

JUST CAUSE

Today's Activism



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think



Objectives

- Understand the definition of “activism” as it is being used by non-profit organizations to inform the field work process
- Understand what “being involved” means to youth today
- Explore the barriers that keep some youth from being active in pro-social causes
- Deconstruct the ways in which youth who do participate in pro-social activities have become active in order to provide insights on how to “activate” other youth

overview



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Multi-step methodology



On behalf of MTV, U30 Group, Inc. conducted the following research, from December 2005 to April 2006. For a copy of the full study and an appendix, log on to research.mtv.com

- 98 in-person interviews
 - Conducted in schools, on campuses, and at places where youth hang out
- 8 expert interviews
 - With experts who organize pro-social youth activities from on-campus faith-based coordinators, to professionals at national relief agencies
- 1187 online survey
 - A nationally representative sample with participants ages 12 to 24, fielded March 15 –28, 2006
 - Segmentation analysis was conducted to identify discrete groups of respondents based upon interest and involvement
- 15 virtual journals
 - Participants posted pictures and made entries about a volunteer activity of their choice and invited two friends to join them



overview

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What we know...

- **New Communities:** Communities are defined and redefined in new ways
- **Believing is not enough:** There is disparity between interest and involvement
- **Clear pathways:** Youth need direction, encouragement and flexibility
- **Activation strategies:** Pro-social organizations should target involvement segments and leverage technology-based social networks

overview



New community



"Podding"

- Connection is key
- Hyper-connectivity reshapes community
- Escape the mundane
- All-media inputs
- Internet
 - This generation's calculator
 - THE source

More young people get **info about volunteering and social causes** from the Internet than from any other media source.

"I get everything I need on the Internet, especially at work...but even when I'm at home. It's much easier than watching the news or reading a newspaper."

– Kim C. 24

"Mostly, everything is found on the internet. I think they say 98% of everything can be found on the internet."

– Christina S. 17

"My" community

- Continually reinvigorated and renegotiated
- Mutually supportive
 - 85% say that family and friends form the core of their community
- Empowering
- Self-expression
 - 61% believe that it is important to make themselves heard on issues that really matter to them

"I don't really have a community here quite yet because I've only lived here like 6 months. I think a community is something a little more deeply rooted, you don't just join it like a club. It kinda just happens over time."

– Katie L. 22



Brett F. 19

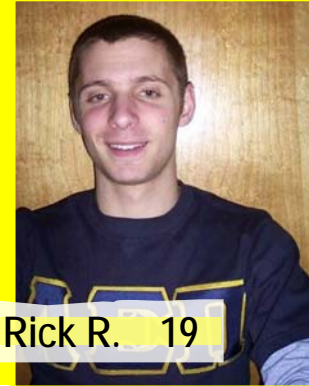
"We want to make the world a better place, initially we can do that by just helping one person. If 6 billion people each help one person, then **THAT IN EFFECT** would help the entire world"

Innate desire to help

- It's the right thing to do
 - 75% of involved youth say that wanting to help others is what drives them
- It's the right thing **for me** to do
- Even small changes are important

"You don't have to do something big, just do something, like even if it's something small in your neighborhood or community. Every little bit helps."

– Dillan B. 13



Rick R. 19

"I think it is very important for my generation to become active. When I say active, I mean habitually active. If we get into the habit of volunteering at a younger age and making a difference, it will continue to happen as we get older. Our kids (when we have them) will see us volunteering and will most likely follow in our footsteps. I think it will make the future a much more desirable place to live in. Things will just be better."

This is my story.

“I am currently serving on TeamVols leadership board as a co-director for the Hunger and Homelessness...”



“The feeling of helping or changing is self consuming and addictive.”

“I volunteer at the Love Kitchen on a weekly basis, so I found this opportunity to be quite appealing.”

“I believe that it doesn't take much more than a kind heart to make the world a better place.”



“I think that sometimes my peers lack the perspective that will change the way they think, but I do believe that there are lot of caring, compassionate people in my generation that will make the world a better place.”

— Megan O. Age 19, TN

It's in my backyard

- Issues that “hit close to home”
 - 62% say that the issues that really matter to them are ones that have touched them or someone they know
- Family members motivate
 - Parents’ encouragement is positively correlated with pro-social involvement
 - 70% of involved middle-schoolers say that their parents’ encouragement played a big role in getting them to volunteer

“I donate money for cancer because I know a really good friend that died of cancer. She was like my second mom.”

– Michelle S. 14

“I myself have been on the receiving end of that and saw a lot of people serving me when I was sick. That has motivated to want to give back.”

– Jenifer W. 24

“My parents always instilled in us to be grateful for what we have and not take it for granted. In a loving, encouraging way they gave us the drive to want to be better people. It just kinda developed over the years. And I saw them doing service; they would lead by example.”

– Jenifer W. 24

This is my story.



“I’ll be honest, it wasn’t easy to get him involved but once he was participating he took a load off my shoulder and helped out a ton.”



“So I am pretty passionate about the idea.”

“Basically, we do a project each year dedicated to 3 brothers from the University of Houston who died in a drunk driving accident...”



“But the most important part was giving back to the community as a whole.”



— Ryan O. Age 22, TX

Believing is not enough



Activation Gap: Interest and involvement

- Society has already convinced young people that supporting a social cause is something they **should** do
 - 70% believe that it is important to help the community
 - 68% do something to volunteer or support a cause on a monthly basis
- Yet interest far exceeds involvement
 - 38% are very interested, only 19% very involved
 - 18% are not at all involved, only 4% not at all interested
- Closing the gap- from interested to involved
 - Pro-social messages are already internalized
 - Must understand the **Involvement Spectrum**

The Involvement Spectrum

Six segments represent the various levels of pro-social involvement

HIGH
Involvement

Candy Stripers

Teacher's Pet

MODERATE
Involvement

Growers

Watchers

LOW
Involvement

Blasés

Uninterested

High involvement

Candy Stripers

23% of respondents

- Leaders
- Altruistic
- Highly religious
- Sincere interest
- Might under rank their involvement
- High social awareness
- Largely female
- Volunteer once or twice a month



Teacher's Pets

14% of respondents

- Leaders
- Eager to please
- Highly religious
- Resume builders
- See barriers & how they may be overcome
- High social awareness
- Motivated by: recognition, reinforcement, incentive
- Volunteer almost every week



HIGH
Involvement

MODERATE
Involvement

LOW
Involvement

For details, go to think.mtv.com

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Moderate involvement

Growers

25% of respondents

- Followers
- Lack of efficacy
- Moderately religious
- Need peer involvement
- Have “it” in them
- Need a push to get involved
- Volunteer a few times a year



Watchers

13% of respondents

- Idlers
- Potentials for activation
- Low religious participation
- Low interest level
- Moderate social awareness
- Peer involvement is a factor
- Volunteer a few times a year



HIGH
Involvement

MODERATE
Involvement

LOW
Involvement

For details, go to think.mtv.com

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Low involvement

Blasés

6% of respondents

- Sitters
- Potentials to be not be involved
- Low interest level
- One foot out the door
- Low social awareness
- High proportion of young professionals
- Volunteer a few times a year



Uninvolved

18% of respondents

- Goners
- No hope
- Very low religious participation
- Low interest level
- Low peer & family involvement
- Largely apolitical
- Just don't do this kind of stuff
- Never volunteer



HIGH
Involvement

MODERATE
Involvement

LOW
Involvement

For details, go to think.mtv.com

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Clear pathways



Road blocks to involvement

Top reasons mentioned for NOT getting involved:



Time management

Lack of time – Whether they truly are too busy, or just perceive it to be that way, many young people say that they just don't have the time to volunteer

I've wanted to get involved and stuff, but between school and stuff I haven't really had time. – *Kelsey W. 14*

"Not too many people volunteer anymore cause they're too busy having fun and stuff." – *Michelle S. 14*

"It's the lamest excuse ever but I was just too busy." – *Ali M. 24*

"I was going to school from 10:00 in the morning until 2:00 or 3:00 and then I'd be working from 4:00 until 10:00 at night and fitting studying in somewhere, so literally, I had no time." – *Katie L. 22*



Laila B. 19

"Think about all the time in one day that you waste doing selfish, pointless things you could easily live without. That is time that could have been spent helping somebody else, or better yet maybe even saving someone. The rewards of volunteering far outweigh the time spent."

This is my story.

“If you are a millionaire and you give a million dollars to charity by signing a check you are not really trying. **Since time is money you really should give time** if you are a millionaire.”



“This church had a homeless shelter and I volunteered at it.”

...the homeless people were very nice and i think the reason they were so nice is because they are in a great shelter...”

“If more people saw that my generation volunteered and helped people then people would be nicer to teenagers and would help them more when the teens are in a jam.”



“This is the guest suite where volunteers spend the night. I could have been there but it was school night.”

– Montana B. Age 16, GA

Volunteer drop-outs

Youth often **show enthusiasm at the thought** of helping the community through volunteering...

...**but are often unable to follow through with their plans.**

Many are simply never heard from again, after agreeing wholeheartedly to be part of a volunteer project. 50% of participants recruited for the virtual journal never completed it

"My friends and I are very interested in this project! Our community has a high percentage of homeless so we plan on volunteering in the local soup kitchen."

– Ashley

"I was just wondering if you still have any openings! Yes, I am still interested. There are plenty of community parks around where I live, and they all need cleaning! Would it be okay if I and my two friends cleaned up a park over the weekend?"

– Rachel

"I'm sorry to say that I will not be able to participate in the volunteer project for U30. My friends and I have scheduling conflicts and cannot find a project that we can all make within the next two weeks."

– Ashley

"I regret to say I will have to pull out of this project. Monday, I fell at work and injured my knees, and I went to the hospital and was ordered to stay off my feet for a while. And then my pets got sick. This has been *one of those weeks* for me, and I don't see how I could complete the project by tomorrow night."

– Rachel

Youth need

Guidance

- Clear direction about where they can go, what they need to do to get involved

"A lot of people don't join programs because they don't know 'em."

– Nikaed B. 17

Encouragement

- Some youth think "it's just not in them" to volunteer
- Others believe their personality stands in the way of helping a cause

I'm pretty shy so I don't like that."

– Jessica B. 16

The third most frequently mentioned reason for not being more involved is lack of good resources on volunteer opportunities

35% indicate that lack of encouragement is a barrier to involvement

Youth need...

Flexible, fun activities

- Many young people believe that they just don't have the time to volunteer
- The most powerful incentive to volunteer is an opportunity to have fun with friends

"I've wanted to get involved and stuff, but between school and stuff I haven't really had time."

– Kelsey W. 14

The majority (51%) of young adults say that their busy work schedules are a barrier to involvement

Young people mention volunteering with friends more often than any other factor, when asked what would get them more involved

71% say that enjoying the volunteer activity has played a big role in getting them involved

To get started early

- Highly involved survey respondents got their start, on average, at age 12

This is my story.

“In this project we will be staying after school...and we will be helping some of the teachers with whatever they may need help with...”



“It doesn't matter what you do or how you do it. As long as you get out there and you help someone, your making a difference.”

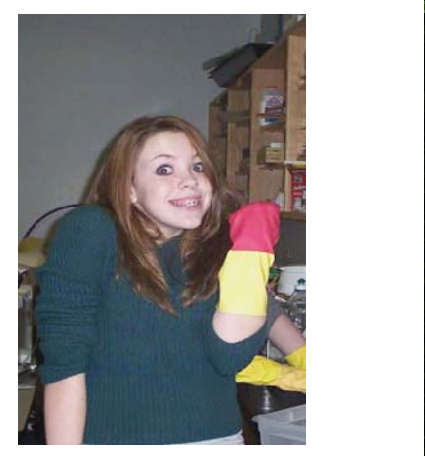


“...having a good time doing it too.”

“If we get more teens to help out with volunteering then I really think that the world will be a bit of a better place.”



“And just by spreading the word and getting more people involved you're making an even bigger difference because then more people will be helping out and things will really be changing for the best.”



— Monica R. Age 14, TX

Faith moves



Faith and religion foster a volunteer spirit on two fronts:

- Being true to one's religion often inspires being a "good" person and helping others
 - Zaniah H, 19, became active in educating youth about non-radical Islam, after being persecuted in her Louisiana high school after 9/11
- Organized religion is a resource for volunteering in that it provides opportunity, sets up group involvement, and makes the experience fun
 - 43% of involved youth say that organized religion played a big role in getting them to volunteer.

"God. God commands you to help other people, I mean, that's what he says. All the Gods, whatever God of your choosing, they all say you should help others."
–Michelle W. 20

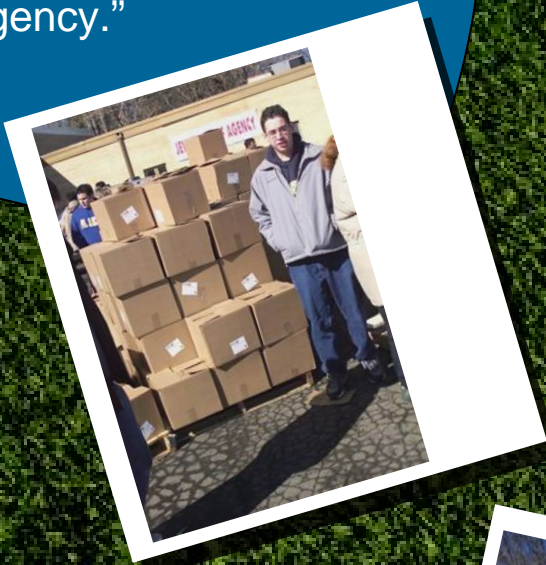


"I was involved in a college aged bible study in my church and so they would orchestrate things and whatever."
–Katie L. 22

"I think of myself as doing a "mitzvah" and that if part of the Jewish faith and builds great character."
–Coretta G. 17

This is my story.

“This is a picture of JRA - the Jewish Relief Agency.”



“Honestly, in my opinion and in Jewish law, charity is charity.”



“...Volunteering is something that all people should get involved with.”

“The highest form of tzedakah is when you donate money and you are donating it to a cause that you are unaware of and no one knows that you are donating it.”



– Brett F. Age 19, PA

Activation strategies: what to do



Involvement starts when youth are targeted early. These individuals develop into the highly involved segments.

**It's all about the
YOUNG
(12yrs)**

Influenced by the highly involved, the moderately involved segments transition into fully engaged citizens.

**Highly involved:
Candy Stripers &
Teacher's Pets**

**Moderately
involved:
Growers &
Watchers**

The four segments now work together to improve their communities.

**Empowered and
Involved
Generation**

Motivating youth: The hit list

- What young people say would get them more involved – the three most frequently mentioned:

#1

Volunteer activities that they can do with friends

15%

#2

More time to volunteer, or more convenient volunteer activities

14%

#3

Better resources for finding out about volunteer opportunities

12%

Conscientious-consumerism

Grassroots engagements

- 25% send an email to a politician, business leader or editor

Using the market to make themselves heard

- 40% support causes by purchasing items where proceeds go to a special cause
- 37% display items on their body or belongings that show their support of various causes

Modular activities

Baby bites

- Break volunteer activities into segments that can be done in as little as 15-20 minutes, any time of day and any day of the week

Mobile sites

- Keep the target in mind; be everywhere they are
- Provide ways of participating that can be done through the use of internet and wireless communication devices – so that young people don't have to be tied down to a specific place
 - Send emails to corporate leaders demanding social responsibility
 - Communicate with other volunteers/community members through text messaging and instant messaging

"I've wanted to get involved and stuff, but between school and stuff I haven't really had time."

– Kelsey W. 24

"I think it would be good if, teenagers and youth in general could show some more interest. Right now it's kind of difficult given that so much is happening around us. We're distracted by our technology, our iPods, like material things in general."

– Uzoma A. 18

Modular activities

Teacher's Pets

- Appeal to their desire for social interaction and recognition/reward
- Tap into their strong feeling about social causes so that they proselytize to other young people

"Some people are just in it for the fame, so to say, cause they love being seen and love the attention."

– Matthew L. 18

Candy Stripers

- Appeal to their heightened social awareness and religious beliefs
- Leverage their leadership qualities into activation mechanism for Growers and Watchers

"You just need that one person to take charge, and really have a goal."

– Brett F. 19

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Modular activities

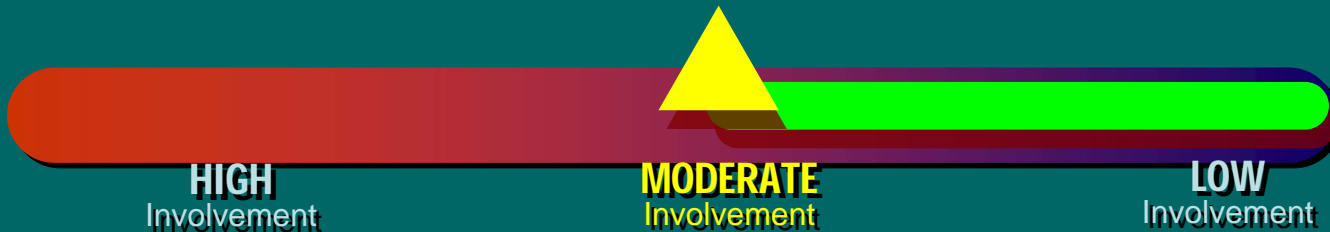
Growers

- Bolster their sense of self-efficacy
- Provide them with opportunities to follow the lead of others
- Make it convenient

"I guess for me as a person, how I can make a difference? Is to go and put myself out there, and offer my services when it's available?" – Amber E. 20

Watchers

- Appeal to their above-average leadership qualities; increase their social awareness
- Make it easy



Make it fun

Integrate pro-social goals into activities that young people already enjoy doing

- Pro-social shopping rewards: program awards points for pro-social purchases – points are converted into donations
- Workout for a good cause: health clubs donate money to the physically challenged when members reach exercise goals (# of visits/month, calories burned/hour, weight bench-pressed, etc.); membership get-togethers to donate time to help the physically challenged

“If you’re going with friends you’re laughing, you’re talking, you’re joking the whole time, but you’re actually doing something. So, you’re having a good time. And it shows that you know you can have a good time while doing something good.”

– Richard R. 19



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This is my story.

“Teenagers can do so much good in today's world. We are just old enough to help out.”



“It was good to know that while I was helping others, I still enjoyed being with my friends.”



“Community service is definitely worth the time that you put into it. After you are done with community service you feel good inside that you have helped someone who is in need.”

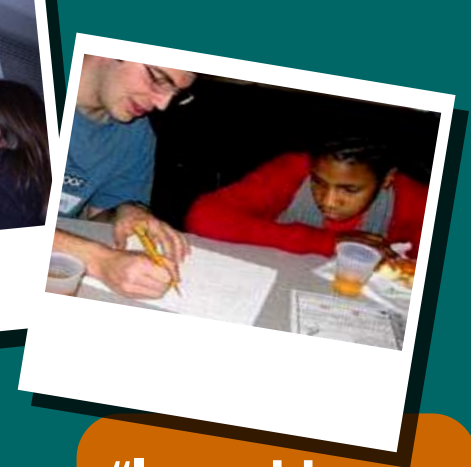
“I think that we should all try to do our part in helping out in our community!”

— Macy F. Age 13, TN

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Make it personal



Help young people discover the issues/causes that are most relevant to themselves and their communities

- **Texting “what’s happening”:** Use text messaging to spread the word about volunteer activities that are going on. Similar to how the cell company texts the user about new downloads and deals, youth can receive text messages letting them know about volunteer-based websites or activities going on in their area.
- **Building virtual community:** Young people from same school, neighborhood, area discuss “what their community needs most” through social networking sites; by posting a comment and responding to two others’, they are entered into a drawing for community-improvement seed money
- **Spotting the unmet need:** Young people compete with others in their area to identify the “most pressing unmet need” in their community; selection of winner is based on description of need as well as feasibility of proposed solution – winner receives seed money to help realize the solution

“I want to get involved with community service, things around the community to help improve the community and people.”

– Kelsey W. 14

Focus on the very young

Offer opportunities for youth (11-14) to get involved on a local level to get them rooted in the volunteer spirit

- **Dollar for dollar** – middle-school homeroom classes each find a LOCAL cause or charity and spend two months raising money to donate. The class that raises the most money at the end of two months wins not only a pizza party, but their monetary donation is matched by a sponsor and donated as well.
- **Seeing their world** – combine two or three middle school homeroom classes into “Volunteer Teams” that twice a year decide on a local field trip that will benefit their community. Options could include going to a retirement home and doing crafts with the residents, going to a national park where they pick up trash as they walk along trails, or visiting a local elementary school in need where they can clean up the class rooms or tutor and be role models for their younger neighbors.
- **Biking for bucks** – Middle school aged youth can collect pledges for a bike-a-thon taking place during school, and the money earned is donated to a local charity

“The biggest way you can make a difference in our society is through children. Teaching kids, and showing them, and setting a good example.”

– Sean B. 18

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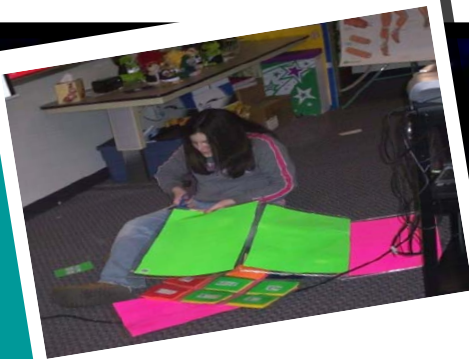
thank you.



Appendix A

This is my story.

“We did things such as clean rooms, wash lab equipment, grade papers, take things to the recycling bend, straighten out books, and help carry things out to their cars.”



“We stayed after school and went around teacher to teacher asking if they were in need of any help.”



“We learned that you don't have to make it a chore make it something you want to do.”

“Doing one little thing helps in a big way. Maybe you may not see it but to whoever you are volunteering for they do. Every little thing counts and is one step closer to making the world a better place.”



I think they should have the drive and want to do it if they truly like it. But not be forced into it.

— Paige P. Age 13, TX

This is my story.

“I decided to visit one of the handicapped kids I volunteer for.”

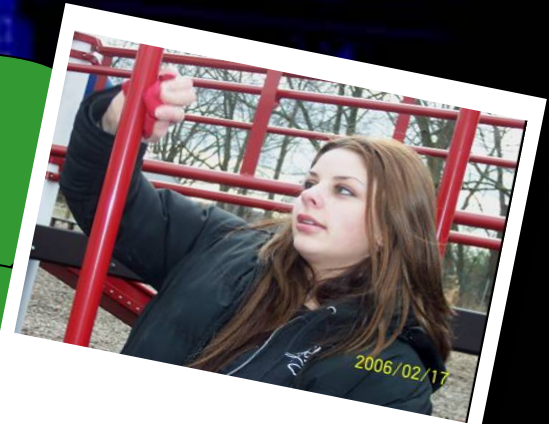


“We spent about 3 hours cleaning the park, picking up trash, wiping off the equipment, and moving all the sharp sticks out of the kids way from the storm last night.”



“Not everyone can help themselves, and some people have illnesses that prevent them from doing the stuff that we can do.”

“Making a difference isn't always about how much time you put into it – it's about the effort.”



“Brittany, Casey, and I went to Independence Park, which is a park for special needs kids.”

“Everyone helps thy neighbor.”

– Nikki P. Age 17, IN

This is my story.

“This is the way that I have been taught by my parents so I know that **learning to help others when you are younger** is something that is right and makes you feel good about yourself.”



“I chose to volunteer at my church because they needed help with outside work, which I like to do, and I knew my church needed volunteers to help.”



“...if everybody just does a little bit then a lot can get done.”

“When this generation becomes adults, we will have been taught how to help others and they will pass that on down to their children that it is the right thing to do.”



— Tyler B. Age 15, TN

This is my story.

"I think that monetary donations are wonderful but the money has to be used and that is where people are needed to help use that money and help the cause along."



"I chose to volunteer at my church in the clothing room."

"I think that people should take a hands on approach when it comes to helping a certain cause and not just donate money."

"I think that my generation is very crucial to the world."



"After completing the project it made me have a warm feeling inside because I knew that I had helped someone."



"I think that I have some affect on the world."

– Whit M. Age 16, TN

This is my story.

“The Cross, the Greek Christian ministry on campus, is taking a group of people to Mississippi for hurricane relief.”



“We aren’t building houses, we’re building relationships - Our motto for the week.”

“When I first got there I knew I was doing this to help people and it was the ‘right’ thing to do, but after I came face to face with the people I was helping, my heart just melted.”



“I only knew about 10 out of the 125 people that were going, and I didn’t really know exactly what we were going to be doing.”

— Monica R. Age 14, TX

Appendix B

Segmentation Results and Descriptive Statistics

Segmentation Analysis

Overview

Cluster analysis was utilized to identify discrete population segments within the original base of 1,187 respondents. Cluster analysis included an evaluation of respondents' relationship to volunteerism as defined by the following dimensions:

- Interest and Involvement in Volunteer Activities
- Key Drivers of Volunteer Interest and Involvement
- Perceived Barriers to Involvement
- Psychographic Elements of Volunteer Activities
- Leadership Attributes and Attitudinal Dimensions

Individual Clusters were further defined using the remainder of the variables in the survey to construct detailed segment profiles.

"Candy Stripers" n=275 (23% of Sample)

Overview

- Candy Stripers represent the largest high activity segment and second largest segment overall. This group exhibits many leadership qualities and tends to volunteer for activities based on a sincere interest in the cause. Much like Teacher's Pets, Candy Stripers have a heightened sense of social awareness and their decisions are influenced by their religious beliefs. Given the leadership qualities exhibited by Candy Stripers, opportunities exist to use this group as an activation mechanism for Growers and Watchers.

➤ Volunteer Behavior

- High levels of interest and involvement in volunteer activities. More interested in volunteering than Teacher's Pets, but slightly less involved.

➤ Other Key Attributes

- Perceive fewer and less prominent barriers to involvement than Teacher's Pets
- Social awareness is significantly higher than average
- Index high on all leadership statements and low on followership attributes
- Indicate sincere motivations and score lower than Teacher's Pets on elements of social or achievement-related volunteerism
- High levels of volunteer involvement among peer group, but lower than those observed for Teachers Pets
- Moderate levels of family involvement in volunteerism
- Word of mouth is the most frequently used source of information about volunteering events, followed by the Internet
- Tend to participate in more indirect activities (donating, learning, acting as a role model, etc.) to impact their community
- Higher representation of small town/rural respondents than Teacher's Pets

➤ Demographics

- Predominantly female (67%)

"Teacher's Pets" n=172 (14% of Sample)

Overview

- Teacher's Pets are distinguished by high levels of volunteer involvement and motivations rooted in social and achievement-related aspects of volunteer activities. They perceive many barriers to volunteering but indicate that these can be overcome with encouragement, recognition, and rewards. Teacher's Pet's possess a heightened sense of social awareness and religion is an important influence in their daily lives. Demographically, this group contains a higher proportion of males and suburban members.
- Volunteer Behavior
 - High interest and involvement in volunteer activities
- Other Key Attributes
 - Highest Family and Peer volunteer involvement levels of any segment
 - Indicate higher sensitivity to volunteerism barriers than Candy Stripers
 - Index higher on achievement-driven and social volunteer motivations relative to Candy Stripers
 - Motivated by social interaction, recognition, and reward for volunteer efforts
 - Relatively high levels of religious activity and influence
 - Heightened sense of social awareness, feel strongly about most social issues
 - Top barriers for involvement include school-related time constraints and not knowing what activities to get involved in
 - Word of mouth is the most frequently used source of information about volunteering events, followed by Newspapers
 - Slightly more (66%) Teachers' Pets associate with one of the two major political
- Demographics
 - Slightly more males (57%) and suburban respondents (45%) than average
 - Higher proportion of young professionals (37%) than the average

"Growers" n=298 (25% of Sample)

Overview

- Growers exhibit many of the characteristics observed in Teacher's Pets and Candy Stripers, but many of these attributes are less pronounced among Growers. This group exhibits moderate levels of social awareness, interest and participation in volunteering activities. In addition, Growers index lowest on all leadership elements, suggesting a significant opportunity to activate Growers utilizing Candy Stripers and Teacher's Pets to address key barriers such as minimal peer involvement and feelings of negligible efficacy.

➤ Volunteer Behavior

- Moderate levels of interest and involvement

➤ Other Key Attributes

- Moderate levels of social awareness – lower than Candy Stripers and Teacher's Pets, but higher than Blasés
- Index significantly higher than average on all elements of followership
- High levels of family involvement in volunteering activities
- Moderate levels of peer involvement – higher than Blasés and overall average, but lower than Candy Stripers and Teacher's Pets
- Moderate levels of religious involvement – slightly lower than Candy Stripers and Teacher's Pets, but higher than Blasés and Uninvolved respondents
- Generally index low on leadership attributes and indicate that influencers play a strong role in their decision to get involved – need prompting and encouragement
- Feelings associated with lack of efficacy and low peer involvement are more pronounced barriers for Growers than for Candy Stripers and Teacher's Pets
- Recognition is an important driver of participation

➤ Demographics

- Evenly distributed across all four lifestage segments
- Skew male (60%)

"Watchers"

n=155 (13% of Sample)

Overview

- Watchers and Blasés are very similar, showing moderate levels of involvement and interest in volunteering activities. However, relative to Blasés, this segment shows elevated levels of Social Awareness, Family/Peer Involvement, and receptivity to potential drivers of volunteer interest. Using social influencers and communicating ideas that address key barriers (time constraints, peer involvement, etc.) may provide modest gains in volunteering interest.

➤ Volunteer Behavior

- Relatively low interest and involvement levels

➤ Other Key Attributes

- Moderate levels of Social Awareness, but significantly higher than Blasés
- Low interest level and minimal participation in volunteer activities
- Peer and family involvement levels significantly lower than average, higher than only Non-Volunteers
- Low religious participation and influence
- Index higher than average on several leadership dimensions
- Overall, Watchers do not indicate major barriers to volunteering. However, they are more aware of most barriers (particularly time constraints) than Blasés.
- Index lower than average on key participation drivers, but are more responsive than Blasés on several factors:
 - I enjoyed being involved
 - My friend asked me to get involved
 - It's just something I've always done
 - I wanted to hang out with friends
- All attitudinal elements resonate more intensely compare to Blasés. Elements that resonate most intensely include:
 - Making even a small difference in someone else's life is worth the effort
 - Volunteering is good for my resume or college applications
 - It is important to help the community

➤ Demographics

- Generally mirror average demographics

"Blasés"

n=70 (6% of Sample)

Overview

- Blasés comprise the smallest segment and represents minimal opportunity for generating volunteerism participation. This group generally indexes lower on measures of volunteer involvement, interest, and potential activation mechanisms. Moreover, Blasés are most similar to the Uninterested segment and are far more likely to transition into this group than into a active volunteer.

➤ Volunteer Behavior

➤ Other Key attributes

- Significantly lower than average on each of the following:
 - Social Awareness
 - Interest and involvement in volunteering activities
 - Family and Peer Involvement Levels
 - Key factors influencing involvement and participation in volunteering activities
 - Perceived barriers to volunteering
 - Leadership/Followership attributes
 - Psychographic and attitudinal elements associated with volunteering activities

➤ Demographics

- Relatively high proportion of young professionals (37%) and respondents who have graduated high school but not enrolled in college (21%)

“Uninterested”

n=217 (18% of Sample)

Overview

- The Uninterested show very little interest in volunteering or historical volunteer activity. Low levels of social awareness coupled with minimal activation mechanisms suggest that the Uninterested do not represent a viable opportunity for cultivating volunteer interest and participation.

➤ Volunteer Behavior

- Very low interest and involvement

➤ Other Key Attributes

- Typically do not seek information about volunteer events
- Low interest level and minimal participation in volunteer activities
- Very low peer and family involvement levels
- Most prominent barriers to involvement include:
 - “No one has really encouraged me to get more involved”
 - “I don’t know what I want to get involved with”
 - “I don’t know how to get involved”
 - “I just don’t do this kind of stuff”
- Low levels of social awareness and
- Largely apolitical (43%)
- Low levels of religious participation and influence

➤ Demographics

- Relatively high proportion of young professionals (34%) and respondents who have graduated high school but not enrolled in college (23%)

Appendix C

Descriptive Statistics

Please rate how important each of these issues is to YOU.

(0=Not important, 10=Extremely Important)

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.
Education	8.4	BFG	7.5		8.9	ABEFG	9.3	ABCEFG	8.4	BFG	7.8		7.9	
Children's issues (like child abuse, foster care, children's rights, etc.)	7.8	BEF	6.4		8.5	ABEFG	8.8	ABEFG	7.2	B	7.3	B	7.5	B
Crime	7.6	BFG	6.4		8.5	ABDEFG	8.1	ABEFG	7.4	B	7.2	B	7.1	b
Health (Aids, cancer, etc.)	7.7	BeFG	6.2		8.5	ABEFG	8.6	ABEFG	7.3	B	7.3	B	7.3	B
Discrimination (ethnicity, sexual preference, disability...)	7.4	BEFG	6.1		8.2	ABEFG	8.4	ABEFG	6.9	b	6.9	B	6.8	
Morality	7.4	BFG	6.4		8.2	ABEFG	8.5	ABEFG	7.3	BFG	6.8		6.7	
Civil rights/liberties	7.3	BeFG	6.2		8.2	ABEFG	8.3	ABEFG	6.9	b	6.9	B	6.6	
Poverty/hunger	7.3	BEFG	6.2		8.2	ABEFG	8.3	ABEFG	6.8		7.0	B	6.7	
Domestic Violence	7.3	BeF	6.2		8.2	ABEFG	8.2	ABEFG	6.9	b	6.8	b	7.0	B
Local environment (recycling, neighborhood clean up, etc.)	6.9	BFG	5.7		8.1	ABEFG	7.8	ABEFG	6.8	BG	6.5	BG	6.0	
Emergency relief	7.0	BEFG	6.0		8.0	ABEFG	8.0	ABEFG	6.5		6.6	b	6.3	
Abortion (either pro-life or pro-choice)	6.7	BEG	5.4		8.0	ABEFG	7.6	ABEFG	6.0		6.5	Beg	6.0	
Animal rights/protection	6.8	Bfg	5.5		7.7	ABEFG	7.3	ABEFG	6.6	B	6.4	B	6.4	B
Global environment (like saving the rain forest, stopping the hole in the ozone, etc.)	6.7	BFG	5.5		7.6	ABEFG	7.3	ABEFG	6.7	Bfg	6.2	B	6.1	
Other, please specify	7.0	f	5.8		7.2		8.8	ABcFg	7.1		5.9		7.3	f

Overall (n=1187)
 Blasés (n=70)
 Teacher's Pet (n=172)
 Candy Striper (n=275)

Watchers (n=155)
 Growers (n=298)
 Non-Volunteers (n=217)

Significant Differences are located to the right of the higher value
 A, B, C, D, E, F, G= Significantly different at the 95% Confidence Level
 a, b, c, d, e, f, g= Significantly different at the 90% Confidence Level

How involved would you say each of the following family members is in volunteering or supporting issues they care about? (0=Not involved, 10=very involved)

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.
Mother/Father	5.4	BG	4.1	G	7.5	ABDEFG	6.0	ABEG	4.9	G	5.8	aBEG	2.9	
An aunt/ An uncle	4.7	BEG	3.6	G	7.4	ABDEFG	4.7	BG	4.1	G	5.3	ABDEG	2.5	
A grandmother/ A grandfather	4.6	BEG	3.6	g	7.1	ABDEFG	4.6	bEG	3.6	G	5.2	ABDEG	2.7	
A sister/A brother	4.5	BEG	3.4	G	7.0	ABDEFG	4.8	BEG	3.4	G	5.1	ABEG	2.3	
Other family member, please specify	5.2	G	4.0		6.8	ABeG	6.3	bG	4.7		5.3	G	2.8	

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 Candy Striper (n=275)
 Watchers (n=155)
 Growers (n=298)

Non-Involved (n=217)



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How big of a role has each of the following played in getting you interested and involved in volunteering or supporting issues you care about? (0=Didn't play a role, 10=Played a very big role)

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.
I wanted to help other people	7.3	BEF	4.7		8.2	ABEF	9.1	ABCEF	5.5		6.5	BE	2.9	
I enjoyed being involved	6.9	BEF	3.9		8.3	ABEF	8.7	ABCEF	5.1	B	6.1	BE	2.5	
I wanted to do something worthwhile with my time	6.4	BEF	3.9		8.1	ABEF	8.0	ABEF	3.9		5.8	BE	2.7	
I wanted to make my community better	6.2	BE	3.2		8.0	ABEF	7.7	ABEF	3.7		5.9	BE	2.3	
I wanted to help myself or my family	5.3	BE	2.1		8.2	ABDEF	5.5	BE	2.5		5.6	BE	N/A	
My parents encouraged me to get involved	5.1	BE	1.9		7.8	ABDEF	5.0	BE	2.5		5.8	ABDE	N/A	
It's just something I've always done	5.1	BE	1.7		7.8	ABDEF	5.6	ABEF	2.6	B	5.1	BE	2.8	
I wanted to meet new people	5.0	BE	1.6		7.9	ABDEF	5.5	ABE	2.0		5.3	BE	N/A	
I got involved through a club I belong to	4.8	BE	1.7		7.7	ABDEF	4.9	BE	2.3		5.2	aBE	N/A	
I wanted to hang out with friends	4.8	BDE	1.6		7.9	ABDEF	3.9	BE	2.5	B	5.8	ABDE	N/A	
My friend asked me to get involved	4.7	BDE	1.3		7.7	ABDEF	4.0	BE	2.6	B	5.4	ABDE	N/A	
My church encouraged me to get involved	4.4	BDE	2.3		7.3	ABDEF	3.8	BE	1.8		5.3	ABDE	N/A	
A teacher encouraged me to get involved	4.4	BdE	1.3		7.7	ABDEF	4.0	BE	1.8		5.1	ABDE	N/A	
A role model or mentor encouraged me to get involved	4.4	BE	1.7		7.5	ABDEF	4.1	BE	1.3		5.3	ABDE	N/A	
Someone in my family (other than my parents) encouraged me to get involved	4.4	BDE	1.4		7.4	ABDEF	3.8	BE	1.6		5.2	ABDE	N/A	
My school/job required it	4.1	BDE	1.2		7.5	ABDEF	2.9	Be	2.3	B	5.0	ABDE	N/A	
I didn't want to say no to the person who asked me to get involved	3.9	BDE	1.1		7.3	ABDEF	2.5	BE	1.6		5.0	ABDE	N/A	
I enjoyed the attention I received from others	3.8	BDE	1.0		7.5	ABDEF	2.6	BE	1.4		4.7	ABDE	N/A	

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Thinking of how you find out about volunteering or how to support issues you care about, rate each of the following sources on how well they give you information when YOU would like to know more. (0=Poor source of information, 10=Excellent source of information).

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.
Leaders of volunteer organizations, fundraising organizations, or other cause	6.8	BEF	4.1		8.1	ABEF	7.8	ABEF	5.7	B	6.3	BE	4.6	BD
Close friends	6.1	BE	3.2		8.2	ABDEF	6.5	ABEF	4.5	B	6.1	BE	4.0	BD
Parents	6.0	BE	3.3		7.9	ABDEF	6.2	BE	4.6	B	6.2	BE	4.3	BD
Teachers	6.0	BE	3.4		8.0	ABDEF	6.4	aBE	4.2	b	6.1	BE	3.7	BD
Mentor or role model	5.6	BE	3.0		7.6	ABDEF	5.8	BE	3.8	b	5.7	BE	4.2	BD
Individuals who you do not really know, but are known for being involved in volunteering and/or social causes	5.5	BE	3.0		7.7	ABDEF	5.6	BE	3.7		5.5	BE	3.8	BD
Casual friends (acquaintances)	5.1	BDE	2.6		7.5	ABDEF	4.7	BE	3.6	B	5.3	BDE	4.2	BD
Brothers or sisters	4.5	BDE	2.1		7.3	ABDEF	3.7	BE	2.8		5.0	ABDE	3.3	BD
Other (please specify)	6.2	F	6.1		7.0	F	7.7	AEF	5.6		5.1			

Overall (n=1187)
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Thinking about factors that may have prevented you from getting more involved in volunteering or supporting issues you care about, please rate each of the following in terms of being “not a big factor” to “a big factor” in preventing you from getting more involved. (0=Not a big factor, 10=A big factor).

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.
I spend a lot of my spare time studying or working on school projects	4.9	BG	1.9		7.2	ABDEFG	4.6	B	4.8	B	5.2	BDG	4.2	B
I don't know how to get involved	4.5	BD	2.1		7.0	ABDEFG	3.0	B	4.1	BD	4.8	BDE	5.2	ABDE
I spend a lot of my spare time hanging out with friends	4.3	BD	1.8		7.0	ABDEFG	2.6	B	4.2	BD	4.9	ABDE	4.5	BD
I don't know what I want to get involved with	4.3	BD	1.9		7.2	ABDEFG	2.1		4.2	BD	4.6	BD	5.4	ABDEF
I have a job that takes up a lot of my time	4.2	BD	2.3		6.8	ABDEFG	3.1		3.8	Bd	4.4	BDe	4.1	BD
No one has really encouraged me to get more involved	4.2	BDe	2.1		7.1	ABDEFG	1.8		3.7	BD	4.5	BDE	5.6	ABDEF
I spend a lot of my spare time playing sports or exercising	4.1	BDEG	1.7		7.0	ABDEFG	2.6	B	3.5	BD	4.8	ABDEG	3.6	BD
My friends aren't interested or involved	3.8	BD	1.6		7.1	ABDEFG	1.4		3.7	BD	4.7	ABDEG	4.0	BD
The people who do things like this aren't really the kind of people I hang out with	3.5	BD	1.4		6.7	ABDEFG	1.0		3.3	BD	4.3	ABDE	3.9	BDe
I just don't do this kind of stuff	3.4	BDe	1.1		6.5	ABDEFG	0.7		2.9	BD	3.8	ABDE	4.6	ABDEF
What I could do to help wouldn't make a difference	3.3	BDE	1.1		6.9	ABDEFG	1.1		2.6	BD	4.2	ABDEG	3.0	BD
I don't know what I get out of it	3.0	BDE	0.9		6.6	ABDEFG	0.6		2.1	BD	4.1	ABDEG	3.1	BDE
These kinds of activities are lame	2.7	BDE	0.9	D	6.3	ABDEFG	0.4		1.9	BD	3.7	ABDEG	2.8	BDE
Other, please specify	6.4	F	4.2		6.6	F	8.3	ABcEF	5.0		4.4		8.1	ABcEF

Overall (n=1187)

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How much do you agree or disagree with each statement? (0=Strongly disagree, 10=Strongly agree)

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.
Making even a small difference in someone else's life is worth the effort	7.3	BFG	5.2		8.2	ABEFG	9.3	ABCEFG	7.1	Bfg	6.1	B	6.6	BF
It is important to help the community	7.1	BEFG	4.5		8.2	ABEFG	8.8	ABCEFG	6.5	B	6.3	B	6.3	B
Volunteering or supporting important issues can be a lot of fun	6.8	BEFG	4.5		8.3	ABEFG	8.9	ABCEFG	6.3	BFG	5.8	B	5.6	B
I would like to be more involved in volunteering or supporting important issues	6.6	BEFG	4.3		7.9	ABEFG	8.4	ABCEFG	6.1	BG	5.8	B	5.5	B
I like to get involved in volunteering or supporting important issues I care about	6.6	BEFG	4.4		8.0	ABEFG	8.8	ABCEFG	6.1	BG	5.8	BG	4.9	
Volunteering is good for my resume or college applications	6.6	BFG	3.6		8.2	ABDEFG	7.6	ABEFG	6.6	BFG	6.0	B	5.9	B
The issues that really matter to me are ones that have touched me or someone I know personally	6.4	BFG	4.0		8.1	ABDEFG	7.1	ABEFG	6.2	B	6.0	B	5.9	B
It is important to make myself heard on issues that really matter to me	6.4	BEFG	3.7		8.1	ABEFG	7.9	ABEFG	5.8	Bg	5.6	B	5.3	B

Overall (n=1187)
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How much do you agree or disagree with each statement? (0=Strongly disagree, 10=Strongly agree)

(Continued from previous slide)

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.
It's easy to make friends while volunteering	6.3	BEFG	3.2		8.1	ABDEFG	7.7	ABEFG	5.5	B	5.7	B	5.6	B
Volunteering or supporting important issues has to fit my schedule	6.2	BF	3.4		8.1	ABDEFG	6.1	BF	6.3	BF	5.7	B	6.2	BF
I like to get involved in activities that express my individuality	6.1	BeFG	3.3		8.2	ABDEFG	7.0	ABEFG	5.7	B	5.6	B	5.4	B
I'll become more involved with volunteering or supporting important issues when I'm older	5.8	B	3.5		7.9	ABDEFG	5.5	B	5.5	B	5.7	B	5.5	B
When I donate my time, I need to see that I made a difference	5.7	BD	3.1		7.9	ABDEFG	5.2	B	5.9	Bdf	5.5	B	5.7	Bd
My schedule is too packed to fit volunteering into my life	5.1	BD	2.3		7.3	ABDEFG	3.5	B	5.4	BD	5.2	BD	5.7	ABDF
I really don't think about the "big" issues that affect my community	4.3	BD	2.1		7.3	ABDEFG	1.8		4.4	BD	4.7	ABD	5.1	ABDEF
I feel I should be rewarded and recognized for volunteering or supporting important issues	4.2	BD	1.8		7.5	ABDEFG	2.6	B	3.8	BD	4.6	ABDEG	4.1	BD
I don't think that I can make a real difference in my community	3.8	BD	1.9	D	7.0	ABDEFG	1.2		3.7	BD	4.4	ABDE	4.3	ABDE

Overall (n=1187)

Blasés (n=70)

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Please read each statement carefully and tell us how well you think the statement describes your personality, your beliefs and your preferences.
(0=Does not describe me at all, 10=Describes me completely)

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.
I enjoy making my own decisions.	7.1	BFG	4.1		8.2	ABEFG	8.6	ABCEFG	7.7	ABFG	5.9	B	6.6	BF
I like to get a good idea of what a job is all about before I begin.	7.0	BFG	4.1		8.1	ABEFG	8.1	ABEFG	7.4	ABFG	6.1	B	6.7	BF
My life is determined by my own actions.	7.0	BFG	4.1		8.2	ABEFG	8.3	ABEFG	7.4	aBFG	5.8	B	6.6	BF
When I get what I want, it's usually because I worked hard for it.	6.9	BFG	4.0		8.1	ABEFG	8.2	ABEFG	7.3	aBFG	5.8	B	6.3	BF
I enjoy having control over my own destiny.	6.8	BF	3.2		8.0	ABEFG	8.0	ABEFG	7.4	ABFG	5.7	B	6.5	BF
When I see a problem I prefer to do something about it rather than sit by and let it continue.	6.5	BFG	4.1		8.0	ABEFG	7.9	ABEFG	6.7	BFG	5.5	B	5.7	B
When I make plans, I am almost certain to make them work.	6.5	BFG	3.7		8.0	ABDEFG	7.6	ABEFG	6.7	BFG	5.6	B	5.9	B
I would prefer to be a leader rather than a follower.	6.4	BFG	3.5		7.9	ABEFG	7.7	ABEFG	6.8	aBFG	5.4	B	5.8	BF
I prefer a job where I have a lot of control over what I do and when I do it.	6.4	BF	3.7		7.9	ABDEFG	7.1	ABFG	7.0	ABFG	5.5	B	6.3	BF
Whether or not I get to be a leader depends mostly on my ability.	6.3	BFG	3.5		7.8	ABDEFG	7.2	ABEFG	6.6	BFG	5.5	B	5.8	B
I consider myself to be generally more capable of handling situations than others are.	6.2	BFG	3.3		8.0	ABDEFG	7.1	ABEFG	6.5	BFG	5.3	B	5.6	B
I enjoy being able to influence the actions of others.	6.2	BFG	3.2		7.8	ABDEFG	7.2	ABEFG	6.3	BFG	5.5	B	5.4	B

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Overall (n=1187)
Blasés (n=70)
Teacher's Pet (n=172)
Candy Striper (n=275)



Watchers (n=98)
Growers (n=98)
Non-Volunteers (n=17)

Please read each statement carefully and tell us how well you think the statement describes your personality, your beliefs and your preferences. (0=Does not describe me at all, 10=Describes me completely)

(Continued from previous slide)

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.
I can usually organize people to get things done.	6.0	BFG	3.3		7.9	ABDEFG	7.1	ABEFG	5.8	BFG	5.3	B	5.1	B
When it comes to orders, I would rather give them than receive them.	6.0	BF	2.7		7.9	ABDEFG	6.3	aBFG	6.4	aBFG	5.3	B	5.7	BF
Other people usually follow my ideas.	5.9	BFG	3.0		7.9	ABDEFG	6.7	ABEFG	6.1	BFG	5.2	B	5.1	B
I am often a leader in groups.	5.9	BFG	3.0		7.8	ABDEFG	7.0	ABEFG	5.8	BFG	5.2	B	4.9	B
I feel like I have a pretty good understanding of the important political issues that confront our society.	5.5	BEFG	3.0		7.9	ABDEFG	6.4	ABEFG	4.9	BG	5.1	BG	4.2	B
There are plenty of ways for people like me to have a say in what our government does.	5.5	BEFG	2.9		8.1	ABDEFG	6.5	ABEFG	4.6	BG	5.2	BEG	3.9	B
I can pretty much determine what will happen in my life.	5.4	BFG	2.5		7.7	ABDEFG	5.7	BFG	5.5	BFG	5.1	B	4.9	B
I prefer to avoid situations where someone else has to tell me what I should be doing.	5.4	BD	3.0		7.9	ABDEFG	4.7	B	5.7	BDF	5.2	BD	5.4	BD
I try to avoid situations where someone else tells me what to do.	5.3	BD	2.1		7.8	ABDEFG	4.7	B	5.7	aBDFg	5.1	BD	5.2	BD
There are many situations in which I would prefer only one choice rather than having to make a decision.	5.3	BD	2.5		7.6	ABDEFG	4.5	B	5.4	BD	5.4	BDG	5.0	Bd
Sometimes politics and government seem so complicated that a person like me can't really understand what's going on.	5.2	BD	3.1		7.7	ABDEFG	4.0	B	5.8	ABDF	5.2	BD	5.0	BD

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Overall (n=1187)
Blasés (n=70)
Teacher's Pet (n=172)
Candy Striper (n=275)
Watchers (n=98)
Growers (n=17)
Non-Volunteers (n=17)
JUST
CASA
TV 63

Please read each statement carefully and tell us how well you think the statement describes your personality, your beliefs and your preferences.
(0=Does not describe me at all, 10=Describes me completely)

(Continued from previous slide)

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.
Most public officials wouldn't listen to me no matter what I did.	5.1	BD	2.9		7.9	ABDEFG	3.6	b	5.2	BD	5.2	BD	5.2	BD
I would rather not try something I'm not good at.	4.9	BD	2.8		7.8	ABDEFG	3.2		4.9	BD	5.3	ABDeG	4.9	BD
I would rather someone else take over the leadership role when I'm involved in a group project.	4.7	BD	2.7		7.5	ABDEFG	2.8		4.7	BD	5.2	ABDEG	4.6	BD
Whether or not I get to be a leader depends on whether I'm lucky enough to be in the right place at the right time.	4.4	BDg	1.9		7.8	ABDEFG	2.9	B	4.1	BD	4.9	ABDEG	4.0	BD
When I get what I want, it's usually because I'm lucky.	4.4	BD	2.3		7.7	ABDEFG	2.5		4.2	BD	4.9	ABDEG	4.3	BD
My life is mostly controlled by chance happenings.	4.4	BDEG	1.9		7.5	ABDEFG	3.0	B	3.9	BD	5.1	ABDEG	3.7	BD
I like to wait and see if someone else is going to solve a problem so that I don't have to be bothered by it.	4.3	BD	1.8		7.5	ABDEFG	2.1		4.4	BD	5.0	ABDEG	4.2	BD
I wish I could push many of life's daily decisions off on someone else.	4.2	BDg	1.9		7.7	ABDEFG	2.2		4.0	BD	4.9	ABDEG	3.8	BD
So many other people are active in local issues and organizations that it doesn't matter much to me whether I participate or not.	4.1	BD	2.0		7.6	ABDEFG	1.5		4.0	BD	4.8	ABDEG	4.2	BD
Others usually know what is best for me.	4.0	BDEG	2.0		7.5	ABDEFG	2.6	b	3.4	BD	4.8	ABDEG	3.3	BD

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Overall (n=1187)
Blasés (n=70)
Teacher's Pet (n=172)
Candy Striper (n=275)



Watchers (n=98)
Growers (n=177)
Non-Volunteers (n=17)

Thinking about factors that may have prevented you from getting more involved in volunteering or supporting issues you care about, please rate each of the following in terms of being “not a big factor” to “a big factor” in preventing you from getting more involved. (0= not a big factor, 10= a big factor)

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.
Education	8.4	BFG	7.5		8.9	ABEFG	9.3	ABCEFG	8.4	BFG	7.8		7.9	
Children's issues (like child abuse, foster care, children's rights, etc.)	7.8	BEF	6.4		8.5	ABEFG	8.8	ABEFG	7.2	B	7.3	B	7.5	B
Crime	7.6	BFG	6.4		8.5	ABDEFG	8.1	ABEFG	7.4	B	7.2	B	7.1	b
Health (Aids, cancer, etc.)	7.7	BeFG	6.2		8.5	ABEFG	8.6	ABEFG	7.3	B	7.3	B	7.3	B
Discrimination (ethnicity, sexual preference, disability...)	7.4	BEFG	6.1		8.2	ABEFG	8.4	ABEFG	6.9	b	6.9	B	6.8	
Morality	7.4	BFG	6.4		8.2	ABEFG	8.5	ABEFG	7.3	BFG	6.8		6.7	
Civil rights/liberties	7.3	BeFG	6.2		8.2	ABEFG	8.3	ABEFG	6.9	b	6.9	B	6.6	
Poverty/hunger	7.3	BEFG	6.2		8.2	ABEFG	8.3	ABEFG	6.8		7.0	B	6.7	
Domestic Violence	7.3	BeF	6.2		8.2	ABEFG	8.2	ABEFG	6.9	b	6.8	b	7.0	B
Local environment (recycling, neighborhood clean up, etc.)	6.9	BFG	5.7		8.1	ABEFG	7.8	ABEFG	6.8	BG	6.5	BG	6.0	
Emergency relief	7.0	BEFG	6.0		8.0	ABEFG	8.0	ABEFG	6.5		6.6	b	6.3	
Abortion (either pro-life or pro-choice)	6.7	BEG	5.4		8.0	ABEFG	7.6	ABEFG	6.0		6.5	Beg	6.0	
Animal rights/protection	6.8	Bfg	5.5		7.7	ABEFG	7.3	ABEFG	6.6	B	6.4	B	6.4	B
Global environment (like saving the rain forest, stopping the hole in the ozone, etc.)	6.7	BFG	5.5		7.6	ABEFG	7.3	ABEFG	6.7	Bfg	6.2	B	6.1	
Other, please specify	7.0	f	5.8		7.2		8.8	ABcFg	7.1		5.9		7.3	f

Overall (n=1187)
 Blasés (n=70)
 Teacher's Pet (n=172)
 Candy Striper (n=275)

Watchers (n=155)
 Growers (n=298)
 Non-Volunteers (n=217)

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How involved would you say each of the following family members is in volunteering or supporting issues they care about?

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.
Mother/Father	5.4	BG	4.1	G	7.5	ABDEFG	6.0	ABEG	4.9	G	5.8	aBEG	2.9	
An aunt/ An uncle	4.7	BEG	3.6	G	7.4	ABDEFG	4.7	BG	4.1	G	5.3	ABDEG	2.5	
A grandmother/ A grandfather	4.6	BEG	3.6	g	7.1	ABDEFG	4.6	bEG	3.6	G	5.2	ABDEG	2.7	
A sister/A brother	4.5	BEG	3.4	G	7.0	ABDEFG	4.8	BEG	3.4	G	5.1	ABEG	2.3	
Other family member, please specify	5.2	G	4.0		6.8	ABeG	6.3	bG	4.7		5.3	G	2.8	

Overall (n=1187)
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How involved would you say each of the following family members is in volunteering or supporting issues they care about?

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.	Mean	Sig.
Mother/Father	5.4	BG	4.1	G	7.5	ABDEFG	6.0	ABEG	4.9	G	5.8	aBEG	2.9	
An aunt/ An uncle	4.7	BEG	3.6	G	7.4	ABDEFG	4.7	BG	4.1	G	5.3	ABDEG	2.5	
A grandmother/ A grandfather	4.6	BEG	3.6	g	7.1	ABDEFG	4.6	bEG	3.6	G	5.2	ABDEG	2.7	
A sister/A brother	4.5	BEG	3.4	G	7.0	ABDEFG	4.8	BEG	3.4	G	5.1	ABEG	2.3	
Other family member, please specify	5.2	G	4.0		6.8	ABeG	6.3	bG	4.7		5.3	G	2.8	

Overall (n=1187)
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Think about what you consider to be YOUR community. Which of the following come(s) to mind as your community?

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.
My family	86%	g	83%		90%	EG	89%	EG	81%		87%	g	81%	
My friends	85%	G	81%		88%	G	91%	ABFG	86%		85%		79%	
My neighborhood	73%		69%		75%		78%	G	72%		73%		68%	
My school	68%	G	63%		71%	G	75%	AbfG	72%	G	68%	G	55%	
My city	54%		50%		56%		63%	ABEFG	51%		50%		50%	
My church	42%	G	43%	g	47%	eG	49%	AEG	36%		44%	G	29%	
Other people my age	36%	BeG	23%		41%	BEG	49%	ABEFG	29%		36%	bG	27%	
People I work with	34%	g	27%		40%	bfG	38%	G	35%		32%		27%	
Americans	26%	e	19%		33%	aBEFG	35%	ABEFG	19%		21%		21%	
A club I belong to	24%	G	16%		32%	ABEG	33%	ABEFG	19%	G	25%	G	10%	
People who think the same way I do	21%	BG	10%		24%	BG	25%	aBG	21%	b	21%	BG	14%	
People who are ____ (ex: African American, Italian, gay, etc.) like me	19%	Eg	13%		24%	bEG	28%	ABEFG	12%		17%		14%	
The world	18%	G	11%		23%	abEFG	27%	ABEFG	14%		14%		12%	
Where I volunteer	18%	fG	14%	G	23%	FG	30%	ABEFG	17%	G	13%	G	6%	
Other, please specify	2%		0%		2%		3%		4%		2%		1%	
Nothing comes to mind	1%		0%		0%		0%		0%		1%		1%	

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How interested are you in volunteering or doing something to support issues you care about?

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.
Somewhat interested	43%	DG	57%	AcDG	42%	D	27%		52%	AcDG	55%	ACDG	34%	
Very interested	38%	bEFG	26%	G	51%	ABEFG	70%	ABCEFG	26%	G	31%	G	10%	
Just a little interested	15%	CD	17%	CD	6%	d	3%		21%	aCDf	14%	CD	33%	ABCDEF
Not at all interested	4%	CDEF	0%		0%		0%		0%		0%		24%	ABCDEF

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 Watchers (n=155)
 Growers (n=298)
 Non-Volunteers (n=817)



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How involved are you in volunteering or doing something to support issues you care about?

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.
Somewhat involved	36%	G	31%	G	47%	ABG	44%	AbG	37%	G	50%	ABEG	0%	
Just a little involved	27%	CG	51%	ACDFG	12%	G	24%	CG	53%	ACDFG	37%	ACDG	3%	
Very involved	19%	EFG	17%	G	41%	ABdEFG	32%	ABEFG	10%	G	13%	G	0%	
Not at all involved	18%	BCDEF	0%		0%		0%		0%		0%		97%	ABCDEF

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How many of your friends would you say volunteer or support issues they care about?

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.
Some	41%	CG	41%	G	31%		49%	ACG	46%	CG	48%	ACG	26%	
Only a few or none	30%	CDF	37%	CDF	8%		20%	C	40%	ACDF	16%	C	68%	ABCDEF
Most	24%	EG	17%	G	39%	ABDEG	28%	bEG	12%	G	31%	ABEG	5%	
Virtually all	6%	dEG	4%		22%	ABDEFG	3%		1%		5%	G	1%	

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How often do you do something to volunteer or support issues you care about?

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.
Every day	6%	E	6%		10%	AEF	7%	E	1%		4%		0%	
More than once a week	9%	EF	13%	EF	15%	AEF	12%	EF	4%		4%		0%	
Weekly	16%		17%		23%	AdE	15%		11%		16%		0%	
Almost every week	11%	B	1%		11%	B	13%	Be	6%		14%	BE	0%	
Once or twice a month	26%		23%		24%		29%		27%		24%		0%	
A few times a year	30%	CD	31%	C	17%		24%	c	47%	ABCDF	35%	CD	0%	
Never	2%	D	9%	ACD	0%		0%		3%	cD	3%	CD	0%	

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When thinking about the ways you volunteer or support issues you care about, which of the following represent what you do?

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.
Donating items such as food or clothing	65%	BC	51%		55%		80%	ABCEf	64%		60%		0%	
Helping raise money (setting up a fundraiser, donating time to go door to door, selling a product where the proceeds go to a charitable cause, etc.)	47%	BEf	30%		51%	BEf	64%	ABCEf	38%		39%		0%	
Picking up trash, cleaning up an area (school, street, etc.)	44%	bE	31%		48%	BE	56%	ABEF	33%		40%		0%	
Being a role model/mentor	44%	BE	27%		47%	BEf	59%	ABCEf	30%		38%	e	0%	
Helping with drives collecting items such as food or clothing (donating time to collect from others, etc.)	43%	BE	23%		38%	B	63%	ABCEf	30%		38%	Be	0%	
Buying items just because some or all of the proceeds go to a social cause	40%	bEf	29%		37%		57%	ABCEf	29%		34%		0%	
Learning more about issues facing your community	38%	BEf	20%		35%	B	60%	ABCEf	28%		28%		0%	
Displaying stickers, magnets, bracelets, t-shirts, or anything else on your body or belongings that shows your support of various charitable causes or organizations	37%	BF	20%		39%	BF	51%	ABCEf	30%		30%		0%	
Voting in elections	36%		31%		34%		44%	AbCeF	35%		31%		0%	
Donating money but not time	31%		29%		30%		36%		30%		30%		0%	
Walk-a-thons or races that raise money and/or awareness	30%	B	17%		35%	BEf	38%	ABEF	25%		27%		0%	
Serving food to the hungry	27%	bE	17%		37%	ABEF	33%	ABEF	14%		24%	E	0%	
Planting a tree or otherwise improving the environment	27%	B	14%		35%	ABEF	30%	Be	21%		24%	b	0%	
Helping to care for the elderly	25%	E	16%		44%	ABDEF	26%	E	12%		21%	E	0%	
Sending an email (to politician, business leader, editor)	25%	F	16%		30%	BEf	33%	ABEF	20%		18%		0%	
Writing a letter (to politician, business leader, editor)	22%	Ef	17%		25%	EF	31%	ABEF	12%		17%		0%	
Protests and/or petitions	18%	F	13%		24%	bEF	26%	ABEF	14%		11%		0%	
Building a home for the poor (Habitat for Humanity)	15%	B	4%		22%	ABEF	17%	B	12%		14%	B	0%	
Working at an animal shelter	15%	f	10%		23%	ABDeF	15%		14%		10%		0%	
Participating in and training with local disaster response teams, or neighborhood watch teams	11%	BE	1%		21%	ABDEF	12%	BE	5%		9%	Be	0%	
Other, Please specify	4%	Cf	9%	CF	1%		6%	CF	8%	aCF	2%		0%	

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Generally speaking, do you usually think of yourself as a republican, democrat or other?

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.
Not applicable/Don't Know/Apolitical	30%	Cd	39%	CD	15%		24%	C	32%	C	30%	C	43%	ACDEF
Democrat	28%	G	23%		34%	aG	32%	G	26%		27%	g	19%	
Republican	25%		19%		32%	abg	24%		25%		26%		24%	
Independent	16%		19%		18%		17%		15%		15%		13%	
Other minor party	2%		1%		1%		2%		2%		2%		0%	

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 Candy Striper (n=275)
 Watchers (n=155)
 Growers (n=298)



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How would you describe the area in which you live - a city or urban area, a suburban area, or a small town or rural area?

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.
Suburban area	37%		29%		45%	aBdf	34%		41%	b	36%		36%	
City or urban area	35%		36%		35%		37%		30%		36%		34%	
Small town or rural area	26%	C	29%	c	18%		29%	C	28%	C	27%	C	26%	c
Not sure	2%		7%	AcDeF	2%		0%		1%		1%		4%	D

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Non-Volun (n=...)
JUST CAUSE
 Today's Activism
TV 75
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With what religion do you identify?

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.
Protestant (includes Baptist, Lutheran, Methodist, Episcopal, Presbyterian, and others)	27%		26%		21%		30%	C	25%		31%	C	26%	
Roman Catholic	20%		16%		27%	abDE	19%		15%		22%	e	19%	
Non-denominational Christian	19%		21%		21%		24%	aFg	19%		15%		16%	
None	11%		7%		9%		8%		13%		12%		17%	ABCD
Not sure	8%	d	11%		8%		5%		13%	aDF	7%		11%	D
Other	7%		9%		9%		7%		10%	f	5%		7%	
Atheist	5%		6%		4%		4%		7%		4%		5%	
Orthodox Christian (includes Eastern, Greek, or Russian Orthodox)	3%	f	3%		8%	ADeFG	2%		3%		1%		2%	
Jewish	2%		1%		5%	AF	2%		3%		1%		2%	
Mormonism, Latter Day Saints	2%	g	1%		3%	G	3%	G	3%	g	3%	G	0%	
Muslim	2%		3%		6%	ADEfG	1%		0%		3%	e	1%	
Episcopal	2%		0%		2%		2%		1%		2%		1%	
Buddhist	1%		1%		3%	G	1%		2%		1%		0%	

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On average, how often would you say you attend church or some type of religious services?

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.
Every week	29%	EG	30%	G	33%	EG	36%	AEg	19%		34%	aEG	16%	
Once or twice a month	17%		20%		23%	aDG	13%		20%	dg	16%		13%	
Several times a year	16%	g	11%		19%	G	18%	G	16%		16%	g	10%	
Once or twice a year	18%	C	14%		10%		15%		20%	C	16%		29%	ABCDeF
Never	21%	c	24%		15%		18%		25%	Cf	17%		32%	ACDF

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When making decisions, how much do you rely on your religious beliefs to make major life decisions?

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.
Very little	31%	CDf	21%		17%		24%		45%	ABCDF	26%	c	51%	ABCDF
A fair amount	27%	eG	26%		32%	EG	29%	EG	19%		30%	EG	20%	
A great deal	23%	EG	27%	EG	31%	AEG	31%	AEG	15%		24%	EG	10%	
Just some	19%		26%		19%		16%		21%		20%		19%	

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What is your current grade or education level?

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.
6th grade	7%		4%		6%		6%		6%		8%		6%	
7th grade	9%		10%		11%		8%		7%		10%		8%	
8th grade	10%		7%		11%		10%		8%		8%		12%	
9th grade	4%		4%		8%	aDFg	3%		6%		3%		4%	
10th grade	9%		10%		9%		7%		8%		11%		7%	
11th grade	7%		10%	g	8%		6%		8%	g	7%		4%	
12th grade	5%		4%		3%		7%	c	5%		5%		4%	
Graduated high school, not enrolled in college	13%	C	21%	CDEF	7%		11%		9%		10%		23%	ACDEF
Technical/Vocational school	1%		0%		0%		2%		1%		1%		2%	
Currently enrolled in college	24%		17%		26%		27%		29%	b	22%		22%	
Completed a 4-year college degree	9%		9%		9%		9%		8%		10%		6%	
Currently in graduate school	3%		1%		1%		4%		5%		3%		2%	
Completed graduate school	1%		1%		1%		0%		0%		0%		2%	d

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Which of the following best describes you?

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.
Currently employed at a job that pays hourly	50%		49%		47%		53%		51%		48%		49%	
Currently looking for a job	25%		23%		25%		25%		25%		28%		24%	
Currently employed at a job that pays salary	13%		17%		25%	A DEFG	13%		10%		10%		9%	
I do not have a job and am not looking	12%	C	11%		3%		9%		14%	C	13%	C	18%	aCD

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Gender

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.
Male	49%	D	56%	D	57%	aDe	33%		47%	D	60%	ADEG	49%	D
Female	51%	cF	44%		43%		67%	ABCEFG	53%	cF	40%		51%	F

Ethnicity

	A		B		C		D		E		F		G	
	Overall		Blasés		Teacher's Pet		Candy Striper		Watchers		Growers		Uninvolved	
	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.	%	Sig.
White	75%	c	71%		69%		77%	C	81%	Cf	72%		79%	Cf
African American	9%		13%	g	13%	EG	8%		6%		10%	g	5%	
Hispanic/Latino/Spanish-speaking	8%		6%		8%		8%		6%		8%		8%	
Asian	5%		6%		6%		3%		5%		7%	Dg	3%	
Other	3%		3%		4%		3%		2%		2%		4%	
Not sure	1%		1%		1%		1%		1%		1%		1%	

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