

2008 Emerging Workers Survey Results

Louisville's Youth and Young Adults Describe Their Career and Education Plans

A Research Report of
The Emerging Workforce Initiative

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The Emerging Workforce Initiative is committed to helping prepare youth and young adults for work the community needs.

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Executive Summary

Louisville's emerging workforce is critical to the economic and social wellbeing of employers, families and the community at large. There are many ways to understand how well the community's young people are preparing for future jobs – examining the education level of the population, surveying employers on the qualities of their entry-level workforce or compiling information on the number of participants in a community program. However, young people themselves are rarely asked to comment on their progress on preparing for adult work and life.

The *Emerging Workforce Initiative*, therefore, designed a project to collect information from Louisville's youth and young adults, aged 14 to 24 years. During the spring and early summer of 2008, 803 young people completed a comprehensive survey of their work and school experiences, goals and challenges. This *Research Report* describes what the young people completing the survey had to say. The report provides important insights on how schools, parents and the community at large can assist them to prepare for work and life.

The survey was designed to address four critical and comprehensive questions. This report presents analyses of the individual and collective responses as they relate to these questions. Highlights of the survey results include the following:

Goals: What career and education goals do respondents have for their future?

- Most young people have a specific and ambitious career goal and firmly believe they will reach their goals.
- While there is a wide range of goals, some careers are over represented in the survey (doctor, lawyer, and athlete) while other career fields have attracted the interest of few young people (technical, scientific and trades).
- Young people report they are motivated to succeed most by their family and friends and that the hardest part of reaching their goals will be getting through the education required.
- Estimates young people make about their future earnings are higher than they are likely to earn in Louisville. Young people also over estimate the level of education their chosen career will require.

Preparation: What are respondents doing to get ready for work and life?

- Young people turn to their parents for career, college and job advice more than teachers, counselors, friends and community programs.
- More young people are unemployed than employed. Those not working would like to be employed. Approximately half of employed respondents work in restaurant or retail businesses. Approximately half have worked at their current job more than a year.
- While many respondents indicate they are involved in volunteering, hobbies or extracurricular activities, nearly three in four believe they could be doing more with their time. Most school-based extracurricular activities respondents participate in are sports related.

Problems: What types of problems keep respondents from succeeding?

- Respondents are generally optimistic, confident and accept responsibility for their own success. However, more than one in five are thinking about dropping out of school or believe their teachers are trying to get them to drop out.
- The most frequent reason respondents dropped out of school was “personal problems”. Other reasons often reported include “got in trouble at school”, “could not keep up with the work”, “money problems”, and “no one encouraged me to stay in”.
- Approximately one in six respondents report they have been a crime victim, in foster care, a parent, arrested, or have a disability.

Suggestions: What would help respondents prepare for work and reach their goals?

- More than one in three young people believe schools should do more to make the learning environment better, suggesting that students could be more respected and supported.
- Respondents indicate there are many things the community can do to help them prepare for their future careers, beginning with valuing them collectively. Less than half of respondents agree with the statement: “My community treats young people like they are important to the future.”
- Many young people rely on their parents for help with success in school and work. However, some respondents report they have no adult they can turn to for help in reaching their goals or that some adults in their lives believe they will not be successful.

This survey was designed to collect information from young people about their individual experiences and plans for their future. Their collective responses provide some insight into what families, schools and the community can do to better prepare the emerging workforce. Implications of this survey and other research of the *Emerging Workforce Initiative*, including specific policies, programs and practices, will be the focus of a report to be published in early 2009.

Methods

From April 2008 to July 2008, 803 youth and young adults living in Jefferson County Kentucky completed a comprehensive survey on their work and school experiences. Some young people completed a paper/pencil version of the survey through a community or school program in which they were enrolled. Other respondents were referred to a web-based version of the survey that was not available to the public.

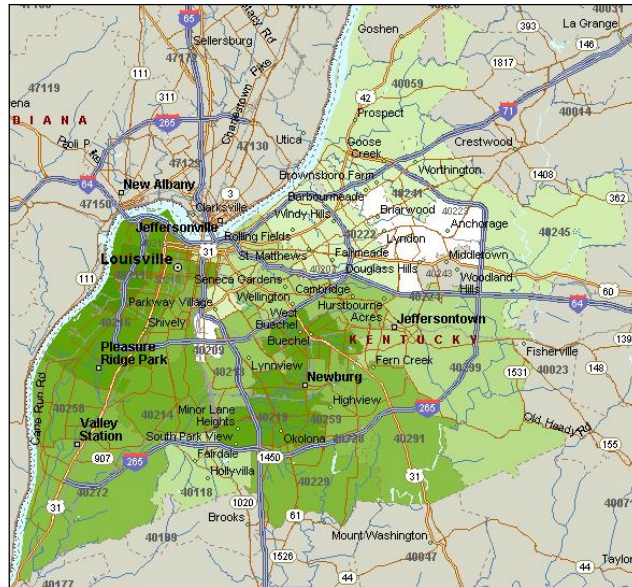
Respondent recruitment was conducted by the Louisville Metro Office of Youth Development, Louisville Education and Employment Partnership, Jefferson County Public Schools Youth Opportunities Unlimited, Louisville Urban League, Youth Build Louisville and other community organizations. Overall demographics for the respondents are indicated in Table 1.

Table 1: Demographics of Survey Respondents

<i>Age</i>	14 to 17 year olds	77.0%
	18 to 21 year olds	21.7%
	22 to 24 year olds	1.0%
<i>Gender</i>	Male	41.7%
	Female	58.3%
<i>Race/Ethnic</i>	White or Caucasian	32.0%
	Black or African American	63.4%
	Hispanic or Latino	37.0%
	American Indian or Alaska Native	0.4%
	Pacific Islander	0.1%
<i>School Status</i>	High school student	89.7%
	College student	1.8%
	Not in school	8.5%
<i>Employment Status</i>	Working part-time or full-time	42.6%
	Not working	57.4%
<i>Social Characteristics</i>	Live with parents	81.9%
	Have a hobby	81.7%
	Have a lot of friends	80.7%
	Volunteer regularly	45.7%

Respondents were widely distributed across Jefferson County. Graphic 1 illustrates the number of respondents completing surveys in each zip code in the county. The darker green regions indicate higher concentrations of respondents.

Graphic 1: Concentration of Survey Respondents Across Jefferson County, KY



Efforts were made to include a representative number of youth and young adults who may be experiencing difficulty preparing for adult work and life. Census estimates (Table 2) indicate approximately one of nine residents between 16 and 24 years are not in school and not working and therefore likely disconnected from resources and opportunities they need to enter the workforce. Understanding how these young people are preparing for adult work provides valuable insight into how schools and families can help all young people succeed. Of the 803 respondents, nearly three of four were enrolled in a high school dropout prevention program and one of twelve had dropped out of high school.

Table 2: Disconnected Youth and Young Adults (not in school and not working) Jefferson County (2005)

	Number of Disconnected 16 to 24 year olds		
Population of 16 – 24 year olds	16-19 yr olds	20-24 yr olds	Percent of Disconnected 16 to 24 year olds
77,222	3,089	5,935	11.68 %

16 to 19 year old data from Census 2005. 18 to 24 yr old data from analysis of 2000 Population Reference Bureau analysis of Census 5-Percent Public Use Microdata Sample (PUMS) by Kids Count

Goals

Louisville’s young people have clear and ambitious goals for their future career. Survey respondents described detailed plans that seemed to be based on inaccurate information on the wage they would earn or the education required. Survey results also indicate some disparity between the work young people want and what Louisville’s labor market will require in the next few years.

■ Do respondents have career goals?

Respondents were asked the open ended question: “What job do you want to have when you are 25 years old?” The majority of respondents (78.7%) expressed a type of career field or a specific job goal. Female respondents were slightly more likely to have an idea about their future than male respondents. Table 3 outlines the percentage of respondents indicating a specific job goal, several or general goals and no goal.

Table 3: Percentage of Respondents with a Career Goal

	Specific Job Goal	Several Goals or General Goal	No Goal
All respondents	78.7%	15.9%	5.4%
Male respondents	74.1%	19.1%	6.8%
Female respondents	82.0%	13.7%	4.3%
White respondents	78.1%	15.6%	6.3%
Non-white respondents	78.3%	16.8%	4.9%

Examples of the open ended responses include:

- Sample of responses classified as “no goal”:
- “Really don’t know yet, will see after high school; may join the Air Force.”
 - “I want to have a successful job.”
 - “Hard work with good pay”

- Sample of responses classified as “multiple goals or general goals”:
- “professional soccer player or lawyer”
 - “director, artist, actor, teacher, business owner”
 - “nursing, hair dresser, lawyer”
 - “some sort of medical job”
 - “I would like to do something with my hands”

- Sample of responses classified as “specific goal”:
- “good paying job at GE”
 - “elementary school teacher”
 - “apprentice electrician”
 - “P.E. teacher”
 - “vice president of a hospital”

■ What type of careers do respondents want?

There was a wide variety of fields of interest indicated by the 78.7% of respondents stating a career preference. Because the survey question regarding career goal was open-ended, some interpretation of stated goals was necessary. Table 4 lists the type of career fields and specific job types described by respondents. Analyses of the demand for these career goals are found in Tables 8 and 10.

Table 4: Respondent Career Goals

Career Field and Occupation	Survey Respondents with this Goal	Percent of Survey Respondents with this Goal
Medical or Health Related	147	23.4%
Nurse	71	11.3%
Doctor	41	6.5%
Allied health	17	2.7%
Pharmacist	9	1.4%
Dentist	7	1.1%
Hospital administration	2	.03
Business Related	77	12.3%
Business – own or manage	45	7.2%
Office	12	1.9%
Accountant	9	1.4%
Real estate	7	1.1%
Advertising	2	.03%
Banking	2	.03%
Arts and Entertainment Related	54	8.6%
Music	18	2.8%
Art	12	1.9%
Fashion design	9	1.4%
Interior design	4	.06%
Photographer	4	.06%
Entertainment	4	.06%

Career Field and Occupation	Survey Respondents with this Goal	Percent of Survey Respondents with this Goal
Graphic design	3	.04%
Law or Criminal Justice Related	53	8.5%
Law or Lawyer	36	5.7%
Crime scene scientist	8	1.3%
Police	7	1.1%
Corrections	2	.03%
Science and Engineering Related	48	7.7%
Engineer	20	3.2%
Computer - engineering, gaming	18	2.9%
Architect	9	1.4%
Scientist	1	.01%
Personal Care	45	7.2%
Cosmetologist/Hair Stylist	45	7.2%
Mechanical or Trades Related	41	6.5%
Mechanic - car or other	19	3.0%
Construction	16	2.5%
Electrician	4	.06%
Welding	2	.03%
Education Related	40	6.4%
Teaching	34	5.4%
Child care	6	.09%
Sports Related	36	5.7%
Sports – athlete	24	3.8%
Sports – medicine, trainer	8	1.3%
Sports – management, coach	4	.06%
Counseling and Human Service Related	26	4.1%
Psychiatrist/psychologist/therapist	15	2.3%

Career Field and Occupation	Survey Respondents with this Goal	Percent of Survey Respondents with this Goal
Social worker	8	1.3%
Ministry	3	.04%
Animal Related	16	2.5%
Veterinarian	11	2.5%
Other animal related	5	.07%
Communications Related	15	2.3%
Broadcasting – general, sports	8	1.3%
Journalism	6	.09%
Writer	1	.01%
Restaurant Related	12	1.9%
Chef	11	1.7%
Waitress	1	.01%
Military Related	11	1.7%
Other	6	.09%
Aviation/Pilot	5	.07%
Coroner	1	.01%

■ Do respondents have a plan for achieving their goals? Do respondents indicate they are optimistic about achieving their goals? What will keep them motivated until they reach their goals?

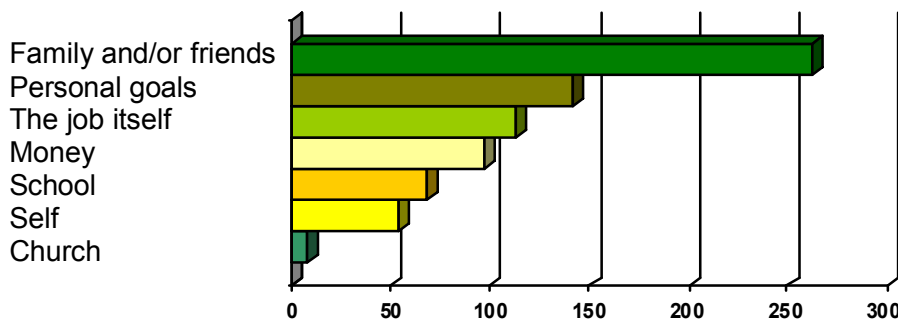
A large majority of survey respondents (89.5%) state they do have a plan for reaching their goals. Although the survey did not ask for specifics, young people seem to envision a clear path ahead of them. In general, respondents are optimistic that they will reach their goals and that they are personally responsible for their success. Table 5 lists the percentage of respondents who “strongly agree” or “agree” with the statements regarding their future goals and the likelihood that they can be realized.

Table 5: Respondent Optimism and Ownership

Statement	Strongly Agree or Agree
I will reach my goals.	89.9%
How things turn out for me depends on my effort more than luck.	86.2%
I can avoid the kind of mistakes I see other people make in life.	83.4%
I can overcome most any problem.	77.2%
I feel optimistic about my future.	66.4%
I believe mistakes I make now will keep me from what I want to do.	45.5%

Setting goals and having a plan to achieve them are critical in preparing for adult work and life. There is often a gap, however, between making plans and seeing them realized. Therefore, the survey asked, “What will keep you motivated until you reach your goals?” Respondent answers to this open-ended question provide some insight into how to help young people reach their goals. Graphic 2 illustrates the number of young people stating various motivators. “Family and friends” and “personal goals” were stated by more than half of respondents, indicating they are often motivated by intrinsic or social factors. “Money” was indicated as a motivator by less than one in eight respondents contradicting the belief that young people are often motivated by extrinsic rewards.

Graphic 2: Respondent Motivators



■ Do respondents' career goals match their education plans and wage expectations?

In addition to asking respondents to state their career goal, the survey questioned young people about the education they believed would be necessary for their goal and the wages they expected to earn. These questions were designed to determine how well young people understood the specific details of their chosen field. (The section on Preparation discusses further how respondents learned about their chosen careers).

Respondent impressions of the education required for their chosen career were classified in one of three categories. Table 6 outlines the educational estimates that were either "on target", "near" or "inaccurate". There is significant indication that respondents lack an understanding of educational requirements for their chosen career.

Table 6: Quotes Indicating the Respondents' Understanding of Education Requirements

	What job do you expect to have when you are 25 years old?	What type of education is required for this job?
Education Estimate is on Target for Career Goal	"I want to be a counselor"	"a masters from a university or private college"
	"Editor in chief, writer for CJ"	"college, 4 year"
	"Air Force National Guard"	"high school diploma"
	"Construction"	"high school, trade"
	"Waitress"	"not much, high school"
Educational Estimate Near Career Goal	"Being a doctor"	"several years of medical college"
	"ECE teacher"	"6 years of school, three for teaching degree"
	"Athletic trainer"	"some physical therapy school"
	"CPA"	"bachelor in accounting"
	"Job in automotive field"	"at least two years of college"
	"Nurse"	"college"
Education Estimate Career Goal Inaccurate or General	"Secretary"	"masters degree"
	"Medical assistant"	"college education, PhD"
	"Teacher"	"8 years of college and math"
	"Working in the medical field"	"more things about the human body"
	"Security programmer"	"anything computers"
	"High pay job in accounting or architecture"	"up to an associates degree"

The survey evaluated respondents' level of understanding regarding the wage they would likely earn with the open-ended question: "How much do you expect to earn in this job?" Responses were wide ranging and both quantitative and qualitative. Specific answers include:

"\$16.00-\$20.00 an hour"	"At least \$40,000 a year"
"thousands"	"\$80,000 year"
"\$500,000 a year!"	"a lot"
"\$75,000 or more a year"	"Plenty"
"Hundreds"	"\$2500 per month"
"45-100 thousand"	"\$300.00"
"as much as I can get"	"enough to get me through life"

Vague or extreme responses were common, making a specific analysis of respondents' understanding of the wages to expect for their chosen career difficult. Data regarding the average wage earned by young people in Jefferson County (Table 7) indicate survey respondents generally overestimate the wage they are likely to earn when they are in their mid-20's. The survey did not ask young people how they learn about the wages of different jobs in Louisville, but reliable information on expected earnings is a vital component in career success.

Table 7: Wage Estimates for All Industries (Jefferson County, 2007)

	Average Monthly Earnings	Average Annual Earnings
19 - 21 year olds	\$1,157.50	\$13, 890.00
22 - 24 year olds	\$1,823.00	\$21,867.00
25 – 34 year olds	\$2,978.00	\$35,736.00

Census Bureau's Longitudinal Employer-Household Dynamics, 2007

■ What is the connection between the goals respondents report and the labor market demands in Louisville?

In addition to knowing whether young people have well-defined career goals and plans, this survey was designed to assess how well Louisville's young people are accessing accurate career and education planning information. This analysis of survey results compares the demands of the upcoming labor market to the goals of the survey respondents. In terms of specific jobs and overall education level, there is considerable mismatch between respondent goals and labor market needs.

In Table 8, the percent of workers needed in Louisville's projected labor market is compared to the percent of survey respondents interested in each career field. The analysis includes only respondents who indicated a clear career preference. The projected labor force data were extrapolated from the Bureau for Labor Statistics and should be considered estimates only.

There are several career areas where more respondents indicated interest than the labor market will require (sports, cosmetology, entertainment, doctor, and lawyer) and several areas where respondents expressed less interest than the market will require (allied health, office/management, and mechanical). Some occupations with significant or increasing job availability in 2014 but no stated respondent interest includes retail sales, transportation and material moving and maintenance.

Table 8: Career Fields of Interest to Respondents Compared to Louisville’s Projected Labor Market Need

Career Field	Percent of Respondents Indicating they Plan to Enter the Field	Projected Percent of Labor Force in Career Field for Jefferson Co, 2014
Medical or Health Related	23.4%	18.2%
Business Related	12.3%	26.7%
Arts and Entertainment Related	8.6%	1.1%
Law or Criminal Justice Related	8.5%	2.4%
Science and Engineering Related	7.7%	7.1%
Cosmetology Related	7.2%	.3%
Mechanical or Trades Related	6.5%	10.7%
Education Related	6.4%	6.3%
Sports Related	5.7%	0.3%
Counseling or Human Service Related	4.1%	1.7%
Animal Related	2.5%	3.2%
Communications Related	2.3%	.01%
Restaurant Related	1.9%	16.0%
Military Related	1.7%	--
Other	.09%	6.0%

Projected labor force data were extrapolated from the Bureau for Labor Statistics.

The educational goals of respondents were also compared to projected labor market demands. Most respondents believe they will go to and complete college. Three out of four respondents disagree or strongly disagree with the statement “College is not for me”. Nearly eighty percent of respondents plan to earn a bachelor’s degree or higher in their lifetime. Given that most respondents were enrolled in a high school dropout prevention program, these high educational ambitions are noteworthy. The lifetime educational goals of respondents are detailed in Table 9.

Table 9: Respondent Lifetime Educational Goals

What is the highest level of education you expect to complete in your life?	Percent of Respondents
Will not finish high school	0.2%
GED	2.1%
High school diploma	7.8%
Vocational certificate after high school	2.6%
2 year college degree	8.6%
4 year college degree	27.4%
Masters degree	26.3%
Professional degree or PhD	24.9%

It is important to note the significant mismatch between survey respondents' educational goals and their career aspirations. A brief analysis indicates young people generally state an intention to complete a much higher level of education than their career goal requires. Stated educational goals of respondents are also much higher than Jefferson County's projected labor market will demand in 2014 (Table 10).

Table 10: Respondent Goals Compared to Labor Market Demands

	Respondent Goals	Projected Labor Force Needs in Jefferson Co, 2014
Short to long-term on-the-job training or Work experience in a related occupation	10.1%	70.9%
Postsecondary vocational award	2.6%	5.8%
Associates degree	8.6%	4.9%
Bachelors degree or degree plus experience	27.4%	14.5%
Masters degree	26.3%	.9%
First professional degree or doctoral degree	26.3%	2.8%

Preparation

There are many ways young people prepare for adult work and life. The process begins early in life and can include many types of activities in school, at work and at home. This survey asked a variety of questions that reveals some of the ways in which young people are preparing for the workforce and other adult roles.

■ Do respondents believe school success is important and are they working hard in school?

Youth and young adults who value education and work hard in school are often perceived as more successful students and employees. The survey asked respondents to indicate their level of agreement or disagreement with a number of statements that reflect their devotion to school success. Table 11 outlines the mean response to these statements (1 = Strongly Agree, 2 = Agree, 3 = Don't know, 4 = Disagree, 5 = Strongly Disagree). The higher the mean for each statement, the more respondents agreed as a whole.

Table 11: Mean Responses to Statements Regarding Importance of School Success

Statements	Mean Response
"I work harder on things that are important to me."	1.58
"I could work harder to reach my goals."	1.60
"Going to class is important to me."	1.73
"I work hard for grades."	2.07
"My classes teach me things I'll use in life."	2.11
"Studying is important to me."	2.19
"College is not for me."	4.15

As a whole, respondents seem to believe school is important and valuable but that they could be working harder to be successful. An analysis of the correlation between these statements indicates respondents who believe school is relevant are more likely to value going to classes and studying.

■ Are respondents employed? What type of work are they doing? Why are they working? At what age did they first work?

There are many college and work-readiness skills youth and young adults learn on a job or internship. The survey asked multiple questions about the employment experiences of respondents. An analysis of the results includes the following highlights:

- About half the respondents are unemployed and seeking employment. (Table 12)
- Of employed young people, about 16% would work more hours if possible. Only 1.6% of employed respondents would work fewer hours.
- More than half of the 317 respondents describing the type of job they have currently are in retail or food service jobs. (Table 13)
- Of 276 respondents reporting an hourly wage, the average wage earned was \$7.17. The federal minimum wage at the time of the survey was \$5.85.
- Of 373 respondents reporting the age when they first worked, the average age was 15.5 years.
- Half of employed respondents indicate they have been working their current job for a year or more. (Graphic 3).
- Two of three young people report wanting to work so they can earn money for spending now or to save for the future. (Table 14)

Table 12: Respondents' Current Employment Situation

Options for Question: "Which describes your current situation?"	Percent of Respondents
Work a part-time job	34.1%
Work a full-time job	4.0%
Work an internship, co-op, or apprenticeship	4.5%
Work in a volunteer position	3.2%
Unemployed and looking for a job	50.2%
Unemployed and don't want to work	5.6%
Have never worked	6.1%

Note: Total exceeds 100% because some respondents are involved in more than one employment related activity.

Table 13: Respondents' Description of Current Employment

Job Field	Examples	Percent of Respondents in this Field
Restaurant, Cafeteria, Fast Food	<ul style="list-style-type: none"> • Crew member at Wendy's • Bus-person at Chili's • Dietary aide at Norton Hospital 	37.85%
Retail, Grocery	<ul style="list-style-type: none"> • Cashier/stocker at Dollar General • Sales associate at JC Penney • Cashier at Kroger 	18.92%
Community Job Preparation Program	<ul style="list-style-type: none"> • Project One • Studio 2000 • Youth Build Louisville 	10.72%
Attractions, Parks, Recreation, Entertainment	<ul style="list-style-type: none"> • Life Guard at Aquatics Center • Park Services Worker at Kentucky Kingdom • Umpire at Okolona Baseball 	10.56%
Day Care, Babysitting	<ul style="list-style-type: none"> • Day care worker at YMCA • Teacher at day care • Self-employed babysitter 	5.99%
Social Service	<ul style="list-style-type: none"> • Counselor in training at Cabbage Patch • Americorps member • Court runner for Legal Aid Society 	3.78%
Construction, Security, Landscaping, Housekeeping	<ul style="list-style-type: none"> • Odd job worker for Lyons Construction • Cut grass in the neighborhood • Housekeeper for GNC Services 	3.15%
Hospital Services, Medical office, Pharmacy	<ul style="list-style-type: none"> • Pharmacy tech at Walgreens • Patient assistant at Norton Hospital • Sitter at Trayton Oak Towers 	3.15%
Manufacturing, Warehouse, Package Handling	<ul style="list-style-type: none"> • Processor at metal stamping plant • Loader at UPS • Warehouse worker at Action Systems 	2.20%
Office, Computer Tech	<ul style="list-style-type: none"> • Office assistant at CW Johnson • Computer tech intern at JCPS 	1.89%
Other	<ul style="list-style-type: none"> • Do odd jobs for family or friends • Sell baked goods from home kitchen • Help auction customers load merchandise 	1.57%
Auto Tech, Car Maintenance	<ul style="list-style-type: none"> • Hood cleaner at Mobile Wash • Senior tech at Valvoline 	1.26%

Graphic 3: Respondents' Report of Time in Current Job

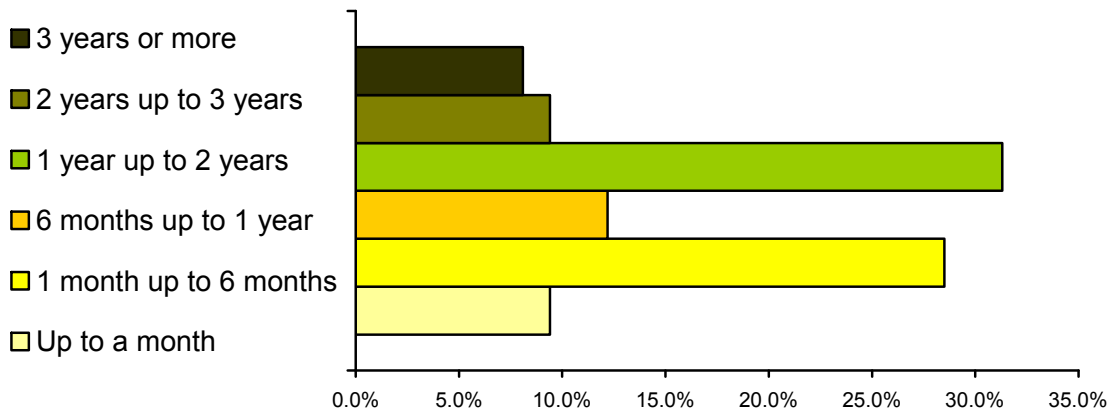


Table 14: Reason Why Respondents Work or Want to Work

Reason	Percentage of Respondents
Spending money	64.26%
Save for the future	60.99%
Something to do	51.57%
To learn new skills	46.44%
To put on college application	26.12%
Family needs the income	19.66%
Parents make me	10.58%

Note: Cumulative is more than 100% because many respondents indicated more than one reason for working.

Where do respondents go for help with making career decisions, choosing courses in school, finding a job, or paying for college?

Most respondents (87.7%) indicate they have at least one adult who will help them with their goals. These young people report they turn to their parents for job, college and career help more frequently than any other source. Table 15 outlines the percentage of respondents who turn to various personal, school or community resources for decision making or other assistance. Most respondents indicated more than one person or resource they turn to for help in the categories listed.

Table 15: Respondents' Sources of Support for Career and Work Needs

	Parent, Guardian	Teachers, Mentors	Friends, Siblings	School Counselor	Community Program
Finding a job	62.27%	25.28%	49.44%	16.31%	15.82%
Deciding on a career	60.15%	34.12%	25.53%	26.03%	10.71%
Choosing a college	58.78%	40.47%	26.77%	38.73%	9.59%
Learning what jobs are like	60.02%	38.23%	33.37%	22.79%	19.05%
Learning skills for a job	52.68%	43.34%	26.90%	25.40%	17.68%
Preparing for a job interview	66.00%	36.24%	28.02%	22.04%	14.20%

When asked where they learned about the career they plan to pursue, responses were similar. Young people most often stated they had learned about their career choice from a parent or other family member. Other respondents indicated they had learned about their career of choice from a resource other than a person: watching TV, researching on the Internet, taking a career assessment, or reading a book or magazine. Few respondents indicated they made their career choice by trying out a related job, taking a class or volunteering in a similar field.

When asked to comment on whether their schools should play a larger role in assisting young people with career and college transition needs, 38.9% of respondents indicated schools should help more with finding a job, 23.8% said schools should help more with choosing a college and 42.5% said schools should help more with finding financial aid for college.

■ Are respondents taking and successfully completing career and technical education courses?

Secondary and postsecondary career/technical education courses and programs are designed to orient young people to new occupational areas, to provide skills for employment and to grant certifications/credit that will apply higher levels of education. Career and technical education programs are vital to preparing emerging workers for a wide variety of high-demand and high-income occupations in Louisville.

The survey asked whether young people had participated in career/technical education courses and whether they would consider taking these courses in the future. One in five respondents indicate they have taken at least one “vocational course”. Approximately half of respondents (48.0%) say their school should offer vocational courses, possibly indicating a lack of understanding about course or program options. When asked whether they would consider taking postsecondary technical education courses in their future, 16% said they likely would while 38.6% indicated they would “never” consider it.

■ Are respondents participating in hobbies, extracurricular or volunteer activities?

School and work activities provide young people many opportunities to learn skills they will need as adults. Extracurricular activities are also valuable for trying out career interests, gaining new skills and making community connections. The survey asked respondents several questions regarding their volunteer, hobby, extracurricular and other activities. Table 16 outlines their responses.

Table 16: Types of Extracurricular Activities Reported by Respondents

Activity	Percent of Respondents Participating
Volunteer regularly	23.2%
Have a hobby	81.3%
Participate in at least one extracurricular activity at school	57.8%
Participate in more than one extracurricular activity at school	22.3%

Table 17: Types of School Activities Reported by Respondents

Types of School Activities	Percent of Respondents Participating
Sports	61.4%
Music, Theatre, Band	7.3%
Academic Club or Team	6.4%
Career Related (FBLA, DECA)	6.0%

When asked whether they “usually have time to do more things that are productive”, 72.3% of respondents stated they do. It is important to note that most respondents were participating in a dropout prevention program, indicating that more “successful” students may feel their lives are occupied more with “productive” activities. Nonetheless, there is significant indication that youth and young adults have time for activities that provide opportunities to learn job related skills, to try-out career fields or to earn savings for their future.

Problems

The best plans can be, and often are, diverted by road blocks. To prepare successfully for work and life young people must know how to overcome barriers they have now or may encounter along the way. This survey included questions on the type of difficulties Louisville's young people face currently or believe they may face in the future. Further research should be conducted to assess which barriers truly hinder young people as they enter the workforce and what can be done to effectively address them.

■ What do respondents believe will be the biggest problem they will face in reaching their goals?

An overwhelming majority of respondents, 97.2%, agree or strongly agree with the statement, "I will reach my goals". However, many respondents acknowledge there may be difficulties along the way. Table 18 outlines the percentage of youth and young adults who may experience problems as they prepare for work and life.

Table 18: Respondents Identify Areas of Potential Problems

Statements	Percent of Respondents that "Agree" or "Don't Know"
I believe mistakes I make now will keep me from what I want to do.	54.3%
Some people don't think I will succeed.	44.9%
I think my teachers are trying to get me to drop out.	23.3%
I think about dropping out of school.	21.8%
Statements	Percent of Respondents that "Disagree" or "Don't Know"
I feel optimistic about my future.	33.5%
I know how to get what I need to reach my goals.	16.4%
I can avoid the kinds of mistakes I see other people make.	16.0%
People who care about me believe I will be successful.	13.8%

Respondents were asked to describe the difficulties they envisioned in reaching their goals with the open-ended question: "what will be the hardest thing about reaching your goals?"

Graphic 4 indicates the analysis of responses and Table 19 lists examples of responses for each category.

Graphic 4: Responses to “What will be the hardest thing about reaching your goals?”

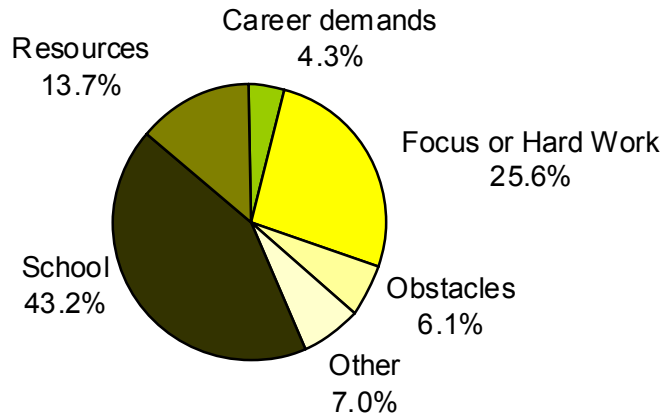


Table 19: Examples of Open-Ended Responses to “What will be the Hardest Thing?”

<p style="text-align: center;"><i>School</i></p> <p>“All the schoolwork and stress” “Being in school for a long time” “Choosing the best college to go to” “Maintaining good grades”</p>	<p style="text-align: center;"><i>Career demands</i></p> <p>“Getting in the industry” “Physical and mental strength” “Practicing” “The paperwork and process of getting the job”</p>
<p style="text-align: center;"><i>Focus and Hard Work</i></p> <p>“Believing I can and not giving up” “Committing myself” “Doing all the work it takes!” “All the work” “Not getting side tracked” “Making myself stick with it”</p>	<p style="text-align: center;"><i>Obstacles</i></p> <p>“Distraction throughout school” “My life struggle” “People bringing me down” “Staying out of trouble” “Going through people that will try to stop me” “Having kids”</p>
<p style="text-align: center;"><i>Resources</i></p> <p>“Financial problems” “Knowing who to talk to” “Money for college” “Finding someone who will mentor”</p>	<p style="text-align: center;"><i>Other</i></p> <p>“Figuring out what to do” “Getting up for class” “Its gonna take a lot of time” “Trying to balance everything else” “Time management”</p>

■ What specific problems have respondents experienced and who do they turn to for help with personal issues?

Two questions asked the youth and young adult respondents to share general information on personal problems they may be experiencing. The problems listed in Table 20, which respondents were asked to check if they had experienced them, were included in the survey because they are often associated with creating barriers to successful transition into adult work and life.

Respondents were also asked to whom they turn for help with personal problems, given a list of possible supporters. Parents and friends were the most often cited by respondents, as outlined in Table 21. Respondents were allowed to indicate more than one supporter.

Table 20: Problems Respondents Report Experiencing

Statements	Percent of Respondents indicating the statement applied to them
Have attended more than one high school	22.2%
Have been a victim of a crime	12.8%
Have been arrested	11.0%
Have been in foster care	8.4%
Have children	7.9%
Have a disability	7.0%
Have been homeless	4.6%
First language was not English	4.5%

Table 21: Responses to “Who do you turn to for help”

	Parent, Guardian	Friends, Siblings	Teachers, Mentors	School Counselor	Community Program
Solving personal problems	64.26%	58.90%	20.92%	14.32%	6.48%

■ What factors influenced respondents who dropped out of school?

Fifty-eight youth and young adults who had dropped out of high school completed the survey. While it was an aim of this survey to hear from a representative group of Louisville's emerging workforce, only 7.2% of respondents who completed the survey had dropped out of high school. This analysis of results likely falls short of capturing all of the characteristics, assets and challenges of the approximately 19% of Louisville's young adults (18 to 24 years) who has not graduated from high school.

Nonetheless, the survey provides some insight into the reasons why respondents dropped out of high school. Young people indicating they had dropped out of school were further asked what contributed to their leaving school by checking as many reasons as applied to them. Table 22 indicates the average value for each reason respondents were provided (3 = A major reason, 2 = Somewhat a reason, 1 = Not a reason).

Table 22: Mean Responses to “Why Did You Drop Out of School?”

Reason Contributing to Dropping Out	Mean of Responses
Personal or family problems	1.92
Got in trouble at school	1.92
Bored in school	1.88
Could not keep up with the work	1.59
Money problems	1.56
No one encouraged me to stay in	1.56
To get a full-time job	1.51
School environment	1.51
Became a parent	1.49
Classes were too hard	1.46
Learning is hard for me	1.44
Discriminated against	1.41
Parents needed me	1.39
Didn't "fit in"	1.36
Legal problem	1.36
Housing	1.34
Substance abuse problems	1.31
School did not have the courses I needed	1.29
Illness or injury	1.27
Victim of a crime	1.25
Physical disability	1.24
Don't need school for what I want to do	1.24
Criminal conviction	1.22
School was too easy	1.22
Concerns about personal safety at school	1.22
Friends encouraged me to drop out	1.22
Teachers encouraged me to drop out	1.22
Family encouraged me to drop out	1.19

Suggestions

The survey was designed to collect suggestions respondents may have for parents, schools or the community at large to help them prepare for adult work and life. Analyses of responses indicate young people rely significantly on their parents, see ways in which schools could be doing more and want to be contributing members of the community. Given conventional notions about “at-risk” young people (more than three quarters of survey respondents were enrolled in a dropout prevention program or had dropped out of school), the results outlined in this section indicate young people may be more connected to their parents and more interested in their community than previously assumed.

■ What role do respondents think parents and other adults play in helping them prepare for work and life?

Most respondents indicate they live with their parents and that they are influenced by them in many aspects relating to workforce preparation. Specific indications of parental impact in survey responses include:

- Young people go to their parents more often than any other adult for help with getting a job, preparing for a job interview, choosing a college, or solving personal problems (Table 15).
- Young people report learning about their career choice from a parent or other family member. Two in three young people indicate they turn to their parents to learn about different jobs. Teachers, counselors and community programs are primary sources of information on careers for less than three in ten respondents.
- The most often cited source of motivation for young people was family.
- Young people indicate their parents strongly encourage their success in school and in life (Table 23).

Table 23: Statements Regarding Adults’ Influence on Respondents

Statement	Strongly Agree or Agree
My parents tell me education is important	92.5%
There is at least one adult in my life who will help me reach my goals	88.0%
People who care about me believe I will be successful	85.9%

This survey clearly indicates parents and other family members play an important role in preparing young people for the challenges of adult work and life. The survey did not specifically ask respondents to comment on how parents could assist more. It is also did not collect information necessary to analyze how different parental actions impact the work readiness of young people. Future research is needed to explain the vital role parents and other family members play in preparing young people for the workforce.

■ What do respondents think schools can do to help them succeed?

While this survey was not designed to give Louisville’s young people an opportunity to voice detailed impressions of their school experiences, several questions indicate actions schools could take to help young people prepare for work and life. Generally, young people report the school environment is positive, but that it could be better (Table 24). When asked for specific activities or policies schools could implement, respondents indicated their support for a wide variety of improvements. Table 25 lists the percentage of young people indicating that their school should offer the items listed.

Table 24: Statements Regarding School Environment

Statement	Strongly Agree or Agree
Teachers treat me with respect	68.5%
Teachers should demonstrate more support and respect for students	36.0%
School should promote a more accepting and positive environment	35.3%

Table 25: Activities or Policies Schools Should Offer

“School Should Offer”	Percent of Respondents Indicating
Flexible school hours	59.4%
Vocational classes	46.9%
Smaller classes	43.8%
Financial aid for college	41.5%
Online learning	39.9%
Flexible rules for making up missed work	39.2%
Help finding a job	37.8%
Prevent or address bullying, school violence	36.2%
Interesting classes	36.2%
Accepting and positive environment	34.6%
One on one help from teachers	33.6%
Personal counseling	24.7%
After school activities	13.1%

Note: Given the structure of the survey questions, it is assumed respondents believed they were indicating activities or policies that were not currently available at their school.

■ How do respondents want to contribute to their communities?

An important measure of emerging workforce preparation is the extent a community's young people believe they can make an important contribution to the social and economic wellbeing of the community. Engaged young people are more likely to feel their actions, or inactions, matter to their own and their community's future.


Fortunately, Louisville's young people want to contribute to their community. According to survey results, 73.7% of respondents wish they could do more to make a difference in their community. Analysis of this finding indicates that young people are significantly more likely to "speak up" or participate in their community with they feel they are valued by the community. However, only 42.2% of respondents agree with the statement: "My community treats young people like they are important to the future."

These survey results are only a first step in understanding how community connections benefit individuals as they prepare for work and further research should be conducted to determine how communities such as Louisville can specifically help prepare its emerging workers.

The Survey

Thanks for taking time to tell us about your school, job and plans for the future. What you have to say matters and we are glad you've joined the conversation to make Louisville a better place to learn and work. *It takes about 20 minutes to complete this survey and all questionnaires will be kept confidential.*

Future Plans

 Write a short answer to the following questions.

What job do you want to have when you are 25 years old?

What type of education will you need to get this job?

How much do you expect to earn in this job?

How did you learn about this job?

What do your parents say about this goal?

What job do you want to have when you are 50 years old?

Do you have a plan for reaching your goals?

What will be the hardest thing about reaching your goals?

What will keep you motivated until you reach your goals?

Which of the following would you consider for your future?

	I would never consider this	I would possibly consider this	I would likely consider this
Community college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private college or university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public college or university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job in a factory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job in an office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job in sales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staying in Louisville	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moving from Louisville	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joining the military	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting married	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Starting a family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is the highest level of education you expect to complete in your life? Check one.

- Will not finish high school
- GED
- High school diploma
- Vocational certificate after high school
- 2 year degree
- 4 year degree
- Masters degree
- Professional degree or PhD


Education

Which describes your current situation? Check all that apply to you now.

- Enrolled in a public high school
- Enrolled in a private high school
- Enrolled in a public college or university
- Enrolled in a private college or university
- Enrolled in an education program
- Not enrolled in any school or education program

What is the highest level of education you have completed? Check one.

- Less than 5th grade
- 5th to 8th grade
- 9th to 12th grade, no diploma
- High school graduate or GED
- Some college credit, no degree
- Associates degree
- Bachelor's degree
- Master's degree
- Professional degree
- Doctorate degree

 *Tell us about your current school experience. If you are not currently a student, answer the questions about your last school or college.*

What is your favorite course or subject?

What extracurricular activities do you participate in?

When will you graduate?

What vocational courses have you taken?

Who influences your choice of courses the most?

How much debt will you have when you graduate?

If you don't graduate, what will you do next?

Check the things your school/college offers and what they should offer.

	Things at my school/college	Things my school/college should offer
Interesting classes	<input type="checkbox"/>	<input type="checkbox"/>
Smaller classes	<input type="checkbox"/>	<input type="checkbox"/>
Credits are easy to transfer to another school	<input type="checkbox"/>	<input type="checkbox"/>
Teachers show they respect and support students	<input type="checkbox"/>	<input type="checkbox"/>
Constructive feedback on performance	<input type="checkbox"/>	<input type="checkbox"/>
After school activities	<input type="checkbox"/>	<input type="checkbox"/>
Incentives for performance	<input type="checkbox"/>	<input type="checkbox"/>
Accepting and positive environment	<input type="checkbox"/>	<input type="checkbox"/>
Guidance in choosing classes and careers	<input type="checkbox"/>	<input type="checkbox"/>
Student leadership opportunities	<input type="checkbox"/>	<input type="checkbox"/>
Internships or co-op placements	<input type="checkbox"/>	<input type="checkbox"/>
One-on-one help from teachers	<input type="checkbox"/>	<input type="checkbox"/>
Hands-on learning	<input type="checkbox"/>	<input type="checkbox"/>
Help finding a job	<input type="checkbox"/>	<input type="checkbox"/>
Flexible school hours	<input type="checkbox"/>	<input type="checkbox"/>
Vocational classes	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Flexible rules for making up missed work	<input type="checkbox"/>	<input type="checkbox"/>
Online learning	<input type="checkbox"/>	<input type="checkbox"/>
Help getting ready for college	<input type="checkbox"/>	<input type="checkbox"/>
Prevent or address bullying, school violence	<input type="checkbox"/>	<input type="checkbox"/>
Help choosing a college	<input type="checkbox"/>	<input type="checkbox"/>
Personal counseling	<input type="checkbox"/>	<input type="checkbox"/>
Financial aid for college	<input type="checkbox"/>	<input type="checkbox"/>
Recommendations or referrals for jobs, colleges, etc	<input type="checkbox"/>	<input type="checkbox"/>

If you have ever dropped out of school/college, why? Check all that apply to you.

	Not a reason	Somewhat of a reason	A major reason
Money problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School did not have the courses I needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substance abuse problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classes were too hard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Didn't "fit in"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal or family problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To get a full-time job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criminal conviction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Victim of a crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Could not keep up with the work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bored in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents needed me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Became a parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Got in trouble at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discriminated against	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning is hard for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School was too easy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illness or injury	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't need school for what I want to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concerns about personal safety at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No one encouraged me to stay in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family encouraged me to drop out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends encouraged me to drop out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers encouraged me to drop out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have ever dropped out of school/college, what would make it possible for you to graduate? Check all that apply to you.

	Would make a difference	Would like help with this
A plan for the future	<input type="checkbox"/>	<input type="checkbox"/>
Financial aid for tuition	<input type="checkbox"/>	<input type="checkbox"/>
Financial help with living expenses	<input type="checkbox"/>	<input type="checkbox"/>
Help choosing a career	<input type="checkbox"/>	<input type="checkbox"/>
Transportation	<input type="checkbox"/>	<input type="checkbox"/>
Child care	<input type="checkbox"/>	<input type="checkbox"/>
Place to live	<input type="checkbox"/>	<input type="checkbox"/>
A job	<input type="checkbox"/>	<input type="checkbox"/>
Personal counseling	<input type="checkbox"/>	<input type="checkbox"/>
Treatment for medical concern	<input type="checkbox"/>	<input type="checkbox"/>
Treatment for emotional problems	<input type="checkbox"/>	<input type="checkbox"/>
Substance abuse treatment	<input type="checkbox"/>	<input type="checkbox"/>
A mentor or role model	<input type="checkbox"/>	<input type="checkbox"/>

Work

Which describes your current situation? Check all that apply to you now.

- Work part time
- Work full time
- Work an internship, co-op, or apprenticeship
- Unemployed and looking for a job
- Unemployed and don't want to work
- Would work more hours if possible
- Would work fewer hours if possible
- Want a promotion at work

✍ Describe your job. Skip this question if you are not working.

Where do you work now?

What is your job title?

What is your pay rate?

How long have you worked this job?

How old were you when you got your first job?

What was your first job?

Why are you working or want to work? Skip this question if you have never had a job.

- Parents make me
- Save for the future
- Something to do
- To learn new skills
- To put on college application
- Spending money
- Family needs the income

Opinions

What do you think about each of the following statements?

	<i>Strongly agree</i>	<i>Agree</i>	<i>Don't Know</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
I wish I could do more to make a difference in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want people to depend on me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My community treats young people like they are important to the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One person who speaks up can make a difference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in my community care about what young people think	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>Strongly agree</i>	<i>Agree</i>	<i>Don't Know</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
I will reach my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think I'll have a better life than my parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe I'll have a better life than most of my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think other people underestimate how well I will do in life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe mistakes I make now will keep me from what I want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can avoid the kind of mistakes I see other people make in life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel optimistic about my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can overcome most any problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I work hard for the grades I earn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to get what I need to reach my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who care about me believe I will be successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How things turn out for me depends on my effort more than luck.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some people don't think I will succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is at least one adult in my life who will help me reach my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually have time to do more things that are productive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High school helped me get ready for college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parents/guardians tell me education is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think about dropping out of school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teachers treat me with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can get a good job without a college degree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College is not for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I work harder on things that are important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>Strongly agree</i>	<i>Agree</i>	<i>Don't Know</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
My classes teach me things I'll use in life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I could go to college if I tried hard enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think my teachers are trying to get me to drop out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Going to class is important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I could work harder to reach my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Studying is important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employers expect too much of younger workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jobs I can get now are too boring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would work an entry level job for little pay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Who do you turn to for help with following? Check all that apply.

	Friends or Siblings	Parents or Guardian	Teacher or Mentor	School or College Counselor	Community Program
Finding a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deciding on a career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choosing a college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial aid for college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning skills for a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning what jobs are like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparing for a job interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solving personal problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About You...

 Short Answer

Age

Gender

Home Zip Code

Most recent high school attended

Type of job your mother has

Type of job your father has

Race/ethnic

- White or Caucasian
- Black or African American
- Hispanic or Latino
- Asian
- American Indian or Alaska Native
- Pacific Islander

What grades do (or did) you get in high school? Check one.

- A's and B's
- B's and C's
- C's and D's
- D's and F's

Check all that apply to you now.

- Have children
- Have a disability
- Have a savings account
- Have been a victim of a crime
- Have been arrested
- Live with parents
- Have been in foster care
- Have been homeless
- First language was not English
- Volunteer regularly
- Have attended more than one high school
- Have a lot of friends
- Go to church regularly
- Have a hobby

