

Youth Attitudes Toward the Military

Poll Two



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YOUTH ATTITUDES TOWARD THE MILITARY: POLL TWO

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ACKNOWLEDGMENTS

This project was performed on behalf of the Office of the Under Secretary of Defense for Personnel and Readiness. The authors appreciate the generous support and valuable advice and counsel provided by both Dr. W.S. Sellman, Director for Accession Policy, and Vice Admiral Patricia A. Tracey, Assistant Secretary of Defense for Military Manpower and Personnel Policy. We are also indebted to Ms. Elaine E. Sellman, Ms. Carol F. Rosenhoch and Mr. James E. McCloud, Defense Manpower Data Center, for their assistance in the preparation of this report for publication.

TABLE OF CONTENTS

1.	Introduction and Report Organization	7
2.	Executive Summary	9
3.	Background Information	19
4.	Research Methodology	21
5.	Detailed Findings	23
	Demographic Profile of Youth	23
	Propensity	27
	Propensity-Related Factors	29
	Propensity for Military Services	35
	Propensity Trends	35
	Impressions of the Military	39
	Strategic Attributes for Military Service	42
	Goal Orientation	44
	Postsecondary Decisions	47
	A Note on the Next Four Sections	51
	Decision-Making	52
	Optimism and Goal Attainment	55
	Competitiveness	57
	Multivariate Analysis	61
6.	Appendix A–Sample Design and Implementation	A-1
7.	Appendix B–Youth Poll 2 Interview Questionnaire	B-1

TABLES AND FIGURES

Table 1	July 2001 Current Population Survey Data	23
Table 2	Age Distribution.....	24
Table 3	Race/Ethnicity.....	24
Table 4	Regional Distribution.....	24
Table 5	Education Status.....	25
Figure 1	Difficulty Getting a Full-Time Job	26
Figure 2	How Many Brothers and Sisters Do You Have?	27
Figure 3	Specific-Service and Composite Active Propensity (Men and Women Ages 15-21)	28
Figure 4	Propensity for Reserve Components (Men and Women Ages 15-21).....	29
Figure 5	Composite Active Propensity Declines With Age (Both Genders).....	30
Table 6	Active Duty Propensity by Age and Service	30
Figure 6	Composite Active Propensity Declines With Age (Gender Comparison).....	31
Figure 7	Composite Active “Definitely” Propensed	32
Table 7	Propensity by Employment Status and Perceived Employment Prospects	33
Table 8	Propensity by Education Status	33
Table 9	Propensity by Sibling Status and Birth Order.....	34
Table 10	Propensity by Geographic Region	34
Table 11	Composite Propensity by	35
Figure 8	Composite Active Propensity (Men Ages 16-21).....	36
Table 12	Active Duty Propensity Trends for Men (Ages 16-21)	37
Figure 9	Composite Active Propensity (Women Ages 16-21).....	37
Table 13	Active Duty Propensity Trends for Women (Ages 16-21).....	38
Figure 10	Propensity Trends for Reserve Components (Men Ages 16-21).....	38
Figure 11	Propensity Trends for Reserve Components (Women Ages 16-21).....	39
Figure 12	Number of People You Know Who Are Serving or Have Served in the Military in the Last Five Years	40
Figure 13	Ratings of Characteristics With Regards to Individuals Currently Serving or Who Have Served in the Military.....	41
Figure 14	How Well Does Each of the Following Statements Describe Your Feelings?.....	43
Figure 15	How Important to You Are the Following Goals?.....	45
Figure 16	Age at Which They First Recalled Seriously Planning What They Were Going To Do	47
Figure 17	Age At Which They First Recalled Talking to a Parent or Guardian About Plans After High School.....	48
Figure 18	How Old Were You When You Actually Decided What to Do After High School?.....	49
Figure 19	Has the Final Decision Been Made About What You Are Going To Do After High School? If Yes, How Old Were You When This Decision Was Made?.....	50
Figure 20	If Not, How Old Do You Think You’ll Be When This Decision Is Made? How Many Times Did You Change Your Mind Before This Decision Was Made?	51
Figure 21	Decision-Making Occasion: How You Should Prepare for a Career	53
Table 14	Parental Involvement in Decisions	54
Figure 22	Agreement With Optimism Statements	56

Figure 23	Agreement With Goal Attainment Statements	58
Figure 24	Agreement With Competition Statements	60
Table 15	Factor Analysis: Strategic Attribute Factors.....	62
Table 16	Factor Analysis: Future Goals and Optimism and Goal Attainment	63
Table 17	Factor Analysis: Competition	64
Table 18	Summary Statistics for Ordered Probit Model.....	65
Table 19	Ordered Probit Estimates	66
Table 20	Individual Impact of Each Independent Variable of Propensity.....	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 2 interview questionnaire.

2. EXECUTIVE SUMMARY

Background

The Department of Defense uses advertising as a major element of its recruitment marketing strategy. The military 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. Like the recruitment environment, advertising approaches and marketing strategies are constantly changing. A constant flow of accurate information is required to track changes over time, to keep abreast of new approaches for reaching the target market, and to adapt DoD's advertising strategies to the existing environment.

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. The information is 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 used as an indicator of the health of the recruiting market. The information is used to develop programs that will enhance propensity to enlist and to track the effectiveness of the advertising already in place. 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.

Research Methodology

A total of 2,022 youth were interviewed using computer assisted telephone interviewing (CATI) technology, during July 24–August 18, 2001. The target audience profiled in this survey 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. The data were weighted by age and race/ethnicity according to the July 2001 *Current Population Survey*.¹ While this is the same population targeted in the Youth Poll 1² study, it differs from the sample used in Youth Attitude tracking Studies (YATS)³, 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.

With the exception of including non-US citizens, the same research methodology was used in Youth Poll 1 and Youth Poll 2 so that results could be compared. Non-citizens were included in Youth Poll 2 because they are part of the target audience for recruitment and comprise roughly two percent of enlisted personnel.

¹ Bureau of the Census. (2002). *Current Population Survey*. Washington, DC: Author. Available: <http://www.bls.census.gov/cps>

² Sattar, Khalid A., et al. (2002). *Youth poll 1*. (Report No. 2002-027) Arlington, VA: Defense Manpower Data Center.

³ 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.

Specific topics covered in Youth Poll 2 were as follows:

- Propensity
- Employment status
- Education status
- Impressions of the military
- Influencers and the decision-making process
- Optimism and goal attainment
- Opinions about competition and cooperation
- Demographics such as birth order, race and ethnicity

Propensity Trends for 16 to 21 Year Olds

Propensity is the percent of youth saying they will “definitely” or “probably” enter military service. Propensity 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 aided propensity questions in Youth Poll 2 were identical to those used in Youth Poll 1 and YATS. However, the results from the new polls cannot be directly linked to YATS because the two studies use different methodologies⁴.

Composite Active Propensity is defined as the percentage of youth who say they will “definitely” or “probably” be serving on active duty in the Army, Navy, Marine Corps, or Air Force. For the YATS years, it appears that the Composite Active Propensity of 29 percent for men ages 16 to 21, reported in 1999, was the lone rise in a relatively stable trend dating to 1994. For 1994-1998, Composite Active Propensity for young men ranged between 26 and 28 percent. Young women’s Composite Active Propensity has remained relatively stable from 1994 through 1999, fluctuating between a high of 15 percent and a low of 12 percent. Composite Active Propensity declined from 25 percent in Youth Poll 1 to 21 percent in Youth Poll 2 for men ages 16 to 21. For women ages 16 to 21, Composite Active Propensity increased from 11 percent in Youth Poll 1 to 14 percent in Youth Poll 2.

Propensity levels for men remained essentially unchanged for all Services, both active and Reserve Components. The Air Force experienced the largest change, decreasing from 13 percent in Youth Poll 1 to eight percent in Youth Poll 2. Consistent with the men, women’s Service-specific propensity also remained relatively constant, hovering around the five percent level. 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 Air Force for women.

⁴ Differences in methodologies between YATS and the Youth Polls include sample design, callback procedures and weighting schemes.

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

When asked what one or more things they thought they might be doing in the next few years, youth most often mentioned *working* (60%) and *going to school* (56%). The next highest mention was *family life* (7%), and only four percent of youth indicated that they might be *joining the military*.

Overall, Composite Active Propensity for both men and women ages 15 to 21 was 19 percent, relatively unchanged from 20 percent in Youth Poll 1. Men (24%) consistently reported higher levels of propensity than did women (15%). Relative to Youth Poll 1 data, Composite Active Propensity for men decreased by four percentage points from 28 percent to 24 percent, while it increased for women by three percentage points from 12 percent to 15 percent. Service-specific propensity levels ranged from three percent for Coast Guard to eight percent for the Army, Navy and Air Force. These results are similar to those from Youth Poll 1.

Composite Reserve Propensity for both men and women ages 15 to 21 was 13 percent, down from 14 percent in Youth Poll 1. Composite Reserve Propensity was 16 percent for men and 11 percent for women. The propensity for the National Guard was six percent and for the Reserves it was 11 percent.

Like YATS, the youth polls showed that propensity was related to a number of demographic variables, notably age, gender, 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.
- Results show that Composite Active Propensity declines as youth get older. Youth age 15 were nearly four times as likely to report an interest in active duty military service as were youth ages 20 and 21.
- Both Composite Active Propensity and Composite Reserve Propensity varied according to employment states. Youth who were *not employed* were significantly more likely to indicate a propensity for active duty service (24%) than youth who have *full- or part-time jobs* (15%).
- Composite Active Propensity was relatively higher in the South and the West, and relatively lower in the Midwest and the Northeast.

Impressions of the Military

Because of the declining veteran population and the downsizing military, there is a hypothesis that youth today know fewer people who have served. Baseline data were gathered in this poll. Youth were asked their impressions of those serving or having served:

How many people do you know who are serving or have served in the military in the last 5 years?

Have you talked with any of them about their military service?

Now, I want you to think about the individuals that you know that are serving or have served in the military in the last five years. I am going to read you a list of characteristics that may or may not apply to these individuals. When I read each characteristic, please tell me to what extent that characteristic describes the people that you know. (Characteristics automatically rotated) Smart, Responsible, Capable, Dependable, Wholesome, Honest, Caring, Independent, Motivated, Adventurous, Paid fairly, Have adequate housing.

On average, youth knew *five to six* people who were serving or had served in the military in the past five years. Roughly one-third of youth (29%) knew *one to two* people and 15 percent reported *not knowing anyone*. The majority of youth (68%) mentioned that they *talked with the people they knew* about military service.

When asked how well certain characteristics described military members, youth most often mentioned *capable, independent, motivated* and *responsible*. Youth were least likely to use *paid fairly* and *wholesome* to describe military members.

Strategic Attributes for Military Service

To explore youth attitudes toward the military, youth were asked how well the following characteristics described their feelings toward the military:

- *I have respect for the people who serve in the military.*
- *I have a favorable view of the people who join the military.*
- *I have a favorable view of military service.*
- *I am likely to recommend military service to one of my friends.*
- *I am likely to recommend military service to a family member.*
- *I am interested in knowing more about the military.*
- *I think the military is personally relevant to me.*
- *I understand that military service provides people opportunities to become successful, accomplished and independent.*
- *I realize that people who serve in the military are people I can relate to.*
- *I realize that the military allows individuals to make a great investment in themselves.*
- *I feel proud of the people who serve in the military.*

Overall, youth rated *having respect for the people who serve in the military* as most strongly describing their feelings. This was followed closely by *feeling proud of those who serve* and *understanding the military provides opportunities to become successful, accomplished and independent*. Youth were least likely to be *interested in knowing more about military service*, to *recommend military service to a friend or family member*, or to *think the military is personally relevant to me*.

In general, women rated the *opportunities* that military service provides higher than did men, whereas men rated the relevance statements (*I realize people who serve in the military are people I can relate to, I think the military service is personally relevant to me* and *I am interested in knowing more about the military*) higher than did women.

Youth were also asked to indicate *how important the following goals were to them when thinking about their future*:

- *Being happy with yourself;*
- *Being really good at your job;*
- *Being in control of your life;*
- *Being happily married;*
- *Having lots of friends;*
- *Having lots of fun;*
- *Being able to travel;*
- *Owning your own business;*
- *Having a lot of money;*
- *Having kids;*
- *Owning your own home;*
- *Being good looking;*
- *Being famous;*
- *Getting a college degree; and*
- *Graduating from high school.*

When asked about goals for the future, youth felt the most important were: *being happy with myself, graduating from high school, being in control of your life, being really good at your job, owning your home and getting a college degree*. Youth felt the least important goals were *being good looking and being famous*.

Youth propensed for active duty, compared to non-propensed youth, rated the following as more important: *getting a college degree, having a lot of money, owning your own business, being good looking and being famous*. On the other hand, non-propensed youth placed more importance on *being happy with myself and having kids*. Additionally, youth ages 15 to 19 relative to youth ages 20 and 21 were focused on *graduating from high school, getting a college degree, having lots of fun, lots of friends and being famous*.

Decision-Making

Youth were asked a series of questions designed to gain insight into how they make decisions. The thrust of these questions was not so much on how they process internal considerations or what external information sources they may seek when faced with decisions, but rather on the level of influence exerted specifically by their parents or guardians and their friends. In addition, questions were asked to determine at what age they made postsecondary decisions and if those decisions became a reality after graduating from high school.

Youth were first asked the following question:

Now I want to talk about career decisions. Even if you have not made decisions yet, I'd like you to tell me who you would make the decisions with. Tell me if you, your parents or guardians, you and your parents or guardians, or you and your friends would typically make the decision on how you prepare for a career.

When preparing for a career, over half of all youth (55%) indicated they would make this decision with their *parents*, and one-third (33%) of youth would make the decision *themselves*. Youth ages 15 to 19 were more likely to make this decision with their *parents or guardians*, while, in general, youth ages 20 and 21 were more likely to make this decision *themselves*.

When asked more specifically about how involved their parents were in their decision-making process, youth were more likely to say their parents were *involved* rather than *uninvolved*. Nearly 60 percent of youth said their parents were *extremely* (25%) or *very* (34%) involved, compared to the near 40 percent who said their parents were *somewhat* (34%) or *not at all* (7%) involved. Furthermore, 93 percent of youth indicated that their parents had *at least some level of involvement* when they were making decisions about future careers. In light of the central role influencers play in the enlistment decision among youth, it is important to note that the vast majority of youth (93%, up from 86% in Youth Poll 1) stated that they actively sought the opinion of their parents or guardians when making decisions.

- Youth ages 15 to 19 reported higher levels of parental involvement (for both *extremely* and *very involved*) than youth ages 20 and 21.
- Relative to Youth Poll 1, the number of youth reporting that their parents were either *extremely* or *very involved* in their career decisions increased from 53 percent to 59 percent, with most of that increase reported by those saying their parents were *extremely involved*.

Youth were next asked a series of question to determine at what age they made postsecondary decisions:

At what age do you first recall seriously planning what you were going to do after high school?

At what age do you first recall seriously talking to a parent or guardian about your plans after high school?

Decisions regarding planning for life after high school or discussing these decisions with parents were primarily made when youth were of high school age. The majority of youth reported that they first started talking to a parent or guardian about their postsecondary plans when they were of high school age.

Those who had not yet graduated from high school were asked whether or not their decision about what to do after high school had been made. Of the 38 percent who had made their

decision, nearly 85 percent indicated they made the decision when they were high school age. The remaining 62 percent reported that the final decision about what they were going to do after high school had not been made. Those youth were then asked, *how old do you think you will be when this decision is made?* Overall, the majority (61%) believed they would be high school age when they finally made this decision, with roughly one-fourth (24%) mentioning they would be post-high school age.

Finally, those youth who had graduated from high school or who had already made the final decision about what to do after high school were asked how many times they changed their mind before this decision was made. The majority of youth reported changing their mind two times or less, with 37 percent saying *zero* times and 30 percent saying *1 or 2* times.

Optimism and Goal Attainment

Youth were read a series of statements about goals and optimism. For each, they were asked if they agreed or disagreed with the statement. These statements can be grouped into two categories—optimism and goal attainment.

OPTIMISM

I will be able to achieve most of the goals that I have set for myself.
In general, I think that I can obtain the outcomes that are important to me.
I will be able to successfully overcome many challenges.
I am confident that I can perform effectively on many different tasks.
Compared to other people, I can do most tasks very well.
Even when things are tough, I can perform quite well.

GOAL ATTAINMENT

If a goal is important to me, I will pursue it even if it may make other people uncomfortable.
The possibility of being rejected by others for standing up for my rights would not stop me.
I set my own standards and goals for myself rather than accepting those of other people.
If I think I am right about something, I feel comfortable expressing myself even if others don't like it.
It is more important to meet your own objectives on a task than to meet another person's objectives.
When I achieve a goal I get more satisfaction from reaching the goal than from any praise I might get.

In general, youth were *very optimistic* and all optimism statements received high agreement ratings. Each of the following statements was agreed upon by 98 percent of youth: they can obtain the outcomes that were important to them, they will be able to successfully overcome many challenges and they were confident that they can perform efficiently on many different tasks.

There were also high levels of agreement with all statements pertaining to goal attainment, although not as high as for the optimism statements. Overall, 95 percent of youth agreed that when they can achieve a goal they get more satisfaction from reaching the goal than from any praise they might get.

Competitiveness

To gauge how youth viewed and reacted to competition, youth were asked how much they agreed or disagreed with a series of statements about competition:

- *In general, I compete with others even if they are not competing with me.*
- *Sometimes I view a challenge as an opportunity to prove that I am superior to others.*
- *In general, everyone is competing with each other whether they admit it or not.*
- *I can't stand to lose an argument.*
- *Competition inspires me to excel.*
- *I hope that others will not do better than myself on tests at school.*
- *I could care less about winning an argument so long as we agree in the end.*
- *Success in competition does not make me feel superior to others.*
- *I sometimes resent others who perform better than I do.*
- *I believe cooperation fosters better performance than competition.*

Overall, statements that stressed the positives of competition received higher agreement scores. The vast majority of youth believed cooperation fosters better performance than competition (90%) and competition inspires them to excel (83%). Furthermore, roughly a third of youth (28%) hoped that others would not perform better than themselves on tests as school.

Multivariate Analysis

To further examine the data, multivariate analysis was performed—factor analysis on the question batteries included in the survey and an Ordered Probit regression model to better understand propensity.

During the factor analysis, the three question batteries (goals and optimism battery, strategic attributes battery, and the competitiveness battery) included in the survey were reduced into the following factors

Future Goals and Challenges Factors

Factor 1 – Seeking recognition

Factor 2 – Being in control

Factor 3 – Achievement motivation

Factor 4 – Goal oriented

Factor 5 – Family oriented

Factor 6 – Social person

Job (Strategic Attribute) Factors

Factor 1 – Respect the military

Factor 2 – Recommend the military

Competition Factors

Factor 1 – Competition

Factor 2 – Cooperation

Overall, *respect for the military* was quite high; although, *recommend joining the military* tended to be lower. In general, youth tended to *seek recognition*, even though *being in control* was more important to them. Youth gave high ratings to being *family oriented* and *being social*. In terms of goal aspirations, youth perceived themselves as *achievement motivated* and *goal oriented*. This does not translate into a competitive nature. In fact, on average, youth reported being more *cooperative* than *competitive*.

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 *being competitive* and *less family oriented* stood out as perhaps the most noteworthy since these preferences can be used in communication efforts.

3. BACKGROUND INFORMATION

The Department of Defense uses advertising as a major element of its recruitment marketing strategy. The military 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. Over the last several years, recruiters have witnessed the impact of the defense drawdown and the decrease of the veteran population. Like the recruitment environment, advertising approaches and marketing strategies are constantly changing. A constant flow of accurate information is required to track changes over time, to keep abreast of new approaches to reaching the target market, and to adapt DoD's advertising strategies to the existing environment.

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. The information is 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 the military recruiting requirements for the All-Volunteer Force. JRAP is the Department of Defense's (DoD) “corporate” advertising program. Its mission is to complement Service-specific “brand” advertising by raising and sustaining awareness of military opportunities for prospective enlistees, people who influence youth decisions to enlist, and youth 10-14 years old (pre-prospects). JMRP's mission is to acquire, analyze and disseminate information on recruiting markets (prospects, influencers, and pre-prospects) to the Office of the Secretary of Defense (OSD) and the Military Services for use in their military recruiting and advertising programs. JMRP also manages studies in support of military recruiting.

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 Hudome⁵. One of the team's recommendations was that the Department needed to “revamp” its methods for collecting information on youth. This poll is the most recent in a series designed to respond to Eskew/Murphy's suggestion to provide DoD quick turnaround results, support advertising objectives, and respond to senior leaders' policy issues.

⁵ Bozell/Eskew, Murphy, Pintak, 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 the Appendix A-Sample Design and Implementation.

This computer-assisted telephone interviewing (CATI) survey included 2,022 youth and was conducted between July 24 and August 18, 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 population targeted in the Youth Poll 1⁶ study, it differs from the sample used in Youth Attitude tracking Studies (YATS)⁷, 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 22 minutes in length and recorded a final incidence of approximately 4.6 percent (on average, of 100 people contacted, 4.6 qualify for the study). The final data included in this poll were weighted by age and race/ethnicity according to July 2001 Current Population Survey data.

A Random digit dialing (RDD) sample methodology—specifically, a Random A (modified Epsom) sample acquired from Survey Sampling, Inc.[®] (SSI)—was used for Youth Poll 1 and Youth Poll 2. Details of the sample methodology are contained in Appendix A.

Youth Poll 2 topics included propensity, education and employment measures from Youth Poll 1 plus new questions. Topics covered in Youth Poll 2 were:

- Propensity;
- Employment status;
- Education status;
- Impressions of the military;
- Influencers and the decision-making process;
- Optimism and goal attainment;
- Opinions about competition and cooperation; and
- Demographics such as birth order, race and ethnicity.

To increase the likelihood of reaching youth, interviews were conducted during the late afternoon, evening, and weekend hours—3 p.m. through 9 p.m., respondent time, Sunday

⁶ Sattar, Khalid A., et al. (2002). *Youth poll 1*. (Report No. 2002.027) Arlington, VA: Defense Manpower Data Center.

⁷ 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.

through Friday, and 10 a.m. through 6 p.m. on Saturdays. The fieldwork took place from Wirthlin's in-house telephone centers located in Orem, Utah and Grand Rapids, Michigan.

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 selected demographics. This helps to ensure a representative sample is obtained. Therefore, soft quotas or 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 Youth

As with YATS and Youth Poll 1, the audience included youth ages 15 to 21 who had never served in the military and were not enrolled in the Reserve Officer’s Training Corps (ROTC). With the exception of including non-US citizens, the same research methodology was used for Youth Poll 2 as for Youth Poll 1 so that results could be compared. For reference, Youth Poll 1 included 2,010 youth interviewed during March and April 2001.

Soft quotas (targets for the minimum number of surveys to be completed) were placed on gender, race/ethnicity, education, and geographic region. The final collected data were then weighted by age and race/ethnicity according to the July 2001 *Current Population Survey*. Table 1 displays the July 2001 Current Population Survey statistics used for weighting.

Table 1

July 2001 <i>Current Population Survey</i> Data			
Age (years)	Frequency	Percent	Cumulative Percent
15	4,021,842	14.4	14.4
16	4,073,905	14.6	29.0
17	4,040,756	14.5	43.5
18	3,995,327	14.3	57.8
19	4,077,469	14.6	72.5
20	3,847,396	13.8	86.3
21	3,832,470	13.7	100.0
Race/Ethnicity			
White, non-Hispanic	1,806,000	64.8	64.8
African American, non-Hispanic	4,244,116	15.2	80.0
Hispanic	4,160,018	14.9	94.9
Other	1,424,009	5.1	100.0

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	387	292	14
16	338	295	15
17	346	293	14
18	263	290	14
19	259	296	15
20	222	279	14
21	207	278	14
TOTAL	2022	2023	100

Table 3

Race/Ethnicity			
Race/Ethnicity	Unweighted Counts (#)	Weighted Counts (#)	Weighted Percent (%)
White	1381	1349	65
African American	242	325	16
Other	135	89	4
Hispanic	264	302	15
TOTAL	2022	2065	100

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

Table 4

Regional Distribution			
Region⁸	Unweighted Counts (#)	Weighted Counts (#)	Weighted Percent (%)
New England	107	108	5
Mid Atlantic	351	355	18
Great Lakes	386	377	19
Farm Belt	127	118	6
Outer South	488	496	25
Deep South	176	180	9
Mountain	124	124	6
Pacific	263	263	13
TOTAL	2022	2021	101

⁸ 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: Farm Belt:	Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin 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			
Education	Unweighted Counts (#)	Weighted Counts (#)	Weighted Percent (%)
Currently in High School or Lower	1074	923	46
Full-time College or Postsecondary	541	627	31
Not in school	404	469	23
TOTAL	2019*	2019	100

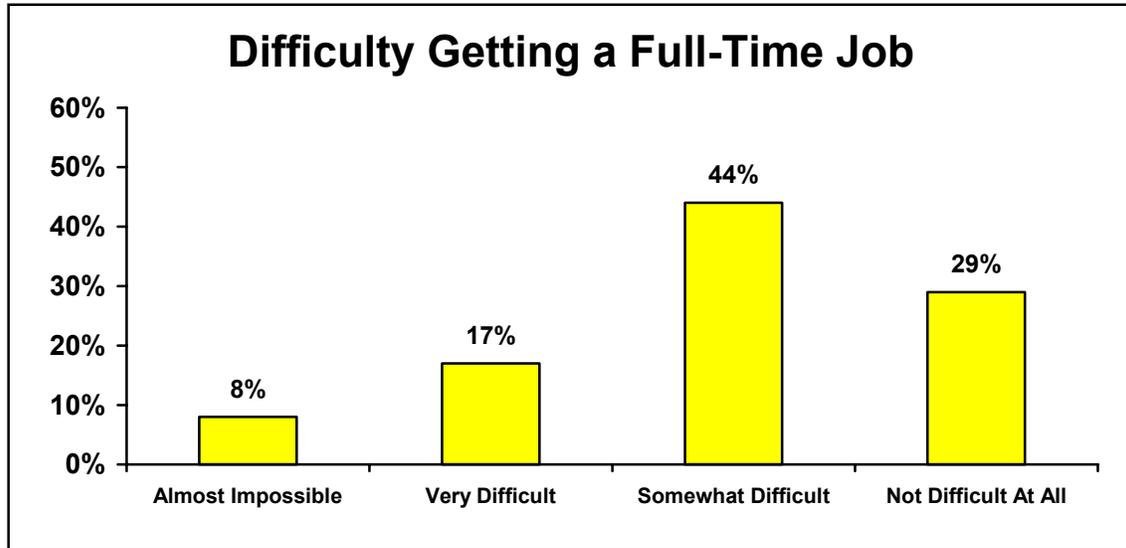
*Three youth indicated that they were currently in school but did not provide a specific grade or level.

Relative to Youth Poll 1, more youth were working, and were also working longer hours. Youth surveyed in Youth Poll 2 were more likely than those in Youth Poll 1 to be employed either *full- or part-time* (57% vs. 43%, respectively). Moreover, those who were employed reported working an average of *32 hours per week* in Youth Poll 2, up from 27 hours previously reported in Youth Poll 1. It should be noted that Youth Poll 2 was administered in July, traditionally a break period for those in school.

With more youth employed, the number of youth *actively looking for work* decreased from 42 percent in Youth Poll 1 to 36 percent. The remaining 64 percent indicated that they were *not looking for work*.

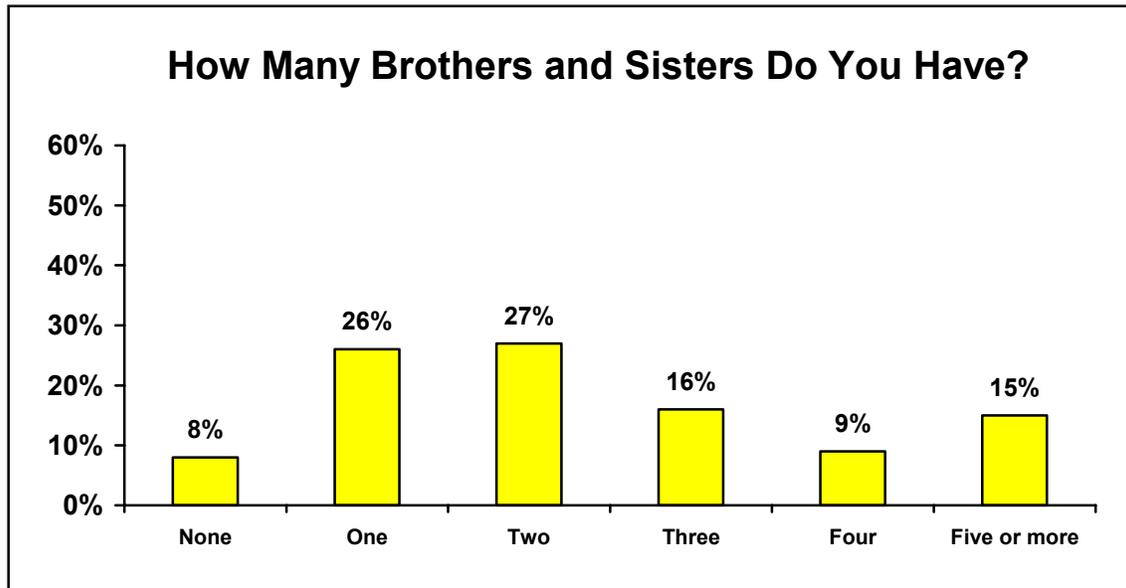
Figure 1 shows that almost three-in-ten (29%) youth reported the task of finding full-time employment as *not difficult at all*, while 44 percent said it was *somewhat difficult*.

Figure 1



Youth were asked about the number of siblings in their family. Figure 2 shows that over half (53%) of the youth reported having *one or two siblings*, while eight percent reported having *no siblings* and 15 percent report having *five or more siblings*.

Figure 2



Propensity

When asked, unaided, what one or more things they thought they might be doing in the future, youth most often mentioned *working* (60%) and *going to school* (56%). The next highest mention was *family life* at seven percent. *Joining the military* received four percent of the mentions.

Analysis of specific sub-groups revealed some differences. The sub-groups who were more likely to mention *joining the military* were:

- Men (6%) rather than women (2%)
- Youth ages 15 to 19 (5%) compared to youth ages 20 to 21 (1%)
- Youth in high school or lower (5%) and youth not in school (3%) compared to youth in college or postsecondary school (1%)
- Youth who were not employed (5%) relative to those employed (3%)

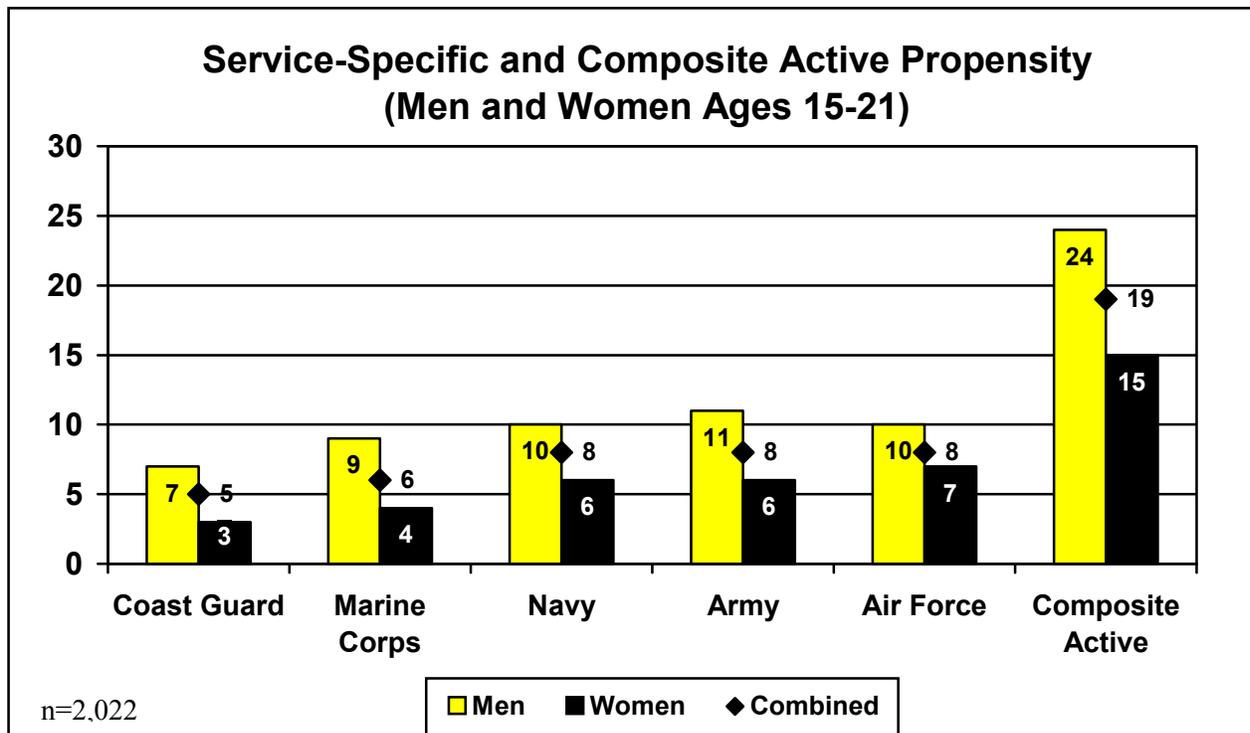
The survey questions used to measure aided youth propensity in the poll were identical to those used in Youth Poll 1 and previously in YATS (and have remained consistent since the first YATS study was administered in 1975). These questions followed the unaided discussion of their future plans. In the first aided propensity question, youth were asked: *how likely is it 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 are then asked: *how likely is it 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, and the order the Services were presented was randomized for each respondent. Youth who responded that they would “definitely” or “probably” be serving were categorized as propensed for that Service. Composite Active Propensity is the percentage of youth who were propensed for at least one of the four active DoD Services—Army, Navy, Marine Corps, and Air Force.

Figure 3 shows that Composite Active Propensity for both men and women ranged from five percent for the Coast Guard to eight percent for the Air Force, Army and Navy. Overall Composite Active Propensity was 19 percent compared to 20 percent in Youth Poll 1.

Figure 3



Composite Active Propensity is calculated using the responses from propensity questions for the Army, Navy, Air Force and Marine Corps.

The following sub-groups were significantly more likely to report being propensed toward Active Duty service:

- Men (24%) compared to women (15%);
- Youth ages 15 to 19 (22%) compared to youth ages 20 to 21 (11%);
- Youth in high school or lower (24%) and youth not in school (17%) compared to youth in college or postsecondary school (10%);
- Youth who were an only child (29%) compared to those who were not an only child (17%), and first-born youth (32%) compared to non-first born youth (19%); and
- Youth who were not employed (24%) compared to those who were employed (15%).

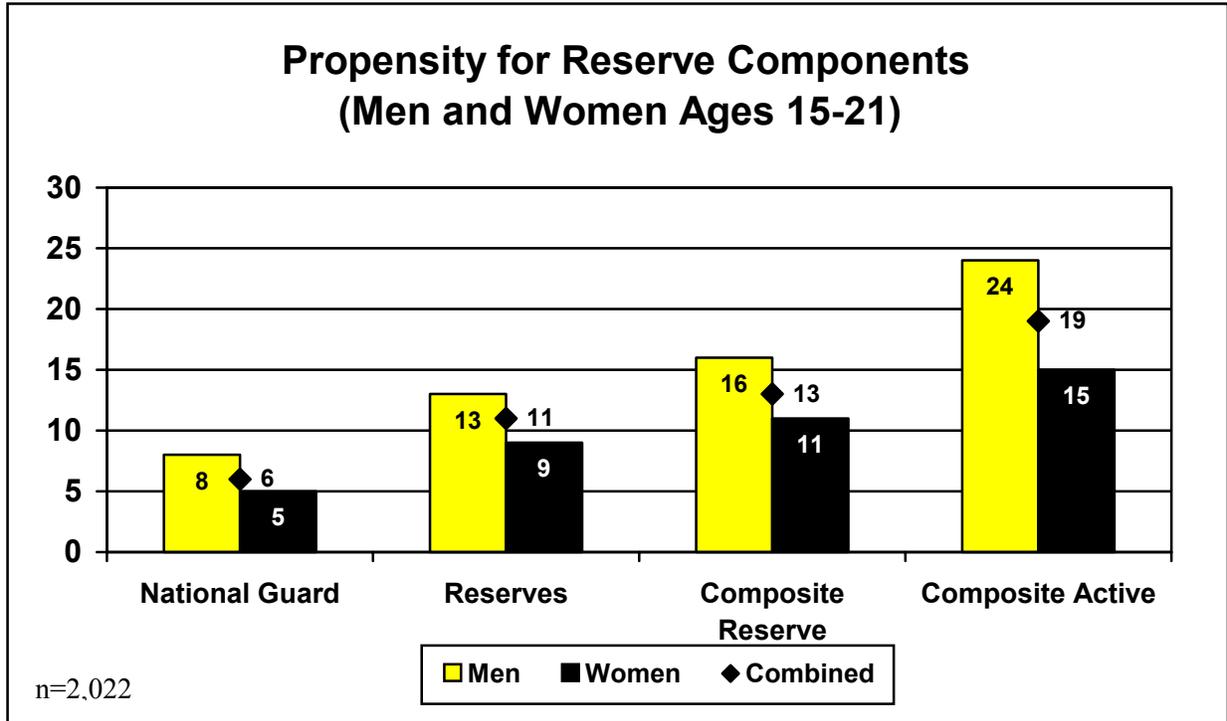
Similar to YATS, parallel questions to gauge propensity for the Reserves and National Guard were included in the survey.

How likely it is that you will be serving in the National Guard? Would that be 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 4 displays propensity levels for the Reserve components. Composite Reserve Propensity for men and women was 13 percent.

Figure 4



The following groups were significantly more likely to report being propensed toward Reserve Duty service:

- Men (16%) compared to women (11%);
- Youth in high school or lower (16%) and youth not in school (13%) compared to youth in college or postsecondary school (8%);
- Youth ages 15 to 19 (15%)—in particular 15 and 16 year olds—compared to youth ages 20 and 21 (10%);
- Youth who were an only child (21%) relative to those who were not an only child (12%), and first born youth (26%) relative to non first born youth (13%); and
- Youth who were not employed (20%) relative to those who were employed (11%).

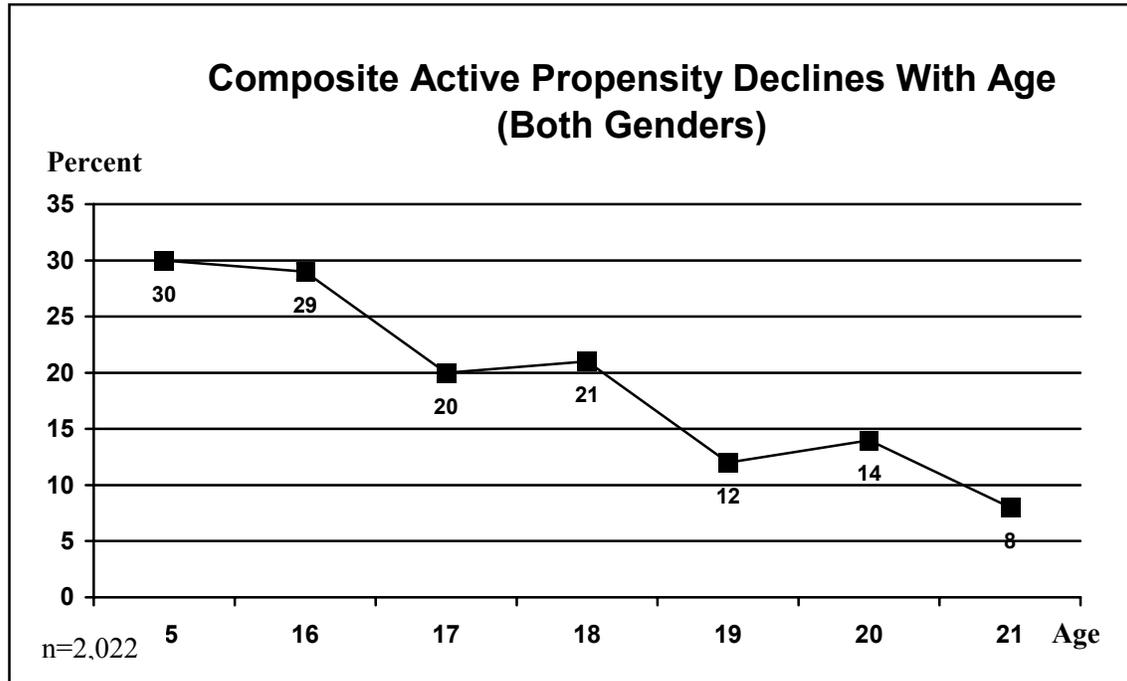
Propensity-Related Factors

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

Age

Composite Active Propensity declines with age, with youth age 15 being nearly four times as likely to report a likelihood to join the military compared to youth ages 19, 20 or 21 [Figure 5].

Figure 5



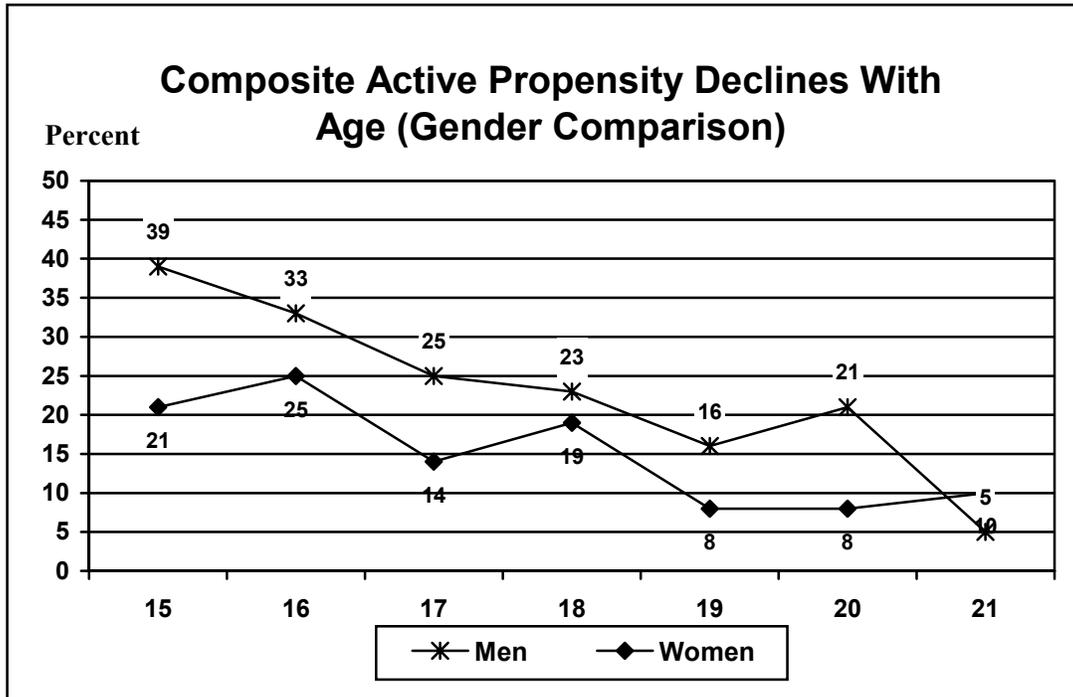
This trend was similar for each of the five Services; although, the decline in Service-specific propensity did not appear to be as steep for the Air Force [Table 6]. Air Force propensity dropped by about two-thirds from ages 15 to 21 (14% versus 4%), whereas propensity for all other Services dropped by approximately four-fifths over the same age range.

Table 6

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

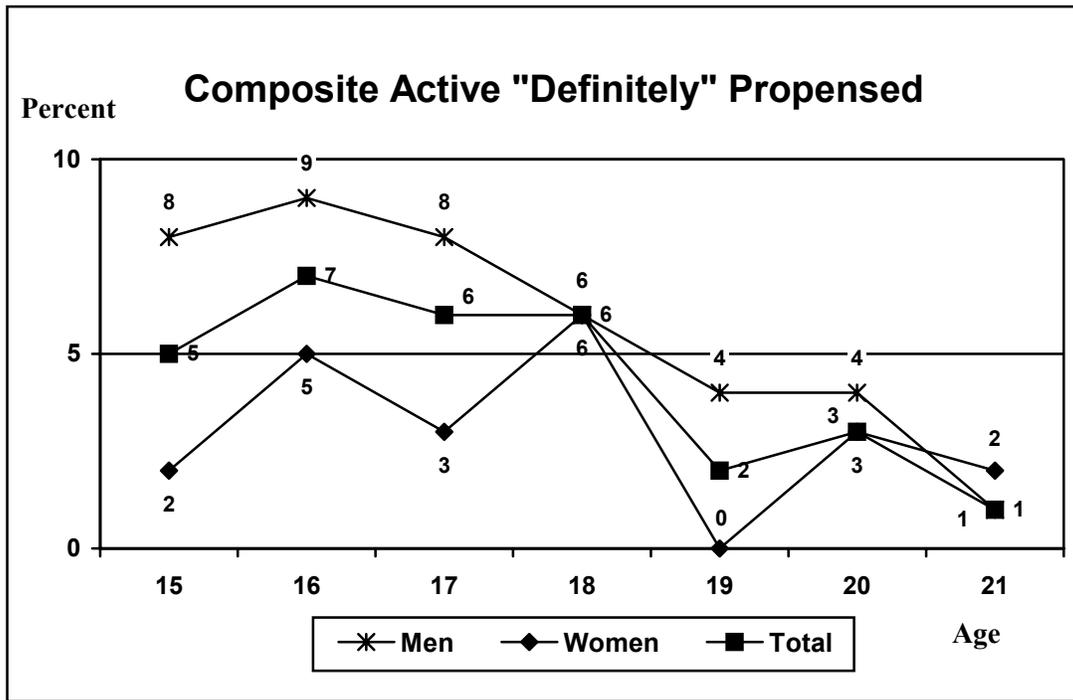
Compared to women, men generally displayed a higher level of Composite Active Propensity for each age group; however, men and women exhibited similar proportional drops in Composite Active Propensity from ages 15 to 21 [Figure 6].

Figure 6



Looking exclusively at youth who indicated that they would “definitely” be serving on active duty in the military in the next few years [Figure 7], there was a similar declining trend from ages 15 through 21. For women, propensity was more sporadic within the age range.

Figure 7



Current Employment Status and Employment Prospects

Both Composite Active Propensity and Composite Reserve Propensity varied according to employment status and the perceived difficulty in attaining employment. Similar to results from Youth Poll 1, youth who were *not employed* (24%) were significantly more likely to indicate a propensity for active duty service than youth who had *full- or part-time jobs* (15%). Youth who were *not employed* were significantly more likely to report being “probably” propensed (19%) relative to those who were *employed* (12%). In addition, youth who were *not employed* report being “definitely” propensed (6%) compared to those who were *employed* (3%). This was a slight departure from Youth Poll 1 results, where youth were only significantly more likely to be “probably” propensed.

Youth who perceived employment as being *more difficult to attain* were more likely to report being propensed for active duty service (18%) compared to those who perceived employment as *not difficult to attain* (16%). This pattern also held true for both “probably” and “definitely” propensity levels.

Similar trends also existed for Composite Reserve Propensity, something that was not observed in Youth Poll 1. Youth who were *not employed* were significantly more likely to indicate a propensity for Reserve duty (17%) compared to youth who had *full- or part-time jobs* (11%). Furthermore, youth who were *not employed* were significantly more likely to report being “probably” propensed (15%) relative to youth who were *employed* (9%), but they were not significantly more likely to be “definitely” propensed.

Table 7 shows a similar trend existed for employment prospects. Youth who perceived employment as being *more difficult to attain* were significantly more likely to report being propensed for active duty service (20%) compared to those who *did not perceive employment as difficult to attain* (11%). This held true for those definitely and probably propensed. Youth who perceived employment as being *more difficult to attain* were significantly more likely to be “probably” propensed compared to youth who perceived employment as *not difficult to attain* (18% and 10%, respectively), but youth were not significantly more likely to be “definitely” propensed (1% and 2%, respectively).

Table 7

Propensity by Employment Status and Perceived Employment Prospects		
Current Employment Status/ Perceived Employment Prospects	Composite Active Propensity (%)	Composite Reserve Propensity (%)
Employed	15	11
Not Employed	24	17
Employment Difficult to Attain	28	20
Employment Not Difficult to Attain	16	11

Education Status

As illustrated in Table 8, propensity fluctuated by education level. Generally, youth *currently in high school* or *not currently in school* were significantly more likely to report being propensed for both active duty and reserve service than youth in *full-time college or postsecondary education*. For Composite Active Propensity, youth *currently in high school or lower* were significantly more likely to be propensed than all other youth.

Table 8

Propensity by Education Status		
	Composite Active Propensity (%)	Composite Reserve Propensity (%)
Currently in High School or Lower	24	16
Full-Time College or Postsecondary Education	10	8
Not Currently in School	17	13

Sibling Status and Birth Order

Table 9 showed significant differences in propensity based on both birth order and sibling status. Youth who were an *only child*, compared to those who were *not only child*, and youth who were the *first born*, compared to those who were *not first born*, were significantly more likely to be propensed for Composite Active Propensity and Composite Reserve Propensity.

Table 9

Propensity by Sibling Status and Birth Order		
Sibling Status/Birth Order	Composite Active Propensity (%)	Composite Reserve Propensity (%)
Only Child	29	21
Not Only Child	17	12
First Born	32	26
Not First Born	19	13

Geographic Region

Composite Active Propensity and Composite Reserve Propensity were relatively higher in the South and West, and relatively lower in the Midwest and Northeast [Table 10].

Table 10

Propensity by Geographic Region		
Region	Composite Active Propensity (%)	Composite Reserve Propensity (%)
Northeast	16	12
Midwest	15	10
South	23	16
West	21	14

Propensity for Military Services

In Youth Poll 1, reported propensity for active duty for both genders was lowest for the Coast Guard and highest for the Air Force. In Youth Poll 2, the Coast Guard once again received the lowest propensity scores, but for men, the Army moved ahead of the Air Force with the highest propensity scores. Table 11 shows men were significantly more likely than women to be propensed for all Services, both active and Reserve.

Table 11

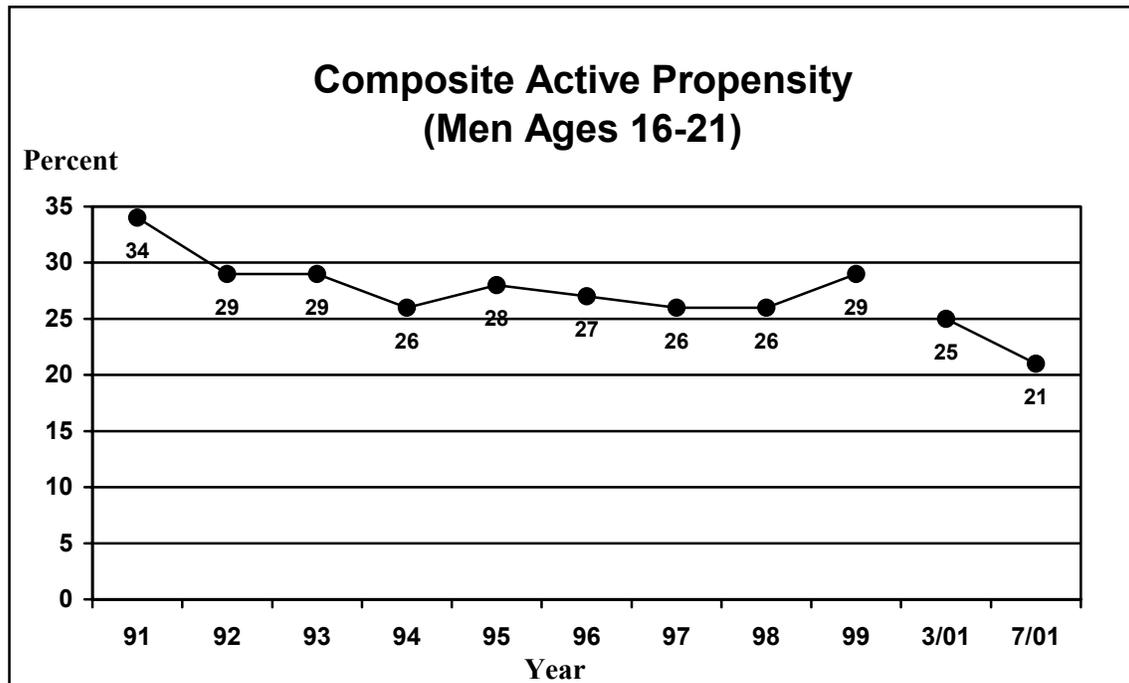
Composite Propensity by Specific Service		
Service	Men Ages 15-21 (%)	Women Ages 15-21 (%)
ACTIVE DUTY		
Army	11	6
Navy	10	6
Marine Corps	9	4
Air Force	10	7
Coast Guard	7	3
RESERVE COMPONENTS		
National Guard	8	5
Reserves	13	9

Propensity Trends

The questions capturing propensity in this poll were identical to YATS. The two studies utilized 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 8, all propensity figures prior to 2001 are from YATS. Because Youth Polls 1 and 2 sampled youth ages 15 to 24, and YATS surveyed youth ages 16 to 21, only data for 16 to 21 year olds are provided in Figure 8.

As indicated in Figure 8, the increase in Composite Active Propensity for men in 1999 appears be the lone rise in an otherwise downward or neutral trend dating back to 1995. Composite Active Propensity was 25 percent in March 2001 (Youth Poll 1) and 21 percent in July 2001.

Figure 8



Data for 1991 to 1999 are from YATS.

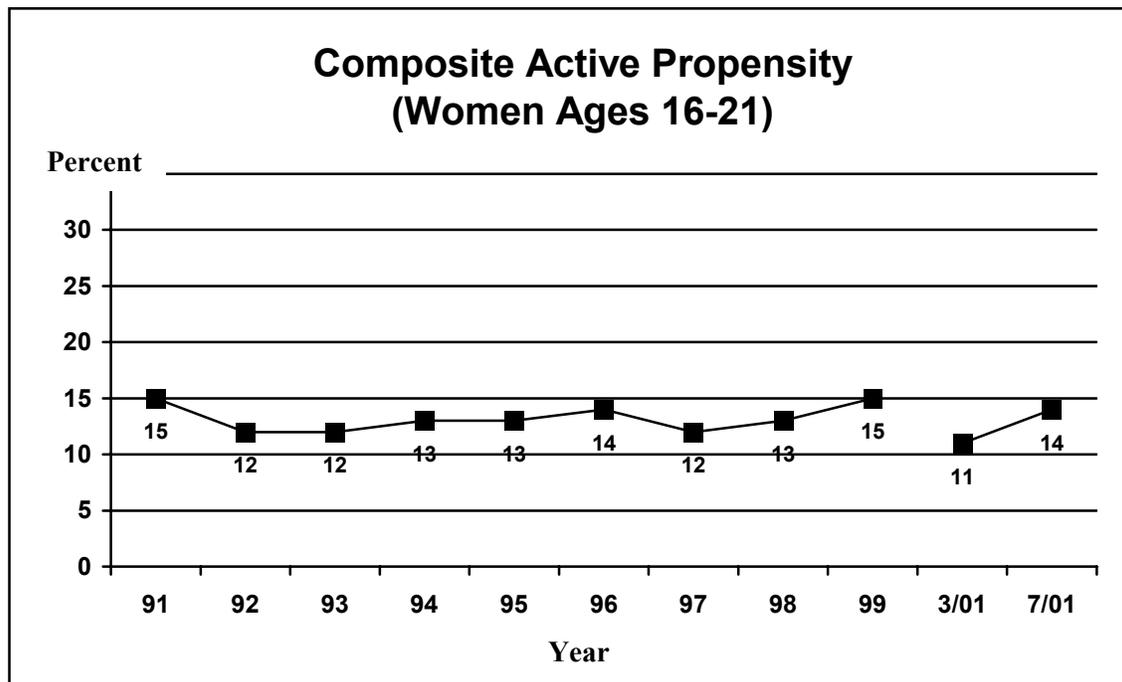
Service-specific propensity for men remained essentially unchanged for all Services [Table 12].

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
Service											
Army	17	13	13	11	12	12	11	12	12	10	10
Navy	12	11	10	9	10	10	10	9	11	9	9
Marine Corps	13	13	11	11	11	11	11	11	12	9	8
Air Force	16	14	14	12	12	12	12	12	13	13	8
Coast Guard	11	8	9	8	8	8	8	8	8	6	7

Figure 9 shows that Composite Active Propensity for women increased three percentage points to 14 percent in Youth Poll 2.

Figure 9



Data for 1991 to 1999 are from YATS.

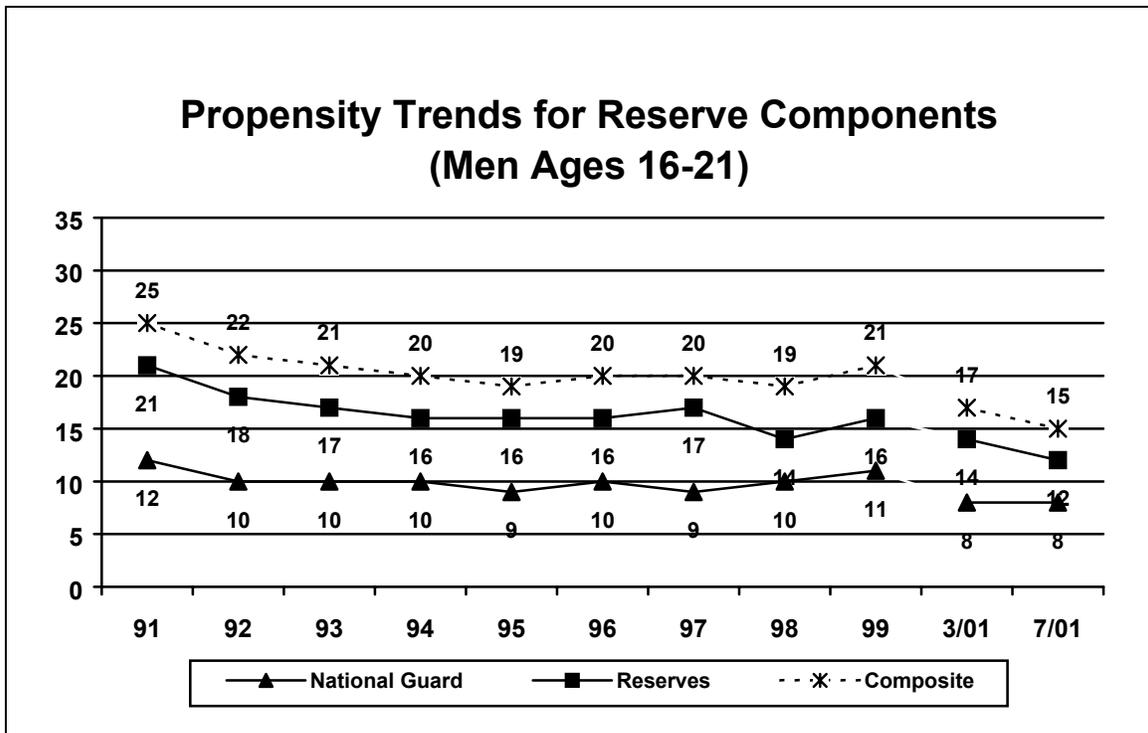
All Service-specific Propensity increased, with the exception of the Marines, which did not change [Table 13].

Table 13

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

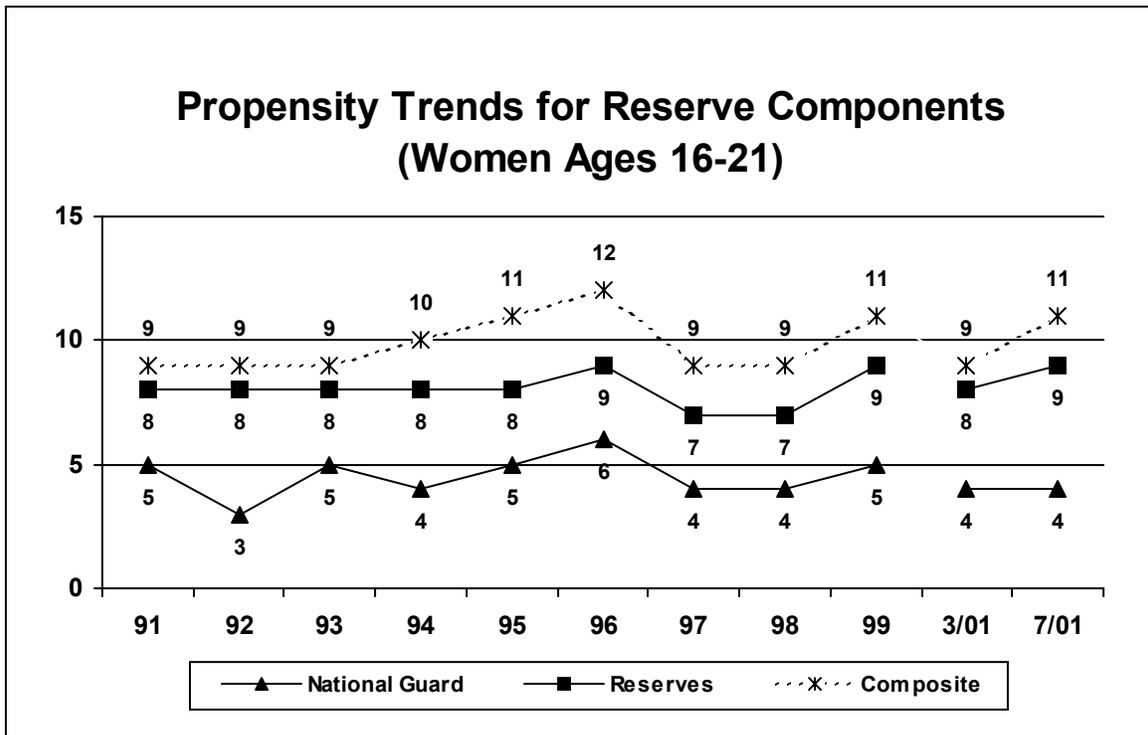
National Guard propensity trends for both men and women showed no change; however, Reserve and Composite Reserve Propensity both increased for women [Figure10], and both decreased for men [Figure11].

Figure 10



Data for 1991 to 1999 are from YATS.

Figure 11



Data for 1991 to 1999 are from YATS.

Impressions of the Military

Because of the declining veteran population and the downsizing military, there is a hypothesis that youth today know fewer people who are serving or have served. Baseline data were gathered in this poll. In addition, youth were asked their impressions of those who are serving or have served. The following questions were asked:

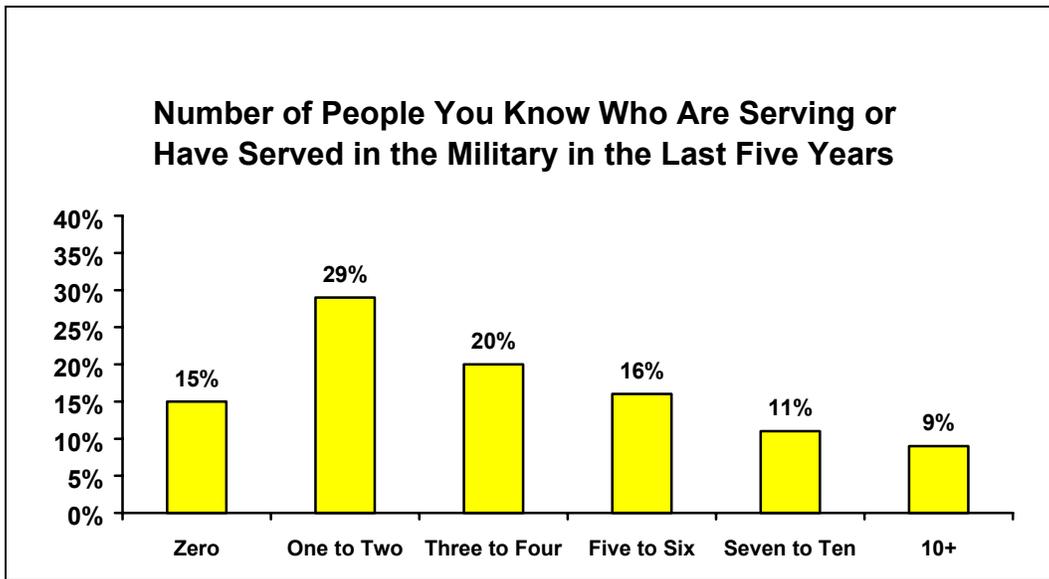
How many people do you know who are serving or have served in the military in the last 5 years?

Have you talked with any of them about their military service?

Now, I want you to think about the individuals that you know that are serving or have served in the military in the last five years. I am going to read you a list of characteristics that may or may not apply to these individuals. When I read each characteristic, please tell me to what extent that characteristic describes the people that you know. (Characteristics automatically rotated) Smart, Responsible, Capable, Dependable, Wholesome, Honest, Caring, Independent, Motivated, Adventurous, Paid fairly, Have adequate housing.

On average, youth knew between five to six people who were serving or had served in the military in the past five years. Roughly one-third (29%) knew, on average, *one to two* people and 15 percent reported that they *did not know anyone* [Figure 12].

Figure 12



On average, the following groups were more likely to report having *known more people who are or have served in the military*:

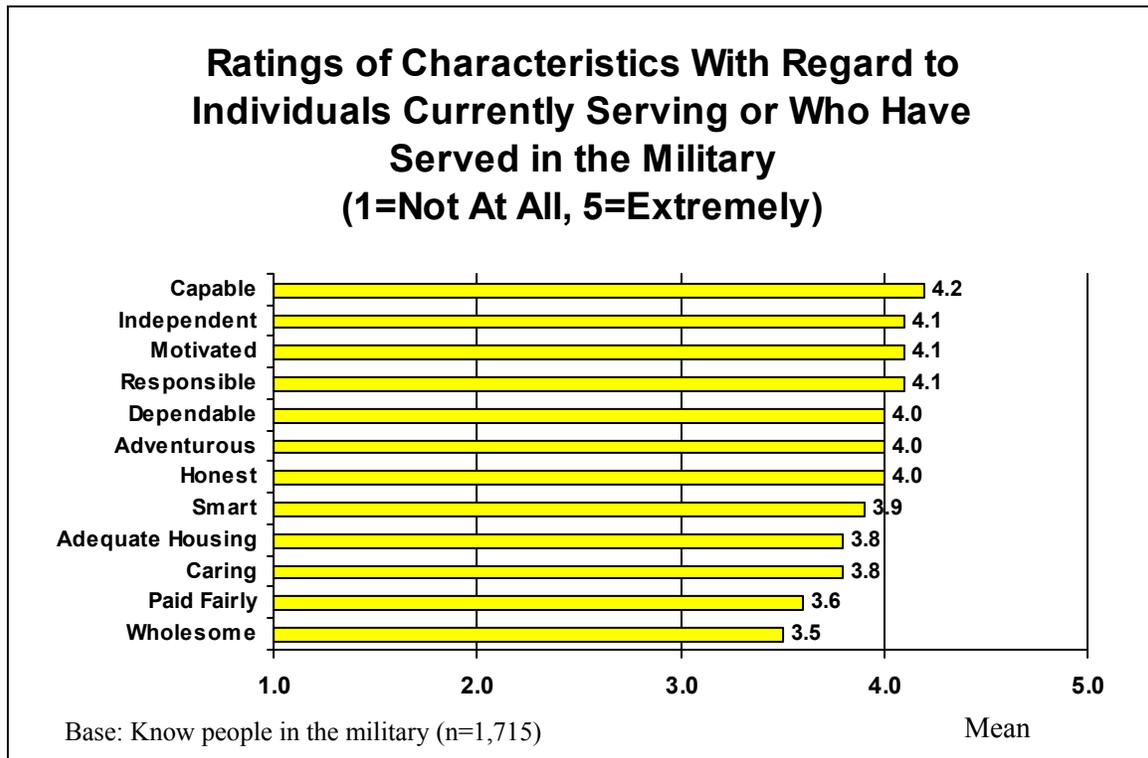
- Youth ages 20 and 21 (average score of knowing 7.9 people) compared to youth ages 15 to 19 (5.0).
- Youth not in school (6.6) or in college or postsecondary school (7.9) compared to youth in high school or less (4.7).
- Youth who were employed (6.5) compared to those who were not employed (4.9).
- Youth who were an only child (7.6) relative to youth who were not an only child (5.5).

The majority of youth (68%) mentioned that they *had talked* with the people they knew about military service, and many of the same sub-group differences appear. The following groups were more likely to *have spoken to someone* about the military:

- Youth ages 20 and 21 (79%) compared to youth ages 15 to 19 (64%).
- Youth who were not propensed to active duty (33%) compared to those who were (28%).
- Youth not in school (72%) or in college or postsecondary school (80%) compared to youth in high school or less (62%).
- Youth who were employed (74%) compared to those who were not employed (60%).

When asked how well certain characteristics described military members, youth said they were *capable, independent, motivated* and *responsible*. Youth were least likely to use *paid fairly* and *wholesome* to describe military members [Figure 13]. Overall, women and younger youth were most likely to rate military members higher on the various characteristics.

Figure 13



Statistically significant differences among sub-groups included:

- Women gave higher mean scores to all characteristics except honest, dependable and have adequate housing (which were rated equally by men).
- Youth ages 15 to 19 were more likely than youth ages 20 and 21 to see military personnel as capable, caring, paid fairly and wholesome.
- Youth propensed to active duty gave higher mean scores than non-propensed youth on all measures except capable, adventurous, and have adequate housing.
- In general, youth ages 15 and 16 gave the highest mean scores on all items.
- Youth in high school or less reported higher ratings than youth in college or postsecondary school for responsible, paid fairly and wholesome.
- Unemployed youth were more likely to say military individuals were motivated, responsible, smart, caring and wholesome.

Strategic Attributes for Military Service

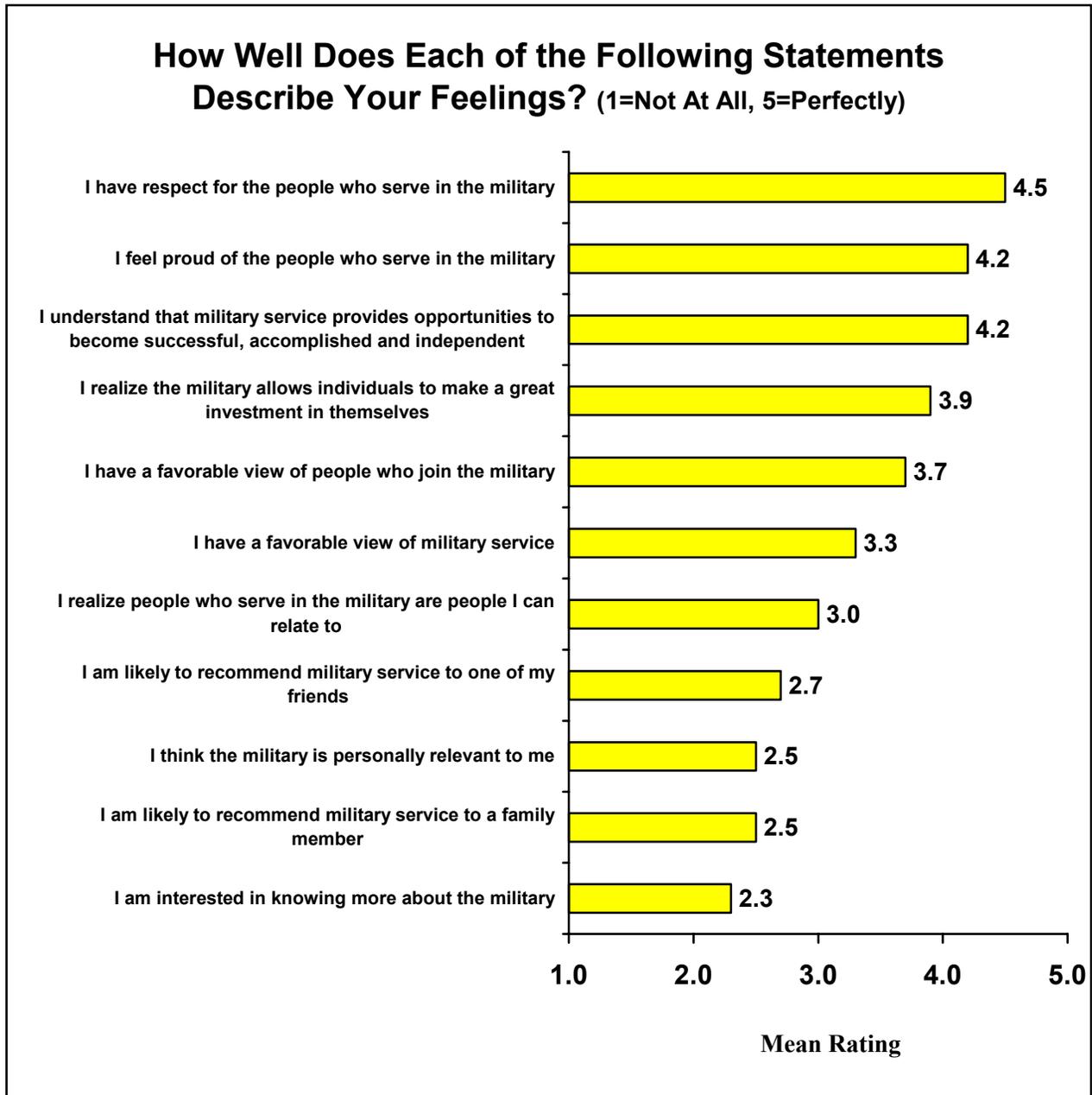
To explore youth attitudes toward the military, military service and those who serve, youth were asked the following question:

The following statements are attitudes some people have toward the military. After I read each statement, I want you to use a 5-point scale and tell me how well that statement describes your feelings. Please use a scale from 1 to 5 where 1 means the statement Does Not Describe Your Feelings At All and 5 means the statement Describes Your Feelings Perfectly.

- *I have respect for the people who serve in the military.*
- *I have a favorable view of the people who join the military.*
- *I have a favorable view of military service.*
- *I am likely to recommend military service to one of my friends.*
- *I am likely to recommend military service to a family member.*
- *I am interested in knowing more about the military.*
- *I think the military is personally relevant to me.*
- *I understand that military service provides people opportunities to become successful, accomplished, and independent.*
- *I realize that people who serve in the military are people I can relate to.*
- *I realize that the military allows individuals the opportunity to make a great investment in themselves.*
- *I feel proud of the people who serve in the military.*

When asked about their attitudes toward the military, military service and those who serve, youth felt most strongly that they *have respect for the people who serve in the military* (average score of 4.5), *feel proud of those who serve* (4.2), and *understand the military provides opportunities to become successful, accomplished and independent* (4.2). Youth were least likely to *be interested in knowing more about military service* (2.3), *feel that the military is personally relevant* (2.5) or *recommend military service to a friend or family member* (2.5) [Figure 14].

Figure 14



The following groups were more likely to believe the indicated statements more closely described their feelings:

- Women rated the following higher than did men – *I understand that military service provides people opportunities to become successful, accomplished and independent; I realize that the military allows individuals the opportunity to make a great investment in themselves.*
- Men rated the following higher than did women – *I realize that people who serve in the military are people I can relate to; I think the military is personally relevant to me; I am interested in knowing more about the military.*
- Youth ages 15 to 19 were more interested in knowing more about the military than youth ages 20 and 21.
- Compared to youth in high school or less, youth in college or postsecondary school were more likely to have a favorable view of military service, but less likely to recommend military service to a friend or family member, and were less likely to mention they were interested in knowing more about the military.
- Youth who were an only child compared to youth who were not an only child were more likely to *recommend military service to a friend or family member and be interested in knowing more about the military.*
- Youth who were first born (relative to those who were not first born) were likely to recommend military service to a friend or family member.

Goal Orientation

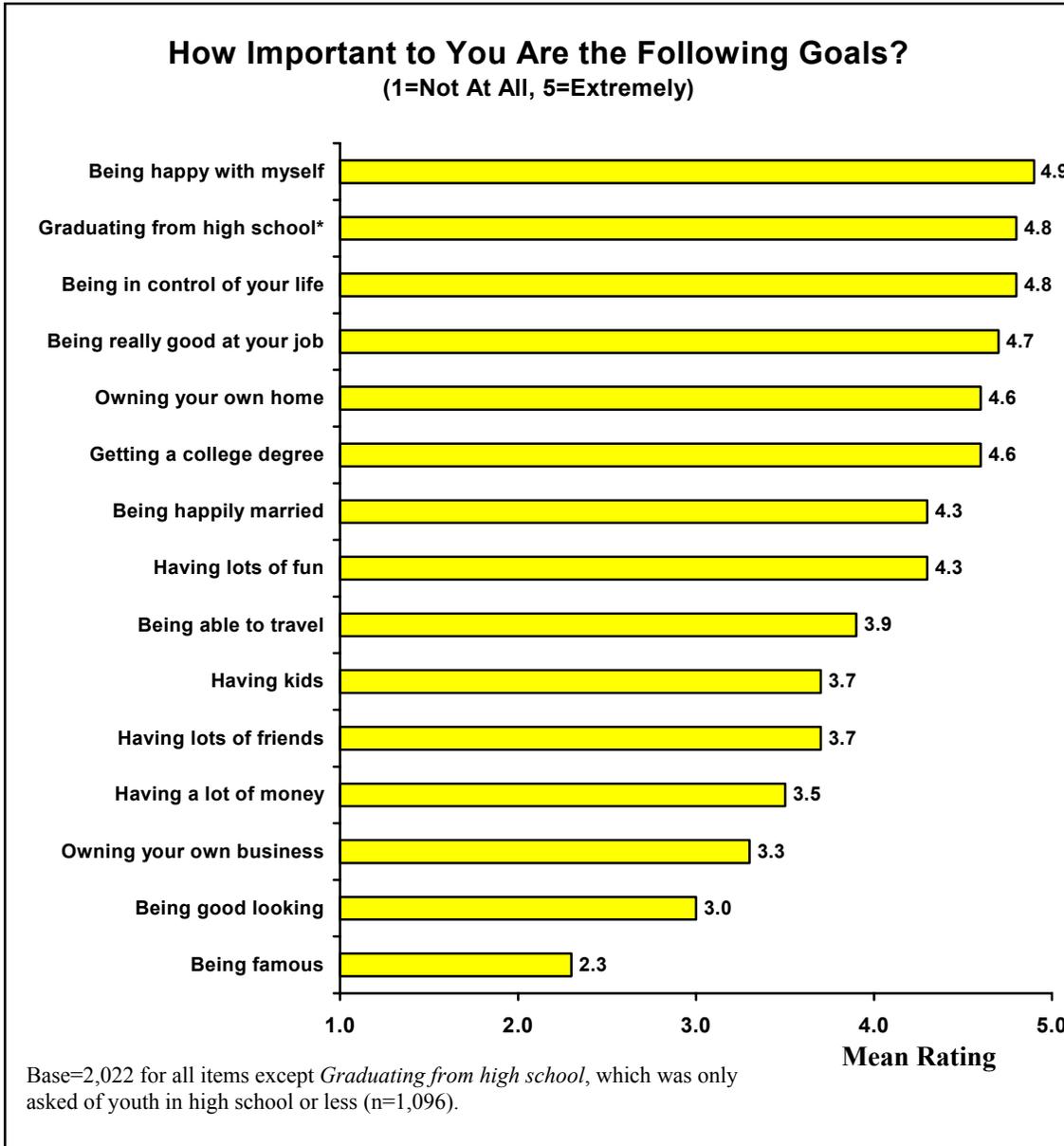
Youth were asked the following question to gauge their attitudes toward future goals:

I am going to read you another list. I want you to think about your future, and tell me how important the following goals are to you. Please use a scale from 1 to 5 where 1 means Not At All Important and 5 means Extremely Important.

- *Being happy with yourself.*
- *Being really good at your job.*
- *Being in control of your life.*
- *Being happily married.*
- *Having lots of friends.*
- *Having lots of fun.*
- *Being able to travel.*
- *Owning your own business.*
- *Having a lot of money.*
- *Having kids.*
- *Owning your own home.*
- *Being good looking.*
- *Being famous.*
- *Getting a college degree.*
- *Graduating from high school.*

When asked about goals for the future, youth felt the most important were *being happy with myself, graduating from high school, being in control of your life, being really good at your job, owning your home and getting a college degree*. They felt the least important goals were *being good looking and being famous* [Figure 15].

Figure 15



+

The following groups were more likely to believe the indicated goals were important to them:

- Compared to those not in high school, youth in high school rated the following as important: *being happy with myself, graduating from high school, getting a college degree, having lots of fun and friends, being good looking and being famous.*
- Compared to those in college or postsecondary school, youth in high school rated the following as important: *having a lot of money, owning your own business, being good looking and being famous.*
- Youth ages 15 to 19 compared to youth ages 20 and 21 were focused on *graduating from high school, getting a college degree, having lots of fun and lots of friends and being famous.*
- Men were more likely to rate the following as important: *having lots of fun and friends, owning their own business, have lots of money, being good looking and being famous.*
- Women, on the other hand, were more focused on their careers and personal happiness: *being happy with myself, being really good at your job and getting a college degree.*
- Youth who were not employed placed more importance on *graduating from high school, getting a college degree, owning your own business and being famous.*

Postsecondary Decisions

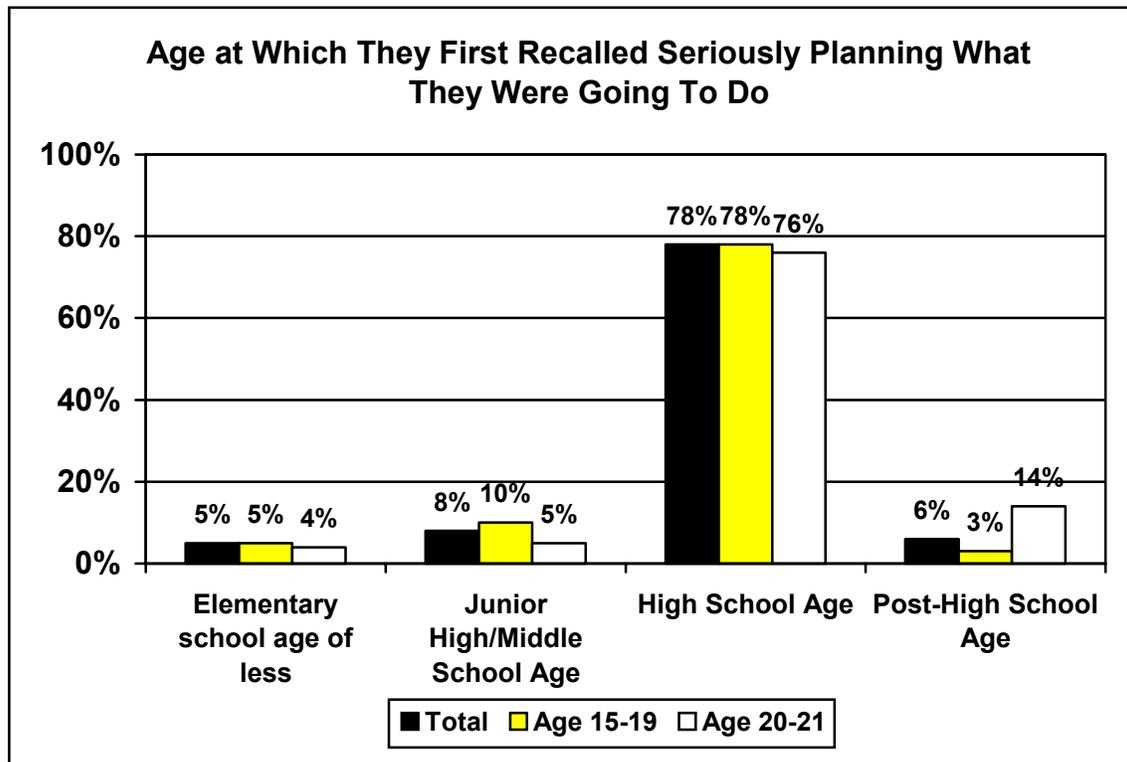
Youth were next asked a series of question to determine at what age they made postsecondary decisions. Youth were asked the following:

At what age do you first recall seriously planning what you were going to do after high school?

At what age do you first recall seriously talking to a parent or guardian about your plans after high school?

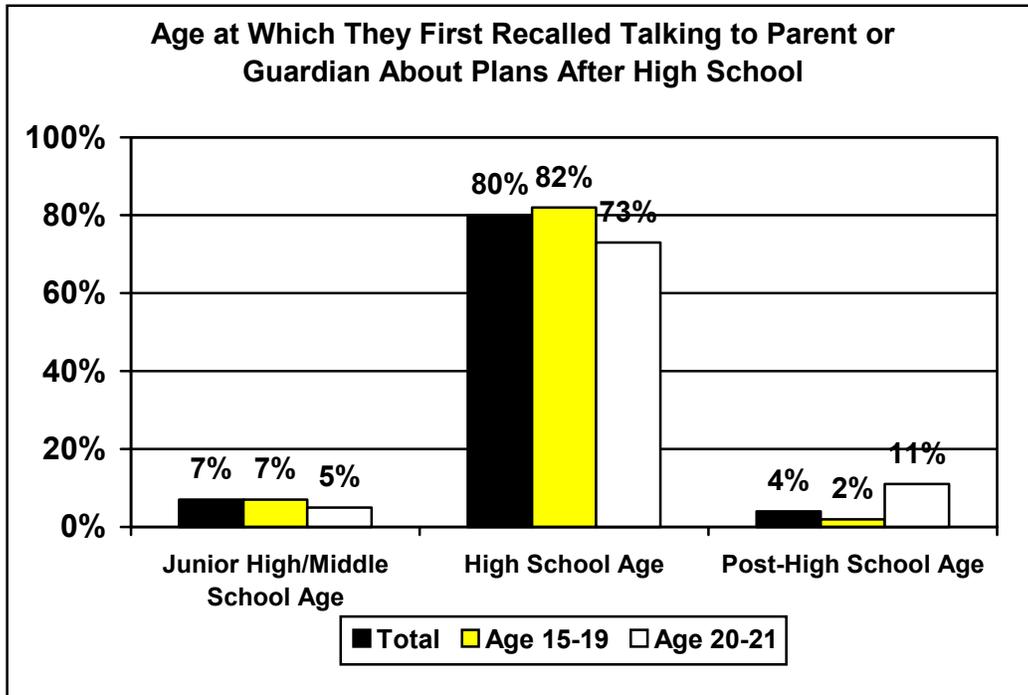
In general, decisions regarding planning for life after high school or discussing these decisions with parents were primarily made when youth were of high school age. As indicated in Figure 16, there was virtually no difference in this answer based on age of the respondent. The only exception was that youth between the ages of 20 and 21 were, naturally, more likely than others to say they were of post-high school age when they first recalled planning what they were going to do.

Figure16



The majority of youth reported they first started talking to a parent or guardian about their postsecondary plans when they were of high school age. Figure 17 displays these results by age of the respondent. The only notable differences are that those between the ages of 20 and 21, when compared to those between the ages of 15 and 19, were less likely to say this conversation took place when they were high school age and were more likely to say it took place when they were post-high school age. This is not surprising since most youth ages 15 to 19 are still in high school.

Figure 17

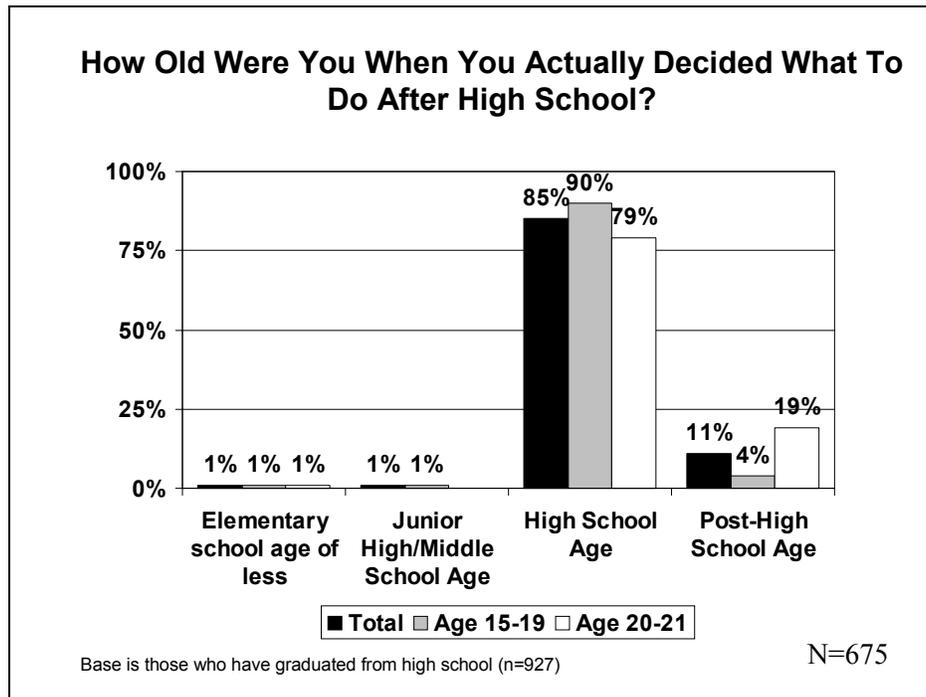


Youth who had graduated from high school were then asked the following question:

Think about what you actually did after high school. How old were you when that decision was made?

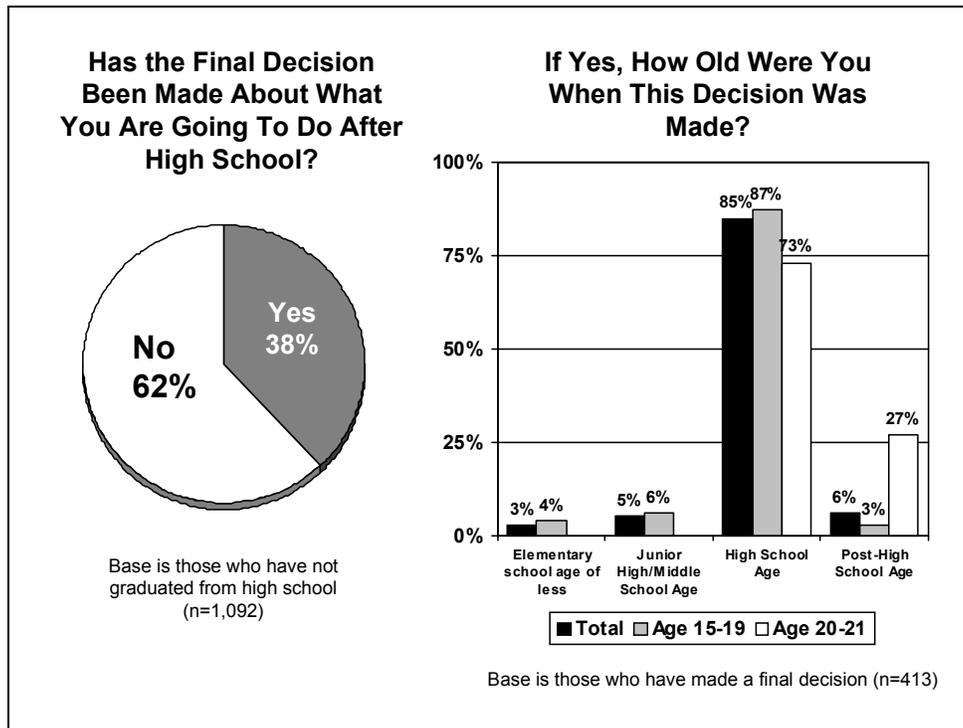
The vast majority of youth (85%) indicated that the decision about what they actually did was made when they were high school age. Not surprisingly, youth between the ages of 15 and 19 were more likely to say the decision when they were high school age, and youth ages 20 and 21 were more likely to say the decision when they were post-high school age [Figure 18].

Figure 18



Of those youth who had not graduated high school, 62 percent reported that the final decision about what they were going to do after high school had not been made. For those youth who had made their decision (38%), almost 85 percent indicated they made the decision when they were high school age [Figure 19].

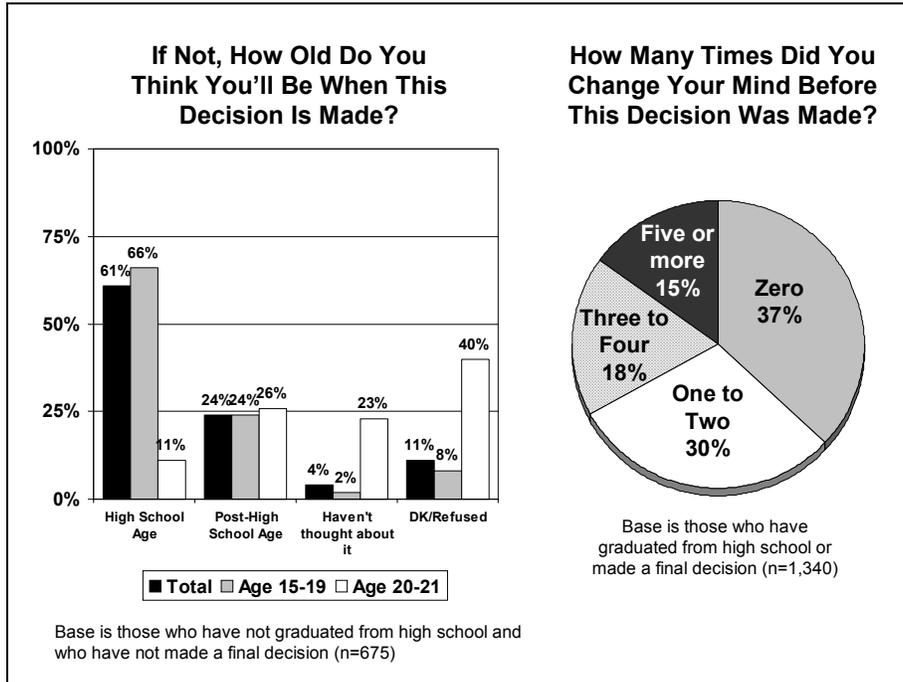
Figure 19



Those youth who had not made their final decision were then asked, "How old do you think you will be when this decision is made?" Overall, the majority of youth (61%) believed they would be high school age when they finally made this decision; with roughly one-fourth (24%) mentioning they would be post-high school age [Figure 20].

Finally, those youth who had graduated from high school or who had already made the final decision about what to do after high school were asked how many times they changed their mind before this decision was made. The majority of youth reported changing their mind less than two times, with 37 percent saying zero times and 30 percent saying one or two times [Figure 20].

Figure 20



A Note on the Next Four Sections

The next four sections address questions that allow us to begin exploring some of the hypotheses generated by Neil Howe and William Strauss¹ about the Millennial generation (youth born in or after 1982) in their book *Millennials Rising – The Next Great Generation*². Howe and Strauss hypothesize that Millennials have seven traits that distinguish them from other generations. These seven (7) traits are categorized as follows:

1. Special: Older generations have inculcated in Millennials the sense that they are, collectively, vital to the nation and their parent’s sense of purpose.
2. Sheltered: Millennials are the focus of the most sweeping youth safety movement in American history.
3. Confident: Millennials have high levels of trust and optimism and equate good news for themselves with good news for the country. They often boast about their generation’s power and potential.
4. Team-Orientated: Millennials like working in teams, they are developing strong team instincts and tight peer bonds.

¹ Neil Howe and William Strauss, the authors of *Millennials Rising, Generations, 13th Generation, and The Fourth Turning*, write and lecture on generational issues.

² 2000, Vintage Books

5. Achieving: Millennials are on track to become the best-educated and best-behaved adults in the nation's history.
6. Pressured: Pushed to study hard, avoid personal risks, and take full advantage of the collective opportunities adults are offering them.
7. Conventional: Millennials take pride in their improving behavior and more comfortable with their parents' values than any other generation. They support convention.

Results for the total sample should be analyzed first to see if the hypotheses are supported generally among youth, then the results should cautiously be looked at for the differences between those born in and after 1982 (ages 15 to 19) and those born earlier (ages 20 to 21). There is no concrete delineation at the end of one generation and the beginning of another, so care must be taken in the analysis of the respondents born in the years surrounding 1982 (the end of Generation X and the beginning of the Millennial generation). It is important to keep in mind the confounding (or correlation) of age, education and the definition of Millennials when interpreting results.

This youth poll covers aspects of the following Millennial traits: sheltered (decision-making section), confident (optimism section), team-oriented (competition section) and pressured (competition section).

Decision-Making

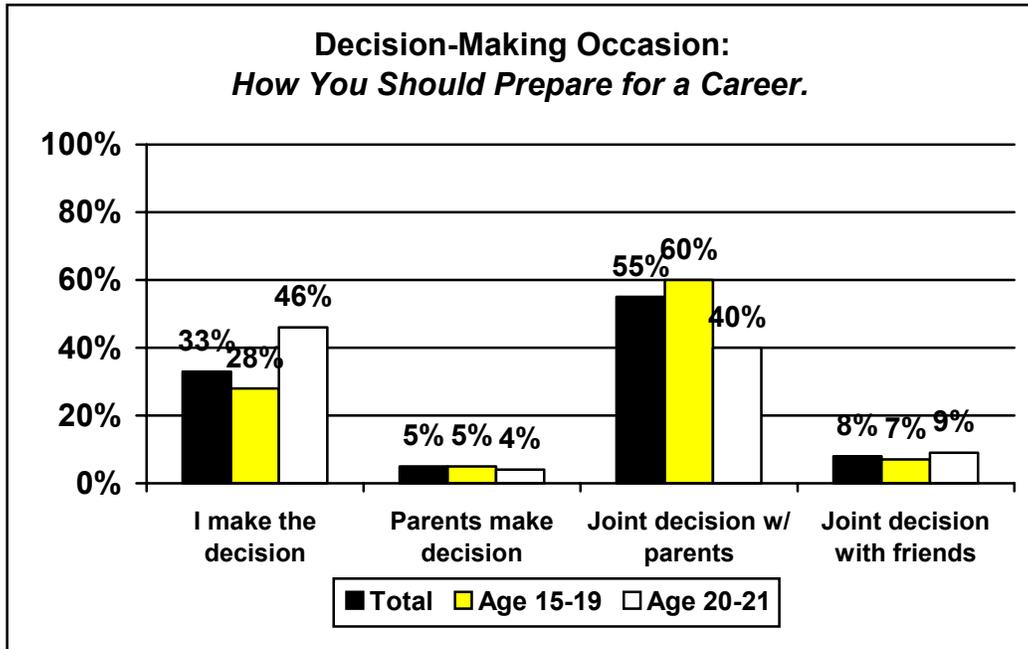
Youth were asked a series of questions designed to gain insight into *how they made decisions*. The thrust of these questions was not so much on how they process internal considerations or what external information sources they may seek when faced with decisions, but rather on the level of influence exerted by others (e.g., their parents or guardians and their friends).

Youth were asked the following question:

Now I want to talk about career decisions. Even if you have not made decisions yet, I'd like you to tell me who you would make the decisions with. Tell me if you, your parents or guardians, you and your parents or guardians, or you and your friends would typically make the decision on how you prepare for a career.

When preparing for a career, over half of youth (55%) made this decision with *their parents or guardians*, and 33 percent made the decision *themselves* [Figure 21]. Compared to Youth Poll 1, the increased reliance on parents or guardians in Youth Poll 2 could be a result of youth preparing to return to school and more seriously considering these issues (data collected in March 2001 versus July 2001, respectively).

Figure 21



In general, as youth get older they were more likely to make this decision *themselves*. Younger youth (including youth ages 15 to 19) were more likely to make this decision with *their parents or guardians*. Some other significant differences included:

- The following sub-groups were more likely to make decisions with their friends: only children (11%) relative to youth who were not only children (7%), men (10%) compared to women (6%), and youth who were not in school (13%) and in high school or less (9%) compared to youth in college or postsecondary school (6%).
- Youth in high school or less (57%) were more likely than those in college or postsecondary school (49%) or not in school (37%) to make decisions with their parents or guardians.

When asked more specifically how involved their parents were in their decision-making process, youth were more likely to say that their parents were *more involved* (25% extremely involved, 34% very involved) than that they were *less involved* (34% somewhat involved, 7% not involved at all). Furthermore, the majority of youth (93%) indicated that their parents have at least some level of involvement when they were making decisions about future careers [Table 14]. In light of the central role influencers play in the enlistment decision among youth, it is important to note that the vast majority of youth (93% - up from 86% in Youth Poll 1) stated that they *actively sought the opinion of their parents or guardians* when making decisions.

Not surprisingly, youth ages 15 to 19 reported higher levels of *parental involvement* (for both extremely and very involved) than youth ages 20 and 21. In general, as youth get older, they were less likely to involve their parents or guardians [Table 14]. Similarly, youth in high school or less (59%) and college or postsecondary school (57%) were more likely than youth not in school (47%) to report that their parents were *involved* overall. The same held true for non-employed youth (63%) compared to employed youth (55%). Propensed youth, for both

Composite Active Propensity and Composite Reserve Propensity, were more likely than non-propensed youth to say that their parents were *extremely involved*.

Relative to Youth Poll 1, the number of youth in Youth Poll 2 who reported that their parents were either *extremely* or *very involved* increased from 53 percent to 59 percent. This was primarily due to the increase reported by those who said their parents were *extremely involved*.

Table 14

Parental Involvement in Decisions			
	Total (%)	Millennial (Ages 15-19) (%)	Gen X (Ages 20-21) (%)
MORE INVOLVED	59	62	50
Extremely	25	26	21
Very	34	36	29
LESS INVOLVED	41	38	50
Somewhat Involved	34	33	37
Not involved at all	7	5	13

While parental involvement was high, over half of all youth (58%) stated that *they had the final say in decisions*. Thirty-five percent said that it was a *joint decision* and seven percent indicated that *their parents had the final word*. Finally, almost all (97%) youth stated that after a decision was made, their parents *very much* (50%) or *somewhat* (47%) *approved* of the decision

Optimism and Goal Attainment

Next, youth were read a series of statements. For each, youth were asked if they agreed or disagreed with the statement. These statements can be grouped into two categories – optimism and independent goal attainment. The statements and groupings are as follows:

OPTIMISM

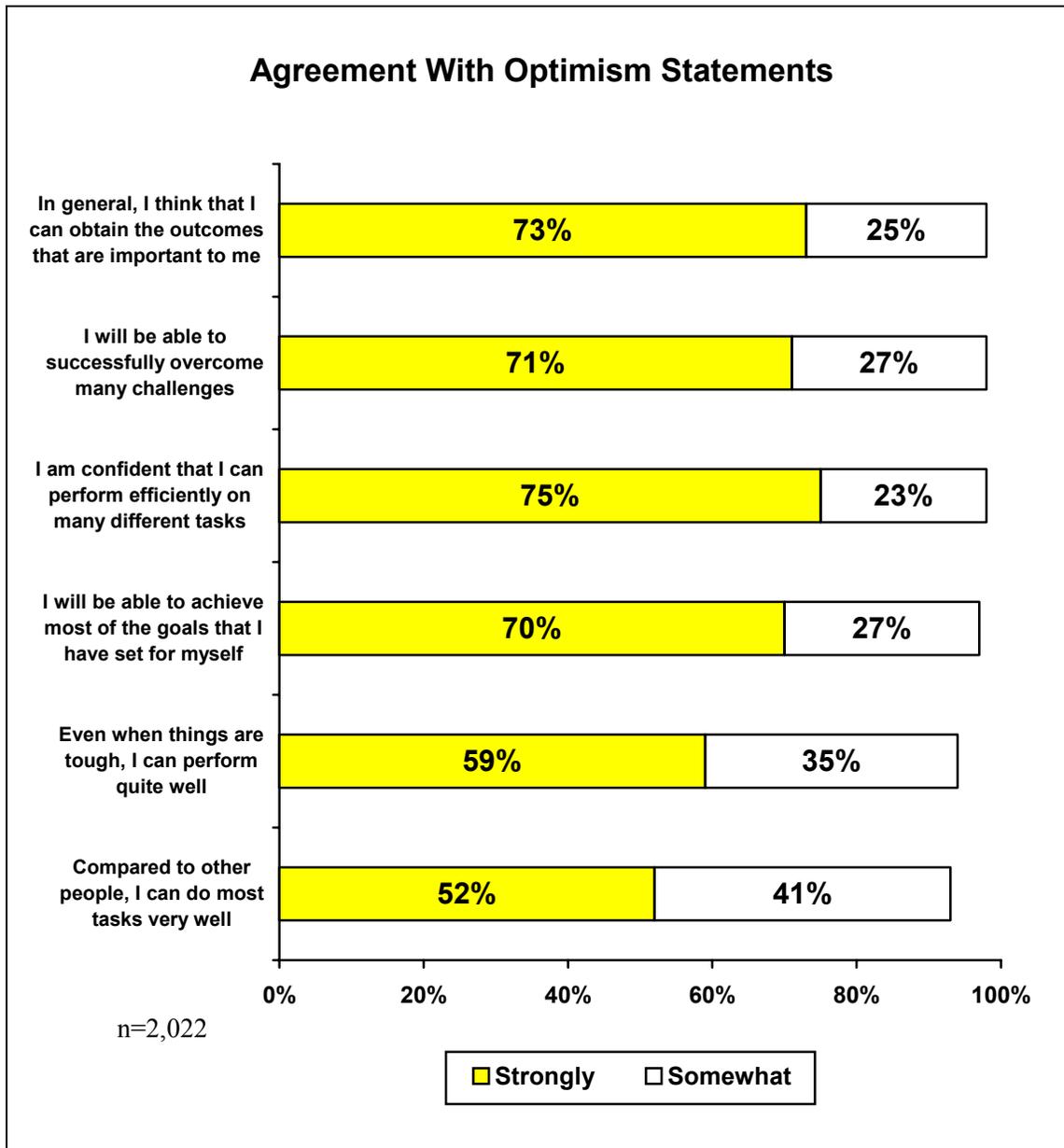
I will be able to achieve most of the goals that I have set for myself.
In general, I think that I can obtain the outcomes that are important to me.
I will be able to successfully overcome many challenges.
I am confident that I can perform effectively on many different tasks.
Compared to other people, I can do most tasks very well.
Even when things are tough, I can perform quite well.

GOAL ATTAINMENT

If a goal is important to me, I will pursue it even if it may make other people uncomfortable.
The possibility of being rejected by others for standing up for my rights would not stop me.
I set my own standards and goals for myself rather than accepting those of other people.
If I think I am right about something, I feel comfortable expressing myself even if others don't like it.
It is more important to meet your own objectives on a task than to meet another person's objectives.
When I achieve a goal I get more satisfaction from reaching the goal than from any praise I might get

In general, youth were *very optimistic* and all optimism statements received high agreement ratings. Each of the following statements were agreed upon by 98 percent of youth: *they can obtain the outcomes that were important to them, they will be able to successfully overcome many challenges* and *they were confident that they can perform efficiently on many different tasks* [Figure 22].

Figure 22



Women were more likely than men to agree that *I can obtain the outcomes that are important to me*, whereas men were more likely than women to agree that *even when things are tough, I can perform quite well*.

Youth in college or postsecondary school were more likely to agree on five out of the six statements (achieve goals, obtain outcomes, overcome challenges, perform effectively on tasks, and do most tasks well, even when tough) than youth not in school, and more likely than youth in high school or less to agree on all six measures. Employed youth were more likely than non-employed youth to agree with:

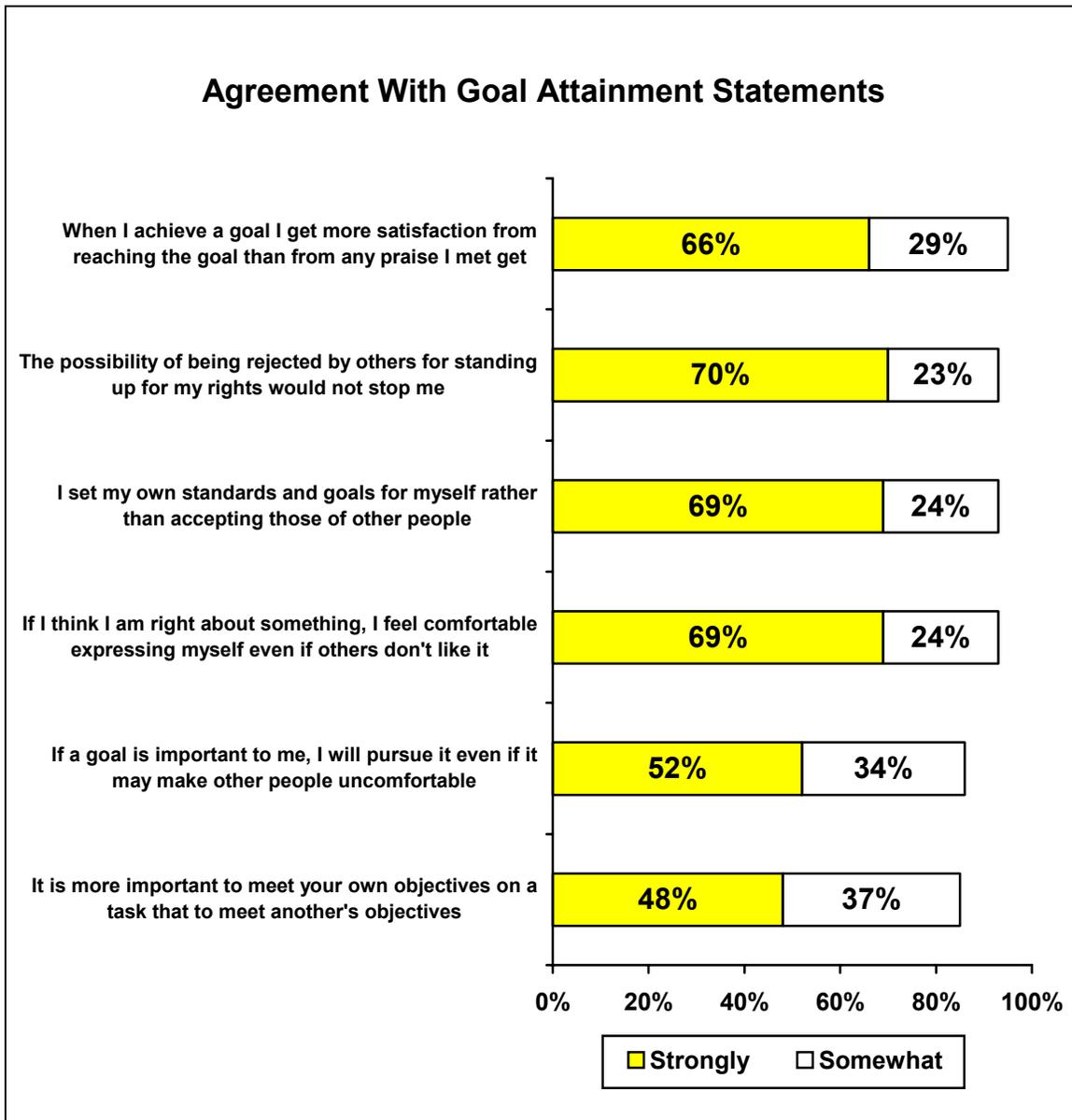
- *In general, I think that I can obtain the outcomes that are important to me.*
- *I am confident that I can perform effectively on many different tasks.*
- *Compared to other people, I can do most tasks very well.*

Overall, youth ages 20 and 21 were more likely to than youth ages 15 to 19 to agree with all six statements. The difference was statistically significant for the following:

- *I will be able to achieve most of the goals I have set for myself (99% for youth ages 20 and 21 versus 96% for youth ages 15 to 19).*
- *I am confident that I can perform effectively on many different tasks (99% versus 97%, respectively).*
- *Compared to other people, I can do most tasks very well (95% versus 92%, respectively).*

There were also high levels of agreement with all statements pertaining to individual goal attainment, although not as high as for the optimism statements. Overall, 95 percent of youth agreed that *when they can achieve a goal they get more satisfaction from reaching the goal than from any praise they might get* [Figure 23].

Figure 23



Women were more likely to agree with:

- *I set my own standards and goals for myself rather than accepting those of other people.*
- *When I achieve a goal I get more satisfaction from reaching the goal than from any praise I might get.*

Youth in college or postsecondary school, and those who were employed, were more likely than those in high school or less, and who were unemployed, to agree with:

- *The possibility of being rejected by others for standing up for my rights would not stop me.*
- *I set my own standards and goals for myself rather than accepting those of other people.*

Youth not propensed to active duty were more likely than propensed youth to agree with the following:

- *The possibility of being rejected by others for standing up for my rights would not stop me.*
- *I set my own standards and goals for myself rather than accepting those of other people.*
- *It is more important to meet your own objectives on a task than to meet another person's objectives.*

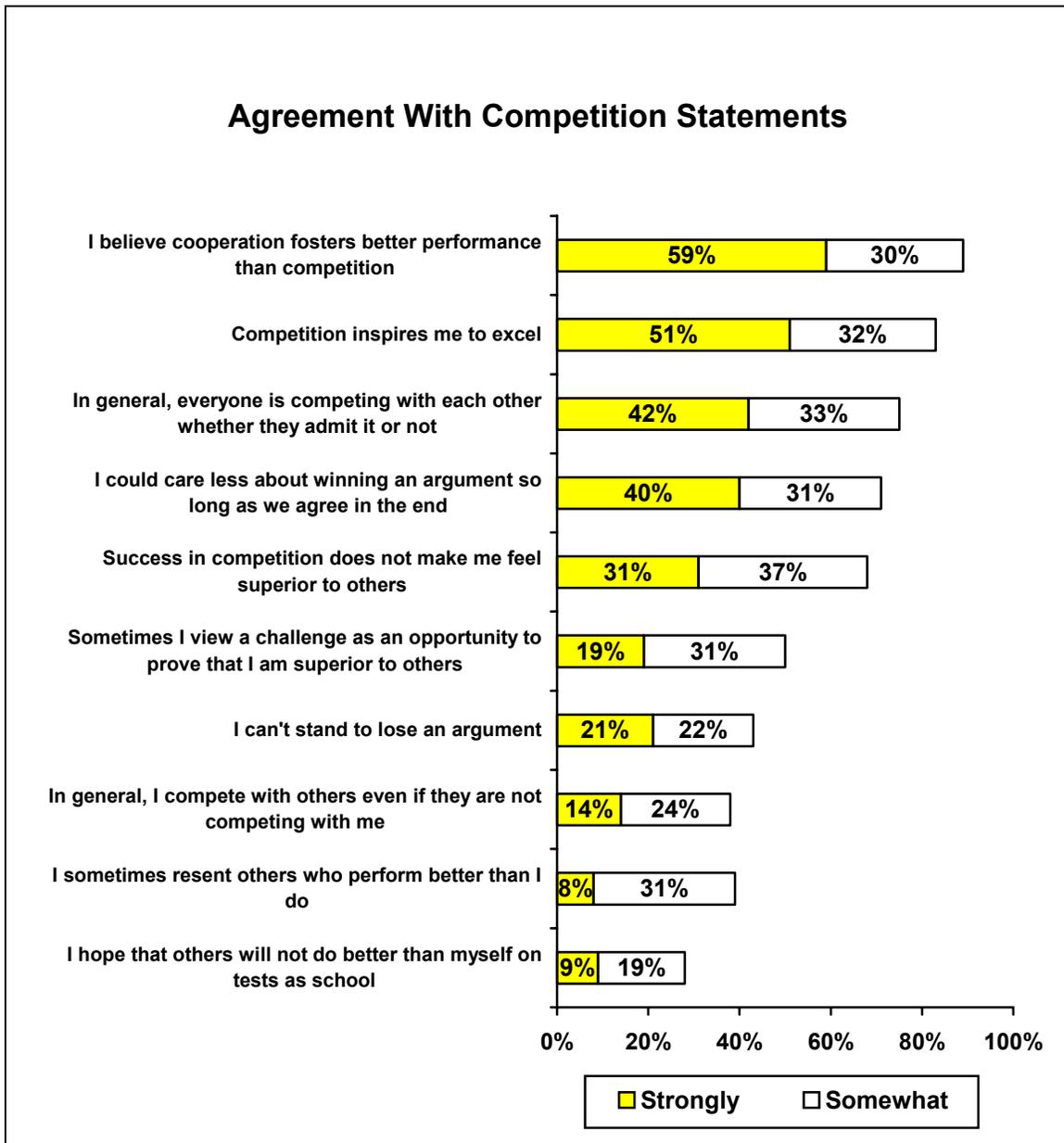
Competitiveness

To gauge how youth viewed and reacted to competition, they were asked how much they agreed or disagreed with the following series of statements about competition:

- *In general, I compete with others even if they are not competing with me.*
- *Sometimes I view a challenge as an opportunity to prove that I am superior to others.*
- *In general, everyone is competing with each other whether they admit it or not.*
- *I can't stand to lose an argument.*
- *Competition inspires me to excel.*
- *I hope that others will not do better than myself on tests at school.*
- *I could care less about winning an argument so long as we agree in the end.*
- *Success in competition does not make me feel superior to others.*
- *I sometimes resent others who perform better than I do.*
- *I believe cooperation fosters better performance than competition.*

Overall, statements that stressed the positives of competition received higher agreement scores [Figure 24]. Nine-in-ten (90%) youth believed *cooperation fostered better performance than competition*, and 83 percent believed that *competition inspired them to excel*. Additionally, less than three in ten (28%) youth hoped that *others will not perform better than themselves on tests as school*.

Figure 24



Men were more likely than women to agree with the following:

- *In general, I compete with others even if they are not competing with me.*
- *Sometimes I view a challenge as an opportunity to prove that I am superior to others.*
- *Competition inspires me to excel.*
- *I hope that others will not do better than myself on tests at school.*

Women were more likely than men to agree with the following:

- *Success in competition does not make me feel superior to others.*

- *I believe cooperation fosters better performance than competition.*

Youth ages 15 to 19 were more likely than youth ages 20 and 21 to agree with:

- *Sometimes I view a challenge as an opportunity to prove that I am superior to others.*
- *I hope that others will not do better than myself on tests at school.*
- *I sometimes resent others who perform better than I do.*

Youth propensed to active duty were more likely than non-propensed youth to agree with:

- *Sometimes I view a challenge as an opportunity to prove that I am superior to others.*
- *In general, everyone is competing with each other whether they admit it or not.*
- *Competition inspires me to excel.*
- *I could care less about winning an argument so long as we agree in the end.*

Youth in high school or less were more likely than youth not in school to agree with:

- *Sometimes I view a challenge as an opportunity to prove that I am superior to others.*
- *Competition inspires me to excel.*
- *I hope that others will not do better than myself at school.*
- *I sometimes resent others who perform better than I do.*

Multivariate Analysis

To gain further insight into the data, multivariate analysis that consisted of phases was performed.

- A factor analysis was conducted on four question batteries included in the survey. The four batteries were both of the Strategic Attribute statements and both Goals and Challenges statements.
- Then an Ordered Probit regression model was run using the identified factors and other survey variables to explain propensity.

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. All analyses were performed with SPSS Version 9.0.

For the *Strategic Attributes* battery, two factors were extracted accounting for 60 percent of the variance. The factors have been identified based on youth's underlying attitudes concerning the military as a place they would recommend to their friends and the military as an institution that deserves respect – Respect the Military.

Table 15

Factor Analysis: Strategic Attributes Factors Rotated Component Matrix of Factor Loadings		
Variables	Recommend the Military	Respect the Military
(d) Recommend to friends	0.81	
(e) Recommend to family	0.78	
(f) Interested in the military	0.77	
(g) Military personally relevant	0.75	
(i) Relate to people in the military	0.59	
(c) Favorable view of military service	0.52	0.48
(a) Respect for the military		0.81
(k) Feel proud of the people		0.80
(h) Military provides opportunities		0.73
(j) Military allows personal investment		0.71
(b) Favorable view of those who join the military		0.66

Extraction Method: Principle component analysis using two factors with eigenvalues (1) 4.97 and (2) 1.56. The two factors were extracted accounting for 60% of the variance.

Rotation Method: Varimax with Kaiser normalization. Rotation converged in three iterations. Only loadings of .4 or higher are shown.

The two batteries—Future Goals (Job3) and Goals and Challenges (Goal2)—were together reduced into six primary factors – Seeking Recognition, Being in Control, Achievement motivation, being Goal Oriented and Family Oriented, and being a Social Person [Table 16]. These accounted for 45 percent of the variance.

Table 16

Factor Analysis: Future Goals and Optimism and Goal Attainment						
Rotated Component Matrix of Factor Loadings						
Variables	Seeking Recognition	Being in Control	Achiever	Goal Oriented	Family Oriented	Social Person
(Job3M) Being famous	0.75					
(Job3I) Having money	0.74					
(Job3L) Good looking	0.69					
(Job3H) Owning business	0.68					
(Job3G) Being able to travel	0.42					
(Job3B) Good at job		0.67				
(Job3A) Being happy		0.65				
(Job3C) Being in control		0.61				
(Job3O) Graduating from HS		0.61				
(Job3N) Getting college degree		0.60				
(Job3K) Owning home		0.48				
(Goal2C) Overcome challenges			0.64			
(Goal2F) Perform well			0.61			
(Goal2D) Perform effectively			0.61			
(Goal2E) Do tasks well			0.56			
(Goal2B) Obtain outcomes			0.55			
(Goal2A) Achieve goals			0.51			
(Goal2K) Meet own objectives				0.60		
(Goal2I) Set own standards				0.59		
(Goal2J) Expressing views				0.59		
(Goal2G) Pursue goals				0.55		
(Goal2H) Would not stop				0.52		
(Job3J) Having kids					0.85	
(Job3D) Happily married					0.83	
(Job3F) Having fun						0.68
(Job3E) Happily lots of friends						0.63
(Goal2L) Satisfaction achieving goals						

Extraction Method: Principle component analysis using six factors with eigenvalues (1) 3.73, (2) 2.68, (3) 1.80, (4) 1.45, (5) 1.27 and (6) 1.12. The six factors were extracted accounting for 45% of the variance. Rotation Method: Varimax with Kaiser normalization. Rotation converged in 6 iterations. Only loadings of .4 or higher are shown.

For the Goal 3 (Competition) battery, two factors – Competition and Cooperation - were extracted accounting for 37 percent of the variance.

Table 17

Factor Analysis: Competition Rotated Component Matrix of Factor Loadings		
Variables	Competition	Cooperation
(a) Compete with others	0.68	
(e) Competition inspires	0.59	
(b) Challenge as an opportunity	0.59	
(f) Be best in tests	0.58	
(c) Everyone competes	0.55	
(i) Resent others	0.52	
(d) Can't stand to lose	0.40	-0.53
(g) Agreement important		0.76
(h) Do not feel superior		0.51
(j) Believe in cooperation		0.51

Extraction Method: Principle component analysis using two factors with eigenvalues (1) 2.52 and (2) 1.23. The two factors were extracted accounting for 37% of the variance.

Rotation Method: Varimax with Kaiser normalization. Rotation converged in three iterations. Only loadings of .4 or higher are shown.

Overall, respect for the military was quite high, although recommendations for joining the military tended to be lower (high values here stress the importance of the factor). In general, youth tended to seek recognition, although being in control was more important to them. Youth also rated high in terms of family orientation and being social. In terms of goal aspirations (a low value here stresses these traits), youth perceived themselves as achievers and goal oriented. This does not translate into a competitive nature. In fact, on average, youth are more cooperative than competitive.

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 consisted 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

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

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 grade scores, birth order, active employment seekers and race/ethnicity (coded as a set of two dummy variables: Hispanic and African American). In the regression equation, Whites were treated as the base 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 (see the section on Factor Analysis). This procedure was used to keep the new variables in a similar scale (where 1 is strongly disagree, and 5 strongly agree).

Tables 18 and 19 show summary statistics and 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 18

Summary Statistics for Ordered Probit Model
Number of obs. = 1841
LR $\chi^2(14) = 824.63$
Prob > $\chi^2 = 0.0000$
Log likelihood = -1686.2868
Pseudo $R^2 = 0.1965$

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 19

Ordered Probit Estimates						
Independent Variables	Coefficients	Standard Errors	Z	P > Z	Lower bound for 95% Conf. Interval	Upper bound for 95% Conf. Interval
Age (15 to 21)	-.1164387	.0179123	-6.500	0.000	-.1515462	-.0813313
Actively Looking for work (EMP4)	.1617446	.0642127	2.519	0.012	.0358901	.2875991
Academic Achievement (EDU5)	.0525785	.0187257	2.808	0.005	.0158769	.0892801
Birth Order (DEM1A)	.0736751	.0230719	3.193	0.001	.028455	.1188953
Employed (EMP1)	.1006266	.0632295	1.591	0.112	-.023309	.2245541
Difficulty Finding Job (EMP5)	-.1075149	.0325661	-3.301	0.001	-.1713433	-.0436866
Year in School (EDU2/3)	-.0429377	.0154986	-2.770	0.006	-.0733144	-.0125609
Respect the Military	.6531349	.0298837	21.856	0.000	.5945639	.7117059
Family Oriented	-.101659	.0268285	-3.789	0.000	-.1542419	-.049076
Competitive (strongly agree to strongly disagree)	-.058558	.03262	-1.795	0.073	-.122492	.005376
Goal Oriented (strongly agree to strongly disagree)	.1083721	.0483688	2.241	0.025	.0135709	.2031732
Hispanic	.3072509	.0804036	3.821	0.000	.1496627	.4648391
African American	.2929077	.0824291	3.553	0.000	.1313497	.4544657
Male	.4512364	.0574254	7.858	0.000	.3386846	.5637882
Cutpoint1	-.5616693	.3266283	Ancillary parameters			
Cutpoint2	.6213542	.3264769				
Cutpoint3	1.860769	.3321225				

The results indicated that being younger, *actively looking for work* and being *competitive* all had a positive impact on reporting a likelihood to join the military. Also, *Hispanics* and *African Americans* were more likely to say that they will join the military when compared to non-Hispanics and non-African Americans, respectively. *Men* were also more likely to say they will join when compared with females. Similarly, youth with *lower grades* are also more likely to indicate that they would join the military.

Table 20 shows 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.

For each propensity response category (definitely, probably, probably not, definitely not), the first parenthesis indicates whether a change in the independent variables increased or decreased the likelihood to give that response. The single figure is the expected change. However, since there were a limited number of cases, those figures may vary. The second parenthesis shows the expected range for a 95 percent confidence interval. As one may notice, in some cases those ranges can be wide. Therefore, one should be cautious in interpreting these results.

An increase in age, for example, from 15 to 21 years old, is likely to decrease the likelihood of youth saying they will “definitely” join the military by two percent (which could range from 1% to 3%), and decrease the likelihood of youth saying they will “probably” join the military by 14 percent. One can read this differently and say that when one goes from older to younger respondents, the model predicts a two-percent increase in the percentage of people saying they will “definitely” join the military, and 14-percent increase in the proportion of people saying they will “probably” join the military. Actively looking for work increased the likelihood among youth to say they will “definitely” join the military by one percent, and by four percent for those stating that they will “probably” join. Having lower grades also consistently increased the likelihood to join the military (2% for definitely and 8% for probably).

Respect for the military produced the largest individual positive change across all response categories, increasing the likelihood of youth saying they will “definitely” join the military by 46 percent and likelihood of youth saying they will “probably” join the military by 39 percent. On the other hand, youth who are goal-oriented were less likely to mention they would be “definitely” or “probably” join the military.

In Table 20, the impact of each independent variable is isolated on the actual percentage of people who are likely to say they will join the military. One could also take into account a combination of these characteristics to model different profiles of youth who might be specifically targeted for recruitment. The highest potential for recruitment among youth would seem to be those with the following characteristics:

- Younger
- Hispanic
- Male
- Actively looking for work
- Lower grades in high school
- Has older siblings
- Respects the military
- Competitive

The model confirmed much of what was known from the current data 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, *being competitive* and *less family oriented* stood out as perhaps the most noteworthy since these notions can be utilized in communication efforts.

Table 20

Individual Impact of Each Independent Variable on Propensity (Expressed as percentage change when moving from lowest to highest value)				
Independent Variable	Definitely % Change (range)	Probably % Change (range)	Probably Not % Change (range)	Definitely Not % Change (range)
Age (15 to 21)	-2 (1-3)	-14 (10-18)	-10 (7-15)	3 (18-35)
Actively Looking for work (EMP4)	1 (0-1)	4 (1-7)	2 (0-3)	-6 (1-11)
Academic Achievement (EDU5)	N.S.	N.S.	N.S.	N.S.
Birth Order (DEM1A)	-2 (1-4)	-14 (5-22)	-15 (4-26)	31 (11-50)
Employed (EMP1)	2 (0-3)	8 (3-14)	4 (1-7)	-13 (5-23)
Difficulty Finding Job (EMP5)	2 (1-5)	12 (4-20)	5 (2-8)	-19 (7-30)
Year in School (EDU2/3)	-1 (0-2)	-7 (3-12)	-4 (2-6)	12 (5-19)
Respect the Military	46 (38-54)	39 (34-45)	-4 (0-8)	-81 (78-85)
Family Oriented	-2 (1-3)	-10 (5-16)	-5 (3-8)	17 (9-25)
Competitive (strongly agree to strongly disagree)	-1 (0-2)	-5 (1-10)	-3 (0-7)	9 (0-19)
Goal Oriented (strongly agree to strongly disagree)	2 (0-5)	10 (2-18)	3 (1-6)	-15 (3-27)
Hispanic	1 (1-3)	7 (4-11)	3 (1-4)	-11 (6-17)
African American	1 (1-2)	7 (3-11)	3 (1-4)	-10 (5-16)
Male	1 (1-1)	8 (6-10)	9 (7-12)	-17 (13-22)

6. 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 to 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 US 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. The sample was purchased from Survey Sampling, Inc.[®] (SSI). SSI provides 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 range 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 updated its database at approximately six-week intervals. The updates were 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

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

Prior to sample selection, the sample was allocated proportionally across all strata in the defined geography using several frame adjustment options. The sampling frame determined the way a sample was distributed across geography at the county level. SSI offered five different measurement of size (MOS) stratification frames for its random digit samples. Total active blocks were 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

Random A is an SSI term denoting samples of random numbers systematically selected with equal probability across all eligible blocks. All blocks within a county were organized in ascending order by area code, exchange, and block number. Once the quota was allocated to all the counties in the frame, a sampling interval was 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 were systematically selected from each county. Once a block was selected, a two-digit random number in the range 00-99 was appended to the exchange and block, to form a 10-digit telephone number.

SSI Epssem 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. Epssem sampling used a *total active blocks* frame and a *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. Epssem 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.

Random A samples are modified Epsem samples, because business numbers are eliminated. On average, a Random A sample will contain 12 to 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 was selected for a sample, the status of the number generated was 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 preserved Epsem sampling. Business numbers selected and flagged were then removed from the final sample.

Random A samples also allowed the option of protecting selected numbers against reuse. In tracking surveys, the practical consideration of not calling the same sample in subsequent time frames was a benefit that outweighed the potential bias of not replacing numbers. People that were called frequently for surveys typically become much less willing to participate in survey work creating potential problems with non-response bias.

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 treated these numbers as business numbers and did not include them in RDD sample pulls.

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. So there would not be many "extra" interviews, the size of the replicates were reduced as the interview period drew to a close.

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. Therefore, soft quotas (a target for the minimum number of surveys to be completed) were placed on each region. Additionally, soft quotas were placed on race/ethnicity.

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

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 and ethnicity. The following questions were used to determine ethnicity and race:

Ethnicity:	Do you consider yourself to be of Hispanic, Latino or Spanish origin?
Race:	Do you consider yourself to be (1) White or White, (2) African American or Black, (3) American Indian or Alaska Native, (4) Asian (Includes Chinese, Japanese, Filipino, Korean, Vietnamese, Asian Indian, or other Asians) 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 the following 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, Air Force, Marine Corps and Coast Guard); and
- Was not enrolled in postsecondary Reserve Officer’s Training Corps (ROTC) programs.

If there was an individual in the household that met the criteria but was away at college (living in a dormitory, fraternity house or student housing), his/her telephone number and name was requested.

Polling identified all eligible youth in the household and resolved 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., was currently in the military, etc.).

Callback Procedure

A maximum of nine callbacks attempts was 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 day parts for these days, the record was still dialed; otherwise, the formula was applied until numbers were released.

Depending upon sample type for attempts eight to 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 callbacks, 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 conducted at Wirthlin Worldwide.

$$\begin{aligned} \text{Response Rate: } & I / I + R + NC + O + \text{Screen Outs} \\ & = \text{Completes} / \text{Completes} + \text{Refusals} + \text{Non-Contact} + \text{Other} + \text{Screen Outs} \end{aligned}$$

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 youth.

$$\begin{aligned} \text{Cooperation Rate: } & I / I + R + P + NC \\ & = \text{Completes} / \text{Completes} + \text{Initial Refusals} + \text{Terminates} \end{aligned}$$

$$\begin{aligned} \text{Refusal Rate: } & R / R + I + P + O + U \\ & = \# \text{ of Refusals} / \# \text{ of Contacts} \end{aligned}$$

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

The final rates for this study were as follows:

Response Rate = 2.11%
Cooperation Rate = 13.71%
Refusal Rate = 12.05%
Contact Rate = 50.09%

APPENDIX B
YOUTH POLL TWO INTERVIEW QUESTIONNAIRE

PROJECTED TIME: 25 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, Marine Corps, Air Force, and Coast Guard); and
 - 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) we 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 July 24-25, 2001
Launch study on July 26, 2001
Complete interviewing on August 16, 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:** GENDER: Approximately half (1,000) men, half (1,000) women
- RACE/ETHNICITY: Targets
- | | |
|-----|---|
| 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 |
- EDUCATION: 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)

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 July 24-25, 2001. We will conduct approximately 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 the process of decision making, goal orientations, competition, life challenges, attitudes toward the job environment, 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
- 3 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 A 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

APPENDIX B

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

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?

- 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?

- 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... [CODE UP TO 6 RESPONSES] [READ PUNCHES 1-6.]

- 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 Other (specify races)
- 7 [DO NOT READ] Other HISPANIC ONLY(Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or other Spanish/Hispanic/Latino origin.)
- 8 Refused [THANK & TERMINATE]
- 9 Don't know [THANK & TERMINATE]

S9a. [Ask QS9a if QS9=7]

In addition to being [VERBATIM RESPONSE TO Q S9.], do you consider yourself to be [CODE UP TO 5 Responses] [READ LIST 1-5]

- 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
- 7 Refused
- 8 Don't know

APPENDIX B

EDUCATION

3.2 QUESTION POINTS, 1.1 MINUTES

[RESPONDENTS INCLUDE NON-CITIZEN

EDU1. I'd like to ask you about your schooling. Are you currently enrolled in school or a training program for Fall 2001?

- 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 will you be in this Fall? [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]

- 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.]

- 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 OR EDU3 =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]*

EDU4. Are you being home-schooled?

- 1 YES
- 2 NO
- 3 DK/REF

APPENDIX B

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]

- 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

5.2 QUESTION POINTS, 1.7 MINUTES

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

- 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?

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]?

- 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?

- 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]

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

EMP7. Would you be willing to move someplace else to get a full-time job?

- 1 Yes
- 2 No
- 99 DK/REF

APPENDIX B

FUTURE PLANS AND PROPENSITY

11 QUESTION POINTS, 3.6 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?"

- 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 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.]

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

APPENDIX B

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]?

- 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]?

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

IF FPP1=3 OR 4 ASK FPP4 *[IF RESPONDENT SAYS THEY ARE 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?

- 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]

- 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?

- 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?

- 1 Yes
- 2 No
- 99 DK/REF

[ASK EVERYONE]

APPENDIX B

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]

- 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]

- 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] ?

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

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

APPENDIX B

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]

- 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]?

- 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]

- 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]?

- 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

APPENDIX B

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.]

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

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

[PLEASE PROGRAM TO BE TURNED ON OR OFF BASED ON CURRENT EVENTS]

DEM6A. Does the current situation WITH _____ make you more likely or does it make you less likely to consider the military as an option?

- 1 More likely
- 2 Doesn't change the likelihood [DO NOT READ]
- 3 Less likely
- 99 DK/REF

APPENDIX B

IMPRESSIONS OF THE MILITARY

8.4 QUESTION POINTS, 2.8 MINUTES

KWG6. How many people do you know who are serving or have served in the military in the last 5 years?
[NOTE TO INTERVIEWER: PLEASE EMPHASIZE THE LAST FIVE YEARS. AND CONTINUE TO EMPHASIZE IT FOR THE NEXT THREE QUESTIONS]

RECORD RESPONSE

99 DK/REF

IF KWG6>0, ASK KWG6a

KWG6a. Have you talked with any of them about their military service?

- 1 Yes
- 2 No
- 99 DK/REF

IF KWG6>0, ASK KWG6b

KWG6b. Now, I want you to think about the individuals that you know that are serving or have served in the military in the last five years. I am going to read you a list of characteristics that may or may not apply to these individuals. When I read each characteristic, please tell me to what extent that characteristic describes the people that you know. Please use a 5 point scale where 1 means not at all descriptive and 5 means extremely descriptive. How descriptive is ... [RANDOMIZE AND READ A – L] of individuals that you know that serve in the military or have served in the military in the last 5 years.?

RECORD RESPONSE

100DK/REF

- A. Smart
- B. Responsible
- C. Capable
- D. Dependable
- E. Wholesome
- F. Honest
- G. Caring
- H. Independent
- I. Motivated
- J. Adventurous
- K. Paid fairly
- L. Have adequate housing

APPENDIX B

STRATEGIC ATTRIBUTES FOR MILITARY SERVICE 16 QUESTION POINTS, 5.3 MINUTES

JOB2. The following statements are attitudes some people have toward the military. After I read each statement, I want you to use a 5 point scale and tell me how well that statement describes your feelings. 1 means that the statement does not describe your feelings at all and 5 means the statement describes your feelings perfectly. You may use any number between 1 and 5. The [FIRST/NEXT] one is [RANDOMIZE A-K].

RECORD RESPONSE

99 DK/REF

- A. I have respect for the people who serve in the military.
- B. I have a favorable view of the people who join the military.
- C. I have a favorable view of military service.
- D. I am likely to recommend military service to one of my friends.
- E. I am likely to recommend military service to a family member.
- F. I am interested in knowing more about the military.
- G. I think the military is personally relevant to me.
- H. I understand that military service provides people opportunities to become successful, accomplished, and independent.
- I. I realize that people who serve in the military are people I can relate to.
- J. I realize that the military allows individuals the opportunity to make a great investment in themselves.
- K. I feel proud of the people who serve in the military.

INSERT BLANK SCREEN

JOB3. I am going to read you another list. I want you to think about your future, and tell me how important the following goals are to you. Please use a scale from 1 to 5 where 1 means NOT AT ALL IMPORTANT and 5 means EXTREMELY IMPORTANT. How important is ...[RANDOMIZE AND READ A - O]

RECORD RESPONSE

99 DK/REF

- A. Being happy with yourself
- B. Being really good at your job
- C. Being in control of your life
- D. Being happily married
- E. Having lots of friends
- F. Having lots of fun
- G. Being able to travel
- H. Owning your own business
- I. Having a lot of money
- J. Having kids
- K. Owning your own home
- L. Being good looking
- M. Being famous
- N. Getting a college degree
- O. [IF QEDU2<7 OR QEDU3<6 OR QEDU4=1, ASK] Graduating from high school

APPENDIX B

DECISION MAKING

8.3 QUESTION POINTS, 2.7 MINUTES

DECS1A. Now I want to talk about career decisions. Even if you have not made decisions yet, I'd like you to tell me who you would make the decisions with. Tell me if you, your parents or guardians, you and your parents or guardians or you and your friends would typically make the decision on how you prepare for a career. [PAUSE AFTER EACH COMMA TO ENSURE CLARITY OF RESPONSE CATEGORIES]

- 1 I make that decision
- 2 My parents or guardians make that decision
- 3 I make that decision with parents or guardians
- 4 I make that decision with friends
- 99 DK/REF

DECS1B. When you are making or have made decisions about preparing for a career, how involved are or were your parents or guardians? Would you say they are or were [ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ 1-4]?

- 1 Extremely involved
- 2 Very involved
- 3 Somewhat involved
- 4 Not involved at all
- 99 DK/REF

DECS2A. At what age do you first recall seriously planning what you were going to do after high school?

RECORD AGE

- 22 Haven't thought about
- 99 DK/REF

DECS2B. At what age do you first recall seriously talking to a parent or guardian about your plans after high school?

RECORD AGE

- 22 Haven't thought about
- 99 DK/REF

IF QEDU3>5 OR QEDU2>6, ASK DECS3A [IF RESPONDENT HAS GRADUATED HIGH SCHOOL]

DECS3A. Think about what you actually did after high school. How old were you when that decision was made?

RECORD AGE

- 99 DK/REF

APPENDIX B

IF QEDU3<6 OR QEDU2<7, ASK DECS6C [IF RESPONDENT HAS NOT GRADUATED HIGH SCHOOL]

DECS3B. Do you believe that the final decision has been made about what you are going to do after high school?

- 1 Yes
- 2 No
- 99 DK/REF

IF DECS3B=1, ASK DECS3C [IF RESPONDENT SAYS THEY HAVE MADE THEIR FINAL DECISION]

DECS3C. How old were you when this decision was made?

- RECORD AGE
- 99 DK/REF

IF DECS3B=2, ASK DECS3D [IF RESPONDENT SAYS THEY HAVE NOT MADE THEIR FINAL DECISION]

DECS3D. How old do you think you will be when this decision is made?

- RECORD AGE
- 99 DK/REF

IF QEDU3>5 OR QEDU2>6 OR DECS3B=1, ASK DECS4A [IF RESPONDENT GRADUATED FROM HIGH SCHOOL OR MADE FINAL DECISION AFTER HIGH SCHOOL]

DECS4A. How many times did you change your mind before this decision was made?

- 1 0
- 2 1-2
- 3 3-4
- 4 5 or more
- 99 DK/REF

APPENDIX B

GOALS AND CHALLENGES

12 QUESTION POINTS, 4 MINUTES

GOAL2. I am going to read you some general statements about goals and challenges. Please tell me whether you agree or disagree with each statement. The [FIRST/NEXT] is [RANDOMIZE AND READ A-L]. Do you agree or disagree with that statement. And is that strongly or somewhat?

- 1 Strongly Agree
- 2 Somewhat Agree
- 3 Neither Agree or Disagree [DO NOT READ]
- 4 Somewhat Disagree
- 5 Strongly Disagree
- 99 DK/REF

- A. I will be able to achieve most of the goals that I have set for myself.
- B. In general, I think that I can obtain the outcomes that are important to me.
- C. I will be able to successfully overcome many challenges.
- D. I am confident that I can perform effectively on many different tasks.
- E. Compared to other people, I can do most tasks very well.
- F. Even when things are tough, I can perform quite well.
- G. If a goal is important to me, I will pursue it even it may make other people uncomfortable.
- H. The possibility of being rejected by others for standing up for my rights would not stop me.
- I. I set my own standards and goals for myself rather than accepting those of other people.
- J. If I think I am right about something, I feel comfortable expressing myself even if others don't like it.
- K. It is more important to meet your own objectives on a task than to meet another person's objectives.
- L. When I achieve a goal I get more satisfaction from reaching the goal than from any praise I might get.

Goal3. I am going to read you some general statements about competition. Please tell me whether you agree or disagree with each statement. The [FIRST/NEXT] is [RANDOMIZE AND READ A-J]. Do you agree or disagree with that statement. And is that strongly or somewhat?

- 1 Strongly Agree
- 2 Somewhat Agree
- 3 Neither Agree or Disagree [DO NOT READ]
- 4 Somewhat Disagree
- 5 Strongly Disagree
- 99 DK/REF

- A. In general, I compete with others even if they are not competing with me.
- B. Sometimes I view a challenge as an opportunity to prove that I am superior to others.
- C. In general, everyone is competing with each other whether they admit it or not.
- D. I can't stand to lose an argument.
- E. Competition inspires me to excel.
- F. I hope that others will not do better than myself on tests at school.
- G. I could care less about winning an argument so long as we agree in the end.
- H. Success in competition does not make me feel superior to others.
- I. I sometimes resent others who perform better than I do.
- J. I believe cooperation fosters better performance than competition.

APPENDIX B

DEMOGRAPHICS

4.8 QUESTION POINTS, 1.6 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

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/GIRLFRIED - 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

[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]

[RECORD STREET ADDRESS]
[RECORD ZIP CODE]
DK/REF

APPENDIX B

[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. Do you know your ZIP plus four? [9-digit ZIP code is preferred]

[RECORD STREET ADDRESS]

[RECORD STATE]

[RECORD CITY]

[RECORD ZIP CODE]

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.

REPORT DOCUMENTATION PAGE

Form Approved
OMB No. 0704-0188

Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the burden, to Washington Headquarters Services, Directorate for Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302, and to the Office of Management and Budget, Paperwork Reduction Project (0704-0188), Washington, DC 20503.

1. AGENCY USE ONLY (Leave blank)		2. REPORT DATE April 2002	3. REPORT TYPE AND DATES COVERED Final	
4. TITLE AND SUBTITLE Youth Attitudes Toward the Military: Poll Two			5. FUNDING NUMBERS GS-23F-9819H	
6. AUTHOR (S) Khalid A Sattar, Mary E. Strackbein, James A. Hoskins, Barbara J. George, Anita R. Lancaster, & Sean M. Marsh				
7. PERFORMING ORGANIZATION NAMES (S) AND ADDRESS (ES) Wirthlin Worldwide 1920 Association Drive, Suite 500 Reston, VA 20191			8. PERFORMING ORGANIZATION REPORT NUMBER	
9. SPONSORING/MONITORING AGENCY NAMES(S) AND ADDRESS(ES) Defense Manpower Data Center 1600 Wilson Blvd., Suite 400 Arlington, VA 22209			10. SPONSORING/MONITORING AGENCY REPORT NUMBER DMDC Report No. 2002-028	
11. SUPPLEMENTARY NOTES				
12a. DISTRIBUTION/AVAILABILITY STATEMENT Open Release			12b. DISTRIBUTION CODE Unlimited Distribution	
13. ABSTRACT (Maximum 200 words) This report presents the results of the second youth poll in a series that looked at propensity, employment status, education status, impressions of the military, optimism and goal attainment, influencers and the decision-making process, and opinions about competition and cooperation. Computer assisted telephone interviews (CATI) were conducted with 2,022 youth ages 15–21. When preparing for a career, over half of all youth (55%) indicated they would make this decision with their <i>parents</i> , and one-third (33%) of youth would make the decision <i>themselves</i> . Youth ages 15 to 19 were more likely to make this decision with their <i>parents or guardians</i> , while, in general, youth ages 20 and 21 were more likely to make this decision <i>themselves</i> . Overall, statements that stressed the positives of competition received higher agreement scores. The vast majority of youth believed cooperation fosters better performance than competition (90%) and competition inspires them to excel (83%).				
14. SUBJECT TERMS military advertising, postsecondary decision-making, post high school options, military recruiting, market research			15. NUMBER OF PAGES 99	
			16. PRICE CODE	
17. SECURITY CLASSIFICATION OF REPORT Unclassified	18. SECURITY CLASSIFICATION OF THIS PAGE Unclassified	19. SECURITY CLASSIFICATION OF ABSTRACT Unclassified	20. LIMITATION OF ABSTRACT SAR	