 19 (44%) compared to youth ages 20 and 21 (37%);
- Youth propensed to active duty (67%) relative to those who were not (35%);
- Youth propensed to reserve duty (65%) relative to those who were not (38%); and
- Youth in high school or less (44%) compared to youth not in school (35%) and youth in college or postsecondary school (38%).

Impressions of the Military

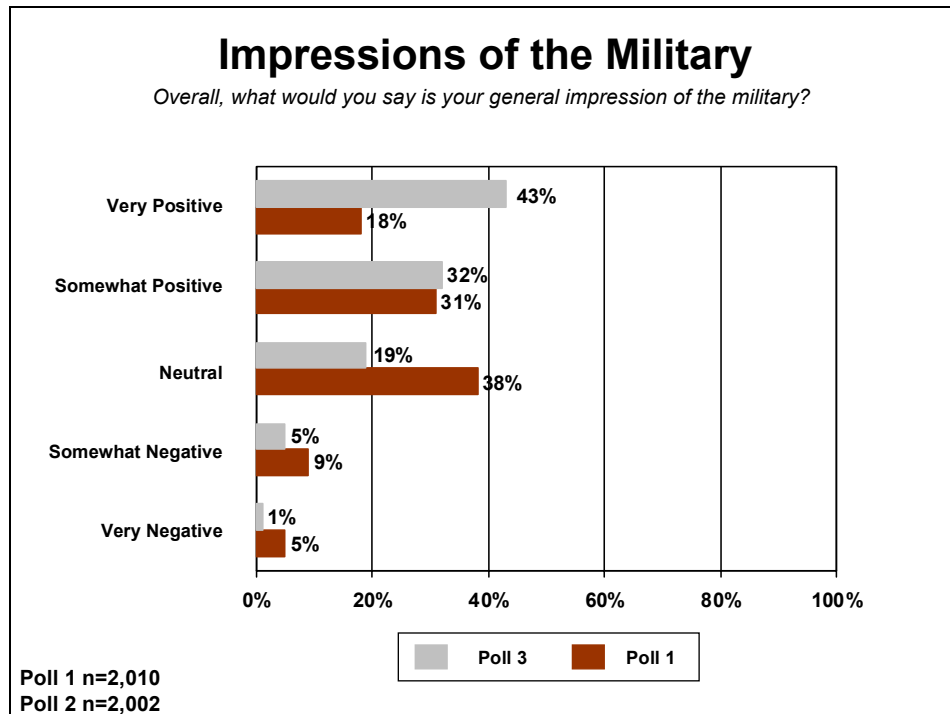
Because of the declining veteran population and the downsizing of the military, a research hypothesis is that youth today know fewer people who have served. In Youth Poll 2, baseline data were gathered. In Youth Poll 3, youth were asked whom they talk to about the military and what those people said. In addition, youth were asked their impressions of the military in general. The questions asked were as follows:

- *Overall, what would you say is your general impression of the US Military?*
- *Within the last year, have you discussed the possibility of your joining the US Military with anyone other than a military recruiter?*

- *Who (e.g., father, mother, teacher/counselor/coach, friend) did you discuss this (the possibility of joining the US Military) with?*
- *What was their (e.g., father's, mother's, teacher/counselor/coach's, friend's) opinion (very positive, somewhat positive, neutral, somewhat negative, very negative) about the possibility of you joining the US Military?*

Three-fourths (75%) of respondents had a positive impression about the military, which represented a significant increase from the 48 percent in Youth Poll 1 [Figure 16]. Furthermore, only six percent held a negative impression, down from 14 percent in Youth Poll 1. These changes were potentially impacted by the September 11, 2001 attacks on the World Trade Center and the Pentagon. Youth Poll 1 was conducted before the attacks and Youth Poll 3 was initiated about one month following the attacks. This question was not asked in Youth Poll 2.

Figure 16

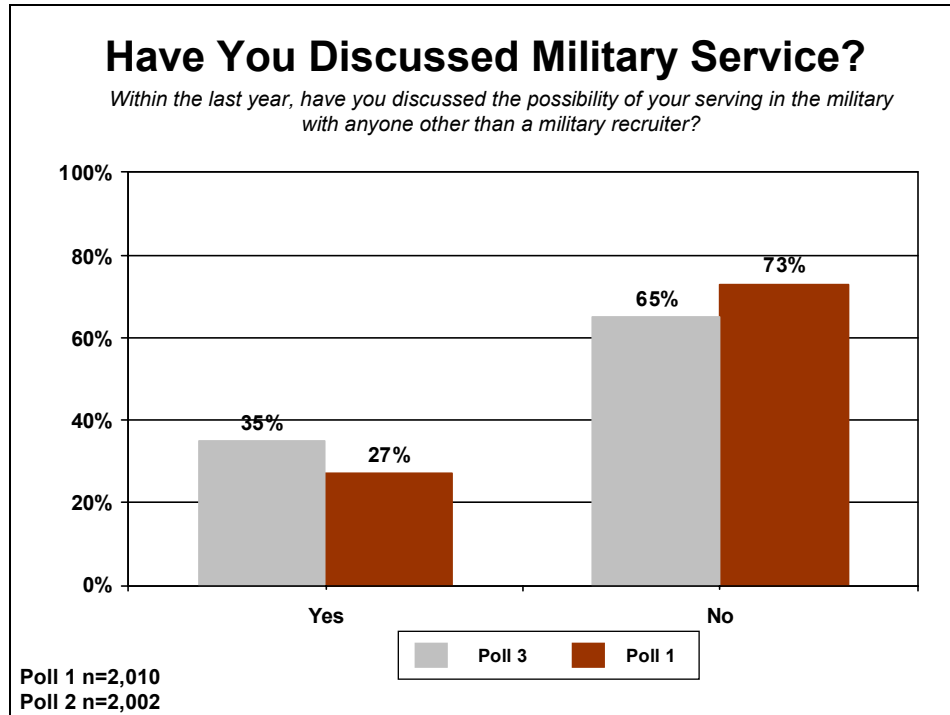


The following groups were more likely to have an overall positive impression of the military:

- Youth propensed toward active duty (88%) relative to those not propensed (71%);
- Youth propensed toward reserve duty (83%) relative to those not propensed (73%); and
- Youth in high school or less (77%) compared to those in college or postsecondary school (71%).

When asked if within the last year they had discussed the possibility of joining the military with *anyone other than a military recruiter*, roughly one-third (35%) of all youth said they had done so. This figure rose eight percentage points from Youth Poll 1 [Figure 17]. About six-in-ten propensed youth (for both active and reserve propensity) had spoken to *anyone other than a military recruiter*.

Figure 17

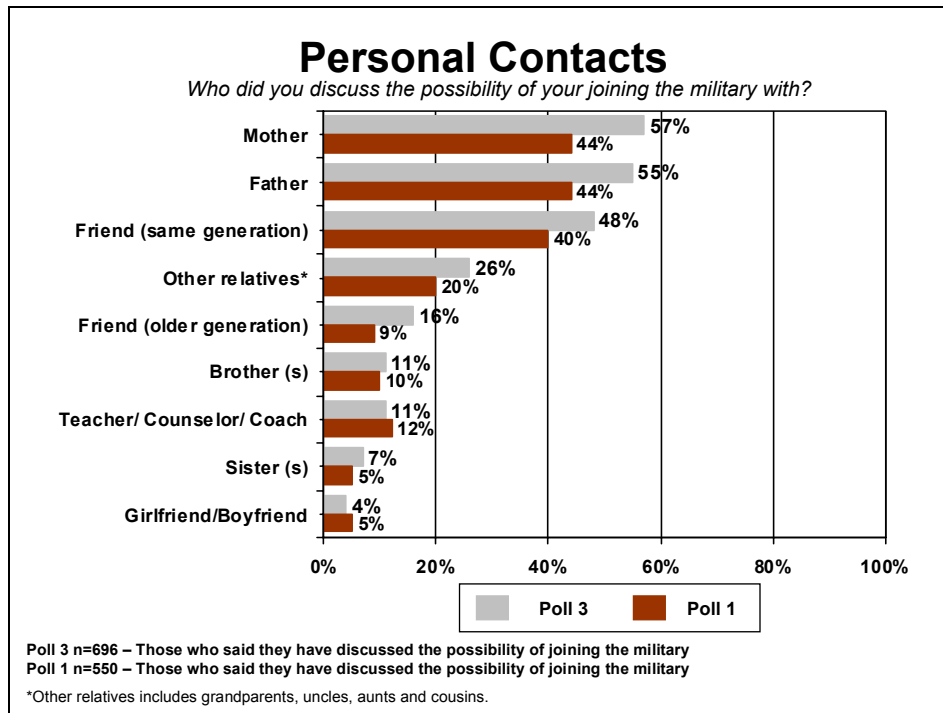


The following groups were more likely to have discussed the possibility of joining the military with someone other than a military recruiter:

- Men (44%) relative to women (26%);
- Youth ages 15 to 19 (38%) compared to youth ages 20 and 21 (30%);
- Youth propensed toward active duty (61%) relative to those not propensed (27%);
- Youth propensed toward reserve duty (61%) relative to those not propensed (30%); and
- Youth in high school or lower (35%) compared to those not in school (29%).

As found in Youth Poll 1, youth discussed the possibility of joining the military with personal contacts, particularly *parents* and *peers* [Figure 18].

Figure 18



Youth ages 15 to 19 were more likely than youth ages 20 and 21 to have discussed this with:

- Mother (59% vs. 49%, respectively);
- Father (57% vs. 46%, respectively); and
- Teacher/counselor/coach (13% vs. 6%, respectively).

Youth ages 20 and 21 were more likely than youth ages 15 to 19 to have discussed this with:

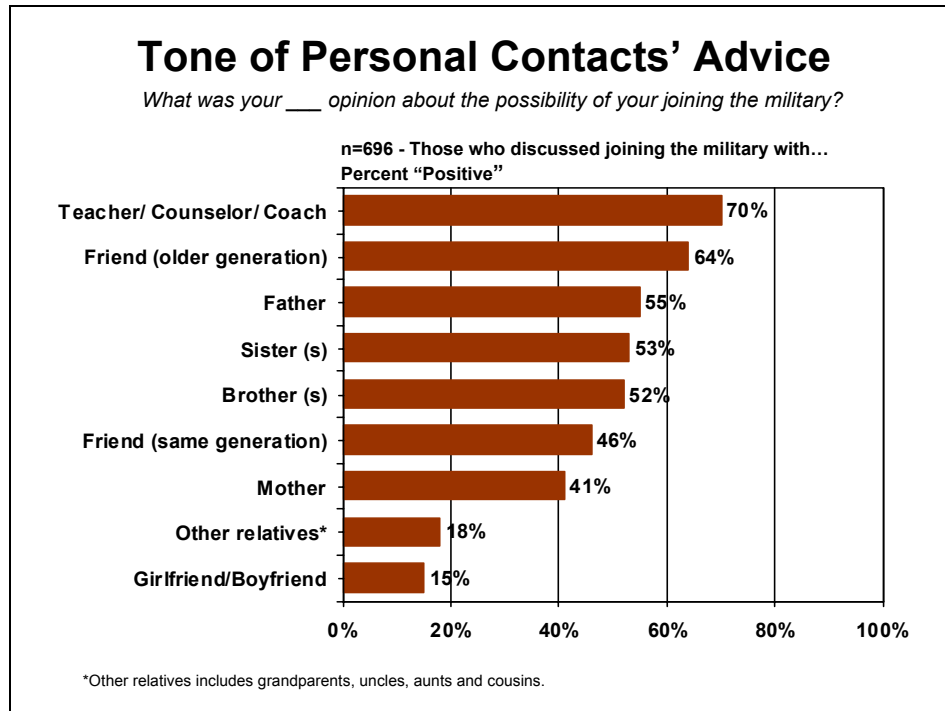
- Brother(s) (18% vs. 9%, respectively);
- Sister(s) (12% vs. 6%, respectively);
- Spouse (5% vs. less than .5%, respectively); and
- Girlfriend/Boyfriend (9% vs. 2%, respectively).

Youth propensed toward active duty were more likely than non-propensed youth to have discussed this with:

- Father (61% vs. 50%, respectively);
- Grandparent(s) (15% vs. 8%, respectively);
- Uncle(s) (13% vs. 4%, respectively);
- Aunt(s) (7% vs. 2%, respectively);
- Friend – Older generation (20% vs. 13%, respectively); and
- Teacher/Counselor/Coach (17% vs. 8%, respectively).

In terms of impressions, immediate (not including spouse) and extended family members (cousins, aunts, uncles, grandparents), friends of the same or older generation, and teacher/counselor/coaches were more likely to give positive than neutral or negative opinions about joining the military [Figure 19]. On the other hand, while much less likely to be asked, spouses, girl/boyfriends, or co-workers/employees had more neutral or negative than positive opinions about joining the military. Again, spouses, boyfriend/girlfriends, and co-workers/employees were rarely asked their opinion.

Figure 19



Optimism and Safety

Youth were asked a series of questions to gauge their level of optimism in the future, confidence in the country, and feelings of safety.

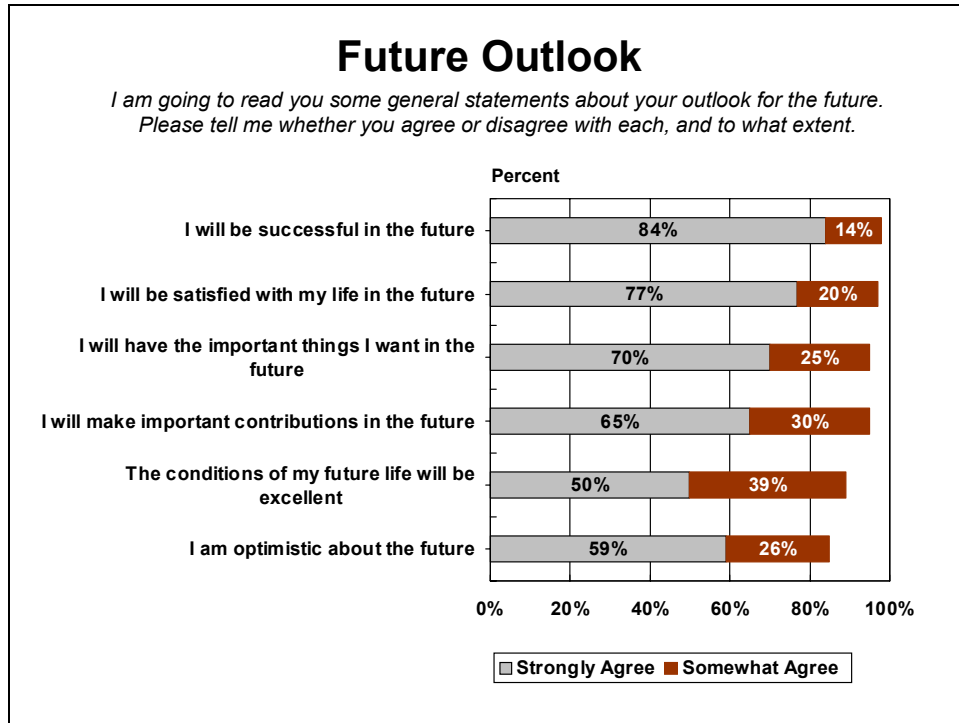
Youth were asked: *I am going to read you some general statements about your outlook for the future. For each statement, please tell me whether you agree or disagree, and is that strongly or somewhat?*

- *I am optimistic about the future.*
- *I will be satisfied with my life in the future.*
- *I will be successful in the future.*
- *The conditions of my future life will be excellent.*
- *I will have the important things I want in the future.*
- *I will make important contributions in the future.*

Now, I'd like to ask you how you feel about the future of our country. Would you say you feel generally positive about the future of our country, or generally negative about the future of our country?

Youth were extremely positive about their future. Overall youth were most likely to agree with *I will be successful in the future* (98%) and *I will be satisfied with my future life* (97%) [Figure 20]. *I am optimistic about the future* received the lowest agreement score (85%).

Figure 20



Youth ages 15 to 19 were more likely than youth ages 20 and 21 to agree with *I will be successful in the future*.

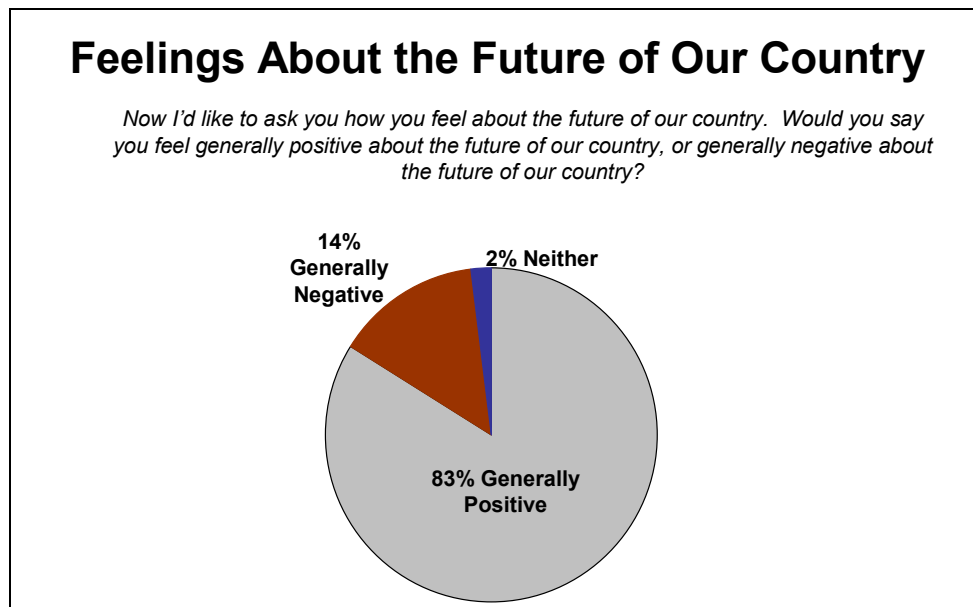
Women were more likely than men to agree with *I will be satisfied with my life in the future*, *I will make important contributions in the future*, and *I am optimistic about the future*.

Youth not propensed for active duty were more likely than those propensed to agree with *the conditions of my future life will be excellent* and *I am optimistic about the future*.

Respondents with a college/postsecondary education were more likely than those not in school to agree with *I will be successful in the future*, *I will have the important things I want in the future*, *I will make important contributions in the future*, and *I am optimistic about the future*.

Youth were not only optimistic about their own lives, they were also positive about the future of the country. More than eight in ten youth were generally positive about the future of the country [Figure 21]. In general, youth who were younger and had less education were more likely to feel positive.

Figure 21



The following groups were more likely to report being generally positive:

- Youth ages 15 to 19 (85%) relative to youth ages 20 and 21 (79%); and
- Youth in high school or less (85%) compared to those in college/postsecondary school (78%).

Youth were also asked the following questions about the feelings of personal safety and the likelihood of a terrorist attack:

- On a scale of 1 to 10, where a 1 means you don't feel safe at all and 10 means you feel extremely safe, how safe do you generally feel in your everyday life?
- On a scale of 1 to 10, where 1 means not at all likely and 10 means extremely likely, how likely do you think it is that the United States will experience another terrorist attack before the end of the year?

While many youth thought the United States would experience another terrorist attack before the end of the year, they felt safe in their daily lives. On the 10-point scale for feeling safe, the mean score was 7.7, indicating youth feel generally safe in their everyday lives. However, youth indicated some apprehension about another terrorist attack before the end of the year with an overall mean rating of 6.7 for this question. The following groups were more likely to feel safe:

- Men (7.9) relative to women (7.5);
- Youth propensity to active duty (7.8) compared to those not propensity to active duty (7.6); and
- Those who believed finding employment was not difficult (7.8) relative to those who believed it was difficult (7.3).

The following groups were more likely to believe the United States will experience another terrorist attack before the end of the year:

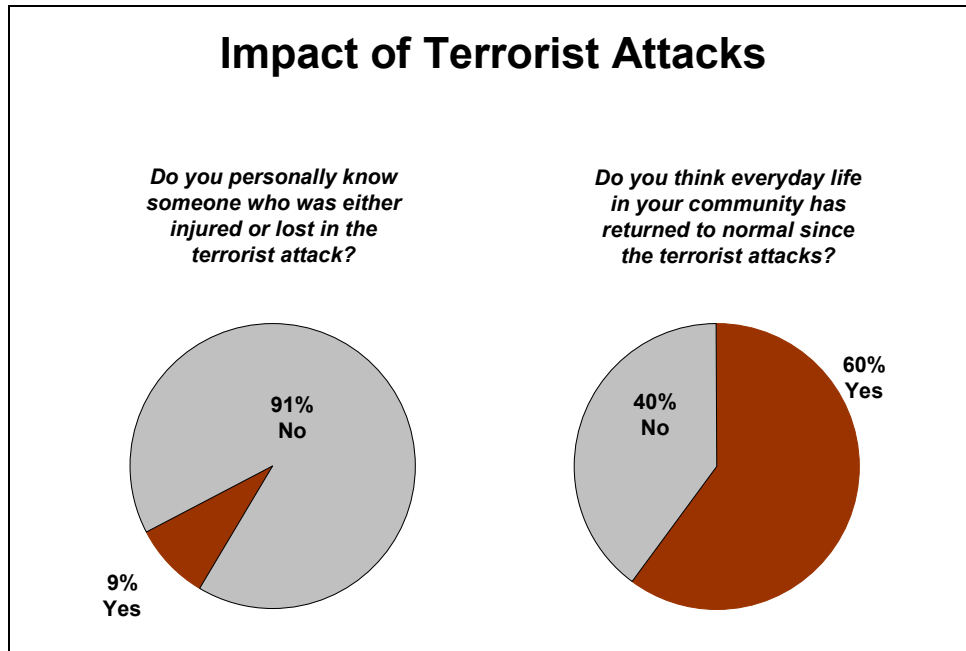
- Women (6.8) relative to men (6.5);
- Women not propensed to active duty (6.9) relative to women propensed to active duty (6.5);
- Women not propensed to reserve duty (6.9) relative to women propensed to reserve duty (6.2); and
- Youth ages 20 and 21 (6.9) relative to youth ages 15 to 19 (6.6).

Youth were then asked the following questions to gauge the impact of the terrorist attacks on their personal and community life:

- *Do you personally know someone who was either injured or lost in the terrorist attacks?*
- *Do you think everyday life in your community has returned to normal since the terrorist attacks?*

Roughly one in 10 youth (9%) knew someone who was injured or lost in the terrorist attacks [Figure 22]. More than half (60%) of all youth believed that life in their everyday community has returned to normal since the attacks.

Figure 22



Youth in college/postsecondary school were more likely than those in high school or less or not in school to know someone injured in the attacks, as were those in the Northeast relative to the rest of the nation. Almost one in five youth (17%) living in the Northeast reported personally knowing someone who was lost or injured in the attacks.

The following groups were more likely to think everyday life has returned to normal:

- Men (64%) relative to women (56%); and
- Respondents in the Midwest (67%) relative to those in the Northeast (55%) and South (57%).

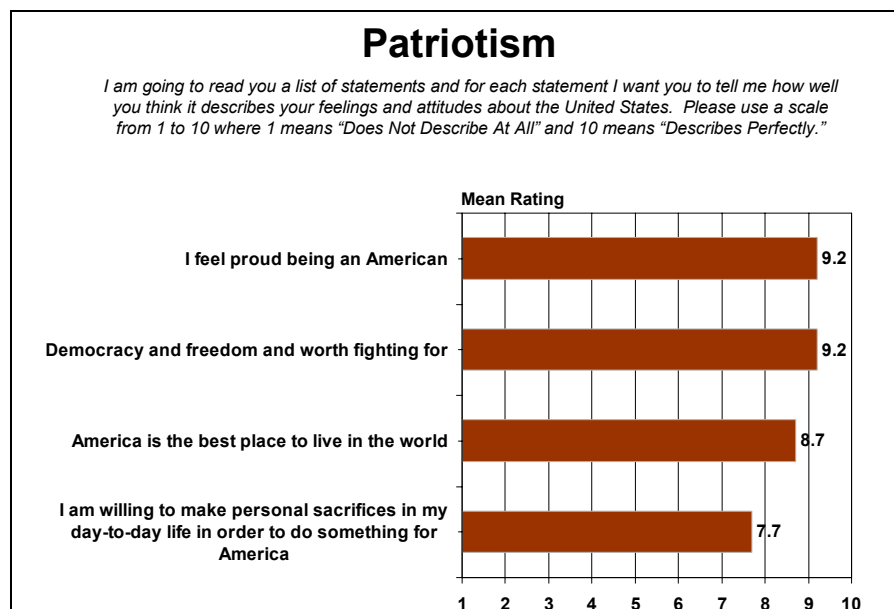
Patriotism

Youth were asked about patriotism and being an American: *I am going to read you a list of statements and for each statement I want you to tell me how well you think it describes your feelings and attitudes. Please use a scale from 1 to 10, where 1 means Does Not Describe At All, and 10 means Describes Perfectly.*

- *I am willing to make personal sacrifices in my day-to-day life in order to do something for America.*
- *I feel proud being an American.*
- *America is the best place to live in the world.*
- *Democracy and freedom are worth fighting for.*

Overall, youth were very likely to describe their feelings and attitudes as patriotic, particularly that they *feel proud being an American* and that *democracy and freedom are worth fighting for* [Figure 23]. However, while youth were quick to describe their feelings as patriotic, they were less likely to make sacrifices in their day-to-day life to do something for America. Additionally, women were more likely than men to describe their feelings with *I feel proud being an American*.

Figure 23



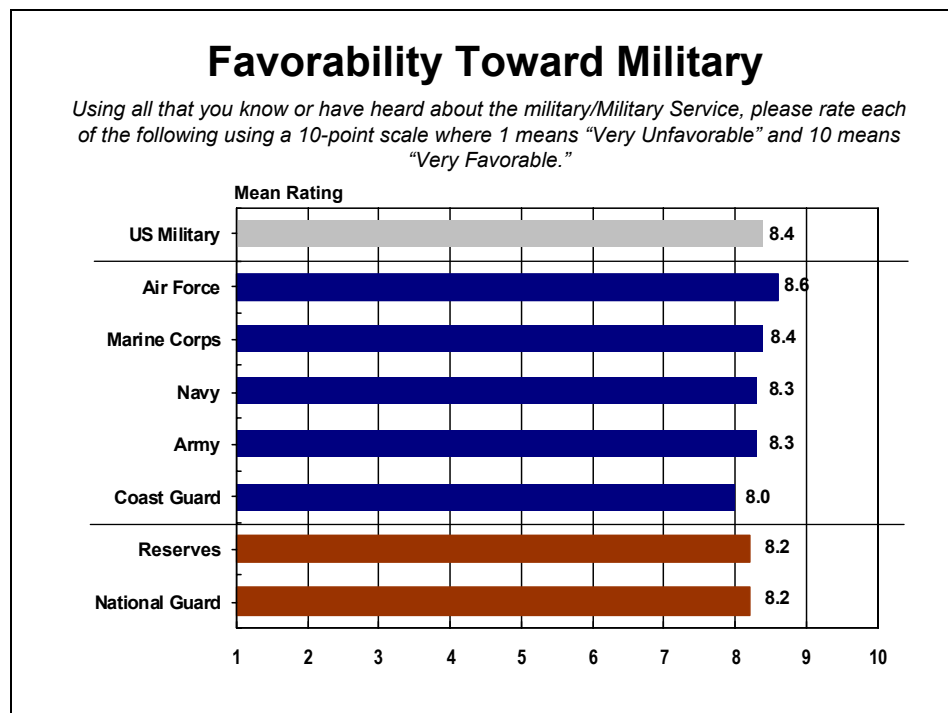
Favorability Toward the Military

Youth were asked about their favorability toward the US military and its specific services: *Using all that you know or have heard about the US military, please rate the military using a 10-point scale where 1 means very unfavorable and 10 means very favorable.*

This same question was then asked for each of the active duty Services, Army, Navy, Marine Corps, Air Force, and Coast Guard, and also for Reserve components, Reserves and National Guard. The questions were asked in a randomized order.

Favorability of the military overall and of the Services was high [Figure 24]. The Air Force received the highest favorability rating while Coast Guard received the lowest; the mean ratings ranged from 8.0 to 8.6. Favorability ratings for the Reserves and National Guard were similar to ratings for active duty.

Figure 24



Propensed youth, for both Composite Active and Reserve Propensity, were more likely than non-propensed youth to be favorable to the military. Additionally, propensed youth were more likely than non-propensed youth to be favorable to the Air Force, Navy, Army, and Reserves. Women were more likely than men to be favorable to the Navy, Army, Coast Guard, Reserves, and National Guard.

- Youth not in school and youth in high school or less were more likely than youth in college/postsecondary school to be favorable to the Navy, Army, and Reserves.
- Additionally, youth in high school or less were more likely than youth in college/postsecondary school to be favorable to the Air Force, and youth not in school were more likely than youth in college/postsecondary school to be favorable to the National Guard.

Knowledge of the Military

Youth were next asked questions about their knowledge of the military and some of the benefits offered through the military:

- *Let's talk about your knowledge of the US military. Please use a scale from 1 to 10 where 1 means Not At All Knowledgeable and 10 means Extremely Knowledgeable. Please tell me how knowledgeable you are about the US military.*
- *Now I would like to read you some statements that pertain to military service in the United States. For each statement, I would like you to tell me to what degree the statement is believable. Please use a scale from 1 to 10 where 1 means Not At All Believable and 10 means Extremely Believable.*

Overall, youth have a moderate level of knowledge of the military – 5.8 on a 10-point scale, where one means *not at all knowledgeable* and 10 means *extremely knowledgeable*. The following groups were more likely to be knowledgeable about the military:

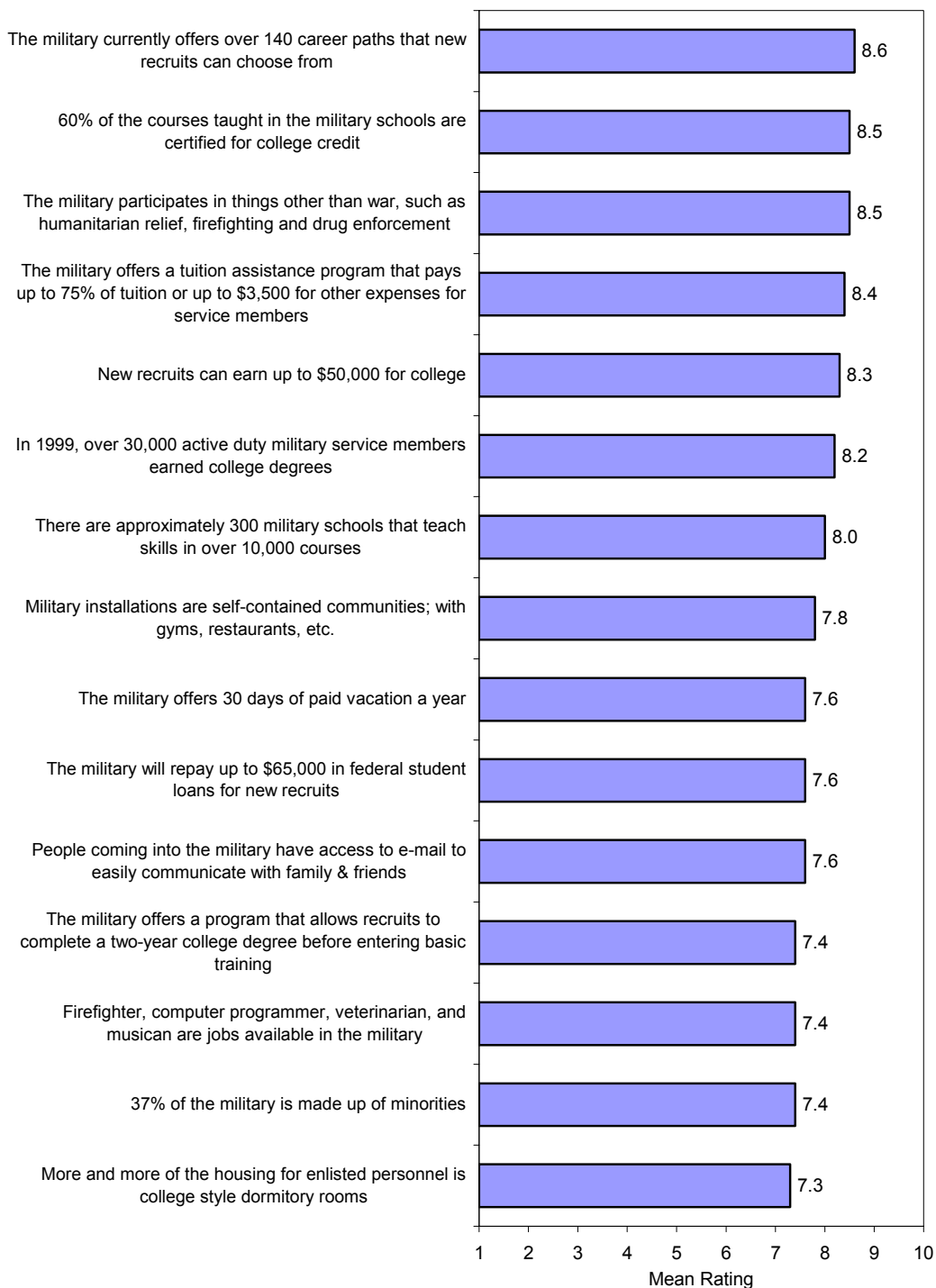
- Men (6.1) relative to women (5.5);
- Youth ages 20 and 21 (6.0) relative to youth ages 15 to 19 (5.7);
- Youth with positive Composite Active Propensity (6.6) relative to those with negative (5.5); and
- Youth with positive Composite Reserve Propensity (6.5) relative to those with negative (5.6).

Mean scores ranged from 7.3 for *more and more of the housing for enlisted personnel is college style dormitory rooms* to 8.6 for *the military currently offers over 140 career paths new recruits can choose from* [Figures 25].

Figure 25

Military Service

Now I would like to read you some statements that pertain to military service in the US. Please tell me to what degree the statement is believable. Please use a scale from 1 to 10 where 1 means "Not At All Believable" and 10 means "Extremely Believable."



Men were more likely than women to find these statements believable:

- *Military installations are self-contained communities; with gyms, restaurants, stores, theaters, houses of worship, social activities, and support service.*
- *The military offers 30 days of paid vacation a year.*

Youth ages 20 and 21 were more likely than youth ages 15 to 19 to find the following statements believable:

- *The military currently offers over 140 career paths that new recruits can choose from.*
- *Sixty percent of the courses taught in the military schools are certified for college credit.*
- *New recruits can earn up to \$50,000 dollars for college.*
- *In 1999, over 30,000 active duty Military Service members earned college degrees.*
- *Eighty-eight percent of military jobs have comparable civilian jobs.*
- *Military installations are self-contained communities; with gyms, restaurants, stores, theaters, houses of worship, social activities, and support service.*
- *The military offers 30 days of paid vacation a year.*
- *Firefighter, computer programmer, veterinarian, and musician are jobs that are available in the military.*

Youth in college/postsecondary school were more likely than those in high school or less to find these statements believable:

- *The military currently offers over 140 career paths that new recruits can choose from.*
- *The military participates in things other than war, such as humanitarian relief, firefighting, and drug enforcement.*
- *Sixty percent of the courses taught in the military schools are certified for college credit.*
- *The military offers a tuition assistance program that pays up to 75% of the cost of tuition or other expenses up to \$3,500 per year for service members.*
- *In 1999, over 30,000 active duty Military Service members earned college degrees.*
- *There are approximately 300 military schools that teach skills in over 10,000 courses.*
- *Military installations are self-contained communities; with gyms, restaurants, stores, theaters, houses of worship, social activities, and support service.*
- *The military will repay up to \$65,000 in federal student loans for new recruits.*
- *Firefighter, computer programmer, veterinarian, and musician are jobs that are available in the military.*

Employed youth were more likely than non-employed youth to find the following statements believable:

- *The military currently offers over 140 career paths that new recruits can choose from.*
- *The military participates in things other than war, such as humanitarian relief, firefighting, and drug enforcement.*
- *Sixty percent of the courses taught in the military schools are certified for college credit.*
- *The military offers a tuition assistance program that pays up to 75% of the cost of tuition or other expenses up to \$3,500 per year for service members.*

- *In 1999, over 30,000 active duty Military Service members earned college degrees.*
- *There are approximately 300 military schools that teach skills in over 10,000 courses.*
- *Eighty-eight percent of military jobs have comparable civilian jobs.*
- *Military installations are self-contained communities; with gyms, restaurants, stores, theaters, houses of worship, social activities, and support service.*
- *The military will repay up to \$65,000 in federal student loans for new recruits.*
- *Firefighter, computer programmer, veterinarian, and musician are jobs that are available in the military.*
- *More and more of the housing for enlisted personnel is college style dormitory-rooms.*

Military Service Benchmarks

Youth were asked two question series designed to determine how they feel about characteristics of various careers, and whether those characteristics were more attainable in the military, a civilian job, or equally in both.

Figure 26 shows the characteristics of a career that were viewed as most important to youth:

- *Have personal freedom;*
- *Do something that you can be proud of; and*
- *Have a good paying job that allows you to live comfortably.*

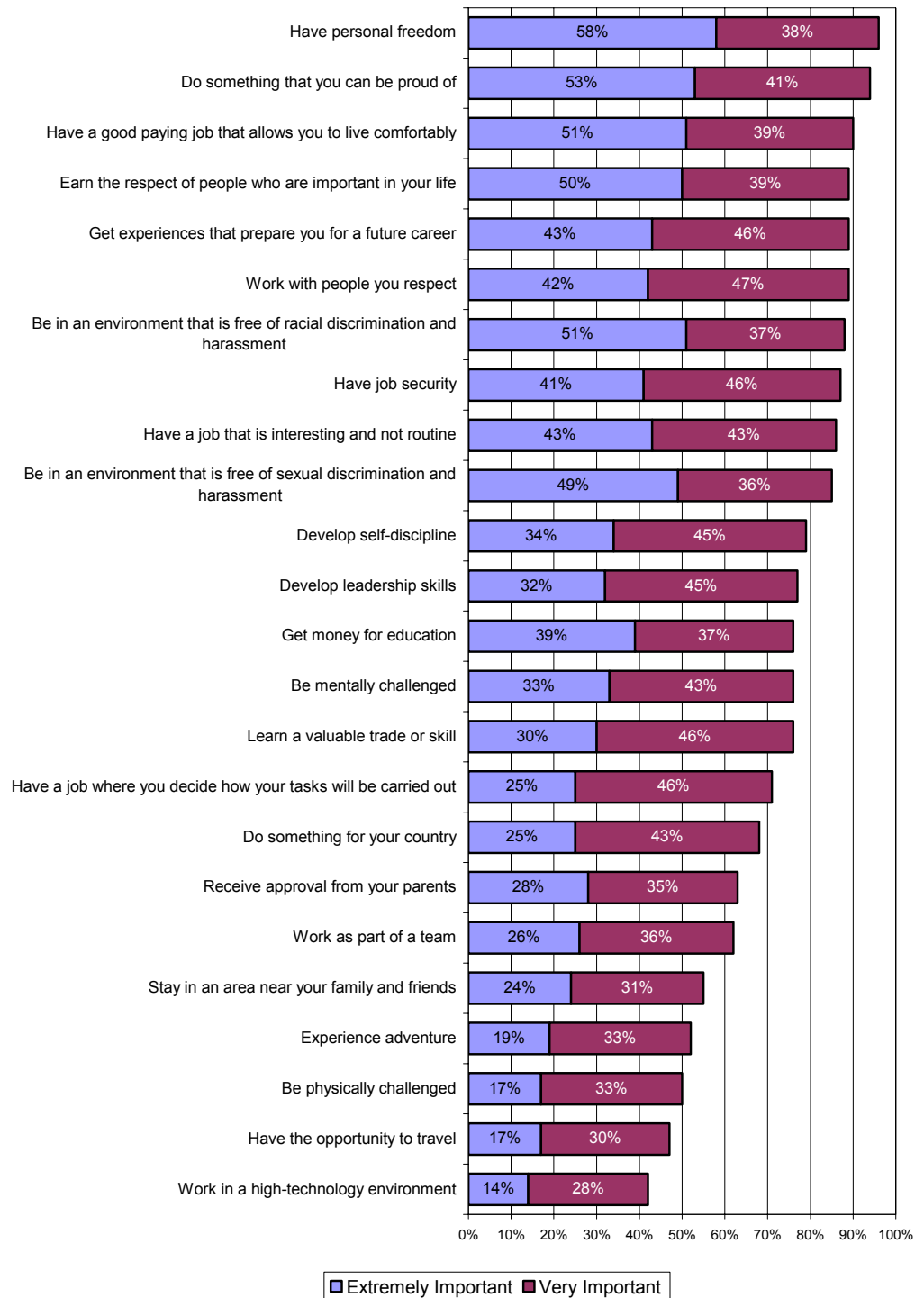
Those viewed as least important were:

- *Have the opportunity to travel; and*
- *Work in a high-technology environment.*

Figure 26

Military Service Benchmarks

Now I would like to talk to you about how you feel about some characteristics of various careers. Please tell me how important each is to you.



Focusing on gender, age, and Composite Active Propensity, the following sub-group differences were found:

Women were more likely than men to rate 10 of 26 characteristics as important overall. These characteristics were as follows:

- *Have personal freedom;*
- *Do something than you can be proud of;*
- *Earn the respect of important people;*
- *Get experiences that prepare you for a career;*
- *Work with people you respected;*
- *Be in an environment that is free of racial/sexual discrimination and harassment;*
- *Have job security;*
- *Get money for education;*
- *Receive approval from your parents; and*
- *Stay in an area near your family and friends.*

Men were more likely than women to rate the following characteristics as important overall:

- *Learn a valuable trade or skill;*
- *Experience adventure;*
- *Be physically challenged; and*
- *Work in a high-technology environment.*

Youth ages 15 to 19 were more likely than youth ages 20 and 21 to rate the following characteristics as important overall:

- *Having a good paying job that allows you to live comfortably;*
- *Get money for education;*
- *Do something for your country;*
- *Receive approval from parents;*
- *Experience adventure;*
- *Be physically challenged; and*
- *Have the opportunity to travel.*

Youth ages 20 and 21 were more likely than youth ages 15 to 19 to rate *be mentally challenged* as important overall.

Propensed youth were more likely than non-propensed youth to rate 13 of 26 characteristics as important overall:

- *Have a good paying job that allows you to live comfortably;*
- *Get experiences that prepare you for a future career;*
- *Develop self-discipline;*
- *Develop leadership skills;*
- *Learn a valuable trade or skill;*
- *Get money for education;*

- *Have a job where you decide how your tasks will be carried out;*
- *Do something for your country;*
- *Work as part of a team;*
- *Experience adventure;*
- *Be physically challenged;*
- *Have the opportunity to travel; and*
- *Work in a high-technology environment.*

Non-propensed youth were more likely than propensed youth to rate *have personal freedom* as important.

Youth believed most of the characteristics could be obtained equally in both a military or civilian job [Figure 27]. However, they were more likely to believe they could find the following characteristics in the military:

- *Be physically challenged;*
- *Have the opportunity to travel;*
- *Experience adventure; and*
- *Develop self-discipline.*

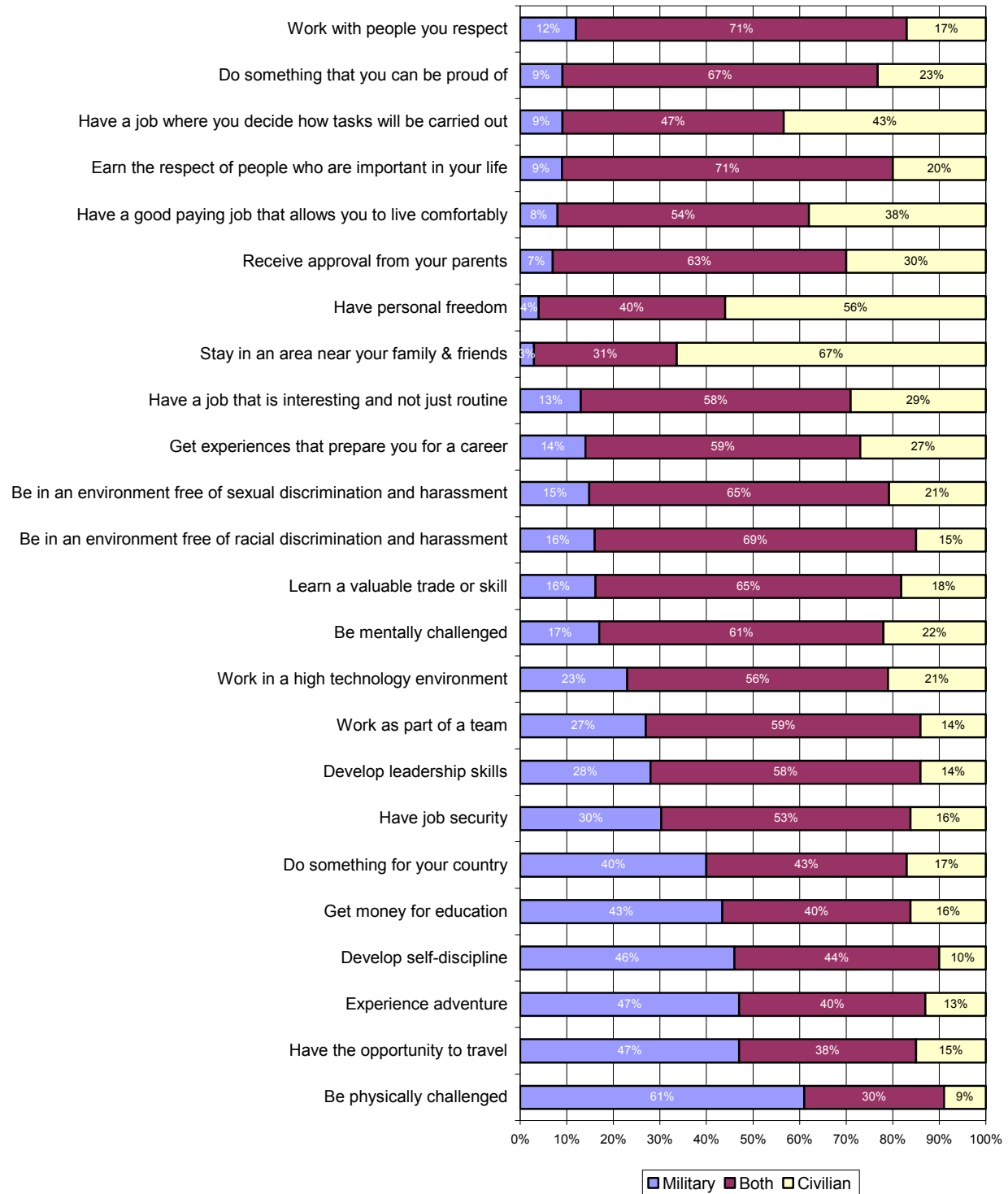
Youth were more likely to believe they could find the following characteristics in a civilian job:

- *Stay in an area near your family and friends; and*
- *Have personal freedom.*

Figure 27

Military vs. Civilian Jobs

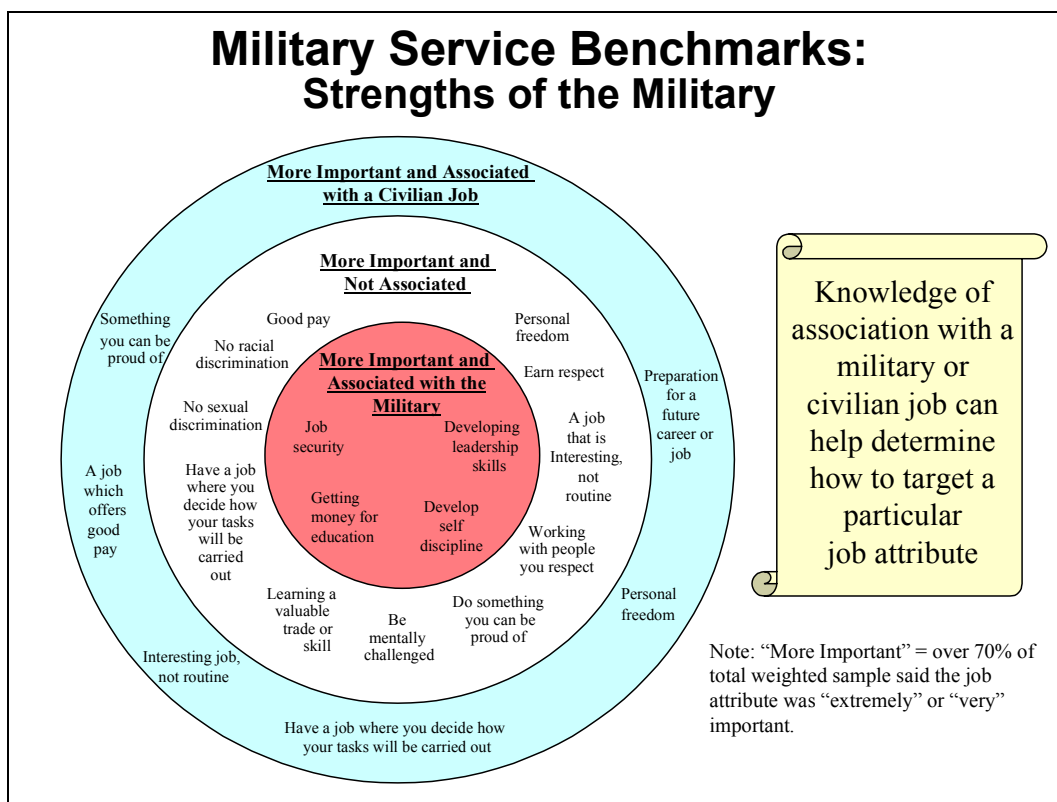
Would you be more likely to ... in the military, a civilian job or equally in both?



Figures 28 and 29 show which characteristics were more (or less) important relative to where youth believed they would most likely be able to attain that characteristic. An item was categorized as “more important” if they were reported by 70% or more of youth to be “extremely important” or “very important.” An item was categorized as “less important” if it was reported by less than 70% of youth base to be “extremely important” or “very important.”

Characteristics in the innermost circle [Figure 28] show current strengths for the military that youth considered to be more important.⁸ The middle circle represents important characteristics that youth believed were attainable equally in military and in civilian jobs; these are key opportunities for improvement. The outermost circle represents important characteristics that were more often associated with a civilian job.

Figure 28



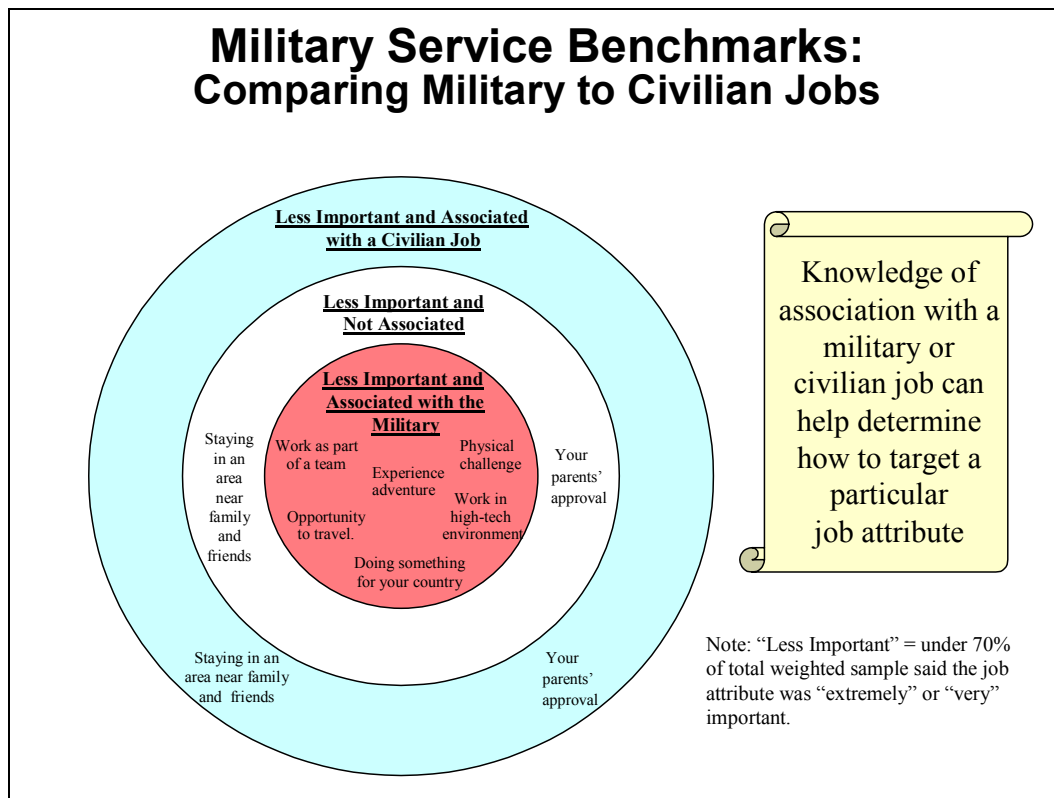
⁸ If an item was reported as “extremely important” or “very Important” by 70% or more of the total weighted sample, it was considered to be “more important.” If it was reported by less than 70% of the total weighted sample it was considered to be “less important.”

An attribute was placed in the military circle if 30% or more of youth associated it with the military. If an attribute was reported by between 25% and 30% of youth to be associated with the military and if this percentage was at least double the percentage reported for it being associated with a civilian job, the attribute was placed in the military circle.

If an attribute was reported by 30% or more of youth to be associated with a civilian job, that attribute was placed in the civilian job circle. If an attribute was reported by between 25% and 30% of youth to be associated with the civilian job and if this percentage was at least double the percentage reported for the item being associated with the military, the attribute was placed in the civilian job circle.

Figure 29 shows characteristics that were associated with military and/or civilian jobs, but were less important to youth.

Figure 29



Multivariate Analysis

To gain further insight into the data, two phases of multivariate analysis were performed.

- First a factor analysis was conducted on four question batteries in the survey. The batteries were Knowledge of the Military, Optimism, Patriotism, and Military Service Benchmarks.
- An ordered probit regression model, using the identified factors and other survey variables to explain propensity, was then performed.

All multivariate analysis was based on unweighted data.

Factor Analysis

Since the primary goal of the factor analysis was to eliminate redundancy by reducing the number of variables from the original statement batteries, principle component analysis was used. For the Knowledge battery, two factors were extracted, Knowledge of College Benefits and Knowledge of Other Benefits, each consisting of eight items.

Table 15

Knowledge of the Military Factor Loadings		
Variables	College Benefits	Other Benefits
(b) Tuition assistance program for service members.	.72	
(m) Earn up to \$50,000 dollars for college.	.71	
(f) Over 140 career paths.	.65	
(d) 60% of the courses certified for college credit.	.64	
(n) Repay up to \$65,000 in federal student loans for new recruits.	.62	
(a) Possible to earn college degrees.	.61	
(c) 300 military schools that teach skills in over 10,000 courses.	.57	
(k) Non-war activities, such as humanitarian relief, firefighting, and drug enforcement.	.47	
(l) Access to e-mail from their barracks.		.69
(j) Military installations are self-contained communities.		.66
(i) 30 days of paid vacation a year.		.61
(h) College style dormitory-rooms.		.59
(p) Firefighter, computer programmer, veterinarian, and musician are jobs that are available in the military.		.52
(g) 37% of the military is made up of minorities.		.51
(e) 88% of military jobs have comparable civilian jobs.		.46
(o) Program to complete two-year college degree before entering basic training.		.40

Extraction Method: Principle component analysis.

Rotation Method: Varimax with Kaiser normalization.

For the Optimism battery, two factors were also extracted, one focusing on Internal Optimism - optimism about one's abilities, and the other focusing on External Optimism - optimism about the future.

Table 16

Optimism Factor Loadings		
Variables	Internal Optimism	External Optimism
(d) The conditions of my future life will be excellent.	.72	
(e) I will have the important things I want in the future.	.70	
(c) I will be successful in the future.	.69	
(f) I will make important contributions in the future.	.53	
(b) I will be satisfied with my life in the future.	.48	
(a) I am optimistic about the future.		.95

Optimism about the future is used as a single indicator factor (meaning the factor contains only one item), whereas the rest of the items are averaged across individuals, with a higher value indicating increasing levels of confidence in one's abilities to do well in the future. By doing this, we are able to keep the scores in their original scale. On average, youth tended to have an optimistic outlook on life, based on their abilities to succeed (for the purpose of this analysis, the scales were reversed, so a higher value indicates agreement with the optimistic side). They were also optimistic about the future, regardless of those abilities. For the Patriotism battery, all four items tap into a single factor that stresses Patriotism and beliefs about the country [Table 16].

Table 16

Patriotism Factor Loadings	
Variables	Patriotism
(a) I am willing to make personal sacrifices in my day-to-day life in order to do something for America.	.72
(b) I feel proud being an American.	.84
(c) America is the best place to live in the world.	.76
(d) Democracy and freedom are worth fighting for.	.71

The importance questions were factor analyzed with exploratory techniques, and then tested with a Confirmatory Factor Analysis that suits the analysis of categorical and ordinal data. Other methods, such as principle component analysis, did not work well because the nature of the scales.

In a Confirmatory Factor Analysis, loadings are constrained to load with selected dimensions. The structure and number of factors were tested by means of a Root Mean Square Error of Approximation (RMSEA), a fit measure adequate for testing this type of model.

A six-factor solution fit the data well, expressing notions such as Professional Development, Achievement Motivation, and the desire to/for Experience Adventure, Earn Respect, a Tolerant Environment, and Personal Development [Table 18].

Table 18

Military Service Benchmarks	
Confirmatory Factor Analysis	Standardized estimates n=1998
Professional Development Factor (F1)	
Educational Funding	0.57
Prepare for Future Career	0.45
High Technology	0.49
Learn Skills or Trade	0.57
Job Security	0.62
Good Paying Job	0.60
Achievement Motivation Factor (F2)	
Take Pride in Work	0.74
Mentally Challenging	0.57
Ownership at Work	0.52
Interesting Job	0.58
Personal Freedom	0.59
Respect Co-Workers	0.67
Experience Adventure Factor (F3)	
Opportunity to Travel	0.64
Physically Challenging	0.39
Experience Adventure	0.79
Earn Respect Factor (F4)	
Parents	0.59
Important People	0.87
Family and Friends	0.36
Tolerant Environment Factor (F5)	
Racial Discrimination	0.83
Sexual Discrimination	0.83
Personal Development Factor (F6)	
Self-Discipline	0.73
Teamwork	0.63
Serve the Country	0.63
Leadership Skills	0.47

Relevant items were used to compute factor scores for each dimension. Up to five items were included, discarding items with low loadings. Factor scores were computed through a method that suits the analysis of ordinal data (see Muthen, 1998).

Regression Analysis

To examine which survey items most influence propensity, an ordered probit model was developed, relating propensity with a number of demographics and attitudinal variables. Propensity consists of four response categories: definitely, probably, probably not, and definitely not. Propensity was treated as an ordered categorical variable. Other models were tested through the multinomial logit method that did not assume such order. Those models gave similar results. The ordered probit

model was adopted because it was the most parsimonious one, and fitted the data as well as other models.⁹

For the ordered probit model, about 1000 simulations were drawn of the main and ancillary parameters. Those sets of simulated parameters were then used to obtain quantities of interest, such as the probability of joining the military, for different levels of the independent variables. The method used for simulations (Monte Carlo) allows for the estimation of correct confidence intervals.

Propensity was regressed on age, self-reported school grades, birth order, actively looking for employment, and race/ethnicity. In the regression equation Whites were treated as the base race/ethnicity category (meaning that the coefficients for Hispanics, African Americans, and Other race/ethnic groups illustrate the differences relative to Whites). The attitudinal variables were computed as the average across those items that loaded under the same factors.

The results indicated that being younger; actively looking for work; having knowledge of career benefits in the military; having a pessimistic outlook (being less optimistic about the future, less confidence in the country and less optimistic about safety); and being in a tolerant environment all had a positive impact on reporting a likelihood to join the military. The September 11 attacks on the United States also had a positive impact on the likelihood to join the military. Also, Hispanics were more likely to say that they will join the military when compared to non-Hispanics and men were also more likely to say they will join when compared with women. Similarly, youth with lower grades were also more likely to indicate that they would join the military.

Table 19 show summary statistics for the ordered probit model.

Table 19

Summary Statistics for Ordered Probit Model
Number of obs. = 1941
LR chi-squared(14) = 795.41
Prob>chi-squared = 0.0000
Log likelihood = -1970.4517
Pseudo R ² = 0.1679

⁹ The ordered probit model allows computing the probability for each outcome given different values of the independent variable. If Y is the dependent variable (in this case, the four response categories that comprise propensity), and X is the independent variable (for illustrative purposes we reduce this example to just one independent variable), the formulas for computing the probabilities in an ordered probit model with four outcomes are:

$$\Pr(y_i = 1 / x_i) = \Phi (\tau_1 - \alpha - \beta x_i)$$

$$\Pr(y_i = 2 / x_i) = \Phi (\tau_2 - \alpha - \beta x_i) - \Phi (\tau_1 - \alpha - \beta x_i)$$

$$\Pr(y_i = 3 / x_i) = \Phi (\tau_3 - \alpha - \beta x_i) - \Phi (\tau_2 - \alpha - \beta x_i)$$

$$\Pr(y_i = 4 / x_i) = 1 - \Phi (\tau_3 - \alpha - \beta x_i)$$

where Φ is the c.d.f. function, and the τ 's are thresholds or cutpoint values.

Table 20 provides the initial ordered probit estimates for the model based on propensity. The coefficients measure the impact of each independent variable on the dependent variable (propensity).

Table 20

Ordered Probit Estimates				
Independent Variables	Coefficients	Standard Errors	Z	P > Z
Professional development (f1)	0.19	0.08	2.24	0.03
Achievement motivation (f2)	-0.23	0.06	-3.78	0.00
Experience adventure (f3)	0.36	0.07	4.98	0.00
Earn respect (f4)	-0.33	0.06	-5.82	0.00
Tolerant environment (f6)	0.37	0.07	5.32	0.00
Personal development (f5)	-0.14	0.05	-2.76	0.01
Confidence in ones abilities	-0.03	0.06	-0.55	0.58
Patriotism	0.05	0.02	2.20	0.03
Optimism	-0.12	0.02	-4.88	0.00
Knowledge of other benefits	0.03	0.02	1.98	0.05
Knowledge of college benefits	-0.04	0.02	-2.40	0.02
Impression of Military (KWG5)	0.25	0.03	7.22	0.00
Impact of September 11 Attacks (DEM6A)	0.32	0.03	10.31	0.00
Difficulty Finding Job (EMP5)	-0.01	0.03	-0.37	0.71
Actively Looking for work (EMP4)	0.30	0.06	5.31	0.00
Black	0.12	0.09	1.41	0.16
Hispanic	0.35	0.09	4.13	0.00
Male	0.46	0.06	8.17	0.00
Age (15 to 21)	-0.08	0.02	-5.02	0.00
Year in School (EDU2/3)	-0.04	0.02	-2.32	0.02
Cutpoint1	-0.07	0.41	Ancillary parameters	
Cutpoint2	1.06	0.42		
Cutpoint3	2.25	0.42		

Lower and upper bounds for the 95% confidence interval are available upon request.

Tables 21 and 22 show a more detailed account of the impact of each independent variable on each of the four propensity response categories, after controlling for the impact of other variables entered in the model. A first difference measure was computed for each variable, measuring the impact on each of the four propensity response categories when the independent variable changes from a low to a high score. In the case of the attitudinal variables, this translates into a change from a score of 1 (strongly disagree) to a score of 5 (strongly agree). In the case of variables such as race/ethnicity or actively looking for work, the change is simply the presence (or absence) of such characteristic. An increase in age, for example, from 15 to 21 years old, is likely to decrease the likelihood of Hispanic and Black youth saying they will “definitely” join the military by nine percent (moving from 16% to 7%).

Overall impression of the US Military produced the largest individual positive change across all response categories, increasing the likelihood of Hispanic and African American youth saying they will “definitely” join the military by 14 percent and likelihood of youth saying they will “probably” join the military by 22 percent. For White youth this increased the likelihood of youth saying they will “definitely” join the military by 7 percent and likelihood of youth saying they will “probably” join the military by 23 percent.

Table 21 displays the individual impact of each independent variable on propensity, expressed as percentage change (when moving from lowest to highest value), for Hispanic and African American males who are looking for a job.

Table 21

Individual Impact of each Independent Variable on Propensity (Hispanics and African Americans)													
		Definitely not			Probably not			Probably			Definitely		
		-	+	% Difference	-	+	% Difference	-	+	% Difference	-	+	% Difference
Independent variables with significant impact	Professional development (f1)	15	11	-4	38	35	-3	36	40	4	10	14	4
	Achievement motivation (f2)	10	18	8	33	40	7	41	33	-8	16	8	-8
	Experience adventure (f3)	17	8	-9	40	32	-8	35	42	7	9	17	8
	Earn respect (f4)	8	21	13	31	41	10	42	31	-11	18	7	-11
	Tolerant environment (f6)	19	8	-11	41	31	-10	32	42	10	8	18	10
	Personal development (f5)	11	15	4	34	39	5	40	36	-4	15	10	-5
	Confidence in ones abilities	12	13	1	36	37	1	39	38	-1	12	12	0
	Patriotism	15	11	-4	38	35	-3	36	39	3	10	13	3
	Optimism	6	15	9	28	38	10	44	37	-7	22	11	-11
	Knowledge of other benefits	15	10	-5	38	33	-5	36	41	5	10	16	6
	Knowledge of college benefits	10	16	6	33	39	6	41	35	-6	16	10	-6
	Overall impression (kwg5 reversed)	36	9	-27	42	32	-10	20	42	22	3	17	14
	Sept. 11 attacks (dem6a reversed)	22	8	-14	42	31	-11	30	43	13	6	18	12
	Difficult to get job (emp5 reversed)	13	13	0	37	37	0	38	38	0	12	12	0
	Looking for a job	20	13	-7	41	37	-4	32	38	6	7	12	5
	Black	-	-	-	-	-	-	-	-	-	-	-	-
	Hispanic	21	13	-8	42	37	-5	30	38	8	6	12	6
	Male	25	13	-12	42	37	-5	27	38	11	5	12	7
	Age	9	20	11	33	41	8	41	32	-9	16	7	-9
	Highest grade (from low to high), combines edu2 and edu3	9	16	7	32	39	7	42	35	-7	17	9	-8

The percent change for factor 1 through 6 considers percentiles, instead of lowest and highest values (from the lowest 10th percentile, to the top 90th percentile, to avoid giving too much influence to extreme values).

Table 22 displays the individual impact of each independent variable on propensity, expressed as percentage change (when moving from lowest to highest value), for White males who are looking for a job.

Table 22

Individual Impact of each Independent Variable on Propensity (Whites)													
		Definitely not			Probably not			Probably			Definitely		
		-	+	% Difference	-	+	% Difference	-	+	% Difference	-	+	% Difference
Independent variables with significant impact	Professional development (f1)	28	22	-6	43	42	-1	25	30	5	4	6	2
	Achievement motivation (f2)	20	33	13	41	42	1	31	21	-10	7	3	-4
	Experience adventure (f3)	31	19	-12	43	41	-2	23	33	10	3	8	5
	Earn respect (f4)	18	36	18	40	42	2	34	19	-15	8	2	-6
	Tolerant environment (f6)	34	18	-16	42	40	-2	20	34	14	3	8	5
	Personal development (f5)	22	29	7	42	43	1	30	24	-6	6	4	-2
	Confidence in ones abilities	25	26	1	42	43	1	28	27	-1	5	5	0
	Patriotism	28	23	-5	43	42	-1	25	29	4	4	6	2
	Optimism (reversed)	15	28	13	38	43	5	36	25	-11	10	4	-6
	Knowledge of other benefits	29	21	-8	43	41	-2	25	31	6	4	7	3
	Knowledge of college benefits	21	30	9	41	43	2	31	24	-7	7	4	-3
	Overall impression (kwg5 reversed)	54	19	-35	35	41	6	10	33	23	1	8	7
	Sept. 11 attacks (dem6a reversed)	38	17	-21	41	40	-1	18	34	16	2	8	6
	Difficult to get job (emp5 reversed)	25	26	1	43	43	0	27	26	-1	5	5	0
	Looking for a job	26	36	10	43	42	-1	26	20	-6	5	3	-2
	Black	-	-	-	-	-	-	-	-	-	-	-	-
	Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
	Male	42	25	-17	40	43	3	16	27	11	2	5	3
	Age	20	35	15	41	42	1	32	20	-12	7	3	-4
	Highest grade (from low to high), combines edu2 and edu3	22	29	7	42	43	1	29	24	-5	6	4	-2

APPENDIX A

SAMPLE DESIGN AND IMPLEMENTATION

Sample Design

According to the 1990 Census, there are 87.1 million telephone households in the United States. About 70 percent of these households are directory-listed. However, each year, about 20 percent of American households move, so that 12-15 percent of the residential numbers in a typical directory would be disconnected, reducing directory-based surveys to project to only 56 million telephone households. Approximately 30 percent of telephone households in the U.S. have unlisted numbers. Samples drawn entirely from directories, and “plus-one” techniques based on directory seed numbers, often significantly under-represent unlisted households. To overcome these barriers to obtaining representative random samples, a random digit dialing (RDD) methodology was required.

For the youth poll, sample was purchased from Survey Sampling, Inc.® (SSI). Survey Sampling, Inc gives a detailed description of SSI’s sampling products in “Random Digit Dial Telephone Sampling Methodology.”

Creation of the Random Digit Database

SSI starts with a computer file of over 64 million directory-listed households. Using area code and exchange data regularly obtained from Bellcore and additional databases, this file of directory-listed telephone numbers was subjected to an extensive cleaning and validation process to ensure that all exchanges were currently valid, assigned to the correct area code, and fell within an appropriate set of ZIP Codes.

Each exchange was assigned to a single county. Nationally, about 72 percent of all assigned exchanges appear to fall totally within single county boundaries. For those exchanges that overlap county and/or state lines, the exchanges were assigned to the county with the highest number of listed residents within the exchange. This assignment prevented overrepresentation of these exchanges.

SSI samples are generated using a database of “working blocks.” A *block* (also known as a *100-bank* or a *bank*) is a set of 100 contiguous numbers identified by the first two digits of the last four digits of a telephone number. For example, in the telephone number 255-4200, “42” is the block. A block is termed to be *working* if one or more listed telephone numbers are found in that block.

SSI updates its database at approximately six-week intervals. The updates are done by geographic sections and followed the schedule below in 2001:

Section 1:	Northeast and Mid-Atlantic, January 1, 2001, June 17, 2001 and December 2, 2001
Section 2:	South, February 11, 2001, July 29, 2001
Section 3:	Midwest, March 25, 2001 and September 9, 2001
Section 4:	Northwest and West, May 6, 2001 and October 21, 2001

Sample Stratification

All SSI sample is generated using stratified sampling procedures. Stratified sampling divides the population of sampling units into sub-populations called strata. A separate sample is then selected from the sampling units in each stratum. SSI stratifies its database by county.

Prior to sample selection, the sample is allocated proportionally across all strata in the defined geography using several frame adjustment options. The sampling frame determines the way a sample is distributed across geography at the county level. SSI offers five different measurement of size (MOS) stratification frames for its random digit samples; however, total active blocks are the recommended frame for apportioning Random A samples.

The sample was distributed by county in proportion to the total active blocks (with one or more listed numbers) in the exchanges assigned to that county. Rather than being an estimate of target population, all frame units were represented with equal probability across counties. Counts of active blocks in each exchange were updated with each database update. The number of active blocks in an exchange was multiplied by 100 (the number of possible 10-digit telephone numbers in a block) to calculate the total number of possible phone numbers. The sample was allocated to each county in proportion to its share of these possible 10-digit telephone numbers.

Sample Selection

After the sample has been allocated, three methods of systematic sample selection are available.

Random B is an SSI term denoting samples of random numbers distributed across all eligible blocks in proportion to their density of listed telephone households. All blocks within a county are organized in ascending order by area code, exchange, and block number. Once the quota has been allocated to all counties in the frame, a sampling interval is calculated by summing the number of listed residential numbers in each eligible block within the county and dividing that sum by the number of sampling points assigned to the county. From a random start between zero and the sampling interval, blocks are systematically selected in proportion to their density of listed households. Once a block has been selected, a two-digit number is systematically selected in the range 00-99 and is appended to the exchange and block to form a 10-digit telephone number.

Random A is an SSI term denoting samples of random numbers systematically selected with equal probability across all eligible blocks¹⁰. All blocks within a county are organized in ascending order by area code, exchange, and block number. Once the quota has been allocated to all the counties in the frame, a sampling interval is calculated for each county by summing all the eligible blocks in the county and dividing that sum by the number of sampling points assigned to the county. From a random start between zero and the sampling interval, blocks are systematically selected from each county. Once a block has been selected, a two-digit random number in the range 00-99 is appended to the exchange and block, to form a 10-digit telephone

¹⁰ A *block* (also known as a *100-bank* or a *bank*) is a set of 100 contiguous numbers identified by the first two digits of the last four digits of a telephone number. For example, in the telephone number 255-4200, “42” is the block. A block is termed to be *working* if one or more listed telephone numbers are found in that block.

number.

SSI Epsem Samples (equal probability of selection method) are single stage, equal probability samples of all possible 10-digit telephone numbers in blocks with one or more listed telephone numbers. Epsem sampling uses a total active blocks frame and Random A sampling methodology. A sample of random numbers was systematically selected with equal probability across all blocks containing one or more listed numbers, which distributed the sample across counties in proportion to their share of total active blocks. Epsem samples have the following characteristics:

- Minimum block size is 1;
- Business numbers cannot be replaced, but can be flagged; and
- Protecting numbers from future use is unavailable.

A Random A (modified Epsem) sample limited to two or more working blocks acquired from Survey Sampling, Inc.® (SSI) was used for this study. Eliminating the zero blocks and the working blocks with only one directory-listed telephone numbers was cost effective. Other features of the SSI sample used for this poll follow.

Random A samples are modified Epsem samples, because business numbers are eliminated. On average, a Random A sample will contain 12-15 percent business numbers. Approximately half of these numbers can be identified using the SSI Business Number Purge. SSI maintains a database of over 9 million business telephone numbers, compiled from Yellow Page directories and special directories (Standard & Poor's and industry specific directories). Once a 10-digit telephone number has been selected for a sample, the status of the number generated may be compared to SSI's list of known business numbers. If the RDD number matched a known business listing, the number was flagged as a business number. This option preserves Epsem sampling. Business numbers selected and flagged were then removed from the final sample.

Random A samples also allow the option of protecting selected numbers against reuse. In tracking surveys, the practical consideration of not calling the same sample in subsequent time frames is a benefit that may be viewed to outweigh the potential bias of not replacing numbers.

Virtually every SSI Random A sample was marked on the database to protect against reuse for a period of nine months. The SSI Protection System was designed to reduce the chance of selecting the same number for multiple projects or multiple waves of a single project conducted by a single research firm or by competing research firms.

Sample Geography

Interviews were conducted in all 50 states plus the District of Columbia.

Handling of Cell Phone Numbers

There were 103,830 residential and business exchanges in the United States at the time the sample for this poll was pulled. Additionally, there were 18,491 exchanges dedicated to wireless use. SSI treats these numbers as business numbers and did not include them in RDD samples.

Replicates

For this poll, sample was identified and released in replicates (representative stand-alone mini-samples). When using a replicate system, the interviewers did not need to dial the entire sample as each replicate was representative of the entire sample. All replicates loaded were dialed until exhausted. A sample record was considered “exhausted” once it had obtained a final disposition, such as disconnected, complete, or refusal, or once the maximum number of attempts had been made on the sample.

Quotas and Thresholds

Because of the speed in which polls are conducted and the rate in which surveys are completed, it is often necessary to set quotas, or the minimum number of completed surveys, for each area. This is done to help ensure a representative sample is obtained. Soft quotas were placed on each region. Additionally, soft quotas were placed on race/ethnicity.

To increase the likelihood of reaching respondents, interviews were conducted during the evening and weekend hours. This meant interviewing took place over a slightly longer time frame. The following “guides” for each region were set in place:

New England (5.08%):	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Mid-Atlantic (18.76%):	Delaware, DC, Maryland, New Jersey, New York, Pennsylvania, West Virginia
Great Lakes (19.25%):	Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin
Farm Belt (6.06%):	Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota
Outer South (24.14%):	Florida, Kentucky, North Carolina, Oklahoma, Tennessee, Texas, Virginia
Deep South (8.5%):	Alabama, Arkansas, Georgia, Louisiana, Mississippi, South Carolina
Mountain (5.27%):	Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming
Pacific (12.86%):	California, Oregon, Washington, Hawaii and Alaska

Soft or flexible quotas were placed on race/ethnicity. Questions were used to determine ethnicity and race:

Ethnicity: *Do you consider yourself to be of Hispanic, Latino or Spanish origin?*

Yes, Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or other Spanish/Hispanic/Latino origin.

No

Race: *Please select one or more to describe your race. Are you 1) White, 2) Black or African-American, 3) American Indian or Alaska Native, 4) Asian (e.g., Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese) or 5) Native Hawaiian or Other Pacific Islander (e.g., Samoan, Guamanian or Chamorro)*

Survey Implementation

Screening

Each household was screened for youth who met these criteria:

- Was at least 15 years old, and less than 22 years old
- Had never served in the US Armed Forces and was not, at the time of the interview accepted for such Service (Service includes the active and Reserve components of the US Army, Navy, Marine Corps, Air Force and Coast Guard; and
- Was not enrolled in postsecondary Reserve Officer's Training Corps (ROTC) programs.

If there were individuals in the household that met the criteria but were away at college (living in a dormitory, fraternity house or student housing), their telephone numbers and names were requested.

Polling identifies all eligible respondents in the household and resolves the selection on the initial screen call. If there was more than one person in the household who met those criteria, the respondent in the household between the ages of 15 and 21 with the most recent birthday prior to the interview date was selected. If that individual was away at college (living in a dormitory, fraternity house or temporary housing) his/her telephone number and name was requested and placed in the callback queue. There was no *within household* substitution of the designated respondent, even if the designated respondent did not qualify for the interview (e.g., is currently in the military, etc.).

Callback Procedure

A maximum of nine callbacks attempts were used after the initial call. If a household was not reached after ten calls, another randomly selected household was substituted.

The procedures for dialing 10 attempts per record were as follows:

Within three to four days of loading a replicate, all sample records were dialed one time. The only records that had a second or higher attempt made on them before a first attempt was on all new replicate records were the "definite" or "indefinite" appointments and busy lines. "Definite" and "indefinite" appointments mean that the respondent either gave an interviewer a specific time to call or a general time to call. Busy line records were dialed again at a default time of 20 minutes later and only after this follow up try did it count as one attempt.

All sample records that were not assigned a final disposition or set as appointments went into a general sample queue and were released by the following algorithm:

$$W = \frac{(\text{last day} - \text{now})}{(X - (\text{times tried} - 1))}$$

X - This number was 10 due to the number of times sample records were attempted.

This provided an acceptable window (W) where the next appointment was scheduled. The following formula was then applied:

$$r = \text{rand}() / W$$

$$\text{appt_t} = (\text{now} + r) * 60$$

The rand () function returned a multiplicative random number, which had been seeded by the number of seconds elapsed since January 1, 1970. This was then taken by modulus W to get a random daypart within the window.

The result was taken and added to the current time. A unit conversion was then performed to get appt_t in terms of seconds. This result was checked against a list of valid appointment times for weekdays, Saturday, and Sunday. If the record fell within the accepted dayparts for these days, the record was still dialed; otherwise, the formula was applied until numbers were released.

Depending upon sample type for attempts 8-10, those records were moved into a special dialing queue, which were then released at the specified extended respondent dialing times.

Sample records that had reached the maximum 10 attempts were moved to an inactive queue where they were not accessible to the interviewers.

Refusal Conversion

An active program of refusal conversion was used. All initial refusals were put into a queue to be worked by a group of interviewer specialists, trained and experienced in refusal conversion. Up to an additional three call backs, conducted at different times and days, were made. If a household was not reached after three calls or if a second refusal occurs, a “hard” refusal was recorded on the final disposition. Approximately 10 percent of the completed interviews came from refusal conversions.

Response Rates, Cooperation Rates, Refusal Rates and Contact Rates

Following were the formulas used to calculate the response, cooperation, refusal and contact rates for telephone studies.

$$\text{Response Rate: } I / I + R + NC + O + \text{Screen Outs}$$

$$= \text{Completes} / \text{Completes} + \text{Refusals} + \text{Non-Contact} + \text{Other} + \text{Screen Outs}$$

Note: Response rates in a RDD telephone sample are difficult to calculate. There is no way to know how many of the telephone numbers not reached or busy were in residential units, and there was no way to know how many of the unreached units contain qualified respondents.

$$\text{Cooperation Rate: } I / I + R + P + NC$$

$$= \text{Completes} / \text{Completes} + \text{Initial Refusals} + \text{Terminates}$$

$$\text{Refusal Rate: } R / R + I + P + O + U$$

$$= \# \text{ of Refusals} / \# \text{ of Contacts}$$

$$\text{Contact Rate: } \# \text{ of Contacts} / \# \text{ of Sample Records Dialed}$$

The final rates for this study were as follows:

Response Rate = 2.21%

Cooperation Rate = 9.52%

Refusal Rate = 18.15%

Contact Rate = 55.37%

APPENDIX B

YOUTH POLL THREE INTERVIEW QUESTIONNAIRE

PROJECTED TIME: 84.9 question points - 28.3 minutes.

Objective:	The objective of this research is to conduct regular quantitative polling among the youth audience. Each poll will assess and track propensity, employment and education status. The poll will also be tailored to include questions on current events or topical areas of interest. Wirthlin Worldwide will conduct telephone interviews with youth three times per year -- in March, July and October.												
Target Audience/Screening:	Each household will be screened for youth who meet the following criteria: • Are at least 15 years old, and less than 22 years old. • Have never served in the US Armed Forces and are not, at the time of the interview, accepted for such Service (Service includes the active and Reserve components of the US Army, Navy, Air Force, Marine Corps and Coast Guard). • Are not enrolled in postsecondary reserve officer's training corps (ROTC) programs If there is an individual in the household who meets the criteria but is away at college (living in a dormitory, fraternity house or student housing) will ask for the telephone number. If there is more than one person in the household who meets those criteria, we will select the respondent in the household between the ages of 15 and 21 with the most recent birthday prior to the interview date. If that individual is away at college (living in a dormitory, fraternity house or temporary housing), we will ask for the telephone number and name of the youth and place that number in the callback queue. There will be no within household substitution of the designated respondent, even if the designated respondent does not qualify for the interview (e.g., is currently in the military, etc.).												
Target Field Dates:	Pre-test October 11-12, 2001 Launch study on October 13, 2001 Complete interviewing on November 10, 2001												
Length:	This interview should last approximately 25 minutes.												
Geography:	100% United States - including Alaska, Hawaii and the District of Columbia												
Sample Size:	N=2,000												
Quotas:	<u>GENDER</u>: Approximately half (1,000) men, half (1,000) women <u>RACE/ETHNICITY</u>: Targets <table><tr><td>78%</td><td>White</td></tr><tr><td>15%</td><td>Black or African-American</td></tr><tr><td>1%</td><td>American Indian or Alaskan Native</td></tr><tr><td>4%</td><td>Asian (e.g., Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese) AND Native Hawaiian or Other Pacific Islander (e.g., Samoan, Guamanian or Chamorro)</td></tr><tr><td>2%</td><td>Multi Race</td></tr><tr><td>14%</td><td>Hispanic, Latino or Spanish</td></tr></table> <u>EDUCATION</u>: Soft quotas on education • approximately one-third should be in high school or less (EDU2 =1,2, 3, 4, 5 or 6) • approximately one-third should be full-time students in college or other postsecondary education programs (EDU2 = 7-20) • approximately one-third should not be in school (EDU1=2)	78%	White	15%	Black or African-American	1%	American Indian or Alaskan Native	4%	Asian (e.g., Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese) AND Native Hawaiian or Other Pacific Islander (e.g., Samoan, Guamanian or Chamorro)	2%	Multi Race	14%	Hispanic, Latino or Spanish
78%	White												
15%	Black or African-American												
1%	American Indian or Alaskan Native												
4%	Asian (e.g., Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese) AND Native Hawaiian or Other Pacific Islander (e.g., Samoan, Guamanian or Chamorro)												
2%	Multi Race												
14%	Hispanic, Latino or Spanish												

APPENDIX B

REGION: Soft quotas on 8-point geo-code

New England (5.08%)	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Mid-Atlantic (18.76%)	Delaware, DC, Maryland, New Jersey, New York, Pennsylvania, West Virginia
Great Lakes (19.25%)	Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin
Farm Belt (6.06%)	Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota
Outer South (24.14%)	Florida, Kentucky, North Carolina, Oklahoma, Tennessee, Texas, Virginia
Deep South (8.5%)	Alabama, Arkansas, Georgia, Louisiana, Mississippi, South Carolina
Mountain (5.27%)	Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming
Pacific (12.86%)	California, Oregon, Washington, Hawaii and Alaska

Sample:	Random A sample, with minimum of two working blocks. All samples will be screened for business numbers.
Dialing Procedures:	Interviews will be conducted during the evening and weekend hours. The fieldwork will take place from in-house telephone centers located in Orem, Utah and Grand Rapids, MI and will utilize computer-assisted telephone interviewing (CATI).
Callback Procedures:	Plan an initial call and maximum of nine callbacks. If a household is not reached after ten calls, we will substitute another randomly selected household. Callbacks will be scheduled on different days, different times of the day and in different weeks.
Refusal Conversion:	All initial refusals will be put into a queue to be worked by a group of interviewer specialists, trained and experienced in refusal conversion. Up to an additional three callbacks, conducted at different times and days, will be made. If a household is not reached after three calls or if a second refusal occurs, a “hard” refusal will be recorded on the final disposition. Experience shows that between 10% and 14% of the completed interviews will come from refusal conversions.
Pre-test:	We will conduct a pretest of the survey instrument on October 11-12, 2001 in Orem, Utah telephone facility. We will conduct 30 interviews. If the pretest interviews go smoothly and no revisions are made to the questionnaire, they are included in the final data set. No more than 5 interviewers should work on the pre-test, this will ensure that the pre-test does not conclude too rapidly.
Sample Mgt & Replicates:	We will release sample in replicates. All replicates will be dialed until exhausted and then closed out. Once a replicate has been loaded, it must be dialed all the way through before the study can finish. A sample record is considered exhausted once it has obtained a final disposition. This means that the interviewers must continue to dial and conduct interviews even if 2,000 complete interviews have been completed – interviewers must dial through the entire replicate. To eliminate having too many extra completes, smaller replicates will be loaded toward the end of the interview cycle. <u>NO NEW REPLICATE IS TO BE LOADED WITHOUT THE APPROVAL OF BETH STRACKBEIN OR KHALID SATTAR.</u> Beth can be reached during work hours at (703) 506-0001 and during non-work hours at (703) 836-2112 (home) or 703-587-8856 (cell). Khalid can be reached during work and non-work hours at (773) 478-4884.

APPENDIX B

SCREENER AND INTRODUCTION

6.5 QUESTION POINTS, 2.2 MINUTES

[NOTE TO INTERVIEWER: BE PREPARED FOR PARENTS TO ASK YOU (WHEN YOU ARE SCREENING OR DURING THE INTERVIEW) WHO YOU ARE AND WHAT YOU ARE ASKING THEIR KIDS. WE WILL HAVE A PRINTED SHEET WITH A SCRIPTED ANSWER - YOU SHOULD KEEP THIS AT YOUR STATION]

SCRIPT IF PARENT WANTS TO KNOW MORE INFORMATION OR INTERRUPTS DURING THE INTERVIEW.

My name is _____ of Wirthlin Worldwide, a national independent research firm. I am calling for a study that is being conducted for the United States Government and am interested in speaking with your [son/daughter] about [his/her] opinions about being a young adult today and thoughts about potential careers. This study is very important, and results from it will be used by government officials, including congress, to develop important policy decisions. We are not trying to sell anything - we are only interested in [his/her] opinions. We also will hold [his/her] answers in the strictest of confidence - in no way will [he/she] ever be identified as a participant in this study. Furthermore, all information provided is protected under the Privacy Act of 1974. Would it be okay to talk to [him/her] about these issues?

IF PARENT WANTS TO KNOW MORE:

The survey contains questions about current education and employment status. There are questions dealing with their future plans - in particular after high school or college. The survey continues with questions related to patriotism, favorability of the military, feelings of optimism and safety, knowledge of the military, military benchmarks, impressions of the military, and finally some demographics.

IF PARENT WANTS TO STAY ON THE PHONE WHILE THE SURVEY IS BEING CONDUCTED:

I am more than happy to have you listen in on this interview, but I need to stress that the answers have to be directly from the designated respondent and not you. If you have questions along the way I will be more than happy to answer them, but please refrain from answering my questions for your child.

IF THE PARENT WANTS TO CONTACT SOMEONE:

If you have any questions about the questionnaire, the confidentiality issue, or about the validity of the study and the government's involvement, please call Beth Strackbein of Wirthlin Worldwide, at (703) 556-0001.

APPENDIX B

INTRO1 Hello, I'm _____ of Wirthlin Worldwide, a national, independent research firm and I am calling for a study that is being conducted for the United States Government. We are interested in speaking with people between the ages of 15 and 21. Does your household include individuals between the ages of 15 and 21 who either live in the household or are away temporarily or living at school in a dormitory, fraternity or sorority house?

- 1 Yes
- 2 No
- 99 DK/REF

IF INTRO1=1, ASK S1, ELSE THANK AND TERMINATE

S1. How many individuals are there in your household between the ages of 15 and 21 who either live in the household or are away temporarily or living at school in a dormitory, fraternity or sorority house?

RECORD ANSWER

99 DK/REF [THANK AND TERMINATE]

IF S1 = 0, THANK AND TERMINATE

IF S1 > 0, ASK S2

S2. We are conducting this study to find out the opinions and career paths of young adults and we would like to have the responses of the person between the ages of 15 and 21 who has had the most recent birthday. Could I please speak with that person? [INTERVIEWER: IF THE ANSWER IS NO, CLARIFY WHY]

- 1 Yes
- 2 No, respondent isn't available but resides in the household (i.e., not home)
- 3 No, respondent isn't available because they are temporarily away or living at school in a dormitory, fraternity or sorority house
- 4 No, respondent won't allow you to talk with them

IF S2=1, WAIT UNTIL RESPONDENT GETS ON THE PHONE AND READ INTRO2.

IF S2=2, ARRANGE CALLBACK

IF S2=3, ASK S4

IF S2=4, [TYPE EXIT AND CODE AS REFUSAL]

S4. We are conducting this study to find out the opinions and career paths of young adults and we would like to have the responses of the person who is away. Could I please have his/her first name and telephone number with area code?

- 1 Yes
- 2 No

IF S4=1, RECORD NAME AND NUMBER AND THEN THANK. PLACE NEW NAME AND NUMBER IN CALLBACK QUEUE.

IF S4=2, THANK AND TERMINATE

WHEN RESPONDENT BETWEEN THE AGES OF 15 AND 21 WITH THE MOST RECENT BIRTHDAY IS ON THE PHONE, READ INTRO2

APPENDIX B

INTRO2 Hello, I'm _____ of Wirthlin Worldwide, a national, independent research firm. We are conducting a study to find out more about the opinions and career plans of young adults. The study is being conducted for the Department of Defense. Results of this study will be used in reports to Congress, and in the development of important policy decisions. For quality purposes, my supervisor may monitor this call. **(DO NOT PAUSE)**

All information you provide is protected under the Privacy Act of 1974. Your identity will not be released for any reason and your participation is voluntary. You are entitled to a copy of the Privacy Act Statement. Would you like a copy of this statement?

- 1 Yes, RECORD MAILING ADDRESS
- 2 No
- 99 DK/REF

S5. Just to confirm, what is your gender? [IF RESPONDENT REFUSES, ENTER GENDER BY OBSERVATION]

- 1 Male
- 2 Female

[ASK EVERYONE]

S10. Are you a United States Citizen?

- 1 YES
- 2 NO
- 99 DK/REF

S6. What is your date of birth? [ENTER IN SIX DIGIT FORMAT MM/DD/YY]

RECORD MONTH/DAY/YEAR

IF AGE IS NOT BETWEEN 15-21 VERIFY BIRTH DATE ASK S2

IF AGE IS BETWEEN 15 AND 21, ASK S7

S7. Have you ever been in the military, or are you in a delayed entry program (DEP), college ROTC, or one of the service academies? [MILITARY SERVICE INCLUDES ALL BRANCHES (FULL-TIME OR AS RESERVIST, NATIONAL GUARD), SERVICE ACADEMIES OR COLLEGE (NOT H.S.) ROTC. ALSO ENTER 'YES' IF ACCEPTED INTO SERVICE AND WAITING TO BEGIN.]

- 1 Yes
- 2 No
- 99 DK/REF

APPENDIX B

IF S7=2, ASK S8, ELSE THANK AND TERMINATE

S8. Do you consider yourself to be of Hispanic, Latino or Spanish origin? **[1QP]**

- 1 Yes, Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or other Spanish/Hispanic/Latino origin.
- 2 No
- 99 DK/REF

S9 I'm going to read a list of racial categories. Please select one or more to describe your race. Are you...[READ PUNCHES 1-5.] [NOTE: If respondent says "Don't Know" or doesn't mention a punch below, SAY: "Which of the following race categories do you most closely identify with?"] CODE UP TO 5 RESPONSES] **[1 QP]**

- 1 White
- 2 Black or African-American
- 3 American Indian or Alaska Native
- 4 Asian (e.g., Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese)
- 5 Native Hawaiian or Other Pacific Islander (e.g., Samoan, Guamanian or Chamorro)
- 6 [DO NOT READ] Other HISPANIC ONLY (Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or other Spanish/Hispanic/Latino origin.)
SPECIFY _____[SINGLE PUNCH]
- 7 REF [THANK AND TERMINATE]
- 8 Don't know [THANK & TERMINATE]

[IF QS9=ONLY 6 ASK QS9A]

S9A In addition to being [VERBATIM RESPONSE TO S9], do you consider yourself to be [READ PUNCHES 1-5] [CODE UP TO 5 RESPONSES] **[.25 QP]**

- 1 White
- 2 Black or African-American
- 3 American Indian or Alaska Native
- 4 Asian (e.g., Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese)
- 5 Native Hawaiian or Other Pacific Islander (e.g., Samoan, Guamanian or Chamorro)
- 6 No others [THANK AND TERMINATE]
- 99 DK/REF [THANK AND TERMINATE]

APPENDIX B

EDUCATION

3.75 QUESTION POINTS, 1.25 MINUTES

[RESPONDENTS INCLUDE NON-CITIZENS]

EDU1. I'd like to ask you about your schooling. Are you currently enrolled in school or a training program? [1QP]

- 1 Yes
- 2 No
- 99 DK/REF

IF QEDU1=1, ASK QEDU2 *[IF RESPONDENT IS CURRENTLY ENROLLED IN SCHOOL]*

EDU2. What grade or year of school are you in? [DO NOT READ, ACCEPT SINGLE RESPONSE] [IF RESPONDENT ANSWERS IN A GENERAL SENSE, FOR INSTANCE "COLLEGE" MAKE SURE YOU CLARIFY WHICH TYPE OF COLLEGE AND WHICH YEAR] [0.75QP]

- 1 Less than 8th Grade
- 2 8th Grade
- 3 9th Grade - High School
- 4 10th Grade - High School
- 5 11th Grade - High School
- 6 12th Grade - High School
- 7 1st Year College or University (Freshman)
- 8 2nd Year College or University (Sophomore)
- 9 3rd Year College or University (Junior)
- 10 4th Year College or University (Senior)
- 11 5th Year College or University
- 12 1st Year Graduate or Professional School
- 13 2nd Year Graduate or Professional School (MA/MS)
- 14 3rd Year Graduate or Professional School
- 15 More than 3 Years Graduate or Professional (Ph.D.)
- 16 1st Year Junior or Community College
- 17 2nd Year Junior or Community College (AA/AS)
- 18 1st Year Vocational, Business or Trade School
- 19 2nd Year Vocational, Business or Trade School
- 20 More than 2 Years Vocational, Business or Trade School
- 99 DK/REF

APPENDIX B

IF QEDU1=2 or 99, ASK QEDU3 [IF RESPONDENT IS NOT CURRENTLY ENROLLED IN SCHOOL]

EDU3. What is the highest grade you have completed and received credit for? [IF RESPONDENT ANSWERS IN A GENERAL SENSE, FOR INSTANCE "I GRADUATED FROM COLLEGE" MAKE SURE YOU CLARIFY HOW MANY YEARS THEY WERE THERE AND WHAT TYPE OF COLLEGE THEY ATTENDED - FOUR YEAR, TWO YEAR, GRADUATE, ETC.] [0.25QP]

- 1 Less than 8th Grade
- 2 8th Grade

- 3 9th Grade - High School
- 4 10th Grade - High School
- 5 11th Grade - High School
- 6 12th Grade - High School

- 7 1st Year College or University (Freshman)
- 8 2nd Year College or University (Sophomore)
- 9 3rd Year College or University (Junior)
- 10 4th Year College or University (Senior)
- 11 5th Year College or University

- 12 1st Year Graduate or Professional School
- 13 2nd Year Graduate or Professional School (MA/MS)
- 14 3rd Year Graduate or Professional School
- 15 More than 3 Years Graduate or Professional (Ph.D.)

- 16 1st Year Junior or Community College
- 17 2nd Year Junior or Community College (AA/AS)

- 18 1st Year Vocational, Business or Trade School
- 19 2nd Year Vocational, Business or Trade School
- 20 More than 2 Years Vocational, Business or Trade School

- 99 DK/REF

IF EDU2 =1, 2, 3, 4, 5, 6, or 99, ASK QEDU4 [IF RESPONDENT IS IN LESS THAN 8TH, 8TH, 9TH, 10TH, 11TH OR 12TH GRADE - OR DOESN'T KNOW] OR IF EDU3 = 1, 2, 3, 4, 5, or 9 ASK QEDU4 [IF RESPONDENT HAS COMPLETED LESS THAN 12TH GRADE - OR DOESN'T KNOW]

EDU4. Are you being home-schooled? [0.75QP]

- 1 YES
- 2 NO
- 99 DK/REF

ASK ALL

EDU5. What grades do you or did you usually get in high school? [READ RESPONSE CATEGORIES 1-7]. [IF RESPONDENT NEEDS CLARIFICATION, READ THEM THE NUMERICAL AVERAGES, OTHERWISE JUST READ THE LETTER GRADES] [1QP]

APPENDIX B

- 1 Mostly A's (Numerical average of 90-100)
- 2 Mostly A's and B's (85-89)
- 3 Mostly B's (80-84)
- 4 Mostly B's and C's (75-79)
- 5 Mostly C's (70-74)
- 6 Mostly C's and D's (65-69)
- 7 Mostly D's and lower (64 and below)
- 8 Never in high school
- 99 DK/REF

APPENDIX B

DEMOGRAPHIC – EMPLOYMENT STATUS

5.0 QUESTION POINTS, 1.67 MINUTES

EMP1. Now, I'd like to ask you about your employment status. Are you currently employed either full or part time? [1QP]

- 1 Yes
- 2 No
- 99 DK/REF

IF QEMP1=1 THEN ASK QEMP2 *[IF RESPONDENT IS CURRENTLY EMPLOYED]*

EMP2. How many hours per week in total do you work at your job? [0.6QP]

RECORD RESPONSE

- 99 DK/REF

IF QEMP1=2 OR 99, ASK QEMP3 *[IF RESPONDENT IS NOT CURRENTLY EMPLOYED]*

EMP3. When did you last work for pay at a regular job or business, either full or part time? Would you say [READ 1-4]? [0.4QP]

- 1 Within the Past 12 Months
- 2 Between 1 and 2 Years Ago
- 3 More than 2 Years Ago
- 4 Never Worked
- 99 DK/REF

EMP4. Are you actively looking for work now? [1QP]

- 1 Yes
- 2 No
- 99 DK/REF

EMP5. How difficult is it for someone your age to get a full-time job in your community? Is it...[READ 1-4] [1QP]

- 1 Almost Impossible
- 2 Very Difficult
- 3 Somewhat Difficult
- 4 Not Difficult at All
- 99 DK/REF

EMP7. Would you be willing to relocate to get a full-time job outside your community? [1 QP]

- 1 Yes
- 2 No
- 99 DK/REF

APPENDIX B

FUTURE PLANS AND PROPENSITY

15.15 QUESTION POINTS, 5.1 MINUTES

FPP1. Next, I'd like to ask you about your plans for the future. What do you think you might be doing [INSERT BASED ON RESPONSE TO EDU1 *[CURRENTLY ENROLLED IN SCHOOL OR TRAINING PROGRAM]* AND EDU2 *[WHAT GRADE OR YEAR OF SCHOOL ARE YOU IN]* AS FOLLOWS: [DO NOT READ LIST] [ACCEPT MULTIPLE RESPONSES] [PROBE UNTIL UNPRODUCTIVE] [PUNCH 5, 8 & 99 MUST BE SINGLE PUNCH]

IF EDU2 = 3, 4, 5 OR 6 *[RESPONDENT IS CURRENTLY ENROLLED IN SCHOOL AND IS IN HIGH SCHOOL]* INSERT "once you finish high school?"

IF EDU2 = 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 OR 20 *[RESPONDENT IS CURRENTLY ENROLLED IN SCHOOL AND IS IN COLLEGE, GRADUATE, JUNIOR/COMMUNITY OR VOCATIONAL SCHOOL]* INSERT "once you finish college?"

IF EDU2 = 1 OR 2 OR IF EDU1 = 2 OR 99 *[RESPONDENT IS NOT CURRENTLY ENROLLED IN SCHOOL OR IS IN 8TH GRADE OR LESS]* INSERT "in the next few years?" [1QP]

- 1 Going to school full-time
- 2 Going to school part-time
- 3 Working full-time
- 4 Working part-time
- 5 Doing nothing
- 6 Joining the Military/Service
- 7 Staying at Home
- 8 Undecided / Have not decided yet
- 9 Community Service
- 10 Other, Specify _____
- 99 DK/REF

IF FPP1=6 ASK FPP2 [IF RESPONDENT SAYS THEY ARE GOING TO MILITARY]

FPP2. You said you might be joining the military. Which branch of the service would that be? [DO NOT READ ANSWER CATEGORIES - FIT RESPONSE TO PRE-CODED ANSWERS.]

[IF RESPONDENT MENTIONS MORE THAN ONE BRANCH, PROBE: *Which branch are you most likely to join?*]

IF RESPONDENT MENTIONS *NATIONAL GUARD*, CLARIFY WHETHER THAT IS *ARMY NATIONAL GUARD* OR *AIR NATIONAL GUARD* IF *ARMY NATIONAL GUARD*, CODE AS *ARMY*, IF *AIR NATIONAL GUARD*, CODE AS *AIR FORCE*.

IF RESPONDENT MENTIONS *THUNDERBIRD* OR *STEALTH FORCE*, CODE AS *AIR FORCE*. IF THEY MENTION *GOLDEN KNIGHTS* OR *GREEN BERET*, CODE AS *ARMY*.

IF THEY MENTION *SAILORS*, *SEALS*, *BLUE ANGELS* OR *SUBMARINERS*, CODE AS *NAVY*.] [0.25QP]

- 1 Air Force
- 2 Army
- 3 Coast Guard
- 4 Marine Corps

APPENDIX B

- 5 Navy
- 99 DK/REF

IF FPP2 = 1 OR 2 [IF RESPONDENT SAYS THEY ARE INTERESTED IN JOINING THE AIR FORCE OR ARMY]

FPP3A. Which type of service would that be? Would it be... [READ 1-3]? [0.25QP]

- 1 Active Duty
- 2 The Reserves
- 3 The National Guard
- 99 DK/REF

IF FPP2 = 3, 4 OR 5 [IF RESPONDENT SAYS THEY ARE INTERESTED IN JOINING THE COAST GUARD, MARINE CORPS OR NAVY]

FPP3B. Which type of service would that be? Would it be... [READ 1-2]? [0.25QP]

- 1 Active Duty
- 2 The Reserves
- 99 DK/REF

IF FPP1=3 OR 4 ASK FPP4 [IF RESPONDENT SAYS THEY MIGHT BE WORKING]

FPP4. You said you might be working. What type of job would you have? Would it be a temporary job while you finish school or training, any job you can get to support yourself, or a job that could begin a long-term career? [0.5QP]

- 1 Temporary job while you finish school or training
- 2 Any job you can get to support yourself
- 3 Job that could begin a long-term career
- 99 DK/REF

IF FPP1=1 OR 2 ASK FPP5 [IF RESPONDENT SAYS THEY ARE GOING TO SCHOOL]

FPP5. What kind of school or college would you like to attend? [READ 1-5] [0.5QP]

- 1 High School
- 2 Vocational, Business or Trade School
- 3 2-Year Junior or Community College
- 4 4-Year College or University
- 5 Graduate or Professional School
- 99 DK/REF

IF EDU2 = 5 OR 6 OR EDU3 = 5 OR 6 ASK FPP6 [IF RESPONDENT IS IN THE 11TH OR 12TH GRADE]

FPP6. Have you taken a college entrance examination such as the PSAT, the SAT or the ACT? [0.5QP]

- 1 Yes
- 2 No
- 99 DK/REF

IF FPP6=2 or 99, ASK FPP7 [IF RESPONDENT HASN'T TAKEN COLLEGE ENTRANCE EXAM]

FPP7. Do you plan to take a college entrance examination? [0.25QP]

- 1 Yes

APPENDIX B

- 2 No
- 99 DK/REF

[ASK EVERYONE]

FPP8. What is the highest grade or year of school or college that you would eventually like to complete?
[If Respondent answers in a general sense, such as “finish college” then clarify TYPE and YEAR of school.] [DO NOT READ LIST] [1QP]

- 1 8th Grade
- 2 9th Grade
- 3 10th Grade
- 4 11th Grade
- 5 12th Grade (High School Diploma)
- 6 1st Year College/Junior or Community College/Vocational, Business or Trade School (Freshman)
- 7 2nd Year College/Junior or Community College/Vocational, Business or Trade School (Sophomore)
- 8 3rd Year of Four-Year College (Junior)
- 9 4th Year of Four-Year College (Senior) or Bachelor’s Degree (BA/BS)
- 10 5th Year of College
- 11 1st Year Graduate or Professional School
- 12 2nd Year Graduate or Professional School or Master’s Degree (MA/MS)
- 13 3rd Year Graduate or Professional School
- 14 More than 3 Years Graduate or Professional School or Doctorate (Ph.D.)
- 99 DK/REF

FPP9. Now, I’d like to ask you how likely it is that you will be serving in the military in the next few years? Would you say...[ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ 1-4] [1QP]

- 1 Definitely
- 2 Probably
- 3 Probably Not
- 4 Definitely Not
- 99 DK/REF

INSERT BLANK SCREEN

FPP10. How likely is it that you will be serving on active duty in the [RANDOMIZE AND READ A-E]?
Would you say... [ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ 1-4]? [2QP]

- A Coast Guard
- B Army
- C Air Force
- D Marine Corps
- E Navy

- 1 Definitely
- 2 Probably
- 3 Probably Not

APPENDIX B

- 4 Definitely Not
- 99 DK/REF

NOTE TO CATI TECH: ROTATE FIRST/SECOND FPP11/11A AND FPP12/12A

FPP11. How likely is it that you will be serving in the National Guard? [ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ 1-4] [1QP]

- 1 Definitely
- 2 Probably
- 3 Probably Not
- 4 Definitely Not
- 99 DK/REF

IF FPP11 = 1 OR 2, ASK FPP11A

FPP11A. Would that be the... [RANDOMIZE AND READ 1-2]? [0.2QP]

- 1 Air National Guard
- 2 Army National Guard
- 99 DK/REF

FPP12. How likely is it that you will be serving in the Reserves? [ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ 1-4] [1QP]

- 1 Definitely
- 2 Probably
- 3 Probably Not
- 4 Definitely Not
- 99 DK/REF

IF FPP12 = 1 OR 2, ASK FPP12A

FPP12A. Would that be the... [RANDOMIZE AND READ 1-5]? [0.2]

- 1 Air Force Reserve
- 2 The Army Reserve
- 3 The Coast Guard Reserve
- 4 The Marine Corps Reserve
- 5 The Naval Reserve
- 99 DK/REF

IF TWO OR MORE OF ANY ACTIVE, RESERVE, GUARD SERVICES ARE ANSWERED “DEFINITELY” OR “PROBABLY” IN QUESTIONS FPP10, FPP11 OR FPP12, ASK FPP14

FPP14. You mentioned you might serve in more than one military service. Which service are you most likely to serve in? [DO NOT READ ANSWER CATEGORIES, FIT RESPONSE TO PRE-CODE - ACCEPT SINGLE RESPONSE] [INTERVIEWER NOTE: IF ANSWER IS GENERAL, PLEASE CLARIFY IF ACTIVE DUTY, RESERVES OR GUARD.] [0.25]

- 1 Air Force
- 2 Army
- 3 Coast Guard
- 4 Marine Corps

APPENDIX B

- 5 Navy
- 6 Air National Guard
- 7 Army National Guard
- 8 Air Force Reserve
- 9 Army Reserve
- 10 Coast Guard Reserve
- 11 Marine Corps Reserve
- 12 Naval Reserve
- 99 DK/REF

[ASK ALL]

FPP15. Before we talked today, had you ever considered the possibility of joining the military? Would you say you...[ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ ANSWERS 1-3] [1QP]

- 1 Never Thought About It
- 2 Gave It Some Consideration
- 3 Gave It Serious Consideration
- 99 DK/REF

IF FFP15 = 2 OR 3, ASK FFP16

FPP16. Why have you considered joining the military? [Note to interviewer: Responses such as Because Of / In Response To Sept 11 Terrorist Attacks need a follow up probe for a more meaningful explanation as to why Sept. 11 prompted them to consider joining the military. Don't accept "just because" or "I just felt I had to do something"]

RECORD ANSWER

99 DK/REF

ROTATE DEM6A and DEM6B

DEM6A Does the situation related to the World Trade Center and the Pentagon make you more likely or does it make you less likely to consider joining the US military as an option? [1QP]

- 1 Makes you more likely
- 2 Doesn't change your likelihood [DO NOT READ]
- 3 Makes you less likely
- 99 DK/REF

DEM6B Does the situation related to US military action in the Middle East against terrorists make you more likely or does it make you less likely to consider joining the military as an option? [1QP]

- 1 Makes you more likely
- 2 Doesn't change your likelihood [DO NOT READ]
- 3 Makes you less likely
- 99 DK/REF

APPENDIX B

OPTIMISM AND SAFETY

7.5 QUESTION POINTS, 2.5 MINUTES

OPT1 I am going to read you some general statements about your outlook for the future. For each statement, please tell me whether you agree or disagree. The [FIRST/NEXT] is [RANDOMIZE AND READ A-F]. Would you agree or disagree with this statement [PAUSE, THEN ASK]? And is that strongly or somewhat? [2.5QP]

- 1 Strongly agree
- 2 Somewhat agree
- 3 Neither agree nor disagree
- 4 Somewhat disagree
- 5 Strongly disagree
- 99 DK/REF

- A I am optimistic about the future
- B I will be satisfied with my life in the future
- C I will be successful in the future
- D The conditions of my future life will be excellent
- E I will have the important things I want in the future
- F I will make important contributions in the future

CONF1 Now, I'd like to ask you how you feel about the future of our country. Would you say you feel generally positive about the future of our country, or generally negative about the future of our country? (RECORD ONLY ONE RESPONSE.) [INTERVIEWER NOTE: WE ARE TALKING ABOUT LONG TERM FUTURE] [1QP]

- 1 Generally positive
- 2 Neither [DO NOT READ]
- 3 Generally negative
- 99 DK/REF

SAF3 On a scale of 1 to 10, where a 1 means you don't feel safe at all and 10 means you feel extremely safe, how safe do you generally feel in your everyday life [RECORD ANSWER]? You can use any number between 1 and 10. [1QP]

RECORD ANSWER
99 DK/REF

SAF4 On a scale of 1 to 10, where a 1 means not at all likely and 10 means extremely likely, how likely do you think it is that the United States will experience another terrorist attack before the end of the year [RECORD ANSWER]? [1QP]

RECORD ANSWER
99 DK/REF

APPENDIX B

SAF6 Do you personally know someone who was either injured or lost in the terrorist attacks? [1QP]

- 1 Yes
- 2 No
- 99 DK/REF

SAF11 Do you think everyday life in your community has returned to normal since the terrorist attacks?
[1QP]

- 1 Yes
- 2 No
- 99 DK/REF

APPENDIX B

PATRIOTISM

3 QUESTION POINTS, 1 MINUTE

PAT1 We are now going to switch topics and focus on your attitudes about the United States. I am going to read you a list of statements and for each statement I want you to tell me how well you think it describes your feelings and attitudes. Please use a scale from 1 to 10, where 1 means **DOES NOT DESCRIBE AT ALL** and 10 means **DESCRIBES PERFECTLY**. You can use any number between 1 and 10. The [FIRST/NEXT] statement is [RANDOMIZE AND READ A-D]. Using the 10-point scale, how well does that statement describe your attitude?

RECORD RATINGS

99 DK/REF

- A I am willing to make personal sacrifices in my day-to-day life in order to do something for America
- B I feel proud being an American
- C America is the best place to live in the world
- D Democracy and freedom are worth fighting for

APPENDIX B

FAVORABILITY

4 QUESTION POINTS, 1.3 MINUTES

- FAV1. Using all that you know or have heard about the US military, please rate the military using a 10 point scale where 1 means **VERY UNFAVORABLE** and 10 means **VERY FAVORABLE**. How would you rate the US Military? **[1QP]**

RECORD RATING

99 DK/REF

- FAV2. Using all that you know or have heard about the various branches of the US military, please rate each branch using a 10 point scale where 1 means **VERY UNFAVORABLE** and 10 means **VERY FAVORABLE**. How would you rate the [RANDOMIZE AND READ A-E]? **[2QP]**

RECORD RATING

99 DK/REF

- A. Air Force
- B. Army
- C. Coast Guard
- D. Marine Corps
- E. Navy

- FAV3. Now, using all that you know or have heard, please rate the National Guard and Reserves using a 10 point scale where 1 means **VERY UNFAVORABLE** and 10 means **VERY FAVORABLE**. How would you rate the [RANDOMIZE AND READ A-B]? **[1QP]**

RECORD RATING

99 DK/REF

- 1. Reserves
- 2. National Guard

APPENDIX B

KNOWLEDGE OF MILITARY

9.5 QUESTION POINTS, 3.0 MINUTES

- S7. Let's talk about your knowledge of the US military. Please use a scale from 1 to 10 where 1 means **NOT AT ALL KNOWLEDGEABLE** and 10 means **EXTREMELY KNOWLEDGEABLE**. Please tell me how knowledgeable you are about the US Military. [1QP]

RECORD ANSWER (1=Not at all knowledgeable, etc.)

99 DK/REF

- KW1. Now I would like to read to you some statements that pertain to military service in the United States. For each statement, I would like you to tell me to what degree the statement is believable. Please use a scale from 1 to 10 where 1 means **NOT AT ALL BELIEVABLE** and 10 means **EXTREMELY BELIEVABLE**. The [FIRST/NEXT] statement is [RANDOMIZE AND READ A-P], using the 10-point scale, how believable would you say this statement is? [8.5 QP]
INTERVIEWER NOTE: 2-3 times during this battery remind the respondent of the scale and the anchors on the scale (Extremely Believable vs Not At All Believable).

- A. In 1999, over 30,000 active duty military service members earned college degrees.
- B. The military offers a tuition assistance program that pays up to 75% of the cost of tuition or other expenses up to \$3500 per year for service members.
- C. There are approximately 300 military schools that teach skills in over 10,000 courses.
- D. 60% of the courses taught in the military schools are certified for college credit.
- E. 88% of military jobs have comparable civilian jobs.
- F. The military currently offers over 140 career paths that new recruits can choose from.
- G. 37% of the military is made up of minorities.
- H. More and more of the housing for enlisted personnel is college style dormitory-rooms.
- I. The military offers 30 days of paid vacation a year.
- J. Military installations are self-contained communities; with gyms, restaurants, stores, theaters, houses of worship, social activities, and support service.
- K. The military participates in things other than war, such as humanitarian relief, firefighting, and drug enforcement.
- L. People coming into the military have access to e-mail from their barracks and housing so they can easily communicate with family and friends.
- M. New recruits can earn up to \$50,000 dollars for college.
- N. The military will repay up to \$65,000 in federal student loans for new recruits.
- O. The military offers a program that allows recruits to complete a two-year college degree before entering basic training.
- P. Firefighter, computer programmer, veterinarian, and musician are jobs that are available in the military.

APPENDIX B

Military Service Benchmarks

16 QUESTION POINTS, 5.3 MINUTES

[NOTE TO CATI TECH: For each MSB1 option we want to follow it up immediately with MSB1A, and then move on the next MSB1 option]

Now, I would like to talk to you about how you feel about some characteristics of various careers.

MSB1 How important is it to you to [RANDOMIZE AND READ A-X]? Would you say it is [ROTATE TOP TO BOTTOM AND BOTTOM TO TOP] to you? **[8QP]**

- 1 Extremely Important
- 2 Very Important
- 3 Somewhat Important
- 4 Not Important
- 5 DK/REF

- A. Get money for education
- B. Develop self-discipline
- C. Have the opportunity to travel
- D. Work as part of a team
- E. Get experiences that prepare you for a future career
- F. Be physically challenged
- G. Be in an environment that is free of racial discrimination and harassment
- H. Be in an environment that is free of sexual discrimination and harassment
- I. Work in a high-technology environment
- J. Do something that you can be proud of
- K. Stay in an area near your family and friends
- L. Learn a valuable trade or skill
- M. Be mentally challenged
- N. Experience adventure
- O. Do something for your country
- P. Have job security
- Q. Have a good paying job that allows you to live comfortably
- R. Have a job where you decide how your tasks will be carried out
- S. Have a job that is interesting and not just routine
- T. Develop leadership skills
- U. Receive approval from your parents
- V. Have personal freedom
- W. Work with people you respect
- X. Earn the respect of people who are important in your life

MSB1A Would you be more likely to [REPEAT FROM MSB1] in the military, a civilian job or equally in both? **[8QP]**

- 1 Military
- 2 Civilian Job
- 3 Equally in both
- 99 DK/REF

APPENDIX B

IMPRESSIONS OF THE MILITARY

3.5 QUESTION POINTS, 1.3 MINUTES

KWG5. Overall, what would you say is your general impression of the US Military? Is your impression [ROTATE BOTTOM TO TOP, TOP TO BOTTOM AND READ ANSWER CATEGORIES 1-5] [1QP]

- 1 Very positive
- 2 Somewhat positive
- 3 Neutral
- 4 Somewhat Negative
- 5 Very Negative
- 99 DK/REF

KWG3. Within the last year, have you discussed the possibility of your joining the US military with anyone other than a military recruiter? [1QP]

- 1 Yes
- 2 No
- 99 DK/REF

IF KWG3=1, ASK KWG4

KWG4. Who did you discuss this with? [DO NOT READ, FIT RESPONSE TO PRE-CODE OR RECORD IN OTHER SPECIFY] [ACCEPT MULTIPLE RESPONSE – RECORD ORDER OF MENTION] [PROBE UNTIL UNPRODUCTIVE]. [0.5QP]

FAMILY

- 1 Father
- 2 Mother
- 3 Brother(s)
- 4 Sister(s)
- 5 Uncle(s)
- 6 Aunt(s)
- 7 Grandparent(s)
- 8 Cousin(s)
- 9 Spouse

FRIEND/ACQUAINTANCE

- 10 Friend/acquaintance from your same generation
- 11 Friends/acquaintances from an older generation [10 YEARS YOUR SENIOR]
- 12 Girlfriend/Boyfriend
- 13 Teacher/Counselor/Coach
- 14 Co-worker/Employer
- 15 Other Friend/Acquaintance, specify _____
- 99 DK/REF

[NOTE TO CATI TECH: For each KWG4 option that is mentioned, we want to follow it up with KWG4A]

APPENDIX B

KWG4A. What was your [INSERT RESPONSE FROM KWG4]'s opinion about the possibility of your joining the US military? Was it [ROTATE BOTTOM TO TOP, TOP TO BOTTOM AND READ ANSWER CATEGORIES 1-5]? [1QP]

- 1 Very positive
- 2 Somewhat positive
- 3 Neutral
- 4 Somewhat Negative
- 5 Very Negative
- 99 DK/REF

APPENDIX B

DEMOGRAPHICS

12 QUESTION POINTS, 4 MINUTES

DEM1. How many brothers and sisters do you have? Please include any stepbrothers and/or stepsisters if they live or have lived in your home.

- 1 One
- 2 Two
- 3 Three
- 4 Four
- 5 Five or more
- 6 NONE
- 99 DK/REF [ASK DEM2]

[If DEM1 = 1, 2, 3, 4 or 5, ASK DEM1A]

DEM1A. How many brothers and sisters are older than you are? Please include any stepbrothers and/or stepsisters if they live or have lived in your home.

- 1 One
- 2 Two
- 3 Three
- 4 Four
- 5 Five or more
- 6 NONE
- 99 DK/REF

DEM2D. Is anyone in your immediate family - parents, children, siblings, grandparents, in-laws – currently a member of or have served in the US military? **[1QP]**

- 1 Yes
- 2 No
- 99 DK/REF

[IF DEM2D=1 ASK DEM2DA]

DEM2DA. Thinking of these people, how many are...[ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ A-D]? **[1 QP]**

RECORD ANSWER

- 98 DECEASED [DO NOT READ]
- 99 DK/REF

- A between the ages of 18 to 25 years old
- B between the ages of 26 to 40 years old
- C between the ages of 41 to 60 years old
- D 61 years old and over

DEM2E. Is anyone in your extended family - cousins, aunts, uncles, nieces, nephews - currently a member of or have served in the US military? **[1QP]**

APPENDIX B

- 1 Yes
- 2 No
- 99 DK/REF

[IF DEM2E=1 ASK DEM2EA]

DEM2EA. Thinking of these people, how many are...[ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ A-D]? [2QP]

RECORD ANSWER

- 98 DECEASED [DO NOT READ]
- 99 DK/REF

- A between the ages of 18 to 25 years old
- B between the ages of 26 to 40 years old
- C between the ages of 41 to 60 years old
- D 61 years old and over

DEM2F. Do you personally know of anyone else, other than a family member that is currently a member of or have served in the US military? [1 QP]

- 1 Yes
- 2 No
- 99 DK/REF

[IF DEM2F=1 ASK DEM2FA]

DEM2FA. Thinking of these people, how many are...[ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ A-D]? [2 QP]

RECORD ANSWER

- 98 DECEASED [DO NOT READ]
- 99 DK/REF

- A between the ages of 18 to 25 years old
- B between the ages of 26 to 40 years old
- C between the ages of 41 to 60 years old
- D 61 years old and over

DEM3. Please tell me whether you are currently...[READ LIST] [NOTE TO INTERVIEWER: IF RESPONDENT SAYS THEY ARE DATING, IN A RELATIONSHIP WITH A SIGNIFICANT OTHER, HAVE A BOY/GIRLFRIEND – YOU MUST CODE THEM AS SINGLE]

- 1 Single and have never been married
- 2 Widowed
- 3 Separated
- 4 Divorced
- 5 Married
- 6 Something else, specify _____
- 99 DK/Ref

APPENDIX B

[ASK DEM4 IF QINTRO2=2 or 99]

DEM4. For research purposes only, please tell me your street address and zip code? Do you know your ZIP plus four? [9-digit ZIP code is preferred] **[1QP]**

[RECORD STREET ADDRESS]

[RECORD ZIP CODE]

[ASK DEM4A IF QINTRO2=1]

DEM4A. So that we may send you the copy of the Privacy Act of 1974 and for research purposes please tell me your address.

[RECORD STREET ADDRESS]

[RECORD CITY]

[RECORD STATE]

[RECORD ZIP CODE]

99 DK/REF

DEM5. Finally, I would like to ask for your social security number. Recording your social security number is authorized by the President in Executive Order Number 9397. Defense Department social scientists match social security numbers to enlistment data to find out how the plans and opinions of American youth relate to enlistment rates. Your social security number, along with other information you have provided, is protected under the Privacy Act of 1974. Giving your social security number is voluntary, and you will not suffer any consequences if you prefer not to release it. [PROBE: Could you please look it up? I'll wait.]

[RECORD AND CONFIRM SOCIAL SECURITY NUMBER.]

DK/REF

DEM6. FIPS CODE _____

DEM7. ZIP CODE **[FROM SAMPLE]** _____

DEM8. May I please have your name in case my supervisor needs to verify that this interview actually took place?

Thank you very much for your time.

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