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Exploring **College and Career Readiness** in South Carolina Secondary Schools, 2016

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Introduction

In the current economy, 80% of jobs nationally require some form of postsecondary education (Achieve, 2012). Further, 63% of the professions that are expected to grow fastest by 2020 demand at least a bachelor's degree for entry-level work (Lockard & Wolf, 2012). It is estimated that the United States will fall short in creating the 22 million new college degrees needed by 2018 to meet the demand in current job-market trends (Carnevale, Smith, & Strohl, 2010). Though the rate of students graduating from high school is at an all-time high nationally (81%), college and career readiness (CCR) rates are not rising to meet workforce demands (U.S. Department of Education, 2015). This discrepancy shows evidence of a greater focus on high school graduation rates than college and career preparation. While employers become more demanding in the skills they require from workers, many schools struggle to ensure that their students are college and career ready.

This national crisis of high school students who are underprepared for college, the workplace, and adulthood has motivated school leaders, educators, researchers, and policymakers to define the necessary competencies and skills for making a successful transition from high school. Traditional indicators of college readiness are course-taking patterns, high school GPA, college entrance exams, and standardized test scores, all of which are outcomes-based (Strayhorn, 2014). Nontraditional, skills-based indicators like key cognitive skills and professional behavior are also important competencies (Strayhorn, 2014). Some research indicates that traditional indicators used to measure readiness explicate a mere 25% of the educational outcome variance, suggesting that nonacademic competencies such as persistence and navigational capital account for the rest (Strayhorn, 2014).

Specifically, college readiness refers to the extent to which students enroll and succeed in a postsecondary institution without remediation (Conley, 2012). Nationally, high school teachers estimate that 63% of their graduating seniors are prepared for college-level coursework without remediation and that 51% of all high school students will graduate from college (MetLife, 2011). Yet only 40% of students actually attain an associate's degree or higher (Lumina Foundation, 2015). Clearly, the number of students who complete high school prepared for college is not rising with this demand, pointing to a national crisis. This crisis is especially dire for first-generation, low-income, and minority students who face more challenges with CCR due to limited access to financial resources and social capital (Lippman, Atienza, Rivers, & Keith, 2008). These populations are less likely to attend high schools with highly qualified teachers, rigorous curricula, high educational expectations, AP courses, or postsecondary planning (Lippman et al., 2008).

Many students and families at high schools serving low-income, minority populations are either not informed or advised against the importance of rigorous core courses for college readiness and success (Lippman et al., 2008). Due to these additional barriers faced in high school, first-generation, low-income students have significantly lower college graduation rates than their higher-income peers. The college graduation rate drops to 11% for first-generation, low-income students (Horn & Skomsvold, 2011) and to 10% for community college students, two populations that commonly correlate (Deruy, 2016). Within college and career readiness, issues of access and equity arise, as college graduation rates are drastically higher for students in four-year colleges (59%) than students in two-year institutions (NCES, 2015).

In terms of workforce competencies, although 87% of recent college graduates report feeling well prepared for college and the workforce, only 50% of hiring managers agree. As a result, more than half of recent college graduates struggle with underemployment (Dishman, 2016). The unemployment rate for people in South Carolina with only a high school diploma is 15%, compared to 3% for those with a bachelor's degree (Achieve, 2012). Also, just over half (56%) of the students who enter public colleges in South Carolina earn their degrees (Achieve, 2012). That translates to a workforce readiness gap, as today's career climate demands a high level of postsecondary education and training for quality jobs in the worldwide economy. This crisis points to a need for more focused research on college and career readiness curriculum, assessment, initiatives, best practices, instruction methods, professional development, on-track indicators, and outcomes.

College readiness and career readiness concepts are not one and the same, yet research points to a commonality in the necessary foundational skills and knowledge to succeed in both. This relationship has resulted in researchers, policymakers, professional organizations, and other key stakeholders in several states referring to college and career readiness as a singular concept (Conley, 2012). Ideally, the skills needed for college, the workplace, and adulthood would be universal; however, college and career programs and teaching practices vary widely across states, districts, and schools (Lippman, 2008). The lack of overlap among these competency areas points to a pressing need for nationwide and statewide definitions of CCR (Lippman et al., 2008). One of the most pressing problems with CCR is ensuring students complete their credentials so that they can find life-sustaining wages in a competitive workforce. Since the recession, two million jobs in mid- and higher-wage industries have been lost, while 1.85 million jobs in lower-wage industries have been gained (NELP, 2014). Currently, only 20% of jobs do not require a college degree. Due to the rising cost of higher education and, therefore, increasing amounts of student loan debt, many students drop out without completing their certificates or degrees. These factors contribute to the pattern of underprepared high school students dropping out, having difficulty finding a livable wage, and having no way to repay their loans (Achieve, 2012). The implications of this pattern are important reasons for attention to CCR.

The cost of underpreparedness and low rates of CCR goes beyond the student. Nationally, 42% of U.S. students in two-year colleges and 20% of U.S. students in four-year colleges require remediation (Achieve, 2012), and college educators and school leaders must devote a significant amount of class time remediating students instead of teaching new material. The cost to remediate college students nationally is estimated at \$3 billion (Amelga, 2012).

College and Career Readiness in South Carolina

The college and career readiness skills gap has become a matter of national and local concern. In South Carolina, 79% of current jobs require postsecondary education, while a mere 36% of college-aged individuals have an associate's degree or higher (Achieve, 2012). Furthermore, 41% of South Carolina students attending community colleges require remediation courses in English and math (South Carolina Education Oversight Committee, 2014). These data indicate that South Carolina is not isolated from the national need to improve educational outcomes in terms of college and workforce preparation.

In response to this need, South Carolina has implemented many higher education policies and programs aimed at supporting CCR, including College Preparatory Course Prerequisite Requirements, dual and concurrent enrollment, financial aid and scholarships, programs at institutions of higher education, TRIO programs, and developmental and remedial education programs. Additionally, the South Carolina Commission on Higher Education awarded a grant in Fall 2014 to found a state Center of Excellence for College and Career Readiness (CECCR). The CECCR is an important part of South Carolina's commitment to preparing students for college education and successful careers.

Moreover, South Carolina has met 40% of the State Actions identified by the Data Quality Campaign and 90% of the Essential Elements, providing a strong foundation of actionable student-level data collection and use (Achieve, 2012b). That South Carolina partially adopted the Common Core State Standards (CCSS) in July of 2012 shows evidence of alignment with statewide curriculum and practice (Achieve, 2012a). Though

South Carolina does not track CCR indicators or have a statewide definition of CCR, educators and school leaders in the state are putting forth great effort to push past these barriers. Educators and school counselors are sometimes overtasked in teaching their content, guiding students, and ensuring curricular alignment. Moreover, research shows that school counselors mostly provide information on postsecondary education for students who are already college ready, and South Carolina is no exception (Jordan & Plank, 1998). These tasks are further complicated by the state's partial adoption of CCSS, which has lowered the rigor of math and English coursework and leaves students less prepared than students in states with full CCSS adoption (Achieve, 2015).

A statewide definition of CCR would be beneficial for curricular alignment to state standards and content areas, but the *Profile of the South Carolina Graduate* is a framework by which educators and school leaders can help students prepare for today's competitive colleges and workforce (South Carolina Education Oversight Committee, 2015). The profile, developed by the SC Association of School Administrators Superintendents' Roundtable, states that an SC high school graduate should have "world class skill" in creativity and innovation, critical thinking and problem solving, collaboration and teamwork, communication, information, media and technology, and knowing how to learn; and "life and career characteristics," including integrity, self-direction, global perspective, perseverance, work ethic, and interpersonal skills (South Carolina Chamber of Commerce, n.d.). The *Profile of a South Carolina Graduate* helps schools reach the SC 2020 Vision, which states: "By the year 2020, all students in South Carolina will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society, and contribute positively as members of families and communities" (South Carolina Education Oversight Committee, 2013).

Exploring College and Career Readiness in South Carolina Secondary Schools

Although *college and career readiness* is common jargon in academia, CCR objectives, programs, and assessments vary widely from school to school. This report investigates how schools are preparing their students for college and the workforce in South Carolina. Multiple studies focus on workforce readiness or college preparation alone, yet our study uniquely focuses on both college and career readiness objectives and programs. This report is a team effort by researchers at the National Resource Center for The First-Year Experience and Students in Transition and the leaders at The Center of Excellence for College and Career Readiness at Francis Marion University to gather information at student and institutional levels to better understand college and career readiness in South Carolina.

Our study was motivated by the desire to learn about the many CCR programs, curricula, and teaching practices in South Carolina. What are schools doing to prepare their students? How is CCR part of the curriculum? What third party assistance and assessment takes place in middle and high schools in South Carolina? In our research analyses, we uncover a comprehensive picture of CCR across the state. This report aims to help widen the road to success for high school students and provide a comprehensive look at CCR objectives, programs, and assessment in South Carolina.

Organization of This Report

Exploring College and Career Readiness in South Carolina Secondary Schools is divided into four sections: (a) introduction and overview of the CCR survey, (b) survey findings, (c) an integrated discussion of results from research efforts and implications, and (d) conclusion. In addition, the appendices include the research methods; a list of participating institutions in South Carolina; the survey instrument; and the frequency distributions of responses to the CCR survey, disaggregated by institutional characteristics (e.g., control and enrollment size). The content and tables in this report provide helpful tools for institutions, school leaders, educators, and counselors committed to college and career readiness.

Findings from the South Carolina College and Career Readiness Survey – 2015-2016

The South Carolina College and Career Readiness Survey was designed to gather information about the practice of CCR efforts in SC middle and high schools. This section of the report provides a review of the analysis of results of the survey. Specifically, this section discusses the selected findings of the survey in the following areas:

- Description of the sample
- School staffing
- CCR objectives
- CCR programs
- Assessment and evaluation

Description of the Sample

Table 1 shows the sample of all responding schools compared with the population of all schools in South Carolina that offer instruction between sixth and 12th grades. The frequencies in this table show that the sample of responding schools reflected the composition of schools in the state, though a slightly greater proportion of public schools responded. Table 2 presents an overview of the types of schools represented in the sample. Approximately one in six of the public schools in the sample (16.1%) were special types, including charter, magnet, and online-only schools. Conversely, more than 80% of the public schools in the responding sample were conventional. None of the private schools in the sample were proprietary (or for-profit) or online only. More than half of the private schools that participated were religiously affiliated or parochial.

Table 3 provides an overview of the instructional level of the schools in the survey sample. Schools with instruction at Grade 9 or higher responded more frequently. Similarly, schools with instruction primarily at the high school level were more heavily represented in the sample than schools with instruction primarily at the middle school level or those that teach grades at both levels.

Finally, Figure 1 displays the breakdown by student enrollments in the survey sample by institutional control. The majority of private institutions have student enrollments of 300 or less, but in this smallest group of student enrollment, public schools outnumbered private schools nearly two to one. Because nearly 9 in 10 respondents were from public schools, it stands to reason that there was an inverse relationship between public and private schools' representation in the remaining groups of student enrollments. The largest schools were predominantly public; less than 4% of schools with enrollments of more than 1,000 were private.

Table 1
Comparison of Responding Institutions by Control of Schools

Institutional control	State population of schools (<i>N</i> = 643)		Sample of schools responding to the SC CCR Survey (<i>n</i> = 141)	
	Frequency	Percent	Frequency	Percent
Public	548	85.2	124	87.9
Private	95	14.8	17	12.1

Table 2
School Characteristics, Including Special Types of Schools

Characteristic	Frequency	Percent
Public Schools (<i>n</i> = 124)		
Charter	13	10.5
Magnet	4	3.2
Online-only	3	2.4
Private Schools (<i>n</i> = 17)		
Independent, not-for-profit	15	88.2
Online-only	0	0.0
Proprietary	0	0.0
Religiously affiliated	9	52.9

Table 3
Level of Instruction Present at Schools in the Sample

Grade level present at school	Frequency	Percent
6th	67	47.5
7th	75	53.2
8th	76	53.9
9th	84	59.6
10th	86	61.0
11th	88	62.4
12th	84	59.6
Primarily middle school (6th - 8th grades)	49	34.8
Primarily high school (9th - 12th grades)	62	44.0
Both middle and high school	30	21.3

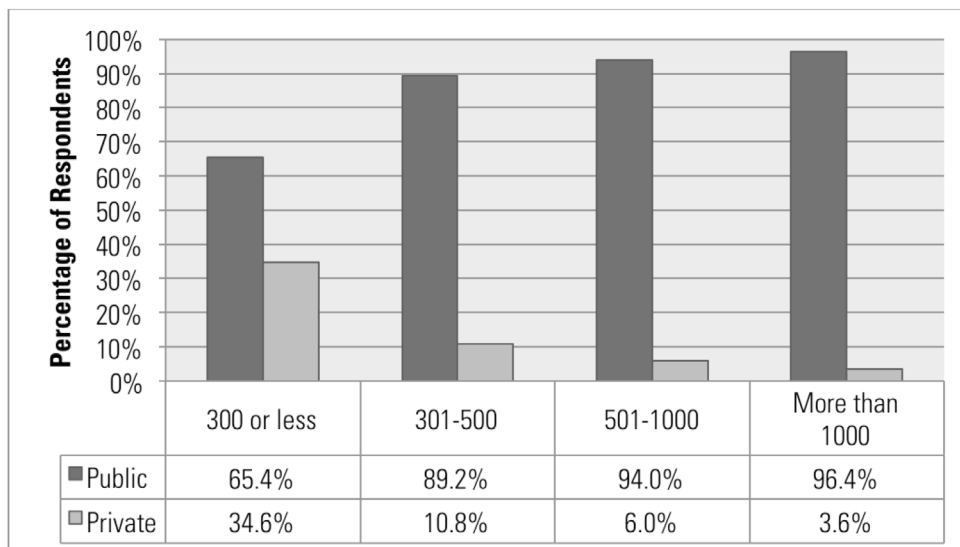


Figure 1. Number of enrolled students by institutional control ($n = 141$)

College and Career Readiness School Staff

This survey contained questions aimed at elucidating how schools are equipped to support CCR efforts from a staffing standpoint. Specifically, this section highlights the responses to the survey regarding school staff with CCR responsibilities and those focused on the number of school counselors present at each participating institution.

South Carolina educators, counselors, and school leaders have the responsibility to ensure all of their students are college and career ready. School counselors are highly qualified as they must have a master's degree in school counseling (or substantial equivalent) and meet state certification standards as dictated by the American School Counselor Association (ASCA; ASCA, 2015). These requirements make school counselors uniquely trained to help students transition to college and adulthood. Moreover, responsibility for CCR frequently falls to school counselors and other staff members who are uniquely qualified, but are many times overtaxed. These additional obligations include advising students in academic achievement, personal and social development, violence prevention, conflict resolution, and character education (ASCA, 2015). In particular, school counselors are tasked with attending back-to-school nights, school board meetings, one-on-one parent meetings, faculty meetings, and professional development workshops as vital members of the education team (ASCA, 2015).

School Staff with College and Career Readiness Responsibilities

To understand what CCR looks like for staff members and school counselors across South Carolina, we asked participants to indicate whether any individual on staff had CCR as a primary responsibility. When asked about CCR school staffing, 65.9% of survey participants reported that their schools employed a staff member with CCR as a primary responsibility.

Figure 2 shows the responses disaggregated by institutional control (public/private). When asked to report whether any staff member had CCR as a primary responsibility, 100% of private schools reported that there was, compared to 61.3% of public schools.

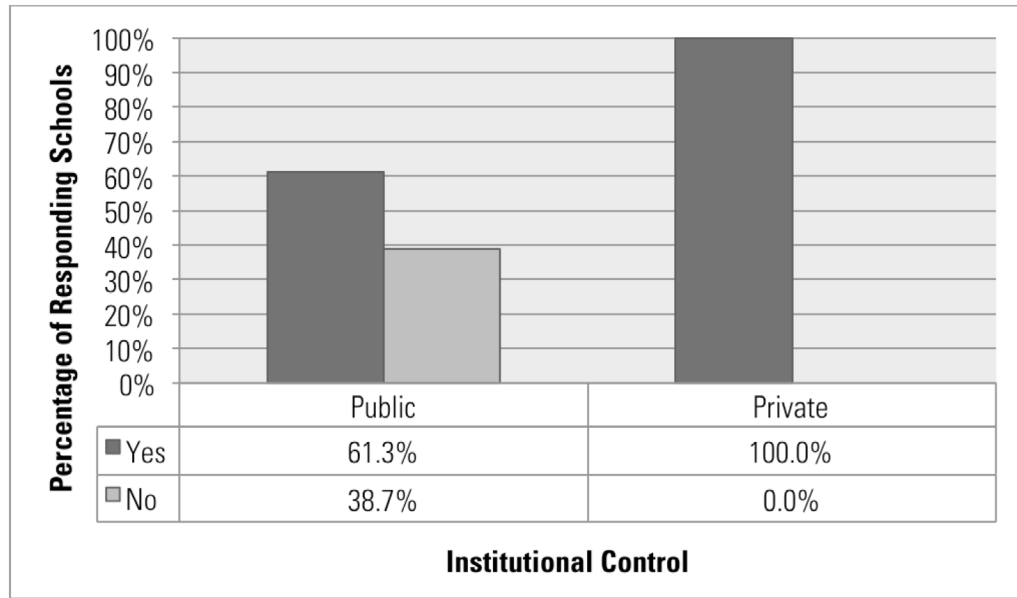


Figure 2. Percentage of schools reporting teacher or staff member with college and career readiness as a primary responsibility, by institutional control ($n = 143$).

Figure 3 shows the relationship between school size and the presence of a staff member with CCR as a primary responsibility. A dedicated staff member was reported by 65.4% of schools with 300 or fewer students, 73.0% of schools with 301–500 students, 60.0% of schools with 501–1,000 students, and 67.9% of schools with more than 1,000 students. These percentages do not represent any pattern, suggesting that institutional control (public/private) was a larger factor than school size.

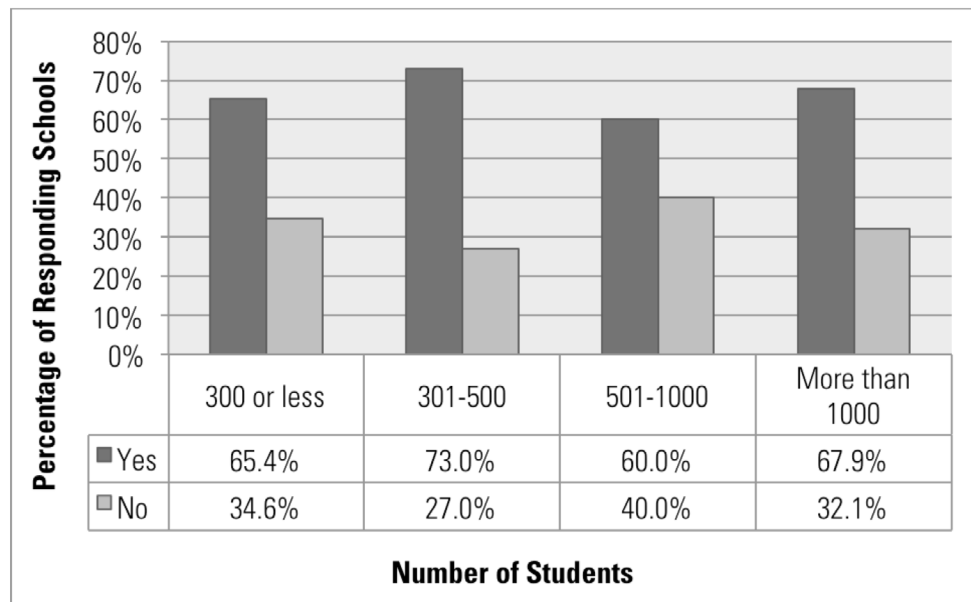


Figure 3. Percentage of schools reporting teacher or staff member with college and career readiness as a primary responsibility, by institutional control ($n = 143$).

Note. Percentages for responses of “I don’t know” have been suppressed.

Overall, 69.9% of schools reported having a CCR staff member with another responsibility at the school, including 68% of private schools and 76% of public schools (see Figure 4). This discrepancy suggests that CCR staff members at private schools less frequently have responsibilities in addition to CCR training and advisement for their students. However, the difference is only 8% —public school staff members are only slightly more likely to have other responsibilities that could reduce the time they had to spend advising students in CCR.

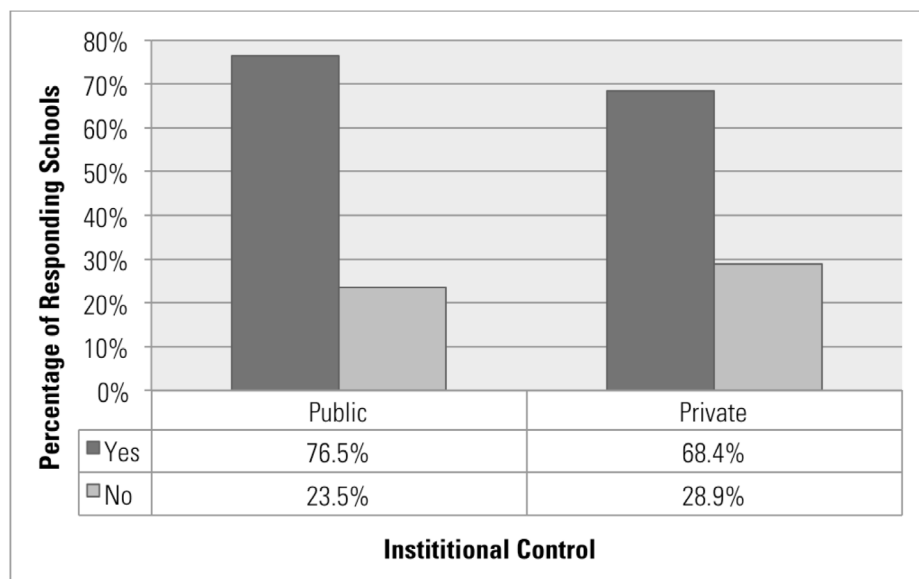


Figure 4. Percentage of schools reporting teacher or staff member with an additional responsibility, by institutional control ($n = 143$).

Note. Percentages for responses of “I don’t know” have been suppressed.

A breakdown of responses by institutional size reveals differences in whether CCR staff members have additional responsibilities (see Figure 5). Schools with 300 or fewer students were the most likely to have CCR staff members with an additional responsibility (88%), whereas only 59% of schools with 301–500 students employed CCR staff members with additional responsibilities. However, student-to-counselor and teacher-to-student ratios should be considered when interpreting these data. Schools with fewer than 300 students often reported assigning more than one responsibility to each staff member, while still staying close to the recommended student-to-counselor ratio of 250:1 (ASCA, 2015). Moreover, schools with fewer than 300 students are more likely to be private schools, and 100% of private schools reported having a dedicated CCR staff member. Although public schools have more counselors, only 61.3% of public schools reported having a dedicated CCR member.

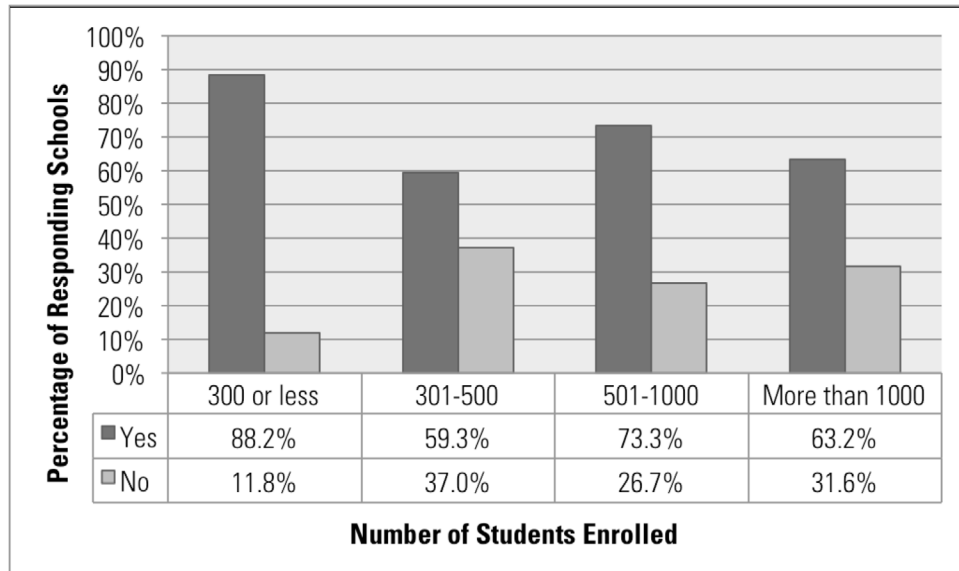


Figure 5. Percentage of schools reporting teacher or staff member with an additional responsibility, by school enrollment ($n = 143$).

Note. Percentages for responses of “I don’t know” have been suppressed.

School Counselors Employed by School

Identifying the number of school counselors at each school helps to show what CCR advisement looks like and how school resources vary from school to school. When asked about counseling staff, 30.7% of respondents reported having one or two school counselors. Additionally, 22.1% reported three counselors, 7.8% reported four counselors, and less than 1% reported having more than seven counselors. Private schools were roughly twice as likely (64.7%) than public schools (32%) to have only one school counselor (see Figure 6), although 32.5% of private schools and 17.6% of public schools reported having two counselors. An interesting finding is that no private schools reported five or more counselors, whereas public schools reported five (4.1%), six (1.6%), seven (2.4%), eight (0.8%), or nine or more counselors (0.8%). This finding is fascinating because 100% of private schools have a dedicated CCR staff member, whereas only 61.3% of public schools do. In other words, although public schools tend to have more counselors, fewer of them reported having staff members with CCR as a primary responsibility. The fact that private schools tend to have smaller enrollment sizes could be a factor in this discrepancy.

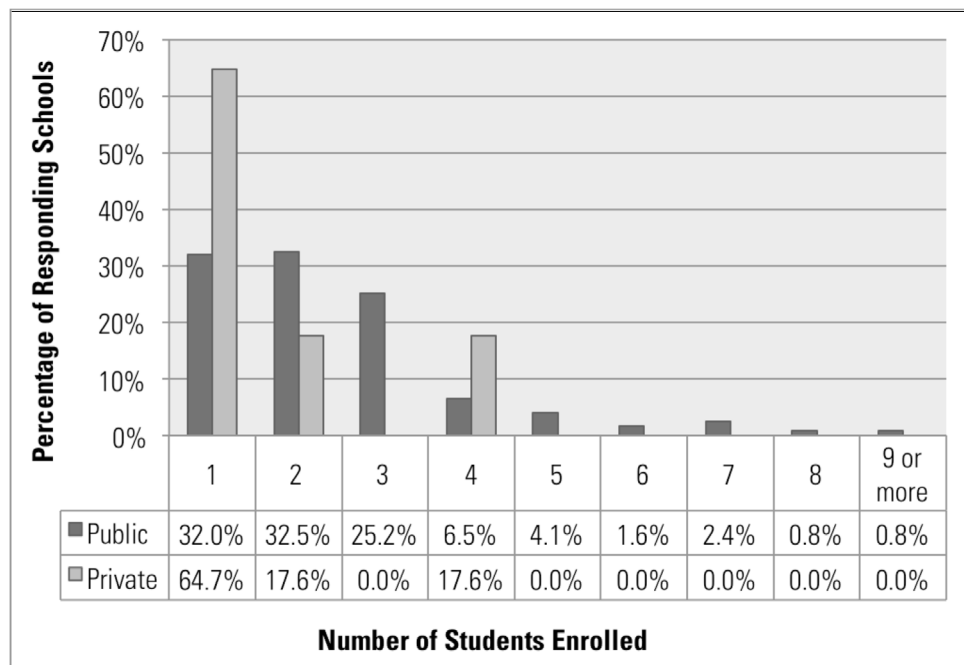


Figure 6. Percentage of schools reporting the number of school counselors by institutional control ($n = 143$).

Overall, the majority of sampled schools (61.4%) reported one or two counselors at their school, with 30.7% reporting one counselor and 30.7% reporting two counselors (see Table 4). When looking at the extremely large and extremely small schools, the patterns aren't surprising — the large ones (1000+) rarely have only one counselor (7.1%) whereas the small ones most frequently have only one (76%). The mid-sized schools show a more complex pattern, although none have more than four counselors.

Overall, South Carolina middle and high schools frequently employ enough counselors to meet the ASCA student-to-counselor ratio recommendations. The ASCA (2015) recommends a student-to-counselor ratio of 250:1, although the national average is nearly twice that, at 491:1 (ASCA, 2015). Of the sampled schools, 62.9% achieved this ratio, including all of the smallest schools and 64.3% of the largest schools. Slightly more than half of the mid-sized schools met this recommended ratio. This finding suggests the requirements of the Education and Economic Development Act of 2006 have had an influence on school efforts in South Carolina to increase the number of school counselors in public schools across the state.

Table 4

Percentage of Schools Reporting Number of School Counselors by Institutional Size (n = 143)

Number of Counselors	Institutional Size							
	300 or less		301-500		501-1,000		1,000 or more	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	19	76.0	18	48.6	4	8.0	2	7.1
2	4	16.0	18	48.6	20	40.0	1	3.6
3	2	8.0	0	0.0	22	44.0	7	25.0
4	0	0.0	1	2.7	4	8.0	6	21.4
5	0	0.0	0	0.0	0	0.0	5	17.9
6	0	0.0	0	0.0	0	0.0	2	7.1
7	0	0.0	0	0.0	0	0.0	3	10.7
8	0	0.0	0	0.0	0	0.0	1	3.6
9 or more	0	0.0	0	0.0	0	0.0	1	3.6

College and Career Readiness Program Objectives

Participating institutions were asked to select their top three CCR program objectives. The most frequently reported CCR program objective was providing career exploration, with 38.5% of respondents reporting that as a top priority. Developing college-level academic behavior was the second most frequently reported CCR objective, identified by 31.1% of respondents. Conversely, no respondents prioritized the CCR objective of providing support for the job application process.

Responses were disaggregated by institutional control to show the differences in objectives between public and private schools (see Table 5). Public schools tended to prioritize career exploration, developing workforce-readiness skills, and high school graduation rates, whereas private schools tended to prioritize providing support for the college application process, developing college-level academic behaviors, and providing college-choice information. For example, whereas 42.4% of public schools identified providing career exploration as a top three priority, only 11.8% of private schools prioritized this program objective. Similarly, 30.5% of public schools ranked developing workforce-readiness skills and 27.1% ranked high school graduation rates as among the top three CCR program objectives, but no private schools ranked these outcomes in the top three. In contrast, 20% of private schools identified providing support for the college application process as a top priority, whereas only 3.1% of public schools considered this outcome among the top three. These inverse patterns suggest that public schools focus more on job preparation, and private schools focus more on college preparation. This finding does not indicate that public high schools do not prepare their students for college; rather, college preparation is not a top priority. Moreover, career exploration may cover skill sets aligned with college readiness such as professional behavior, motivation, and critical thinking.

Table 5

Top Three Colleges and Career Readiness Program Objectives by Institutional Control (n = 143)

CCR Program Objective	Institutional Type				Difference
	Public		Private		
	Freq.	%	Freq.	%	
Percentages larger for public institutions					
Providing career exploration	50	42.4	2	11.8	30.6
Developing workforce-readiness skills	36	30.5	0	0.0	30.5
Improving graduation rates	32	27.1	0	0.0	27.1
Developing communication skills	28	23.7	0	0.0	23.7
Connecting students to community resources	29	24.6	2	11.8	12.8
Providing workforce-skills test preparation	15	12.7	0	0.0	12.7
Connecting students to college and career readiness service providers	14	11.9	0	0.0	11.9
Improving the academic profile of the school	8	6.8	0	0.0	6.8
Improving college attendance rates	7	5.9	0	0.0	5.9
Providing opportunities for internships, apprenticeships, or co-ops	7	5.9	0	0.0	5.9
Providing job-specific training	6	5.1	0	0.0	5.1
Improving employment rates	2	1.7	0	0.0	1.7
Providing job-matching services	2	1.7	0	0.0	1.7
Providing support for the job application process	0	0.0	0	0.0	0.0
Percentages larger for private institutions					
Providing support for the college application process	11	9.3	10	58.8	-49.5
Providing college-choice information	18	15.3	9	52.9	-37.7
Developing college-level academic behaviors	32	27.1	10	58.8	-31.7
Providing college enrollment information	5	4.2	5	29.4	-25.2
Providing college admissions test preparation	14	11.9	5	29.4	-17.5
Developing critical-thinkings skills	30	25.4	6	35.3	-9.9
Other	4	3.4	1	5.9	-2.5

When the institutional priorities are disaggregated by institutional size, a similar pattern emerges. The smallest schools often identified developing critical thinking skills (37.5%) as a top priority, but few of the largest schools prioritized this outcome (7.4%). In contrast, 33.3% of the largest schools prioritized developing workforce-readiness skills, but only 12.5% of the smallest schools made this objective a top priority. Because school size tends to be associated with institutional control (i.e., schools with 300 or fewer students tended to be private, whereas the larger schools tended to be public), the findings again suggest that small, private schools focus on college preparation while public schools focus on workforce preparation.

Table 6

Colleges and Career Readiness Program Objectives by Institutional Control (n = 143)

CCR Program Objective	Institutional Size							
	300 or less		301-500		501-1,000		1,000 or more	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Connecting students to community resources	5	20.8	6	16.7	15	31.3	5	18.5
Connecting students to college and career readiness service providers	1	4.2	5	13.9	6	12.5	2	7.4
Developing college-level academic behaviors	10	41.7	13	36.1	12	25.0	7	25.9
Developing communication skills	4	16.7	9	25.0	13	27.1	2	7.4
Developing critical-thinking skills	9	37.5	13	36.1	12	25.0	2	7.4
Developing workforce-readiness skills	3	12.5	10	27.8	14	29.2	9	33.3
Improving the academic profile of the school	1	4.2	1	2.8	2	4.2	4	14.8
Improving schools attendance rates	1	4.2	2	5.6	4	8.3	0	0.0
Improving employment rates	0	0.0	1	2.8	1	2.1	0	0.0
Improving graduation rates	6	25.0	6	16.7	9	18.8	11	40.7
Providing career exploration	8	33.3	12	33.3	22	45.8	10	37.0
Providing college admissions test preparation	4	16.7	5	13.9	6	12.5	4	14.8
Providing college-choice information	5	20.8	8	22.2	8	16.7	6	22.2
Providing college enrollment information	2	8.3	2	5.6	4	8.3	2	7.4
Providing job-matching services	0	0.0	0	0.0	1	2.1	1	3.7
Providing job-specific training	1	4.2	2	5.6	2	4.2	1	3.7
Providing opportunities for internships, apprenticeships, or co-ops	0	0.0	3	8.3	2	4.2	2	7.4
Providing support for the college application process	5	20.8	5	13.9	3	6.3	8	29.6
Providing support for the job application process	0	0.0	0	0.0	0	0.0	0	0.0
Providing workforce-skills test preparation	4	16.7	3	8.3	5	10.4	3	11.1

College and Career Readiness Initiatives

To gain an understanding of the variety and extent of the college and career readiness efforts present in South Carolina schools, respondents were asked to provide an overview of the CCR programs offered at their schools. Participants first indicated which of 46 CCR programs, courses, partnerships, and other initiatives were present at their school. Every responding school reported offering at least one CCR initiative. For any CCR initiative offered at the school, respondents were invited to specify the percentage of students reached and the age of the program. The CCR initiatives were organized into seven categories on the questionnaire but were collapsed into three categories for analysis: (a) initiatives with a primary focus on career readiness, (b) initiatives primarily focusing on college readiness, and (c) initiatives focused on partnerships and third-party resources.

Career Readiness Initiatives

Overall, the career readiness initiatives identified most often were (a) career fairs (72.6%), (b) visits from business or industry representatives (70.4%), (c) job shadowing programs (68.1%), (d) career exploration resources (65.9%), and (e) visits to businesses and/or industry (51.1%). In addition, 18.5% of respondents reported offering “other career readiness initiatives,” and 8.2% offered “other job application assistance programs.” The most prevalent other career readiness initiatives that were named include SC Occupational Information

System (SCOIS), Naviance, federal programs such as GEAR UP and TRIO, and college visits. Among the other job application assistance programs named were job application assistance in career courses and, in one case, an English class.

When disaggregated by institutional control, the response patterns show that public institutions most frequently indicated offering career fairs (78.8%), visits from business or industry representatives (78.0), and job shadowing programs (72.9%). The most common private initiatives included job shadowing, resume preparation workshops, and career exploration resources, all present at slightly more than a third of responding schools. The greatest discrepancies between the frequency with which career readiness initiatives were offered at public and private schools were with visits from business or industry representatives, career fairs, career exploration courses, and job shadowing programs (see Table 7). In addition, public schools identified ACT WorkKeys preparation classes or workshops more often than private schools, a finding that is not surprising given the requirement that all 11th-grade students are required to take it. Overall, a greater proportion of South Carolina public schools reported offering all career-related initiatives in the survey with the exception of “other curricular initiatives.” Other curricular initiatives described by respondents from private schools included Jobs for America’s Graduates, STEM-oriented courses, and student clubs such as Model UN, FBLA, and PBL; all three public schools that reported other curricular initiatives named GEAR UP.

Table 8 shows the five career readiness initiatives most frequently reported by schools of each enrollment level. Overall, career fairs and job shadowing programs were most frequently reported, followed by visits from business representatives, career exploration resources, and student clubs and organizations focused on careers. Only schools with enrollments of 300 students or less reported offering resume preparation workshops, and only schools with enrollments greater than 1,000 reported offering career exploration courses among their top five initiatives.

Table 9 shows that initiatives for student clubs, organizations, or professional societies focused on careers had the greatest longevity: More than half of the respondents reported that their schools have supported these organizations for more than 10 years. Initiatives typically in place for 6–10 years included career exploration course(s), resources, and workshops; career fairs; co-op programs; college and career readiness courses; job application literature and online tools; and job shadowing programs. Alternatively, the initiatives developed most recently included apprenticeship programs, job application assistance workshops for parents and family, and ACT WorkKeys preparation classes, which had been offered at more than half of responding institutions for a year or less.

Finally, respondents specified the proportion of students who were reached by the career readiness initiatives on campus (see Table 10). More than half of the schools that reported offering career exploration resources and career fairs reported that they reached more than 80% of their students. Similarly, more than half of those who had career exploration workshops said the workshops reached at least 70% of the students. In contrast, job application workshops for families and internship and apprenticeship programs were initiatives that reached fewer students, with more than half of the schools reporting they reached fewer than 20% of the students.

Table 7
Career Readiness Initiatives by Institutional Control (n = 135)

Career Readiness Initiative	Institutional Control				Difference %
	Public		Private		
	Freq.	%	Freq.	%	
Percentage larger for public institutions					
Visits from business or industry representatives	92	78.0	3	17.6	60.3
Career Fairs	93	78.8	5	29.4	49.4
Career exploration course(s) ^a	68	58.1	2	11.8	46.4
Job shadowing programs	86	72.9	6	35.3	37.6
ACT WorkKeys preparation classes or workshops	56	47.5	2	11.8	35.7
Student clubs, organizations, or professional societies focused on careers ^a	69	59.0	4	23.5	35.4
Career exploration resources	83	70.3	6	35.3	35.0
Career exploration workshops	54	45.8	2	11.8	34.0
Visits to businesses and/or industry	65	55.1	4	23.5	31.6
Job application assistance, workshops for students	30	25.4	0	0.0	25.4
Job application assistance, literature	34	28.8	1	5.9	22.9
Job application assistance, online tools	29	24.6	1	5.9	18.7
College and career readiness course(s) ^a	48	41.0	4	23.5	17.5
Co-op programs	19	16.1	0	0.0	16.1
Other career readiness program(s)	24	20.3	1	5.9	14.5
Apprenticeship programs	23	19.5	1	5.9	13.6
Résumé preparation workshops	56	47.5	6	35.3	12.2
Job application assistance, workshops for parents or family	9	7.6	0	0.0	7.6
Internship programs	35	29.7	4	23.5	6.1
Other job application assistance program(s)	10	8.5	1	5.9	2.6
Percentage larger for private institutions					
Other curricular initiative(s)	3	2.5	5	29.4	-26.9

^an = 134

Table 8
Most Frequently Reported Career Readiness Initiatives by Student Enrollment (n = 135)

Career Readiness Initiative	Number of Students			
	300 or less	301-500	501-1,000	More than 1,000
Career exploration course(s) ^a				70.4%
Career exploration resources	50.0%	77.8%	62.5%	70.4%
Career fairs	50.0%	80.6%	79.2%	70.4%
Job shadowing programs	58.3%	69.4%	60.4%	88.9%
Résumé preparation workshops	54.2%			
Student clubs, organizations, or professional societies focused on careers ^a		60.0%	54.2%	74.1%
Visits from business or industry representatives	50.0%	72.2%	70.8%	85.2%

Note. The five most frequent responses for each group of student enrollment are reported; all other frequencies and initiatives have been suppressed.

^an = 134

Table 9
Career Readiness Initiatives by Age of Initiative (n varies by initiative)

Career readiness initiative	Age of Initiative					Median age ^a
	1 year or less	2 to 3 years	4 to 5 years	6 to 10 years	More than 10 years	
Student organizations, focused on careers	6.9%	8.6%	12.1%	12.1%	60.3%	More than 10 years
Career exploration course(s)	8.9%	16.1%	16.1%	17.9%	41.1%	6 to 10 years
Career exploration resources	5.5%	13.7%	20.5%	21.9%	38.4%	6 to 10 years
Career exploration workshops	8.5%	17.0%	14.9%	25.5%	34.0%	6 to 10 years
Career fairs	7.5%	12.5%	27.5%	20.0%	32.5%	6 to 10 years
Co-op programs	7.1%	35.7%	7.1%	21.4%	28.6%	6 to 10 years
College and career readiness course(s)	8.9%	20.0%	17.8%	17.8%	35.6%	6 to 10 years
Job application assistance, literature	6.7%	6.7%	16.7%	26.7%	43.3%	6 to 10 years
Job application assistance, online tools	0.0%	13.0%	26.1%	30.4%	30.4%	6 to 10 years
Job shadowing programs	7.8%	7.8%	28.6%	22.1%	33.8%	6 to 10 years
Internship programs	20.0%	23.3%	10.0%	16.7%	30.0%	4 to 5 years
Job application assistance, workshops for students	17.4%	26.1%	21.7%	13.0%	21.7%	4 to 5 years
Résumé preparation workshops	15.2%	19.6%	23.9%	19.6%	21.7%	4 to 5 years
Visits from business or industry representatives	5.0%	22.5%	23.8%	20.0%	28.8%	4 to 5 years
Visits to businesses and/or industry	3.6%	20.0%	32.7%	21.8%	21.8%	4 to 5 years
Apprenticeship programs	37.5%	25.0%	12.5%	6.3%	18.8%	2 to 3 years
Job application assistance, workshops for parents or family	14.3%	42.9%	0.0%	14.3%	28.6%	2 to 3 years
ACT WorkKeys preparation classes or workshops	53.2%	31.9%	6.4%	8.5%	0.0%	1 year or less

^aWhere the median fell between two groups of program age, the older was reported.

Table 10
Career Readiness Initiatives by Proportion of Students Reached (n varies by initiative)

Career readiness initiative	Proportion of students reached by initiative										Median ^a
	10% or less	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%	
Career exploration resources	5.5%	1.4%	1.4%	8.2%	5.5%	5.5%	8.2%	6.8%	8.2%	49.3%	81-90%
Career fairs	2.5%	2.5%	2.5%	6.3%	8.8%	7.5%	3.8%	7.5%	12.5%	46.3%	81-90%
Career exploration workshops	2.1%	6.4%	8.5%	4.3%	6.4%	6.4%	10.6%	10.6%	10.6%	34.0%	71-80%
CCR course(s)	11.1%	15.6%	6.7%	11.1%	4.4%	8.9%	2.2%	0.0%	13.3%	26.7%	51-60%
Visits from business or industry representatives	3.8%	6.3%	16.3%	8.8%	11.3%	7.5%	6.3%	3.8%	12.5%	23.8%	51-60%
Job application assistance, online tools	4.3%	13.0%	17.4%	4.3%	13.0%	8.7%	4.3%	8.7%	8.7%	17.4%	41-50%
Career exploration course(s)	8.9%	10.7%	12.5%	8.9%	12.5%	7.1%	5.4%	5.4%	8.9%	19.6%	41-50%
Job shadowing programs	9.1%	10.4%	13.0%	10.4%	10.4%	11.7%	1.3%	6.5%	10.4%	16.9%	41-50%
Job application workshops for students	4.3%	13.0%	17.4%	4.3%	13.0%	8.7%	4.3%	8.7%	8.7%	17.4%	41-50%
Résumé workshops	8.7%	6.5%	23.9%	6.5%	13.0%	4.3%	4.3%	8.7%	4.3%	19.6%	41-50%
Student organizations, focused on careers	13.8%	13.8%	13.8%	12.1%	12.1%	8.6%	3.4%	3.4%	6.9%	12.1%	31-40%
Job application literature	10.0%	10.0%	30.0%	3.3%	10.0%	13.3%	3.3%	6.7%	6.7%	6.7%	31-40%
Visits to businesses	9.1%	10.9%	23.6%	18.2%	9.1%	1.8%	5.5%	5.5%	3.6%	12.7%	31-40%
ACT WorkKeys classes	17.0%	10.6%	19.1%	10.6%	8.5%	4.3%	2.1%	2.1%	6.4%	19.1%	31-40%
Co-op programs	21.4%	28.6%	14.3%	21.4%	0.0%	7.1%	0.0%	0.0%	0.0%	7.1%	21-30%
Job application workshops for family	0.0%	57.1%	14.3%	0.0%	0.0%	0.0%	0.0%	14.3%	14.3%	0.0%	11-20%
Internships programs	30.0%	30.0%	13.3%	3.3%	0.0%	10.0%	0.0%	0.0%	6.7%	6.7%	11-20%
Apprenticeship programs	56.3%	31.3%	0.0%	6.3%	0.0%	0.0%	0.0%	0.0%	0.0%	6.3%	< 10%

^aWhere the median fell between two groups of student proportion, the larger was reported.

College Readiness Initiatives

When schools were asked to identify the initiatives they offered, the most frequently named offerings were visits to colleges and/or universities (71.1%), visits from college representatives (68.1%), assistance applying for scholarships (63.7%), college fairs (57.0%), and SAT or ACT test preparation classes provided by school or district staff (56.3%). Additionally, more than half of all survey respondents reported their schools offered dual enrollment and assistance with college admission and financial aid applications. When asked about other college readiness programs not named in the survey, 15.6% indicated offering other programs such as SCOIS, Naviance, and federally funded programs such as GEAR UP and TRIO in addition to courses and individual counseling aimed at assisting with college applications and financial aid. Another 8.9% of respondents offered other college application programs not listed, such as college application days, online assistance, and small group or individual assistance.

Table 11 presents college readiness initiatives, organized by institutional control. Private schools reported offering college readiness programs at comparatively greater frequencies than their public counterparts. The only college readiness initiative that was offered by a greater proportion of public schools was International Baccalaureate courses. When compared to public schools, private schools more frequently reported assisting with applications for scholarships, filling out the Common Application for colleges and universities, and providing application workshops for students and their families.

College readiness programs that were offered frequently by schools of all sizes included scholarship application assistance, visits from college representatives, and visits to colleges and universities (see Table 12). Noteworthy among the results was the finding that dual enrollment programs were most frequently offered by schools with enrollment greater than 1,000. More than half (55.9%) of institutions with enrollment of 500 students or less offered dual enrollment, compared to 41.7 percent of schools with 501– 1,000 students and 81.5 percent of schools with more than 1,000 students.

Among the college readiness initiatives, those with the longest lifespan at schools in the survey sample include AP and IB courses, which have been present at more than half of responding schools for more than 10 years (see Table 13). College readiness initiatives have been present at schools for a fair amount of time in all cases, with all listed programs having a median age of at least four to five years. Moreover, 10 of the 16 college readiness programs in the list have a median age of at least six years; in many of those cases, a substantial proportion has been present at responding schools for more than 10 years.

The college readiness initiatives that reach the greatest median proportion of students include writing and academic skills resources, visits from college representatives, and college fairs (see Table 14). The median reach of each of these initiatives was 50% or more of the students in participating schools. The converse of this finding is that the median reach of the remaining 12 college readiness initiatives was less than half of the students in schools who participated in the survey. Although AP and IB courses were the college readiness initiatives that have been offered by a majority of schools for the longest time, they represent the initiatives with the lowest median proportion of students reached; most schools report these initiatives reach 20% or fewer students.

Table 11
College Readiness Initiatives by Institutional Control (n = 135)

College Readiness Initiative	Institutional Control					
	Public			Private		
	Frequency	Percent	Frequency	Percent	Difference Percent	Difference Percent
<i>Percentage higher for public institutions</i>						
IB courses ^a	6	5.1	0	0.0	5.1	5.1
<i>Percentage higher for private institutions</i>						
Assistance applying for scholarships	69	58.5	17	100.0	-41.5	-41.5
Assistance filling out the Common Application	51	43.2	14	82.4	-39.1	-39.1
College application assistance, workshops for students	47	39.8	13	76.5	-36.6	-36.6
College application assistance, workshops for parents or family	39	33.1	11	64.7	-31.7	-31.7
Writing skills development resources	41	34.7	11	64.7	-30.0	-30.0
Visits from college representatives	76	64.4	16	94.1	-29.7	-29.7
College application assistance, literature	56	47.5	13	76.5	-29.0	-29.0
AP courses ^a	53	45.3	12	70.6	-25.3	-25.3
College application assistance, online tools	49	41.5	11	64.7	-23.2	-23.2
SAT or ACT test preparation classes (provided by school or district staff)	63	53.4	13	76.5	-23.1	-23.1
Other college application assistance program(s)	8	6.8	4	23.5	-16.7	-16.7
College fairs	65	55.1	12	70.6	-15.5	-15.5
Visits to colleges and/or universities	82	69.5	14	82.4	-12.9	-12.9
Academic skills development resources	55	46.6	10	58.8	-12.2	-12.2
Assistance applying for financial aid	63	53.4	10	58.8	-5.4	-5.4
Dual enrollment ^a	65	55.6	10	58.8	-3.3	-3.3
Other college readiness program(s)	18	15.3	3	17.6	-2.4	-2.4

^an = 134

Table 12
Most Frequently Reported College Readiness Initiatives by Student Enrollment (n = 135)

College Readiness Initiative	Number of Students			
	300 or less	301-500	501-1,000	More than 1,000
Academic skills development resources		63.9%		
AP courses ^a			43.8%	
Assistance applying for financial aid	62.5%	63.9%		
Assistance applying for scholarships	83.3%	66.7%	45.8%	74.1%
College application assistance, literature	62.5%			
College fairs		66.7%	45.8%	
Dual enrollment ^a				81.5%
SAT or ACT test preparation classes (provided by school or district staff)	62.5%		43.8%	77.8%
Visits from college representatives	75.0%	66.7%	60.4%	77.8%
Visits to colleges and/or universities	70.8%	83.3%	54.2%	85.2%

Note. The five most frequent responses for each group of student enrollment are reported; all other frequencies and initiatives have been suppressed.

^an = 134

Table 13

College Readiness Initiatives by Age of Initiative (n varies by initiative)

College readiness initiative	Age of Initiative					Median age ^a
	1 year or less	2 to 3 years	4 to 5 years	6 to 10 years	More than 10 years	
AP courses	8.0%	14.0%	14.0%	12.0%	52.0%	More than 10 years
IB courses	0.0%	40.0%	0.0%	0.0%	60.0%	More than 10 years
Academic skills development resources	3.9%	9.8%	27.5%	15.7%	43.1%	6 to 10 years
Assistance applying for financial aid	8.2%	8.2%	29.5%	16.4%	37.7%	6 to 10 years
Assistance applying for scholarships	6.9%	11.1%	23.6%	16.7%	41.7%	6 to 10 years
College application assistance, literature	3.4%	8.5%	23.7%	16.9%	47.5%	6 to 10 years
College fairs	11.1%	7.9%	25.4%	20.6%	34.9%	6 to 10 years
Dual enrollment	4.9%	11.5%	26.2%	29.5%	27.9%	6 to 10 years
SAT or ACT test preparation classes (provided by school or district staff)	12.5%	17.2%	18.8%	25.0%	26.6%	6 to 10 years
Visits from college representatives	3.9%	14.5%	22.4%	15.8%	43.4%	6 to 10 years
Assistance filling out the Common Application	9.3%	27.8%	27.8%	13.0%	22.2%	4 to 5 years
College application assistance, online tools	9.8%	19.6%	29.4%	15.7%	25.5%	4 to 5 years
College application assistance, workshops for parents or family	9.3%	14.0%	27.9%	18.6%	30.2%	4 to 5 years
College application assistance, workshops for students	6.0%	14.0%	34.0%	16.0%	30.0%	4 to 5 years
Visits to colleges and/or universities	12.3%	18.5%	29.6%	16.0%	23.5%	4 to 5 years
Writing skills development	14.0%	16.3%	23.3%	14.0%	32.6%	4 to 5 years

Table 14
College Readiness Initiatives by Proportion of Students Reached (n varies by initiative)

College readiness initiative	Proportion of students reached by initiative										Median ^a
	10% or less	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%	
Writing skills resources	9.3%	4.7%	9.3%	9.3%	7.0%	2.3%	4.7%	14.0%	7.0%	32.6%	71-80%
Academic skills resources	2.0%	11.8%	7.8%	9.8%	9.8%	3.9%	11.8%	7.8%	7.8%	27.5%	61-70%
Visits from college representatives	5.3%	7.9%	11.8%	7.9%	6.6%	10.5%	5.3%	9.2%	5.3%	30.3%	61-70%
College fairs	3.2%	1.6%	14.3%	4.8%	14.3%	17.5%	4.8%	4.8%	11.1%	23.8%	51-60%
College application literature	8.5%	13.6%	18.6%	6.8%	5.1%	6.8%	3.4%	8.5%	13.6%	15.3%	41-50%
College application online tools	7.8%	9.8%	15.7%	11.8%	7.8%	0.0%	2.0%	9.8%	11.8%	23.5%	41-50%
College application workshops for students	8.0%	8.0%	18.0%	14.0%	10.0%	8.0%	4.0%	4.0%	10.0%	16.0%	41-50%
Assistance applying for financial aid	9.8%	18.0%	18.0%	16.4%	9.8%	0.0%	6.6%	3.3%	4.9%	13.1%	31-40%
Assistance applying for scholarships	8.3%	16.7%	19.4%	12.5%	5.6%	5.6%	5.6%	5.6%	5.6%	15.3%	31-40%
SAT or ACT preparation classes (provided by school or district staff)	9.4%	14.1%	21.9%	14.1%	9.4%	4.7%	3.1%	6.3%	6.3%	10.9%	31-40%
College application workshops for family	9.3%	23.3%	14.0%	18.6%	7.0%	4.7%	4.7%	2.3%	4.7%	11.6%	31-40%
Visits to colleges and/or universities	9.9%	12.3%	19.8%	16.0%	4.9%	8.6%	3.7%	3.7%	3.7%	17.3%	31-40%
Dual enrollment	26.2%	23.0%	18.0%	8.2%	3.3%	3.3%	1.6%	4.9%	6.6%	4.9%	21-30%
Common Application assistance	20.4%	18.5%	14.8%	7.4%	5.6%	3.7%	1.9%	5.6%	5.6%	16.7%	21-30%
AP courses	30.0%	26.0%	6.0%	16.0%	2.0%	6.0%	6.0%	2.0%	0.0%	6.0%	11-20%
IB courses	20.0%	40.0%	20.0%	0.0%	0.0%	20.0%	0.0%	0.0%	0.0%	0.0%	11-20%

^aWhere the median fell between two groups of student proportion, the larger was reported.

Partnerships and Third-Party Services

Finally, schools in South Carolina were asked about how they engaged with external parties in the form of partnerships with businesses, community agencies, and higher education as well as organizations that deliver services aimed at supporting college and career preparation, access, and application. Overall, schools in South Carolina frequently reported engaging in partnerships with business (66.4%), colleges or universities (61.2%), and the community (49.3%). Respondents who indicated engaging in partnerships with businesses described partnering with local companies and industry to inform students about and offer internships; coming into the classroom to describe the kind of work they do and what steps it will take for students to be able to begin a career in that field; working with schools and other businesses as part of a career fair; and bringing students into their place of business to witness the work they do firsthand.

Examples of partnerships with institutions that deliver postsecondary education included visits from campus representatives who deliver information about enrollment procedures, applying for financial aid, and available programs of study; on-campus programs ranging from tours to opportunities for students to spend an extended amount of time on campus; and shared curricular opportunities such as dual enrollment and coordination of class time to allow students to complete certificate programs either at the school or by released time to attend courses at the college campus. The vast majority of colleges listed in partnerships were the technical and community colleges in South Carolina. This finding highlights the leadership and importance of the two-year college sector in providing access to the training South Carolina graduates will need to enter the workforce.

Community partnerships were present in approximately half of responding institutions. A review of the descriptions of the community partnerships revealed that many community partnerships were, in fact, three-way partnerships between the school, the community, and local business. As an illustration, one school described how they encourage entrepreneurship by working with a local government-funded agency aimed to promote industry and business leaders in the community. The business partners present in the classroom, students engage in business design, and then the school puts on an activity where the students present their designs and the business representatives serve as judges in the form of the TV show “Shark Tank.” Other partnerships with the community included mentoring programs, visits from community government leaders, and exchanges with local organizations such as religious groups, community service organizations, and city and county career services.

Compared to partnerships, the use of third-party services was less frequent. No more than a third of responding schools in the state reported using any one of the listed third-party services. The most frequently reported services offered by external organizations included connecting students with online sources of information (35.1%), providing access to college information publications (31.3%), and offering SAT or ACT test preparation classes provided by a business or nonprofit group (31.3%). All other third-party services were present in fewer than one in seven schools.

Partnerships and third-party services were disaggregated by public and private schools (see Table 15). Public schools reported partnerships with business and higher education and workshops delivered by an outside source to prepare students for ACT WorkKeys at greater rates than private schools. A higher percentage of private schools provided access to college information publications and offered SAT or ACT test preparation classes delivered by an outside provider. A noteworthy finding was that a substantial — and very similar — percentage of both public and private schools (49.6% and 47.1% respectively) reported partnerships with community.

Table 16 presents the distribution of the most frequently identified partnerships and third-party services, organized by the number of students enrolled. On this measure, school size mattered very little as schools of all sizes tended to respond similarly. Survey respondents consistently identified partnerships with industry, colleges, and community, regardless of school enrollment. Interestingly, partnerships of all kinds were more frequently present in schools with more than 1,000 students enrolled. College application test preparation by a third party was more frequently offered by the smallest and the largest schools. Taken together, the results show that third party SAT and ACT test preparation courses were more frequently offered at small private schools and the largest public schools.

Table 17 shows how long the partnerships and third-party initiatives have been available at the schools. The program that has consistently been around the longest involves contracting paid job application consultants to meet with students. About two-thirds of the schools reported that this type of program had been available at the school for 10 years or more. Partnerships with business, higher education, and community have also been around at schools for some time, with more than half of the respondents reporting that these partnerships were available at their schools for six years or more. Similarly, more than half of institutions that provide access to college information publications have done so for six or more years. Space and time for paid job application consultants was rarely identified; most of the schools that reported this program also indicated it was a relatively new program at their schools.

Although at least half of responding schools engaged in partnerships with businesses, colleges, and communities, most schools reported that less than half of the students engaged in them (see Table 18). Connecting students with online sources of information such as College Scorecard was the third-party resource that reached the greatest median proportion of students — more than half of respondents reported it reached more than 60 percent of students and nearly a third indicated it reached more than 90 percent. Overall, partnerships and third-party resources reached a small proportion of students; nine of the 12 resources listed reached fewer than 40 percent of students at the majority of responding schools.

Table 15
Partnerships and Third-Party Services by Institutional Control (n = 134)

Partnership and third-party services	Institutional Control				Difference
	Public		Private		
	Freq.	%	Freq.	%	%
Percentage higher for public institutions					
Partnership with business or industry	84	71.8	5	29.4	42.4
Partnership with college or university	76	65.0	6	35.3	29.7
ACT WorkKeys preparation classes or workshops (provided by a third-party)	17	14.5	0	0.0	14.5
Providing space and/or time for paid job application consultants to meet with students	6	5.1	0	0.0	5.1
Résumé preparation workshops by third-party providers	6	5.1	0	0.0	5.1
Contracting paid college choice or application consultants to meet with students	5	4.3	0	0.0	4.3
Other third-party service or resource(s)	3	2.6	0	0.0	2.6
Partnership with community	58	49.6	8	47.1	2.5
Providing space and/or time for paid college choice or application consultants to meet with students	15	12.8	2	11.8	1.1
Percentage higher for private institutions					
Providing access to college information publications	33	28.2	9	52.9	-24.7
SAT or ACT test preparation classes (provided by a business or nonprofit group)	33	28.2	9	52.9	-24.7
Other partnership(s)	6	5.1	2	11.8	-6.6
Contracting paid job application consultants to meet with students	3	2.6	1	5.9	-3.3
Connecting students with online sources for information	41	35.0	6	35.3	-0.3

Table 16

Most Frequently Reported Partnerships and Third-Party Services by Student Enrollment (n = 134)

College Readiness Initiative	Number of Students			
	300 or less	301-500	501-1,000	More than 1,000
Connecting students with online sources of information		45.7%	29.2%	44.4%
Partnership with business or industry	54.2%	68.6%	64.6%	77.8%
Partnership with college or university	41.7%	71.4%	52.1%	81.5%
Partnership with community	41.7%	48.6%	43.8%	66.7%
Providing access to college information publications	33.3%	37.1%	20.8%	
SAT or ACT test preparation classes (provided by a business or nonprofit group)	45.8%			48.1%

Note. The five most frequent responses for each group of student enrollment are reported; all other frequencies and initiatives have been suppressed.

Table 17

Partnership and Third-Party Services by Age of Initiative (n varies by initiative)

Partnerships and third-party services	Age of Initiative					
	1 year or less	2 to 3 years	4 to 5 years	6 to 10 years	More than 10 years	Median age ^a
Contracting paid job application consultants to meet with students	0.0%	33.3%	0.0%	0.0%	66.7%	More than 10 years
Partnership with business or industry	10.1%	17.4%	21.7%	17.4%	33.3%	6 to 10 years
Partnership with college or university	7.4%	17.6%	20.6%	20.6%	33.8%	6 to 10 years
Partnership with community	3.9%	23.5%	15.7%	25.5%	31.4%	6 to 10 years
Providing access to college information publications	3.1%	18.8%	21.9%	15.6%	40.6%	6 to 10 years
Connecting students with online sources of information	13.2%	15.8%	31.6%	18.4%	21.1%	4 to 5 years
Résumé preparation workshops by third-party providers	20.0%	20.0%	20.0%	20.0%	20.0%	4 to 5 years
SAT or ACT test preparation classes (provided by a business or nonprofit group)	14.7%	20.6%	29.4%	8.8%	26.5%	4 to 5 years
ACT WorkKeys preparation classes or workshops	50.0%	28.6%	14.3%	7.1%	0.0%	2 to 3 years

Table continues on page 35

Table continued from page 34

Partnerships and third-party services	Age of Initiative						Median age ^a
	1 year or less	2 to 3 years	4 to 5 years	6 to 10 years	More than 10 years		
Contracting paid college choice or application consultants to meet with students	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	2 to 3 years
Providing space and/or time for paid college choice or application consultants to meet with students	28.6%	28.6%	7.1%	14.3%	21.4%		2 to 3 years
Providing space and/or time for paid job application consultants to meet with students	60.0%	20.0%	0.0%	0.0%	20.0%		1 year or less

^aWhere the median fell between two groups of program age, the older was reported.

Table 18

Partnerships and Third-Party Services by Proportion of Students Reached (n varies by initiative)

Partnerships and third-party services	Proportion of students reached by initiative											Median ^a
	10% or less	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%		
Connecting students with online sources of information	7.9%	13.2%	13.2%	2.6%	7.9%	2.6%	13.2%	7.9%	0.0%	31.6%		61-70%
Contracting paid job application consultants to meet with students	0.0%	0.0%	0.0%	0.0%	33.3%	33.3%	0.0%	0.0%	0.0%	33.3%		51-60%
Partnership with business or industry	10.1%	15.9%	8.7%	8.7%	14.5%	10.1%	5.8%	2.9%	2.9%	20.3%		41-50%
Partnership with college or university	11.8%	16.2%	14.7%	16.2%	5.9%	2.9%	4.4%	7.4%	7.4%	13.2%		31-40%
Partnership with community	11.8%	11.8%	15.7%	13.7%	5.9%	5.9%	3.9%	5.9%	3.9%	21.6%		31-40%
Providing access to college information publications	9.4%	21.9%	12.5%	9.4%	6.3%	9.4%	6.3%	3.1%	6.3%	15.6%		31-40%
Providing space and/or time for paid college choice or application consultants to meet with students	14.3%	21.4%	14.3%	0.0%	21.4%	0.0%	7.1%	7.1%	7.1%	7.1%		31-40%
ACT WorkKeys preparation classes or workshops	7.1%	42.9%	7.1%	7.1%	14.3%	0.0%	0.0%	7.1%	7.1%	7.1%		21-30%
Résumé preparation workshops by third-party providers	0.0%	40.0%	40.0%	0.0%	0.0%	0.0%	20.0%	0.0%	0.0%	0.0%		21-30%
SAT or ACT test preparation classes (provided by a business or nonprofit group)	17.6%	20.6%	17.6%	11.8%	8.8%	8.8%	0.0%	0.0%	8.8%	5.9%		21-30%
Contracting paid college choice or application consultants	0.0%	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		21-30%
Providing space and/or time for paid job application consultants	40.0%	40.0%	0.0%	0.0%	0.0%	0.0%	20.0%	0.0%	0.0%	0.0%		11-20%

^aWhere the median fell between two groups of student proportion, the larger was reported.

Assessment and Evaluation

Respondents were asked to report whether they had assessed or evaluated any aspect of their CCR programs within the past three years of the time they participated in the survey. One third of respondents (33.0%) reported that they had conducted an assessment of some aspect of their CCR initiatives (see Figure 7), whereas 38.7% indicated they had not evaluated any aspect of their CCR programs in the recent past. A substantial percentage of survey participants (28.3%) responded that they did not know whether assessment of their initiatives had taken place. Disaggregating by institutional control (see Figure 8) shows that the public schools' proportions mirror those of the overall responding sample. However, slightly more private schools than public schools reported assessing their college and career readiness programs. This difference is magnified in Figure 8 because no respondents from private schools reported not knowing whether assessment of any aspect of their CCR programs had or had not occurred. It is possible that this discrepancy of knowledge about assessment activity is due to the size of private schools, which are smaller on average and therefore more likely to have a sense of what is going on across the various departments and administrative activities. However, Figure 9 shows that the smallest schools report not knowing whether assessment had taken place on campus about as often as the larger schools. In fact, a greater percentage of the smallest schools reported engaging in assessment activity than did schools of any other size, with nearly half (47.1%) of responding schools with 300 students or fewer responding "Yes." Conversely, schools with enrollments between 301 and 500 were the most likely to say they had not conducted an assessment within the past three years; approximately half (48.3%) of schools in this group responded "No." However, only 20.7 percent of schools this size reported not knowing about assessment of CCR activities.

Finally, participants who indicated that their schools had conducted assessment of their CCR initiatives were asked to report findings of their assessment efforts. Respondents reported benchmarking indicators of college and career readiness such as high school graduation rates, job placement rates, and standardized test scores such as SAT, ACT, and ACT WorkKeys. Respondents also described findings that revealed the reach of CCR initiatives, including results that led schools to deliver CCR programs to students earlier in their educational careers, beginning in 6th grade. Several respondents described how assessment results pointed to a need for increased partnerships with business and the community.

Participants also described an increased understanding of the career choice process. For example, respondents reported that their assessments indicated that students were interested in information about entry-level jobs not requiring a four-year degree, fields closely related to the work family members did, and the job market in their area. Some described assessment results that highlighted the role of the family in the career and college choice process and emphasized the importance of delivering good information to those critical individuals in students' lives.

Furthermore, some respondents noted that their assessment results were used to provide information about students' college readiness. They described both positive and negative changes in postsecondary enrollment and achievement rates, including measures such as passing rates in first-semester courses and the number of professional certifications. Several described results that highlighted undermatching between students and their postsecondary choices. One respondent suggested that students "play it safe with college applications." Another participant suggested a structural and financial reason for undermatching: "Students feel trapped by in-state lottery scholarships and don't pursue potentially better matches with out-of-state universities."

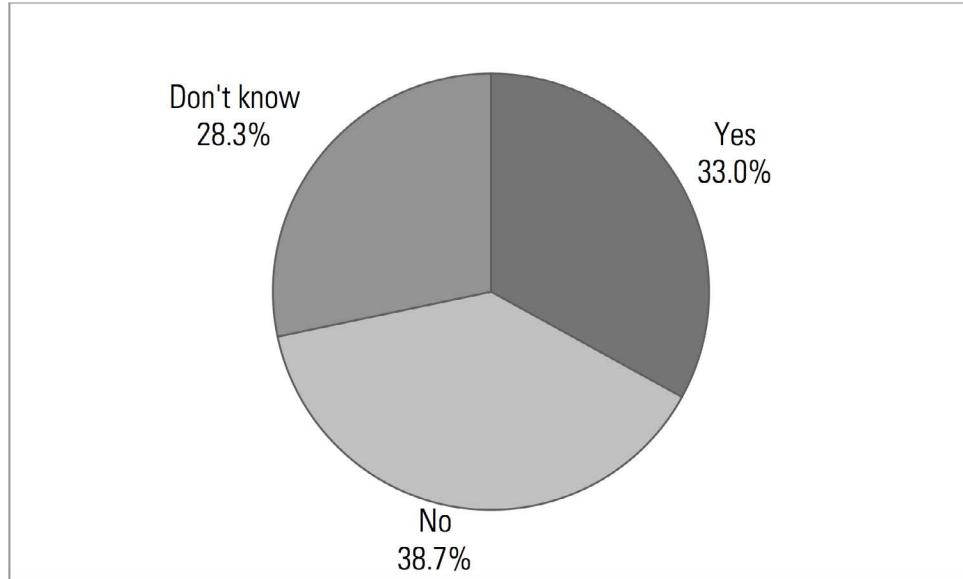


Figure 7. Percentage of schools reporting assessment of CCR programs in past three years.

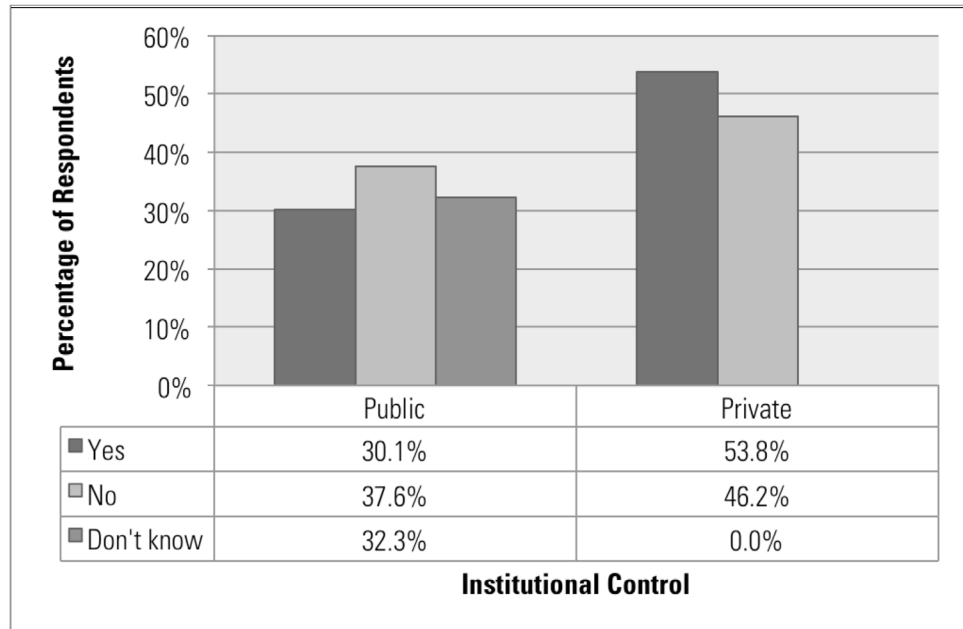


Figure 8. Percentage of schools reporting assessment of CCR programs in past three years, organized by institutional control.

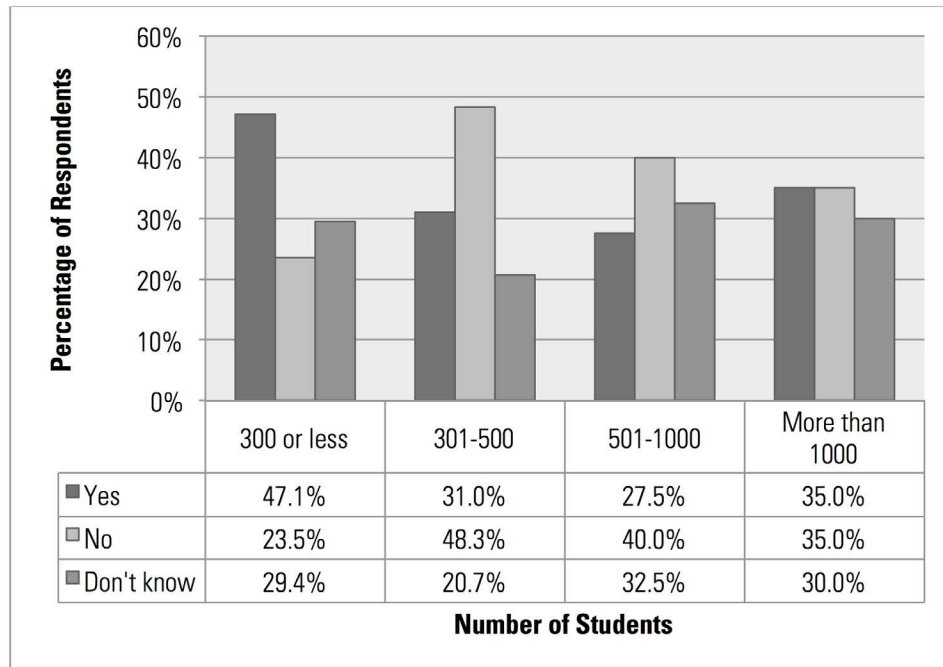


Figure 9. Percentage of schools reporting assessment of CCR programs in past three years, organized by student enrollment.

Discussion

The South Carolina College and Career Readiness Survey was conducted to gather information about the efforts of middle and high schools in the state focused on CCR. The findings elucidated several key points related to the current practice in South Carolina. The discussion that follows addresses top CCR objectives, career readiness initiatives, college readiness initiatives, CCR staffing, partnerships, and assessment.

CCR Objectives

The most frequently named top objectives for middle and high schools in South Carolina were career exploration, college-level academic behaviors, critical thinking, and workforce readiness. Taken in sum, these objectives fit very well with the state-wide goals outlined in the *Profile of the South Carolina Graduate* (South Carolina Education Oversight Committee, 2015). However, public schools in the responding sample more frequently identified career-oriented objectives than did private schools. Accordingly, private schools more often listed college-focused objectives than did public schools.

These results should not be interpreted as suggesting that public schools are negligent when it comes to college preparation. Public schools in South Carolina are larger than private schools and are likely to serve students from a greater diversity of backgrounds. Thus, school faculty, staff, and administration working to achieve CCR goals might be focusing their efforts where they will have the broadest effect. That is to say, high school students will eventually enter the workforce, regardless of the path they take once they graduate. Engaging students in a conversation about careers and the necessary steps required to establish a successful one will meet the needs of nearly all students and will naturally open avenues for conversations about a variety of postsecondary opportunities, such as degree and certificate programs, military service, and careers. As a result, the discussion of college and university training is then framed under a career-oriented objective. Such a strategy may be beneficial when working with students whose families have limited exposure to postsecondary training and who might not see the economic value of delayed entry into the workforce while simultaneously accruing debt. Placing career options at the forefront helps students and influential others in their lives better understand the cost–benefit analysis of further education and training.

Career Readiness Initiatives

Because highlighting career-oriented objectives is an efficient way to reach large numbers of students in terms of career and college readiness, it stands to reason that the career-related initiatives that reached the greatest proportion of students were focused on career exploration, including resources, workshops, fairs, and visits from business and industry representatives. Career readiness initiatives that required specific hands-on supervised practice experiences such as co-ops, internships, and apprenticeships reached the smallest proportion on campuses. These initiatives are likely targeted at students who are interested in specific fields, who naturally belong to smaller subsets and may have already decided on career paths.

Respondents from public schools reported offering all career readiness initiatives with greater frequency than those from private schools, signaling that public schools were more likely to offer a greater number and variety of career-related initiatives. This finding also gives evidence that the efforts of public schools are aligned with their stated objectives and points to an intentional approach to the initiatives they offer. Conversely, no career-related initiative was particularly prevalent at private institutions, which also mirrored the lower prevalence of career development objectives. To better address the skills that hiring managers want, such as critical thinking, communication, and professional intelligence, career preparation initiatives should aim to provide these essential competencies. Employers in the state of South Carolina have pointed to these skills as particularly important to their new employees (Petcu, Frakes, Hoffman, & Young, 2016). Using these skills as a guidepost for developing outcomes of career-preparation initiatives are useful in fulfilling both college and career readiness aims, as the aforementioned workforce proficiencies translate to student success skills in college (Conley, 2012).

College Readiness Initiatives

Career exploration may serve as a useful pathway to postsecondary education, yet certain processes, procedures, and knowledge are specific to college application, admission, and enrollment. Private schools were more focused on college readiness initiatives than public schools. Respondents from private schools indicated they offered all college readiness initiatives more frequently than did public schools. Notwithstanding, several college readiness programs were prevalent at a majority of public schools in South Carolina. For example, more than half of the participating public schools reported offering seven of the 18 college readiness initiatives identified in this survey. An additional seven were present at more than a third of responding public schools.

Comparatively, private schools have the edge in the number of college readiness initiatives that are offered. However, it is fair to say that college readiness programs are offered by schools of all types, regardless of size or control. Visits to colleges, visits from college representatives, and scholarship application assistance tended to be the kinds of initiatives most frequently delivered by the responding schools. However, only visits from college representatives reached more than half of the students at a majority of schools in the sample. When schools reported offering programs supporting writing and academic skills, those efforts tended to reach large proportions of students.

Schools have the challenge of developing meaningful college readiness programs that deliver information at the appropriate time for middle and high school students. For instance, it makes little sense to offer college application assistance to students in middle school. Because public schools in the sample were more likely to offer instruction either at the middle or high school level, but not both, differences in results for the two categories of schools should be interpreted with this in mind.

CCR Staffing

Although it is important to know what kinds of activities schools are engaged in with respect to college and career readiness, it's also important to keep in mind that the delivery and quality of these initiatives are largely dependent on those who will carry them out. Every private school that responded had staff with CCR as a primary responsibility, and approximately two-thirds of public schools reported the same. However, at the schools with staff members who have CCR as a primary responsibility, those staff members most often have other responsibilities as well, regardless of school control or school size (with the exception of the schools with fewer than 300 students).

In addition, larger public schools reported having larger numbers of school counselors. Yet, even when there are more counselors commensurate with the size of the student body and in line with the ASCA recommended student-to-counselor ratio, more individuals responsible for executing and achieving objectives tends to result in more complex coordination.

All these things taken together suggest that responsibility for CCR in public schools appears to be more

diffuse. This finding has implications for how CCR activities are coordinated and for the quality of the implementation of the programs. We need more information about how the initiatives are carried out in the various types of schools to evaluate the quality of that implementation. Additionally, we need more information to understand fully how CCR staffing patterns influence the structural features of CCR programs, such as number of offerings of each initiative, the number of students per instance, and the resources available to those who are coordinating each initiative.

Assessment

Accountability is a core part of the ASCA (2012) National Model. Without formal assessment and evaluation of the CCR programs, schools will have an incomplete understanding of how well these programs are meeting their intended objectives. ASCA recommends that schools “use data to show the impact of the school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students” (p. 4). Despite the recommendation, results from the survey indicated that only one third of responding schools reported that they had recently assessed any aspect of their CCR programs. Additionally, large numbers of respondents, particularly those in public schools, were not aware if any aspect of their CCR initiatives had been assessed or evaluated recently.

One reason that assessment may have been reported infrequently or at least hidden is that Those charged with carrying out the implementation of CCR initiatives in South Carolina schools are likely to be busy with additional responsibilities, which leaves assessment as an optional or additional activity of lower importance. Administrators should support assessment – using evidence to guide action and to improve the results for all students – by rewarding faculty and staff and providing resources to support evaluation of CCR programs. Support may take the form of dedicated and protected time, human resources, and professional development. Teaching and counseling staff who are tasked with carrying out CCR initiatives should seek out ways to gather, analyze, interpret, and use evidence to improve their efforts. Assessment should be viewed as an investment in the effectiveness of CCR efforts rather than simply a divestment of current resources.

Conclusion

The study reported here was an exploratory effort and the first of its kind to chronicle the current practice of college and career readiness initiatives in South Carolina. The survey shows clearly that the middle and high schools in the state are engaged in a multiplicity of initiatives, several of which have a wide reach among students in South Carolina. However, the study also elucidated many questions that point to directions for future research. How do schools make decisions about which CCR initiatives to implement? How do schools implement CCR initiatives? How do schools coordinate CCR programs to meet internally developed and externally determined objectives when responsibility for CCR is more diffuse throughout the school? We would also like to know more about school counselors, as they are integral to successful CCR programs and advisement. We found that most middle and high schools in South Carolina meet or exceed the ASCA recommended student-to-counselor ratio of 250:1. However, we don't yet know how counselors are trained in CCR, what the turnover rates are, and how school administration makes decisions about hiring and training counselors.

What is certain is that the need for sustained attention to the development of an educated workforce will persist in the long run. Thus, an important undercurrent in the conversation about educating college- and career-ready graduates is the sustainability of the efforts that schools reported in this survey. It remains incumbent on stakeholders on all levels—state, district, school, community, business, postsecondary, and student—to create conditions where success can flourish. A continued and intentional program of research, evaluation, and practice is essential for this vision to be realized.

Appendix A: Method

Population

The population for the 2016 South Carolina Survey of College and Career Readiness was comprised of principals and guidance counselors at public and private schools that offered instruction in Grades 6 through 12 in South Carolina. The contact information of the public institutions was gathered from a list of principals provided by the South Carolina Education Oversight Committee. For the private institutions, a list of schools in South Carolina was pulled from the Private School Universe Survey conducted by the National Center of Education Statistics. Contact information for heads of schools was then gathered from school websites.

Survey Administration

The survey was constructed by the National Resource Center for The First-Year Experience and Students in Transition with collaboration from the Center of Excellence for College and Career Readiness. The distribution, administration, and general data management of the survey instrument were done with Baseline, a web-based survey technology program operated by CampusLabs that is designed for assessing student involvement, learning outcomes, and strategic planning.

On September 24, 2015, the survey was launched; the invitation to participate was sent to 626 principals and heads of schools via e-mail. Following the launch, reminder e-mails were sent to non-respondents on October 1, 2015 and October 6, 2015. The initial administration yielded 74 responses, which constituted an 11.8% (74/626) response rate.

The survey was intended to close on October 15, 2015, but due to the low response rates, the National Resource Center and the Center of Excellence for College and Career Readiness decided to relaunch the survey on November 11. Additional efforts to encourage participation included calling and emailing all institutions that had not yet responded. A message encouraging participation was included in a Palmetto State School Counselor's Association newsletter.

From November 2015 to January 2016, staff at the National Resource Center began making phone calls to encourage participation from administrators at schools that had not responded. Contact information for staff, including school counselors and new principals, were acquired through Google searches. For this reason, schools without updated contact information on their websites could not be contacted to participate in the survey. Additionally, attendees of the P20 CCR Summit held in March were asked to respond. These efforts resulted in an additional 67 responses.

The survey administration closed on March 31. A total of 141 institutions responded, indicating a 22.5% response rate.

Analyses

All data collected in this survey were categorical, and therefore analyses were limited to counts and frequencies. The frequencies were calculated and reported in the aggregate for all responses and disaggregated by institutional control (i.e., public or private) and number of students enrolled. A number of recoding techniques were used to create the comparison groups described throughout the research report and the tables reporting the distribution of responses. For example, the original measure of student enrollment had a response set of 12 options, ranging from less than 100 and increasing in intervals up to more than 4,000 students. Student enrollment was collapsed into four categories representing similar proportions of responding schools.

Statistical Significance

Given the categorical nature of the data collected by this survey, chi-square analyses would be the most appropriate analyses used to test for statistical significance in the distribution of responses between groups. However, for chi-square analyses to be dependable, a large overall sample size and large cell sizes are required. Though the 141 cases in our sample comprises a reasonable overall sample size, the variability across response sets produced some extremely low cell sizes (below 10). Testing for significance with such low cell sizes could produce inaccurate findings, and so inferential tests were not conducted. The findings reported throughout this research report thus do not allow inferences about the groups; they are presented only as descriptive statistics.

Appendix B: Survey Instrument

A Study of the State of College and Career Readiness Programs in South Carolina Secondary School Level

This survey seeks to document and describe characteristics of programs, initiatives, and services in educational settings aimed at promoting college and career readiness. College and career readiness programs are the educational offerings that provide students with the key cognitive strategies, content knowledge, academic behaviors, and contextual skills and knowledge required to enter and succeed in the workforce or postsecondary education after graduation. Examples of these programs include: college or job application assistance; community, business, and/or school partnerships; job and college fairs; informational visits from industry or institutions of higher education representatives; and courses or workshops to prepare students for success after graduation.

[Definition of College and Career Readiness programs to appear at the top of each page of the online questionnaire]

Institutional Information

1. Name of school: _____

2. Name of person responding to the survey: _____

3. Title of person responding to the survey: _____

4. E-mail address of person responding to the survey: _____

5. Is your school public or private?

☐ Public

☐ Private

6. What grades are taught at your school? (Check all that apply)

☐ 6

☐ 7

☐ 8

- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12

7. What is the total number of students enrolled in your school?

- ☐ 100 or less
- ☐ 101-200
- ☐ 201-300
- ☐ 301-400
- ☐ 401-500
- ☐ 501-1,000
- ☐ 1,001-1,500
- ☐ 1,501-2,000
- ☐ 2,001-3,000
- ☐ 3,001-4,000
- ☐ 4,001-5,000
- ☐ More than 5,000

8. Please indicate which (if any) of the following types apply to your school: (Select all that apply.) [Public schools only]

- ☐ Charter
- ☐ Magnet
- ☐ Online-only
- ☐ Other, please specify: _____

9. Please indicate which (if any) of the following types apply to your school: (Select all that apply.) [Private schools only]

- ☐ Independent
- ☐ Online
- ☐ Proprietary
- ☐ Religiously affiliated or parochial
- ☐ Other, please specify: _____

10. What percentage of students at your school are eligible for free or reduced lunch? [Private schools only]

- ☐ None of our students are eligible for free or reduced lunch
- ☐ 10% or less
- ☐ 11-20%
- ☐ 21-30%
- ☐ 31-40%

- ☐ 41-50%
- ☐ 51-60%
- ☐ 61-70%
- ☐ 71-80%
- ☐ 81-90%
- ☐ 91-100%

Administration of College and Career Readiness

11. Is there a teacher or staff member whose primary responsibility is college and career readiness at your school?

- ☐ Yes
- ☐ No [*Skip to Question 16*]
- ☐ I don't know [*Skip to Question 16*]

12. What is the title of the teacher or staff member whose primary responsibility is college and career readiness programs? _____

13. Does this person have another responsibility at your school?

- ☐ Yes
- ☐ No [*Skip to Question 16*]
- ☐ I don't know [*Skip to Question 16*]

14. How many school counselors does your school employ?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12
- ☐ 13
- ☐ 14
- ☐ 15
- ☐ 16
- ☐ 17

- ☐ 18
- ☐ 19
- ☐ 20 or more

15. How many of these counselors have specific responsibilities for college and career readiness initiatives or programs?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12
- ☐ 13
- ☐ 14
- ☐ 15
- ☐ 16
- ☐ 17
- ☐ 18
- ☐ 19
- ☐ 20 or more

Students in College and Career Readiness

16. What specific student populations are required to participate in college and career readiness programs (e.g., students enrolled in certain course clusters, students identified as high risk, students in gifted and talented education programs)? _____

College and Career Readiness Initiatives

17. What are the **top three (3) objectives** of college and career readiness programs at your school?

- ☐ Compliance with state mandates
- ☐ Connecting students to community resources for college and career readiness
- ☐ Connecting students to college and career readiness service providers
- ☐ Developing college-level academic behaviors

- ☐ Developing communication skills
- ☐ Developing critical-thinking skills
- ☐ Developing workforce-readiness skills
- ☐ Improving academic profile of school
- ☐ Improving college attendance rates
- ☐ Improving employment rates
- ☐ Improving graduation rates
- ☐ Providing career exploration
- ☐ Providing college admissions test preparation (e.g., ACT, SAT)
- ☐ Providing college-choice information
- ☐ Providing college enrollment information
- ☐ Providing job-matching services
- ☐ Providing job-specific training
- ☐ Providing opportunities for internships, apprenticeships, or co-ops
- ☐ Providing support for the college application process
- ☐ Providing support for the job application process
- ☐ Providing workforce-skills test preparation (e.g., ACT WorkKeys)
- ☐ Other, please specify: _____

18- 116. Please indicate which of the following college and career readiness programs are present at your school (*Presence*), the length of time each has been in place at your school (*Duration*), and the percentage of students who engage in each program (*Reach*):

Respondents will be asked to respond to the following about each of the programs present at their schools:

Presence: Which of the following [group of CCR programs] is present at your school? (Yes, No, I don't know.)

Duration: How long has the program been in place? (1 year or less, 2 to 3 years, 4 to 5 years, 6 to 10 years, more than 10 years)

Reach: How many students engage with this program? (drop-down menu with options in 10% increments)

Program	Presence	Duration	Reach
<i>Career Readiness</i>			
ACT WorkKeys preparation classes or workshops (provided by school or district staff)			
Apprenticeship programs			
Career exploration resources			
Career fairs			
Co-op programs			
Internship programs			
Job shadowing programs			
Visits from business or industry representatives			
Visits to businesses and/or industry			
<i>Job application assistance</i>			
Career exploration workshops			
Job application assistance, literature			
Job application assistance, online tools			
Job application assistance, workshops for students			
Job application assistance, workshops for parents or family			
Résumé preparation workshops			
<i>College readiness</i>			
Academic skills development resources			
College fairs			
SAT or ACT test preparation classes (provided by school or district staff)			
Visits from college representatives (e.g., admissions counselors, academic advisors, student recruiters)			
Visits to colleges and/or universities			
Writing skills development resources			
<i>College application assistance</i>			
Assistance applying for financial aid			
Assistance applying for scholarships			
Assistance filling out Common Application			
College application assistance, literature			
College application assistance, online tools			
College application assistance, workshops for students			
College application assistance, workshops for parents or family			
<i>Curricular initiatives</i>			
Advanced placement (AP) courses			
Career exploration course			
College and career readiness course			
Dual enrollment (please specify college(s) where credit is earned)			
International baccalaureate (IB) courses			
Student clubs, organizations, or professional societies focused on careers (e.g., FBLA, FFA)			

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Program	Presence	Duration	Reach
<i>Third-party services and resources</i>			
ACT WorkKeys preparation classes or workshops (provided by third-party, such as business or nonprofit group)			
Connecting students with online sources of information (e.g., College Scorecard, Big Future, College Results Online)			
Contracting with paid college choice or application consultants to meet with students			
Contracting with paid job application consultants to meet with students			
Providing access to college information publications (e.g., Barron's, Princeton Review, US News & World Report)			
Providing space and/or time for paid college choice or application consultants to meet with students			
Providing space and/or time for paid job application consultants to meet with students			
Résumé preparation workshops by third-party providers			
SAT or ACT test preparation classes (provided by third-party, such as business or nonprofit group)			
<i>Partnerships</i>			
Partnership with business or industry [If "Yes" Display Q117]			
Partnership with college or university [If "Yes" Display Q118 and Q119]			
Partnership with community (e.g., collaborations with city or county government, teaming up with a local civic organization). [If "Yes" Display Q120]			

117. Please describe the college and career readiness partnership(s) between your school and business.

118. Please indicate which colleges and/or universities have college and career readiness partnerships with your school.

119. Please describe the college and career readiness partnership(s) between your school and colleges and/or universities.

120. Please describe the college and career readiness partnership(s) between your school and the community (e.g., collaboration with city or county government to provide local college and career related information, teaming up with a local civic organization to provide college and career readiness activities).

121-127: Please select as many as five (5) of the initiatives reaching the greatest proportion of students at each grade level:

6th Grade: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

[Drop-down menus with full list of initiatives from Q18-116]

7th Grade: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

[Drop-down menus with full list of initiatives from Q18-116]

8th Grade: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

[Drop-down menus with full list of initiatives from Q18-116]

9th Grade: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

[Drop-down menus with full list of initiatives from Q18-116]

10th Grade: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

[Drop-down menus with full list of initiatives from Q18-116]

11th Grade: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

[Drop-down menus with full list of initiatives from Q18-116]

12th Grade: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

[Drop-down menus with full list of initiatives from Q18-116]

Assessment or Evaluation of College and Career Readiness Programs

128. Has your school assessed or evaluated any aspect of your college and career readiness programs within the past three (3) years?

- ☐ Yes [*Go to Question 129*]
☐ No [*Skip to end*]
☐ I don't know [*Skip to end*]

129. Please describe up to three (3) of the most significant findings from any assessment or evaluation of college and career readiness programs conducted within the past three (3) years:

1. _____
2. _____
3. _____

130. Please describe up to three (3) of the most significant changes or improvements that have come about as a result of assessment or evaluation of college and career readiness programs within the past three (3) years:

1. _____
2. _____
3. _____

Appendix C: Comprehensive Frequency Distribution Tables from the Carolina College and Career Readiness Programs Survey – 2015-2016

Survey question/responses	Institution control		Number of students enrolled								Total	
	Public		Private		300 or less		301-500		501-1,000		More than 1,000	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q11. Is there a teacher or staff member whose primary responsibility is college and career readiness at your school?												
Yes	76	61.3	17	100.0	17	65.4	27	73.0	30	60.0	19	67.9
No	48	38.7	0	0.0	9	34.6	10	27.0	20	40.0	9	32.1
Total	124	100.0	17	100.0	26	100.0	37	100.0	50	100.0	28	100.0
Q13. Does this person have another responsibility at your school?												
Yes	52	68.4	13	76.5	15	88.2	16	59.3	22	73.3	12	63.2
No	22	28.9	4	23.5	2	11.8	10	37.0	8	26.7	6	31.6
I don't know	2	2.6	0	0.0	0	0.0	1	3.7	0	0.0	1	5.3
Total	76	100.0	17	100.0	17	100.0	27	100.0	30	100.0	19	100.0
Q14. How many school counselors does your school employ?												
1	32	32.0	11	64.7	19	76.0	18	48.6	4	8.0	2	7.1
2	40	32.5	3	17.6	4	16.0	18	48.6	20	40.0	1	3.6
3	31	25.2	0	0.0	2	8.0	0	0.0	22	44.0	7	25.0
4	8	6.5	3	17.6	0	0.0	1	2.7	4	8.0	6	21.4
5	5	4.1	0	0.0	0	0.0	0	0.0	0	0.0	5	17.9
6	2	1.6	0	0.0	0	0.0	0	0.0	0	0.0	2	7.1
7	3	2.4	0	0.0	0	0.0	0	0.0	0	0.0	3	10.7
8	1	0.8	0	0.0	0	0.0	0	0.0	0	0.0	1	3.6
9 or more	1	0.8	0	0.0	0	0.0	0	0.0	0	0.0	1	3.6
Total	123	100.0	17	100.0	25	100.0	37	100.0	50	100.0	28	100.0

Table continues on page S3

Table continued from page S2

Survey question/responses	Institution control				Number of entering first-year students								Total	
	Public		Private		300 or less		301-500		501-1,000		More than 1,000		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q15. How many of these counselors have specific responsibilities for college and career readiness initiatives or programs?														
1	55	44.7	15	88.2	20	80.0	25	67.6	17	34.0	8	28.6	70	50.0
2	37	30.1	2	11.8	4	16.0	12	32.4	21	42.0	2	7.1	39	27.9
3	18	14.6	0	0.0	1	4.0	0	0.0	12	24.0	5	17.9	18	12.9
4	5	4.1	0	0.0	0	0.0	0	0.0	0	0.0	5	17.9	5	3.6
5	2	1.6	0	0.0	0	0.0	0	0.0	0	0.0	2	7.1	2	1.4
6	1	0.8	0	0.0	0	0.0	0	0.0	0	0.0	1	3.6	1	0.7
7	3	2.4	0	0.0	0	0.0	0	0.0	0	0.0	3	10.7	3	2.1
8	1	0.8	0	0.0	0	0.0	0	0.0	0	0.0	1	3.6	1	0.7
9 or more	1	0.8	0	0.0	0	0.0	0	0.0	0	0.0	1	3.6	1	0.7
Total	123	100.0	17	100.0	25	100.0	37	100.0	50	100.0	28	100.0	140	100.0

Table continues on page S4

Table continued from page S2

Survey question/responses	Institution control				Number of entering first-year students										Total	
	Public		Private		300 or less		301-500		501-1,000		More than 1,000					
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q17: What are the top three (3) objectives of college and career readiness programs at your school?																
Connecting students to community resources	29	24.6	2	11.76	5	20.8	6	16.7	15	31.3	5	18.5	31	23.0		
Connecting students to college and career readiness service providers	14	11.9	0	0.0	1	4.2	5	13.9	6	12.5	2	7.4	14	10.4		
Developing college-level academic behaviors	32	27.1	10	58.8	10	41.7	13	36.1	12	25.0	7	25.9	42	31.1		
Developing communication skills	28	23.7	0	0.0	4	16.7	9	25.0	13	27.1	2	7.4	28	20.7		
Developing critical-thinking skills	30	25.4	6	35.3	9	37.5	13	36.1	12	25.0	2	7.4	36	26.7		
Developing workforce-readiness skills	36	30.5	0	0.0	3	12.5	10	27.8	14	29.2	9	33.3	36	26.7		
Improving the academic profile of the school	8	6.8	0	0.0	1	4.2	1	2.8	2	4.2	4	14.8	8	5.9		
Improving college attendance rates	7	5.9	0	0.0	1	4.2	2	5.6	4	8.3	0	0.0	7	5.2		
Improving employment rates	2	1.7	0	0.0	0	0.0	1	2.8	1	2.1	0	0.0	2	1.5		
Improving graduation rates	32	27.1	0	0.0	6	25.0	6	16.7	9	18.8	11	40.7	32	23.7		
Providing career exploration	50	42.4	2	11.8	8	33.3	12	33.3	22	45.8	10	37.0	52	38.5		
Providing college admissions test preparation (e.g., ACT, SAT)	14	11.9	5	29.4	4	16.7	5	13.9	6	12.5	4	14.8	19	14.1		
Providing college-choice information	18	15.3	9	52.9	5	20.8	8	22.2	8	16.7	6	22.2	27	20.0		
Providing college enrollment information	5	4.2	5	29.4	2	8.3	2	5.6	4	8.3	2	7.4	10	7.4		
Providing job-matching services	2	1.7	0	0.0	0	0.0	0	0.0	1	2.1	1	3.7	2	1.5		
Providing job-specific training	6	5.1	0	0.0	1	4.2	2	5.6	2	4.2	1	3.7	6	4.4		
Providing opportunities for internships, apprenticeships, or co-ops	7	5.9	0	0.0	0	0.0	3	8.3	2	4.2	2	7.4	7	5.2		
Providing support for the college application process	11	9.3	10	58.8	5	20.8	5	13.9	3	6.3	8	29.6	21	15.6		
Providing support for the job application process	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0		
Providing workforce-skills test preparation (e.g., ACT WorkKeys)	15	12.7	0	0.0	4	16.7	3	8.3	5	10.4	3	11.1	15	11.1		
Other (please specify)	4	3.4	1	5.9	1	4.2	2	5.6	0	0.0	2	7.4	5	3.7		
Total	118	100.0	17	100.0	24	100.0	36	100.0	48	100.0	27	100.0	135	100.0		

Table continues on page S5

Table continued from page S4

Survey question/responses	Institution control		Number of entering first-year students									
	Public		Private		300 or less		301-500		501-1,000		More than 1,000	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q18: Which of the following career readiness programs are present at your school? (Check all that apply)												
ACT WorkKeys preparation classes or workshops	56	47.5	2	11.8	8	33.3	18	50.0	17	35.4	15	55.6
Apprenticeship programs	23	19.5	1	5.9	3	12.5	8	22.2	5	10.4	8	29.6
Career exploration resources	83	70.3	6	35.3	12	50.0	28	77.8	30	62.5	19	70.4
Career fairs	93	78.8	5	29.4	12	50.0	29	80.6	38	79.2	19	70.4
Co-op programs	19	16.1	0	0.0	1	4.2	9	25.0	5	10.4	4	14.8
Internship programs	35	29.7	4	23.5	7	29.2	12	33.3	9	18.8	11	40.7
Job shadowing programs	86	72.9	6	35.3	14	58.3	25	69.4	29	60.4	24	88.9
Visits from business or industry representatives	92	78.0	3	17.6	12	50.0	26	72.2	34	70.8	23	85.2
Visits to businesses and/or industry	65	55.1	4	23.5	11	45.8	21	58.3	20	41.7	17	63.0
Other career readiness program(s) (please specify)	24	20.3	1	5.9	1	4.2	5	13.9	12	25.0	7	25.9
None of the above	3	2.5	5	29.4	4	16.7	2	5.6	2	4.2	0	0.0
Total	118	100.0	17	100.0	24	100.0	36	100.0	48	100.0	27	100.0
Q19: Which of the following job application assistance programs are present at your school? (Check all that apply)												
Career exploration workshops	54	45.8	2	11.8	7	29.2	17	47.2	16	33.3	16	59.3
Job application assistance, literature	34	28.8	1	5.9	6	25.0	9	25.0	9	18.8	11	40.7
Job application assistance, online tools	29	24.6	1	5.9	2	8.3	11	30.6	8	16.7	9	33.3
Job application assistance, workshops for students	30	25.4	0	0.0	6	25.0	7	19.4	11	22.9	6	22.2
Job application assistance, workshops for parents or family	9	7.6	0	0.0	1	4.2	4	11.1	2	4.2	2	7.4
Résumé preparation workshops	56	47.5	6	35.3	13	54.2	20	55.6	12	25.0	13	48.1
Other job application assistance program(s) (please specify)	10	8.5	1	5.9	1	4.2	3	8.3	4	8.3	3	11.1
None of the above	25	21.2	9	52.9	7	29.2	8	22.2	16	33.3	3	11.1
Total	118	100.0	17	100.0	24	100.0	36	100.0	48	100.0	27	100.0

Table continues on page S6

Table continued from page 55

Survey question/responses	Institution control				Number of entering first-year students												Total	
	Public		Private		300 or less			301-500			501-1,000			More than 1,000			Total	
	Freq.	%	Freq.	%	Freq.	%		Freq.	%		Freq.	%		Freq.	%		Freq.	%
Q20: Which of the following college readiness programs are present at your school? (Check all that apply)																		
Academic skills development resources	55	46.6	10	58.8	10	41.7		23	63.9		20	41.7		12	44.4		65	48.1
College fairs	65	55.1	12	70.6	13	54.2		24	66.7		22	45.8		18	66.7		77	57.0
SAT or ACT test preparation classes (provided by school or district staff)	63	53.4	13	76.5	15	62.5		19	52.8		21	43.8		21	77.8		76	56.3
Visits from college representatives (e.g., admissions counselors, academic advisors, student recruiters)	76	64.4	16	94.1	18	75.0		24	66.7		29	60.4		21	77.8		92	68.1
Visits to colleges and/or universities	82	69.5	14	82.4	17	70.8		30	83.3		26	54.2		23	85.2		96	71.1
Writing skills development resources	41	34.7	11	64.7	13	54.2		18	50.0		12	25.0		9	33.3		52	38.5
Other college readiness program(s) (please specify)	18	15.3	3	17.6	6	25.0		4	11.1		8	16.7		3	11.1		21	15.6
Total	118	100.0	17	100.0	24	100.0		36	100.0		48	100.0		27	100.0		135	100.0
Q21: Which of the following college application assistance programs are present at your school? (Check all that apply)																		
Assistance applying for financial aid	63	53.4	10	58.8	15	62.5		23	63.9		18	37.5		17	63.0		73	54.1
Assistance applying for scholarships	69	58.5	17	100.0	20	83.3		24	66.7		22	45.8		20	74.1		86	63.7
Assistance filling out the Common Application	51	43.2	14	82.4	14	58.3		18	50.0		18	37.5		15	55.6		65	48.1
College application assistance, literature	56	47.5	13	76.5	15	62.5		20	55.6		17	35.4		17	63.0		69	51.1
College application assistance, online tools	49	41.5	11	64.7	10	41.7		19	52.8		15	31.3		16	59.3		60	44.4
College application assistance, workshops for students	47	39.8	13	76.5	14	58.3		17	47.2		14	29.2		15	55.6		60	44.4
College application assistance, workshops for parents or family	39	33.1	11	64.7	12	50.0		13	36.1		13	27.1		12	44.4		50	37.0
Other college application assistance program(s) (please specify)	8	6.8	4	23.5	0	0.0		5	13.9		2	4.2		5	18.5		12	8.9
None of the above	38	32.2	0	0.0	3	12.5		9	25.0		21	43.8		5	18.5		38	28.1
Total	118	100.0	17	100.0	24	100.0		36	100.0		48	100.0		27	100.0		135	100.0

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Table continued from page S6

Survey question/responses	Institution control				Number of entering first-year students								Total	
	Public		Private		300 or less		301-500		501-1,000		More than 1,000			
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q22: Which of the following curricular initiatives programs are present at your school? (Check all that apply)														
Advanced placement (AP) courses	53	45.3	12	70.6	12	50.0	15	42.9	21	43.8	17	63.0	65	48.5
Career exploration course(s)	68	58.1	2	11.8	7	29.2	18	51.4	26	54.2	19	70.4	70	52.2
College and career readiness course(s)	48	41.0	4	23.5	6	25.0	17	48.6	16	33.3	13	48.1	52	38.8
Dual enrollment (please specify college(s) where credit is earned)	65	55.6	10	58.8	13	54.2	20	57.1	20	41.7	22	81.5	75	56.0
International baccalaureate (IB) courses	6	5.1	0	0.0	0	0.0	0	0.0	0	0.0	6	22.2	6	4.5
Student clubs, organizations, or professional societies focused on careers (e.g., FBLA, FFA)	69	59.0	4	23.5	10	41.7	21	60.0	22	45.8	20	74.1	73	54.5
Other curricular initiative(s) (please specify)	18	15.4	3	17.6	4	16.7	7	20.0	8	16.7	2	7.4	21	15.7
None of the above	8	6.8	0	0.0	1	4.2	1	2.9	5	10.4	1	3.7	8	6.0
Total	117	100.0	17	100.0	24	100.0	35	100.0	48	100.0	27	100.0	134	100.0
Q23: Please indicate which of the following partnerships are present at your school														
Partnership with business or industry	84	71.8	5	29.4	13	54.2	24	68.6	31	64.6	21	77.8	89	66.4
Partnership with college or university	76	65.0	6	35.3	10	41.7	25	71.4	25	52.1	22	81.5	82	61.2
Partnership with community (e.g., collaborations with city or county government, teaming up with a local civic organization).	58	49.6	8	47.1	10	41.7	17	48.6	21	43.8	18	66.7	66	49.3
Other partnership(s) (please specify)	6	5.1	2	11.8	2	8.3	1	2.9	3	6.3	2	7.4	8	6.0
None of the above	10	8.5	6	35.3	4	16.7	5	14.3	6	12.5	1	3.7	16	11.9
Total	117	100.0	17	100.0	24	100.0	35	100.0	48	100.0	27	100.0	134	100.0

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	Institution control				Number of entering first-year students											
	Public		Private		300 or less			301-500			501-1,000			More than 1,000		
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q24: Which of the following Third-party services and resources are present at your school?																
ACT WorkKeys preparation classes or workshops (provided by a third-party, such as business or nonprofit group)	17	14.5	0	0.0	3	12.5	6	17.1	3	6.3	5	18.5	17	12.7		
Connecting students with online sources of information (e.g., College Scorecard, Big Future, College Results Online)	41	35.0	6	35.3	5	20.8	16	45.7	14	29.2	12	44.4	47	35.1		
Contracting paid college choice or application consultants to meet with students	5	4.3	0	0.0	1	4.2	3	8.6	1	2.1	0	0.0	5	3.7		
Contracting paid job application consultants to meet with students	3	2.6	1	5.9	2	8.3	1	2.9	0	0.0	1	3.7	4	3.0		
Providing access to college information publications (e.g., Barron's, Princeton Review, US News & World Report)	33	28.2	9	52.9	8	33.3	13	37.1	10	20.8	11	40.7	42	31.3		
Providing space and/or time for paid college choice or application consultants to meet with students	15	12.8	2	11.8	4	16.7	6	17.1	4	8.3	3	11.1	17	12.7		
Providing space and/or time for paid job application consultants to meet with students	6	5.1	0	0.0	1	4.2	3	8.6	1	2.1	1	3.7	6	4.5		
Résumé preparation workshops by third-party providers	6	5.1	0	0.0	1	4.2	2	5.7	0	0.0	3	11.1	6	4.5		
SAT or ACT test preparation classes (provided by a business or nonprofit group)	33	28.2	9	52.9	11	45.8	9	25.7	9	18.8	13	48.1	42	31.3		
Other third-party service or resource(s) (please specify)	3	2.6	0	0.0	0	0.0	0	0.0	1	2.1	2	7.4	3	2.2		
None of the above	46	39.3	4	23.5	9	37.5	12	34.3	23	47.9	6	22.2	50	37.3		
Total	117	100.0	17	100.0	24	100.0	35	100.0	48	100.0	27	100.0	134	100.0		
Q25: How long has this program been in place? [ACT WorkKeys preparation classes or workshops (provided by school or district staff)]																
1 year or less	24	53.3	1	50.0	6	75.0	6	40.0	7	53.8	6	54.5	25	53.2		
2 to 3 years	14	31.1	1	50.0	2	25.0	5	33.3	4	30.8	4	36.4	15	31.9		
4 to 5 years	3	6.7	0	0.0	0	0.0	1	6.7	1	7.7	1	9.1	3	6.4		
6 to 10 years	4	8.9	0	0.0	0	0.0	3	20.0	1	7.7	0	0.0	4	8.5		
Total	45	100.0	2	100.0	8	100.0	15	100.0	13	100.0	11	100.0	47	100.0		

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Survey question/responses	Institution control		Number of entering first-year students									
	Public		Private		300 or less		301-500		501-1,000		More than 1,000	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q26. How long has this program been in place? [Apprenticeship programs]												
1 year or less	6	40.0	0	0.0	1	33.3	3	60.0	1	33.3	1	20.0
2 to 3 years	4	26.7	0	0.0	1	33.3	1	20.0	1	33.3	1	20.0
4 to 5 years	2	13.3	0	0.0	0	0.0	0	0.0	1	33.3	1	20.0
6 to 10 years	1	6.7	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0
More than 10 years	2	13.3	1	100.0	1	33.3	1	20.0	0	0.0	1	20.0
Total	15	100.0	1	100.0	3	100.0	5	100.0	3	100.0	5	100.0
Q27. How long has this program been in place? [Career exploration resources]												
1 year or less	3	4.4	1	20.0	1	10.0	2	9.1	1	3.8	0	0.0
2 to 3 years	10	14.7	0	0.0	2	20.0	2	9.1	3	11.5	3	20.0
4 to 5 years	13	19.1	2	40.0	2	20.0	6	27.3	5	19.2	2	13.3
6 to 10 years	15	22.1	1	20.0	1	10.0	8	36.4	6	23.1	1	6.7
More than 10 years	27	39.7	1	20.0	4	40.0	4	18.2	11	42.3	9	60.0
Total	68	100.0	5	100.0	10	100.0	22	100.0	26	100.0	15	100.0
Q28. How long has this program been in place? [Career fairs]												
1 year or less	5	6.6	1	25.0	1	10.0	2	8.7	0	0.0	3	18.8
2 to 3 years	10	13.2	0	0.0	0	0.0	1	4.3	6	19.4	3	18.8
4 to 5 years	19	25.0	3	75.0	4	40.0	10	43.5	7	22.6	1	6.3
6 to 10 years	16	21.1	0	0.0	0	0.0	4	17.4	8	25.8	4	25.0
More than 10 years	26	34.2	0	0.0	5	50.0	6	26.1	10	32.3	5	31.3
Total	76	100.0	4	100.0	10	100.0	23	100.0	31	100.0	16	100.0

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Survey question/responses	Institution control		Number of entering first-year students									
	Public		Private		300 or less		301-500		501-1,000		More than 1,000	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q29. How long has this program been in place? [Co-op programs]												
1 year or less	1	7.1	0	0.0	0	0.0	1	14.3	0	0.0	0	0.0
2 to 3 years	5	35.7	0	0.0	1	100.0	1	14.3	1	33.3	2	66.7
4 to 5 years	1	7.1	0	0.0	0	0.0	1	14.3	0	0.0	0	0.0
6 to 10 years	3	21.4	0	0.0	0	0.0	2	28.6	1	33.3	0	0.0
More than 10 years	4	28.6	0	0.0	0	0.0	2	28.6	1	33.3	1	33.3
Total	14	100.0	0	0.0	1	100.0	7	100.0	3	100.0	3	100.0
Q30. How long has this program been in place? [Internship programs]												
1 year or less	5	18.5	1	33.3	3	42.9	2	20.0	0	0.0	1	11.1
2 to 3 years	7	25.9	0	0.0	2	28.6	3	30.0	1	25.0	1	11.1
4 to 5 years	3	11.1	0	0.0	0	0.0	2	20.0	0	0.0	1	11.1
6 to 10 years	5	18.5	0	0.0	0	0.0	1	10.0	2	50.0	2	22.2
More than 10 years	7	25.9	2	66.7	2	28.6	2	20.0	1	25.0	4	44.4
Total	27	100.0	3	100.0	7	100.0	10	100.0	4	100.0	9	100.0
Q31. How long has this program been in place? [Job shadowing programs]												
1 year or less	5	7.0	1	16.7	1	8.3	2	9.5	1	4.0	2	10.5
2 to 3 years	6	8.5	0	0.0	0	0.0	3	14.3	2	8.0	1	5.3
4 to 5 years	19	26.8	3	50.0	4	33.3	8	38.1	7	28.0	3	15.8
6 to 10 years	16	22.5	1	16.7	3	25.0	3	14.3	7	28.0	4	21.1
More than 10 years	25	35.2	1	16.7	4	33.3	5	23.8	8	32.0	9	47.4
Total	71	100.0	6	100.0	12	100.0	21	100.0	25	100.0	19	100.0

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Survey question/responses	Institution control		Number of entering first-year students										Total	
	Public		Private		300 or less		301-500		501-1,000		More than 1,000		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q32. How long has this program been in place? [Visits from business or industry representatives]														
1 year or less	4	5.2	0	0.0	0	0.0	3	15.0	0	0.0	1	5.9	4	5.0
2 to 3 years	17	22.1	1	33.3	2	16.7	3	15.0	9	29.0	4	23.5	18	22.5
4 to 5 years	19	24.7	0	0.0	4	33.3	4	20.0	9	29.0	2	11.8	19	23.8
6 to 10 years	15	19.5	1	33.3	2	16.7	6	30.0	6	19.4	2	11.8	16	20.0
More than 10 years	22	28.6	1	33.3	4	33.3	4	20.0	7	22.6	8	47.1	23	28.8
Total	77	100.0	3	100.0	12	100.0	20	100.0	31	100.0	17	100.0	80	100.0
Q33. How long has this program been in place? [Visits to businesses and/or industry]														
1 year or less	2	3.9	0	0.0	2	13.3	0	0.0	0	0.0	2	3.6	2	3.6
2 to 3 years	11	21.6	0	0.0	1	6.7	5	27.8	4	36.4	11	20.0	11	20.0
4 to 5 years	16	31.4	2	50.0	5	33.3	6	33.3	2	18.2	18	32.7	18	32.7
6 to 10 years	11	21.6	1	25.0	5	33.3	3	16.7	1	9.1	12	21.8	12	21.8
More than 10 years	11	21.6	1	25.0	2	13.3	4	22.2	4	36.4	12	21.8	12	21.8
Total	51	100.0	4	100.0	15	100.0	18	100.0	11	100.0	55	100.0	55	100.0
Q34. How long has this program been in place? [Career exploration workshops]														
1 year or less	3	6.7	1	50.0	0	0.0	1	7.1	1	7.1	2	15.4	4	8.5
2 to 3 years	8	17.8	0	0.0	1	16.7	3	21.4	1	7.1	3	23.1	8	17.0
4 to 5 years	7	15.6	0	0.0	0	0.0	4	28.6	3	21.4	0	0.0	7	14.9
6 to 10 years	12	26.7	0	0.0	3	50.0	4	28.6	3	21.4	2	15.4	12	25.5
More than 10 years	15	33.3	1	50.0	2	33.3	2	14.3	6	42.9	6	46.2	16	34.0
Total	45	100.0	2	100.0	6	100.0	14	100.0	14	100.0	13	100.0	47	100.0

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Survey question/responses	Institution control		Number of entering first-year students										Total	
	Public		Private		300 or less		301-500		501-1,000		More than 1,000		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q35. How long has this program been in place? [Job application assistance, literature]														
1 year or less	2	6.9	0	0.0	0	0.0	0	0.0	0	0.0	2	25.0	2	6.7
2 to 3 years	2	6.9	0	0.0	1	16.7	1	14.3	0	0.0	0	0.0	2	6.7
4 to 5 years	5	17.2	0	0.0	2	33.3	2	28.6	1	11.1	0	0.0	5	16.7
6 to 10 years	8	27.6	0	0.0	1	16.7	3	42.9	3	33.3	1	12.5	8	26.7
More than 10 years	12	41.4	1	100.0	2	33.3	1	14.3	5	55.6	5	62.5	13	43.3
Total	29	100.0	1	100.0	6	100.0	7	100.0	9	100.0	8	100.0	30	100.0
Q36. How long has this program been in place? [Job application assistance, online tools]														
1 year or less	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 to 3 years	3	13.6	0	0.0	2	100.0	1	12.5	0	13.6	0	13.6	3	13.6
4 to 5 years	5	22.7	1	100.0	0	0.0	3	37.5	2	22.7	1	22.7	6	22.7
6 to 10 years	7	31.8	0	0.0	0	0.0	4	50.0	2	31.8	1	31.8	7	31.8
More than 10 years	7	31.8	0	0.0	0	0.0	0	0.0	2	31.8	5	31.8	7	31.8
Total	22	100.0	1	100.0	2	100.0	8	100.0	6	100.0	7	100.0	23	100.0
Q37. How long has this program been in place? [Job application assistance, workshops for students]														
1 year or less	4	17.4	0	0.0	1	16.7	1	20.0	2	28.6	0	0.0	4	17.4
2 to 3 years	6	26.1	0	0.0	3	50.0	1	20.0	0	0.0	2	40.0	6	26.1
4 to 5 years	5	21.7	0	0.0	2	33.3	1	20.0	1	14.3	1	20.0	5	21.7
6 to 10 years	3	13.0	0	0.0	0	0.0	1	20.0	2	28.6	0	0.0	3	13.0
More than 10 years	5	21.7	0	0.0	0	0.0	1	20.0	2	28.6	2	40.0	5	21.7
Total	23	100.0	0	0.0	6	100.0	5	100.0	7	100.0	5	100.0	23	100.0

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Survey question/responses	Institution control		Number of entering first-year students									
	Public		Private		300 or less		301-500		501-1,000		More than 1,000	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q38. How long has this program been in place? [Job application assistance, workshops for parents or family]												
1 year or less	1	14.3	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0
2 to 3 years	3	42.9	0	0.0	1	100.0	0	0.0	2	100.0	0	0.0
4 to 5 years	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6 to 10 years	1	14.3	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0
More than 10 years	2	28.6	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0
Total	7	100.0	0	0.0	1	100.0	2	100.0	2	100.0	2	100.0
Q39. How long has this program been in place? [Résumé preparation workshops]												
1 year or less	7	17.1	0	0.0	2	16.7	2	11.8	2	28.6	1	10.0
2 to 3 years	7	17.1	2	40.0	3	25.0	3	17.6	1	14.3	2	20.0
4 to 5 years	9	22.0	2	40.0	4	33.3	5	29.4	0	0.0	2	20.0
6 to 10 years	9	22.0	0	0.0	1	8.3	4	23.5	3	42.9	1	10.0
More than 10 years	9	22.0	1	20.0	2	16.7	3	17.6	1	14.3	4	40.0
Total	41	100.0	5	100.0	12	100.0	17	100.0	7	100.0	10	100.0
Q40. How long has this program been in place? [Academic skills development resources]												
1 year or less	1	2.4	1	11.1	1	12.5	1	5.9	0	0.0	0	0.0
2 to 3 years	5	11.9	0	0.0	1	12.5	1	5.9	3	17.6	0	0.0
4 to 5 years	11	26.2	3	33.3	3	37.5	7	41.2	3	17.6	1	11.1
6 to 10 years	8	19.0	0	0.0	1	12.5	2	11.8	3	17.6	2	22.2
More than 10 years	17	40.5	5	55.6	2	25.0	6	35.3	8	47.1	6	66.7
Total	42	100.0	9	100.0	8	100.0	17	100.0	17	100.0	9	100.0

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Survey question/responses	Institution control		Number of entering first-year students										Total	
	Public		Private		300 or less		301-500		501-1,000		More than 1,000		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q41. How long has this program been in place? [College fairs]														
1 year or less	6	11.3	1	10.0	1	8.3	3	15.8	3	17.6	0	0.0	7	11.1
2 to 3 years	4	7.5	1	10.0	0	0.0	2	10.5	1	5.9	2	13.3	5	7.9
4 to 5 years	12	22.6	4	40.0	5	41.7	6	31.6	2	11.8	3	20.0	16	25.4
6 to 10 years	11	20.8	2	20.0	4	33.3	3	15.8	4	23.5	2	13.3	13	20.6
More than 10 years	20	37.7	2	20.0	2	16.7	5	26.3	7	41.2	8	53.3	22	34.9
Total	53	100.0	10	100.0	12	100.0	19	100.0	17	100.0	15	100.0	63	100.0
Q42. How long has this program been in place? [SAT or ACT test preparation classes (provided by school or district staff)]														
1 year or less	7	13.5	1	8.3	2	15.4	3	17.6	2	11.1	1	6.3	8	12.5
2 to 3 years	8	15.4	3	25.0	1	7.7	5	29.4	3	16.7	2	12.5	11	17.2
4 to 5 years	8	15.4	4	33.3	5	38.5	3	17.6	2	11.1	2	12.5	12	18.8
6 to 10 years	15	28.8	1	8.3	1	7.7	4	23.5	5	27.8	6	37.5	16	25.0
More than 10 years	14	26.9	3	25.0	4	30.8	2	11.8	6	33.3	5	31.3	17	26.6
Total	52	100.0	12	100.0	13	100.0	17	100.0	18	100.0	16	100.0	64	100.0
Q43. How long has this program been in place? [Visits from college representatives (e.g., admissions counselors, academic advisors, student recruiters)]														
1 year or less	2	3.2	1	7.1	1	6.3	1	5.0	1	4.3	0	0.0	3	3.9
2 to 3 years	8	12.9	3	21.4	2	12.5	0	0.0	6	26.1	3	17.6	11	14.5
4 to 5 years	15	24.2	2	14.3	4	25.0	8	40.0	5	21.7	0	0.0	17	22.4
6 to 10 years	8	12.9	4	28.6	3	18.8	5	25.0	2	8.7	2	11.8	12	15.8
More than 10 years	29	46.8	4	28.6	6	37.5	6	30.0	9	39.1	12	70.6	33	43.4
Total	62	100.0	14	100.0	16	100.0	20	100.0	23	100.0	17	100.0	76	100.0

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Survey question/responses	Institution control		Number of entering first-year students									
	Public		Private		300 or less		301-500		501-1,000		More than 1,000	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q44. How long has this program been in place? [Visits to colleges and/or universities]												
1 year or less	8	11.8	2	15.4	2	14.3	4	15.4	3	13.6	1	5.3
2 to 3 years	13	19.1	2	15.4	2	14.3	2	7.7	6	27.3	5	26.3
4 to 5 years	21	30.9	3	23.1	4	28.6	10	38.5	6	27.3	4	21.1
6 to 10 years	11	16.2	2	15.4	4	28.6	4	15.4	2	9.1	3	15.8
More than 10 years	15	22.1	4	30.8	2	14.3	6	23.1	5	22.7	6	31.6
Total	68	100.0	13	100.0	14	100.0	26	100.0	22	100.0	19	100.0
Q45. How long has this program been in place? [Writing skills development resources]												
1 year or less	4	12.5	2	18.2	4	33.3	2	15.4	0	0.0	0	0.0
2 to 3 years	4	12.5	3	27.3	3	25.0	1	7.7	2	18.2	1	14.3
4 to 5 years	8	25.0	2	18.2	1	8.3	5	38.5	1	9.1	3	42.9
6 to 10 years	6	18.8	0	0.0	1	8.3	2	15.4	2	18.2	1	14.3
More than 10 years	10	31.3	4	36.4	3	25.0	3	23.1	6	54.5	2	28.6
Total	32	100.0	11	100.0	12	100.0	13	100.0	11	100.0	7	100.0
Q46. How long has this program been in place? [Assistance applying for financial aid]												
1 year or less	4	7.5	1	12.5	1	7.1	3	15.0	0	0.0	1	7.7
2 to 3 years	4	7.5	1	12.5	3	21.4	1	5.0	0	0.0	1	7.7
4 to 5 years	17	32.1	1	12.5	2	14.3	6	30.0	7	50.0	3	23.1
6 to 10 years	9	17.0	1	12.5	3	21.4	3	15.0	3	21.4	1	7.7
More than 10 years	19	35.8	4	50.0	5	35.7	7	35.0	4	28.6	7	53.8
Total	53	100.0	8	100.0	14	100.0	20	100.0	14	100.0	13	100.0

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Survey question/responses	Institution control		Number of entering first-year students										Total	
	Public		Private		300 or less		301-500		501-1,000		More than 1,000		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q47. How long has this program been in place? [Assistance applying for scholarships]														
1 year or less	4	7.0	1	6.7	1	5.3	2	9.5	1	6.3	1	6.3	5	6.9
2 to 3 years	5	8.8	3	20.0	2	10.5	4	19.0	0	0.0	2	12.5	8	11.1
4 to 5 years	14	24.6	3	20.0	5	26.3	4	19.0	5	31.3	3	18.8	17	23.6
6 to 10 years	8	14.0	4	26.7	6	31.6	4	19.0	2	12.5	0	0.0	12	16.7
More than 10 years	26	45.6	4	26.7	5	26.3	7	33.3	8	50.0	10	62.5	30	41.7
Total	57	100.0	15	100.0	19	100.0	21	100.0	16	100.0	16	100.0	72	100.0
Q48. How long has this program been in place? [Assistance filling out the Common Application]														
1 year or less	4	9.5	1	8.3	1	7.7	3	18.8	0	0.0	1	8.3	5	9.3
2 to 3 years	12	28.6	3	25.0	6	46.2	3	18.8	3	23.1	3	25.0	15	27.8
4 to 5 years	11	26.2	4	33.3	4	30.8	5	31.3	4	30.8	2	16.7	15	27.8
6 to 10 years	6	14.3	1	8.3	0	0.0	2	12.5	4	30.8	1	8.3	7	13.0
More than 10 years	9	21.4	3	25.0	2	15.4	3	18.8	2	15.4	5	41.7	12	22.2
Total	42	100.0	12	100.0	13	100.0	16	100.0	13	100.0	12	100.0	54	100.0
Q49. How long has this program been in place? [College application assistance, literature]														
1 year or less	1	2.1	1	9.1	1	7.1	1	5.3	0	0.0	0	0.0	2	3.4
2 to 3 years	4	8.3	1	9.1	2	14.3	1	5.3	0	0.0	2	14.3	5	8.5
4 to 5 years	11	22.9	3	27.3	4	28.6	5	26.3	3	25.0	2	14.3	14	23.7
6 to 10 years	9	18.8	1	9.1	3	21.4	3	15.8	3	25.0	1	7.1	10	16.9
More than 10 years	23	47.9	5	45.5	4	28.6	9	47.4	6	50.0	9	64.3	28	47.5
Total	48	100.0	11	100.0	14	100.0	19	100.0	12	100.0	14	100.0	59	100.0

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Survey question/responses	Institution control		Number of entering first-year students									
	Public		Private		300 or less		301-500		501-1,000		More than 1,000	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q50. How long has this program been in place? [College application assistance, online tools]												
1 year or less	4	9.8	1	10.0	2	22.2	1	5.9	2	16.7	0	0.0
2 to 3 years	8	19.5	2	20.0	5	55.6	2	11.8	1	8.3	2	15.4
4 to 5 years	12	29.3	3	30.0	1	11.1	6	35.3	5	41.7	3	23.1
6 to 10 years	7	17.1	1	10.0	0	0.0	5	29.4	1	8.3	2	15.4
More than 10 years	10	24.4	3	30.0	1	11.1	3	17.6	3	25.0	6	46.2
Total	41	100.0	10	100.0	9	100.0	17	100.0	12	100.0	13	100.0
Q51. How long has this program been in place? [College application assistance, workshops for students]												
1 year or less	3	7.7	0	0.0	0	0.0	2	13.3	0	0.0	1	7.7
2 to 3 years	4	10.3	3	27.3	4	33.3	1	6.7	1	10.0	1	7.7
4 to 5 years	14	35.9	3	27.3	4	33.3	6	40.0	4	40.0	3	23.1
6 to 10 years	6	15.4	2	18.2	3	25.0	1	6.7	2	20.0	2	15.4
More than 10 years	12	30.8	3	27.3	1	8.3	5	33.3	3	30.0	6	46.2
Total	39	100.0	11	100.0	12	100.0	15	100.0	10	100.0	13	100.0
Q52. How long has this program been in place? [College application assistance, workshops for parents or family]												
1 year or less	3	8.8	1	11.1	1	9.1	1	8.3	1	10.0	1	10.0
2 to 3 years	6	17.6	0	0.0	2	18.2	1	8.3	2	20.0	1	10.0
4 to 5 years	9	26.5	3	33.3	2	18.2	4	33.3	3	30.0	3	30.0
6 to 10 years	6	17.6	2	22.2	4	36.4	2	16.7	1	10.0	1	10.0
More than 10 years	10	29.4	3	33.3	2	18.2	4	33.3	3	30.0	4	40.0
Total	34	100.0	9	100.0	11	100.0	12	100.0	10	100.0	10	100.0

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Survey question/responses	Institution control		Number of entering first-year students										Total	
	Public		Private		300 or less		301-500		501-1,000		More than 1,000		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q53. How long has this program been in place? [Advanced placement (AP) courses]														
1 year or less	2	5.0	2	20.0	3	27.3	1	9.1	0	0.0	0	0.0	4	8.0
2 to 3 years	6	15.0	1	10.0	2	18.2	3	27.3	2	13.3	0	0.0	7	14.0
4 to 5 years	5	12.5	2	20.0	3	27.3	1	9.1	2	13.3	1	7.7	7	14.0
6 to 10 years	4	10.0	2	20.0	0	0.0	3	27.3	2	13.3	1	7.7	6	12.0
More than 10 years	23	57.5	3	30.0	3	27.3	3	27.3	9	60.0	11	84.6	26	52.0
Total	40	100.0	10	100.0	11	100.0	11	100.0	15	100.0	13	100.0	50	100.0
Q54. How long has this program been in place? [Career exploration course(s)]														
1 year or less	4	7.3	1	100.0	2	40.0	2	14.3	1	4.3	0	0.0	5	8.9
2 to 3 years	9	16.4	0	0.0	0	0.0	3	21.4	4	17.4	2	14.3	9	16.1
4 to 5 years	9	16.4	0	0.0	0	0.0	4	28.6	3	13.0	2	14.3	9	16.1
6 to 10 years	10	18.2	0	0.0	1	20.0	2	14.3	6	26.1	1	7.1	10	17.9
More than 10 years	23	41.8	0	0.0	2	40.0	3	21.4	9	39.1	9	64.3	23	41.1
Total	55	100.0	1	100.0	5	100.0	14	100.0	23	100.0	14	100.0	56	100.0
Q55. How long has this program been in place? [College and career readiness course(s)]														
1 year or less	3	7.3	1	25.0	1	20.0	1	7.1	2	13.3	0	0.0	4	8.9
2 to 3 years	8	19.5	1	25.0	1	20.0	3	21.4	2	13.3	3	27.3	9	20.0
4 to 5 years	8	19.5	0	0.0	0	0.0	4	28.6	3	20.0	1	9.1	8	17.8
6 to 10 years	7	17.1	1	25.0	1	20.0	2	14.3	3	20.0	2	18.2	8	17.8
More than 10 years	15	36.6	1	25.0	2	40.0	4	28.6	5	33.3	5	45.5	16	35.6
Total	41	100.0	4	100.0	5	100.0	14	100.0	15	100.0	11	100.0	45	100.0

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Survey question/responses	Institution control		Number of entering first-year students									
	Public		Private		300 or less		301-500		501-1,000		More than 1,000	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q56. How long has this program been in place? [Dual enrollment]												
1 year or less	3	5.7	0	0.0	1	8.3	0	0.0	2	15.4	0	0.0
2 to 3 years	6	11.3	1	12.5	1	8.3	2	11.1	2	15.4	2	11.1
4 to 5 years	15	28.3	1	12.5	4	33.3	4	22.2	3	23.1	5	27.8
6 to 10 years	14	26.4	4	50.0	4	33.3	8	44.4	3	23.1	3	16.7
More than 10 years	15	28.3	2	25.0	2	16.7	4	22.2	3	23.1	8	44.4
Total	53	100.0	8	100.0	12	100.0	18	100.0	13	100.0	18	100.0
Q57. How long has this program been in place? [International baccalaureate (IB) courses]												
1 year or less	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 to 3 years	2	40.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4 to 5 years	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6 to 10 years	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
More than 10 years	3	60.0	0	0.0	0	0.0	0	0.0	0	0.0	3	100.0
Total	5	100.0	0	0.0	0	0.0	0	0.0	0	0.0	3	100.0
Q58. How long has this program been in place? [Student clubs, organizations, or professional societies focused on careers (e.g., FBLA, FFA)]												
1 year or less	3	5.5	1	33.3	2	25.0	2	12.5	0	0.0	0	0.0
2 to 3 years	5	9.1	0	0.0	0	0.0	2	12.5	2	11.1	1	6.3
4 to 5 years	7	12.7	0	0.0	1	12.5	2	12.5	1	5.6	3	18.8
6 to 10 years	7	12.7	0	0.0	1	12.5	3	18.8	1	5.6	2	12.5
More than 10 years	33	60.0	2	66.7	4	50.0	7	43.8	14	77.8	10	62.5
Total	55	100.0	3	100.0	8	100.0	16	100.0	18	100.0	16	100.0

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Survey question/responses	Institution control		Number of entering first-year students										Total	
	Public		Private		300 or less		301-500		501-1,000		More than 1,000		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q59. How long has this program been in place? [ACT WorkKeys preparation classes or workshops (provided by a third-party, such as business or nonprofit group)]														
1 year or less	7	50.0	0	0.0	3	100.0	0	0.0	1	50.0	3	75.0	7	50.0
2 to 3 years	4	28.6	0	0.0	0	0.0	3	60.0	0	0.0	1	25.0	4	28.6
4 to 5 years	2	14.3	0	0.0	0	0.0	1	20.0	1	50.0	0	0.0	2	14.3
6 to 10 years	1	7.1	0	0.0	0	0.0	1	20.0	0	0.0	0	0.0	1	7.1
More than 10 years	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	14	100.0	0	0.0	3	100.0	5	100.0	2	100.0	4	100.0	14	100.0
Q60. How long has this program been in place? [Connecting students with online sources of information (e.g., College Scorecard, Big Future, College Results Online)]														
1 year or less	4	12.5	1	16.7	1	33.3	1	7.1	2	15.4	1	12.5	5	13.2
2 to 3 years	5	15.6	1	16.7	1	33.3	4	28.6	0	0.0	1	12.5	6	15.8
4 to 5 years	10	31.3	2	33.3	0	0.0	4	28.6	6	46.2	2	25.0	12	31.6
6 to 10 years	6	18.8	1	16.7	0	0.0	3	21.4	3	23.1	1	12.5	7	18.4
More than 10 years	7	21.9	1	16.7	1	33.3	2	14.3	2	15.4	3	37.5	8	21.1
Total	32	100.0	6	100.0	3	100.0	14	100.0	13	100.0	8	100.0	38	100.0
Q61. How long has this program been in place? [Contracting paid college choice or application consultants to meet with students]														
1 year or less	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3
2 to 3 years	1	33.3	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	1	33.3
4 to 5 years	1	33.3	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	1	33.3
6 to 10 years	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
More than 10 years	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	3	100.0	0	0.0	1	100.0	1	100.0	0	0.0	0	0.0	3	100.0

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Survey question/responses	Institution control		Number of entering first-year students										Total	
	Public		Private		300 or less		301-500		501-1,000		More than 1,000		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q62. How long has this program been in place? [Contracting paid job application consultants to meet with students]														
1 year or less	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 to 3 years	1	50.0	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	1	33.3
4 to 5 years	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6 to 10 years	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
More than 10 years	1	50.0	1	100.0	1	50.0	0	0.0	0	0.0	1	100.0	2	66.7
Total	2	100.0	1	100.0	2	100.0	0	0.0	0	0.0	1	100.0	3	100.0
Q63. How long has this program been in place? [Providing access to college information publications (e.g., Barron's, Princeton Review, US News & World Report)]														
1 year or less	0	0.0	1	12.5	1	14.3	0	0.0	0	0.0	0	0.0	1	3.1
2 to 3 years	6	25.0	0	0.0	0	0.0	3	27.3	1	14.3	2	28.6	6	18.8
4 to 5 years	4	16.7	3	37.5	2	28.6	2	18.2	2	28.6	1	14.3	7	21.9
6 to 10 years	3	12.5	2	25.0	1	14.3	3	27.3	1	14.3	0	0.0	5	15.6
More than 10 years	11	45.8	2	25.0	3	42.9	3	27.3	3	42.9	4	57.1	13	40.6
Total	24	100.0	8	100.0	7	100.0	11	100.0	7	100.0	7	100.0	32	100.0
Q64. How long has this program been in place? [Providing space and/or time for paid college choice or application consultants to meet with students]														
1 year or less	4	33.3	0	0.0	0	0.0	2	40.0	1	33.3	1	33.3	4	28.6
2 to 3 years	2	16.7	2	100.0	3	100.0	0	0.0	1	33.3	0	0.0	4	28.6
4 to 5 years	1	8.3	0	0.0	0	0.0	1	20.0	0	0.0	0	0.0	1	7.1
6 to 10 years	2	16.7	0	0.0	0	0.0	1	20.0	1	33.3	0	0.0	2	14.3
More than 10 years	3	25.0	0	0.0	0	0.0	1	20.0	0	0.0	2	66.7	3	21.4
Total	12	100.0	2	100.0	3	100.0	5	100.0	3	100.0	3	100.0	14	100.0

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Survey question/responses	Institution control		Number of entering first-year students									
	Public		Private		300 or less		301-500		501-1,000		More than 1,000	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q65. How long has this program been in place? [Providing space and/or time for paid job application consultants to meet with students]												
1 year or less	3	60.0	0	0.0	0	0.0	2	100.0	1	100.0	0	0.0
2 to 3 years	1	20.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
4 to 5 years	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6 to 10 years	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
More than 10 years	1	20.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
Total	5	100.0	0	0.0	1	100.0	2	100.0	1	100.0	1	100.0
Q66. How long has this program been in place? [Résumé preparation workshops by third-party providers]												
1 year or less	1	20.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
2 to 3 years	1	20.0	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3
4 to 5 years	1	20.0	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3
6 to 10 years	1	20.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
More than 10 years	1	20.0	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3
Total	5	100.0	0	0.0	1	100.0	1	100.0	0	0.0	3	100.0
Q67. How long has this program been in place? [SAT or ACT test preparation classes (provided by a business or nonprofit group)]												
1 year or less	4	14.8	1	14.3	2	25.0	2	25.0	1	14.3	0	0.0
2 to 3 years	6	22.2	1	14.3	1	12.5	2	25.0	0	0.0	4	36.4
4 to 5 years	6	22.2	4	57.1	3	37.5	3	37.5	3	42.9	1	9.1
6 to 10 years	3	11.1	0	0.0	1	12.5	0	0.0	1	14.3	1	9.1
More than 10 years	8	29.6	1	14.3	1	12.5	1	12.5	2	28.6	5	45.5
Total	27	100.0	7	100.0	8	100.0	8	100.0	7	100.0	11	100.0

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Survey question/responses	Institution control		Number of entering first-year students									
	Public		Private		300 or less		301-500		501-1,000		More than 1,000	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q68. How long has this program been in place? [Partnership with business or industry]												
1 year or less	7	10.8	0	0.0	2	20.0	3	15.8	1	4.0	1	6.7
2 to 3 years	10	15.4	2	50.0	1	10.0	2	10.5	7	28.0	2	13.3
4 to 5 years	14	21.5	1	25.0	3	30.0	4	21.1	5	20.0	3	20.0
6 to 10 years	12	18.5	0	0.0	2	20.0	4	21.1	4	16.0	2	13.3
More than 10 years	22	33.8	1	25.0	2	20.0	6	31.6	8	32.0	7	46.7
Total	65	100.0	4	100.0	10	100.0	19	100.0	25	100.0	15	100.0
Q69. How long has this program been in place? [Partnership with college or university]												
1 year or less	4	6.3	1	20.0	2	25.0	0	0.0	2	9.5	1	5.6
2 to 3 years	11	17.5	1	20.0	0	0.0	3	14.3	6	28.6	3	16.7
4 to 5 years	13	20.6	1	20.0	2	25.0	8	38.1	2	9.5	2	11.1
6 to 10 years	13	20.6	1	20.0	3	37.5	4	19.0	4	19.0	3	16.7
More than 10 years	22	34.9	1	20.0	1	12.5	6	28.6	7	33.3	9	50.0
Total	63	100.0	5	100.0	8	100.0	21	100.0	21	100.0	18	100.0
Q70. How long has this program been in place? [Partnership with community (e.g., collaborations with city or county government, teaming up with a local civic organization)]												
1 year or less	2	4.5	0	0.0	1	12.5	0	0.0	1	5.6	0	0.0
2 to 3 years	9	20.5	3	42.9	2	25.0	2	16.7	3	16.7	5	38.5
4 to 5 years	6	13.6	2	28.6	2	25.0	2	16.7	3	16.7	1	7.7
6 to 10 years	13	29.5	0	0.0	1	12.5	3	25.0	6	33.3	3	23.1
More than 10 years	14	31.8	2	28.6	2	25.0	5	41.7	5	27.8	4	30.8
Total	44	100.0	7	100.0	8	100.0	12	100.0	18	100.0	13	100.0

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Survey question/responses	Institution control		Number of entering first-year students										Total	
	Public		Private		300 or less		301-500		501-1,000		More than 1,000		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q71. What percentage of students engage with this program? [ACT WorkKeys preparation classes or workshops (provided by school or district staff)]														
10% or less	7	15.6	1	50.0	1	12.5	1	6.7	5	38.5	1	9.1	8	17.0
11 - 20%	4	8.9	1	50.0	1	12.5	3	20.0	0	0.0	1	9.1	5	10.6
21 - 30%	9	20.0	0	0.0	4	50.0	1	6.7	1	7.7	3	27.3	9	19.1
31 - 40%	5	11.1	0	0.0	0	0.0	1	6.7	2	15.4	2	18.2	5	10.6
41 - 50%	4	8.9	0	0.0	1	12.5	1	6.7	1	7.7	1	9.1	4	8.5
51 - 60%	2	4.4	0	0.0	0	0.0	2	13.3	0	0.0	0	0.0	2	4.3
61 - 70%	1	2.2	0	0.0	0	0.0	0	0.0	1	7.7	0	0.0	1	2.1
71 - 80%	1	2.2	0	0.0	0	0.0	1	6.7	0	0.0	0	0.0	1	2.1
81 - 90%	3	6.7	0	0.0	0	0.0	2	13.3	0	0.0	1	9.1	3	6.4
91 - 100%	9	20.0	0	0.0	1	12.5	3	20.0	3	23.1	2	18.2	9	19.1
Total	45	100.0	2	100.0	8	100.0	15	100.0	13	100.0	11	100.0	47	100.0
Q72. What percentage of students engage with this program? [Apprenticeship programs]														
10% or less	9	60.0	0	0.0	1	33.3	3	60.0	1	33.3	4	80.0	9	56.3
11 - 20%	5	33.3	0	0.0	1	33.3	2	40.0	2	66.7	0	0.0	5	31.3
21 - 30%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
31 - 40%	1	6.7	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0	1	6.3
41 - 50%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
51 - 60%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
61 - 70%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
71 - 80%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

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Survey question/responses	Institution control		Number of entering first-year students										Total	
	Public		Private		300 or less		301-500		501-1,000		More than 1,000		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q72. What percentage of students engage with this program? [Apprenticeship programs] (cont.)														
81 - 90%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
91 - 100%	0	0.0	1	100.0	1	33.3	0	0.0	0	0.0	0	0.0	1	6.3
Total	15	100.0	1	100.0	3	100.0	5	100.0	3	100.0	5	100.0	16	100.0
Q73. What percentage of students engage with this program? [Career exploration resources]														
10% or less	2	2.9	2	40.0	2	20.0	1	4.5	1	3.8	0	0.0	4	5.5
11 - 20%	1	1.5	0	0.0	0	0.0	0	0.0	1	3.8	0	0.0	1	1.4
21 - 30%	1	1.5	0	0.0	0	0.0	0	0.0	0	0.0	1	6.7	1	1.4
31 - 40%	6	8.8	0	0.0	1	10.0	1	4.5	2	7.7	2	13.3	6	8.2
41 - 50%	4	5.9	0	0.0	1	10.0	2	9.1	1	3.8	0	0.0	4	5.5
51 - 60%	4	5.9	0	0.0	0	0.0	1	4.5	2	7.7	1	6.7	4	5.5
61 - 70%	5	7.4	1	20.0	1	10.0	2	9.1	1	3.8	2	13.3	6	8.2
71 - 80%	5	7.4	0	0.0	1	10.0	0	0.0	3	11.5	1	6.7	5	6.8
81 - 90%	6	8.8	0	0.0	1	10.0	4	18.2	1	3.8	0	0.0	6	8.2
91 - 100%	34	50.0	2	40.0	3	30.0	11	50.0	14	53.8	8	53.3	36	49.3
Total	68	100.0	5	100.0	10	100.0	22	100.0	26	100.0	15	100.0	73	100.0
Q74. What percentage of students engage with this program? [Career fairs]														
10% or less	1	1.3	1	25.0	1	10.0	0	0.0	1	3.2	0	0.0	2	2.5
11 - 20%	2	2.6	0	0.0	0	0.0	0	0.0	0	0.0	2	12.5	2	2.5
21 - 30%	2	2.6	0	0.0	0	0.0	0	0.0	1	3.2	1	6.3	2	2.5

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Survey question/responses	Institution control		Number of entering first-year students								Total	
	Public		Private		300 or less		301-500		501-1,000		More than 1,000	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q74. What percentage of students engage with this program? [Career fairs] (cont.)												
31 - 40%	5	6.6	0	0.0	1	10.0	2	8.7	1	3.2	1	6.3
41 - 50%	7	9.2	0	0.0	1	10.0	2	8.7	2	6.5	2	12.5
51 - 60%	6	7.9	0	0.0	0	0.0	2	8.7	1	3.2	3	18.8
61 - 70%	3	3.9	0	0.0	0	0.0	1	4.3	1	3.2	1	6.3
71 - 80%	5	6.6	1	25.0	0	0.0	3	13.0	2	6.5	1	6.3
81 - 90%	8	10.5	2	50.0	3	30.0	2	8.7	4	12.9	1	6.3
91 - 100%	37	48.7	0	0.0	4	40.0	11	47.8	18	58.1	4	25.0
Total	76	100.0	4	100.0	10	100.0	23	100.0	31	100.0	16	100.0
Q75. What percentage of students engage with this program? [Co-op programs]												
10% or less	3	21.4	0	0.0	1	100.0	1	14.3	1	33.3	0	0.0
11 - 20%	4	28.6	0	0.0	0	0.0	2	28.6	1	33.3	1	33.3
21 - 30%	2	14.3	0	0.0	0	0.0	0	0.0	0	0.0	2	66.7
31 - 40%	3	21.4	0	0.0	0	0.0	2	28.6	1	33.3	0	0.0
41 - 50%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
51 - 60%	1	7.1	0	0.0	0	0.0	1	14.3	0	0.0	0	0.0
61 - 70%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
71 - 80%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
81 - 90%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
91 - 100%	1	7.1	0	0.0	0	0.0	1	14.3	0	0.0	0	0.0
Total	14	100.0	0	0.0	1	100.0	7	100.0	3	100.0	3	100.0

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Survey question/responses	Institution control				Number of entering first-year students										Total	
	Public		Private		300 or less		301-500		501-1,000		More than 1,000		Total			
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q76. What percentage of students engage with this program? [Internship programs]																
10% or less	3	42.9	2	20.0	3	42.9	2	20.0	2	50.0	2	22.2	9	30.0		
11 - 20%	1	14.3	5	50.0	1	14.3	5	50.0	1	25.0	2	22.2	9	30.0		
21 - 30%	1	14.3	0	0.0	1	14.3	0	0.0	0	0.0	3	33.3	4	13.3		
31 - 40%	1	14.3	0	0.0	1	14.3	0	0.0	0	0.0	0	0.0	1	3.3		
41 - 50%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0		
51 - 60%	0	0.0	1	10.0	0	0.0	1	10.0	0	0.0	2	22.2	3	10.0		
61 - 70%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0		
71 - 80%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0		
81 - 90%	0	0.0	2	20.0	0	0.0	2	20.0	0	0.0	0	0.0	2	6.7		
91 - 100%	1	14.3	0	0.0	1	14.3	0	0.0	1	25.0	0	0.0	2	6.7		
Total	7	100.0	10	100.0	7	100.0	10	100.0	4	100.0	9	100.0	30	100.0		
Q77. What percentage of students engage with this program? [Job shadowing programs]																
10% or less	6	8.5	1	16.7	1	8.3	1	4.8	2	8.0	3	15.8	7	9.1		
11 - 20%	7	9.9	1	16.7	1	8.3	3	14.3	2	8.0	2	10.5	8	10.4		
21 - 30%	10	14.1	0	0.0	1	8.3	3	14.3	3	12.0	3	15.8	10	13.0		
31 - 40%	8	11.3	0	0.0	2	16.7	2	9.5	1	4.0	3	15.8	8	10.4		
41 - 50%	8	11.3	0	0.0	1	8.3	2	9.5	4	16.0	1	5.3	8	10.4		
51 - 60%	9	12.7	0	0.0	1	8.3	1	4.8	4	16.0	3	15.8	9	11.7		
61 - 70%	1	1.4	0	0.0	1	8.3	0	0.0	0	0.0	0	0.0	1	1.3		
71 - 80%	4	5.6	1	16.7	1	8.3	2	9.5	1	4.0	1	5.3	5	6.5		

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Survey question/responses	Institution control		Number of entering first-year students									
	Public		Private		300 or less		301-500		501-1,000		More than 1,000	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q77. What percentage of students engage with this program? [Job shadowing programs] (cont.)												
81 - 90%	8	11.3	0	0.0	0	0.0	3	14.3	4	16.0	1	5.3
91 - 100%	10	14.1	3	50.0	3	25.0	4	19.0	4	16.0	2	10.5
Total	71	100.0	6	100.0	12	100.0	21	100.0	25	100.0	19	100.0
Q78. What percentage of students engage with this program? [Visits from business or industry representatives]												
10% or less	3	3.9	0	0.0	0	0.0	0	0.0	3	9.7	0	0.0
11 - 20%	5	6.5	0	0.0	0	0.0	2	10.0	0	0.0	3	17.6
21 - 30%	13	16.9	0	0.0	3	25.0	2	10.0	5	16.1	3	17.6
31 - 40%	6	7.8	1	33.3	1	8.3	2	10.0	3	9.7	1	5.9
41 - 50%	9	11.7	0	0.0	1	8.3	1	5.0	5	16.1	2	11.8
51 - 60%	6	7.8	0	0.0	1	8.3	1	5.0	3	9.7	1	5.9
61 - 70%	5	6.5	0	0.0	0	0.0	1	5.0	1	3.2	3	17.6
71 - 80%	2	2.6	1	33.3	2	16.7	0	0.0	1	3.2	0	0.0
81 - 90%	10	13.0	0	0.0	1	8.3	4	20.0	4	12.9	1	5.9
91 - 100%	18	23.4	1	33.3	3	25.0	7	35.0	6	19.4	3	17.6
Total	77	100.0	3	100.0	12	100.0	20	100.0	31	100.0	17	100.0
Q79. What percentage of students engage with this program? [Visits to businesses and/or industry]												
10% or less	4	7.8	1	25.0	1	9.1	0	0.0	3	16.7	1	9.1
11 - 20%	6	11.8	0	0.0	0	0.0	2	13.3	2	11.1	2	18.2
21 - 30%	12	23.5	1	25.0	3	27.3	3	20.0	4	22.2	3	27.3

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Survey question/responses	Institution control		Number of entering first-year students										Total	
	Public		Private		300 or less		301-500		501-1,000		More than 1,000		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q79. What percentage of students engage with this program? [Visits to businesses and/or industry] (cont.)														
31 - 40%	9	17.6	1	25.0	2	18.2	1	6.7	4	22.2	3	27.3	10	18.2
41 - 50%	5	9.8	0	0.0	2	18.2	1	6.7	2	11.1	0	0.0	5	9.1
51 - 60%	1	2.0	0	0.0	0	0.0	0	0.0	1	5.6	0	0.0	1	1.8
61 - 70%	3	5.9	0	0.0	1	9.1	1	6.7	0	0.0	1	9.1	3	5.5
71 - 80%	3	5.9	0	0.0	0	0.0	2	13.3	0	0.0	1	9.1	3	5.5
81 - 90%	2	3.9	0	0.0	0	0.0	1	6.7	1	5.6	0	0.0	2	3.6
91 - 100%	6	11.8	1	25.0	2	18.2	4	26.7	1	5.6	0	0.0	7	12.7
Total	51	100.0	4	100.0	11	100.0	15	100.0	18	100.0	11	100.0	55	100.0
Q80. What percentage of students engage with this program? [Career exploration workshops]														
10% or less	1	2.2	0	0.0	0	0.0	1	7.1	0	0.0	0	0.0	1	2.1
11 - 20%	3	6.7	0	0.0	0	0.0	2	14.3	0	0.0	1	7.7	3	6.4
21 - 30%	4	8.9	0	0.0	1	16.7	0	0.0	0	0.0	3	23.1	4	8.5
31 - 40%	2	4.4	0	0.0	0	0.0	0	0.0	2	14.3	0	0.0	2	4.3
41 - 50%	3	6.7	0	0.0	0	0.0	2	14.3	0	0.0	1	7.7	3	6.4
51 - 60%	3	6.7	0	0.0	0	0.0	2	14.3	1	7.1	0	0.0	3	6.4
61 - 70%	5	11.1	0	0.0	1	16.7	1	7.1	1	7.1	2	15.4	5	10.6
71 - 80%	5	11.1	0	0.0	0	0.0	1	7.1	3	21.4	1	7.7	5	10.6
81 - 90%	5	11.1	0	0.0	3	50.0	1	7.1	1	7.1	0	0.0	5	10.6
91 - 100%	14	31.1	2	100.0	1	16.7	4	28.6	6	42.9	5	38.5	16	34.0
Total	45	100.0	2	100.0	6	100.0	14	100.0	14	100.0	13	100.0	47	100.0

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Survey question/responses	Institution control		Number of entering first-year students									
	Public		Private		300 or less		301-500		501-1,000		More than 1,000	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q81. What percentage of students engage with this program? [Job application assistance, literature]												
10% or less	3	10.3	0	0.0	0	0.0	0	0.0	0	0.0	3	37.5
11 - 20%	3	10.3	0	0.0	0	0.0	2	28.6	1	11.1	0	0.0
21 - 30%	9	31.0	0	0.0	2	33.3	1	14.3	3	33.3	3	37.5
31 - 40%	1	3.4	0	0.0	1	16.7	0	0.0	0	0.0	0	0.0
41 - 50%	3	10.3	0	0.0	1	16.7	0	0.0	2	22.2	0	0.0
51 - 60%	4	13.8	0	0.0	1	16.7	2	28.6	1	11.1	0	0.0
61 - 70%	1	3.4	0	0.0	0	0.0	0	0.0	0	0.0	1	12.5
71 - 80%	2	6.9	0	0.0	0	0.0	1	14.3	1	11.1	0	0.0
81 - 90%	2	6.9	0	0.0	0	0.0	0	0.0	1	11.1	1	12.5
91 - 100%	1	3.4	1	100.0	1	16.7	1	14.3	0	0.0	0	0.0
Total	29	100.0	1	100.0	6	100.0	7	100.0	9	100.0	8	100.0
Q82. What percentage of students engage with this program? [Job application assistance, online tools]												
10% or less	1	4.5	0	0.0	0	0.0	0	0.0	0	0.0	1	14.3
11 - 20%	3	13.6	0	0.0	1	50.0	1	12.5	1	16.7	0	0.0
21 - 30%	4	18.2	0	0.0	0	0.0	1	12.5	0	0.0	3	42.9
31 - 40%	1	4.5	0	0.0	0	0.0	1	12.5	0	0.0	0	0.0
41 - 50%	3	13.6	0	0.0	1	50.0	1	12.5	1	16.7	0	0.0
51 - 60%	2	9.1	0	0.0	0	0.0	0	0.0	1	16.7	1	14.3
61 - 70%	1	4.5	0	0.0	0	0.0	0	0.0	0	0.0	1	14.3
71 - 80%	2	9.1	0	0.0	0	0.0	1	12.5	1	16.7	0	0.0

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Survey question/responses	Institution control		Number of entering first-year students									
	Public		Private		300 or less		301-500		501-1,000		More than 1,000	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q82. What percentage of students engage with this program? [Job application assistance, online tools] (cont.)												
81 - 90%	2	9.1	0	0.0	0	0.0	1	12.5	1	16.7	0	0.0
91 - 100%	3	13.6	1	100.0	0	0.0	2	25.0	1	16.7	1	14.3
Total	22	100.0	1	100.0	2	100.0	8	100.0	6	100.0	7	100.0
Q83. What percentage of students engage with this program? [Job application assistance, workshops for students]												
10% or less	3	13.0	0	0.0	0	0.0	0	0.0	2	28.6	1	20.0
11 - 20%	3	13.0	0	0.0	1	16.7	2	40.0	0	0.0	0	0.0
21 - 30%	8	34.8	0	0.0	3	50.0	1	20.0	1	14.3	3	60.0
31 - 40%	3	13.0	0	0.0	2	33.3	0	0.0	1	14.3	0	0.0
41 - 50%	1	4.3	0	0.0	0	0.0	0	0.0	1	14.3	0	0.0
51 - 60%	1	4.3	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0
61 - 70%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
71 - 80%	3	13.0	0	0.0	0	0.0	2	40.0	1	14.3	0	0.0
81 - 90%	1	4.3	0	0.0	0	0.0	0	0.0	1	14.3	0	0.0
91 - 100%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	23	100.0	0	0.0	6	100.0	5	100.0	7	100.0	5	100.0
Q84. What percentage of students engage with this program? [Job application assistance, workshops for parents or family]												
10% or less	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
11 - 20%	4	57.1	0	0.0	1	100.0	0	0.0	2	100.0	1	50.0
21 - 30%	1	14.3	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0

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Survey question/responses	Institution control		Number of entering first-year students									
	Public		Private		300 or less		301-500		501-1,000		More than 1,000	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q84. What percentage of students engage with this program? [Job application assistance, workshops for parents or family] (cont.)												
31 - 40%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
41 - 50%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
51 - 60%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
61 - 70%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
71 - 80%	1	14.3	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0
81 - 90%	1	14.3	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0
91 - 100%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	7	100.0	0	0.0	1	100.0	2	100.0	2	100.0	2	100.0
Q85. What percentage of students engage with this program? [Résumé preparation workshops]												
10% or less	3	7.3	1	20.0	1	8.3	1	5.9	0	0.0	2	20.0
11 - 20%	3	7.3	0	0.0	1	8.3	1	5.9	1	14.3	0	0.0
21 - 30%	10	24.4	1	20.0	4	33.3	2	11.8	2	28.6	3	30.0
31 - 40%	3	7.3	0	0.0	2	16.7	1	5.9	0	0.0	0	0.0
41 - 50%	6	14.6	0	0.0	0	0.0	3	17.6	2	28.6	1	10.0
51 - 60%	2	4.9	0	0.0	0	0.0	1	5.9	0	0.0	1	10.0
61 - 70%	2	4.9	0	0.0	0	0.0	1	5.9	0	0.0	1	10.0
71 - 80%	4	9.8	0	0.0	2	16.7	1	5.9	1	14.3	0	0.0
81 - 90%	2	4.9	0	0.0	0	0.0	2	11.8	0	0.0	0	0.0
91 - 100%	6	14.6	3	60.0	2	16.7	4	23.5	1	14.3	2	20.0
Total	41	100.0	5	100.0	12	100.0	17	100.0	7	100.0	10	100.0

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Survey question/responses	Institution control				Number of entering first-year students											
	Public		Private		300 or less		301-500		501-1,000		More than 1,000		Total			
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
Q86. What percentage of students engage with this program? [Academic skills development resources]																
10% or less	0	0.0	1	11.1	1	2.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.0
11 - 20%	6	14.3	0	0.0	6	11.8	3	17.6	2	11.8	1	11.1	1	11.1	6	11.8
21 - 30%	4	9.5	0	0.0	4	7.8	0	0.0	1	5.9	2	22.2	4	7.8	4	7.8
31 - 40%	5	11.9	0	0.0	5	9.8	3	17.6	2	11.8	0	0.0	5	9.8	5	9.8
41 - 50%	5	11.9	0	0.0	5	9.8	1	5.9	2	11.8	1	11.1	5	9.8	5	9.8
51 - 60%	2	4.8	0	0.0	2	3.9	0	0.0	1	5.9	1	11.1	2	3.9	2	3.9
61 - 70%	4	9.5	2	22.2	6	11.8	2	11.8	1	5.9	2	22.2	6	11.8	6	11.8
71 - 80%	3	7.1	1	11.1	4	7.8	2	11.8	1	5.9	1	11.1	4	7.8	4	7.8
81 - 90%	3	7.1	1	11.1	4	7.8	1	5.9	2	11.8	0	0.0	4	7.8	4	7.8
91 - 100%	10	23.8	4	44.4	14	27.5	5	29.4	5	29.4	1	11.1	14	27.5	14	27.5
Total	42	100.0	9	100.0	51	100.0	17	100.0	17	100.0	9	100.0	51	100.0	51	100.0
Q87. What percentage of students engage with this program? [College fairs]																
10% or less	1	1.9	1	10.0	1	8.3	0	0.0	1	5.9	0	0.0	2	3.2	2	3.2
11 - 20%	1	1.9	0	0.0	0	0.0	1	5.3	0	0.0	0	0.0	1	1.6	1	1.6
21 - 30%	8	15.1	1	10.0	2	16.7	3	15.8	1	5.9	3	20.0	9	14.3	9	14.3
31 - 40%	3	5.7	0	0.0	2	16.7	1	5.3	0	0.0	0	0.0	3	4.8	3	4.8
41 - 50%	7	13.2	2	20.0	1	8.3	2	10.5	3	17.6	3	20.0	9	14.3	9	14.3
51 - 60%	9	17.0	2	20.0	2	16.7	1	5.3	5	29.4	3	20.0	11	17.5	11	17.5
61 - 70%	3	5.7	0	0.0	0	0.0	0	0.0	0	0.0	3	20.0	3	4.8	3	4.8
71 - 80%	1	1.9	2	20.0	0	0.0	3	15.8	0	0.0	0	0.0	3	4.8	3	4.8

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Survey question/responses	Institution control				Number of entering first-year students											
	Public		Private		300 or less		301-500		501-1,000		More than 1,000		Total			
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
Q87. What percentage of students engage with this program? [College fairs] (cont.)																
81 - 90%	6	11.3	1	10.0	2	16.7	3	15.8	1	5.9	1	6.7	7	11.1		
91 - 100%	14	26.4	1	10.0	2	16.7	5	26.3	6	35.3	2	13.3	15	23.8		
Total	53	100.0	10	100.0	12	100.0	19	100.0	17	100.0	15	100.0	63	100.0		
Q88. What percentage of students engage with this program? [SAT or ACT test preparation classes (provided by school or district staff)]																
10% or less	5	9.6	1	8.3	2	15.4	1	5.9	2	11.1	1	6.3	6	9.4		
11 - 20%	6	11.5	3	25.0	1	7.7	3	17.6	2	11.1	3	18.8	9	14.1		
21 - 30%	11	21.2	3	25.0	3	23.1	3	17.6	2	11.1	6	37.5	14	21.9		
31 - 40%	8	15.4	1	8.3	3	23.1	0	0.0	5	27.8	1	6.3	9	14.1		
41 - 50%	6	11.5	0	0.0	0	0.0	1	5.9	2	11.1	3	18.8	6	9.4		
51 - 60%	3	5.8	0	0.0	0	0.0	1	5.9	1	5.6	1	6.3	3	4.7		
61 - 70%	1	1.9	1	8.3	1	7.7	1	5.9	0	0.0	0	0.0	2	3.1		
71 - 80%	4	7.7	0	0.0	0	0.0	1	5.9	3	16.7	0	0.0	4	6.3		
81 - 90%	3	5.8	1	8.3	1	7.7	2	11.8	1	5.6	0	0.0	4	6.3		
91 - 100%	5	9.6	2	16.7	2	15.4	4	23.5	0	0.0	1	6.3	7	10.9		
Total	52	100.0	12	100.0	13	100.0	17	100.0	18	100.0	16	100.0	64	100.0		
Q89. What percentage of students engage with this program? [Visits from college representatives (e.g., admissions counselors, academic advisors, student recruiters)]																
10% or less	3	4.8	1	7.1	1	6.3	0	0.0	3	13.0	0	0.0	4	5.3		
11 - 20%	6	9.7	0	0.0	1	6.3	2	10.0	2	8.7	1	5.9	6	7.9		
21 - 30%	7	11.3	2	14.3	3	18.8	2	10.0	1	4.3	3	17.6	9	11.8		

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Survey question/responses	Institution control		Number of entering first-year students									
	Public		Private		300 or less		301-500		501-1,000		More than 1,000	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q89. What percentage of students engage with this program? [Visits from college representatives (e.g., admissions counselors, academic advisors, student recruiters)] (cont.)												
31 - 40%	6	9.7	0	0.0	1	6.3	1	5.0	2	8.7	2	11.8
41 - 50%	4	6.5	1	7.1	0	0.0	1	5.0	4	17.4	0	0.0
51 - 60%	6	9.7	2	14.3	2	12.5	1	5.0	1	4.3	4	23.5
61 - 70%	3	4.8	1	7.1	0	0.0	2	10.0	1	4.3	1	5.9
71 - 80%	6	9.7	1	7.1	3	18.8	3	15.0	1	4.3	0	0.0
81 - 90%	3	4.8	1	7.1	3	18.8	1	5.0	0	0.0	0	0.0
91 - 100%	18	29.0	5	35.7	2	12.5	7	35.0	8	34.8	6	35.3
Total	62	100.0	14	100.0	16	100.0	20	100.0	23	100.0	17	100.0
Q90. What percentage of students engage with this program? [Visits to colleges and/or universities]												
10% or less	7	10.3	1	7.7	1	7.1	2	7.7	3	13.6	2	10.5
11 - 20%	8	11.8	2	15.4	1	7.1	2	7.7	2	9.1	5	26.3
21 - 30%	16	23.5	0	0.0	5	35.7	3	11.5	4	18.2	4	21.1
31 - 40%	12	17.6	1	7.7	1	7.1	3	11.5	7	31.8	2	10.5
41 - 50%	2	2.9	2	15.4	0	0.0	4	15.4	0	0.0	0	0.0
51 - 60%	7	10.3	0	0.0	1	7.1	1	3.8	2	9.1	3	15.8
61 - 70%	2	2.9	1	7.7	1	7.1	1	3.8	0	0.0	1	5.3
71 - 80%	3	4.4	0	0.0	0	0.0	1	3.8	2	9.1	0	0.0
81 - 90%	2	2.9	1	7.7	1	7.1	2	7.7	0	0.0	0	0.0
91 - 100%	9	13.2	5	38.5	3	21.4	7	26.9	2	9.1	2	10.5
Total	68	100.0	13	100.0	14	100.0	26	100.0	22	100.0	19	100.0

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Survey question/responses	Institution control				Number of entering first-year students										Total	
	Public		Private		300 or less		301-500		501-1,000		More than 1,000		Total			
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q91. What percentage of students engage with this program? [Writing skills development resources]																
10% or less	2	6.3	2	18.2	2	16.7	0	0.0	1	9.1	1	14.3	4	9.3		
11 - 20%	2	6.3	0	0.0	0	0.0	2	15.4	0	0.0	0	0.0	2	4.7		
21 - 30%	3	9.4	1	9.1	0	0.0	1	7.7	0	0.0	3	42.9	4	9.3		
31 - 40%	3	9.4	1	9.1	2	16.7	2	15.4	0	0.0	0	0.0	4	9.3		
41 - 50%	3	9.4	0	0.0	0	0.0	0	0.0	2	18.2	1	14.3	3	7.0		
51 - 60%	1	3.1	0	0.0	0	0.0	1	7.7	0	0.0	0	0.0	1	2.3		
61 - 70%	2	6.3	0	0.0	0	0.0	1	7.7	1	9.1	0	0.0	2	4.7		
71 - 80%	2	6.3	4	36.4	4	33.3	1	7.7	1	9.1	0	0.0	6	14.0		
81 - 90%	3	9.4	0	0.0	1	8.3	2	15.4	0	0.0	0	0.0	3	7.0		
91 - 100%	11	34.4	3	27.3	3	25.0	3	23.1	6	54.5	2	28.6	14	32.6		
Total	32	100.0	11	100.0	12	100.0	13	100.0	11	100.0	7	100.0	43	100.0		
Q92. What percentage of students engage with this program? [Assistance applying for financial aid]																
10% or less	5	9.4	1	12.5	1	7.1	0	0.0	3	21.4	2	15.4	6	9.8		
11 - 20%	11	20.8	0	0.0	2	14.3	6	30.0	1	7.1	2	15.4	11	18.0		
21 - 30%	11	20.8	0	0.0	3	21.4	2	10.0	3	21.4	3	23.1	11	18.0		
31 - 40%	10	18.9	0	0.0	2	14.3	3	15.0	3	21.4	2	15.4	10	16.4		
41 - 50%	4	7.5	2	25.0	0	0.0	1	5.0	3	21.4	2	15.4	6	9.8		
51 - 60%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0		
61 - 70%	4	7.5	0	0.0	1	7.1	1	5.0	1	7.1	1	7.7	4	6.6		
71 - 80%	0	0.0	2	25.0	2	14.3	0	0.0	0	0.0	0	0.0	2	3.3		

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Survey question/responses	Institution control		Number of entering first-year students										Total	
	Public		Private		300 or less		301-500		501-1,000		More than 1,000		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q92. What percentage of students engage with this program? [Assistance applying for financial aid] (cont.)														
81 - 90%	3	5.7	0	0.0	1	7.1	2	10.0	0	0.0	0	0.0	3	4.9
91 - 100%	5	9.4	3	37.5	2	14.3	5	25.0	0	0.0	1	7.7	8	13.1
Total	53	100.0	8	100.0	14	100.0	20	100.0	14	100.0	13	100.0	61	100.0
Q93. What percentage of students engage with this program? [Assistance applying for scholarships]														
10% or less	3	5.3	3	20.0	2	10.5	0	0.0	1	6.3	3	18.8	6	8.3
11 - 20%	11	19.3	1	6.7	2	10.5	7	33.3	2	12.5	1	6.3	12	16.7
21 - 30%	13	22.8	1	6.7	4	21.1	3	14.3	5	31.3	2	12.5	14	19.4
31 - 40%	9	15.8	0	0.0	2	10.5	2	9.5	3	18.8	2	12.5	9	12.5
41 - 50%	3	5.3	1	6.7	0	0.0	1	4.8	2	12.5	1	6.3	4	5.6
51 - 60%	1	1.8	3	20.0	2	10.5	0	0.0	1	6.3	1	6.3	4	5.6
61 - 70%	4	7.0	0	0.0	1	5.3	1	4.8	0	0.0	2	12.5	4	5.6
71 - 80%	2	3.5	2	13.3	2	10.5	1	4.8	1	6.3	0	0.0	4	5.6
81 - 90%	3	5.3	1	6.7	2	10.5	1	4.8	1	6.3	0	0.0	4	5.6
91 - 100%	8	14.0	3	20.0	2	10.5	5	23.8	0	0.0	4	25.0	11	15.3
Total	57	100.0	15	100.0	19	100.0	21	100.0	16	100.0	16	100.0	72	100.0
Q94. What percentage of students engage with this program? [Assistance filling out the Common Application]														
10% or less	8	19.0	3	25.0	2	15.4	2	12.5	4	30.8	3	25.0	11	20.4
11 - 20%	9	21.4	1	8.3	2	15.4	4	25.0	2	15.4	2	16.7	10	18.5
21 - 30%	7	16.7	1	8.3	1	7.7	2	12.5	0	0.0	5	41.7	8	14.8

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Survey question/responses	Institution control		Number of entering first-year students									
	Public		Private		300 or less		301-500		501-1,000		More than 1,000	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q94. What percentage of students engage with this program? [Assistance filling out the Common Application] (cont.)												
31 - 40%	3	7.1	1	8.3	3	23.1	0	0.0	1	7.7	0	0.0
41 - 50%	3	7.1	0	0.0	0	0.0	1	6.3	2	15.4	0	0.0
51 - 60%	2	4.8	0	0.0	0	0.0	1	6.3	0	0.0	1	8.3
61 - 70%	1	2.4	0	0.0	0	0.0	0	0.0	1	7.7	0	0.0
71 - 80%	1	2.4	2	16.7	2	15.4	0	0.0	1	7.7	0	0.0
81 - 90%	3	7.1	0	0.0	1	7.7	2	12.5	0	0.0	0	0.0
91 - 100%	5	11.9	4	33.3	2	15.4	4	25.0	2	15.4	1	8.3
Total	42	100.0	12	100.0	13	100.0	16	100.0	13	100.0	12	100.0
Q95. What percentage of students engage with this program? [College application assistance, literature]												
10% or less	4	8.3	1	9.1	1	7.1	0	0.0	3	25.0	1	7.1
11 - 20%	8	16.7	0	0.0	1	7.1	4	21.1	2	16.7	1	7.1
21 - 30%	11	22.9	0	0.0	4	28.6	1	5.3	3	25.0	3	21.4
31 - 40%	3	6.3	1	9.1	0	0.0	2	10.5	1	8.3	1	7.1
41 - 50%	3	6.3	0	0.0	1	7.1	0	0.0	1	8.3	1	7.1
51 - 60%	3	6.3	1	9.1	1	7.1	0	0.0	0	0.0	3	21.4
61 - 70%	2	4.2	0	0.0	0	0.0	2	10.5	0	0.0	0	0.0
71 - 80%	3	6.3	2	18.2	2	14.3	3	15.8	0	0.0	0	0.0
81 - 90%	5	10.4	3	27.3	3	21.4	4	21.1	0	0.0	1	7.1
91 - 100%	6	12.5	3	27.3	1	7.1	3	15.8	2	16.7	3	21.4
Total	48	100.0	11	100.0	14	100.0	19	100.0	12	100.0	14	100.0

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Survey question/responses	Institution control		Number of entering first-year students									
	Public		Private		300 or less		301-500		501-1,000		More than 1,000	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q96. What percentage of students engage with this program? [College application assistance, online tools]												
10% or less	2	4.9	2	20.0	2	4.9	0	4.9	1	4.9	1	4.9
11 - 20%	5	12.2	0	0.0	1	12.2	2	12.2	2	12.2	0	12.2
21 - 30%	8	19.5	0	0.0	2	19.5	1	19.5	1	19.5	4	19.5
31 - 40%	6	14.6	0	0.0	0	14.6	3	14.6	2	14.6	1	14.6
41 - 50%	4	9.8	0	0.0	0	9.8	0	9.8	2	9.8	2	9.8
51 - 60%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
61 - 70%	1	2.4	0	0.0	0	2.4	0	2.4	0	2.4	1	2.4
71 - 80%	3	7.3	2	20.0	1	7.3	2	7.3	0	7.3	2	7.3
81 - 90%	4	9.8	2	20.0	1	9.8	5	9.8	0	9.8	0	9.8
91 - 100%	8	19.5	4	40.0	2	19.5	4	19.5	4	19.5	2	19.5
Total	41	100.0	10	100.0	9	100.0	17	100.0	12	100.0	13	100.0

Q97. What percentage of students engage with this program? [College application assistance, workshops for students]												
10% or less	2	5.1	2	18.2	2	16.7	1	6.7	0	0.0	1	7.7
11 - 20%	4	10.3	0	0.0	1	8.3	2	13.3	1	10.0	0	0.0
21 - 30%	9	23.1	0	0.0	2	16.7	1	6.7	3	30.0	3	23.1
31 - 40%	7	17.9	0	0.0	1	8.3	2	13.3	3	30.0	1	7.7
41 - 50%	5	12.8	0	0.0	1	8.3	1	6.7	1	10.0	2	15.4
51 - 60%	3	7.7	1	9.1	1	8.3	1	6.7	0	0.0	2	15.4
61 - 70%	2	5.1	0	0.0	0	0.0	0	0.0	0	0.0	2	15.4
71 - 80%	0	0.0	2	18.2	1	8.3	1	6.7	0	0.0	0	0.0
Total	41	100.0	10	100.0	9	100.0	17	100.0	12	100.0	13	100.0

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Survey question/responses	Institution control				Number of entering first-year students											
	Public		Private		300 or less		301-500		501-1,000		More than 1,000		Total			
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
Q97. What percentage of students engage with this program? [College application assistance, workshops for students] (cont.)																
81 - 90%	3	7.7	2	18.2	1	8.3	3	20.0	1	10.0	0	0.0	5	10.0		
91 - 100%	4	10.3	4	36.4	2	16.7	3	20.0	1	10.0	2	15.4	8	16.0		
Total	39	100.0	11	100.0	12	100.0	15	100.0	10	100.0	13	100.0	50	100.0		
Q98. What percentage of students engage with this program? [College application assistance, workshops for parents or family]																
10% or less	4	11.8	0	0.0	0	0.0	1	8.3	2	20.0	1	10.0	4	9.3		
11 - 20%	10	29.4	0	0.0	1	9.1	4	33.3	4	40.0	1	10.0	10	23.3		
21 - 30%	6	17.6	0	0.0	2	18.2	0	0.0	1	10.0	3	30.0	6	14.0		
31 - 40%	8	23.5	0	0.0	2	18.2	3	25.0	2	20.0	1	10.0	8	18.6		
41 - 50%	2	5.9	1	11.1	0	0.0	1	8.3	0	0.0	2	20.0	3	7.0		
51 - 60%	0	0.0	2	22.2	2	18.2	0	0.0	0	0.0	0	0.0	2	4.7		
61 - 70%	1	2.9	1	11.1	1	9.1	0	0.0	0	0.0	1	10.0	2	4.7		
71 - 80%	0	0.0	1	11.1	0	0.0	1	8.3	0	0.0	0	0.0	1	2.3		
81 - 90%	1	2.9	1	11.1	1	9.1	1	8.3	0	0.0	0	0.0	2	4.7		
91 - 100%	2	5.9	3	33.3	2	18.2	1	8.3	1	10.0	1	10.0	5	11.6		
Total	34	100.0	9	100.0	11	100.0	12	100.0	10	100.0	10	100.0	43	100.0		
Q99. What percentage of students engage with this program? [Advanced placement (AP) courses]																
10% or less	13	32.5	2	20.0	4	36.4	4	36.4	5	33.3	2	15.4	15	30.0		
11 - 20%	12	30.0	1	10.0	2	18.2	3	27.3	6	40.0	2	15.4	13	26.0		
21 - 30%	3	7.5	0	0.0	1	9.1	0	0.0	0	0.0	2	15.4	3	6.0		

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Survey question/responses	Institution control		Number of entering first-year students										Total	
	Public		Private		300 or less		301-500		501-1,000		More than 1,000		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q99. What percentage of students engage with this program? [Advanced placement (AP) courses] (cont.)														
31 - 40%	6	15.0	2	20.0	2	18.2	1	9.1	0	0.0	5	38.5	8	16.0
41 - 50%	1	2.5	0	0.0	0	0.0	0	0.0	1	6.7	0	0.0	1	2.0
51 - 60%	2	5.0	1	10.0	1	9.1	0	0.0	1	6.7	1	7.7	3	6.0
61 - 70%	1	2.5	2	20.0	0	0.0	1	9.1	2	13.3	0	0.0	3	6.0
71 - 80%	0	0.0	1	10.0	0	0.0	1	9.1	0	0.0	0	0.0	1	2.0
81 - 90%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
91 - 100%	2	5.0	1	10.0	1	9.1	1	9.1	0	0.0	1	7.7	3	6.0
Total	40	100.0	10	100.0	11	100.0	11	100.0	15	100.0	13	100.0	50	100.0
Q100. What percentage of students engage with this program? [Career exploration course(s)]														
10% or less	4	7.3	1	100.0	2	40.0	2	14.3	1	4.3	0	0.0	5	8.9
11 - 20%	6	10.9	0	0.0	0	0.0	1	7.1	5	21.7	0	0.0	6	10.7
21 - 30%	7	12.7	0	0.0	0	0.0	2	14.3	2	8.7	3	21.4	7	12.5
31 - 40%	5	9.1	0	0.0	0	0.0	0	0.0	3	13.0	2	14.3	5	8.9
41 - 50%	7	12.7	0	0.0	0	0.0	2	14.3	3	13.0	2	14.3	7	12.5
51 - 60%	4	7.3	0	0.0	0	0.0	0	0.0	2	8.7	2	14.3	4	7.1
61 - 70%	3	5.5	0	0.0	0	0.0	0	0.0	1	4.3	2	14.3	3	5.4
71 - 80%	3	5.5	0	0.0	0	0.0	1	7.1	1	4.3	1	7.1	3	5.4
81 - 90%	5	9.1	0	0.0	2	40.0	2	14.3	1	4.3	0	0.0	5	8.9
91 - 100%	11	20.0	0	0.0	1	20.0	4	28.6	4	17.4	2	14.3	11	19.6
Total	55	100.0	1	100.0	5	100.0	14	100.0	23	100.0	14	100.0	56	100.0

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Survey question/responses	Institution control				Number of entering first-year students									
	Public		Private		300 or less		301-500		501-1,000		More than 1,000		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q101. What percentage of students engage with this program? [College and career readiness course(s)]														
10% or less	4	9.8	1	25.0	1	20.0	0	0.0	3	20.0	1	9.1	5	11.1
11 - 20%	7	17.1	0	0.0	0	0.0	2	14.3	5	33.3	0	0.0	7	15.6
21 - 30%	3	7.3	0	0.0	1	20.0	0	0.0	1	6.7	1	9.1	3	6.7
31 - 40%	5	12.2	0	0.0	0	0.0	1	7.1	2	13.3	2	18.2	5	11.1
41 - 50%	2	4.9	0	0.0	1	20.0	1	7.1	0	0.0	0	0.0	2	4.4
51 - 60%	4	9.8	0	0.0	0	0.0	0	0.0	0	0.0	4	36.4	4	8.9
61 - 70%	1	2.4	0	0.0	0	0.0	0	0.0	0	0.0	1	9.1	1	2.2
71 - 80%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
81 - 90%	4	9.8	2	50.0	1	20.0	4	28.6	1	6.7	0	0.0	6	13.3
91 - 100%	11	26.8	1	25.0	1	20.0	6	42.9	3	20.0	2	18.2	12	26.7
Total	41	100.0	4	100.0	5	100.0	14	100.0	15	100.0	11	100.0	45	100.0
Q102. What percentage of students engage with this program? [Dual enrollment]														
10% or less	13	24.5	3	37.5	5	41.7	2	11.1	6	46.2	3	16.7	16	26.2
11 - 20%	12	22.6	2	25.0	1	8.3	4	22.2	5	38.5	4	22.2	14	23.0
21 - 30%	10	18.9	1	12.5	2	16.7	3	16.7	0	0.0	6	33.3	11	18.0
31 - 40%	4	7.5	1	12.5	2	16.7	1	5.6	1	7.7	1	5.6	5	8.2
41 - 50%	2	3.8	0	0.0	0	0.0	1	5.6	0	0.0	1	5.6	2	3.3
51 - 60%	2	3.8	0	0.0	0	0.0	1	5.6	0	0.0	1	5.6	2	3.3
61 - 70%	1	1.9	0	0.0	0	0.0	1	5.6	0	0.0	0	0.0	1	1.6
71 - 80%	2	3.8	1	12.5	1	8.3	0	0.0	1	7.7	1	5.6	3	4.9

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Survey question/responses	Institution control		Number of entering first-year students										Total	
	Public		Private		300 or less		301-500		501-1,000		More than 1,000		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q102. What percentage of students engage with this program? [Dual enrollment] (cont.)														
81 - 90%	4	7.5	0	0.0	1	8.3	3	16.7	0	0.0	0	0.0	4	6.6
91 - 100%	3	5.7	0	0.0	0	0.0	2	11.1	0	0.0	1	5.6	3	4.9
Total	53	100.0	8	100.0	12	100.0	18	100.0	13	100.0	18	100.0	61	100.0
Q103. What percentage of students engage with this program? [International baccalaureate (IB) courses]														
10% or less	1	20.0	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0	1	20.0
11 - 20%	2	40.0	0	0.0	0	0.0	0	0.0	0	0.0	2	40.0	2	40.0
21 - 30%	1	20.0	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0	1	20.0
31 - 40%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
41 - 50%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
51 - 60%	1	20.0	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0	1	20.0
61 - 70%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
71 - 80%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
81 - 90%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
91 - 100%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	5	100.0	0	0.0	0	0.0	0	0.0	0	0.0	5	100.0	5	100.0
Q104. What percentage of students engage with this program? [Student clubs, organizations, or professional societies focused on careers (e.g., FBLA, FFA)]														
10% or less	7	12.7	1	33.3	2	25.0	2	12.5	3	16.7	1	6.3	8	13.8
11 - 20%	8	14.5	0	0.0	1	12.5	3	18.8	2	11.1	2	12.5	8	13.8
21 - 30%	8	14.5	0	0.0	0	0.0	1	6.3	4	22.2	3	18.8	8	13.8

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Survey question/responses	Institution control		Number of entering first-year students									
	Public		Private		300 or less		301-500		501-1,000		More than 1,000	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q104. What percentage of students engage with this program? [Student clubs, organizations, or professional societies focused on careers (e.g., FBLA, FFA) (<i>cont.</i>)												
31 - 40%	7	12.7	0	0.0	1	12.5	2	12.5	1	5.6	3	18.8
41 - 50%	7	12.7	0	0.0	1	12.5	1	6.3	4	22.2	1	6.3
51 - 60%	5	9.1	0	0.0	0	0.0	1	6.3	0	0.0	4	25.0
61 - 70%	2	3.6	0	0.0	0	0.0	1	6.3	1	5.6	0	0.0
71 - 80%	2	3.6	0	0.0	0	0.0	2	12.5	0	0.0	0	0.0
81 - 90%	3	5.5	1	33.3	2	25.0	1	6.3	1	5.6	0	0.0
91 - 100%	6	10.9	1	33.3	1	12.5	2	12.5	2	11.1	2	12.5
Total	55	100.0	3	100.0	8	100.0	16	100.0	18	100.0	16	100.0
Q105. What percentage of students engage with this program? [ACT WorkKeys preparation classes or workshops (provided by a third-party, such as business or nonprofit group)]												
10% or less	1	7.1	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0
11 - 20%	6	42.9	0	0.0	0	0.0	1	20.0	1	50.0	4	100.0
21 - 30%	1	7.1	0	0.0	1	33.3	0	0.0	0	0.0	0	0.0
31 - 40%	1	7.1	0	0.0	1	33.3	0	0.0	0	0.0	0	0.0
41 - 50%	2	14.3	0	0.0	1	33.3	1	20.0	0	0.0	0	0.0
51 - 60%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
61 - 70%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
71 - 80%	1	7.1	0	0.0	0	0.0	1	20.0	0	0.0	0	0.0
81 - 90%	1	7.1	0	0.0	0	0.0	1	20.0	0	0.0	0	0.0
91 - 100%	1	7.1	0	0.0	0	0.0	1	20.0	0	0.0	0	0.0
Total	14	100.0	0	0.0	3	100.0	5	100.0	2	100.0	4	100.0

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Survey question/responses	Institution control				Number of entering first-year students									
	Public		Private		300 or less		301-500		501-1,000		More than 1,000		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q106. What percentage of students engage with this program? [Connecting students with online sources of information (e.g., College Scorecard, Big Future, College Results Online)]														
10% or less	2	6.3	1	16.7	1	33.3	0	0.0	2	15.4	0	0.0	3	7.9
11 - 20%	5	15.6	0	0.0	0	0.0	2	14.3	1	7.7	2	25.0	5	13.2
21 - 30%	5	15.6	0	0.0	0	0.0	2	14.3	2	15.4	1	12.5	5	13.2
31 - 40%	1	3.1	0	0.0	0	0.0	1	7.1	0	0.0	0	0.0	1	2.6
41 - 50%	3	9.4	0	0.0	0	0.0	1	7.1	1	7.7	1	12.5	3	7.9
51 - 60%	1	3.1	0	0.0	0	0.0	1	7.1	0	0.0	0	0.0	1	2.6
61 - 70%	3	9.4	2	33.3	0	0.0	3	21.4	1	7.7	1	12.5	5	13.2
71 - 80%	2	6.3	1	16.7	1	33.3	0	0.0	1	7.7	1	12.5	3	7.9
81 - 90%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
91 - 100%	10	31.3	2	33.3	1	33.3	4	28.6	5	38.5	2	25.0	12	31.6
Total	32	100.0	6	100.0	3	100.0	14	100.0	13	100.0	8	100.0	38	100.0
Q107. What percentage of students engage with this program? [Contracting paid college choice or application consultants to meet with students]														
10% or less	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
11 - 20%	1	33.3	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0	1	33.3
21 - 30%	2	66.7	0	0.0	0	0.0	1	50.0	1	100.0	0	0.0	2	66.7
31 - 40%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
41 - 50%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
51 - 60%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
61 - 70%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
71 - 80%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

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Survey question/responses	Institution control		Number of entering first-year students									
	Public		Private		300 or less		301-500		501-1,000		More than 1,000	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q107. What percentage of students engage with this program? [Contracting paid college choice or application consultants to meet with students] (cont.)												
81 - 90%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
91 - 100%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	3	100.0	0	0.0	0	0.0	2	100.0	1	100.0	0	0.0
Q108. What percentage of students engage with this program? [Contracting paid job application consultants to meet with students]												
10% or less	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
11 - 20%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
21 - 30%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
31 - 40%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
41 - 50%	1	50.0	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0
51 - 60%	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
61 - 70%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
71 - 80%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
81 - 90%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
91 - 100%	0	0.0	1	100.0	1	50.0	0	0.0	0	0.0	0	0.0
Total	2	100.0	1	100.0	2	100.0	0	0.0	0	0.0	1	100.0
Q109. What percentage of students engage with this program? [Providing access to college information publications (e.g., Barron's, Princeton Review, US News & World Report)]												
10% or less	2	8.3	1	12.5	1	14.3	1	9.1	0	0.0	1	14.3
11 - 20%	7	29.2	0	0.0	0	0.0	3	27.3	2	28.6	2	28.6
21 - 30%	4	16.7	0	0.0	0	0.0	0	0.0	3	42.9	1	14.3

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Survey question/responses	Institution control		Number of entering first-year students										Total	
	Public		Private		300 or less		301-500		501-1,000		More than 1,000		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q109. What percentage of students engage with this program? [Providing access to college information publications (e.g., Barron's, Princeton Review, US News & World Report)] (cont.)														
31 - 40%	0	0.0	3	37.5	2	28.6	1	9.1	0	0.0	0	0.0	3	9.4
41 - 50%	2	8.3	0	0.0	0	0.0	0	0.0	1	14.3	1	14.3	2	6.3
51 - 60%	3	12.5	0	0.0	0	0.0	1	9.1	0	0.0	2	28.6	3	9.4
61 - 70%	1	4.2	1	12.5	0	0.0	2	18.2	0	0.0	0	0.0	2	6.3
71 - 80%	0	0.0	1	12.5	1	14.3	0	0.0	0	0.0	0	0.0	1	3.1
81 - 90%	2	8.3	0	0	1	14.3	1	9.1	0	0.0	0	0.0	2	6.3
91 - 100%	3	12.5	2	25.0	2	28.6	2	18.2	1	14.3	0	0.0	5	15.6
Total	24	100.0	8	100.0	7	100.0	11	100.0	7	100.0	7	100.0	32	100.0
Q110. What percentage of students engage with this program? [Providing space and/or time for paid college choice or application consultants to meet with students]														
10% or less	2	16.7	0	0.0	0	0.0	1	20.0	0	0.0	1	33.3	2	14.3
11 - 20%	2	16.7	1	50.0	1	33.3	1	20.0	1	33.3	0	0.0	3	21.4
21 - 30%	2	16.7	0	0.0	1	33.3	0	0.0	1	33.3	0	0.0	2	14.3
31 - 40%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
41 - 50%	3	25.0	0	0.0	0	0.0	2	40.0	1	33.3	0	0.0	3	21.4
51 - 60%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
61 - 70%	1	8.3	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3	1	7.1
71 - 80%	0	0.0	1	50.0	1	33.3	0	0.0	0	0.0	0	0.0	1	7.1
81 - 90%	1	8.3	0	0.0	0	0.0	1	20.0	0	0.0	0	0.0	1	7.1
91 - 100%	1	8.3	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3	1	7.1
Total	12	100.0	2	100.0	3	100.0	5	100.0	3	100.0	3	100.0	14	100.0

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Survey question/responses	Institution control		Number of entering first-year students									
	Public		Private		300 or less		301-500		501-1,000		More than 1,000	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q111. What percentage of students engage with this program? [Providing space and/or time for paid job application consultants to meet with students]												
10% or less	2	40.0	0	0.0	0	0.0	1	50.0	1	100.0	0	0.0
11 - 20%	2	40.0	0	0.0	1	100.0	1	50.0	0	0.0	0	0.0
21 - 30%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
31 - 40%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
41 - 50%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
51 - 60%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
61 - 70%	1	20.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
71 - 80%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
81 - 90%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
91 - 100%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	5	100.0	0	0.0	1	100.0	2	100.0	1	100.0	1	100.0
Q112. What percentage of students engage with this program? [Résumé preparation workshops by third-party providers]												
10% or less	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
11 - 20%	2	40.0	0	0.0	0	0.0	1	100.0	0	0.0	1	33.3
21 - 30%	2	40.0	0	0.0	1	100.0	0	0.0	0	0.0	1	33.3
31 - 40%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
41 - 50%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
51 - 60%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
61 - 70%	1	20.0	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3
71 - 80%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

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Survey question/responses	Institution control		Number of entering first-year students										Total	
	Public		Private		300 or less		301-500		501-1,000		More than 1,000		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q112. What percentage of students engage with this program? [Résumé preparation workshops by third-party providers] (cont.)														
81 - 90%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
91 - 100%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	5	100.0	0	0.0	1	100.0	1	100.0	0	0.0	3	100.0	5	100.0
Q113. What percentage of students engage with this program? [SAI or ACT test preparation classes (provided by a business or nonprofit group)]														
10% or less	5	18.5	1	14.3	3	37.5	1	12.5	1	14.3	1	9.1	6	17.6
11 - 20%	5	18.5	2	28.6	1	12.5	2	25.0	2	28.6	2	18.2	7	20.6
21 - 30%	6	22.2	0	0.0	1	12.5	0	0.0	0	0.0	5	45.5	6	17.6
31 - 40%	3	11.1	1	14.3	0	0.0	1	12.5	3	42.9	0	0.0	4	11.8
41 - 50%	2	7.4	1	14.3	1	12.5	2	25.0	0	0.0	0	0.0	3	8.8
51 - 60%	2	7.4	1	14.3	1	12.5	0	0.0	0	0.0	2	18.2	3	8.8
61 - 70%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
71 - 80%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
81 - 90%	2	7.4	1	14.3	1	12.5	1	12.5	1	14.3	0	0.0	3	8.8
91 - 100%	2	7.4	0	0.0	0	0.0	1	12.5	0	0.0	1	9.1	2	5.9
Total	27	100.0	7	100.0	8	100.0	8	100.0	7	100.0	11	100.0	34	100.0
Q114. What percentage of students engage with this program? [Partnership with business or industry]														
10% or less	7	10.8	0	0.0	0	0.0	1	5.3	3	12.0	3	20.0	7	10.1
11 - 20%	10	15.4	1	25.0	3	30.0	3	15.8	3	12.0	2	13.3	11	15.9
21 - 30%	5	7.7	1	25.0	2	20.0	0	0.0	2	8.0	2	13.3	6	8.7

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Survey question/responses	Institution control		Number of entering first-year students									
	Public		Private		300 or less		301-500		501-1,000		More than 1,000	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q114. What percentage of students engage with this program? [Partnership with business or industry] (cont.)												
31 - 40%	6	9.2	0	0.0	0	0.0	1	5.3	4	16.0	1	6.7
41 - 50%	9	13.8	1	25.0	1	10.0	3	15.8	4	16.0	2	13.3
51 - 60%	7	10.8	0	0.0	1	10.0	1	5.3	1	4.0	4	26.7
61 - 70%	4	6.2	0	0.0	0	0.0	1	5.3	3	12.0	0	0.0
71 - 80%	2	3.1	0	0.0	1	10.0	1	5.3	0	0.0	0	0.0
81 - 90%	2	3.1	0	0.0	0	0.0	1	5.3	1	4.0	0	0.0
91 - 100%	13	20.0	1	25.0	2	20.0	7	36.8	4	16.0	1	6.7
Total	65	100.0	4	100.0	10	100.0	19	100.0	25	100.0	15	100.0
Q115. What percentage of students engage with this program? [Partnership with college or university]												
10% or less	6	9.5	2	40.0	2	25.0	0	0.0	3	14.3	3	16.7
11 - 20%	10	15.9	1	20.0	0	0.0	3	14.3	6	28.6	2	11.1
21 - 30%	10	15.9	0	0.0	2	25.0	1	4.8	4	19.0	3	16.7
31 - 40%	10	15.9	1	20.0	1	12.5	3	14.3	3	14.3	4	22.2
41 - 50%	4	6.3	0	0.0	0	0.0	1	4.8	1	4.8	2	11.1
51 - 60%	2	3.2	0	0.0	0	0.0	1	4.8	1	4.8	0	0.0
61 - 70%	3	4.8	0	0.0	0	0.0	1	4.8	1	4.8	1	5.6
71 - 80%	4	6.3	1	20.0	3	37.5	2	9.5	0	0.0	0	0.0
81 - 90%	5	7.9	0	0.0	0	0.0	4	19.0	1	4.8	0	0.0
91 - 100%	9	14.3	0	0.0	0	0.0	5	23.8	1	4.8	3	16.7
Total	63	100.0	5	100.0	8	100.0	21	100.0	21	100.0	18	100.0

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Survey question/responses	Institution control				Number of entering first-year students										Total	
	Public		Private		300 or less		301-500		501-1,000		More than 1,000					
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
Q116. What percentage of students engage with this program? [Partnership with community (e.g., collaborations with city or county government, teaming up with a local civic organization)]																
10% or less	4	9.1	2	28.6	1	12.5	0	0.0	2	11.1	3	23.1	6	11.8		
11 - 20%	6	13.6	0	0.0	1	12.5	3	25.0	0	0.0	2	15.4	6	11.8		
21 - 30%	6	13.6	2	28.6	1	12.5	1	8.3	4	22.2	2	15.4	8	15.7		
31 - 40%	6	13.6	1	14.3	3	37.5	0	0.0	2	11.1	2	15.4	7	13.7		
41 - 50%	3	6.8	0	0.0	0	0.0	0	0.0	2	11.1	1	7.7	3	5.9		
51 - 60%	3	6.8	0	0.0	0	0.0	1	8.3	2	11.1	0	0.0	3	5.9		
61 - 70%	2	4.5	0	0.0	0	0.0	1	8.3	1	5.6	0	0.0	2	3.9		
71 - 80%	2	4.5	1	14.3	1	12.5	1	8.3	1	5.6	0	0.0	3	5.9		
81 - 90%	2	4.5	0	0.0	0	0.0	2	16.7	0	0.0	0	0.0	2	3.9		
91 - 100%	10	22.7	1	14.3	1	12.5	3	25.0	4	22.2	3	23.1	11	21.6		
Total	44	100.0	7	100.0	8	100.0	12	100.0	18	100.0	13	100.0	51	100.0		
Q128. Has your school assessed or evaluated any aspect of your college and career readiness programs within the past three (3) years?																
Yes	28	30.1	7	53.8	8	47.1	9	31.0	11	27.5	7	35.0	35	33.0		
No	35	37.6	6	46.2	4	23.5	14	48.3	16	40.0	7	35.0	41	38.7		
Don't know	30	32.3	0	0.0	5	29.4	6	20.7	13	32.5	6	30.0	30	28.3		
Total	93	100.0	13	100.0	17	100.0	29	100.0	40	100.0	20	100.0	106	100.0		

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