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The Rural Post-Graduation Plan Development Model: Advancing Student College Choice by Centering Rural Communities

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Abstract

College choice models have been used since the 1980s to try and explain the processes and influences high school students use to decide if and which college to attend after graduation. These models focused solely on college attendance and lacked attention to the nuanced needs and resources found in rural communities. In this three-paper dissertation, a new, rural-centric model is proposed, tested, critiqued, and revised. The first paper proposes a new conceptual model of Rural Post-Graduation Plan Development using a critique and synthesis of prior college choice models, Critical Rural Theory, Funds of Knowledge, and socio-ecological models. The second paper utilizes the HSLS:09 in order to explore the relationship between race and rurality on a national scale. The third paper is a case study of eleven former rural high school students in Colorado, exploring their post-graduation plan development process by testing the new conceptual model. The dissertation concludes with a summary of the papers as well as a proposed update to the Rural Post-Graduation Plan Development Model using the data and findings from the two empirical studies.

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The Rural Post-Graduation Plan Development Model:

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Steve Jenks

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Abstract

College choice models have been used since the 1980s to try and explain the processes and influences high school students use to decide if and which college to attend after graduation. These models focused solely on college attendance and lacked attention to the nuanced needs and resources found in rural communities. In this three-paper dissertation, a new, rural-centric model is proposed, tested, critiqued, and revised. The first paper proposes a new conceptual model of Rural Post-Graduation Plan Development using a critique and synthesis of prior college choice models, Critical Rural Theory, Funds of Knowledge, and socio-ecological models. The second paper utilizes the HSLS:09 in order to explore the relationship between race and rurality on a national scale. The third paper is a case study of eleven former rural high school students in Colorado, exploring their post-graduation plan development process by testing the new conceptual model. The dissertation concludes with a summary of the papers as well as a proposed update to the Rural Post-Graduation Plan Development Model using the data and findings from the two empirical studies.

Keywords: Rural Education, College Choice, College Preparation, Career Preparation, Critical Rural Theory, Funds of Knowledge

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Chapter One: Introduction

According to the National Center for Education Statistics ([NCES], 2013), more than 50% of all operating regular school districts and about 33% of public schools, accounting for about 24% of all public-school students in the United States, are in rural areas. Although popular culture and media tend to show primarily white people working and living in agricultural or mining small towns, many racial identities are found in rural communities with varied economies (Thomas et al., 2011). In fact, according to the First Nations Development Institute (Dewees & Marks, 2017), for communities like American Indian and Alaska Native peoples, more than 54% of the population lives in rural and small-town areas, and around 68% live near or on their tribal homelands. Despite these significant percentages of populations, rural places and people are often left out of educational policy conversations (Nelson, 2016; Tieken & San Antonio, 2016; Krupnick, 2018). Policymaker and academic conversations are almost exclusively focused on promoting college access, imposing data and norms from urban and suburban populations on to rural communities without acknowledging how communities are meaningfully different (Nelson, 2016; Tieken & San Antonio, 2016; Krupnick, 2018). The urban-centric lens used by policymakers and academics is, in part, because the prevailing sociological theories that are used to explore education concerns were crafted using data lacking rural participants – students who have unique, often unacknowledged, experiences and resources that lead to a diverse set of life goals (Thomas et al., 2011).

In rural high schools, 59% of the graduating students attend some form of higher education compared to 62-67% of the students in urban and suburban areas, respectively (National Student Clearinghouse, 2018). Rural students tend to matriculate into institutions that are less selective and closer to home than nonrural students and are more likely to choose a two-year rather than a four-year institutions (Koricich et al., 2018). Previous studies of rural students focused on the different educational destinations as a disparity, examining either the quantitative differences between college access assets in rural schools (e.g., Klug, 2009; Hu, 2003) or the qualitative exploration of college enrollment factors (e.g., Ardoin, 2018; Beasley, 2011; Birdsell, 2018; Kiyama, 2018). Commonly cited conceptual models for understanding college access and choice did not search for nor identify factors related to locale (e.g., Hossler & Gallagher, 1987; Perna, 2006; Perna & Kurban, 2013) and focused only on college enrollment. Most studies also compared the experiences of rural students to their urban peers, using standards for college access resources that evaluate rural students from an urban-centric deficit lens (e.g., Klug, 2009; Hu, 2003; Beasley, 2011), sometimes even describing what other scholars consider a community asset to be a hinderance to college access – such as strong family and community support (Beasley, 2011).

Despite some researchers concluding that *all* rural students would like to go to college (Klug, 2009, p. 91), the public-use data set from the High School Longitudinal Study of 2009 shows that nationally more than 20% of rural high school seniors had plans to join the military, start a family, take the general education development (GED) tests, or enter the workforce in their first year after high school, and only a third of

graduating rural students ultimately end up attending a bachelor's degree-granting institution (NCES, 2009). Indeed, terms like "postsecondary readiness" in local and state policy decisions regarding K12 curricula standards often focus on college preparation, though some do look more broadly at career and technical training as well (WestEd, 2010). The definition of what constitutes preparing students for life after graduation can have lasting effects on whether a student is successful in their career depending on what resources are offered. As one research educational laboratory stated about the term *postsecondary readiness*, "when definitions are used to guide policy or priorities, such differences [in definitions] can be significant" (WestEd, 2010, p.1). In this dissertation, I take what I consider to be a broad and inclusive definition of postsecondary readiness to serve as many students as possible – even if they are not considering additional education after graduation.

The Trouble with Defining "Rural"

In economic and education policies, even the term "rural" is fraught with unclear definitions. Often, rural is defined as that which is not urban, providing little in the way of acknowledging the unique experiences and cultures of rural communities independent of urban peers (Crain & Newlin, 2021; McDonough et al., 2010). More alarmingly, rural policy is often viewed in relation to resources, rather than people (Thomas et al., 2011). For example, federal Executive Order No. 13790 (2017) states that food, fiber, and forestry supply from rural communities is critical to national security, stability, and prosperity. An imperative to "protect the rural communities" is followed by a less humanitarian "where food, fiber, forestry, and many of our renewable fuels are

cultivated" (p. 20237). The assigned task force was responsible for legislative, regulatory, and policy changes in thirteen areas, eleven of which focused on economic resources and development. Two changes the taskforce enacted that centered rural *people* included:

> (i) remove barriers to economic prosperity and quality of life in rural America …
>
> (iii) strengthen and expand educational opportunities for students in rural communities, particularly in agriculture education, science, technology, engineering, and mathematics. (Exec. Order No. 13,790, 2017, p. 20238)

Debatably, the first initiative is only partially focused on rural community improvement and the third, while addressing an educational attainment gap, ignores the educational opportunities *needed* in rural communities like nursing, teaching, culinary, and hospitality (Borsig, 2020; McClure et al., 2021; Orphan & McClure, 2019). Expanding the scope of educational opportunities in state and federal policy is critical to supporting rural communities.

One of the most commonly used databases of U.S. citizen data is the decennial Census. Census-defined blocks consider a location to be an urbanized area (population of at least 50,000), an urban cluster (2,500 to 50,000), or rural, which are "those areas that do not lie inside an urbanized area or urban cluster" (NCES, 2006). This urban-centric definition lacks clarity around the nuances of smaller areas that are still very close to a more urban locale, which would influence the culture and economies of that space. The urban-centric definition is also challenged in that the Census only occurs every ten years, and during times of dramatic change in the country's landscape, the data may not be

accurate. For example, the 2020 Census may be less accurate as soon as one year after it concluded because of the COVID-19 pandemic, which prompted a surge in remote working opportunities and thus out-migration from major cities—an estimated population shift of 14 to 23 million people (Upwork, 2020). Additionally, some of the smallest communities may not even be classified as a "census designated place" apart from the nearest town (Thomas et al., 2011). That said, the Census is arguably the most complete snapshot we have of our citizenry at a given time since participation is mandatory (Jarosz et al., 2019), so if someone wanted information about the country, it may be the most useful tool.

The NCES (2006) defined school *locale* using a combination of geocoding technology and guidance from the 2000 Office of Management and Budget definitions of metro areas that were more based on proximity to urbanized areas than population or county boundaries. This classification system is referred to as the *urban-centric* system, which is different from the previous *metro-centric* classification system, but still centers urbanicity (NCES 2006). In these definitions, the Census classifications are expanded on by combining population and proximity.

Table 1 shows the NCES definitions for each locale, with three subcategories within each locale designation. This twelve-category system allows "NCES to identify and differentiate rural schools and school districts in relatively remote areas from those that may be located just outside an urban center" (NCES, 2006). The World Bank similarly defines rurality on an international scale by what is referred to as the Degree of Urbanization – that is, proximity to urbanized spaces and population densities (Dijkstra et

Table 1

NCES's Urban-Centric Locale Categories, Released in 2006

Locale	Definition
City	
Large	Territory inside an urbanized area and inside a principal city with population of 250,000 or more
Midsize	Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000
Small	Territory inside an urbanized area and inside a principal city with population less than 100,000
Suburb	
Large	Territory outside a principal city and inside an urbanized area with population of 250,000 or more
Midsize	Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000
Small	Territory outside a principal city and inside an urbanized area with population less than 100,000
Town	
Fringe	Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area
Distant	Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area
Remote	Territory inside an urban cluster that is more than 35 miles from an urbanized area
Rural	
Fringe	Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster
Distant	Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster
Remote	Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster

SOURCE: Office of Management and Budget (2000). Standards for Defining Metropolitan and Micropolitan Statistical Areas; Notice. Federal Register (65) No. 249.

al., 2020). Notably, the World Bank describes rural status in areas with populations below 5000 people, whereas the United States Department of Agriculture (2019) uses a threshold of 2500 people and the NCES uses a vaguer description of "rural" encompassing "all populations, housing, and territory not included within an urban area" (Geverdt, 2019, p. 3). NCES further clarifies that "urban areas" includes both "urbanized areas" and "urban clusters" used in locale descriptions. Despite the further breakdown of NCES locale descriptions, the HSLS:09 only used the four main locale categories: city, suburb, town, and rural. For this reason, city, suburb, and town, being located within urbanized areas or urban clusters, will be considered non-rural in the context of this dissertation. As Koricich and colleagues (2022) noted, "NCES locale [classifications] helps us understand 'not urban' far better than it helps us understand rural," (p. 2) but for research considering comparative variables, this classification system is sufficient.

States and local governments may also have a definition of what it means to be a rural community. In Colorado, for the purpose of the qualitative paper in this dissertation, a rural designation aligns with the NCES classifications but also includes student enrollment data for school districts, considering a *rural district* to have approximately 6,500 students or fewer and small rural to be fewer than 1,000 students (Hammond, 2013). While the effect on classification is likely negligible, it is worth noting that the Colorado Department of Education sometimes includes Pre-K in district pupil counts and sometimes it does not.

For this dissertation, and the new conceptual model proposed herein, it is important to acknowledge the different definitions of *rural* and the implications it may have on the

applicability of the model to a particular setting. In most cases, scholars and policy makers define rurality in terms of land and population, which complicates the reality that rural spaces contain a multitude of cultures and identities that may not be homogenous. That said, the national datasets and participant site for this study necessitate a use of both the NCES and Colorado Department of Education definitions.

Rural Post-Graduation Plans

As previously summarized, while research on educational post-graduation plans for high school students is extensive, it is limited in the context of rural America. Sowl and Crain (2021) conducted a systematic review of research on rural college access since 2000 found that only 134 publications had findings focused on rural students and some iteration of "college access." Sowl and Crain (2021) found that most studies focused exclusively on college aspirations and destinations, rather than a wider range of post-graduation options, and when rural students are the focus of the study, they are often viewed through theoretical lenses that center assessments of suburban and urban peers.

Scholars acknowledge that economic opportunities in rural areas may impact post-graduation trajectories, given that local industries and trades may not require college education (Tieken, 2016), though in some cases this is seen as a deficit. Hallmark and Ardoin (2021), for example, assert that "being far removed from urban centers often limits opportunities in rural communities, and in turn, rural economies often rely on the narrow scope of production and extraction industries and essential services" (p. 125). I contend that a more equitable way of examining this phenomenon is to view distance from urban centers as offering *different* and *community-focused* influences, while still

acknowledging how proximity to a metropolitan area may impact the local community by offering additional opportunities not available in rural areas.

Although scholars largely, if not exclusively, favor examining rural students in the context of college access and choice, there has been recent research that explored where students go for information about their futures, without specifying or assigning value to what those futures may be or why those resources were helpful (Griffin et al., 2011). For students planning their futures, parents, school counselors, teachers, and friends are all common sources of information, though other resources like college brochures, visiting campuses, and coaches are also helpful when examining students of specific grade levels, genders, or ethnicities (Griffin et al., 2011).

In this dissertation, I fill a gap in the literature by exploring the experiences of rural high school students as they develop their post-graduation plans by developing and using a new conceptual model that centers rural students and their communities. I used a transformative multi-method design to explore post-graduation resources and plans for rural students, juxtaposed them to non-rural peers, and explained those differences through qualitative interviews with recent rural high school graduates. The findings from this research provides insight to the experiences of rural youth that researchers, policymakers, and practitioners can use to shape college access initiatives and policies, college and career preparation programs, and community impact on rural post-graduation trajectories. As rural students are largely underrepresented in scholastic literature, this dissertation expands the knowledge around this population and makes recommendations

for resources and support systems for post-graduation plan development for rural students.

Purpose Statement

Scholars of post-graduation plan development have largely produced research that is urban-centric, lacks rural participants, and focuses on students choosing an immediate college attendance path rather than allowing for the full breadth of student choices. The purpose of this multi-methods study was to examine the post-graduation plans of rural high school students using a new conceptual model that focuses on the assets found in rural communities and how they impact the post-graduation plans of students. I used a transformative multi-method design modeled after a concurrent *mixed methods* design, which involves collecting quantitative data and then explaining the quantitative results with in-depth qualitative data in order to address a social issue (Creswell & Plano Clark, 2018). It is important to note that this is not a mixed methods study because each paper contained in this dissertation consists of standalone research processes, and the data from one empirical paper did not inform the other. That said, the concluding chapter will address connections between the two empirical chapters, though not in a true integration as required for mixed methods. I used quantitative data to compare the resources available and post-graduation plans of rural students to non-rural students, disaggregating by race, gender, and locale. I then used qualitative data to test the new conceptual model using similar variables used in the quantitative study. By analyzing two sources of data, I hope to explain the assets that assist rural students in developing their post-graduation plans – regardless of what those plans may be – using a more inclusive model of post-

graduation plan development. For this reason, I use “multi-method” throughout, though the methodological structure is very close to that of a mixed method approach.

Research Questions

In this dissertation, I propose a new conceptual model, highlighting the previously under-explored experiences of rural students, and provide recommendations for student support in college and career planning using the new conceptual model. Through this multi-study project, I aim to answer the following research questions through conceptual, quantitative, and qualitative phases:

1. How can previous models of college choice be improved to be more inclusive of the unique experiences of rural high school students?
2. What is the relationship between race and locale in terms of post-high school graduation plans and resources that contribute to post-graduation plan development?
3. Which resources most commonly influence how rural students develop their post-graduation plans?
4. How accurate is the Rural Post-Graduation Plan Development Model (Jenks, 2022) in explaining the post-graduation plan development process undertaken by rural high school students?

I used the first research question to guide the literature review and synthesis that culminated in a new conceptual model. I used the second research question to address the disparity of college attendance between rural and non-rural students, but also to explore whether those who do not go to college choose significantly different other options

depending on their locale or demographics (NCES, 2009; Krupnick, 2018). I used the third research question to explore the experiences of rural high school students through a qualitative exploration (Creswell & Plano Clark, 2018) of which resources – people, activities, initiatives, etc. – led rural students to choose their respective post-graduation plans (Perna, 2006; Perna & Kurban, 2013; Ardoin, 2018; Beasley, 2011; Birdsell, 2018; Kiyama, 2018, Neri, 2018). Finally, I used the fourth research question to compare the findings from the two previous questions, to test and update the proposed conceptual model that describes how rural students develop their post-graduation plans (Creswell & Plano Clark, 2018).

Researcher Positionality

I acknowledge that all research has potential for researcher bias. For the qualitative portion of this study, for example, I was the sole instrument of research. One important concern in this design was the role of the researcher as it related to the participants in the study. In order to be an effective researcher, I had to be aware of my own biases and take steps to mitigate them. I acknowledged at the beginning of the process that there was a possibility that my personal experiences could force concepts on the data.

Corbin and Strauss (2008) addressed situations in which the researcher and participants share commonalities of culture. Since it is "impossible to completely void our minds" of the common experience, they ask "why not put that experience to good use?" (p.80). This does not mean I added my own experiences to the data or influenced the data; however, I explored other possibilities of meaning and let experience inform the

research as a concept instead of a data point. For these reasons, it is important that I reflected on my positionality within the context of this study.

My county on the Gulf Coast of Florida was very rural. We had three public high schools (mine was a two-hour bus ride from my home), a dying mall, and a spot called "the power lines" in the woods where high school kids went to socialize on weekends. My town had just over 9,000 people, 95% of whom were White, and the median age was 58 (United States Census Data, 2015). As I learned more about the lives of my peers, I discovered that while my dad shoveled coal at the nuclear power plant (proudly self-referred to as "coal dogs"), some of *their* dads were engineers there or the doctors who took care of the retired community. I spent my evenings and summers working at the local grocery store while some peers were at universities doing research. When it came time to take the SAT, I had to travel an hour and a half into the next county to attend a testing site (I did not know what the ACT was at that time). My high school was not visited by people who could promote various post-graduate options aside from the nearest community college and the branches of the military. Many of my peers were already deciding which of the local businesses they would be working at full time when we graduated, but I knew I wanted to go to college. However, my only reference for college options were schools with football teams and in-state schools that would accept the scholarship I received for good grades. I did not know you were supposed to visit colleges and my school counselor only met with me once to discuss the possibility of the Navy. I only applied to one school and when we attended orientation was the first time anyone in my family had even seen the university in person.

While I like to think I adjusted quickly, I remember fondly the moments where I was reminded that my class was not the dominant class, like not understanding how to ride the campus bus, being the only student in my honors community with a campus job in the first week, and the stares I received when I commented on the taste of the city water after having grown up with a well. By the end of freshman year, I became known for skills that my peers lacked, like changing people's oil in their cars, feeling when storms were coming and suggesting people pack umbrellas, and eventually my self-deprecating humorous stories about my hometown and the antics of my community. Despite feeling like an outsider, I began to realize that my background did not make me lower than my peers, just different.

In my experience as an admission counselor, I was dismayed by how much attention was given to suburban and urban schools and, when visiting those schools, how much support those students had to promote a college-going expectation. And while my ignorance to my class identity provided shelter for me in my younger years, being ignorant of college options and the college-going process in high school limited the options me and my peers had after graduation. That is why much of my research is around rurality and/or income and the experiences of these students in higher education. For me, the purpose of research is to explore the unexplored and strive to create positive sustainable change through that work.

Of course, my identity is so much more than class. When I went to college, I learned more about other races and cultures and began learning about what it meant to be White with no specific ethnic heritage in America. I fell in and out of love and slowly

discovered my identity as a queer person. I joined a fraternity and began defining what masculinity was for me compared to my brothers. I tried out a few religious options before ultimately deciding I was not into organized religions. In my mid-twenties, I was diagnosed with a chronic illness that required me to only apply to jobs with specific health plans or live in states with state-subsidized programs. Yet, despite all of these dimensions, my social class and geographic origin are still the most salient and casts shadows over most of my other identities. Perhaps that is because these identities resonated with me the longest and from the youngest point of my life, but it is also because it is the identity that I have received the least support for in my collegiate experience. While many of my identities have theories and implications for practice and support, social class and/or rural identity development do not have theories (yet), and some researchers argue that these identities, especially social class, have been ignored and unexamined in student affairs (Borrego, 2013; Patton et al., 2016).

Pasque, Carducci, Kuntz, and Gildersleeve asserted that "ontology, epistemology, axiology, and methodology are inextricably linked to a researcher's paradigms (or worldviews)" (2012, p. 24). My personal history combined with my practitioner experience has convinced me that academia does not see rural students as a priority. I find myself torn between wanting to show the world that there is a critical mass of "me" worth caring about, and not wanting the individual stories of these students to get lost. I believe students who share these identities have many similarities worth celebrating while still embodying their own unique journeys worthy of proclamation. As such, my research lens has developed to be post positivist, which Jones, Torres, and Armino

suggest “might be viewed as a bridge between the qualitative and quantitative paradigms” (2014, p. 16). Large data sets and broader findings provide a starting place for further research while individual stories of unique experiences can help contextualize a phenomenon for a specific location or population. In my review of possible frameworks, Miller (2007) encapsulated my own research paradigms in her definition of post positivism. Using this framework, my ontological lens was that reality exists, but that knowledge is imperfect and draws from the social constructionist views of a jointly constructed reality. My epistemological lens created conjectures from information that can be withdrawn or changed as more information is available and allowed me to create knowledge based on how things were in that moment. My axiological lens was such that bias was undesired but inevitable and therefore I needed to work to identify and correct this bias. When creating knowledge with a community or population who struggles for recognition of validity, a post positivist lens allows the opportunity to explore experiences while leaving space to transform that knowledge as research continues.

Summary of Dissertation

In this three-paper dissertation, I utilized the first paper (chapter 2) to propose a new conceptual model of rural post-graduation plan development and use that model as the conceptual framework for two interconnected studies comprising a singular, overarching multi-methods design. The first (chapter 3) will be a quantitative exploration of the differences between resources, post-graduation plans, and outcomes for rural and non-rural students, disaggregated by race and gender. The second (chapter 4) will be a qualitative test of the conceptual model, looking for confirming and disconfirming data

from in-depth interviews. Finally, the conclusion contains an integration of the two empirical studies through a transformative multi-methods analysis of the data in order to answer a research question that cannot be answered by qualitative or quantitative approaches alone and provides unique strengths that offset the weakness of using only one approach (Creswell & Plano Clark, 2018). In this dissertation, the two empirical studies will provide support or challenges to the new proposed model.

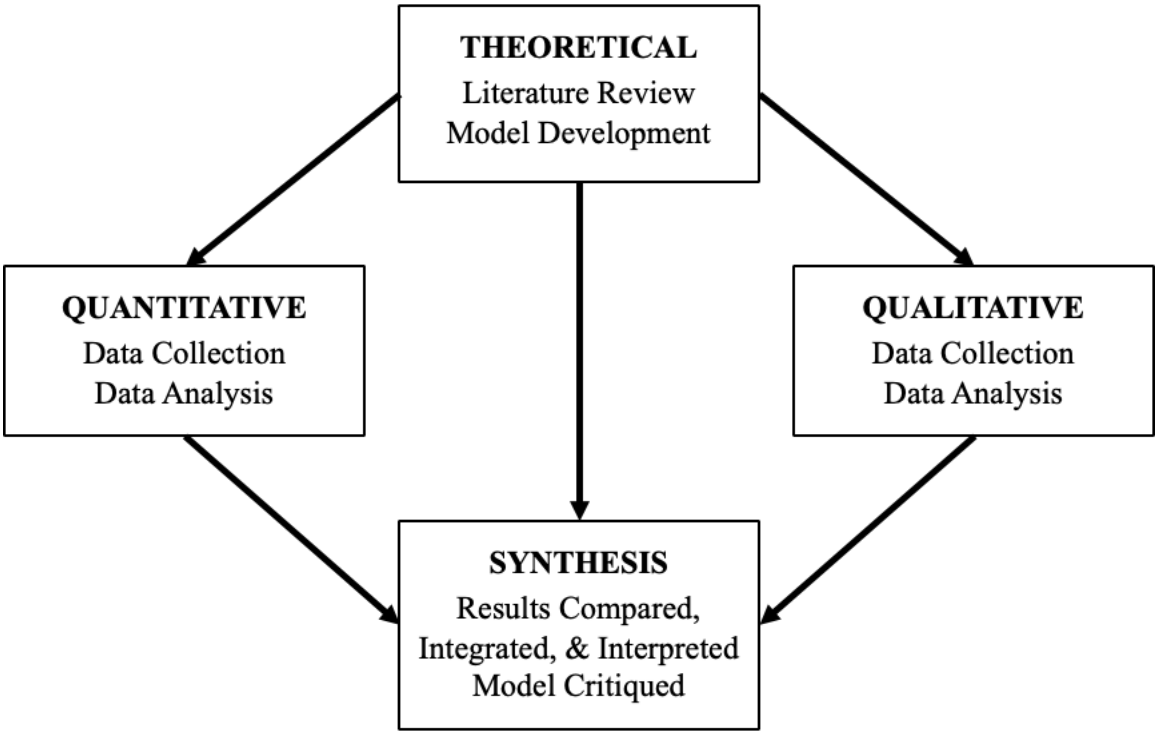
While any one study could be the focus of a dissertation, a multi-methods research design allows for a transformative paradigm, whereby "the researcher works for the social world to be changed for the better so that individuals will feel less marginalized" (Creswell & Plano Clark, 2018, p. 37). In fact, the key features of a multi-methods study are that it centers the lives and experiences of traditionally marginalized groups, focuses on inequities, is linked to political and social action, and uses a theory about why problems of power dynamics exist (Creswell & Creswell, 2018; Mertens, 2010). Each phase has a specific procedure to yield data necessary to answer the research questions. A procedural diagram is provided in Figure 1.

Along with integrating the multiple papers together, in the final chapter of this dissertation I summarize the previous chapters, offer answers for the study's research questions, and provide recommendations for future research, practice, and policy. I also use this chapter to reflect on the dissertation process and highlight the additional knowledge this dissertation adds to the field. Research on the experiences of rural students is emergent in recent years, however the range of research topics and methodological approaches has been limited. Through the development of a new

conceptual model and a transformative multi-methods study, I acknowledge the experiences of rural students and the multiple paths they may take after high school.

Figure 1

Diagram for Transformative Concurrent Design



Using this approach, I hope to highlight the assets in rural communities that shape student futures and provide practical recommendations for student support based on the findings.

A Note on Three-Paper Dissertations

In order to format this three-paper dissertation, each of the proceeding chapters were constructed according to the content requirements of its respective publication submission. As such, some content that would be contained within a stand-alone dissertation on each paper has been omitted for concise reporting. Each paper contains end content as appropriate for the publication and each paper presented here may be

longer and more comprehensive of the research process than what ultimately went to publication. See the table of contents for a full list of included materials.

Chapter Two: Paper 1, "A New Conceptual Model of Rural Post-Graduation Plan Development"

Education research and policy has historically neglected to include the needs and nuances of rural communities (Nelson, 2016; Tieken & San Antonio, 2016; Krupnick, 2018), despite about 33% of public schools, more than half of all operating regular school districts, and about 24% of all public-school students in the United States being in rural areas (National Center for Education Statistics [NCES], 2013). This diverse population includes people of all races, including more than 54% of American Indian and Alaska Native peoples, with around 68% living near or on their tribal homelands (Dewees & Marks, 2017). Policymaker conversations about K-12 education outcomes are typically geared toward college access issues, imposing norms and data from urban and suburban students on to rural communities, disregarding the meaningful differences between communities (Nelson, 2016; Tieken & San Antonio, 2016; Krupnick, 2018). In part, this is due to the prevalence of sociological theories through which education concerns are explored that were created without rural participants in mind. These students have diverse life goals, stemming from unique and rarely acknowledged experiences and resources found in rural America (Thomas et al., 2011).

In terms of college attendance, rural high school graduates attend some form of higher education at a rate of about 59% compared to 62 and 67% of graduates from urban

and suburban high schools, respectively (National Student Clearinghouse, 2018). Of these students, rural students tend to choose less selective institutions and campuses that are closer to home than non-rural students and are more likely to attend a two-year college than a four year (Koricich et al., 2018; Hughes et al., 2019). Researchers have discussed this presumed disparity in recent studies of rural student college access, highlighting the quantitative differences in the presence of college access assets in rural schools compared to urban schools (e.g., Klug, 2009; Hu, 2003), or using qualitative inquiry to explore enrollment factors (e.g., Ardoin, 2018; Beasley, 2011; Birdsell, 2018; Kiyama, 2018). Conceptual models commonly used to understand college access and choice do not utilize the factor of locale (e.g., Hossler & Gallagher, 1987; Perna, 2006; Perna & Kurban, 2013) and are exclusively focused on *college* choice. Studies using these models often compare the experiences of rural students to their urban peers, using an urban-centric deficit lens to describe availability of college access resources (e.g., Klug, 2009; Hu, 2003; Beasley, 2011). Some community assets often found in rural communities, like strong family and community support, are even seen as a hinderance to college access by some scholars (Beasley, 2011).

The High School Longitudinal Study of 2009 showed that more than 20% of rural high school students planned to start a family, enter the workforce, join the military, or take the general education development (GED) tests, and only about a third of graduating rural students end up attending a bachelor's degree-granting institution (NCES, 2009). Despite these statistics, some researchers conclude that college aspirations are universally experienced by rural students (Klug, 2009). This may be, in part, due to terms like

"postsecondary readiness" in K12 policy focusing on college preparation, though some initiatives do include career and technical training (WestEd, 2010). These policies often decide where funding and other resources are allocated, and differences in what constitutes postsecondary readiness can be significant. For this proposed model, I used a broad and inclusive definition to serve as many students as possible – including those who may not be considering additional education directly after high school.

Within research on post-graduation education plans for high school students, context including rural America is limited. Since 2000, only 134 publications had findings that focused on rural students and some form of "college access" (Sowl & Crain, 2021). In addition to being almost exclusively concerned with college aspirations and choice, studies often viewed rural students through theoretical lenses that centered suburban and urban peers (Sowl & Crain, 2021). Scholars have acknowledged that local industries and trades often found in rural communities may not require college education (Tieken, 2016), though this is often viewed through a deficit lens. Hallmark and Ardoin (2021), for example, stated that "being far removed from urban centers often *limits opportunities* [emphasis added] in rural communities, and in turn, rural economies often rely on the narrow scope of production and extraction industries and essential services" (p. 125). A more equitable way of examining this phenomenon is to view distance from urban centers as offering different, community-focused opportunities, rather than limiting them.

In this paper, I provide insight to the experiences of rural youth that can be used to shape college access initiatives and policies, college and career preparation programs, and community impact on rural post-graduation trajectories. Given that scholars of post-

graduation plan development have largely produced research that is urban-centric in concept, lacks rural voices in data collection, and hyper-focuses on immediate college attendance, this paper attempts to answer the question: How can previous models of college choice be improved to be more inclusive of the unique experiences of rural high school students?

Conceptual Model Development Process

The field of social science has an abundance of theories and models available with which to examine phenomena and social problems. All theories and models, however, also come with limitations that may hinder a researcher from fully interacting with data because some populations may be excluded, even unintentionally. As Cairney (2013) reflected regarding public policy studies, the combination of multiple theories has potential for a great added value. Combining theories can lead to new perspectives and research agendas using one of three approaches: synthesis, complementary, or contradictory. A synthesis approach is used when a researcher creates a singular theory using the insights of two or more existing theories, a complementary approach is when a researcher uses multiple theories concurrently to explain empirical data, and a contradictory approach is when a researcher compares theories before deciding which is the best fit for the research at hand (Cairney, 2013, p. 1). For this proposed model, I utilized the synthesis approach in order to pull the most relevant components for rural students from multiple theories and models to create a new, singular theory.

There are a few steps to create a new integrated conceptual model. First, I summarize a theoretical framework that guided my creative process and describes the relationships

between components of the model. I then provide rationale for each of the theories being integrated, briefly summarize, deconstruct, and reconstruct the theories, and provide recommendations about how the new model will have theoretical and practical applications. During the reconstruction stage, shortcomings for previous theories are addressed and the basis for a new single integrated model is established (Dugan, 2017).

Theoretical Framework

Topical research that arises from a literature review helps us to "fill the intellectual bins that make up our conceptual framework" (Ravitch & Riggan, 2017, p. 11). A theoretical framework creates a way to understand the interrelationships between those bins of knowledge. For this conceptual model, I drew from Bronfenbrenner's extensive and continuously updated bioecological theory of human development. Scholars of Bronfenbrenner's work caution that due to the improvements to his theory over decades of his career, the most recent version of the theory is the most, and they argue *only*, appropriate version to use in contemporary research (Tudge et al., 2009). Bronfenbrenner's first model was published in 1979, but has had at least five updates since, with the most recent showing up in the mid-2000s (Bronfenbrenner, 2005; Bronfenbrenner & Evans, 2000; Bronfenbrenner & Morris, 2006). In the original model, Bronfenbrenner proposed that people – specifically developing children, but noted that development continues throughout your life – interact with their environment in different ways that influence development (Tudge et al., 2009). The importance of the new millennium model is that it includes the classic person-context interrelatedness that the older models were known for, but also includes *proximal processes* as key factors in

human development. The addition of proximal processes led to what is referred to as a Process-Person-Context-Time (PPCT) model, which explains human development as an interplay of interactions that occur on a fairly regular basis over extended periods of time, the characteristics that connect to mental, emotional, social, and material resources, the environment or ecosystem a person exists in, and the duration and timing of interactions, respectively (Tudge et al., 2009). This development model accounts for multiple levels of variables both internal and external to the person along with a time element that drives or hinders a person toward a development goal. I used this framework when developing a proposed conceptual model in order to acknowledge that all students have interactions with their environment and context that influence their development, but the length of time and when those interactions occur can also affect how a student is influenced in that person-context relationship. This ecological lens was also used to develop the Iloh Model of College-Going Decisions and Trajectories (Iloh, 2019), wherein the concept of college *choice* is challenged, and a three-dimensional model of time, opportunity, and information is proposed to better understand the complexities of college-going. While still centered on college as the goal, the time element in Iloh's model acknowledges that many students have life experiences that may make college attendance a longer-term goal, rather than right after high school. The additional element of *time* aligns with the PPCT model and accounts for delays in plans that modern students experience.

Selected Theories and Justification

I took care when constructing this proposed conceptual model to utilize extant theories and models that could complement each other through a synthesis approach

using Bronfenbrenner's theory as a lens. Given its popularity in higher education research on college access and the *layered* construct that mirrors the PPCT model, Perna's (2006) college choice model served as a good starting point. One of the main challenges I found with this model, however, was that there is not an opportunity for an input of resources that are community specific nor an output that allows for conceptions of *success* beyond additional education attainment. To offset this shortcoming, and to further dive into the time and context aspects of the PPCT, I also deconstructed and added Funds of Knowledge and critical rural theory into the model, the resulting reconstructed model possessing the best components of all three theories and creating a more equitable and widely applicable model for rural populations.

The next step to creating a new conceptual model included synthesizing and deconstructing the selected theories in order to generate a thorough understanding of the uses and limitations of each. What follows is a summary of the findings of the literature review on each theory.

Perna's Model of Student College Choice

Studies on college choice emerged in the mid-to-late 1970s, examining background characteristics, aspirations, and achievements that influenced student decision making (Hossler & Gallagher, 1987). Using a meta-analysis of available research at the time, Hossler and Gallagher (1987) created a three-phase model of college choice. Within this model, students move through the college choice process in three linear phases: predisposition, search, and choice (Hossler & Gallagher, 1987). While the phases of the model are still accurate in terms of the process a student may experience, subsequent

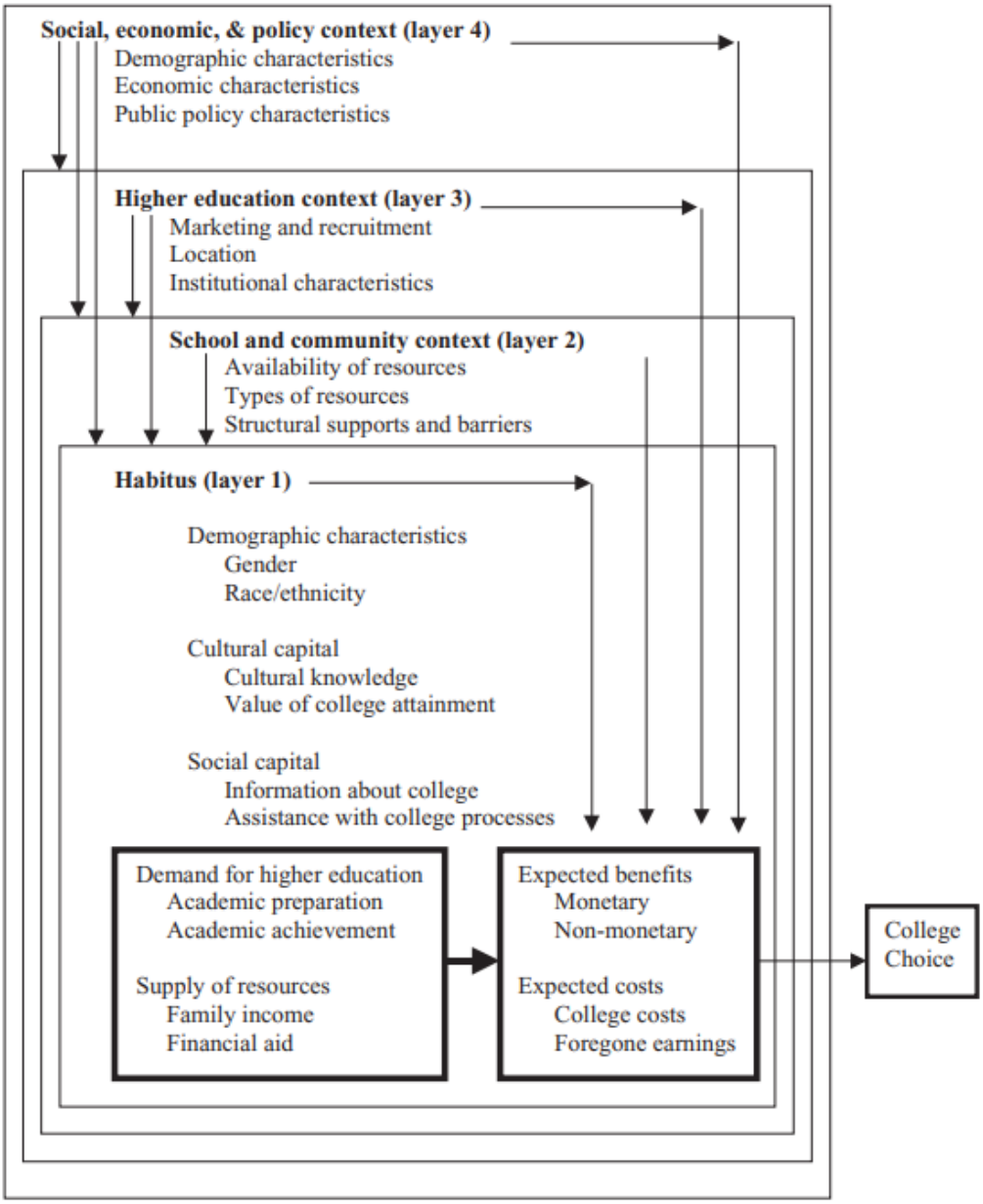
research on college choice sought to update the model to account for changes in methodological choices and to understand the college choice process for particular populations such as minoritized students and students from lower socioeconomic status (SES) brackets (Perna, 2006).

A more contemporary and accepted college choice model (e.g., Sowl & Crane, 2021) comes from Perna (2006), where she utilized qualitative studies as well as quantitative studies in a meta-analysis that accounted for the experiences of previously ignored groups "such as African-Americans, Hispanics, and students of low-family income and low SES" (p. 101). Unlike the Hossler and Gallagher model, Perna's model posits that the different phases of college choice can happen at varying times depending on influences from the student's habitus or environmental contexts (Perna, 2006). This model also differs in that it includes decisions about whether to even attend college as a part of the construct, noting that many students consider college options and non-college options at the same time (Perna, 2006). A visual representation of this model can be seen in Figure1.

When reviewing prior research using this new conceptual model, Perna and Kurban (2013) found four categories of predictors of college enrollment and choice: financial resources, academic preparation and achievement, support from significant others, and knowledge and information about college and financial aid (p. 15). Indeed, these are likely considerations for students and families when deciding on whether to attend college and which college to attend, however the *choice* in this model could easily be

Figure 1

Perna's (2006) Proposed Conceptual Model of Student College Choice



Note. From "Studying college access and choice: A proposed conceptual model," by L. Perna, 2006, in *Higher education: Handbook of theory and research: Vol. 21* by J. C. Smart (Ed.), p. 117. Copyright 2006 by Springer.

expanded to apply to the cost/benefit analysis of post-graduation options like internships, employment opportunities, or joining the armed forces.

Despite accounting for students considering non-college options after graduation, this model and subsequent literature (e.g. Hallmark & Ardoin, 2021) still ultimately focused on college choice. In fact, Perna and Thomas (2008) released an updated model a few years later where they claimed to expand the definition of *student success* but ultimately delivered a model that included college readiness, college enrollment, college achievement, and post-college attainment. Hallmark and Ardoin (2021) also noted that this new model focuses on behaviors and attitudes that contribute to social and cultural capital rather than including a fuller range of held identities like gender, race, or class. For the new conceptual model used in this dissertation, I utilized some of the foundational findings from Perna's college choice model but expanded the model to include nuanced influences experienced by rural students, including those who do not choose to attend a college immediately after graduation. Figure 2 displays post-graduation plan options using a combination of options on the High School Longitudinal Study 2009 and includes a recognition that students likely plan for immediately after graduation but also for longer-term.

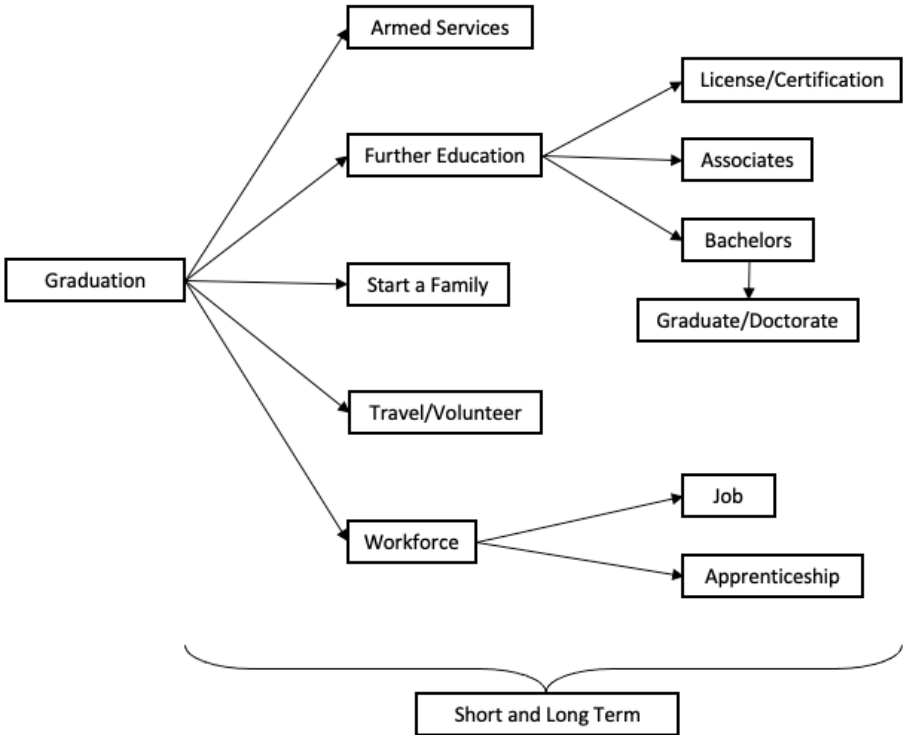
Critical Rural Theory

As mentioned previously, definitions are important, and I intentionally shift from the term *college choice* to a more general *post-graduation plan development* when examining postsecondary options. While rural communities also have a need for a college-educated

workforce in some capacity, there are also many other options that are important to sustaining their community and economy. Critical Rural Theory (Thomas et al., 2011)

Figure 2

Post-Graduation Plans Explored



provides a structural analysis of how culture affects systems of spatial stratification, or the different ways cultures are classified based on their location or *space*. Specifically, this theory examines the dominant urban culture and how it portrays and treats rural communities. Notably, this theory is intended to help "emancipate rural people from the grip of urban domination" (Thomas et al., 2011, p. 17).

Thomas and colleagues (2011) discuss Critical Rural Theory in three main themes: structure, space, and culture. The section on structure argues that rural production is

largely nature-oriented while urban production is exchange-oriented, and that urban economies have a material dependence on rural spaces through dependence on agriculture and raw materials. In this way, urban life tends to control rural life, though urbanization creates conflict that can only be solved by more urbanization, according to the theory. Even humans as resources can be seen as required by urban spaces, as evidenced by both the push for students to enroll in certain education fields and the common phenomenon of "brain drain" where rural students leave for college only to end up in a more urbanized area where their degree is applicable (Ardoin, 2018). One study noted that men had a more positive perception of local employment opportunities than women, which in turn impacted what resources students thought were necessary to be successful (Agger et al., 2013). Like interest convergence from Critical Race Theory (Bell, 1980), Critical Rural Theory asserts that policy and protections for rural communities are generally in the interest of promoting and increasing resources from rural spaces that urban centers need, and that otherwise, the policy needs that enhance rural communities are relatively unheard.

The second theme of Critical Rural Theory is space, which posits that residents of different locales experience a sense of place in different ways. Examples included how the dominant urban description of rural areas includes such terms as "wild," "simple," or "empty," when in fact, they are active and full of culture. This can also be seen in higher education policy and practice. College admission staffs, when challenged to prioritize high school visits, often skip rural America in lieu of more densely populated suburban and urban areas, despite the fact that 24% of students live in rural areas (NCES, 2013).

The third section focused on culture and explored both access to "culture" depending on how close a rural community was to an urban center that was presumed to possess more cultural aspects like museums, theaters, and galleries, and the representation of culture in popular culture – largely dictated by people from urban cultural backgrounds. This section also gives attention to disparities in the field of sociology, where rural cultures are largely ignored in favor of exploring urban challenges, including the historically imbalanced attention to improving high school graduation and college matriculation for students from "inner cities" where the same disparities may be greater in rural communities.

Utilizing Critical Rural Theory in this framework allows for a rural-centered approach to research that is missing from other theoretical options. Specifically for the proposed model, I centered rural communities to allow for post-graduation plans that benefit the community more specifically and allow for delayed or differentiated post-secondary education plans like online learning, micro-credentialing, trade schools, and emerging educational options.

Funds of Knowledge

Within education research, the concepts of social and cultural capital are often used as lenses to acknowledge the assets students possess that are not necessarily economic capital, especially when viewing students from different economic backgrounds. Social and cultural capital shows up in objective (e.g. books, art, clothing), embodied (e.g. language, mannerisms), and institutionalized (e.g. educational credentials, qualifications) forms of capital that may support student success beyond the surface social class concern

of how much money a family has (Bourdieu, 1973; 1986). However, Bourdieu specifies that social and cultural capital are, at their core, economic in nature and confer status and power by assigning value to that capital. Funds of Knowledge, by contrast, examines how households are characterized by the knowledge and practices acquired and passed on in living their lives (Kiyama, 2018) but these Funds of Knowledge do not always equate to forms of capital that are valued in contexts outside of the community. Rios-Aguilar and Kiyama (2018) explain that Funds of Knowledge is not considered cultural capital in Bourdieu's definition because the value of Funds of Knowledge by dominant white Western standards would not elevate someone to a privileged social group. In fact, Rios-Aguilar and Kiyama (2018) argue that asset-based views of Funds of Knowledge are problematic because it implies that everyone has an asset, or capital, that is valued by dominant systems and that may not be true. In their systemic critique of cultural capital, Rios-Aguilar and Kiyama (2018) argue that Funds of Knowledge support student success, but institutions and systems may not value these practices and knowledge in the same way as other capital.

Rios-Aguilar and Kiyama suggest that there is "a possibility for the forms of capital and Funds of Knowledge to build a research base that moves towards a complementary framework that aids in a better understanding of issues of equity, power, and pedagogical change" (2018, p. 19). When examining the experiences of rural students, Funds of Knowledge is uniquely suited to examine a variety of their potential post-graduation plans because it was constructed from research on rural family life experiences, division of labor, childrearing, values about education, social and labor history, and household

values (Rios-Aguilar & Kiyama, 2018). Importantly, Funds of Knowledge is not a an analysis of social class, and that Funds of Knowledge can be found in families of all social classes (Rios-Aguilar & Kiyama, 2018). Similarly, while the original subjects of Funds of Knowledge were Latina/o families, specifically recent or near-immigrant families in the Texas-Mexico borderlands, the framework could be used to illuminate how any demographic of families and communities respond to social conditions for living (Kiyama, 2018). When utilizing Funds of Knowledge, Rios-Agular and Kiyama (2018) state that the framework pushes an equity agenda and when utilized in tandem with a complimentary framework centering forms of context-specific capital, researchers can address systemic factors that influence educational equity. In this proposed conceptual model, I synthesized Funds of Knowledge, Critical Rural Theory, and Perna's (2006) college choice model to address the unique needs of rural students.

A Proposed Conceptual Model

Perna's (2006) college choice model is one of the most widely used models for exploring the post-graduation plan development process for students across the country, despite the limitations I discussed herein and the recommendations for how it should be expanded. Many components of this conceptual model are helpful regardless of the population it is applied to, namely the interconnected layers of influence that students experience and the theoretical foundations that defined habitus and various forms of cultural capital that were constructed through a comprehensive review, critique, and synthesis of prior research (Perna, 2006). Thus, I propose a conceptual model and integrated framework of Rural Post-Graduation Plan Development using Perna's model

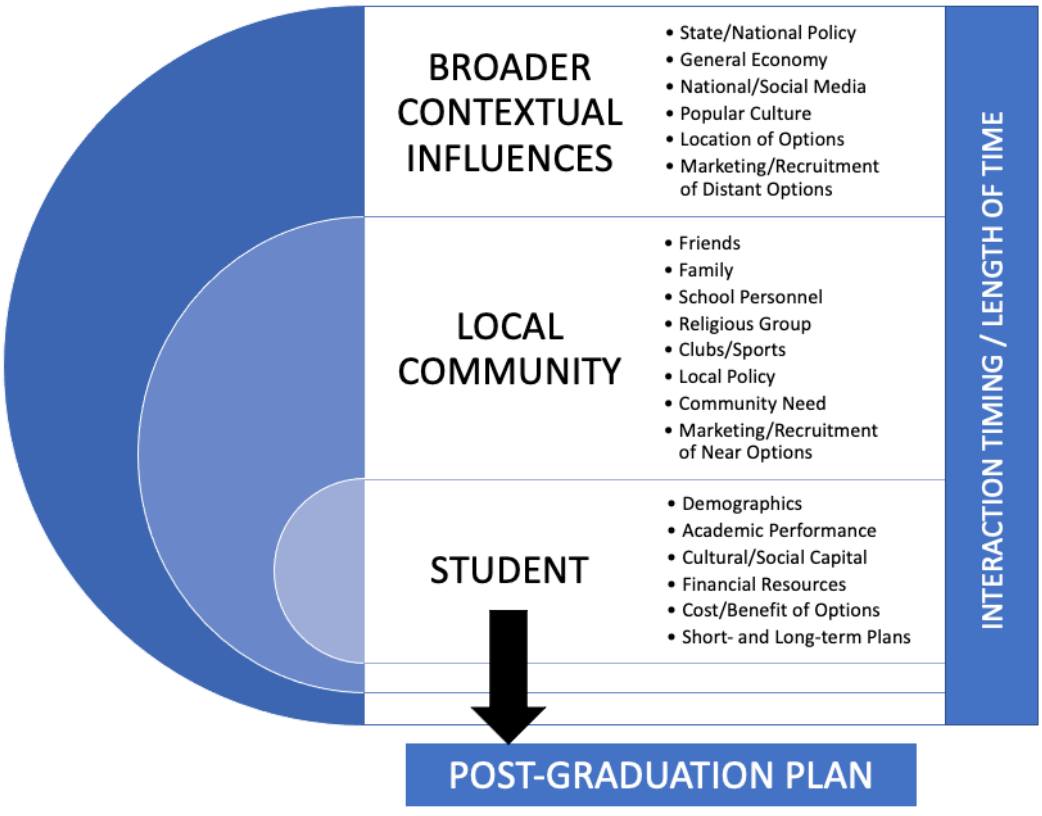
as a foundation for defining the sources of influences and resources that students interact while developing their post-graduation plans. Aligning with Bronfenbrenner's bioecological theory (Bronfenbrenner, 2005; Bronfenbrenner & Evans, 2000; Bronfenbrenner & Morris, 2006), I also included an overarching variable of time, to account for a student's length of time spent interacting with the various influences proposed in the model, but also to account for a student's immediate and longer-term plans which may be developed concurrently.

For this proposed model, I diverge from the Perna model by redefining and expanding the terms related to influences and post-graduation destinations by utilizing Funds of Knowledge and Critical Rural Theory to acknowledge the unique and previously neglected nuances of influences found in rural communities (Thomas et al., 2011; Rios-Aguilar & Kiyama, 2018) as well as to push back on dominant concepts of "success" that may not support rural communities. In this model, terms are considered more broadly to allow any influences that guide a student's decisions, including rural-specific influences that have been historically left out of conversations about student development. This adjustment accounts for one recommendation from Rios-Aguilar and Kiyama (2018), which is to address systems of power and conflict that occur in educational systems. In a qualitative study of students enrolled in a police-oriented career and technical education program, Neri (2018) utilized Funds of Knowledge to explain why students chose to enroll in this dual-enrollment program. While similar programs are framed to support economic growth in the area and provide the skills, knowledge, and training opportunities to get people into the workforce faster, Neri found that career aspirations for rural

students were shaped by a desire to solve "complex problems in their communities" and "to use their Funds of Knowledge to reimagine the role of policing or utilize their sociopolitical development" (p. 167). While still an educational aspiration, this diversion from traditional focuses on two- and four-year college trajectories shows applicability of the Funds of Knowledge framework to the development processes of other post-graduation plans in rural high school students. A visual representation of the proposed integrated model is captured in Figure 3.

Figure 3

Proposed Conceptual Model of Rural Post-Graduation Plan Development



The overall design of the model uses three concentric circles representing the student, the local community, and broader contextual influences, all of which interact with and

influence each other while contributing to how a student develops their post-graduation plans. This is similar to the *layered* Perna model in that each layer is influenced by the next but can also directly influence non-adjacent layers and the influence be in either direction. Unlike Perna's model, I consolidated the third and fourth layers of the college choice model (higher education context and social, economic, and policy context, respectively) into a single layer of "broader contextual influences." This allows for state and national context such as state and national policy and the economy to remain in the model, but expands influences like marketing, location, and institutional characteristics that were college-specific to be applicable to any post-graduation choice a student may make. Another deviation from Perna's model is that I added marketing and recruitment to the local community layer as well to account for community-specific outreach that may occur differently (e.g., in person, or advertised at a sporting event) than that of further, non-local options (e.g., mailings and websites). The Dual Commodification Model of College-Going (Hughes et al., 2019) supports this adjustment, specifically calling attention to the first two phases of the model: available postsecondary options shape students' preferences and individual, family, and community circumstances moderate students' responses (p. 431). First-generation students and less affluent families are impacted by college recruitment efforts and are more likely to attend an institution that visited a student's high school (Holland, 2014). Half of rural students live in counties without a college or university compared to 11% of urban peers (Gibbs, 1998), and nearly 60% of first-year students at public four-year institutions enrolled somewhere within 50 miles of their family's home (Eagan et al., 2014). Marketing and recruitment tactics are

imperative to shaping student preferences and planning locally, but especially for options that are further away.

Accounting for updates in technology use since Perna's model's 2006 debut, I included popular culture, social media, and greater access to national media. In Pew Research Center studies, Anderson and Jiang (2018) found that 95% of teens have access to a smartphone, and Perrin (2015) found that more than half of rural residents used social media with no notable differences in use rate by race or gender.

Within the "local community" layer, I included people and activities that students may interact with on a regular basis, providing more specific resources that rural students often utilize such as religious service participation and clergy, sporting events and career-oriented clubs, and the school staff, friend groups, and family members that rural students interact with frequently (Ardoin, 2018; Neri, 2018; Rios-Aguilar & Kiyama, 2018). This is more specific than Perna's second "school and community context" layer, which simply listed availability of and types of resources available. The local community layer also accounts for local policies like school districts enacting college access initiatives or required testing which could encourage or discourage certain post-graduation pathways. As the literature shows, policies such as mandatory standardized college admissions test to graduate can greatly impact a student's confidence in the ability to do college-level work, especially for Students of Color (Walpole et al., 2005), and the funding and availability of college counseling in high schools may impact which options a student may consider early on in their future planning (McDonough, 2005). Finally, this layer considers community need, where students may be inspired to follow a certain career

path by local current events and a lack of services or resources (Neri, 2018). The level of community attachment a rural resident feels about their community is a strong influence, often ironically pushing talented students who would be of great benefit to the community to far-away campuses or careers (Hughes et al., 2019; Carr & Kefalas, 2009) This is likely the layer that will undergo the most updates after applying the model in empirical studies, as the specific people and activities that students interact with frequently may not be represented in prior literature or may be specific to the participants' communities.

Where Perna used "habitus" for the first layer, I chose the simpler term "student," though I retained many of the same descriptions of influences: demographics, academic performance, cultural/social capital, financial resources, and cost/benefit analysis of options. These components are reflected in recent literature on rural student college access (e.g. Ardoin, 2018) and can be easily applied to other post-graduation options as well. For example, perceptions of current and future academic performance and a lack of confidence can motivate rural high school students to attend community colleges rather than a four-year institution (Hlinka et al., 2015). For students who do not live near a community college, this same phenomenon may influence students to consider other non-education options as well. Juxtaposed to the Perna model, the proposed model includes short- and long-term planning and removes college-specific resources that could be summarized in broader terms like "marketing." When testing the proposed model in quantitative research, it will be important to explore any differences for students and their post-graduation plans based on demographic data like race or gender.

Lastly, the proximal processes – the continuous interactions between the student, immediate community, and broader influences over time – and the timing of when the interaction first begins to occur are an overarching component of the model aligned with Bronfenbrenner's bioecological model (Bronfenbrenner & Morris, 2006) and are represented on the right side of the model. I propose that the length of time a student spends interacting with influences in a particular rural community, as well as when those interactions occurred during a student's post-graduation plan development process, can impact the perceived importance of that influence for a student. For example, a student who participated in a sport in middle school for a year may not have received the same level of influence from a coach as someone who played a sport for all four years of high school prior to graduation. Additionally, a student who moved to a rural community during high school may have a different relationship with the influences from the immediate community than someone who has grown up in that community their whole life. Future research using this proposed conceptual framework should include a component of time in the research tools in order to account for this time component, which can be summed up as the *chronosystem* (Bronfenbrenner & Morris, 2006; Hallmark & Ardoin, 2021).

A limitation of this new model is that using the term "post-graduation" may imply that the process only fully applies to students who will graduate from high school. For rural communities, that means *post-graduation* would include the 87% of high school students who graduate within four years (Krupnick, 2018), leaving the other 13% out of the term. I was particularly concerned about who may be excluded from the model given

that although 87% of rural students graduating high school is higher than the 83% of graduating students nationwide, Hispanic, Black, and Native American rural students graduate at a rate of 77%, with some populations like in rural Alaska – significantly, Native Alaskans – graduating at a rate less than 42% (Krupnick, 2018). I debated other potential terms like "post-high school" and "post-K12," but ultimately decided *post-graduation* was a term for the *goal* of graduation during a student's K12 education. The model would be useful in examining the plans for students after leaving K12 education at any point, since the pathways they might take are similar – even if some options that require a diploma or equivalent become more difficult to obtain without completing that step first. It is worth highlighting that in rural communities, local employment opportunities and industry structures can influence students to forgo additional education in favor of direct employment, even before completing high school (Hughes et al., 2019; Carr & Kefalas, 2009; Corbett, 2007; McGranahan & Ghelfi, 1998). Utilizing the PPCT theoretical lens, the amount of time a person is exposed to different resources and interactions, including knowledge of local opportunities, can also impact the development of a person, so this model could be applied to students in any grade so long as the length of time the student has been engaged in the community and with specific influences is acknowledged.

Less obvious in the proposed model is the influence of Critical Rural Theory (Thomas et al., 2011). While it does not explicitly appear in the model, the classification of the layers of influence as well as the focus on post-graduation plans developing, at least in part, by influence of community needs breaks from the urban-centric modeling

that has been used in prior theoretical models. The proposed model allows for community-specific influences that may otherwise be ignored in an urban-centric model to be examined as part of a student's development process by using the structure, space, and culture themes identified in Critical Rural Theory (Thomas et al., 2011). The structural relationship between urban and rural communities contends that there is a power structure where rural communities produce for the benefit of urban communities (Thomas et al., 2011). In this model, students are supported if they choose a post-graduation option that is for the benefit of *their* community, without a good or labor that benefits urban populations. There is a sociological trend to view rural spaces as empty or simple, when in fact, they are uniquely developed spaces that serve communities and possess a wealth of culture and history (Thomas et al., 2011). While rural spaces may be less densely populated than urban spaces (NCES, 2006), they are hardly empty; and this model includes the influence of community needs that could contribute to the longevity of a community's sense of place. Finally, Critical Rural Theory posits that rural communities are seen as lacking culture the further that community is from an urban center with access to cultural capital like art museums and theatres (Thomas et al., 2011). The assumption that *culture* can only be experienced through specific means is overly reductive and has colonizing implications for communities where "classic" artistic and cultural standards do not have relevance. Indeed, even within rural communities there is a broad spectrum of cultures with different racial and ethnic backgrounds, relationships with the land and colonization, and familial and community customs. This model uses Funds of Knowledge to challenge evaluations of cultural capital and allow for more

influences than historically accepted such as heirloom cooking customs, honored traditional musical styles, and celebrated arts and crafts (Rios-Aguilar & Kiyama, 2018). Overall, the main impact of Critical Rural Theory on this model is the abolition of expectations that are forced upon rural communities by urban-centric theories and policy. The influences included in this model should be viewed broadly and open to interpretations and impacts that are community specific.

This proposed conceptual model also intentionally uses terms that should be easily understood by a wide range of people, rather than relying on jargon created in previous theories that are esoteric in nature (Ardoin, 2018) such as "predisposition" (Hossler & Gallagher, 1987) or the previously mentioned "habitus" (Perna, 2006). During the qualitative phase of this dissertation, I will review the model with school counselors during a follow-up discussion of findings and adjust terms as recommended in order to achieve this goal. While this new theoretical model will likely be most helpful to researchers and academics, I wanted this to be a resource that could be used in rural schools to shape how families, educators, and community members think about the community impact on students in developing their post-graduation plans. Although reframing the terms resulted in a less defined set of terms in the visual representation of the model, it allows for more community-specific interpretations of the model which is aligned with a constructivist or transformative paradigm in future research and application (Creswell, 2007).

Recommendations for Future Research

The Rural Post-Graduation Plan Development Model is intended expand on, and make more rural-centered, Perna's model of college choice, and invites practical applications through research and policy to improve the college and career preparation initiatives in rural communities. This framework must be tested in order to assess the model's validity in research applications and will likely undergo revisions during this dissertation process and in future use.

Quantitative, qualitative, and mixed methods research could utilize this model to learn more about the experiences of students in rural communities. It can serve as the theoretical framework for a survey study, interviews, observations, case studies, and several other research methods that would allow for both broad quantitative findings and deeper qualitative inquiries. While research on rural student trajectories, especially college access, is emergent, this theory invites researchers to consider exploring further the experiences of these communities to be equitably represented in research and policy.

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Chapter Three: Paper 2, "A National Analysis of Post-Graduation Plan Development by Rurality and Race"

Introduction

Rural communities educate a significant portion of America's school children. The National Center for Education Statistics ([NCES], 2013) stated that more than 50% of all operating regular school districts, 24% of all public school students, and about 33% of public schools overall are in rural areas. Popular culture and media outlets tend to show rural communities as primarily composed of white working-class people in agricultural or mining towns, though the reality is that many identities and industries are found in rural America (Thomas et al., 2011). The Housing Assistance Council reported that over 25% of rural Americans identified as a race other than white on the U.S. Census, with the leading percentages being Hispanic and Black populations at 10.4% and 7.3% of rural residents, respectively (George et al., 2021). For some communities, most of their population resides in rural areas. For example, the First Nations Development Institute (Dewees & Marks, 2017) shared that more than 54% of American Indian and Alaska Native peoples live in rural and small-town areas, and around 65% of those live near or on their tribal homelands. Unfortunately, despite significant percentages of populations living in rural spaces, rural people and places are often left out of policy conversations—especially in education (Nelson, 2016; Tieken & San Antonio, 2016; Krupnick, 2018).

According to the National Student Clearinghouse (2018), 59% of graduating students from rural high schools attend some form of higher education compared to 62% and 67% of students from urban and suburban high schools, respectively. This disparity has been examined in previous studies focused on differences between college access assets in rural communities (e.g., Klug, 2009; Hu, 2003) and college enrollment factors (e.g., Ardoin, 2018; Beasley, 2011; Birdsell, 2018; Kiyama, 2018). Prominent models for understanding college access and choice, while broad in application, do not identify factors related to locale nor explicitly describe applications to rural students (e.g., Hossler & Gallagher, 1987; Perna, 2006; Perna & Kurban, 2013). In this chapter, I use a conceptual framework that centers rural experiences and represents more post-graduation options, using a large, nationally representative, quantitative dataset.

Sowl and Crain (2021; see also, Chapter 2 in this volume) performed a systematic literature review and found that, since 2000, only 134 publications analyzed rural students and college access. Of those, far fewer focused on or disaggregated findings by race, and Sowl and Crain (2021) recommend critically examining how systemic racism compounds structural disadvantages of living in rural areas. While this chapter does not explicitly address systemic racism in the analysis, the conceptual framework supporting the associated study's data collection and analysis allows for recommendations of specific topics for future research focused on race and ethnicity. As Griffin and colleagues (2011) noted, parents, teachers, counselors, and friends are sources of information when a student is considering their plans after high school graduation, and other sources like college brochures, campus visits, and athletic coaches are also helpful

when considering the experiences of students from specific grade levels, genders, and ethnicities.

This topic is important to me personally and professionally. As a high school student in rural Florida, I did not know colleges visited high schools or that college fairs were commonplace in larger counties. My only exposure to post-high school graduation options came from visits from military recruiters and mailed brochures from colleges thanks to taking the PSAT. When I eventually went to college, I found that, while there were definitely aspects of college I was unprepared for, I also had skills on par with or surpassing my suburban and urban-based peers. Years later, I worked as an admissions counselor, and I observed the prioritization of larger school districts, and when addressing racial equity in recruitment, our efforts were concentrated in larger cities. I became increasingly concerned for rural students, who we intentionally neglected in favor of higher concentrations of potential enrollees, but also wondered if research and policy targeting Students of Color were also neglecting rural students. I did not intend to explore interracial inequities, but rather to compare rural and non-rural students *within* racial groups to discover any significant differences that have not appeared in previous literature about racial equity in college access or rural equality in college access. A broader goal was to test a new conceptual model of rural post-graduation plan development for applicability to a national dataset.[1]

I used the National Center for Educational Statistics (NCES) High School Longitudinal Study of 2009 (HSLS:09) public access dataset to uncover differences between students of different racial groups based on whether they lived in rural or non-

rural areas of the United States. Thus, the research question guiding this chapter is: What is the relationship between race and locale in terms of post-high school graduation plans and resources that contribute to post-graduation plan development?

Conceptual Framework

The HSLS:09 contains over 10,000 variables between student and school files collected over multiple checkpoints. For this study, I used 67 variables based on their relevance to the Rural Post-Graduation Plan Development Model (Jenks, 2022) and data availability in the public use data set. This model expands previous college choice models, notably Perna's (2006), to be more inclusive of other post-high school graduation plan options, includes both immediate and long-term plans, and uses Critical Rural Theory (Thomas et al., 2011) and Funds of Knowledge (Kiyama, 2018) to center rural communities. Other smaller adjustments included language accounting for influences like social media that have evolved exponentially over the past few decades.

The interacting layers of Perna's (2006) college choice model included financial resources, academic preparation and achievement, support from significant others, and knowledge and information about college and financial aid. While a strong and widely used model, it lacked an opportunity for an input of resources that are community specific and output options that allowed for conceptions of *success* beyond additional education attainment, which may be of importance for rural communities. Funds of Knowledge (Kiyama, 2018) examines how knowledge and practices can be passed on in households and communities in ways that may not equate to forms of capital that are valued in contexts outside of those communities. Research on Funds of Knowledge is

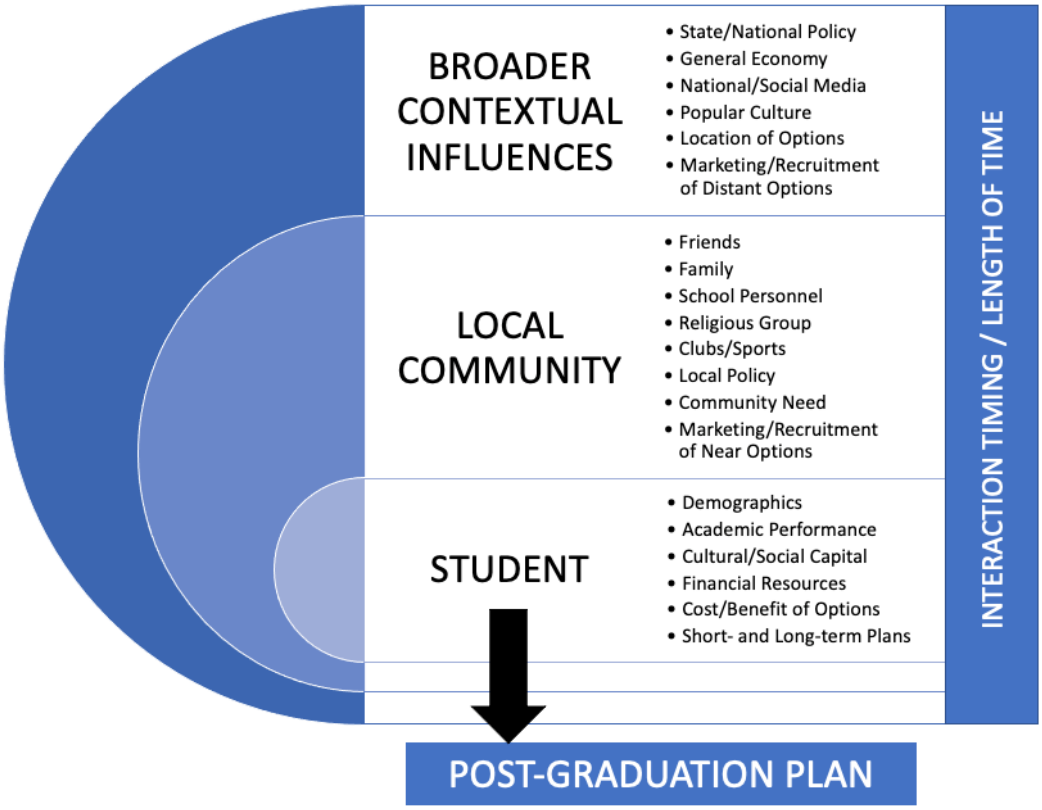
also largely conducted in rural communities and addresses unique needs of rural students by acknowledging community needs that may influence a student's future plans including division of labor, child rearing, social and labor history, household values, and values about education (Rios-Aguilar & Kiyama, 2018).

Critical Rural Theory (Thomas et al., 2011) provides a structural analysis of the divide between rural and urban cultures using three themes: structure, space, and culture. Within this theory, it is argued that in economic structures, rural production is largely to create agriculture and raw materials for urban economies—including students, which can be seen in such phenomena as "brain drain" where college-bound rural students ultimately end up in urbanized areas rather than returning to their rural homes (Ardoin, 2018). The theme of space addresses the misconception that rural spaces are empty and outdated, when in fact they are culturally rich spaces and contain about a quarter of American students (NCES, 2013). Finally, the theme of culture critiques the structural inequality whereby urban communities dictate what culture has value and thus devalues the cultural contributions unique to rural communities. Critical Rural Theory was helpful in validating post-graduation options that are important to sustaining rural communities and economies as well as acknowledging and valuing influences from rural families and communities that might have been undervalued in previous choice models.

Similar to Perna's (2006) model, the Rural Post-Graduation Plan Development Model (Figure 1) uses three concentric circles representing the three layers that influence plan development: student, local community, and broader contextual influences. The synthesis of Critical Rural Theory and Funds of Knowledge can be seen within each of the layers.

Figure 1

Rural Post-Graduation Plan Development Model



The "student" layer shows influences within the student's control or attributes that do not change, like general demographics, academic performance, and cultural/social capital. The "local community" layer includes people and activities that students may interact with regularly, including religious services, sporting events, and the various school personnel whom students encounter. The final layer, "broader contextual influences," is connected to the student and the local community but may not be as directly influential during most of a student's education. This layer includes influences like the general economy, social media, and marketing from distant options.

All three of the layers are connected and impacted by an overarching "interaction timing/length of time" element. Students may not consciously think about their future plans until high school, but the influences students use to develop those plans are present throughout their lives. The amount of time someone spends with an influence, like being involved in a sport, changes the impact of that influence, as does when that influence is experienced. For example, someone playing a sport in elementary school may not have the same influence of coaches for post-graduation plan development as someone who plays a sport in high school. While the Rural Post-Graduation Plan Development Model can be used as an advising tool or as a lens to examine a student's full developmental process, for this study, I reviewed the HSLS:09 for variables that fit within the model for analysis.[2] Due to the limitations of what the HSLS:09 explored, the broader contextual influence layer of the model was not used in this study.

Methods

For this study, I used the public access dataset from the HSLS:09. The HSLS:09 and follow-up surveys intended to provide data to "better understand the impact of earlier educational experiences (starting at 9th grade) on high school performance and the impact of these experiences on the transitions that students make from high school to adult roles" (Ingels et al., 2015, p. 6). The HSLS:09 used a nationally representative sample of students entering 9th grade in 2009 (n=23,503) and included variables related to their high school experience, demographic information, future goals, and more.

Data Processing

I processed the data before statistical analysis to reduce the data set to a more pertinent subset. In all, 1,007 participants were excluded from the data set after reviewing the following initial criteria: students missing race data (X1RACE; n=1,006); students missing gender data (X1SEX; n=6); and students missing locale data (X1LOCALE; n=0). Note that five participants were missing race and gender data in the data set and that gender was ultimately not a variable explored in this study.

I recoded the X1RACE variable to make data analysis easier to read. Notably, I recoded all racial groups previously labeled with "non-Hispanic" to read "Asian," "Black," etc. Hispanic students with "no race specified" accounted for 422 participants. To avoid future comparisons of groups too small to be included, I recoded "Hispanic, no race specified" and "Hispanic, race specified" to "Hispanic." I address this recoding, as well as analysis using "More than one race," in the limitations section of this chapter.

Scholars and policymakers are challenged to reduce "rural" to a singular definition. Depending on the context, different aspects of rurality become important—geographic size, population, industry, or other factors. In this study, *locale* was defined using descriptions provided by NCES (2006), whereby the labels "city," "suburb," and "town" were recoded to "non-rural" to align with the Rural Post-Graduation Plan Development model, which used the same definitions.

Data Analysis

In this analysis, I explored the association between race and locale concerning post-high school graduation planning resources and outcomes using the HSLS:09 in SPSS.

Chi-squares test for significant relationships between two variables explicitly organized in a bivariate table (Frankfort-Nachmias & Leon-Guerrero, 2018). This requires no assumptions about the shape of the data and can be applied to nominal data, such as locale or a specific post-high school graduation plan. I explored the null hypothesis that the percentage of rural and non-rural students selecting each response option was equal through chi-square tests of independence for each variable and racial group to obtain Benjamini-Hochberg adjusted *p*-values ($a = 0.05$). I then calculated *z*-scores for the same comparisons to explore the magnitude of any differences, looking for a $|z| > 3$ with a percent difference of at least one percent.

For the interval-level variables, I used two-sample *t*-tests to compare the means based on the null hypothesis that rural and non-rural students do not have statistically significant means ($a = 0.05$). I used the calculated test statistics, degrees of freedom, and p-values to assess any significant differences in means for these variables.

Strengths and Limitations

The data collected by the National Center for Education Statistics is the most recent national longitudinal high school study available to education researchers. While the dataset provides over 23,000 data cases, it is a snapshot in time that may not fully encapsulate today's student experiences. For example, the Rural Post-Graduation Plan Development Model includes "social media" within the broader contextual influences layer, which looked very different in 2009 than it does today. It is also difficult to truly evaluate the time aspect of influences on students since that was not asked during the study, and it is impossible to ascertain if a student coded "rural" for this study lived in a

rural community for their whole life or just a portion, which is critical to the model used. Additionally, we know from prior research that rural communities are numerous and varied, and it would be difficult to assume the experiences and influences of students in one community are like another just because of a national analysis. It is important to honor the uniqueness of each community and student, but this may provide a starting point for investigating individual cases.

A significant limitation to the HSLS:09 data collection is the use of "more than one race, non-Hispanic" to encapsulate multiracial students. Given the findings for singular racial identities, it is logical to assume there would be great variation within this demographic depending on a student's family history. Critical researchers of race and rurality should disaggregate this category as best as possible in future research. Similarly, many variables were unable to be properly examined because the number of responses for some options measured fewer than five—notably for American Indian and Native Hawaiian/Pacific Islander students. This was a limitation of the dataset but also given the nature of the survey, setting any sort of quota for responses would negate the intention of the comparisons.

Finally, when looking for significance with chi-square tests, a *z* score three standard deviations from the mean is conservative. There were many instances where percentages of responses significantly differed by two or more standard deviations and depending on the aim of future research, some of those comparisons may be perfectly reasonable to explore further.

Findings

For each variable, I conducted either a chi-square analysis or an independent samples *t*-test to compare proportions or means of responses from rural and non-rural students for each racial grouping in the HSLS:09.[3] Each of the variables analyzed fit within one of the three layers of the Rural Post-Graduation Plan Development Model and further fit within the categories provided therein. I utilized this layered approach to structure the findings that follow. For each significant data point mentioned, the comparison groups are rural and non-rural students *within* the specified racial group.

Student Layer

Overall, about 24% of the students in the data set reported being from a rural school, which aligns with the NCES (2013) data. Though all racial categories had at least 20 participants, there are occasions in later calculations where the disbursement of groups like American Indian or Native Hawaiian/Pacific Islander results in fewer than five participants for a particular response, and thus will not be reported because of the increased risk of Type II error, or not finding a difference where one exists. The full counts and percentages by race and locale can be seen in Table 1.

Three variables directly related to academic performance, and two were tangential but fitting. When examining overall academic credits earned with potential for postsecondary credit, there was not a significantly different percentage of rural students reporting having credits compared to non-rural counterparts. The mean number of AP/IB credits taken by students was significantly lower for rural students in the Black, Hispanic, More than one race, and white racial groups compared to their non-rural peers. For grade point average

Table 1

Demographics

	Rural		Non-Rural		Total	
	N	%	N	%	N	%
Amer. Indian/Alaska Native	51	0.2%	114	0.5%	165	0.7%
Asian	431	1.9%	1521	6.8%	1952	8.7%
Black/African American	595	2.6%	1854	8.2%	2449	10.9%
Hispanic	882	3.9%	2915	13.0%	3797	16.9%
More than one race	439	2.0%	1502	6.7%	1941	8.6%
Native Hawaiian/Pacific Islander	24	0.1%	86	0.4%	110	0.5%
White	2959	13.2%	9123	40.6%	12082	53.7%
Total	5381	23.9%	17115	76.1%	22496	100%

(GPA), rural white students had a significantly higher percentage of students reporting having a 2.0, while non-rural white students had a significantly higher percentage of students reporting having a 3.5; but otherwise, GPA was not significantly different for any other racial comparison group.

A larger percentage of rural Hispanic families reported the highest level of education of either parent being less than high school and rural white families had higher percentages reporting someone with a high school diploma, certificate, or associate's degree, while non-rural white families had higher percentages of someone with a master's degree and professional degree. While total family income in 2011 was generally equally distributed for both rural and non-rural families in all racial groups, there were exceptions. There were higher percentages of non-rural Hispanic families in

the highest income bracket as well as non-rural families of students with more than one race and non-rural white families. Rural Native Hawaiian and rural white families had higher percentages of responses for the lowest income brackets. This is corroborated with data on poverty indicators at the 100%, 130%, and 185% thresholds in the data set.

In terms of analyzing the costs and benefits of different options, there were no significant differences between rural and non-rural student responses for any racial group related to whether they had information about college costs, whether they were more likely to go out-of-state, or how much the student had thought about what their occupation would be at age 30. A larger percentage of rural white students reported thinking the estimated annual tuition and fees for a public 4-year institution was $2,000 or $5,000 compared to non-rural peers, who had a significantly higher percentage of students estimating $25,000 than rural white students. When weighing the option of public versus private institutions, a larger percentage of rural Black students said they would attend a public institution, and conversely, a larger percentage of non-rural Black students said they would attend a private institution. A larger percentage of rural Hispanic students also said they would attend a public institution, as did rural white students. Non-rural white students had higher percentages of responses saying they would attend a private institution or that they had not thought about it.

Local Community Layer

There was no significant difference in the percentage of respondents for whether students talked more to their parents or their friends about future plans or English language learner status, but there were differences for parental expectations. In the base

year data collection, a larger percentage of parents of rural white students expected their student's highest education level to be a high school diploma or an associate's degree, while a larger percentage of parents of non-rural white students expected their students to earn a master's degree. When asked a year later how far in education they thought their student would go, a larger percentage of non-rural Hispanic families said their student would reach a master's degree, while rural white families said a high school diploma, certificate, or associate's degree, and non-rural white families said master's degree or professional degree.

Post-Graduation Plan

In the base year data collection, there were significant differences in percentages of responses for how far in school some racial or ethnic groups thought they would go. Non-rural Hispanic students had a higher percentage expecting to earn a Ph.D./M.D./Law/other professional degree and had a higher percentage reporting they could definitely complete a bachelor's degree. Rural white students reported higher percentages expecting to at most complete high school or to obtain an associate's degree and significantly higher percentages stating they probably could not complete a bachelor's degree, while non-rural white students had higher percentages expecting a master's or professional degree. When asked if they would be disappointed if they did not have a bachelor's degree by age 30, only white students had significant differences, with a significantly higher percentage of non-rural white students saying they would be disappointed. Considering possible plans for the first year out of high school, non-rural white students had a larger percentage of respondents planning to enroll in a bachelor's

program, while rural white students had a larger percentage of respondents planning to start a family after high school.

In the first follow-up survey (2010), students were asked again what they planned to do in Fall of 2013, the first year after high school. Non-rural Hispanic and white students had higher percentages reporting going to college, while their rural peers had higher percentages reporting being unsure if they would go to college. A larger percentage of non-rural white students compared to rural white students reported continuing education after high school as their main focus for 2013, and a larger percentage of rural white students reported their main focus would be working. A larger percentage of non-rural white students responded that they would attend college full-time, while a larger percentage of rural white students responded they would attend part-time. Larger percentages of rural white students responded they would pursue a certificate or associate's degree, while larger percentages of non-rural white students responded they would pursue a bachelor's degree.

Significant differences by locale for other post-graduation plans in 2013 were only found in white students. There were larger percentages of rural white students planning to work, and to work full-time compared to non-rural white students. While there was not a significant difference in the percentage of rural or non-rural Hispanic students planning to work, a significant percentage of rural Hispanic students planned to work *full-time* compared to their non-rural peers. A significantly higher percentage of rural white students still planned to start a family or attend a GED completion course.

As of November 1, 2013, a significantly higher percentage of non-rural Hispanic students reported their main focus was taking courses from a post-secondary institution. A higher percentage of rural students of more than one race reported their focus was to start a family or take care of children. Rural white students had significantly higher percentages of respondents focusing on more than one thing equally, starting a family or taking care of children, or working for pay, while non-rural white students had a higher percentage of respondents taking classes from a post-secondary institution. For students who pursued higher education, the average number of months between high school and starting college was significantly higher for both rural Hispanic and rural white students than their non-rural peers, though both were only different by about a month. Larger percentages of non-rural Hispanic and white students reported taking postsecondary classes, and larger percentages of rural Hispanic and white students reported only working.

A larger percentage of rural Black students reported having a high school credential by fall 2013, but there were no differences in the type of credential by locale for any racial group. Larger percentages of non-rural Hispanic and white students reported ever applying to college and generally, rural students of all races reported applying to fewer colleges. Rural white students had higher percentages attending public two-year and public four-year institutions, while non-rural white students had a higher percentage attending private four-year institutions. In terms of selectivity, more non-rural Hispanic and white students attended highly selective, four-year institutions. A larger percentage of rural white students considered a major in manufacturing, construction, repair, and

transportation and, when enrolled, had a larger percentage in the same major area but also in agriculture and natural resources, while non-rural White students had a larger percentage in engineering.

A comparison of student post-graduation plans between the base year and first follow-up, as well as the 2013 update, did not show any significant changes in post-graduation plan (e.g. planned to enter the military but instead entered the workforce) in any of the racial groups. I was unable to measure the temporal component of the Rural Post-Graduation Plan Development Model beyond these comparisons, as the HSLS:09 did not include information about the length of time students experienced different influences. The time component would be helpful to include in future national studies of post-graduation choice and destination.

Discussion

Overall, this analysis confirmed some aspects of the historical and current rural/urban divide (Thomas et al., 2011), while highlighting the intensity of those differences and revealing other surprising statistics. While the number of variables that could be explored using the Rural Post-Graduation Plan Development Model (Jenks, 2022) was limited in the HSLS:09, the data available provides insights to differences in locale by racial group that have previously been unexplored. It is important to think of the findings as differences, and not necessarily deficits, as it is an incomplete picture of the resources and supports high school students have that aid them in discovery and planning for life after high school. Where one racial group may have lacked family income, they may have strengths in athletic involvement or after school employment. It is impossible to make

any sweeping judgements based on this data alone, but I hope it inspires contemplation and further examination of differences between rural and non-rural spaces and the further nuances that exist for different racial groups across those spaces.

Data relating to the "student" layer of the Rural Post-Graduation Plan Development Model included all six of the categories shown in the model. While there were no differences between rural and non-rural students for any racial group in terms of academic credits earned with potential for postsecondary credit, there were fewer AP/IB credits taken by some rural groups which aligns with previous data (Gagnon & Mattingly, 2015) that show there are fewer AP courses offered in rural schools, but that community colleges and regional colleges provide courses with potential for postsecondary credits.

In terms of academic capital found in the home, the percentage of rural Hispanic families reporting the highest level of education at less than a high school diploma was significantly higher than non-rural Hispanic families. Similarly, rural white families were significantly more likely to have lower levels of overall education attainment (associate's degree or less), while non-rural white families were more likely to have a master's or professional degree. The presence of family members who have navigated the college-going process can be one of the most impactful influences on a student to apply to college (Ardoin, 2018), and for Hispanic and white rural families, there may be a lack of access to that knowledge.

Financial capital was generally similar regardless of locale, though non-rural Hispanic, multiracial, and white families had a higher proportion in the highest income bracket than rural peers, and rural Native Hawaiian and white families had a higher

percentage in the lowest income bracket. This suggests that while other income brackets were similar, some populations have higher percentages of families at the ends of the income spectrum, with urban families overrepresenting higher income brackets and rural families overrepresenting lower income brackets, which could influence what options rural students consider after high school. Family income appeared to be especially important as data showed that rural white students drastically underestimated the cost of attendance for a public 4-year institution than their non-rural peers, which could cause harmful sticker shock during the college recruitment process. Overall education attainment goals and confidence were disproportionately low for rural students, particularly Hispanic and white students. Rural Hispanic students reported lower percentages of college attendance, and rural white students reported lower percentages of full-time college attendance and were more likely to pursue a certificate or associate's degree rather than a bachelor's degree.

In terms of influences from the "local community" layer of the model, parental expectations for their student's education were higher for non-rural families, with non-rural Hispanic families expecting their students to reach a master's degree versus rural families. This expectation was reflected in the first year follow-up data, where a higher percentage of non-rural Hispanic students were taking courses from a post-secondary institution. Interestingly, while there were no differences in college attendance for Black students of either locale, a larger percentage of rural Black students reported having a high school credential than their non-rural peers, which may align with a stronger feeling of engagement in rural schools for Black students. Rural students in general applied to

fewer colleges and when enrolled, disproportionately majored in areas related to local industries.

Implications for Research and Practice

As is expected from exploratory research, my recommendations primarily point to opportunities to continue looking into the experiences of rural students, particularly rural Students of Color, to uncover nuances that have been overlooked for decades in urban-centric education policy and research. For example, when it comes to community-based organizations and admissions offices providing resources and outreach to Students of Color, it is imperative that rural Students of Color be included in these initiatives. It is easy to lean into the neoliberal ideology of needing to maximize resources to serve larger numbers of students, but I urge practitioners to consider equity of access to support systems where possible. Fly-in programs, college fairs, and school counselor outreach are all easy ways to ensure students have access to critical influences that encourage college-going behaviors, opening an additional pathway to students who may not normally have considered college as an option. The college advising website CollegeVine recommends fly-in programs that include targeted outreach for rural and Students of Color at Davidson College, Hamilton College, and Massachusetts Institute of Technology (Vowell, 2022), and some schools partner to share resources for fly-in programs, like Brown University and the University of Chicago (Brown University, 2023). Notably, there are many other campus visit programs for Students of Color, with a few directed at rural students, but very few explicit efforts to reach rural Students of Color. The COVID-19 pandemic forced colleges and high school counselors to be creative in recruitment efforts, including

enhancing virtual college fairs and school visits, which effectively allowed more students to meet with college personnel. While outreach efforts have largely returned to former tactics, I encourage enrollment teams to continue digital practices to reach high schools that might be challenging to visit during a typical year.

Similarly, policy and programmatic initiatives at state and national levels need to ensure inclusion of rural communities, particularly rural Communities of Color. Given the preference for in-state, public institutions, financial support for regional and rural-serving institutions is critical to ensuring continued college access in rural areas. The Alliance for Research on Regional Colleges (2023) has published numerous briefs and studies about institutions that are critical to rural communities, highlighting college access efforts, economic incubation tactics, and public policy recommendations to ensure the longevity of colleges and universities supporting rural students and communities. Community and educational support and funding for local economic needs, like agriculture or manufacturing—majors selected more frequently by rural students—are necessary to not only encourage rural students to pursue additional education, but also to sustain the communities those students come from. This may be seen in scholarships offered by land-grant institutions, created in part to support agricultural needs of the state, or by colleges partnering with high school career organizations like Future Farmers of America.

Researchers interested in exploring rural communities, Students of Color, and college access and equity must be attentive to the intersections of these topics and critical of our axiologies—especially as researchers who may place excessive value on higher education

pathways over other necessary, and valid, potential post-high school destinations for students. I also recommend exploring similar variables or using the Rural Post-Graduation Plan Development Model in a retrospective analysis with rural community members who made other life choices outside of time spans similar to that of the HSLS:09.

Finally, I recommend that rural educators and community members utilize the content in this chapter to think about how you support students in their post-graduation plan development process. While most of the significant findings in this report are about differences between rural and non-rural white students, there were many significant differences for Students of Color as well—and that is data not often utilized in curricular and community planning. Reflect on your community: the people, the places, the events, and the culture that nurtures and inspires your students. What influences support or hinder certain post-graduation plans? How might your community differ from the national landscape of 2009? Through thoughtful reflection and community engagement, education equity for students of all backgrounds may be possible.

Conclusion

Conversations around education access and equity have often included topics of racial inequity, but recently, rurality has been recognized as an under-acknowledged area of inequity as well. Prior research largely focused on race *or* rurality, but what about the intersection of race and rurality? The research in this chapter found that there were significant differences in resources, influences, and outcomes for students from rural areas versus their non-rural peers in different racial groups when it comes to post-

graduation plan development. Other chapters in this book provide excellent best practices that can be adapted and built upon to reduce inequities within racial groups based on locale, and additional research on this intersection of identities will provide opportunities for outreach and access in the future.

Endnotes

[1] The study summarized in this chapter was completed as part of a dissertation at the University of Denver. The multi-paper dissertation included a new conceptual model, a quantitative and qualitative application of the conceptual model, and a revised model. The original model is used here.

[2] Editorial feedback indicated that the intended audience would not benefit from an overly technical write-up of the methods, findings, and discussion of this study. I presented the sections as accepted by the editor, however the original methods, findings, and discussion sections can be found in Appendix A.

[3] This chapter provides a summary of significant findings, however full tables of analysis, and a list of variable codes used can be found at https://osf.io/6hrwz/?view_only=09a2d90d95d6463bbda020caab084294

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Appendix A: Original Methods, Findings, and Discussion Sections

Methods

For this study, I used the public access dataset from the HSLS:09. The HSLS:09 and follow-up surveys intended to provide data to "better understand the impact of earlier educational experiences (starting at 9th grade) on high school performance and the impact of these experiences on the transitions that students make from high school to adult roles" (Ingels et al., 2015, p. 6). The HSLS:09 used a nationally representative sample of students entering 9th grade in 2009 (n=23,503) and included variables related to their high school experience, demographic information, future goals, and more.

Data Processing

I processed the data before statistical analysis to reduce the data set to a more pertinent subset. In all, 1,007 participants were excluded from the data set after reviewing the following initial criteria: students missing race data (X1RACE; n=1,006); students missing gender data (X1SEX; n=6); and students missing locale data (X1LOCALE; n=0). Note that five participants were missing race and gender data in the data set and that gender was ultimately not a variable explored in this study.

The X1RACE variable was recoded to make data analysis easier to read. Notably, all racial groups previously labeled with "non-Hispanic" were recoded to read "Asian," "Black," etc. Hispanic students with "no race specified" accounted for 422 participants. To avoid future comparisons of groups too small to be included, "Hispanic, no race specified" and "Hispanic, race specified" were recoded to "Hispanic." This recoding, as

well as analysis using “More than one race,” is addressed in the limitations section of this chapter.

Scholars and policymakers are challenged to reduce “rural” to a singular definition. Depending on the context, different aspects of rurality become important – geographic size, population, industry, or other factors. In this study, *locale* was defined using descriptions provided by NCES (2006), whereby the labels “city,” “suburb,” and “town” were recoded to “non-rural” to align with the Rural Post-Graduation Plan Development model, which used the same definitions.

Data Analysis

In this analysis, I explored the association between race and locale concerning post-high school graduation planning resources and outcomes using the HSLS:09 in SPSS. Chi-squares test for significant relationships between two variables explicitly organized in a bivariate table (Frankfort-Nachmias & Leon-Guerrero, 2018). This requires no assumptions about the shape of the data and can be applied to nominal data, such as locale or a specific post-high school graduation plan. I explored the following hypothesis through chi-square tests of independence for each variable and racial group to obtain Benjamini-Hochberg adjusted *p*-values:

H_0: The percentage of rural and non-rural students selecting each response option was equal.

H_1: H_0 is false. $a = 0.05$

I then calculated *z*-scores for the same comparisons to explore the magnitude of any differences, looking for a $|z| > 3$ with a percent difference of at least one percent.

For the interval-level variables, I used two-sample *t*-tests to compare the means based on the following hypothesis for rural (p_1) and non-rural (p_2) students:

H_0; $p_1 = p_2$

H_1; $p_1 \neq p_2$ a = 0.05

I used the calculated test statistics, degrees of freedom, and p-values to assess any significant differences in means for these variables.

Findings

For each variable, I conducted either a chi-square analysis or an independent samples *t*-test to compare proportions or means of responses from rural and non-rural students for each racial grouping in the HSLS:09.

Each of the variables analyzed fit within one of the three layers of the Rural Post-Graduation Plan Development Model and further fit within the categories provided therein. I utilized this layered approach to structure the results that follow. For each significant data point mentioned, the comparison groups are rural and non-rural students of the specified racial group.

Student Layer

Demographic information.

Overall, about 24% of the students in the data set reported being from a rural school, which aligns with the NCES (2013) data. Though all racial categories had at least 20 participants, there are occasions in later calculations where the disbursement of groups like American Indian or Native Hawaiian/Pacific Islander results in fewer than five

participants for a particular response, and thus will not be reported because of the small sample size. The full counts and percentages by race and locale can be seen in Table 1.

Table 1

Demographics

	Rural		Non-Rural		Total	
	N	%	N	%	N	%
Amer. Indian/Alaska Native	51	0.2%	114	0.5%	165	0.7%
Asian	431	1.9%	1521	6.8%	1952	8.7%
Black/African American	595	2.6%	1854	8.2%	2449	10.9%
Hispanic	882	3.9%	2915	13.0%	3797	16.9%
More than one race	439	2.0%	1502	6.7%	1941	8.6%
Native Hawaiian/Pac. Islander	24	0.1%	86	0.4%	110	0.5%
White	2959	13.2%	9123	40.6%	12082	53.7%
Total	5381	23.9%	17115	76.1%	22496	100%

There were no significant differences between rural and non-rural responses for any racial category in terms of number of high schools attended or reporting ever having a disability or special need.

Academic performance.

Three variables directly related to academic performance, and two were tangential but fitting. When examining overall academic credits earned with potential for postsecondary credit, there was not a significantly different percentage of rural students reporting having credits compared to non-rural counterparts. For grade point average (GPA), rural white students had a significantly higher percentage of students reporting having a 2.0 (z = 3.1, p = .002), while non-rural white students had a significantly higher percentage of students reporting having a 3.5 (z = 4.0, p<.001); but otherwise, GPA was not significantly different for any comparison group. The mean number of AP/IB credits taken by students was significantly lower for rural students in the Black ($t_{1317.576}$ = -2.887, p = .004), Hispanic ($t_{1811.957}$ = -5.967, p <.001), More than one race ($t_{854.615}$ = -3.572, p <.001), and white ($t_{7148.472}$ = -17.093, p <.001) racial groups compared to their non-rural peers.

In addition to self-academic performance, the HSLS:09 provided information about belonging and engagement in school, which varied by racial group. The mean aggregate scores for school engagement were significantly higher for rural Black students (t_{2112} = 2.138, p = .033), but lower for rural white students (t_{11595} = -2.218, p = .027). Mean aggregate scores of a sense of school belonging were significantly higher for rural Hispanic students (t_{3379}= -5.067, p <.001) but significantly lower for rural white students (t_{11497} = -6.584, p <.001). For other racial groups, there were no significant differences between rural and non-rural mean aggregate scores.

Cultural/Social capital and financial resources.

In terms of other home capital, larger percentages of rural Hispanic reported having seven ($z = 3.0$, $p = .003$) household members but there were no significant differences between rural and non-rural families of any racial group for household size. A larger percentage of rural Hispanic families reported the highest level of education of either parent being less than high school ($z = 3.2$, $p = .001$) and rural white families had higher percentages reporting someone with a high school diploma ($z = 9.4$, $p<.001$), certificate ($z = 5.2$, $p<.001$), or associate's degree ($z = 4.2$, $p<.001$), while non-rural families had higher percentages of someone with a master's degree ($z = 6.8$, $p<.001$) and professional degree ($z = 9.2$, $p<.001$).

While total family income in 2011 was generally equally distributed for both rural and non-rural families in all racial groups, there were exceptions. There were higher percentages of non-rural Hispanic families in the highest income bracket ($z = 3.4$, $p = .001$) as well as non-rural families of students with more than one race ($z = 3.4$, $p<.001$) and non-rural white families ($z = 9.7$, $p<.001$). Rural Native Hawaiian ($z = 3.8$, $p<.001$) and rural white families ($z = 4.2$, $p<.001$) have higher percentages of responses for the lowest income brackets. This is corroborated with data on poverty indicators at the 100%, 130%, and 185% thresholds in the data set.

Cost/Benefit of options.

In terms of analyzing the costs and benefits of different options, there were no significant differences between rural and non-rural student responses for any racial group related to whether they had information about college costs, whether they were more

likely to go out-of-state, or how much the student had thought about what their occupation would be at age 30. A larger percentage of rural white students reported thinking the estimated annual tuition and fees for a public 4-year institution was $2,000 ($z = 4.2$, $p<.001$) or $5,000 ($z = 4.1$, $p<.001$) compared to non-rural peers, who had a significantly higher percentage of students estimating $25,000 ($z = 3.8$, $p<.001$) than rural white students. When weighing the option of public versus private institutions, a larger percentage of rural Black students said they would attend a public institution ($z = 4.2$, $p<.001$), and conversely, a larger percentage of non-rural Black students said they would attend a private institution ($z = 3.1$, $p = .002$). A larger percentage of rural Hispanic students also said they would attend a public institution ($z = 3.8$, $p<.001$), as did rural white students ($z = 9.2$, $p<.001$). Non-rural white students had higher percentages of responses saying they would attend a private institution ($z = 5.3$, $p<.001$) or that they had not thought about it ($z = 5.4$, $p<.001$).

Short- and long-term plans.

In the base year data collection, there was no significant difference in percentages of responses for any demographic group regarding how sure they were that they would go to college, however there were differences in how far in school they thought they would go. Non-rural Hispanic students had a higher percentage expecting to earn a Ph.D./M.D./Law/other professional degree ($z = 5.1$, $p<.001$). Rural white students reported higher percentages expecting to complete high school ($z = 5.8$, $p<.001$) or to obtain an associate's degree ($z = 4.1$, $p<.001$), while non-rural White students had higher percentages expecting a master's ($z = 4.2$, $p<.001$) or professional degree ($z = 3.1$, $p =$

.002). Non-rural Hispanic students had a higher percentage of students reporting they could definitely complete a bachelor's degree ($z = 5.6$, $p<.001$) while a higher percentage of rural white students said they probably could not complete a bachelor's degree ($z = 5.6$, $p<.001$). When asked if they would be disappointed if they did not have a bachelor's degree by age 30, only white students had significant differences, with a significantly higher percentage of non-rural students saying they would be disappointed ($z = 3.0$, $p<.003$).

Considering possible plans for the first year out of high school, there were no significant differences in percentages of students from any comparison group planning on enrolling in an associate's program, obtaining a license or certificate, joining an apprenticeship program, joining the armed services, getting a job, traveling, volunteering, or being unsure of their future plans. There were, however, significant differences for students planning on enrolling in a bachelor's program or starting a family. Non-rural white students had a larger percentage of respondents planning to enroll in a bachelor's program ($z = 7.1$, $p<.001$), while rural White students had a larger percentage of respondents planning to start a family after high school ($z = 3.0$, $p<.012$).

In the first follow-up survey (2010), students were asked again what they planned to do in Fall of 2013, the first year after high school. A larger percentage of non-rural white students compared to rural white students reported continuing education after high school as their main focus for 2013 ($z = 5.1$, $p<.001$), and a larger percentage of rural white students reported their main focus would be working ($z = 3.3$, $p = .001$). Non-rural Hispanic ($z = 3.3$, $p = .001$) and white ($z = 5.5$, $p<.001$) students had higher percentages

reporting going to college, while their rural peers had higher percentages reporting being unsure if they would go to college ($z = 3.1$, $p = .002$, and $z = 4.7$, $p<.001$, respectively). A larger percentage of non-rural white students responded that they would attend college full-time ($z = 3.9$, $p<.001$), while a larger percentage of rural white students responded they would attend part-time ($z = 3.1$, $p = .002$). Larger percentages of rural white students responded they would pursue a certificate ($z = 4.9$, $p<.001$) or associate's degree ($z = 4.5$, $p<.001$), while larger percentages of non-rural white students responded they would pursue a bachelor's degree ($z = 5.6$, $p<.001$). There were no differences by locale for any other racial group.

Significant differences by locale for other post-graduation plans in 2013 were only found in white students. There were larger percentages of rural white students planning to work ($z = 4.7$, $p<.001$), and to work full-time ($z = 7.2$, $p<.001$) compared to non-rural white students. While there was not a significant difference in the percentage of rural or non-rural Hispanic students planning to work, a significant percentage of rural Hispanic students planned to work full-time compared to their non-rural peers ($z = 3.9$, $p<.001$). A significantly higher percentage of rural white students planned to start a family ($z = 6.0$, $p<.001$) or attend a GED completion course ($z = 3.9$, $p<.001$).

Local Community Layer

Family and friends.

There was no significant difference in the percentage of respondents for whether students talked more to their parents or their friends about future plans or English language learner status, but there were differences for parental expectations and number

of household members. In the base year data collection, a larger percentage of parents of rural white students expected their student's highest education level to be a high school diploma ($z = 4.5$, $p<.001$) or an associate's degree ($z = 5.4$, $p<.001$), while a larger percentage of parents of non-rural white students expected their students to earn a master's degree ($z = 3.6$, $p<.001$). When asked a year later how far in education they thought their student would go, a larger percentage of non-rural Hispanic families said their student would reach a master's degree ($z = 3.3$, $p = .001$), while rural white families said a high school diploma ($z = 4.6$, $p<.001$), certificate ($z = 3.1$, $p = .002$), or associate's degree ($z = 3.3$, $p = .001$), and non-rural white families said master's degree ($z = 5.0$, $p<.001$) or professional degree ($z = 3.8$, $p<.001$).

Post-Graduation Plan

As of November 1, 2013, a significantly higher percentage of non-rural Hispanic students reported their main focus was taking courses from a post-secondary institution ($z = 3.1$, $p = .002$). A higher percentage of rural students of more than one race reported their focus was to start a family or take care of children ($z = 3.7$, $p<.001$). Rural white students had significantly higher percentages of students focusing on more than one thing equally ($z = 3.8$, $p<.001$), starting a family or taking care of children ($z = 4.4$, $p<.001$), or working for pay ($z = 8.01$, $p<.001$), while non-rural white students had a higher percentage of respondents taking classes from a post-secondary institution ($z = 9.8$, $p<.001$). For students who pursued higher education, the average number of months between high school and starting college was significantly higher for both rural Hispanic ($t_{487.919} = 2.042$, $p = .042$) and rural white students ($t_{2147.894} = 4.094$, $p <.001$) than their

non-rural peers, though both were only different by about a month. Larger percentages of non-rural Hispanic ($z = 4.7$, $p<.001$) and white ($z = 9.8$, $p<.001$) students reported taking postsecondary classes, and larger percentages of rural Hispanic ($z = 3.4$, $p = .001$) and white ($z = 8.3$, $p<.001$) students reported only working.

A larger percentage of rural Black students reported having a high school credential by fall 2013 ($z = 3.4$, $p = .001$), but there were no differences in the type of credential by locale for any racial group. Larger percentages of non-rural Hispanic ($z = 4.0$, $p<.001$) and white ($z = 7.2$, $p<.001$) students reported ever applying to college and generally rural students of all races reported applying to fewer colleges. Rural white students had higher percentages attending public two-year ($z = 5.6$, $p<.001$) and public four-year ($z = 3.4$, $p = .001$) institutions, while non-rural white students had a higher percent attending a private four-year institution ($z = 5.9$, $p<.001$). In terms of selectivity, more non-rural Hispanic ($z = 3.5$, $p<.001$) and white ($z = 8.0$, $p<.001$) students attended highlight selective, four-year institutions.

A larger percentage of rural white students considered a major in manufacturing, construction, repair, and transportation ($z = 5.3$, $p<.001$) and when enrolled, had a larger percentage in the same major area ($z = 4.9$, $p<.001$) but also in agriculture and natural resources ($z = 3.5$, $p = .001$), while non-rural White students had a larger percentage in engineering ($z = 3.1$, $p = .002$)

Discussion

Overall, this analysis confirmed some aspects of the historical and current rural/urban divide (Thomas et al., 2011), while highlighting the intensity of those differences and

revealing other surprising statistics. While the number of variables that could be explored using the Rural Post-Graduation Plan Development Model (Jenks, 2022) was limited in the HSLS:09, the data available provides insights to differences in locale by racial group that have previously been unexplored. It is important to think of the findings as differences, and not necessarily deficits, as it is an incomplete picture of the resources and supports high school students have that aid them in discovery and planning for life after high school. Where one demographic may have lacked family income, they may have made up for in athletic involvement or after school employment. It is impossible to make any sweeping judgements based on this data alone, but I hope it inspires contemplation and further examination of differences between rural and non-rural spaces and the further nuances that exist for different racial groups.

Strengths and Limitations

The data collected by the National Center for Education Statistics is the most recent national longitudinal high school study available to education researchers. While the dataset provides over 23,000 data cases, it is a snapshot in time that may not fully encapsulate today's student experiences. For example, the Rural Post-Graduation Plan Development Model includes "social media" within the broader contextual influences layer, which looked very different in 2009 than it does today. It is also difficult to truly evaluate the time aspect of influences on students since that was not asked during the study, and it is impossible to ascertain if a student coded "rural" for this study lived in a rural community for their whole life or just a portion, which is critical to the model used. Additionally, we know from prior research that rural communities are numerous and

varied, and it would be difficult to assume the experiences and influences of students in one community are like another just because of a national analysis. It is important to honor the uniqueness of each community and student, but this may provide a starting point for investigating individual cases.

A significant limitation to the HSLS:09 data collection is the use of "more than one race, non-Hispanic" to encapsulate multiracial students. Given the findings for singular racial identities, it is logical to assume there would be great variation within this demographic depending on a student's family history. Critical researchers of race and rurality should disaggregate this category as best as possible in future research. Similarly, many variables were unable to be properly examined because the number of responses for some options measured fewer than five – notably for American Indian and Native Hawaiian/Pacific Islander students. This was a limitation of the dataset but also given the nature of the survey, setting any sort of quota for responses would negate the intention of the comparisons.

Finally, when looking for significance with chi-square tests, a *z* score three standard deviations from the mean is conservative. There were many instances where percentages of responses significantly differed by two or more standard deviations and depending on the aim of future research, some of those comparisons may be perfectly reasonable to explore further.

Appendix B: Variables Used from HSLS:09 Dataset

Item Key

S/X1…	Base year data (2009)
S/X2…	First follow-up
S/X3…	Second follow-up
S/X4…	Third follow-up

Student Demographic Information

X1RACE	Student's race/ethnicity-composite
X1LOCALE	School locale (urbanicity)
X3NUMHSATTND	Number of schools attended
X4DISABLED	Ever had disability or special need

Academic Performance

X1SCHOOLBEL	Scale of student's sense of school belonging
X1SCHOOLENG	Scale of student's school engagement
X3TCREDAPIB	Credits earned in: AP/IB combined
X3TCREDPPSE	Credits earned with potential postsecondary credit
X3TGPATOT	Overall GPA computed

Cultural/Social Capital

S1TALKFUTURE	Does the student talk more to parents or friends about future plans
X1PAREDEXPCT	How far in school parent thinks student will go
X2PAREDEXPCT	How far in school parent thinks sample member will go
X2PAREDU	Either parent’s/guardian's highest level of education

X2HHUMBER	Number of 2012 household members
X3ELLSTATUS	English language learner status

Financial Resources

X2FAMINCOME	Total family income from all sources in 2011
X2POVERTY	Poverty indicator (Relative to 100% of Census poverty threshold)
X2POVERTY130	Poverty indicator (Relative to 130% of Census poverty threshold)
X2POVERTY185	Poverty indicator (Relative to 185% of Census poverty threshold)

Cost/Benefit of Options

S1TUITION	Student has information on costs at specific college
S1ESTIN	Estimate of tuition/mandatory fees for a public in-state 4-year college
S1PUBPRV	Student is more likely to go to public or private college
S1INOUTST	Student is more likely to go to public in-state/out-of-state college
S1OCC30THINK	How much student has thought about occupation at age 30

Short- and Long-term Plans

X1STUEDEXPCT	How far in school student thinks they will get
S1SURECLG	How sure student is that they will go to college to pursue a BA/BS
S1ABILITYBA	Student thinks they can complete a bachelor’s degree
S1BAAGE30	Student will be disappointed if they don't have a BA/BS by age 30

S1FYAA	Student plans to enroll in Associate's program*
S1FYBA	Student plans to enroll in bachelor's program
S1FYLICENSE	Student plans to obtain license or certificate
S1FYAPPR	Student plans to join apprenticeship program
S1FYMILITARY	Student plans to join the armed services
S1FYJOB	Student plans to get a job
S1FYFAMILY	Student plans to start a family
S1FYTRAVEL	Student plans to travel
S1FYVOLUN	Student plans to volunteer/do missionary work
S1FYNOTSURE	Student does not know what he/she will do
S2CLG2013	Expects to continue education after HS in fall 2013
S2WORK2013	Expects to work in fall 2013
S2SERVE2013	Expects to serve in the military in fall 2013
S2FAMILY2013	Expects to start family/take care of children in fall 2013
S2HS2013	Expects to attend HS/GED completion course in fall 2013
S2FOCUS2013	Main focus in fall 2013
S2WORKFT2013	Expects to work full-time or part-time in fall 2013
S2DEGREE2013	Type of program plans to enroll in fall 2013
S2CLGFT2013	Plans to enroll in college/school full-time or part-time in fall 2013

Outcomes

X3CLGANDWORK	Attend college and work status

* Specifically for the first year after high school

X3EARNPERHR1	Current job earnings per hour
X3EARNPERHR2	Other job earnings per hour
X3HSCRED	Teenager has high school credential
X3HSCREDTYPE	Type of high school credential
X3CLASSES	Taking postsecondary classes as of fall 2013
X3WORK	Working for pay as of fall 2013
S3FOCUS	Main focus as of Nov 1, 2013
X4EVERDROP	Ever dropped out of high school
X4EVRAPPCLG	Whether applied to or registered at a college
X4CLGAPPNUM	Number of colleges applied to when first applied
X4EVR2YPUB	Ever attended 2-year public institution after high school
X4HS2PSMOS	Months between high school and postsecondary education
X4PS1SECTOR	First postsecondary institution sector
X4PS1SELECT	First postsecondary institution selectivity
X4REFSECTOR	Sector of reference institution (2016)
X4ENTRYMAJ23	Major considering upon postsecondary entry- 23 categories
X4RFDGMJ123	Reference degree major - 23 categories
X4RFDGSAMEMAJ	Major for reference degree is initial considered major
X4INCOMECAT	Respondent's income - categorical form

Appendix C: SPSS Output Tables

Table B1

P *Values for Significantly Different Populations: Race by Locale*

		American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
		Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
S1ABILITYBA	Definitely								.000						.000
	Definitely not	.046										.[a]	.[a]	.016	
	Probably							.000							
	Probably not													.000	
S1BAAGE30	No									.009			.049	.003	
	Yes										.009	.049			.003
S1ESTIN	2000													.000	
	5000													.000	
	10000														
	15000											.[a]			
	20000											.[a]			
	25000			.034								.[a]			.000
	30000														.013
	50000														
S1FYAA	No														.016

		American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
		Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
	Yes													.016	
S1FYAPPR	No	.[a]													
	Yes	.[a]													
S1FYBA	No							.035						.000	
	Yes								.035						.000
S1FYFAMILY	No														.003
	Yes													.003	
S1FYJOB	No			.044											.012
	Yes				.044									.012	
S1FYLICENSE	No														
	Yes														
S1FYMILITARY	No														
	Yes														
S1FYNOTSURE	No					.023									
	Yes						.023								
S1FYTRAVEL	No														
	Yes														
S1FYVOLUN	No	.[a]													
	Yes	.[a]													

		American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
		Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
S1INOUTST	Haven't thought about this	.[a]										.[a]			
	In-state														
	Out of state														
S1OCC30THINK	A little														
	A lot														
	Not at all	.[a]	.[a]					.017				.[a]	.[a]		
	Somewhat														
S1PUBPRV	Haven't thought about this						.034		.030						.000
	Private						.002		.036		.031				.000
	Public					.000		.000						.000	
S1SURECLG	Very sure about going								.010						
	Very sure about not going	.[a]	.[a]	.[a]						.[a]		.[a]	.[a]		
	Will probably go							.031							
	Will probably not go	.[a]										.[a]	.[a]		
S1TALKFUTURE	Don't talk to parents/friends about plan														

		American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
		Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
	More to friends than parents						.049								
	More to parents than friends														
	Mostly to friends													.020	
	Mostly to parents														
	To parents and friends about the same														
S1TUITION	No													.021	
	Yes														.021
S2CLG2013	Don't Know							.002						.000	
	No									.049				.005	
	Yes								.001						.000
S2CLGFT2013	Don't know									.026					
	Full-time								.023						.000
	Part-time	.007									.008			.002	
S2DEGREE2013	Associate's degree program													.000	
	Bachelor's degree program														.000

		American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
		Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
	Certificate/diploma program at a school providing occupational training							.018						.000	
	Haven't thought about this yet						.044								
S2FAMILY2013	Don't Know													.000	
	No								.037						.000
	Yes													.000	
S2FOCUS2013	Attending high school/GED completion course											.[a]		.019	
	Continuing education after high school														.000
	Serving in the military														
	Starting family/taking care of children	.[a]						.012				.[a]		.004	
	Working											.[a]		.001	
S2HS2013	Don't Know						.016								

		American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
		Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
	No														.000
	Yes													.000	
S2SERVE2013	Don't Know													.006	
	No										.050				.001
	Yes									.003					
S2WORK2013	Don't Know				.026				.047						
	No			.004											.000
	Yes													.000	
S2WORKFT2013	Don't know														
	Full-time					.044		.000						.000	
	Part-time								.002		.039				.000
S3FOCUS	Attending high school or homeschool														
	Equally focused on more than one of these													.000	
	Item not administered: abbreviated interview									.025		.[a]			

		American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
		Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
	Participating in an apprenticeship program	.[a]	.[a]		.[a]			.[a]				.[a]	.[a]		
	Serving in the military	.013						.038							
	Starting family or taking care of your/his/her children	.[a]		.[a]						.000		.[a]		.000	
	Taking classes from postsecondary institution								.002		.027				.000
	Taking course to prepare for the GED/other high school equivalency exam	.[a]		.[a]											
	Working for pay							.000						.000	
X1PAREDEXPCT	Complete a Bachelor's degree														
	Complete a Master's degree								.034						.000

		American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
		Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
	Complete an Associate's degree					.026								.000	
	Complete Ph.D/M.D/Law/other prof degree						.012		.040						.031
	Don't know													.032	
	High school diploma or GED													.000	
	Less than high school	.[a]	.[a]	.[a]	.[a]	.[a]						.[a]		.047	
	Start a Bachelor's degree	.[a]	.[a]									.[a]			
	Start a Master's degree	.[a]										.[a]	.[a]		.004
	Start an Associate's degree											.[a]	.[a]		
	Start Ph.D/M.D/Law/other prof degree	.[a]	.[a]			.[a]		.018		.[a]		.[a]	.[a]		
X1STUEDEXPCT	Complete a Bachelor's degree														

	American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
Complete a Master's degree														.000
Complete an Associate's degree							.030						.000	
Complete Ph.D/M.D/Law/other prof degree								.000						.002
Don't know							.032							
High school diploma or GED													.000	
Less than high school	.[a]										.[a]			
Start a Bachelor's degree		.[a]	.[a]								.[a]	.[a]		
Start a Master's degree		.[a]									.[a]			
Start an Associate's degree	.[a]										.[a]		.018	
Start Ph.D/M.D/Law/other prof degree											.[a]			

		American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
		Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
X2FAMILYINC	Family income >														.030
OME	$115,000 and <=														
	$135,000														
	Family income >	.[a]		.010											.000
	$135,000 and <=														
	$155,000														
	Family income >							.000						.000	
	$15,000 and <=														
	$35,000														
	Family income >														.015
	$155,000 and														
	<=$175,000														
	Family income >	.[a]		.017		.006						.[a]	.[a]		.000
	$175,000 and <=														
	$195,000														
	Family income >	.[a]										.[a]	.[a]		.000
	$195,000 and <=														
	$215,000														
	Family income >	.[a]	.[a]							.030		.[a]			.023
	$215,000 and <=														
	$235,000														

		American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
		Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
	Family income > $235,000	.[a]							.001		.001				.000
	Family income > $35,000 and <= $55,000													.000	
	Family income > $55,000 and <= $75,000											.[a]		.048	
	Family income > $75,000 and <= $95,000														
	Family income > $95,000 and <= $115,000								.025						.003
	Family income less than or equal to $15,000											.000		.000	
X2HHNUMBER	10 Household members		.[a]	.[a]						.[a]		.[a]	.[a]		
	11+ Household members	.[a]	.[a]									.[a]		.001	

		American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
		Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
	2 or less Household members														
	3 Household members										.048				
	4 Household members								.021						.009
	5 Household members														
	6 Household members													.047	
	7 Household members							.003							
	8 Household members														
	9 Household members	.[a]		.035		.028				.043		.[a]			
X2PAREDEXPCT	Complete Associate's degree													.001	
	Complete Bachelor's degree														

	American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
Complete certificate/diploma from school providing occupational training						.008							.002	
Complete HS diploma/GED/alternative HS credential							.031						.000	
Complete Master's degree		.047						.001						.000
Complete Ph.D./M.D./law degree/other high level professional degree														.000
Don't know					.034		.000				.001		.028	
Less than high school completion	.[a]						.018				.[a]		.001	
Start, but not complete Associate's degree											.[a]			

		American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
		Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
	Start, but not complete Bachelor's degree			.[a]			.044				.021		.[a]		
	Start, but not complete certificate/diploma from school providing occ training	.[a]	.[a]	.[a]		.[a]						.[a]	.[a]		
	Start, but not complete Master's degree	.[a]	.[a]	.003						.043		.[a]		.002	
	Start, but not complete Ph.D./M.D./law degree/high level professional degree		.[a]		.029							.[a]	.[a]		
X2PAREDU	Associate's degree		.010											.000	
	Bachelor's degree								.010						.000

		American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
		Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
	Certificate/diploma from school providing occupational training				.013							.049		.000	
	High school diploma or GED or alterntive HS credential	.035												.000	
	Less than high school	.[a]						.001						.002	
	Master's degree								.021						.000
	Ph.D/M.D/Law/other high lvl prof degree								.007			.[a]			.000
X2POVERTY	At or above poverty threshold								.030				.006		.000
	Below poverty threshold							.030				.006		.000	
X2POVERTY120	At or above 130% poverty threshold								.014		.021		.000		.000
	Below 130% poverty threshold							.014		.021		.000		.000	

		American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
		Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
X2POVERTY185	At or above 185% poverty threshold								.001		.007		.013		.000
	Below 185% poverty threshold							.001		.007		.013		.000	
X3CLASSES	Don't know							.028				.[a]		.000	
	No							.000						.000	
	Yes								.000						.000
X3CLGANDWORK	Both Postsecondary classes and working/apprenticing								.005						
	Neither taking classes nor working/apprenticing									.038					
	Postsecondary classes only														.000
	Undecided or not known														
	Working/apprenticing only							.001						.000	

		American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
		Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
X3EARNPERHR1	6.0											.[a]			
	7.0							.013				.037			
	8.0														
	9.0											.[a]			.002
	10.0						.045				.023				
	12.5			.037						.044		.[a]	.[a]		
	15.0	.[a]										.[a]			
	20.0	.[a]		.[a]		.[a]									
	25.0	.[a]	.[a]									.[a]	.[a]	.026	
X3EARNPERHR2	6.0	.[a]	.[a]									.[a]	.[a]		
	7.0	.[a]	.[a]	.[a]						.[a]		.[a]			
	8.0	.[a]	.[a]									.[a]	.[a]		
	9.0	.[a]										.[a]	.[a]		
	10.0		.[a]									.[a]			
	12.5		.[a]				.[a]					.[a]	.[a]		
	15.0	.[a]	.[a]	.[a]				.[a]				.[a]	.[a]		
	20.0	.[a]	.[a]	.[a]		.[a]		.[a]				.[a]	.[a]		
	25.0	.[a]				.[a]		.[a]				.[a]	.[a]		

		American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
		Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
X3ELLSTATUS	English as second language			.024			.014								.000
	Not English as second language				.024	.014								.000	
X3HSCRED	No						.001								
	Yes					.001									
X3HSCREDTYPE	Certificate of attendance	.[a]	.[a]									.[a]	.[a]		
	GED or other high school equivalency								.050			.[a]		.016	
	High school diploma											.[a]			.005
X3NUMHSATTND	1					.005									
	2						.008								
	3	.[a]										.[a]			
	4		.[a]	.[a]	.[a]							.[a]	.[a]		
X3TCREDPPSE	.0												.[a]		
	.5	.[a]	.[a]										.[a]		
	1.0	.[a]										.[a]	.[a]		
	1.5	.[a]	.[a]									.[a]	.[a]		
	2.0		.[a]	.002		.007						.[a]	.[a]		
	2.5	.[a]	.[a]	.[a]								.[a]	.[a]		

		American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
		Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
	3.0	.[a]										.[a]	.[a]		
	3.5		.[a]			.[a]				.[a]		.[a]	.[a]		
	4.0	.[a]	.[a]	.016								.[a]	.[a]		
	5.0	.[a]										.[a]	.[a]		
	6.0	.[a]				.[a]				.[a]		.[a]	.[a]		
	7.0	.[a]				.[a]						.[a]	.[a]		
X3TGPATOT	.25											.[a]	.[a]		
	.50						.000		.042			.[a]			
	1.00				.032										
	1.50											.[a]		.046	
	2.00													.002	
	2.50					.035								.012	
	3.00							.015							
	3.50					.016			.034						.000
	4.00			.028											
X3WORK	Don't know														
	No														.000
	Yes													.000	
	0							.000						.000	

		American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
		Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
X4CLGAPPNUM	1													.015	
	2													.001	
	3	.006													
	4	.[a]													.002
	5		.[a]								.042	.[a]			.000
	6	.[a]													.000
	7	.[a]							.048	.005		.[a]			.000
	8	.[a]	.[a]						.018				.[a]		.000
	9	.[a]	.[a]									.[a]			
	10	.[a]										.[a]			.021
	11	.[a]	.[a]						.009			.[a]	.[a]		.000
X4DISABLED	No							.031							
	Yes								.031						
X4ENTRYMAJ23	Agriculture and natural resources	.[a]		.[a]								.[a]	.[a]	.004	
	Architecture	.[a]	.[a]			.[a]				.[a]		.[a]			
	Biological and physical science, science tech			.008								.046			
	Business										.019	.[a]			.024

	American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
Computer and information sciences											.[a]			
Communications	.[a]										.[a]			
Design and applied arts	.[a]	.[a]										.[a]		
Education		.[a]												
Engineering and engineering technology														.015
General studies and other											.[a]			
Health care fields													.044	
History	.[a]	.[a]			.[a]						.[a]	.[a]		
Humanities	.[a]										.[a]			.039
Law and legal studies	.[a]	.[a]									.[a]			
Manufacturing, construction, repair, transportation							.038		.018				.000	
Mathematics	.[a]	.[a]			.[a]						.[a]	.[a]		

		American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
		Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
	Military technology and protective services	.[a]										.[a]			
	Personal and consumer services							.048				.[a]			
	Psychology	.[a]										.[a]	.[a]		
	Public administration and human services	.[a]	.[a]									.[a]	.[a]		
	Social sciences		.[a]				.001								
	Theology and religious vocations	.[a]	.[a]		.[a]	.[a]	.[a]	.[a]				.[a]	.[a]		
	Undeclared/undecided											.[a]			
X4EVERDROP	No					.024									.038
	Yes						.024							.038	
X4EVR2YPUB	No	.005													
	Yes		.005												
X4EVRAPPCLG	Applied or registered								.000						.000
	Never applied or registered							.000						.000	

		American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
		Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
X4INCOMECAT	$1,000 or less								.012						.009
	$1,001-$2,500											.[a]			.001
	$10,001-$15,000														
	$15,001-$20,000													.000	
	$2,501-$5,000														.002
	$20,001-$25,000													.000	
	$25,001-$30,000							.002				.[a]		.043	
	$30,001-$35,000	.[a]						.013							
	$35,001-$45,000	.[a]	.[a]					.006				.[a]	.[a]	.023	
	$45,001-$55,000		.[a]									.[a]	.[a]		
	$5,001-$10,000					.000									
	$55,001 and above	.[a]	.[a]	.[a]						.[a]			.[a]	.000	
	No income								.007						
X4PS1SECTOR	For-profit, 2-year	.[a]											.[a]	.019	
	For-profit, 4-year or above	.[a]	.[a]									.[a]			
	For-profit, less than 2-year	.[a]	.[a]	.[a]								.[a]	.[a]		
	Private nonprofit, 2-year	.[a]	.[a]	.[a]								.[a]	.[a]		

	American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
Private nonprofit, 4-year or above, doctorate granting						.022					.[a]			.000
Private nonprofit, 4-year or above, nondoctorate granting								.036			.[a]			
Private nonprofit, less than 2-year	.[a]	.[a]	.[a]	.[a]							.[a]	.[a]		
Public, 2-year													.000	
Public, 4-year or above, doctorate granting	.020													.004
Public, 4-year or above, nondoctorate granting, primarily baccalaureate	.[a]													
Public, 4-year or above, nondoctorate granting, primarily subbaccalaureate	.[a]										.[a]		.001	

		American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
		Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
	Public, less than 2-year		.[a]			.029						.[a]	.[a]		
X4PS1SELECT	Highly selective, 4-year institution						.009		.000			.037			.000
	Inclusive, 4-year institution													.001	
	Moderately selective, 4-year institution														
	Selectivity not classified, 2-year institution													.000	
	Selectivity not classified, 4-year institution											.[a]			
	Selectivity not classified, less than 2-year institution		.[a]									.[a]	.[a]		
X4REFSECTOR	For-profit, 2-year	.[a]		.[a]										.005	
	For-profit, 4-year or above											.[a]			

	American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
For-profit, less than 2-year	.[a]	.[a]	.[a]									.[a]		
Private nonprofit, 2-year	.[a]	.[a]	.[a]								.[a]	.[a]	.011	
Private nonprofit, 4-year or above, doctorate granting	.[a]										.[a]			.000
Private nonprofit, 4-year or above, nondoctorate granting	.018										.[a]			
Private nonprofit, less than 2-year	.[a]	.[a]									.[a]	.[a]		
Public, 2-year		.029											.000	
Public, 4-year or above, doctorate granting	.022													.000
Public, 4-year or above, nondoctorate granting, primarily baccalaureate	.[a]													

		American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
		Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
	Public, 4-year or above, nondoctorate granting, primarily subbaccalaureate	.[a]										.[a]		.028	
	Public, less than 2-year		.[a]	.[a]								.[a]	.[a]		
X4RFDGMJ123	Agriculture and natural resources	.[a]										.[a]	.[a]	.001	
	Architecture	.[a]	.[a]			.[a]						.[a]			
	Biological and physical science, science tech			.002											
	Business										.019				
	Computer and information sciences											.[a]			
	Communications	.[a]										.[a]			.047
	Design/applied arts	.[a]	.[a]										.[a]		
	Don't know											.[a]		.006	
	Education			.029										.042	
	Engineering and engineering technology											.[a]			.002

	American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
General studies and other	.[a]										.[a]	.[a]		
Health care fields		.019									.[a]		.020	
History	.[a]	.[a]			.[a]				.[a]		.[a]			
Humanities	.[a]										.[a]	.[a]		
Law and legal studies	.[a]	.[a]									.[a]			
Manufacturing, construction, repair, transportation									.040				.000	
Mathematics	.[a]	.[a]				.[a]			.[a]			.[a]		
Military technology and protective services											.[a]			
Personal and consumer services							.023				.[a]	.[a]		
Psychology	.[a]										.[a]	.[a]		
Public administration and human services	.[a]	.[a]									.[a]	.[a]		
Social sciences		.[a]				.009								.016

		American Indian/ Alaska Native		Asian		Black/ African American		Hispanic		More than one race		Native Hawaiian/ Pacific Islander		White	
		Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural	Rural	Non-Rural
	Theology and religious vocations	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]				.[a]	.[a]		
X4RFDGSAME MAJ	No										.024				
	Yes									.024					

Results are based on two-sided tests. For each significant pair has $p < .05$. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Benjamini-Hochberg correction.

a. This category is not used in comparisons because its column proportion is equal to zero or one.

Table B2

*Chi-Square Crosstabulation: S1ABILITYBA * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S1ABILITYBA	Definitely	21[a]	43.8%	.0	47[a]	43.5%	.0	68	43.6%
		Definitely not	5[a]	10.4%	2.0	<5[b]	n<5	n<5	8	5.1%
		Probably	17[a]	35.4%	-1.1	48[a]	44.4%	1.1	65	41.7%
		Probably not	5[a]	10.4%	.2	10[a]	9.3%	-.2	15	9.6%
	Total		48	100.0%		108	100.0%		156	100.0%
Asian	S1ABILITYBA	Definitely	212[a]	58.2%	1.8	668[a]	52.8%	-1.8	880	54.0%
		Definitely not	<5[a]	n<5	n<5	9[a]	0.7%	.3	11	0.7%
		Probably	140[a]	38.5%	-1.5	541[a]	42.7%	1.5	681	41.8%
		Probably not	10[a]	2.7%	-.9	48[a]	3.8%	.9	58	3.6%
	Total		364	100.0%		1266	100.0%		1630	100.0%
Black/African American	S1ABILITYBA	Definitely	306[a]	57.4%	1.2	877[a]	54.5%	-1.2	1183	55.2%
		Definitely not	9[a]	1.7%	.5	22[a]	1.4%	-.5	31	1.4%
		Probably	199[a]	37.3%	-.9	635[a]	39.4%	.9	834	38.9%
		Probably not	19[a]	3.6%	-1.1	76[a]	4.7%	1.1	95	4.4%
	Total		533	100.0%		1610	100.0%		2143	100.0%

Hispanic	S1ABILITYBA	Definitely	258_{a}	32.3%	-5.6	1140_{b}	43.4%	5.6	1398	40.8%
		Definitely not	16_{a}	2.0%	.4	47_{a}	1.8%	-.4	63	1.8%
		Probably	439_{a}	54.9%	4.3	1215_{b}	46.2%	-4.3	1654	48.2%
		Probably not	87_{a}	10.9%	1.9	227_{a}	8.6%	-1.9	314	9.2%
	Total		800	100.0%		2629	100.0%		3429	100.0%
More than one race	S1ABILITYBA	Definitely	224_{a}	52.1%	.4	737_{a}	50.9%	-.4	961	51.1%
		Definitely not	5_{a}	1.2%	-.2	19_{a}	1.3%	.2	24	1.3%
		Probably	173_{a}	40.2%	-.4	600_{a}	41.4%	.4	773	41.1%
		Probably not	28_{a}	6.5%	.1	93_{a}	6.4%	-.1	121	6.4%
	Total		430	100.0%		1449	100.0%		1879	100.0%
Native Hawaiian/Pacific Islander	S1ABILITYBA	Definitely	8_{a}	34.8%	-1.0	39_{a}	45.9%	1.0	47	43.5%
		Probably	14_{a}	60.9%	1.5	37_{a}	43.5%	-1.5	51	47.2%
		Probably not	$<5_{a}$	n<5	n<5	9_{a}	10.6%	.9	10	9.3%
	Total		23	100.0%		85	100.0%		108	100.0%
White	S1ABILITYBA	Definitely	1318_{a}	46.5%	-3.7	4442_{b}	50.5%	3.7	5760	49.5%
		Definitely not	59_{a}	2.1%	2.4	126_{b}	1.4%	-2.4	185	1.6%
		Probably	1194_{a}	42.2%	.2	3685_{a}	41.9%	-.2	4879	42.0%
		Probably not	261_{a}	9.2%	5.6	541_{b}	6.2%	-5.6	802	6.9%
	Total		2832	100.0%		8794	100.0%		11626	100.0%

Total	S1ABILITYBA	Definitely	2347_{a}	46.7%	-4.0	7950_{b}	49.9%	4.0	10297	49.1%
		Definitely not	96_{a}	1.9%	2.5	226_{b}	1.4%	-2.5	322	1.5%
		Probably	2176_{a}	43.3%	1.1	6761_{a}	42.4%	-1.1	8937	42.6%
		Probably not	411_{a}	8.2%	4.6	1004_{b}	6.3%	-4.6	1415	6.7%
	Total		5030	100.0%		15941	100.0%		20971	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B3

*Chi-Square Crosstabulation: S1BAAGE30 * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
American Indian/Alaska Native	S1BAAGE30	No	12_a	25.0%	1.5	16_a	15.0%	-1.5	28	18.1%
		Yes	36_a	75.0%	-1.5	91_a	85.0%	1.5	127	81.9%
	Total		48	100.0%		107	100.0%		155	100.0%
Asian	S1BAAGE30	No	37_a	10.1%	-1.0	153_a	12.0%	1.0	190	11.6%
		Yes	329_a	89.9%	1.0	1123_a	88.0%	-1.0	1452	88.4%
	Total		366	100.0%		1276	100.0%		1642	100.0%
Black/African American	S1BAAGE30	No	102_a	19.2%	.8	284_a	17.7%	-.8	386	18.1%
		Yes	428_a	80.8%	-.8	1324_a	82.3%	.8	1752	81.9%
	Total		530	100.0%		1608	100.0%		2138	100.0%
Hispanic	S1BAAGE30	No	137_a	17.1%	.2	443_a	16.8%	-.2	580	16.9%
		Yes	665_a	82.9%	-.2	2191_a	83.2%	.2	2856	83.1%
	Total		802	100.0%		2634	100.0%		3436	100.0%
More than one race	S1BAAGE30	No	90_a	21.0%	2.6	227_b	15.6%	-2.6	317	16.9%
		Yes	338_a	79.0%	-2.6	1225_b	84.4%	2.6	1563	83.1%
	Total		428	100.0%		1452	100.0%		1880	100.0%

Native Hawaiian/Pacific Islander	S1BAAGE30	No	<5$_a$	n<5	n<5	19$_b$	22.4%	2.0	20	18.5%
		Yes	22$_a$	95.7%	2.0	66$_b$	77.6%	-2.0	88	81.5%
	Total		23	100.0%		85	100.0%		108	100.0%
White	S1BAAGE30	No	530$_a$	18.6%	3.0	1431$_b$	16.2%	-3.0	1961	16.8%
		Yes	2314$_a$	81.4%	-3.0	7379$_b$	83.8%	3.0	9693	83.2%
	Total		2844	100.0%		8810	100.0%		11654	100.0%
Total	S1BAAGE30	No	909$_a$	18.0%	3.2	2573$_b$	16.1%	-3.2	3482	16.6%
		Yes	4132$_a$	82.0%	-3.2	13399$_b$	83.9%	3.2	17531	83.4%
	Total		5041	100.0%		15972	100.0%		21013	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B4

*Chi-Square Crosstabulation: S1FYAA * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S1FYAA	No	44_a	91.7%	1.3	90_a	84.1%	-1.3	134	86.5%
		Yes	$<5_a$	n<5	n<5	17_a	15.9%	1.3	21	13.5%
	Total		48	100.0%		107	100.0%		155	100.0%
Asian	S1FYAA	No	320_a	88.2%	1.1	1089_a	85.8%	-1.1	1409	86.3%
		Yes	43_a	11.8%	-1.1	180_a	14.2%	1.1	223	13.7%
	Total		363	100.0%		1269	100.0%		1632	100.0%
Black/African American	S1FYAA	No	441_a	82.6%	-1.7	1380_a	85.7%	1.7	1821	84.9%
		Yes	93_a	17.4%	1.7	231_a	14.3%	-1.7	324	15.1%
	Total		534	100.0%		1611	100.0%		2145	100.0%
Hispanic	S1FYAA	No	655_a	81.5%	-.2	2148_a	81.8%	.2	2803	81.7%
		Yes	149_a	18.5%	.2	478_a	18.2%	-.2	627	18.3%
	Total		804	100.0%		2626	100.0%		3430	100.0%
More than one race	S1FYAA	No	353_a	82.9%	-.1	1208_a	83.1%	.1	1561	83.0%
		Yes	73_a	17.1%	.1	246_a	16.9%	-.1	319	17.0%
	Total		426	100.0%		1454	100.0%		1880	100.0%

Native Hawaiian/Pacific Islander	S1FYAA	No	18_a	78.3%	-.6	71_a	83.5%	.6	89	82.4%
		Yes	5_a	21.7%	.6	14_a	16.5%	-.6	19	17.6%
	Total		23	100.0%		85	100.0%		108	100.0%
White	S1FYAA	No	2405_a	84.4%	-2.4	7607_b	86.2%	2.4	10012	85.8%
		Yes	444_a	15.6%	2.4	1215_b	13.8%	-2.4	1659	14.2%
	Total		2849	100.0%		8822	100.0%		11671	100.0%
Total	S1FYAA	No	4236_a	83.9%	-2.0	13593_b	85.1%	2.0	17829	84.8%
		Yes	811_a	16.1%	2.0	2381_b	14.9%	-2.0	3192	15.2%
	Total		5047	100.0%		15974	100.0%		21021	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B5

*Chi-Square Crosstabulation: S1ESTIN * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S1ESTIN	2000	13_a	35.1%	1.0	17_a	25.8%	-1.0	30	29.1%
		5000	$<5_a$	n<5	n<5	15_a	22.7%	1.9	18	17.5%
		10000	$<5_a$	n<5	n<5	9_a	13.6%	.4	13	12.6%
		15000	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	5	4.9%
		20000	5_a	13.5%	1.6	$<5_a$	n<5	n<5	8	7.8%
		25000	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
		30000	$<5_a$	n<5	n<5	5_a	7.6%	.4	7	6.8%
		50000	6_a	16.2%	-.3	12_a	18.2%	.3	18	17.5%
	Total		37	100.0%		66	100.0%		103	100.0%
Asian	S1ESTIN	2000	49_a	18.2%	.7	148_a	16.3%	-.7	197	16.8%
		5000	25_a	9.3%	-.7	97_a	10.7%	.7	122	10.4%
		10000	42_a	15.6%	-1.1	167_a	18.4%	1.1	209	17.8%
		15000	17_a	6.3%	-.4	64_a	7.1%	.4	81	6.9%
		20000	27_a	10.0%	-.3	97_a	10.7%	.3	124	10.5%
		25000	21_a	7.8%	2.1	41_b	4.5%	-2.1	62	5.3%
		30000	26_a	9.7%	.4	81_a	8.9%	-.4	107	9.1%
		50000	62_a	23.0%	-.1	212_a	23.4%	.1	274	23.3%
	Total		269	100.0%		907	100.0%		1176	100.0%

Black/African American	S1ESTIN	2000	94[a]	23.8%	-1.5	341[a]	27.6%	1.5	435	26.7%
		5000	53[a]	13.4%	.5	154[a]	12.4%	-.5	207	12.7%
		10000	60[a]	15.2%	.1	185[a]	15.0%	-.1	245	15.0%
		15000	27[a]	6.8%	.7	73[a]	5.9%	-.7	100	6.1%
		20000	27[a]	6.8%	-1.0	105[a]	8.5%	1.0	132	8.1%
		25000	25[a]	6.3%	1.7	53[a]	4.3%	-1.7	78	4.8%
		30000	36[a]	9.1%	1.1	91[a]	7.4%	-1.1	127	7.8%
		50000	73[a]	18.5%	-.2	235[a]	19.0%	.2	308	18.9%
	Total		395	100.0%		1237	100.0%		1632	100.0%
Hispanic	S1ESTIN	2000	139[a]	25.5%	.1	471[a]	25.3%	-.1	610	25.4%
		5000	75[a]	13.8%	.2	250[a]	13.4%	-.2	325	13.5%
		10000	100[a]	18.3%	1.7	284[a]	15.3%	-1.7	384	16.0%
		15000	37[a]	6.8%	.4	117[a]	6.3%	-.4	154	6.4%
		20000	48[a]	8.8%	-.1	167[a]	9.0%	.1	215	8.9%
		25000	25[a]	4.6%	-.6	98[a]	5.3%	.6	123	5.1%
		30000	35[a]	6.4%	-.7	135[a]	7.3%	.7	170	7.1%
		50000	86[a]	15.8%	-1.3	338[a]	18.2%	1.3	424	17.6%
	Total		545	100.0%		1860	100.0%		2405	100.0%
More than one race	S1ESTIN	2000	59[a]	18.8%	-.3	213[a]	19.7%	.3	272	19.5%
		5000	37[a]	11.8%	-.3	134[a]	12.4%	.3	171	12.2%
		10000	46[a]	14.6%	-.2	163[a]	15.1%	.2	209	15.0%
		15000	24[a]	7.6%	.2	79[a]	7.3%	-.2	103	7.4%
		20000	48[a]	15.3%	1.8	124[a]	11.4%	-1.8	172	12.3%
		25000	10[a]	3.2%	-1.5	57[a]	5.3%	1.5	67	4.8%

		30000	28[a]	8.9%	1.0	78[a]	7.2%	-1.0	106	7.6%
		50000	62[a]	19.7%	-.7	235[a]	21.7%	.7	297	21.3%
	Total		314	100.0%		1083	100.0%		1397	100.0%
Native Hawaiian/Pacific Islander	S1ESTIN	2000	<5[a]	n<5	n<5	10[a]	16.4%	1.0	11	14.5%
		5000	5[a]	33.3%	1.7	9[a]	14.8%	-1.7	14	18.4%
		10000	<5[a]	n<5	n<5	12[a]	19.7%	.0	15	19.7%
		15000	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		20000	<5[a]	n<5	n<5	6[a]	9.8%	1.3	6	7.9%
		25000	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		30000	<5[a]	n<5	n<5	7[a]	11.5%	.5	8	10.5%
		50000	5[a]	33.3%	1.3	11[a]	18.0%	-1.3	16	21.1%
	Total		15	100.0%		61	100.0%		76	100.0%
White	S1ESTIN	2000	413[a]	20.1%	4.2	1037[b]	16.1%	-4.2	1450	17.1%
		5000	330[a]	16.1%	4.1	806[b]	12.5%	-4.1	1136	13.4%
		10000	343[a]	16.7%	-1.6	1177[a]	18.3%	1.6	1520	17.9%
		15000	164[a]	8.0%	-1.2	569[a]	8.9%	1.2	733	8.6%
		20000	212[a]	10.3%	-1.9	762[a]	11.9%	1.9	974	11.5%
		25000	93[a]	4.5%	-3.8	444[b]	6.9%	3.8	537	6.3%
		30000	142[a]	6.9%	-2.5	556[b]	8.7%	2.5	698	8.2%
		50000	353[a]	17.2%	.5	1074[a]	16.7%	-.5	1427	16.8%
	Total		2050	100.0%		6425	100.0%		8475	100.0%
Total	S1ESTIN	2000	768[a]	21.2%	2.6	2237[b]	19.2%	-2.6	3005	19.7%
		5000	528[a]	14.6%	3.1	1465[b]	12.6%	-3.1	1993	13.1%
		10000	598[a]	16.5%	-.9	1997[a]	17.2%	.9	2595	17.0%

	15000	271$_a$	7.5%	-.7	909$_a$	7.8%	.7	1180	7.7%
	20000	367$_a$	10.1%	-1.3	1264$_a$	10.9%	1.3	1631	10.7%
	25000	176$_a$	4.9%	-2.6	697$_b$	6.0%	2.6	873	5.7%
	30000	270$_a$	7.4%	-1.4	953$_a$	8.2%	1.4	1223	8.0%
	50000	647$_a$	17.8%	-.5	2117$_a$	18.2%	.5	2764	18.1%
Total		3625	100.0%		11639	100.0%		15264	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B6

*Chi-Square Crosstabulation: S1FYAPPR * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S1FYAPPR	No	48_a	100.0%	1.5	102_a	95.3%	-1.5	150	96.8%
		Yes	$<5_a$	n<5	n<5	5_a	4.7%	1.5	5	3.2%
	Total		48	100.0%		107	100.0%		155	100.0%
Asian	S1FYAPPR	No	350_a	96.4%	1.0	1207_a	95.1%	-1.0	1557	95.4%
		Yes	13_a	3.6%	-1.0	62_a	4.9%	1.0	75	4.6%
	Total		363	100.0%		1269	100.0%		1632	100.0%
Black/African American	S1FYAPPR	No	518_a	97.0%	-1.0	1575_a	97.8%	1.0	2093	97.6%
		Yes	16_a	3.0%	1.0	36_a	2.2%	-1.0	52	2.4%
	Total		534	100.0%		1611	100.0%		2145	100.0%
Hispanic	S1FYAPPR	No	787_a	97.9%	1.8	2537_a	96.6%	-1.8	3324	96.9%
		Yes	17_a	2.1%	-1.8	89_a	3.4%	1.8	106	3.1%
	Total		804	100.0%		2626	100.0%		3430	100.0%
More than one race	S1FYAPPR	No	408_a	95.8%	.7	1381_a	95.0%	-.7	1789	95.2%
		Yes	18_a	4.2%	-.7	73_a	5.0%	.7	91	4.8%
	Total		426	100.0%		1454	100.0%		1880	100.0%

Native Hawaiian/Pacific Islander	S1FYAPPR	No	22_a	95.7%	-.5	83_a	97.6%	.5	105	97.2%
		Yes	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
	Total		23	100.0%		85	100.0%		108	100.0%
White	S1FYAPPR	No	2783_a	97.7%	1.1	8584_a	97.3%	-1.1	11367	97.4%
		Yes	66_a	2.3%	-1.1	238_a	2.7%	1.1	304	2.6%
	Total		2849	100.0%		8822	100.0%		11671	100.0%
Total	S1FYAPPR	No	4916_a	97.4%	2.0	15469_b	96.8%	-2.0	20385	97.0%
		Yes	131_a	2.6%	-2.0	505_b	3.2%	2.0	636	3.0%
	Total		5047	100.0%		15974	100.0%		21021	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B7

*Chi-Square Crosstabulation: S1FYBA * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S1FYBA	No	29_a	60.4%	1.0	55_a	51.4%	-1.0	84	54.2%
		Yes	19_a	39.6%	-1.0	52_a	48.6%	1.0	71	45.8%
	Total		48	100.0%		107	100.0%		155	100.0%
Asian	S1FYBA	No	126_a	34.7%	-.3	452_a	35.6%	.3	578	35.4%
		Yes	237_a	65.3%	.3	817_a	64.4%	-.3	1054	64.6%
	Total		363	100.0%		1269	100.0%		1632	100.0%
Black/African American	S1FYBA	No	231_a	43.3%	-1.8	770_a	47.8%	1.8	1001	46.7%
		Yes	303_a	56.7%	1.8	841_a	52.2%	-1.8	1144	53.3%
	Total		534	100.0%		1611	100.0%		2145	100.0%
Hispanic	S1FYBA	No	469_a	58.3%	2.1	1421_b	54.1%	-2.1	1890	55.1%
		Yes	335_a	41.7%	-2.1	1205_b	45.9%	2.1	1540	44.9%
	Total		804	100.0%		2626	100.0%		3430	100.0%
More than one race	S1FYBA	No	204_a	47.9%	.8	663_a	45.6%	-.8	867	46.1%
		Yes	222_a	52.1%	-.8	791_a	54.4%	.8	1013	53.9%
	Total		426	100.0%		1454	100.0%		1880	100.0%

Native Hawaiian/Pacific Islander	S1FYBA	No	11_a	47.8%	-.9	50_a	58.8%	.9	61	56.5%
		Yes	12_a	52.2%	.9	35_a	41.2%	-.9	47	43.5%
	Total		23	100.0%		85	100.0%		108	100.0%
White	S1FYBA	No	1483_a	52.1%	7.1	3922_b	44.5%	-7.1	5405	46.3%
		Yes	1366_a	47.9%	-7.1	4900_b	55.5%	7.1	6266	53.7%
	Total		2849	100.0%		8822	100.0%		11671	100.0%
Total	S1FYBA	No	2553_a	50.6%	5.8	7333_b	45.9%	-5.8	9886	47.0%
		Yes	2494_a	49.4%	-5.8	8641_b	54.1%	5.8	11135	53.0%
	Total		5047	100.0%		15974	100.0%		21021	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B8

*Chi-Square Crosstabulation: S1FYFAMILY * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S1FYFAMILY	No	45_a	93.8%	.1	100_a	93.5%	-.1	145	93.5%
		Yes	$<5_a$	n<5	n<5	7_a	6.5%	.1	10	6.5%
	Total		48	100.0%		107	100.0%		155	100.0%
Asian	S1FYFAMILY	No	348_a	95.9%	-.4	1223_a	96.4%	.4	1571	96.3%
		Yes	15_a	4.1%	.4	46_a	3.6%	-.4	61	3.7%
	Total		363	100.0%		1269	100.0%		1632	100.0%
Black/African American	S1FYFAMILY	No	493_a	92.3%	-.6	1500_a	93.1%	.6	1993	92.9%
		Yes	41_a	7.7%	.6	111_a	6.9%	-.6	152	7.1%
	Total		534	100.0%		1611	100.0%		2145	100.0%
Hispanic	S1FYFAMILY	No	740_a	92.0%	-.4	2427_a	92.4%	.4	3167	92.3%
		Yes	64_a	8.0%	.4	199_a	7.6%	-.4	263	7.7%
	Total		804	100.0%		2626	100.0%		3430	100.0%
More than one race	S1FYFAMILY	No	381_a	89.4%	-1.8	1340_a	92.2%	1.8	1721	91.5%
		Yes	45_a	10.6%	1.8	114_a	7.8%	-1.8	159	8.5%
	Total		426	100.0%		1454	100.0%		1880	100.0%

Native Hawaiian/Pacific Islander	S1FYFAMILY	No	22_a	95.7%	.1	81_a	95.3%	-.1	103	95.4%
		Yes	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	5	4.6%
	Total		23	100.0%		85	100.0%		108	100.0%
White	S1FYFAMILY	No	2643_a	92.8%	-3.0	8320_b	94.3%	3.0	10963	93.9%
		Yes	206_a	7.2%	3.0	502_b	5.7%	-3.0	708	6.1%
	Total		2849	100.0%		8822	100.0%		11671	100.0%
Total	S1FYFAMILY	No	4672_a	92.6%	-3.2	14991_b	93.8%	3.2	19663	93.5%
		Yes	375_a	7.4%	3.2	983_b	6.2%	-3.2	1358	6.5%
	Total		5047	100.0%		15974	100.0%		21021	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B9

*Chi-Square Crosstabulation: S1FYJOB * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S1FYJOB	No	33_a	68.8%	1.2	63_a	58.9%	-1.2	96	61.9%
		Yes	15_a	31.3%	-1.2	44_a	41.1%	1.2	59	38.1%
	Total		48	100.0%		107	100.0%		155	100.0%
Asian	S1FYJOB	No	253_a	69.7%	2.0	812_b	64.0%	-2.0	1065	65.3%
		Yes	110_a	30.3%	-2.0	457_b	36.0%	2.0	567	34.7%
	Total		363	100.0%		1269	100.0%		1632	100.0%
Black/African American	S1FYJOB	No	303_a	56.7%	.2	905_a	56.2%	-.2	1208	56.3%
		Yes	231_a	43.3%	-.2	706_a	43.8%	.2	937	43.7%
	Total		534	100.0%		1611	100.0%		2145	100.0%
Hispanic	S1FYJOB	No	424_a	52.7%	-.8	1425_a	54.3%	.8	1849	53.9%
		Yes	380_a	47.3%	.8	1201_a	45.7%	-.8	1581	46.1%
	Total		804	100.0%		2626	100.0%		3430	100.0%
More than one race	S1FYJOB	No	232_a	54.5%	.0	791_a	54.4%	.0	1023	54.4%
		Yes	194_a	45.5%	.0	663_a	45.6%	.0	857	45.6%
	Total		426	100.0%		1454	100.0%		1880	100.0%

Native Hawaiian/Pacific Islander	S1FYJOB	No	15_a	65.2%	1.2	43_a	50.6%	-1.2	58	53.7%
		Yes	8_a	34.8%	-1.2	42_a	49.4%	1.2	50	46.3%
	Total		23	100.0%		85	100.0%		108	100.0%
White	S1FYJOB	No	1681_a	59.0%	-2.5	5439_b	61.7%	2.5	7120	61.0%
		Yes	1168_a	41.0%	2.5	3383_b	38.3%	-2.5	4551	39.0%
	Total		2849	100.0%		8822	100.0%		11671	100.0%
Total	S1FYJOB	No	2941_a	58.3%	-1.3	9478_a	59.3%	1.3	12419	59.1%
		Yes	2106_a	41.7%	1.3	6496_a	40.7%	-1.3	8602	40.9%
	Total		5047	100.0%		15974	100.0%		21021	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B10

*Chi-Square Crosstabulation: S1FYLICENSE * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S1FYLICENSE	No	44_a	91.7%	-.4	100_a	93.5%	.4	144	92.9%
		Yes	$<5_a$	n<5	n<5	7_a	6.5%	-.4	11	7.1%
	Total		48	100.0%		107	100.0%		155	100.0%
Asian	S1FYLICENSE	No	319_a	87.9%	1.0	1089_a	85.8%	-1.0	1408	86.3%
		Yes	44_a	12.1%	-1.0	180_a	14.2%	1.0	224	13.7%
	Total		363	100.0%		1269	100.0%		1632	100.0%
Black/African American	S1FYLICENSE	No	460_a	86.1%	.6	1370_a	85.0%	-.6	1830	85.3%
		Yes	74_a	13.9%	-.6	241_a	15.0%	.6	315	14.7%
	Total		534	100.0%		1611	100.0%		2145	100.0%
Hispanic	S1FYLICENSE	No	698_a	86.8%	1.1	2239_a	85.3%	-1.1	2937	85.6%
		Yes	106_a	13.2%	-1.1	387_a	14.7%	1.1	493	14.4%
	Total		804	100.0%		2626	100.0%		3430	100.0%
More than one race	S1FYLICENSE	No	352_a	82.6%	-.8	1226_a	84.3%	.8	1578	83.9%
		Yes	74_a	17.4%	.8	228_a	15.7%	-.8	302	16.1%
	Total		426	100.0%		1454	100.0%		1880	100.0%

Native Hawaiian/Pacific Islander	S1FYLICENSE	No	21[a]	91.3%	1.2	69[a]	81.2%	-1.2	90	83.3%
		Yes	<5[a]	n<5	n<5	16[a]	18.8%	1.2	18	16.7%
	Total		23	100.0%		85	100.0%		108	100.0%
White	S1FYLICENSE	No	2548[a]	89.4%	-1.1	7955[a]	90.2%	1.1	10503	90.0%
		Yes	301[a]	10.6%	1.1	867[a]	9.8%	-1.1	1168	10.0%
	Total		2849	100.0%		8822	100.0%		11671	100.0%
Total	S1FYLICENSE	No	4442[a]	88.0%	.1	14048[a]	87.9%	-.1	18490	88.0%
		Yes	605[a]	12.0%	-.1	1926[a]	12.1%	.1	2531	12.0%
	Total		5047	100.0%		15974	100.0%		21021	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B11

*Chi-Square Crosstabulation: S1FYMILITARY * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S1FYMILITARY	No	38_a	79.2%	-1.4	94_a	87.9%	1.4	132	85.2%
		Yes	10_a	20.8%	1.4	13_a	12.1%	-1.4	23	14.8%
	Total		48	100.0%		107	100.0%		155	100.0%
Asian	S1FYMILITARY	No	349_a	96.1%	-.2	1223_a	96.4%	.2	1572	96.3%
		Yes	14_a	3.9%	.2	46_a	3.6%	-.2	60	3.7%
	Total		363	100.0%		1269	100.0%		1632	100.0%
Black/African American	S1FYMILITARY	No	507_a	94.9%	.5	1520_a	94.4%	-.5	2027	94.5%
		Yes	27_a	5.1%	-.5	91_a	5.6%	.5	118	5.5%
	Total		534	100.0%		1611	100.0%		2145	100.0%
Hispanic	S1FYMILITARY	No	731_a	90.9%	-.9	2415_a	92.0%	.9	3146	91.7%
		Yes	73_a	9.1%	.9	211_a	8.0%	-.9	284	8.3%
	Total		804	100.0%		2626	100.0%		3430	100.0%
More than one race	S1FYMILITARY	No	370_a	86.9%	-1.9	1310_a	90.1%	1.9	1680	89.4%
		Yes	56_a	13.1%	1.9	144_a	9.9%	-1.9	200	10.6%
	Total		426	100.0%		1454	100.0%		1880	100.0%

Native Hawaiian/Pacific Islander	S1FYMILITARY	No	20_a	87.0%	-1.2	80_a	94.1%	1.2	100	92.6%
		Yes	$<5_a$	n<5	n<5	5_a	5.9%	-1.2	8	7.4%
	Total		23	100.0%		85	100.0%		108	100.0%
White	S1FYMILITARY	No	2576_a	90.4%	-1.7	8068_a	91.5%	1.7	10644	91.2%
		Yes	273_a	9.6%	1.7	754_a	8.5%	-1.7	1027	8.8%
	Total		2849	100.0%		8822	100.0%		11671	100.0%
Total	S1FYMILITARY	No	4591_a	91.0%	-2.5	14710_b	92.1%	2.5	19301	91.8%
		Yes	456_a	9.0%	2.5	1264_b	7.9%	-2.5	1720	8.2%
	Total		5047	100.0%		15974	100.0%		21021	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B12

*Chi-Square Crosstabulation: S1FYNOTSURE * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S1FYNOTSURE	No	39_a	81.3%	-.3	89_a	83.2%	.3	128	82.6%
		Yes	9_a	18.8%	.3	18_a	16.8%	-.3	27	17.4%
	Total		48	100.0%		107	100.0%		155	100.0%
Asian	S1FYNOTSURE	No	299_a	82.4%	-1.1	1075_a	84.7%	1.1	1374	84.2%
		Yes	64_a	17.6%	1.1	194_a	15.3%	-1.1	258	15.8%
	Total		363	100.0%		1269	100.0%		1632	100.0%
Black/African American	S1FYNOTSURE	No	489_a	91.6%	2.3	1418_b	88.0%	-2.3	1907	88.9%
		Yes	45_a	8.4%	-2.3	193_b	12.0%	2.3	238	11.1%
	Total		534	100.0%		1611	100.0%		2145	100.0%
Hispanic	S1FYNOTSURE	No	687_a	85.4%	-.3	2255_a	85.9%	.3	2942	85.8%
		Yes	117_a	14.6%	.3	371_a	14.1%	-.3	488	14.2%
	Total		804	100.0%		2626	100.0%		3430	100.0%
More than one race	S1FYNOTSURE	No	388_a	91.1%	1.8	1279_a	88.0%	-1.8	1667	88.7%
		Yes	38_a	8.9%	-1.8	175_a	12.0%	1.8	213	11.3%
	Total		426	100.0%		1454	100.0%		1880	100.0%

Native Hawaiian/Pacific Islander	S1FYNOTSURE	No	20_a	87.0%	.5	70_a	82.4%	-.5	90	83.3%
		Yes	$<5_a$	n<5	n<5	15_a	17.6%	.5	18	16.7%
	Total		23	100.0%		85	100.0%		108	100.0%
White	S1FYNOTSURE	No	2486_a	87.3%	-.5	7729_a	87.6%	.5	10215	87.5%
		Yes	363_a	12.7%	.5	1093_a	12.4%	-.5	1456	12.5%
	Total		2849	100.0%		8822	100.0%		11671	100.0%
Total	S1FYNOTSURE	No	4408_a	87.3%	.4	13915_a	87.1%	-.4	18323	87.2%
		Yes	639_a	12.7%	-.4	2059_a	12.9%	.4	2698	12.8%
	Total		5047	100.0%		15974	100.0%		21021	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B13

*Chi-Square Crosstabulation: S1FYTRAVEL * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S1FYTRAVEL	No	42_a	87.5%	1.0	87_a	81.3%	-1.0	129	83.2%
		Yes	6_a	12.5%	-1.0	20_a	18.7%	1.0	26	16.8%
	Total		48	100.0%		107	100.0%		155	100.0%
Asian	S1FYTRAVEL	No	325_a	89.5%	1.3	1105_a	87.1%	-1.3	1430	87.6%
		Yes	38_a	10.5%	-1.3	164_a	12.9%	1.3	202	12.4%
	Total		363	100.0%		1269	100.0%		1632	100.0%
Black/African American	S1FYTRAVEL	No	472_a	88.4%	-.2	1430_a	88.8%	.2	1902	88.7%
		Yes	62_a	11.6%	.2	181_a	11.2%	-.2	243	11.3%
	Total		534	100.0%		1611	100.0%		2145	100.0%
Hispanic	S1FYTRAVEL	No	705_a	87.7%	-.1	2305_a	87.8%	.1	3010	87.8%
		Yes	99_a	12.3%	.1	321_a	12.2%	-.1	420	12.2%
	Total		804	100.0%		2626	100.0%		3430	100.0%
More than one race	S1FYTRAVEL	No	367_a	86.2%	1.5	1208_a	83.1%	-1.5	1575	83.8%
		Yes	59_a	13.8%	-1.5	246_a	16.9%	1.5	305	16.2%
	Total		426	100.0%		1454	100.0%		1880	100.0%

Native Hawaiian/Pacific Islander	S1FYTRAVEL	No	22_{a}	95.7%	1.4	72_{a}	84.7%	-1.4	94	87.0%
		Yes	$<5_{a}$	n<5	n<5	13_{a}	15.3%	1.4	14	13.0%
	Total		23	100.0%		85	100.0%		108	100.0%
White	S1FYTRAVEL	No	2561_{a}	89.9%	1.4	7850_{a}	89.0%	-1.4	10411	89.2%
		Yes	288_{a}	10.1%	-1.4	972_{a}	11.0%	1.4	1260	10.8%
	Total		2849	100.0%		8822	100.0%		11671	100.0%
Total	S1FYTRAVEL	No	4494_{a}	89.0%	2.0	14057_{b}	88.0%	-2.0	18551	88.2%
		Yes	553_{a}	11.0%	-2.0	1917_{b}	12.0%	2.0	2470	11.8%
	Total		5047	100.0%		15974	100.0%		21021	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B14

*Chi-Square Crosstabulation: S1FYVOLUN * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S1FYVOLUN	No	48_a	100.0%	1.8	100_a	93.5%	-1.8	148	95.5%
		Yes	$<5_a$	n<5	n<5	7_a	6.5%	1.8	7	4.5%
	Total		48	100.0%		107	100.0%		155	100.0%
Asian	S1FYVOLUN	No	333_a	91.7%	1.1	1139_a	89.8%	-1.1	1472	90.2%
		Yes	30_a	8.3%	-1.1	130_a	10.2%	1.1	160	9.8%
	Total		363	100.0%		1269	100.0%		1632	100.0%
Black/African American	S1FYVOLUN	No	501_a	93.8%	.2	1507_a	93.5%	-.2	2008	93.6%
		Yes	33_a	6.2%	-.2	104_a	6.5%	.2	137	6.4%
	Total		534	100.0%		1611	100.0%		2145	100.0%
Hispanic	S1FYVOLUN	No	757_a	94.2%	1.8	2422_a	92.2%	-1.8	3179	92.7%
		Yes	47_a	5.8%	-1.8	204_a	7.8%	1.8	251	7.3%
	Total		804	100.0%		2626	100.0%		3430	100.0%
More than one race	S1FYVOLUN	No	377_a	88.5%	-.2	1292_a	88.9%	.2	1669	88.8%
		Yes	49_a	11.5%	.2	162_a	11.1%	-.2	211	11.2%
	Total		426	100.0%		1454	100.0%		1880	100.0%

Native Hawaiian/Pacific Islander	S1FYVOLUN	No	22_a	95.7%	1.4	72_a	84.7%	-1.4	94	87.0%
		Yes	$<5_a$	n<5	n<5	13_a	15.3%	1.4	14	13.0%
	Total		23	100.0%		85	100.0%		108	100.0%
White	S1FYVOLUN	No	2610_a	91.6%	.6	8049_a	91.2%	-.6	10659	91.3%
		Yes	239_a	8.4%	-.6	773_a	8.8%	.6	1012	8.7%
	Total		2849	100.0%		8822	100.0%		11671	100.0%
Total	S1FYVOLUN	No	4648_a	92.1%	1.8	14581_a	91.3%	-1.8	19229	91.5%
		Yes	399_a	7.9%	-1.8	1393_a	8.7%	1.8	1792	8.5%
	Total		5047	100.0%		15974	100.0%		21021	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B15

*Chi-Square Crosstabulation: S1INOUTST * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S1INOUTST	Haven't thought about this	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		In-state	5[a]	50.0%	.3	11[a]	44.0%	-.3	16	45.7%
		Out of state	5[a]	50.0%	-.1	13[a]	52.0%	.1	18	51.4%
	Total		10	100.0%		25	100.0%		35	100.0%
Asian	S1INOUTST	Haven't thought about this	28[a]	31.5%	1.3	71[a]	24.6%	-1.3	99	26.2%
		In-state	41[a]	46.1%	-1.4	157[a]	54.3%	1.4	198	52.4%
		Out of state	20[a]	22.5%	.3	61[a]	21.1%	-.3	81	21.4%
	Total		89	100.0%		289	100.0%		378	100.0%
Black/African American	S1INOUTST	Haven't thought about this	33[a]	16.8%	.5	66[a]	15.2%	-.5	99	15.7%
		In-state	65[a]	33.0%	-.6	154[a]	35.6%	.6	219	34.8%
		Out of state	99[a]	50.3%	.2	213[a]	49.2%	-.2	312	49.5%
	Total		197	100.0%		433	100.0%		630	100.0%
Hispanic	S1INOUTST	Haven't thought about this	28[a]	16.6%	-1.6	106[a]	22.2%	1.6	134	20.7%
		In-state	92[a]	54.4%	1.5	228[a]	47.8%	-1.5	320	49.5%
		Out of state	49[a]	29.0%	-.2	143[a]	30.0%	.2	192	29.7%
	Total		169	100.0%		477	100.0%		646	100.0%

More than one race	S1INOUTST	Haven't thought about this	23_a	19.7%	.9	60_a	16.2%	-.9	83	17.0%
		In-state	52_a	44.4%	-.8	181_a	48.8%	.8	233	47.7%
		Out of state	42_a	35.9%	.2	130_a	35.0%	-.2	172	35.2%
	Total		117	100.0%		371	100.0%		488	100.0%
Native Hawaiian/Pacific Islander	S1INOUTST	Haven't thought about this	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
		In-state	$<5_a$	n<5	n<5	9_a	52.9%	.8	11	47.8%
		Out of state	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	8	34.8%
	Total		6	100.0%		17	100.0%		23	100.0%
White	S1INOUTST	Haven't thought about this	124_a	16.0%	-.2	345_a	16.4%	.2	469	16.3%
		In-state	445_a	57.4%	1.1	1162_a	55.1%	-1.1	1607	55.7%
		Out of state	206_a	26.6%	-1.1	603_a	28.6%	1.1	809	28.0%
	Total		775	100.0%		2110	100.0%		2885	100.0%
Total	S1INOUTST	Haven't thought about this	236_a	17.3%	-.2	653_a	17.5%	.2	889	17.5%
		In-state	702_a	51.5%	.3	1902_a	51.1%	-.3	2604	51.2%
		Out of state	425_a	31.2%	-.1	1167_a	31.4%	.1	1592	31.3%
	Total		1363	100.0%		3722	100.0%		5085	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B16

*Chi-Square Crosstabulation: S1PUBPRV * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S1PUBPRV	Haven't thought about this	8_a	42.1%	.7	17_a	32.7%	-.7	25	35.2%
		Private	$<5_a$	n<5	n<5	9_a	17.3%	1.3	10	14.1%
		Public	10_a	52.6%	.2	26_a	50.0%	-.2	36	50.7%
	Total		19	100.0%		52	100.0%		71	100.0%
Asian	S1PUBPRV	Haven't thought about this	88_a	37.3%	-1.0	335_a	41.0%	1.0	423	40.2%
		Private	59_a	25.0%	.5	192_a	23.5%	-.5	251	23.8%
		Public	89_a	37.7%	.6	290_a	35.5%	-.6	379	36.0%
	Total		236	100.0%		817	100.0%		1053	100.0%
Black/African American	S1PUBPRV	Haven't thought about this	75_a	24.8%	-2.1	263_b	31.3%	2.1	338	29.6%
		Private	29_a	9.6%	-3.1	143_b	17.0%	3.1	172	15.1%
		Public	198_a	65.6%	4.2	433_b	51.6%	-4.2	631	55.3%
	Total		302	100.0%		839	100.0%		1141	100.0%
Hispanic	S1PUBPRV	Haven't thought about this	113_a	33.8%	-2.2	485_b	40.4%	2.2	598	39.0%
		Private	49_a	14.7%	-2.1	237_b	19.7%	2.1	286	18.6%
		Public	172_a	51.5%	3.8	479_b	39.9%	-3.8	651	42.4%
	Total		334	100.0%		1201	100.0%		1535	100.0%

More than one race	S1PUBPRV	Haven't thought about this	76_a	34.2%	.3	263_a	33.3%	-.3	339	33.5%
		Private	29_a	13.1%	-2.2	153_b	19.4%	2.2	182	18.0%
		Public	117_a	52.7%	1.4	374_a	47.3%	-1.4	491	48.5%
	Total		222	100.0%		790	100.0%		1012	100.0%
Native Hawaiian/Pacific Islander	S1PUBPRV	Haven't thought about this	5_a	41.7%	.1	14_a	40.0%	-.1	19	40.4%
		Private	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	5	10.6%
		Public	6_a	50.0%	.1	17_a	48.6%	-.1	23	48.9%
	Total		12	100.0%		35	100.0%		47	100.0%
White	S1PUBPRV	Haven't thought about this	416_a	30.6%	-5.4	1892_b	38.7%	5.4	2308	36.9%
		Private	163_a	12.0%	-5.3	881_b	18.0%	5.3	1044	16.7%
		Public	780_a	57.4%	9.2	2120_b	43.3%	-9.2	2900	46.4%
	Total		1359	100.0%		4893	100.0%		6252	100.0%
Total	S1PUBPRV	Haven't thought about this	781_a	31.4%	-5.9	3269_b	37.9%	5.9	4050	36.5%
		Private	331_a	13.3%	-6.3	1619_b	18.8%	6.3	1950	17.6%
		Public	1372_a	55.2%	10.5	3739_b	43.3%	-10.5	5111	46.0%
	Total		2484	100.0%		8627	100.0%		11111	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B17

*Chi-Square Crosstabulation: S1SURECLG * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S1SURECLG	Very sure about going	19_a	76.0%	-.4	39_a	79.6%	.4	58	78.4%
		Will probably go	6_a	24.0%	.6	9_a	18.4%	-.6	15	20.3%
		Will probably not go	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
	Total		25	100.0%		49	100.0%		74	100.0%
Asian	S1SURECLG	Very sure about going	191_a	81.3%	1.4	635_a	77.0%	-1.4	826	77.9%
		Very sure about not going	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
		Will probably go	43_a	18.3%	-1.3	184_a	22.3%	1.3	227	21.4%
		Will probably not go	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
	Total		235	100.0%		825	100.0%		1060	100.0%
Black/African American	S1SURECLG	Very sure about going	248_a	72.9%	-.8	755_a	75.2%	.8	1003	74.6%
		Very sure about not going	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	5	0.4%
		Will probably go	86_a	25.3%	.6	238_a	23.7%	-.6	324	24.1%
		Will probably not go	$<5_a$	n<5	n<5	8_a	0.8%	-.6	12	0.9%
	Total		340	100.0%		1004	100.0%		1344	100.0%
Hispanic	S1SURECLG	Very sure about going	206_a	60.4%	-2.6	920_b	67.8%	2.6	1126	66.3%
		Very sure about not going	$<5_a$	n<5	n<5	5_a	0.4%	.2	6	0.4%

		Will probably go	125_{a}	36.7%	2.2	415_{b}	30.6%	-2.2	540	31.8%
		Will probably not go	9_{a}	2.6%	1.9	17_{a}	1.3%	-1.9	26	1.5%
	Total		341	100.0%		1357	100.0%		1698	100.0%
More than one race	S1SURECLG	Very sure about going	192_{a}	75.9%	1.3	644_{a}	71.8%	-1.3	836	72.7%
		Very sure about not going	$<5_{a}$	n<5	n<5	$<5_{a}$	n<5	n<5	<5	n<5
		Will probably go	55_{a}	21.7%	-1.6	240_{a}	26.8%	1.6	295	25.7%
		Will probably not go	6_{a}	2.4%	1.2	12_{a}	1.3%	-1.2	18	1.6%
	Total		253	100.0%		897	100.0%		1150	100.0%
Native Hawaiian/Pacific	S1SURECLG	Very sure about going	5_{a}	50.0%	-.8	28_{a}	63.6%	.8	33	61.1%
Islander		Will probably go	5_{a}	50.0%	.8	16_{a}	36.4%	-.8	21	38.9%
	Total		10	100.0%		44	100.0%		54	100.0%
White	S1SURECLG	Very sure about going	1195_{a}	75.2%	-.1	4170_{a}	75.4%	.1	5365	75.3%
		Very sure about not going	$<5_{a}$	n<5	n<5	14_{a}	0.3%	.0	18	0.3%
		Will probably go	374_{a}	23.5%	.1	1296_{a}	23.4%	-.1	1670	23.5%
		Will probably not go	16_{a}	1.0%	.2	52_{a}	0.9%	-.2	68	1.0%
	Total		1589	100.0%		5532	100.0%		7121	100.0%
Total	S1SURECLG	Very sure about going	2056_{a}	73.6%	-.5	7191_{a}	74.1%	.5	9247	74.0%
		Very sure about not going	7_{a}	0.3%	-.2	26_{a}	0.3%	.2	33	0.3%
		Will probably go	694_{a}	24.8%	.2	2398_{a}	24.7%	-.2	3092	24.7%
		Will probably not go	36_{a}	1.3%	1.5	93_{a}	1.0%	-1.5	129	1.0%
	Total		2793	100.0%		9708	100.0%		12501	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B18

*Chi-Square Crosstabulation: S1TALKFUTURE * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S1TALKFUTURE	Don't talk to parents/friends about plan	7_a	14.6%	.6	12_a	11.3%	-.6	19	12.3%
		More to friends than parents	10_a	20.8%	1.8	11_a	10.4%	-1.8	21	13.6%
		More to parents than friends	$<5_a$	n<5	n<5	14_a	13.2%	.9	18	11.7%
		Mostly to friends	$<5_a$	n<5	n<5	7_a	6.6%	.1	10	6.5%
		Mostly to parents	13_a	27.1%	-1.0	37_a	34.9%	1.0	50	32.5%
		To parents and friends about the same	11_a	22.9%	-.1	25_a	23.6%	.1	36	23.4%
	Total		48	100.0%		106	100.0%		154	100.0%

Asian	S1TALKFUTURE	Don't talk to parents/friends about plan	26_a	7.1%	.5	82_a	6.5%	-.5	108	6.6%
		More to friends than parents	42_a	11.5%	.9	126_a	10.0%	-.9	168	10.3%
		More to parents than friends	77_a	21.2%	.5	252_a	19.9%	-.5	329	20.2%
		Mostly to friends	13_a	3.6%	-1.4	68_a	5.4%	1.4	81	5.0%
		Mostly to parents	116_a	31.9%	-1.5	459_a	36.3%	1.5	575	35.3%
		To parents and friends about the same	90_a	24.7%	1.1	279_a	22.0%	-1.1	369	22.6%
	Total		364	100.0%		1266	100.0%		1630	100.0%
Black/African American	S1TALKFUTURE	Don't talk to parents/friends about plan	20_a	3.8%	-1.8	94_a	5.9%	1.8	114	5.4%
		More to friends than parents	43_a	8.2%	-2.0	179_b	11.2%	2.0	222	10.5%
		More to parents than friends	86_a	16.3%	-.1	265_a	16.6%	.1	351	16.5%
		Mostly to friends	30_a	5.7%	.2	87_a	5.4%	-.2	117	5.5%
		Mostly to parents	198_a	37.6%	1.1	561_a	35.1%	-1.1	759	35.7%
		To parents and friends about the same	149_a	28.3%	1.1	412_a	25.8%	-1.1	561	26.4%
	Total		526	100.0%		1598	100.0%		2124	100.0%

Hispanic	S1TALKFUTURE	Don't talk to parents/friends about plan	66[a]	8.2%	1.4	178[a]	6.8%	-1.4	244	7.2%
		More to friends than parents	75[a]	9.4%	-.9	272[a]	10.4%	.9	347	10.2%
		More to parents than friends	151[a]	18.9%	.5	470[a]	18.0%	-.5	621	18.2%
		Mostly to friends	45[a]	5.6%	.0	146[a]	5.6%	.0	191	5.6%
		Mostly to parents	272[a]	34.0%	-.3	902[a]	34.5%	.3	1174	34.4%
		To parents and friends about the same	192[a]	24.0%	-.4	643[a]	24.6%	.4	835	24.5%
	Total		801	100.0%		2611	100.0%		3412	100.0%
More than one race	S1TALKFUTURE	Don't talk to parents/friends about plan	35[a]	8.2%	.0	118[a]	8.2%	.0	153	8.2%
		More to friends than parents	50[a]	11.7%	.8	151[a]	10.4%	-.8	201	10.7%
		More to parents than friends	72[a]	16.9%	.3	234[a]	16.2%	-.3	306	16.4%
		Mostly to friends	24[a]	5.6%	-.1	84[a]	5.8%	.1	108	5.8%
		Mostly to parents	126[a]	29.6%	.0	428[a]	29.6%	.0	554	29.6%
		To parents and friends about the same	119[a]	27.9%	-.7	430[a]	29.8%	.7	549	29.3%
	Total		426	100.0%		1445	100.0%		1871	100.0%

Native Hawaiian/Pacific Islander	S1TALKFUTURE	Don't talk to parents/friends about plan	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		More to friends than parents	<5[a]	n<5	n<5	15[a]	17.9%	.5	18	17.0%
		More to parents than friends	<5[a]	n<5	n<5	13[a]	15.5%	.2	16	15.1%
		Mostly to friends	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Mostly to parents	5[a]	22.7%	-1.0	28[a]	33.3%	1.0	33	31.1%
		To parents and friends about the same	8[a]	36.4%	.7	24[a]	28.6%	-.7	32	30.2%
	Total		22	100.0%		84	100.0%		106	100.0%
White	S1TALKFUTURE	Don't talk to parents/friends about plan	199[a]	7.0%	1.2	563[a]	6.4%	-1.2	762	6.6%
		More to friends than parents	294[a]	10.4%	1.9	805[a]	9.2%	-1.9	1099	9.5%
		More to parents than friends	501[a]	17.7%	-1.5	1663[a]	19.0%	1.5	2164	18.7%
		Mostly to friends	180[a]	6.4%	2.3	458[b]	5.2%	-2.3	638	5.5%
		Mostly to parents	910[a]	32.2%	-1.2	2928[a]	33.4%	1.2	3838	33.1%
		To parents and friends about the same	743[a]	26.3%	-.6	2358[a]	26.9%	.6	3101	26.7%
	Total		2827	100.0%		8775	100.0%		11602	100.0%

Total	S1TALKFUTURE	Don't talk to parents/friends about plan	354[a]	7.1%	1.1	1049[a]	6.6%	-1.1	1403	6.7%
		More to friends than parents	517[a]	10.3%	1.0	1559[a]	9.8%	-1.0	2076	9.9%
		More to parents than friends	894[a]	17.8%	-.8	2911[a]	18.3%	.8	3805	18.2%
		Mostly to friends	297[a]	5.9%	1.5	852[a]	5.4%	-1.5	1149	5.5%
		Mostly to parents	1640[a]	32.7%	-1.2	5343[a]	33.6%	1.2	6983	33.4%
		To parents and friends about the same	1312[a]	26.2%	-.1	4171[a]	26.3%	.1	5483	26.2%
	Total		5014	100.0%		15885	100.0%		20899	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B19

*Chi-Square Crosstabulation: S1TUITION * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S1TUITION	No	8_a	72.7%	.4	21_a	65.6%	-.4	29	67.4%
		Yes	$<5_a$	n<5	n<5	11_a	34.4%	.4	14	32.6%
	Total		11	100.0%		32	100.0%		43	100.0%
Asian	S1TUITION	No	90_a	75.6%	1.0	291_a	71.1%	-1.0	381	72.2%
		Yes	29_a	24.4%	-1.0	118_a	28.9%	1.0	147	27.8%
	Total		119	100.0%		409	100.0%		528	100.0%
Black/African American	S1TUITION	No	136_a	70.5%	-.3	363_a	71.5%	.3	499	71.2%
		Yes	57_a	29.5%	.3	145_a	28.5%	-.3	202	28.8%
	Total		193	100.0%		508	100.0%		701	100.0%
Hispanic	S1TUITION	No	135_a	71.1%	-.6	443_a	73.2%	.6	578	72.7%
		Yes	55_a	28.9%	.6	162_a	26.8%	-.6	217	27.3%
	Total		190	100.0%		605	100.0%		795	100.0%
More than one race	S1TUITION	No	84_a	68.9%	.0	319_a	69.0%	.0	403	69.0%
		Yes	38_a	31.1%	.0	143_a	31.0%	.0	181	31.0%
	Total		122	100.0%		462	100.0%		584	100.0%

Native Hawaiian/Pacific Islander	S1TUITION	No	5_a	71.4%	-1.0	15_a	88.2%	1.0	20	83.3%
		Yes	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
	Total		7	100.0%		17	100.0%		24	100.0%
White	S1TUITION	No	641_a	78.7%	2.3	1971_b	74.8%	-2.3	2612	75.7%
		Yes	173_a	21.3%	-2.3	665_b	25.2%	2.3	838	24.3%
	Total		814	100.0%		2636	100.0%		3450	100.0%
Total	S1TUITION	No	1099_a	75.5%	1.6	3423_a	73.3%	-1.6	4522	73.8%
		Yes	357_a	24.5%	-1.6	1246_a	26.7%	1.6	1603	26.2%
	Total		1456	100.0%		4669	100.0%		6125	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B20

*Chi-Square Crosstabulation: S2CLG2013 * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S2CLG2013	Don't Know	$<5_a$	n<5	n<5	11_a	12.8%	.9	14	11.1%
		No	$<5_a$	n<5	n<5	7_a	8.1%	-.3	11	8.7%
		Yes	33_a	82.5%	.4	68_a	79.1%	-.4	101	80.2%
	Total		40	100.0%		86	100.0%		126	100.0%
Asian	S2CLG2013	Don't Know	15_a	4.0%	.6	45_a	3.4%	-.6	60	3.5%
		No	16_a	4.3%	1.6	36_a	2.7%	-1.6	52	3.1%
		Yes	341_a	91.7%	-1.5	1251_a	93.9%	1.5	1592	93.4%
	Total		372	100.0%		1332	100.0%		1704	100.0%
Black/African American	S2CLG2013	Don't Know	26_a	4.8%	-.7	89_a	5.7%	.7	115	5.4%
		No	26_a	4.8%	1.0	61_a	3.9%	-1.0	87	4.1%
		Yes	487_a	90.4%	-.1	1423_a	90.5%	.1	1910	90.4%
	Total		539	100.0%		1573	100.0%		2112	100.0%
Hispanic	S2CLG2013	Don't Know	93_a	12.6%	3.1	214_b	8.7%	-3.1	307	9.6%
		No	51_a	6.9%	1.2	139_a	5.7%	-1.2	190	6.0%
		Yes	596_a	80.5%	-3.3	2099_b	85.6%	3.3	2695	84.4%
	Total		740	100.0%		2452	100.0%		3192	100.0%

More than one race	S2CLG2013	Don't Know	23_a	6.0%	-1.1	98_a	7.6%	1.1	121	7.2%
		No	32_a	8.4%	2.0	72_b	5.6%	-2.0	104	6.2%
		Yes	328_a	85.6%	-.6	1118_a	86.8%	.6	1446	86.5%
	Total		383	100.0%		1288	100.0%		1671	100.0%
Native Hawaiian/Pacific Islander	S2CLG2013	Don't Know	$<5_a$	n<5	n<5	5_a	7.4%	.4	6	6.7%
		No	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
		Yes	19_a	90.5%	-.1	62_a	91.2%	.1	81	91.0%
	Total		21	100.0%		68	100.0%		89	100.0%
White	S2CLG2013	Don't Know	244_a	9.3%	4.7	524_b	6.5%	-4.7	768	7.2%
		No	206_a	7.8%	2.8	502_b	6.3%	-2.8	708	6.6%
		Yes	2185_a	82.9%	-5.5	6989_b	87.2%	5.5	9174	86.1%
	Total		2635	100.0%		8015	100.0%		10650	100.0%
Total	S2CLG2013	Don't Know	405_a	8.6%	4.4	986_b	6.7%	-4.4	1391	7.1%
		No	336_a	7.1%	4.0	818_b	5.5%	-4.0	1154	5.9%
		Yes	3989_a	84.3%	-6.2	13010_b	87.8%	6.2	16999	87.0%
	Total		4730	100.0%		14814	100.0%		19544	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B21

*Chi-Square Crosstabulation: S2CLGFT2013 * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S2CLGFT2013	Don't know	<5[a]	n<5	n<5	11[a]	16.2%	.5	15	14.9%
		Full-time	17[a]	51.5%	-1.9	48[a]	70.6%	1.9	65	64.4%
		Part-time	12[a]	36.4%	2.7	9[b]	13.2%	-2.7	21	20.8%
	Total		33	100.0%		68	100.0%		101	100.0%
Asian	S2CLGFT2013	Don't know	58[a]	17.1%	-.5	227[a]	18.3%	.5	285	18.0%
		Full-time	218[a]	64.3%	-.2	806[a]	65.0%	.2	1024	64.9%
		Part-time	63[a]	18.6%	.8	207[a]	16.7%	-.8	270	17.1%
	Total		339	100.0%		1240	100.0%		1579	100.0%
Black/African American	S2CLGFT2013	Don't know	76[a]	15.7%	-.2	230[a]	16.2%	.2	306	16.1%
		Full-time	307[a]	63.6%	1.5	846[a]	59.6%	-1.5	1153	60.6%
		Part-time	100[a]	20.7%	-1.6	343[a]	24.2%	1.6	443	23.3%
	Total		483	100.0%		1419	100.0%		1902	100.0%
Hispanic	S2CLGFT2013	Don't know	130[a]	21.9%	1.6	392[a]	18.9%	-1.6	522	19.5%
		Full-time	305[a]	51.3%	-2.3	1177[b]	56.6%	2.3	1482	55.4%
		Part-time	159[a]	26.8%	1.1	510[a]	24.5%	-1.1	669	25.0%
	Total		594	100.0%		2079	100.0%		2673	100.0%

More than one race	S2CLGFT2013	Don't know	69$_a$	21.1%	2.2	176$_b$	15.8%	-2.2	245	17.0%
		Full-time	213$_a$	65.1%	.4	710$_a$	63.8%	-.4	923	64.1%
		Part-time	45$_a$	13.8%	-2.7	226$_b$	20.3%	2.7	271	18.8%
	Total		327	100.0%		1112	100.0%		1439	100.0%
Native Hawaiian/Pacific Islander	S2CLGFT2013	Don't know	5$_a$	26.3%	.0	16$_a$	25.8%	.0	21	25.9%
		Full-time	8$_a$	42.1%	-.1	27$_a$	43.5%	.1	35	43.2%
		Part-time	6$_a$	31.6%	.1	19$_a$	30.6%	-.1	25	30.9%
	Total		19	100.0%		62	100.0%		81	100.0%
White	S2CLGFT2013	Don't know	356$_a$	16.4%	1.9	1027$_a$	14.8%	-1.9	1383	15.2%
		Full-time	1406$_a$	64.8%	-3.9	4823$_b$	69.3%	3.9	6229	68.2%
		Part-time	407$_a$	18.8%	3.1	1109$_b$	15.9%	-3.1	1516	16.6%
	Total		2169	100.0%		6959	100.0%		9128	100.0%
Total	S2CLGFT2013	Don't know	698$_a$	17.6%	2.3	2079$_b$	16.1%	-2.3	2777	16.4%
		Full-time	2474$_a$	62.4%	-3.2	8437$_b$	65.2%	3.2	10911	64.6%
		Part-time	792$_a$	20.0%	1.8	2423$_a$	18.7%	-1.8	3215	19.0%
	Total		3964	100.0%		12939	100.0%		16903	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B22

*Chi-Square Crosstabulation: S2DEGREE2013 * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S2DEGREE2013	Associate's degree program	<5[a]	n<5	n<5	9[a]	13.6%	.2	13	13.1%
		Bachelor's degree program	12[a]	36.4%	-.3	26[a]	39.4%	.3	38	38.4%
		Certificate/diploma program at a school providing occupational training	6[a]	18.2%	1.6	5[a]	7.6%	-1.6	11	11.1%
		Haven't thought about this	11[a]	33.3%	-.6	26[a]	39.4%	.6	37	37.4%
	Total		33	100.0%		66	100.0%		99	100.0%
Asian	S2DEGREE2013	Associate's degree program	30[a]	8.8%	-.6	124[a]	10.0%	.6	154	9.7%
		Bachelor's degree program	185[a]	54.6%	1.7	613[a]	49.4%	-1.7	798	50.5%
		Certificate/diploma program at a school providing occupational training	16[a]	4.7%	-.1	60[a]	4.8%	.1	76	4.8%
		Haven't thought about this	108[a]	31.9%	-1.4	445[a]	35.8%	1.4	553	35.0%
	Total		339	100.0%		1242	100.0%		1581	100.0%

Black/African American	S2DEGREE2013	Associate's degree program	79[a]	16.3%	.2	226[a]	15.9%	-.2	305	16.0%
		Bachelor's degree program	207[a]	42.7%	1.7	545[a]	38.4%	-1.7	752	39.5%
		Certificate/diploma program at a school providing occupational training	45[a]	9.3%	.3	125[a]	8.8%	-.3	170	8.9%
		Haven't thought about this	154[a]	31.8%	-2.0	522[b]	36.8%	2.0	676	35.5%
	Total		485	100.0%		1418	100.0%		1903	100.0%
Hispanic	S2DEGREE2013	Associate's degree program	87[a]	14.7%	-.8	335[a]	16.0%	.8	422	15.8%
		Bachelor's degree program	207[a]	35.1%	-.9	777[a]	37.2%	.9	984	36.7%
		Certificate/diploma program at a school providing occupational training	77[a]	13.1%	2.4	202[b]	9.7%	-2.4	279	10.4%
		Haven't thought about this	219[a]	37.1%	.0	775[a]	37.1%	.0	994	37.1%
	Total		590	100.0%		2089	100.0%		2679	100.0%
More than one race	S2DEGREE2013	Associate's degree program	53[a]	16.2%	.0	181[a]	16.3%	.0	234	16.3%
		Bachelor's degree program	138[a]	42.2%	-.5	486[a]	43.7%	.5	624	43.4%
		Certificate/diploma program at a school providing occupational training	25[a]	7.6%	.5	76[a]	6.8%	-.5	101	7.0%
		Haven't thought about this	111[a]	33.9%	.3	369[a]	33.2%	-.3	480	33.4%
	Total		327	100.0%		1112	100.0%		1439	100.0%

Native Hawaiian/Pacific Islander	S2DEGREE2013	Associate's degree program	<5$_a$	n<5	n<5	11$_a$	17.7%	1.3	12	14.8%
		Bachelor's degree program	6$_a$	31.6%	-.3	22$_a$	35.5%	.3	28	34.6%
		Certificate/diploma program at a school providing occupational training	5$_a$	26.3%	1.6	7$_a$	11.3%	-1.6	12	14.8%
		Haven't thought about this	7$_a$	36.8%	.1	22$_a$	35.5%	-.1	29	35.8%
	Total		19	100.0%		62	100.0%		81	100.0%
White	S2DEGREE2013	Associate's degree program	392$_a$	18.0%	4.5	982$_b$	14.1%	-4.5	1374	15.0%
		Bachelor's degree program	934$_a$	43.0%	-5.6	3476$_b$	49.9%	5.6	4410	48.3%
		Certificate/diploma program at a school providing occupational training	199$_a$	9.2%	4.9	428$_b$	6.1%	-4.9	627	6.9%
		Haven't thought about this	647$_a$	29.8%	.0	2077$_a$	29.8%	.0	2724	29.8%
	Total		2172	100.0%		6963	100.0%		9135	100.0%
Total	S2DEGREE2013	Associate's degree program	646$_a$	16.3%	2.9	1868$_b$	14.4%	-2.9	2514	14.9%
		Bachelor's degree program	1689$_a$	42.6%	-3.7	5945$_b$	45.9%	3.7	7634	45.1%
		Certificate/diploma program at a school providing occupational training	373$_a$	9.4%	5.1	903$_b$	7.0%	-5.1	1276	7.5%
		Haven't thought about this	1257$_a$	31.7%	-1.2	4236$_a$	32.7%	1.2	5493	32.5%
	Total		3965	100.0%		12952	100.0%		16917	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B23

*Chi-Square Crosstabulation: S2FAMILY2013 * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S2FAMILY2013	Don't Know	8_a	20.0%	1.3	10_a	11.6%	-1.3	18	14.3%
		No	24_a	60.0%	-1.9	66_a	76.7%	1.9	90	71.4%
		Yes	8_a	20.0%	1.3	10_a	11.6%	-1.3	18	14.3%
	Total		40	100.0%		86	100.0%		126	100.0%
Asian	S2FAMILY2013	Don't Know	28_a	7.5%	.3	95_a	7.1%	-.3	123	7.2%
		No	337_a	90.6%	.5	1194_a	89.6%	-.5	1531	89.8%
		Yes	7_a	1.9%	-1.4	43_a	3.2%	1.4	50	2.9%
	Total		372	100.0%		1332	100.0%		1704	100.0%
Black/African American	S2FAMILY2013	Don't Know	48_a	8.9%	-1.1	167_a	10.6%	1.1	215	10.2%
		No	416_a	77.2%	.6	1195_a	76.0%	-.6	1611	76.3%
		Yes	75_a	13.9%	.3	211_a	13.4%	-.3	286	13.5%
	Total		539	100.0%		1573	100.0%		2112	100.0%
Hispanic	S2FAMILY2013	Don't Know	92_a	12.4%	1.2	266_a	10.8%	-1.2	358	11.2%
		No	561_a	75.8%	-2.1	1947_b	79.4%	2.1	2508	78.6%
		Yes	87_a	11.8%	1.6	239_a	9.7%	-1.6	326	10.2%
	Total		740	100.0%		2452	100.0%		3192	100.0%

More than one race	S2FAMILY2013	Don't Know	41_a	10.7%	.3	130_a	10.1%	-.3	171	10.2%
		No	310_a	80.9%	-.8	1066_a	82.8%	.8	1376	82.3%
		Yes	32_a	8.4%	.8	92_a	7.1%	-.8	124	7.4%
	Total		383	100.0%		1288	100.0%		1671	100.0%
Native Hawaiian/Pacific Islander	S2FAMILY2013	Don't Know	5_a	23.8%	1.6	7_a	10.3%	-1.6	12	13.5%
		No	15_a	71.4%	-.8	54_a	79.4%	.8	69	77.5%
		Yes	$<5_a$	n<5	n<5	7_a	10.3%	.8	8	9.0%
	Total		21	100.0%		68	100.0%		89	100.0%
White	S2FAMILY2013	Don't Know	285_a	10.8%	3.9	668_b	8.3%	-3.9	953	9.0%
		No	2091_a	79.4%	-7.2	6840_b	85.4%	7.2	8931	83.9%
		Yes	258_a	9.8%	6.0	506_b	6.3%	-6.0	764	7.2%
	Total		2634	100.0%		8014	100.0%		10648	100.0%
Total	S2FAMILY2013	Don't Know	507_a	10.7%	3.4	1343_b	9.1%	-3.4	1850	9.5%
		No	3754_a	79.4%	-6.4	12362_b	83.5%	6.4	16116	82.5%
		Yes	468_a	9.9%	5.3	1108_b	7.5%	-5.3	1576	8.1%
	Total		4729	100.0%		14813	100.0%		19542	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B24

*Chi-Square Crosstabulation: S2FOCUS2013 * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S2FOCUS2013	Attending high school/GED completion course	<5[a]	n<5	n<5	<5[a]	n<5	n<5	7	6.3%
		Continuing education after high school	23[a]	67.6%	-.5	56[a]	72.7%	.5	79	71.2%
		Serving in the military	5[a]	14.7%	1.4	5[a]	6.5%	-1.4	10	9.0%
		Starting family/taking care of children	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Working	<5[a]	n<5	n<5	10[a]	13.0%	.6	13	11.7%
	Total		34	100.0%		77	100.0%		111	100.0%

Asian	S2FOCUS2013	Attending high school/GED completion course	12[a]	4.5%	.9	32[a]	3.4%	-.9	44	3.6%
		Continuing education after high school	238[a]	88.5%	1.0	818[a]	86.0%	-1.0	1056	86.6%
		Serving in the military	<5[a]	n<5	n<5	20[a]	2.1%	1.1	23	1.9%
		Starting family/taking care of children	<5[a]	n<5	n<5	<5[a]	n<5	n<5	6	0.5%
		Working	14[a]	5.2%	-1.6	77[a]	8.1%	1.6	91	7.5%
	Total		269	100.0%		951	100.0%		1220	100.0%
Black/African American	S2FOCUS2013	Attending high school/GED completion course	18[a]	3.9%	.3	50[a]	3.6%	-.3	68	3.7%
		Continuing education after high school	353[a]	76.6%	-1.7	1114[a]	80.4%	1.7	1467	79.4%
		Serving in the military	19[a]	4.1%	1.4	39[a]	2.8%	-1.4	58	3.1%
		Starting family/taking care of children	<5[a]	n<5	n<5	22[a]	1.6%	1.1	26	1.4%
		Working	67[a]	14.5%	1.6	161[a]	11.6%	-1.6	228	12.3%
	Total		461	100.0%		1386	100.0%		1847	100.0%

Hispanic	S2FOCUS2013	Attending high school/GED completion course	28_a	4.4%	-.4	101_a	4.8%	.4	129	4.7%
		Continuing education after high school	497_a	77.9%	-1.7	1703_a	80.9%	1.7	2200	80.2%
		Serving in the military	23_a	3.6%	.3	70_a	3.3%	-.3	93	3.4%
		Starting family/taking care of children	20_a	3.1%	2.5	33_b	1.6%	-2.5	53	1.9%
		Working	70_a	11.0%	1.2	198_a	9.4%	-1.2	268	9.8%
	Total		638	100.0%		2105	100.0%		2743	100.0%
More than one race	S2FOCUS2013	Attending high school/GED completion course	11_a	3.3%	-.5	42_a	3.8%	.5	53	3.7%
		Continuing education after high school	273_a	80.8%	-.6	901_a	82.3%	.6	1174	81.9%
		Serving in the military	20_a	5.9%	1.6	42_a	3.8%	-1.6	62	4.3%
		Starting family/taking care of children	$<5_a$	n<5	n<5	16_a	1.5%	.4	20	1.4%
		Working	30_a	8.9%	.2	94_a	8.6%	-.2	124	8.7%
	Total		338	100.0%		1095	100.0%		1433	100.0%

Native Hawaiian/Pacific Islander	S2FOCUS2013	Attending high school/GED completion course	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Continuing education after high school	16[a]	94.1%	1.5	47[a]	78.3%	-1.5	63	81.8%
		Serving in the military	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Starting family/taking care of children	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Working	<5[a]	n<5	n<5	8[a]	13.3%	1.6	8	10.4%
	Total		17	100.0%		60	100.0%		77	100.0%
White	S2FOCUS2013	Attending high school/GED completion course	92[a]	4.2%	2.3	202[b]	3.1%	-2.3	294	3.4%
		Continuing education after high school	1706[a]	77.5%	-5.1	5323[b]	82.4%	5.1	7029	81.2%
		Serving in the military	93[a]	4.2%	1.1	239[a]	3.7%	-1.1	332	3.8%
		Starting family/taking care of children	51[a]	2.3%	2.9	91[b]	1.4%	-2.9	142	1.6%
		Working	260[a]	11.8%	3.3	603[b]	9.3%	-3.3	863	10.0%
	Total		2202	100.0%		6458	100.0%		8660	100.0%

Total	S2FOCUS2013	Attending high school/GED completion course	164_a	4.1%	1.7	433_a	3.6%	-1.7	597	3.7%
		Continuing education after high school	3106_a	78.5%	-5.1	9962_b	82.1%	5.1	13068	81.2%
		Serving in the military	164_a	4.1%	2.1	416_b	3.4%	-2.1	580	3.6%
		Starting family/taking care of children	81_a	2.0%	2.8	170_b	1.4%	-2.8	251	1.6%
		Working	444_a	11.2%	3.2	1151_b	9.5%	-3.2	1595	9.9%
	Total		3959	100.0%		12132	100.0%		16091	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B25

*Chi-Square Crosstabulation: S2HS2013 * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S2HS2013	Don't Know	$<5_a$	n<5	n<5	12_a	14.0%	1.5	14	11.1%
		No	30_a	75.0%	1.2	55_a	64.0%	-1.2	85	67.5%
		Yes	8_a	20.0%	-.3	19_a	22.1%	.3	27	21.4%
	Total		40	100.0%		86	100.0%		126	100.0%
Asian	S2HS2013	Don't Know	37_a	10.0%	-1.2	163_a	12.3%	1.2	200	11.8%
		No	288_a	77.6%	.5	1014_a	76.4%	-.5	1302	76.6%
		Yes	46_a	12.4%	.5	151_a	11.4%	-.5	197	11.6%
	Total		371	100.0%		1328	100.0%		1699	100.0%
Black/African American	S2HS2013	Don't Know	26_a	4.9%	-2.4	125_b	8.0%	2.4	151	7.2%
		No	417_a	78.5%	1.3	1178_a	75.8%	-1.3	1595	76.5%
		Yes	88_a	16.6%	.2	251_a	16.2%	-.2	339	16.3%
	Total		531	100.0%		1554	100.0%		2085	100.0%
Hispanic	S2HS2013	Don't Know	95_a	13.0%	1.3	274_a	11.3%	-1.3	369	11.7%
		No	494_a	67.8%	-1.8	1731_a	71.3%	1.8	2225	70.5%
		Yes	140_a	19.2%	1.1	422_a	17.4%	-1.1	562	17.8%
	Total		729	100.0%		2427	100.0%		3156	100.0%

More than one race	S2HS2013	Don't Know	25_a	6.6%	-.9	101_a	7.9%	.9	126	7.6%
		No	305_a	80.3%	.1	1020_a	80.0%	-.1	1325	80.1%
		Yes	50_a	13.2%	.6	154_a	12.1%	-.6	204	12.3%
	Total		380	100.0%		1275	100.0%		1655	100.0%
Native Hawaiian/Pacific Islander	S2HS2013	Don't Know	$<5_a$	n<5	n<5	6_a	8.8%	-1.3	10	11.2%
		No	14_a	66.7%	-.5	49_a	72.1%	.5	63	70.8%
		Yes	$<5_a$	n<5	n<5	13_a	19.1%	.5	16	18.0%
	Total		21	100.0%		68	100.0%		89	100.0%
White	S2HS2013	Don't Know	208_a	8.0%	1.4	568_a	7.1%	-1.4	776	7.4%
		No	2061_a	79.2%	-4.1	6587_b	82.8%	4.1	8648	81.9%
		Yes	333_a	12.8%	3.9	799_b	10.0%	-3.9	1132	10.7%
	Total		2602	100.0%		7954	100.0%		10556	100.0%
Total	S2HS2013	Don't Know	397_a	8.5%	.0	1249_a	8.5%	.0	1646	8.5%
		No	3609_a	77.2%	-2.9	11634_b	79.2%	2.9	15243	78.7%
		Yes	668_a	14.3%	3.5	1809_b	12.3%	-3.5	2477	12.8%
	Total		4674	100.0%		14692	100.0%		19366	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B26

*Chi-Square Crosstabulation: S2SERVE2013 * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S2SERVE2013	Don't Know	8_a	20.0%	.3	15_a	17.4%	-.3	23	18.3%
		No	25_a	62.5%	-.9	61_a	70.9%	.9	86	68.3%
		Yes	7_a	17.5%	.9	10_a	11.6%	-.9	17	13.5%
	Total		40	100.0%		86	100.0%		126	100.0%
Asian	S2SERVE2013	Don't Know	46_a	12.4%	.1	162_a	12.2%	-.1	208	12.2%
		No	309_a	83.1%	-.6	1124_a	84.4%	.6	1433	84.1%
		Yes	17_a	4.6%	1.0	46_a	3.5%	-1.0	63	3.7%
	Total		372	100.0%		1332	100.0%		1704	100.0%
Black/African American	S2SERVE2013	Don't Know	74_a	13.7%	1.3	182_a	11.6%	-1.3	256	12.1%
		No	424_a	78.7%	-1.7	1290_a	82.0%	1.7	1714	81.2%
		Yes	41_a	7.6%	.9	101_a	6.4%	-.9	142	6.7%
	Total		539	100.0%		1573	100.0%		2112	100.0%
Hispanic	S2SERVE2013	Don't Know	119_a	16.1%	1.0	359_a	14.6%	-1.0	478	15.0%
		No	559_a	75.5%	-1.5	1917_a	78.2%	1.5	2476	77.6%
		Yes	62_a	8.4%	1.1	176_a	7.2%	-1.1	238	7.5%
	Total		740	100.0%		2452	100.0%		3192	100.0%

More than one race	S2SERVE2013	Don't Know	55_a	14.4%	.0	184_a	14.3%	.0	239	14.3%
		No	282_a	73.6%	-2.0	1010_b	78.4%	2.0	1292	77.3%
		Yes	46_a	12.0%	2.9	94_b	7.3%	-2.9	140	8.4%
	Total		383	100.0%		1288	100.0%		1671	100.0%
Native Hawaiian/Pacific Islander	S2SERVE2013	Don't Know	$<5_a$	n<5	n<5	12_a	17.6%	-.1	16	18.0%
		No	13_a	61.9%	-1.2	51_a	75.0%	1.2	64	71.9%
		Yes	$<5_a$	n<5	n<5	5_a	7.4%	-1.6	9	10.1%
	Total		21	100.0%		68	100.0%		89	100.0%
White	S2SERVE2013	Don't Know	378_a	14.4%	2.8	984_b	12.3%	-2.8	1362	12.8%
		No	2068_a	78.5%	-3.4	6535_b	81.5%	3.4	8603	80.8%
		Yes	188_a	7.1%	1.7	496_a	6.2%	-1.7	684	6.4%
	Total		2634	100.0%		8015	100.0%		10649	100.0%
Total	S2SERVE2013	Don't Know	684_a	14.5%	2.9	1898_b	12.8%	-2.9	2582	13.2%
		No	3680_a	77.8%	-4.7	11988_b	80.9%	4.7	15668	80.2%
		Yes	365_a	7.7%	3.5	928_b	6.3%	-3.5	1293	6.6%
	Total		4729	100.0%		14814	100.0%		19543	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B27

*Chi-Square Crosstabulation: S2WORK2013 * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S2WORK2013	Don't Know	5_a	12.5%	.3	9_a	10.5%	-.3	14	11.1%
		No	$<5_a$	n<5	n<5	15_a	17.4%	1.5	18	14.3%
		Yes	32_a	80.0%	.9	62_a	72.1%	-.9	94	74.6%
	Total		40	100.0%		86	100.0%		126	100.0%
Asian	S2WORK2013	Don't Know	58_a	15.6%	-2.2	277_b	20.8%	2.2	335	19.7%
		No	99_a	26.6%	2.9	263_b	19.7%	-2.9	362	21.2%
		Yes	215_a	57.8%	-.6	792_a	59.5%	.6	1007	59.1%
	Total		372	100.0%		1332	100.0%		1704	100.0%
Black/African American	S2WORK2013	Don't Know	54_a	10.0%	-.5	170_a	10.8%	.5	224	10.6%
		No	64_a	11.9%	1.6	150_a	9.5%	-1.6	214	10.1%
		Yes	421_a	78.1%	-.8	1254_a	79.7%	.8	1675	79.3%
	Total		539	100.0%		1574	100.0%		2113	100.0%
Hispanic	S2WORK2013	Don't Know	67_a	9.1%	-2.0	286_b	11.7%	2.0	353	11.1%
		No	58_a	7.8%	-.1	195_a	8.0%	.1	253	7.9%
		Yes	615_a	83.1%	1.7	1971_a	80.4%	-1.7	2586	81.0%
	Total		740	100.0%		2452	100.0%		3192	100.0%

More than one race	S2WORK2013	Don't Know	44_a	11.5%	-1.1	177_a	13.7%	1.1	221	13.2%
		No	38_a	9.9%	.5	116_a	9.0%	-.5	154	9.2%
		Yes	301_a	78.6%	.6	995_a	77.3%	-.6	1296	77.6%
	Total		383	100.0%		1288	100.0%		1671	100.0%
Native Hawaiian/Pacific Islander	S2WORK2013	Don't Know	$<5_a$	n<5	n<5	8_a	11.8%	-.9	12	13.5%
		No	$<5_a$	n<5	n<5	6_a	8.8%	.6	7	7.9%
		Yes	16_a	76.2%	-.3	54_a	79.4%	.3	70	78.7%
	Total		21	100.0%		68	100.0%		89	100.0%
White	S2WORK2013	Don't Know	322_a	12.2%	-1.5	1072_a	13.4%	1.5	1394	13.1%
		No	221_a	8.4%	-4.7	937_b	11.7%	4.7	1158	10.9%
		Yes	2092_a	79.4%	4.7	6004_b	74.9%	-4.7	8096	76.0%
	Total		2635	100.0%		8013	100.0%		10648	100.0%
Total	S2WORK2013	Don't Know	554_a	11.7%	-3.2	1999_b	13.5%	3.2	2553	13.1%
		No	484_a	10.2%	-2.1	1682_b	11.4%	2.1	2166	11.1%
		Yes	3692_a	78.1%	4.1	11132_b	75.2%	-4.1	14824	75.9%
	Total		4730	100.0%		14813	100.0%		19543	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B28

*Chi-Square Crosstabulation: S2WORKFT2013 * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S2WORKFT2013	Don't know	6_a	18.8%	-.1	12_a	19.7%	.1	18	19.4%
		Full-time	8_a	25.0%	.0	15_a	24.6%	.0	23	24.7%
		Part-time	18_a	56.3%	.0	34_a	55.7%	.0	52	55.9%
	Total		32	100.0%		61	100.0%		93	100.0%
Asian	S2WORKFT2013	Don't know	32_a	15.0%	.5	108_a	13.8%	-.5	140	14.0%
		Full-time	9_a	4.2%	-2.0	64_a	8.2%	2.0	73	7.3%
		Part-time	172_a	80.8%	.8	612_a	78.1%	-.8	784	78.6%
	Total		213	100.0%		784	100.0%		997	100.0%
Black/African American	S2WORKFT2013	Don't know	43_a	10.3%	-1.7	168_a	13.5%	1.7	211	12.7%
		Full-time	97_a	23.2%	2.0	233_b	18.7%	-2.0	330	19.8%
		Part-time	278_a	66.5%	-.5	847_a	67.9%	.5	1125	67.5%
	Total		418	100.0%		1248	100.0%		1666	100.0%
Hispanic	S2WORKFT2013	Don't know	69_a	11.3%	-.3	228_a	11.7%	.3	297	11.6%
		Full-time	148_a	24.2%	3.9	336_b	17.2%	-3.9	484	18.9%
		Part-time	394_a	64.5%	-3.1	1386_b	71.1%	3.1	1780	69.5%
	Total		611	100.0%		1950	100.0%		2561	100.0%

More than one race	S2WORKFT2013	Don't know	39_a	13.0%	.6	115_a	11.6%	-.6	154	11.9%
		Full-time	61_a	20.3%	1.9	154_a	15.5%	-1.9	215	16.6%
		Part-time	201_a	66.8%	-2.1	724_b	72.9%	2.1	925	71.5%
	Total		301	100.0%		993	100.0%		1294	100.0%
Native Hawaiian/Pacific Islander	S2WORKFT2013	Don't know	$<5_a$	n<5	n<5	7_a	13.0%	.7	8	11.4%
		Full-time	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	6	8.6%
		Part-time	13_a	81.3%	.1	43_a	79.6%	-.1	56	80.0%
	Total		16	100.0%		54	100.0%		70	100.0%
White	S2WORKFT2013	Don't know	265_a	12.7%	1.9	667_a	11.2%	-1.9	932	11.6%
		Full-time	446_a	21.4%	7.2	874_b	14.6%	-7.2	1320	16.4%
		Part-time	1375_a	65.9%	-7.3	4434_b	74.2%	7.3	5809	72.1%
	Total		2086	100.0%		5975	100.0%		8061	100.0%
Total	S2WORKFT2013	Don't know	455_a	12.4%	.9	1305_a	11.8%	-.9	1760	11.9%
		Full-time	771_a	21.0%	8.2	1680_b	15.2%	-8.2	2451	16.6%
		Part-time	2451_a	66.7%	-7.4	8080_b	73.0%	7.4	10531	71.4%
	Total		3677	100.0%		11065	100.0%		14742	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B29

*Chi-Square Crosstabulation: S3FOCUS * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S3FOCUS	Attending high school or homeschool	<5[a]	n<5	n<5	<5[a]	n<5	n<5	8	7.3%
		Equally focused on more than one of these	<5[a]	n<5	n<5	20[a]	26.0%	1.6	24	21.8%
		Item not administered: abbreviated interview	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Serving in the military	<5[a]	n<5	n<5	<5[b]	n<5	n<5	5	4.5%
		Starting family or taking care of your/his/her children	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Taking classes from postsecondary institution	13[a]	39.4%	-.6	35[a]	45.5%	.6	48	43.6%
		Taking course to prepare for the GED/other high school equivalency exam	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Working for pay	7[a]	21.2%	.7	12[a]	15.6%	-.7	19	17.3%
	Total		33	100.0%		77	100.0%		110	100.0%

Asian	S3FOCUS	Attending high school or homeschool	<5[a]	n<5	n<5	13[a]	1.1%	.3	16	1.1%
		Equally focused on more than one of these	26[a]	7.9%	-.3	99[a]	8.5%	.3	125	8.4%
		Item not administered: abbreviated interview	5[a]	1.5%	.2	16[a]	1.4%	-.2	21	1.4%
		Participating in an apprenticeship program	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Serving in the military	6[a]	1.8%	.5	17[a]	1.5%	-.5	23	1.5%
		Starting family or taking care of your/his/her children	<5[a]	n<5	n<5	5[a]	0.4%	1.2	5	0.3%
		Taking classes from postsecondary institution	271[a]	82.4%	.3	953[a]	81.6%	-.3	1224	81.8%
		Taking course to prepare for the GED/other high school equivalency exam	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Working for pay	17[a]	5.2%	-.2	64[a]	5.5%	.2	81	5.4%
	Total		329	100.0%		1168	100.0%		1497	100.0%

Black/African American	S3FOCUS	Attending high school or homeschool	10[a]	2.2%	-.5	34[a]	2.6%	.5	44	2.5%
		Equally focused on more than one of these	85[a]	18.5%	-1.3	281[a]	21.2%	1.3	366	20.5%
		Item not administered: abbreviated interview	9[a]	2.0%	-.5	31[a]	2.3%	.5	40	2.2%
		Participating in an apprenticeship program	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	0.3%
		Serving in the military	11[a]	2.4%	-.3	35[a]	2.6%	.3	46	2.6%
		Starting family or taking care of your/his/her children	10[a]	2.2%	.7	22[a]	1.7%	-.7	32	1.8%
		Taking classes from postsecondary institution	264[a]	57.4%	1.1	719[a]	54.3%	-1.1	983	55.1%
		Taking course to prepare for the GED/other high school equivalency exam	6[a]	1.3%	-.6	23[a]	1.7%	.6	29	1.6%
		Working for pay	63[a]	13.7%	.3	175[a]	13.2%	-.3	238	13.3%
	Total		460	100.0%		1323	100.0%		1783	100.0%

Hispanic	S3FOCUS	Attending high school or homeschool	15_a	2.5%	-.1	53_a	2.5%	.1	68	2.5%
		Equally focused on more than one of these	113_a	18.7%	-.8	420_a	20.1%	.8	533	19.8%
		Item not administered: abbreviated interview	12_a	2.0%	-.6	50_a	2.4%	.6	62	2.3%
		Participating in an apprenticeship program	$<5_a$	n<5	n<5	12_a	0.6%	1.9	12	0.4%
		Serving in the military	17_a	2.8%	2.1	32_b	1.5%	-2.1	49	1.8%
		Starting family or taking care of your/his/her children	17_a	2.8%	.2	56_a	2.7%	-.2	73	2.7%
		Taking classes from postsecondary institution	279_a	46.1%	-3.1	1112_b	53.3%	3.1	1391	51.7%
		Taking course to prepare for the GED/other high school equivalency exam	5_a	0.8%	-.9	26_a	1.2%	.9	31	1.2%
		Working for pay	147_a	24.3%	4.9	327_b	15.7%	-4.9	474	17.6%
	Total		605	100.0%		2088	100.0%		2693	100.0%

More than one race	S3FOCUS	Attending high school or homeschool	<5[a]	n<5	n<5	21[a]	1.9%	.8	25	1.8%
		Equally focused on more than one of these	67[a]	20.9%	1.0	203[a]	18.5%	-1.0	270	19.0%
		Item not administered: abbreviated interview	14[a]	4.4%	2.2	23[b]	2.1%	-2.2	37	2.6%
		Participating in an apprenticeship program	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Serving in the military	13[a]	4.0%	1.2	30[a]	2.7%	-1.2	43	3.0%
		Starting family or taking care of your/his/her children	14[a]	4.4%	3.7	13[b]	1.2%	-3.7	27	1.9%
		Taking classes from postsecondary institution	166[a]	51.7%	-2.2	645[b]	58.6%	2.2	811	57.1%
		Taking course to prepare for the GED/other high school equivalency exam	<5[a]	n<5	n<5	9[a]	0.8%	.4	11	0.8%
		Working for pay	40[a]	12.5%	-.7	154[a]	14.0%	.7	194	13.7%
	Total		321	100.0%		1100	100.0%		1421	100.0%

Native Hawaiian/Pacific Islander	S3FOCUS	Attending high school or homeschool	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Equally focused on more than one of these	<5[a]	n<5	n<5	5[a]	9.1%	-1.0	8	11.1%
		Item not administered: abbreviated interview	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Serving in the military	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Starting family or taking care of your/his/her children	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Taking classes from postsecondary institution	9[a]	52.9%	-.5	33[a]	60.0%	.5	42	58.3%
		Taking course to prepare for the GED/other high school equivalency exam	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Working for pay	<5[a]	n<5	n<5	9[a]	16.4%	1.1	10	13.9%
	Total		17	100.0%		55	100.0%		72	100.0%

White	S3FOCUS	Attending high school or homeschool	18_a	0.8%	-1.7	91_a	1.3%	1.7	109	1.2%
		Equally focused on more than one of these	362_a	16.5%	3.8	954_b	13.3%	-3.8	1316	14.1%
		Item not administered: abbreviated interview	48_a	2.2%	1.4	125_a	1.7%	-1.4	173	1.9%
		Participating in an apprenticeship program	8_a	0.4%	.8	19_a	0.3%	-.8	27	0.3%
		Serving in the military	46_a	2.1%	-.1	153_a	2.1%	.1	199	2.1%
		Starting family or taking care of your/his/her children	47_a	2.1%	4.4	69_b	1.0%	-4.4	116	1.2%
		Taking classes from postsecondary institution	1215_a	55.5%	-9.8	4799_b	67.0%	9.8	6014	64.3%
		Taking course to prepare for the GED/other high school equivalency exam	12_a	0.5%	.4	34_a	0.5%	-.4	46	0.5%
		Working for pay	433_a	19.8%	8.1	918_b	12.8%	-8.1	1351	14.4%
	Total		2189	100.0%		7162	100.0%		9351	100.0%

Total	S3FOCUS	Attending high school or homeschool	55_a	1.4%	-1.3	218_a	1.7%	1.3	273	1.6%
		Equally focused on more than one of these	660_a	16.7%	2.1	1982_b	15.3%	-2.1	2642	15.6%
		Item not administered: abbreviated interview	89_a	2.3%	1.3	248_a	1.9%	-1.3	337	2.0%
		Participating in an apprenticeship program	12_a	0.3%	.3	36_a	0.3%	-.3	48	0.3%
		Serving in the military	99_a	2.5%	1.6	270_a	2.1%	-1.6	369	2.2%
		Starting family or taking care of your/his/her children	88_a	2.2%	4.2	168_b	1.3%	-4.2	256	1.5%
		Taking classes from postsecondary institution	2217_a	56.1%	-8.9	8296_b	63.9%	8.9	10513	62.1%
		Taking course to prepare for the GED/other high school equivalency exam	26_a	0.7%	-.5	96_a	0.7%	.5	122	0.7%
		Working for pay	708_a	17.9%	8.1	1659_b	12.8%	-8.1	2367	14.0%
	Total		3954	100.0%		12973	100.0%		16927	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B30

*Chi-Square Crosstabulation: S1OCC30THINK * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	S1OCC30THINK	A little	<5[a]	n<5	n<5	8[a]	11.0%	-.2	12	11.3%
		A lot	25[a]	75.8%	.6	51[a]	69.9%	-.6	76	71.7%
		Somewhat	<5[a]	n<5	n<5	14[a]	19.2%	.9	18	17.0%
	Total		33	100.0%		73	100.0%		106	100.0%
Asian	S1OCC30THINK	A little	19[a]	7.9%	-1.1	83[a]	10.3%	1.1	102	9.8%
		A lot	135[a]	56.5%	-.2	458[a]	57.0%	.2	593	56.9%
		Not at all	<5[a]	n<5	n<5	5[a]	0.6%	.4	6	0.6%
		Somewhat	84[a]	35.1%	.9	257[a]	32.0%	-.9	341	32.7%
	Total		239	100.0%		803	100.0%		1042	100.0%
Black/African American	S1OCC30THINK	A little	37[a]	9.0%	.7	96[a]	7.8%	-.7	133	8.1%
		A lot	308[a]	74.6%	-.6	937[a]	76.1%	.6	1245	75.7%
		Not at all	<5[a]	n<5	n<5	13[a]	1.1%	.2	17	1.0%
		Somewhat	64[a]	15.5%	.2	185[a]	15.0%	-.2	249	15.1%
	Total		413	100.0%		1231	100.0%		1644	100.0%

Hispanic	S1OCC30THINK	A little	48[a]	9.2%	.2	159[a]	9.0%	-.2	207	9.0%
		A lot	333[a]	63.9%	-1.6	1202[a]	67.8%	1.6	1535	66.9%
		Not at all	9[a]	1.7%	2.4	11[b]	0.6%	-2.4	20	0.9%
		Somewhat	131[a]	25.1%	1.2	402[a]	22.7%	-1.2	533	23.2%
	Total		521	100.0%		1774	100.0%		2295	100.0%
More than one race	S1OCC30THINK	A little	22[a]	6.5%	-.5	80[a]	7.3%	.5	102	7.1%
		A lot	248[a]	73.2%	.4	788[a]	72.0%	-.4	1036	72.2%
		Not at all	<5[a]	n<5	n<5	10[a]	0.9%	.6	12	0.8%
		Somewhat	67[a]	19.8%	.0	217[a]	19.8%	.0	284	19.8%
	Total		339	100.0%		1095	100.0%		1434	100.0%
Native Hawaiian/Pacific Islander	S1OCC30THINK	A little	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	6.6%
		A lot	11[a]	73.3%	.6	40[a]	65.6%	-.6	51	67.1%
		Somewhat	<5[a]	n<5	n<5	17[a]	27.9%	.6	20	26.3%
	Total		15	100.0%		61	100.0%		76	100.0%
White	S1OCC30THINK	A little	167[a]	8.0%	-1.8	576[a]	9.3%	1.8	743	9.0%
		A lot	1434[a]	68.6%	1.5	4134[a]	66.9%	-1.5	5568	67.3%
		Not at all	14[a]	0.7%	.4	37[a]	0.6%	-.4	51	0.6%
		Somewhat	474[a]	22.7%	-.5	1436[a]	23.2%	.5	1910	23.1%
	Total		2089	100.0%		6183	100.0%		8272	100.0%

Total	S1OCC30THINK	A little	298[a]	8.2%	-1.5	1006[a]	9.0%	1.5	1304	8.8%
		A lot	2494[a]	68.3%	.6	7610[a]	67.8%	-.6	10104	68.0%
		Not at all	30[a]	0.8%	.9	76[a]	0.7%	-.9	106	0.7%
		Somewhat	827[a]	22.7%	.2	2528[a]	22.5%	-.2	3355	22.6%
	Total		3649	100.0%		11220	100.0%		14869	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B31

*Chi-Square Crosstabulation: X1PAREDEXPCT * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X1PAREDEXPCT	Complete a Bachelor's degree	6_a	16.7%	-.3	16_a	19.3%	.3	22	18.5%
		Complete a Master's degree	$<5_a$	n<5	n<5	18_a	21.7%	1.8	21	17.6%
		Complete an Associate's degree	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	6	5.0%
		Complete Ph.D/M.D/Law/other prof degree	7_a	19.4%	.0	16_a	19.3%	.0	23	19.3%
		Don't know	8_a	22.2%	1.2	11_a	13.3%	-1.2	19	16.0%
		High school diploma or GED	8_a	22.2%	.2	17_a	20.5%	-.2	25	21.0%
		Start a Master's degree	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
		Start an Associate's degree	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
	Total		36	100.0%		83	100.0%		119	100.0%

Asian	X1PAREDEXPCT	Complete a Bachelor's degree	68[a]	24.5%	.6	225[a]	22.7%	-.6	293	23.1%
		Complete a Master's degree	66[a]	23.7%	.4	225[a]	22.7%	-.4	291	22.9%
		Complete an Associate's degree	7[a]	2.5%	-.2	27[a]	2.7%	.2	34	2.7%
		Complete Ph.D/M.D/Law/other prof degree	97[a]	34.9%	-1.0	378[a]	38.2%	1.0	475	37.5%
		Don't know	29[a]	10.4%	.1	101[a]	10.2%	-.1	130	10.3%
		High school diploma or GED	5[a]	1.8%	-.3	21[a]	2.1%	.3	26	2.1%
		Start a Bachelor's degree	<5[a]	n<5	n<5	5[a]	0.5%	.3	6	0.5%
		Start a Master's degree	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	0.4%
		Start an Associate's degree	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	0.4%
		Start Ph.D/M.D/Law/other prof degree	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		278	100.0%		990	100.0%		1268	100.0%

Black/African American	X1PAREDEXPCT	Complete a Bachelor's degree	104$_a$	25.6%	1.2		275$_a$	22.7%	-1.2		379	23.5%
		Complete a Master's degree	79$_a$	19.4%	-.6		251$_a$	20.8%	.6		330	20.4%
		Complete an Associate's degree	36$_a$	8.8%	2.2		69$_b$	5.7%	-2.2		105	6.5%
		Complete Ph.D/M.D/Law/other prof degree	96$_a$	23.6%	-2.5		364$_b$	30.1%	2.5		460	28.5%
		Don't know	48$_a$	11.8%	.9		123$_a$	10.2%	-.9		171	10.6%
		High school diploma or GED	36$_a$	8.8%	.5		97$_a$	8.0%	-.5		133	8.2%
		Less than high school	<5$_a$	n<5	n<5		<5$_a$	n<5	n<5		<5	n<5
		Start a Bachelor's degree	5$_a$	1.2%	.9		9$_a$	0.7%	-.9		14	0.9%
		Start a Master's degree	<5$_a$	n<5	n<5		6$_a$	0.5%	.0		8	0.5%
		Start an Associate's degree	<5$_a$	n<5	n<5		9$_a$	0.7%	1.1		10	0.6%
		Start Ph.D/M.D/Law/other prof degree	<5$_a$	n<5	n<5		5$_a$	0.4%	1.3		5	0.3%
	Total		407	100.0%			1209	100.0%			1616	100.0%

Hispanic	X1PAREDEXPCT	Complete a Bachelor's degree	141$_a$	23.4%	.3	469$_a$	22.7%	-.3	610	22.9%
		Complete a Master's degree	85$_a$	14.1%	-2.1	367$_b$	17.8%	2.1	452	17.0%
		Complete an Associate's degree	47$_a$	7.8%	.7	143$_a$	6.9%	-.7	190	7.1%
		Complete Ph.D/M.D/Law/other prof degree	138$_a$	22.9%	-2.1	559$_b$	27.1%	2.1	697	26.2%
		Don't know	98$_a$	16.3%	1.9	272$_a$	13.2%	-1.9	370	13.9%
		High school diploma or GED	70$_a$	11.6%	1.8	189$_a$	9.2%	-1.8	259	9.7%
		Less than high school	<5$_a$	n<5	n<5	8$_a$	0.4%	.2	10	0.4%
		Start a Bachelor's degree	6$_a$	1.0%	.1	20$_a$	1.0%	-.1	26	1.0%
		Start a Master's degree	<5$_a$	n<5	n<5	10$_a$	0.5%	.5	12	0.5%
		Start an Associate's degree	8$_a$	1.3%	.6	21$_a$	1.0%	-.6	29	1.1%
		Start Ph.D/M.D/Law/other prof degree	5$_a$	0.8%	2.4	<5$_b$	n<5	n<5	9	0.3%
	Total		602	100.0%		2062	100.0%		2664	100.0%

More than one race	X1PAREDEXPCT	Complete a Bachelor's degree	101[a]	30.1%	.2		330[a]	29.6%	-.2		431	29.8%
		Complete a Master's degree	53[a]	15.8%	-1.2		209[a]	18.8%	1.2		262	18.1%
		Complete an Associate's degree	30[a]	9.0%	1.6		72[a]	6.5%	-1.6		102	7.0%
		Complete Ph.D/M.D/Law/other prof degree	77[a]	23.0%	-.5		271[a]	24.3%	.5		348	24.0%
		Don't know	38[a]	11.3%	1.5		97[a]	8.7%	-1.5		135	9.3%
		High school diploma or GED	27[a]	8.1%	-.3		96[a]	8.6%	.3		123	8.5%
		Less than high school	<5[a]	n<5	n<5		8[a]	0.7%	.9		9	0.6%
		Start a Bachelor's degree	<5[a]	n<5	n<5		10[a]	0.9%	.5		12	0.8%
		Start a Master's degree	<5[a]	n<5	n<5		7[a]	0.6%	.7		8	0.6%
		Start an Associate's degree	5[a]	1.5%	.9		10[a]	0.9%	-.9		15	1.0%
		Start Ph.D/M.D/Law/other prof degree	<5[a]	n<5	n<5		<5[a]	n<5	n<5		<5	n<5
	Total		335	100.0%			1113	100.0%			1448	100.0%

Native Hawaiian/Pacific Islander	X1PAREDEXPCT	Complete a Bachelor's degree	8[a]	38.1%	.9	17[a]	27.9%	-.9	25	30.5%
		Complete a Master's degree	<5[a]	n<5	n<5	14[a]	23.0%	1.3	16	19.5%
		Complete an Associate's degree	<5[a]	n<5	n<5	<5[a]	n<5	n<5	6	7.3%
		Complete Ph.D/M.D/Law/other prof degree	<5[a]	n<5	n<5	12[a]	19.7%	.1	16	19.5%
		Don't know	<5[a]	n<5	n<5	5[a]	8.2%	-.8	8	9.8%
		High school diploma or GED	<5[a]	n<5	n<5	8[a]	13.1%	1.1	9	11.0%
		Less than high school	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Start a Bachelor's degree	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		21	100.0%		61	100.0%		82	100.0%

White	X1PAREDEXPCT	Complete a Bachelor's degree	722$_a$	31.8%	-1.9	2469$_a$	33.9%	1.9	3191	33.4%
		Complete a Master's degree	410$_a$	18.1%	-3.6	1573$_b$	21.6%	3.6	1983	20.8%
		Complete an Associate's degree	240$_a$	10.6%	5.4	516$_b$	7.1%	-5.4	756	7.9%
		Complete Ph.D/M.D/Law/other prof degree	384$_a$	16.9%	-2.2	1378$_b$	18.9%	2.2	1762	18.4%
		Don't know	238$_a$	10.5%	2.1	654$_b$	9.0%	-2.1	892	9.3%
		High school diploma or GED	220$_a$	9.7%	4.5	497$_b$	6.8%	-4.5	717	7.5%
		Less than high school	13$_a$	0.6%	2.0	21$_b$	0.3%	-2.0	34	0.4%
		Start a Bachelor's degree	11$_a$	0.5%	-1.8	63$_a$	0.9%	1.8	74	0.8%
		Start a Master's degree	<5$_a$	n<5	n<5	40$_b$	0.5%	2.9	42	0.4%
		Start an Associate's degree	25$_a$	1.1%	1.0	63$_a$	0.9%	-1.0	88	0.9%
		Start Ph.D/M.D/Law/other prof degree	6$_a$	0.3%	1.1	11$_a$	0.2%	-1.1	17	0.2%
	Total		2271	100.0%		7285	100.0%		9556	100.0%

Total	X1PAREDEXPCT	Complete a Bachelor's degree	1150$_a$	29.1%	-.7	3801$_a$	29.7%	.7	4951	29.6%
		Complete a Master's degree	698$_a$	17.7%	-4.2	2657$_b$	20.8%	4.2	3355	20.0%
		Complete an Associate's degree	366$_a$	9.3%	5.9	833$_b$	6.5%	-5.9	1199	7.2%
		Complete Ph.D/M.D/Law/other prof degree	803$_a$	20.3%	-3.9	2978$_b$	23.3%	3.9	3781	22.6%
		Don't know	462$_a$	11.7%	3.3	1263$_b$	9.9%	-3.3	1725	10.3%
		High school diploma or GED	367$_a$	9.3%	4.3	925$_b$	7.2%	-4.3	1292	7.7%
		Less than high school	16$_a$	0.4%	1.0	39$_a$	0.3%	-1.0	55	0.3%
		Start a Bachelor's degree	25$_a$	0.6%	-1.3	108$_a$	0.8%	1.3	133	0.8%
		Start a Master's degree	9$_a$	0.2%	-2.4	67$_b$	0.5%	2.4	76	0.5%
		Start an Associate's degree	42$_a$	1.1%	1.3	107$_a$	0.8%	-1.3	149	0.9%
		Start Ph.D/M.D/Law/other prof degree	12$_a$	0.3%	1.3	25$_a$	0.2%	-1.3	37	0.2%
	Total		3950	100.0%		12803	100.0%		16753	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B32

*Chi-Square Crosstabulation: X1STUEDEXPCT * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X1STUEDEXPCT	Complete a Bachelor's degree	6_a	12.2%	.0	14_a	12.3%	.0	20	12.3%
		Complete a Master's degree	$<5_a$	n<5	n<5	20_a	17.5%	1.5	24	14.7%
		Complete an Associate's degree	$<5_a$	n<5	n<5	9_a	7.9%	1.4	10	6.1%
		Complete Ph.D/M.D/Law/other prof degree	12_a	24.5%	1.8	15_a	13.2%	-1.8	27	16.6%
		Don't know	13_a	26.5%	.9	23_a	20.2%	-.9	36	22.1%
		High school diploma or GED	10_a	20.4%	-.6	28_a	24.6%	.6	38	23.3%
		Less than high school	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
		Start a Bachelor's degree	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
		Start a Master's degree	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
		Start an Associate's degree	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
		Start Ph.D/M.D/Law/other prof degree	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
	Total		49	100.0%		114	100.0%		163	100.0%

Asian	X1STUEDEXPCT	Complete a Bachelor's degree	31[a]	8.4%	-1.8	153[a]	11.7%	1.8	184	11.0%
		Complete a Master's degree	69[a]	18.7%	.5	228[a]	17.5%	-.5	297	17.8%
		Complete an Associate's degree	12[a]	3.3%	-.3	46[a]	3.5%	.3	58	3.5%
		Complete Ph.D/M.D/Law/other prof degree	134[a]	36.3%	1.4	422[a]	32.4%	-1.4	556	33.3%
		Don't know	89[a]	24.1%	-.3	325[a]	24.9%	.3	414	24.8%
		High school diploma or GED	24[a]	6.5%	.6	74[a]	5.7%	-.6	98	5.9%
		Less than high school	<5[a]	n<5	n<5	<5[a]	n<5	n<5	6	0.4%
		Start a Bachelor's degree	<5[a]	n<5	n<5	11[a]	0.8%	1.8	11	0.7%
		Start a Master's degree	<5[a]	n<5	n<5	19[a]	1.5%	1.0	22	1.3%
		Start an Associate's degree	<5[a]	n<5	n<5	9[a]	0.7%	.3	11	0.7%
		Start Ph.D/M.D/Law/other prof degree	<5[a]	n<5	n<5	13[a]	1.0%	.8	15	0.9%
	Total		369	100.0%		1303	100.0%		1672	100.0%

Black/African American	X1STUEDEXPCT	Complete a Bachelor's degree	94[a]	16.9%	1.4	241[a]	14.5%	-1.4	335	15.1%
		Complete a Master's degree	89[a]	16.0%	-1.5	314[a]	18.9%	1.5	403	18.2%
		Complete an Associate's degree	27[a]	4.9%	-.1	82[a]	4.9%	.1	109	4.9%
		Complete Ph.D/M.D/Law/other prof degree	156[a]	28.1%	.9	434[a]	26.1%	-.9	590	26.6%
		Don't know	92[a]	16.6%	-.5	290[a]	17.4%	.5	382	17.2%
		High school diploma or GED	72[a]	13.0%	-1.0	244[a]	14.7%	1.0	316	14.2%
		Less than high school	<5[a]	n<5	n<5	6[a]	0.4%	-1.1	10	0.5%
		Start a Bachelor's degree	<5[a]	n<5	n<5	8[a]	0.5%	.4	10	0.5%
		Start a Master's degree	7[a]	1.3%	.7	15[a]	0.9%	-.7	22	1.0%
		Start an Associate's degree	6[a]	1.1%	1.5	8[a]	0.5%	-1.5	14	0.6%
		Start Ph.D/M.D/Law/other prof degree	6[a]	1.1%	-.3	21[a]	1.3%	.3	27	1.2%
	Total		555	100.0%		1663	100.0%		2218	100.0%

Hispanic	X1STUEDEXPCT	Complete a Bachelor's degree	116[a]	14.0%	.4	360[a]	13.4%	-.4	476	13.5%
		Complete a Master's degree	131[a]	15.8%	-.7	451[a]	16.8%	.7	582	16.6%
		Complete an Associate's degree	59[a]	7.1%	2.2	138[b]	5.1%	-2.2	197	5.6%
		Complete Ph.D/M.D/Law/other prof degree	95[a]	11.5%	-5.1	513[b]	19.1%	5.1	608	17.3%
		Don't know	237[a]	28.6%	2.1	669[b]	24.9%	-2.1	906	25.8%
		High school diploma or GED	164[a]	19.8%	1.9	454[a]	16.9%	-1.9	618	17.6%
		Less than high school	7[a]	0.8%	.5	18[a]	0.7%	-.5	25	0.7%
		Start a Bachelor's degree	<5[a]	n<5	n<5	12[a]	0.4%	.3	15	0.4%
		Start a Master's degree	7[a]	0.8%	-.6	29[a]	1.1%	.6	36	1.0%
		Start an Associate's degree	6[a]	0.7%	-.4	23[a]	0.9%	.4	29	0.8%
		Start Ph.D/M.D/Law/other prof degree	<5[a]	n<5	n<5	20[a]	0.7%	1.2	23	0.7%
	Total		828	100.0%		2687	100.0%		3515	100.0%

More than one race	X1STUEDEXPCT	Complete a Bachelor's degree	75[a]	17.2%	.8	231[a]	15.6%	-.8	306	16.0%
		Complete a Master's degree	77[a]	17.7%	-1.0	293[a]	19.8%	1.0	370	19.4%
		Complete an Associate's degree	27[a]	6.2%	.1	90[a]	6.1%	-.1	117	6.1%
		Complete Ph.D/M.D/Law/other prof degree	97[a]	22.3%	-.7	353[a]	23.9%	.7	450	23.5%
		Don't know	84[a]	19.3%	-.9	313[a]	21.2%	.9	397	20.8%
		High school diploma or GED	56[a]	12.9%	1.7	147[a]	10.0%	-1.7	203	10.6%
		Less than high school	<5[a]	n<5	n<5	8[a]	0.5%	.2	10	0.5%
		Start a Bachelor's degree	<5[a]	n<5	n<5	9[a]	0.6%	-.2	12	0.6%
		Start a Master's degree	7[a]	1.6%	1.0	15[a]	1.0%	-1.0	22	1.2%
		Start an Associate's degree	5[a]	1.1%	1.4	8[a]	0.5%	-1.4	13	0.7%
		Start Ph.D/M.D/Law/other prof degree	<5[a]	n<5	n<5	10[a]	0.7%	.5	12	0.6%
	Total		435	100.0%		1477	100.0%		1912	100.0%

Native Hawaiian/Pacific Islander	X1STUEDEXPCT	Complete a Bachelor's degree	6[a]	25.0%	1.0		14[a]	16.3%	-1.0		20	18.2%
		Complete a Master's degree	<5[a]	n<5	n<5		13[a]	15.1%	.3		16	14.5%
		Complete an Associate's degree	<5[a]	n<5	n<5		5[a]	5.8%	-.4		7	6.4%
		Complete Ph.D/M.D/Law/other prof degree	<5[a]	n<5	n<5		13[a]	15.1%	.9		15	13.6%
		Don't know	9[a]	37.5%	1.3		21[a]	24.4%	-1.3		30	27.3%
		High school diploma or GED	<5[a]	n<5	n<5		13[a]	15.1%	.9		15	13.6%
		Less than high school	<5[a]	n<5	n<5		<5[a]	n<5	n<5		<5	n<5
		Start a Master's degree	<5[a]	n<5	n<5		<5[a]	n<5	n<5		<5	n<5
		Start an Associate's degree	<5[a]	n<5	n<5		<5[a]	n<5	n<5		<5	n<5
		Start Ph.D/M.D/Law/other prof degree	<5[a]	n<5	n<5		<5[a]	n<5	n<5		<5	n<5
	Total		24	100.0%			86	100.0%			110	100.0%

White	X1STUEDEXPCT	Complete a Bachelor's degree	532$_a$	18.3%	.1	1632$_a$	18.2%	-.1	2164	18.3%
		Complete a Master's degree	551$_a$	19.0%	-4.2	2035$_b$	22.7%	4.2	2586	21.8%
		Complete an Associate's degree	216$_a$	7.4%	4.1	481$_b$	5.4%	-4.1	697	5.9%
		Complete Ph.D/M.D/Law/other prof degree	486$_a$	16.8%	-3.1	1729$_b$	19.3%	3.1	2215	18.7%
		Don't know	612$_a$	21.1%	.4	1854$_a$	20.7%	-.4	2466	20.8%
		High school diploma or GED	412$_a$	14.2%	5.8	919$_b$	10.3%	-5.8	1331	11.2%
		Less than high school	10$_a$	0.3%	.1	30$_a$	0.3%	-.1	40	0.3%
		Start a Bachelor's degree	14$_a$	0.5%	-.6	52$_a$	0.6%	.6	66	0.6%
		Start a Master's degree	22$_a$	0.8%	-1.8	104$_a$	1.2%	1.8	126	1.1%
		Start an Associate's degree	25$_a$	0.9%	2.4	43$_b$	0.5%	-2.4	68	0.6%
		Start Ph.D/M.D/Law/other prof degree	21$_a$	0.7%	-.5	74$_a$	0.8%	.5	95	0.8%
	Total		2901	100.0%		8953	100.0%		11854	100.0%

Total	X1STUEDEXPCT	Complete a Bachelor's degree	860[a]	16.7%	.7	2645[a]	16.2%	-.7	3505	16.3%
		Complete a Master's degree	924[a]	17.9%	-4.2	3354[b]	20.6%	4.2	4278	19.9%
		Complete an Associate's degree	344[a]	6.7%	3.9	851[b]	5.2%	-3.9	1195	5.6%
		Complete Ph.D/M.D/Law/other prof degree	982[a]	19.0%	-3.6	3479[b]	21.4%	3.6	4461	20.8%
		Don't know	1136[a]	22.0%	.8	3495[a]	21.5%	-.8	4631	21.6%
		High school diploma or GED	740[a]	14.3%	5.4	1879[b]	11.5%	-5.4	2619	12.2%
		Less than high school	26[a]	0.5%	.9	67[a]	0.4%	-.9	93	0.4%
		Start a Bachelor's degree	23[a]	0.4%	-1.0	92[a]	0.6%	1.0	115	0.5%
		Start a Master's degree	47[a]	0.9%	-1.3	184[a]	1.1%	1.3	231	1.1%
		Start an Associate's degree	44[a]	0.9%	2.0	96[b]	0.6%	-2.0	140	0.7%
		Start Ph.D/M.D/Law/other prof degree	35[a]	0.7%	-1.3	141[a]	0.9%	1.3	176	0.8%
	Total		5161	100.0%		16283	100.0%		21444	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B33

*Chi-Square Crosstabulation: X2FAMILYINCOME * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X2FAMILYINCOME	Family income > $115,000 and <= $135,000	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	3.8%
		Family income > $135,000 and <= $155,000	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Family income > $15,000 and <= $35,000	7[a]	16.3%	-.1	15[a]	17.0%	.1	22	16.8%
		Family income > $155,000 and <=$175,000	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Family income > $175,000 and <= $195,000	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Family income > $195,000 and <= $215,000	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Family income > $235,000	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Family income > $35,000 and <= $55,000	7[a]	16.3%	-.6	18[a]	20.5%	.6	25	19.1%
		Family income > $55,000 and <= $75,000	7[a]	16.3%	-.3	16[a]	18.2%	.3	23	17.6%

		Family income > $75,000 and <= $95,000	<5[a]	n<5	n<5	6[a]	6.8%	-.5	10	7.6%
		Family income > $95,000 and <= $115,000	<5[a]	n<5	n<5	<5[a]	n<5	n<5	6	4.6%
		Family income less than or equal to $15,000	11[a]	25.6%	1.3	14[a]	15.9%	-1.3	25	19.1%
	Total		43	100.0%		88	100.0%		131	100.0%
Asian	X2FAMILYINCOME	Family income > $115,000 and <= $135,000	30[a]	7.9%	.5	97[a]	7.2%	-.5	127	7.4%
		Family income > $135,000 and <= $155,000	28[a]	7.4%	2.6	56[b]	4.2%	-2.6	84	4.9%
		Family income > $15,000 and <= $35,000	60[a]	15.8%	-.3	223[a]	16.6%	.3	283	16.4%
		Family income > $155,000 and <=$175,000	9[a]	2.4%	.0	32[a]	2.4%	.0	41	2.4%
		Family income > $175,000 and <= $195,000	15[a]	4.0%	2.4	25[b]	1.9%	-2.4	40	2.3%
		Family income > $195,000 and <= $215,000	16[a]	4.2%	.9	44[a]	3.3%	-.9	60	3.5%
		Family income > $215,000 and <= $235,000	7[a]	1.8%	1.4	13[a]	1.0%	-1.4	20	1.2%
		Family income > $235,000	17[a]	4.5%	-1.5	88[a]	6.5%	1.5	105	6.1%
		Family income > $35,000 and <= $55,000	57[a]	15.0%	.1	200[a]	14.9%	-.1	257	14.9%

		Family income > $55,000 and <= $75,000	51[a]	13.5%	-.3	190[a]	14.1%	.3	241	14.0%
		Family income > $75,000 and <= $95,000	34[a]	9.0%	-1.4	154[a]	11.4%	1.4	188	10.9%
		Family income > $95,000 and <= $115,000	28[a]	7.4%	-.5	109[a]	8.1%	.5	137	7.9%
		Family income less than or equal to $15,000	27[a]	7.1%	-.8	114[a]	8.5%	.8	141	8.2%
	Total		379	100.0%		1345	100.0%		1724	100.0%
Black/African American	X2FAMILYINCOME	Family income > $115,000 and <= $135,000	22[a]	4.0%	.1	63[a]	3.9%	-.1	85	4.0%
		Family income > $135,000 and <= $155,000	8[a]	1.5%	-1.5	41[a]	2.6%	1.5	49	2.3%
		Family income > $15,000 and <= $35,000	126[a]	23.0%	.6	348[a]	21.7%	-.6	474	22.1%
		Family income > $155,000 and <=$175,000	8[a]	1.5%	.0	23[a]	1.4%	.0	31	1.4%
		Family income > $175,000 and <= $195,000	13[a]	2.4%	2.7	14[b]	0.9%	-2.7	27	1.3%
		Family income > $195,000 and <= $215,000	7[a]	1.3%	-.3	23[a]	1.4%	.3	30	1.4%
		Family income > $215,000 and <= $235,000	<5[a]	n<5	n<5	6[a]	0.4%	.7	7	0.3%
		Family income > $235,000	8[a]	1.5%	-.8	32[a]	2.0%	.8	40	1.9%

		Family income > $35,000 and <= $55,000	117[a]	21.4%	1.0	310[a]	19.4%	-1.0	427	19.9%
		Family income > $55,000 and <= $75,000	81[a]	14.8%	.4	225[a]	14.0%	-.4	306	14.2%
		Family income > $75,000 and <= $95,000	37[a]	6.8%	-1.1	132[a]	8.2%	1.1	169	7.9%
		Family income > $95,000 and <= $115,000	34[a]	6.2%	-.2	103[a]	6.4%	.2	137	6.4%
		Family income less than or equal to $15,000	85[a]	15.5%	-1.1	282[a]	17.6%	1.1	367	17.1%
	Total		547	100.0%		1602	100.0%		2149	100.0%
Hispanic	X2FAMILYINCOME	Family income > $115,000 and <= $135,000	21[a]	2.8%	-1.2	94[a]	3.7%	1.2	115	3.5%
		Family income > $135,000 and <= $155,000	11[a]	1.5%	-1.9	67[a]	2.7%	1.9	78	2.4%
		Family income > $15,000 and <= $35,000	235[a]	31.2%	3.8	612[b]	24.4%	-3.8	847	25.9%
		Family income > $155,000 and <=$175,000	14[a]	1.9%	1.5	29[a]	1.2%	-1.5	43	1.3%
		Family income > $175,000 and <= $195,000	<5[a]	n<5	n<5	26[a]	1.0%	1.3	30	0.9%
		Family income > $195,000 and <= $215,000	<5[a]	n<5	n<5	32[a]	1.3%	1.7	36	1.1%
		Family income > $215,000 and <= $235,000	<5[a]	n<5	n<5	11[a]	0.4%	.1	14	0.4%

		Family income > $235,000	<5[a]	n<5	n<5	64[b]	2.5%	3.4	68	2.1%
		Family income > $35,000 and <= $55,000	159[a]	21.1%	1.0	487[a]	19.4%	-1.0	646	19.8%
		Family income > $55,000 and <= $75,000	95[a]	12.6%	.1	315[a]	12.5%	-.1	410	12.6%
		Family income > $75,000 and <= $95,000	53[a]	7.0%	-.9	203[a]	8.1%	.9	256	7.8%
		Family income > $95,000 and <= $115,000	32[a]	4.2%	-2.2	162[b]	6.5%	2.2	194	5.9%
		Family income less than or equal to $15,000	118[a]	15.7%	-.4	409[a]	16.3%	.4	527	16.1%
	Total		753	100.0%		2511	100.0%		3264	100.0%
More than one race	X2FAMILYINCOME	Family income > $115,000 and <= $135,000	28[a]	7.2%	.9	79[a]	6.0%	-.9	107	6.3%
		Family income > $135,000 and <= $155,000	20[a]	5.2%	.9	54[a]	4.1%	-.9	74	4.3%
		Family income > $15,000 and <= $35,000	77[a]	19.8%	1.1	229[a]	17.4%	-1.1	306	17.9%
		Family income > $155,000 and <=$175,000	<5[a]	n<5	n<5	32[a]	2.4%	1.7	36	2.1%
		Family income > $175,000 and <= $195,000	6[a]	1.5%	.0	20[a]	1.5%	.0	26	1.5%
		Family income > $195,000 and <= $215,000	5[a]	1.3%	-.7	24[a]	1.8%	.7	29	1.7%

		Family income > $215,000 and <= $235,000	<5[a]	n<5	n<5	<5[b]	n<5	n<5	7	0.4%
		Family income > $235,000	<5[a]	n<5	n<5	59[b]	4.5%	3.4	62	3.6%
		Family income > $35,000 and <= $55,000	75[a]	19.3%	1.0	226[a]	17.1%	-1.0	301	17.6%
		Family income > $55,000 and <= $75,000	43[a]	11.1%	-1.8	194[a]	14.7%	1.8	237	13.9%
		Family income > $75,000 and <= $95,000	47[a]	12.1%	.3	152[a]	11.5%	-.3	199	11.7%
		Family income > $95,000 and <= $115,000	32[a]	8.2%	-.6	121[a]	9.2%	.6	153	9.0%
		Family income less than or equal to $15,000	44[a]	11.3%	1.1	125[a]	9.5%	-1.1	169	9.9%
	Total		388	100.0%		1318	100.0%		1706	100.0%
Native Hawaiian/Pacific Islander	X2FAMILYINCOME	Family income > $115,000 and <= $135,000	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Family income > $135,000 and <= $155,000	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Family income > $15,000 and <= $35,000	<5[a]	n<5	n<5	13[a]	18.3%	.0	17	18.3%
		Family income > $155,000 and <=$175,000	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Family income > $215,000 and <= $235,000	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Family income > $235,000	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5

		Family income > $35,000 and <= $55,000	<5[a]	n<5	n<5	15[a]	21.1%	.8	18	19.4%
		Family income > $55,000 and <= $75,000	<5[a]	n<5	n<5	13[b]	18.3%	2.2	13	14.0%
		Family income > $75,000 and <= $95,000	<5[a]	n<5	n<5	10[a]	14.1%	1.2	11	11.8%
		Family income > $95,000 and <= $115,000	<5[a]	n<5	n<5	9[a]	12.7%	.5	11	11.8%
		Family income less than or equal to $15,000	8[a]	36.4%	3.8	<5[b]	n<5	n<5	12	12.9%
	Total		22	100.0%		71	100.0%		93	100.0%
White	X2FAMILYINCOME	Family income > $115,000 and <= $135,000	170[a]	6.3%	-2.2	620[b]	7.6%	2.2	790	7.3%
		Family income > $135,000 and <= $155,000	98[a]	3.7%	-3.7	444[b]	5.4%	3.7	542	5.0%
		Family income > $15,000 and <= $35,000	501[a]	18.7%	8.2	1008[b]	12.3%	-8.2	1509	13.9%
		Family income > $155,000 and <=$175,000	53[a]	2.0%	-2.4	232[b]	2.8%	2.4	285	2.6%
		Family income > $175,000 and <= $195,000	21[a]	0.8%	-4.5	173[b]	2.1%	4.5	194	1.8%
		Family income > $195,000 and <= $215,000	40[a]	1.5%	-3.7	225[b]	2.8%	3.7	265	2.4%
		Family income > $215,000 and <= $235,000	17[a]	0.6%	-2.3	93[b]	1.1%	2.3	110	1.0%

		Family income > $235,000	49$_a$	1.8%	-9.7	552$_b$	6.8%	9.7	601	5.5%
		Family income > $35,000 and <= $55,000	503$_a$	18.8%	4.5	1231$_b$	15.1%	-4.5	1734	16.0%
		Family income > $55,000 and <= $75,000	427$_a$	15.9%	2.0	1172$_b$	14.4%	-2.0	1599	14.7%
		Family income > $75,000 and <= $95,000	343$_a$	12.8%	.0	1044$_a$	12.8%	.0	1387	12.8%
		Family income > $95,000 and <= $115,000	228$_a$	8.5%	-3.0	855$_b$	10.5%	3.0	1083	10.0%
		Family income less than or equal to $15,000	232$_a$	8.7%	4.2	514$_b$	6.3%	-4.2	746	6.9%
	Total		2682	100.0%		8163	100.0%		10845	100.0%
Total	X2FAMILYINCOME	Family income > $115,000 and <= $135,000	275$_a$	5.7%	-1.6	958$_a$	6.3%	1.6	1233	6.2%
		Family income > $135,000 and <= $155,000	166$_a$	3.4%	-2.9	667$_b$	4.4%	2.9	833	4.2%
		Family income > $15,000 and <= $35,000	1010$_a$	21.0%	7.6	2448$_b$	16.2%	-7.6	3458	17.4%
		Family income > $155,000 and <=$175,000	91$_a$	1.9%	-1.8	351$_a$	2.3%	1.8	442	2.2%
		Family income > $175,000 and <= $195,000	59$_a$	1.2%	-2.4	260$_b$	1.7%	2.4	319	1.6%
		Family income > $195,000 and <= $215,000	72$_a$	1.5%	-3.4	349$_b$	2.3%	3.4	421	2.1%

	Family income > $215,000 and <= $235,000	32[a]	0.7%	-1.2	127[a]	0.8%	1.2	159	0.8%
	Family income > $235,000	82[a]	1.7%	-10.6	800[b]	5.3%	10.6	882	4.4%
	Family income > $35,000 and <= $55,000	921[a]	19.1%	4.3	2487[b]	16.5%	-4.3	3408	17.1%
	Family income > $55,000 and <= $75,000	704[a]	14.6%	1.0	2125[a]	14.1%	-1.0	2829	14.2%
	Family income > $75,000 and <= $95,000	519[a]	10.8%	-.9	1701[a]	11.3%	.9	2220	11.1%
	Family income > $95,000 and <= $115,000	358[a]	7.4%	-3.4	1363[b]	9.0%	3.4	1721	8.6%
	Family income less than or equal to $15,000	525[a]	10.9%	2.5	1462[b]	9.7%	-2.5	1987	10.0%
	Total	4814	100.0%		15098	100.0%		19912	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B34

*Chi-Square Crosstabulation: X2HHNUMBER * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X2HHNUMBER	10 Household members	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		2 or less Household members	<5[a]	n<5	n<5	8[a]	9.1%	1.4	9	6.9%
		3 Household members	11[a]	25.6%	-.5	26[a]	29.5%	.5	37	28.2%
		4 Household members	13[a]	30.2%	.5	23[a]	26.1%	-.5	36	27.5%
		5 Household members	<5[a]	n<5	n<5	20[a]	22.7%	1.9	24	18.3%
		6 Household members	7[a]	16.3%	1.4	7[a]	8.0%	-1.4	14	10.7%
		7 Household members	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		8 Household members	<5[a]	n<5	n<5	<5[a]	n<5	n<5	6	4.6%
		9 Household members	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		43	100.0%		88	100.0%		131	100.0%

Asian	X2HHNUMBER	10 Household members	<5[a]	n<5	n<5	7[a]	0.5%	1.4	7	0.4%
		11+ Household members	<5[a]	n<5	n<5	8[a]	0.6%	-.4	11	0.6%
		2 or less Household members	25[a]	6.6%	.2	85[a]	6.3%	-.2	110	6.4%
		3 Household members	80[a]	21.1%	-1.5	333[a]	24.8%	1.5	413	24.0%
		4 Household members	124[a]	32.7%	.7	415[a]	30.9%	-.7	539	31.3%
		5 Household members	71[a]	18.7%	-1.3	292[a]	21.7%	1.3	363	21.1%
		6 Household members	44[a]	11.6%	1.9	113[a]	8.4%	-1.9	157	9.1%
		7 Household members	15[a]	4.0%	-.6	63[a]	4.7%	.6	78	4.5%
		8 Household members	10[a]	2.6%	1.5	20[a]	1.5%	-1.5	30	1.7%
		9 Household members	7[a]	1.8%	2.1	9[b]	0.7%	-2.1	16	0.9%
	Total		379	100.0%		1345	100.0%		1724	100.0%
Black/African American	X2HHNUMBER	10 Household members	<5[a]	n<5	n<5	6[a]	0.4%	.0	8	0.4%
		11+ Household members	<5[a]	n<5	n<5	<5[a]	n<5	n<5	6	0.3%
		2 or less Household members	56[a]	10.2%	-.4	175[a]	10.9%	.4	231	10.7%
		3 Household members	138[a]	25.2%	-.1	408[a]	25.5%	.1	546	25.4%
		4 Household members	151[a]	27.6%	-.6	465[a]	29.0%	.6	616	28.7%
		5 Household members	103[a]	18.8%	.8	276[a]	17.2%	-.8	379	17.6%
		6 Household members	54[a]	9.9%	.6	144[a]	9.0%	-.6	198	9.2%
		7 Household members	21[a]	3.8%	-1.4	85[a]	5.3%	1.4	106	4.9%
		8 Household members	11[a]	2.0%	.3	29[a]	1.8%	-.3	40	1.9%
		9 Household members	9[a]	1.6%	2.2	10[b]	0.6%	-2.2	19	0.9%
	Total		547	100.0%		1602	100.0%		2149	100.0%

Hispanic	X2HHNUMBER	10 Household members	<5[a]	n<5	n<5	9[a]	0.4%	1.0	10	0.3%
		11+ Household members	<5[a]	n<5	n<5	12[a]	0.5%	1.3	13	0.4%
		2 or less Household members	54[a]	7.2%	-.4	192[a]	7.6%	.4	246	7.5%
		3 Household members	156[a]	20.7%	-1.4	580[a]	23.1%	1.4	736	22.5%
		4 Household members	188[a]	25.0%	-2.3	735[b]	29.3%	2.3	923	28.3%
		5 Household members	173[a]	23.0%	1.5	512[a]	20.4%	-1.5	685	21.0%
		6 Household members	96[a]	12.7%	1.2	281[a]	11.2%	-1.2	377	11.6%
		7 Household members	56[a]	7.4%	3.0	117[b]	4.7%	-3.0	173	5.3%
		8 Household members	16[a]	2.1%	.2	50[a]	2.0%	-.2	66	2.0%
		9 Household members	12[a]	1.6%	1.6	23[a]	0.9%	-1.6	35	1.1%
	Total		753	100.0%		2511	100.0%		3264	100.0%
More than one race	X2HHNUMBER	10 Household members	<5[a]	n<5	n<5	8[a]	0.6%	1.5	8	0.5%
		11+ Household members	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		2 or less Household members	27[a]	7.0%	-.8	108[a]	8.2%	.8	135	7.9%
		3 Household members	89[a]	22.9%	-2.0	369[b]	28.0%	2.0	458	26.8%
		4 Household members	118[a]	30.4%	.5	384[a]	29.1%	-.5	502	29.4%
		5 Household members	79[a]	20.4%	.4	256[a]	19.4%	-.4	335	19.6%
		6 Household members	46[a]	11.9%	1.5	122[a]	9.3%	-1.5	168	9.8%
		7 Household members	18[a]	4.6%	.9	48[a]	3.6%	-.9	66	3.9%
		8 Household members	<5[a]	n<5	n<5	15[a]	1.1%	.2	19	1.1%
		9 Household members	6[a]	1.5%	2.0	7[b]	0.5%	-2.0	13	0.8%
	Total		388	100.0%		1318	100.0%		1706	100.0%

Native Hawaiian/Pacific Islander	X2HHNUMBER	11+ Household members	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		2 or less Household members	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		3 Household members	<5[a]	n<5	n<5	18[a]	25.4%	.7	22	23.7%
		4 Household members	5[a]	22.7%	-1.0	24[a]	33.8%	1.0	29	31.2%
		5 Household members	6[a]	27.3%	1.1	12[a]	16.9%	-1.1	18	19.4%
		6 Household members	<5[a]	n<5	n<5	9[a]	12.7%	.5	11	11.8%
		7 Household members	<5[a]	n<5	n<5	<5[a]	n<5	n<5	6	6.5%
		8 Household members	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		9 Household members	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		22	100.0%		71	100.0%		93	100.0%
White	X2HHNUMBER	10 Household members	9[a]	0.3%	1.3	16[a]	0.2%	-1.3	25	0.2%
		11+ Household members	12[a]	0.4%	3.4	9[b]	0.1%	-3.4	21	0.2%
		2 or less Household members	184[a]	6.9%	-.7	591[a]	7.2%	.7	775	7.1%
		3 Household members	736[a]	27.4%	1.5	2119[a]	26.0%	-1.5	2855	26.3%
		4 Household members	797[a]	29.7%	-2.6	2646[b]	32.4%	2.6	3443	31.7%
		5 Household members	508[a]	18.9%	-1.4	1647[a]	20.2%	1.4	2155	19.9%
		6 Household members	271[a]	10.1%	2.0	721[b]	8.8%	-2.0	992	9.1%
		7 Household members	106[a]	4.0%	1.8	262[a]	3.2%	-1.8	368	3.4%
		8 Household members	43[a]	1.6%	.9	111[a]	1.4%	-.9	154	1.4%
		9 Household members	16[a]	0.6%	.6	41[a]	0.5%	-.6	57	0.5%
	Total		2682	100.0%		8163	100.0%		10845	100.0%

Total	X2HHNUMBER	10 Household members	13_a	0.3%	-.4	46_a	0.3%	.4	59	0.3%
		11+ Household members	19_a	0.4%	1.9	35_a	0.2%	-1.9	54	0.3%
		2 or less Household members	348_a	7.2%	-1.0	1160_a	7.7%	1.0	1508	7.6%
		3 Household members	1214_a	25.2%	-.4	3853_a	25.5%	.4	5067	25.4%
		4 Household members	1396_a	29.0%	-2.7	4692_b	31.1%	2.7	6088	30.6%
		5 Household members	944_a	19.6%	-.5	3015_a	20.0%	.5	3959	19.9%
		6 Household members	520_a	10.8%	3.2	1397_b	9.3%	-3.2	1917	9.6%
		7 Household members	221_a	4.6%	2.3	579_b	3.8%	-2.3	800	4.0%
		8 Household members	89_a	1.8%	1.6	229_a	1.5%	-1.6	318	1.6%
		9 Household members	50_a	1.0%	3.1	92_b	0.6%	-3.1	142	0.7%
	Total		4814	100.0%		15098	100.0%		19912	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B35

*Chi-Square Crosstabulation: X2PAREDEXPCT * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X2PAREDEXPCT	Complete Associate's degree	5_a	11.6%	.7	7_a	8.0%	-.7	12	9.2%
		Complete Bachelor's degree	11_a	25.6%	-.2	24_a	27.3%	.2	35	26.7%
		Complete certificate/diploma from school providing occupational training	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	7	5.3%
		Complete HS diploma/GED/alternative HS credential	11_a	25.6%	1.5	13_a	14.8%	-1.5	24	18.3%
		Complete Master's degree	$<5_a$	n<5	n<5	15_b	17.0%	2.0	17	13.0%
		Complete Ph.D./M.D./law degree/other high level professional degree	6_a	14.0%	.4	10_a	11.4%	-.4	16	12.2%
		Don't know	$<5_a$	n<5	n<5	10_a	11.4%	1.3	12	9.2%
		Less than high school completion	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
		Start, but not complete Associate's degree	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5

		Start, but not complete Bachelor's degree	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Start, but not complete Ph.D./M.D./law degree/high level professional degree	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		43	100.0%		88	100.0%		131	100.0%
Asian	X2PAREDEXPCT	Complete Associate's degree	22[a]	5.8%	.2	74[a]	5.5%	-.2	96	5.6%
		Complete Bachelor's degree	115[a]	30.3%	.3	399[a]	29.7%	-.3	514	29.8%
		Complete certificate/diploma from school providing occupational training	9[a]	2.4%	-.8	43[a]	3.2%	.8	52	3.0%
		Complete HS diploma/GED/alternative HS credential	15[a]	4.0%	-.5	61[a]	4.5%	.5	76	4.4%
		Complete Master's degree	77[a]	20.3%	.1	270[a]	20.1%	-.1	347	20.1%
		Complete Ph.D./M.D./law degree/other high level professional degree	91[a]	24.0%	.7	300[a]	22.3%	-.7	391	22.7%
		Don't know	38[a]	10.0%	.0	135[a]	10.0%	.0	173	10.0%
		Less than high school completion	<5[a]	n<5	n<5	7[a]	0.5%	.0	9	0.5%
		Start, but not complete Associate's degree	<5[a]	n<5	n<5	9[a]	0.7%	.9	10	0.6%
		Start, but not complete Bachelor's degree	<5[a]	n<5	n<5	13[a]	1.0%	1.9	13	0.8%

		Start, but not complete certificate/diploma from school providing occ training	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Start, but not complete Master's degree	8[a]	2.1%	2.9	7[b]	0.5%	-2.9	15	0.9%
		Start, but not complete Ph.D./M.D./law degree/high level professional degree	<5[a]	n<5	n<5	24[b]	1.8%	2.2	25	1.5%
	Total		379	100.0%		1345	100.0%		1724	100.0%
Black/African American	X2PAREDEXPCT	Complete Associate's degree	50[a]	9.1%	.8	128[a]	8.0%	-.8	178	8.3%
		Complete Bachelor's degree	141[a]	25.8%	-1.1	452[a]	28.2%	1.1	593	27.6%
		Complete certificate/diploma from school providing occupational training	14[a]	2.6%	-2.6	85[b]	5.3%	2.6	99	4.6%
		Complete HS diploma/GED/alternative HS credential	41[a]	7.5%	1.1	99[a]	6.2%	-1.1	140	6.5%
		Complete Master's degree	99[a]	18.1%	-.6	309[a]	19.3%	.6	408	19.0%
		Complete Ph.D./M.D./law degree/other high level professional degree	109[a]	19.9%	.8	293[a]	18.3%	-.8	402	18.7%
		Don't know	69[a]	12.6%	2.1	151[b]	9.4%	-2.1	220	10.2%
		Less than high school completion	5[a]	0.9%	.1	14[a]	0.9%	-.1	19	0.9%

		Start, but not complete Associate's degree	5[a]	0.9%	.0	15[a]	0.9%	.0	20	0.9%
		Start, but not complete Bachelor's degree	<5[a]	n<5	n<5	23[b]	1.4%	2.0	25	1.2%
		Start, but not complete certificate/diploma from school providing occ training	<5[a]	n<5	n<5	6[a]	0.4%	1.4	6	0.3%
		Start, but not complete Master's degree	<5[a]	n<5	n<5	6[a]	0.4%	-1.1	10	0.5%
		Start, but not complete Ph.D./M.D./law degree/high level professional degree	8[a]	1.5%	.3	21[a]	1.3%	-.3	29	1.3%
	Total		547	100.0%		1602	100.0%		2149	100.0%
Hispanic	X2PAREDEXPCT	Complete Associate's degree	57[a]	7.6%	-.8	213[a]	8.5%	.8	270	8.3%
		Complete Bachelor's degree	195[a]	25.9%	-.7	682[a]	27.2%	.7	877	26.9%
		Complete certificate/diploma from school providing occupational training	38[a]	5.0%	-.6	140[a]	5.6%	.6	178	5.5%
		Complete HS diploma/GED/alternative HS credential	71[a]	9.4%	2.2	177[b]	7.0%	-2.2	248	7.6%
		Complete Master's degree	94[a]	12.5%	-3.3	440[b]	17.5%	3.3	534	16.4%

		Complete Ph.D./M.D./law degree/other high level professional degree	117$_a$	15.5%	-.9	425$_a$	16.9%	.9	542	16.6%
		Don't know	149$_a$	19.8%	5.0	314$_b$	12.5%	-5.0	463	14.2%
		Less than high school completion	13$_a$	1.7%	2.4	19$_b$	0.8%	-2.4	32	1.0%
		Start, but not complete Associate's degree	<5$_a$	n<5	n<5	20$_a$	0.8%	1.1	23	0.7%
		Start, but not complete Bachelor's degree	<5$_a$	n<5	n<5	35$_a$	1.4%	1.9	39	1.2%
		Start, but not complete certificate/diploma from school providing occ training	<5$_a$	n<5	n<5	14$_a$	0.6%	1.0	16	0.5%
		Start, but not complete Master's degree	7$_a$	0.9%	.7	17$_a$	0.7%	-.7	24	0.7%
		Start, but not complete Ph.D./M.D./law degree/high level professional degree	<5$_a$	n<5	n<5	15$_a$	0.6%	.6	18	0.6%
	Total		753	100.0%		2511	100.0%		3264	100.0%
More than one race	X2PAREDEXPCT	Complete Associate's degree	35$_a$	9.0%	1.3	92$_a$	7.0%	-1.3	127	7.4%
		Complete Bachelor's degree	114$_a$	29.4%	-.3	397$_a$	30.1%	.3	511	30.0%
		Complete certificate/diploma from school providing occupational training	16$_a$	4.1%	-1.4	79$_a$	6.0%	1.4	95	5.6%

	Complete HS diploma/GED/alternative HS credential	26[a]	6.7%	.5	79[a]	6.0%	-.5	105	6.2%
	Complete Master's degree	64[a]	16.5%	-1.1	250[a]	19.0%	1.1	314	18.4%
	Complete Ph.D./M.D./law degree/other high level professional degree	59[a]	15.2%	.0	200[a]	15.2%	.0	259	15.2%
	Don't know	54[a]	13.9%	1.0	158[a]	12.0%	-1.0	212	12.4%
	Less than high school completion	<5[a]	n<5	n<5	7[a]	0.5%	-1.1	11	0.6%
	Start, but not complete Associate's degree	<5[a]	n<5	n<5	9[a]	0.7%	-.2	12	0.7%
	Start, but not complete Bachelor's degree	<5[a]	n<5	n<5	25[b]	1.9%	2.3	26	1.5%
	Start, but not complete certificate/diploma from school providing occ training	<5[a]	n<5	n<5	5[a]	0.4%	-.4	7	0.4%
	Start, but not complete Master's degree	6[a]	1.5%	2.0	7[b]	0.5%	-2.0	13	0.8%
	Start, but not complete Ph.D./M.D./law degree/high level professional degree	<5[a]	n<5	n<5	10[a]	0.8%	-.5	14	0.8%
Total		388	100.0%		1318	100.0%		1706	100.0%

Native Hawaiian/Pacific Islander	X2PAREDEXPCT	Complete Associate's degree	<5[a]	n<5	n<5	<5[a]	n<5	n<5	6	6.5%
		Complete Bachelor's degree	6[a]	27.3%	-.8	26[a]	36.6%	.8	32	34.4%
		Complete certificate/diploma from school providing occupational training	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	5.4%
		Complete HS diploma/GED/alternative HS credential	<5[a]	n<5	n<5	7[a]	9.9%	.1	9	9.7%
		Complete Master's degree	<5[a]	n<5	n<5	13[a]	18.3%	1.0	15	16.1%
		Complete Ph.D./M.D./law degree/other high level professional degree	<5[a]	n<5	n<5	11[a]	15.5%	.8	13	14.0%
		Don't know	6[a]	27.3%	3.2	<5[b]	n<5	n<5	9	9.7%
		Less than high school completion	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Start, but not complete Associate's degree	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Start, but not complete Bachelor's degree	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Start, but not complete Master's degree	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		22	100.0%		71	100.0%		93	100.0%

White	X2PAREDEXPCT	Complete Associate's degree	233$_a$	8.7%	3.3	553$_b$	6.8%	-3.3	786	7.2%
		Complete Bachelor's degree	825$_a$	30.8%	-1.2	2613$_a$	32.0%	1.2	3438	31.7%
		Complete certificate/diploma from school providing occupational training	175$_a$	6.5%	3.1	404$_b$	4.9%	-3.1	579	5.3%
		Complete HS diploma/GED/alternative HS credential	229$_a$	8.5%	4.6	489$_b$	6.0%	-4.6	718	6.6%
		Complete Master's degree	447$_a$	16.7%	-5.0	1724$_b$	21.1%	5.0	2171	20.0%
		Complete Ph.D./M.D./law degree/other high level professional degree	327$_a$	12.2%	-3.8	1236$_b$	15.1%	3.8	1563	14.4%
		Don't know	307$_a$	11.4%	2.2	813$_b$	10.0%	-2.2	1120	10.3%
		Less than high school completion	35$_a$	1.3%	3.4	52$_b$	0.6%	-3.4	87	0.8%
		Start, but not complete Associate's degree	22$_a$	0.8%	.4	61$_a$	0.7%	-.4	83	0.8%
		Start, but not complete Bachelor's degree	28$_a$	1.0%	-.4	93$_a$	1.1%	.4	121	1.1%
		Start, but not complete certificate/diploma from school providing occ training	13$_a$	0.5%	1.8	21$_a$	0.3%	-1.8	34	0.3%
		Start, but not complete Master's degree	28$_a$	1.0%	3.2	40$_b$	0.5%	-3.2	68	0.6%

		Start, but not complete Ph.D./M.D./law degree/high level professional degree	13_a	0.5%	-1.6	64_a	0.8%	1.6	77	0.7%
	Total		2682	100.0%		8163	100.0%		10845	100.0%
Total	X2PAREDEXPCT	Complete Associate's degree	404_a	8.4%	3.0	1071_b	7.1%	-3.0	1475	7.4%
		Complete Bachelor's degree	1407_a	29.2%	-1.6	4593_a	30.4%	1.6	6000	30.1%
		Complete certificate/diploma from school providing occupational training	256_a	5.3%	.8	759_a	5.0%	-.8	1015	5.1%
		Complete HS diploma/GED/alternative HS credential	395_a	8.2%	5.0	925_b	6.1%	-5.0	1320	6.6%
		Complete Master's degree	785_a	16.3%	-5.7	3021_b	20.0%	5.7	3806	19.1%
		Complete Ph.D./M.D./law degree/other high level professional degree	711_a	14.8%	-2.7	2475_b	16.4%	2.7	3186	16.0%
		Don't know	625_a	13.0%	4.8	1584_b	10.5%	-4.8	2209	11.1%
		Less than high school completion	59_a	1.2%	3.7	103_b	0.7%	-3.7	162	0.8%
		Start, but not complete Associate's degree	35_a	0.7%	-.3	116_a	0.8%	.3	151	0.8%
		Start, but not complete Bachelor's degree	37_a	0.8%	-2.8	190_b	1.3%	2.8	227	1.1%

	Start, but not complete certificate/diploma from school providing occ training	17[a]	0.4%	.3	49[a]	0.3%	-.3	66	0.3%
	Start, but not complete Master's degree	53[a]	1.1%	4.4	78[b]	0.5%	-4.4	131	0.7%
	Start, but not complete Ph.D./M.D./law degree/high level professional degree	30[a]	0.6%	-1.8	134[a]	0.9%	1.8	164	0.8%
Total		4814	100.0%		15098	100.0%		19912	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B36

*Chi-Square Crosstabulation: X2PAREDU * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X2PAREDU	Associate's degree	<5$_a$	n<5	n<5	23$_b$	26.1%	2.6	26	19.8%
		Bachelor's degree	7$_a$	16.3%	.6	11$_a$	12.5%	-.6	18	13.7%
		Certificate/diploma from school providing occupational training	<5$_a$	n<5	n<5	5$_a$	5.7%	-.3	8	6.1%
		High school diploma or GED or alterntive HS credential	24$_a$	55.8%	2.1	32$_b$	36.4%	-2.1	56	42.7%
		Less than high school	<5$_a$	n<5	n<5	<5$_a$	n<5	n<5	<5	n<5
		Master's degree	5$_a$	11.6%	.2	9$_a$	10.2%	-.2	14	10.7%
		Ph.D/M.D/Law/other high lvl prof degree	<5$_a$	n<5	n<5	<5$_a$	n<5	n<5	5	3.8%
	Total		43	100.0%		88	100.0%		131	100.0%
Asian	X2PAREDU	Associate's degree	38$_a$	10.0%	.3	128$_a$	9.5%	-.3	166	9.6%
		Bachelor's degree	105$_a$	27.7%	-.5	392$_a$	29.1%	.5	497	28.8%
		Certificate/diploma from school providing occupational training	<5$_a$	n<5	n<5	47$_b$	3.5%	2.5	51	3.0%

		High school diploma or GED or alterntive HS credential	76_a	20.1%	-.1	272_a	20.2%	.1	348	20.2%
		Less than high school	22_a	5.8%	-.6	89_a	6.6%	.6	111	6.4%
		Master's degree	76_a	20.1%	1.2	235_a	17.5%	-1.2	311	18.0%
		Ph.D/M.D/Law/other high lvl prof degree	58_a	15.3%	.9	182_a	13.5%	-.9	240	13.9%
	Total		379	100.0%		1345	100.0%		1724	100.0%
Black/African American	X2PAREDU	Associate's degree	93_a	17.0%	-1.3	312_a	19.5%	1.3	405	18.8%
		Bachelor's degree	116_a	21.2%	.5	323_a	20.2%	-.5	439	20.4%
		Certificate/diploma from school providing occupational training	32_a	5.9%	-.7	108_a	6.7%	.7	140	6.5%
		High school diploma or GED or alterntive HS credential	204_a	37.3%	1.2	552_a	34.5%	-1.2	756	35.2%
		Less than high school	24_a	4.4%	-.2	73_a	4.6%	.2	97	4.5%
		Master's degree	58_a	10.6%	.2	164_a	10.2%	-.2	222	10.3%
		Ph.D/M.D/Law/other high lvl prof degree	20_a	3.7%	-.7	70_a	4.4%	.7	90	4.2%
	Total		547	100.0%		1602	100.0%		2149	100.0%
Hispanic	X2PAREDU	Associate's degree	118_a	15.7%	.9	359_a	14.3%	-.9	477	14.6%
		Bachelor's degree	105_a	13.9%	-2.6	451_b	18.0%	2.6	556	17.0%
		Certificate/diploma from school providing occupational training	46_a	6.1%	1.5	119_a	4.7%	-1.5	165	5.1%

		High school diploma or GED or alterntive HS credential	276$_a$	36.7%	.2	912$_a$	36.3%	-.2	1188	36.4%
		Less than high school	164$_a$	21.8%	3.2	419$_b$	16.7%	-3.2	583	17.9%
		Master's degree	34$_a$	4.5%	-2.3	172$_b$	6.8%	2.3	206	6.3%
		Ph.D/M.D/Law/other high lvl prof degree	10$_a$	1.3%	-2.7	79$_b$	3.1%	2.7	89	2.7%
	Total		753	100.0%		2511	100.0%		3264	100.0%
More than one race	X2PAREDU	Associate's degree	84$_a$	21.6%	1.4	242$_a$	18.4%	-1.4	326	19.1%
		Bachelor's degree	87$_a$	22.4%	-1.6	349$_a$	26.5%	1.6	436	25.6%
		Certificate/diploma from school providing occupational training	18$_a$	4.6%	-.7	74$_a$	5.6%	.7	92	5.4%
		High school diploma or GED or alterntive HS credential	131$_a$	33.8%	1.0	409$_a$	31.0%	-1.0	540	31.7%
		Less than high school	11$_a$	2.8%	.6	30$_a$	2.3%	-.6	41	2.4%
		Master's degree	41$_a$	10.6%	.0	140$_a$	10.6%	.0	181	10.6%
		Ph.D/M.D/Law/other high lvl prof degree	16$_a$	4.1%	-1.2	74$_a$	5.6%	1.2	90	5.3%
	Total		388	100.0%		1318	100.0%		1706	100.0%
Native Hawaiian/Pacific Islander	X2PAREDU	Associate's degree	<5$_a$	n<5	n<5	15$_a$	21.1%	1.8	16	17.2%
		Bachelor's degree	7$_a$	31.8%	-.2	24$_a$	33.8%	.2	31	33.3%
		Certificate/diploma from school providing occupational training	<5$_a$	n<5	n<5	<5$_b$	n<5	n<5	5	5.4%

		High school diploma or GED or alterntive HS credential	9_a	40.9%	.5	25_a	35.2%	-.5	34	36.6%
		Less than high school	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
		Master's degree	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
		Ph.D/M.D/Law/other high lvl prof degree	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
	Total		22	100.0%		71	100.0%		93	100.0%
White	X2PAREDU	Associate's degree	505_a	18.8%	4.2	1255_b	15.4%	-4.2	1760	16.2%
		Bachelor's degree	606_a	22.6%	-5.9	2320_b	28.4%	5.9	2926	27.0%
		Certificate/diploma from school providing occupational training	167_a	6.2%	5.2	313_b	3.8%	-5.2	480	4.4%
		High school diploma or GED or alterntive HS credential	977_a	36.4%	9.4	2194_b	26.9%	-9.4	3171	29.2%
		Less than high school	70_a	2.6%	3.1	136_b	1.7%	-3.1	206	1.9%
		Master's degree	278_a	10.4%	-6.8	1282_b	15.7%	6.8	1560	14.4%
		Ph.D/M.D/Law/other high lvl prof degree	79_a	2.9%	-9.2	663_b	8.1%	9.2	742	6.8%
	Total		2682	100.0%		8163	100.0%		10845	100.0%
Total	X2PAREDU	Associate's degree	842_a	17.5%	3.4	2334_b	15.5%	-3.4	3176	16.0%
		Bachelor's degree	1033_a	21.5%	-5.9	3870_b	25.6%	5.9	4903	24.6%
		Certificate/diploma from school providing occupational training	273_a	5.7%	3.5	668_b	4.4%	-3.5	941	4.7%

	High school diploma or GED or alterntive HS credential	1697$_a$	35.3%	8.0	4396$_b$	29.1%	-8.0	6093	30.6%
	Less than high school	292$_a$	6.1%	2.9	752$_b$	5.0%	-2.9	1044	5.2%
	Master's degree	493$_a$	10.2%	-5.5	2004$_b$	13.3%	5.5	2497	12.5%
	Ph.D/M.D/Law/other high lvl prof degree	184$_a$	3.8%	-8.2	1074$_b$	7.1%	8.2	1258	6.3%
Total		4814	100.0%		15098	100.0%		19912	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B37

*Chi-Square Crosstabulation: X2POVERTY * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X2POVERTY	At or above poverty threshold	29_a	67.4%	-1.8	72_a	81.8%	1.8	101	77.1%
		Below poverty threshold	14_a	32.6%	1.8	16_a	18.2%	-1.8	30	22.9%
	Total		43	100.0%		88	100.0%		131	100.0%
Asian	X2POVERTY	At or above poverty threshold	326_a	86.0%	.6	1140_a	84.8%	-.6	1466	85.0%
		Below poverty threshold	53_a	14.0%	-.6	205_a	15.2%	.6	258	15.0%
	Total		379	100.0%		1345	100.0%		1724	100.0%
Black/African American	X2POVERTY	At or above poverty threshold	416_a	76.1%	.4	1205_a	75.2%	-.4	1621	75.4%
		Below poverty threshold	131_a	23.9%	-.4	397_a	24.8%	.4	528	24.6%
	Total		547	100.0%		1602	100.0%		2149	100.0%
Hispanic	X2POVERTY	At or above poverty threshold	522_a	69.3%	-2.2	1842_b	73.4%	2.2	2364	72.4%
		Below poverty threshold	231_a	30.7%	2.2	669_b	26.6%	-2.2	900	27.6%
	Total		753	100.0%		2511	100.0%		3264	100.0%

More than one race	X2POVERTY	At or above poverty threshold	314_a	80.9%	-1.8	1117_a	84.7%	1.8	1431	83.9%
		Below poverty threshold	74_a	19.1%	1.8	201_a	15.3%	-1.8	275	16.1%
	Total		388	100.0%		1318	100.0%		1706	100.0%
Native Hawaiian/Pacific Islander	X2POVERTY	At or above poverty threshold	14_a	63.6%	-2.7	63_b	88.7%	2.7	77	82.8%
		Below poverty threshold	8_a	36.4%	2.7	8_b	11.3%	-2.7	16	17.2%
	Total		22	100.0%		71	100.0%		93	100.0%
White	X2POVERTY	At or above poverty threshold	2275_a	84.8%	-6.4	7297_b	89.4%	6.4	9572	88.3%
		Below poverty threshold	407_a	15.2%	6.4	866_b	10.6%	-6.4	1273	11.7%
	Total		2682	100.0%		8163	100.0%		10845	100.0%
Total	X2POVERTY	At or above poverty threshold	3896_a	80.9%	-5.6	12736_b	84.4%	5.6	16632	83.5%
		Below poverty threshold	918_a	19.1%	5.6	2362_b	15.6%	-5.6	3280	16.5%
	Total		4814	100.0%		15098	100.0%		19912	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B38

*Chi-Square Crosstabulation: X2POVERTY120 * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X2POVERTY120	At or above 130% poverty threshold	27_a	62.8%	-1.7	68_a	77.3%	1.7	95	72.5%
		Below 130% poverty threshold	16_a	37.2%	1.7	20_a	22.7%	-1.7	36	27.5%
	Total		43	100.0%		88	100.0%		131	100.0%
Asian	X2POVERTY120	At or above 130% poverty threshold	306_a	80.7%	.8	1059_a	78.7%	-.8	1365	79.2%
		Below 130% poverty threshold	73_a	19.3%	-.8	286_a	21.3%	.8	359	20.8%
	Total		379	100.0%		1345	100.0%		1724	100.0%
Black/African American	X2POVERTY120	At or above 130% poverty threshold	369_a	67.5%	.0	1079_a	67.4%	.0	1448	67.4%
		Below 130% poverty threshold	178_a	32.5%	.0	523_a	32.6%	.0	701	32.6%
	Total		547	100.0%		1602	100.0%		2149	100.0%

Hispanic	X2POVERTY120	At or above 130% poverty threshold	451[a]	59.9%	-2.5	1627[b]	64.8%	2.5	2078	63.7%
		Below 130% poverty threshold	302[a]	40.1%	2.5	884[b]	35.2%	-2.5	1186	36.3%
	Total		753	100.0%		2511	100.0%		3264	100.0%
More than one race	X2POVERTY120	At or above 130% poverty threshold	291[a]	75.0%	-2.3	1060[b]	80.4%	2.3	1351	79.2%
		Below 130% poverty threshold	97[a]	25.0%	2.3	258[b]	19.6%	-2.3	355	20.8%
	Total		388	100.0%		1318	100.0%		1706	100.0%
Native Hawaiian/Pacific Islander	X2POVERTY120	At or above 130% poverty threshold	10[a]	45.5%	-3.5	59[b]	83.1%	3.5	69	74.2%
		Below 130% poverty threshold	12[a]	54.5%	3.5	12[b]	16.9%	-3.5	24	25.8%
	Total		22	100.0%		71	100.0%		93	100.0%
White	X2POVERTY120	At or above 130% poverty threshold	2104[a]	78.4%	-8.1	6953[b]	85.2%	8.1	9057	83.5%
		Below 130% poverty threshold	578[a]	21.6%	8.1	1210[b]	14.8%	-8.1	1788	16.5%
	Total		2682	100.0%		8163	100.0%		10845	100.0%

Total	X2POVERTY120	At or above 130% poverty threshold	3558_{a}	73.9%	-7.2	11905_{b}	78.9%	7.2	15463	77.7%
		Below 130% poverty threshold	1256_{a}	26.1%	7.2	3193_{b}	21.1%	-7.2	4449	22.3%
	Total		4814	100.0%		15098	100.0%		19912	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B39

*Chi-Square Crosstabulation: X2POVERTY185 * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X2POVERTY185	At or above 185% poverty threshold	21_a	48.8%	-.7	49_a	55.7%	.7	70	53.4%
		Below 185% poverty threshold	22_a	51.2%	.7	39_a	44.3%	-.7	61	46.6%
	Total		43	100.0%		88	100.0%		131	100.0%
Asian	X2POVERTY185	At or above 185% poverty threshold	266_a	70.2%	.9	910_a	67.7%	-.9	1176	68.2%
		Below 185% poverty threshold	113_a	29.8%	-.9	435_a	32.3%	.9	548	31.8%
	Total		379	100.0%		1345	100.0%		1724	100.0%
Black/African American	X2POVERTY185	At or above 185% poverty threshold	286_a	52.3%	-.7	865_a	54.0%	.7	1151	53.6%
		Below 185% poverty threshold	261_a	47.7%	.7	737_a	46.0%	-.7	998	46.4%
	Total		547	100.0%		1602	100.0%		2149	100.0%

Hispanic	X2POVERTY185	At or above 185% poverty threshold	327[a]	43.4%	-3.4	1268[b]	50.5%	3.4	1595	48.9%
		Below 185% poverty threshold	426[a]	56.6%	3.4	1243[b]	49.5%	-3.4	1669	51.1%
	Total		753	100.0%		2511	100.0%		3264	100.0%
More than one race	X2POVERTY185	At or above 185% poverty threshold	231[a]	59.5%	-2.7	882[b]	66.9%	2.7	1113	65.2%
		Below 185% poverty threshold	157[a]	40.5%	2.7	436[b]	33.1%	-2.7	593	34.8%
	Total		388	100.0%		1318	100.0%		1706	100.0%
Native Hawaiian/Pacific Islander	X2POVERTY185	At or above 185% poverty threshold	8[a]	36.4%	-2.5	47[b]	66.2%	2.5	55	59.1%
		Below 185% poverty threshold	14[a]	63.6%	2.5	24[b]	33.8%	-2.5	38	40.9%
	Total		22	100.0%		71	100.0%		93	100.0%
White	X2POVERTY185	At or above 185% poverty threshold	1749[a]	65.2%	-10.8	6191[b]	75.8%	10.8	7940	73.2%
		Below 185% poverty threshold	933[a]	34.8%	10.8	1972[b]	24.2%	-10.8	2905	26.8%
	Total		2682	100.0%		8163	100.0%		10845	100.0%

Total	X2POVERTY185	At or above 185% poverty threshold	2888_{a}	60.0%	-9.7	10212_{b}	67.6%	9.7	13100	65.8%
		Below 185% poverty threshold	1926_{a}	40.0%	9.7	4886_{b}	32.4%	-9.7	6812	34.2%
	Total		4814	100.0%		15098	100.0%		19912	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B40

*Chi-Square Crosstabulation: X3CLASSES * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X3CLASSES	Don't know	13_a	33.3%	1.9	15_a	17.6%	-1.9	28	22.6%
		No	9_a	23.1%	-.1	20_a	23.5%	.1	29	23.4%
		Yes	17_a	43.6%	-1.6	50_a	58.8%	1.6	67	54.0%
	Total		39	100.0%		85	100.0%		124	100.0%
Asian	X3CLASSES	Don't know	13_a	3.7%	.3	41_a	3.4%	-.3	54	3.5%
		No	39_a	11.1%	1.3	108_a	8.9%	-1.3	147	9.4%
		Yes	298_a	85.1%	-1.3	1064_a	87.7%	1.3	1362	87.1%
	Total		350	100.0%		1213	100.0%		1563	100.0%
Black/African American	X3CLASSES	Don't know	53_a	10.8%	-1.2	184_a	12.9%	1.2	237	12.4%
		No	92_a	18.8%	.0	269_a	18.8%	.0	361	18.8%
		Yes	344_a	70.3%	.9	975_a	68.3%	-.9	1319	68.8%
	Total		489	100.0%		1428	100.0%		1917	100.0%
Hispanic	X3CLASSES	Don't know	98_a	15.2%	2.2	263_b	11.9%	-2.2	361	12.6%
		No	173_a	26.8%	3.7	443_b	20.0%	-3.7	616	21.6%
		Yes	375_a	58.0%	-4.7	1504_b	68.1%	4.7	1879	65.8%
	Total		646	100.0%		2210	100.0%		2856	100.0%

More than one race	X3CLASSES	Don't know	38_a	10.9%	.9	107_a	9.2%	-.9	145	9.6%
		No	80_a	22.9%	1.3	230_a	19.8%	-1.3	310	20.5%
		Yes	231_a	66.2%	-1.7	825_a	71.0%	1.7	1056	69.9%
	Total		349	100.0%		1162	100.0%		1511	100.0%
Native Hawaiian/Pacific Islander	X3CLASSES	Don't know	$<5_a$	n<5	n<5	5_a	8.5%	1.2	5	6.6%
		No	$<5_a$	n<5	n<5	15_a	25.4%	.2	19	25.0%
		Yes	13_a	76.5%	.8	39_a	66.1%	-.8	52	68.4%
	Total		17	100.0%		59	100.0%		76	100.0%
White	X3CLASSES	Don't know	220_a	9.4%	4.3	506_b	6.8%	-4.3	726	7.4%
		No	560_a	24.0%	8.1	1238_b	16.6%	-8.1	1798	18.3%
		Yes	1550_a	66.5%	-9.8	5727_b	76.7%	9.8	7277	74.2%
	Total		2330	100.0%		7471	100.0%		9801	100.0%
Total	X3CLASSES	Don't know	435_a	10.3%	4.2	1121_b	8.2%	-4.2	1556	8.7%
		No	957_a	22.7%	8.3	2323_b	17.0%	-8.3	3280	18.4%
		Yes	2828_a	67.0%	-9.9	10184_b	74.7%	9.9	13012	72.9%
	Total		4220	100.0%		13628	100.0%		17848	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B41

*Chi-Square Crosstabulation: X3CLGANDWORK * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X3CLGANDWORK	Both Postsecondary classes and working/apprenticing	8_a	20.5%	-.9	24_a	28.2%	.9	32	25.8%
		Neither taking classes nor working/apprenticing	$<5_a$	n<5	n<5	8_a	9.4%	-.1	12	9.7%
		Postsecondary classes only	8_a	20.5%	.1	17_a	20.0%	-.1	25	20.2%
		Undecided or not known	15_a	38.5%	1.0	25_a	29.4%	-1.0	40	32.3%
		Working/apprenticing only	$<5_a$	n<5	n<5	11_a	12.9%	.4	15	12.1%
	Total		39	100.0%		85	100.0%		124	100.0%
Asian	X3CLGANDWORK	Both Postsecondary classes and working/apprenticing	105_a	30.0%	-.6	386_a	31.8%	.6	491	31.4%
		Neither taking classes nor working/apprenticing	12_a	3.4%	.6	34_a	2.8%	-.6	46	2.9%
		Postsecondary classes only	116_a	33.1%	-.8	431_a	35.5%	.8	547	35.0%
		Undecided or not known	96_a	27.4%	.9	304_a	25.1%	-.9	400	25.6%
		Working/apprenticing only	21_a	6.0%	.9	58_a	4.8%	-.9	79	5.1%
	Total		350	100.0%		1213	100.0%		1563	100.0%

Black/African American	X3CLGANDWORK	Both Postsecondary classes and working/apprenticing	167$_a$	34.2%	.5	471$_a$	33.0%	-.5	638	33.3%
		Neither taking classes nor working/apprenticing	24$_a$	4.9%	-.9	85$_a$	6.0%	.9	109	5.7%
		Postsecondary classes only	120$_a$	24.5%	.4	338$_a$	23.7%	-.4	458	23.9%
		Undecided or not known	116$_a$	23.7%	-.7	363$_a$	25.4%	.7	479	25.0%
		Working/apprenticing only	62$_a$	12.7%	.4	171$_a$	12.0%	-.4	233	12.2%
	Total		489	100.0%		1428	100.0%		1917	100.0%
Hispanic	X3CLGANDWORK	Both Postsecondary classes and working/apprenticing	210$_a$	32.5%	-2.8	852$_b$	38.6%	2.8	1062	37.2%
		Neither taking classes nor working/apprenticing	32$_a$	5.0%	.2	105$_a$	4.8%	-.2	137	4.8%
		Postsecondary classes only	107$_a$	16.6%	-1.8	437$_a$	19.8%	1.8	544	19.0%
		Undecided or not known	171$_a$	26.5%	1.9	505$_a$	22.9%	-1.9	676	23.7%
		Working/apprenticing only	126$_a$	19.5%	3.4	311$_b$	14.1%	-3.4	437	15.3%
	Total		646	100.0%		2210	100.0%		2856	100.0%
More than one race	X3CLGANDWORK	Both Postsecondary classes and working/apprenticing	131$_a$	37.5%	.1	433$_a$	37.3%	-.1	564	37.3%
		Neither taking classes nor working/apprenticing	28$_a$	8.0%	2.1	59$_b$	5.1%	-2.1	87	5.8%
		Postsecondary classes only	65$_a$	18.6%	-1.8	268$_a$	23.1%	1.8	333	22.0%
		Undecided or not known	78$_a$	22.3%	.4	248$_a$	21.3%	-.4	326	21.6%
		Working/apprenticing only	47$_a$	13.5%	.1	154$_a$	13.3%	-.1	201	13.3%
	Total		349	100.0%		1162	100.0%		1511	100.0%

Native Hawaiian/Pacific Islander	X3CLGANDWORK	Both Postsecondary classes and working/apprenticing	9_a	52.9%	1.6	19_a	32.2%	-1.6	28	36.8%
		Neither taking classes nor working/apprenticing	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	5	6.6%
		Postsecondary classes only	$<5_a$	n<5	n<5	15_a	25.4%	1.2	17	22.4%
		Undecided or not known	$<5_a$	n<5	n<5	14_a	23.7%	.5	17	22.4%
		Working/apprenticing only	$<5_a$	n<5	n<5	7_a	11.9%	.0	9	11.8%
	Total		17	100.0%		59	100.0%		76	100.0%
White	X3CLGANDWORK	Both Postsecondary classes and working/apprenticing	838_a	36.0%	-.1	2694_a	36.1%	.1	3532	36.0%
		Neither taking classes nor working/apprenticing	102_a	4.4%	1.3	281_a	3.8%	-1.3	383	3.9%
		Postsecondary classes only	496_a	21.3%	-7.6	2190_b	29.3%	7.6	2686	27.4%
		Undecided or not known	466_a	20.0%	.9	1434_a	19.2%	-.9	1900	19.4%
		Working/apprenticing only	428_a	18.4%	8.3	872_b	11.7%	-8.3	1300	13.3%
	Total		2330	100.0%		7471	100.0%		9801	100.0%

Total	X3CLGANDWORK	Both Postsecondary classes and working/apprenticing	1468$_a$	34.8%	-1.2	4879$_a$	35.8%	1.2	6347	35.6%
		Neither taking classes nor working/apprenticing	203$_a$	4.8%	1.6	576$_a$	4.2%	-1.6	779	4.4%
		Postsecondary classes only	914$_a$	21.7%	-7.1	3696$_b$	27.1%	7.1	4610	25.8%
		Undecided or not known	945$_a$	22.4%	1.6	2893$_a$	21.2%	-1.6	3838	21.5%
		Working/apprenticing only	690$_a$	16.4%	8.0	1584$_b$	11.6%	-8.0	2274	12.7%
	Total		4220	100.0%		13628	100.0%		17848	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B42

*Chi-Square Crosstabulation: X3EARNPERHR1 * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X3EARNPERHR1	6.0	<5[a]	n<5	n<5	5[a]	17.9%	.9	6	14.3%
		7.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	6	14.3%
		8.0	<5[a]	n<5	n<5	7[a]	25.0%	.3	10	23.8%
		9.0	<5[a]	n<5	n<5	5[a]	17.9%	.9	6	14.3%
		10.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	6	14.3%
		12.5	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	11.9%
		15.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		20.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		14	100.0%		28	100.0%		42	100.0%

Asian	X3EARNPERHR1	6.0	9[a]	8.5%	.8	22[a]	6.2%	-.8	31	6.7%
		7.0	21[a]	19.8%	1.2	53[a]	14.9%	-1.2	74	16.0%
		8.0	25[a]	23.6%	-1.1	103[a]	28.9%	1.1	128	27.7%
		9.0	18[a]	17.0%	.1	59[a]	16.6%	-.1	77	16.7%
		10.0	19[a]	17.9%	-.9	78[a]	21.9%	.9	97	21.0%
		12.5	10[a]	9.4%	2.1	15[b]	4.2%	-2.1	25	5.4%
		15.0	<5[a]	n<5	n<5	11[a]	3.1%	.1	14	3.0%
		20.0	<5[a]	n<5	n<5	7[a]	2.0%	1.5	7	1.5%
		25.0	<5[a]	n<5	n<5	8[a]	2.2%	.9	9	1.9%
	Total		106	100.0%		356	100.0%		462	100.0%
Black/African American	X3EARNPERHR1	6.0	17[a]	12.9%	1.2	39[a]	9.2%	-1.2	56	10.0%
		7.0	35[a]	26.5%	1.4	88[a]	20.7%	-1.4	123	22.0%
		8.0	44[a]	33.3%	.1	140[a]	32.9%	-.1	184	33.0%
		9.0	20[a]	15.2%	-.3	69[a]	16.2%	.3	89	15.9%
		10.0	7[a]	5.3%	-2.0	48[b]	11.3%	2.0	55	9.9%
		12.5	5[a]	3.8%	-.6	22[a]	5.2%	.6	27	4.8%
		15.0	<5[a]	n<5	n<5	10[a]	2.3%	.0	13	2.3%
		20.0	<5[a]	n<5	n<5	7[a]	1.6%	1.5	7	1.3%
		25.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		132	100.0%		426	100.0%		558	100.0%

Hispanic	X3EARNPERHR1	6.0	14[a]	4.7%	-1.8	69[a]	7.9%	1.8	83	7.1%
		7.0	54[a]	18.2%	2.5	109[b]	12.5%	-2.5	163	13.9%
		8.0	90[a]	30.4%	-.1	267[a]	30.6%	.1	357	30.5%
		9.0	45[a]	15.2%	-1.9	176[a]	20.2%	1.9	221	18.9%
		10.0	53[a]	17.9%	.9	136[a]	15.6%	-.9	189	16.2%
		12.5	17[a]	5.7%	-1.2	68[a]	7.8%	1.2	85	7.3%
		15.0	14[a]	4.7%	.7	33[a]	3.8%	-.7	47	4.0%
		20.0	7[a]	2.4%	1.9	8[a]	0.9%	-1.9	15	1.3%
		25.0	<5[a]	n<5	n<5	7[a]	0.8%	.2	9	0.8%
	Total		296	100.0%		873	100.0%		1169	100.0%
More than one race	X3EARNPERHR1	6.0	12[a]	8.3%	.2	37[a]	7.7%	-.2	49	7.8%
		7.0	23[a]	15.9%	.5	68[a]	14.2%	-.5	91	14.6%
		8.0	46[a]	31.7%	.1	151[a]	31.5%	-.1	197	31.5%
		9.0	24[a]	16.6%	-.3	85[a]	17.7%	.3	109	17.4%
		10.0	15[a]	10.3%	-2.3	88[b]	18.3%	2.3	103	16.5%
		12.5	13[a]	9.0%	2.0	22[b]	4.6%	-2.0	35	5.6%
		15.0	7[a]	4.8%	1.1	14[a]	2.9%	-1.1	21	3.4%
		20.0	<5[a]	n<5	n<5	10[a]	2.1%	.5	12	1.9%
		25.0	<5[a]	n<5	n<5	5[a]	1.0%	-1.0	8	1.3%
	Total		145	100.0%		480	100.0%		625	100.0%

Native Hawaiian/Pacific Islander	X3EARNPERHR1	6.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		7.0	<5[a]	n<5	n<5	<5[b]	n<5	n<5	<5	n<5
		8.0	<5[a]	n<5	n<5	7[a]	36.8%	.7	8	33.3%
		9.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		10.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		15.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		20.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		5	100.0%		19	100.0%		24	100.0%
White	X3EARNPERHR1	6.0	109[a]	8.9%	.9	306[a]	8.1%	-.9	415	8.3%
		7.0	195[a]	15.9%	1.4	537[a]	14.2%	-1.4	732	14.6%
		8.0	396[a]	32.3%	.1	1214[a]	32.2%	-.1	1610	32.2%
		9.0	156[a]	12.7%	-3.0	616[b]	16.3%	3.0	772	15.4%
		10.0	220[a]	17.9%	-.1	680[a]	18.0%	.1	900	18.0%
		12.5	78[a]	6.4%	.6	223[a]	5.9%	-.6	301	6.0%
		15.0	37[a]	3.0%	.2	110[a]	2.9%	-.2	147	2.9%
		20.0	17[a]	1.4%	-.3	56[a]	1.5%	.3	73	1.5%
		25.0	19[a]	1.5%	2.2	31[b]	0.8%	-2.2	50	1.0%
	Total		1227	100.0%		3773	100.0%		5000	100.0%

Total	X3EARNPERHR1	6.0	162_a	8.4%	.5	481_a	8.1%	-.5	643	8.2%
		7.0	334_a	17.4%	3.1	858_b	14.4%	-3.1	1192	15.1%
		8.0	605_a	31.4%	-.2	1889_a	31.7%	.2	2494	31.6%
		9.0	264_a	13.7%	-3.4	1013_b	17.0%	3.4	1277	16.2%
		10.0	317_a	16.5%	-1.0	1037_a	17.4%	1.0	1354	17.2%
		12.5	126_a	6.5%	1.0	352_a	5.9%	-1.0	478	6.1%
		15.0	64_a	3.3%	.6	181_a	3.0%	-.6	245	3.1%
		20.0	27_a	1.4%	-.3	90_a	1.5%	.3	117	1.5%
		25.0	26_a	1.4%	1.7	54_a	0.9%	-1.7	80	1.0%
	Total		1925	100.0%		5955	100.0%		7880	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B43

*Chi-Square Crosstabulation: X3EARNPERHR2 * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X3EARNPERHR2	9.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		10.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		12.5	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		25.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		<5	100.0%		<5	100.0%		<5	100.0%
Asian	X3EARNPERHR2	6.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		7.0	<5[a]	n<5	n<5	11[a]	26.8%	1.8	11	22.0%
		8.0	<5[a]	n<5	n<5	12[a]	29.3%	-.2	15	30.0%
		9.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		10.0	<5[a]	n<5	n<5	5[a]	12.2%	-.8	7	14.0%
		12.5	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	10.0%
		15.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		20.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		25.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		9	100.0%		41	100.0%		50	100.0%

Black/African American	X3EARNPERHR2	6.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		7.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	13.2%
		8.0	<5[a]	n<5	n<5	6[a]	20.7%	-.1	8	21.1%
		9.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		10.0	<5[a]	n<5	n<5	11[a]	37.9%	1.5	12	31.6%
		12.5	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		15.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		20.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		25.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		9	100.0%		29	100.0%		38	100.0%
Hispanic	X3EARNPERHR2	6.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	5.4%
		7.0	<5[a]	n<5	n<5	8[a]	11.4%	.9	9	9.8%
		8.0	8[a]	36.4%	1.0	18[a]	25.7%	-1.0	26	28.3%
		9.0	<5[a]	n<5	n<5	7[a]	10.0%	-1.0	11	12.0%
		10.0	6[a]	27.3%	.1	18[a]	25.7%	-.1	24	26.1%
		12.5	<5[a]	n<5	n<5	<5[a]	n<5	n<5	6	6.5%
		15.0	<5[a]	n<5	n<5	5[a]	7.1%	1.3	5	5.4%
		20.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		25.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		22	100.0%		70	100.0%		92	100.0%

More than one race	X3EARNPERHR2	6.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	6.4%
		7.0	<5[a]	n<5	n<5	5[a]	8.2%	1.2	5	6.4%
		8.0	7[a]	41.2%	1.7	13[a]	21.3%	-1.7	20	25.6%
		9.0	<5[a]	n<5	n<5	9[a]	14.8%	1.0	10	12.8%
		10.0	<5[a]	n<5	n<5	11[a]	18.0%	.6	13	16.7%
		12.5	<5[a]	n<5	n<5	8[a]	13.1%	-.5	11	14.1%
		15.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		20.0	<5[a]	n<5	n<5	6[a]	9.8%	.5	7	9.0%
		25.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		17	100.0%		61	100.0%		78	100.0%
Native Hawaiian/Pacific Islander	X3EARNPERHR2	7.0				<5	n<5	n<5	<5	n<5
		10.0				<5	n<5	n<5	<5	n<5
	Total					<5	100.0%		<5	100.0%
White	X3EARNPERHR2	6.0	19[a]	11.9%	1.0	48[a]	9.3%	-1.0	67	9.9%
		7.0	22[a]	13.8%	.4	64[a]	12.4%	-.4	86	12.7%
		8.0	38[a]	23.8%	-.3	128[a]	24.8%	.3	166	24.6%
		9.0	10[a]	6.3%	-1.1	47[a]	9.1%	1.1	57	8.4%
		10.0	41[a]	25.6%	.1	131[a]	25.4%	-.1	172	25.4%
		12.5	10[a]	6.3%	.1	31[a]	6.0%	-.1	41	6.1%
		15.0	7[a]	4.4%	-1.0	34[a]	6.6%	1.0	41	6.1%
		20.0	<5[a]	n<5	n<5	16[a]	3.1%	.4	20	3.0%
		25.0	9[a]	5.6%	1.3	17[a]	3.3%	-1.3	26	3.8%
	Total		160	100.0%		516	100.0%		676	100.0%

Total	X3EARNPERHR2	6.0	23_a	10.5%	1.1	59_a	8.2%	-1.1	82	8.7%
		7.0	25_a	11.4%	-.5	92_a	12.8%	.5	117	12.4%
		8.0	58_a	26.5%	.6	177_a	24.5%	-.6	235	25.0%
		9.0	17_a	7.8%	-.8	68_a	9.4%	.8	85	9.0%
		10.0	53_a	24.2%	-.1	177_a	24.5%	.1	230	24.5%
		12.5	18_a	8.2%	.9	47_a	6.5%	-.9	65	6.9%
		15.0	9_a	4.1%	-1.3	46_a	6.4%	1.3	55	5.9%
		20.0	5_a	2.3%	-1.1	28_a	3.9%	1.1	33	3.5%
		25.0	11_a	5.0%	.8	27_a	3.7%	-.8	38	4.0%
	Total		219	100.0%		721	100.0%		940	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B44

*Chi-Square Crosstabulation: X3ELLSTATUS * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X3ELLSTATUS	English as second language	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Not English as second language	45[a]	97.8%	.3	100[a]	97.1%	-.3	145	97.3%
	Total		46	100.0%		103	100.0%		149	100.0%
Asian	X3ELLSTATUS	English as second language	51[a]	12.5%	2.3	125[b]	8.8%	-2.3	176	9.6%
		Not English as second language	356[a]	87.5%	-2.3	1298[b]	91.2%	2.3	1654	90.4%
	Total		407	100.0%		1423	100.0%		1830	100.0%
Black/African American	X3ELLSTATUS	English as second language	<5[a]	n<5	n<5	24[b]	1.4%	2.5	25	1.1%
		Not English as second language	567[a]	99.8%	2.5	1660[b]	98.6%	-2.5	2227	98.9%
	Total		568	100.0%		1684	100.0%		2252	100.0%
Hispanic	X3ELLSTATUS	English as second language	46[a]	5.5%	-1.9	198[a]	7.4%	1.9	244	7.0%
		Not English as second language	789[a]	94.5%	1.9	2470[a]	92.6%	-1.9	3259	93.0%
	Total		835	100.0%		2668	100.0%		3503	100.0%

More than one race	X3ELLSTATUS	English as second language	$<5_a$	n<5	n<5	11_a	0.8%	.1	14	0.8%
		Not English as second language	414_a	99.3%	.1	1400_a	99.2%	-.1	1814	99.2%
	Total		417	100.0%		1411	100.0%		1828	100.0%
Native Hawaiian/Pacific Islander	X3ELLSTATUS	English as second language	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
		Not English as second language	22_a	95.7%	-.1	73_a	96.1%	.1	95	96.0%
	Total		23	100.0%		76	100.0%		99	100.0%
White	X3ELLSTATUS	English as second language	$<5_a$	n<5	n<5	70_b	0.8%	4.1	73	0.6%
		Not English as second language	2826_a	99.9%	4.1	8444_b	99.2%	-4.1	11270	99.4%
	Total		2829	100.0%		8514	100.0%		11343	100.0%
Total	X3ELLSTATUS	English as second language	106_a	2.1%	-2.6	434_b	2.7%	2.6	540	2.6%
		Not English as second language	5019_a	97.9%	2.6	15445_b	97.3%	-2.6	20464	97.4%
	Total		5125	100.0%		15879	100.0%		21004	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B45

*Chi-Square Crosstabulation: X3HSCRED * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X3HSCRED	No	11_a	28.2%	.4	21_a	24.7%	-.4	32	25.8%
		Yes	28_a	71.8%	-.4	64_a	75.3%	.4	92	74.2%
	Total		39	100.0%		85	100.0%		124	100.0%
Asian	X3HSCRED	No	22_a	6.3%	1.3	55_a	4.5%	-1.3	77	4.9%
		Yes	328_a	93.7%	-1.3	1158_a	95.5%	1.3	1486	95.1%
	Total		350	100.0%		1213	100.0%		1563	100.0%
Black/African American	X3HSCRED	No	44_a	9.0%	-3.4	216_b	15.1%	3.4	260	13.6%
		Yes	445_a	91.0%	3.4	1212_b	84.9%	-3.4	1657	86.4%
	Total		489	100.0%		1428	100.0%		1917	100.0%
Hispanic	X3HSCRED	No	86_a	13.3%	-.2	301_a	13.6%	.2	387	13.6%
		Yes	560_a	86.7%	.2	1909_a	86.4%	-.2	2469	86.4%
	Total		646	100.0%		2210	100.0%		2856	100.0%
More than one race	X3HSCRED	No	39_a	11.2%	.4	121_a	10.4%	-.4	160	10.6%
		Yes	310_a	88.8%	-.4	1041_a	89.6%	.4	1351	89.4%
	Total		349	100.0%		1162	100.0%		1511	100.0%

Native Hawaiian/Pacific Islander	X3HSCRED	No	<5[a]	n<5	n<5	10[a]	16.9%	-.1	13	17.1%
		Yes	14[a]	82.4%	-.1	49[a]	83.1%	.1	63	82.9%
	Total		17	100.0%		59	100.0%		76	100.0%
White	X3HSCRED	No	187[a]	8.0%	.2	590[a]	7.9%	-.2	777	7.9%
		Yes	2143[a]	92.0%	-.2	6881[a]	92.1%	.2	9024	92.1%
	Total		2330	100.0%		7471	100.0%		9801	100.0%
Total	X3HSCRED	No	392[a]	9.3%	-.7	1314[a]	9.6%	.7	1706	9.6%
		Yes	3828[a]	90.7%	.7	12314[a]	90.4%	-.7	16142	90.4%
	Total		4220	100.0%		13628	100.0%		17848	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B46

*Chi-Square Crosstabulation: X3HSCREDTYPE * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X3HSCREDTYPE	GED or other high school equivalency	<5[a]	n<5	n<5	5[a]	7.8%	.1	7	7.6%
		High school diploma	26[a]	92.9%	.1	59[a]	92.2%	-.1	85	92.4%
	Total		28	100.0%		64	100.0%		92	100.0%
Asian	X3HSCREDTYPE	Certificate of attendance	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		GED or other high school equivalency	<5[a]	n<5	n<5	16[a]	1.4%	.2	20	1.3%
		High school diploma	323[a]	98.5%	.1	1139[a]	98.4%	-.1	1462	98.4%
	Total		328	100.0%		1158	100.0%		1486	100.0%
Black/African American	X3HSCREDTYPE	Certificate of attendance	6[a]	1.3%	.6	12[a]	1.0%	-.6	18	1.1%
		GED or other high school equivalency	17[a]	3.8%	-.5	53[a]	4.4%	.5	70	4.2%
		High school diploma	422[a]	94.8%	.2	1147[a]	94.6%	-.2	1569	94.7%
	Total		445	100.0%		1212	100.0%		1657	100.0%

Hispanic	X3HSCREDTYPE	Certificate of attendance	5_a	0.9%	1.4	8_a	0.4%	-1.4	13	0.5%
		GED or other high school equivalency	10_a	1.8%	-2.0	65_b	3.4%	2.0	75	3.0%
		High school diploma	545_a	97.3%	1.3	1836_a	96.2%	-1.3	2381	96.4%
	Total		560	100.0%		1909	100.0%		2469	100.0%
More than one race	X3HSCREDTYPE	Certificate of attendance	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
		GED or other high school equivalency	13_a	4.2%	1.0	32_a	3.1%	-1.0	45	3.3%
		High school diploma	296_a	95.5%	-1.1	1008_a	96.8%	1.1	1304	96.5%
	Total		310	100.0%		1041	100.0%		1351	100.0%
Native Hawaiian/Pacific Islander	X3HSCREDTYPE	GED or other high school equivalency	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
		High school diploma	14_a	100.0%	.5	48_a	98.0%	-.5	62	98.4%
	Total		14	100.0%		49	100.0%		63	100.0%
White	X3HSCREDTYPE	Certificate of attendance	9_a	0.4%	1.6	15_a	0.2%	-1.6	24	0.3%
		GED or other high school equivalency	77_a	3.6%	2.4	179_b	2.6%	-2.4	256	2.8%
		High school diploma	2057_a	96.0%	-2.8	6687_b	97.2%	2.8	8744	96.9%
	Total		2143	100.0%		6881	100.0%		9024	100.0%

Total	X3HSCREDTYPE	Certificate of attendance	22_a	0.6%	2.3	39_b	0.3%	-2.3	61	0.4%
		GED or other high school equivalency	123_a	3.2%	1.2	351_a	2.9%	-1.2	474	2.9%
		High school diploma	3683_a	96.2%	-1.9	11924_a	96.8%	1.9	15607	96.7%
	Total		3828	100.0%		12314	100.0%		16142	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B47

*Chi-Square Crosstabulation: X3NUMHSATTND * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X3NUMHSATTND	1	35_a	76.1%	-.5	82_a	79.6%	.5	117	78.5%
		2	9_a	19.6%	.3	18_a	17.5%	-.3	27	18.1%
		3	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
		4	$<5_a$	n<5	n<5	$<5_b$	n<5	n<5	<5	n<5
	Total		46	100.0%		103	100.0%		149	100.0%
Asian	X3NUMHSATTND	1	361_a	88.7%	1.0	1235_a	86.8%	-1.0	1596	87.2%
		2	43_a	10.6%	-.6	165_a	11.6%	.6	208	11.4%
		3	$<5_a$	n<5	n<5	23_a	1.6%	1.3	26	1.4%
	Total		407	100.0%		1423	100.0%		1830	100.0%
Black/African American	X3NUMHSATTND	1	443_a	78.0%	2.8	1212_b	72.0%	-2.8	1655	73.5%
		2	100_a	17.6%	-2.7	386_b	22.9%	2.7	486	21.6%
		3	21_a	3.7%	-.7	74_a	4.4%	.7	95	4.2%
		4	$<5_a$	n<5	n<5	12_a	0.7%	.0	16	0.7%
	Total		568	100.0%		1684	100.0%		2252	100.0%

Hispanic	X3NUMHSATTND	1	683[a]	81.8%	1.2	2132[a]	79.9%	-1.2	2815	80.4%
		2	137[a]	16.4%	-.6	460[a]	17.2%	.6	597	17.0%
		3	12[a]	1.4%	-1.9	69[a]	2.6%	1.9	81	2.3%
		4	<5[a]	n<5	n<5	7[a]	0.3%	-.5	10	0.3%
	Total		835	100.0%		2668	100.0%		3503	100.0%
More than one race	X3NUMHSATTND	1	344[a]	82.5%	1.9	1104[a]	78.2%	-1.9	1448	79.2%
		2	64[a]	15.3%	-1.4	258[a]	18.3%	1.4	322	17.6%
		3	8[a]	1.9%	-1.3	44[a]	3.1%	1.3	52	2.8%
		4	<5[a]	n<5	n<5	5[a]	0.4%	.4	6	0.3%
	Total		417	100.0%		1411	100.0%		1828	100.0%
Native Hawaiian/Pacific Islander	X3NUMHSATTND	1	21[a]	91.3%	1.3	60[a]	78.9%	-1.3	81	81.8%
		2	<5[a]	n<5	n<5	12[a]	15.8%	.9	14	14.1%
		3	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		23	100.0%		76	100.0%		99	100.0%
White	X3NUMHSATTND	1	2438[a]	86.2%	1.2	7256[a]	85.2%	-1.2	9694	85.5%
		2	341[a]	12.1%	-1.5	1119[a]	13.1%	1.5	1460	12.9%
		3	46[a]	1.6%	.2	134[a]	1.6%	-.2	180	1.6%
		4	<5[a]	n<5	n<5	5[a]	0.1%	-1.4	9	0.1%
	Total		2829	100.0%		8514	100.0%		11343	100.0%

Total	X3NUMHSATTND	1	4325_{a}	84.4%	3.3	13081_{b}	82.4%	-3.3	17406	82.9%
		2	696_{a}	13.6%	-2.9	2418_{b}	15.2%	2.9	3114	14.8%
		3	90_{a}	1.8%	-2.0	351_{b}	2.2%	2.0	441	2.1%
		4	14_{a}	0.3%	1.2	29_{a}	0.2%	-1.2	43	0.2%
	Total		5125	100.0%		15879	100.0%		21004	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B48

*Chi-Square Crosstabulation: X3TCREDPPSE * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X3TCREDPPSE	.0	44_a	95.7%	.1	98_a	95.1%	-.1	142	95.3%
		1.0	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
		2.0	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
		3.0	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
		3.5	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
		5.0	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
		6.0	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
		7.0	$<5_a$	n<5	n<5	$<5_a$	n<5	n<5	<5	n<5
	Total		46	100.0%		103	100.0%		149	100.0%
Asian	X3TCREDPPSE	.0	352_a	86.5%	-1.8	1275_a	89.6%	1.8	1627	88.9%
		.5	9_a	2.2%	1.4	18_a	1.3%	-1.4	27	1.5%
		1.0	10_a	2.5%	-.7	45_a	3.2%	.7	55	3.0%
		1.5	$<5_a$	n<5	n<5	5_a	0.4%	-1.0	8	0.4%
		2.0	12_a	2.9%	3.1	13_b	0.9%	-3.1	25	1.4%
		2.5	$<5_a$	n<5	n<5	6_a	0.4%	1.3	6	0.3%
		3.0	$<5_a$	n<5	n<5	12_a	0.8%	-.3	16	0.9%
		3.5	$<5_a$	n<5	n<5	8_a	0.6%	.8	9	0.5%
		4.0	5_a	1.2%	2.4	$<5_b$	n<5	n<5	9	0.5%

		5.0	<5[a]	n<5	n<5	8[a]	0.6%	-.4	11	0.6%
		6.0	<5[a]	n<5	n<5	6[a]	0.4%	-.8	9	0.5%
		7.0	5[a]	1.2%	-.6	23[a]	1.6%	.6	28	1.5%
	Total		407	100.0%		1423	100.0%		1830	100.0%
Black/African American	X3TCREDPPSE	.0	530[a]	93.3%	-1.6	1601[a]	95.1%	1.6	2131	94.6%
		.5	<5[a]	n<5	n<5	13[a]	0.8%	1.1	15	0.7%
		1.0	15[a]	2.6%	1.9	24[a]	1.4%	-1.9	39	1.7%
		1.5	<5[a]	n<5	n<5	10[a]	0.6%	1.2	11	0.5%
		2.0	11[a]	1.9%	2.7	11[b]	0.7%	-2.7	22	1.0%
		2.5	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		3.0	<5[a]	n<5	n<5	7[a]	0.4%	-.3	10	0.4%
		3.5	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		4.0	<5[a]	n<5	n<5	6[a]	0.4%	-.6	9	0.4%
		5.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		6.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		7.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		568	100.0%		1684	100.0%		2252	100.0%
Hispanic	X3TCREDPPSE	.0	761[a]	91.1%	-1.6	2476[a]	92.8%	1.6	3237	92.4%
		.5	14[a]	1.7%	1.2	31[a]	1.2%	-1.2	45	1.3%
		1.0	23[a]	2.8%	.4	67[a]	2.5%	-.4	90	2.6%
		1.5	<5[a]	n<5	n<5	13[a]	0.5%	1.0	15	0.4%
		2.0	9[a]	1.1%	.2	27[a]	1.0%	-.2	36	1.0%
		2.5	<5[a]	n<5	n<5	5[a]	0.2%	-1.5	9	0.3%
		3.0	8[a]	1.0%	1.5	13[a]	0.5%	-1.5	21	0.6%

		3.5	<5[a]	n<5	n<5	10[a]	0.4%	-.4	14	0.4%
		4.0	<5[a]	n<5	n<5	9[a]	0.3%	-.1	12	0.3%
		5.0	<5[a]	n<5	n<5	5[a]	0.2%	-1.5	9	0.3%
		6.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	6	0.2%
		7.0	<5[a]	n<5	n<5	8[a]	0.3%	.9	9	0.3%
	Total		835	100.0%		2668	100.0%		3503	100.0%
More than one race	X3TCREDPPSE	.0	380[a]	91.1%	.1	1283[a]	90.9%	-.1	1663	91.0%
		.5	8[a]	1.9%	1.2	16[a]	1.1%	-1.2	24	1.3%
		1.0	10[a]	2.4%	-.6	42[a]	3.0%	.6	52	2.8%
		1.5	<5[a]	n<5	n<5	11[a]	0.8%	.6	13	0.7%
		2.0	6[a]	1.4%	.6	15[a]	1.1%	-.6	21	1.1%
		2.5	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	0.3%
		3.0	6[a]	1.4%	1.2	11[a]	0.8%	-1.2	17	0.9%
		3.5	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		4.0	<5[a]	n<5	n<5	8[a]	0.6%	.8	9	0.5%
		5.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	0.3%
		6.0	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		7.0	<5[a]	n<5	n<5	9[a]	0.6%	.4	11	0.6%
	Total		417	100.0%		1411	100.0%		1828	100.0%
Native Hawaiian/Pacific Islander	X3TCREDPPSE	.0	21[a]	91.3%	-2.6	76[b]	100.0%	2.6	97	98.0%
		.5	<5[a]	n<5	n<5	<5[b]	n<5	n<5	<5	n<5
	Total		23	100.0%		76	100.0%		99	100.0%

White	X3TCREDPPSE	.0	2531$_a$	89.5%	-1.7	7710$_a$	90.6%	1.7	10241	90.3%
		.5	37$_a$	1.3%	.8	96$_a$	1.1%	-.8	133	1.2%
		1.0	83$_a$	2.9%	.4	237$_a$	2.8%	-.4	320	2.8%
		1.5	13$_a$	0.5%	-.7	49$_a$	0.6%	.7	62	0.5%
		2.0	53$_a$	1.9%	.2	154$_a$	1.8%	-.2	207	1.8%
		2.5	13$_a$	0.5%	.4	34$_a$	0.4%	-.4	47	0.4%
		3.0	24$_a$	0.8%	.6	62$_a$	0.7%	-.6	86	0.8%
		3.5	8$_a$	0.3%	.1	23$_a$	0.3%	-.1	31	0.3%
		4.0	15$_a$	0.5%	.8	35$_a$	0.4%	-.8	50	0.4%
		5.0	13$_a$	0.5%	.9	29$_a$	0.3%	-.9	42	0.4%
		6.0	16$_a$	0.6%	1.2	34$_a$	0.4%	-1.2	50	0.4%
		7.0	23$_a$	0.8%	1.2	51$_a$	0.6%	-1.2	74	0.7%
	Total		2829	100.0%		8514	100.0%		11343	100.0%
Total	X3TCREDPPSE	.0	4619$_a$	90.1%	-2.9	14519$_b$	91.4%	2.9	19138	91.1%
		.5	72$_a$	1.4%	1.8	174$_a$	1.1%	-1.8	246	1.2%
		1.0	141$_a$	2.8%	.5	416$_a$	2.6%	-.5	557	2.7%
		1.5	21$_a$	0.4%	-1.3	88$_a$	0.6%	1.3	109	0.5%
		2.0	92$_a$	1.8%	2.1	220$_b$	1.4%	-2.1	312	1.5%
		2.5	19$_a$	0.4%	.5	51$_a$	0.3%	-.5	70	0.3%
		3.0	45$_a$	0.9%	1.6	106$_a$	0.7%	-1.6	151	0.7%
		3.5	14$_a$	0.3%	-.2	46$_a$	0.3%	.2	60	0.3%
		4.0	27$_a$	0.5%	1.3	62$_a$	0.4%	-1.3	89	0.4%
		5.0	23$_a$	0.4%	1.5	49$_a$	0.3%	-1.5	72	0.3%
		6.0	21$_a$	0.4%	.9	52$_a$	0.3%	-.9	73	0.3%

	7.0	31[a]	0.6%	.0	96[a]	0.6%	.0	127	0.6%
Total		5125	100.0%		15879	100.0%		21004	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B49

*Chi-Square Crosstabulation: X3TGPATOT * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X3TGPATOT	.25	<5[a]	n<5	n<5	5[a]	4.9%	.1	7	4.7%
		.50	<5[a]	n<5	n<5	5[a]	4.9%	.8	6	4.0%
		1.00	6[a]	13.0%	1.2	7[a]	6.8%	-1.2	13	8.7%
		1.50	<5[a]	n<5	n<5	12[a]	11.7%	1.9	13	8.7%
		2.00	11[a]	23.9%	1.1	17[a]	16.5%	-1.1	28	18.8%
		2.50	8[a]	17.4%	-.9	25[a]	24.3%	.9	33	22.1%
		3.00	9[a]	19.6%	-.1	21[a]	20.4%	.1	30	20.1%
		3.50	<5[a]	n<5	n<5	8[a]	7.8%	-.2	12	8.1%
		4.00	<5[a]	n<5	n<5	<5[a]	n<5	n<5	7	4.7%
	Total		46	100.0%		103	100.0%		149	100.0%
Asian	X3TGPATOT	.25	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	0.3%
		.50	<5[a]	n<5	n<5	8[a]	0.6%	-.4	11	0.6%
		1.00	<5[a]	n<5	n<5	23[b]	1.6%	2.1	24	1.3%
		1.50	9[a]	2.2%	-1.2	48[a]	3.4%	1.2	57	3.1%
		2.00	21[a]	5.2%	-1.9	112[a]	7.9%	1.9	133	7.3%
		2.50	47[a]	11.5%	-.4	175[a]	12.3%	.4	222	12.1%
		3.00	97[a]	23.8%	.0	338[a]	23.8%	.0	435	23.8%
		3.50	133[a]	32.7%	.2	456[a]	32.1%	-.2	589	32.2%

		4.00	94$_a$	23.1%	2.2	259$_b$	18.2%	-2.2	353	19.3%
	Total		407	100.0%		1422	100.0%		1829	100.0%
Black/African American	X3TGPATOT	.25	5$_a$	0.9%	-.6	20$_a$	1.2%	.6	25	1.1%
		.50	<5$_a$	n<5	n<5	74$_b$	4.4%	4.2	78	3.5%
		1.00	35$_a$	6.2%	-1.0	124$_a$	7.4%	1.0	159	7.1%
		1.50	64$_a$	11.3%	-1.4	226$_a$	13.5%	1.4	290	12.9%
		2.00	102$_a$	18.0%	-1.5	351$_a$	20.9%	1.5	453	20.2%
		2.50	157$_a$	27.6%	2.1	390$_b$	23.3%	-2.1	547	24.4%
		3.00	112$_a$	19.7%	1.3	290$_a$	17.3%	-1.3	402	17.9%
		3.50	78$_a$	13.7%	2.4	169$_b$	10.1%	-2.4	247	11.0%
		4.00	11$_a$	1.9%	.0	33$_a$	2.0%	.0	44	2.0%
	Total		568	100.0%		1677	100.0%		2245	100.0%
Hispanic	X3TGPATOT	.25	6$_a$	0.7%	-.9	29$_a$	1.1%	.9	35	1.0%
		.50	12$_a$	1.4%	-2.0	71$_b$	2.7%	2.0	83	2.4%
		1.00	44$_a$	5.3%	-1.5	180$_a$	6.8%	1.5	224	6.4%
		1.50	92$_a$	11.0%	.5	278$_a$	10.4%	-.5	370	10.6%
		2.00	153$_a$	18.3%	-.6	514$_a$	19.3%	.6	667	19.1%
		2.50	200$_a$	24.0%	1.8	560$_a$	21.0%	-1.8	760	21.7%
		3.00	200$_a$	24.0%	2.4	533$_b$	20.0%	-2.4	733	21.0%
		3.50	104$_a$	12.5%	-2.1	411$_b$	15.4%	2.1	515	14.7%
		4.00	24$_a$	2.9%	-.6	87$_a$	3.3%	.6	111	3.2%
	Total		835	100.0%		2663	100.0%		3498	100.0%

More than one race	X3TGPATOT	.25	<5[a]	n<5	n<5	10[a]	0.7%	.0	13	0.7%
		.50	8[a]	1.9%	-.2	29[a]	2.1%	.2	37	2.0%
		1.00	11[a]	2.6%	-1.7	64[a]	4.5%	1.7	75	4.1%
		1.50	37[a]	8.9%	-.3	131[a]	9.3%	.3	168	9.2%
		2.00	59[a]	14.1%	-.7	218[a]	15.5%	.7	277	15.2%
		2.50	80[a]	19.2%	-.1	274[a]	19.5%	.1	354	19.4%
		3.00	106[a]	25.4%	1.3	315[a]	22.4%	-1.3	421	23.1%
		3.50	90[a]	21.6%	1.4	260[a]	18.5%	-1.4	350	19.2%
		4.00	23[a]	5.5%	-1.5	107[a]	7.6%	1.5	130	7.1%
	Total		417	100.0%		1408	100.0%		1825	100.0%
Native Hawaiian/Pacific Islander	X3TGPATOT	.50	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		1.00	<5[a]	n<5	n<5	<5[a]	n<5	n<5	6	6.1%
		1.50	<5[a]	n<5	n<5	5[a]	6.6%	1.3	5	5.1%
		2.00	7[a]	30.4%	1.1	15[a]	19.7%	-1.1	22	22.2%
		2.50	6[a]	26.1%	.1	19[a]	25.0%	-.1	25	25.3%
		3.00	<5[a]	n<5	n<5	15[a]	19.7%	.7	18	18.2%
		3.50	<5[a]	n<5	n<5	9[a]	11.8%	-.2	12	12.1%
		4.00	<5[a]	n<5	n<5	6[a]	7.9%	-.1	8	8.1%
	Total		23	100.0%		76	100.0%		99	100.0%

White	X3TGPATOT	.25	13_a	0.5%	-.2	42_a	0.5%	.2	55	0.5%
		.50	29_a	1.0%	-1.5	118_a	1.4%	1.5	147	1.3%
		1.00	94_a	3.3%	1.2	244_a	2.9%	-1.2	338	3.0%
		1.50	194_a	6.9%	2.0	494_b	5.8%	-2.0	688	6.1%
		2.00	370_a	13.1%	3.1	930_b	11.0%	-3.1	1300	11.5%
		2.50	564_a	20.0%	2.5	1512_b	17.8%	-2.5	2076	18.4%
		3.00	620_a	21.9%	-1.5	1980_a	23.3%	1.5	2600	23.0%
		3.50	619_a	21.9%	-4.0	2171_b	25.6%	4.0	2790	24.7%
		4.00	324_a	11.5%	-.3	990_a	11.7%	.3	1314	11.6%
	Total		2827	100.0%		8481	100.0%		11308	100.0%
Total	X3TGPATOT	.25	31_a	0.6%	-.6	109_a	0.7%	.6	140	0.7%
		.50	57_a	1.1%	-4.0	308_b	1.9%	4.0	365	1.7%
		1.00	193_a	3.8%	-1.0	646_a	4.1%	1.0	839	4.0%
		1.50	397_a	7.7%	.5	1194_a	7.5%	-.5	1591	7.6%
		2.00	723_a	14.1%	.9	2157_a	13.6%	-.9	2880	13.7%
		2.50	1062_a	20.7%	3.3	2955_b	18.7%	-3.3	4017	19.2%
		3.00	1147_a	22.4%	.5	3492_a	22.1%	-.5	4639	22.1%
		3.50	1031_a	20.1%	-2.9	3484_b	22.0%	2.9	4515	21.5%
		4.00	482_a	9.4%	.1	1485_a	9.4%	-.1	1967	9.4%
	Total		5123	100.0%		15830	100.0%		20953	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B50

*Chi-Square Crosstabulation: X3WORK * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X3WORK	Don't know	7_a	17.9%	.9	10_a	11.8%	-.9	17	13.7%
		No	14_a	35.9%	.1	30_a	35.3%	-.1	44	35.5%
		Yes	18_a	46.2%	-.7	45_a	52.9%	.7	63	50.8%
	Total		39	100.0%		85	100.0%		124	100.0%
Asian	X3WORK	Don't know	84_a	24.0%	1.6	242_a	20.0%	-1.6	326	20.9%
		No	145_a	41.4%	-.5	519_a	42.8%	.5	664	42.5%
		Yes	121_a	34.6%	-.9	452_a	37.3%	.9	573	36.7%
	Total		350	100.0%		1213	100.0%		1563	100.0%
Black/African American	X3WORK	Don't know	65_a	13.3%	-.2	195_a	13.7%	.2	260	13.6%
		No	168_a	34.4%	.2	483_a	33.8%	-.2	651	34.0%
		Yes	256_a	52.4%	-.1	750_a	52.5%	.1	1006	52.5%
	Total		489	100.0%		1428	100.0%		1917	100.0%
Hispanic	X3WORK	Don't know	76_a	11.8%	-.4	273_a	12.4%	.4	349	12.2%
		No	161_a	24.9%	-1.5	617_a	27.9%	1.5	778	27.2%
		Yes	409_a	63.3%	1.6	1320_a	59.7%	-1.6	1729	60.5%
	Total		646	100.0%		2210	100.0%		2856	100.0%

More than one race	X3WORK	Don't know	52$_a$	14.9%	.7	155$_a$	13.3%	-.7	207	13.7%
		No	101$_a$	28.9%	-.6	357$_a$	30.7%	.6	458	30.3%
		Yes	196$_a$	56.2%	.1	650$_a$	55.9%	-.1	846	56.0%
	Total		349	100.0%		1162	100.0%		1511	100.0%
Native Hawaiian/Pacific Islander	X3WORK	Don't know	<5$_a$	n<5	n<5	11$_a$	18.6%	.1	14	18.4%
		No	<5$_a$	n<5	n<5	19$_a$	32.2%	1.2	22	28.9%
		Yes	11$_a$	64.7%	1.1	29$_a$	49.2%	-1.1	40	52.6%
	Total		17	100.0%		59	100.0%		76	100.0%
White	X3WORK	Don't know	286$_a$	12.3%	-.7	957$_a$	12.8%	.7	1243	12.7%
		No	640$_a$	27.5%	-6.7	2607$_b$	34.9%	6.7	3247	33.1%
		Yes	1404$_a$	60.3%	6.7	3907$_b$	52.3%	-6.7	5311	54.2%
	Total		2330	100.0%		7471	100.0%		9801	100.0%
Total	X3WORK	Don't know	573$_a$	13.6%	.1	1843$_a$	13.5%	-.1	2416	13.5%
		No	1232$_a$	29.2%	-5.8	4632$_b$	34.0%	5.8	5864	32.9%
		Yes	2415$_a$	57.2%	5.4	7153$_b$	52.5%	-5.4	9568	53.6%
	Total		4220	100.0%		13628	100.0%		17848	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B51

*Chi-Square Crosstabulation: X4CLGAPPNUM * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X4CLGAPPNUM	0	8[a]	29.6%	1.1	13[a]	19.4%	-1.1	21	22.3%
		1	6[a]	22.2%	-1.8	28[a]	41.8%	1.8	34	36.2%
		2	<5[a]	n<5	n<5	8[a]	11.9%	-.4	12	12.8%
		3	7[a]	25.9%	2.7	<5[b]	n<5	n<5	11	11.7%
		4	<5[a]	n<5	n<5	6[a]	9.0%	1.6	6	6.4%
		5	<5[a]	n<5	n<5	<5[b]	n<5	n<5	<5	n<5
		6	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		7	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		10	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		27	100.0%		67	100.0%		94	100.0%
Asian	X4CLGAPPNUM	0	18[a]	5.8%	.9	48[a]	4.5%	-.9	66	4.8%
		1	77[a]	25.0%	-.2	270[a]	25.5%	.2	347	25.4%
		2	40[a]	13.0%	.7	121[a]	11.4%	-.7	161	11.8%
		3	31[a]	10.1%	-1.5	140[a]	13.2%	1.5	171	12.5%
		4	35[a]	11.4%	.3	114[a]	10.8%	-.3	149	10.9%
		5	34[a]	11.0%	1.1	95[a]	9.0%	-1.1	129	9.4%
		6	10[a]	3.2%	-1.6	58[a]	5.5%	1.6	68	5.0%
		7	7[a]	2.3%	-1.8	49[a]	4.6%	1.8	56	4.1%

		8	16[a]	5.2%	.9	43[a]	4.1%	-.9	59	4.3%
		9	9[a]	2.9%	-.3	34[a]	3.2%	.3	43	3.1%
		10	13[a]	4.2%	.6	37[a]	3.5%	-.6	50	3.7%
		11	18[a]	5.8%	.9	49[a]	4.6%	-.9	67	4.9%
	Total		308	100.0%		1058	100.0%		1366	100.0%
Black/African American	X4CLGAPPNUM	0	47[a]	12.1%	-.9	166[a]	14.0%	.9	213	13.5%
		1	133[a]	34.3%	1.5	358[a]	30.1%	-1.5	491	31.1%
		2	53[a]	13.7%	-.1	164[a]	13.8%	.1	217	13.8%
		3	47[a]	12.1%	.0	143[a]	12.0%	.0	190	12.0%
		4	43[a]	11.1%	1.1	109[a]	9.2%	-1.1	152	9.6%
		5	22[a]	5.7%	-1.7	99[a]	8.3%	1.7	121	7.7%
		6	13[a]	3.4%	-.9	53[a]	4.5%	.9	66	4.2%
		7	9[a]	2.3%	.4	24[a]	2.0%	-.4	33	2.1%
		8	8[a]	2.1%	1.3	14[a]	1.2%	-1.3	22	1.4%
		9	<5[a]	n<5	n<5	8[a]	0.7%	.9	9	0.6%
		10	6[a]	1.5%	-.3	21[a]	1.8%	.3	27	1.7%
		11	6[a]	1.5%	-1.1	30[a]	2.5%	1.1	36	2.3%
	Total		388	100.0%		1189	100.0%		1577	100.0%
Hispanic	X4CLGAPPNUM	0	124[a]	23.7%	3.9	302[b]	16.4%	-3.9	426	18.0%
		1	178[a]	34.0%	-.6	657[a]	35.6%	.6	835	35.2%
		2	81[a]	15.5%	1.0	255[a]	13.8%	-1.0	336	14.2%
		3	60[a]	11.5%	-.1	214[a]	11.6%	.1	274	11.6%
		4	34[a]	6.5%	-.8	138[a]	7.5%	.8	172	7.3%
		5	23[a]	4.4%	-1.0	102[a]	5.5%	1.0	125	5.3%

		6	12[a]	2.3%	-.2	45[a]	2.4%	.2	57	2.4%
		7	<5[a]	n<5	n<5	38[b]	2.1%	2.0	42	1.8%
		8	<5[a]	n<5	n<5	27[b]	1.5%	2.4	28	1.2%
		9	<5[a]	n<5	n<5	17[a]	0.9%	.8	20	0.8%
		10	<5[a]	n<5	n<5	21[a]	1.1%	1.6	23	1.0%
		11	<5[a]	n<5	n<5	31[b]	1.7%	2.6	32	1.4%
	Total		523	100.0%		1847	100.0%		2370	100.0%
More than one race	X4CLGAPPNUM	0	46[a]	15.9%	1.0	137[a]	13.6%	-1.0	183	14.1%
		1	104[a]	36.0%	.5	348[a]	34.5%	-.5	452	34.8%
		2	36[a]	12.5%	-.9	146[a]	14.5%	.9	182	14.0%
		3	45[a]	15.6%	1.7	120[a]	11.9%	-1.7	165	12.7%
		4	13[a]	4.5%	-1.8	76[a]	7.5%	1.8	89	6.9%
		5	13[a]	4.5%	-2.0	81[b]	8.0%	2.0	94	7.2%
		6	9[a]	3.1%	-.4	36[a]	3.6%	.4	45	3.5%
		7	10[a]	3.5%	2.8	11[b]	1.1%	-2.8	21	1.6%
		8	<5[a]	n<5	n<5	20[a]	2.0%	.7	24	1.8%
		9	<5[a]	n<5	n<5	5[a]	0.5%	-1.0	8	0.6%
		10	<5[a]	n<5	n<5	12[a]	1.2%	.7	14	1.1%
		11	<5[a]	n<5	n<5	18[a]	1.8%	.5	22	1.7%
	Total		289	100.0%		1010	100.0%		1299	100.0%
Native Hawaiian/Pacific Islander	X4CLGAPPNUM	0	<5[a]	n<5	n<5	10[a]	21.3%	.2	13	20.6%
		1	6[a]	37.5%	.1	17[a]	36.2%	-.1	23	36.5%
		2	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		3	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	7.9%

		4	<5[a]	n<5	n<5	<5[a]	n<5	n<5	6	9.5%
		5	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		6	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		7	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		8	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		9	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		10	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		16	100.0%		47	100.0%		63	100.0%
White	X4CLGAPPNUM	0	369[a]	18.6%	7.4	779[b]	12.1%	-7.4	1148	13.6%
		1	731[a]	36.9%	2.4	2188[b]	33.9%	-2.4	2919	34.6%
		2	333[a]	16.8%	3.3	892[b]	13.8%	-3.3	1225	14.5%
		3	243[a]	12.3%	-.9	839[a]	13.0%	.9	1082	12.8%
		4	131[a]	6.6%	-3.0	565[b]	8.8%	3.0	696	8.2%
		5	86[a]	4.3%	-4.3	454[b]	7.0%	4.3	540	6.4%
		6	36[a]	1.8%	-4.2	240[b]	3.7%	4.2	276	3.3%
		7	12[a]	0.6%	-4.7	144[b]	2.2%	4.7	156	1.8%
		8	9[a]	0.5%	-3.9	103[b]	1.6%	3.9	112	1.3%
		9	9[a]	0.5%	-1.8	56[a]	0.9%	1.8	65	0.8%
		10	13[a]	0.7%	-2.3	83[b]	1.3%	2.3	96	1.1%
		11	11[a]	0.6%	-3.9	114[b]	1.8%	3.9	125	1.5%
	Total		1983	100.0%		6457	100.0%		8440	100.0%
Total	X4CLGAPPNUM	0	615[a]	17.4%	7.5	1455[b]	12.5%	-7.5	2070	13.6%
		1	1235[a]	34.9%	2.0	3866[b]	33.1%	-2.0	5101	33.5%
		2	548[a]	15.5%	2.8	1589[b]	13.6%	-2.8	2137	14.1%

	3	434$_a$	12.3%	-.4	1464$_a$	12.5%	.4	1898	12.5%
	4	259$_a$	7.3%	-2.5	1011$_b$	8.7%	2.5	1270	8.4%
	5	180$_a$	5.1%	-4.3	835$_b$	7.2%	4.3	1015	6.7%
	6	81$_a$	2.3%	-4.1	435$_b$	3.7%	4.1	516	3.4%
	7	42$_a$	1.2%	-4.2	271$_b$	2.3%	4.2	313	2.1%
	8	39$_a$	1.1%	-2.8	207$_b$	1.8%	2.8	246	1.6%
	9	25$_a$	0.7%	-1.8	121$_a$	1.0%	1.8	146	1.0%
	10	36$_a$	1.0%	-2.3	179$_b$	1.5%	2.3	215	1.4%
	11	40$_a$	1.1%	-3.6	242$_b$	2.1%	3.6	282	1.9%
Total		3534	100.0%		11675	100.0%		15209	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B52

*Chi-Square Crosstabulation: X4DISABLED * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X4DISABLED	No	15_a	57.7%	.0	39_a	58.2%	.0	54	58.1%
		Yes	11_a	42.3%	.0	28_a	41.8%	.0	39	41.9%
	Total		26	100.0%		67	100.0%		93	100.0%
Asian	X4DISABLED	No	218_a	73.4%	-.4	774_a	74.6%	.4	992	74.4%
		Yes	79_a	26.6%	.4	263_a	25.4%	-.4	342	25.6%
	Total		297	100.0%		1037	100.0%		1334	100.0%
Black/African American	X4DISABLED	No	267_a	69.9%	.2	808_a	69.5%	-.2	1075	69.6%
		Yes	115_a	30.1%	-.2	355_a	30.5%	.2	470	30.4%
	Total		382	100.0%		1163	100.0%		1545	100.0%
Hispanic	X4DISABLED	No	376_a	74.0%	2.2	1238_b	69.0%	-2.2	1614	70.1%
		Yes	132_a	26.0%	-2.2	555_b	31.0%	2.2	687	29.9%
	Total		508	100.0%		1793	100.0%		2301	100.0%
More than one race	X4DISABLED	No	193_a	68.2%	1.2	628_a	64.3%	-1.2	821	65.2%
		Yes	90_a	31.8%	-1.2	349_a	35.7%	1.2	439	34.8%
	Total		283	100.0%		977	100.0%		1260	100.0%

Native Hawaiian/Pacific Islander	X4DISABLED	No	11_a	73.3%	.1	34_a	72.3%	-.1	45	72.6%
		Yes	$<5_a$	n<5	n<5	13_a	27.7%	.1	17	27.4%
	Total		15	100.0%		47	100.0%		62	100.0%
White	X4DISABLED	No	1327_a	68.9%	1.6	4121_a	67.0%	-1.6	5448	67.5%
		Yes	598_a	31.1%	-1.6	2029_a	33.0%	1.6	2627	32.5%
	Total		1925	100.0%		6150	100.0%		8075	100.0%
Total	X4DISABLED	No	2407_a	70.1%	2.2	7642_b	68.0%	-2.2	10049	68.5%
		Yes	1029_a	29.9%	-2.2	3592_b	32.0%	2.2	4621	31.5%
	Total		3436	100.0%		11234	100.0%		14670	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B53

*Chi-Square Crosstabulation: X4ENTRYMAJ23 * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X4ENTRYMAJ23	Agriculture and natural resources	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Biological and physical science, science tech	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	7.6%
		Business	<5[a]	n<5	n<5	<5[a]	n<5	n<5	6	9.1%
		Computer and information sciences	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Communications	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Education	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Engineering and engineering technology	<5[a]	n<5	n<5	5[a]	10.2%	-.2	7	10.6%
		General studies and other	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Health care fields	<5[a]	n<5	n<5	15[a]	30.6%	1.5	17	25.8%
		Humanities	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Manufacturing, construction, repair, transportation	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5

		Military technology and protective services	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Personal and consumer services	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Psychology	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Social sciences	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Undeclared/undecided	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	7.6%
	Total		17	100.0%		49	100.0%		66	100.0%
Asian	X4ENTRYMAJ23	Agriculture and natural resources	<5[a]	n<5	n<5	7[a]	0.7%	1.4	7	0.5%
		Architecture	<5[a]	n<5	n<5	<5[a]	n<5	n<5	6	0.5%
		Biological and physical science, science tech	77[a]	26.7%	2.7	199[b]	19.5%	-2.7	276	21.1%
		Business	34[a]	11.8%	-.6	134[a]	13.1%	.6	168	12.8%
		Computer and information sciences	14[a]	4.9%	-1.6	77[a]	7.5%	1.6	91	7.0%
		Communications	<5[a]	n<5	n<5	21[a]	2.1%	1.6	23	1.8%
		Design and applied arts	<5[a]	n<5	n<5	11[a]	1.1%	.6	13	1.0%
		Education	9[a]	3.1%	1.8	15[a]	1.5%	-1.8	24	1.8%
		Engineering and engineering technology	31[a]	10.8%	-1.6	148[a]	14.5%	1.6	179	13.7%
		General studies and other	5[a]	1.7%	.5	14[a]	1.4%	-.5	19	1.5%
		Health care fields	40[a]	13.9%	-.1	143[a]	14.0%	.1	183	14.0%
		History	<5[a]	n<5	n<5	8[a]	0.8%	.8	9	0.7%

		Humanities	17[a]	5.9%	1.1	45[a]	4.4%	-1.1	62	4.7%
		Law and legal studies	<5[a]	n<5	n<5	7[a]	0.7%	.7	8	0.6%
		Manufacturing, construction, repair, transportation	<5[a]	n<5	n<5	14[a]	1.4%	.4	17	1.3%
		Mathematics	<5[a]	n<5	n<5	16[a]	1.6%	.7	19	1.5%
		Military technology and protective services	6[a]	2.1%	1.7	9[a]	0.9%	-1.7	15	1.1%
		Personal and consumer services	5[a]	1.7%	-.1	19[a]	1.9%	.1	24	1.8%
		Psychology	9[a]	3.1%	.5	26[a]	2.5%	-.5	35	2.7%
		Public administration and human services	<5[a]	n<5	n<5	10[a]	1.0%	-.6	14	1.1%
		Social sciences	12[a]	4.2%	.2	40[a]	3.9%	-.2	52	4.0%
		Theology and religious vocations	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Undeclared/undecided	10[a]	3.5%	-1.3	54[a]	5.3%	1.3	64	4.9%
	Total		288	100.0%		1021	100.0%		1309	100.0%
Black/African American	X4ENTRYMAJ23	Agriculture and natural resources	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	0.4%
		Architecture	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Biological and physical science, science tech	25[a]	8.1%	-.4	78[a]	8.7%	.4	103	8.6%
		Business	50[a]	16.1%	.0	144[a]	16.1%	.0	194	16.1%

Computer and information sciences	10[a]	3.2%	-.1	30[a]	3.4%	.1	40	3.3%
Communications	11[a]	3.5%	-.8	41[a]	4.6%	.8	52	4.3%
Design and applied arts	<5[a]	n<5	n<5	16[a]	1.8%	1.0	19	1.6%
Education	18[a]	5.8%	1.5	34[a]	3.8%	-1.5	52	4.3%
Engineering and engineering technology	22[a]	7.1%	1.0	49[a]	5.5%	-1.0	71	5.9%
General studies and other	<5[a]	n<5	n<5	18[a]	2.0%	1.2	21	1.7%
Health care fields	75[a]	24.2%	1.8	174[a]	19.5%	-1.8	249	20.7%
History	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
Humanities	9[a]	2.9%	-.7	34[a]	3.8%	.7	43	3.6%
Law and legal studies	<5[a]	n<5	n<5	5[a]	0.6%	-.8	8	0.7%
Manufacturing, construction, repair, transportation	9[a]	2.9%	.7	20[a]	2.2%	-.7	29	2.4%
Mathematics	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
Military technology and protective services	11[a]	3.5%	-1.3	48[a]	5.4%	1.3	59	4.9%
Personal and consumer services	17[a]	5.5%	.3	45[a]	5.0%	-.3	62	5.2%
Psychology	19[a]	6.1%	.4	49[a]	5.5%	-.4	68	5.7%
Public administration and human services	<5[a]	n<5	n<5	18[a]	2.0%	1.2	21	1.7%
Social sciences	<5[a]	n<5	n<5	42[b]	4.7%	3.3	44	3.7%
Undeclared/undecided	18[a]	5.8%	1.4	35[a]	3.9%	-1.4	53	4.4%

	Total		310	100.0%		893	100.0%		1203	100.0%
Hispanic	X4ENTRYMAJ23	Agriculture and natural resources	7[a]	2.0%	1.9	12[a]	0.8%	-1.9	19	1.0%
		Architecture	<5[a]	n<5	n<5	9[a]	0.6%	-.5	12	0.7%
		Biological and physical science, science tech	22[a]	6.2%	-1.5	127[a]	8.7%	1.5	149	8.2%
		Business	46[a]	13.0%	.0	190[a]	13.0%	.0	236	13.0%
		Computer and information sciences	14[a]	4.0%	.8	46[a]	3.2%	-.8	60	3.3%
		Communications	5[a]	1.4%	-1.6	43[a]	2.9%	1.6	48	2.6%
		Design and applied arts	<5[a]	n<5	n<5	25[a]	1.7%	.8	29	1.6%
		Education	13[a]	3.7%	-.6	64[a]	4.4%	.6	77	4.2%
		Engineering and engineering technology	27[a]	7.6%	-.2	116[a]	8.0%	.2	143	7.9%
		General studies and other	8[a]	2.3%	-.2	35[a]	2.4%	.2	43	2.4%
		Health care fields	75[a]	21.2%	1.0	274[a]	18.8%	-1.0	349	19.3%
		History	<5[a]	n<5	n<5	5[a]	0.3%	-1.3	8	0.4%
		Humanities	19[a]	5.4%	.7	66[a]	4.5%	-.7	85	4.7%
		Law and legal studies	<5[a]	n<5	n<5	17[a]	1.2%	1.0	19	1.0%
		Manufacturing, construction, repair, transportation	16[a]	4.5%	2.1	36[b]	2.5%	-2.1	52	2.9%
		Mathematics	<5[a]	n<5	n<5	6[a]	0.4%	-1.0	9	0.5%
		Military technology and protective services	20[a]	5.6%	.1	80[a]	5.5%	-.1	100	5.5%

		Personal and consumer services	22[a]	6.2%	2.0	56[b]	3.8%	-2.0	78	4.3%
		Psychology	14[a]	4.0%	-1.1	78[a]	5.3%	1.1	92	5.1%
		Public administration and human services	<5[a]	n<5	n<5	17[a]	1.2%	.5	20	1.1%
		Social sciences	9[a]	2.5%	-.9	51[a]	3.5%	.9	60	3.3%
		Theology and religious vocations	<5[a]	n<5	n<5	7[a]	0.5%	1.3	7	0.4%
		Undeclared/undecided	19[a]	5.4%	-.9	98[a]	6.7%	.9	117	6.5%
	Total		354	100.0%		1458	100.0%		1812	100.0%
More than one race	X4ENTRYMAJ23	Agriculture and natural resources	<5[a]	n<5	n<5	17[a]	2.1%	1.7	18	1.7%
		Architecture	<5[a]	n<5	n<5	5[a]	0.6%	1.2	5	0.5%
		Biological and physical science, science tech	23[a]	9.9%	.1	79[a]	9.7%	-.1	102	9.7%
		Business	17[a]	7.3%	-2.4	105[b]	12.9%	2.4	122	11.7%
		Computer and information sciences	7[a]	3.0%	-.2	27[a]	3.3%	.2	34	3.2%
		Communications	<5[a]	n<5	n<5	24[a]	2.9%	1.0	28	2.7%
		Design and applied arts	<5[a]	n<5	n<5	11[a]	1.4%	.6	13	1.2%
		Education	12[a]	5.2%	.6	35[a]	4.3%	-.6	47	4.5%
		Engineering and engineering technology	20[a]	8.6%	.1	68[a]	8.4%	-.1	88	8.4%
		General studies and other	5[a]	2.1%	-.6	23[a]	2.8%	.6	28	2.7%

		Health care fields	52[a]	22.3%	1.6	143[a]	17.6%	-1.6	195	18.6%
		History	<5[a]	n<5	n<5	8[a]	1.0%	.8	9	0.9%
		Humanities	15[a]	6.4%	.8	41[a]	5.0%	-.8	56	5.3%
		Law and legal studies	<5[a]	n<5	n<5	5[a]	0.6%	.3	6	0.6%
		Manufacturing, construction, repair, transportation	12[a]	5.2%	2.4	18[b]	2.2%	-2.4	30	2.9%
		Mathematics	<5[a]	n<5	n<5	5[a]	0.6%	.3	6	0.6%
		Military technology and protective services	9[a]	3.9%	.0	31[a]	3.8%	.0	40	3.8%
		Personal and consumer services	12[a]	5.2%	.5	36[a]	4.4%	-.5	48	4.6%
		Psychology	9[a]	3.9%	-1.2	48[a]	5.9%	1.2	57	5.4%
		Public administration and human services	<5[a]	n<5	n<5	8[a]	1.0%	.2	10	1.0%
		Social sciences	9[a]	3.9%	.6	25[a]	3.1%	-.6	34	3.2%
		Theology and religious vocations	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Undeclared/undecided	17[a]	7.3%	.6	51[a]	6.3%	-.6	68	6.5%
	Total		233	100.0%		814	100.0%		1047	100.0%
Native Hawaiian/Pacific Islander	X4ENTRYMAJ23	Architecture	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Biological and physical science, science tech	<5[a]	n<5	n<5	<5[b]	n<5	n<5	8	16.7%
		Business	<5[a]	n<5	n<5	6[a]	16.2%	1.4	6	12.5%

		Computer and information sciences	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Communications	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Design and applied arts	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Education	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Engineering and engineering technology	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		General studies and other	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Health care fields	<5[a]	n<5	n<5	11[a]	29.7%	1.4	12	25.0%
		Humanities	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Law and legal studies	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Manufacturing, construction, repair, transportation	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Military technology and protective services	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Personal and consumer services	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Social sciences	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Undeclared/undecided	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		11	100.0%		37	100.0%		48	100.0%
White	X4ENTRYMAJ23	Agriculture and natural resources	48[a]	3.2%	2.9	105[b]	2.0%	-2.9	153	2.2%
		Architecture	6[a]	0.4%	-.3	25[a]	0.5%	.3	31	0.5%

Biological and physical science, science tech	126[a]	8.4%	-1.7	531[a]	9.9%	1.7	657	9.6%
Business	174[a]	11.6%	-2.3	744[b]	13.9%	2.3	918	13.4%
Computer and information sciences	48[a]	3.2%	-.9	197[a]	3.7%	.9	245	3.6%
Communications	43[a]	2.9%	.1	152[a]	2.8%	-.1	195	2.8%
Design and applied arts	20[a]	1.3%	.1	69[a]	1.3%	-.1	89	1.3%
Education	131[a]	8.8%	1.7	397[a]	7.4%	-1.7	528	7.7%
Engineering and engineering technology	113[a]	7.6%	-2.4	515[b]	9.6%	2.4	628	9.2%
General studies and other	25[a]	1.7%	-1.2	117[a]	2.2%	1.2	142	2.1%
Health care fields	286[a]	19.1%	2.0	905[b]	16.9%	-2.0	1191	17.4%
History	19[a]	1.3%	1.2	50[a]	0.9%	-1.2	69	1.0%
Humanities	63[a]	4.2%	-2.1	298[b]	5.6%	2.1	361	5.3%
Law and legal studies	8[a]	0.5%	.5	23[a]	0.4%	-.5	31	0.5%
Manufacturing, construction, repair, transportation	73[a]	4.9%	5.3	123[b]	2.3%	-5.3	196	2.9%
Mathematics	8[a]	0.5%	-1.0	42[a]	0.8%	1.0	50	0.7%
Military technology and protective services	60[a]	4.0%	1.8	164[a]	3.1%	-1.8	224	3.3%
Personal and consumer services	49[a]	3.3%	-.1	179[a]	3.3%	.1	228	3.3%
Psychology	57[a]	3.8%	.0	203[a]	3.8%	.0	260	3.8%
Public administration and human services	11[a]	0.7%	.0	39[a]	0.7%	.0	50	0.7%

		Social sciences	39$_a$	2.6%	-1.7	186$_a$	3.5%	1.7	225	3.3%
		Theology and religious vocations	<5$_a$	n<5	n<5	12$_a$	0.2%	-.3	16	0.2%
		Undeclared/undecided	84$_a$	5.6%	.6	279$_a$	5.2%	-.6	363	5.3%
	Total		1495	100.0%		5355	100.0%		6850	100.0%
Total	X4ENTRYMAJ23	Agriculture and natural resources	58$_a$	2.1%	2.3	146$_b$	1.5%	-2.3	204	1.7%
		Architecture	11$_a$	0.4%	-.6	47$_a$	0.5%	.6	58	0.5%
		Biological and physical science, science tech	279$_a$	10.3%	-.5	1021$_a$	10.6%	.5	1300	10.5%
		Business	323$_a$	11.9%	-2.5	1327$_b$	13.8%	2.5	1650	13.4%
		Computer and information sciences	94$_a$	3.5%	-1.1	380$_a$	3.9%	1.1	474	3.8%
		Communications	65$_a$	2.4%	-1.5	283$_a$	2.9%	1.5	348	2.8%
		Design and applied arts	32$_a$	1.2%	-.8	132$_a$	1.4%	.8	164	1.3%
		Education	185$_a$	6.8%	2.3	546$_b$	5.7%	-2.3	731	5.9%
		Engineering and engineering technology	216$_a$	8.0%	-2.2	903$_b$	9.4%	2.2	1119	9.1%
		General studies and other	48$_a$	1.8%	-1.3	209$_a$	2.2%	1.3	257	2.1%
		Health care fields	531$_a$	19.6%	2.8	1665$_b$	17.3%	-2.8	2196	17.8%
		History	24$_a$	0.9%	.6	75$_a$	0.8%	-.6	99	0.8%
		Humanities	123$_a$	4.5%	-1.1	488$_a$	5.1%	1.1	611	5.0%
		Law and legal studies	15$_a$	0.6%	-.3	58$_a$	0.6%	.3	73	0.6%

	Manufacturing, construction, repair, transportation	116$_a$	4.3%	5.9	214$_b$	2.2%	-5.9	330	2.7%
	Mathematics	15$_a$	0.6%	-1.1	72$_a$	0.7%	1.1	87	0.7%
	Military technology and protective services	106$_a$	3.9%	1.0	337$_a$	3.5%	-1.0	443	3.6%
	Personal and consumer services	107$_a$	4.0%	1.1	338$_a$	3.5%	-1.1	445	3.6%
	Psychology	108$_a$	4.0%	-.5	405$_a$	4.2%	.5	513	4.2%
	Public administration and human services	23$_a$	0.8%	-.5	92$_a$	1.0%	.5	115	0.9%
	Social sciences	73$_a$	2.7%	-2.3	345$_b$	3.6%	2.3	418	3.4%
	Theology and religious vocations	7$_a$	0.3%	.5	20$_a$	0.2%	-.5	27	0.2%
	Undeclared/undecided	149$_a$	5.5%	.1	524$_a$	5.4%	-.1	673	5.5%
Total		2708	100.0%		9627	100.0%		12335	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B54

*Chi-Square Crosstabulation: X4EVERDROP * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X4EVERDROP	No	26_a	72.2%	.6	55_a	67.1%	-.6	81	68.6%
		Yes	10_a	27.8%	-.6	27_a	32.9%	.6	37	31.4%
	Total		36	100.0%		82	100.0%		118	100.0%
Asian	X4EVERDROP	No	304_a	91.8%	.5	1065_a	90.9%	-.5	1369	91.1%
		Yes	27_a	8.2%	-.5	107_a	9.1%	.5	134	8.9%
	Total		331	100.0%		1172	100.0%		1503	100.0%
Black/African American	X4EVERDROP	No	362_a	82.1%	2.3	1030_b	77.0%	-2.3	1392	78.2%
		Yes	79_a	17.9%	-2.3	308_b	23.0%	2.3	387	21.8%
	Total		441	100.0%		1338	100.0%		1779	100.0%
Hispanic	X4EVERDROP	No	460_a	78.2%	-1.0	1670_a	80.0%	1.0	2130	79.6%
		Yes	128_a	21.8%	1.0	417_a	20.0%	-1.0	545	20.4%
	Total		588	100.0%		2087	100.0%		2675	100.0%
More than one race	X4EVERDROP	No	256_a	80.0%	-1.6	923_a	83.9%	1.6	1179	83.0%
		Yes	64_a	20.0%	1.6	177_a	16.1%	-1.6	241	17.0%
	Total		320	100.0%		1100	100.0%		1420	100.0%

Native Hawaiian/Pacific Islander	X4EVERDROP	No	12_a	75.0%	-.2	42_a	77.8%	.2	54	77.1%
		Yes	$<5_a$	n<5	n<5	12_a	22.2%	-.2	16	22.9%
	Total		16	100.0%		54	100.0%		70	100.0%
White	X4EVERDROP	No	1838_a	84.9%	-2.1	5987_b	86.7%	2.1	7825	86.3%
		Yes	326_a	15.1%	2.1	919_b	13.3%	-2.1	1245	13.7%
	Total		2164	100.0%		6906	100.0%		9070	100.0%
Total	X4EVERDROP	No	3258_a	83.6%	-1.4	10772_a	84.6%	1.4	14030	84.3%
		Yes	638_a	16.4%	1.4	1967_a	15.4%	-1.4	2605	15.7%
	Total		3896	100.0%		12739	100.0%		16635	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B55

*Chi-Square Crosstabulation: X4EVR2YPUB * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X4EVR2YPUB	No	32_a	88.9%	2.8	50_b	63.3%	-2.8	82	71.3%
		Yes	$<5_a$	n<5	n<5	29_b	36.7%	2.8	33	28.7%
	Total		36	100.0%		79	100.0%		115	100.0%
Asian	X4EVR2YPUB	No	242_a	73.8%	.2	850_a	73.3%	-.2	1092	73.4%
		Yes	86_a	26.2%	-.2	309_a	26.7%	.2	395	26.6%
	Total		328	100.0%		1159	100.0%		1487	100.0%
Black/African American	X4EVR2YPUB	No	300_a	68.2%	-1.3	946_a	71.3%	1.3	1246	70.6%
		Yes	140_a	31.8%	1.3	380_a	28.7%	-1.3	520	29.4%
	Total		440	100.0%		1326	100.0%		1766	100.0%
Hispanic	X4EVR2YPUB	No	409_a	70.4%	1.6	1386_a	66.9%	-1.6	1795	67.6%
		Yes	172_a	29.6%	-1.6	687_a	33.1%	1.6	859	32.4%
	Total		581	100.0%		2073	100.0%		2654	100.0%
More than one race	X4EVR2YPUB	No	212_a	66.5%	-.9	758_a	69.2%	.9	970	68.6%
		Yes	107_a	33.5%	.9	337_a	30.8%	-.9	444	31.4%
	Total		319	100.0%		1095	100.0%		1414	100.0%

Native Hawaiian/Pacific Islander	X4EVR2YPUB	No	11_a	68.8%	-.2	38_a	71.7%	.2	49	71.0%
		Yes	5_a	31.3%	.2	15_a	28.3%	-.2	20	29.0%
	Total		16	100.0%		53	100.0%		69	100.0%
White	X4EVR2YPUB	No	1518_a	70.3%	-1.3	4925_a	71.7%	1.3	6443	71.4%
		Yes	641_a	29.7%	1.3	1940_a	28.3%	-1.3	2581	28.6%
	Total		2159	100.0%		6865	100.0%		9024	100.0%
Total	X4EVR2YPUB	No	2724_a	70.2%	-.7	8953_a	70.8%	.7	11677	70.6%
		Yes	1155_a	29.8%	.7	3697_a	29.2%	-.7	4852	29.4%
	Total		3879	100.0%		12650	100.0%		16529	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B56

*Chi-Square Crosstabulation: X4EVRAPPCLG * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X4EVRAPPCLG	Applied or registered	22_a	73.3%	-1.1	62_a	82.7%	1.1	84	80.0%
		Never applied or registered	8_a	26.7%	1.1	13_a	17.3%	-1.1	21	20.0%
	Total		30	100.0%		75	100.0%		105	100.0%
Asian	X4EVRAPPCLG	Applied or registered	310_a	94.5%	-1.0	1110_a	95.9%	1.0	1420	95.6%
		Never applied or registered	18_a	5.5%	1.0	48_a	4.1%	-1.0	66	4.4%
	Total		328	100.0%		1158	100.0%		1486	100.0%
Black/African American	X4EVRAPPCLG	Applied or registered	377_a	88.9%	1.0	1117_a	87.1%	-1.0	1494	87.5%
		Never applied or registered	47_a	11.1%	-1.0	166_a	12.9%	1.0	213	12.5%
	Total		424	100.0%		1283	100.0%		1707	100.0%
Hispanic	X4EVRAPPCLG	Applied or registered	438_a	77.9%	-4.0	1710_b	85.0%	4.0	2148	83.4%
		Never applied or registered	124_a	22.1%	4.0	302_b	15.0%	-4.0	426	16.6%
	Total		562	100.0%		2012	100.0%		2574	100.0%

More than one race	X4EVRAPPCLG	Applied or registered	268$_a$	85.4%	-.9	937$_a$	87.2%	.9	1205	86.8%
		Never applied or registered	46$_a$	14.6%	.9	137$_a$	12.8%	-.9	183	13.2%
	Total		314	100.0%		1074	100.0%		1388	100.0%
Native Hawaiian/Pacific Islander	X4EVRAPPCLG	Applied or registered	13$_a$	81.3%	.0	43$_a$	81.1%	.0	56	81.2%
		Never applied or registered	<5$_a$	n<5	n<5	10$_a$	18.9%	.0	13	18.8%
	Total		16	100.0%		53	100.0%		69	100.0%
White	X4EVRAPPCLG	Applied or registered	1721$_a$	82.3%	-7.2	5962$_b$	88.4%	7.2	7683	87.0%
		Never applied or registered	369$_a$	17.7%	7.2	779$_b$	11.6%	-7.2	1148	13.0%
	Total		2090	100.0%		6741	100.0%		8831	100.0%
Total	X4EVRAPPCLG	Applied or registered	3149$_a$	83.7%	-7.4	10941$_b$	88.3%	7.4	14090	87.2%
		Never applied or registered	615$_a$	16.3%	7.4	1455$_b$	11.7%	-7.4	2070	12.8%
	Total		3764	100.0%		12396	100.0%		16160	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B57

*Chi-Square Crosstabulation: X4INCOMECAT * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X4INCOMECAT	$1,000 or less	<5[a]	n<5	n<5	8[a]	9.8%	-.2	12	10.2%
		$1,001-$2,500	<5[a]	n<5	n<5	<5[a]	n<5	n<5	6	5.1%
		$10,001-$15,000	<5[a]	n<5	n<5	11[a]	13.4%	.8	14	11.9%
		$15,001-$20,000	<5[a]	n<5	n<5	7[a]	8.5%	.6	9	7.6%
		$2,501-$5,000	<5[a]	n<5	n<5	12[a]	14.6%	.9	15	12.7%
		$20,001-$25,000	<5[a]	n<5	n<5	<5[a]	n<5	n<5	6	5.1%
		$25,001-$30,000	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		$30,001-$35,000	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		$45,001-$55,000	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		$5,001-$10,000	<5[a]	n<5	n<5	15[a]	18.3%	1.0	19	16.1%
		No income	13[a]	36.1%	1.6	18[a]	22.0%	-1.6	31	26.3%
	Total		36	100.0%		82	100.0%		118	100.0%
Asian	X4INCOMECAT	$1,000 or less	42[a]	12.7%	.8	131[a]	11.2%	-.8	173	11.5%
		$1,001-$2,500	40[a]	12.1%	.6	127[a]	10.8%	-.6	167	11.1%
		$10,001-$15,000	21[a]	6.3%	-1.7	109[a]	9.3%	1.7	130	8.6%
		$15,001-$20,000	16[a]	4.8%	-.3	61[a]	5.2%	.3	77	5.1%
		$2,501-$5,000	52[a]	15.7%	.1	182[a]	15.5%	-.1	234	15.6%
		$20,001-$25,000	10[a]	3.0%	.3	32[a]	2.7%	-.3	42	2.8%

		$25,001-$30,000	5[a]	1.5%	-.4	22[a]	1.9%	.4	27	1.8%
		$30,001-$35,000	<5[a]	n<5	n<5	10[a]	0.9%	1.0	11	0.7%
		$35,001-$45,000	<5[a]	n<5	n<5	<5[a]	n<5	n<5	6	0.4%
		$45,001-$55,000	<5[a]	n<5	n<5	7[a]	0.6%	.7	8	0.5%
		$5,001-$10,000	64[a]	19.3%	.2	220[a]	18.8%	-.2	284	18.9%
		$55,001 and above	<5[a]	n<5	n<5	5[a]	0.4%	1.2	5	0.3%
		No income	77[a]	23.3%	.3	262[a]	22.4%	-.3	339	22.6%
	Total		331	100.0%		1172	100.0%		1503	100.0%
Black/African American	X4INCOMECAT	$1,000 or less	54[a]	12.2%	.0	164[a]	12.3%	.0	218	12.3%
		$1,001-$2,500	37[a]	8.4%	-1.4	144[a]	10.8%	1.4	181	10.2%
		$10,001-$15,000	48[a]	10.9%	-.3	153[a]	11.4%	.3	201	11.3%
		$15,001-$20,000	35[a]	7.9%	.4	99[a]	7.4%	-.4	134	7.5%
		$2,501-$5,000	58[a]	13.2%	-1.0	201[a]	15.0%	1.0	259	14.6%
		$20,001-$25,000	20[a]	4.5%	.4	55[a]	4.1%	-.4	75	4.2%
		$25,001-$30,000	12[a]	2.7%	-.8	47[a]	3.5%	.8	59	3.3%
		$30,001-$35,000	<5[a]	n<5	n<5	14[a]	1.0%	.7	17	1.0%
		$35,001-$45,000	<5[a]	n<5	n<5	12[a]	0.9%	.4	15	0.8%
		$45,001-$55,000	<5[a]	n<5	n<5	7[a]	0.5%	-.9	11	0.6%
		$5,001-$10,000	111[a]	25.2%	3.7	230[b]	17.2%	-3.7	341	19.2%
		$55,001 and above	<5[a]	n<5	n<5	5[a]	0.4%	-.8	8	0.4%
		No income	53[a]	12.0%	-1.8	207[a]	15.5%	1.8	260	14.6%
	Total		441	100.0%		1338	100.0%		1779	100.0%

Hispanic	X4INCOMECAT	$1,000 or less	38_a	6.5%	-2.5	205_b	9.8%	2.5	243	9.1%
		$1,001-$2,500	43_a	7.3%	-1.2	186_a	8.9%	1.2	229	8.6%
		$10,001-$15,000	83_a	14.1%	-.3	306_a	14.7%	.3	389	14.5%
		$15,001-$20,000	60_a	10.2%	.2	208_a	10.0%	-.2	268	10.0%
		$2,501-$5,000	68_a	11.6%	.0	240_a	11.5%	.0	308	11.5%
		$20,001-$25,000	50_a	8.5%	.5	164_a	7.9%	-.5	214	8.0%
		$25,001-$30,000	34_a	5.8%	3.2	63_b	3.0%	-3.2	97	3.6%
		$30,001-$35,000	25_a	4.3%	2.5	49_b	2.3%	-2.5	74	2.8%
		$35,001-$45,000	21_a	3.6%	2.7	36_b	1.7%	-2.7	57	2.1%
		$45,001-$55,000	8_a	1.4%	1.8	13_a	0.6%	-1.8	21	0.8%
		$5,001-$10,000	107_a	18.2%	.8	351_a	16.8%	-.8	458	17.1%
		$55,001 and above	$<5_a$	n<5	n<5	13_a	0.6%	.3	16	0.6%
		No income	48_a	8.2%	-2.7	253_b	12.1%	2.7	301	11.3%
	Total		588	100.0%		2087	100.0%		2675	100.0%
More than one race	X4INCOMECAT	$1,000 or less	30_a	9.4%	.7	90_a	8.2%	-.7	120	8.4%
		$1,001-$2,500	24_a	7.5%	-.5	93_a	8.4%	.5	117	8.2%
		$10,001-$15,000	43_a	13.4%	-.7	164_a	14.9%	.7	207	14.6%
		$15,001-$20,000	26_a	8.1%	-.3	95_a	8.6%	.3	121	8.5%
		$2,501-$5,000	41_a	12.8%	-.6	155_a	14.1%	.6	196	13.8%
		$20,001-$25,000	19_a	5.9%	-.6	76_a	6.9%	.6	95	6.7%
		$25,001-$30,000	11_a	3.4%	-.1	39_a	3.5%	.1	50	3.5%
		$30,001-$35,000	7_a	2.2%	.4	20_a	1.8%	-.4	27	1.9%
		$35,001-$45,000	$<5_a$	n<5	n<5	15_a	1.4%	.6	18	1.3%
		$45,001-$55,000	7_a	2.2%	1.5	12_a	1.1%	-1.5	19	1.3%

		$5,001-$10,000	65[a]	20.3%	1.1	194[a]	17.6%	-1.1	259	18.2%
		$55,001 and above	<5[a]	n<5	n<5	5[a]	0.5%	1.2	5	0.4%
		No income	44[a]	13.8%	.4	143[a]	13.0%	-.4	187	13.2%
	Total		320	100.0%		1101	100.0%		1421	100.0%
Native Hawaiian/Pacific Islander	X4INCOMECAT	$1,000 or less	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		$1,001-$2,500	<5[a]	n<5	n<5	8[a]	14.8%	1.6	8	11.4%
		$10,001-$15,000	<5[a]	n<5	n<5	6[a]	11.1%	.6	7	10.0%
		$15,001-$20,000	<5[a]	n<5	n<5	7[a]	13.0%	.7	8	11.4%
		$2,501-$5,000	<5[a]	n<5	n<5	5[a]	9.3%	-.4	7	10.0%
		$20,001-$25,000	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		$25,001-$30,000	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		$30,001-$35,000	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		$5,001-$10,000	<5[a]	n<5	n<5	10[a]	18.5%	.0	13	18.6%
		$55,001 and above	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		No income	<5[a]	n<5	n<5	11[a]	20.4%	-.4	15	21.4%
	Total		16	100.0%		54	100.0%		70	100.0%
White	X4INCOMECAT	$1,000 or less	124[a]	5.7%	-2.6	508[b]	7.4%	2.6	632	7.0%
		$1,001-$2,500	160[a]	7.4%	-3.4	679[b]	9.8%	3.4	839	9.2%
		$10,001-$15,000	298[a]	13.8%	-.3	970[a]	14.0%	.3	1268	14.0%
		$15,001-$20,000	240[a]	11.1%	3.6	590[b]	8.5%	-3.6	830	9.1%
		$2,501-$5,000	284[a]	13.1%	-3.1	1093[b]	15.8%	3.1	1377	15.2%
		$20,001-$25,000	186[a]	8.6%	4.6	401[b]	5.8%	-4.6	587	6.5%
		$25,001-$30,000	96[a]	4.4%	2.0	241[b]	3.5%	-2.0	337	3.7%
		$30,001-$35,000	45[a]	2.1%	1.0	121[a]	1.8%	-1.0	166	1.8%

		$35,001-$45,000	49_a	2.3%	2.3	106_b	1.5%	-2.3	155	1.7%
		$45,001-$55,000	25_a	1.2%	1.9	50_a	0.7%	-1.9	75	0.8%
		$5,001-$10,000	408_a	18.8%	-1.8	1426_a	20.6%	1.8	1834	20.2%
		$55,001 and above	29_a	1.3%	3.6	40_b	0.6%	-3.6	69	0.8%
		No income	222_a	10.2%	.5	681_a	9.9%	-.5	903	10.0%
	Total		2166	100.0%		6906	100.0%		9072	100.0%
Total	X4INCOMECAT	$1,000 or less	294_a	7.5%	-2.3	1107_b	8.7%	2.3	1401	8.4%
		$1,001-$2,500	307_a	7.9%	-3.5	1240_b	9.7%	3.5	1547	9.3%
		$10,001-$15,000	497_a	12.8%	-1.2	1719_a	13.5%	1.2	2216	13.3%
		$15,001-$20,000	380_a	9.7%	2.7	1067_b	8.4%	-2.7	1447	8.7%
		$2,501-$5,000	508_a	13.0%	-2.8	1888_b	14.8%	2.8	2396	14.4%
		$20,001-$25,000	288_a	7.4%	3.7	734_b	5.8%	-3.7	1022	6.1%
		$25,001-$30,000	159_a	4.1%	2.4	416_b	3.3%	-2.4	575	3.5%
		$30,001-$35,000	82_a	2.1%	1.6	218_a	1.7%	-1.6	300	1.8%
		$35,001-$45,000	78_a	2.0%	2.9	173_b	1.4%	-2.9	251	1.5%
		$45,001-$55,000	46_a	1.2%	2.9	89_b	0.7%	-2.9	135	0.8%
		$5,001-$10,000	762_a	19.5%	.5	2446_a	19.2%	-.5	3208	19.3%
		$55,001 and above	36_a	0.9%	2.7	68_b	0.5%	-2.7	104	0.6%
		No income	461_a	11.8%	-.9	1575_a	12.4%	.9	2036	12.2%
	Total		3898	100.0%		12740	100.0%		16638	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B58

*Chi-Square Crosstabulation: X4PS1SECTOR * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X4PS1SECTOR	For-profit, 2-year	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Private nonprofit, 4-year or above, doctorate granting	<5[a]	n<5	n<5	7[a]	14.3%	.9	8	12.1%
		Private nonprofit, 4-year or above, nondoctorate granting	<5[a]	n<5	n<5	<5[a]	n<5	n<5	6	9.1%
		Public, 2-year	<5[a]	n<5	n<5	21[a]	42.9%	1.4	25	37.9%
		Public, 4-year or above, doctorate granting	8[a]	47.1%	2.3	9[b]	18.4%	-2.3	17	25.8%
		Public, 4-year or above, nondoctorate granting, primarily baccalaureate	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Public, 4-year or above, nondoctorate granting, primarily subbaccalaureate	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Public, less than 2-year	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		17	100.0%		49	100.0%		66	100.0%

Asian	X4PS1SECTOR	For-profit, 2-year	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	0.4%
		For-profit, 4-year or above	<5[a]	n<5	n<5	6[a]	0.6%	.5	7	0.5%
		For-profit, less than 2-year	<5[a]	n<5	n<5	8[a]	0.8%	1.5	8	0.6%
		Private nonprofit, 2-year	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Private nonprofit, 4-year or above, doctorate granting	43[a]	14.8%	-.3	159[a]	15.5%	.3	202	15.4%
		Private nonprofit, 4-year or above, nondoctorate granting	15[a]	5.2%	-.3	57[a]	5.6%	.3	72	5.5%
		Public, 2-year	61[a]	21.0%	.3	206[a]	20.1%	-.3	267	20.3%
		Public, 4-year or above, doctorate granting	148[a]	50.9%	.4	505[a]	49.4%	-.4	653	49.7%
		Public, 4-year or above, nondoctorate granting, primarily baccalaureate	8[a]	2.7%	-1.3	45[a]	4.4%	1.3	53	4.0%
		Public, 4-year or above, nondoctorate granting, primarily subbaccalaureate	13[a]	4.5%	1.2	31[a]	3.0%	-1.2	44	3.3%
		Public, less than 2-year	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		291	100.0%		1023	100.0%		1314	100.0%
Black/African American	X4PS1SECTOR	For-profit, 2-year	7[a]	2.3%	1.1	12[a]	1.3%	-1.1	19	1.6%
		For-profit, 4-year or above	7[a]	2.3%	-.5	25[a]	2.8%	.5	32	2.6%
		For-profit, less than 2-year	<5[a]	n<5	n<5	21[a]	2.3%	1.1	25	2.1%
		Private nonprofit, 2-year	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	0.4%

		Private nonprofit, 4-year or above, doctorate granting	23[a]	7.4%	-2.3	109[b]	12.1%	2.3	132	10.9%
		Private nonprofit, 4-year or above, nondoctorate granting	21[a]	6.8%	-.9	76[a]	8.5%	.9	97	8.0%
		Private nonprofit, less than 2-year	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Public, 2-year	110[a]	35.5%	1.2	284[a]	31.6%	-1.2	394	32.6%
		Public, 4-year or above, doctorate granting	91[a]	29.4%	.9	241[a]	26.8%	-.9	332	27.5%
		Public, 4-year or above, nondoctorate granting, primarily baccalaureate	23[a]	7.4%	.8	55[a]	6.1%	-.8	78	6.5%
		Public, 4-year or above, nondoctorate granting, primarily subbaccalaureate	13[a]	4.2%	-1.6	60[a]	6.7%	1.6	73	6.0%
		Public, less than 2-year	9[a]	2.9%	2.2	10[b]	1.1%	-2.2	19	1.6%
	Total		310	100.0%		898	100.0%		1208	100.0%
Hispanic	X4PS1SECTOR	For-profit, 2-year	11[a]	3.1%	.6	38[a]	2.6%	-.6	49	2.7%
		For-profit, 4-year or above	11[a]	3.1%	.8	35[a]	2.4%	-.8	46	2.5%
		For-profit, less than 2-year	10[a]	2.8%	-.4	47[a]	3.2%	.4	57	3.1%
		Private nonprofit, 2-year	<5[a]	n<5	n<5	7[a]	0.5%	-.2	9	0.5%
		Private nonprofit, 4-year or above, doctorate granting	23[a]	6.5%	-1.8	141[a]	9.6%	1.8	164	9.0%

		Private nonprofit, 4-year or above, nondoctorate granting	11[a]	3.1%	-2.1	87[b]	5.9%	2.1	98	5.4%
		Private nonprofit, less than 2-year	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	0.3%
		Public, 2-year	148[a]	42.0%	1.2	566[a]	38.7%	-1.2	714	39.3%
		Public, 4-year or above, doctorate granting	81[a]	23.0%	.2	331[a]	22.6%	-.2	412	22.7%
		Public, 4-year or above, nondoctorate granting, primarily baccalaureate	23[a]	6.5%	1.2	73[a]	5.0%	-1.2	96	5.3%
		Public, 4-year or above, nondoctorate granting, primarily subbaccalaureate	27[a]	7.7%	-.3	120[a]	8.2%	.3	147	8.1%
		Public, less than 2-year	<5[a]	n<5	n<5	15[a]	1.0%	-.2	19	1.0%
	Total		352	100.0%		1464	100.0%		1816	100.0%
More than one race	X4PS1SECTOR	For-profit, 2-year	<5[a]	n<5	n<5	13[a]	1.6%	-.2	17	1.6%
		For-profit, 4-year or above	5[a]	2.2%	.1	17[a]	2.1%	-.1	22	2.1%
		For-profit, less than 2-year	<5[a]	n<5	n<5	12[a]	1.5%	-.3	16	1.5%
		Private nonprofit, 2-year	<5[a]	n<5	n<5	7[a]	0.9%	.7	8	0.8%
		Private nonprofit, 4-year or above, doctorate granting	20[a]	8.6%	-.8	86[a]	10.5%	.8	106	10.1%
		Private nonprofit, 4-year or above, nondoctorate granting	14[a]	6.0%	-.3	54[a]	6.6%	.3	68	6.5%

		Private nonprofit, less than 2-year	<5[a]	n<5	n<5	5[a]	0.6%	-.4	7	0.7%
		Public, 2-year	84[a]	36.2%	1.5	254[a]	30.9%	-1.5	338	32.1%
		Public, 4-year or above, doctorate granting	71[a]	30.6%	-.4	262[a]	31.9%	.4	333	31.6%
		Public, 4-year or above, nondoctorate granting, primarily baccalaureate	14[a]	6.0%	-.1	51[a]	6.2%	.1	65	6.2%
		Public, 4-year or above, nondoctorate granting, primarily subbaccalaureate	10[a]	4.3%	-1.1	51[a]	6.2%	1.1	61	5.8%
		Public, less than 2-year	<5[a]	n<5	n<5	10[a]	1.2%	-.1	13	1.2%
	Total		232	100.0%		822	100.0%		1054	100.0%
Native Hawaiian/Pacific Islander	X4PS1SECTOR	For-profit, 2-year	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		For-profit, 4-year or above	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Private nonprofit, 4-year or above, doctorate granting	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Private nonprofit, 4-year or above, nondoctorate granting	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Public, 2-year	<5[a]	n<5	n<5	13[a]	35.1%	-.1	17	35.4%
		Public, 4-year or above, doctorate granting	5[a]	45.5%	1.0	11[a]	29.7%	-1.0	16	33.3%

		Public, 4-year or above, nondoctorate granting, primarily baccalaureate	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Public, 4-year or above, nondoctorate granting, primarily subbaccalaureate	<5[a]	n<5	n<5	6[a]	16.2%	1.4	6	12.5%
	Total		11	100.0%		37	100.0%		48	100.0%
White	X4PS1SECTOR	For-profit, 2-year	28[a]	1.9%	2.4	59[b]	1.1%	-2.4	87	1.3%
		For-profit, 4-year or above	16[a]	1.1%	-.5	66[a]	1.2%	.5	82	1.2%
		For-profit, less than 2-year	13[a]	0.9%	-.8	60[a]	1.1%	.8	73	1.1%
		Private nonprofit, 2-year	<5[a]	n<5	n<5	5[a]	0.1%	-1.6	9	0.1%
		Private nonprofit, 4-year or above, doctorate granting	115[a]	7.7%	-5.9	712[b]	13.2%	5.9	827	12.0%
		Private nonprofit, 4-year or above, nondoctorate granting	133[a]	8.8%	-.6	503[a]	9.3%	.6	636	9.2%
		Private nonprofit, less than 2-year	<5[a]	n<5	n<5	14[a]	0.3%	.0	18	0.3%
		Public, 2-year	498[a]	33.1%	5.6	1388[b]	25.8%	-5.6	1886	27.4%
		Public, 4-year or above, doctorate granting	495[a]	32.9%	-2.9	1991[b]	37.0%	2.9	2486	36.1%
		Public, 4-year or above, nondoctorate granting, primarily baccalaureate	96[a]	6.4%	-.1	348[a]	6.5%	.1	444	6.4%

		Public, 4-year or above, nondoctorate granting, primarily subbaccalaureate	84_a	5.6%	3.4	195_b	3.6%	-3.4	279	4.1%
		Public, less than 2-year	17_a	1.1%	1.5	40_a	0.7%	-1.5	57	0.8%
	Total		1503	100.0%		5381	100.0%		6884	100.0%
Total	X4PS1SECTOR	For-profit, 2-year	52_a	1.9%	2.3	128_b	1.3%	-2.3	180	1.5%
		For-profit, 4-year or above	40_a	1.5%	-.3	150_a	1.6%	.3	190	1.5%
		For-profit, less than 2-year	31_a	1.1%	-1.5	148_a	1.5%	1.5	179	1.4%
		Private nonprofit, 2-year	8_a	0.3%	.4	24_a	0.2%	-.4	32	0.3%
		Private nonprofit, 4-year or above, doctorate granting	225_a	8.3%	-6.2	1218_b	12.6%	6.2	1443	11.6%
		Private nonprofit, 4-year or above, nondoctorate granting	197_a	7.3%	-1.4	781_a	8.1%	1.4	978	7.9%
		Private nonprofit, less than 2-year	8_a	0.3%	.4	24_a	0.2%	-.4	32	0.3%
		Public, 2-year	909_a	33.5%	5.3	2732_b	28.2%	-5.3	3641	29.4%
		Public, 4-year or above, doctorate granting	899_a	33.1%	-1.5	3350_a	34.6%	1.5	4249	34.3%
		Public, 4-year or above, nondoctorate granting, primarily baccalaureate	165_a	6.1%	.2	577_a	6.0%	-.2	742	6.0%
		Public, 4-year or above, nondoctorate granting, primarily subbaccalaureate	147_a	5.4%	1.3	466_a	4.8%	-1.3	613	4.9%

	Public, less than 2-year	35_a	1.3%	2.5	76_b	0.8%	-2.5	111	0.9%
	Total	2716	100.0%		9674	100.0%		12390	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B59

*Chi-Square Crosstabulation: X4PS1SELECT * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X4PS1SELECT	Highly selective, 4-year institution	<5[a]	n<5	n<5	7[a]	14.3%	.3	9	13.6%
		Inclusive, 4-year institution	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	7.6%
		Moderately selective, 4-year institution	5[a]	29.4%	.4	12[a]	24.5%	-.4	17	25.8%
		Selectivity not classified, 2-year institution	<5[a]	n<5	n<5	23[a]	46.9%	1.7	27	40.9%
		Selectivity not classified, 4-year institution	<5[a]	n<5	n<5	5[a]	10.2%	-.2	7	10.6%
		Selectivity not classified, less than 2-year institution	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		17	100.0%		49	100.0%		66	100.0%
Asian	X4PS1SELECT	Highly selective, 4-year institution	130[a]	44.4%	.6	438[a]	42.4%	-.6	568	42.8%
		Inclusive, 4-year institution	11[a]	3.8%	-.9	52[a]	5.0%	.9	63	4.8%
		Moderately selective, 4-year institution	72[a]	24.6%	-.2	260[a]	25.2%	.2	332	25.0%

		Selectivity not classified, 2-year institution	62$_{a}$	21.2%	.3	211$_{a}$	20.4%	-.3	273	20.6%
		Selectivity not classified, 4-year institution	17$_{a}$	5.8%	-.1	62$_{a}$	6.0%	.1	79	6.0%
		Selectivity not classified, less than 2-year institution	<5$_{a}$	n<5	n<5	10$_{a}$	1.0%	1.0	11	0.8%
	Total		293	100.0%		1033	100.0%		1326	100.0%
Black/African American	X4PS1SELECT	Highly selective, 4-year institution	24$_{a}$	7.7%	-2.6	120$_{b}$	13.3%	2.6	144	11.8%
		Inclusive, 4-year institution	60$_{a}$	19.2%	1.6	139$_{a}$	15.4%	-1.6	199	16.4%
		Moderately selective, 4-year institution	76$_{a}$	24.4%	-.2	225$_{a}$	24.9%	.2	301	24.7%
		Selectivity not classified, 2-year institution	118$_{a}$	37.8%	1.5	301$_{a}$	33.3%	-1.5	419	34.4%
		Selectivity not classified, 4-year institution	20$_{a}$	6.4%	-1.7	87$_{a}$	9.6%	1.7	107	8.8%
		Selectivity not classified, less than 2-year institution	14$_{a}$	4.5%	.7	33$_{a}$	3.6%	-.7	47	3.9%
	Total		312	100.0%		905	100.0%		1217	100.0%
Hispanic	X4PS1SELECT	Highly selective, 4-year institution	26$_{a}$	7.3%	-3.5	211$_{b}$	14.3%	3.5	237	13.0%
		Inclusive, 4-year institution	42$_{a}$	11.9%	1.9	126$_{a}$	8.5%	-1.9	168	9.2%
		Moderately selective, 4-year institution	74$_{a}$	20.9%	.5	292$_{a}$	19.8%	-.5	366	20.0%

		Selectivity not classified, 2-year institution	161[a]	45.5%	1.4	611[a]	41.5%	-1.4	772	42.2%
		Selectivity not classified, 4-year institution	35[a]	9.9%	-.8	167[a]	11.3%	.8	202	11.1%
		Selectivity not classified, less than 2-year institution	16[a]	4.5%	.0	67[a]	4.5%	.0	83	4.5%
	Total		354	100.0%		1474	100.0%		1828	100.0%
More than one race	X4PS1SELECT	Highly selective, 4-year institution	38[a]	16.3%	-.7	150[a]	18.2%	.7	188	17.8%
		Inclusive, 4-year institution	20[a]	8.6%	-.1	72[a]	8.7%	.1	92	8.7%
		Moderately selective, 4-year institution	59[a]	25.3%	-.2	214[a]	25.9%	.2	273	25.8%
		Selectivity not classified, 2-year institution	89[a]	38.2%	1.4	274[a]	33.2%	-1.4	363	34.3%
		Selectivity not classified, 4-year institution	17[a]	7.3%	-1.5	87[a]	10.5%	1.5	104	9.8%
		Selectivity not classified, less than 2-year institution	10[a]	4.3%	.7	28[a]	3.4%	-.7	38	3.6%
	Total		233	100.0%		825	100.0%		1058	100.0%
Native Hawaiian/Pacific Islander	X4PS1SELECT	Highly selective, 4-year institution	<5[a]	n<5	n<5	<5[b]	n<5	n<5	5	10.4%
		Inclusive, 4-year institution	<5[a]	n<5	n<5	5[a]	13.5%	.4	6	12.5%
		Moderately selective, 4-year institution	<5[a]	n<5	n<5	9[a]	24.3%	.4	11	22.9%

		Selectivity not classified, 2-year institution	5[a]	45.5%	.6	13[a]	35.1%	-.6	18	37.5%
		Selectivity not classified, 4-year institution	<5[a]	n<5	n<5	8[a]	21.6%	1.7	8	16.7%
	Total		11	100.0%		37	100.0%		48	100.0%
White	X4PS1SELECT	Highly selective, 4-year institution	246[a]	16.3%	-8.0	1418[b]	26.2%	8.0	1664	24.1%
		Inclusive, 4-year institution	138[a]	9.1%	3.4	355[b]	6.6%	-3.4	493	7.1%
		Moderately selective, 4-year institution	458[a]	30.3%	-1.1	1716[a]	31.7%	1.1	2174	31.4%
		Selectivity not classified, 2-year institution	530[a]	35.1%	6.2	1452[b]	26.9%	-6.2	1982	28.7%
		Selectivity not classified, 4-year institution	104[a]	6.9%	.7	346[a]	6.4%	-.7	450	6.5%
		Selectivity not classified, less than 2-year institution	35[a]	2.3%	.3	118[a]	2.2%	-.3	153	2.2%
	Total		1511	100.0%		5405	100.0%		6916	100.0%
Total	X4PS1SELECT	Highly selective, 4-year institution	469[a]	17.2%	-7.7	2346[b]	24.1%	7.7	2815	22.6%
		Inclusive, 4-year institution	275[a]	10.1%	3.9	751[b]	7.7%	-3.9	1026	8.2%
		Moderately selective, 4-year institution	746[a]	27.3%	-.7	2728[a]	28.0%	.7	3474	27.9%
		Selectivity not classified, 2-year institution	969[a]	35.5%	5.8	2885[b]	29.7%	-5.8	3854	30.9%

	Selectivity not classified, 4-year institution	195[a]	7.1%	-1.2	762[a]	7.8%	1.2	957	7.7%
	Selectivity not classified, less than 2-year institution	77[a]	2.8%	.5	256[a]	2.6%	-.5	333	2.7%
Total		2731	100.0%		9728	100.0%		12459	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B60

*Chi-Square Crosstabulation: X4REFSECTOR * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X4REFSECTOR	For-profit, 2-year	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		For-profit, 4-year or above	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Private nonprofit, 4-year or above, doctorate granting	<5[a]	n<5	n<5	6[a]	12.5%	1.5	6	9.2%
		Private nonprofit, 4-year or above, nondoctorate granting	<5[a]	n<5	n<5	<5[b]	n<5	n<5	6	9.2%
		Public, 2-year	<5[a]	n<5	n<5	23[b]	47.9%	2.2	26	40.0%
		Public, 4-year or above, doctorate granting	8[a]	47.1%	2.3	9[b]	18.8%	-2.3	17	26.2%
		Public, 4-year or above, nondoctorate granting, primarily baccalaureate	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Public, 4-year or above, nondoctorate granting, primarily subbaccalaureate	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Public, less than 2-year	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5

	Total		17	100.0%		48	100.0%		65	100.0%
Asian	X4REFSECTOR	For-profit, 2-year	<5[a]	n<5	n<5	6[a]	0.6%	1.3	6	0.5%
		For-profit, 4-year or above	<5[a]	n<5	n<5	12[a]	1.2%	1.3	13	1.0%
		For-profit, less than 2-year	<5[a]	n<5	n<5	8[a]	0.8%	1.5	8	0.6%
		Private nonprofit, 2-year	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Private nonprofit, 4-year or above, doctorate granting	41[a]	14.1%	-.5	155[a]	15.2%	.5	196	15.0%
		Private nonprofit, 4-year or above, nondoctorate granting	14[a]	4.8%	-.1	51[a]	5.0%	.1	65	5.0%
		Private nonprofit, less than 2-year	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Public, 2-year	54[a]	18.6%	.0	189[a]	18.6%	.0	243	18.6%
		Public, 4-year or above, doctorate granting	158[a]	54.5%	.7	529[a]	52.0%	-.7	687	52.6%
		Public, 4-year or above, nondoctorate granting, primarily baccalaureate	12[a]	4.1%	-.1	43[a]	4.2%	.1	55	4.2%
		Public, 4-year or above, nondoctorate granting, primarily subbaccalaureate	9[a]	3.1%	1.2	20[a]	2.0%	-1.2	29	2.2%
		Public, less than 2-year	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		290	100.0%		1017	100.0%		1307	100.0%

Black/African American	X4REFSECTOR	For-profit, 2-year	8[a]	2.6%	1.2	14[a]	1.6%	-1.2	22	1.8%
		For-profit, 4-year or above	7[a]	2.3%	-1.3	35[a]	3.9%	1.3	42	3.5%
		For-profit, less than 2-year	6[a]	1.9%	-.7	24[a]	2.7%	.7	30	2.5%
		Private nonprofit, 2-year	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Private nonprofit, 4-year or above, doctorate granting	23[a]	7.5%	-1.8	99[a]	11.0%	1.8	122	10.1%
		Private nonprofit, 4-year or above, nondoctorate granting	16[a]	5.2%	-1.1	63[a]	7.0%	1.1	79	6.6%
		Private nonprofit, less than 2-year	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Public, 2-year	113[a]	36.7%	1.6	286[a]	31.8%	-1.6	399	33.1%
		Public, 4-year or above, doctorate granting	89[a]	28.9%	.2	253[a]	28.2%	-.2	342	28.4%
		Public, 4-year or above, nondoctorate granting, primarily baccalaureate	22[a]	7.1%	.9	52[a]	5.8%	-.9	74	6.1%
		Public, 4-year or above, nondoctorate granting, primarily subbaccalaureate	12[a]	3.9%	-1.5	55[a]	6.1%	1.5	67	5.6%
		Public, less than 2-year	9[a]	2.9%	1.7	13[a]	1.4%	-1.7	22	1.8%
	Total		308	100.0%		898	100.0%		1206	100.0%

Hispanic	X4REFSECTOR	For-profit, 2-year	11[a]	3.2%	-.1	48[a]	3.3%	.1	59	3.3%
		For-profit, 4-year or above	13[a]	3.7%	1.0	40[a]	2.7%	-1.0	53	2.9%
		For-profit, less than 2-year	13[a]	3.7%	.0	54[a]	3.7%	.0	67	3.7%
		Private nonprofit, 2-year	<5[a]	n<5	n<5	6[a]	0.4%	.3	7	0.4%
		Private nonprofit, 4-year or above, doctorate granting	25[a]	7.2%	-1.1	132[a]	9.0%	1.1	157	8.7%
		Private nonprofit, 4-year or above, nondoctorate granting	12[a]	3.4%	-1.6	82[a]	5.6%	1.6	94	5.2%
		Private nonprofit, less than 2-year	<5[a]	n<5	n<5	6[a]	0.4%	.3	7	0.4%
		Public, 2-year	140[a]	40.2%	1.9	508[a]	34.8%	-1.9	648	35.8%
		Public, 4-year or above, doctorate granting	86[a]	24.7%	-.5	382[a]	26.1%	.5	468	25.9%
		Public, 4-year or above, nondoctorate granting, primarily baccalaureate	22[a]	6.3%	.6	80[a]	5.5%	-.6	102	5.6%
		Public, 4-year or above, nondoctorate granting, primarily subbaccalaureate	18[a]	5.2%	-1.4	107[a]	7.3%	1.4	125	6.9%
		Public, less than 2-year	6[a]	1.7%	1.0	16[a]	1.1%	-1.0	22	1.2%
	Total		348	100.0%		1461	100.0%		1809	100.0%

More than one race	X4REFSECTOR	For-profit, 2-year	6[a]	2.6%	.9	14[a]	1.7%	-.9	20	1.9%
		For-profit, 4-year or above	6[a]	2.6%	-.1	22[a]	2.7%	.1	28	2.7%
		For-profit, less than 2-year	<5[a]	n<5	n<5	18[a]	2.2%	.4	22	2.1%
		Private nonprofit, 2-year	<5[a]	n<5	n<5	8[a]	1.0%	.8	9	0.9%
		Private nonprofit, 4-year or above, doctorate granting	18[a]	7.8%	-1.2	85[a]	10.4%	1.2	103	9.8%
		Private nonprofit, 4-year or above, nondoctorate granting	10[a]	4.3%	-1.2	52[a]	6.4%	1.2	62	5.9%
		Private nonprofit, less than 2-year	<5[a]	n<5	n<5	<5[a]	n<5	n<5	6	0.6%
		Public, 2-year	77[a]	33.3%	1.4	233[a]	28.5%	-1.4	310	29.6%
		Public, 4-year or above, doctorate granting	73[a]	31.6%	-.7	280[a]	34.2%	.7	353	33.7%
		Public, 4-year or above, nondoctorate granting, primarily baccalaureate	16[a]	6.9%	.6	48[a]	5.9%	-.6	64	6.1%
		Public, 4-year or above, nondoctorate granting, primarily subbaccalaureate	13[a]	5.6%	.2	43[a]	5.3%	-.2	56	5.3%
		Public, less than 2-year	5[a]	2.2%	.9	11[a]	1.3%	-.9	16	1.5%
	Total		231	100.0%		818	100.0%		1049	100.0%

Native Hawaiian/Pacific Islander	X4REFSECTOR	For-profit, 2-year	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		For-profit, 4-year or above	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		For-profit, less than 2-year	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Private nonprofit, 4-year or above, doctorate granting	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Private nonprofit, 4-year or above, nondoctorate granting	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Public, 2-year	<5[a]	n<5	n<5	9[a]	25.0%	.5	11	23.4%
		Public, 4-year or above, doctorate granting	6[a]	54.5%	1.3	12[a]	33.3%	-1.3	18	38.3%
		Public, 4-year or above, nondoctorate granting, primarily baccalaureate	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Public, 4-year or above, nondoctorate granting, primarily subbaccalaureate	<5[a]	n<5	n<5	5[a]	13.9%	1.3	5	10.6%
	Total		11	100.0%		36	100.0%		47	100.0%
White	X4REFSECTOR	For-profit, 2-year	35[a]	2.3%	2.8	71[b]	1.3%	-2.8	106	1.5%
		For-profit, 4-year or above	24[a]	1.6%	.5	76[a]	1.4%	-.5	100	1.5%
		For-profit, less than 2-year	21[a]	1.4%	-.2	79[a]	1.5%	.2	100	1.5%
		Private nonprofit, 2-year	7[a]	0.5%	2.6	7[b]	0.1%	-2.6	14	0.2%
		Private nonprofit, 4-year or above, doctorate granting	120[a]	8.0%	-4.9	676[b]	12.6%	4.9	796	11.6%

		Private nonprofit, 4-year or above, nondoctorate granting	122$_a$	8.1%	-.6	466$_a$	8.7%	.6	588	8.6%
		Private nonprofit, less than 2-year	5$_a$	0.3%	.1	17$_a$	0.3%	-.1	22	0.3%
		Public, 2-year	455$_a$	30.4%	6.1	1221$_b$	22.7%	-6.1	1676	24.4%
		Public, 4-year or above, doctorate granting	519$_a$	34.7%	-3.8	2154$_b$	40.1%	3.8	2673	38.9%
		Public, 4-year or above, nondoctorate granting, primarily baccalaureate	97$_a$	6.5%	-.3	359$_a$	6.7%	.3	456	6.6%
		Public, 4-year or above, nondoctorate granting, primarily subbaccalaureate	71$_a$	4.7%	2.2	189$_b$	3.5%	-2.2	260	3.8%
		Public, less than 2-year	21$_a$	1.4%	1.2	55$_a$	1.0%	-1.2	76	1.1%
	Total		1497	100.0%		5370	100.0%		6867	100.0%
Total	X4REFSECTOR	For-profit, 2-year	61$_a$	2.3%	2.2	157$_b$	1.6%	-2.2	218	1.8%
		For-profit, 4-year or above	52$_a$	1.9%	.0	187$_a$	1.9%	.0	239	1.9%
		For-profit, less than 2-year	45$_a$	1.7%	-.8	183$_a$	1.9%	.8	228	1.8%
		Private nonprofit, 2-year	10$_a$	0.4%	1.1	24$_a$	0.2%	-1.1	34	0.3%
		Private nonprofit, 4-year or above, doctorate granting	227$_a$	8.4%	-5.2	1157$_b$	12.0%	5.2	1384	11.2%
		Private nonprofit, 4-year or above, nondoctorate granting	178$_a$	6.6%	-1.5	718$_a$	7.4%	1.5	896	7.3%

	Private nonprofit, less than 2-year	11_a	0.4%	.7	31_a	0.3%	-.7	42	0.3%
	Public, 2-year	844_a	31.2%	5.9	2469_b	25.6%	-5.9	3313	26.8%
	Public, 4-year or above, doctorate granting	939_a	34.8%	-2.6	3619_b	37.5%	2.6	4558	36.9%
	Public, 4-year or above, nondoctorate granting, primarily baccalaureate	170_a	6.3%	.4	585_a	6.1%	-.4	755	6.1%
	Public, 4-year or above, nondoctorate granting, primarily subbaccalaureate	123_a	4.6%	.4	422_a	4.4%	-.4	545	4.4%
	Public, less than 2-year	42_a	1.6%	2.4	96_b	1.0%	-2.4	138	1.1%
Total		2702	100.0%		9648	100.0%		12350	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B61

*Chi-Square Crosstabulation: X4RFDGMJ123 * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X4RFDGMJ123	Agriculture and natural resources	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Biological and physical science, science tech	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Business	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Computer and information sciences	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Communications	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Don't know	<5[a]	n<5	n<5	<5[a]	n<5	n<5	7	10.8%
		Education	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Engineering and engineering technology	<5[a]	n<5	n<5	<5[a]	n<5	n<5	6	9.2%
		General studies and other	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Health care fields	<5[a]	n<5	n<5	17[b]	35.4%	2.3	18	27.7%
		Humanities	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Manufacturing, construction, repair, transportation	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5

		Military technology and protective services	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	7.7%
		Personal and consumer services	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Psychology	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Social sciences	<5[a]	n<5	n<5	<5[b]	n<5	n<5	<5	n<5
	Total		17	100.0%		48	100.0%		65	100.0%
Asian	X4RFDGMJ123	Agriculture and natural resources	<5[a]	n<5	n<5	9[a]	0.9%	-.3	12	1.0%
		Architecture	<5[a]	n<5	n<5	5[a]	0.5%	-.4	7	0.6%
		Biological and physical science, science tech	66[a]	24.3%	3.1	158[b]	16.2%	-3.1	224	18.0%
		Business	33[a]	12.1%	-1.1	143[a]	14.7%	1.1	176	14.1%
		Computer and information sciences	15[a]	5.5%	-1.9	88[a]	9.0%	1.9	103	8.3%
		Communications	<5[a]	n<5	n<5	26[a]	2.7%	1.1	30	2.4%
		Design and applied arts	<5[a]	n<5	n<5	12[a]	1.2%	1.2	13	1.0%
		Don't know	12[a]	4.4%	.5	36[a]	3.7%	-.5	48	3.8%
		Education	9[a]	3.3%	2.2	13[b]	1.3%	-2.2	22	1.8%
		Engineering and engineering technology	30[a]	11.0%	-.6	121[a]	12.4%	.6	151	12.1%
		General studies and other	<5[a]	n<5	n<5	14[a]	1.4%	.4	17	1.4%
		Health care fields	28[a]	10.3%	-.7	116[a]	11.9%	.7	144	11.5%
		History	<5[a]	n<5	n<5	6[a]	0.6%	.5	7	0.6%

		Humanities	14[a]	5.1%	.1	49[a]	5.0%	-.1	63	5.1%
		Law and legal studies	<5[a]	n<5	n<5	6[a]	0.6%	.5	7	0.6%
		Manufacturing, construction, repair, transportation	<5[a]	n<5	n<5	16[a]	1.6%	1.1	18	1.4%
		Mathematics	<5[a]	n<5	n<5	15[a]	1.5%	1.0	17	1.4%
		Military technology and protective services	<5[a]	n<5	n<5	10[a]	1.0%	-.1	13	1.0%
		Personal and consumer services	9[a]	3.3%	.6	26[a]	2.7%	-.6	35	2.8%
		Psychology	10[a]	3.7%	-.2	38[a]	3.9%	.2	48	3.8%
		Public administration and human services	5[a]	1.8%	1.1	10[a]	1.0%	-1.1	15	1.2%
		Social sciences	19[a]	7.0%	.6	58[a]	5.9%	-.6	77	6.2%
	Total		272	100.0%		975	100.0%		1247	100.0%
Black/African American	X4RFDGMJ123	Agriculture and natural resources	<5[a]	n<5	n<5	6[a]	0.7%	.0	8	0.7%
		Architecture	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Biological and physical science, science tech	17[a]	5.9%	-.6	59[a]	6.9%	.6	76	6.6%
		Business	53[a]	18.3%	.6	143[a]	16.7%	-.6	196	17.1%
		Computer and information sciences	7[a]	2.4%	-1.0	31[a]	3.6%	1.0	38	3.3%
		Communications	16[a]	5.5%	.2	45[a]	5.3%	-.2	61	5.3%
		Design and applied arts	<5[a]	n<5	n<5	15[a]	1.8%	.8	18	1.6%

		Don't know	19[a]	6.6%	.1	55[a]	6.4%	-.1	74	6.5%
		Education	13[a]	4.5%	.7	31[a]	3.6%	-.7	44	3.8%
		Engineering and engineering technology	19[a]	6.6%	1.9	33[a]	3.9%	-1.9	52	4.5%
		General studies and other	7[a]	2.4%	.0	21[a]	2.5%	.0	28	2.4%
		Health care fields	57[a]	19.7%	1.2	142[a]	16.6%	-1.2	199	17.4%
		History	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Humanities	10[a]	3.5%	-.8	39[a]	4.6%	.8	49	4.3%
		Law and legal studies	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	0.4%
		Manufacturing, construction, repair, transportation	8[a]	2.8%	.4	20[a]	2.3%	-.4	28	2.4%
		Mathematics	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Military technology and protective services	9[a]	3.1%	-1.1	40[a]	4.7%	1.1	49	4.3%
		Personal and consumer services	19[a]	6.6%	1.0	43[a]	5.0%	-1.0	62	5.4%
		Psychology	17[a]	5.9%	.1	49[a]	5.7%	-.1	66	5.8%
		Public administration and human services	<5[a]	n<5	n<5	24[a]	2.8%	1.4	28	2.4%
		Social sciences	6[a]	2.1%	-2.6	51[b]	6.0%	2.6	57	5.0%
	Total		289	100.0%		854	100.0%		1143	100.0%
Hispanic	X4RFDGMJ123	Agriculture and natural resources	6[a]	1.8%	1.5	12[a]	0.9%	-1.5	18	1.1%
		Architecture	<5[a]	n<5	n<5	6[a]	0.4%	-.4	8	0.5%

Biological and physical science, science tech	16[a]	4.8%	-1.5	96[a]	7.0%	1.5	112	6.6%
Business	44[a]	13.3%	-.6	198[a]	14.5%	.6	242	14.3%
Computer and information sciences	8[a]	2.4%	-.6	42[a]	3.1%	.6	50	2.9%
Communications	9[a]	2.7%	-.7	47[a]	3.4%	.7	56	3.3%
Design and applied arts	<5[a]	n<5	n<5	18[a]	1.3%	.6	21	1.2%
Don't know	28[a]	8.4%	.6	102[a]	7.5%	-.6	130	7.7%
Education	10[a]	3.0%	-1.0	58[a]	4.2%	1.0	68	4.0%
Engineering and engineering technology	23[a]	6.9%	-.4	104[a]	7.6%	.4	127	7.5%
General studies and other	8[a]	2.4%	.2	30[a]	2.2%	-.2	38	2.2%
Health care fields	65[a]	19.6%	1.9	208[a]	15.2%	-1.9	273	16.1%
History	<5[a]	n<5	n<5	5[a]	0.4%	-.6	7	0.4%
Humanities	21[a]	6.3%	.8	71[a]	5.2%	-.8	92	5.4%
Law and legal studies	<5[a]	n<5	n<5	14[a]	1.0%	1.3	15	0.9%
Manufacturing, construction, repair, transportation	14[a]	4.2%	1.5	36[a]	2.6%	-1.5	50	2.9%
Mathematics	5[a]	1.5%	1.4	10[a]	0.7%	-1.4	15	0.9%
Military technology and protective services	17[a]	5.1%	-.4	78[a]	5.7%	.4	95	5.6%
Personal and consumer services	24[a]	7.2%	2.3	58[b]	4.2%	-2.3	82	4.8%
Psychology	14[a]	4.2%	-.9	75[a]	5.5%	.9	89	5.2%

		Public administration and human services	<5[a]	n<5	n<5	25[a]	1.8%	1.6	27	1.6%
		Social sciences	10[a]	3.0%	-1.6	69[a]	5.1%	1.6	79	4.7%
		Theology and religious vocations	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		332	100.0%		1366	100.0%		1698	100.0%
More than one race	X4RFDGMJ123	Agriculture and natural resources	<5[a]	n<5	n<5	19[a]	2.5%	1.9	20	2.0%
		Architecture	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	0.5%
		Biological and physical science, science tech	23[a]	10.6%	.8	68[a]	8.8%	-.8	91	9.2%
		Business	19[a]	8.8%	-2.4	115[b]	15.0%	2.4	134	13.6%
		Computer and information sciences	<5[a]	n<5	n<5	29[a]	3.8%	1.8	32	3.2%
		Communications	7[a]	3.2%	-.5	31[a]	4.0%	.5	38	3.9%
		Design and applied arts	5[a]	2.3%	.6	13[a]	1.7%	-.6	18	1.8%
		Don't know	14[a]	6.5%	-.9	64[a]	8.3%	.9	78	7.9%
		Education	10[a]	4.6%	.9	26[a]	3.4%	-.9	36	3.7%
		Engineering and engineering technology	16[a]	7.4%	.8	45[a]	5.9%	-.8	61	6.2%
		General studies and other	<5[a]	n<5	n<5	16[a]	2.1%	.2	20	2.0%
		Health care fields	41[a]	18.9%	1.4	116[a]	15.1%	-1.4	157	15.9%
		History	<5[a]	n<5	n<5	10[a]	1.3%	1.7	10	1.0%
		Humanities	15[a]	6.9%	1.0	40[a]	5.2%	-1.0	55	5.6%

		Law and legal studies	<5[a]	n<5	n<5	<5[a]	n<5	n<5	7	0.7%
		Manufacturing, construction, repair, transportation	10[a]	4.6%	2.1	16[b]	2.1%	-2.1	26	2.6%
		Mathematics	<5[a]	n<5	n<5	5[a]	0.7%	1.2	5	0.5%
		Military technology and protective services	6[a]	2.8%	-.9	31[a]	4.0%	.9	37	3.8%
		Personal and consumer services	15[a]	6.9%	1.2	37[a]	4.8%	-1.2	52	5.3%
		Psychology	11[a]	5.1%	-.1	40[a]	5.2%	.1	51	5.2%
		Public administration and human services	<5[a]	n<5	n<5	8[a]	1.0%	.2	10	1.0%
		Social sciences	10[a]	4.6%	.4	31[a]	4.0%	-.4	41	4.2%
		Theology and religious vocations	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		217	100.0%		769	100.0%		986	100.0%
Native Hawaiian/Pacific Islander	X4RFDGMJ123	Architecture	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Biological and physical science, science tech	<5[a]	n<5	n<5	<5[a]	n<5	n<5	8	17.4%
		Business	<5[a]	n<5	n<5	<5[a]	n<5	n<5	5	10.9%
		Computer and information sciences	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Communications	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Design and applied arts	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Don't know	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5

		Education	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Engineering and engineering technology	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Health care fields	<5[a]	n<5	n<5	10[b]	28.6%	2.0	10	21.7%
		History	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Law and legal studies	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Manufacturing, construction, repair, transportation	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Mathematics	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Military technology and protective services	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
		Social sciences	<5[a]	n<5	n<5	<5[a]	n<5	n<5	<5	n<5
	Total		11	100.0%		35	100.0%		46	100.0%
White	X4RFDGMJ123	Agriculture and natural resources	60[a]	4.2%	3.5	127[b]	2.5%	-3.5	187	2.8%
		Architecture	<5[a]	n<5	n<5	23[a]	0.4%	.9	27	0.4%
		Biological and physical science, science tech	91[a]	6.3%	-1.8	399[a]	7.7%	1.8	490	7.4%
		Business	210[a]	14.6%	-1.2	819[a]	15.9%	1.2	1029	15.6%
		Computer and information sciences	47[a]	3.3%	-.7	190[a]	3.7%	.7	237	3.6%
		Communications	41[a]	2.8%	-2.0	205[b]	4.0%	2.0	246	3.7%
		Design and applied arts	12[a]	0.8%	-1.9	76[a]	1.5%	1.9	88	1.3%
		Don't know	91[a]	6.3%	2.7	235[b]	4.6%	-2.7	326	4.9%

		Education	116$_a$	8.1%	2.0	337$_b$	6.5%	-2.0	453	6.9%
		Engineering and engineering technology	83$_a$	5.8%	-3.1	426$_b$	8.3%	3.1	509	7.7%
		General studies and other	25$_a$	1.7%	-.4	99$_a$	1.9%	.4	124	1.9%
		Health care fields	245$_a$	17.0%	2.3	751$_b$	14.6%	-2.3	996	15.1%
		History	20$_a$	1.4%	1.0	55$_a$	1.1%	-1.0	75	1.1%
		Humanities	68$_a$	4.7%	-1.8	310$_a$	6.0%	1.8	378	5.7%
		Law and legal studies	5$_a$	0.3%	-.3	21$_a$	0.4%	.3	26	0.4%
		Manufacturing, construction, repair, transportation	74$_a$	5.1%	4.9	133$_b$	2.6%	-4.9	207	3.1%
		Mathematics	8$_a$	0.6%	-1.0	42$_a$	0.8%	1.0	50	0.8%
		Military technology and protective services	50$_a$	3.5%	.6	163$_a$	3.2%	-.6	213	3.2%
		Personal and consumer services	66$_a$	4.6%	1.2	201$_a$	3.9%	-1.2	267	4.0%
		Psychology	50$_a$	3.5%	-1.3	219$_a$	4.2%	1.3	269	4.1%
		Public administration and human services	20$_a$	1.4%	.7	60$_a$	1.2%	-.7	80	1.2%
		Social sciences	49$_a$	3.4%	-2.4	253$_b$	4.9%	2.4	302	4.6%
		Theology and religious vocations	<5$_a$	n<5	n<5	17$_a$	0.3%	.3	21	0.3%
	Total		1439	100.0%		5161	100.0%		6600	100.0%
Total	X4RFDGMJ123	Agriculture and natural resources	72$_a$	2.8%	2.8	175$_b$	1.9%	-2.8	247	2.1%

Architecture	9[a]	0.3%	-.7	41[a]	0.4%	.7	50	0.4%
Biological and physical science, science tech	218[a]	8.5%	-.1	786[a]	8.5%	.1	1004	8.5%
Business	362[a]	14.0%	-1.8	1424[a]	15.5%	1.8	1786	15.2%
Computer and information sciences	81[a]	3.1%	-2.3	382[b]	4.1%	2.3	463	3.9%
Communications	77[a]	3.0%	-2.1	356[b]	3.9%	2.1	433	3.7%
Design and applied arts	25[a]	1.0%	-1.9	134[a]	1.5%	1.9	159	1.3%
Don't know	167[a]	6.5%	2.0	500[b]	5.4%	-2.0	667	5.7%
Education	160[a]	6.2%	2.2	469[b]	5.1%	-2.2	629	5.3%
Engineering and engineering technology	173[a]	6.7%	-2.1	734[b]	8.0%	2.1	907	7.7%
General studies and other	47[a]	1.8%	-.5	182[a]	2.0%	.5	229	1.9%
Health care fields	437[a]	17.0%	2.7	1360[b]	14.8%	-2.7	1797	15.2%
History	23[a]	0.9%	.2	79[a]	0.9%	-.2	102	0.9%
Humanities	128[a]	5.0%	-1.2	511[a]	5.5%	1.2	639	5.4%
Law and legal studies	12[a]	0.5%	-.4	49[a]	0.5%	.4	61	0.5%
Manufacturing, construction, repair, transportation	111[a]	4.3%	5.1	224[b]	2.4%	-5.1	335	2.8%
Mathematics	17[a]	0.7%	-.6	72[a]	0.8%	.6	89	0.8%
Military technology and protective services	86[a]	3.3%	-.5	327[a]	3.6%	.5	413	3.5%
Personal and consumer services	135[a]	5.2%	2.8	367[b]	4.0%	-2.8	502	4.3%

	Psychology	102_a	4.0%	-1.4	423_a	4.6%	1.4	525	4.5%
	Public administration and human services	33_a	1.3%	-.4	127_a	1.4%	.4	160	1.4%
	Social sciences	97_a	3.8%	-2.7	464_b	5.0%	2.7	561	4.8%
	Theology and religious vocations	5_a	0.2%	-.4	22_a	0.2%	.4	27	0.2%
Total		2577	100.0%		9208	100.0%		11785	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B62

*Chi-Square Crosstabulation: X4RFDGSAMEMAJ * X1LOCALE * X1RACE*

X1RACE			X1LOCALE						Total	
			Rural			Non-Rural				
			N	%	Adjusted Residual	N	%	Adjusted Residual	N	%
Amer. Indian/Alaska Native	X4RFDGSAMEMAJ	No	$<5_a$	n<5	n<5	12_a	28.6%	-.2	16	29.1%
		Yes	9_a	69.2%	-.2	30_a	71.4%	.2	39	70.9%
	Total		13	100.0%		42	100.0%		55	100.0%
Asian	X4RFDGSAMEMAJ	No	84_a	32.9%	.5	282_a	31.2%	-.5	366	31.6%
		Yes	171_a	67.1%	-.5	623_a	68.8%	.5	794	68.4%
	Total		255	100.0%		905	100.0%		1160	100.0%
Black/African American	X4RFDGSAMEMAJ	No	81_a	31.2%	.6	230_a	29.3%	-.6	311	29.8%
		Yes	179_a	68.8%	-.6	555_a	70.7%	.6	734	70.2%
	Total		260	100.0%		785	100.0%		1045	100.0%
Hispanic	X4RFDGSAMEMAJ	No	83_a	28.2%	-.8	375_a	30.7%	.8	458	30.3%
		Yes	211_a	71.8%	.8	845_a	69.3%	-.8	1056	69.7%
	Total		294	100.0%		1220	100.0%		1514	100.0%
More than one race	X4RFDGSAMEMAJ	No	51_a	26.3%	-2.3	239_b	34.9%	2.3	290	33.0%
		Yes	143_a	73.7%	2.3	445_b	65.1%	-2.3	588	67.0%
	Total		194	100.0%		684	100.0%		878	100.0%

Native Hawaiian/Pacific Islander	X4RFDGSAMEMAJ	No	<5[a]	n<5	n<5	9[a]	31.0%	-.3	13	32.5%
		Yes	7[a]	63.6%	-.3	20[a]	69.0%	.3	27	67.5%
	Total		11	100.0%		29	100.0%		40	100.0%
White	X4RFDGSAMEMAJ	No	405[a]	31.3%	-.9	1551[a]	32.5%	.9	1956	32.2%
		Yes	891[a]	68.8%	.9	3219[a]	67.5%	-.9	4110	67.8%
	Total		1296	100.0%		4770	100.0%		6066	100.0%
Total	X4RFDGSAMEMAJ	No	712[a]	30.7%	-1.2	2698[a]	32.0%	1.2	3410	31.7%
		Yes	1611[a]	69.3%	1.2	5737[a]	68.0%	-1.2	7348	68.3%
	Total		2323	100.0%		8435	100.0%		10758	100.0%

Each subscript letter denotes a subset of X1LOCALE categories whose column proportions do not differ significantly from each other at the .05 level.

Table B63

Means and Two-sample t-tests for Continuous Variables - American Indian/Alaskan Native Participants

Group Statistics[a]

	X1LOCALE	N	Mean	Std. Deviation	Std. Error Mean
X1SCHOOLBEL	Rural	47	-.2377	1.15084	.16787
	Non-Rural	109	-.0953	1.12345	.10761
X1SCHOOLENG	Rural	48	-.4502	1.19107	.17192
	Non-Rural	112	-.3109	1.20425	.11379
X3TCREDAPIB	Rural	46	.446	2.0662	.3046
	Non-Rural	103	.660	1.8058	.1779

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
X1SCHOOLBEL	Equal variances assumed	.376	.541	-.721	154	.236	.472	-.14234	.19748	-.53246	.24779
	Equal variances not assumed			-.714	85.427	.239	.477	-.14234	.19940	-.53876	.25408

X1SCHOOLENG	Equal variances assumed	.032	.858	-.673	158	.251	.502	-.13932	.20708	-.54832	.26969
	Equal variances not assumed			-.676	89.897	.250	.501	-.13932	.20616	-.54890	.27027
X3TCREDAPIB	Equal variances assumed	.956	.330	-.640	147	.261	.523	-.2145	.3350	-.8767	.4476
	Equal variances not assumed			-.608	76.985	.272	.545	-.2145	.3528	-.9171	.4880

Table B64

Means and Two-sample t-tests for Continuous Variables - Asian Participants

Group Statistics[a]

	X1LOCALE	N	Mean	Std. Deviation	Std. Error Mean
X1SCHOOLBEL	Rural	359	.2199	.94576	.04992
	Non-Rural	1260	.1616	.95195	.02682
X1SCHOOLENG	Rural	363	.2923	.94509	.04960
	Non-Rural	1275	.3108	.94725	.02653
X3TCREDAPIB	Rural	407	3.292	3.7242	.1846
	Non-Rural	1423	3.165	3.6191	.0959

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
X1SCHOOLBEL	Equal variances assumed	.051	.822	1.026	1617	.153	.305	.05834	.05687	-.05321	.16988
	Equal variances not assumed			1.030	580.751	.152	.304	.05834	.05666	-.05295	.16963

X1SCHOOLENG	Equal variances assumed	.085	.771	-.327	1636	.372	.744	-.01843	.05632	-.12890	.09205
	Equal variances not assumed			-.328	585.079	.372	.743	-.01843	.05625	-.12891	.09205
X3TCREDAPIB	Equal variances assumed	.356	.551	.621	1828	.267	.534	.1272	.2048	-.2744	.5288
	Equal variances not assumed			.612	641.572	.271	.541	.1272	.2080	-.2813	.5358

Table B65

Means and Two-sample t-tests for Continuous Variables – Black/African American Participants

Group Statistics[a]

	X1LOCALE	N	Mean	Std. Deviation	Std. Error Mean
X1SCHOOLBEL	Rural	509	.0643	.94810	.04202
	Non-Rural	1573	.0903	1.02288	.02579
X1SCHOOLENG	Rural	519	.0523	.97015	.04258
	Non-Rural	1595	-.0545	.99442	.02490
X3TCREDAPIB	Rural	568	.403	1.1231	.0471
	Non-Rural	1684	.576	1.5228	.0371

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
X1SCHOOLBEL	Equal variances assumed	3.475	.062	-.507	2080	.306	.612	-.02598	.05126	-.12650	.07453
	Equal variances not assumed			-.527	920.541	.299	.598	-.02598	.04931	-.12275	.07078

X1SCHOOLENG	Equal variances assumed	.965	.326	2.138	2112	.016	.033	.10683	.04995	.00886	.20479
	Equal variances not assumed			2.166	898.603	.015	.031	.10683	.04933	.01001	.20364
X3TCREDAPIB	Equal variances assumed	20.162	<.001	-2.491	2250	.006	.013	-.1731	.0695	-.3095	-.0368
	Equal variances not assumed			-2.887	1317.576	.002	.004	-.1731	.0600	-.2908	-.0555

Table B66

Means and Two-sample t-tests for Continuous Variables - Hispanic Participants

Group Statistics[a]

	X1LOCALE	N	Mean	Std. Deviation	Std. Error Mean
X1SCHOOLBEL	Rural	792	-.1482	.99994	.03553
	Non-Rural	2589	.0521	.96484	.01896
X1SCHOOLENG	Rural	794	-.1875	1.04406	.03705
	Non-Rural	2620	-.1126	1.04175	.02035
X3TCREDAPIB	Rural	835	.554	1.5092	.0522
	Non-Rural	2668	.941	1.9817	.0384

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
X1SCHOOLBEL	Equal variances assumed	.018	.893	-5.067	3379	<.001	<.001	-.20022	.03952	-.27770	-.12274
	Equal variances not assumed			-4.971	1274.147	<.001	<.001	-.20022	.04027	-.27923	-.12121

X1SCHOOLENG	Equal variances assumed	.313	.576	-1.773	3412	.038	.076	-.07485	.04222	-.15763	.00794
	Equal variances not assumed			-1.771	1307.656	.038	.077	-.07485	.04227	-.15778	.00808
X3TCREDAPIB	Equal variances assumed	53.934	<.001	-5.187	3501	<.001	<.001	-.3867	.0745	-.5329	-.2405
	Equal variances not assumed			-5.967	1811.957	<.001	<.001	-.3867	.0648	-.5138	-.2596

Table B67

Means and Two-sample t*-tests for Continuous Variables – More than One Race Participants*

Group Statistics[a]

	X1LOCALE	N	Mean	Std. Deviation	Std. Error Mean
X1SCHOOLBEL	Rural	416	-.1092	1.06677	.05230
	Non-Rural	1425	-.0172	1.05123	.02785
X1SCHOOLENG	Rural	423	-.0557	1.00822	.04902
	Non-Rural	1448	-.0377	.97452	.02561
X3TCREDAPIB	Rural	417	.860	1.7790	.0871
	Non-Rural	1411	1.238	2.2708	.0605

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
X1SCHOOLBEL	Equal variances assumed	.074	.786	-1.564	1839	.059	.118	-.09193	.05878	-.20721	.02335
	Equal variances not assumed			-1.552	667.997	.061	.121	-.09193	.05925	-.20828	.02441

X1SCHOOLENG	Equal variances assumed	.900	.343	-.331	1869	.370	.741	-.01795	.05429	-.12442	.08852
	Equal variances not assumed			-.325	669.245	.373	.746	-.01795	.05531	-.12655	.09064
X3TCREDAPIB	Equal variances assumed	27.054	<.001	-3.134	1826	<.001	.002	-.3788	.1209	-.6158	-.1417
	Equal variances not assumed			-3.572	854.615	<.001	<.001	-.3788	.1060	-.5869	-.1706

Table B68

Means and Two-sample t*-tests for Continuous Variables – Native Hawaiian/Pacific Islander Participants*

Group Statistics[a]

	X1LOCALE	N	Mean	Std. Deviation	Std. Error Mean
X1SCHOOLBEL	Rural	22	-.1014	.84994	.18121
	Non-Rural	80	.0308	.99845	.11163
X1SCHOOLENG	Rural	24	-.0050	1.00236	.20461
	Non-Rural	84	-.0061	.94741	.10337
X3TCREDAPIB	Rural	23	1.783	2.9841	.6222
	Non-Rural	76	1.066	2.0353	.2335

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
X1SCHOOLBEL	Equal variances assumed	.278	.599	-.566	100	.286	.572	-.13211	.23331	-.59500	.33077
	Equal variances not assumed			-.621	38.490	.269	.538	-.13211	.21283	-.56279	.29856

X1SCHOOLENG	Equal variances assumed	.002	.963	.005	106	.498	.996	.00107	.22211	-.43927	.44142
	Equal variances not assumed			.005	35.597	.498	.996	.00107	.22924	-.46402	.46617
X3TCREDAPIB	Equal variances assumed	8.826	.004	1.318	97	.095	.191	.7168	.5439	-.3626	1.7962
	Equal variances not assumed			1.079	28.464	.145	.290	.7168	.6646	-.6435	2.0772

Table B69

Means and Two-sample t-tests for Continuous Variables - White Participants

Group Statistics[a]

	X1LOCALE	N	Mean	Std. Deviation	Std. Error Mean
X1SCHOOLBEL	Rural	2805	-.0142	1.04060	.01965
	Non-Rural	8694	.1298	.99610	.01068
X1SCHOOLENG	Rural	2841	.0760	.97976	.01838
	Non-Rural	8756	.1219	.95328	.01019
X3TCREDAPIB	Rural	2829	.664	1.5339	.0288
	Non-Rural	8514	1.311	2.2612	.0245

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
X1SCHOOLBEL	Equal variances assumed	2.525	.112	-6.584	11497	<.001	<.001	-.14400	.02187	-.18687	-.10113
	Equal variances not assumed			-6.439	4577.925	<.001	<.001	-.14400	.02236	-.18784	-.10015

X1SCHOOLENG	Equal variances assumed	2.908	.088	-2.218	11595	.013	.027	-.04597	.02072	-.08660	-.00535
	Equal variances not assumed			-2.188	4708.533	.014	.029	-.04597	.02102	-.08718	-.00477
X3TCREDAPIB	Equal variances assumed	420.632	<.001	-14.171	11341	<.001	<.001	-.6469	.0456	-.7364	-.5574
	Equal variances not assumed			-17.093	7148.472	<.001	<.001	-.6469	.0378	-.7211	-.5727

Table B70

Means and Two-sample t*-tests for Months between High School and College - American Indian/Alaskan Native Participants*

Group Statistics[a]

	X1LOCALE	N	Mean	Std. Deviation	Std. Error Mean
X4HS2PSMOS	Rural	17	7.12	8.192	1.987
	Non-Rural	49	6.06	6.594	.942

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
X4HS2PSMOS	Equal variances assumed	1.354	.249	.534	64	.298	.595	1.056	1.978	-2.895	5.008
	Equal variances not assumed			.480	23.603	.318	.635	1.056	2.199	-3.486	5.599

Table B71

Means and Two-sample t*-tests for Months between High School and College - Asian Participants*

	X1LOCALE	N	Mean	Std. Deviation	Std. Error Mean
X4HS2PSMOS	Rural	291	3.67	4.777	.280
	Non-Rural	1031	3.71	4.592	.143

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
X4HS2PSMOS	Equal variances assumed	.382	.537	-.109	1320	.457	.913	-.034	.308	-.637	.570
	Equal variances not assumed			-.107	452.363	.458	.915	-.034	.314	-.652	.584

Table B72

Means and Two-sample t*-tests for Months between High School and College – Black/African American Participants*

Group Statistics[a]

	X1LOCALE	N	Mean	Std. Deviation	Std. Error Mean
X4HS2PSMOS	Rural	308	5.13	6.070	.346
	Non-Rural	894	4.94	6.055	.202

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
X4HS2PSMOS	Equal variances assumed	.365	.546	.492	1200	.311	.623	.197	.400	-.588	.982
	Equal variances not assumed			.491	532.077	.312	.623	.197	.401	-.590	.984

Table B73

Means and Two-sample t*-tests for Months between High School and College - Hispanic Participants*

Group Statistics[a]

	X1LOCALE	N	Mean	Std. Deviation	Std. Error Mean
X4HS2PSMOS	Rural	352	6.21	7.293	.389
	Non-Rural	1466	5.35	6.380	.167

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
X4HS2PSMOS	Equal variances assumed	12.538	<.001	2.216	1816	.013	.027	.864	.390	.099	1.628
	Equal variances not assumed			2.042	487.919	.021	.042	.864	.423	.033	1.695

Table B74

Means and Two-sample t*-tests for Months between High School and College – More than One Race Participants*

Group Statistics[a]

	X1LOCALE	N	Mean	Std. Deviation	Std. Error Mean
X4HS2PSMOS	Rural	234	5.33	6.526	.427
	Non-Rural	816	5.04	6.149	.215

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
X4HS2PSMOS	Equal variances assumed	1.263	.261	.633	1048	.263	.527	.293	.462	-.614	1.200
	Equal variances not assumed			.613	360.103	.270	.540	.293	.478	-.647	1.233

Table B75

Means and Two-sample t*-tests for Months between High School and College – Native Hawaiian/Pacific Islander Participants*

Group Statistics[a]

	X1LOCALE	N	Mean	Std. Deviation	Std. Error Mean
X4HS2PSMOS	Rural	11	2.73	.647	.195
	Non-Rural	38	4.61	7.224	1.172

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
X4HS2PSMOS	Equal variances assumed	4.573	.038	-.855	47	.199	.397	-1.878	2.197	-6.298	2.542
	Equal variances not assumed			-1.581	38.966	.061	.122	-1.878	1.188	-4.281	.525

Table B76

Means and Two-sample t*-tests for Months between High School and College - White Participants*

Group Statistics[a]

	X1LOCALE	N	Mean	Std. Deviation	Std. Error Mean
X4HS2PSMOS	Rural	1501	4.95	6.050	.156
	Non-Rural	5386	4.25	5.170	.070

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
X4HS2PSMOS	Equal variances assumed	60.370	<.001	4.471	6885	<.001	<.001	.701	.157	.394	1.009
	Equal variances not assumed			4.094	2147.894	<.001	<.001	.701	.171	.365	1.037

Chapter Four: Paper 3, "Exploring Rural High School Students' Post-Graduation Plans in Colorado"

Colorado's rural areas are home to approximately 13% of the state's population, with many communities situated in remote and sparsely populated regions (Rural Health Information Hub, 2023). About 80% of Colorado's school districts are in rural areas, with 38 being classified rural and 110 being classified small rural (Colorado Rural Education Collaborative, 2023). Rural students are less likely to attend college than their urban and suburban counterparts, and those who do attend are less likely to complete their degree (Wells et al., 2019). Access to higher education can be particularly challenging for rural students due to a lack of resources, support, and opportunities. For example, Colorado's rural areas have higher poverty rates than urban areas, and families in rural communities often have lower incomes than suburban and urban families (Colorado Rural Health Center, 2021), which may limit options due to the rising costs of higher education. As seen in Chapter 2, many rural students may not have family members or friends who have attended college, and therefore, they may not know what to expect in the search and application process. Additionally, a report by the Carsey School of Public Policy found that 14% of rural schools lack access to a school counselor compared to 6% of urban schools, and rural schools with counselors have caseloads much higher than the recommended number of students per counselor (Gagnon & Mattingly, 2016). This lack

of resources makes it more difficult for rural students to navigate the complex college admissions process. College access issues are also compounded by geographic isolation in rural Colorado. Many rural communities are located far from major urban centers and lack the same access to college fairs, campus visits, and other college preparation programs available in more urban areas. This isolation can limit exposure to college options and information about the application process, making it more challenging for rural students to make informed decisions about their post-secondary plans.

What about rural high school students who choose alternate paths after high school, such as entering the workforce or joining the military? Many factors could contribute to a student not choosing additional education, including familial support and knowledge. According to the National Center for Education Statistics, rural parents were less likely to hold a college degree and thus less likely to believe that going to college will lead to a better job or a higher income (Provasnik et al., 2007). This poses a few philosophical questions. Who or what determines what is a "better" job? Is income the only measure of job satisfaction? Given the cost of a college education today compared to the past, is it perhaps wise to be skeptical of some commonly held beliefs about the benefits of higher education?

Critical Rural Theory (Thomas et al., 2011) posits that urban communities often see rural communities as lacking skills and education while simultaneously being important sources of raw materials for manufacturing and sustenance, and even an important source of people for growing industries – provided they leave their rural homes to do so. Rural-

centric industries and needs challenge the convention that college attendance should be the sole focus for post-graduation success in rural high schools.

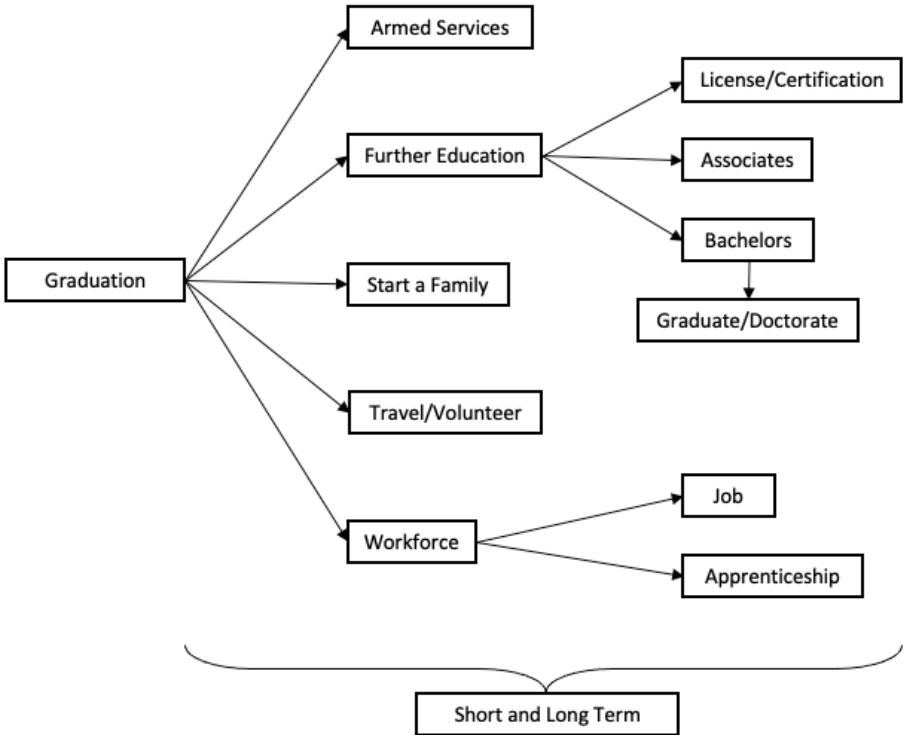
Within this study, industries like tourism, agriculture, and entrepreneurship were all raised as important industries in rural Colorado areas, and professional roles in these sectors can be filled largely with a workforce that did not attend college. Other life plans like starting a family, serving in the military, or traveling may also be paths that students take after high school, with some of those students eventually pursuing additional education later in life. Figure 1 displays the post-graduation plan options using a combination of options on the High School Longitudinal Study (2009) and a component of recognizing that there is likely a plan for immediately after graduation but also a possibility of longer-term planning.

Prior models of post-graduation plan development have largely focused on the college choice process specifically (Perna, 2006) and may have neglected influences on post-graduation planning that rural students engage in specifically as well as any new sources of influence that have developed with the natural progression of society. The purpose of this case study was to explore the post-graduation plan development process for high school students in Colorado utilizing a new conceptual framework to address two research questions:

1. Which resources most commonly influence how rural students develop their post-graduation plans?

Figure 1

Post-Graduation Plans Explored



2. How accurate is the Rural Post-Graduation Plan Development Model (Jenks, 2022) in explaining the post-graduation plan development process undertaken by rural high school students?

Since the Rural Post-Graduation Plan Development Model (Jenks, 2022) is a new and conceptual model, I used these research questions to explore the most salient influences from the model on rural student future planning and to test the model for accuracy when applied to actual rural students. In answering these questions, I will provide recommendations for adjustments to the model as well as highlight the lived experiences of rural students in a specific locale.

Conceptual Framework

In this study, I used the Rural Post-Graduation Plan Development Model (Jenks, 2022) to conduct a case study of rural students in Colorado. The model considers various post-high school graduation options, including immediate and long-term plans, and incorporates Critical Rural Theory (Thomas et al., 2011) and Funds of Knowledge (Kiyama, 2018) to center rural communities. The model also includes adjustments for contemporary influences on student decision-making such as social media and greater access to online resources. A visual model can be seen in Figure 2.

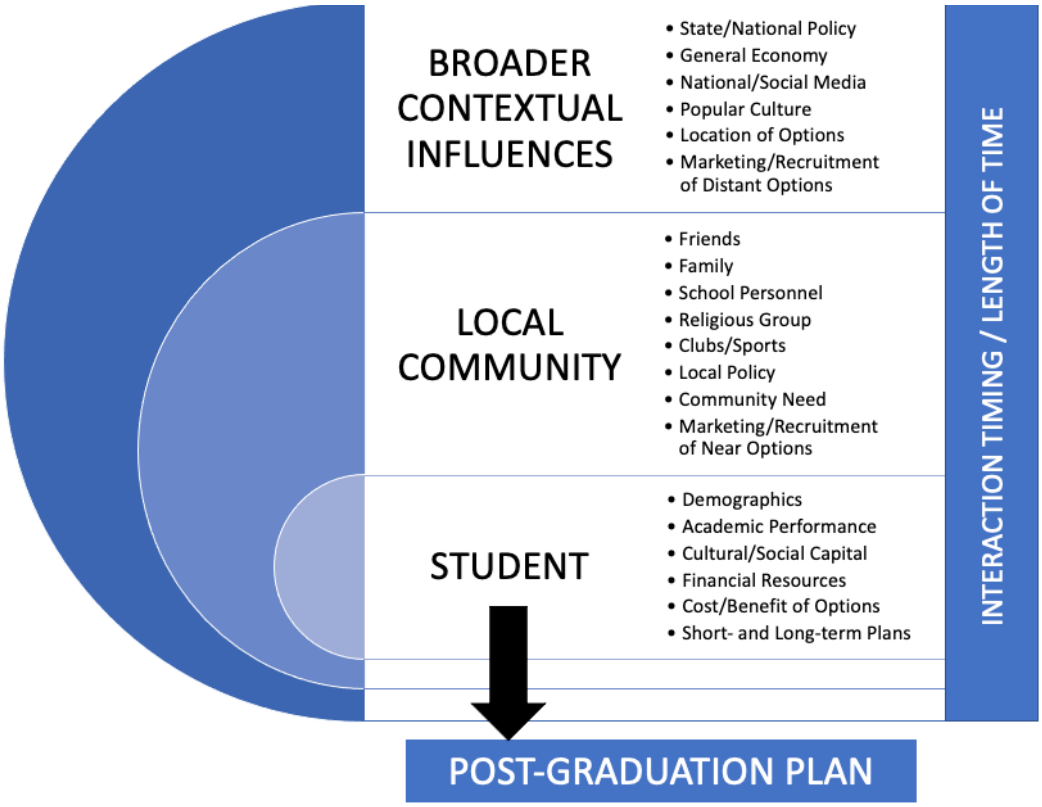
Perna's (2006) college choice model was strongly influential in the development of the Rural Post-Graduation Plan Development Model (Jenks, 2022), but Jenks expanded on Perna's by allowing for community-specific input of resources and output options beyond additional education attainment, which may be more important for rural communities. The Funds of Knowledge framework examines how knowledge and practices are passed down in households and communities in ways that may not be valued in other contexts. Critical Rural Theory provides a structural analysis of the divide between rural and urban cultures and acknowledges the unique needs and contributions of rural communities.

The Rural Post-Graduation Plan Development Model uses three concentric circles representing the three layers that influence plan development: student, local community, and broader contextual influences, with the synthesis of Critical Rural Theory and Funds

of Knowledge incorporated within each of the layers. The "student" layer involves factors that are within the student's control and do not typically change, such as demographics, academic performance, and cultural and social capital. The "local

Figure 2

Rural Post-Graduation Plan Development Model (Jenks, 2022)



community" layer includes people and activities that students may frequently interact with, such as religious services, sporting events, and school personnel. The "broader contextual influences" layer is less directly influential but still connected to the student and local community, and includes factors such as the economy, social media, and distant marketing options.

The length of time and timing of interactions are overarching elements that affect all three layers. Although students may not think about their future plans until high school, the influences that contribute to their plan development are present throughout their lives. The impact of these influences depends on the amount of time spent with them and when

they are experienced. For instance, playing a sport in elementary school may not have the same effect on plan development as playing the same sport in high school, where coaches may have a more significant impact. For this case study, I explored the current elements of the Rural Post-Graduation Plan Development Model in the experiences of former high school students in Colorado while observing any new or surprising influences that might be missing from the model. I utilized open-ended questions that allowed participants to talk freely about their experiences without leading or suggesting influences in order to interrogate the model and document the post-graduation plan development process as they remembered it, noting what influences were most salient and those that perhaps were less present.

Methods

I chose Colorado as the sample site because of proximity to the researcher (Creswell, 2007) as well as the state's commitment to rural education. Since 2012, the general assembly of Colorado has appropriated funding to support rural districts by creating a department of education liaison position for rural school districts and establishing The Rural Education Council, which includes superintendents from each of the eight regions in Colorado, two rural principals, two rural school board members, a rural teacher, and representatives from the Colorado Association of School Executives, Colorado BOCES Association, Rural Alliance, and the Colorado Association of School Boards (Boards of Cooperative Services Act of 1965, 1965/2012). While disparities in college and career preparation resources are still present for rural students in Colorado compared to their urban peers, the commitment to rural districts provided a layer of state policy that could

be explored through the conceptual model. For this study, I used a constructivist framework, where the goal of the research was understanding the experiences of rural students, using multiple participant meanings and social and historical construction (Creswell & Plano Clark, 2018).

For this case study, I sought participants who had recently attended a rural high school in Colorado. I utilized social media advertisements (Appendix A) targeted to Facebook and Instagram users located within Colorado but at least 25 miles outside of the major cities of Denver, Colorado Springs, Fort Collins, and Boulder. To further narrow the scope of the sample, an interest survey included a list of high schools that qualified for the study based on a list of rural high schools provided by the Rural Education Council. I then invited everyone who responded to the interest survey via email to a one-hour interview using Zoom. While most methodologists recommend face-to-face interactions between a researcher and participants, Jones et al. (2014) note that virtual interview spaces are useful when samples include rural or international populations. The email contained details about the interview, compensation, and the consent form (Appendix B). Profiles of participants, using pseudonyms, who agreed to participate can be seen in Table 1.

At the start of each interview, I provided an additional copy of the consent form and reminded the participant that I would be recording the interview but only using a transcript of our conversation and shorthand notes I took manually for analysis. I then conducted semi-structured interviews using questions formed around the Rural Post-Graduation Plan Development Model, with space to probe for additional details (Anfara

et al., 2002). A limitation of this study is that each interview was only an hour long, so it was not possible to address every area of the Rural Post-Graduation Plan Development Model, but what we were able to discuss was enlightening and provided evidence for potential additions or alterations to the model. The interview protocol can be found in Appendix C. After the interviews, the audio file from each was processed by Otter.ai into a text transcription. I then read each transcript while the audio file played to check for accuracy and clean any mistakes – for example, fixing "saliva" to read "Salida," a rural city in Colorado.

Table 1

Interview Participant Profiles

Name	Age	Gender	Race	Primary Focus After High School
Alessandria	21	Female	White	Get a Job
Ana	19	Female	Latina	Enroll in a 4-year College/University
Catherine	23	Female	White	Enroll in a 4-year College/University
Christopher	24	Male	White	Enroll in a 2-year College/Institute
Gloria	23	Female	Hispanic/ Native American	Enroll in a 2-year College/Institute
Haylin	20	Female	White	Enroll in a 4-year College/University
Jade	24	Female	Latina	Start a Family/College
Sawyer	22	Male	White	Travel
Selene	23	Female	Latina	Enroll in a 4-year College/University
Sheila	19	Female	Asian	Enroll in a 4-year College/University
Tayllor	23	Female	White	Enroll in a 4-year College/University

Note. All profile information was provided by each participant at the time of the interview.

Once the transcripts were ready for formal analysis, I carefully read each interview to bracket chunks of responses that applied to either the expected codes or any surprising codes (Creswell & Creswell, 2018). To analyze the transcriptions, I used deductive and inductive coding, using the conceptual model for a priori codes while being open to new or surprising emergent codes (Creswell, 2007). *A priori*, or expected, codes are an appropriate starting point when using a conceptual model or theory that outlines established codes (Creswell & Creswell, 2018), as was the purpose of this case study. Expected codes were those related to the different sections of the conceptual model while surprising codes were new and unexpected influences participants mentioned. I used bracketed quotes to add thick, rich descriptions to the codes in the participants' own words (Creswell & Creswell, 2018). After the coding process, I created code tables and narratives exploring the themes that arose. A table of sample quotations by theme can be found in Appendix D.

Finally, I sent the draft of this study to the participants to review and to provide any comments, clarifications, and corrections as a method of member checking to add validity to the study (Creswell & Creswell, 2018). Two participants provided additional context to answers that helped to clarify meaning and more accurately represent their experiences. The findings section addresses both the high-level findings as well as narratives from the participants that serve to highlight the experiences of rural students in Colorado.

Findings

Each of the eleven participants provided great insight into their own decision-making process and the influences that assisted them in their choices – some more surprising than

others. Teachers, family, and financial resources emerged as major influences, aligning with major themes in college choice found in Perna's (2006) model. The location of post-graduation choices, like out-of-state colleges or a student's desire to explore beyond their hometown, emerged as a salient influence for participants, which differed from data suggesting that students tend to want to stay closer to home after graduation (Stolzenberg et al., 2019). After each transcript was coded, the first grouping of codes I gathered were the expected codes – those that aligned directly with the model as presented. A code table displaying which codes were mentioned by which participants can be seen in Table 2. While all participants mentioned that their hometown was rural, five participants added that they were from "small towns" and only one participant mentioned "lower income" being a quality associated with the hometown as a whole, though finances did come up later for most. Participants defined their hometowns with a strong sense of community, with participants like Jade saying that it "seems like everybody knows everybody; everybody's very close" and Sawyer describing his hometown as a "tight-knit community."

Student Layer

In the first layer of the model, only one participant mentioned any demographic qualities being important in the process of deciding what to do after college. Sheila noted she was one of the only Asian students at her school, and referred to her family relationship as a reason for looking at options that were further from home:

Table 2

Codes Present by Participant

	Gloria	Christopher	Sawyer	Jade	Allesandria	Ana	Catherine	Haylin	Selene	Sheila	Tayllor
Rural Descriptors											
Small Town	•		•	•		•				•	
Lower Income									•		
Model Components											
Student											
Demographics										•	
Academic Performance	•		•	•	•	•			•		•
Cultural/Social Capital	•	•		•	•					•	
Financial Resources	•	•	•			•	•	•	•	•	•
Cost/Benefit of Options	•	•	•	•	•	•	•	•		•	
Short- and Long-term Plans	•	•		•	•	•		•		•	•
Local Community											
Friends		•	•			•	•				
Family	•	•	•	•	•	•	•	•		•	•
School Personnel	•		•	•		•	•		•	•	•
Religious Group		•		•							
Clubs/Sports			•		•		•	•			•
Local Policy											
Community Need					•			•			
Marketing/Recruitment of Nearby Options	•	•	•	•	•						•
Broader Contextual Influences											
State/National Policy											
General Economy		•									
National/Social Media		•	•								
Popular Culture											
Location of Options	•	•	•	•	•		•			•	
Marketing/Recruitment of Distant Options	•		•	•	•	•				•	•
Mention of Time	•				•						

> "I am from an Asian household, and Asian households are very constricting sometimes. I feel like to some degree, you don't really have like a sense of freedom, like even career wise, it's very limited in what you want to do. So I have to play my cards right all the time; plan always ten steps ahead to make sure that I'm successful, and being able to make sure that I make the best out of my college education. But yeah, moving was like… I just really wanted to move away from my parents and really live my own life."

Family was often a source of encouragement for academic performance, as Tayllor stated, "my parents made it very clear: I had to get good grades." Seven participants mentioned grades and only in a positive way. That is, grades were only a reason for a student to consider an option (namely college), never a deterrent from an option.

In terms of cultural and social capital, three participants shared that they were part of Federal TRIO programs: Sheila and Jade participated in Upward Bound and Gloria was a part of Talent Search through Colorado State University. During Christopher's interview, he mentioned a general culture of college attendance that differed from the college-going culture of the past:

> "One thing for me that was an influence too is you know the general push. I think nowadays it is assumed for everybody to just automatically go to college. Fifty years ago, it was like, okay, you go to college if you're specifically pursuing something, now it's kind of like second high school."

This "push" caused Christopher to step back and think about whether that was the path he wanted to take. He further explained that acknowledging the societal push helped his

decision-making process by acting as a deterrent to jumping in rashly and getting swept away, making him more intentional and methodical in his discernment.

Financial resources within the model refers to the monetary capital a family possesses. Nine of the participants mentioned their own or their family's finances and how it influenced what they did after high school. When discussing who among their peers opted to go to college, Alessandria shared that a lot of her peers had college funds set aside that allowed them to have more options. Tayllor and Sheila shared contrasting experiences with college communications regarding financial aid. Tayllor shared:

> "[The colleges] were just like, 'we saw you were interested because you clicked on our website; here's a pre-acceptance letter, you can come here.' And so, I was just reading through those and seeing who gave me the most money. I got an offer letter with full tuition, and I'm like, 'yep, that's the school.'"

Sheila, however, opened an acceptance letter and started crying because no matter how much financial aid was awarded, she was not going to be able to afford the school. Similarly, Sawyer initially wanted to attend an acting conservatory but could not afford the costs. He instead opted to move in with a friend in Fort Collins to help her cover the cost of rent and to experience a different location.

For participants considering additional education, a prominent theme was the cost savings of attending one certain institution type over another. Gloria noted that it was common for her peers to attend a two-year college after high school because it was a more affordable option compared to a four-year college. Ana and Catherine, who chose to attend four-year colleges out-of-state, reviewed scholarship options and found that out-

of-state schools offered them packages that outweighed what they received from schools in Colorado.

When weighing the costs and benefits of different options, participants largely discussed the costs of attending different college types and the outcomes associated with those choices. For example, Allesandria shared that some peers who opted not to directly pursue additional education did so because they were unsure of what they wanted to do long term and they were "worried about going into debt over something they weren't super interested in." Christopher and Ana both mentioned the benefits of attending a two-year college first in order to complete general education courses at a lower cost. For Sawyer, when considering areas of study after high school there was a "trade off of… you can go into something that you're passionate about, but it might not be the best at getting jobs, or you're not passionate about something, but it has a good job market." Within Christopher's family, there were members who stressed that college is not necessary for some jobs. Christopher used UPS as an example where you can work hard and make "as much as a doctor almost – you can make 100 grand a year as a full-scale UPS driver."

Some participants mentioned peers who opted to join the military right after high school. Interestingly, the two main reasons for this decision were coming from a military family and needing funding for college. Tayllor shared about a friend whose family was "career military" and felt compelled to follow that path, and another who "went into the military so he could get the college money." Haylin and Catherine had similar experiences with their peers, highlighting the promise that the government would cover

the costs of college. For these students, the cost of delayed college meant potentially having a debt-free experience later.

Surprisingly, urban migration to rural communities as a result of remote working during and after the COVID-19 pandemic came up in the interview with Sawyer when discussing his decision to move to live with a friend instead of staying in his hometown, and eventually moving to New York City. He shared:

> "Mountain towns have been booming, especially with a lot of work going remote and people moving into more rural communities. The rent I am paying in New York City is actually about the same as what a lot of people I know are paying out in Salida. But I get access to a lot more here [in New York City]."

Urban workforces migrating to more rural areas is a recent phenomenon, and it will be interesting to see the long-term effects of remote work on the cost of living in rural communities.

The final influences on post-graduation plan development within the "student" layer are short- and long-term plans. Eight participants discussed plans beyond the first year after high school. Sheila, for example, chose to attend college in a city that had a higher potential of preparing her for her career. Regarding her decision to leave Colorado, she shared:

> "I just felt like there really wasn't much for me in Colorado anymore. It's still my home and I'm so grateful to be able to go back and see everyone and everything. But it's just like, there's not many opportunities, especially like within the field that I'm doing, which is international relations. You definitely have to go to one of what I

> want to call world cities, like San Francisco, Houston, or New York, to really get more of a grasp of political affairs and having those connections and those internships to kind of push you further. I don't think I would be able to get that even if I were to go to Denver."

Regardless of area of study, Christopher shared that a college degree was a steppingstone to any future career, since employers assume things about your character and level of knowledge that makes you more employable.

Other participants mentioned eventually wanting to go to larger cities too. Allesandria shared that she would possibly move to a bigger city for more opportunities and to explore a bit more. Five participants talked about wanting to travel more, though they did not say explicitly where they would like to travel.

Jade spoke about her community's expectations about short- and long-term plans. She explained that most students grew up within strong family structures and ideals about what a family should be. She shared that her community expected that people should get married, have kids, and do things in the "correct" order, but not necessarily on a quick timeline. For Jade, who was pregnant in her senior year of high school and attended a four-year college the following fall, she did not let her pregnancy keep her from her education goals, opting instead to pursue two paths at the same time.

The "student" layer of the model includes six influences, each of which participants mentioned at least once. Demographic characteristics, like race or gender, only appeared in one interview, while comparing the costs and benefits of options and financial resources appeared in nine interviews. Short- and long-term plans appeared in eight

interviews, some of which involved delayed education goals and future career planning. Overall, it appeared that students were largely influenced by economic forces, such as the cost of higher education options, delayed income from joining the workforce, and how those two factors intertwine.

Local Community

Within the "local community" layer of the model, participants mentioned all of the influences at least once except local policy. Local policy may not have been mentioned because high school students are not always as familiar with local policies and initiatives as voting citizens, but it could also be that there were not, in fact, any policies that were influential. The most frequently cited influences within this layer were family and school personnel (especially teachers).

Family members were influential to participants in a few different ways. For nearly all participants, parental figures were influential in discussing expectations about post-graduation. Jade, for instance, shared that her maternal family members pushed her to focus on college after high school. She described her family structure as very close, including influences from her grandmother:

> "I would say my mom always pushed me. Like, she didn't give me an option. She's like 'you're gonna go to college.' So just remembering what she wanted for me. And my grandma, she lived right next door, she still is right next door to my dad. She is the one who helped me get my U-Haul and get everything that I needed from here to Albuquerque. She didn't want to see me back in my hometown."

For others, the influence from family included what was *not* an option after high school. Catherine, for example, really wanted to go to a community college but her mom, who was planning to help fund additional education, said "absolutely not." If she was going to college, it was going to be a four-year college. Christopher leaned on the wisdom of his family members who had gone to college and who had the college-going experience to guide him in his decision-making process. For Haylin, her parents were influential in a different way, steering her away from certain seemingly expensive college options because they did not fully understand the college and financial aid application processes. Parental occupations influenced some participants; military families were previously discussed, but there were other instances of generational careers. Seven of the participants talked about agriculture industries in their hometowns, with some of their peers opting to continue working on family-owned farms after high school. Allesandria looked to her mother and brother for inspiration, sharing that her mother worked for an airline and being able to travel a lot as a child made airline employment an attractive path. Her brother went directly into the workforce after high school, so when she ultimately decided to do the same, she looked to him for advice since he had already taken that path.

Four participants mentioned friend groups as influential in their decision-making. Catherine utilized her connections with older students in middle school and high school to visit college campuses for tours. Christopher discussed the future with his friend group, including the uncertainty of what they wanted to do in college and the costs of further education. For Ana, it was her friend group who pushed her to look at out-of-state

colleges. She said she had never thought about leaving Colorado for college but her friends were influential in her decision to look into other options and eventually decide to attend college out-of-state.

Nearly all participants cited school personnel as influential, ranging from middle school to high school, teachers to coaches and club advisors to school counselors. When Gloria reached junior year of high school, she met with a school counselor semi-regularly to discuss her post-high school plans. But her development process started before high school, as she explained about a class she took in middle school:

> "When we went to middle school, we had this really unorthodox class where we had a teacher and he just kind of taught us about life. It was almost like a motivational speech class where we would read books and we would dissect the meaning of life and reaching your goals and stuff like that. And he was pretty influential in me wanting to go to college because that whole class was just about succeeding and accomplishing your goals and working hard towards creating the best future for yourself."

Sawyer shared that his teachers were influential in considering a wider range of options after high school. He shared that his teaching staff were from "all over the place" and emphasized that if he did not go to college, that was not "the only thing out there" and that he should "get out of the bubble and gain more perspective." In this way, Sawyer's teachers encouraged him to explore options beyond his hometown given their experiences in other locals as well.

Only two participants mentioned involvement with religious groups. Jade shared that she was very involved with her church and that the parish offered a lot of jobs and other opportunities to members both during and after high school. Christopher shared that clergy members discussed his future with him in high school:

> "I think there's, at least in the Catholic world, there's a lot of emphasis put on your future when you're in high school and early college age kind of thing. It's like, 'hey, you got to decide what you're gonna do with your life what is God calling you to do.' You're given these gifts and you're called to use them in a specific way."

He added that prayer was a big component of his decision-making process, and that prayer remains a primary influence.

Five of the participants talked about club and sport involvement in two ways: as ways to discover what students wanted to do in the future and as literal vehicles to learn about college options. Catherine, for example, was in Future Farmers of America and played volleyball, which allowed her to travel to colleges like Colorado State University, Colorado State University – Pueblo, and even some colleges in Nebraska and Kansas for competitions. For Sawyer, participating in theatre throughout high school helped solidify his interest in acting, and attending the state thespian conference in Denver provided access to a performing arts-specific college fair of sorts.

Community need influenced participants both in terms of local industries that students were familiar with and challenges faced by communities that students felt compelled to address. Sheila noted that trade jobs like plumbing and machine repair were common in her community, and agriculture was a larger industry in the "more *rural* rural

areas of Pueblo." Haylin also mentioned agriculture, but also talked about nursing and criminal justice. She decided to pursue criminal justice in college because her sheriff's department and police department were well integrated into her community. Christopher quantified the prevalence of agriculture in his community, stating that major industries were "farming and ranching by a landslide." He estimated that about 90% of the land in his town was used for agricultural uses. Ana noted that many of her classmates who went to college chose agriculture-based majors, reflecting:

> "Agriculture is a very big thing in my community. Thinking about my entire class, a lot of them were ag-focused, like going into ag business or just agriculture. I went into something that's not typical in a small town, which is computer science. I also went for creative field, which is just really out there compared to you know, what you normally see coming from such a small town."

Tayllor shared a similar assessment of her hometown in terms of career expectations. In high school, she shared, it was expected that you do something on the farm if you were a man. But you become a teacher or a nurse if you are a woman. She considered herself brave for pursuing a more creative career, though she noted her peers were not surprised because she participated in public speaking activities. With a chuckle, she added that it was agriculture speech and debate, which is slightly different than what she studies now.

Six participants shared experiences of recruitment or marketing from nearby options. Nearby recruitment and marketing mainly applied to local colleges, which six participants mentioned, but "local" ranged from near a student's home to in-state colleges

that may have still been a distance away. Some participants, like Allesandria, recalled local job opportunities as well:

> "My junior year of high school, the Ouray Hot Springs was being renovated. Before that, and during my junior year of high school, they actually had, like, the managers and stuff come out to the high school. And they're like, 'hey, we really need lifeguards for the summer job.' And they had kind of like a job fair, they handed out applications and stuff."

This was how Allesandria landed a summer job that extended into her senior year and ultimately her first full-time job after high school.

Overall, the most salient influences from the "local community" layer of the model were family members – mostly parents – and school personnel. All but one participant talked about the influences of their family on their post-graduation plans, usually in the form of encouraging additional education options but occasionally as a source of encouragement for joining the workforce or choosing to leave their hometown. Teachers, and to a lesser extent coaches and counseling staff, provided information about post-graduation plans and encouraged participants to think about their futures. Some teachers even influenced what majors students who attended college majored in. Other influences in the "local community" layer were less salient, and local policy did not come up as an influence for any participants.

Broader Contextual Influences

Similar to policies at the local community layer, participants did not mention state or national policies within the broader contextual influences layer. Participants also did not

mention anything related to popular culture, and generally, the focus of the interviews was on influences that had a more direct impact within the local community. There were some elements of broader contextual influences that arose, however. Christopher, for example, mentioned how in "today's economy, it makes more sense, financially speaking" to choose a cheaper option for college or to immediately start working. Christopher and Sawyer both mentioned social and national media, with Christopher noting "news stories about people going to college, graduating $300,000 in debt, and then working at Walmart or something." Christopher utilized the internet to find discussion boards and help sites where people gave opinions about different college options, while Sawyer noted an increase of targeted advertising on social media platforms:

> "Like once like you turn 17, like all your targeted ads are like for colleges because you know, you're probably familiar with how like data works, where it's like Facebook can sell it to University of Northern Colorado. It was like, 'oh, this person is 17 and in Colorado and is probably thinking about schools. Alright, we'll fill their social media up with our ads.'"

The use of social media to directly advertise post-graduation options was an unexpected crossover between a source of information (the platform) and the action itself (marketing of near/distant options) within the model.

Seven participants talked about the location of different options as well as the marketing and recruitment of distant options. When discussing the locations of different options, participants were split on whether they wanted something closer to home or intentionally farther from home. As previously mentioned, only Sheila discussed the

location in relation to her major or future occupational goals. Allesandria noted that her classmates mostly stayed in Colorado after high school, whether for college or otherwise, and that the one person who did leave the state did so because she was studying languages and went abroad. Marketing and recruitment techniques were mostly in the form of postal and electronic mailings, but about half of the participants mentioned being visited by an out-of-state college or attending a college fair of some form with further academic options in attendance.

The "broader contextual influences" layer of the model contains six influences, but two, location of options and marketing/recruitment of distant options, were more salient than the others. State/National policy, popular culture, general economy, and national/social media were less salient, if mentioned at all – participants tended to focus more on influences within the "student" and "local community" layers when reflecting on their post-graduation plan development process.

Time

Two participants mentioned some element of how time contributed to influences. Notably, Gloria mentioned how she attended school with the same students for most of her life, giving her a greater sense of community with her peers and her town. Gloria shared:

> "A lot of the people I graduated with I went to school with my whole life – from like kindergarten to high school. Occasionally, we'd get a few new students, but it was pretty much the same group of people my whole youth. And our town was very small – very. We had a big sense of community; like our entire Main Street is mostly small,

family-owned businesses and our athletics departments are sponsored by those businesses, so you know, I went to school with the kids of the people that owned the boutique on Main Street."

For Allesandria, moving to rural Colorado from New Mexico and changing schools in high school meant that individual influences within the Colorado community may not have had the same impact on her as someone who had been in that community for a longer period of time. Additionally, while participants did not mention the length of time participating in sports and traveling clubs as a contributing factor, students who participated for longer periods of time likely had more exposure to college campus options than those who participated for a shorter time or not at all.

Surprising Influences

After I grouped most codes from the interviews using *a priori* themes from the model, I then reviewed codes that did not fit within the pre-established themes for surprising findings. Surprising influences, those influences mentioned that did not align with the themes in the model, are displayed in Table 3.

Three participants talked about summer and high school employment as influences on their post-graduation plans. For Sheila, taking a summer retail job right after high school solidified her love of learning. She stated that even just that summer felt like she had "been out of school for too long" and was looking forward to going back. Allesandria, who went into the workforce right after high school, shared that a "main turning point" was that she had worked for a few summers and was able to continue her summer job during her senior year. For the second half of her senior year, she took advantage of a

Table 3

Surprising Influences Present by Participant

	Gloria	Christopher	Sawyer	Jade	Allesandria	Ana	Catherine	Haylin	Selene	Sheila	Tayllor
Summer/High School Employment	•				•					•	
Care of Pets/Siblings		•					•				•
Teachers Serving in Loco Parentis							•		•		•
College has Small Town Feel						•	•	•	•	•	•
Concurrent Enrollment	•			•							
Continued Feelings of Unsureness	•	•									
Sudden Life Changes		•		•	•						
Availability of Family Housing				•							
Need/Want to Leave				•							
Schools Shared Resources				•	•						
High School Coursework					•						

work study opportunity and realized at that point she was working more than she was going to school. She enjoyed her job and decided to continue with her role after she graduated.

While a student's desire to stay closer to home is a common finding in rural student research, I was surprised to hear participants express particular concern for the care of pets or siblings that would be difficult to do if pursuing a post-graduation path further from home. Tayllor had a dog she was very close to and knew in her search that "she's either gotta come with me or I gotta be close enough so I can take care of her – this is priority number one here." Christopher and Catherine both mentioned siblings, but in different ways. Christopher said attending a community college "enabled me to stick

around with the folks a couple more years because I have younger siblings and it's good to spend that extra time with them before I, you know, take off for good kind of thing." Catherine, who had two siblings much younger than her, shared that she served as a primary caretaker for her siblings when her parents were not able to. Her deciding factor when choosing a college to attend was that she wanted to be out-of-state and have some autonomy, but wanted to be close enough that if something were to happen, she could be home that night to help her siblings.

School personnel and TRIO programs providing additional cultural and social capital were addressed by the model, but three participants specifically mentioned how these staff members served *in loco parentis* during the development of their post-graduation plans. Selene, for instance, shared how her teachers were instrumental in not only learning about options but also her inspiration for her future career:

> "These teachers actually inspired me to become a teacher. So, they were very supportive from the get go. I come from an immigrant family. I'm a first-generation college students. So, they were the ones who taught me how to fill out the FAFSA, how to fill out scholarship applications, how to write essays that would help me stand out from the rest of the applicants, they really helped me with the college application journey. And these teachers were also the ones who took me on college visits, because my parents weren't able to get time off from work. That's just not something we could afford. So, it was really my teachers who helped me out with that, if my parents weren't able to help me."

Sheila and Gloria shared similar supports from their involvement in TRIO programs. For Sheila, Upward Bound advisors were helpful for most of the college search process, though she noted that her advisors did not assist with FAFSA in the same way that Selene experienced. Gloria attributed being able to attend tours of colleges and learning about financial aid as big factors in her decision to attend college after high school.

For all six of the participants who chose to attend four-year colleges, it was surprising to hear them articulate that a deciding factor in which campus to attend was whether or not the college had a small town feel that they could relate to and feel comfortable at. Catherine shared:

> "Another thing was the feel of the university. It felt like a big city, but a small town at the same time. And I felt comfortable. I felt like that was a really big, important, deciding factor for me, especially because I was moving somewhere where I knew like one other person in that town, which is very different from the graduating 11 people that you've been going to high school with essentially since preschool."

Selene also looked for a small-town feel, noting that "being from a collectivist culture community, it was so important to have that village to lean on – having people there for you, people to relate to." A smaller campus made her feel "less like a small fish in a big bond" and allowed her to reconnect to the "small-town community feel" that she grew up with. Sheila shared that her time taking courses at CSU Pueblo helped her to realize she liked smaller campuses.

Ana and Haylin did not mention the overall campus size, but smaller class sizes played an important role in their decisions. Ana shared, "small class sizes definitely

helped me decide to go to this specific college because I have been used to the smaller class sizes and I know all of my teachers personally," a sentiment reflected in Haylin's decision-making process as well.

Jade also mentioned concurrent enrollment, like Sheila experienced at CSU Pueblo. For Jade, concurrent enrollment allowed her to experience college-level coursework while potentially saving money on college credits later, which influenced her decision to continue with college after high school. She noted that when she got to her college, she did not have to take some of the lower-level math courses she would have taken as a freshman because she already completed those courses through concurrent enrollment. Jade explained, "when I got to the University of New Mexico, they threw me in calculus three, and they said I didn't have to retake the first calculus classes again." She also noted that for her peers who also took concurrent enrollment courses, most of them continued at that same college after high school, though there were others that went farther away.

Another finding that is not represented well in the model is the potential for no or uncertain post-graduation plans. A student lacking a plan for immediately after high school but who decides later may, in fact, be influenced by factors that cannot be accounted for during the K12 experience. Additionally, regardless of which influences *are* present, a student may not have been able to make a decision as the model expects. Gloria and Christopher, for example, expressed that even though they had enrolled in two-year programs, they were unsure of exactly what they hoped to do with their futures and how deciding to attend a two-year program would influence future plans. They noted that while they opted to pursue additional education to help guide their futures, their

peers were not always clear on what they were going to do at the point of graduation and needed time during the summer to fully decide. Gloria shared, “I took a gap semester, initially, because I was so unsure of what I wanted to major in.”

A student could be influenced by sudden life changes that impact that student’s post-graduation decision. Jade, for example, found it challenging to keep up her academic performance after the passing of her mother, who was a major support for her. In her senior year, Jade became pregnant, which meant searching for colleges that had some availability of family housing. She landed on the University of New Mexico, but encountered a new challenge after her first year:

> “At the college, they actually shut the family housing down. They were saying that it's like, too old of living conditions. And, yeah, those apartments are super outdated, but they're livable. So it kind of sucks that they did that. And I think it's because they could raise tuition to build another gym, which was unnecessary. Decrease tuition to at least renovate it for families, because when I lived there, a lot of like, international people, like from all over the world, were there. And that's like, I would think that's a big percentage of the student population. So for them to just cut that off from them. It's like, where are they gonna live?”

With the closure of family housing, Jade moved back to her hometown. She lamented that her main goal right now is to move out of the town, having had enough of living there and having seen the bad side of things. She is ready to move on. Christopher shared that he felt similar sentiments to his classmates, where maybe a third of his classmates stayed in town but “by and large they’re moved at least far enough away from the town to

where they are no longer a part of the community." Sawyer wanted to push himself out of his comfort zone. Having grown up in Salida with a population of about 5000 people, moving to New York City with over eight million people allowed him to experience something different. Jade also shared that her community struggled with drug addiction, and that the nearest place to get help was about 30 miles away. People with transportation issues on the streets doing drugs experience difficulty finding help. She did not feel like the city made it a priority to assist people in that way. When addiction became a personal issue, Jade said it was imperative that she move to somewhere both away from the problem and closer to a solution.

High school resources came through in the interviews as well, namely in the sharing of resources between schools and the specific coursework that was or was not made available to students that would influence their post-graduation plans. For example, Allesandria shared her experience being invited to another school for college fairs:

> "When I came here, to Colorado, and I went to both Ridgeway and Ouray high schools, we had colleges visit for the yearly college fair at Ridgeway, and they invited the Ouray students to come to Ridgeway, the juniors and seniors, to go to the college fair. But as a student at Ouray, no colleges or military actually came there."

Without the shared resource of a college fair, students at Ouray may not have ever encountered recruitment from post-graduation options, especially colleges. She also shared about her experiences in New Mexico, prior to moving to Colorado. In New Mexico, she was very set on going to college and wanted to take criminal law electives.

She worked hard during her freshman year of high school to make room for that opportunity later. She explained:

> "But then, once I did move out here, there wasn't as much opportunity on electives, for exploring career options. So, you know that it's really hard to decide what to do. I had always known that I had wanted to go into law before, but then once I moved out here, I didn't really have the opportunity to do any, like, AP law classes to help me subsidize some of that cost of college with doing college courses. So, I think that is another big thing is the opportunities to learn about different jobs that are out there as lacking around here."

Without the ability to explore academic options and be sure of her decision, Allesandria opted to enter the workforce right after high school. She shared that she is still interested in law, but that a degree in that area might not be something she pursued soon.

Discussion

In this qualitative study I answered two research questions:

1. Which resources most commonly influence how rural students develop their post-graduation plans?
2. How accurate is the Rural Post-Graduation Plan Development Model (Jenks, 2022) in explaining the post-graduation plan development process undertaken by rural high school students?

By utilizing semi-structured interviews, I addressed both questions at the same time, highlighting which influences are most prevalent in the decision-making process of

Colorado's rural students, but also allowing for new influences to emerge that may benefit the Rural Post-Graduation Plan Development Model in future iterations.

In terms of the resources that were most commonly cited as influences for post-graduation plan development, those in the student layer were much more frequently cited than the other two layers, though family and school personnel from the local community layer were heavily cited as influential to the participants as well. For example, Tayllor talked about the impact of a full-tuition scholarship offer and how, because of financial resources available to her, that offer solidified her decision to attend a specific institution. This aligns with previous research on college choice (e.g. Perna, 2006) and was predicted in the tested model. Participants mentioned teachers as major influences in their post-graduation decisions, and some, like Selene, received important college-application help like assistance in filing the Free Application for Federal Student Aid or teaching her how to write essays. It was unclear whether this was unique to Selene or if teachers frequently helped all students through the college-going process, but Colorado's commitment to college and career preparation training for teachers may have contributed to their ability to serve as a resource (Colorado Rural Education Collaborative, 2023).

Clubs and sports that traveled for competitions provided access for rural students in Colorado to college campuses for tours that might otherwise not be available. In addition to physically visiting distant college options, participants also discussed the locations of post-graduation options as influential in their decision-making process. For Sheila, not only did she choose to attend a college farther away from her rural hometown, but she also knew that she wanted to leave the state because she sought opportunities related to

her future career in international affairs that she could not get in Colorado, even in metropolitan areas. This was unexpected, since Critical Rural Theory (Thomas et al., 2011) focused on the divide between rural and urban communities but did not consider the implications of national or even international needs that may be difficult to address in rural communities.

Social media was not mentioned as frequently as I had expected, given the prevalence of social media use in modern times. That said, it was interesting to note that social media was both a source of information and a mode of marketing for students. This aligns with Hughes and colleagues (2019) who highlight the dual-commodification of college-going, whereby students are not only seeking post-graduation options, but colleges expend significant effort to attract students as well. The ways in which colleges and universities utilize social media marketing to reach students, regardless of a student's prior interest in an institution, is an example of both recruitment and the platform serving as a source of knowledge for students seeking information.

Influences that did not come up in interviews included local, state, and national policies and popular culture. This could be because these are not factors that students think about as frequently or readily, and only having an hour for an interview is a limitation of the study. Another limitation is that I did not have representation for all post-graduation plan options suggested by the HSLS:09 as hoped. Information about how rural students choose to join the military, for example, was provided second-hand by participants, but a more direct inquiry to students who chose that option would be beneficial.

Regarding the accuracy of the model in describing the influences of rural students, aside from a few surprising findings, the model was adequate in coding the influences mentioned by participants. For future revisions of the model, I recommend including influences related to the familiarity of options, those possibilities that students are exposed to and thus able to further explore. I would also add the influence of historic connections, which includes both community expectations as well as generational connections to options, like working on a family farm or studying something similar to your parents. The time element of the model was also difficult to assess during this study, though two participants did bring up future plans and the length of time involved in sports. While the model includes time, it is not as easy to understand the applicability of time to the K12 experience. An alternate visualization that shows the connection between the layers and time might help to convey that element more clearly.

Recommendations for Policy and Practice

Access to post-graduation planning resources and the overall costs of pursuing higher education versus other options were primary themes in this study. For the participants who chose to attend four-year institutions after high school, a major factor in their decision was access to teachers and counselors for advice and information. Economically, the costs of a college education continue to be a heavy consideration with students, both in terms of what their family might be able to afford and what financial aid is possible from institutions.

To address these challenges, there are several potential solutions. One approach is to provide more resources for rural schools, including additional guidance counselors and

college advisors. The Colorado Department of Education has implemented a program called the Colorado Rural Education Collaborative, which aims to increase college and career readiness in rural schools by providing professional development and resources for educators (Colorado Rural Education Collaborative, 2023). This is one potential solution to high ratios of students to counselors present in many schools, by providing other educators the knowledge and resources necessary to reach more students more frequently. In this study, students largely looked to teachers, coaches, and after-school activity leaders for advice about post-graduation planning, so additional training and tools could further enhance the influence these school personnel have on rural students.

Another solution is to increase access to financial aid. The federal government offers several financial aid programs, including grants and loans, to help make college more affordable for low-income students. Additionally, many colleges and universities offer scholarships and other forms of financial aid to help offset the cost of tuition. Rural-specific aid and targeted education about financial aid would encourage more students from rural communities to consider the possibility of higher education (King, 2012).

Many rural schools have limited course offerings, fewer Advanced Placement (AP) courses, and lower graduation rates compared to urban and suburban schools (Colorado Rural Education Collaborative, 2023). These disparities can make it more difficult for rural students to prepare for college and compete with their peers in the college application process. As I found in this study, however, access to concurrent enrollment in college-level coursework could be a way to provide similar or even greater access to

college information. Concurrent enrollment allows students to get a feel for college-level work and, depending on location, potentially gets rural students on a college campus.

For higher education institutions, it is imperative that rural high schools be given the same attention as suburban and urban high schools during the recruitment and education process. The need for large numbers of qualified applicants and the need to equitably inform and recruit students from different geographic areas are two truths that can exist at the same time. With digital meeting rooms and rural high schools sharing college fair opportunities, the ability for college admission teams to speak to rural students is growing easier – but enrollment managers have to make rural recruitment a priority.

This also means ensuring campuses are prepared to support rural students once they matriculate. Orientation programs could include information about the surrounding area and resources for students new to the area and be mindful of campus components that may be new to rural students, such as a complex public transportation system. For Jade, the availability of family housing was a major factor in not only her decision, but her ability, to attend a college. When the family housing was closed, she effectively lost the ability to pursue education at that institution. This is not a concern unique to rural students – any student who starts a family prior to enrolling at an institution may find hardship in being able to meet basic needs if resources like family housing are not available.

Recommendations for Research

I used an intentionally broad scope in this study since the model being explored was new and had not been tested. Future researchers may consider looking more closely at

individual layers within the model, or even individual influences within the layers. The changing economy and landscape of rural communities would also be topics of interest, considering the costs of staying in rural communities is increasing in some towns (Henderson, 2019), and rural students may be priced out of being able to live independent of their parents, especially considering the 2020 pandemic and increasing availability of remote work allowing families to leave bigger cities. In this study, I used a model that is meant to be inclusive of all post-graduation plans, however the focus of the findings trended toward four-year college attendance. Future researchers could represent the different post-graduation plans more equitably, either with larger or more intentional samples, or by focusing on different outcomes independently. Overall, applications of the Rural Post-Graduation Plan Development Model are currently limited, but the possibilities are abundant. This study focused on rural Colorado, but the rural communities of the United States are extremely diverse and may have different needs and influences to explore and advocate for.

Conclusion

The significance of this study is that while researchers, policy makers, and practitioners are beginning to acknowledge and explore the experiences of rural high school students, this is the first study to utilize the Rural Post-Graduation Plan Development Model (Jenks, 2022) to center rural communities in the research process. Because the model is new, I provided a case study of students in Colorado whereby the model is interrogated for accuracy and saliency with the participants, who varied in their decision-making processes and post-graduation plans. We know that students have many

options for what to do after high school, and using a rural-centric conceptual model to map out how rural students develop their post-graduation plans provides insight to the rural experience that can influence future education policy and practice that better supports rural students through the process while also respecting and supporting the communities they come from.

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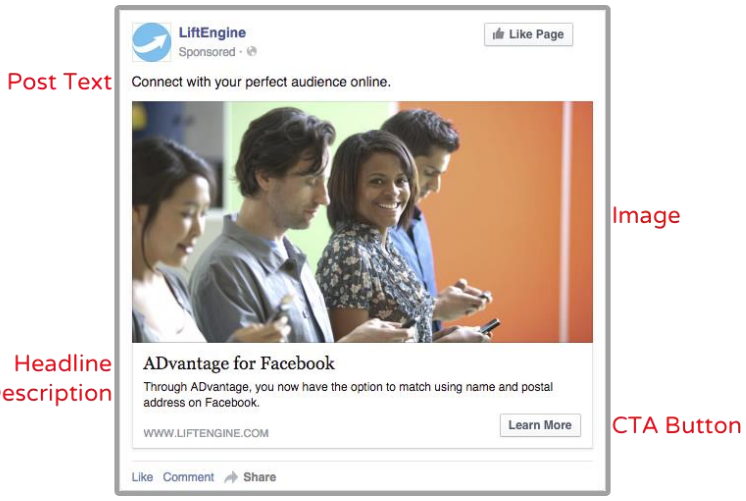
Appendix A: Recruitment Materials

1. Facebook/Instagram Advertisement Copy

Advertisements follow the following format:



My advertisement would contain the following:

Post Text: Current and former rural students: Earn a gift card by participating in a short survey!

Image: 

Headline: Rural Education Study

Description: Participate in a paid research study about the post-graduation plans of Colorado's rural high school students. Open to anyone aged 18+, who attends or attended a rural high school in Colorado.

Call-to-Action Button: "Learn More"

2. Follow-up email for participants interested in the focus group (Note: Though the initial marketing was for focus groups, due to the response rates, individual interviews were conducted instead. See IRB amendments at the conclusion of this dissertation)

Subject: Invitation for Focus Group for Study of Rural Post-Graduation Plans

Greetings NAME,

Thank you for your interest in participating in a focus group regarding your post-graduation plans. Should you agree to participate in a focus group, you will receive an additional $20 gift card for about an hour of your time. To confirm your interest, simply reply to this email.

During the focus group, I will ask questions regarding your post-graduation plan and how you decided on that plan. You may participate with your camera on or off, and you may select a pseudonym, or fake name you'd like to be referred to as, if you choose. The

focus group will be led by me and recorded to be transcribed later. Recordings and transcriptions will be stored securely until the study is concluded and then destroyed.

A copy of the consent form for the study is attached to this email for your reference.

Please feel free to ask questions regarding this study. You may contact me if you have additional questions at steve.jenks@du.edu or by phone at (352) 422-6234. You can also contact my faculty mentor, Dr. Cecilia Orphan at cecilia.orphan@du.edu or by phone at (303) 871-3619.

If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the University of Denver (DU) Institutional Review Board to speak to someone independent of the research team at (303) 871-2121, or email at IRBAdmin@du.edu.

Thank you in advance for your consideration,

Steve

Steve Jenks

Pronouns: He/Him/His

PhD Candidate, Higher Education

Morgridge College of Education | University of Denver

Appendix B: Consent Form

Introduction

I am Steve Jenks, a doctoral candidate in the Department of Higher Education at the University of Denver. You were invited to participate in this interview because you indicated interest in a study about your post-graduation plans.

Subjects Rights

Your participation in this research study is completely voluntary. You can withdraw at any time. Choosing not to be in this study or to stop being in this study will not result in any penalty to you or loss of benefit to which you are entitled. Your choice to not be in this study will not negatively affect any rights to which you are otherwise entitled.

Description of the Study and Study Procedures

I am conducting a research study to explain the process of how rural students decide on their post-graduation plans. The name of the study is "Examination of the Post-Graduation Plans of Colorado's Rural High School Students." The IRB Project Number is 1860787-1. The person in charge of the study is Steve Jenks.

If you agree to participate, you will be asked to answer questions related to how you decided on your current post-graduation plans as well as short- and long-term goals you may have. The interview should take about one hour over Zoom and will be recorded. Having your camera on is preferred, but not mandatory. You may turn your camera on or off at any time, but audio must be on for the duration of the interview. The original video and resulting transcripts will be destroyed at the conclusion of the study.

Risks

The risks from participating in this study are minimal but may include emotional stress from talking about challenging experiences in your past.

Benefits

The possible benefits to you from this study include the opportunity to share about your experiences. Taking part in this study may help researchers better understand rural high school students and inform practice and policy.

Alternatives

You may choose to not participate in this research study.

Financial Information

Participation in this study will involve no cost to you. Participants will receive a $20 Amazon gift card within one week of this interview via email. If you decide to remove yourself from the interview at any time, you are still entitled to payment.

Confidentiality

Study records that can identify you will be kept confidential by storing transcripts on a secured computer and allowing participants to choose a pseudonym (or nickname) in place of your real name. Video recordings and resulting transcripts will only be available to the researcher and his advisor.

The results of the research study may be published, but your full name will not be used.

Whom to Contact with Questions

If you have any questions or problems during your time on this study, you should contact myself, Steve Jenks, Department of Higher Education at ###-###-#### or by email at steve.jenks@du.edu. You may also contact my advisor, Dr. Cecilia Orphan, Department of Education at ###-###-#### or by email at cecilia.orphan@du.edu.

If you have any questions regarding your rights as a research subject, please contact the University of Denver's Institutional Review Board (IRB) Office at (303) 871-2121.

Consent Section

Do you wish to participate?

Record Subject's response: Yes No

Do you agree to be audio-recorded?

Record Subject's response: Yes No

_____ _____

Name (printed) and Signature of Person Obtaining Consent Date

If you would like a copy of this letter for your records, please let me know and I will email you a copy.

Appendix C: Interview Protocol

1. Tell me about your hometown and your childhood.

2. What about your community in high school helps you describe it as “rural?”

3. You were invited to this interview because you stated that your immediate plans after high school were <POST-GRADUATION PLAN>. When did you know this was what you wanted to do? How did you decide?

4. Thinking about people who were influential in your decision making, who would you say helped you decide on your post-graduation plans?

5. Thinking about other resources like classes, the internet, clubs, etc., are there any other influences that helped you decide on your post-graduation plans?

6. What are some of your plans for the future, life goals?

7. Thinking about your community, what do you think were the major industries or jobs there?

8. What are some of your friends doing after high school and how do you think they came to that decision?

9. Do you currently live where you graduated high school? If yes, why do you stay. If no, why did you leave? Would you return?

10. Is there anything else you would like to share about how you decided what to do after high school?

Appendix D: Codes with Sample Quotes

CODE	SAMPLE QUOTE
Rural Descriptors	
Small Town	*"…reconnect to that small town community feel that I grew up with." -Selene*
Lower Income	*"I come from a lower middle-class family…and I want to say growing up I feel like most of my classmates were that way." -Gloria*
Model Components	
Student	
Demographics	*"I am from an Asian household, and Asian households are very constricting sometimes… careerwise, it's very limited in what you want to do" -Sheila*
Academic Performance	*"I guess it was kind of assumed for me, because I had good grades in high school." -Tayllor*
Cultural/Social Capital	*"I was actually given the chance to go and see a bunch of schools in California through…Upward Bound." -Sheila*
Financial Resources	*"The community I've grown up in the majority of us are from lower income backgrounds." -Selene*
Cost/Benefit of Options	*"I have two friends who went to a two-year college just to get their general education out of the way for cheaper." -Ana*
Short- and Long-term Plans	*"…you went into the military so you could afford college." -Tayllor*
Local Community	
Friends	*"My friends really pushed me to go to college." -Ana*
Family	*"I really wanted to go to community college and my parents wanted to help fund me, at least for my first couple of years. And my mom said, 'Absolutely not.'" -Catherine*

School Personnel	*"The department that I ended up choosing was influenced by a teacher." -Tayllor*
Religious Group	*"The parish has a lot of jobs and stuff to offer opportunities." -Jade*
Clubs/Sports	*"I also played club volleyball. And so that got me out to some colleges in Nebraska…" -Catherine*
Community Need	*"We're a very ag-centric town. When I was in high school, you're just kind of like, you do something on the farm." -Tayllor*
Marketing/Recruitment of Nearby Options	*"…they actually had, like, the managers and stuff come out to the high school." -Allesandria*
Broader Contextual Influences	
General Economy	*"In today's economy, it makes more sense, you know, financially speaking." -Christopher*
National/Social Media	*"Once you turn 17, like all your targeted ads are like for colleges." -Sawyer*
Location of Options	*"I think one of them went out of the state or country for some reason. But she was studying like, language stuff." -Allesandria*
Marketing/Recruitment of Distant Options	*"The scholarships I got from them outweighing what I would have gotten if I had gone to a school in Colorado." -Ana*
Mention of Time	*"A lot of the people I graduated with I went to school with my whole life."-Gloria*

Chapter Five: Conclusion

In this three-paper dissertation, I examined the post-graduation plan development process for rural high school students using a transformative framework to create space for more equity in research, policy, and practice around rural issues in America. To do this, I created a new conceptual model for how rural students decide on their post-graduation plans using prior research and critical theories, then used the model in two separate studies: a quantitative analysis of the relationship between locale and race and a qualitative case study of the post-graduation plan development of rural students in Colorado. In this chapter, I summarize the three papers, review the major findings, discuss how the studies integrated and answered the research questions, and conclude with recommendations for theory, practice, and future research.

In the first paper, I proposed a new conceptual model that described how students in rural communities decide on their post-graduation plans. To do this, I used Bronfenbrenner's (2006) bioecological model of human development to critique and build upon Perna's (2006) model of college choice, infusing components of Critical Rural Theory (Thomas et al., 2011) and Funds of Knowledge (Kiyama, 2018) to create a model that was both more inclusive of post-graduation plans that benefit rural communities and included contemporary and community-based influences that rural students may use in their decision-making process. I presented this theoretical paper at the 2022 Association for the Study of Higher Education conference where it was peer-reviewed and rural

scholars provided valuable feedback about the applications and potential improvements to the model.

In the second paper, I conducted a quantitative evaluation of data from the HSLS:09 using the new conceptual model I developed to explore the potential relationship between race and locale regarding decision-making resources and outcomes. I conducted chi-square tests and two-sample *t*-tests on 22,496 cases to see if within races there were differences based on locale. I used the conceptual model to identify variables were useful to explore and then looked for any surprising results in terms of differences between rural and non-rural students within each racial category. This paper was accepted and workshopped with experts of rural education research as a chapter within an edited volume about race and rurality to be published in 2024 (Jenks, in press).

In the third paper I conducted a case study about the post-graduation plan development process for former rural high school students in Colorado. Through interviews with eleven rural graduates, I explored whether the conceptual model was adequate in describing the different influences rural students used to plan their future, and observed which of the influences were most commonly cited among the participants. Within a transformative paradigm (Creswell & Plano Clark, 2018), the purpose of this paper was to honor the individual stories of the participants and utilize those stories to highlight the underexamined truths of rural students. I have explored journal options for this publication but have not submitted it anywhere as of this writing.

Discussion

Throughout this dissertation, I utilized a multiple-method approach to address education inequities in rural communities. To accomplish this, I designed each paper

within the study to align closely with a mixed methods study, though limitations in the research methodology prohibit it from being a true mixed methods design, notably that the participants in the quantitative and qualitative phases were different, rather than data for each phase coming from the same samples. In this section, I methodically integrate data from the previous papers, or phases, together to answer research problems that would be difficult to assess with a qualitative or quantitative phase alone (Creswell & Plano Clark, 2018). Quantitative data can be weak in understanding context or details related to lived experiences while qualitative data tends to have a narrower focus and fewer participants (Creswell & Plano Clark, 2018). Methodologists suggest that by combining the approaches, researchers can uncover knowledge that is more than the sum of its parts – the research equivalent of the equation 1 + 1 = 3 (Creswell & Plano Clark, 2018; Fetters and Freshwater, 2015). Combining approaches also encourages the use of multiple worldviews. In this dissertation, the post-positivist-framed data from the quantitative phase is integrated with the constructivist-framed data from the qualitative phase to form a final transformative-framed analysis of the data. In transformative research, there is a political and activist purpose with the goal of change that encourages empowerment and social justice (Creswell & Plano Clark, 2018). Through my research, I hope to encourage more equitable education research, policy, and practice that centers rural communities that have historically been removed from the larger education conversations.

In the first paper, the goal was to answer this dissertation's first research question:

1. How can previous models of college choice be improved to be more inclusive of the unique experiences of rural high school students?

I believe I answered this theoretical question sufficiently with the creation of a more inclusive post-graduation plan development model that used previous models of college choice and infused elements of bioecological theory (Bronfenbrenner & Morris, 2006), Funds of Knowledge (Kiyama, 2018), and Critical Rural Theory (Thomas et al., 2011). The proposed model was only the first step, however, as it theoretically satisfied the research question but had not been tested. In this chapter, I provide an updated model that better answers the question based on my findings in the two empirical studies. I provide an updated model that better answers the question based on my findings.

In the second, quantitative paper, I answered the second research question:

2. What is the relationship between race and locale in terms of post-high school graduation plans and resources that contribute to post-graduation plan development?

Overall, I found that more than 60 variables could be found in the public HSLS:09 data set that fit within the new conceptual model. Within each of those variables, nearly all of them had some statistically significant difference within racial groups, highlighting differences in influences and outcomes for rural students compared to non-rural peers for each racial group. Prior research and efforts to advance education equity often focus on the inequities for students in urban settings, providing community-based organizations and in-school support systems to help students graduate and potentially continue to higher education. I found within this study that some education disparities that have been previously examined between racial groups (e.g. Cho et al., 2008; Black et al., 2020) are actually further disparate *within* the groups as well – highlighting a need for funding and programmatic support in rural communities in the way previous efforts have focused on

urban communities. I found that some racial groups in rural communities had lower access to resources like access to college preparatory coursework and family members with higher levels of education, and deterrents to higher education like poverty were more prevalent in rural communities. Importantly, this study utilized data collected in 2009 and proceeding years, so there was not an opportunity to dig deeper into the experiences of the participants nor an ability to explore additional areas of the model that were not included in the survey design. That limitation aside, this is the largest data set of its kind currently, and thus provided a national analysis that would be difficult to conduct independently.

Finally, within the third, qualitative paper, I answered the final two research questions:

3. Which resources most commonly influence how rural students develop their post-graduation plans?
4. How accurate is the Rural Post-Graduation Plan Development Model (Jenks, 2022) in explaining the post-graduation plan development process undertaken by rural high school students?

Using semi-structure interviews, I discovered the most commonly cited influences that rural students used to develop their post-graduation plans were family, personal finances, and school personnel. Participants mentioned most of the other influences within each of the layers of the model at least once, implying that the model is accurate. Influences like local, state, and national policy were not mentioned during the interviews, but whether that was a limitation of time or awareness I was unable to ascertain. Policy, however, can still heavily influence a student's decisions and should be examined more

in future research. Given the breadth of the Rural Post-Graduation Plan Development Model (Jenks, 2022), I recommend researchers focus on specific layers or even influences within the model in order to gain a deeper understanding of rural student interactions with those factors, notably with populations who may have targeted policies in their local or state communities that could influence their post-graduation trajectories. While students may be impacted by many influences from the model, it is likely that not all of the influences are as salient, or even present for each individual student. In addition to the expected influences, there were surprising themes that arose through the interviews. Some surprising themes were simply deeper or more nuanced influences found within the model already, but two influences, historic connection and familiarity, were not included in the model but could explain additional context that rural students use in their process.

I further explored the third and fourth research questions through the integration of the two empirical studies. In the quantitative study, for example, I found that rural students from some racial groups were statistically more likely to have lower incomes than their non-rural peers. Within the qualitative study, participants expressed family finances as one of the largest influences of both whether they applied to college and which colleges they were able to attend. Another finding integrating the two studies is that rural parents were statistically more likely to say high school was the highest education their students would achieve while non-rural parents were more likely to say a master's degree and family influence on options and possibilities was a factor in the qualitative study, both because of knowledge of the college-going process but also because of the knowledge of alternative post-graduation paths that students could pursue.

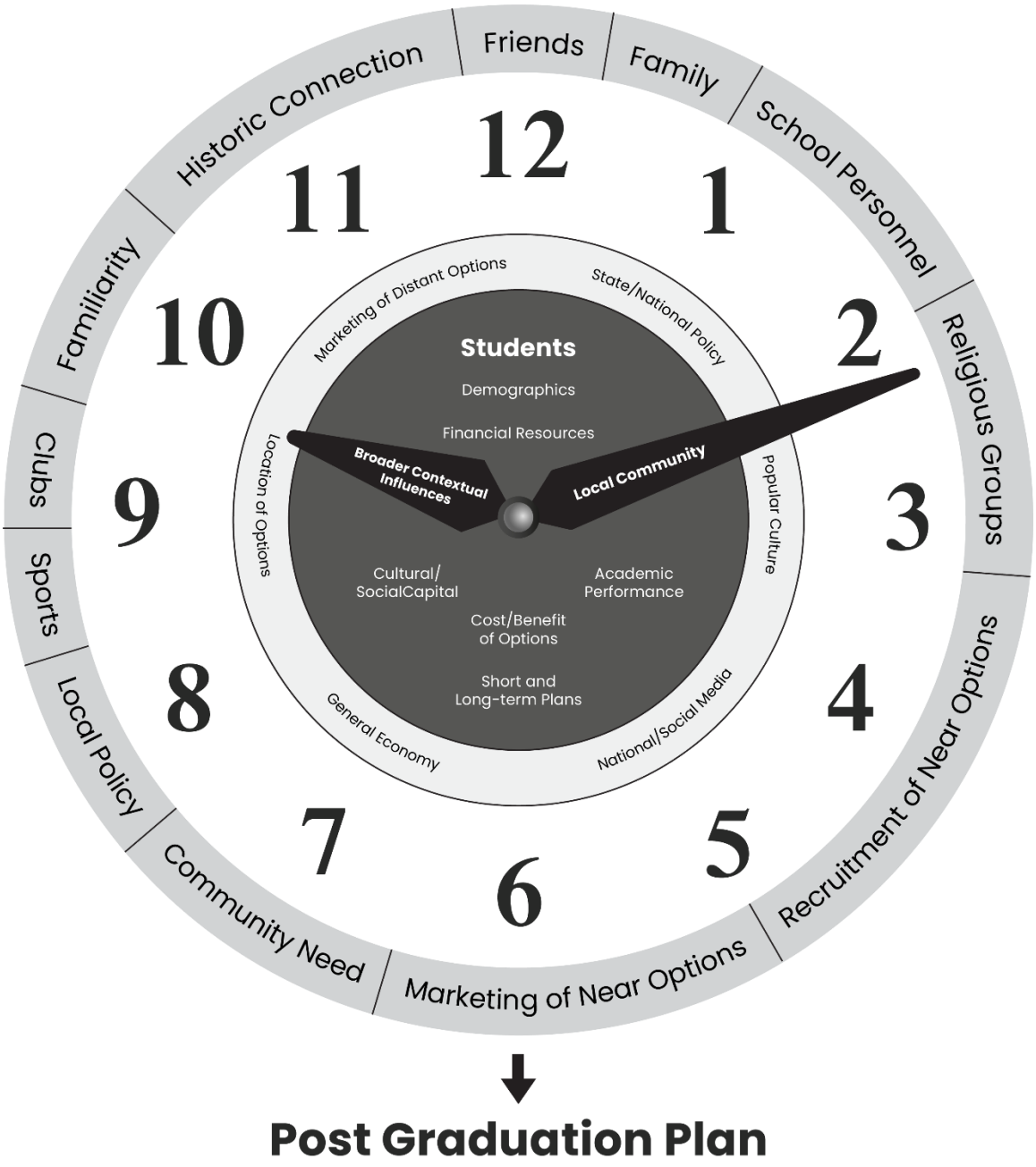
Both studies provided important information about the applicability of the model as proposed. Using this information, I propose an updated model.

The new model (Chapter 2) expanded previous college choice models to be more inclusive of other post-graduation plan options, includes both immediate and long-term plans, and uses Critical Rural Theory (Thomas et al., 2011) to center rural communities. Feedback on the model during the 2022 Association for the Study of Higher Education conference (Jenks, 2022) and from editors of Chapter 3 largely focused on the time component and how it was not immediately clear how it influenced all layers, as intended. I consulted with a peer who is skilled at visual presentations of ideas to adjust the model to include the time element better as well as incorporated some new findings from the qualitative study. The updated model (Figure 1) is represented by a clock showing a student's journey through grade 12 that contributes to their post-graduation plan development process.

Influences on plan development are divided into three layers: students, local community, and broader contextual influences. The students layer shows influences within the student's control or attributes that do not change. The local community influences are around the "minutes" section of the clock, showing resources that students may encounter during their K12 education. The smaller "hours" ring of the clock shows broader contextual influences, which are connected to the student and the local community but may not be as directly influential during most of a student's education. The clock representation is also helpful because it can easily include pre-kindergarten (just move back an hour) or the years after high school (start back at 1).

Figure 1

Rural Post-Graduation Plan Development Model



The overall theme of time is important for three reasons. Students may not consciously think about their future plans until high school, but the influences students use to develop those plans are present throughout their lives. The amount of time someone spends with an influence, like being involved in a sport, changes the impact of that influence, as does when that influence is experienced. For example, someone playing a sport in elementary school may not have the same influence of coaches for plan development as someone who plays a sport in high school (or from 9 to 12 on the clock face). The hands of the clock also move as a traditional analog clock, whereby the minutes hand also moves the hours hand, albeit at a slower pace. The student layer, featured at the center of the clock, is symbolically steady, generally unmoving. The influences shown in the minutes and hours rings show the possible influences students may encounter either from year to year (minutes) or generally over their lives (hours).

While the Rural Post-Graduation Plan Development Model can be used as an advising tool or as a lens to examine a student's full developmental process, in this study, I reviewed the HSLS:09 for variables that fit within the model for analysis. Due to the limitations of what the HSLS:09 explored, the broader contextual influence layer and the time component of the model was not used in this study. In the qualitative study, I similarly found that broader contextual influences were less salient for participants than things within the student or local community layers.

Recommendations for Theory, Practice, and Future Research

As with any new theory or model, the Rural Post-Graduation Plan Development model is theoretically sound, but in need of additional testing, critique, revision, and application. Within the scope of this dissertation, I was able to synthesize a new theory,

utilize it for a quantitative and qualitative study, and then made adjustments based on findings and feedback. I encourage future researchers and practitioners to utilize this model when working with rural communities, but to be vigilant to weaknesses and nuance that might be missed. Additionally, this model broadly addresses "rural," but we know from experience that the world of rurality in America is extremely diverse. The model was only deeply explored within the context of Colorado. As the model is applied to other communities, there may be influences that are more or less utilized, and there may be new influences not reflected in the model.

For practitioners, a limitation of this dissertation is that it is heavily theoretical, and the empirical chapters largely focused on generative research – learning things for the first time and documenting what has not been documented before. Because of this, findings and conclusions in Chapter 3 and Chapter 4 answered more clearly "what" and less clearly "so what?" While I have experience as a practitioner in college admissions, I humbly admit that I do not have many answers for the challenges faced by rural communities. That said, any journey is made easier with a map, and it is my hope that this model can be utilized by K12 personnel to develop programs and initiatives that leverage the influences most helpful for students in deciding their future plans, and that college admission staff acknowledge the lack of engagement with rural communities and strive to provide the resources rural students expressed are most helpful to them – at a minimum. Rural communities were described frequently as close-knit and interconnected. Practitioners can utilize this knowledge to better utilize community members and resources to help expose students to opportunities, provide mentorship and guidance, and better prepare students for the various options available to them.

Connecting with family members for post-graduation planning, dispelling myths about college costs and financial aid, and sharing resources between rural schools are all actions that my findings support as strong influences of support for students during the decision-making process.

Finally, my recommendation for future research is simply this: continue to include rural communities. During my dissertation process, researcher interest and attention to rural communities grew dramatically. This may be in part because of the disparities exacerbated during the COVID-19 pandemic, where rural communities with weak internet infrastructure suddenly needed to pivot to online learning, leaving many students without access to instruction, or because fears of an approaching "enrollment cliff" made rural bodies a hot commodity for tuition-dependent colleges, or it could be because people from rural communities are using their skills, resources, and partnerships to lift the veil of what has historically been an under-appreciated subsect of society. I urge researchers to critique commonly used theories and models, as I have, to be sure rural America is represented as well as suburban and urban spaces. In the context of the studies presented in this dissertation, I recommend a large-scale application of the model be used in order to discover if the inequities of 2009 are still evident today. I also encourage interviews with recent high school graduates in different rural communities around the United States and even abroad to test the applicability of the model to the nuanced experiences of those communities. The rich and diverse experiences of rural high school students remind us of the incredible potential that lies within every young person, regardless of their background. By recognizing and supporting their unique talents and

perspectives, we can empower these students to achieve great things and make a positive impact on the world around them.

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Appendix A: Institutional Review Board Approval

UNIVERSITY of DENVER
OFFICE OF RESEARCH & SPONSORED PROGRAMS
Research Integrity & Education

DATE:	January 31, 2022
TO:	Steven Jenks Cecilia Orphan, Ph.D, Faculty Sponsor
FROM:	University of Denver (DU) IRB
PROJECT TITLE:	[1860787-1] Examination of the Post-Graduation Plans of Colorado's Rural High School Students
SUBMISSION TYPE:	NEW **STUDENT PROJECT** APPROVAL DATE: January 31, 2022
NEXT REPORT DUE:	January 31, 2023
RISK LEVEL:	Minimal Risk
REVIEW TYPE:	Expedited Review
ACTION:	**APPROVED**
REVIEW CATEGORY:	Expedited Category # 7

Category 7: *Research on group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.*

Thank you for your submission of the New Project materials for this project. The University of Denver Institutional Review Board (IRB) has granted Full Approval for your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission. The IRB determined that the criteria for IRB approval of research, per 45 CFR 46.111, has been met.

This submission has received an Expedited Review based on applicable federal regulations.

This project has been determined to be a Minimal Risk project. Please note that the following documents were included in the review and approval of this study:

- Advertisement - Recruitment Materials - SJenks 1.11.docx (UPLOADED: 01/12/2022)
- Application Form - IRB Appendix A - SJenks 1.11.docx (UPLOADED: 01/12/2022)
- Application Form - Part I Human Research Application SJenks 1.11.docx (UPLOADED: 01/12/2022)
- Consent Form - Verbal Consent for Focus Groups - SJenks 1.27.docx (UPLOADED: 01/28/2022)
- Consent Form - Implied Consent - SJenks 1.11.docx (UPLOADED: 01/12/2022)
- Questionnaire/Survey - Interview Protocol for Focus Groups - SJenks 1.27.docx (UPLOADED: 01/28/2022)
- Questionnaire/Survey - Survey Protocol - SJenks 1.27.docx (UPLOADED: 01/28/2022)
- Training/Certification - citiCompletionReport7919240.pdf (UPLOADED: 01/12/2022)

Informed Consent Process

Please remember that informed consent is a process beginning with a description of the project and assurance of a participant's understanding. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require that each participant receive a copy of the consent document.

Approval of alternative forms of Informed Consent -Not signed by participant (45 CFR §46.116 (d))

- Implied consent for online Surveys and Questionnaires
- Oral Informed Consent Script

Amendments and Study Modifications- Changes to Approved Research

Prior to the implementation of any changes in the approved research, (i.e. personnel changes, revised survey questions, updated recruitment materials, etc.) the investigator will secure IRB approval of the changes by submitting the Amendment/ Study Modification form to the IRB via IRBNet. IRB approval must be obtained prior to implementing any changes to the study, unless the change is being made to ensure the safety and welfare of the subjects enrolled in the research. (see Reportable New Information)

Reportable New Information

To report changes made to ensure the safety and welfare of the subjects or any unanticipated problems involving risks to subjects or others, the investigator will use the Reportable New Information (RNI) form, submitted via the IRBNet system. The investigator is responsible for reporting within five days of the occurrence indicating what safety measures were taken and provide an updated protocol and/or consent if applicable.

Unanticipated Problems Involving Risks to Subjects or Others (UPIRTSOs)

Any incident, experience, or outcome which has been associated with an unexpected

event(s), related or possibly related to participation in the research, and suggests that the research places subjects or others at a greater risk of harm than was previously known or suspected must be reported to the IRB. UPIRTSOs may or may not require suspension of the research. Each incident is evaluated on a case- by-case basis to make this determination. The IRB may require remedial action or education as deemed necessary for the investigator or any other key personnel. The investigator is responsible for reporting UPIRTSOs to the IRB within 5 working days. Use the Reportable New Information (RNI) form within the IRBNet system to report any UPIRTSOs. All NON-COMPLIANCE issues or COMPLAINTS regarding this project must also be reported promptly to this office.

Continuation Review Requirements

Per the federal regulations, this expedited review project does **not** require continuing review. This project has been assigned a **one-year review period** by the IRB and will require communication to the IRB at the end of this review period to either close the study or request to extend the study for another year. The one-year approval period is posted in the Next Report Due section on the IRBNet Submission Details page for your project.

During this one-year period, the Office of Research Integrity may also conduct a Post Approval Monitoring visit to evaluate the progress of this research project.

PLEASE NOTE: This project will be administratively closed at the end of the **one-year review period** unless a request is received from the Principal Investigator to extend the project. If the study is completed, you have graduated or you are no longer affiliated with the DU, please submit a Final Report to the DU IRB via the IRBNet system. If you are no longer affiliated with DU and wish to transfer your project to another institution, please contact the DU IRB for assistance.

Study Completion and Final Report

A Final Report must be submitted to the IRB, via the IRBNet system, when this study has been completed. All records associated with this study must be retained in a secure location for a minimum of three years after the completion of the project.

If you have any questions, please contact the University of Denver Human Research Protection Program/ Institutional Review Board at (303) 871-2121 or through IRBAdmin@du.edu. Please include your project title and IRBNet number in all correspondence with the IRB.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within the University of Denver (DU) IRB's records.

Appendix B: Institutional Review Board Amendment 1 Approval

DATE:	April 4, 2022
TO:	Steven Jenks
FROM:	University of Denver (DU) IRB
PROJECT TITLE:	[1860787-2] Examination of the Post-Graduation Plans of Colorado's Rural High School Students
SUBMISSION TYPE:	**AMENDMENT**
APPROVAL DATE:	April 4, 2022
NEXT REPORT DUE:	January 31, 2023
RISK LEVEL:	Minimal Risk
REVIEW TYPE:	Expedited Review
ACTION:	**APPROVED**

Thank you for your submission of Amendment/Modification materials for this project. The University of Denver (DU) IRB has granted FULL APPROVAL of your submission. This approval is based on an
appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received an Expedited Review based on applicable federal regulations.

The following documents were included in the review and approval of this amendment/modification submission:

- Advertisement - Snowball Sample Request Email.docx (UPDATED: 04/4/2022)
- Amendment/Modification - irb-amendmentapp.docx (UPDATED:

04/4/2022) The following revisions were approved in the

amendment/modification request:

- *Add new recruitment method; snowball sampling process*

- *Add new recruitment email requesting snowball sampling from previous participants*

Please remember that informed consent is a process beginning with a description of the project and assurance of participant understanding. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require that each participant receive a copy of the consent document.

Unanticipated Problems Involving Risks to Subjects or Others (UPIRTSOs)

Any incident, experience or outcome which has been associated with an unexpected event(s), related or possibly related to participation in the research, and suggests that the research places subjects or others at a greater risk of harm than was previously known or suspected must be reported to the IRB. UPIRTSOs may or may not require suspension of the research. Each incident is evaluated on a case by case basis to make this determination. The IRB may require remedial action or education as deemed necessary for the investigator or any other key personnel. The investigator is responsible for reporting UPIRTSOs to the IRB within 5 working days after becoming aware of the unexpected event. Use the Reportable New Information (RNI) form within the IRBNet system to report any UPIRTSOs. All NON- COMPLIANCE issues or COMPLAINTS regarding this project must also be reported.

If you have any questions, please contact the University of Denver Institutional Review Board (IRB) at (303) 871-2121 or at IRBAdmin@du.edu. Please include your project title and IRBNet number in all correspondence with the IRB.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within University of Denver (DU) IRB's records.

Appendix C: Institutional Review Board Amendment 2 Approval

DATE:	April 27, 2022
TO:	Steven Jenks
FROM:	University of Denver (DU) IRB
PROJECT TITLE:	[1860787-3] Examination of the Post-Graduation Plans of Colorado's Rural High School Students
SUBMISSION TYPE:	**AMENDMENT**
APPROVAL DATE:	April 27, 2022
NEXT REPORT DUE:	January 31, 2023
RISK LEVEL:	Minimal Risk
CHILD RISK ASSESSMENT: 45 CFR 46.404	
REVIEW TYPE:	Expedited Review
ACTION:	**APPROVED**

Thank you for your submission of Amendment/Modification materials for this project. The University of Denver (DU) IRB has granted FULL APPROVAL of your submission. This approval is based on an
appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received an Expedited Review based on applicable federal regulations.

The following documents were included in the review and approval of this amendment/modification submission:

- Amendment/Modification - irb-amendmentapp (1).docx (UPDATED:

04/19/2022) The following revisions were approved in the amendment/modification

request:

- *Modify study by removing data analysis of initial survey*

- *Reduce number of participants form >370 to 80*

Please remember that informed consent is a process beginning with a description of the project and assurance of participant understanding. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require that each participant receive a copy of the consent document.

Unanticipated Problems Involving Risks to Subjects or Others (UPIRTSOs)

Any incident, experience or outcome which has been associated with an unexpected event(s), related or possibly related to participation in the research, and suggests that the research places subjects or others at a greater risk of harm than was previously known or suspected must be reported to the IRB. UPIRTSOs may or may not require suspension of the research. Each incident is evaluated on a case by case basis to make this determination. The IRB may require remedial action or education as deemed necessary for the investigator or any other key personnel. The investigator is responsible for reporting UPIRTSOs to the IRB within 5 working days after becoming aware of the unexpected event. Use the Reportable New Information (RNI) form within the IRBNet system to report any UPIRTSOs. All NON- COMPLIANCE issues or COMPLAINTS regarding this project must also be reported.

If you have any questions, please contact the University of Denver Institutional Review Board (IRB) at (303) 871-2121 or at IRBAdmin@du.edu. Please include your project title and IRBNet number in all correspondence with the IRB.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within University of Denver (DU) IRB's records.

Appendix D: Institutional Review Board Amendment 3 Approval

UNIVERSITY of DENVER
OFFICE OF RESEARCH & SPONSORED PROGRAMS
Research Integrity & Education

DATE:	May 18, 2022
TO:	Steven Jenks
FROM:	University of Denver (DU) IRB
PROJECT TITLE:	[1860787-4] Examination of the Post-Graduation Plans of Colorado's Rural High School Students
SUBMISSION TYPE:	**AMENDMENT**
APPROVAL DATE:	May 18, 2022
NEXT REPORT DUE:	January 31, 2023
RISK LEVEL:	Minimal Risk
REVIEW TYPE:	Expedited Risk
ACTION:	**APPROVED**

Thank you for your submission of Amendment/Modification materials for this project. The University of Denver (DU) IRB has granted FULL APPROVAL of your submission. This approval is based on an
appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received an Expedited Review based on applicable federal regulations.

The following documents were included in the review and approval of this amendment/modification submission:

- Amendment/Modification - irb-amendmentapp 5.10.docx (UPDATED: 05/11/2022)
- Questionnaire/Survey - Interview Protocol for Interviews - SJenks 5.11.docx (UPDATED: 05/11/2022)

The following revisions were approved in the amendment/modification request:

- *Changed study design to have the option to conduct individual semi-structured interviews*
- *Utilize interview protocol for focus groups for individual semi-structured interviews*

Please remember that informed consent is a process beginning with a description of the project and assurance of participant understanding. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require that each participant receive a copy of the consent document.

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