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C2PO 2010 Census Integrated Communications Research Memoranda Series

No. 2

MEMORANDUM FOR Distribution List

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Subject: 2010 Census Unifying Idea, Focus Groups

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Attached is the C2PO 2010 Census Integrated Communications Research of 2010 Census Unifying Idea, Focus Groups. This report was designed to present to participants preliminary strategic ideas to help address and overcome the issues identified in previous focus groups.

The specific objectives of this study were to 1) understand the target audiences thoughts, feelings, emotions, and perceptions about the Census including what it is, how it works, and past and intended participation, 2) identify barriers to participation and what it would take to overcome them, 3) qualitatively evaluate several messaging alternatives designed to motivate participation, and 4) identify primary media channels used by the target audiences that could be used by the Census to deliver communication messages.

Attachment

QUALITATIVE RESEARCH
United States 2010 Census
Unifying Idea
Focus Groups

Prepared By:
Team Census 2010

Date:
March 7, 2008

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BACKGROUND

The U.S. Census seeks to improve 2010 Census response through an effective public communications program. To this end, a long-term comprehensive research effort was undertaken.

Early focus groups conducted in 2006 and early 2007 identified the relative importance of various obstacles to responding, and identified messages needed to persuade reluctant or disinterested groups. A consistent finding was that participation in the Census increased once respondents were informed of the social, economic, and community benefits derived from Census data.

In late 2007, the team embarked on additional focus group research to explore articulation of the benefits strategy; this round of research was divided into two phases. Phase 1, the focus of this report, was designed to present to participants preliminary developed strategic ideas designed to help address and overcome the issues identified in the previous focus groups. Phase 2, to be conducted in early 2008, will explore the different creative ways to bring the benefits strategy to life.

OBJECTIVES

- The specific objectives of this study were as follows:
 - Understand the target's thoughts, feelings, emotions and perceptions about the Census including:
 - What it is
 - How it works
 - Past and intended participation
 - Identify barriers to participation and what it would take to overcome them
 - Qualitatively evaluate several messaging alternatives designed to motivate participation
 - Identify primary media channels used by the target that could be used by the Census to deliver communications

METHODOLOGY

- Eight (8) focus groups among various target audiences were conducted:
 - As common practice in focus group recruiting, 14 people were recruited to so that 10 respondents per group would be available. If more than 10 respondents showed on the night of the groups, we took advantage of the opportunity and allowed them to participate as well.

Target	# of Groups	# of Total Respondents	City	Date	Moderator
Suburban African Americans	2	23	Chicago, IL	11/29/07	Pepper Miller
American Indian	1	8	Seattle, WA	12/4/07	Gale Marshall
Alaska Native	1	9	Seattle, WA	12/4/07	Gale Marshall
Native Hawaiian/ Other Pacific Islander	2	18	Los Angeles, CA	12/6/07	Gale Marshall
Single/Unattached/ Mobiles	2	18	Philadelphia, PA (Suburbs)	12/10/07	Steve Crane

METHODOLOGY

- Each group included discussions on the following topics:
 - General discussions about awareness of the Census, past participation and likelihood to participate in 2010
 - An exercise where each respondent rated and ranked 14 messaging statements (see appendix for complete list) based on how each statement affected their motivation to complete the Census form
 - Discussion around media habits and the most appropriate local/national media vehicles to communicate Census information

DEMOGRAPHIC PROFILE

	Suburban African Americans	American Indian	Alaska Native	Native Hawaiian/ Other Pacific Islander	Single/ Unattached/ Mobies	Total
Total Respondents	23	8	9	18	18	76
<u>Gender</u>						
Male	6	3	4	8	10	31
Female	17	5	5	10	8	45
<u>Age</u>						
18 - 24	2	-	-	-	2	4
25 - 34	8	-	-	7	15	30
35 - 44	7	2	1	6	1	17
45 - 54	6	2	3	5	-	16
55 - 65	-	4	5	-	-	9
<u>Marital Status</u>						
Married/with partner	10	1	1	4	4	20
Single	9	6	5	10	13	43
Divorced/separated/widowed	4	1	3	4	1	13
<u>Education</u>						
High school graduate or less	2	3	3	5	1	14
Some college	1	3	5	6	5	20
College graduate or more	20	2	1	7	12	42

DEMOGRAPHIC PROFILE (continued...)

Income	Suburban		American		Alaska		Native		Single/ Unattached/ Mobiles		Total
	African Americans	Indian	Indian	Native	Islander	Pacific Islander	Other Hawaiian/	Mobiles			
\$20K – under \$50K	6	8	8	8	NA	NA	NA	10	32		
\$50K - \$75K	12	-	-	-	NA	NA	-	5	17		
Over \$75K	5	-	-	1	NA	NA	-	3	9		
Ethnicity											
African American	23	-	-	-	-	-	-	4	27		
American Indian	-	8	-	-	-	-	-	-	8		
Alaska Native	-	-	-	9	-	-	-	-	9		
NHOPI	-	-	-	-	18	-	-	-	18		
Caucasian	-	-	-	-	-	-	-	11	11		
Asian	-	-	-	-	-	-	-	2	2		
Hispanic	-	-	-	-	-	-	-	1	1		

NA = Not available

SUMMARY OF FINDINGS

- General Awareness/ Knowledge of the Census
 - Most respondents have a basic awareness of the Census
 - However, there is a lack of understanding as to:
 - Government agency responsible for the Census
 - Purpose or benefits of the Census
 - Main barriers to participation:
 - Apathy – do not recognize importance
 - Lack of understanding of benefits, unseen results
 - Skepticism, mistrust, security issues

SUMMARY OF FINDINGS

- Messaging
 - Benefits-driven ideas/messaging statements had the highest acceptance and were most motivating
 - Some respondents expressed feelings of “being threatened” when exposed to statements that referenced that you are required by law to fill out the Census
- Media
 - Local newspapers, radio stations, local/news television are the preferred media outlets
 - Internet/websites are used most often by African-Americans and Single/Unattached/ Mobiles
 - Local native organizations and tribal elders are important information outlets for American Indian, Alaska Native, Native Hawaiian/Other Pacific Islander
 - Single/Unattached/Mobiles are least involved in their community. Other target audiences have a stronger sense of community.

NEXT STEPS

- Conduct Phase 2 of the research with additional focus groups across multiple audiences and geographies. The goal of the second phase is to explore the most motivating way to translate the benefits strategy into a creative platform/idea
 - 28 focus groups will be conducted in January 2008 across 10 cities and 10 different audiences

**SUBURBAN AFRICAN AMERICANS
FOCUS GROUP FINAL REPORT**

**CHICAGO, IL
NOVEMBER 29, 2007**

STUDY DESIGN

- Twenty-three (23) African-American adults residing in Chicago's suburban areas heavily populated by African-Americans (e.g., South Suburbs *not* North Shore) participated in two focus groups on Thursday, November 29, 2007 at Adler Weiner Research
 - Group 1 at 6:00 p.m. (n = 11) were 36-64
 - Group 2 at 8:00 p.m. (n = 12) were 18-35
- Moderator: Pepper Miller, President, The Hunter-Miller Group
- Comments from younger respondents (18-35) are earmarked with (Y) to facilitate the analysis

EXECUTIVE SUMMARY

- Most respondents had fairly good knowledge of the Census
- Intentions to complete the 2010 Census were higher for the younger audience
- Three main challenges/barriers for participating in the Census were uncovered:
 - Unknown benefits
 - A large number of respondents had no knowledge of the benefits to filling out their Census forms:
 - *“I didn’t know the Census was so important.”*
 - *“I didn’t know the Census had so many benefits attached to it.”*
 - Unseen results
 - Many were also compelled to want to see results in order to answer the question...“Why should I?”:
 - *“How do we know the effect of the Census afterwards?”*
 - *“What are the results and how are they used?”*
- Skepticism and mistrust of government/use of information
 - Older respondents felt that as African-Americans, the Census is just not something for them. In fact, some felt it was against them. This seemed to be a result of a heightened sense of Black consciousness among this segment.

ABOUT THE CENSUS

- Overall, most respondents were familiar with the Census
- **Some knew what it was and what it did, but did not know why**
 - *“I think of the Census as measuring a population to see who is there.” (Y)*
 - *“The Census gives you all the statistics about the people that live in your neighborhood like their age, income and number of kids.” (Y)*
 - *“The Census does more than count people. It actually breaks the population down into little categories of where you want to fit in.”*
- **Some had an idea of how the data is used**
 - *“The Census helps determine tax issues.” (Y)*
 - *“Depending upon where you live you can get grant money.” (Y)*
 - *“I participated so my community would get more money.”*
 - *“I think of zoning because historically after a Census they rezone areas in favor of one group or another.”*

ABOUT THE CENSUS

(...continued from previous page)

- **Some thought it is administered door-to-door**
 - “The Census people come to the door or call you up to fill out a long survey.”
 - “My understanding about the Census is that they go door to door and ring your bell.” (Y)
- **A few admitted to not being sure**
 - “I guess I’m not sure how it works.” (Y)
 - “I’m not really sure why they take the Census at all.”

PARTICIPATION

- Less than half of the respondents had previously taken the Census:
 - 6 of 11 among the 36-64 group
 - 4 of 12 among the 18-35 group
- Intentions to complete the 2010 Census were notably higher among the younger respondents, for reasons ranging from being curious, proactive, and to knowingly help their African-American community:
 - *"I'll take the Census and see what it's like because I've never had the opportunity to do it before."* (Y)
 - *"I'd take the Census survey just to voice my opinion and be counted."* (Y)
 - *"I'd do the Census again to help me and the other African-Americans in the community."* (Y)
 - *"I'd do it because if I'm not part of the solution, I'm part of the problem. I'd have no right to complain if I didn't take the Census."* (Y)
 - *"I would take the Census because to me it is just like voting."* (Y)

PARTICIPATION

- Those that hadn't taken the Census usually cited not having an opportunity:
 - *"I haven't had an opportunity to participate in the Census."* (Y)
 - *"I haven't participated because it was never offered to me."*
 - *"I've lived in Chicago for years now and I know there are people who won't come to my neighborhood to take a Census."*
- The ability to take the Census online was noted as a desired enhancement for future compliance:
 - *"I don't want them to call me or come to my door, but if they put it online...I'm there."*
 - *"I'd do it if it were electronic."* (Y)

THE MOTIVATING MESSAGES

- Of the 14 statements shown, the benefits-driven ones were most motivating for respondents, especially Statement #4:

Statements	“Very Motivating”	Among Top 5	Ranked First
<u># 4</u> Filling out the Census provides an opportunity to help people in your local community get certain benefits, such as health care, school program, day care and job training	20	21	11
<u># 6</u> Information from the Census helps the government plan for future improvements to schools, roads, fire and police stations	18	18	5
<u># 5</u> The Census determines how over \$300 billion federal funds per year get divided among states and local areas of the country	19	16	3
<u>#7</u> If you don't fill out your Census form, your family and local community might not get their fair share	15	16	-
<u># 13</u> I want to be counted – my participation matters	15	11	-

WHY MOTIVATING?

- The reasons why respondents found the preferred statements to be motivating can in part be explained by examining a few cultural nuances within the African-American community:
 - **Strong Sense of Community**
 - “Community” (Statements #4 and #7) is important to African-Americans, as they tend to cluster (or be clustered) in areas that have a high density of Blacks.
 - The Black Community provides comfort, familiarity, and “emotional safety,” and, as such, is a focal rallying point:
 - *“Helping our community was the key; I can appreciate that.”*
 - *“It would be good to get more resources for my community. I want us to get our fair share.” (Y)*

WHY MOTIVATING?

(...continued from previous page)

- **Breaking it Down into Specifics**
 - Statements #4 and #6 itemized the specific areas federal funds would be allocated towards
 - *“The areas mentioned are important to the community infrastructure.”* (Y)
 - Statement #4 also included areas that were culturally sensitive to African-Americans, like health care, day care and job training. This is likely why Statement #4 was the most motivating statement of all:
 - *“If all these things are true this statement would be very motivating to me.”* (Y)
 - *“No. 4 is about health care and schools for our community, and without those things we have no community.”*

WHY MOTIVATING?

(...continued from previous page)

- **Offered Tangible Benefits**
 - Statement #6 provided information on future improvements that were relevant:
 - *“I felt this one was very important because it helps support schools.”*
 - The \$300 billion mentioned in Statement #5 provided a literal and tangible context to what is at stake. However, it also raised issues of accountability and believability:
 - *“What I read ‘local areas’...it’s a direct connection for me.”*
 - *“\$300 billion’ is an awful lot of money if they have any accountability.”*
(Y)

WHY NOT MOTIVATING?

- **Fear Factor**
 - Respondents did not find Statement #1 to be motivating as they do not like to feel threatened by the law
 - “What are they going to do, send the Census police to my house?”
 - “I just don’t like any kind of negative influence or motivation.” (Y)
- **Confidentiality Issues**
 - Statement #10 suffered from a perceived contradiction; respondents felt that some of the questions asked about the household were, in fact, confidential:
 - “They want specific information about people in your household that you may not want to disclose.
- **General Apathy**
 - There was no interest in a “Portrait of America” (Statement #8):
 - “I could care less about America’s portrait. That has nothing to do with me or my community.” (Y)

THE MEDIA

- While traditional mainstream media vehicles reach this target, respondents suggest that it will also be important for the Census to use additional local, ethnic, “grassroots” vehicles to disseminate information about the Census
- Local/community media can do a better job to:
 - Overcome mistrust and skepticism
 - Convey community-specific benefits
 - Provide or direct people to local resources and results

THE MEDIA

- Suggestions offered by the respondents included:
 - Local community newspapers
 - “The Citizen”
 - “South Shore Daily”
 - “The Defender”
 - Targeted/Local TV & Radio
 - Local cable access
 - Online advertising (email, websites, etc.)
 - Out of home / On-site
 - Churches
 - Schools
 - Town halls / Town meetings
 - Train stations
 - Local Stores (Jewel)

FINAL TALLY OF STATEMENTS

SUMMARY OF MESSAGE STATEMENT RANKINGS (AA SUBURBAN)

	Very Motivating	Somewhat Motivating	Not At All Motivating	5th	4th	3rd	2nd	1st	Total Top 5
Q1	5	8	10	2	1	1	-	1	5
Q2	7	11	5	2	-	-	-	-	2
Q3	8	6	9	-	1	-	-	2	3
Q4	20	3	-	1	1	2	6	11	21
Q5	19	4	-	1	4	3	5	3	16
Q6	18	5	-	1	-	8	4	5	18
Q7	15	3	5	1	7	3	5	-	16
Q8	2	6	15	-	-	1	-	-	1
Q9	3	13	7	2	3	3	-	-	8
Q10	4	9	10	-	3	-	-	-	3
Q11	11	9	3	3	1	1	-	-	5
Q12	11	9	3	1	1	-	1	1	4
Q13	15	5	3	7	1	1	2	-	11
Q14	2	14	7	2	-	-	-	-	2

AMERICAN INDIAN

FOCUS GROUP FINAL REPORT

**SEATTLE, WA
DECEMBER 4TH 2007**

STUDY DESIGN

- American Indian and Alaskan Native focus groups were conducted separately
- An American Indian (AI) group with 8 respondents was conducted in Seattle on December 4, 2007
 - Respondent ages were 35-65 years old
- Moderator: Gale Marshall

EXECUTIVE SUMMARY FOR AMERICAN INDIAN

- Overall, respondents have a basic awareness of the Census, but they harbor feelings of distrust towards the US government, and therefore the purpose and confidentiality of Census
- The reaction to the term “Census” elicited emotions from distrust and suspicion, to recognition of Census’ positive role
- Messaging statements that provided the most specific benefits of the Census to the future generation, and the statements about being counted and represented were the most motivating
- Least motivating statements are statements that were perceived as lacking in credibility and believability

ABOUT THE CENSUS

- Most respondents have a basic awareness of the Census but there was significant distrust regarding the purpose and benefits
- The reactions to the word “Census” included simple definitions as well as feelings of mistrust and suspicion:
 - *“Illegal census takers who change our names because they can’t spell it”*
 - *“[Census] can be good, give additional funds to the community”*

POSITIVE PERCEPTIONS OF THE CENSUS

- When asked what their positive perceptions were about the Census, respondents felt that Census is a documentation for the future generations. It represents them and has a significant historical meaning
 - *“It’s good to know that our country is multi-ethnic”*
 - *“I want to be represented. I want Native Americans to be heard”*
 - *“I want us to be counted”*

NEGATIVE PERCEPTIONS OF THE CENSUS

- Negative perceptions of the Census included fear of being relocated or categorized, uneven distribution of federal funds and invasion of privacy
 - *“Fear of being categorized or labeled or researched”*
 - *“Census takers write what they want – (...if they write our name wrong then it’s a legal name change)”*
 - *“Prejudice. [It] reminds me of relocation programs”*
 - *“Put us in the ‘other’ category”*
 - *“Fear of Uncle Sam in my business”*
 - *“I refuse to give them all of the information – all they need is my name and that I’m a Cherokee Indian”*
 - *“Government is being nosy”*

PARTICIPATION

- Many remembered filing out a Census form in the past, but some may have confused it with participation in other surveys
 - *"I took the survey at the mall once"*
- In spite of some skepticism and mistrust of the government's motives in conducting the Census, most agreed they would participate in the 2010 Census
- As they learned more facts about the Census in the groups, they became less suspicious and more interested in participating

THE MOST MOTIVATING MESSAGES

- Of the 14 statements shown, the most motivating statements focused on benefits to the future generations (historical significance)
- The respondents also considered the idea of being “counted and represented” as American Indians, and not being asked confidential questions, very motivating as well

Statements

#9 It only takes a few minutes of your time but the results can last a lifetime

#10 The Census form doesn't ask for confidential information, only a few questions such as name, sex, age, date of birth, how people are related, race and origin

11 The Census is the way for all people to be represented

13 I want to be counted – my participation matters

THE LEAST MOTIVATING MESSAGES

- The least motivating statements were those perceived as ones that lacked credibility or believability (statement #3 and #6 in particular)
 - “ Statement [#3] is a direct lie and the information is shared with other agencies. It’s how the “cross reference directory” is made ”
 - “I don’t believe Census will help improve schools, roads, law enforcement.”

Statements

3 The Census information is confidential and information is not shared with other government agencies

#5 The Census determinates how over \$300 billion in federal funds per year get divided among states and local areas of the country

#6 Information from the Census helps the government plan for the future improvements to schools, roads, fire and police stations

ALASKA NATIVE

FOCUS GROUP FINAL REPORT

SEATTLE, WA

DECEMBER 4TH 2007

STUDY DESIGN

- American Indian and Alaskan Native focus groups were conducted separately
- An Alaskan Native (AN) focus group with 8 respondents was conducted in Seattle on December 4, 2007.
 - Respondent ages were 35-65 years old
- Moderator: Gale Marshall

EXECUTIVE SUMMARY FOR ALASKA NATIVE

- Overall, respondents have a basic awareness of the Census but there is uncertainty about the purpose of information gathered and its confidentiality
- The reaction to the term “Census” elicited simple definitions and emotions of doubt
- Messaging statements that provided the most specific benefits of the Census to the community, the statements about confidentiality and the idea of being counted were the most motivating
- The least motivating statements were those perceived as statements that lacked believability

ABOUT THE CENSUS

- Most respondents have a basic awareness of the Census but there was uncertainty regarding the purpose and benefits
- The reactions to the word “Census” included simple definitions and feelings of doubt and suspicion:
 - *“Population ”*
 - *“Invasion – they ask questions that you don’t want to give”*

POSITIVE PERCEPTIONS OF THE CENSUS

- When asked what their positive perceptions were about the Census, respondents felt that Census is a documentation for the future generation
 - *“It’s for the next generation”*
 - *“I want us to be counted. There’s not many of us left”*

NEGATIVE PERCEPTIONS OF THE CENSUS

- Negative perceptions of the Census included invasion of privacy and uncertainty about results
 - *“You count as a person – but for what?”*
 - *“Why are they counting? We don’t get anything for it”*
 - *“Government is being noisy”*

PARTICIPATION

- In spite of some skepticism and mistrust of the government's motives in conducting the Census, most agreed they would participate in the 2010 Census
- As they learned more facts about the Census in the groups, they became less suspicious and more interested in participating

THE MOST MOTIVATING MESSAGES

- Of the 14 statements shown, the most motivating statements focused on benefits to the community (plan to improve schools, roads, fire and police stations)
- The respondents considered the statement regarding Census confidentiality and the idea of being counted as very motivating

Statements

<p><u>#5</u> The Census determinates how over \$300 billion in federal funds per year get divided among states and local areas of the country</p>
<p><u>#6</u> Information from the Census helps the government plan for the future improvements to schools, roads, fire and police stations</p>
<p><u>#10</u> The Census form doesn't ask for confidential information, only a few questions such as name, sex, age, date of birth, how people are related, race and origin</p>
<p><u># 13</u> I want to be counted – my participation matters</p>

THE LEAST MOTIVATING MESSAGES

- The least motivating statements were those perceived as statements that lacked believability (statement #3 in particular)
 - “ *Don't believe that the Census information is not shared* ”

Statement

<u># 3</u> The Census information is confidential and information is not shared with other government agencies
--

**NATIVE HAWAIIAN/
OTHER PACIFIC ISLANDER**

FOCUS GROUP FINAL REPORT

**LOS ANGELES, CA
December 6TH, 2007**

STUDY DESIGN

- Two sets of focus groups were conducted in Los Angeles on December 6, 2007
 - The two groups consisted of Native Hawaiian/Other Pacific Islander (NHOP1) - 18 total respondents
 - Respondent ages were 35-65 years old
- Moderator: Gale Marshall

EXECUTIVE SUMMARY

- Overall, respondents have a basic awareness of the Census but are unsure of the specifics -- frequency, purpose, questions asked and benefits
- Initial reactions to the term "Census" elicited a range of responses from simple definitions to feelings of distrust and suspicion
- Messaging statements that provided the most specific benefits of the Census are found to be most motivating and impactful; also motivating are thoughts of being "counted" as NHOPi
- Least motivating are the statements that were perceived as threats or lacking in credibility

ABOUT THE CENSUS

- Most respondents have a basic awareness of the Census but there was some confusion regarding the frequency, purpose, questions asked and benefits
- Respondents thought Census was a door-to-door survey
- Initial reactions to the word “Census” included simple definitions as well as feelings of mistrust and suspicion:
 - *“It’s population counting”*
 - *“When you let the Census taker into your home, you’re allowing the government to be a part of your home – prying into more intimate details”*

POSITIVE PERCEPTIONS OF THE CENSUS

- When asked what their positive perceptions were about the Census, respondents felt that the Census can provide benefits for the community, and make their group be heard and counted:
 - *“Help with schools and other things that are needed in the community”*
 - *“Let’s the government know where poverty is”*
 - *“We are such a small group that we need to show them that we’re out there to get the funding”*

NEGATIVE PERCEPTIONS OF THE CENSUS

- Negative perceptions of the Census included invasion of privacy, unseen results, and fear of alienation
 - *“When you let the Census taker into your home, you’re allowing the government to be a part of your home – prying into more intimate details”*
 - *“Why are they counting? We don’t get anything for it”*
 - *“Feel like I’m not going to make a difference if I do or not”*

PARTICIPATION

- In spite of some skepticism and mistrust of the government's motives in conducting the Census, most agreed they would participate in the 2010 Census
- As they learned more facts about the Census in the groups, they became less suspicious and more interested in participating
 - *"You apply for credit cards, cell phones; you're giving out information anyway. For me, I'm comfortable filling it out."*
- A couple of respondents could not get beyond their suspicion and mistrust of the government, and state that they would never participate

THE MOST MOTIVATING MESSAGES

- Of the 14 statements shown, the most motivating statements focused on benefits to the community, especially benefits in education and safety (fire/police stations)
- They also considered the idea of being “counted” as NHOP, and not being asked confidential questions, very motivating as well

Statements

<u># 5</u> The Census determines how over \$300 billion federal funds per year get divided among states and local areas of the country
<u># 6</u> Information from the Census helps the government plan for future improvements to schools, roads, fire and police stations
<u>#10</u> The Census form doesn't ask for confidential information, only a few questions such as name, sex, age, date of birth, how people are related, race and origin
<u># 11</u> The Census is the way for all people to be represented
<u># 13</u> want to be counted – my participation matters

THE LEAST MOTIVATING MESSAGES

- The least motivating statements were those perceived as threats and statements that lacked credibility or believability (statement #3 in particular)
 - *"I don't believe they don't share it with other government agencies."*
 - *"Does that mean if I don't do it I'm going to jail? Yeah, right."*

Statements
<u># 1</u> You are required by law to fill out the Census
<u># 2</u> The Census has a direct impact on who represents you politically
<u># 3</u> The Census information is confidential and information is not shared with other government agencies
<u># 14</u> It is my civic duty to participate in the Census

MEDIA FINDINGS*

- American Indian
- Alaska Native
- Native Hawaiian/Other Pacific Islander

** Responses for the three groups were similar unless otherwise noted*

THE MEDIA

- Most respondents followed local community events more often than national events
- Overall, local TV stations, local newspapers, and radio were the best ways to reach their communities and they were more likely to access them in the morning and evening
- The Alaska Native and NHOPI groups seemed to be more likely to regularly visit Web sites for information and entertainment
 - The NHOPI groups also cited local Christian Radio stations as being very popular in their community

THE MEDIA

- Trusted community resources included:
 - Local newspapers & newsletters
 - Tribal leadership in local native organizations
 - Tribal elders (especially tribal leadership in local native organizations)
 - Schools and churches
 - Grocery stores (where they sell cultural foods/products...esp. for NHOPI groups)
- Media preferences included:
 - Local network TV Stations
 - Network TV
 - Local newspapers
 - TV news channels: CNN, Fox News
 - Radio Stations
 - Websites: MSN, Yahoo, CNN, Fox, MySpace

SINGLE/UNATTACHED/MOBILE
FOCUS GROUP FINAL REPORT

PHILADELPHIA, PA (Suburbs)
DECEMBER 10, 2007

STUDY DESIGN

- Two focus groups (18 respondents in total) were conducted in Marlton, New Jersey, a suburb of Philadelphia, on December 10, 2007
- Participants in the groups were recruited in attempt to fit the criteria for 'single/unattached/mobiles', a population that is hard to reach and has had historically low participation in the Census:
 - Age 18-35
 - Single/separated/divorced
 - Rent their home or apartment
- Moderator: Steve Crane, Clarion Research, Inc. of New York

EXECUTIVE SUMMARY

- While there is some awareness of the Census among these young people, they lack a clear understanding and knowledge of the Census and its benefits
 - This target needs to be given a reason why the Census is important, why they should participate, and the benefits that are received from participating
 - They need to be shown how the Census directly impacts their lives and their community
 - Perceptions of the Census are generally thought of as government statistical data for measuring the economy and local community needs
- Key barriers to participation include general apathy, lack of understanding of benefits and security/privacy issues
- Messaging statements that provided the most specific benefits of the Census are found most motivating and impactful

EXECUTIVE SUMMARY

- In general, these respondents are very casual followers of local and national events and issues
- The Internet is a key source of news and information for these respondents – messaging and advertising needs to include this key channel
- In addition to the Internet, this target can best be reached through traditional media channels. Four key media channels are utilized for keeping up with news and information:
 - Internet
 - Newspapers
 - Television
 - Radio

ABOUT THE CENSUS

- Virtually all of the respondents (16 of 18) are aware of the Census
 - Only 2 of these young people report having participated in previous Census
- However, their understanding and knowledge is quite limited; with many having the following images of the Census:
 - “Population counts” used by the government and business
 - Statistical measure of people, age, sex, race, religion
 - Numbers used for budgeting by the government
- Understanding of the purpose for the Census is also very limited and generally focused on the collecting of statistical data for measuring the economy and local community needs:
 - Statistical measure of the economy
 - To identify needs of the community; to find out what is needed and where after school care, community centers, etc.
 - To measure the US population for government, taxes and business development purposes

ABOUT THE CENSUS

- Most believe that the Census is conducted by the federal government, but few know which government agency or group is responsible for its administration nor how often it is actually conducted
- In addition, there appears to be limited understanding as to what questions are asked on the form
- There seems to be a general sense of apathy regarding the Census – with only a few who currently feel it to be important to complete
- Key barriers to participation in the US Census among these young people:
 - General apathy and lack of perceived importance of the Census
 - An overall lack of understanding of the benefits of the Census
 - Too busy, or too lazy to put forth the effort to participate
 - Perception that the government has too much information about citizens already
 - Security issues; i.e., identify theft, credit fraud, etc.

THE MOTIVATING MESSAGES

- All respondents rated 14 statements about the Census for its impact in motivating them to participate in the Census
- The following statements received the highest ratings overall:

Statements	"Very Motivating"	Among Top 5	Ranked First
<u># 6</u> Information from the Census helps the government plan for future improvements to schools, roads, fire and police stations	13	16	4
<u>#1</u> You are required by law to fill out the Census	13	15	4
<u># 4</u> Filling out the Census provides an opportunity to help people in your local community get certain benefits, such as health care, school program, day care and job training	12	16	7
<u># 5</u> The Census determines how over \$300 billion federal funds per year get divided among states and local areas of the country	12	14	0

WHY MOTIVATING?

- “Information from the Census helps the government plan for the future improvements to schools, roads, fire and police stations”
 - One of the highest rated and most motivating idea; this message is found to be very relevant and proactive
 - Highlights how the Census directly benefits all Americans
 - Speaks to relevant service improvements that affect all people: schools, roads, fire and police stations
 - Many of these respondents understand that they personally will be affected by the Census, as well as their family, and community
 - By highlighting specific service improvements, respondents understand more about how the Census impacts their lives directly – and demonstrates to them the importance of participating
 - The proactive nature of the message is found very appealing – with the use of the words “plan” and “future improvements”
 - For most, this is “new” information and it is the first time they have heard about the benefits of the Census
 - Overall, this is one of the most powerful and motivating messages because it highlights specific benefits, speaks to issues that directly affect them, and is proactive by discussing future improvements

WHY MOTIVATING?

- “Filling out the Census provides an opportunity to help people in your local community get certain benefits, such as health care, school programs, day care and job training”
 - Very powerful and motivating
 - Speaks to issues and services generally associate with what they expect the government should be doing
 - An effective articulation of the “real” benefits of the Census
 - Can be interpreted to how their families and loved ones could benefit from their participation
 - However, to some the message appears to sound like “political rhetoric” with several feeling that the ideas included in the message will never get done
 - Some would like to hear the message more “localized” with how their specific community would be affected
 - Although a powerful message, the idea is not as relevant because many of the programs/services mentioned are not impacting them directly or affecting services they themselves benefit from
 - However, a few do see how these services could affect them in the future

WHY MOTIVATING?

- **“You are required by law to fill out the Census”**
 - While this is rated as one of the top motivational ideas with respect to getting them to participate in the Census, the concept itself is found to be quite negative in its appeal
 - While compelling for many, appears to create a negative impression of the Census and of the government
 - Many of these respondents report they would be likely to comply and participate in the Census based on the message, because of the potential consequences if they did not
 - These young people appear very motivated by ideas that impact them personally, and since this idea has a “direct negative impact” on them if they don’t complete the Census
 - the message works from that perspective
 - However, several respondents appear somewhat angered that the government would use such a negative message to promote the Census
 - Several question the potential “consequences” of not participating in the Census in regards to this message
 - They question “how the government would know” if they completed their form or not
 - The fact that the Census is required by law is “new” information for most of these young people – many had not heard this message before
- Overall, these respondents are motivated by the message – but feel a more positive message based on the benefits of the Census would be a more effective approach

WHY MOTIVATING?

- “The Census determines how over \$300 billion in federal funds per year get divided among states and local areas of the country”
 - Among most, this is quite motivating
 - Having the phrase “\$300 billion” is a large and impactful amount of money
 - “\$300 billion” also makes the message sound quite important, and that they should take notice of it
 - Communicates the importance of participating in the Census, to ensure that your state and community gets its piece of the \$300 billion in federal funding which will be divided
 - Several like that in addition to the word “state,” the phrase “local areas” is also included
 - Can relate stronger to the idea of “local areas” than they do to larger entities like federal and state
 - In addition, a few offered that the phrase “your neighborhood” be included as well to make it more impactful
 - On the negative side – this message is not specific with respect to what benefits communities or states will receive
 - Several reported they would prefer to hear more about the results or impacts of the dividing up of the \$300 billion – how is it going to affect their local community

THE MEDIA

- In general, these young people appear to be very casual followers of national events and issues – while they tend to be even less casual regarding following local events
- For many, while national events are somewhat interesting to follow, they find local community events and issues as “dull” and “boring”
- Locally, few of these respondents are involved in local organizations, but those who are report working with:
 - Churches
 - Boy Scouts
 - Trade/business organizations
 - Local/town/city sports & recreation groups
 - Political action committees
- Internet is an often-used and trusted source for news & information – just as trustworthy, if not more than traditional media outlets
 - As typical Gen X'ers, they spend a considerable amount of time on the Internet for keeping up with news and information, communicating, and for social networking
 - About a third report having a MySpace page

THE MEDIA

- Four key media channels are most utilized in keeping up with news and information:
 - Internet
 - National & local sites
 - Newspapers
 - National & local
 - Television
 - AM/FM radio
- Internet is the most utilized source of information
 - For national events and issues, their most trusted sources on the Internet are reported to include:
 - CNN.com
 - BBC.com
 - Yahoo
 - MSNBC
 - NYTimes.com
 - For local issues, they report using:
 - Philly.com
 - NJ.com

- MSN
- Google
- WSJ.com
- ESPN
- Phillyburbs.com

THE MEDIA

- While most report reading newspapers online, only about half report they read a physical newspaper
 - For national events and issues, their most trusted physical newspapers are reported to include:
 - NY Times
 - Philadelphia Inquirer
 - For local issues, they report reading:
 - Courier Post
 - B.C. Times
- Television is also frequently cited as a place they get their news and information
 - Most watch television at night rather than the morning or during the day
 - Typical programming includes:
 - Today Show
 - The Daily Show
 - Fox News
 - Good Morning America
 - CNN
 - ESPN
- In addition, radio is also quite popular; with the most frequently cited stations:
 - 101.5
 - NPR
 - BBC World
 - 103.9
 - 93.3
 - 94.5
 - 98.9
 - 104.5
 - Q102

FINAL TALLY OF STATEMENTS

SUMMARY OF MESSAGE STATEMENT RANKINGS (SINGLE/UNATTACHED/MOBILE)

	Very Motivating	Somewhat Motivating	Not At All Motivating	5th	4th	3rd	2nd	1st	Total Top 5
Q 1	13	4	1	5	3	2	1	4	15
Q 2	5	7	6	0	2	0	0	0	2
Q 3	6	6	6	2	0	1	0	1	4
Q 4	12	6	0	0	3	4	2	7	16
Q 5	12	3	3	2	1	8	3	0	14
Q 6	13	5	0	0	2	1	9	4	16
Q 7	8	8	2	3	2	1	1	0	7
Q 8	3	11	4	1	1	0	0	0	2
Q 9	7	7	4	1	0	1	0	2	4
Q 10	6	9	3	3	2	0	2	0	7
Q 11	2	13	3	0	0	0	0	0	0
Q 12	5	11	2	1	1	0	0	0	2
Q 13	5	8	5	0	0	0	0	0	0
Q 14	2	9	7	0	1	0	0	0	1

APPENDICES

SUBURBAN AFRICAN-AMERICAN SCREENER

Respondent Information

Name: _____

Home Phone: _____

Street Address: _____

Cell Phone: _____

City/State/Zip: _____

Work Phone: _____

Group Assignment

Chicago Thursday, November 29

Group 1 6:00 p.m. 36 - 64 years old
Group 2 8:00 p.m. 18 - 35 years old

Introduction

Please recruit 14 respondents per group. All respondents must speak English fluently so that they can be easily understood.

HELLO, MY NAME IS _____ FROM _____ WE ARE AN INDEPENDENT MARKET RESEARCH COMPANY CONDUCTING A STUDY IN YOUR AREA ON BEHALF OF THE HUNTER MILLER GROUP. I'D LIKE TO ASK A FEW QUESTIONS TO SEE WHETHER SOMEONE IN YOUR HOUSEHOLD MAY QUALIFY TO PARTICIPATE IN A FOCUS GROUP DISCUSSION WE'LL BE CONDUCTING. IF SOMEONE IN YOUR HOUSEHOLD QUALIFIES, WE'LL PAY THAT PERSON \$_____ FOR PARTICIPATING IN OUR TWO-HOUR ROUNDTABLE DISCUSSION.

MAY I SPEAK WITH A (MALE/FEMALE) ADULT BETWEEN THE AGES OF 18 AND 64 YEARS OLD?

(If necessary: WE'RE NOT TRYING TO SELL ANYTHING. OUR ONLY PURPOSE IS TO OBTAIN PEOPLE'S OPINIONS. THIS INTERVIEW SHOULD TAKE LESS THAN 10 MINUTES TO COMPLETE.)

- Continue at Q1 ← Respondent speaking -1
- Repeat introduction, then continue at Q1 ← Respondent called to phone -2
- Schedule callback ← Respondent not available -3
- Discontinue ← No household member 18 - 64 -4
- Discontinue ← Not interested -5

1. FIRST, WHAT IS THE ZIP CODE WHERE YOU LIVE? _____

Recruit 7 respondents per group from zip codes in Chicago's south suburbs and 7 respondents per group from zip codes in Chicago's western suburbs.

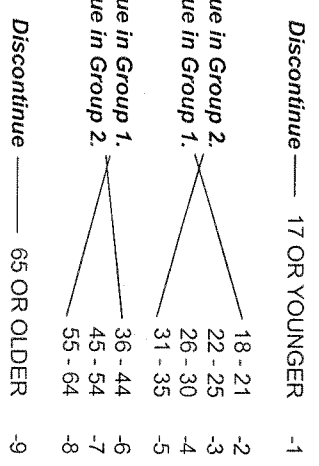
2. Respondent is:

- Male -1
- Female -2

Recruit 7 males and 7 females per group.

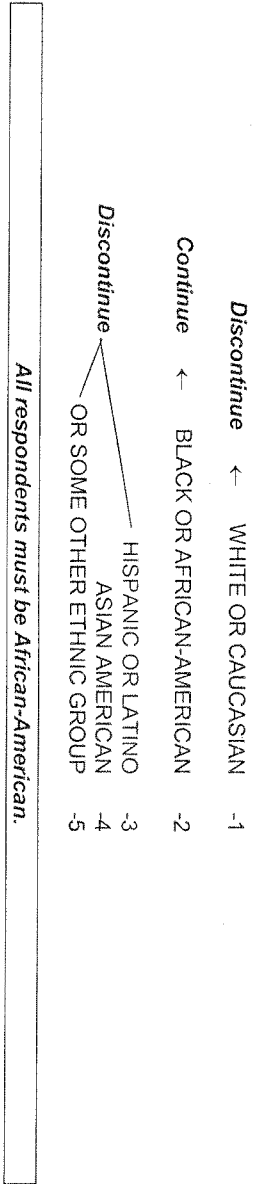
3. TODAY WE NEED TO CLASSIFY OUR GROUPS INTO VARIOUS AGE CATEGORIES. WHAT IS YOUR AGE? (If necessary, read list.)

Record exact age:



- All respondents in Group 1 must be 36 - 64 years old. Recruit a mix between 36 and 64.
- All respondents in Group 2 must be 18 - 35 years old. Recruit a mix between 18 and 35.

4. JUST TO ENSURE PROPER REPRESENTATION BY DIFFERENT ETHNIC BACKGROUNDS, ARE YOU... (read list)?



5. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU'VE COMPLETED?
(Read list if necessary)

Discontinue ← Less than high school graduate -1

Graduated from high school -2

Attended or graduated from vocational/technical school -3

Attended or graduated from junior college -4

Attended college -5

Graduated from college (undergraduate/bachelors degree) -6

Attended graduate school -7

Graduated from graduate school -8

Check quota in box below

- **Recruit the following educational mix in Group 1:**
 - > 2 respondents who graduated from high school.
 - > 5 respondents who attended/graduated from vo-tech school/junior college or attended college but did not graduate.
 - > 7 respondents who graduated from college or attended/graduated from graduate school.
- **Recruit the following educational mix in Group 2:**
 - > 4 respondents who graduated from high school or attended/graduated from vo-tech school/junior college or attended college but did not graduate.
 - > 10 respondents who graduated from college or attended/graduated from graduate school.
- **Do not recruit people who have not graduated from high school, including students currently attending high school.**

6. ARE YOU OR IS ANY MEMBER OF YOUR IMMEDIATE FAMILY EMPLOYED BY ANY OF THE FOLLOWING TYPES OF COMPANIES? *(Read list)*

AN ADVERTISING AGENCY -1

A MARKET RESEARCH FIRM OR MARKETING RESEARCH DEPARTMENT -2

A PUBLIC RELATIONS FIRM -3

Discontinue if "yes" to any.

7. HOW MANY HOURS, IF ANY, DO YOU PERSONALLY WORK FOR PAY IN A TYPICAL WEEK? (Do not read list)

- 0 hours (unemployed/homemaker/student/retired) -1
- 1 - 9 hours (part-time) -2
- 10 - 19 hours (part-time) -3
- 20 - 29 hours (part-time) -4
- 30 - 39 hours (full-time) -5
- 40 hours or more (full-time) -6

- Recruit at least 7 respondents per group who work 30 or more hours per week.
- Recruit no more than 4 respondents per group who do not work for pay.

8. (If employed at Q7, ask Q8. Otherwise skip to Q9.)
WHAT IS YOUR OCCUPATION? _____

Recruit a mix. Discontinue if employed by one of the company types listed at Q6.

9. WHICH ONE OF THE FOLLOWING CATEGORIES BEST DESCRIBES YOUR TOTAL ANNUAL HOUSEHOLD INCOME? PLEASE INCLUDE THE INCOME OF ALL HOUSEHOLD MEMBERS. IS YOUR ANNUAL HOUSEHOLD INCOME... (read list)?

- Discontinue _____ LESS THAN \$20,000 -1
- AT LEAST \$20,000 BUT LESS THAN \$50,000 -2
- AT LEAST \$50,000 BUT LESS THAN \$75,000 -3
- AT LEAST \$75,000 BUT LESS THAN \$100,000 -4
- Discontinue _____ \$100,000 OR MORE -5

- Check quota in box below
- Recruit the following income mix in Group 1:
 - 3 respondents with an income of at least \$20,000 but less than \$50,000
 - 5 respondents with an income of at least \$50,000 but less than \$75,000
 - 6 respondents with an income of at least \$75,000 but less than \$100,000
 - Recruit a mix of incomes between \$20,000 and \$99,999 in Group 2.

10. *(Ask Q10 for Group 2. Skip to Q11 for Group 1.)*
 DO YOU LIVE IN YOUR OWN HOME, LIVE IN AN APARTMENT OR OTHER RENTAL HOUSING, LIVE WITH YOUR PARENTS OR OTHER RELATIVES, OR LIVE IN SCHOOL HOUSING SUCH AS A COLLEGE DORMITORY?

- Continue Live in own home -1
- Live in an apartment or other rental housing -2
- Discontinue Live with parents or other relatives -3
- Live in school housing -4

All respondents in Group 2 must live in their own home, apartment, or other rental housing.

11. WHAT IS YOUR CURRENT MARITAL STATUS?

- Check quota in box below Married -1
- Single, never married -2
- Divorced -3
- Discontinue Separated -4
- Widowed -5

• Recruit the following marital mix in each group:
 > 10 respondents who are married
 > 4 respondents who are single or divorced

12. ARE YOU A PARENT OR STEPPARENT?

- Continue Yes -1
- Discontinue No -2

All respondents must be parents or stepparents.

13. HOW MANY CHILDREN OR STEPCHILDREN DO YOU HAVE IN EACH OF THE FOLLOWING AGE GROUPS? *(Read list)*

- 6 YEARS OLD OR YOUNGER
- 7 - 12 YEARS OLD
- 13 - 18 YEARS OLD
- 19 YEARS OLD OR OLDER

*All respondents must have at least one child in one or more age groups.
Recruit a mix.*

14. NOW, I'M GOING TO READ SEVERAL LIFESTYLE STATEMENTS, AND I'D LIKE TO KNOW HOW WELL EACH STATEMENT DESCRIBES YOU PERSONALLY. PLEASE USE A SCALE FROM 1 TO 10, WHERE "1" MEANS THE STATEMENT DOES NOT DESCRIBE YOU AT ALL AND "10" MEANS IT DESCRIBES YOU VERY WELL.

HERE'S THE (FIRST/NEXT) STATEMENT. *(Read statements)*

- A - I AM ACTIVELY INVOLVED AT CHURCH, IN THE PTA AT MY CHILDREN'S SCHOOL, OR IN OTHER COMMUNITY ORGANIZATIONS
- B - I FEEL LIKE I'M MAKING A POSITIVE DIFFERENCE IN THE LIVES OF PEOPLE IN MY LOCAL COMMUNITY
- C - I AM VERY COMMITTED TO MY FAMILY AND EXTENDED FAMILY TIES
- D - I TEND TO BE A LEADER MORE THAN A FOLLOWER
- E - I KEEP UP WITH TRENDS IN MUSIC, FASHION, AND ENTERTAINMENT
- F - I'M OFTEN ONE OF THE FIRST TO TRY NEW PRODUCTS OR ADOPT NEW STYLES

Rating

- All respondents in Group 1 must give a rating from 7 to 10 to statements A - C.
- All respondents in Group 2 must give a rating from 7 to 10 to statements C - F.

15. *(The following questions are designed to locate creative and articulate respondents. The answers should be thoughtful and relatively involved. Single word answers, "I don't know" or silence should be considered terminations.)*
WHAT IS THE FAVORITE ACTIVITY YOU LIKE TO DO WITH YOUR FAMILY? WHY DO YOU SAY THAT?

Interviewer: Use Q15 to determine whether respondent is articulate. Discontinue if:

- Respondent is not articulate
- Respondent is unwilling to express his/her opinions
- Respondent has a speech impediment
- Respondent seems to have a hearing problem
- Respondent does not speak English fluently
- Respondent speaks with a heavy accent
- Respondent is difficult to understand
- Respondent is not cooperative
- Respondent is not enthusiastic

Continue only if you think the respondent would contribute to a focus group discussion.

16. NOW, I'M GOING TO READ YOU THREE STATEMENTS, AND I'D LIKE TO KNOW WHICH ONE BEST DESCRIBES YOU IN A GROUP SITUATION. *(Read list)*

I HAVE NO DIFFICULTY EXPRESSING MY OPINIONS
IN FRONT OF OTHERS AND ENJOY A GROUP DISCUSSION
WHERE DIFFERENT OPINIONS ARE BEING EXPRESSED.

-1

I TEND TO BE VERY QUIET AND DO NOT USUALLY
EXPRESS MY OPINIONS IN A GROUP SITUATION.

-2 ← *Discontinue*

I LIKE A GROUP DISCUSSION AND WITH SOME
ENCOURAGEMENT I WILL SHARE MY OPINIONS WITH OTHERS.

-3

INVITATION

WE WOULD LIKE TO INVITE YOU TO OUR DISCUSSION GROUP FOR THE PURPOSE OF MARKET RESEARCH ON *(day)*, *(date)*, AT *(time)* AT OUR OFFICE LOCATED AT *(address)*. THE DISCUSSION WILL LAST APPROXIMATELY 2 HOURS, REFRESHMENTS WILL BE SERVED, AND YOU WILL BE PAID \$ ___ FOR YOUR PARTICIPATION AND OPINIONS. WILL YOU BE ABLE TO JOIN US?

Continue ← Yes -1
Discontinue ← No -2

WE APPRECIATE YOUR HELP IN THIS VERY IMPORTANT STUDY. YOUR PARTICIPATION IS VERY SPECIAL AND WE ASK THAT YOU DO NOT SEND ANY SUBSTITUTES. IF YOU WEAR GLASSES OR CONTACTS, PLEASE BRING THEM TO THE GROUP DISCUSSION SINCE WE MAY ASK YOU TO REVIEW SOME WRITTEN MATERIALS. IF YOU HAVE ANY QUESTIONS, PLEASE CALL US AT *(insert phone number)*. PLEASE TRY TO ARRIVE 15 MINUTES EARLY SO THAT WE CAN BEGIN ON TIME.

MARKETING INFORMATION SYSTEMS INTL., INC.
 120 Sylvan Avenue
 Englewood Cliffs, New Jersey 07632
 1-800-631-1623/201-947-6900

FINAL #306-01-07
 November, 2007

"SINGLE/UNATTACHED/MOBILES"
 (Screener)

Time Start: _____
 Time End: _____
 Total Time: _____

Name _____
 Address _____
 City/State _____ Zip Code _____
 Telephone () _____ Date _____
 Date Recruited: _____
 Date Of Group: _____ Time Of Group: _____

READ INTRODUCTION

Hello, my name is _____ from _____ We are conducting a short survey and I'd like to ask you a few questions. I'm just conducting a survey, no one will try to sell you anything as a result of your participation in the survey. This survey will take only a few minutes of your time.

1. (RECORD, DO NOT ASK.) Gender:

Female..... ()-1 } (CHECK QUOTA)
 Male..... ()-2 }

2. Which of the following categories includes your age?

Under 18..... () → (THANK AND TERMINATE)
 18 to 24..... () } (CONTINUE)
 25 to 35..... () }
 36 to 44..... () }
 45 to 54..... () } (THANK AND TERMINATE)
 55 to 64..... () }
 65 or older..... () }
 Refused..... () }

3. Would you consider yourself to be White, Black, Asian or of some other racial or ethnic background? You can choose more than one category. (DO NOT READ LIST. MULTIPLE RESPONSES ACCEPTED.)

White..... () }
 Black/African-American..... () } (CHECK QUOTA)
 Asian..... () }
 Other (SPECIFY)..... () }
 Refused..... () → (THANK AND TERMINATE)

4. Are you of Hispanic or Latino descent? (DO NOT READ LIST.)

- Yes () () } (CHECK QUOTA)
- No () () } (CHECK QUOTA)
- Refused () () } (THANK AND TERMINATE)

5. Do you, or does anyone living in your household, currently work or have previously worked: (READ LIST. IF "YES" TO ANY, THANK AND TERMINATE)

- a. For a United States federal, state or local government agency/ Yes () No ()
- b. In advertising, public relations, or marketing research () ()

• CONTINUE ONLY IF "NO" TO BOTH 5a and 5b.
 • OTHERWISE, THANK AND TERMINATE.

6. What is your occupation and for what type of company do you work? (IF RETIRED, OR FULL-TIME HOMEMAKER, RECORD THAT INFORMATION ALSO.)

OCCUPATION _____ TYPE OF COMPANY _____

TERMINATE ANY SENSITIVE INDUSTRY

7. What is your marital status? Are you: (READ LIST)

- Single () ()
- Married or Partnered () ()
- Divorced, Separated, or () () } (CHECK QUOTAS)
- Widowed () ()
- (DO NOT READ) -> Refused () ()

8. Do you have any children... (READ LIST)? (RECORD ALL THAT APPLY)

- Under 6 years () ()
- 6 to 12 years () () } (CHECK QUOTA)
- 13 to 18 years () ()
- No children 18 or younger () ()

9. Please stop me when I reach the category which includes your total annual household income. (READ LIST. IF SINGLE, ASK FOR PERSONAL INCOME.)

- Less than \$25,000 () → (THANK AND TERMINATE)
 - \$25,000 - \$49,999 ()
 - \$50,000 - \$75,000 () } (CHECK QUOTA)
 - Over 75,000 ()
- (DO NOT READ) → Refused () → (THANK AND TERMINATE)

10a. Do you own or rent the home that you live in?

- Own () -1 } (CHECK QUOTA)
- Rent () -2 } (CHECK QUOTA)

10b. And how long have you lived at that location?

10c. And, is the location you reside... (READ LIST)? (RECORD ONE RESPONSE)

- A single, detached home ()
 - A two-family home ()
 - A condominium ()
 - A coop ()
 - An apartment building ()
 - Other ()
- (SPECIFY)

10d. Do you live...? (RECORD ONE RESPONSE)

- On your own (with roommates) () → (CONTINUE)
- With family () } (THANK AND TERMINATE)
- In college housing ()

11. And what was the last grade or highest level of school that you completed? (DO NOT READ LIST)

- 8th Grade or less ()
- Some high school ()
- Graduated high school/GED ()
- Vocational/Tech school () } (CHECK QUOTA)
- Some college/2-year degree ()
- Graduated college/4-year degree ()
- Advanced degree (M.A., Ph.D., etc.) ()
- Refused () → (THANK AND TERMINATE)

12. Are you currently registered to vote in the United States?

- Yes () -1
- No () -2

12. When was the last time you participated in a market research or focus group discussion?

- Never () } (CONTINUE)
- More than 6 months ago () }
- Within the past 6 months () } (THANK AND TERMINATE)

INVITE QUALIFIED RESPONDENT TO GROUP

We are conducting a group discussion as a way of learning more about issues facing the community. Please be assured that this will not be a sales meeting of any kind. It is a part of a research study to get feedback from the community. We think that you will find the discussion very interesting and we'd very much like to include your opinions.

The groups discussion will be held on _____ (TBD) at _____ (TBD) and will take about two hours. You will receive (\$TBD) as a token of our appreciation for your time and opinions, and a light meal will be served.

Would you be able to attend?

- Yes ()-1- (CONTINUE)
- No ()-2- (THANK AND TERMINATE)

So that I may send you a confirmation letter and directions, may I please have your address and the correct spelling of your name? (MAKE SURE ALL INFORMATION IS RECORDED ON THE FIRST PAGE OF THE SCREENNER.)

We are only inviting a small number of people to the discussion, so if for some reason you are unable to attend, please call us immediately so we can invite another participant.

CENSUS 2010 BENEFITS & MESSAGES

FOCUS GROUP DISCUSSION OUTLINE

DRAFT November 16, 2007*

I. INTRODUCTION/WARM-UP

- Name, occupation, marital/household status
- Where live, for how long?
- Explanation of procedure, observation, taping

II. AWARENESS AND PERCEPTIONS OF CENSUS 2010

- General awareness –
 - What is it?,
 - When is it conducted?,
 - Who conducts it?,
 - What types of questions are asked?
- Past participation in Census
 - Do you remember ever filling out a Census form in the past?
- Positive perceptions of the Census – what's good about it, why is it important that people should participate in it?
- Neutral/negative perceptions of the Census – what's not so good about it, why don't some people participate?
- Likelihood of participating in the next Census in 2010, reasons why/why not (be as specific as possible)
 - Among those intending to take part, what are the perceived or expected benefits of participating in 2010
 - Among those unlikely to participate, what (if anything) would encourage participation, and why?

II. RESPONSE TO CENSUS 2010 STATEMENTS

We're asking you to help determine those statements that are most likely to encourage participation in Census 2010.

HAND OUT LIST OF CENSUS 2010 STATEMENTS TO EACH RESPONDENT (SAQ #1)

1. We'd like you to read each of these statements, and as you do, please indicate how motivating you feel it is by recording an "X" under the column heading that best describes how you feel. Please record only one response for each statement, i.e. very motivating, somewhat motivating, or not at all motivating. (ALLOW TIME FOR RESPONDENTS TO COMPLETE BEFORE CONTINUING.)
 - As we go through this exercise, please share your collective reasons for putting each statement/benefit into a specific bucket
 - When discussing each statement, please indicate the following:
 - Your initial top-of-mind thoughts and feelings about the statement
 - Why you put it in a specific bucket
 - How and why this statement might be relevant or important to you – what really resonated with you, and why?
 - Any specific words or phrases in the statement that really stand out to you
 - Whether the statement is 'new news to you'
 - How might you change the statement to make it more compelling

1. Now, please rank the top 5 statements in terms of their importance in taking part in Census 2010. Please record "1" to "5" next to those statements on the lines under the last column on the page. (ALLOW AMPLE TIME FOR RESPONDENTS TO COMPLETE BEFORE CONTINUING.)
 - Why did you agree that the statement/benefit ranked #1 is more important than the others in encouraging participation in the Census?
 - Which statements on this list are must-haves? Which are nice-to-haves, and why?
 - Are there any statements or benefits about the Census missing from the list that you consider important or motivating?

2. What was the single most compelling information you heard or learned about the Census?
 - For those of you who were less willing to take part in the Census, or weren't thinking about the Census, what did you learn that had a positive impact on your participation? Why do you say that?

II.

MEDIA CHANNELS

- About how closely do you follow national events, that is, events that affect all Americans?
- And how often do you follow community events, the events that affect those in your area?

We'd like to understand the most appropriate ways to reach people like you with messages about the Census?
What are the different types of media that you regularly use? (CREATE LIST)

- Network television stations (ABC, NBC, CBS)
- Local television stations
- TV news segments
- Cable TV
- Local newspapers
- Radio stations (Local? Syndicated? Satellite?)
- Through the Internet (give examples)
- Websites (specify)
- Outdoor ads
- Others?

Looking at this list of media channels, please indicate the following:

- Which media channel on the list do you use the most/most often?
- Which do you consider to be the most entertaining?
- The most believable?
 - Why do you say that, how do you tell if a media outlet is credible or less credible?
 - How do you decide if a media channel is?
- The most trustworthy (and why)?
- The best source of information for what's going on in the country (and why)?
- The best source of information for what's going on in your community (and why)?
- Which do you read, watch, or share with other family members?

FOR EACH OF THE MEDIA CHANNELS LISTED:

- What days/times of day do you typically read or watch that medium, and why? When are you most likely to pay attention to it?
- Do you usually give that media your undivided attention, or is it more likely in the background?
- Would that medium be a good source of information for you about the Census? Why/why not?

What other ideas do you have for ways to reach people in your community about the Census? For example:

- Through schools and churches
- Local organization meetings
- At community events (specify)
- Through respected local leaders (probe fully)
- With the participation of local businesses
- In government offices (specify)
- Any others?

THANK YOU VERY MUCH FOR YOUR PARTICIPATION

Group Time: _____
Group Location: _____

A. Please "X" only one answer under the appropriate heading for each statement that best describes your feeling about it.

B. Please rank the top 5 most important statements, by recording "1" to "5" next to those statements on the lines provided under the last column.

*NOTE: not for quantitative

	Very Motivating	Somewhat Motivating	Not At All Motivating	Top 5 Most Important	use in research
You are required by law to fill out the Census	()	()	()	()	_____
The Census has a direct impact on who represents you politically	()	()	()	()	_____
The Census information is confidential and information is not shared with other government agencies	()	()	()	()	_____
Filling out the Census provides an opportunity to help people in your local community get certain benefits, such as health care, school programs, day care and job training	()	()	()	()	_____
The Census determines how over \$300 billion in federal funds per year get divided among states and local areas of the country	()	()	()	()	_____
Information from the Census helps the government plan for the future improvements to schools, roads, fire and police stations	()	()	()	()	_____
If you don't fill out your Census form, your family and local community might not get their fair share	()	()	()	()	_____
The Census determines the size and composition of our country. It produces a Portrait of America	()	()	()	()	_____
It only takes a few minutes of your time but the results can last a lifetime	()	()	()	()	_____
The Census form doesn't ask for confidential information, only a few questions such as name, sex, age, date of birth, how people are related, race and origin	()	()	()	()	_____
The Census is the way for all people in America to be represented	()	()	()	()	_____
The Census can only be accurate if everyone participates	()	()	()	()	_____
I want to be counted and valued - who I am matters	()	()	()	()	_____
It is my civic duty to participate in the census	()	()	()	()	_____

CAUTIONARY STATEMENT

- Readers of this report are reminded that focus group research is qualitative in nature and, as such, the findings reported herein, including the in-group questionnaires, should not be used to project for a larger population.
- However, the discussion diagnostics generated in this context do provide the basis and foundation for effective planning and decision-making.