Final Report, ARC Project Number CO-17797
Appalachian College Student Survey

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Contents

Summary

This project dates back to discussions between the Center for Appalachian Studies (CAS) at Appalachian State University (ASU) and the Appalachian Regional Commission (ARC) during a December 2013 meeting of the ARC's Appalachian Teaching Project in Washington, D.C. The CAS and ARC identified a shared interest in gathering data about an understudied population in Appalachia, college students, to better-understand their perspectives about Appalachia's outstanding assets, needs, and career opportunities. For the Center, this data presented an opportunity to develop curricular programs and research programs that reflected the aspirations and concerns of young adults and non-traditional students. For the ARC, it was an instance to support a future-oriented assessment of the region at the 50th anniversary of the War on Poverty, which occurred on the cusp of the development of a new strategic plan. With a small grant, the Center created an electronic survey instrument and launched the electronic survey in early 2014, which targeted every two- and four-year institution in the Appalachian region for participation. Nearly 1,000 valid responses were collected, with strong representation from many (but not all) Appalachian states. A preliminary report from a year of sampling was presented at the annual meeting of the Appalachian Studies Association in March 2015. Based on feedback from those meetings and additional quantitative analysis, a final report was generated June 2015. Both the final report and coded data set (i.e. survey responses) were uploaded onto the CAS website (http://appstudies.appstate.edu) to encourage additional use and analysis of the data.

Survey and sample design

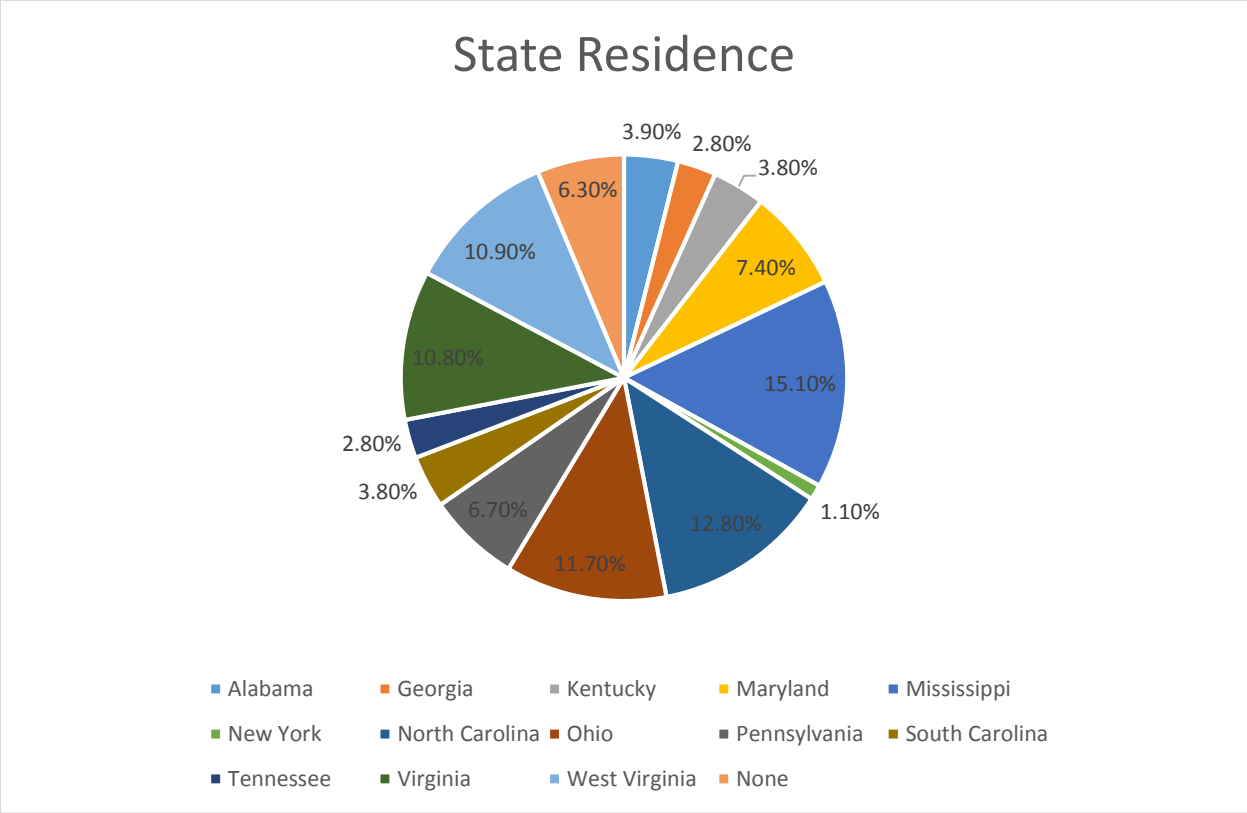
The Appalachian College Student Survey was designed to gather baseline demographic data from students across the Appalachian region to identify and analyze relationships between demographics and student perceptions about regional strengths, needs, and career options. With input from the ARC and Appalachian studies faculty across the Appalachian State campus, the final survey featured 33 questions covering a wide range of topics (see Appendix 1). Baseline questions included age, gender, race, state of origin, state of college attendance, college type, and student status/rank. To understand economic well-being, we also asked students about their employment status while in college and about their financial aid status. The remainder of questions clustered around several themes. Some questions focused on *college data*, such as concerning students' majors and minors, the reason(s) they chose their college or university, and their perceptions about their college or university's ability to prepare them for careers. *Career-focused questions* asked about employment goals, the skills students believed were important to these goals, and their intentions to work in Appalachia after graduation. *Questions about regional needs and opportunities* asked students to select three choices from a large batteries of choices, which can be seen in the slide behind me. Unique to our survey, finally, students were asked battery of questions about *Appalachian identities and Appalachian studies curricula*. For example, respondents were asked if they were first-generation learners, if they were exposed to Appalachian studies content in college courses (and the number of courses they enrolled in), the extent to which these courses featured applied learning content, and if respondents ever perceived bias due to their Appalachian heritage or accent. The survey then went through the Institutional Review Board process at Appalachian State with safeguards in place to protect anonymity, such as presenting data in aggregate form and avoiding questions that might reveal the personal information of individual participants.

Creating a viable sample proved to be the real challenge for completing the survey project. First, an email was sent to every two- and four-year college and university in the region based on a list provided by the ARC. This email, which went out to offices of sponsored research in the case of larger institutions and to executive offices in the case of smaller ones, directed readers to the webpage of the CAS where information about the project, IRB approval documents, and a survey link were displayed. To increase the response rate, the research team set out to invite a 30% sample of institutions by telephone with the distribution based on the population size of the Appalachian state (or Appalachian counties within that state) relative to Appalachia's population as a whole. For example, Pennsylvania makes up about 22% of the population of the Appalachian region; there are 63 four-year academic institutions, and 16 were called, i.e. about 25%. Researchers also reached out to Appalachian studies programs directly, as well as participants in the ARC's Appalachian Teaching Project.

Whether through the general email solicitations or phone calls, a wide variety of responses to the invitation to participate were received, which speaks to the difficulty of constructing a representative sample of the region. Some institutions immediately agreed to participate and distributed to the survey throughout the student body, some agreed but only to sample a small subset of the larger student body, some requested additional information before approving, and some asked that we submit for IRB approval to that institution's office of research protocols. A great many did not respond at all or informed us that they would not participate, even after additional project documentation was shared with the institution. Many cited the problem of "assessment fatigue" in their students given the regularity at which their respective student bodies were surveyed for information of various sorts. The biggest difficulty was finding the appropriate person to contact at each institution. Many schools did not list contact information for research departments and staff, which meant several schools required multiple calls and emails just to get to a decision about participation. The sampling problem was also unevenly distributed across school types and Appalachian states. Of the 4-year schools in Appalachian Kentucky, for example, all but one declined to participate in the survey; there was also a low response rate from research-level universities compared to other institutions.

As the sample took shape in the fall of 2014, it was also recognized that some states were responding better than others. By early 2015, researchers took the extra step of over-sampling states that were lagging in response rates, particularly Kentucky, Georgia, and Tennessee, and extending the data collection period into early March 2015. The distribution of responses by state is illustrated in Chart 1 below.

Chart 1: Responses by state



The highest student response rates were in NC (114 respondents), MS (225), OH (93), VA (103), and WV (142); mid-range student response rates were in PA (69) and SC (58); lower student response rates were in AL (21), GA (16), MD (41), NY (1), and TN (20); and 5% of respondents (53) did not identify the state where they attend college.

Basic results

Some of the general survey response rates are as follows. Please note that these percentages are based on the number of respondents who answered this question, which is to say that some respondents skipped over some questions.

- The average age of respondents was 26.64 years old.
- College freshmen were the largest single group of survey respondents (27%/260); recent graduates were the least-responsive group (2%/20).
- Eighty-nine percent of respondents who answered the race question self-identified as "white" (see Chart 2 below).
- Women respondents (68%/509) outnumbered men (30%/228).
- 67% of respondents plan to work in Appalachia after graduation.
- 56.9 % of respondents received financial aid.
- The majority of respondents were working or looking for work while enrolled as college students (see Chart 3 below).

- Response rates by institutional type (n=951) were fairly well distributed for two-year colleges (317), four-year liberal arts colleges (131), and four-year universities (458); however, the response rate for research universities was low (45).

Chart 2: Race

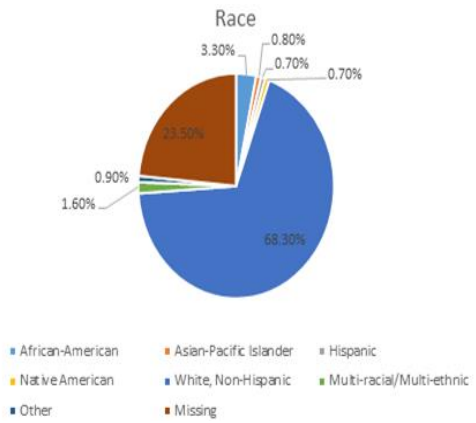
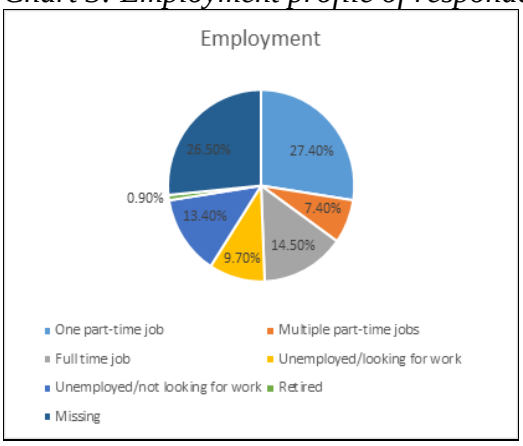


Chart 3: Employment profile of respondents



College data

- The largest area for college majors was Natural and Health Sciences at 22%, followed by 18% response rate for Arts and Humanities majors; about 21% did not self-identify with any of the majors categories created for the survey and selected "other."
- Students were evenly divided about the reasons for choosing their college, with 'affordability', 'course/program offerings', and 'proximity to home' all selected at over a 40% response rate (in other words, respondents could select more than one choice for this question.
- 46% of respondents attended college in their home county.
- 51% considered their college or university 'effective' or 'very effective' in preparing them for their desired career choice.
- 67% of respondents reported receiving some form of financial aid.
- 38% of respondents were first-generation college students.

Perceptions of regional needs and opportunities

- 30% rated schools as the biggest asset in their home residence, which would seem to correlate with the perception of institutional effectiveness for job preparation and the larger percentage of students attending college in their home county.
- Health care resources also rated high at 19%, followed by 'local arts and human ties' and 'public recreation' at 17% each.
- The areas of need in students' home residence in Appalachia were greatest with substance abuse prevention (22%), financial access to college (17%), youth services (13%), educational assistance (13%), and environmental protection (11%); 10% also indicated that transport services, business development support, health care, industrial/manufacturing jobs, and local higher education options were problems.
- Notable strengths in college towns and areas included internet services, local arts and humanities, and cultural diversity at 25% each, schools at 23%, and leisure activities at 21%.
- Notable weaknesses included college access at 21%, substance abuse prevention at 15%, educational assistance at 13%, and transport services at 12%.
- When asked about the specific needs of young adults, responses were more clustered around the following: 27% responded about better college access, 26% indicated the need for better college access preparation, 24% responded about substance abuse support, 23% indicated the need for more safe sex awareness, 21% indicated the need for local and regional jobs, and 20% responded with the need for more cultural diversity.

Appalachian studies and identities

- 29% of students indicated that they were exposed to some Appalachian studies content, with the Arts and Humanities as the largest single academic category where respondents indicated an exposure to this curriculum (with 22% of all responses affirming exposure).
- 28% of students exposed to an Appalachian studies curriculum indicated that the course content had some form of applied learning content. The largest response types to this question were 'class project' at 17%, 'service learning' at 10%, and 'history research' at 9%.
- 37% of respondents affirmed an experience of bias against them based on their Appalachian identity or accent.

Quantitative Analysis

Researchers ran statistical tests to gauge the strength of relationships between question responses. Two methods were utilized to assess whether two variables were correlated.

- Cross-tabular analysis to measure associations between responses.
- Pearson's chi-squared test to measure statistical significance of associations.

The following is a summary of findings for each test of correlation the researchers conducted. The full results of each test are presented in Appendix 2.

A. Cross-tabulations with correlations

*Independent Variable: State of College Attendance * Dependent Variable: Receiving Financial Aid*

While testing whether respondents receive financial aid to attend college, the state in which the respondent attended college did have an effect. The two states with the highest response on this question were Mississippi and West Virginia. In Mississippi 73.3% of respondents claim to receive financial aid. In West Virginia 83.9% of respondents claim to receive financial aid.

*Independent Variable: State of College Attendance * Dependent Variable: Plans to work in Appalachia*

While testing whether respondents plan to work in the Appalachian region, the state in which the respondent attended college did have an effect. The two states with the highest response on this question were Mississippi and West Virginia. In Mississippi 66.9% of respondents plan to work in the Appalachian region. In West Virginia 57.7% of respondents plan to work in the Appalachian region.

*Independent Variable: State of College Attendance * Dependent Variable: Knowledge of ARC*

While testing whether respondents knows about the ARC, the state in which the respondent attended college did have an effect. There were a total of 739 responses to the question and 147 claimed to have a knowledge of the Appalachian Regional Commission. The states with the highest rates of awareness of the ARC were Georgia, Kentucky, North Carolina, and Virginia.

*Independent Variable: State of College Attendance * Dependent Variable: Appalachia courses*

While testing whether respondents have enrolled in courses on Appalachia, the state in which the respondent attended college did have an effect. There were a total of 867 responses to the question and 267 claimed to have enrolled in a course on the Appalachian region. An interesting finding is that Virginia as well as West Virginia had a decent number of responses and were split almost 50/50 on those who had enrolled and those who had not.

*Independent Variable: State of College Attendance * Dependent Variable: Employment*

While testing whether respondents were employed while attending college, the state in which the respondent attended college did have an effect. An interesting finding from the frequency table is that of the 157 responses from Mississippi, 105 respondents claimed to either work one part-time, multiple part-time, or a full-time job.

*Independent Variable: State of College Attendance * Dependent Variable: First Generation*

While testing whether respondents were first generation learners, the state in which the respondent attended college did have an effect. Mississippi had the most responses to this question and 72% of the respondents claimed to not be first generation learners. It is also interesting that North Carolina and Ohio were both split almost 50/50 with first generation and non-first generation.

*Independent Variable: College Type * Dependent Variable: Employment*

While testing the employment status of the respondents, the type of college they attended may have an effect. An interesting finding is that there were 700 respondents total and of them 263 claimed to at least have one part-time job.

*Independent Variable: College Type * Dependent Variable: Knowledge of ARC*
While testing whether the respondent had knowledge of the ARC, the type of college they attended may have an effect. An interesting finding is that of respondents who attended 4-year universities, 81 claimed to have knowledge of the ARC. Overall, 4-year universities had the highest percentage of respondents with knowledge of the ARC at 22%.

*Independent Variable: Appalachian Studies Courses * Dependent Variable: Experience Bias*
While testing whether respondents have experienced bias, taking courses on Appalachia did have an effect. Of those who have not taken a course on Appalachian studies, 68% have never experienced bias, but this number drops to about 50% for those who have taken a course.

*Independent Variable: Appalachian Studies Courses * Dependent Variable: Knowledge of ARC*
While testing whether respondents had knowledge of the ARC, taking courses on Appalachia did have an effect. When having taken a course on Appalachia, knowledge of the ARC among respondents doubles.

*Independent Variable: Taking Courses on Appalachia * Dependent Variable: Schools Greatest Asset*
While testing whether respondents took courses on Appalachia, choosing schools as the greatest asset of their home community did have an effect. The relationship is showing that students taking courses on Appalachia did not choose schools as the greatest asset of their home community.

*Independent Variable: State of Residence * Dependent Variable: Substance Abuse Prevention Need*
While testing whether respondents thought substance abuse prevention was the greatest need in their community, the state of residence did have an effect. Ohio and West Virginia showed the highest number of respondents claiming a need for substance abuse prevention.

*Independent Variable: State of College Attendance * Dependent Variable: Substance Abuse Prevention Need*
While testing whether respondents thought substance abuse prevention was the greatest need of their home community, the state in which the respondent attended college did have an effect. West Virginia had the greatest number of respondents claiming a need for better substance abuse prevention.

*Independent Variable: State of College Attendance * Dependent Variable: Internet Resource Asset*
State of college attendance correlated to the response rate for identifying internet resources as the greatest asset in a student's college community. Over one-third of respondents from three states, Kentucky, Maryland, and Tennessee, selected internet resources as a 'greatest asset'; over half of

respondents in Ohio selected this option. Fewer than one-third of respondents in all other Appalachian states selected this option.

B. No effect: cross-tabulations without correlation

A large number of cross-tabular tests for statistically-significant correlations between responses indicated that there was no such relationship present. The tests that yielded no statistical correlation included the following.

1. *Independent Variable: Appalachian Studies Courses * Dependent Variable: Plans to Work in Appalachia*

2. *Independent Variable: Gender * Dependent Variable: Plans to Work in Appalachia*

3. *Independent Variable: College Type * Dependent Variable: University Identify Job Opportunities*

4. *Independent Variable: Gender * Dependent Variable: Financial Support College*

5. *Independent Variable: Receive Financial Aid * Dependent Variable: Financial Support College*

6. *Independent Variable: State of Residence * Dependent Variable: School Greatest Asset*

7. *Independent Variable: State of College Attendance * Dependent Variable: School Greatest Asset*

8. *Independent Variable: Schools Greatest Asset * Dependent Variable: Attend College in home county.*

9. *Independent Variable: College Type * Dependent Variable: School Greatest Asset*

10. *Independent Variable: Gender * Dependent Variable: School Greatest Asset*

11. *Independent Variable: Attend College in Home County * Dependent Variable: Substance Abuse Prevention Need*

12. *Independent Variable: College Type * Dependent Variable: Substance Abuse Prevention Need*

13. *Independent Variable: Taking Courses on Appalachia * Dependent Variable: Substance Abuse Prevention Need*

14. *Independent Variable: Employment * Dependent Variable: Substance Abuse Prevention Need*

15. *Independent Variable: Gender * Dependent Variable: Substance Abuse Prevention Need*

16. *Independent Variable: Receive Financial Aid * Dependent Variable: Access to College Greatest Need*
17. *Independent Variable: Internet Resource Asset * Dependent Variable: Attend College in home county.*

18. *Independent Variable: Internet Resource Asset * Dependent Variable: Familiarity with the ARC*

19. *Independent Variable: Taking Courses on Appalachia * Dependent Variable: Internet Resource Asset*

20. *Independent Variable: Work in the Appalachian Region * Dependent Variable: Internet Resource Asset*

21. *Independent Variable: State of College Attendance * Dependent Variable: Access to College Need*

22. *Independent Variable: Access to College Need * Dependent Variable: Attend College in home county.*

23. *Independent Variable: College Type * Dependent Variable: Access to College Need*

24. *Independent Variable: Employment * Dependent Variable: Access to College Need*

25. *Independent Variable: Receive Financial Aid * Dependent Variable: Access to College Need*

26. *Independent Variable: State of Residence * Dependent Variable: Financial Support College*

27. *Independent Variable: State of College Attendance * Dependent Variable: Financial Support College*

Conclusion

A. Analysis

The survey results indicate important relationships between variables on several counts, as well as a more general indication of how students view Appalachia's future and their role within it. Key results include:

- Many students are satisfied with a local college experience. Nearly half of respondents attend college or university in their home county; over 40% selected 'affordability',

'course/program offerings', or 'proximity to home' as reasons for choosing locally; a majority perceive that their institution is preparing them for post-collegiate careers.

- The Appalachian brain drain is structural, not personal. A large percentage of students want to work in the region beyond graduation. The challenge for policy makers is to create incentives for business development and recruitment; the challenge for educators is to develop curricula that facilitates these aspirations in a twenty-first century economy.
- There are fewer first-generation learners in college today as there were previously, though it is also clear that different Appalachian states are at different points on this curve.
- The substance abuse problem in Appalachia is just as palpable to college-age residents as it is to politicians, the media, and academic communities.
- Instruction in Appalachian studies courses impacts students' perceptions of themselves and their region. Whether more likely to perceive bias against Appalachian identities or less likely to rate their local school systems as the region's top assets, students who learn about Appalachia are also rethinking what it means to live in the region in ways that are distinctive from their peers who do not learn about the region.

B. Lessons for additional research

This survey project represents a starting point for additional data collection on college students in the Appalachian region, rather than a definitive study of this population. The data raises additional questions, only some of which could be answered by additional analysis of the existing data set.

- Efforts to build a representative sample has produced a good, overall sample of college students in Appalachia, but also an unevenly-distributed portrait of students' perceptions at a state-to-state level of analysis. Mississippi and New York were at the opposite ends of the sampling distribution, for example. Though communication technologies enable broad data collection in principle, the actual experience of the sampling process suggests the importance of creating more buy-in from specific types of higher education administrations, i.e. research-level universities or university bureaucracies within specific states, which might be accomplished by investing in email *and* telephone networking for *all* institutions in Appalachia.
- People of color are underrepresented in the sample. When the non-responses to the question on 'race' are factored out, for example, only 4.3% of respondents were African-American, compared to a region-wide percentage of 7%. The overall sample distribution of race (i.e. about 90% white) is close to the ARC's regional average of 91%,[1] but this birds-eye view hides the higher rates of diversity in several areas of the region. On one hand, therefore, there may be higher rates of attendance by people of color than the sampling strategy captured. On the other hand, this lower rate of representation could reflect disparities in college access. In either case, additional, targeted research on people

[1] Kelvin M. Pollard, *A "New Diversity": Race and Ethnicity in the Appalachian Region*. Demographic and Socioeconomic Change in Appalachia series. (Washington, D.C.: Population Reference Bureau, 2012), http://www.prb.org/pdf04/anewdiversityappal.pdf (accessed June 12, 2015).

of color on Appalachia's college campuses would be instructive about how different communities view the region's needs, opportunities, and career options.

- Mississippi had higher rates of students employed while in college, but also the largest single sample of students in the two-year college system, which may typically have higher rates of part-time students. Further testing in this area would clarify these relationships.
- The relationship between taking Appalachian studies courses and student perceptions of experiencing bias indicated a difference of 18 percentage points between those taking a course and experiencing bias (about 50%) and not taking a course and experiencing bias (about 32%). This could be a product of not recognizing bias when it occurs or other factors worthy of additional data collection and analysis.
- The parameters of project funding permitted cross-tabular analysis for only the *single-most* identified needs and opportunities selected by students from each of five battery-type questions on these topics (respondents selected three each for every question). While very few (statistically significant) correlations were identified between the single-most selected response for each question and other survey responses, additional quantitative analysis may yield important insights into significant correlations between other high-percentage responses to these questions and additional survey responses.

Appendix 1: Survey questions

1. In which Appalachian state do you attend college?
2. What type of college or university do you attend?
3. What is your current status as a student?
4. Are you the first generation in your family to attend college?
5. Do you attend college outside of your home county?
6. In what academic area is your college major?
7. In what academic area is your minor?
8. What was your primary reason for selecting your college or university?
9. Have you enrolled in a course in which some of the course content was focused on the Appalachian region?
10. In what academic areas have you taken courses with content focused on Appalachia?
11. Have you spent time as a college student involved in applied research, teaching, or service to the Appalachian region?
12. What types of applied projects have you been involved with in Appalachia?
13. If you are from Appalachia, have you ever experienced bias, prejudice, or discrimination because of your Appalachia heritage and/or accent?
14. What is your career goal?
15. What skills and training do you need to be successful in this career?
16. To what extent do you believe your college or university helped you identify job opportunities in the Appalachian region that are suited to your career interests?
17. Do you plan to work in Appalachia after graduation?
18. What factors influence your choice about working in the Appalachian region?
19. In your opinion, are there sufficient employment opportunities in Appalachia for you to develop your career in the region?
20. Please indicate **three** of the most outstanding **assets** in your **home** community.
21. If you are from Appalachia, what are **three** of the most outstanding **needs** in your **home** community?
22. Please indicate **three** of the most outstanding **assets** in your **college** community.
23. What are **three** of the most outstanding **needs** of **youth** (age 18-24) in Appalachia?
24. Are you familiar with the Appalachian Regional Commission?
25. What is your home state?
26. What is your gender?
27. What is your race or ethnic origin?
28. What is your age?
29. What is your employment status while enrolled in college?
30. What is your military status?
31. Do you receive financial aid to pursue your degree?

Appendix 2: Cross tabs

Statistics

STATE COL

N	Valid	955
	Missing	5

STATE COL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Alabama	20	2.1	2.1	2.1
	Georgia	16	1.7	1.7	3.8
	Kentucky	44	4.6	4.6	8.4
	Maryland	41	4.3	4.3	12.7
	Mississippi	225	23.4	23.6	36.2
	New York	1	.1	.1	36.3
	North Carolina	113	11.8	11.8	48.2
	Ohio	93	9.7	9.7	57.9
	Pennsylvania	69	7.2	7.2	65.1
	South Carolina	58	6.0	6.1	71.2
	Tennessee	19	2.0	2.0	73.2
	Virginia	103	10.7	10.8	84.0
	West Virginia	142	14.8	14.9	98.8
	None	11	1.1	1.2	100.0
	Total	955	99.5	100.0	
Missing	999	5	.5		
Total		960	100.0		

Statistics

COL TYPE

N	Valid	949
	Missing	11

COL TYPE

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	2-Year Liberal Arts or Community College	316	32.9	33.3	33.3
	4-Year Liberal Arts College	130	13.5	13.7	47.0
	4-Year University	458	47.7	48.3	95.3
	Research University	45	4.7	4.7	100.0
	Total	949	98.9	100.0	
Missing	999	11	1.1		
Total		960	100.0		

Statistics

CURR

N	Valid	955
	Missing	5

CURR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Freshman	260	27.1	27.2	27.2
	Sophomore	215	22.4	22.5	49.7
	Junior	142	14.8	14.9	64.6
	Senior	183	19.1	19.2	83.8
	Graduate/Doctoral Student	135	14.1	14.1	97.9
	6	20	2.1	2.1	100.0
	Total	955	99.5	100.0	
Missing	999	5	.5		
Total		960	100.0		

Statistics

MAJOR

N	Valid	939
	Missing	21

MAJOR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Arts and Humanities	194	20.2	20.7	20.7
	Business and Economics	135	14.1	14.4	35.0
	Engineering and Computing Technologies	108	11.3	11.5	46.5
	Natural/Health Sciences	235	24.5	25.0	71.6
	Social/Behavioral Sciences	170	17.7	18.1	89.7
	Undecided	42	4.4	4.5	94.1
	Other	47	4.9	5.0	99.1
	Education	8	.8	.9	100.0
	Total	939	97.8	100.0	
Missing	999	21	2.2		
Total		960	100.0		

*Independent Variable: State of College Attendance * Dependent Variable: Receiving Financial Aid*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
STATE COL * FIN AID	741	77.2%	219	22.8%	960	100.0%

STATE COL * FIN AID Crosstabulation

Count

		FIN AID		
		No	Yes	Total
STATE COL	Alabama	7	9	16
	Georgia	5	9	14
	Kentucky	16	19	35
	Maryland	4	28	32
	Mississippi	45	124	169
	North Carolina	38	52	90
	Ohio	12	62	74
	Pennsylvania	11	36	47
	South Carolina	5	34	39
	Tennessee	3	12	15
	Virginia	29	56	85
	West Virginia	19	99	118
	None	2	5	7
Total		196	545	741

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	41.801[a]	12	.000
Likelihood Ratio	41.896	12	.000
Linear-by-Linear Association	6.420	1	.011
N of Valid Cases	741		

a. 4 cells (15.4%) have expected count less than 5. The minimum expected count is 1.85.

*Independent Variable: State of College Attendance * Dependent Variable: Plans to work in Appalachia*

Case Processing Summary

	Cases

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
STATE COL * WORK	792	82.5%	168	17.5%	960	100.0%

STATE COL * WORK Crosstabulation

Count

		WORK		
		0	1	Total
STATE COL	Alabama	6	12	18
	Georgia	5	11	16
	Kentucky	20	19	39
	Maryland	4	29	33
	Mississippi	59	119	178
	North Carolina	34	61	95
	Ohio	14	66	80
	Pennsylvania	18	35	53
	South Carolina	10	33	43
	Tennessee	5	10	15
	Virginia	24	65	89
	West Virginia	53	72	125
	None	3	5	8
Total		255	537	792

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.006[a]	12	.003
Likelihood Ratio	31.452	12	.002
Linear-by-Linear Association	.219	1	.640
N of Valid Cases	792		

a. 2 cells (7.7%) have expected count less than 5. The minimum expected count is 2.58.

*Independent Variable: State of College Attendance * Dependent Variable: Knowledge of ARC*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
STATE COL * ARC	739	77.0%	221	23.0%	960	100.0%

STATE COL * ARC Crosstabulation

Count

		ARC		
		No	Yes	Total
STATE COL	Alabama	14	3	17
	Georgia	2	12	14
	Kentucky	10	27	37
	Maryland	29	2	31
	Mississippi	155	13	168
	North Carolina	52	36	88
	Ohio	63	10	73
	Pennsylvania	44	3	47
	South Carolina	36	3	39
	Tennessee	15	0	15
	Virginia	61	24	85
	West Virginia	105	13	118
	None	6	1	7
Total		592	147	739

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	171.214[a]	12	.000
Likelihood Ratio	150.895	12	.000
Linear-by-Linear Association	13.760	1	.000
N of Valid Cases	739		

a. 4 cells (15.4%) have expected count less than 5. The minimum expected count is 1.39.

*Independent Variable: State of College Attendance * Dependent Variable: Appalachia courses*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
STATE COL * APP SOME	867	90.3%	93	9.7%	960	100.0%

STATE COL * APP SOME Crosstabulation

Count

		APP SOME		Total
		No	Yes	
STATE COL	Alabama	12	7	19
	Georgia	3	13	16
	Kentucky	19	22	41
	Maryland	32	4	36
	Mississippi	172	34	206
	North Carolina	51	50	101
	Ohio	59	25	84
	Pennsylvania	46	13	59
	South Carolina	37	13	50
	Tennessee	12	3	15

	Virginia	64	32	96
	West Virginia	88	47	135
	None	5	4	9
Total		600	267	867

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	77.995[a]	12	.000
Likelihood Ratio	78.024	12	.000
Linear-by-Linear Association	.249	1	.618
N of Valid Cases	867		

a. 3 cells (11.5%) have expected count less than 5. The minimum expected count is 2.77.

*Independent Variable: State of College Attendance * Dependent Variable: Employment*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
STATE COL * EMPL	704	73.3%	256	26.7%	960	100.0%

STATE COL * EMPL Crosstabulation

Count

		EMPL						Total
		One part-time job	Multiple part-time jobs	Full-time job	Unemployed/looking for work	Unemployed/not looking for work	Retired	
STATE COL	Alabama	5	1	2	1	4	0	13
	Georgia	8	4	0	0	1	0	13
	Kentucky	8	1	10	4	9	1	33

	Maryland	22	3	3	1	2	1	32
	Mississippi	57	7	41	19	32	1	157
	North Carolina	32	11	17	15	13	0	88
	Ohio	15	8	14	17	14	2	70
	Pennsylvania	14	9	10	3	10	0	46
	South Carolina	16	8	2	2	10	0	38
	Tennessee	5	1	4	2	2	0	14
	Virginia	26	8	18	12	10	4	78
	West Virginia	51	12	14	17	21	0	115
	None	3	0	3	0	1	0	7
Total		262	73	138	93	129	9	704

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	105.081[a]	60	.000
Likelihood Ratio	110.902	60	.000
Linear-by-Linear Association	.038	1	.845
N of Valid Cases	704		

a. 38 cells (48.7%) have expected count less than 5. The minimum expected count is .09.

*Independent Variable: State of College Attendance * Dependent Variable: First Generation*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
STATE COL * 1STG	953	99.3%	7	0.7%	960	100.0%

STATE COL * 1STG Crosstabulation

Count

		1STG		
		No	Yes	Total
STATE COL	Alabama	14	6	20
	Georgia	13	3	16
	Kentucky	29	15	44
	Maryland	24	17	41
	Mississippi	162	63	225
	New York	1	0	1
	North Carolina	65	48	113
	Ohio	42	51	93
	Pennsylvania	40	29	69
	South Carolina	46	11	57
	Tennessee	9	9	18
	Virginia	66	37	103
	West Virginia	81	61	142
	None	6	5	11
Total		598	355	953

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	37.909[a]	13	.000
Likelihood Ratio	39.080	13	.000
Linear-by-Linear Association	4.947	1	.026
N of Valid Cases	953		

a. 3 cells (10.7%) have expected count less than 5. The minimum expected count is .37.

*Independent Variable: College Type * Dependent Variable: Employment*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
COL TYPE * EMPL	700	72.9%	260	27.1%	960	100.0%

COL TYPE * EMPL Crosstabulation

Count

		EMPL						
		One part-time job	Multiple part-time jobs	Full-time job	Unemployed/looking for work	Unemployed/not looking for work	Retired	Total
COL TYPE	2-Year Liberal Arts or Community College	83	18	46	31	36	4	218
	4-Year Liberal Arts College	37	14	11	14	17	1	94
	4-Year University	132	35	65	45	70	4	351
	Research University	11	5	16	1	4	0	37
Total		263	72	138	91	127	9	700

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.499[a]	15	.057
Likelihood Ratio	24.238	15	.061
Linear-by-Linear Association	.003	1	.957
N of Valid Cases	700		

a. 6 cells (25.0%) have expected count less than 5. The minimum expected count is .48.

*Independent Variable: College Type * Dependent Variable: Knowledge of ARC*
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Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
COL TYPE * ARC	733	76.4%	227	23.6%	960	100.0%

COL TYPE * ARC Crosstabulation

Count

		ARC		
		No	Yes	Total
COL TYPE	2-Year Liberal Arts or Community College	202	28	230
	4-Year Liberal Arts College	69	29	98
	4-Year University	288	81	369
	Research University	27	9	36
Total		586	147	733

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.846[a]	3	.001
Likelihood Ratio	16.391	3	.001
Linear-by-Linear Association	7.512	1	.006
N of Valid Cases	733		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.22.

*Independent Variable: College Type * Dependent Variable: University Identify Job Opportunities*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
COL TYPE * UNI Job	787	82.0%	173	18.0%	960	100.0%

COL TYPE * UNI Job Crosstabulation

Count

		UNI Job					
		Very Effective	Effective	Neutral	Ineffective	Very Ineffective	Total
COL TYPE	2-Year Liberal Arts or Community College	60	71	93	15	13	252
	4-Year Liberal Arts College	20	38	33	9	6	106
	4-Year University	74	119	136	36	23	388
	Research University	11	10	15	2	3	41
Total		165	238	277	62	45	787

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.230[a]	12	.767
Likelihood Ratio	8.279	12	.763
Linear-by-Linear Association	1.194	1	.275
N of Valid Cases	787		

a. 2 cells (10.0%) have expected count less than 5. The minimum expected count is 2.34.

*Independent Variable: Appalachian Studies Courses * Dependent Variable: Experience Bias*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
APP SOME * BIAS	818	85.2%	142	14.8%	960	100.0%

APP SOME * BIAS Crosstabulation

Count

		BIAS		
		No	Yes	Total
APP SOME	No	385	181	566
	Yes	129	123	252
Total		514	304	818

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	21.151[a]	1	.000		
Continuity Correction[b]	20.437	1	.000		
Likelihood Ratio	20.830	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	21.126	1	.000		
N of Valid Cases	818				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 93.65.

b. Computed only for a 2x2 table

*Independent Variable: Appalachian Studies Courses * Dependent Variable: Knowledge of ARC*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
APP SOME * ARC	736	76.7%	224	23.3%	960	100.0%

APP SOME * ARC Crosstabulation

Count

		ARC		
		No	Yes	Total
APP SOME	No	443	48	491
	Yes	146	99	245
Total		589	147	736

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	95.951[a]	1	.000		
Continuity Correction[b]	94.044	1	.000		
Likelihood Ratio	91.098	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	95.821	1	.000		
N of Valid Cases	736				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 48.93.

b. Computed only for a 2x2 table

*Independent Variable: Appalachian Studies Courses * Dependent Variable: Plans to Work in Appalachia*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
APP SOME * WORK	790	82.3%	170	17.7%	960	100.0%

APP SOME * WORK Crosstabulation

Count

		WORK		
		0	1	Total
APP SOME	No	175	355	530
	Yes	80	180	260
Total		255	535	790

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.404[a]	1	.525		
Continuity Correction[b]	.307	1	.579		
Likelihood Ratio	.406	1	.524		
Fisher's Exact Test				.571	.290
Linear-by-Linear Association	.403	1	.525		
N of Valid Cases	790				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 83.92.

b. Computed only for a 2x2 table

*Independent Variable: Gender * Dependent Variable: Plans to Work in Appalachia*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
GENDER * WORK	722	75.2%	238	24.8%	960	100.0%

GENDER * WORK Crosstabulation

Count

		WORK		
		0	1	Total
GENDER	Female	156	341	497
	Male	75	146	221
	Transgender	1	3	4
Total		232	490	722

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.549[a]	2	.760
Likelihood Ratio	.551	2	.759
Linear-by-Linear Association	.325	1	.569
N of Valid Cases	722		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.29.

*Independent Variable: State of Residence * Dependent Variable: School Greatest Asset*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
STATE RES * SCHOOLS	634	66.0%	326	34.0%	960	100.0%

STATE RES * SCHOOLS Crosstabulation

Count

	SCHOOLS		
	No	Yes	Total
Alabama	14	10	24

STATE RES	Georgia	10	6	16
	Kentucky	14	8	22
	Maryland	27	20	47
	Mississippi	58	34	92
	New York	3	2	5
	North Carolina	54	27	81
	Ohio	40	34	74
	Pennsylvania	29	14	43
	South Carolina	15	9	24
	Tennessee	13	6	19
	Virginia	50	28	78
	West Virginia	48	30	78
	Other	20	8	28
	15	2	1	3
Total		397	237	634

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.405[a]	14	.979
Likelihood Ratio	5.398	14	.979
Linear-by-Linear Association	.542	1	.461
N of Valid Cases	634		

a. 4 cells (13.3%) have expected count less than 5. The minimum expected count is 1.12.

*Independent Variable: State of College Attendance * Dependent Variable: School Greatest Asset*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent

STATE COL * SCHOOLS	641	66.8%	319	33.2%	960	100.0%

STATE COL * SCHOOLS Crosstabulation

Count

		SCHOOLS		
		No	Yes	Total
STATE COL	Alabama	7	4	11
	Georgia	9	4	13
	Kentucky	19	10	29
	Maryland	16	16	32
	Mississippi	84	56	140
	North Carolina	53	21	74
	Ohio	33	32	65
	Pennsylvania	28	15	43
	South Carolina	21	12	33
	Tennessee	7	5	12
	Virginia	54	27	81
	West Virginia	65	37	102
	None	3	3	6
Total		399	242	641

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.572[a]	12	.566
Likelihood Ratio	10.526	12	.570
Linear-by-Linear Association	.339	1	.561
N of Valid Cases	641		

a. 5 cells (19.2%) have expected count less than 5. The minimum expected count is 2.27.

*Independent Variable: Schools Greatest Asset * Dependent Variable: Attend College in home county.*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
HCTY * SCHOOLS	642	66.9%	318	33.1%	960	100.0%

HCTY * SCHOOLS Crosstabulation

Count

		SCHOOLS		
		No	Yes	Total
HCTY	No	211	132	343
	Yes	189	110	299
Total		400	242	642

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.195[a]	1	.659		
Continuity Correction[b]	.130	1	.719		
Likelihood Ratio	.195	1	.658		
Fisher's Exact Test				.684	.359
Linear-by-Linear Association	.195	1	.659		
N of Valid Cases	642				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 112.71.

b. Computed only for a 2x2 table

*Independent Variable: College Type * Dependent Variable: School Greatest Asset*

Case Processing Summary

	Cases		
	Valid	Missing	Total

	N	Percent	N	Percent	N	Percent
COL TYPE * SCHOOLS	636	66.3%	324	33.8%	960	100.0%

COL TYPE * AH5 Crosstabulation

Count

		Schools		
		No	Yes	Total
COL TYPE	2-Year Liberal Arts or Community College	134	80	214
	4-Year Liberal Arts College	57	25	82
	4-Year University	188	124	312
	Research University	18	10	28
Total		397	239	636

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.426[a]	3	.489
Likelihood Ratio	2.475	3	.480
Linear-by-Linear Association	.266	1	.606
N of Valid Cases	636		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.52.

*Independent Variable: Taking Courses on Appalachia * Dependent Variable: Schools Greatest Asset*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
APP SOME * SCHOOLS	638	66.5%	322	33.5%	960	100.0%

APP SOME * SCHOOLS Crosstabulation

Count

		SCHOOLS		
		No	Yes	Total
APP SOME	No	248	181	429
	Yes	150	59	209
Total		398	240	638

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	11.673[a]	1	.001		
Continuity Correction[b]	11.086	1	.001		
Likelihood Ratio	11.948	1	.001		
Fisher's Exact Test				.001	.000
Linear-by-Linear Association	11.655	1	.001		
N of Valid Cases	638				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 78.62.

b. Computed only for a 2x2 table

*Independent Variable: Employment * Dependent Variable: School Greatest Asset*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
EMPL * Schools	606	63.1%	354	36.9%	960	100.0%

EMPL * SCHOOLS Crosstabulation

Count

		Schools		
		No	Yes	Total
EMPL	One part-time job	138	82	220
	Multiple part-time jobs	45	23	68

	Full-time job	78	44	122
	Unemployed/looking for work	46	31	77
	Unemployed/not looking for work	64	46	110
	Retired	4	5	9
Total		375	231	606

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.765[a]	5	.736
Likelihood Ratio	2.726	5	.742
Linear-by-Linear Association	1.269	1	.260
N of Valid Cases	606		

a. 1 cells (8.3%) have expected count less than 5. The minimum expected count is 3.43.

*Independent Variable: Gender * Dependent Variable: School Greatest Asset*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
GENDER * AH5	630	65.6%	330	34.4%	960	100.0%

GENDER * Schools Crosstabulation

Count

		Schools		
		No	Yes	Total
GENDER	Female	268	162	430
	Male	124	72	196
	Transgender	3	1	4
Total		395	235	630

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.311[a]	2	.856
Likelihood Ratio	.327	2	.849
Linear-by-Linear Association	.128	1	.720
N of Valid Cases	630		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.49.

*Independent Variable: State of Residence * Dependent Variable: Substance Abuse Prevention Need*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
STATE RES * SAP	588	61.3%	372	38.8%	960	100.0%

STATE RES * SUBSTANCE ABUSE PREVENTION
Crosstabulation

Count

		SAP		
		No	Yes	Total
STATE RES	Alabama	19	4	23
	Georgia	10	2	12
	Kentucky	9	12	21
	Maryland	34	12	46
	Mississippi	65	16	81
	New York	1	3	4
	North Carolina	57	15	72
	Ohio	48	29	77
	Pennsylvania	29	9	38

	South Carolina	19	4	23
	Tennessee	16	3	19
	Virginia	49	21	70
	West Virginia	49	30	79
	Other	12	9	21
	15	1	1	2
Total		418	170	588

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.477[a]	14	.003
Likelihood Ratio	31.629	14	.005
Linear-by-Linear Association	3.193	1	.074
N of Valid Cases	588		

a. 5 cells (16.7%) have expected count less than 5. The minimum expected count is .58.

*Independent Variable: State of College Attendance * Dependent Variable: Substance Abuse Prevention Need*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
STATE COL * SAP	594	61.9%	366	38.1%	960	100.0%

STATE COL * SUBSTANCE ABUSE PREVENTION Crosstabulation

Count

	SAP		
	No	Yes	Total
Alabama	6	4	10

STATE COL	Georgia	9	2	11
	Kentucky	11	18	29
	Maryland	24	6	30
	Mississippi	95	25	120
	North Carolina	50	17	67
	Ohio	45	25	70
	Pennsylvania	27	11	38
	South Carolina	24	4	28
	Tennessee	10	2	12
	Virginia	54	21	75
	West Virginia	62	37	99
	None	4	1	5
Total		421	173	594

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.995[a]	12	.002
Likelihood Ratio	29.989	12	.003
Linear-by-Linear Association	.191	1	.662
N of Valid Cases	594		

a. 5 cells (19.2%) have expected count less than 5. The minimum expected count is 1.46.

*Independent Variable: Attend College in Home County * Dependent Variable: Substance Abuse Prevention Need*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
HCTY * SAP	595	62.0%	365	38.0%	960	100.0%

HCTY * SUBSTANCE ABUSE PREVENTION Crosstabulation

Count

		SAP		
		No	Yes	Total
HCTY	No	237	90	327
	Yes	185	83	268
Total		422	173	595

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.849[a]	1	.357		
Continuity Correction[b]	.690	1	.406		
Likelihood Ratio	.847	1	.357		
Fisher's Exact Test				.366	.203
Linear-by-Linear Association	.847	1	.357		
N of Valid Cases	595				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 77.92.

b. Computed only for a 2x2 table

*Independent Variable: College Type * Dependent Variable: Substance Abuse Prevention Need*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
COL TYPE * SAP	590	61.5%	370	38.5%	960	100.0%

COL TYPE * SUBSTANCE ABUSE PREVENTION Crosstabulation

Count

	SAP		
	No	Yes	Total

COL TYPE	2-Year Liberal Arts or Community College	152	56	208
	4-Year Liberal Arts College	55	25	80
	4-Year University	194	83	277
	Research University	19	6	25
Total		420	170	590

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.055[a]	3	.788
Likelihood Ratio	1.065	3	.785
Linear-by-Linear Association	.193	1	.661
N of Valid Cases	590		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.20.

*Independent Variable: Taking Courses on Appalachia * Dependent Variable: Substance Abuse Prevention Need*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
APP SOME * SAP	591	61.6%	369	38.4%	960	100.0%

APP SOME * SUBSTANCE ABUSE PREVENTION Crosstabulation

Count

	SAP		
	No	Yes	Total
No	278	120	398

APP SOME	Yes	141	52	193
Total		419	172	591

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.648[a]	1	.421		
Continuity Correction[b]	.502	1	.479		
Likelihood Ratio	.653	1	.419		
Fisher's Exact Test				.441	.240
Linear-by-Linear Association	.647	1	.421		
N of Valid Cases	591				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 56.17.

b. Computed only for a 2x2 table

*Independent Variable: Employment * Dependent Variable: Substance Abuse Prevention Need*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
EMPL * SAP	562	58.5%	398	41.5%	960	100.0%

EMPL * SUBSTANCE ABUSE PREVENTION
Crosstabulation

Count

		SAP		
		No	Yes	Total
EMPL	One part-time job	149	58	207
	Multiple part-time jobs	44	22	66
	Full-time job	72	35	107
	Unemployed/looking for work	53	19	72

	Unemployed/not looking for work	76	28	104
	Retired	5	1	6
Total		399	163	562

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.313[a]	5	.804
Likelihood Ratio	2.340	5	.800
Linear-by-Linear Association	.183	1	.669
N of Valid Cases	562		

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is 1.74.

*Independent Variable: Gender * Dependent Variable: Substance Abuse Prevention Need*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
GENDER * SAP	584	60.8%	376	39.2%	960	100.0%

GENDER * SUBSTANCE ABUSE PREVENTION
Crosstabulation

Count

		SAP		
		No	Yes	Total
GENDER	Female	277	126	403
	Male	135	42	177
	Transgender	2	2	4
Total		414	170	584

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.237[a]	2	.120
Likelihood Ratio	4.248	2	.120
Linear-by-Linear Association	2.220	1	.136
N of Valid Cases	584		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.16.

*Independent Variable: Receive Financial Aid * Dependent Variable: Access to College Greatest Need*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
FIN AID *ACCESS TO COLLEGE	588	61.3%	372	38.8%	960	100.0%

FIN AID * ACCESS TO COLLEGE Crosstabulation

Count

		ACCESS		
		No	Yes	Total
FIN AID	No	112	38	150
	Yes	340	98	438
Total		452	136	588

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.550[a]	1	.458		
Continuity Correction[b]	.396	1	.529		

Likelihood Ratio	.543	1	.461		
Fisher's Exact Test				.501	.263
Linear-by-Linear Association	.549	1	.459		
N of Valid Cases	588				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 34.69.

b. Computed only for a 2x2 table

*Independent Variable: State of College Attendance * Dependent Variable: Internet Resource Asset*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
STATE COL * INTERNET RESOURCE	690	71.9%	270	28.1%	960	100.0%

STATE COL * INTERNET RESOURCE
Crosstabulation

Count

		INTERNET		
		No	Yes	Total
STATE COL	Alabama	10	3	13
	Georgia	14	0	14
	Kentucky	22	13	35
	Maryland	18	10	28
	Mississippi	108	46	154
	North Carolina	61	21	82
	Ohio	33	36	69
	Pennsylvania	36	10	46
	South Carolina	27	8	35
	Tennessee	8	6	14

	Virginia	53	26	79
	West Virginia	97	17	114
	None	5	2	7
Total		492	198	690

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	41.118[a]	12	.000
Likelihood Ratio	44.393	12	.000
Linear-by-Linear Association	2.249	1	.134
N of Valid Cases	690		

a. 5 cells (19.2%) have expected count less than 5. The minimum expected count is 2.01.

*Independent Variable: Internet Resource Asset * Dependent Variable: Attend College in home county.*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
HCTY * INTERNET	692	72.1%	268	27.9%	960	100.0%

HCTY * INTERNET RESOURCE

Crosstabulation

Count

		INTERNET		
		No	Yes	Total
HCTY	No	248	113	361
	Yes	244	87	331
Total		492	200	692

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.116[a]	1	.146		
Continuity Correction[b]	1.879	1	.170		
Likelihood Ratio	2.121	1	.145		
Fisher's Exact Test				.154	.085
Linear-by-Linear Association	2.113	1	.146		
N of Valid Cases	692				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 95.66.
b. Computed only for a 2x2 table

*Independent Variable: Internet Resource Asset * Dependent Variable: Familiarity with the ARC*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
ARC * INTERNET	686	71.5%	274	28.5%	960	100.0%

ARC * INTERNET RESOURCE
Crosstabulation

Count

		INTERNET		
		No	Yes	Total
ARC	No	381	168	549
	Yes	105	32	137
Total		486	200	686

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.785[a]	1	.095		

Continuity Correction[b]	2.445	1	.118		
Likelihood Ratio	2.879	1	.090		
Fisher's Exact Test				.115	.057
Linear-by-Linear Association	2.781	1	.095		
N of Valid Cases	686				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 39.94.

b. Computed only for a 2x2 table

*Independent Variable: Taking Courses on Appalachia * Dependent Variable: Internet Resource Asset*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
APP SOME * INTERNET	688	71.7%	272	28.3%	960	100.0%

APP SOME *INTERNET RESOURCE

Crosstabulation

Count

		INTERNET		
		No	Yes	Total
APP SOME	No	312	139	451
	Yes	177	60	237
Total		489	199	688

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.289[a]	1	.130		
Continuity Correction[b]	2.029	1	.154		
Likelihood Ratio	2.320	1	.128		
Fisher's Exact Test				.134	.076

Linear-by-Linear Association	2.286	1	.131		
N of Valid Cases	688				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 68.55.
b. Computed only for a 2x2 table

*Independent Variable: Work in the Appalachian Region * Dependent Variable: Internet Resource Asset*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
WORK * AC16	679	70.7%	281	29.3%	960	100.0%

WORK * AC16 Crosstabulation

Count

		AC16		
		No	Yes	Total
WORK	0	160	57	217
	1	326	136	462
Total		486	193	679

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.729[a]	1	.393		
Continuity Correction[b]	.582	1	.446		
Likelihood Ratio	.736	1	.391		
Fisher's Exact Test				.413	.223
Linear-by-Linear Association	.728	1	.393		
N of Valid Cases	679				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 61.68.
b. Computed only for a 2x2 table

*Independent Variable: State of College Attendance * Dependent Variable: Access to College Need*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
STATE COL * ACCESS TO COLLEGE	574	59.8%	386	40.2%	960	100.0%

STATE COL * ACCESS TO COLLEGE Crosstabulation

Count

		ACCESS TO COLL		
		No	Yes	Total
STATE COL	Alabama	6	0	6
	Georgia	10	2	12
	Kentucky	23	4	27
	Maryland	23	8	31
	Mississippi	86	37	123
	North Carolina	41	22	63
	Ohio	41	23	64
	Pennsylvania	23	13	36
	South Carolina	19	6	25
	Tennessee	11	3	14
	Virginia	50	22	72
	West Virginia	70	27	97
	None	3	1	4
Total		406	168	574

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.448[a]	12	.577

Likelihood Ratio	12.536	12	.404
Linear-by-Linear Association	.654	1	.419
N of Valid Cases	574		

a. 6 cells (23.1%) have expected count less than 5. The minimum expected count is 1.17.

*Independent Variable: Access to College Need * Dependent Variable: Attend College in home county.*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
HCTY * COLLEGE	575	59.9%	385	40.1%	960	100.0%

HCTY * ACCESS TO COLLEGE Crosstabulation

Count

		ACCESS TO COLL		
		No	Yes	Total
HCTY	No	219	95	314
	Yes	188	73	261
Total		407	168	575

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.360[a]	1	.549		
Continuity Correction[b]	.258	1	.612		
Likelihood Ratio	.361	1	.548		
Fisher's Exact Test				.581	.306
Linear-by-Linear Association	.359	1	.549		
N of Valid Cases	575				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 76.26.
b. Computed only for a 2x2 table

*Independent Variable: College Type * Dependent Variable: Access to College Need*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
COL TYPE * COLLEGE	570	59.4%	390	40.6%	960	100.0%

COL TYPE * ACCESS TO COLLEGE Crosstabulation

Count

		ACCESS TO COLL		
		No	Yes	Total
COL TYPE	2-Year Liberal Arts or Community College	136	54	190
	4-Year Liberal Arts College	55	23	78
	4-Year University	189	83	272
	Research University	24	6	30
Total		404	166	570

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.515[a]	3	.679
Likelihood Ratio	1.606	3	.658
Linear-by-Linear Association	.001	1	.973
N of Valid Cases	570		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.74.

*Independent Variable: Employment * Dependent Variable: Access to College Need*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
EMPL * COLLEGE	541	56.4%	419	43.6%	960	100.0%

EMPL * ACCESS TO COLLEGE Crosstabulation

Count

		ACCESS TO COLL		
		No	Yes	Total
EMPL	One part-time job	146	62	208
	Multiple part-time jobs	42	26	68
	Full-time job	75	26	101
	Unemployed/looking for work	44	23	67
	Unemployed/not looking for work	68	23	91
	Retired	4	2	6
Total		379	162	541

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.673[a]	5	.457
Likelihood Ratio	4.614	5	.465
Linear-by-Linear Association	.368	1	.544
N of Valid Cases	541		

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is 1.80.

*Independent Variable: Receive Financial Aid * Dependent Variable: Access to College Need*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
FIN AID * COLLEGE	568	59.2%	392	40.8%	960	100.0%

FIN AID * ACCESS TO COLLEGE

Crosstabulation

Count

		ACCESS TO COLL		
		No	Yes	Total
FIN AID	No	97	47	144
	Yes	304	120	424
Total		401	167	568

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.974[a]	1	.324		
Continuity Correction[b]	.776	1	.378		
Likelihood Ratio	.961	1	.327		
Fisher's Exact Test				.341	.189
Linear-by-Linear Association	.972	1	.324		
N of Valid Cases	568				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 42.34.

b. Computed only for a 2x2 table

*Independent Variable: State of Residence * Dependent Variable: Financial Support College*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent

STATE RES * FSC	673	70.1%	287	29.9%	960	100.0%

STATE RES * FSC Crosstabulation

Count

		FSC		
		No	Yes	Total
STATE RES	Alabama	24	2	26
	Georgia	11	8	19
	Kentucky	21	6	27
	Maryland	39	12	51
	Mississippi	62	33	95
	New York	5	1	6
	North Carolina	57	31	88
	Ohio	54	25	79
	Pennsylvania	26	17	43
	South Carolina	20	6	26
	Tennessee	15	6	21
	Virginia	52	24	76
	West Virginia	48	31	79
	Other	29	5	34
	15	1	2	3
Total		464	209	673

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.735[a]	14	.065
Likelihood Ratio	24.985	14	.035
Linear-by-Linear Association	1.290	1	.256
N of Valid Cases	673		

a. 4 cells (13.3%) have expected count less than 5. The minimum expected count is .93.

*Independent Variable: State of College Attendance * Dependent Variable: Financial Support College*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
STATE COL * YO9	680	70.8%	280	29.2%	960	100.0%

STATE COL * YO9 Crosstabulation

Count

		YO9		
		No	Yes	Total
STATE COL	Alabama	12	2	14
	Georgia	8	6	14
	Kentucky	28	7	35
	Maryland	29	3	32
	Mississippi	103	43	146
	North Carolina	57	28	85
	Ohio	50	18	68
	Pennsylvania	26	16	42
	South Carolina	24	9	33
	Tennessee	10	5	15
	Virginia	51	28	79
	West Virginia	66	45	111
	None	5	1	6
Total		469	211	680

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.949[a]	12	.068

Likelihood Ratio	21.819	12	.040
Linear-by-Linear Association	8.118	1	.004
N of Valid Cases	680		

a. 5 cells (19.2%) have expected count less than 5. The minimum expected count is 1.86.

*Independent Variable: Receive Financial Aid * Dependent Variable: Financial Support College*

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
FIN AID * FSC	675	70.3%	285	29.7%	960	100.0%

FIN AID * FSC Crosstabulation

Count

		FSC		
		No	Yes	Total
FIN AID	No	118	58	176
	Yes	347	152	499
Total		465	210	675

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.377[a]	1	.539		
Continuity Correction[b]	.270	1	.603		
Likelihood Ratio	.375	1	.540		
Fisher's Exact Test				.570	.300
Linear-by-Linear Association	.377	1	.539		
N of Valid Cases	675				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 54.76.

b. Computed only for a 2x2 table

Appendix 3: Frequency of responses to battery questions on regional needs and opportunities.

Question 21 (3ASSETSH)

"Please indicate three of the most outstanding assets in your home community. Please skip this question if you are not from Appalachia. Select no more than 3."

Mining/ Natural Resources-1 (AH1)
560 – No, 83- Yes, 317- Missing, 643 Valid Answers
Technology training/ services-2 (AH2)
611- No, 31-Yes, 318- Missing, 642 Valid Answers
Elderly services-3 (AH3)
579 –No, 63-Yes, 318- Missing, 642 Valid Answers
Health care facilities-4 (AH4)
489- No, 153-Yes, 318-Missing, 642 Valid Answers
Schools-5 (AH5)
400-No, 242-Yes, 318-Missing, 642 Valid Answers
Public spaces-6 (AH6)
559-No, 83-Yes, 318-Missing, 642 Valid Answers
Youth services-7 (AH7)
579-No, 63-Yes, 318-Missing, 642 Valid Answers
Local arts and humanities-8 (AH8)
507-No, 135-Yes, 318-Missing, 642 Valid Answers
Vocational training-9 (AH9)
566-No, 76-Yes, 318-Missing, 642 Valid Answers
Employment diversity-10 (AH10)
608-No, 34-Yes, 318-Missing, 642 Valid Answers
Industrial/ manufacturing jobs-11 (AH11)
564-No, 78-Yes, 318-Missing, 642 Valid Answers
Public recreation resources-12 (AH12)
505-No, 137-Yes, 318-Missing, 642 Valid Answers
Environmental resources-13 (AH13)
551-No, 91-Yes, 318-Missing, 642 Valid Answers
Government offices-14 (AH14)
591-No, 51-Yes, 318 Missing, 642 Valid Answers
Civic associations-15 (AH15)
624-No, 18-Yes, 318 Missing, 642 Valid Answers
Internet resources-16 (AH16)
578-No, 64-Yes, 318 Missing, 642 Valid Answers
Cultural diversity-17 (AH17)
563-No, 79-Yes, 318 Missing, 642 Valid Answers
Cultural traditions-18 (AH18)
513-No, 129-Yes, 318 Missing, 642 Valid Answers
Green/ environmental jobs-19 (AH19)

622-No, 20-Yes, 318 Missing, 642 Valid Answers
Leisure activities-20 (AH20)
491-No, 151-Yes, 318 Missing, 642 Valid Answers

Question 22 (3NEEDSH)

"If you are from Appalachia, what are three of the most outstanding needs in your home community? Please skip this question if you are not from Appalachia. Select no more than 3."

Youth services-1 (NH1)
No-491, Yes-106, Missing-363, 597 Valid Answers
Technology training/services-2 (NH2)
534-No, Yes-61, Missing- 365, 595 Valid Answers
Educational Assistance-3 (NH3)
493-No, 102-Yes, Missing-365, 595 Valid Answers
Elderly/ aging services-4 (NH4)
552-No, 43-Yes, Missing-365, 595 Valid Answers
Early childhood services-5 (NH5)
545-No, 50-Yes, Missing-365, 595 Valid Answers
Transport services-6 (NH6)
514-No, 81-Yes, Missing-365, 595 Valid Answers
Food/ clothing (subsistence)-7 (NH7)
526-No, 69-Yes, Missing-365, 595 Valid Answers
Bilingual Services-8 (NH8)
558-No, 37-Yes, Missing-365, 595 Valid Answers
Housing assistance-9 (NH9)
536-No, 59-Yes, Missing-365, 595 Valid Answers
Environmental protection-10 (NH10)
512-No, 83-Yes, Missing-365, 595 Valid Answers
Legal services-11 (NH11)
575-No, 20-Yes, Missing-365, 595 Valid Answers
Veteran's services-12 (NH12)
534-No, 61-Yes, Missing-365, 595 Valid Answers
Public safety-13 (NH13)
558-No, 37-Yes, Missing-365, 595 Valid Answers
Business development support-14 (NH14)
512-No, 83-Yes, Missing-365, 595 Valid Answers
Substance abuse prevention-15 (NH15)
422-No, 173-Yes, Missing-365, 595 Valid Answers
Broadband access-16 (NH16)
543-No, 53-Yes, Missing-365, 595 Valid Answers
Health care-17 (NH17)
517-No, 78-Yes, Missing-365, 595 Valid Answers
Industrial/ manufacturing jobs-18 (NH18)
512-No, 83-Yes, Missing-365, 595 Valid Answers
Public space-19 (NH19)

572-No, 23-Yes, Missing-365, 595 Valid Answers
Domestic abuse prevention-20 (NH20)
534-No, 61-Yes, Missing-365, 595 Valid Answers
Diversity training-21 (NH21)
541-No, 54-Yes, Missing-365, 595 Valid Answers
Access to college (financial)-22 (NH22)
457-No, 138-Yes, Missing-365, 595 Valid Answers
LGBTQ support-23 (NH23)
522-No, 73-Yes, Missing-365, 595 Valid Answers
Local higher education-24 (NH24)
516-No, 79-Yes, Missing-365, 595 Valid Answers

Question 23 (3ASSETSC)

"Please indicate three of the most outstanding assets in your college community. Select no more than 3."

Mining/ Natural Resources-1 (AC1)
672-No, 20-Yes, Missing-268, 692 Valid Answers
Technology training/ services-2 (AC2)
556-No, 136-Yes, Missing-268, 692 Valid Answers
Elderly services-3 (AC3)
673-No, 19-Yes, Missing-268, 692 Valid Answers
Health care facilities-4 (AC4)
612-No, 80-Yes, Missing-268, 692 Valid Answers
Schools-5 (AC5)
511-No, 181-Yes, Missing-268, 692 Valid Answers
Public spaces-6 (AC6)
583-No, 109-Yes, Missing-268, 692 Valid Answers
Youth services-7 (AC7)
632-No, 60-Yes, Missing-268, 692 Valid Answers
Local arts and humanities-8 (AC8)
494-No, 198-Yes, Missing-268, 692 Valid Answers
Vocational training-9 (AC9)
592-No, 100-Yes, Missing-268, 692 Valid Answers
Employment diversity-10 (AC10)
621-No, 71-Yes, Missing-268, 692 Valid Answers
Industrial/ manufacturing jobs-11 (AC11)
656-No, 36-Yes, Missing-268, 692 Valid Answers
Public recreation resources-12 (AC12)
570-No, 122-Yes, Missing-268, 692 Valid Answers
Environmental resources-13 (AC13)
630-No, 62-Yes, Missing-268, 692 Valid Answers
Government offices-14 (AC14)
671-No, 21-Yes, Missing-268, 692 Valid Answers
Civic associations-15 (AC15)

660-No, 32-Yes, Missing-268, 692 Valid Answers
Internet resources-16 (AC16)
492-No, 200-Yes, Missing-268, 692 Valid Answers
Cultural diversity-17 (AC17)
496-No, 196-Yes, Missing-268, 692 Valid Answers
Cultural traditions-18 (AC18)
583-No, 109-Yes, Missing-268, 692 Valid Answers
Green/ environmental jobs-19 (AC19)
659-No, 33-Yes, Missing-268, 692 Valid Answers
Leisure activities-20 (AC20)
525-No, 167-Yes, Missing-268, 692 Valid Answers

Question 24 (3NEEDSC)

"If you are from Appalachia, what are three of the most outstanding needs in your college community? Select no more than 3."

Youth services-1 (NC1)
519-No, 60-Yes, Missing-381, 579 Valid Answers
Technology training/services-2 (NC2)
524-No, 51-Yes, Missing-385, 575 Valid Answers
Educational Assistance-3 (NC3)
476-No, 99-Yes, Missing-385, 575 Valid Answers
Elderly/ aging services-4 (NC4)
547-No, 28-Yes, Missing-385, 575 Valid Answers
Early childhood services-5 (NC5)
518-No, 57-Yes, Missing-385, 575 Valid Answers
Transport services-6 (NC6)
479-No, 96-Yes, Missing-385, 575 Valid Answers
Food/ clothing (subsistence)-7 (NC7)
521-No, 54-Yes, Missing-385, 575 Valid Answers
Bilingual Services-8 (NC8)
544-No, 31-Yes, Missing-385, 575 Valid Answers
Housing assistance-9 (NC9)
492-No, 83-Yes, Missing-385, 575 Valid Answers
Environmental protection-10 (NC10)
503-No, 72-Yes, Missing-385, 575 Valid Answers
Legal services-11 (NC11)
553-No, 22-Yes, Missing-385, 575 Valid Answers
Veteran's services-12 (NC12)
524-No, 51-Yes, Missing-385, 575 Valid Answers
Public safety-13 (NC13)
528-No, 47-Yes, Missing-385, 575 Valid Answers
Business development support-14 (NC14)
491-No, 84-Yes, Missing-385, 575 Valid Answers
Substance abuse prevention-15 (NC15)

455-No, 120-Yes, Missing-385, 575 Valid Answers
Broadband access-16 (NC16)
523-No, 52-Yes, Missing-385, 575 Valid Answers
Health care-17 (NC17)
490-No, 85-Yes, Missing-385, 575 Valid Answers
Industrial/ manufacturing jobs-18 (NC18)
522-No, 53-Yes, Missing-385, 575 Valid Answers
Public space-19 (NC19)
527-No, 48-Yes, Missing-385, 575 Valid Answers
Domestic abuse prevention-20 (NC20)
522-No, 53-Yes, Missing-385, 575 Valid Answers
Diversity training-21 (NC21)
504-No, 71-Yes, Missing-385, 575 Valid Answers
Access to college (financial)-22 (NC22)
407-No, 168-Yes, Missing-385, 575 Valid Answers
LGBTQ support-23 (NC23)
512-No, 63-Yes, Missing-385, 575 Valid Answers
Local higher education-24 (NC4)
514-No, 61-Yes, Missing-385, 575 Valid Answers

Question 25 (YOUTH)

"What are three of the most outstanding needs of youth (age 18-24) in Appalachia?"

Local/ regional jobs-1 (YO1)
519-No, 163-Yes, Missing-279, 681 Valid Answers
Technology training-2 (YO2)
639-No, 42-Yes, Missing-279, 681 Valid Answers
Exposure to diversity-3 (YO3)
525-No, 156-Yes, Missing-279, 681 Valid Answers
Health care-4 (YO4)
628-No, 53-Yes, Missing-279, 681 Valid Answers
Broadband access-5 (YO5)
654-No, 27-Yes, Missing-279, 681 Valid Answers
Public spaces-6 (YO6)
658-No, 23-Yes, Missing-279, 681 Valid Answers
College preparation (courses)-7 (YO7)
479-No, 202-Yes, Missing-279, 681 Valid Answers
Arts and music opportunities-8 (YO8)
587-No, 94-Yes, Missing-279, 681 Valid Answers
Financial support (college)-9 (YO9)
470-No, 211-Yes, Missing-279, 681 Valid Answers
Religious support organizations-10 (YO10)
617-No, 64-Yes, Missing-279, 681 Valid Answers
Vocational training-11 (YO11)
621-No, 60-Yes, Missing-279, 681 Valid Answers

Recreation faciliites-12 (YO12)
595-No, 86-Yes, Missing-279, 681 Valid Answers
Environmental education-13 (YO13)
618-No, 63-Yes, Missing-279, 681 Valid Answers
Youth clubs/ associations-14 (YO15)
577-No, 104-Yes, Missing-279, 681 Valid Answers
Awareness of local history-15 (YO15)
595-No, 86-Yes, Missing-279, 681 Valid Answers
LGBTQ support networks-16 (YO16)
601-No, 80-Yes, Missing-279, 681 Valid Answers
Transportation options-17 (YO17)
621-No, 60-Yes, Missing-279, 681 Valid Answers
Substance/ alcohol abuse support-18 (YO18)
489-No, 192-Yes, Missing-279, 681 Valid Answers
Safe sex awareness-19 (YO19)
498-No, 183-Yes, Missing-279, 681 Valid Answers
Civic engagement-20 (YO20)
638-No, 43-Yes, Missing-279, 681 Valid Answers