

**FINAL REPORT OF COGNITIVE RESEARCH ON  
THE YOUTH VOLUNTEERING, SERVICE, AND CIVIC  
ENGAGEMENT SURVEY**

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This paper reports the findings of research undertaken by U.S. Census Bureau staff. This paper has not undergone an official review and should not be considered an official Census Bureau publication. The views expressed in this report are attributable to the authors and do not necessarily reflect those of the U.S. Census Bureau. This report is released to inform project sponsors affiliated with the National Corporation for Service and other interested parties invested in the outcome of this research.

## EXECUTIVE SUMMARY

This report documents the findings of cognitive research, conducted during the months of November and December 2004, which was implemented to pretest and refine questions contained in the new *Youth Volunteering, Service and Civic Engagement Survey* – a survey sponsored by the National Corporation for Service (NCS) and facilitated by the Demographic Surveys Division (DSD) at the U.S. Census Bureau. The bulk of this report reflects the cognitive pretesting process in a question-by-question format, covering the results of each round of interviewing, as well as proposed recommendations.

This cognitive research involved two rounds of ten, concurrent cognitive interviews each, and was conducted by Census Bureau staff from the Center for Survey Methods Research, Statistical Research Division (CSMR/SRD). The survey was administered to respondents aged 12-18. With permission of the parents, interviews were conducted among children and young adults who fall into this age range, including public, private and home-schooled students in urban and rural settings within the Washington DC metropolitan area.

Overall, respondents were able to answer the majority of the questions with ease or moderate effort, and were able to recall landmark events with minimal effort (i.e. various types of volunteer activities, specific role(s) in organizational civic engagement activities, attitudes/opinions regarding volunteer interests). Some examples of the kinds of questions that were most frequently problematic for respondents included questions with constantly shifting reference periods throughout the survey; questions that required respondents to spend additional time parsing out multi-part questions with densely packed text before they were able to provide a response; and questions that required the execution of many independent, complex calculations (i.e. overall hours of specific daily school and extracurricular activities; number of weeks one participated in a specific activity).

The section below identifies the type of cognitive response errors that questions from the *Youth Volunteering, Service and Civic Engagement Survey* were most susceptible to:

- 1) **Difficult Terminology:** Questions that use unknown or unfamiliar terms, or overly technical language.
- 2) **Conceptual Difficulty:** Questions that use ambiguous or unclear concepts with multiple interpretations. Questions with changing and multiple reference periods. Questions that include a concept that does not match a respondents experience, Questions that include any situation where a respondent states, “I don’t understand what you are asking.”
- 3) **Overly Complex:** Questions that are too long for respondents to reasonably remember all of the details. Questions that overuse qualifiers, includes important ideas buried or easy to miss within the question. Questions that have unnecessary grammatical complications (awkward sentence structures).

- 4) **Knowledge and Recall-Related Difficulties:** Questions that ask something that a respondent is unlikely to know, needs cues or examples, has low salience (especially for attitudes) or has an unintentionally broad reliance on estimation responses.
- 5) **Questionnaire-Level Problems:** Questions that are perceived to be redundant, repetitive, pointless or irrelevant to respondents. Questions that fatigue, confuse or irritate respondents. Questions that are burdensome to respondents due to the length of the question.
- 6) **Unintentional Influences:** Questions that bias or influence the reporting of respondent answers due to question sensitivity issues; social desirability problems; or question order or sequencing effects.

## RESEARCH METHODS

During the months of November and December 2004, CSMR staff conducted twenty cognitive interviews in the Washington, D.C. metropolitan area. We attempted to recruit a broad range of respondents (see table 1), including a diverse racial/ethnic composition, age range, type of school, and socioeconomic status. We recruited respondents through personal networks in and around the Washington DC metropolitan area.

We interviewed 20 people ranging from 12 to 18 years of age. We interviewed a total of 11 White, 6 Black, 1 American Indian, 1 Latino, and one mixed race respondent; 8 males and 12 females. We had 2 home-schooled, 12 public, 5 private and 1 community college schooled respondent. Some respondents had many years of volunteer and community service involvement, while others had very little.

All interviews were supposed to be done using a Computer Assisted Telephone Interview (CATI) instrument; however, we did experience some technical difficulties which forced us to use a paper instrument in many of the interviews. Two versions of the questionnaire, developed in an iterative sequence, were used during the cognitive testing. After the first ten interviews were conducted, several blatant problems became evident. Revisions were made and an additional ten interviews were conducted.

**Table 1: Respondent Demographics**

<i>Round 1</i>			
<u>Age</u>	<u>Sex</u>	<u>Race</u>	<u>School Type</u>
15	Female	Black	Public
13	Male	White	Home Schooled
15	Female	White	Home Schooled
17	Female	Black	Public
12	Male	Black	Public
15	Male	White	Public
14	Female	White	Public
15	Male	White	Public
13	Female	White	Public
13	Female	White	Private
<i>Round 2</i>			
<u>Age</u>	<u>Sex</u>	<u>Race</u>	<u>School Type</u>
13	Male	Asian & Black	Public
14	Female	American Indian	Private
18	Female	Black	1st Year Comm. College
16	Female	Black	Public
15	Female	Black	Public
18	Male	White	Private
17	Female	White	Private
16	Male	Hispanic	Public
14	Male	White	Private
13	Female	White	Public

## ITEM-BY-ITEM RESULTS

### SECTION I

#### ITEM 1

##### Round I

**Wording:** First, how old were you on December 31st last year?

##### *General Comments/Issues*

This question was worded differently on the computer survey version than on the paper version of the questionnaire that we originally received. In order to collect consistent data for this item, interviewers used the computer question version as written above for Round I.

All respondents were able to answer this question as intended, However, the reference period “*last year*” was somewhat vague for respondents to be able to calculate and report their age immediately without further probing on behalf of the interviewer(s).

##### *Recommendation(s)*

We asked the sponsor to consider revising this question so that respondents would be able to retrieve the intended information (i.e. respondent’s age) immediately, with minimal or zero probing required from the interviewer.

##### Round II

**Wording:** First, how old will you be on December 31, 2004?

##### *General Comments/Issues*

This question was revised for the second round of testing because we wanted respondents to be fully cognizant of their age at a specific point in time that included the month, day and year. The sponsor accepted our recommendation to adopt a stable and specific reference period in order for respondents to fully attend to a controlled time frame. Although the sponsor simplified and reworded this question, respondents now associate their age to a time period in a future context rather than in a current context. Respondents during this round of testing responded well to the revised time frame specification. The task for respondents was to remember if they would have a birthday in the next month or two. This was a much easier task to manage in Round II since the recall time between birthdays was considerably shorter than calculating if they had a birthday in the past ten to eleven months as in Round I.

***Recommendation(s)***

Our recommendation from Round I was accepted by the sponsor and tested in Round II. A field telephone test will be conducted in January 2005 using the same reference dates. We recommend that the verb tense be revised to read in the past tense rather than the future tense. If this adjustment were made, we offer the following question recommendation:

**First, how old were you on December 31, 2004?**

***Sponsor's Feedback***

Recommendation adopted with minor changes. Sponsor removed the word "first" from the question.

***Final Wording: How old were you on December 31, 2004?***

**ITEM 2**

**Round I**

**Wording: Are you currently in school?** (Response options: Yes, No)

***General Comments/Issues***

Our home-schooled respondents each qualified their answers before finalizing their responses to this question. For example, one respondent said, "Well, I am not actually in a school, but my mother home schools us. Would that count?" The term "school" for home-schooled respondents represents an institution, a place to receive an education. Although home-schooled respondents are being educated, they do not regard themselves as currently being "in school."

Students who attend public (i.e., charter school) or private school (i.e. parochial and non-parochial) were able to answer "Yes" to this question as intended, without response problems.

***Recommendation(s)***

If necessary, have interviewers prepared to probe or clarify answers from home-schooled respondents.

**Round II**

**Wording: Are you currently in school?** (Response options: Yes, No)

***General Comments/Issues***

Since there were no home-schooled participants in this second round of this cognitive research, all respondents were easily able to comprehend and respond to this question as intended. We recommend including a parenthetical to key those home schooled respondents into the fact that although they don't typically regard themselves as being "in school" that the question is also asking about home schooled respondents.

***Recommendation(s)***

To ensure that the question is clear to all respondents, especially those being home schooled and those in college, we recommend the following wording:

**Are you currently in school (this includes home-schooled and college education)?** (*Response options: Yes, No*)

***Sponsor's Feedback***

Recommendation adopted.

**ITEM 3**

**Round I**

**Wording:** [IF CURRENTLY IN SCHOOL] What kind of school is it?  
Is it a.... (*Response options: Public school, Home school, Private school*)

***General Comments/Issues***

It is our assertion that some respondents answered this two-part question prematurely; that is, before interviewers were able to read aloud the second segment of the question (i.e. *Is it a public school, home school, private school?*). The wording of this question unintentionally influenced or biased respondents' answers since they did not always wait to hear the entire question. As a result, some respondents began to provide descriptions and information about their schools that was unintended based on the first part of the question, *What kind of school is it?* Thus, the wording was revised for Round 2.

***Recommendation(s)***

We recommend that wording be revised so as to prevent break-ins, so that the respondent hears the entire question before providing an answer.

**Round II**

**Wording:** [IF CURRENTLY IN SCHOOL] Is it a public school, private school, or are you home schooled? (*Response options: Public school, Home school, Private school*)

The revised question wording performed well among participating respondents who were in grades six through twelve. However, the larger challenge with this question is that of a classification issue for respondents within the age universe (18 and under) who are students attending college (on campus), a trade school taking college courses on-line. These students may have a more difficult time defining their school classification based on the three response options available. This concern arose in Round II because there was one respondent who was a first year community college student who takes her courses via a closed Internet site. This respondent struggled with being able to choose one response option and as a result, vacillated between the available three response options. The indecisiveness

that this respondent experienced, grappling with how to categorize her school, also posed a problem for the interviewer since the answer that a respondent provides to this question also establishes how the respondent will be navigated through the survey (i.e. whether or not a respondent will be asked the next question item or skipped to another survey item). The respondent ultimately answered correctly that the community college she attended was a “public” institution.

***Recommendation(s)***

It is our suggestion that in the future, the sponsor consider expanding the response categories to include a variety of different school classifications (i.e. charter school, community college, on-line course, etc.).

***Sponsor’s Feedback***

Recommendation adopted.

**ITEM 4**

**Round I**

**Wording:** Is it... (Response options: Religious, Non-religious)

***General Comments/Issues***

Although this question functioned okay, there is room for response error among survey participants since the question structure is incomplete, almost as if it is an open-ended question. Respondents typically jump in before the interviewer begins reading the response options.

***Recommendation(s)***

We recommend that the sponsor revise this item so that the question stem is completely framed which means that the question stem is able to stand-alone as a complete sentence and that the response options adequately express a respondent’s given situation and match the objective of the question. We revised the question for Round II.

**Round II**

**Wording:** Is your school religious or non-religious?

***General Comments/Issues***

This question operated as intended among respondents without response errors in Round II. No further recommendations.

***Sponsor’s Feedback***

Recommendation not adopted.



*Final Wording:*

**Is that a religious or nonreligious school?**

This wording reflects changes made independently by the sponsor and without input from the Statistical Research Division. As such, this question has not been subjected to Census Bureau pretesting standards.

**ITEM 5**

**Round I**

**Wording:** **What grade are you in?** (Response options: 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade, Technical/Vocational school, 1st or 2nd year of college, Other\_\_\_\_)

*General Comments/Issues*

This question was problematic for our home-schooled respondents. We recommend that a separate question be asked of all home-schooled respondents. Those respondents who attended public or private schools did not have any problems with this question and answered it easily.

*Recommendation(s)*

We recommend revising this survey item to include two questions. One question to be asked of respondents who attend public or private schools and a separate question to be asked of home-schooled respondents.

**Round II**

**Wording:** [ASK OF PUBLIC OR PRIVATE SCHOOL RESPONDENTS]  
**What grade are you in?** (Response options: 6th Grade, 7th Grade, 8th Grade, 9<sup>th</sup> Grade, 10th Grade, 11th Grade, 12th Grade, Technical/Vocational school, 1st or 2nd year of college, Other\_\_\_\_)

[ONLY ASK OF HOME-SCHOOLED RESPONDENTS]

**What grade would you be in if you were in a public or private school?**  
(Response options: 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade, Technical/Vocational school, 1st or 2nd year of college, Other\_\_\_\_)

*General Comments/Issues*

The question worked well among respondents who attend public and private school institutions. During Round II, we were unable to test this item among additional home-school respondents since they were not a part of our respondent pool for Round II testing.

*Recommendation(s)*

No further recommendations.

***Sponsor's Feedback***

Recommendation adopted.

**ITEM 6**

**Rounds I & II**

**Wording:** [IF NOT CURRENTLY IN SCHOOL] Was the last high school or secondary school you went to a... (Response options: Public school, Home school, Private school)?

***General Comments/Issues***

We did not have an opportunity to test this question.

***Recommendation(s)***

We did not have an opportunity to test this question and therefore have no recommendations.

**ITEM 7**

**Rounds I & II**

**Wording:** Was it... (Response options: Religious, Non-religious)

***General Comments/Issues***

Please refer to survey Item 4 for general comments.

***Recommendation(s)***

Please refer to survey Item 4 for our recommendation. No further suggestions were made after this round of testing.

***Sponsor's Feedback***

Recommendation not adopted.

**ITEM 8**

**Rounds I & II**

**Wording:** What is the highest level of education you have achieved? (Response options: Less than a high school diploma, High school graduate, GED, Technical/Vocational School, 1<sup>st</sup> or 2<sup>nd</sup> year of college, Other\_\_\_\_\_)

***General Comments/Issues***

This question performed well and seemed to capture the data the sponsor was looking for.

***Recommendation(s)***

No recommendations were made.

*Final Wording:*

**What was the highest grade you ever attended?**

This wording reflects changes made independently by the sponsor and without input from the Statistical Research Division. As such, this question has not been subjected to Census Bureau pretesting standards.

**ITEM 9**

**Rounds I & II**

**Wording:** **What was your overall grade average for the past year** [the last year you attended school]? [NOTE: Respondent can provide either a letter grade or a grade point average. Grade point average must be based on a four-point scale]

*General Comments/Issues*

This question item worked well and the respondents did not have any problems providing the information requested from this question.

*Recommendation(s)*

No recommendations.

**ITEM 10**

**Rounds I & II**

**Wording:** **Were you born in the United States?** [NOTE: Includes U.S. territories] (Response options: yes, No, DK)

*General Comments/Issues*

Respondents were able to answer this question with ease.

*Recommendation(s)*

We had no major concerns about this question. It seemed to perform as intended.

**ITEM 11**

**Round I**

**Wording:** **Do you usually speak English at home?** (Response options: Yes, No, DK, Refused)

*General Comments/Issues*

Although this question performed as intended during Round 1 testing and we did not have the opportunity to interview any non-English speakers, there was a concern that there could be a potential social desirability effect among non-native English speaker respondents. The way that this question is currently worded is ethnocentric and does not leave room for the respondent to mention another spoken language without the possibility of

feeling a sense of judgment regarding any other language that might be spoken at home.

***Recommendation(s)***

To avoid any future sensitivity issues with this question, we recommend the following question stem and response option revisions. [Note: The response options will not be read.]

**Round II**

**Wording:** Which language do you usually speak at home? (Response options: English, Spanish, Other - *Specify*)

***General Comments/Issues***

The question seemed to work well with English speakers, but as in Round I, we did not have the opportunity to interview any non-English speakers.

***Recommendation(s)***

We have no further recommendations for this question item.

***Sponsor's Feedback***

Recommendation adopted.

**SECTION II**

**ITEMS 12-26**

**Round I**

**Wording:** During the last year, how much time did you spend during a typical week doing the following activities?

12. Studying/Homework
13. Socializing with friends
14. Talking with teachers outside of class
15. Exercise or sports
16. Partying
17. Working for pay
18. Volunteer work
19. Student clubs or youth groups
20. Watching TV
21. Household chores or childcare
22. Reading for pleasure
23. Playing video or computer games
24. Prayer or Meditation
25. Spending time on the Internet (including chat rooms, email, and instant messaging)
26. Talking on the telephone or text messaging

### *General Comment/Issues*

In this series of questions, respondents were asked how much time per week they spent on specific activities. Some respondents did not seem to have any difficulty in coming up with an amount of time they spent in a typical week, while for others the task was a bit harder. It seemed to depend on the number of activities a respondent was involved in.

Another issue is with the reference period of "during the last year." This did not connote the same meaning for all respondents. Some thought that it meant "over a one year period," while others thought that it meant only "over the last school year."

Another issue arose with home schooled students and students whose parents were also teachers. One of the categories was "talking with teachers outside of class." These types of respondents were not sure if it meant, talking with teachers that they had in school outside of class or talking with any teacher outside of class. For both types of these respondents, the category was ambiguous and they were not sure how to answer.

Most categories seemed to be straightforward; however, there was some concern that respondents might not be able to differentiate between activities such as "partying" and "socializing with friends." During the cognitive interview, respondents were asked what they thought both "socializing with friends" and "partying" meant. Older respondents did not have any problem with this distinction. A common definition was that "socializing with friends" involved "hanging out with smaller groups of people after school or on the weekends" where "partying" meant that there was a huge group of people in attendance.

When asking younger respondents, typically ages 13-15, what they thought partying meant, their responses were things such as "sleepovers and birthday parties." It was clear from their responses that the younger respondents were not interpreting "partying" the same way as the older respondents. There were a few situations where younger respondents did describe "partying" in a similar way as the older respondents, and in these cases, it seemed inappropriate to be asking a 13 year old this type of question.

### *Recommendations(s)*

We recommend removing the category "partying" and changed the question for Round II testing.

## Round II

**Wording:** During the last year, how much time did you spend during a typical week doing the following activities?

12. Studying/Homework
13. Socializing with friends
14. Talking with teachers outside of class
15. Exercise or sports
16. Working for pay
17. Volunteer work
18. Student clubs or youth groups
19. Watching TV
20. Household chores or childcare
21. Reading for pleasure
22. Playing video or computer games
23. Prayer or Meditation
24. Spending time on the Internet (including chat rooms, email, and instant messaging)
25. Talking on the telephone or text messaging

### *General Comment/Issues*

With the “partying” category removed, all respondents were easily able to comprehend and respond to this question.

### *Recommendations(s)*

We recommend changing the reference period from “during the last year” to “since January 1, 2004.”

### *Sponsor’s Feedback*

Recommendation adopted with additional changes made by the sponsor.

### *Final Wording:*

[If R is currently in school] *Since the start of the school year, how many hours did you spend during a typical week doing the following activities?*

[If R is currently NOT in school] *Since September, how many hours did you spend during a typical week doing the following activities?*

This wording reflects changes made independently by the sponsor and without input from the Statistical Research Division. As such, this question has not been subjected to Census Bureau pretesting standards.

## ITEMS 27-29

### **Round I**

**Wording:** How likely is it that you will [FILL IN]? Would you say that it is very likely, somewhat likely, not very likely, or not likely at all?

- 27. **Get a bachelor's degree**
- 28. **Participate in volunteer or community service in the next year**
- 29. **Regularly vote in elections**

### *General Comment/Issues*

The majority of respondents under the age of 15 did not know what was meant by a "Bachelor's degree" and routinely asked "What's that?" Once provided with a definition, respondents understood that "bachelor's degree" meant graduating from a four-year college. Older respondents had no difficulty comprehending these questions and answered easily and without hesitation.

In addition, this question series seems out of place in this section of the questionnaire. These questions are asked after the question series on how much time is spent during a typical week doing specific activities, such as studying and homework and before a question asking them if they attend religious services. It seems that it would be better to ask it at the end where similar attitudinal questions are asked about politics and trust.

### *Recommendations(s)*

We suggest implementing the following recommendation:

**How likely is it that you will [FILL IN]? Would you say that it is very likely, somewhat likely, not very likely, or not likely at all?**

- 27. **Graduate from a 4-year college**
- 28. **Participate in volunteer or community service in the next year**
- 29. **Regularly vote in elections**

### **Round II**

**Wording:** Questions were inadvertently left out of the questionnaire during this round of testing.

### *General Comment/Issues*

Although we recommended that question 27, 28 and 29 be moved to a later part of the questionnaire, these questions were inadvertently removed from the questionnaire and not asked during this round.

***Recommendations(s)***

These three questions were not asked during Round II and therefore, we have no further recommendations.

***Sponsor's Feedback***

Recommendation adopted.

**ITEM 30**

**Rounds I & II**

**Wording:** Do you attend religious services at a church, synagogue, mosque or other religious organization?  
(Response options: Yes, No, DK)

***General Comment/Issues:***

Respondents seemed to comprehend and provide a response for this question easily.

***Recommendations(s):***

We had no major concerns about this question. It seemed to perform as intended. We have no recommendations.

**ITEM 31**

**Round I**

**Wording:** Not including weddings and funerals, how often do you attend religious services? [IF NECESSARY PROBE WITH CATEGORIES]

- Every week (or more often)
- Almost every week
- Once or twice a month
- A few times per year
- Less often than that
- Never

***General Comment/Issues***

It seemed unnecessary and inappropriate to ask younger respondents "Not including weddings and funerals..." In addition, in almost all cases, it was necessary for the interviewer to read the categories to the respondents. When asked this question, most respondents paused as if in anticipation of a list of choices. The answer categories were also awkward and once the categories were provided to the respondent, it was still hard for the respondent to remember and provide an answer without asking the interviewer to reread the categories. When probed what they thought was meant by "religious services," none of the respondents mentioned wedding or funerals.



***Recommendations(s):***

Remove "not including wedding and funerals" and reword answer categories so that they can be easily read by the interviewers and heard and interpreted by respondents.

**Round II**

**Wording: How often do you attend religious services?**

- At least once a week
- Almost every week
- Once or twice a month
- A few times per year
- Less often than that
- Never
- Don't Know**

***General Comment/Issues***

With the changes from Round I, the question and answer categories worked much better and respondents did not have any problems answering the questions. We again asked respondents what they thought was meant by "religious services," and none mentioned wedding or funerals. Removing that phrase did not affect how the question was being interpreted.

***Recommendations(s)***

The question worked well and we recommend no further changes.

***Sponsor's Feedback***

Recommendation adopted.

**SECTION III**

**ITEM INTRO**

**Rounds I & II**

**Wording: Now I'd like to learn about any experiences you may have had with performing community service as part of a school activity or requirement.**

***General Comments/Issues***

Respondents were able to understand and interpret this introduction with ease.

***Recommendation(s)***

We had no major concerns about this introduction and therefore no recommendations.

**ITEM 32**

**Round I**

**Wording:** **Have you ever done any service in the community that was part of a class at school?** (Response options: Yes, No)

***General Comment/Issues***

The wording of this question for Round I was confusing for respondents. Few of them seemed to be able to understand or explain what we were trying to capture. The sponsor was looking specifically for a respondent's participation in a community service that was part of a school activity or requirement. To make it more clear, we recommended asking the respondents specifically about -- "community service as part of a school activity or requirement."

***Recommendations(s)***

Reword question to make it more similar to the preceding introduction and make the question more understandable to respondents.

**Round II**

**Wording:** **Have you ever performed any community service as part of a school activity or requirement?** (Response options: Yes, No)

***General Comment/Issues***

When respondents were asked the revised question, most interpreted the question exactly as the sponsor intended. This wording also parallels the introduction that precedes this question, so that when students hear the question, it is easily comprehended and they can provide the correct answer.

***Recommendations(s)***

The question worked well and we recommend no further changes.

***Sponsor's Feedback***

Recommendation adopted.

**ITEM 33**

**Rounds I & II**

**Wording:** **How many different classes have you taken that included this service project as part of the class?** (Response options: "1 class" – "7 or more classes")

***General Comments/Issues***

Respondents did not have any problems providing the information requested from this question.

***Recommendations***

No recommendations.

## **ITEM -Intro**

### **Round I**

**Wording:** We'd like to ask you some questions about [IF Q33=1] your experience with serving in your community as part of this class ([IF Q33=2] your most recent experience with serving in your community as part of class).

### ***General Comment/Issues***

Asking "we'd like to ask you some questions..." seems strange when there is a single interviewer asking the questions. Simply changing "we'd" to "I would" will remedy this problem.

### ***Recommendations(s)***

We recommend changing "we'd" to "I would."

### **Round II**

**Wording:** I would like to ask you about your experience with serving your community as part of this class. ([IF Q33=2] your most recent experience with serving in your community as part of class).

### ***General Comment/Issues:***

The question worked well and we recommend no further changes.

### ***Recommendations(s)***

No further recommendations.

### ***Sponsor's Feedback***

Recommendation adopted.

## **ITEM 34**

### **Rounds I & II**

**Wording:** How many years ago did you take the class?  
[DO NOT READ]

- 1.) Currently taking the class
- 2.) One year ago
- 3.) Two years ago
- 4.) Three years ago
- 5.) Four years ago
- 6.) Five or more years ago
- 8.) Don't know
- 9.) Refused

***General Comments/Issues***

This question item worked well among respondents.

***Recommendations***

No recommendations.

**ITEM 35**

**Rounds I & II**

**Wording: What subject area was the class in?**

[DO NOT READ; PROBE WITH CATEGORIES IF NECESSARY]

- |                           |                                  |
|---------------------------|----------------------------------|
| 1.) Social Studies        | 8) Health                        |
| 2.) Math                  | 9.) Special Education            |
| 3.) English/Language Arts | 10.) Vocational/Career Education |
| 4.) Science               | 11.) Advisory Period             |
| 5.) Foreign Languages     | 12.) Gifted/Talented             |
| 6.) Art/Music/Theater     | 13.) Elective                    |
| 7.) Physical Education    | 14.) Other                       |
|                           | 15.) Specify: _____              |

***General Comments/Issues***

This question item worked well among respondents. Everyone was easily able to provide a response that was already included in the answer categories.

***Recommendations***

No recommendations.

**ITEM 36**

**Rounds I & II**

**Wording: Did you help plan this service project?**

(Response options: Yes, No, DK)

***General Comments/Issues***

Respondents did not have any problems providing the information requested from this question.

***Recommendations***

No recommendations.

**ITEM 37**

**Rounds I & II**

**Wording:** Were you required to write about or reflect on your experience in the service project for the class? (Response options: Yes, No, DK)

***General Comments/Issues***

Almost all respondents were required to write at least a report about their service experience. For the longer service projects some respondents were required to keep a journal about the project. Respondents did not have any problems providing the information requested from this question.

***Recommendations***

No recommendations.

***Final Wording:***

**Were you required to write about or reflect on your service experience for the class? (Response options: Yes, No, DK)**

This wording reflects changes made independently by the sponsor and without input from the Statistical Research Division. As such, this question has not been subjected to Census Bureau pretesting standards.

**ITEM 38**

**Round I**

**Wording:** We'd like to know how long you regularly participated in this service project. Was it a one time activity, for a month or less, for more than a month, but less than three months, for a whole semester, for the entire school year, or for some other length of time?

***General Comment/Issues***

This question is long and complex. Every respondent had to have at least part of the question repeated and even at that, most had a hard time understanding what the question was asking. Besides the lengthy response categories, the phrase, "regularly participated in this service project" was not clear at all.

***Recommendations(s)***

No recommendations.

**Round II**

**Wording:** We'd like to know how long you regularly participated in this service project. Was it a one time activity, for a month or less, for more than a month, but less than three months, for a whole semester, for the entire school year, or for some other length of time?

***General Comment/Issues***

Due to time constraints, the question was not revised for the second round of testing and once again the question performed poorly.

***Recommendations(s)***

We recommend pulling the categories out of the question itself and just have them as answer categories. The way the question is worded now, the answer categories – especially “for more than a month, but less than three months” – get lost. We suggest the implementing the following recommendation.

**Which of the following best describes the length of time you regularly participated in this service project. Was it...**

- a one time activity?**
- for a month or less?**
- for more than a month, but less than three months?**
- for a whole semester?**
- for the entire school year?**
- for some other length of time?**

***Sponsor’s Feedback***

Recommendation not adopted.

***Final Wording:***

**For how long did you regularly participate in this community service? Was it a one time activity, for a month or less, for more than a month, but less than three months, for a whole semester, for the entire school year, or for some other length of time?**

This wording reflects changes made independently by the sponsor and without input from the Statistical Research Division. As such, this question has not been subjected to Census Bureau pretesting standards.

**ITEM 39**

**Round I**

**Wording:**

**How would you describe the impact this service project had on you? Would you say that it had a very positive impact on you, a somewhat positive impact, no impact, a somewhat negative impact, or a very negative impact?**

- 1.) Very negative impact
- 2.) Somewhat negative impact
- 3.) No impact
- 4.) Somewhat positive impact
- 5.) Very positive impact

***General Comment/Issues***

The question itself worked well; however, the order of answer categories in the question do not match the order of the categories of the response options.

***Recommendations(s)***

We recommend reversing the answer categories so that they are the same in the question and the response options.

**Round II**

**Wording:**

**How would you describe the impact this service project had on you? Would you say that it had a very positive impact on you, a somewhat positive impact, no impact, a somewhat negative impact, or a very negative impact?**

- 1.) Very positive impact
- 2.) Somewhat positive impact
- 3.) No impact
- 4.) Somewhat negative impact
- 5.) Very negative impact

***General Comment/Issues***

The question worked well and we recommend no further changes.

***Recommendations(s)***

No further recommendations.

***Sponsor's Feedback***

Recommendation adopted.

**SECTION IV**

**ITEM INTRO**

**Rounds I & II**

**Wording: Now I'm interested in asking you about volunteering. Volunteer activities are those things you do for others for which you are not paid, except perhaps to cover costs connected to the volunteer activities. We only want you to include volunteer activities that you did for an organization, even if you only did them once in awhile.**

***General Comments/Issues***

In both rounds, respondents were able to understand and interpret this introduction with ease.

***Recommendation(s)***

We had no major concerns about this introduction and recommend no changes.

***Final Wording:***

**I would like to ask you about volunteering. Volunteer activities are those things you do for others for which you are not paid, except perhaps for expenses. I only want you to include volunteer activities that you did for an organization or a place of worship even if you only did them once in awhile.**

This wording reflects changes made independently by the sponsor and without input from the Statistical Research Division. As such, this question has not been subjected to Census Bureau pretesting standards.

**ITEM 40**

**Round I**

**Wording:** **Since January 1<sup>st</sup> of last year, have you done any volunteering activities through or for an organization?** (Response options: Yes, No, DK, Refused)

***General Comments/Issues***

Respondents arrived at their answers fairly quickly, indicating that the retrieval of this type of information was salient. To make sure that respondents were aware of the reference period and that they were reporting the appropriate activities, interviewers probed to find out if the activities that the respondents provided did in fact occur since January 1<sup>st</sup> of the previous year by asking questions. In almost all of the interviews, the respondents only reported those activities that occurred during the reference period. Most respondents were able to give the exact dates of their volunteer activities, so they were very sure that it fell within the given reference period.

***Recommendation(s)***

No recommendations were made.

**Round II**

**Wording:** **Since January 1<sup>st</sup> of last year, have you done any volunteering activities through or for an organization?** (Response options: Yes, No, DK, Refused)

***General Comments/Issues***

Again, respondents in Round II were also able to answer this question easily; however, it is important to ensure that respondents are considering the reference period provided within the context of the question.



*Recommendation(s)*

We suggest having the interviewers who administer the survey questions verbally stress the reference period (emphasizing the month, day and year) to respondents. We suggest implementing the following recommendation:

**SINCE JANUARY 1<sup>ST</sup> OF 2004, have you done any volunteering activities through or for an organization?** (Response options: Yes, No, DK, Refused)

*Sponsor's Feedback*

Recommendation not adopted.

**ITEM 41**

**Rounds I & II**

**Wording:** Sometimes people don't think of activities they do infrequently or activities that they do for a community as part of a club, school or church as volunteer activities. Since January 1<sup>st</sup> of last year, have you done any of these types of volunteer activities? (Response options: Yes, No, DK, Refused)

*General Comments/Issues*

This question was not problematic for respondents, although the survey item is a bit lengthy and contains multiple segments. The key challenge for respondents and the main concern for interviewers is to make sure that respondents are considering and accommodating the reference period as they elicit information to answer this question accurately and confidently. As in the previous question, interviewers probed to make sure that respondents were including only those activities that fell within the given reference period.

*Recommendation(s)*

Round I: No recommendations were made.

Round II: We suggest having the interviewers who administer the survey questions verbally stress the reference period to respondents to include the month, day and year. We suggest implementing the following recommendation:

**Sometimes people don't think of activities they do infrequently or activities that they do for a community as part of a club, school or church as volunteer activities. SINCE JANUARY 1<sup>ST</sup> OF 2004, have you done any of these types of volunteer activities?** (Response options: Yes, No, DK, Refused)

*Sponsor's Feedback*

Recommendation not adopted.

***Final Wording:***

**Sometimes people don't think of activities they do infrequently or activities they do for schools or youth organizations a volunteer activities. Since January 1, 2004, have you done any of these types of volunteer activities?**

This wording reflects changes made independently by the sponsor and without input from the Statistical Research Division. As such, this question has not been subjected to Census Bureau pretesting standards.

**ITEM 42**

**Round I**

**Wording: Over the last year, have you done any volunteer work for a religious organization, such as aiding the clergy, participating in a choir, teaching Sunday school, or other general support work? (Response options: Yes, No, DK, Refused)**

***General Comments/Issues***

Respondents did not have any problems answering this question, but because the reference period has changed with this question, interviewers were not always confident that respondents were always cognizant of any reference period (i.e. *Since January 1<sup>st</sup> of last year*) or mindful of a different reference period (i.e. *Over the last year*) for this question.

***Recommendation(s)***

It was our suggestion to the sponsor to standardize the reference periods throughout the questionnaire so that respondents would not poorly execute estimation strategies due to fluctuating reference periods to determine if they did or did not participate in a particular type of activity. The sponsor did not elect to make any revisions to this question at this time.

**SINCE JANUARY 1<sup>ST</sup> OF LAST YEAR, have you done any volunteer work for a religious organization, such as aiding the clergy, participating in a choir, teaching Sunday school, or other general support work? (Response options: Yes, No, DK, Refused)**

**Round II**

**Wording: Over the last year, have you done any volunteer work for a religious organization, such as aiding the clergy, participating in a choir, teaching Sunday school, or other general support work? (Response options: Yes, No, DK, Refused)**

***General Comments/Issues***

The question performs well among respondents; however, a question version that includes more temporal specification decreases the demand on

ones' working memory and will aid respondent comprehension of the task at hand.

***Recommendation(s)***

It is our recommendation to provide respondents with a discrete reference period, such as "January 1, 2004," rather than an abstract reference period, such as, "over the last year" to aid respondent attention to the reference period. We recommend adopting one standard reference period. A question that includes temporal specification should further clarify the response task for respondents.

**SINCE JANUARY 1<sup>ST</sup> OF 2004, have you done any volunteer work for a religious organization, such as aiding the clergy, participating in a choir, teaching Sunday school, or other general support work?**  
(Response options: Yes, No, DK, Refused)

***Sponsor's Feedback***

Recommendation not adopted.

**ITEM 43**

**Round I**

**Wording:** **Over the last year, have you volunteered as a mentor, tutor, coach, counselor, or some other activity that benefited youth?** (Response options: Yes, No, DK, Refused)

***General Comments/Issues***

Respondents were able to provide 'yes/no' answers fairly easily, although the reference period, "over the last year" was not necessarily equivalent in meaning to the reference period "since January 1<sup>st</sup> of last year" among respondents. The interpretation of the two reference periods was inconsistent by the same respondent in different questions as well as across respondents. For many respondents, "over the last year" often included time from the day of the cognitive interview session back a year to the same day (i.e. it covers the dates October 20, 2004 back to October 20, 2003). This differs from the range of months covered by the reference period "since January 1<sup>st</sup> of last year" in items in this survey. For other respondents, this reference period captures the range of months from the cognitive interview session back to January 1<sup>st</sup> of the prior year (i.e. October 20, 2004 back to January 1, 2003). There is a possible difference of eight months that may or may not be accounted for by a respondent when performing this response task.

***Recommendation(s)***

We recommend rewording the question to maintain reference period consistency.

**Round II**

**Wording:** SINCE JANUARY 1<sup>ST</sup> OF LAST YEAR, have you volunteered as a mentor, tutor, coach, counselor, or some other activity that benefited youth? (Response options: Yes, No, DK, Refused)

***General Comments/Issues***

The comments mentioned above also apply to Round II testing.

***Recommendation(s)***

Embedding a more specific time reference period within the question context will reinforce the response task (i.e., respondents considering their role(s) as a volunteer within a specific range of time). We recommend the following revision based on Round II cognitive testing:

SINCE JANUARY 1<sup>ST</sup> OF 2004, have you volunteered as a mentor, tutor, coach, counselor, or some other activity that benefited youth? (Response options: Yes, No, DK, Refused)

***Sponsor's Feedback***

Recommendation not adopted.

**ITEM 44**

**Round I**

**Wording:** Over the last year, have you done any volunteer work that helped people in places like hospitals, nursing homes, crisis centers, shelters, food or blood banks, or other such human service organizations? (Response options: Yes, No, DK, Refused)

***General Comments/Issues***

At this point in the survey, some respondents commented that they thought they were "already asked" this question. This pattern of commentary among respondents suggests that they perceive this question to be redundant or repetitive, perhaps because of its' similarity to Item 40.

***Recommendation(s)***

As in previous questions, we recommend standardizing the reference period to January 1, 2004.

**Round II**

**Wording:** SINCE JANUARY 1<sup>ST</sup> OF 2004, have you done any volunteer work that helped people in places like hospitals, nursing homes, crisis centers, shelters, food or blood banks, or other such human service organizations? (Response options: Yes, No, DK, Refused)

*General Comments/Issues*

Comments from Round I testing of this item also apply to this round of cognitive testing.

*Recommendation(s)*

We recommend standardizing the reference period.

*Sponsor's Feedback*

Recommendation not adopted.

**ITEM 45**

**Rounds I & II**

**Wording:** Finally, over the last year, have you worked without pay for a community improvement program, such as volunteering at a museum or theater, supporting an environmental, animal welfare, or public safety organization, or serving at another organization that provides for community needs? (Response options: Yes, No, DK, Refused)

*General Comments/Issues*

Some respondents remarked that they would not necessarily associate an example of “a community improvement program” with volunteering at a museum or theatre. Please note that respondents were easily able to answer this item, but the quality of the data collected may be compromised since the concept of a “community improvement program” does not match the respondents notion of what a “community improvement program” is based on the provided embedded question examples.

*Recommendation(s)*

As in previous questions, we recommend standardizing the reference period to January 1, 2004. Additionally, we recommend wording that links the concept of a community improvement program with examples that match the notion of community improvement.

**SINCE JANUARY 1<sup>ST</sup> OF 2004, have you worked without pay for a community improvement program, such as repairing a museum or theater, supporting an environmental, animal welfare, or public safety organization, or serving at another organization that provides for community needs? (Response options: Yes, No, DK, Refused)**

*Sponsor's Feedback*

Recommendation not adopted.

*Final Wording:*

**Over the last year, have you done any community improvement work, such as volunteering at a museum or theater, supporting an environmental , animal welfare of public safety organization, or serving at another organization that provides for community needs?**

This wording reflects changes made independently by the sponsor and without input from the Statistical Research Division. As such, this question has not been subjected to Census Bureau pretesting standards.

**ITEM 46**

**Round I & II**

**Wording:** How many different organizations have you volunteered through or for in the last year, that is, since January 1, 2003? (Response options: 1 organization, 2 organizations, 3 organizations....7 or more organizations, DK, Refused)

*General Comments/Issues*

This item performed well among respondents.

*Recommendation(s)*

Round I: No recommendations.

Round II: We suggest that the year 2003 is changed to the year 2004 so that respondents who participate in the telephone survey will not have to recall knowledge two years prior.

**How many different organizations have you volunteered through or for in the last year, that is, since January 1, 2004?** (Response options: 1 organization, 2 organizations, 3 organizations....7 or more organizations, DK, Refused)

*Sponsor's Feedback*

Recommendation not adopted.

*Final Wording:*

**Since January 1, 2004, how many different organizations have you volunteered through or for in the last year?** (Response options: 1 organization, 2 organizations, 3 organizations....7 or more organizations, DK, Refused)

This wording reflects changes made independently by the sponsor and without input from the Statistical Research Division. As such, this question has not been subjected to Census Bureau pretesting standards.

**ITEM 47**

**Rounds I & II**

**Wording:** What organization is it? [What organizations are they?] (Response options: \_\_\_\_\_ Name of organization, DK, Refused) RECORD NAME OF EACH ORGANIZATION.

***General Comments/Issues***

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

***Recommendation(s)***

No recommendations.

***Final Wording:***

**What is the name of this organization? [What are the names of those Organizations? Please begin with the one where you volunteered the most and continue through the one where you volunteered the least.]**

This wording reflects changes made independently by the sponsor and without input from the Statistical Research Division. As such, this question has not been subjected to Census Bureau pretesting standards.

**ITEM 47A1**

**Rounds I & II**

**Wording:** What type of organization is that? [What type of organizations are they?] [ASK IF NECESSARY. DO NOT READ CATEGORIES ALOUD.]

***General Comments/Issues***

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

***Recommendation(s)***

No recommendations.

**ITEM Q47(B-G)**

**Rounds I & II**

**Wording:** What other organization(s)?

***General Comments/Issues***

This follow-up question functioned well.

***Recommendation(s)***

No recommendations.

*Final Wording:*

**What is the name of the next organization?**

This wording reflects changes made independently by the sponsor and without input from the Statistical Research Division. As such, this question has not been subjected to Census Bureau pretesting standards.

**SECTION V**

**ITEM 48**

**Rounds I & II**

**Wording:** I'd like to ask you some questions on how you became a volunteer for [fill]. How old were you when you first volunteered for [fill]?  
(Response Options "\_\_\_\_\_ years old")

*General Comments/Issues*

All respondents were able to answer this question easily. For some respondents only a year had passed since they had volunteered for a specific organization, while for other respondents 5 years or more years had passed. Because the respondents had already provided a list of the organizations that they had volunteered for, there did not seem to be any recall issues when this question was asked. This item worked as intended.

*Recommendations*

No recommendations.

**ITEM 49**

**Rounds I & II**

**Wording:** Did you approach the organization yourself, were you asked by someone, or did you become involved in some other way?

*General Comments/Issues*

Most respondents either approached the organization themselves or were asked by someone in the organization. This item worked as intended.

*Recommendations*

No recommendations.



**ITEM 50**

**Rounds I & II**

**Wording:** Who asked you to become a volunteer for this organization?  
[READ IF NECESSRY]

1. Parent
2. Other relative
3. Friend
4. Teacher
5. An adult at your place of worship
6. Co-worker
7. Someone in the organization
8. Some else/specify

***General Comments/Issues***

The answers provided by the respondents covered all the response options. The majority of respondents who were asked this question reported that they were referred by a parent, teacher, or someone in the organization. There were no conceptual or administrative problems to report for this question item.

***Recommendations***

No recommendations.

**ITEM 51**

**Rounds I & II**

**Wording:** Please describe how you became involved with this organization.  
[READ IF NECESSARY]

1. Court-ordered community service
2. Family member's involvement in the organization
3. Friend's, co-worker's, or roommate's involvement in the organization
4. Own involvement in the organization
5. Public housing requirement
6. Referred by volunteer organization
7. Responded to public appeal in the newspaper/radio/TV/flyer/Internet
8. School requirement
9. Other/Specify

*General Comments/Issues*

None of the respondents had any difficulty answering this question. The majority of the respondents who were asked this question reported that it was a school requirement, while other responses included family members' involvement and friend's involvement in the organization.

*Recommendations*

No recommendations.

**ITEM 52**

**Rounds I & II**

**Wording:** How many weeks in the last year did you do volunteer activities [fill organization]?

1. Less than one week  
\_\_\_\_\_ [1-52]

*General Comments/Issues*

Respondents typically did not have any problem remembering how many weeks they did volunteer activities for a particular organization. In most cases, it was a semester long class or a one time event. For those respondents whose participation in a volunteer activity was more complex, they were able to calculate the number of weeks they were involved in the activity. In the case of one respondent, he volunteered as a swim coach "during the summer months." He was able to figure out the number of weeks in the months of June, July, and August and provided a correct answer. Although, in some cases it took some time to do the calculations, respondents were typically able to provide an accurate answer.

*Recommendations*

No recommendations.

*Final Wording:*

**How many weeks since January 1, 2004 did you do volunteer activities [fill organization]?**

2. Less than one week  
\_\_\_\_\_ [1-52]

This wording reflects changes made independently by the sponsor and without input from the Statistical Research Division. As such, this question has not been subjected to Census Bureau pretesting standards.

**ITEM 53**

**Rounds I & II**

**Wording:** In those [fill Q52] weeks that you volunteered for [fill organization], how many hours per week did you do volunteer activities?  
(1. Varies 2. \_\_\_ Number)

***General Comments/Issues***

There were no major conceptual or administrative problems to report for this question item. Younger respondents seemed to have a little more difficulty and generally took more time to respond to this question. Overall, this item worked as intended.

***Recommendations***

No recommendations.

**ITEM 54**

**Rounds I & II**

**Wording:** How many total hours did you do volunteer activities for [fill organization]?  
\_\_\_\_\_ Number  
DK

***General Comments/Issues***

Round I: This question is basically asking respondents to multiply the number of weeks that they volunteered in the last year (Item 52) by the number of hours per week that they worked (Item 53). It was obvious that some respondents had difficulty performing this seemingly simple task. This has the potential to lead to a lot of “don’t know” responses. Since the survey will be administered using a CATI instrument, it would be beneficial to both the respondent and essential to the quality of data to include a program in the instrument that would calculate this number. Respondents would then be asked a modified version of the existing question, which verifies the answers that were give in the preceding two items.

***Recommendations***

Round I: There were no recommendations for this round.

***General Comments/Issues***

Round II: There were no conceptual or administrative problems to report for this question item, other than the problem reported in the first round.

***Recommendations***

Round II: We recommend modifying the instrument to have the computer calculate this question by multiplying the answer from question 52 with that of 53 and then verify that answer with the respondent and adding a question in this

series about time the spent on volunteer activities. We recommend the following:

**54. That comes out to about [fill item 52 multiplied by item 53] total hours of volunteer activities for [fill organization]. Does that sound about right?**

Yes

No – Ask 54a

**54a. How many total hours did you do volunteer activities for [fill organization]?**

***Sponsor's Feedback***

Recommendation not adopted.

**ITEMS 55 – 67**

**Rounds I & II**

**Wording:** Now I'm going to ask you about the volunteer activities you might have done for [fill Q47A – Q47G] in the last year. Since January 1<sup>st</sup> of last year, did you serve as a volunteer by... [READ AND MARK ALL THAT APPLY]

	Y	N	DK	Refused
Q55. <b>Tutoring, mentoring, or coaching</b> (READ IF NECESSARY: <i>includes reading to children, assisting teachers, being a camp counselor, and other mentoring activities</i> )	1	0	8	9
Q56. <b>Providing information to others, or serving as an usher or greeter</b> (READ IF NECESSARY: <i>includes manning information booth, handing out pamphlets, seating others at a theater</i> )	1	0	8	9
Q57. <b>Collecting, preparing, distributing, or serving food for others</b> (READ IF NECESSARY: <i>includes serving meals in shelters and packaging meals for distribution</i> )	1	0	8	9
Q58. <b>Collecting, making, or distributing clothing or other goods besides food</b> (READ IF NECESSARY: <i>includes gathering clothes for a clothing drive, producing hand made items such as quilts, and collecting furniture</i> )	1	0	8	9
Q59. <b>Fundraising or selling items to raise money</b> (READ IF NECESSARY: <i>includes manning concession booths, working in thrift stores, or at events for which the purpose is to raise money</i> )	1	0	8	9
Q60. [IF Q1≥16. OTHERWISE SKIP] <b>Assisting a fire, emergency or other protective service</b> (READ IF NECESSARY: <i>includes serving as a volunteer firefighter or EMS technician, or working at an animal shelter</i> )	1	0	8	9
Q61. [IF Q1≥16. OTHERWISE SKIP] <b>Providing transportation for others</b> (READ IF NECESSARY: <i>includes driving school teams to games or practices, driving people to a political rally</i> )	1	0	8	9
Q62. <b>Providing general office services</b> (READ IF NECESSARY: <i>includes clerical, administrative activities, running errands</i> )	1	0	8	9
Q63. <b>Providing companionship or assistance for others, such as the sick or elderly</b> (READ IF NECESSARY: <i>includes candy striping, reading to patients, providing therapy</i> )	1	0	8	9
Q64. <b>Participating in music, performance, or other artistic activities</b> (READ IF NECESSARY: <i>includes choir, musical, dance, theatrical performances, fine arts</i> )	1	0	8	9
Q65. <b>Providing physical, or general, labor</b> (READ IF NECESSARY: <i>includes building, repairing, or cleaning indoors or outdoors</i> )	1	0	8	9
Q66. <b>Other</b>	1	0	8	9
Q67. <i>Specify</i> _____				

### ***General Comments/Issues***

There was some concern on the part of the interviewer that these questions might become repetitive. However, in most cases different volunteer activities involved very different kinds of requirements. As such, there were no conceptual or administrative problems to report for this question item. This item worked as intended.

### ***Recommendations:***

No recommendations.

### ***Final Wording:***

**55. Now I'm going to ask you about the volunteer activities you might have done for [fill Q47A – Q47G] in the last year. Since January 1<sup>st</sup> 2004 did you ... Serve as a tutor, mentor or coach?**  
(*READ IF NECESSARY: This includes reading to children, assisting teachers, being a camp counselor, and other mentoring activities*)

**56. Provide information or serve as an usher or greeter?**  
(*READ IF NECESSARY: This includes manning information booth, handing out pamphlets, seating others at a theater*)

**57. Collect prepare or distribute food?**  
(*READ IF NECESSARY: This includes serving meals in shelters and packaging meals for distribution*)

**58. Since January 1, did you collect, make, or distribute clothing, crafts, or goods other than food?**  
(*READ IF NECESSARY: This includes gathering clothes for a clothing drive, producing hand made items such as quilts, and collecting furniture*)

**59. Fundraise or sell items to raise money?**  
(*READ IF NECESSARY: This includes manning concession booths, working in thrift stores, or at events for which the purpose is to raise money*)

**60. Provide fire/EMS protective services?**  
(*READ IF NECESSARY: This includes serving as a volunteer firefighter or EMS technician, or working at an animal shelter*)

**61. Provide transportations for people?**  
{*Read IF NECESSARY: This includes driving school teams to games or practices, driving people to a political rally.*}

62. **Since January 1, 2004 did you... Provide general office services?**  
(*READ IF NECESSARY: This includes clerical, administrative activities, running errands*)

63. **Provide companionship or assistance at hospitals, retirement homes, or other institutions?** (*READ IF NECESSARY: This includes candy striping, reading to patients, providing therapy*)

64. **Participate in music, performance, or other artistic activities**  
(*READ IF NECESSARY: This includes choir, musical, dance, theatrical performances, fine arts*)

65. **Provide physical, or general, labor**  
(*READ IF NECESSARY: includes building, repairing, or cleaning indoors or outdoors*)

67. **Do any other activity?**

The preceding changes in questions 55 through 67 were made independently by the sponsor and without input from the Statistical Research Division. As such, this question has not been subjected to Census Bureau pretesting standards.

#### **ITEM 68**

##### **Rounds I & II**

**Wording:** Did [fill organization] **provide training for you?**  
(Response options: Yes, No, DK)

##### ***General Comments/Issues***

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

##### ***Recommendations***

No recommendations.

#### **ITEM 69**

##### **Rounds I & II**

**Wording:** Did [fill organization] **have any recognition for the volunteer work you did, like award ceremonies?** (Response options: Yes, No, DK)

##### ***General Comments/Issues***

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

##### ***Recommendations***

No recommendations.

*Final Wording:*

**Did this organization have any recognition activities for the volunteer work you did, such as award ceremonies?**

This wording reflects changes made independently by the sponsor and without input from the Statistical Research Division. As such, this question has not been subjected to Census Bureau pretesting standards.

**ITEM 70**

**Rounds I & II**

**Wording:** Did you meet with someone from [ ] to discuss your interests or skills prior to starting your volunteer work? (Response options: Yes, No)

*General Comment/Issues*

Round I: Although the question works fine, it seemed out of place asking it after the respondent is asked about awards or recognition. We recommend moving this question to follow question 51, which asks the respondent a similar question describing how they became involved in the organization in which they volunteered. This question fits better within this series.

*Recommendations(s)*

Round I: We recommend moving this question so that it succeeds question 51.

*General Comment/Issues*

Round II: This question was moved to follow question 51. The question worked well and flowed more smoothly within the context of earlier questions. We recommend no further changes.

*Recommendations(s)*

Round II: We recommend no further changes.

*Sponsor's Feedback*

Recommendation adopted.

**ITEM 71**

**Rounds I & II**

**Wording:** You indicated earlier that you first started volunteering for [fill organization] [court ordered/public housing requirement/school requirement]. Do you still volunteer there only because you are required to? (Response options: Yes, No, DK)

*General Comments/Issues*

There were no conceptual or administrative problems to report for this question item. This item worked as intended.



**Recommendations**

No recommendations.

**ITEMS 72-77**

**Rounds I & II**

**Wording:** Now I'm going to read you a series of statements that might explain why you volunteered for this organization and I would like you to tell me whether each statement was a very important reason, somewhat important reason, or not important at all to why you volunteered through this organization.

The first statement is "I volunteered for this organization because:"

	Very Important	Somewhat Important	Not Important
Q72. I wanted to contribute to a cause that is important to me	3	2	1
Q73. It is important to help others	3	2	1
Q74. A person or persons who I admire thought it was important	3	2	1
Q75. My religious or spiritual beliefs led me to volunteer	3	2	1
Q76. I wanted to gain experience for school and/or work	3	2	1
Q77. I wanted to meet new people and/or visit new places	3	2	1

**General Comments/Issues**

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

**Recommendations**

No recommendations.

**ITEM 78**

**Rounds I & II**

**Wording:** Would you say that your volunteering experience with [fill organization] was excellent, good, average, poor, or very poor?

**General Comments/Issues**

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

**Recommendations**

No recommendations.

***Final Wording:***

**Would you say that your volunteering experience with [fill organization] was excellent, good, fair, poor, or very poor?**

This wording reflects changes made independently by the sponsor and without input from the Statistical Research Division. As such, this question has not been subjected to Census Bureau pretesting standards.

**ITEM 79**

**Rounds I & II**

**Wording: What was it about the volunteer experience that leads you to say that the experience was [fill Q78]?**

\_\_\_\_\_ [OPEN-ENDED RESPONSE]  
DK

***General Comments/Issues***

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

***Recommendations***

No recommendations.

**ITEM 80**

**Rounds I & II**

**Wording: Would you recommend volunteering at this place to a friend?  
(Response options: Yes, No, DK)**

***General Comments/Issues***

Almost all respondents reported that they would recommend their volunteer organization to a friend. All respondents easily understood and answered this question. There were no conceptual or administrative problems to report for this question item. This item worked as intended.

***Recommendations***

No recommendations.

**SECTION VI**

**ITEM 81**

**Rounds I & II**

**Wording:** You mentioned that you have not volunteered through or for an organization since January 1, 2004. Have you ever volunteered through or for an organization? (Response options: Yes, No, DK)

***General Comments/Issues***

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

***Recommendations***

No recommendations.

**ITEM 82**

**Rounds I & II**

**Wording:** How long ago did you volunteer?

1. **Within the last 2 years, but not in the last 12 months** (January 2000 – December (2003)
2. **Three to five years ago** (January 2000 – December 2002)
3. **More than five years ago** (1999 or earlier)
4. **Don't know**

***General Comments/Issues***

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

***Recommendations***

No recommendations.

**ITEM 83**

**Rounds I & II**

**Wording:** What is the main reason you didn't volunteer through or for an organization last year? [DO NOT READ]

1. Burn out
2. Didn't enjoy previous volunteer experience
3. Family responsibilities/child care
4. Health or medical problems
5. Lack of time
6. Lack of information
7. Lack of transportation
8. Lack of paid expenses
9. Moved in the last year
10. No one asked
11. No longer a member of the organization
12. No longer required to volunteer
13. Not relevant to current life situations
14. Opportunities available didn't match interests or skills
15. Wasn't interested
16. Other/specify \_\_\_\_\_

***General Comments/Issues***

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

***Recommendations***

No recommendations.

**SECTION VII**

**ITEM INTRO**

**Rounds I & II**

**Wording:** Now I'd like to ask you some questions about your experiences with volunteering in general.

***General Comments/Issues***

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

***Recommendations***

No recommendations.

**ITEMS 84-90**

**Rounds I & II**

**Wording:** Do members of your family do any kind of volunteer work in the community? (Response options: Yes, No, DK, Refused)

[IF YES] **Who?** (Any others?) [DO NOT READ, MARK ALL THAT APPLY]

	Yes	No
Q 85 Mother	1	0
Q 86 Father	1	0
Q 87 Brothers and/or sisters	1	0
Q 88 Uncles and/or aunts	<u>1</u>	<u>0</u>
Q 89 Grandparents	1	0
Q 90 Other _____	1	0

***General Comments/Issues***

There were no apparent conceptual or administrative problems to report for this question item. It is important to note that the level of accuracy of these answers is unknown. In speaking with a parent of one of our respondents after the interview, we found out that the respondent reported “no” for this question, when in fact the parent actually does a great deal of volunteer work. It is likely this type of error will be relatively common.

***Recommendations***

No recommendations.

**ITEM 91**

**Rounds I & II**

**Wording:** Have you ever asked a friend or relative to volunteer? ? (Response options: Yes, No, DK, Refused)

***General Comments/Issues***

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

***Recommendations***

No recommendations.

**ITEMS 92-96**

**Rounds I & II**

**Wording:** Have you heard of the following national and international service programs? [ROTATE]

	Yes	No	DK	RF
Q92. AmeriCorps	1	0	8	9
Q93. VISTA (Volunteers in Service to America)	1	0	8	9
Q94. Peace Corps	1	0	8	9
Q95. ROTC (Reserve Officers' Training Corps)	1	0	8	9
Q96. U.S.A. Action Corps	1	0	8	9

IF Q92-96=1, ASK Q92A-Q96A. OTHERWISE SKIP TO Q97.

***General Comments/Issues***

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

***Recommendations***

No recommendations.

**ITEMS 92A-96A**

**Rounds I & II**

**Wording:** Would you say that your impression of [fill Q92-96] is very positive, somewhat positive, somewhat negative, very negative, or that you haven't heard enough about the organization to have such an impression?

	Very Positive	Somewhat Positive	No Impression	Somewhat Negative	Very Negative	DK	RF
Q92A. AmeriCorps	5	4	3	2	1	8	9
Q93A. VISTA (Volunteers in Service to America)	5	4	3	2	1	8	9
Q94A. Peace Corps	5	4	3	2	1	8	9
Q95A. ROTC (Reserve Officers' Training Corps)	5	4	3	2	1	8	9
Q96A. U.S.A. Action Corps	5	4	3	2	1	8	9

***General Comments/Issues***

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

***Recommendations***

No recommendations.

## ITEM 97

### **Rounds I & II**

**Wording:** First, I'd like to ask you whether any incentives, such as free housing, an allowance to pay for living expenses, college credit, or a college scholarship would motivate you to spend a year working on service projects. Or would you say that you'd be willing to serve without any of the incentives, or that you would not be interested in spending a year working on service projects regardless of the incentives?

- 2.) One or more of the incentives would greatly increase interest
- 1.) Would be interested in serving without any of these incentives – Skip to Q99
- 0.) Would not be interested in serving, even with incentives – Skip to Q103
- 8.) Don't know – Skip to Q103
- 9.) Refused – Skip to Q103

### *General Comments/Issues*

Round I: Respondents were eventually able to formulate and report an opinion. Because this question included so many multiple segments (many questions posing as one survey item), it was perceived by respondents as overly complex. Consequently, respondents often had a difficult time remembering what the question was initially asking and requested that the interviewer repeat the question in its entirety. This question is simply too long for respondents to reasonably remember all of the details included within the question context.

### *Recommendation(s)*

Round I: It is our recommendation that this question be unfolded into separate questions (see Round II recommendation) so that respondents do not grapple with remembering what the question is asking and what the closed-ended/detailed response options are to answer this question. We suggested that the sponsor consider a multi-question wording strategy like the one we propose below, however this question was not put into the CATI instrument in time for the Round II testing.

### *General Comments/Issues*

Round II: Because the question's lead-in is very long, respondents often asked for the entire question or the response options embedded in the question to be reread. This type of respondent behavior is indicative of respondents not able to grasp the response task because important ideas or qualifiers are buried or easy to miss within the question.

***Recommendation(s)***

Round II: We recommend unfolding the question as follows:

**A. Would incentives, such as free housing, an allowance to pay for living expenses, college credit or a college scholarship, motivate you to spend a year working on service projects? [Yes, No (Skip) Don't know (Skip), Refused (Skip)]**

**B. (Ask this question only if R answers YES to previous item; otherwise skip R to the next question)**

**Please tell me which of the following incentives, if any, would motivate you to spend a year working on service projects:**

- 1) Free housing [Yes, No, Don't Know, Refused]
- 2) An allowance to pay for living expenses [Yes, No, Don't Know, Refused]
- 3) College credit [Yes, No, Don't Know, Refused]
- 4) A college scholarship [Yes, No, Don't Know, Refused]
- 5) Other (specify)\_\_\_\_\_
- 6) Not interested in working on service projects regardless of incentives

**C. (Ask all R's this item except R's who select Response option #6 from previous item)**

**Would you say that you would be willing to work on service projects without incentives such as free housing, an allowance to pay for living expenses, college credit or a college scholarship? [Yes, No, Don't know, Refused]**

However, if unfolding this question is not an option, then it is our recommendation for the sponsor to consider an alternative question strategy that breaks the question tasks down into simpler, manageable sections in order to aid respondent comprehension.

***Sponsor's Feedback***

Recommendation not adopted.



***Final Wording:***

97A. First, I'd like to ask you whether any incentives, such as free housing, an allowance to pay for living expenses, college credit or a college scholarship, would motivate you spend a year working on service projects? [Yes, No]

97B. Would you be willing to serve without any of the incentives? [Yes, No]

This wording reflects changes made independently by the sponsor and without input from the Statistical Research Division. As such, this question has not been subjected to Census Bureau pretesting standards.

**ITEMS 98/98A-E**

**Rounds I & II**

**Wording:** Of the following incentives that might be available to you if you spent a year working on service projects – free housing, an allowance of \$12,000 to help pay for living expenses, college credit, job training, or a \$5,000 college scholarship – which one or ones would motivate you to spend a year working on service projects?

[RECORD RESPONSES IN Q102A-E. REPEAT INCENTIVES OPTIONS AS NECESSARY]

	Yes	No	DK	RF
Q98A.) Free housing	1	0	8	9
Q98B.) A living allowance of \$12,000 for one year	1	0	8	9
Q98C.) College course credit	1	0	8	9
Q98D.) Job training/skills	1	0	8	9
Q98E.) A \$5,000 college scholarship	1	0	8	9

***General Comments/Issues***

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

***Recommendations***

No recommendations.

**ITEM 99**

**Rounds I & II**

**Wording:** At what point would you be interested in doing this service work for a year? [DO NOT READ]

- 1.) Immediately
- 2.) After graduating from high school
- 3.) During college
- 4.) After college
- 5.) At any time
- 6.) Depends/Specify
- 7.) Other
- 8.) Don't know
- 9.) Refused

***General Comments/Issues***

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

***Recommendations***

No recommendations.

**ITEM 100**

**Rounds I & II**

**Wording:** Which would you prefer the most: serving in your own community, another community in the U.S., or overseas?

- 1.) Serving in own community
- 2.) Serving in another community in the U.S.
- 3.) Serving overseas
- 8.) Don't know
- 9.) Refused

***General Comments/Issues***

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

***Recommendations***

No recommendations.

**ITEM 101**

**Rounds I & II**

**Wording:** If you decided to spend a year working on service projects, would you prefer to take a position where you worked on group projects with a team or a position where you worked on individual projects?

- 1.) Work on group projects
- 2.) Work on individual projects
- 3.) [VOLUNTEERED] Both group projects and individual projects
- 4.) [VOLUNTEERED] Doesn't matter
- 8.) Don't know
- 9.) Refused

***General Comments/Issues***

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

***Recommendations***

No recommendations.

**ITEMS 102-102A**

**Rounds I & II**

**Wording:** If you decided to spend a year working on service projects, what community issue would you be most interested in working on?

\_\_\_\_\_ Open-Ended Response

- 8.) Don't Know
- 9.) Refused

**Q102A.) [OPEN ENDED RESPONSE OPTIONS TO Q102]**

- |  |  |
|--|--|
| 1.) Community or economic development  | 9.) Homelessness                       |
| 2.) Community outreach                 | 10.) Housing rehabilitation/relocation |
| 3.) Disaster preparation/relief        | 11.) Hunger                            |
| 4.) Education                          | 12.) Job development/placement         |
| 5.) Care of the elderly                | 13.) Neighborhood revitalization       |
| 6.) Entrepreneurship/minority business | 14.) Public safety                     |
| 7.) Environment                        | 15.) Technology/digital divide         |
| 8.) Health                             | 16.) Other                             |

***General Comments/Issues***

Although it appears that this is a two-part question, 102A only serves to identify the response categories that the interviewer will use to code the open-ended answer provided by the respondent in question 102. This question elicits open-ended answers from respondents that are already included as response options in Item 102A. Respondents were able to provide their answers fairly quickly, indicating that this information was salient knowledge for respondents.

***Recommendation(s)***

No recommendations.

**SECTION VIII**

**ITEM 103**

**Rounds I& II**

**Wording:** Generally speaking, how interested are you in politics?

3.) A great deal

2.) Somewhat

1.) Not at all

8.) Don't know

***General Comments/Issues***

Round I: Respondents were able to answer this question with ease; however, respondents often doubted the relevance of this question in relation to the questions asked of them from previous sections. One female respondent stated that, "she was not expecting a discussion about politics to be a part of a volunteerism survey."

***Recommendation(s)***

Round I: It is our recommendation that an introductory lead-in statement be developed to transition respondents into this module of questions about politics so that respondents are not so "caught off guard" concerning the significance and legitimacy of the content matter for this series of questions.

***General Comments/Issues***

Round II: See comments from Round I.

***Recommendation(s)***

Round II: No further recommendations.

***Sponsor's Feedback***

Recommendation not adopted.

**ITEM 104**

Rounds I & II

Wording: **Do you ever discuss politics with your parents or other adults in your household?**

- 1.) Yes
- 0.) No - Skip to Q106
- 8.) Don't know - Skip to Q106
- 9.) Refused - Skip to Q106

***General Comments/Issues***

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

***Recommendations***

No recommendations.

**ITEM 105**

Rounds I & II

Wording: **How many days in the past week did you talk about politics with your parents or other adults?**

- \_\_\_\_\_ Number [1-7]
- 8.) Don't know
- 9.) Refused

***General Comments/Issues***

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

***Recommendations***

No recommendations.

**ITEM 106**

**Rounds I & II**

**Wording:** Do you ever discuss politics with your friends?

- 1.) Yes
- 0.) No - Skip to Q108
- 8.) Don't know - Skip to Q108
- 9.) Refused - Skip to Q108

***General Comments/Issues***

The majority of respondents answered "yes" to this question. Respondents were able to answer this question quickly and confidently.

***Recommendations***

No recommendations.

**ITEM 107**

**Rounds I & II**

**Wording:** How many days in the past week did you talk about politics with your friends?

- \_\_\_\_\_ Number [1-7]
- 8.) Don't know
  - 9.) Refused

***General Comments/Issues***

Answers varied for respondents. As would be expected, older respondents typically talked more about politics than the younger respondents. There were no conceptual or administrative problems to report for this question item. This item worked as intended.

***Recommendations***

No recommendations.

**ITEM 108**

**Rounds I & II**

**Wording:** Would you say that you have recently been taking a good deal of interest in current events and what's happening in the world today, some interest, or not very much interest?

- 3.) A good deal
- 2.) Some
- 1.) Not very much
- 8.) Don't know
- 9.) Refused

*General Comments/Issues*

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

*Recommendations*

No recommendations.

*Final Wording:*

**How much interest have you been taking recently in current events and what's happening in the world today: a good deal of interest, some interest, or not very much interest?**

This wording reflects changes made independently by the sponsor and without input from the Statistical Research Division. As such, this question has not been subjected to Census Bureau pretesting standards.

**ITEM 109**

**Rounds I & II**

**Wording: Thinking about the problems you see in your community, how much difference do you believe YOU can personally make in working to solve problems you see – a great deal of difference, some difference, a little difference, almost no difference, or no difference at all?**

- 5.) A great deal of difference
- 4.) Some difference
- 3.) A little difference
- 2.) Almost no difference
- 1.) No difference at all
- 8.) Don't know
- 9.) Refused

*General Comments/Issues*

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

*Recommendations*

No recommendations.

## **ITEM 110**

### **Rounds I & II**

**Wording:** Now I'd like to ask to ask you some questions on how much you trust different groups of people. Generally speaking, would you say that people can be trusted or that you can't be too careful in dealing with people?

- 3.) People can be trusted
- 1.) You can't be too careful
- 2.) [VOLUNTEERED] Depends
- 0.) [VOLUNTEERED] Neither
- 8.) Don't know
- 9.) Refused

### ***General Comments/Issues***

Round I: Some questions can unintentionally influence the judgment of respondents due to the sensitive nature of the topic that the question raises. This survey item caused many respondents to question the motive or intent of this question. Many respondents were hesitant in responding to this question because of the ambiguous meaning of the phrase "trust different groups of people." Those parents who asked for a copy of the questionnaire prior to giving their consent, were also skeptical about the appropriateness of this question because the phrase "different groups of people" suggests that a negative discussion about various racial/ethnic groups will ensue.

### ***Recommendation(s)***

Round I: It is our recommendation that the sponsor drop this question due to the sensitive reaction it elicits from respondents. Since specific data is collected regarding "trusting people in ones' neighborhood" and "trusting the police in ones' local community (see next two items), this item is unnecessary.

### ***General Comments/Issues***

Round II: See comments from Round I cognitive testing.

### ***Recommendation(s)***

Round II: No further recommendations.

### ***Sponsor's Feedback***

Recommendation not adopted.



**ITEM 111**

Rounds I & II

**Wording:** Next we'd like to know how much you trust different groups of people. First, think about [GROUP]. Generally speaking, would you say that you can trust them a lot, some, only a little, or not at all?

**People in your neighborhood**

[CLARIFY IF NECESSARY: How about in general?]

- 4.) Trust them a lot
- 3.) Trust them some
- 2.) Trust them only a little
- 1.) Trust them not at all
- 5.) (VOLUNTEERED) Does not apply
- 8.) Don't know
- 9.) Refused

***General Comments/Issues***

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

***Recommendations***

No recommendations.

**ITEM 112**

Rounds I & II

**Wording:** (How about) The police in your local community (would you say that you can trust them a lot, some, only a little, or not at all?)

- 4.) Trust them a lot
- 3.) Trust them some
- 2.) Trust them only a little
- 1.) Trust them not at all
- 5.) (VOLUNTEERED) Does not apply
- 8.) Don't know

***General Comments/Issues***

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

***Recommendations***

No recommendations.

**ITEM 113**

**Rounds I & II**

**Wording:** How much of the time do you think you can trust the FEDERAL or NATIONAL government to do what is right – just about always, most of the time, only some of the time, or hardly ever?

- 4.) Just about always
- 3.) Most of the time
- 2.) Only some of the time
- 1.) Hardly ever
- 8.) Don't know
- 9.) Refused

***General Comments/Issues***

Round I: There were some respondents (mostly respondents 15 years old and younger) who were unsure of how to respond to this question. For such respondents, this question seemed “out of place” in relation to the other questions. Additionally, younger respondents (age 15 years and under) expressed that they did not feel equipped to answer this question because it required them to express an opinion or an attitude on a topic that has low salience for many of them.

***Recommendation(s)***

Round I: It is our recommendation that this survey item be asked only of respondents ages 16 years and older. Older respondents are more likely to be able to report an answer confidently, premised on salient opinions and experiences rather than premised on wild guesses.

***General Comments/Issues***

Round II: Please refer to the comments discussed in Round I.

***Recommendation(s)***

Round II: No further recommendations.

***Sponsor's Feedback***

Recommendation not adopted.

**ITEM 114**

**Rounds I & II**

**Wording:** IF Q2=1, How much of the time do you think you can you trust the teachers and adults at your school to do what is right?" [IF Q2=0, Ask When you were in school, how much of the time did you trust the teachers and adults at your school to do what is right?]

- 4.) Just about always
- 3.) Most of the time
- 2.) Only some of the time
- 1.) Hardly ever
- 8.) Don't know
- 9.) Refused

***General Comments/Issues***

There were no conceptual or administrative problems to report for this question item. This item worked as intended.

***Recommendations***

No recommendations.

**ITEM 115**

**Round I**

**Wording:** Now I'd like to ask you how you feel about the future. Considering everything, would you say you feel generally optimistic about the future of our country, or generally pessimistic, or that you're uncertain about our country's future?

- 3.) Generally optimistic
- 2.) Uncertain
- 1.) Generally pessimistic
- 8.) Don't know
- 9.) Refused

***General Comments/Issues***

Most of the younger respondents were unfamiliar with the terms optimistic and pessimistic. In order for them to answer the question, the interviewer had to provide a definition. Without the assistance of the interviewer, many respondents would be unable to answer this question on their own.

***Recommendation(s)***

We recommend that the sponsor revise some of the vocabulary in this question to accommodate younger students, or students who do not understand the meaning of terms such as “optimistic” and “pessimistic.” We recommend that these terms be replaced with simpler terms such as “positive” and “negative.”

**Round II**

**Wording:**

Now I'd like to ask you how you feel about the future. Considering everything, would you say you feel generally positive about the future of our country, or generally negative, or that you're uncertain about our country's future?

- 3.) Generally positive
- 2.) Uncertain
- 1.) Generally negative
- 8.) Don't know
- 9.) Refused

***General Comments/Issues***

The question seemed to work well and all respondents were able to accurately define what they thought was meant by positive and negative.

***Recommendation(s)***

No further recommendations.

***Sponsor's Feedback***

Recommendation adopted.