

Adult Attitudes Toward the Military Poll One



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Adult Attitudes Toward the Military: Poll One

Amie K. Wang
Wirthlin Worldwide

James A. Hoskins
Wirthlin Worldwide

Mary E. Strackbein
Wirthlin Worldwide

Anne K. Rzeszut
Wirthlin Worldwide

Anita R. Lancaster
Defense Manpower Data Center

Barbara J. George
Defense Manpower Data Center

Sean M. Marsh
Defense Manpower Data Center

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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 polls conducted with adult Americans to collect timely information on their attitudes about the military, knowledge of the military and advice they give to youth about options after high school. 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:

- The **Executive Summary** contains an overview of the background of the study and presents key findings from the *Adult Attitudes Toward the Military: Poll One*.
- 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.
- Research findings are reviewed in the **Detailed Findings** section.
- **Appendix A** includes specifics on the sample design and implementation information.
- **Appendix B** includes the *Adult Attitudes Toward the Military: Poll One* (Adult Poll 1) interview questionnaire.

2. EXECUTIVE SUMMARY

The Department of Defense (DoD) uses market research to adapt advertising content and focus recruiting strategies. DoD market researchers have been collecting information on youth attitudes toward military service since 1975. Unlike the youth population; however, little information has been collected on adult attitudes toward the military and military service. This research effort is the first of a series of polls to assess attitudes of the adult population. The poll asked adults questions on what advice they give to youth on options after high school, who they advise, and what they know about the military.

The Adult Poll 1 sample was divided into two segments of the adult market. A shortened survey was conducted among 22- to 27-year-old adults. They were asked their propensity to join the military and whether or not an incentive like educational loan forgiveness would affect their likelihood to join the military. The adults ages 28 and older (n=1,108) were asked their impressions of the military, their likelihood of recommending military service and if they actually gave advice to youth. In this report, any reference to adults or the adult public applies to results for the 28 and older segment and carries a ± 2.9 margin of error at the 95% confidence level. The smaller sample size for younger adults, 22 to 27 year olds (n=143), was insufficient to meet this standard and these younger adults were treated as a separate analytical subgroup.

Interviews were conducted via computer-assisted telephone interviews (CATI) during the period of May 16-26, 2001. Data were weighted by age, race/ethnicity and education to the May 2001 Current Population Survey.¹

Impressions of the Military

Overall, adults held a positive view of the military in May 2001. Adults were provided a list of institutions/organizations and were asked whether the organizations were going in the right direction or had seriously gotten off on the wrong track. Second only to the American Red Cross, fully three out of four adults (73%) believed that the military was headed in the right direction and most adults (78%) volunteered positive responses when asked about their top-of-mind impressions of the military.

Adults also held positive views of those who join the military and those who have chosen to stay in the military as a career. When asked to convey the images and feelings they had about the military, those who join, and career service members, the most mentioned positives included *guarding our country*, *respect* and *dedicated/loyal/committed*, respectively. Conversely, the highest mentioned negative responses, although slight, included *underpaid/underfunded* (general military), *new recruits aren't as good* (those who join) and *foolish* (career service members).

To gauge adults' views of the military's strengths and weaknesses, they were presented with 21 characteristics relating to the military. They were asked to rate aspects of the military's

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

performance on a 10-point scale, where 1 meant *does not describe at all* and 10 meant *describes perfectly*, including:

Offers educational and training opportunities
Keeps the country from being attacked
Keeps the country protected and safe
Is prepared to defend the country
Has up-to-date technology
Provides a job/occupation that is honorable
Protects freedom and peace through strength
Keeps the US strong
Makes you feel safe
Deserves your trust
Offers good benefits for military members
Has well-qualified military leaders
Has well-qualified personnel

Provides a job/occupation that is held in high esteem
Gives you a better quality of life
Develops a well-prepared work force for corporate America
Minimizes your stress and worry
Avoids problems and conflicts with other countries
Free of racial/ethnic harassment and discrimination
Offers good pay
Free of sexual harassment and discrimination

While most statements ranked within the top third of the performance scale, adults believed that *offers educational and training opportunities*, *keeps the country safe and protected*, *keeps the country from being attacked*, *is prepared to defend the country*, and *has up-to-date technology* best described the military. Conversely, adults did not feel that the military performed as well in areas of *provides an environment free of racial/ethnic and sexual harassment and discrimination*, *avoids problems and conflicts with other countries*, and *offers good pay*.

Other findings were:

- Those ages 55 and older were more likely to rate the military higher than those ages 36-54 on issues related to *trust* and *freedom from harassment and discrimination*.
- Adults from households with a lower annual income gave the military higher ratings on *has up-to-date technology* and benefits compared to those in the higher income ranges.
- Adults with less than a college degree versus those with higher education and those with children compared to those without children were more likely to have said that the military was aptly described by all the characteristics.
- Adults who had never served in the military were more likely than those who had served in the military to identify *keeps the country from being attacked*, *has well-qualified military leaders*, and *provides a job/occupation that is held in high esteem* as military strengths. Conversely, those with military experience had a greater likelihood than those who had never served to view the military as being *free from sexual harassment and discrimination*.

Advice About the Military

Adults were asked whether they had given advice to youth about options after high school. About half (53%) of adults responded they had been *very often*, *somewhat often* or *occasionally* asked to provide counsel to youth about options after high school. Adults were most likely to recommend further

education than entering the military or getting a full-time job after high school. Ninety-one percent (91%) recommended continuing education at a 4-year college, 84% recommended attending a trade school, 65% suggested joining military service and 56% recommended getting a full-time job. One-third (35%) of adults indicated they would be unlikely to recommend getting a full-time job after high school, compared to 22% who indicated they would be unlikely to recommend joining the military. Although adults were less likely to recommend joining the military compared to pursuit of further education, adults did support youth joining the National Guard or Reserves while attending school or while working.

One-third (32%) of adults reported having given advice about the military. Of those who had given advice, most had given it to students (67%) or friends (62%), as opposed to immediate family members—son 29%, daughter 18%, brother/sister 8%. In addition, adults' advice about the military was overwhelmingly positive, (e.g., 86%-97% of those giving advice indicated their advice was positive). While positive, adults were slightly less likely to give as much positive advice about the military to their immediate family – sons and daughters – as they would to other youth.

When asked how the current situation with the US plane in China affected their likelihood to recommend service, 40% reported being *more likely* to recommend military service. Nearly one-third (29%) of American adults admitted being *less likely* to recommend the military as an option for youth after high school and another third (30%) said that it *did not change the likelihood* of their recommending the military to youth.

Knowledge of the Military

When asked to rate their level of knowledge of the military, a majority of adults reported having little to moderate knowledge of the military. On a scale of 1 to 5, where 1 meant *not at all knowledgeable* and 5 meant *extremely knowledgeable*, the mean score for adults was 3.2.

Employment and Pay

Half (51%) of adults thought it was *somewhat/extremely difficult* to get a full-time job after high school, while 49% thought that was *somewhat/extremely easy*. Women were more likely than men to have this perception. This finding might help explain adults' lower likelihood to recommend getting a full-time job after high school.

Most adults (46%) thought that individuals were just as likely to have good paying jobs in the military as in the civilian sector. One-third (31%) of adults thought that a civilian job would provide better pay while 19% indicated military personnel were more likely to have a good paying job.

Adults who had children 27 years and younger also reported their children would need financial assistance beyond what they would provide should their children opt to continue their education after graduating from high school.

Younger Adult Survey²

Younger adults, ages 22-27, were polled to gain insight into their propensity, education, employment and future plans. About three-quarters reported they were employed and worked an average of 46.2 hours per week. About one-fifth (18%) indicated they were enrolled full-time as a student.

Both adults in school and those working full-time were asked about their likelihood to join the military. In both groups, few young adults expressed propensity to join the military.

Approximately one-third (n=41) of younger adults reported having school debt. When asked *if the military agreed to pay off your school debt, how likely is it that you would serve in the military in the next few years*, 19 indicated *definitely not*, 12 said *probably not* and 9 said *probably*. Over 20% of 22-27 year olds with educational debts expressed propensity to join the military in exchange for loan forgiveness.

² Due to the small sample size, findings cannot be attributed to the 22-27 year old population at large. Data should be used for directional purposes only.

3. BACKGROUND INFORMATION

The Military Services must attract bright, task focused young men and women to handle the growing complexity of military systems and operations. Efforts to recruit these young people are challenged by a variety of ever-changing factors, including the economy and U.S. and global current events. In addition, more high school graduates are enrolling in college than in the past, and high school graduates in the non-college market have found ample opportunities for civilian training and job placement.

To overcome the challenges to recruiting, the Department of Defense uses advertising as a major element in its recruitment marketing strategy. The primary objectives of advertising are:

- Establish and sustain an accurate and positive image of the military, in general;
- Impart information and knowledge of benefits and opportunities offered by specific Military Services; and
- Generate Service-specific leads for recruiters to pursue.

To assure the cost-effective use of resources, the Secretary of Defense initiated a comprehensive evaluation of the Department's recruitment advertising programs in 1999³. A team of advertising consultants reviewed components of the recruitment-advertising program – market research, creative approaches, media tactics, contract management and program oversight. The Advertising Review Group made the following recommendations for the Joint Recruiting Advertising Program (JRAP) and the Joint Market Research Program (JMRP):

- There is a need to conduct extensive research to understand what motivates America's youth and how the military matches the expectations of the nation's young people.
- JRAP needs to develop a communication strategy for corporate branding that will help provide clear and reinforcing communications of both individual Service branches and corporate brand visions.
- The DoD has little knowledge of its primary markets (youth [prospects and pre-prospects]), adult influencers of youth and the American public). Because the DoD is the largest employer of enlistment age youth, it must increase and leverage its knowledge base of this target.
- The review was also critical of the Youth Attitude Tracking Study (YATS), the Department's historical research tool for understanding youth propensity toward the military; they recommended DoD examine other methods of collecting market data rather than a once-a-year, large-scale survey of youth.

This study was a direct response to DoD's advertising study, which recommended expanding knowledge of the adult market. The study recommended that the Department initiate influencer (adult) "quick polling" or tracking capabilities that would:

- Provide more frequent input to the decision process;
- Give fast turnaround of results and data availability to users;

³. Bozel/Eskew, Murphy, Pintauk, Gautier, & Hudome. (2002). *A report on the Armed Services recruitment advertising*. Santa Monica, CA: RAND.

- Generate new and creative data to support advertising objectives – both message development and targeting potential; and
- Respond to policy issues that senior leaders may have.

4. RESEARCH METHODOLOGY

From May 16-26, 2001, computer-assisted telephone interviews (CATI) were conducted with 1,108 American adults, ages 28 and older. An additional 143 adults, ages 22 to 27, were interviewed during the same period. The interviews averaged 21 minutes in length. The final data for adults ages 28 and older were weighted by age, race/ethnicity and education as reflected in the May 2001 Current Population Survey.

Random digit dialing methodology was used for this poll to ensure that every working telephone number had an equal chance of being selected. A more detailed description of the sampling methodology can be found in Appendix A.

Adults (ages 28 and older) were asked questions on:

- Perceptions of the military and military personnel;
- Knowledge of the military;
- Attitudes toward giving advice about options after high school;
- Amount and type of advice they give to high school ages youth; and
- Demographics such as race/ethnicity, income, education and occupation.

Younger Adults were treated as a separate analytical subgroup from the adult public (adults ages 28 and older) and were asked different questions. For this younger audience, the following topics were explored:

- Propensity to enter the military;
- Employment status;
- Education status; and
- Attitudes toward a military loan forgiveness program.

Because of the speed at which polls are conducted and the rate at which surveys are completed, it is often necessary to set quotas, or the minimum number of completed surveys, for demographic subgroups to ensure a representative sample is obtained. Therefore, soft quotas or *a target for the minimum number of surveys to be completed* were established by gender, race/ethnicity, and geographic region.

5. DETAILED FINDINGS

Demographic Profile of Respondents

Detailed information on sample design and weighting can be found in Appendix A. Forty-eight percent of the weighted sample was the education category *high school or less*. Eleven percent of the sample was *Hispanic*, 73 percent *Non-Hispanic White*, and 11 percent *Non-Hispanic African-American*. The gender ratio collected was roughly equal, with 49% men and 51% women. Additional demographics of the sample population are detailed below.

Children Status

Nearly eight out of ten (78%) adults reported having children. On average, adults reported having 2.6 children [Table 1]. Slightly less than two-thirds (63%) said they had children 27 years and younger in the household.

Table 1

Children Status	
Number of Children	Weighted %
1	21%
2	35%
3	25%
4+	19%

Armed Forces Status

Roughly one-fifth (21%) of adults were or had previously served in the military – two percent (2%) currently and 19% previously. Of those with military experience, the majority were affiliated with the active duty military (85%), 13% with the Reserves and 12% with the National Guard. Over three-quarters (79%) of adults indicated that someone in their immediate family, including parents, children, siblings, grandparents and in-laws, was currently serving or had previously served in the Armed Forces. Similarly, three-quarters (77%) of adults indicated they knew someone in their extended family (cousins, aunts, uncles, nieces and nephews) who was currently serving or had previously served in the military.

Youth-Related Employment

One-fifth (22%) of adults reported playing a role in their community as a youth leader [Table 2]. Three percent reported being employed in a high school or community college as a teacher, guidance counselor or administrator [Table 2].

Table 2

Youth-related Employment	
Youth Leader	Weighted %
Youth leader (net)	22%
Youth sports coach	5%
Employer of people under 21	5%
Member of the clergy	3%
Scout leader	3%
Church layperson	2%
Other	5%
Teacher/Counselor/Administrator	Weighted %
High school	1%
Community college	2%

Impressions of the Military

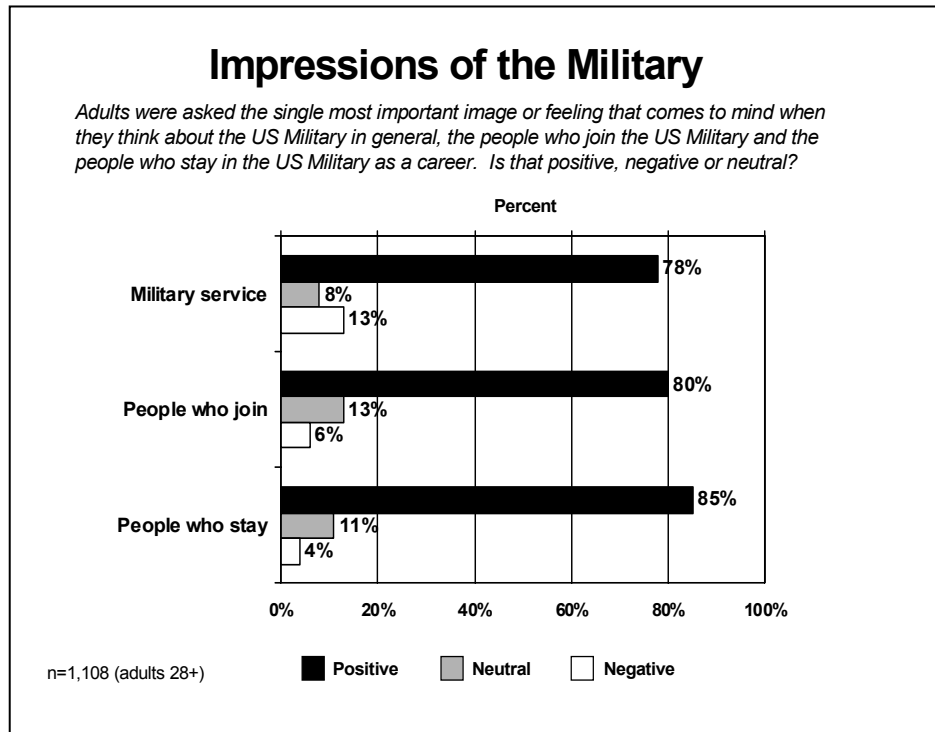
Adults were asked a series questions to explore their top-of-mind impressions of the military.

- 1. Do you believe the following institutions or organizations are headed in the right direction or have gotten seriously off on the wrong track?*
- 2. What is the single most important image or feeling that comes to mind when you think about the U.S. Military in general, the people who join the U.S. Military and the people who stay in the U.S. Military as a career? Is that positive, negative or neutral to you?*
- 3. How well do the following statements describe the U.S. Military?*

Top-of-Mind Impressions of the Military

When asked to provide their top-of-mind impression of various aspects of military service, adults were significantly more likely to volunteer a positive response than a neutral or negative one. Those serving a career in the military (85%) received the most positive mentions, followed closely by mentions of those who join (80%) and the military in general (78%) [Figure 1].

Figure 1



Distinct positive and negative themes emerged for each category [Table 3 and Table 4]. Specifically, positive themes that were identified with the military in general were *guard our country* (36%) and *pride* (11%). Positive impressions of those who join were *respect* (14%), *patriotic* (11%) and *brave/courageous* (8%). Positive images related to those who stay in the military as a career were *dedicated/loyal/committed* (20%) and *honor/respect* (9%).

When respondents offered negative impressions of the military in general, they mentioned *underpaid/underfunded* (11%) and *low quality/military is in decline* (9%). Negative images of those who join the military dealt with *new recruits aren't as good* (17%), *unemployed* (11%), *uneducated* (11%) and *low quality/military is in decline* (10%). Sixteen percent (16%) of those who offered negative impressions described those who stay in the military with words like *foolish*.

Table 3 shows in more detail the most frequently mentioned positive ideas and Table 4 outlines adults' negative impressions of the military.

Table 3

Positive Impressions of the Military			
	General % of 868	Those Who Join % of 884	Those Who Stay % of 936
Guard our country	36		
Pride	11		
Strong military/tough	8		
Patriotism	5		
Respect		14	
Patriotic		11	
Brave/courageous		8	
Serving the country		7	
Pride		7	
Dedicated to duty/devoted		6	
Protection/security		5	
Educational opportunities		5	
Dedicated/loyal/committed			20
Honor/respect			9
They defend us/protect our country			7
They found a career that fits them/they enjoy			6

Table 4

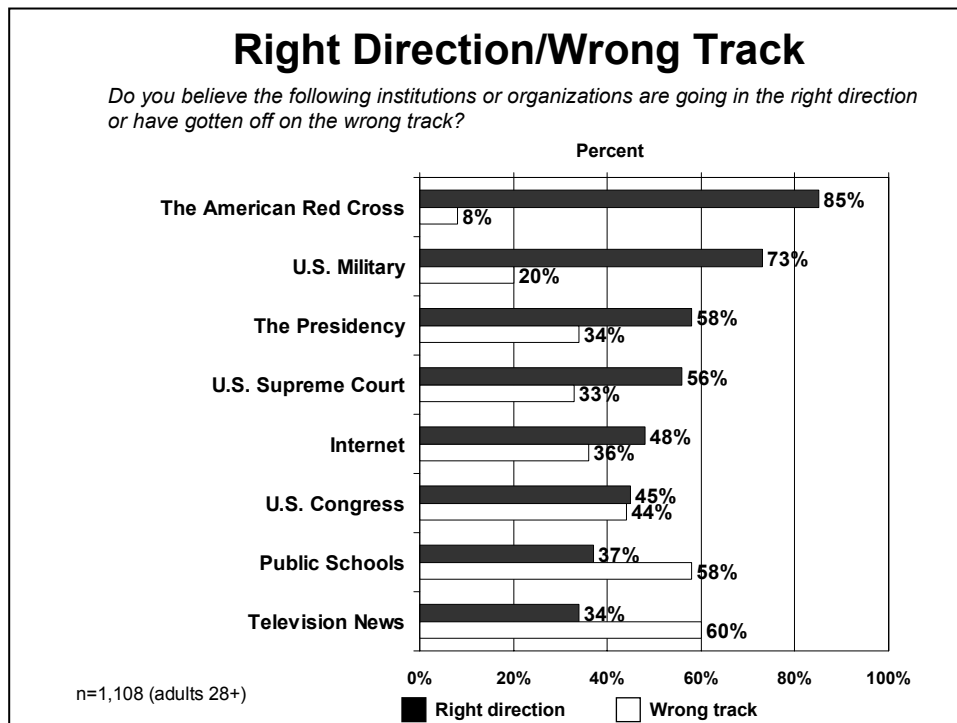
Negative Impressions of the Military			
	General % of 143	Those Who Join % of 63	Those Who Stay % of 48
Underpaid/underfunded	11		
Low quality/military is in decline	9		
Waste of money	6		
Combat	6		
Needs to be strengthened	6		
New recruits aren't as good		17	
Unemployed		11	
Uneducated		11	
Low quality/military is in decline		10	
Looking for direction		4	
Foolish			16
Not beneficial			8
Can't receive decent pay/work after military			8
Low pay			5
I'm sorry for them			6
Selfish			4

Right Direction/Wrong Track

In May 2001, adults had an optimistic view of the U.S. Military, second only to the American Red Cross. In the poll, adults were presented with a list of institutions and organizations and asked whether the organization was headed in the right direction or had seriously gotten off on the wrong track. Figure 2 shows three-quarters (73%) of adults said the military was headed in the right direction. The American Red Cross topped the list with 85% right direction support. More than half of adults thought the Presidency (58%) and the U.S. Supreme Court (56%) were headed in the right direction, followed by the Internet and U. S. Congress, at 48% and 45%, respectively.

Public Schools and Television News were the two institutions toward which adults were more pessimistic, with (58% and 60%, respectively), indicating they were seriously off on the wrong track.

Figure 2

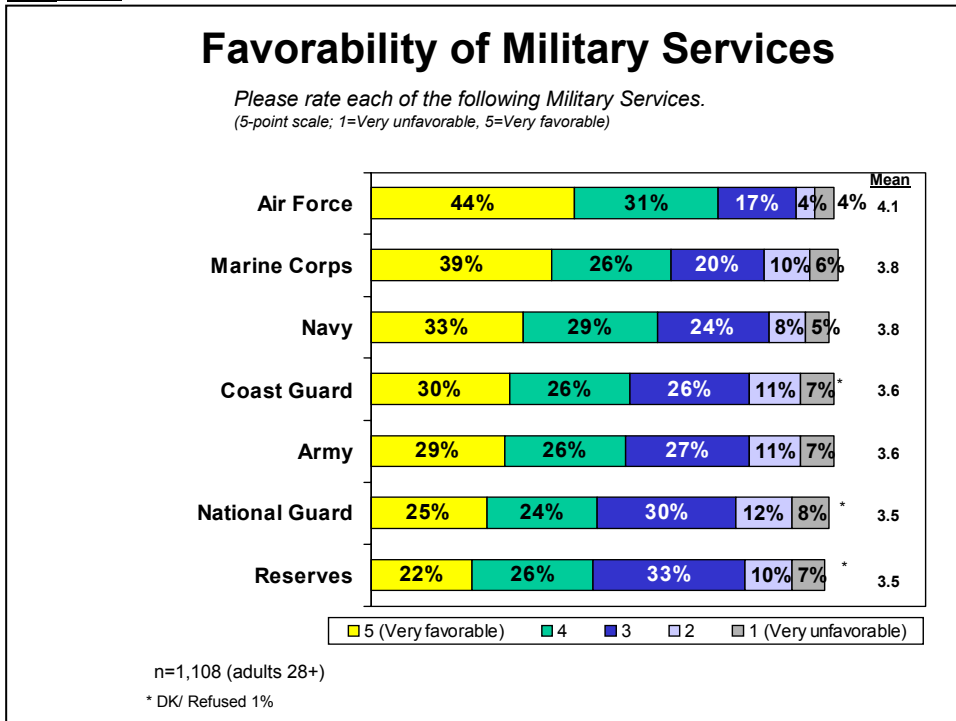


Adults with children were more likely than those without children to perceive the military as heading in the right direction. Additionally, adults in the middle age range (36-54 years old) were more likely than those aged 55+ to view the military as having gotten off on the wrong track.

Favorability Toward the Military

Adults were also asked to rate each of the Military Services. Of all the Services, the Air Force was given the most favorable rating (44% very favorable), followed by the Marine Corps (39% very favorable) and the Navy (33% very favorable). Nearly 30 percent of adults rated both the Army and Coast Guard very favorable. The National Guard and Reserves were rated somewhat lower, 25% and 22% very favorable, respectively [Figure 3].

Figure 3

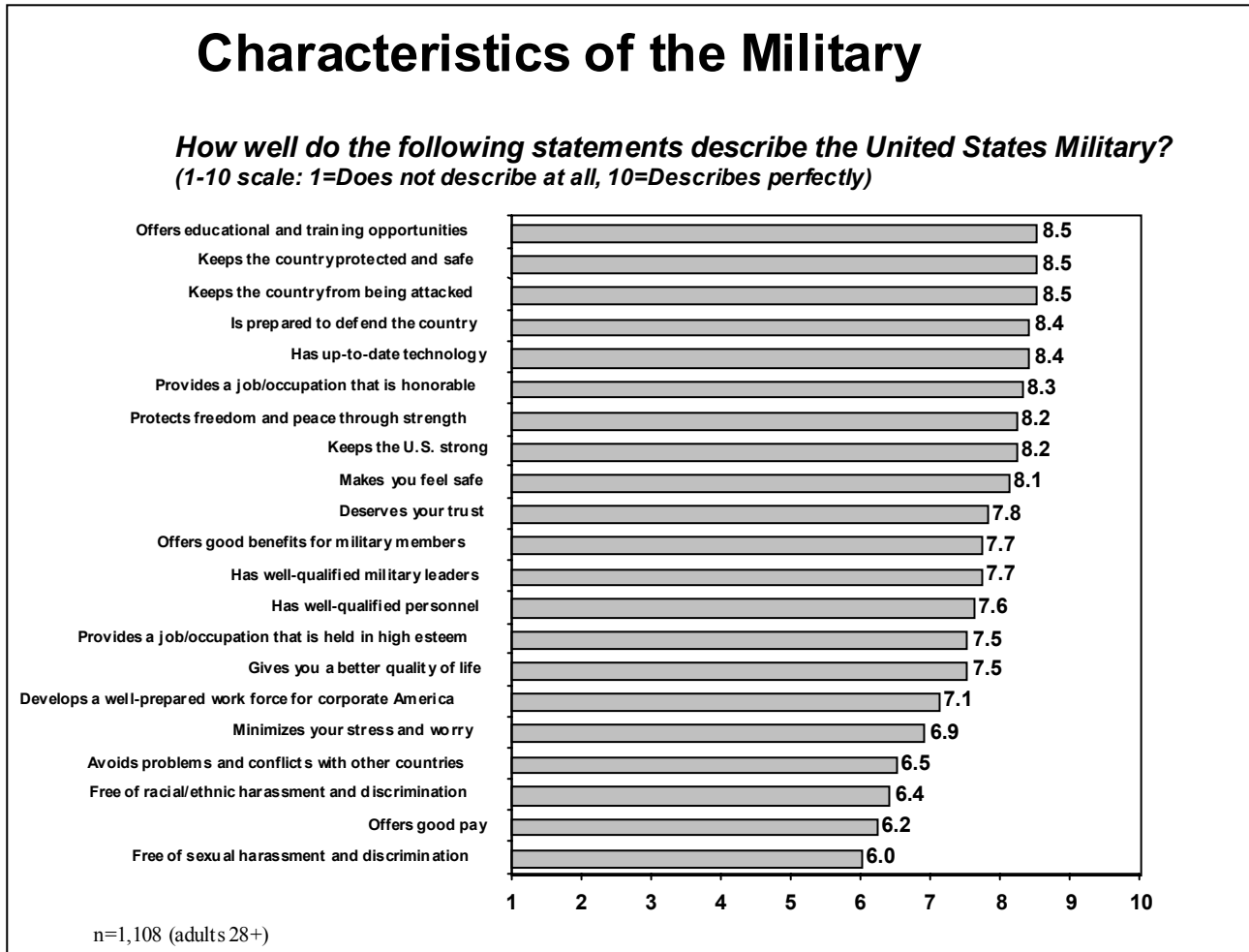


Adults who had never been in the military were more favorable toward the National Guard and the Reserves than adults who had military experience. Women were more favorable than men toward the National Guard and Reserves. Generally, adults with lower education favored service in the military more than those with a higher education.

Characteristics of the Military

Adults were presented with 21 characteristics relating to the military to gauge the general population’s view of military strengths and weaknesses. They were asked to rate how well each of these statements described the military on a 10-point scale, where 1 represented *does not describe at all* and 10 indicated that the statement *perfectly describes* the military [Figure 4].

Figure 4



Not surprisingly, those characteristics that best described the military related to national security, employment, and educational and training opportunities. The characteristics that adults said best described the military included *offers educational and training opportunities* (8.5), *keeps the country from being attacked* (8.5), *keeps the country protected and safe* (8.5), *is prepared to defend the country* (8.4), *has up-to-date technology* (8.4) and *provides a job/occupation that is honorable* (8.3).

In this poll, the adult population rated the military lowest on non-discrimination and equal opportunity employment: *free of sexual harassment and discrimination* (6.0), *free of racial/ethnic harassment and discrimination* (6.4), *offers good pay* (6.2) and *avoids problems and conflicts with other countries* (6.5).

Other findings were:

- Those aged 55 and older were more likely to rate the military higher than those ages 36-54 on issues related to *trust* and *freedom from harassment and discrimination*.
- Adults from households with a lower annual income gave the military higher ratings on *up-to-date technology* and benefits compared to those in the higher income ranges.
- Adults with less than a college degree (versus those with higher education) and those with children (compared to those without children) were more likely to assign a higher value on the scale to all the characteristics.
- Adults who had never served in the military were more likely than those who had served in the military to identify *keeps the country from being attacked*, *has well-qualified military leaders*, and *provides a job/occupation that is held in high esteem* as military strengths. Conversely, those with military experience had a greater likelihood than those who had never served to view the military as being *free from sexual harassment and discrimination*.

Advice About Options After High School

A series of questions was designed to explore adults' advice to youth on options after high school.

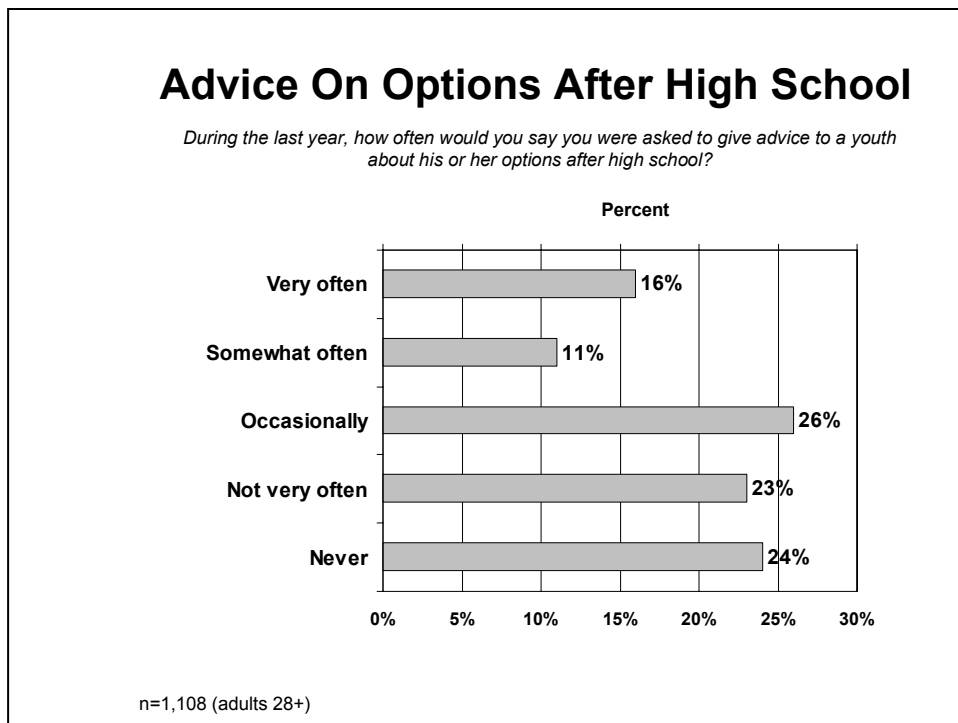
1. *During the last year, how often would you say you were asked to give advice to a youth about his or her options after high school?*
2. *Suppose a youth came to you for advice about what to do after high school. How likely is it that you would encourage him or her to attend a 4-year college or university, attend a trade, technical, vocational or community college, join a military service, or get a full-time job?*
3. *How likely are you to encourage youth to join the National Guard or Reserves?*
4. *In the past year, have you given advice about military service? If yes, to whom? Was that positive or negative advice?*

About half of American adults indicated they gave some advice in the last year to youth about what to do after high school. When advice was provided, adults were most likely to recommend continuing education and less likely to recommend joining the military. Most adults who provided advice on joining the military were positive.

Frequency of Advice

Approximately one-quarter of the adult population (27%) said they were asked either *very often* or *somewhat often* to give youth advice about options after high school in the year prior to the poll. Another quarter of the adult audience were *occasionally* asked to give advice while half reported they were not asked to provide advice to youth about post-high school opportunities in the last year (23% *not very often*, 24% *never*) [Figure 5].

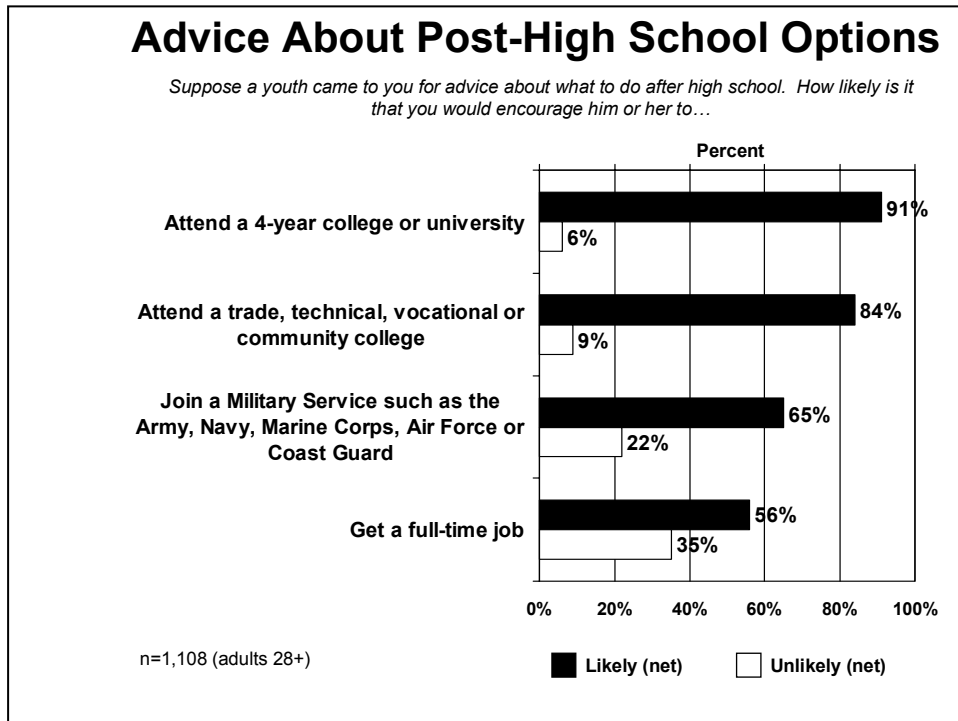
Figure 5



Advice About Four Post-High School Options

When asked what they would most likely recommend to a youth graduating from high school, a greater proportion of adults mentioned further education – attending a 4-year college or university (91%) or a trade, technical, vocational or community college (84%), followed by joining a Military Service (65%), or getting a full-time job (56%) [Figure 6].

Figure 6

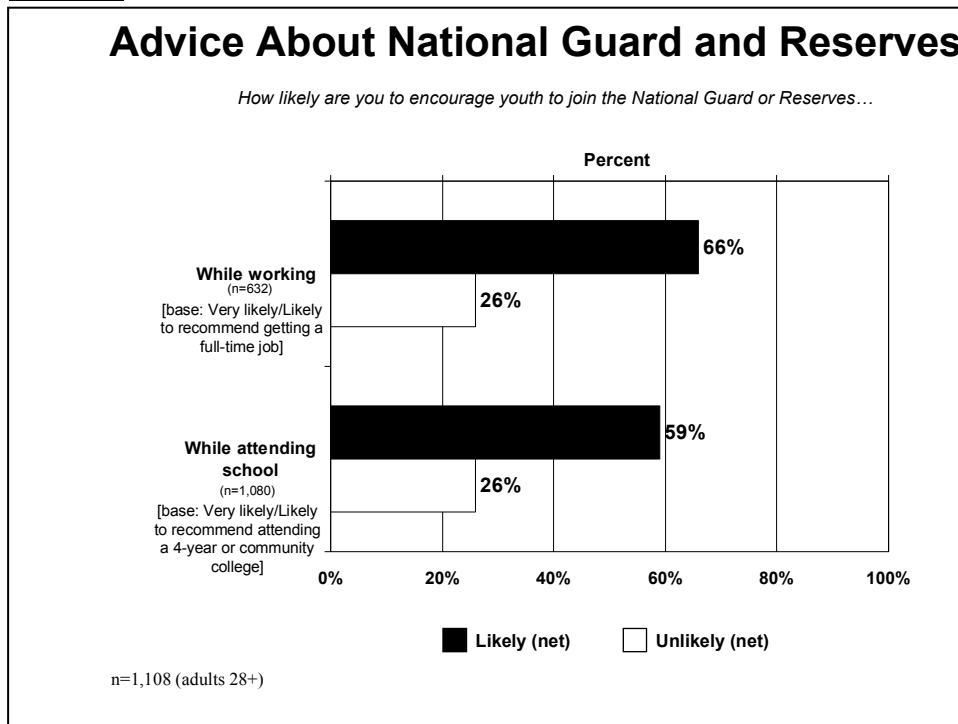


Closer inspection of the data indicates that the likelihood to encourage youth to participate in non-4-year college career options, such as the military, was inversely proportional to adults' income and the age of their children. Adults from households with higher levels of income or who had children under age 27 were less likely to encourage youth to join the military, get a full-time job, or attend a community after high school. Not surprisingly, those who had never had any military experience were more likely to encourage a non-military career path such as attending a 4-year college. Although those with military experience also recommended attending college, they were more likely than those without a military background to recommend joining the military or getting a full-time job.

Advice About the National Guard and Reserves

Although adults were less likely to recommend joining the military compared to other options available to youth after high school, adults did support youth joining the National Guard or Reserves while attending school or working after high school. Two-thirds of those who recommended getting a full-time job after high school were also likely to recommend joining the National Guard or Reserves while working. Nearly six out of 10 adults that would encourage high school students to pursue a college degree indicated they would also encourage youth to join the National Guard or Reserves while going to school [Figure 7].

Figure 7



Those with less education (some college experience or less) and those with military experience, (in relation to those with at least a college degree and those without military experience,) were more likely to suggest joining the National Guard or Reserves while attending school or working. Adults with lower incomes, compared to those with higher incomes, had a greater tendency to suggest joining the National Guard or Reserves while attending school.

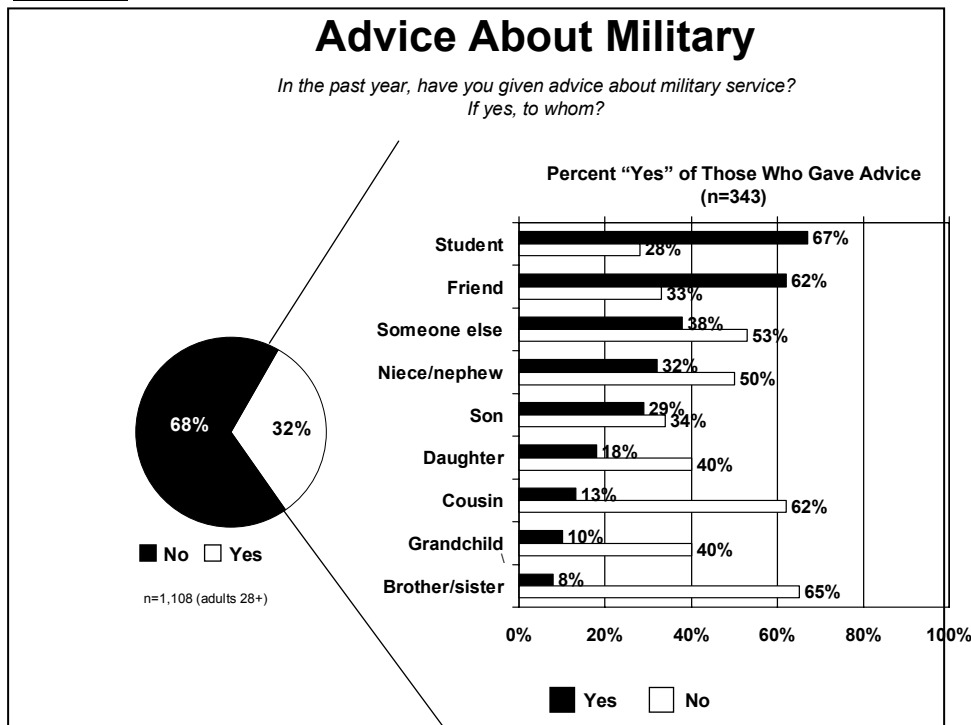
Advice About Military Service

Almost one-third of adults (32%) said that they had given advice about military service in the past year. Of those who had given advice, most gave it to students (67%) or friends (62%), but significantly fewer to brothers or sisters (8%), grandchildren (10%), cousins (13%), daughters (18%) or sons (29%). Clearly,

adults were less likely to have given advice about military service to more immediate family members and were more likely to giving advice about the military to other youth.

It is important to note that *not applicable* was a response option for this question, allowing adults who did not have any of the applicable family members to answer the question. The possibility exists that respondents may have answered ‘no’ (“No, I did not give advice about military service to my son”) in cases where they should have responded ‘not applicable’ (“I do not have a son”). Subsequently, the percentage of those saying that they had not given advice about the military may be inflated. In addition, the authors hypothesize that adults most likely know many more youth than are in their family. Thus, they would be more likely to provide advice to non-family youth.

Figure 8

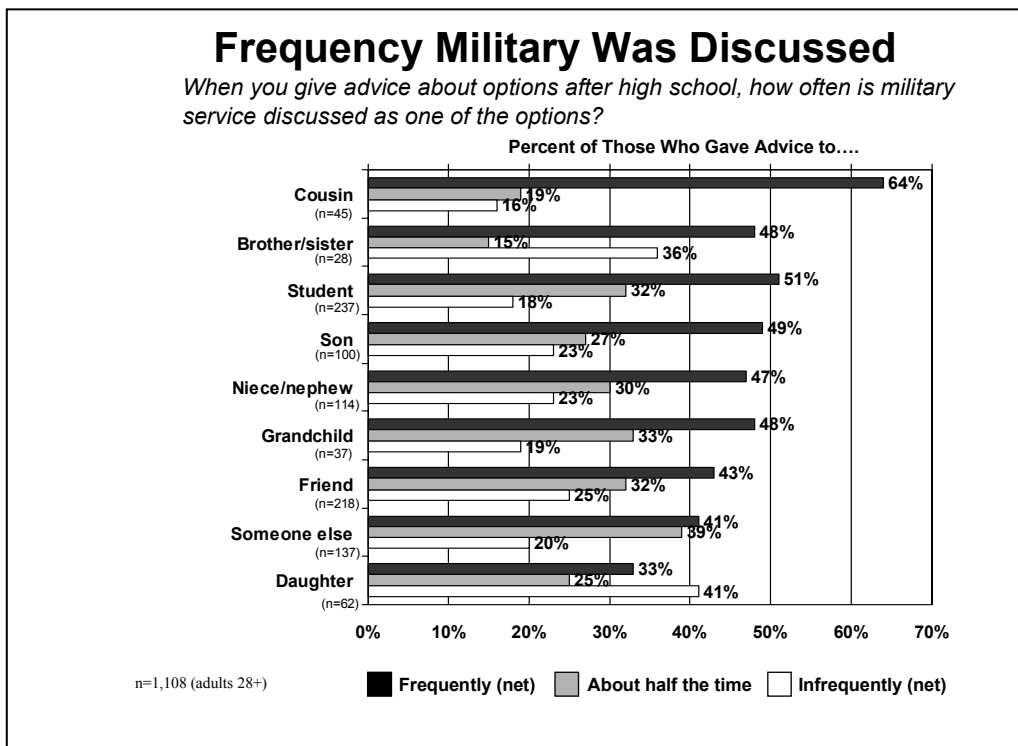


Adults more likely to have given advice about military service in the past year were:

- men compared to women;
- those ages 28-54 compared to those 55 and older;
- adults with at least some college education, relative to those with high school education or less;
- those with military experience compared to those without; and
- those with incomes between \$40,000 and \$80,000 were more likely to have given military advice than those earning less.

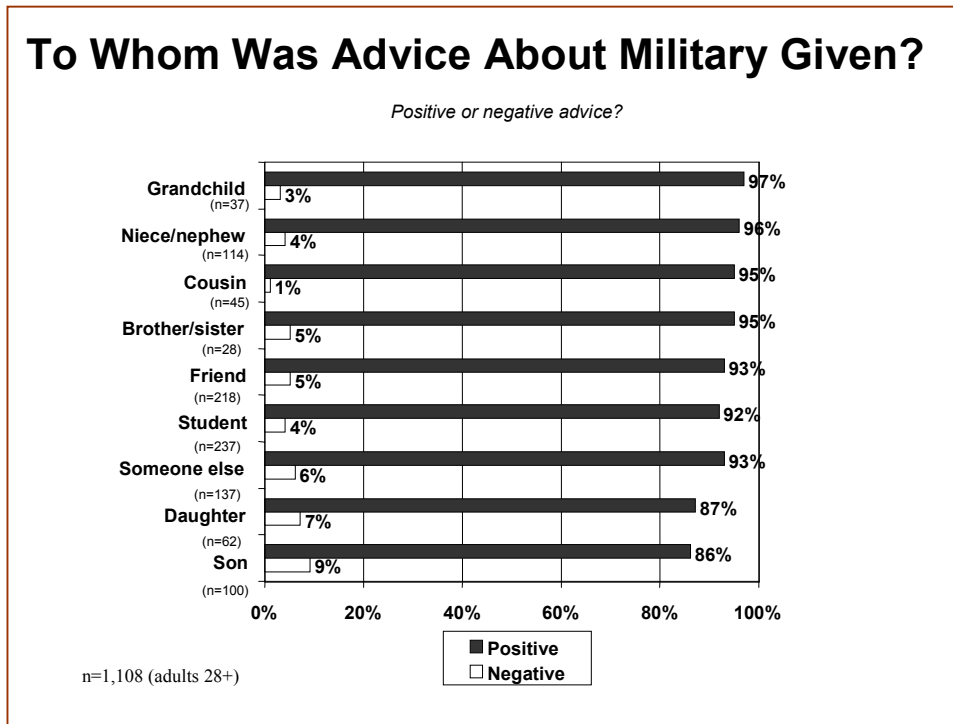
Overall, military advice was discussed more frequently than not as an option after high school [Figure 9]. Among those who gave advice about options after high school to specific individuals, over half reported frequently giving advice about the military to cousins (64%), brothers or sisters (48%), students (51%) and sons (49%). The military was least mentioned in advice to daughters (33%).

Figure 9



Of those who gave advice to youth about the military, the vast majority of adults communicated positive advice about the military [Figure 10]. Adults were slightly less likely to give positive advice about the military to their daughters (87%) or sons (86%) as they would another individual.

Figure 10



At the time of this research poll in May 2001, an American spy plane had collided with a Chinese fighter jet over the South China Sea. Adults were also asked to consider how the situation with the US plane in China would affect their likelihood to recommend the military as an option for youth. Forty percent (40%) reported being *more likely* to recommend military service. Nearly one-third (29%) of American adults admitted being *less likely* to recommend the military as an option for youth after high school and 30% said that it *did not change the likelihood* of their recommending the military to youth.

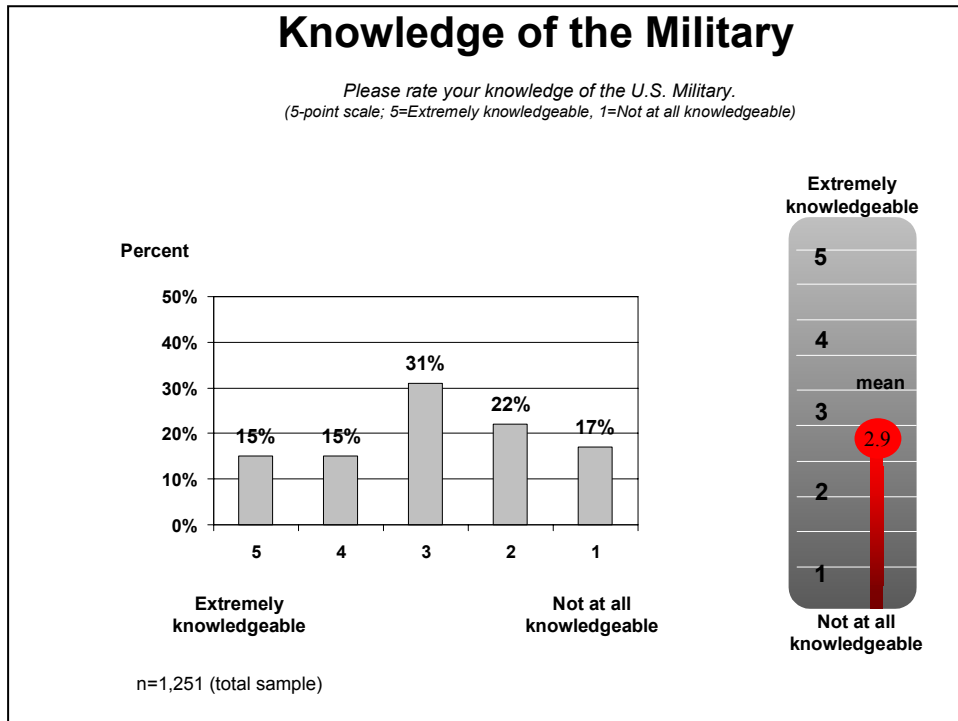
Knowledge of the Military

Overall Knowledge of the Military

Adults ages 22 and older (both the subgroup of younger adults 22-27 and adults 28 and older) were asked to rate their overall knowledge of the military on a scale from 1 to 5, where 1 meant *not at all knowledgeable* and 5 meant *extremely knowledgeable*. Thirty-nine percent adults reported having little to no knowledge about the military – 17% reported a rating of 1 – that they were *not at all knowledgeable* – and 22% gave a rating of 2. Almost one-third of adults (31%) said they were somewhat knowledgeable

(rating of 3), while significantly fewer said they were *extremely knowledgeable* (15% rated a 5) or very knowledgeable (15% rated a 4) [Figure 11].

Figure 11



The following groups reported having significantly greater knowledge of the military:

- Men compared to women;
- Those ages 36-54 and 55 and older compared to those younger ages 22-27;
- Whites compared to African-Americans;
- Those with at least a college degree compared to those with lesser education;
- Adults who believed that the military was going off on the wrong track compared to those who felt the military was going in the right direction;
- Those who had served in the military compared to those without any military experience;
- Youth leaders in the community in relation to non-youth leaders; and
- Those adults earning over \$80,000 compared to those earning less than \$25,000.

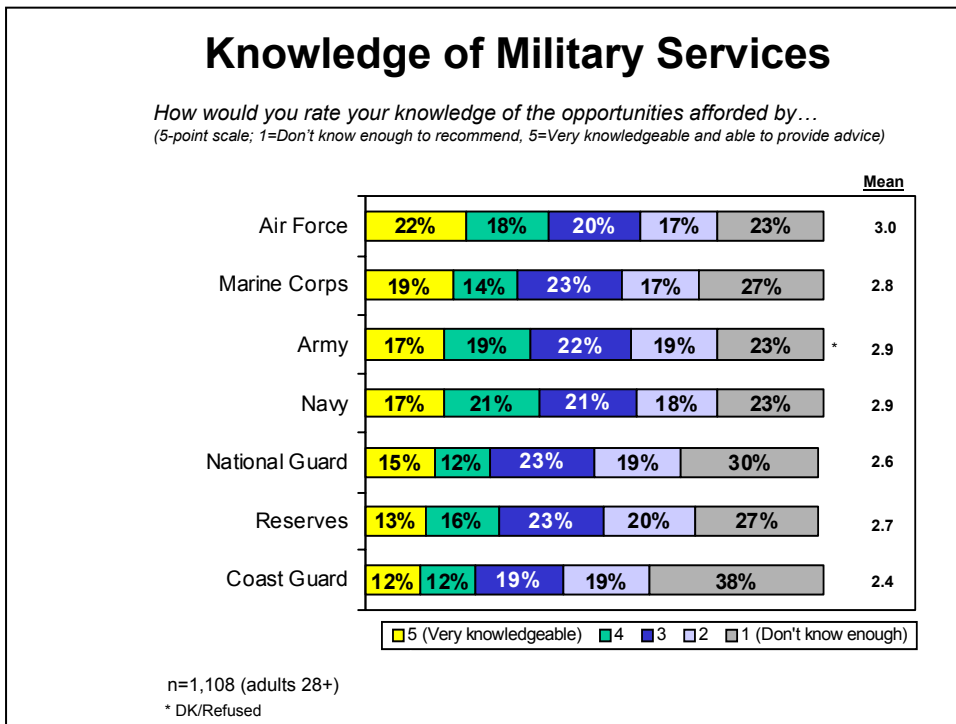
Knowledge of Military Services

Adults were asked questions to measure knowledge of the Military Services. *How would you rate your knowledge of the opportunities afforded by various branches of the service on the following 5-point scale where 1 means Don't Know Enough to Recommend and 5 means Very Knowledgeable and Able to Provide Advice?*

On average, adults were more likely to report higher levels of knowledge for various branches of the military than for the military in general. Over twenty percent of adults (22%) said that they were very knowledgeable of the Air Force and that they would be able to provide advice on that particular branch. Somewhat fewer said that they were knowledgeable enough about the Marine Corps (19%), Army (17%) and Navy (17%) to give advice about that particular Service.

The National Guard (30%), the Reserves (27%) and Coast Guard (38%) were less familiar to adults and many said that they did not know enough information about the branches to provide advice [Figure 12].

Figure 12



Certain subgroups indicated they were more knowledgeable about the Military Services:

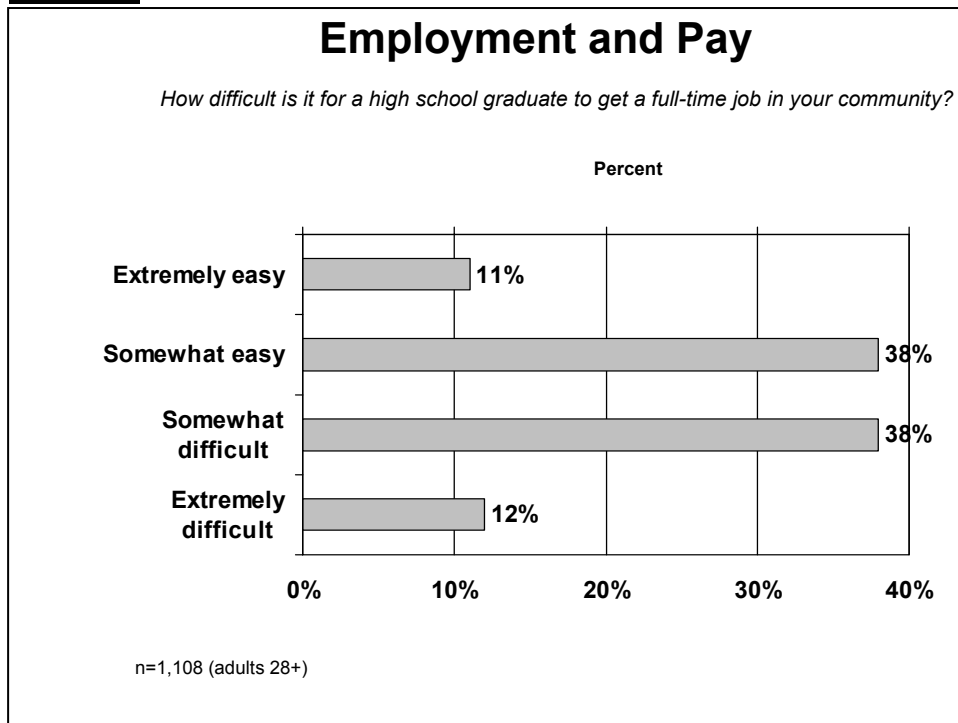
- Men reported to be more knowledgeable of all the Services except for the National Guard and Reserves compared to women;
- Overall, both men and women tended to be less familiar with the National Guard and the Reserves;
- In general, those ages 28-35 and those 55 years and older, versus those in the middle age range ages 36 to 54, said that they were more knowledgeable of the Army, Air Force, Marine Corps, Navy and Reserves; and
- Those with incomes of \$40,000 or less reported greater knowledge of the Services than those with incomes over \$40,000.

Employment and Pay

Employment

Adults were almost evenly divided in their perceptions of the difficulty that young people have finding full-time employment. Half (49%) felt that it was fairly easy for a high school graduate to find full-time work, while the remainder (50%) took a contrary point of view and said that full-time jobs were difficult to secure [Figure 13].

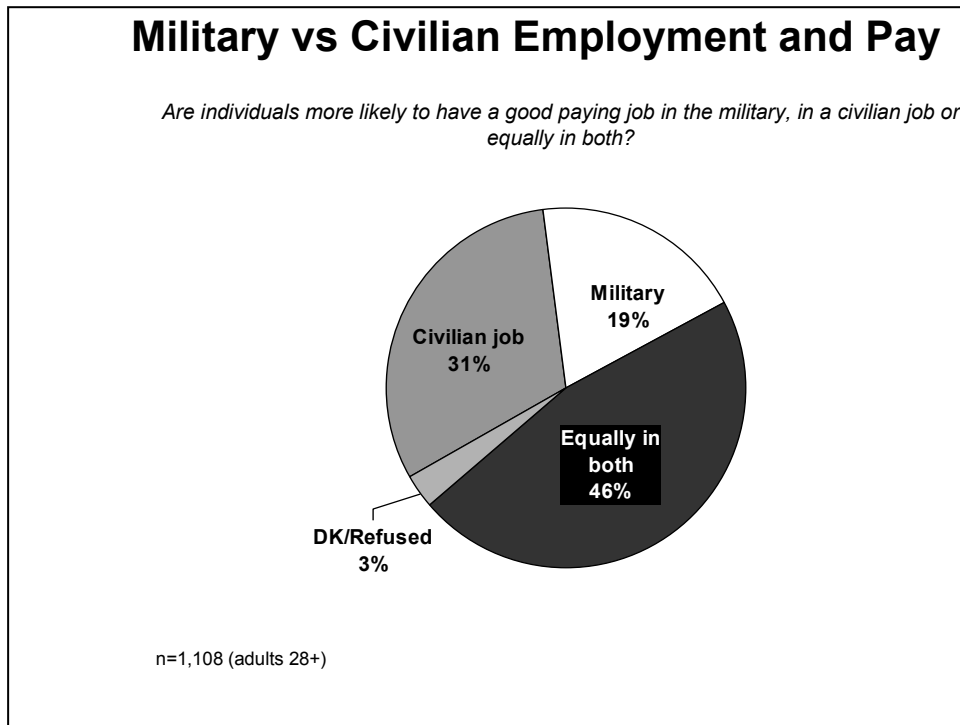
Figure 13



Women were significantly more likely than men to think that high school graduates have difficulty in finding full-time jobs. Differences were also apparent among race, education and income. African-Americans compared to Whites, adults with less than a college degree compared to those with a higher education, and those with incomes less than \$40,000 in relation to those earning higher incomes, had a greater tendency to believe that youth encounter difficulty in finding full-time jobs after graduating from high school.

Almost half (46%) of adults said that an individual was as likely to be paid well in either a job in the military or as a civilian. One-third (31%) viewed civilian jobs as better paying while one-fifth (19%) felt that military personnel were more likely to have a good paying job [Figure 14].

Figure 14

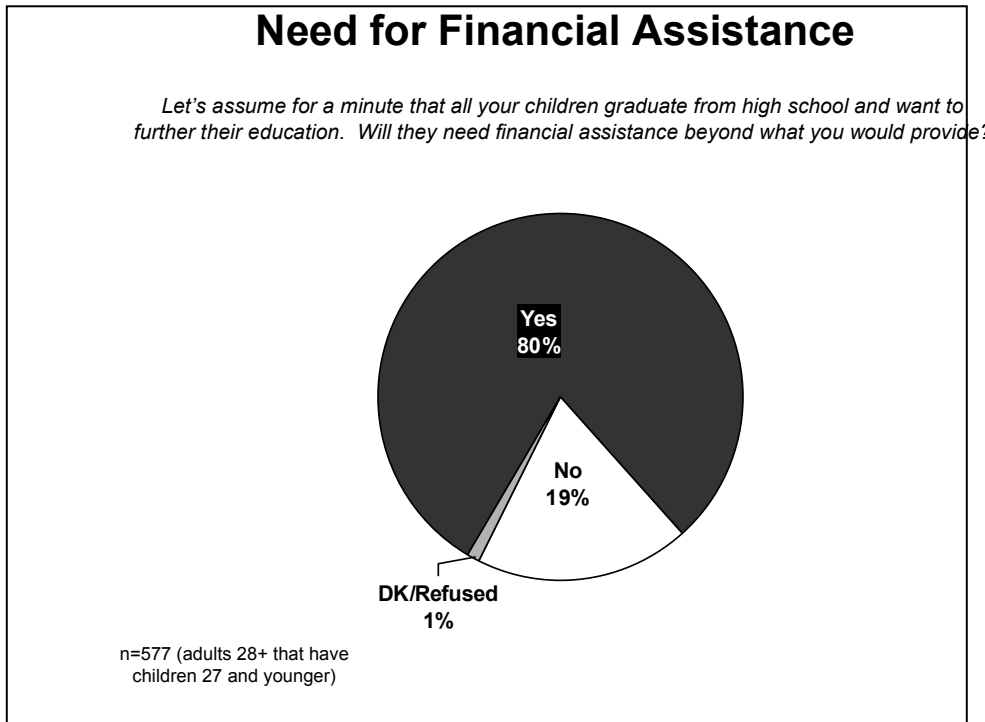


Adults who had military experience, compared to those who had never served in the military, were more likely to say better paying jobs could be found in the civilian sector than in the military. Additionally, men were significantly more likely than women to feel that an individual would earn better pay as a civilian than in a the military. Adults believing it was easy for youth to get a full-time job (in relation to those who found it more difficult for youth to find full-time employment), also held the same opinion regarding salary differences. Also, adults under 55 were more likely to say that a military job paid more than a civilian job than those over age 55. As adults' income and education levels increased, they were more likely to believe that individuals had a better chance of getting a good paying job in a civilian versus a military setting.

Education

Parents of children 27 years and younger were asked whether their children would need financial assistance beyond what they would provide in the event that their children chose to further their education after high school. Four in five parents (80%) reported that their children would need financial assistance beyond what they would provide [Figure 15].

Figure 15



Parents with less than a college degree and those with incomes under \$80,000 were more likely to agree their children would need financial assistance than those parents with a college degree or more or those earning over \$80,000.

Service-Specific Findings

The Defense Manpower Data Center received the following questions from the Navy and the Air Force for placement in Adult Poll 1. The findings from these questions are detailed in the following section.

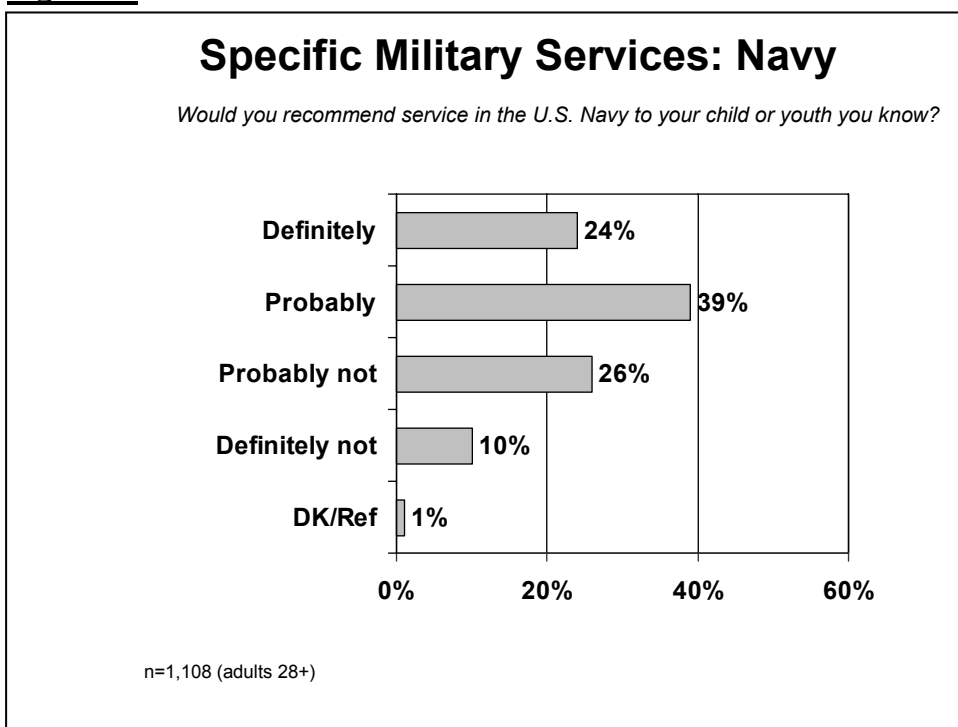
Navy

The following questions were submitted by the Navy:

- *Would you recommend service in the U.S. Navy to your child/a youth you know?*
- *If not, I would like to understand why you would not recommend service in the Navy. I am going to read you a list of possible reasons. For each reason, please tell me whether it is a reason you would not recommend the Navy.*

Focusing specifically on the Navy, nearly two-thirds said they would *definitely* (24%) or *probably* (39%) recommend service in the U.S. Navy to their child or a youth they knew. One-quarter (26%) reported that they would *probably not* recommend the Navy, while 10% declared they would *definitely not* recommend service in the Navy [Figure 16].

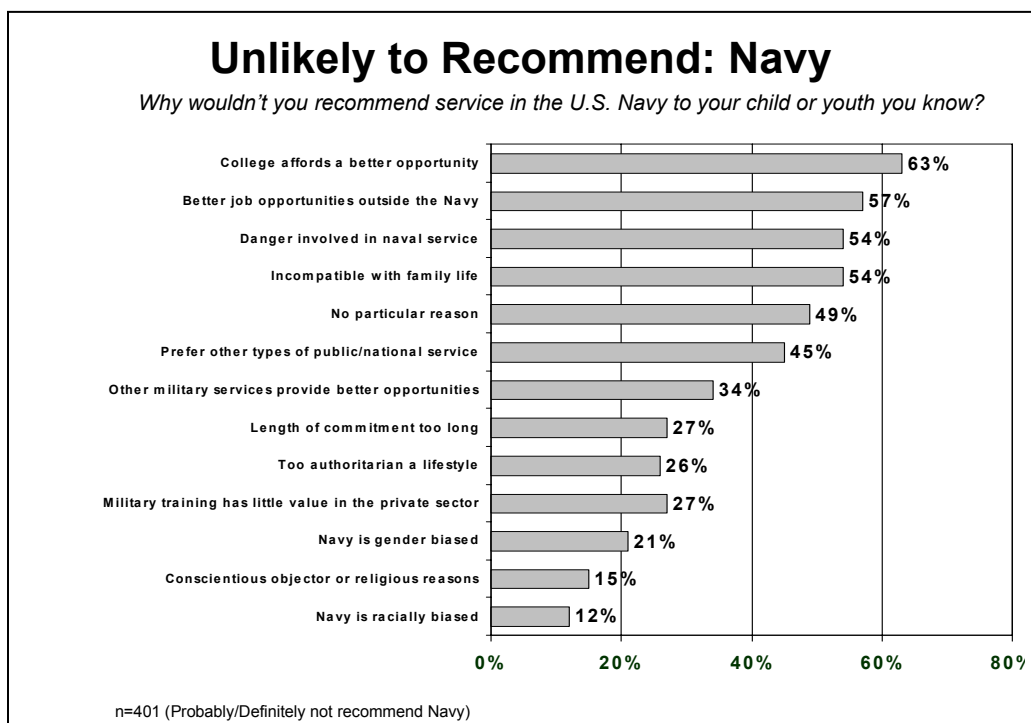
Figure 16



Adults ages 55 and older were more likely than those ages 36-54 to say they would recommend naval service. As income of adults increased, the likelihood adults would recommend service in the Navy tended to decrease. However, those with incomes ranging from \$30,000 to \$40,000 were an exception, as adults in this income bracket were most likely to recommend service in the Navy (71% vs. 66-56%).

Among those who probably or definitely would not recommend service in the Navy, education remained the top-most concern – 63% believed that *college affords a better opportunity* than the Navy. Other reasons why adults were unlikely to recommend service in the Navy included *better job opportunities* outside the Navy (57%), *danger involved with naval service* (54%), and *incompatibility with family life* (54%) [Figure 17].

Figure 17



Service members were twice as likely than non-service members to feel that *other military services provide better opportunities* and that *military training has little value in the private sector*.

Other findings were:

- Women indicated more concerns over *danger*-related issues, while men did so over job opportunities. Women were less likely than men to recommend service in the Navy due to perceived *danger* and *conscientious objector/religious reasons*. Men were more likely than women to believe that there were *fewer opportunities* for Navy service members. Specifically, men were more likely than women to say that there were *better job opportunities outside the Navy*, other Military Services provided *better opportunities*, and *military training has little value in the private sector*.
- Adults living in households with incomes under \$25K were more likely than those with a higher income to have voiced the following as reasons not to recommend naval service: *prefer other types of public/national service*, *too authoritarian a lifestyle*, *military training has little value in the private sector*, and *conscientious objector/religious reasons*.

- Adults with more education, compared to those with less, were more likely to say that *college affords a better opportunity* as a reason not to recommend the Navy. All levels of education except post-graduates felt that *other military branches provide better opportunities*. Those with a high school education or less were significantly more likely than those with more education to perceive service in the Navy as *dangerous*.

Air Force

The following question was submitted by the Air Force:

Can you name a useful experience that a young person might get in the Air Force that would not be available in the other Military Services?

The thrill of flight provides a strong differentiation for the Air Force. *General flight experience* received the most mentions (29%), with a specific focus on *flight training* (13%) and the actual experience of *flying an airplane* (14%). *Educational opportunities* (10%) and *job training/ opportunities* (6%) were also mentioned as advantages of being in the Air Force [Table 5].

Table 5

Advantages of the Air Force	
Advantages	%
Flying (net)	29
Flight training/learning how to fly	13
Flying airplanes	14
Experience with different types of aircraft	2
Education opportunities (net)	10
Technology/tech training	6
Better education/higher academic standards	2
Job training/ opportunities (net)	6
Airplane mechanic/maintenance	3
Opportunities in private sector/private air travel industry	2

Younger Adult Survey⁴

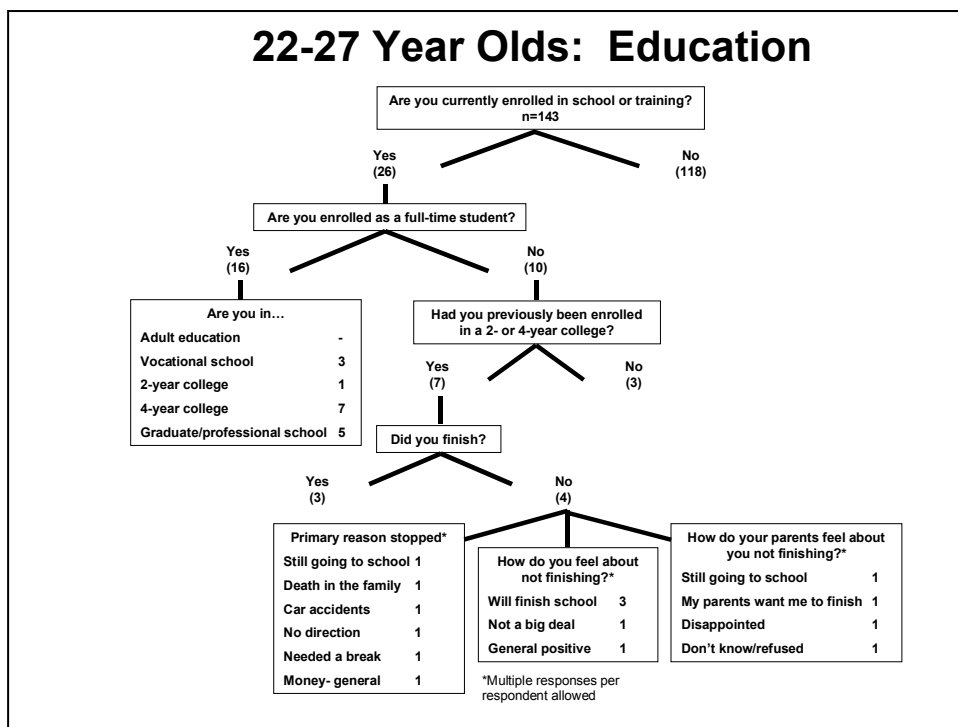
Young adults (22-27 years old) were asked a battery of questions pertaining to education and employment.

- *Are you currently enrolled in school or training?*
- *If you are currently enrolled in school or training, are you enrolled as a full-time student?*

⁴ Due to a smaller base size (n=143) for the population of 22-27 year olds (and insignificant base sizes for target subgroup analysis), findings in this section are reported as unweighted percentages and, therefore, do not represent the entire population.

- If you are a full-time student, are you in adult education, vocational school, 2-year college, 4-year college or graduate/professional school?
- If you are not enrolled as a full-time student, had you previously been enrolled in a 2-year or 4-year college?
- If you had been previously enrolled in a 2- or 4-year college, did you finish?
- If you did not finish, what was the primary reason you stopped?
- How do you feel about not finishing?
- How do your parents feel about you not finishing?

Figure 18

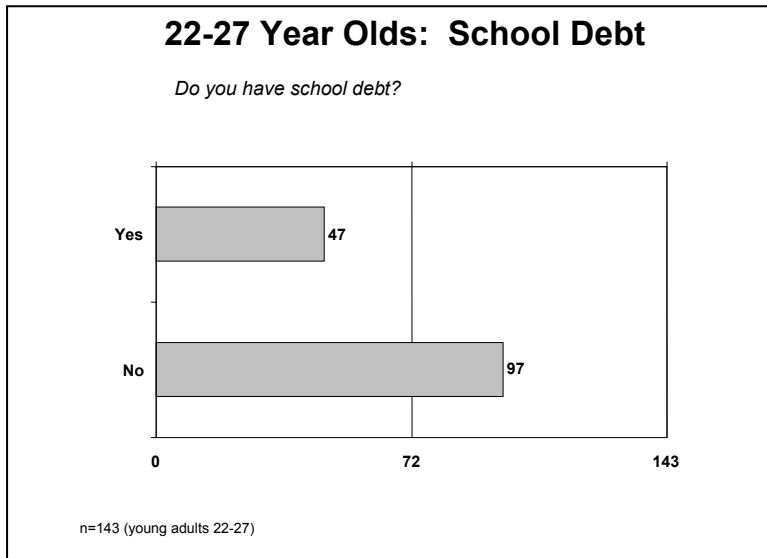


Twenty-six of the young adults (were currently enrolled in school or training. Ten had previously been enrolled. The primary reasons young adults mentioned for not finishing their education were: *still going to school; death in the family; car accidents; no direction; needed a break; and general money issues.* Young adults said that *they will finish school, that not finishing is not a big deal, and have generally positive feelings about not finishing.* When asked how their parents felt about their incomplete education, they mentioned *still going to school, my parents want me to finish and disappointed.*

School Debt

Post-high school education is an expensive endeavor and about one-third (n=47) of 22-27 year olds said that they still had school debt [Figure 19].

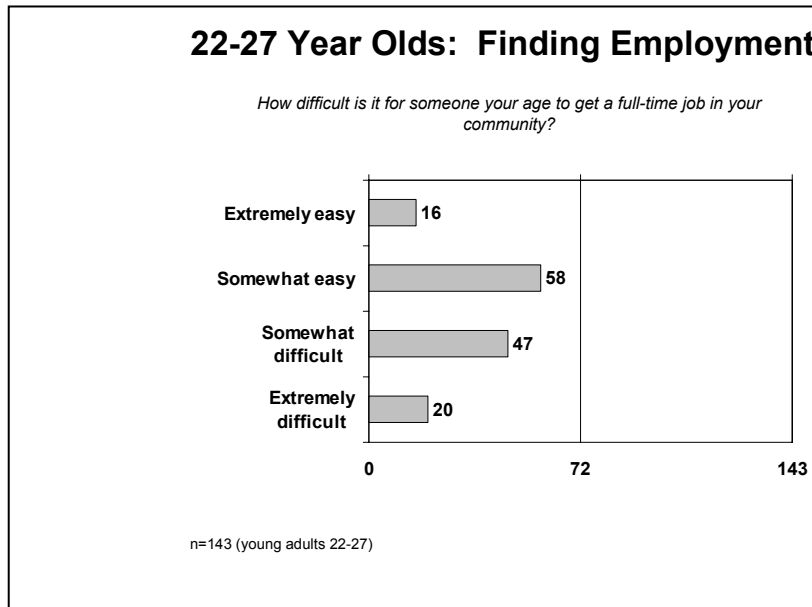
Figure 19



Employment and Pay

The younger adults in this sample were split on the ease of finding full-time employment. More than half (n=74) felt that it was *extremely easy* (n=16) or *somewhat easy* (n=58) to get a job in their community, while the remainder (n=67) said that getting a job was difficult for someone their age [Figure 20].

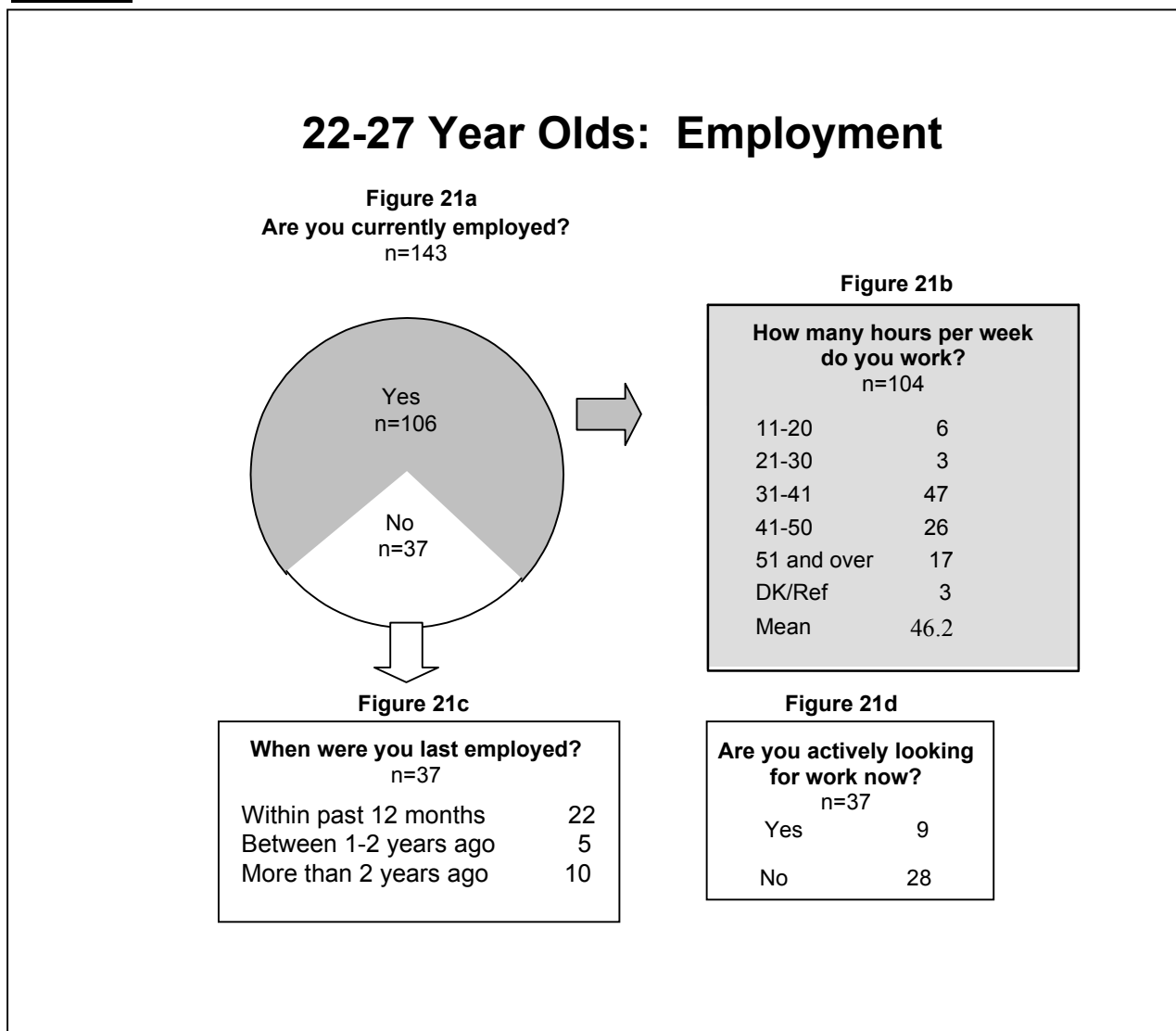
Figure 20



Among the 22- to 27-year-old segment, almost three-quarters (106) were employed either full-time or part-time [Figure 21a] and worked an average of 46.2 hours per week [Figure 21b].

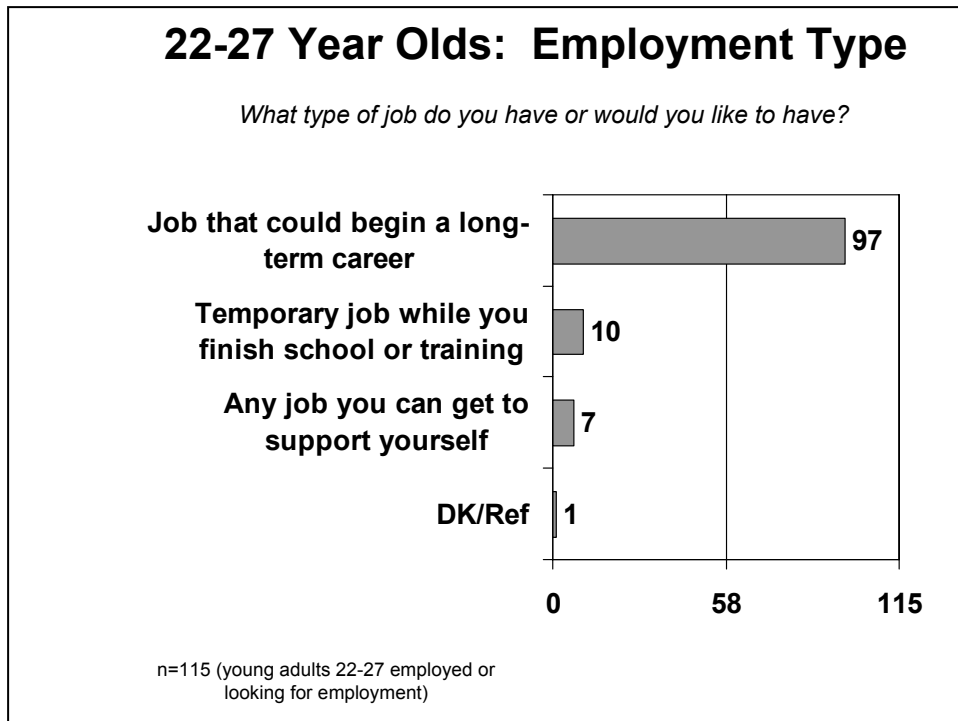
Over half of those who said they were unemployed when this research was conducted had held jobs within the previous 12 months – 27 were employed one to two years previous, and 11 were last employed over two years ago [Figure 21c]. About one-fifth (9) of those unemployed were actively looking for work at that time [Figure 21d].

Figure 21



When asked what type of job they have or would like to have, most 22 to 27 year olds who were employed or looking for employment mentioned a job that would begin a long-term career [Figure 22].

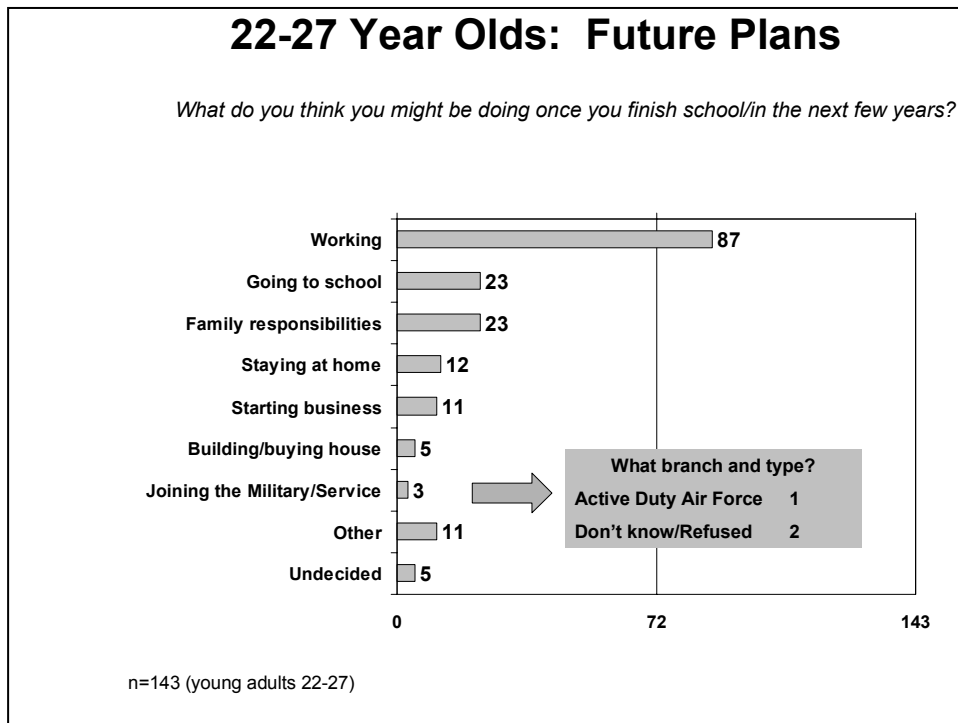
Figure 22



Future Plans and Propensity

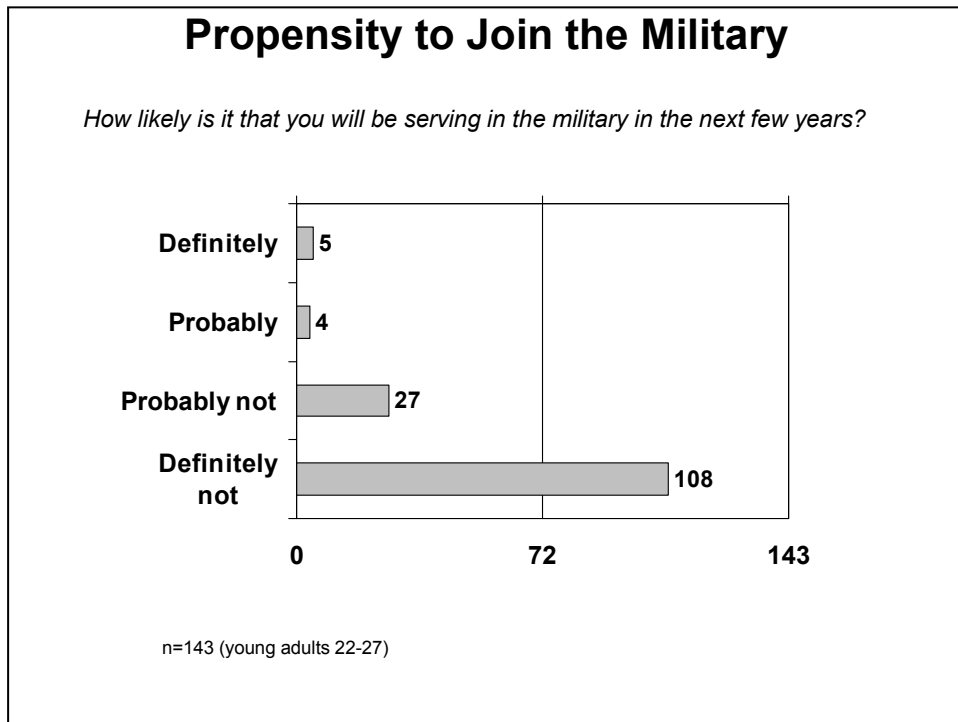
When probed about future plans after graduating from school or over the next few years, the top mentions voiced by over half of 22-27 year olds were working full- or part-time, followed by going back to school. Three young adults said they would join the military, specifically active duty Air Force [Figure 23].

Figure 23



Looking to the future, most 22-27 year-old adults did not see themselves serving in the military. When asked about their likelihood to join a Military Service over the next few years, few expressed propensity toward joining the military—three-quarters (n=108) said they would definitely not serve in the military and about one-fifth (n=27) felt they would probably not serve, compared to a smaller composite propensity⁵ (9 definitely or probably would serve in the military) [Figure 24].

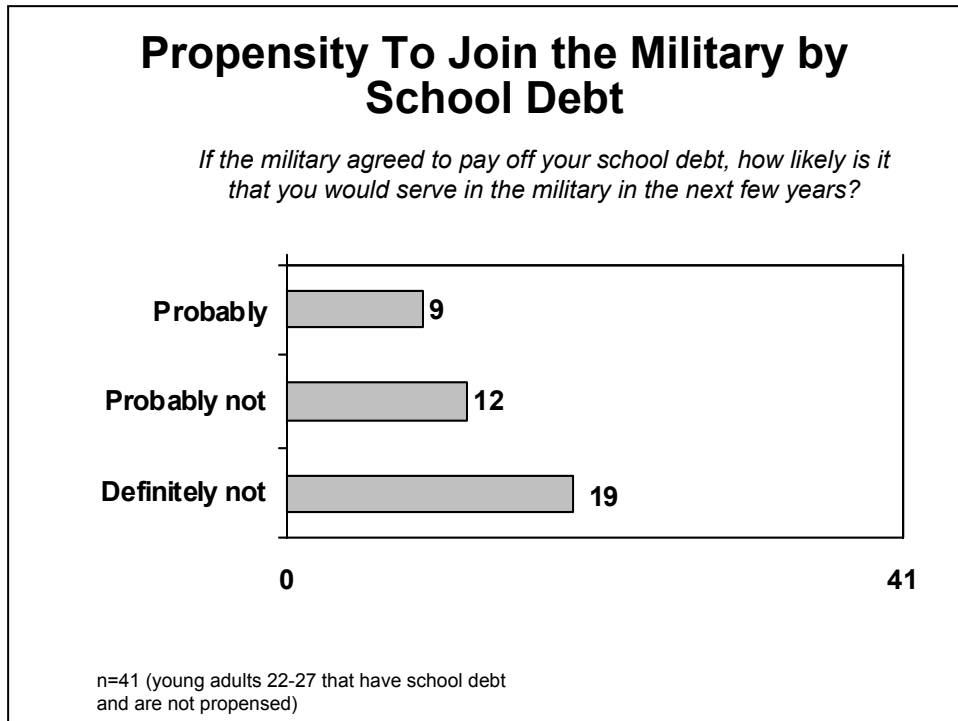
Figure 24



⁵ 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, and/or Air Force.

Questions were designed to understand the relationship between having school debt and joining the military. Those who reported having school debt were asked their likelihood to join a Service should the military agree to pay off their school debt. This incentive increased propensity slightly. Close to one-fifth (9) said they would probably serve in the military if their school debt were eliminated, while one-third (12) said they would still probably not join the military and nearly half (19) said they would definitely not serve in the military even if their educational loans were forgiven [Figure 25].

Figure 25



6. APPENDIX A SAMPLE DESIGN AND IMPLEMENTATION

Sample Design

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

For the adult poll implementation, sample was purchased from Survey Sampling, Inc.[®] (SSI). Survey Sampling, Inc. gives a detailed description of their 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 are currently valid, assigned to the correct area code, and fall within an appropriate set of ZIP Codes.

Each exchange was assigned to a single county. Nationally, about 72% 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 prevents overrepresentation of these exchanges.

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

SSI updates its database at approximately six-week intervals. Updates were done according to geographic section following 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, and July 29, 2001

Section 3: Midwest, March 25, 2001 and September 9, 2001

Section 4: Northwest and West, May 6, 2001 and October 21, 2001

Sample Stratification

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

Prior to sample selection, the sample is allocated proportionally across all strata in the defined geography using several frame adjustment options. The sampling frame determines the way a sample is distributed across geography at the county level. SSI offers five different measurement of size (MOS) stratification frames for its random digit samples; however, “estimated number of telephone households” is the recommended frame for apportioning Random B samples – the technique used to generate the sample for this study – which is described below. Telephone household estimates are calculated by subtracting Census non-telephone household counts from current household estimates. Sample units are allocated to each county in proportion to its share of telephone households.

Samples are first systematically stratified to each county in the survey area in proportion to the sampling frame selected. After a geographic area is defined as a combination of counties, the sum of the estimated telephone households or requested frame value is calculated and divided by the desired sample size to produce a sampling interval.

Sample Selection

After the sample is allocated, sample selection is made. There are three options for selection: 1) Random B, 2) Random A and 3) Epssem. Following are descriptions of each.

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

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

county. Once a block is selected, a two-digit number is systematically selected in the range 00-99 and is appended to the exchange and block, to form a 10-digit telephone number.

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. The Working Phones Rate (WPR) for an epssem sample is on average 50%, but can range from 30%-70% depending on the size and nature of the geographic area and local telephone number assignment practices.

Epssem sampling uses a total active blocks frame and Random A sampling methodology. A sample of random numbers is systematically selected with equal probability across all blocks containing one or more listed numbers, which distributes 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
- Protecting numbers from future use is unavailable

A Random B sample with three working blocks that eliminated business numbers and protected selected numbers was used for this study.

Random B samples are samples of random numbers distributed across all eligible blocks in proportion to their density of listed telephone numbers. These samples are efficient with high projectability that is sufficient for “quick polling” techniques. Because these samples are selected from blocks according to their density of listed telephone households, there is a possibility that highly unlisted areas may be underrepresented. However, the tradeoff is in efficiency. A 65% working phone rate was expected with this Random B sample.

The sample for this study had three working blocks. The one and two blocks are becoming more populated, but, we did not include them for the following reasons:

- On average, they contain 55% bad records (For Random A with two working blocks, it is approximately 40% and for Random B sample, it is approximately 30% bad).
- Typically, they are not phone numbers; they are data entry errors on the part of the phone book companies.
- There are not a great number of one and two blocks (3.8% of “active” blocks contain only 0.1% of the listed numbers).

Sample Geography

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

Weighting Information

Demographic Profile of Population

The target audience in the poll included adults ages 22 and older. Soft quotas (a target for the minimum number of surveys to be completed) were placed on geography, gender, race and ethnicity. Final data [Table 6] were weighted by age, education, and race/ethnicity according to the May 2001 Current Population Survey.⁶

Table 6

Weighting Variables	
Variable	May 2001 CPS data
Age	
22-27	11.47%
28-40	28.86%
41-58	36.29%
59-76	18.38%
77-85	5.00%
Education	
High school or less	47.95%
Some college	26.00%
College degree or more	26.05%
Race/Ethnicity	
Non-Hispanic White	73.44%
Non-Hispanic African-American	11.30%
Non-Hispanic Other	4.78%
Hispanic	10.48%

⁶ Bureau of the Census. (2002). *Current Population Survey*. Washington, DC: Author. Available: <http://www.bls.census.gov/cps>

Demographic Profile of Respondents

Table 7 displays the weighted and unweighted subgroup sample sizes by age and Table 8 displays the same counts by race/ethnicity.

Table 7

Age			
Age	Unweighted n	Weighted n	Weighted %
22-27	133	143	11.5%
28-40	340	361	28.9%
41-58	515	454	36.3%
59-76	220	230	18.4%
70-85	43	63	5.0%

Table 8

Race/Ethnicity			
Race/Ethnicity	Unweighted n	Weighted n	Weighted %
Non-Hispanic White	1,028	919	73.4%
Non-Hispanic African-American	105	141	11.3%
Hispanic	54	131	10.5%
Non-Hispanic Other	64	60	4.8%

Table 9 displays the sample sizes by current education level.

Table 9

Current Education Level			
Education	Unweighted n	Weighted n	Weighted %
High school or less	279	500	48.0%
Some college	511	325	26.0%
College/Post graduate	461	326	26.0%

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 drawn. Additionally, there were 8,491 exchanges dedicated to wireless use. SSI treats these numbers as business numbers and does not include them in RDD sample pulls.

Replicates

For this poll, the sample was identified and released in replicates (representative stand-alone mini-samples that are representative of the entire sample). 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 closed out and 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 “extra” interviews, the size of the replicates was reduced as the interview period drew to a close.

Quotas and Thresholds

Because of the speed at which polls are conducted and the rate at which surveys are completed, it is often necessary to set quotas. Therefore, soft quotas, or a target for the minimum number of surveys to be complete, were established for gender, race/ethnicity and geographic region. To increase the likelihood of reaching respondents, interviews were conducted during the evening and weekend hours. The quotas for each region were:

New England (4.95%)	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Mid-Atlantic (17.10%)	Delaware, DC, Maryland, New Jersey, New York, Pennsylvania, West Virginia
Great Lakes (17.79%)	Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin
Farm Belt (5.09%)	Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota
Outer South (23.15%)	Florida, Kentucky, North Carolina, Oklahoma, Tennessee, Texas, Virginia
Deep South (9.46%)	Alabama, Arkansas, Georgia, Louisiana, Mississippi, South Carolina
Mountain (6.46%)	Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming
Pacific (16.00%)	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) Caucasian or White, (2) African American or Black, (3) Asian [Includes Chinese, Japanese, Filipino, Korean, Vietnamese, Asian Indian, or other Asians], (4) American Indian or (5) Alaska Native, Native Hawaiian or other Pacific Islander or (6) something else - please specify?

Survey Implementation

Interviews were conducted during the evening and weekend hours appropriate to the time zone in which the respondent lived. Specifically, interviews were conducted from 5 pm through 10 pm, respondent time, Sunday through Friday, and 10 am through 6 pm on Saturdays. The interviews were conducted by the Wirthlin Worldwide telephone centers located in Orem, Utah and Grand Rapids, Michigan.

Screening

Each household was screened for adults ages 22 and older. If there was more than one person in the household who met those criteria, the respondent in the household ages 28 and older with the most recent birthday prior to the interview date was selected. There was no within household substitution of the designated respondent, even if the designated respondent did not qualify for the interview.

Callback Procedure

One initial call and a maximum of three callbacks were allowed. If a household was not reached after four calls, another randomly selected household was substituted.

Refusal Conversion

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

Response Rates, Cooperation Rates, Refusal Rates and Contact Rates

Following are 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 are in residential units, and there is no way to know how many of the unreachable units contain qualified respondents.

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

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

= # of Refusals / # of Contacts

Contact Rate: # of Contacts / # of Sample Records Dialed

**APPENDIX B
ADULT POLL ONE
INTERVIEW GUIDE**

RESPONDENTS AGED 28 AND OLDER - 26.2 MINUTES
RESPONDENTS AGED 22-27 - 12.4 MINUTES

GENERAL INSTRUCTIONS

Target Audience: Each household will be screened for adults aged 22 and older. If there is more than one person in the household who meets those criteria we will select the respondent in the household aged 28 and older with the most recent birthday prior to the interview date. There will be no within household substitution of the designated respondent, even if the designated respondent does not qualify for the interview.

Field Dates: Pre-test May 16-17, 2001
Launch study on May 18, 2001
Complete interviewing on May 26, 2001

Length: This interview should last approximately 25 minutes.

Geography: 100% United States - including Alaska, Hawaii and the District of Columbia

Sample Size: N=1250 adult American's aged 22 and older (70% incidence)

Quotas: GENDER: 52% Female, 48% Male

RACE/ETHNICITY: Thresholds (have been updated for 2000 Census Populations by Race and Hispanic or Latino Origin, for 18 Years and Over for the United States):

<i>One race</i>	<i>98.1%</i>
White	77.4%
Black, African American or Negro	11.4%
American Indian and Alaskan Native	0.8%
Asian	3.7%
Native Hawaiian and Other Pacific Islander	0.1%
Some Other Race	4.7%
<i>Two or More Races</i>	<i>1.9%</i>
Hispanic or Latino (of any race)	11.0%

REGION: Soft quotas on 8-point geo-code

New England (4.95%)	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Mid-Atlantic (17.10%)	Delaware, DC, Maryland, New Jersey, New York, Pennsylvania, West Virginia
Great Lakes (17.79%)	Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin
Farm Belt (5.09%)	Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota
Outer South (23.15%)	Florida, Kentucky, North Carolina, Oklahoma, Tennessee, Texas, Virginia
Deep South (9.46%)	Alabama, Arkansas, Georgia, Louisiana, Mississippi, South Carolina
Mountain (6.46%)	Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming
Pacific (16.00%)	California, Oregon, Washington, Hawaii and Alaska

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- Sample: Random B sample, with minimum of three working blocks. All sample will be screened for business numbers.
- Dialing Procedures: Interviews will be conducted during the evening and weekend hours. The fieldwork will take place from our 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 three callbacks. If a household is not reached after four 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 are put into a queue to be worked by a group of interviewer specialists, trained and experienced in refusal conversion. Up to an additional three call backs, conducted at different times and days, 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 approximately 10% of the completed interviews will come from refusal conversions.
- Pre-test: We will conduct a pre-test of the survey instrument on May 16-17, 2001 in our Orem, Utah telephone facility. We will conduct 30 interviews. If the pretest interviews go smoothly and no revisions are made to the questionnaire, they are included in the final data set.

APPENDIX B

SCREENER AND INTRODUCTION

10 QUESTION POINTS, 3.3 MINUTES

SCREENER

INTRO 1: Hello, I'm _____ of Wirthlin Worldwide, a national research firm and I'm calling for a study that is being conducted for the United States Government to learn about Americans' attitudes and perceptions of the United States military. For quality purposes my supervisor may monitor this call. **(DO NOT PAUSE) [1 QP]**

GPA. Could I speak with a member of this household who is at least 28 years old and has had the most recent birthday, please? **[0.5QP]**

- 1 Yes
- 2 No, respondent isn't available
- 3 No, there isn't a respondent (living) in the household who is at least 28 years old
- 4 No, you can't talk to the person

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

IF GPA=2, ARRANGE CALLBACK

IF GPA=3, ASK GPA2A.

IF GPA=4, THANK AND TERMINATE

[If the household does not include anyone at least 28 years old, find out if the household includes anyone aged 22-27]

GPA2A. Is there anyone in the household who is at least 22 years old? **[0.5QP]**

- 1 Yes
- 2 No
- 99 DK/REF

[IF GPA2A=1, ASK GPA2B, ELSE THANK AND TERMINATE]

GPA2B. Could I please speak to that person? **[0.5QP]**

- 1 Yes
- 2 No, respondent isn't available
- 3 No, there isn't a respondent in the household who is at least 22 years old
- 4 No, you can't talk to the person

IF GPA2=1, WAIT UNTIL RESPONDENT GETS ON THE PHONE AND READ INTRO2

IF GPA2=2, ARRANGE CALLBACK

IF GPA2=3 OR GPA= 4, THANK AND TERMINATE

INTRO2 Hello, I'm _____ of Wirthlin Worldwide, a national research firm and I'm calling for a study that is being conducted for the United States Government to learn about Americans' attitudes and perceptions of the United States military. For quality purposes my supervisor may monitor this call. **(DO NOT PAUSE) [1 QP]**

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PRIV1. 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? [1QP]

- 1 YES, RECORD MAILING ADDRESS
- 2 NO
- 99 DK/REF

S1. Could you please tell me your age? [1QP]

- 1 RECORD ANSWER
- 99 DK/REF

[IF S1 < 22 OR > 85 THANK AND TERMINATE]

S2. For research purposes, may I please verify your gender? [1QP]

- 1 Male
- 2 Female

DEM10. Do you consider yourself to be of Hispanic, Latino or Spanish origin? [1QP]

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

DEM 11 What is your race? (ACCEPT SINGLE MENTION ONLY to indicate what the respondent considers himself or herself to be). [NOTE: If respondent says "Don't Know" or doesn't mention a punch below, SAY : "Which of the following race categories do you most closely identify with?" [READLIST]]

- 1 White
- 2 Black or African-American
- 3 American Indian or Alaskan 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 Multi Race [ASK QDEM11A]
- 99 REF [THANK AND TERMINATE]

[ASK QDEM11A IF QDEM11=6]

DEM11A. [IF NEEDED: You just told me that you were multi-racial, will you tell me again what those races are?] (ACCEPT MULTIPLE RESPONSES to indicate what the respondent considers himself or herself to be).

- 1 White
- 2 Black or African-American
- 3 American Indian or Alaskan 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)
- 99 DK/REF

S3. Do you have any children? [1QP]

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- 1 Yes
- 2 No
- 3 DK/REF

[IF S3=1 ASK S4]

S4. And how many children do you have? **[0.5QP]**

- RECORD ANSWER
- 98 NO CHILDREN
 - 99 DK/REF

[IF S1>27 AND S3=1, ASK S5] [IF RESPONDENT HAS CHILDREN]

S5. Are any of your children 27 and younger? **[0.5QP]**

- 1 Yes
- 2 No
- 3 DK/REF

[IF S5 = 1, ASK S6] [IF RESPONDENT HAS CHILDREN AGED 27 AND YOUNGER]

S6. What are their ages? **[DO NOT READ RESPONSE OPTIONS] [Please record ALL ages, each separated by a comma, (i.e. 2, 5, 7, 12)] [0.5QP]**

- 1 NO CHILDREN 27 AND YOUNGER
- 2 _____ (ENTER NUMERIC RANGE, 0-27)
- 3 DK/REF

S7. Let's talk about your knowledge of the military. Please use a scale from 1 to 5 where 1 means NOT AT ALL KNOWLEDGEABLE and 5 means EXTREMELY KNOWLEDGEABLE. Please tell me how knowledgeable you are about the United States Military. **[1QP]**

- RECORD ANSWER (1=Not at all knowledgeable, etc.)
- 99 DK/REF

APPENDIX B

SECTION FOR 28-85 YEAR OLDS

THE IMAGE, ADVICE, EQUITIES/DISEQUITIES, INTERNET USAGE, INDICATORS AND SERVICE QUESTIONS ARE ONLY ASKED OF INDIVIDUALS AGED 28 AND OLDER.

TOP OF MIND IMPRESSIONS OF THE MILITARY 13 QUESTION POINTS, 4.3 MINUTES

[IF S1 < 28, GO TO EDU1]

IMG1. To begin, I would like to talk with you about your impressions of the United States Military. What would you say is the single most important image or feeling that comes to mind when I mention the United States Military? [ASK OPEN-END, ACCEPT SINGLE MENTION]

RECORD ANSWER

Is that positive, neutral or negative to you? [3QP]

RECORD POSITIVE, NEUTRAL OR NEGATIVE
99 DK/REF

IMG2. What would you say is the single most important image or feeling that comes to mind when you think about the people who join the United States Military? [ASK OPEN-END, ACCEPT SINGLE MENTION]

RECORD ANSWER

Is that positive, neutral or negative to you? [3QP]

RECORD POSITIVE, NEUTRAL OR NEGATIVE
99 DK/REF

IMG3. What would you say is the single most important image or feeling that comes to mind when you think about the people who stay in the United States Military as a career? [ASK OPEN-END, ACCEPT SINGLE MENTION]

RECORD ANSWER

Is that positive, neutral or negative to you? [3QP]

RECORD POSITIVE, NEUTRAL OR NEGATIVE
99 DK/REF

APPENDIX B

IMG4. Now I would like to talk with you briefly about several institutions or organizations. For each institution or organization I read you, I would like you to tell me if you believe it is going in the right direction, or if it has gotten off on the wrong track. The [FIRST/NEXT] organization is [RANDOMIZE AND READ A-H] **[4QP]**

- 1 Right Direction
- 2 Wrong Track
- 3 No Opinion [DO NOT READ]
- 3 DK/REF

- A. The U.S. military
- B. The U.S. Supreme Court
- C. Public schools
- D. U.S. Congress
- E. Television News
- F. The Presidency
- G. The American Red Cross
- H. The Internet

ADVICE ABOUT / SUPPORT FOR THE MILITARY 14.7 QUESTION POINTS, 4.9 MINUTES

ADV1. Now I am going to ask you a series of questions about advice you may or may not give. During the last year, how often would you say you were asked to give advice to a youth about his or her options after high school? [ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ ANSWER CATEGORIES 1-5] **[1QP]**

- 1 Very often
- 2 Somewhat often
- 3 Occasionally
- 4 Not very often
- 5 Never
- 99 DK/REF

APPENDIX B

ADV2. I would like to talk about the choices that young people have after high school. Suppose a youth you know came to you for advice about what to do after high school. How likely is it that you would encourage him or her to [RANDOMIZE AND READ A-D]? **[4QP]**

- A. Join a military service such as the Army, Navy, Marine Corps, Air Force, or Coast Guard
- B. Attend a four-year college or university
- C. Get a full-time job
- D. Attend a trade, technical, vocational or community college

[READ LIST] [ROTATE TOP TO BOTTOM, BOTTOM TO TOP]

- 1 Very likely
- 2 Likely
- 3 Neither likely nor unlikely
- 4 Unlikely
- 5 Very unlikely
- 99 DK/REF

[IF ADV2B = 1 or 2 and/or ADV2D = 1 or 2 then ask ADV2J]

ADV2J. You mentioned that you would probably recommend further education after high school. How likely is it that you would encourage a youth you know to join the guard or reserves while attending school? Would you say it is [ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ 1-5] **[0.5QP]**

- 1 Very likely
- 2 Likely
- 3 Neither likely nor unlikely
- 4 Unlikely
- 5 Very unlikely
- 99 DK/REF

[IF ADV2C = 1 or 2 then ask ADV2K]

ADV2K. You mentioned that you would probably recommend getting a full-time job after high school. How likely is it that you would encourage a youth you know to join the guard or reserves while working? [ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ 1-5] **[0.2QP]**

- 1 Very likely
- 2 Likely
- 3 Neither likely nor unlikely
- 4 Unlikely
- 5 Very unlikely
- 99 DK/REF

APPENDIX B

ADV3. Now let's talk about military service specifically. In the past year, have you given advice about military service? [1QP] [INTERVIEWER NOTE: REMIND THE RESPONDENT THAT WE ARE TALKING ABOUT ADVICE GIVEN IN THE PAST YEAR.]

- 1 Yes
- 2 No
- 99 DK/REF

[IF ADV3=1, ASK ADV4]

ADV4. Did you give advice in the last year to [READ A-I]. Please answer Yes, No, or Not Applicable. [2QP] [INTERVIEWER NOTE: REMIND THE RESPONDENT THAT WE ARE TALKING ABOUT ADVICE GIVEN IN THE PAST YEAR.]

[NOTE TO CATI TECH: For each ADV4 questions that gets a "yes" response we want to follow it up immediately with ADV5 and ADV6 then move on the next ADV4]

[IF THE RESPONDENT HAS, FOR EXAMPLE, MORE THAN ONE SON, ASK THEM TO RESPOND FOR THE ONE THAT THEY MOST RECENTLY TALKED TO ABOUT MILITARY SERVICE.]

- A. Your Son
- B. Your Daughter
- C. Your Brother or Sister
- D. Your Niece or nephew
- E. Your Grandchild
- F. Your Cousin
- G. A Friend (your friend or a friend of the family)
- H. A Student
- I. Someone else

- 1 Yes
- 2 No
- 3 Not Applicable
- 99 DK/REF

[IF ADV4=1, ADV5 AND ADV6]

ADV5. Was that advice positive or negative? [2.5QP]

- 1 Positive
- 2 Negative
- 3 Both positive and negative
- 4 DK/REF

APPENDIX B

ADV6. When you give advice to [INSERT FROM ADV4.] about options after high school, how often is military service discussed as one of the options? **[READ LIST] [ROTATE TOP TO BOTTOM, BOTTOM TO TOP] [2.5QP] [INTERVIEWER NOTE: REMIND THE RESPONDENT THAT WE ARE TALKING ABOUT ADVICE GIVEN IN THE PAST YEAR.]**

- 1 Very frequently
- 2 Frequently
- 3 About half the time
- 4 Infrequently
- 5 Very infrequently
- 6 DK/REF

APPENDIX B

[IF S5=1 ASK ADV7A]

ADV7A. Let's assume for a minute that all of your children graduate from high school and want to further their education, will they need financial assistance beyond what you would provide?

[1QP]

- 1 Yes
- 2 No
- 3 DK/REF

EQUITIES AND DISEQUITIES OF THE MILITARY	12 QUESTION POINTS, 4 MINUTES
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EQDQ1. Now I would like to know how well each of the following statements describes the United States Military. Please use a scale from 1 to 10, where 1 means **DOES NOT DESCRIBE AT ALL** and 10 means **DESCRIBES PERFECTLY**. You may use any number from 1 to 10. How well do the following statements describe the United States Military? [RANDOMIZE AND READ A-U] [12QP]

RECORD RATING

99 DK/REF

- A. Has up-to-date technology
- B. Is prepared to defend the country
- C. Has well-qualified personnel
- D. Provides military members an environment free of racial/ethnic harassment and discrimination
- E. Provides military members an environment free of sexual harassment and discrimination
- F. Offers good pay for military members
- G. Offers good benefits for military members
- H. Offers educational and training opportunities for military members
- I. Develops a well-prepared work force for corporate America
- J. Keeps the US strong
- K. Avoids problems and conflicts with other countries
- L. Keeps the country from being attacked
- M. Keeps the country protected and safe
- N. Makes you feel safe
- O. Gives you a better quality of life
- P. Minimizes your stress and worry
- Q. Deserves your trust
- R. Protects freedom and peace through strength
- S. Provides military member a job or occupation that is held in high esteem
- T. Provides military member a job or occupation that is honorable
- U. Has well-qualified military leaders

APPENDIX B

INDICATORS

2 QUESTION POINTS, 0.6 MINUTES

IND1. How difficult is it for a high school graduate to get a full-time job in your community? Is it...[ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ 1-4]? **[1QP]**

- 1 Extremely easy
- 2 Somewhat easy
- 3 Somewhat difficult
- 4 Extremely difficult
- 99 DK/REF

IND2. Are individuals more likely to have a good paying job in the military, in a civilian job or equally in both? **[1QP]**

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

APPENDIX B

QUESTIONS PROVIDED BY THE SERVICES

12 QUESTION POINTS, 4 MINUTES

NAVY1. Now I want to ask you a few questions about specific branches of military service. Would you [ROTATE BOTTOM TO TOP, TOP TO BOTTOM AND READ PUNCHES 1-4] recommend service in the US Navy to [INSERT BASED ON ANSWER TO S5. IF S5=YES INSERT "YOUR CHILD" IF S5=NO OR DK/REF INSERT "A YOUTH YOU KNOW"]? **[1QP]**

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

[IF NAVY1=3 or 4]

NAVY2. I would like to understand why you would **NOT** recommend service in the Navy. I am going to read you a list of possible reasons. For each reason, please tell me whether it is a reason you would NOT recommend the Navy. The [FIRST/NEXT] reason is [RANDOMIZE AND READ A-L, THEN READ M AT THE END]. **[4QP]**

- 1 Yes
- 2 No
- 99 DK/REF

- A. Conscientious objector or religious reasons
- B. Danger involved in Naval Service
- C. College affords a better opportunity
- D. Length of commitment too long
- E. Better job opportunities outside the Navy
- F. Too authoritarian a lifestyle
- G. Other military services provide better opportunities
- H. Incompatible with family life
- I. Prefer other types of public/national service (i.e., Job Corps, Peace Corps etc.)
- J. Navy is gender biased
- K. Navy is racially biased
- L. Military training has little value in the private sector
- M. No particular reason ... just wouldn't recommend

AF1. Now I want to ask you a question about the Air Force. Can you name a useful experience that a young person might get in the Air Force that would not be available in the other military services? [RECORD FIRST MENTION AND STOP] **[3QP]**

- RECORD ANSWER
- 99 DK/REF

APPENDIX B

CG1. How would you rate your knowledge of the opportunities afforded by various branches of the service on the following 5-point scale where 1 means **DON'T KNOW ENOUGH TO RECOMMEND** and 5 means **VERY KNOWLEDGEABLE AND ABLE TO PROVIDE ADVICE**? Using the 5 point scale, how would you rate the [RANDOMIZE AND READ A-E]? **[3QP]**

RECORD RATING

99 DK/REF

- A. Air Force
- B. Army
- C. Coast Guard
- D. Marine Corps
- E. Navy
- F. Reserves
- G. National Guard

MC1. Using all that you know or have heard about the various branches of the military, please rate each branch using a 5 point scale where 1 means **VERY UNFAVORABLE** and 5 means **VERY FAVORABLE**. How would you rate the [RANDOMIZE AND READ A-E]? **[1QP]**

RECORD RATING

99 DK/REF

- A. Air Force
- B. Army
- C. Coast Guard
- D. Marine Corps
- E. Navy
- F. Reserves
- G. National Guard

APPENDIX B

SECTION FOR 22-27 YEAR OLDS

12 QUESTION POINTS, 4 MINUTES

THE EDUCATION, EMPLOYMENT, PROPENSITY, DEBT QUESTIONS ARE ONLY ASKED OF INDIVIDUALS AGED 22-27.

[IF S1 >21 AND < 28, ASK EDU1]

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

- 1 Yes
- 2 No
- 99 DK/REF

[IF EDU1=1 ASK EDU2]

EDU2. Are you enrolled as a full-time student? [0.5QP]

- 1 Yes
- 2 No
- 99 DK/REF

[IF EDU2=1 ASK EDU3]

EDU3. Are you a student in [READ ANSWER CATEGORIES 1-5]? [ACCEPT SINGLE RESPONSE] [.25QP]

- 1 Adult Education (i.e., high school equivalency program)
- 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=2/DK/REF ASK EDU22]

EDU22. Have you previously been enrolled in a 2- or 4-year college or university?

- 1 Yes
- 2 No
- 99 DK/REF

[Note for analysis: use DEM1 to identify those who have not finished high school.]

[IF EDU22=1 ASK EDU23]

EDU23. Did you finish?

- 1 Yes
- 2 No
- 99 DK/REF

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[IF EDU23=2 ASK EDU24]

EDU24. Can you tell me the primary reason you stopped before finishing?

RECORD ANSWER

99 DK/REF

[IF EDU23=2 ASK EDU24A]

EDU24A. Can you tell me how you feel about not finishing?

RECORD ANSWER

99 DK/REF

[IF EDU23=2 ASK EDU24B]

EDU24B. How do your parents feel about your not finishing?

RECORD ANSWER

99 DK/REF

DEBT1. Do you have school debt? **[1QP]**

1 Yes

2 No

99 DK/REF

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

1 Yes

2 No

99 DK/REF

IF EMP1=1 THEN ASK EMP2 *[IF RESPONDENT IS CURRENTLY EMPLOYED]*

EMP2. How many hours per week in total do you work at your job? **[1QP]**

RECORD RESPONSE

99 DK/REF

APPENDIX B

IF EMP1=2 OR 99, ASK EMP3 *[IF RESPONDENT IS NOT CURRENTLY EMPLOYED]*

EMP3. When did you last work for pay at a regular job or business, either full or part time? Would you say [READ 1-4]? **[0.5QP]**

- 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

[IF EMP1=2 or 99]

EMP4. Are you actively looking for work now? **[.25QP]**

- 1 Yes
- 2 No
- 99 DK/REF

[IF EMP1=1 or EMP4=1]

FPP4. What type of job do you have or would you like to 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? **[1QP]**

- 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 S1 >21 AND < 28, ASK EMP5]

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

- 1 Extremely easy
- 2 Somewhat easy
- 3 Somewhat difficult
- 4 Extremely difficult
- 99 DK/REF

APPENDIX B

FPP1. Next, I'd like to ask you now about your plans for the future. What do you think you might be doing [INSERT BASED ON RESPONSE TO EDU1 and EDU3]? **[2QP]**

IF EDU1=1-*[RESPONDENT IS CURRENTLY ENROLLED IN SCHOOL]* INSERT "once you finish school?"

IF EDU1 = 2 or 99 *[RESPONDENT IS NOT CURRENTLY ENROLLED IN SCHOOL]* INSERT "in the next few years?"

[DO NOT READ LIST] [ACCEPT MULTIPLE RESPONSES] [PROBE UNTIL UNPRODUCTIVE] [PUNCH 5, 8 & 99 MUST BE SINGLE PUNCH]

- 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.] **[0.5QP]**

[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 *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]? **[.25QP]**

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

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

FPP3B. Which type of service would that be? Would it be... [READ 1-2]? **[.25QP]**

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

[IF S1 >21 AND < 28, ASK EDU1]

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

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

[IF DEBT1=1 and FFP9=3 or 4 or 99 ask]

FPP10. If the military agreed to pay off your school debt, how likely is it that you would serve in the military in the next few years? Would you say...[ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ 1-4]? **[.5QP]**

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

APPENDIX B

DEMOGRAPHICS FOR ALL RESPONDENTS

15.5 QUESTION POINTS, 5.1 MINUTES

ASK ALL

And now I just have a few last questions for research purposes.

DEM1. What is the last grade of formal education you completed? [READ LIST, ACCEPT SINGLE RESPONSE] [1QP]

- 1 Less than High School
- 2 High School Graduate
- 3 Technical/Vocational
- 4 Some College or Associates Degree
- 5 College Graduate
- 6 Post-Graduate
- 7 DK/REF [DO NOT READ]

DEM2A. Are you currently a member of the armed forces? [1QP]

- 1 Yes
- 2 No
- 3 DK/REF

[IF DEM2A > 1 ASK DEM2C]

DEM2C. Have you ever served as a member of the armed forces? [1QP]

- 1 Yes
- 2 No
- 3 DK/REF

[IF DEM2A=1 OR DEM2C=1, ASK DEM2B]

DEM2B. Is that active duty, guard or reserves? [ACCEPT MULTIPLE RESPONSES] [0.5QP]

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

DEM2CA. Is anyone in your immediate family - parents, children, siblings, grandparents, in-laws – currently a member of or have served in the armed forces? [1QP]

- 1 Yes
- 2 No
- 3 DK/REF

APPENDIX B

DEM2D. Is anyone in your extended family - cousins, aunts, uncles, nieces, nephews - currently a member of or have served in the armed forces? **[1QP]**

- 1 Yes
- 2 No
- 3 DK/REF

DEM3. What is your total annual household income? [READ LIST, ACCEPT SINGLE RESPONSE] **[1QP]**

- 1 Less than \$25,000
- 2 \$25,000 but less than \$30,000
- 3 \$30,000 but less than \$40,000
- 4 \$40,000 but less than \$60,000
- 5 \$60,000 but less than \$80,000
- 6 \$80,000 but less than \$100,000
- 7 \$100,000 OR MORE
- 8 DK/REF **[DO NOT READ]**

DEM4. Please tell me whether you are currently...[READ LIST, ACCEPT SINGLE RESPONSE] **[1QP]**

- 1 Single and have never been married
- 2 Widowed
- 3 Separated
- 4 Divorced
- 5 Married
- 6 DK/REF

DEM6A. Does the current situation WITH THE US PLANE IN CHINA make you more likely or less likely to recommend the military as an option for youth after high school? **[1QP]**

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

DEM7A. Are you currently employed in a high school or a community college as a teacher, guidance counselor or administrator? [NOTE TO INTERVIEWER: HIGH SCHOOL IS GRADES 9-12] **[1QP]**

- 1 Yes, High School
- 2 Yes, Community College
- 3 No
- 99 DK/REF

APPENDIX B

DEM8. Are you a youth leader in any way? For example, are you a youth sports coach, a member of the clergy, scout leader, or an employer of people under the age of 21? **[1QP]**

- 1 Yes, youth sports coach
- 2 Yes, member of the clergy
- 3 Yes, scout leader
- 4 Yes, employer of people under the age of 21
- 5 Yes, other, specify
- 6 No
- 99 DK/REF

DEM9. What is your occupation? **[DO NOT READ CHOICES] [2QP]**

- 1 Computer and Mathematical Occupations
- 2 Architecture and Engineering Occupations
- 3 Life, Physical, and Social Science Occupations
- 4 Community and Social Services Occupations
- 5 Legal Occupations
- 6 Education, Training, and Library Occupations
- 7 Arts, Design, Entertainment, Sports, and Media Occupations
- 8 Healthcare Practitioners and Technical Occupations
- 9 Healthcare Support Occupations
- 10 Protective Service Occupations
- 11 Food Preparation and Serving Related Occupations
- 12 Building and Grounds Cleaning and Maintenance Occupations
- 13 Personal Care and Service Occupations
- 14 Sales and Related Occupations
- 15 Office and Administrative Support Occupations
- 16 Farming, Fishing, and Forestry Occupations
- 17 Construction and Extraction Occupations
- 18 Installation, Maintenance, and Repair Occupations
- 19 Production Occupations
- 20 Transportation and Material Moving Occupations
- 21 Military Specific Occupations
- 22 Homemaker/Housewife/Househusband
- 23 Retired
- 24 Unemployed
- 25 Other, specify _____
- 99 DK/REF

DEM10. **MOVED TO THE SCREENERS**

DEM11. **MOVED TO THE SCREENERS**

DEM12. For research purposes only, please tell me your street address and zip code? Do you know your ZIP plus four? [9-digit ZIP code is preferred] **[1QP]**

[RECORD STREET ADDRESS]
[RECORD ZIP CODE]

APPENDIX B

[ASK DEM13 IF QPRIV1=1]

DEM13. So that we may send you the copy of the Privacy Act of 1974 and for research purposes please tell me your address.

[RECORD STREET ADDRESS]

[RECORD STATE]

[RECORD CITY]

[RECORD ZIP CODE]

DEM14. FIPS CODE _____

DEM15. ZIP CODE **[FROM SAMPLE]** _____

DEM16. May I please have your name in case my supervisor needs to verify that this interview actually took place?

Thank you very much for your time.

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