

THE ROLE OF PERCEPTIONS AND INFORMATION IN COLLEGE ACCESS: AN EXPLORATORY REVIEW OF THE LITERATURE AND POSSIBLE DATA SOURCES

Bridget Terry Long
Harvard Graduate School of Education
bridget_long@harvard.edu

July 2004

This report was prepared for a research project undertaken by The Education Resources Institute (TERI) with support from Lumina Foundation for Education. The purpose of this project was to develop an agenda of research studies and demonstrations that would, if implemented, improve the understanding of the potential impact of student aid program design, operations, and marketing on the college-going rates, patterns, and successes of lower income and minority youth.

This report was commissioned by TERI to provide a review of existing research findings, focused on the impact of student aid program design, operations, and marketing. This report was prepared under the direction of Ann Coles (Senior Vice President of TERI, coles@teri.org) and David Mundel (a consultant to TERI, david.mundel@comcast.net).

The views and opinions expressed in this report are solely those of the author and not necessarily those of TERI or Lumina Foundation.



31 St. James Avenue, Boston, MA 02116

THE ROLE OF PERCEPTIONS AND INFORMATION IN COLLEGE ACCESS: AN EXPLORATORY REVIEW OF THE LITERATURE AND POSSIBLE DATA SOURCES

PURPOSE: “Assess whether some of the existing data sets that have been used in various econometric studies contain data elements that would, if addressed within future analyses, provide insights regarding the unexplored role of price perceptions.”

Executive Summary

Recent surveys suggest that most high school students hope to attend college. However, while many appear to be aware that a postsecondary degree affords a variety of benefits, they seem to know far less about how much college costs or how to deal with this expense. This paper assesses what is known about the role of college price perceptions on college access and choice. Additionally, I investigate the impact of awareness about financial aid. The goal is to present conclusions from the research literature while also assessing whether the existing data sets contain elements that could be used in future analyses to provide insights regarding the role of price perceptions, financial aid awareness, and college information.

Theoretically, college enrollment should be related to costs, and although most models assume perfect information among actors, this is unlikely to reflect reality. The amount and accuracy of information about tuition could affect behavior. Research points to the potentially important role of information in the success or failure of a financial aid program. Although basic economic theory predicts that financial aid would encourage enrollment by reducing price, many researchers have failed to document large responses to the introduction of financial aid programs. If eligible individuals do not know about the aid or are unable to navigate the application process for securing the support, it will not help them. Recently, as many as 19,000 who had qualified for a Cal Grant, a need-based aid program in California, failed to even apply due to a lack of information about the policy (Sturrock, 2002).

My review of the literature suggests that students and families know little about college costs and financial aid. Several studies have found a significant lack of information among prospective college students regarding tuition levels and financial aid programs. Those who give an estimate of costs often overestimate the true level, and individuals appear to have a lot of incorrect information about financial aid. For instance, when asked to estimate the average yearly tuition that in-state undergraduates were charged at public four-year colleges in 1998-99, students and their parents guessed approximately twice the actual amount (Horn, Chen, and Chapman, 2003). The misperception for public two-year colleges was even larger – students guessed a price that was over three times the actual mean tuition charge. Additionally, many studies find that there are differences by background in the information individuals have.

The review of the literature also suggests that very little work has been done to link perceptions to college access and choice. Few studies use controlled analysis techniques and most suffer from a number of methodological problems. Moreover, researchers have been unable to establish whether information about postsecondary education has a causal effect on college decisions. Appendix A includes an annotated bibliography of the articles reviewed for this report.

While the question of how college perceptions affect attendance remains, there are a couple of data sources that might contribute to future analyses. Unfortunately, each has its own drawbacks. The HSB survey includes a great deal of information on students' perspectives of college prices and whether individuals plan to use a particular financial aid program. However, these data represent the high school class of 1982 and are therefore over two decades old. More recently, the 1999 NHES provides information on awareness about college price and aid. However, the data are not longitudinal and lack a great deal of facts about educational decisions. Unfortunately, the NELS88 and 2002 ELS do not include information about college price perceptions or affordability. They do, however, have data on college expectations. Finally, the National GEAR UP Survey, if it can be obtained, provides information on the relationship between college expectations and perceptions of price and affordability for students and parents.

Many studies are based on smaller samples collected by individual researchers, and the collection of targeted data on college perceptions may hold promise for future analyses. For example, Avery and Kane (2004) surveyed high school students in the Boston area for their analysis, and many states have commissioned data for reports. Other research organizations have used the services of polling or marketing firms.

Clearly, additional research is needed on this topic. Determining the role of price perceptions has many implications for policy. If information is important in college access, policymakers should consider programs or initiatives that would increase the level of awareness. Knowing the exact nature of students' and families' understanding of college prices would help authorities to tailor efforts in the best way possible. However, to be most effective, one must also consider whether student and parents would take advantage of a proposed information programs. Therefore, it would be useful to know how students and families currently get their information about colleges and if outside bodies could tap into those outlets. In terms of financial aid, if the complexity of programs and application procedures is a real deterrent, policymakers could have a significant impact by simplifying these factors. Additionally, as government aid has shifted towards more of a loan orientation, careful consideration should be given as to how to inform students and families about this form of aid. Students and families may find it more complicated due to the additional factors that must be considered such as the nature of repayment obligations.

THE ROLE OF PERCEPTIONS AND INFORMATION IN COLLEGE ACCESS: AN EXPLORATORY REVIEW OF THE LITERATURE AND POSSIBLE DATA SOURCES

Introduction

Recent surveys suggest that most high school students hope to attend college. However, while many appear to be aware of the variety of benefits a postsecondary degree affords, they seem to know far less about how much college costs or how to deal with the expense. News outlets often report only on the list prices of the most expensive institutions, and each year numerous articles highlight the fact that annual tuition growth continually outpaces inflation. Moreover, stories abound on the sticker shock felt by families with college-age children. Although many colleges are fairly expensive in relation to median family income, there is a great deal of variation in the prices colleges charge. Few reports note that many colleges charge less than a fifth of the price of Ivy League universities.

In addition, billions of dollars of financial aid are given each year to help families afford a college education, and the media pays little attention to this fact. In fact, most coverage emphasizes that there is not enough aid or that aid is declining. However, awareness alone about the existence of aid programs may not be enough to help students and families. The landscape of financial aid is a complex mix of programs with varying requirements, applications, and conditions for repayment. Therefore, to get the aid necessary for attendance, students need not only be aware of the programs; they must also know how to navigate through the process of getting aid.

Misinformation or a lack of information about college could have important implications for college access. Theoretically, college enrollment should be related to costs, and although most models assume perfect information among actors, this is unlikely to reflect reality. The amount and accuracy of information about tuition could affect behavior. For example, if college-going is perceived as unaffordable by kids, parents, and counselors, then individuals may not choose to prepare academically for college-level work. Even if these students eventually secure enough funds to attend, they are unlikely to succeed in college and may still choose not to enroll for academic reasons. Differences in awareness across groups may also provide some answers as to why enrollment rates differ by background.

Previous research also points to the potentially important role of information in the success or failure of a financial aid program. Although basic economic theory predicts that financial aid would encourage enrollment by reducing price, many researchers have failed to document large responses to the introduction of financial aid programs. For instance, several studies failed to find the expected enrollment response to the 1972 introduction of the Pell Grant, formerly known as the BEOG (Manski and Wise, 1983; Hansen, 1983; Kane, 1996). A lack of information could explain these results. If eligible individuals do not know about the aid or are unable to navigate the application process for securing the support, it will not help them (Orfield, 1992). In a more recent example, as many as 19,000 who had qualified for a Cal Grant, a need-based aid program in California, failed to apply (Sturrock, 2002). A lack of information may also contribute to a failure of parents to adequately save for college. Case and McPherson (1987) suggest that many families do not save for postsecondary study because they fail to anticipate the full costs of college.

There is also evidence to suggest that when aid programs are properly advertised and understood, students respond to them. For example, there was a large response to the Georgia HOPE Scholarship, a well-publicized aid program with clearly understood criteria. Dynarski (2000) and Cornwell, Mustard, and Sridhar (2002) each found that the program increased the college attendance rate of traditional-aged students by seven to eight percentage points. This is a significant impact and was concentrated among middle- and high-income youth, likely due to the fact that awards were offset by the Pell Grant, an aid program targeted to low-income students. As an additional example, when Congress eliminated the Social Security Student Benefit Program, a program in which students eligible for the aid were contacted, there appears to have been a drop in enrollment. Using the death of a parent to proxy for Social Security beneficiary status, Dynarski (2003) finds that the college attendance of the affected group dropped by more than a third.

Given the potentially important role of information, this paper assesses what is known about the role of college price perceptions on college access and choice. Additionally, I investigate the impact of knowledge about financial aid. The goal is to present conclusions from the research literature while also assessing whether the existing data sets contain elements that could be used in future analyses to provide insights regarding the role of price perceptions, financial aid awareness, and college information. Three questions are considered. First, are families aware of the cost of college or financial aid programs that reduce this cost? Second, are the perceptions of families and students accurate? Finally, how do the perceptions of a family or student affect college aspirations and decisions? The conclusions from this examination provide suggestions for future work in this area.

This essay is organized in the following way. The next section reviews the literature on what is known about the role of college perceptions and information. Section 3 then provides more detail on information available from national, large-scale data sources. Other state and local surveys are explored in Section 4. Section 5 concludes the essay. Appendices A and B include an annotated bibliography of the studies reviewed and a data codebook for variables that could be used in future analyses.

Literature Review: What Do We Know?

This section reviews the literature on the role of perceptions and information in college access by summarizing the main conclusions. The following sections expand on the particular datasets used and the variables available in each of the surveys.

Summary of the Major Conclusions

The literature addresses three major questions concerning the role of price perceptions. First, what do students and parents know about college costs? While some are unable to give any answer on how much college costs, others are able to make an estimate. Higgins (1984) finds a significant lack of information among prospective college students regarding financial aid programs, and this has been found repeatedly in more recent work (e.g. U.S. General Accounting Office, 1990; Horn, Chen, and Chapman, 2003). There also appear to be differences in college information by background. Olson and Rosenfeld (1984) find that parents' socioeconomic status is correlated with knowledge about student financial aid programs and the successful completion of complex application procedures. Most studies find similar differences by background in more recent work. For example, Grodsky and Jones (2004) find that parents of color are less likely to be able to estimate the cost of tuition. In some work, researchers also differentiate between

individuals who have general information about costs and aid versus those with information about specific schools or programs.

A second area of interest in the literature is where students and parents get their information about college costs and aid. Researchers have investigated formal and informal channels including teachers, guidance counselors, books, the internet, peers, and the news media. For instance, Lee and Ekstrom (1987) use the HSB to find that guidance counseling is not equally available to all public high school students. Minority students, students from families of low socioeconomic status, and students in rural areas are less likely to have access to adequate guidance counseling. This may affect access to college information as well as impact preparation and curriculum choices.

A final area of interest in the literature is whether parents and students perceptions about college are accurate. Most studies find that individuals greatly overestimate the costs of college. For instance, Ikenberry and Hartle (1998) conclude that the public appears to hold a distorted view of what it costs to attend college. Researchers also generally find that estimates of prices within the different sectors of higher education vary in accuracy. Also, as expected, estimates differ between those with kids in college versus those with kids in secondary school versus the general public. There is also a lot of misinformation about financial aid among parents and students. Many believe all financial aid has a merit component. In terms of need-based sources, individuals incorrectly note the income levels that are eligible for aid. Many researchers find that estimates differ by background including by income, race, and the parents' highest level of education. While some papers find that the accuracy of parents' and students' information is related to background, recent work by Grodsky and Jones (2004) conclude the errors parents made in guessing college costs appear to be random with respect to race, income, home ownership, and father's education. Further study is needed to reconcile these results with the larger literature. In addition to studies on particular questions related to college perceptions, O'Brien (1992) provides a major review of the literature on the role of information. She finds the research literature to be lacking both in depth and in the analysis. However, she speculates that information plays a supporting role in college access.

Problems With the Literature

There are a number of methodological problems with most of the work done in this area. Most of the previous studies are purely descriptive, and many do not control for background factors in multivariate regression analysis. In addition, most research fails to address concerns about causation. While a lack of information or inaccurate perceptions of cost may be associated with other factors shown to deter enrollment, it is unclear whether this is due to correlation or causation. As summarized by Chelmsky: "It is not possible to determine from the available studies whether knowing of financial aid availability is a precursor to the desire to pursue post-secondary or whether the desire to continue education explains the different in awareness of financial aid" (1991, p. 9).

An additional concern about the literature is sample selection. Often the survey questions are only asked of parents who expect their kids to go to college. This prohibits studies about how information impacts college expectations. It may be the case that parents who do not expect their kids to go to college greatly overestimate the cost of attendance.

A third problem in the literature is the timing of the questions in the surveys used. Most of the questions are asked later in the students' secondary school career. Therefore, it is unclear when the families knew what. For example, because most of the questions take place in high school, one cannot examine how

information and perceptions during middle school affect behavior while in high school. Finally, because questions about college information are asked only once, even in longitudinal surveys researchers are unable to examine how changes in college perceptions or information affect aspirations, preparation, or college decisions.

National Data Sources Used In The Literature

Much of the literature uses datasets assembled and maintained by the National Center for Education Statistics (NCES). Most are from the National Education Longitudinal Studies, a set of datasets produced to study the educational, vocational, and personal development of young people beginning in elementary or high school, and following them over time as they begin to take on adult roles and responsibilities. To date, this program has consisted of three major studies: the National Longitudinal Study of the High School Class of 1972 (NLS72), High School and Beyond (HSB), and the National Education Longitudinal Study of 1988 (NELS88), and I focus on the two most recent studies in this paper. In coming years, NCES will release results from the Education Longitudinal Study of 2002, and this may also serve as a source of information about college perceptions.

National Educational Longitudinal Study of 1988 (NELS88)

The National Education Longitudinal Study (NELS88) is a longitudinal dataset, which began with an 8th grade cohort in 1988 and ended with a survey in 2000. Data were collected from students and their parents, teachers, and high school principals and from existing school records such as high school transcripts. The study does not have explicit questions about cost perceptions. However, it contains data on college expectations and aspirations, and researchers have linked these factors to college access. For instance, Hu (2003) uses the NELS88 to examine how educational aspirations and postsecondary access and choice differ at urban, suburban, and rural schools. There are also questions on where and how students get information about college as well as a set of questions on students' familiarity with different loan programs.

Familiarity with Financial Aid Programs

QUESTION: The following is a list of programs that provide loans for study beyond high school. For each program, indicate how much you know about it.

Unfamiliar with Program

Familiar with Program

Teen Applied For Program

Multiple Response

F2P87A = State student loan program

F2P87B = Federal loan program such as Perkins or Stafford Loan Program

F2P87C = College or university student loan program

F2P87D = Education loan privately arranged through a bank

Sources of College Information

QUESTION: Since the beginning of this school year, have you talked to a counselor at your school, a teacher at your school, or another adult relative or adult friend (other than your parents), for any of the following reasons?

Yes/No Response

BYS51BA = talked to counselor about jobs/career after hs

BYS51BB = talked to teacher about jobs/career after hs

BYS51BC = talked to other adult about jobs/career after hs

QUESTION: At your high school, have you received...

Yes/No Response

F2S57A = Help with filling out vocational/technical school or college applications?

F2S57B = Help with filling out financial aid forms?

F2S57C = Assistance in writing essays for vocational/technical school or college applications?

F2S57D = Days off from school to visit vocational/technical schools or colleges?

QUESTION: Have you done any of the following to learn about applying for financial aid?

Yes/No Response

F2S58A = Talked with a high school teacher or guidance counselor

F2S58B = Talked with a representative from a vocational/technical school or college

F2S58C = Talked with a loan officer at a bank

F2S58D = Read U.S. Department of Education information on financial aid

F2S58E = Read info from a vocational/technical school or college about financial aid

F2S58F = Read about financial aid available through military service

F2S58G = Talked to a knowledgeable adult

QUESTION: What percentage of 12th grade students do the following at or through your school?

Continuous number Response

F2C13A = What percentage of 12th graders attend programs on college application procedures?

F2C13B = What percentage of 12th grade students attend programs on financial aid?

F2C13C = What percentage of 12th grade students attend school SAT/ACT courses?

F2C13D = What percentage of 12th grade students attend college fairs?

F2C13E = What percentage of 12th grade students meet with college representatives?

F2C13F = What percentage of 12th grade students participate in Talent Search?

F2C13G = What percentage of 12th grade students participate in Upward Bound?

F2C13H = What percentage of 12th grade students participate in some other program that academically prepares minority and disadvantaged students for college?

QUESTION: Approximately how many colleges sent a representative to your school to talk with college-bound students during the 1990-91 school year?

Continuous number Response

QUESTION: Since this past fall, or during the last year your teenager attended school, did you or your spouse/partner attend any of the following types of programs dealing with opportunities for your teenager?

Yes/No Response

F2P45A = A program on educational opportunities after completing high school

F2P45B = A program on financial aid for colleges, universities, or vocational technical schools

F2P45C = A program on employment and career opportunities

QUESTION: At your high school, have you received...

Yes/No Response

F2S57A = Help with filling out vocational/technical school or college applications?

F2S57B = Help with filling out financial aid forms?
F2S57C = Assistance in writing essays for vocational/technical school or college applications?

QUESTION: How often do staff at your school engage in the following activities, if at all?

Never
Seldom
Sometimes
Often

F2C12A = How often do staff at your school encourage 12th graders to visit colleges?

F2C12B = How often do staff at your school contact parents regarding student college selection?

F2C12C = How often do staff at your school assist 12th graders with college applications?

F2C12D = How often do staff at your school assist 12th graders in completing financial aid applications?

F2C12E = How often do staff at your school contact college representatives for 12th graders?

F2C12F = How often do staff at your school provide letters of recommendation to colleges and universities?

High School and Beyond (HSB)

Much more information pertinent to the focus of this study is available from the High School and Beyond Survey (HSB). The HSB describes the activities of seniors and sophomores as they progressed through high school, postsecondary education, and into the workplace. The data span 1980 through 1992 and include parent, teacher, high school transcripts, student financial aid records, and postsecondary transcripts in addition to student questionnaires and interviews.

The HSB has data about students' and families' perceptions of college costs and knowledge of financial aid programs. While several studies have used this information to consider the role of perceptions and information, almost none use multivariate regression methodologies (Higgins, 1984; Ekstrom, 1985). More recently, the U.S. General Accounting Office (1990) used the HSB to explore what students and families know about federal financial aid. Other research uses the HSB to examine the role of guidance counselors (Lee and Ekstrom, 1987).

The HSB has a series of questions about students' perspectives on college prices. Moreover, there are a number of questions about whether a student plans to use a particular financial aid program including the response: "I do not know enough about this program to answer the question."

Perceptions of College Prices

QUESTION: How much do you think each of the following kinds of schooling would cost for a year? Just answer about expenses for tuition, fees, books, and so on-not living expenses.

Under \$500
\$500-\$1,000
\$1,001-\$2,000
\$2,001-\$3,000
\$3,001-\$5,000
\$5,001-\$7,000
Don't Know

BB111A = cost-public junior or comm. college
BB111B = cost-state 4 year college or university
BB111C = cost-private 4 year college or university
BB115 = plan to go to college in future?

Familiarity with Financial Aid Programs

QUESTION: Do you plan to use funds available from any of the following programs for further study beyond high school?

No, I do not plan to use it

Yes, I plan use it

I do not know enough about this program to answer the question

EB121AA = aid- National Direct Student Loan Program
EB121AB = aid-Federal Guaranteed Student Loan Program
EB121AC = aid-nursing student loan program
EB121AD = aid-state student loan program
EB121AE = aid-college student loan program
EB121AF = aid-regular bank loan
EB121BA = aid-Basic Educational Opportunity Grant (BEOG)
EB121BB = aid-Supplemental Educational Opportunity Grant
EB121BC = aid-ROTC scholarship
EB121BD = aid-SS benefits for children
EB121BE = aid-nursing scholarship program
EB121BF = aid-VA survivors' benefits
EB121BG = aid-Veterans' Educational Assistance Program (VEAP)
EB121BH = aid-state scholarship program
EB121BI = aid-college or university scholarship
EB121BJ = aid-scholarships from private orgs.
EB121BK = aid-vocational rehabilitation program
EB121CA = aid-CETA-Sponsored Youth Employment Development
EB121CB = aid-college work-study
EB121CC = aid-cooperative education program

Education Longitudinal Study of 2002

The ELS2002 is the fourth major secondary school longitudinal study sponsored by NCES. It closely reflects the research purposes and designs of its three predecessor studies (NLS72, HSB, and NELS88). Beginning with a nationally representative sample of 10th-graders in 2002, ELS2002 should provide data about critical transitions experienced by students as they proceed through high school and into postsecondary education or the workplace. Similar to the NELS88, it may be a future source of information on college expectations and preparation. Unfortunately, it does not appear to have information on college price perceptions.

Some of the questions on the Base Year Survey, conducted when the students are in the tenth grade, include:

- The student's expectations about college attendance
- Where students have gone for college information
- The parents' expectations about college attendance for their child
- Activities parents have done to prepare financially for sending their child to college include the amount of money set aside

1999 National Household Education Survey (NHES)

In addition to the National Education Longitudinal Studies described above, the NCES also conducts the National Household Education Surveys Program (NHES). These surveys provide descriptive data on the educational activities of the U.S. population and cover learning at all ages, from early childhood to school age to adulthood. Information is collected from approximately 8,000 individuals via the telephone. While the NHES provides repeated measures of some educational phenomena, all of the questions are not asked multiple times and so it is not a good source to track trends.

The 1999 version of the NHES included several questions on the perceptions of students and parents about college costs. However, the questions were not asked of all individuals, as the sample was limited in response to questions about college expectations and whether the respondent had received college cost information. Two recent papers use information from the 1999 NHES. Horn, Chen, and Chapman (2003) use data from the Parent and Youth Surveys to investigate how much college-bound 6th- through 12th-grade students know about the cost of attending college and the relationships between their knowledge of college costs and how they go about preparing for college. The paper also examines the knowledge and saving behavior of parents and where students and adults gather information on financial aid. Grodsky and Jones (2004) also use the 1999 NHES to examine the perceptions of parents of parents who think their child will attend college after high school. They find that parents of color are less likely to be able to estimate the cost of tuition. However, the errors parents made appear to be random with respect to race, income, home ownership, and father's education.

1999 NHES Parent and Youth Interview

During the 1999 survey year, the NHES asked both parents and children many of the same questions. The relevant questions are grouped in this section while questions asked only of one group or the other are discussed in a separate section.

Knowledge Of Tuition Prices at any College

QUESTION: Have you gotten information about the cost of tuition and mandatory fees at a specific (in-state public/out-of-state public/private) college?

PSCOLTUI: PR5-GOT INFO ABT TUITION FOR SPECFC COLL

QUESTION: Have you gotten information about the cost of tuition and mandatory fees at a specific (in-state public/out-of-state public/private) college?

YSCOLTUI: YF8-GOT INFO ABT TUITION FOR SPECFC COLL

Yes

No

QUESTION: What is the cost of 1 year's tuition and mandatory fees at that college?

PSCOLAMT: PR6-COST OF TUITION AT SPCFC 4 YR COL

QUESTION: What is the cost of 1 year's tuition and mandatory fees at that college?

YSCOLAMT: YF9-COST OF TUITION AT SPECFC 4YR COLL

Continuous number

Note: Only asked of people who said they got information in the above question (PSCOLTUI and YSCOLTUI)

QUESTION: Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

PSCOLINC: PR6OV-COST 4YR COLL INCL TUIT/OTH FEES

QUESTION: Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

YSCOLINC: YF9OV-COST 4YR COLL INCL TUIT/OTH FEES

Tuition and Mandatory Fees only

Tuition, Mandatory Fees, and Other Fees

Note: Only asked of people who said they got information in the above question (PSCOLTUI)

Knowledge Of Tuition Prices at a Four-year College

QUESTION: Do you think you could or could not give a fairly accurate estimate of the cost of 1 year's tuition and mandatory fees at (an in-state public/an out-of-state public/a private) college that (CHILD) might attend?

PSCESTUI: PR7-CAN ESTIMATE TUITION/FEES 4YR COLL

QUESTION: Do you think you could or could not give a fairly accurate estimate of the cost of 1 year's tuition and mandatory fees at (an in-state public/an out-of-state public/a private) college that you might attend?

YSCESTUI: YF10-CAN ESTIMATE TUITION/FEES 4YR COLL

Could

Could not

Note: Only asked of people who said they did not get information in the above question (PSCOLTUI)

QUESTION: About how much would that be?

PSCESAMT: PR7OV1-EST OF TUITION/FEES AT 4YR COLL

QUESTION: About how much would that be?

YSCESAMT: YF10OV1-EST OF TUITION/FEES AT 4YR COLL

Continuous number

Note: Only asked of people who said they did not get information in the above question (PSCOLTUI) and who said they could give a "fairly accurate estimate of the cost" (PSCESTUI)

QUESTION: Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

PSCESINC: PR7OV2-EST 4YR COLL INCL TUIT/OTH FEES

QUESTION: Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

YSCESINC: YF10OV2-EST 4YR COLL INCL TUIT/OTH FEES

Tuition and Mandatory Fees only

Tuition, Mandatory Fees, and Other Fees

Note: Only asked of people who said they did not get information in the above question (PSCOLTUI) and who said they could give a "fairly accurate estimate of the cost" (PSCESTUI)

Knowledge Of Tuition Prices at an In-state, Public Four-year College

QUESTION: Do you think you could or could not give a fairly accurate estimate of the average cost of 1 year's tuition and mandatory fees at a public 4-year college in your state?

PS4YRTUI: PR8-CAN EST TUITION IN-STATE 4YR COLL

QUESTION: Do you think you could or could not give a fairly accurate estimate of the average cost of 1 year's tuition and mandatory fees at a 4-year community college in your state?

YS4YRTUI: YF11-CAN EST TUITION IN-STATE 4YR COLL

Could
Could not

Note: Only asked of a subset of the sample (?)

QUESTION: About how much would that be?

PS4YRAMT: PR8OV1-TUITION EST OF IN-STATE 4YR COLL

QUESTION: About how much would that be?

YS4YRAMT: YF11OV1-EST OF TUITION IN-STATE 4YR COLL

Continuous number

QUESTION: Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

PS4YRINC: PR8OV2-EST 4YR COLL INCL TUIT/OTH FEES

QUESTION: Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

YS4YRINC: YF11OV2-EST 4YR COLL INCL TUIT/OTH FEES

Tuition and Mandatory Fees only

Tuition, Mandatory Fees, and Other Fees

Knowledge Of Tuition Prices at a Two-year College

QUESTION: Have you gotten information about the cost of tuition and mandatory fees at a specific (vocational or technical school/2-year community college/junior college/school)?

PSOTHTUI: PR10-GOT INFO TUITION VOC/TECH/COMM SCH

QUESTION: Have you gotten information about the cost of tuition and mandatory fees at a specific (vocational or technical school/2-year community college/junior college/school)?

YSOTHTUI: YF13-GOT INFO TUITION VOC/TECH/COMM SCH

Yes

No

Note: Only asked of a subset of the sample. CHECK

QUESTION: What is the cost of 1 year's tuition and mandatory fees at that school?

PSOTHAMT: PR11-TUITION AT SPEC VOC/TECH/COMM SCH

QUESTION: What is the cost of 1 year's tuition and mandatory fees at that school?

YSOTHAMT: YF14-TUITION AT SPEC VOC/TECH/COMM SCH

Continuous number

Note: Only asked of a subset of the sample.

QUESTION: Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

PSOTHINC: PR11OV-CST VO/TEC/COMM INC TUIT/OTH FEE

QUESTION: Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

YSOTHINC: YF14OV-CST VO/TEC/COMM INC TUIT/OTH FEE

Tuition and Mandatory Fees only

Tuition, Mandatory Fees, and Other Fees

Note: Only asked of a subset of the sample.

QUESTION: Do you think you could or could not give a fairly accurate estimate of the cost of 1 year's tuition and mandatory fees at a (vocational or

technical school/2-year community college/junior college/school) in your state that (CHILD) might attend?

PSOESTUI: PR12-CAN EST TUITION VOC/TECH/COMM SCH

QUESTION: Do you think you could or could not give a fairly accurate estimate of the cost of 1 year's tuition and mandatory fees at a (vocational or technical school/2-year community college/junior college/school) in your state that you might attend?

YSOESTUI: YF15-CAN EST TUITION VOC/TEC/COMM SCH

Could

Could not

Note: Only asked of a subset of the sample.

QUESTION: About how much would that be?

PSOESAMT: PR12OV1-EST TUITION/FEEES VOC/TECH SCH

QUESTION: About how much would that be?

YSOESAMT: YF15OV1-EST TUITION/FEEES VOC/TECH/COMM

Continuous number

Note: Only asked of a subset of the sample.

QUESTION: Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

PSOESINC: PR12OV2-EST VO/TEC/COMM INC TUIT/OTH FEE

QUESTION: Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

YSOESINC YF15OV2-EST VO/TEC/COMM INC TUIT/OTH FEE

Tuition and Mandatory Fees only

Tuition, Mandatory Fees, and Other Fees

Note: Only asked of a subset of the sample.

Knowledge Of Tuition Prices at an In-state, Two-year Community College

QUESTION: Do you think you could or could not give a fairly accurate estimate of the average cost of 1 year's tuition and mandatory fees at a 2-year community college in your state?

PS2YRTUI: PR13-CAN EST TUITION AT 2YR COMM COLL

QUESTION: Do you think you could or could not give a fairly accurate estimate of the average cost of 1 year's tuition and mandatory fees at a 2-year community college in your state?

YS2YRTUI: YF16-CAN EST TUITION AT 2YR COMM COLL

Could

Could not

Note: Only asked of a subset of the sample.

QUESTION: About how much would that be?

PS2YRAMT: PR13OV1-EST TUITION/FEEES 2YR COMM COLL

QUESTION: About how much would that be?

YS2YRAMT: YF16OV1-EST TUITION/FEEES 2YR COMM COLL

Continuous number

Note: Only asked of a subset of the sample.

QUESTION: Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

PS2YRINC: PR13OV2-EST VO/TEC/COMM INC TUIT/OTH FEE

QUESTION: Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

YS2YRINC: YF16OV2-EST VO/TEC/COMM INC TUIT/OTH FEE

Tuition and Mandatory Fees only
Tuition, Mandatory Fees, and Other Fees
Note: Only asked of a subset of the sample.

Expectations

QUESTION: Will (CHILD) start (his/her) college education at a 2-year or a 4-year school, or have you not thought about this yet?

PSSTART: PR2-CHLD WILL START COLL AT 2 OR 4YR SCH

QUESTION: Will you start your college education at a 2-year school or a 4-year school, or have you not thought about this yet?

YSSTART: YF2-WILL START COLL ED AT 2 OR 4 YR SCH

Two-Year School

Four-Year School

Have not thought about this

QUESTION: Would you say (he/she) is more likely to attend a public or private 4-year college, or have you not thought about this yet?

PSCOLTYE: PR3-CHLD LIKELY ATTND PUB/PRIV 4YR COLL

QUESTION: Are you more likely to attend a public or private 4-year college, or have you not thought about this yet?

YSCOLTYP: YF6-LIKELY TO ATTEND PUB/PRIV 4YR COLL

Public

Private

Have not thought about this

QUESTION: Is (he/she) more likely to attend an in-state or out-of-state public college, or have you not thought about this yet?

PSCOLST: PR4-CHLD LIKELY ATTEND IN/OUT STATE COLL

QUESTION: Are you more likely to attend an in-state or out-of-state public college, or have you not thought about this yet?

YSCOLST: YF7-LIKELY TO ATTEND IN/OUT STATE COLL

In-State

Out-of-State

Have not thought about this

QUESTION: There are many reasons why young people decide not to attend school after high school. What is the main reason for (CHILD)?

PSNOTREA: PR20-RSN CHILD WILL NOT ATTND SCH AFT HS

QUESTION: There are many reasons why young people decide not to attend school after high school. What is your main reason?

YSNOTREA: YF19-REASON NOT ATTEND SCH AFTER HS

Cost is too high

Need to work

Poor grades/unable to get in

Not interested/Tired of going to school

Child has a disability

Military

Unsure of future goals

Other

QUESTION: Would you say (he/she) is more likely to attend a vocational or technical school, a 2-year community college, a junior college, some other type of school, or have you not thought about this yet?

PSOTHTYP: PR9-CHLD LIKELY ATTND VOC/TCH/CMM/JR COL

QUESTION: Are you more likely to attend a vocational or technical school, a 2-year community college, a junior college, some other type of school, or have you not thought about this yet?

YSOHTYP: YF12-LIKELY ATTEND VOC/TECH/COMM/JR COLL

Vocational/Technical School
Two-Year Community College
Junior College
Have not thought about this
Other School

1999 NHES Parent Interview (questions asked only of parents)

Separate from the Youth Interview, the 1999 Parent Interview includes information about whether the parents had ever heard of or planned to use the Higher Education Tax Credits. There is also data on whether the parent received college information and whether they had begun to save for their child's college expenses.

Knowledge Of Aid

QUESTION: Have you ever heard of the Lifetime Learning tax credit?

PSLIFE: PR16A-HEARD OF LIFETIME LEARNING TAX CRD

Yes
No

QUESTION: Have you ever heard of the HOPE Scholarship tax credit?

PSHOPE: PR16B-HEARD OF HOPE SCHOLARSHIP TAX CRD

Yes
No

QUESTION: Do you plan to use the Lifetime Learning tax credit to help pay for (CHILD)'s education after high school?

PSLIFUS: PR17-USE LIFETIME LEARNING TAX CREDIT

Yes
No

Note: Only asked of a subset of the sample.

QUESTION: Do you plan to use the HOPE Scholarship tax credit to help pay for (CHILD)'s education after high school?

PSHOPUS: PR18-USE HOPE SCHOLARSHIP TAX CREDIT

Yes
No

Note: Only asked of a subset of the sample.

Sources of College Information

QUESTION: Have you (or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grand-mother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)) talked with someone or read any materials from schools or financial institutions about sources of financial aid for (CHILD)'s education after high school?

PSFINAID: PR15-TALKED ABT FINANCIAL AID W/SOMEONE

Yes
No

QUESTION: During this school year, have you (or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your

household)) talked with a counselor or teacher at (CHILD)'s school about the academic requirements for college or vocational school after high school?

PSREQ: PR19-TALK W/COUNSLR ABT COLL ACAD REQ

Yes

No

Expectations

QUESTION: Do you think (CHILD) will... b. Graduate from a 4-year college?

SECOLLEG: PR1B-CHILD WILL GRAD FRM 4YR COLLEGE

Yes

No

QUESTION: Have you started saving money or making any other financial plans to pay for (CHILD)'s education after high school?

PSAVMON: PR14-SAVING MONEY TO PAY FOR CHILD'S ED

Yes

No

1999 NHES Youth Interview (questions asked only of students)

Separate from the Parent Interview, the 1999 Youth Interview includes additional questions about where and how students get their information about college.

Sources of College Information

QUESTION: Students begin to talk about future education at different ages. This school year, have you discussed the academic requirements for college or vocational school after high school with ((your parents)/(your mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)/ (ADULT RESPONDENT)/(or mother/step-mother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household))?

YSREQFAM: YF3-TALK W/PRNT ABT COLL ACAD REQ

Yes

No

QUESTION: How about with a teacher or counselor at school?

YSREQTEA: YF3OV-TALK W/TEACHER ABT COLL ACAD REQ

Yes

No

QUESTION: This school year, have you discussed with ((your parents)/(your mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)/ (ADULT RESPONDENT)/(or mother/step-mother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)) which colleges or vocational schools you would like to attend after high school?

YSATTFAM: YF5-DISC COLLEGES/SCHOOLS W/PARENTS

Yes

No

QUESTION: How about with a teacher or counselor at school?

YSATTTEA: YF5OV-DISC COLLEGES/SCHOOLS W/TEACHERS

Yes

No

QUESTION: This school year, have you talked with ((your parents)/(your mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/ cousin)/(ADULT RESPONDENT)/(or mother/step-mother/ foster mother/father/ stepfather/ foster father/grandmother/ grandfather/aunt/ uncle/cousin) (or (the) other adult(s) in your household)) about the cost of education after high school?

YSCOSFAM: YF17-TALK ABOUT COST OF COLL W/PARENT

Yes

No

QUESTION: How about with a teacher or counselor at school?

YSCOSTEA: YF17OV-TALK ABOUT COST OF COLL W/TCHRS

Yes

No

QUESTION: This school year, have you talked with ((your parents)/(your mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/ cousin)/(ADULT RESPONDENT)/(or mother/step-mother/ foster mother/father/ stepfather/ foster father/grandmother/ grandfather/aunt/ uncle/cousin) (or (the) other adult(s) in your household)) about financial aid for education after high school?

YSAIDFAM: YF18-TALK ABOUT FINCL AID W/ PARENT

Yes

No

QUESTION: How about with a teacher or counselor at school?

YSAIDTEA: YF18OV-TALK ABOUT FINCL AID W/TEACHERS

Yes

No

1996 National Household Education Survey – Educational Involvement Interview

The 1996 version of the NHES also included a survey about Parent and Family Involvement in Education. It only has information on parents' perceptions of how well their schools are helping their children plan for college. These variables do not appear to have been studied in previous work.

QUESTION: For each statement that I read you, please tell me how well (CHILD)'s [school/current school/Head Start program/(PROGRAM)] has been doing the following things (during this school year/ since September):

Does very well

Could do better

Does not do

PF6H: Provides information on how to help (CHILD) plan for college?

FSSPCOLL PF6H-SCH TELLS HOW TO PLAN FOR COLLEGE

PF6I: Provides information about how to help (CHILD) plan for work after (he/she) completes (his/her) education?

FSSPWORK PF6I-SCH TELLS HOW TO PLAN FOR WORK

The National GEAR UP Survey

One new data source that may provide information on the role of college perceptions on access is the National GEAR UP Survey. The legislation establishing GEAR UP mandated an evaluation of the

program, and the data collected for this aim may enable such a study. Researchers are following a group of students who entered the program in seventh grade during the 2000-01 school year. The baseline survey asked students about their aspirations and why they might not choose to go to college. Additionally, parents were asked about their expectations regarding college-going and perceptions of four-year public college affordability. Such data would allow for analysis on the interaction between expectations and college affordability. Linking student information to local college prices would further shed light on these issues.

From the 7th grade Student Survey

QUESTION 39: "If you do NOT continue your education after high school, what would the reasons be?"

- It costs too much
- I need or want to work
- My grades are not good enough
- I'm just not interested
- I want to join the military service
- I want to start a family or I need to take care of my family
- Some other reason

QUESTION 40: "How likely are you to go to college?"

- I will definitely go to college
- I will probably go to college
- I may go to college
- I will probably not go to college
- I will definitely not go to college
- I have not decided yet

From the Parent Survey

QUESTION 22: "Do you think he/she will continue his/her education after high school?"

- Yes
- No
- Don't Know

QUESTION 23: "How far in school do you think [CHILD] will get? Would you say .

- . . .
- A certificate from a vocational, trade or business school
- An Associate's (AA) degree
- A Bachelor's (BA) degree
- A graduate or professional degree?

QUESTION 28: Do you think [CHILD] will be able to afford to attend a 4-year state college or university after high school? When answering this question please take into account your family's resources and any other financial resources such as financial aid from the government. Would you say . . .

- Definitely
- Probably
- No sure
- I doubt it
- Definitely not

QUESTION 29: Have you attended any workshops for parents that provided you with information about financial assistance for your child to attend college?

- Yes
- No

QUESTION 30: How much do you think it costs today to attend each of the following types of institutions for 1 year? I'm interested in an estimate that includes the cost of room, board, and tuition for 1 year.

- a. Community college or junior college?

- b. Four-year state college or university?
- c. Four-year private college or university?

Surveys by Public Agenda and the General Social Survey

There are several other nationally-representative surveys that have information on college perceptions and expectations. One such set of surveys has been collected by Public Agenda in work commissioned by the National Center for Public Policy. Several surveys by Public Agenda have information about people's perceptions and attitudes about higher education. The work began with two relatively small-scale surveys in 1993 and 1998. Since that time, surveys have been conducted in 1999, 2000, and 2003. Each survey is based on telephone interviews conducted with national random samples of adults. Nationwide samples were selected through a standard, random-digit-dialing technology whereby every household in the 48 contiguous states had an equal chance of being contacted. The most recent survey, conducted October 17 to 26, 2003, has a sample of 801 adults ages 18 or older. The data were weighted by urbanicity and have a margin of error of plus or minus three percentage points. It does not appear that the data are publicly available.

John Immerwahr has released a series of reports using these Public Agenda surveys. The first, a 1998 study, describes Americans' views of higher education as an increasingly important endeavor. A 2000 report also finds that Americans overwhelmingly see higher education as essential for economic mobility. Immerwahr with Foleno also finds that African American and Hispanic parents appear to value higher education more than white parents. Immerwahr (2002) again confirms that Americans feel that rising college prices threaten to make higher education inaccessible for many people. Finally, the most recent report reveals that public attitudes about the importance of higher education have remained stable during the recent economic downturn. The survey also finds that there are some growing public concerns about the costs of higher education, especially for those groups most affected, including parents of high school students, African Americans, and Hispanics.

In addition to the surveys by Public Agenda, the General Social Survey (GSS) may be a good source for information on college attitudes. The GSS is a regular personal interview survey of U.S. households conducted by the National Opinion Research Center (NORC). The first survey took place in 1972 and since then more than 38,000 respondents have answered over 3,260 different questions about social issues. The questionnaire contains a standard core of demographic and attitudinal variables, plus certain topics of special interest. Items include national spending priorities, drinking and drug use behavior, crime and punishment, race relations, quality of life, confidence in institutions, and membership in voluntary associations. The basic purpose of the GSS is to gather data on contemporary American society in order to monitor and explain trends and constants in attitudes, behaviors, and attributes. The sample size is about 1,500 for the first 19 surveys; it became 3,000 when the survey became biennial in 1994.

The GSS has several questions about attitudes toward government spending on financial aid. There are no direct questions about perceptions of college costs.

Perceptions of the Government funding of Financial Aid

QUESTION (1985 survey): Some people think the government should provide financial assistance to college students. Others think the government should not provide such aid. In each of the circumstances listed below should the government provide grants that would not have to be paid back, provide loans

which the student would have to pay back, or should the government not provide any financial assistance? (Possible responses below with frequencies)

A. For students whose parents have a low income

Government give grants	279
Government make loans	351
No government assistance	32
Can't choose	6
No answer	9

B. For students who have outstanding grades in high school.

Government give grants	226
Government make loans	364
No government assistance	57
Can't choose	13
No answer	17

C. For students who have average grades and middle income parents.

Government give grants	99
Government make loans	431
No government assistance	111
Can't choose	20
No answer	16

QUESTION (1987 survey): Do you agree or disagree? The government should provide more chances for children from poor families to go to college.

(Possible responses below with frequencies)

Strongly agree	410
Agree	783
Neither agree nor disagree	170
Disagree	136
Strongly disagree	24
Can't choose	12
No answer	29

National Longitudinal Surveys of Youth: 1979 and 1997

The National Longitudinal Surveys of Youth (NLSY), conducted by the Bureau of Labor Statistics, are comprised of two datasets. The first began in 1979 and is a nationally representative sample of 12,686 young men and women who were 14-22 years old when they were first surveyed. Although a primary focus of the NLSY79 is labor force behavior, the content of the survey is considerably broader. For example, the survey includes detailed questions on educational attainment, training investments, income and assets, health conditions, and marital and fertility histories. Additional labor force information includes hours worked, earnings, occupation, industry, benefits, and other specific job characteristics.

The more recent version of the survey, the NLSY97, consists of a nationally representative sample of approximately 9,000 youths who were 12 to 16 years old as of December 31, 1996. It is designed to document the transition from school to work and into adulthood. Similar to the NLSY79, it includes extensive information about labor market behavior and educational experiences over time. The educational data include schooling history, performance on standardized tests, course of study, the timing and types of degrees, and a detailed account of progression through post-secondary schooling. Since 1997, the survey has been conducted annually and there is base year information from the youth's parents.

In addition, high school transcripts were obtained in winter 1999-2000 for NLSY97 respondents who were no longer enrolled in high school.

Although the NLSY surveys are a rich source of information for questions about college enrollment and attendance, they contain nothing about college perceptions or knowledge about financial aid. However, they do ask several questions in each survey about college expectations and aspirations. Reynolds and Pemberton (2001) examine how expectations about college have changed from the 1979 to 1997 survey. Most notably, they conclude the expectations have risen dramatically among 15- and 16-year-olds. They also find that racial differences and the influences of family resources and county economic conditions declined between 1979 and 1997. Girls became more likely to expect a college degree than boys, and family structure grew in importance over the time period. The authors suggest that family resources and structure appear to shape expectations largely through differences in school peers, teacher quality and interest, and past academic performance.

Studies on Loans: Consumer Expenditure Survey and the National Student Loan Survey

Studies using the Consumer Expenditure Student and the National Student Loan Survey focus on students perceptions and views of a particular kind of aid: loans. Mortenson (1989) uses information from the Consumer Expenditure Survey to document the attitudes of Americans toward borrowing to finance educational expenses from 1959 to 1983. He finds that Americans have had a consistently favorable view toward educational loans. However, not all Americans share this general enthusiasm for borrowing. People from low-income backgrounds, in particular, are less likely to have a positive attitude toward borrowing to finance educational expenses than are people from middle- or upper-income backgrounds.

Baum and Saunders (1998) instead use the National Student Loan Survey, a dataset sponsored by the Nellie Mae Corporation. It includes information on student perceptions about borrowing and debt, but the focus is really on how a loan affects decisions after it is accepted. The authors conclude that, overall, student debt has not caused most borrowers to make lifestyles changes nor regret their educational investment.

Other Data Sources Used In The Literature

Beyond the national datasets, a number of studies have used state-specific information or local surveys to examine the role of college perceptions on access. This section reviews a number of these studies and highlights the sources of the information.

State-specific Studies

Several states have also actively tried to collect information about their residents. Most of the studies of this kind are about Illinois, Indiana, or California. For instance, Dixon (1988) uses a take-home survey by the Illinois Student Scholarship Commission of 1305 parents of eighth graders in 30 public and private schools to examine parents' awareness of specific financial aid programs and the cost of college attendance. Flint (1992) investigates to what extent parental background and college planning variables (familiarity with admissions, aspirations, financial planning) influenced access using a similar survey of 1332 parents of eighth graders. In follow up work, he uses the same survey as Dixon (1988) to examine

parental awareness. He finds that all types of aid do not appear to have the same effects – loans are perceived as something different from grants.

Focusing instead on Indiana, Hossler, Schmit, and Bouse (1991) use a longitudinal data set of Indiana high school students to study student and parental knowledge of student financial aid and postsecondary costs. Based on their research, they suggest that efforts to increase family knowledge should simultaneously focus on general information about aid and costs rather than on details about specific aid programs. In additional work, Hossler (1992) analyzes data from students attending 21 high schools in Indiana to study the effects of mothers' education and employment status on their children's postsecondary education plans. Using this same dataset of 182 students, Hossler and Vesper (1993) examine factors associated with parental saving.

In more recent work, Hossler, Shouping, and Schmit (1999) include information on student awareness of financial aid programs when estimating student sensitivity to tuition. They find that as the perception of parental willingness to pay increases, student sensitivity to tuition costs and financial aid decreases. The results also indicate that information about specific institutions, about postsecondary education in general, and about financial aid influence tuition and financial aid sensitivity; however, institutional information appears to be negatively associated with tuition sensitivity. Finally, Paul (1997) examines the aspirations and outcomes of eighth, tenth, and twelfth grade students after high school. She finds substantial evidence that the information students and parents have is often problematic either in timing, accuracy, fullness of disclosure, understandability, or usefulness to students and parents. The data set is likely the Indiana Youth Opportunity Study.

There are also a number of studies that focus on California. Work conducted by the Tomás Rivera Policy Institute at the University of Southern California found that information about financial aid is critical (2004). They conclude that the more Latino young adults know about financial aid, the more likely they are to attend college. Their data are from a telephone survey of 1,222 parents of 18 to 24 year-olds and 1,204 young adults aged 18 to 24, during the period December 9, 2003 to January 6, 2004. Unfortunately, more than half of Latino parents and 43 percent of Latino young adults could not name a single source of college financial aid, and two-thirds of Latino parents did not receive any financial aid information before their children left high school. The Eureka Project also surveyed California students and adults (1988). With information from a random sample of 1023 adults and group interviews with approximately 100 high school and college students and their parents, they examine students' and parents' general knowledge of financial aid and perceptions of postsecondary costs.

Other states have done occasional studies on related subjects. Wright, Brown, *et. al.* (1999) study the availability and use of online applications for college admission at 19 diverse two- and four-year colleges in Ohio. They also investigate parent and student awareness of and planning for financial aid. Years prior the Pennsylvania Association of Colleges and Universities used a representative sample of 8436 ninth grades in 49 schools collected with an in-school survey to examine students' knowledge of financial aid programs and the cost of college attendance. Students also evaluated the postsecondary information received from their schools.

Local Datasets and Surveys

Other work uses smaller surveys conducted on local populations. It is unlikely that this information could be used in future work due to its proprietary nature. For example, two studies use surveys of students in pre-college programs. Brouder (1987) uses information from eight focus group interviews with about 100 middle- and low-income parents of students in grades 7-10 to examine parents' awareness of financial aid programs and the cost of college attendance. Avery and Kane (2004) collect similar data from high school seniors in the Boston Public Schools and a public suburban school in a much wealthier area. They find that the students report broadly similar educational plans and similar assessments of college costs. Moreover, despite unrealistically high estimates of tuition costs, the vast majority of students in each group estimate that college would have a positive net benefit. A large proportion of the Boston Public School students who reported that they planned to go to college did not do so, and the analysis indicates this is due to a lack of preparation and familiarity with the college admissions process. The authors find some evidence that certain interventions may increase the percentage of low-income students who enroll in college.

Other work relies on samples of college students. Little and Chronister (1983) examine a survey of 321 adult students in a community college and university continuing education division and 295 parents of local high school juniors and seniors. They conclude that public knowledge of programs is largely limited to awareness of their existence. Muffett, Smith, and Gordon (1990) instead survey the parents of college students at a large state university in the Midwest to analyze the parents' perspective on college financing.

Many other researchers use polls to gaining understanding on college perceptions. Often marketing firms conduct the surveys on behalf of research organizations. For instance, the Gallup Organization has produced polls for 1991 and 1988 reports by the Council for Advancement and Support of Education. In addition, the American Council on Education used a poll on how Americans judge college quality and affordability in a 2001 report. For a 2002 study, they also used a national random-sample survey of 700 adults by KRC Research and Consulting. On behalf of the Pathways to College Network and the College Board, Communication Works, LLC. reviewed a cross-section of social marketing campaigns nationwide that aim to educate the public on issues concerning college access and the value of pursuing postsecondary education.

Other examples of marketing data on college perceptions include a sample from the Donnelley Marketing Database of U.S. households, which is used by Miller (1997) in her examination of parents' understanding of college costs. She finds that over 40 percent of the sample overestimated the cost of a public four-year college and 31 percent did the same with private colleges. Finally, the Art & Science Group, Inc. has produced surveys for the *Student POLL* newsletter (1996). The marketing group finds that while parents of four-year college-bound students are outraged about the high price of a college education, judgments about quality and value and still have far greater influence on college choice than cost. They also find that while parents subscribe to some of the ideals of financial aid, they believe awards do not meet their needs, are unhappy about the aid process, and are wary of taking on educational debt and anxious about their children's ability to repay it.

Conclusion: Is There Enough Information in the Current Datasets?

Although a number of researchers have tried to document what students and parents know about college costs and financial aid, very little work has been done to link these factors to college access and choice. Moreover, the analyses present in the literature have a myriad of methodological problems. Foremost, researchers have been unable to establish the causal effects of information about postsecondary education.

While the question of how college perceptions affect attendance remains, there are a couple of data sources that might contribute to future analyses. Unfortunately, each has its own drawbacks. The HSB survey includes a great deal of information on students' perspectives of college prices and whether individuals plan to use a particular financial aid program. However, these data represent the high school class of 1982 and are therefore over two decades old. More recently, the 1999 NHES provides information on awareness about college price and aid. However, the data are not longitudinal and lack a great deal of facts about educational decisions. Unfortunately, the NELS88 and 2002 ELS do not include information about college price perceptions or affordability. They do, however, have data on college expectations. Finally, the National GEAR UP Survey, if it can be obtained, provides information on the relationship between college expectations and perceptions of price and affordability for students and parents.

Many studies are based on smaller samples collected by the researcher, and this method may hold promise for future analyses. For example, Avery and Kane (2004) surveyed high school students in the Boston area for their analysis, and many states have commissioned data for reports. Other research organizations have used the services of polling firms.

It is vitally important that researchers find a way to examine the role of college perceptions. The literature suggests that many students and families do not know much about postsecondary costs and aid and a significant number appear to have incorrect information. This is likely to be very influential on college decisions. Similar conclusions have been made about other social programs. Currie (2004) reviews the literature regarding the use of programs such as TANF, Medicaid, and the Earned Income Tax Credit. As I find in this report, she notes that economists have historically paid little attention to how information is made available to eligible persons, the specifics of eligibility rules, or how these rules are enforced. More information on these factors is likely to greatly increase our understanding of the use of all types of programs and decisions.

Determining the role of price perceptions also has many implications for policy. If information is important in college access, policymakers should consider programs or initiatives that would increase the level of awareness. Knowing the exact nature of students' and families' understanding of college prices would help authorities to tailor efforts in the best way possible. However, to be most effective, one must also consider whether student and parents would take advantage of a proposed information programs. Therefore, it would be useful to know how students and families currently get their information about colleges and if outside bodies could tap into those outlets. In terms of financial aid, if the complexity of programs and application procedures is a real deterrent, policymakers could have a significant impact by simplifying these factors. Additionally, as government aid has shifted towards more of a loan orientation, careful consideration should be given as to how to inform students and families of this more complicated form of aid including the nature of repayment obligations.

Appendix A. Annotated Bibliography

American Council on Education. (2001). *Taking Stock: How Americans Judge Quality, Affordability, and Leadership at U.S. Colleges and Universities*. Washington, D.C.: American Council on Education.

This report provides a snapshot of public attitudes toward and knowledge of higher education. The findings indicate that Americans place high social value on a college education, and believe that that education will help students excel in the global economy. However, the public remains concerned about college costs, although it badly overestimates the cost of attendance. The report also measures opinions on such hot-button issues as distance learning, university research, and intercollegiate athletics.

Art & Science Group, Inc. (1996) "Parent attitudes on the cost of college." *Student POLL*. Vol. 1, no. 4, pp. 1-8.

In this newsletter to higher education officials, the marketing group finds that while parents of college-bound students are outraged about the high price of a college education, judgments about quality and value and still have far greater influence on college choice than cost. The data are from in-depth telephone interviews with a random national sample of 400 parents of high school seniors who enrolled in four-year colleges in the fall of 1996. To qualify, the respondent's child must have achieved a combined, re-centered SAT of 1050 or higher. The study included an oversample of 100 African-American parents whose children had qualifying SAT scores.

Art & Science Group, Inc. (1996) "Parent attitudes about financial aid and paying for college." *Student POLL*. Vol. 1, no. 5, pp. 1-12.

In this newsletter to higher education officials, the marketing group finds that parents subscribe to some of the ideals of financial aid, they believe awards do not meet their needs, are unhappy about the aid process, and are wary of taking on educational debt and anxious about their children's ability to repay it. The data are from in-depth telephone interviews with a random national sample of 400 parents of high school seniors who enrolled in four-year colleges in the fall of 1996. To qualify, the respondent's child must have achieved a combined, re-centered SAT of 1050 or higher. The study included an oversample of 100 African-American parents whose children had qualifying SAT scores.

Avery, Chris and Thomas Kane. (2004). Student perception of college opportunities: The Boston COACH program. In Hoxby, C. (Ed.), *College Choices: The Economics of Which College, When College, and How to Pay For It*. Chicago: University of Chicago Press.

The authors use evidence from national surveys and from intervention programs in the Boston Public Schools to learn more about student perceptions of the economic value of college and the financial aid and college application process. They find that high school seniors in the Boston Public Schools report broadly similar educational plans to high school seniors in a public suburban school in a much wealthier area. The two groups of students also report similar assessments of college costs and the wage gains that they would reap by completing a BA degree. Moreover, despite unrealistically high estimates of tuition costs, the vast majority of students in each group estimate that college would have a positive net value. Yet, a large proportion of the Boston Public School students who reported that they planned to go to college did not do so. The analysis indicates that these discrepancies between intended college plans and actual enrollment

decisions reflect lack of preparation, significant hurdles that arise for low-income student due to lack of familiarity with the college admissions process, and over-optimism. They find some evidence that certain interventions may increase the percentage of low-income students who enroll in college.

Baum, Sandy and Diane Saunders. (1998). "Life After Debt: Results of the National Student Loan Survey. Selected Text from the Final Report." *Journal of Student Financial Aid* 28(3): 7-23.

This survey, the National Student Loan Survey sponsored by Nellie Mae Corporation, concludes that, overall, student debt has not caused most borrowers to make lifestyles changes nor regret their educational investment. Discussion analyzes borrower debt levels; payment-to-income and debt-to-income ratios; noneducation debt burden; student perceptions about borrowing and debt; effect of borrowing on decision making; professional-education borrowers; high-risk, low-income, and minority student borrowers; and debt counseling.

Brouder, Kathleen. (1987). "Parental Attitudes Toward Pre-College Planning." *Journal of Student Financial Aid* 17(2): 5-13.

The author performed 8 focus group interviews with about 100 middle- and low-income parents of students in grades 7-10 and no other children in college. She examines parents' awareness of financial aid programs and the cost of college attendance.

Carpenter, P.G. and Fleishman, J.A. (1987). Linking intentions and behavior: Australian students college plans and college attendance. *American Educational Research Journal* 24(1): 79-105.

Examines factors that influence Australian high school seniors' plans to attend college and their actual entry into college. Uses the Fishbein-Ajzen model of attitude-behavior relations to link intentions to continue school with the realization of those intentions.

Case, K. E. and Michael S. McPherson. (1987). "Aid Incentives and Parental Effort: The Impact of Need-based Aid on Savings and Labor Supply." Paper presented at the 1987 American Educational Research Association Annual Conference.

The authors examine incentives for parental saving for postsecondary education and observe that families may not act rationally because they lack knowledge about financial aid and fail to anticipate the full costs of college.

Chelimsky, Eleanor. (1991). *Student Aid Information and Private Tuition-Guarantee Programs*. Testimony of the Assistant Comptroller General, Program Evaluation and Methodology Division of the General Accounting Office before the Subcommittee on Post-Secondary Education, U.S. House of Representatives, May 15, 1991.

Communication Works, LLC. (2002). *Capturing the college potential of students from underserved populations: An analysis of efforts to overcome social and financial barriers to college*. Prepared on behalf of the Pathways to College Network and the College Board.

This report surveys a cross-section of social marketing campaigns nationwide that aim to educate the public on issues concerning college access and the value of pursuing postsecondary education. Each campaign is reviewed in terms of goals, scope of outreach, strategies, tactics, messages, funding, and results. The report offers implications for a strategy to produce a coordinated national social marketing effort and identifies gaps in the current array of efforts.

Cornwell, Chris, Mustard, David, & Sridhar, Deepa. (2002). *The enrollment effects of merit-based financial aid: evidence from Georgia's HOPE scholarship*. Unpublished University of Georgia manuscript.

This paper examines the effects of Georgia's merit-based HOPE Scholarship on college enrollments. Treating HOPE as a natural experiment, the authors contrast enrollment rates in Georgia with those in the other member states of the Southern Regional Educational Board using IPEDS data for the period 1988-97. They estimate that the scholarship increased the overall freshmen enrollment rate by 6.9 percentage points, with the gains concentrated in 4-year schools. They also find that HOPE raised the enrollment rates of both blacks and whites in Georgia schools, with the state's historically-black institutions playing an important role. Finally, the results suggest that total HOPE-induced increase represents about 12 percent of high-school graduates who qualified for the scholarship and 21 percent of those who took the award. However, because the overall HOPE effect involves enrollees at 2-year schools who are more likely recipients of the non-merit-based HOPE Grant, the total program enrollment response amounts to less than 10 percent of all freshmen program beneficiaries.

Currie, Janet. (2004) "The Take Up of Social Benefits." National Bureau of Economic Research Working Paper No. W10488.

Currie (2004) reviews the literature regarding the take up of social programs. She concludes that take up is enhanced by automatic enrollment and lowered by administrative barriers. However, to improve outcomes, each needs to be addressed as a bundle rather than reducing individual barriers. Additionally, Currie notes that economists have historically paid little attention to eligibility rules, how these rules are enforced, or how information is made available to eligible persons. More information on these factors is likely to greatly increase our understanding of take-up rates.

Davis, Jerry S. (1989). "Junior High School Students' Interest in 'Early Awareness' Program Activities." *Journal of Student Financial Aid* 19(2): 4-14.

This article describes the results of a survey of student interest in career and postsecondary education planning. The survey reveals that junior high school students' willingness to participate in planning goals are directly related to their plans for life after high school. "Early awareness" activities are unlikely to be well-received by a significant proportion of the young students. Data source is unknown.

Dixon, Rhonda. (1988). "Parents of Illinois Eighth Graders: A Survey of their Knowledge about Academic and Financial Planning for their Child's Education beyond High School." *Journal of Student Financial Aid* 18(1): 29-36.

Dixon uses a take-home survey from 1305 parents of eighth graders in 30 public and private schools in Illinois to examine parents' awareness of specific financial aid programs and the cost of college attendance.

Dynarski, Susan. (2000). Hope for whom? Financial aid for the middle class and its impact on college attendance. *National Tax Journal*, 53, 629–661.

The author estimates the impact of aid on the college attendance of middle- and upper-income youth by evaluating Georgia's HOPE Scholarship, the inspiration of the new federal Hope Scholarship. The results suggest that Georgia's program has had a surprisingly large impact on the college attendance rate of middle- and high-income youth. Using a set of nearby states as a control group, I find that Georgia's program has likely increased the college attendance rate of all 18- to 19-year-olds by 7.0 to 7.9 percentage points. The results suggest that each \$1,000 in aid (\$1998) increased the college attendance rate in Georgia by 3.7 to 4.2 percentage points. Due to key differences between the federal and Georgia programs, these estimates should be treated as a generous upper bound on the predicted effect of the federal Hope Scholarship. Further, the evidence suggests that Georgia's program has widened the gap in college attendance between blacks and whites and between those from low- and high-income families.

Dynarski, Susan (2003). "Does Aid Matter? Measuring the Effects of Student Aid on College Attendance and Completion." *American Economic Review*.

In 1982, Congress eliminated the Social Security student benefit program, which at its peak provided grants totaling \$3.9 billion a year (amounts are in constant 2000 dollars) to one out of eight college students. The author uses difference-in-differences analysis to evaluate the effect of this program on schooling outcomes. Using the death of a parent to proxy for Social Security beneficiary status, she finds that the college attendance of the affected group dropped by more than a third, and schooling by two-thirds of a year. Offering \$1,000 of grant aid increases the probability of attending college by 3.6 percentage points and years of completed schooling by a tenth of a year. Aid eligibility also appears to have a positive impact on school quality.

Ekstrom, Ruth B. (1985). A Descriptive Study of Public High School Guidance: Final Report to the Commission for the Study of Precollegiate Guidance and Counseling. Princeton, NJ: Educational Testing Service. UNAVAILABLE

Using the High School Beyond survey, the author examines students' knowledge of college costs.

Eureka Project. (1988). Opinions and Attitudes: How the Public, Students, and Parents View Student Financial Aid Sacramento, CA: The Eureka Project.

This paper uses a random sample of 1023 adults from California (surveyed using the telephone) and group interviews with approximately 100 high school and college students and their parents to analyze students' and parents' general knowledge of financial aid and perceptions of postsecondary costs.

Flint, Thomas A. (1992). "Parental and planning influences on the formation of student college choice sets." *Research in Higher Education* 33: 689-708.

A study investigated to what extent parental socioeconomic and educational background and college planning variables (familiarity with admissions, aspirations, financial planning) influenced the kinds of characteristics they looked for in colleges. Subjects were 1,332 parents of eighth graders. Results are presented and discussed in the context of other similar research.

Flint, Thomas A. (1993). "Early Awareness of College Financial Aid: Does it Expand Choice?" *The Review of Higher Education* 16(3): 309-327.

This study examines whether parents' knowledge of and plans to apply for student financial aid to pay college costs are associated with higher tuition in the colleges they expect their college-bound children to consider. The data come from a survey by the Illinois Student Scholarship Commission (reported by Rhonda Dixon (1986, 1988)). The subjects were all parents of Illinois eighth graders whose children would enter college in 1990, approximately four years from the time of the survey. The results suggest that parental awareness of grant programs does broaden choice, particularly during the college search phase. All types of aid do not appear to have the same effects – loans are perceived as something different from grants.

Gallup Organization. (1991). *Attitudes about Colleges 1991*. Washington, D.C.: Council for Advancement and Support of Education.

Gallup Organization. (1988). *Attitudes about Colleges 1988*. Washington, D.C.: Council for Advancement and Support of Education.

Using a telephone survey of 1001 young people aged 13 to 21, the organization analyzes students' college plans and attitudes concerning college costs and financial aid.

Grodsky, Eric and Melanie T. Jones (2004). "Real and Imagined Barriers to College Entry: Perceptions of Cost." Paper presented at the 2004 American Educational Research Association Annual Conference.

The authors use the 1999 National Household Education Survey (NHES) to examine the perceptions of parents of parents who think their child will attend college after high school. They find that parents of color are less likely to be able to estimate the cost of tuition. However, the errors parents made appear to be random with respect to race, income, home ownership, and father's education.

Hansen, W. L. (1983). Impact of student financial aid on access. In J. Froomkin (Ed.), *The crisis in higher education* (pp. 84-96). New York: The Academy of Political Science.

Hartle, Terry W. (1998) "Clueless About College Costs." *Presidency* 1(1): 20-27.

An American Council on Education study reveals a substantial gap between what the public knows about higher education costs and financial aid and what Americans need to know to make sensible decisions and set sound public policy. This lack of knowledge creates anxiety, corrodes perceptions of higher education, leads to poor educational choices, and presents a serious moral problem. The data source is unknown.

Higgins, A. Stephen. (1984). "Who Knows and Who Goes? Student Knowledge of Federal Financial Aid Programs and College Attendance." *Journal of Student Financial Aid* 14: 19-26

Examines the HSB and finds a significant lack of knowledge among prospective college students regarding financial aid programs. The question of whether college attendance is dependent on knowledge of financial aid programs is discussed.

Hoisington, Harland W. Jr. (1989) "Paying for College." *EASFAA Journal* 2(1): 63-69.

The author examines the system of paying for college by examining misperceptions of college costs, financial aid complexity, savings disincentives, the growth of an entitlement mentality, and financial aid realities, and concludes that a new paradigm for need analysis is needed. The data source is unknown.

Horn, Laura J., Xianglei Chen, and Chris Chapman. (2003). Getting Ready to Pay for College: What Students and Their Parents Know About the Cost of College Tuition and What They Are Doing to Find Out. National Center for Education Statistics Report No. 2003030. Washington, D.C.: National Center for Education Statistics.

This study uses data from the Parent and Youth Surveys of the 1999 National Household Education Survey to investigate how much college bound 6th- through 12th-grade students know about the cost of attending college, and the relationships between their knowledge of college costs and how they go about preparing for college. Apart from looking at estimates provided by these students for how much they think college will cost, the report also provides information about discussions students had with parents or teachers/counselors to learn about college costs and financial aid availability, and academic requirements of attending college. In addition, the report examines what parents of these students know about college costs, whether they had started to save for their children's education, what they had done to gather information on financial aid, and whether they knew about various tax credits to help offset costs.

Hossler, Don. (1992). "Parents' Influences on Children's Postsecondary Education Plans." *American Education Research Journal* 29(2): 423-451.

Analyzes the effects of mothers' education and employment status on their children's postsecondary education plans. The study also addresses the effects of family and high school experiences on ninth graders' postsecondary education plans

Hossler, Don, Shouping Hu, and Jack Schmit. (1999). "Predicting Student Sensitivity to Tuition and Financial Aid." *Journal of Student Financial Aid* 28(4): 17-33

This study focuses on predictors of student sensitivity to college tuition and financial aid in their college choice process. Data were drawn from a longitudinal study on the postsecondary education choices of high school students in the state of Indiana. The variables student and family background, student academic characteristics, student perceptions of family financial support, student connections with institutions, and student awareness of financial aid programs were measured against student price sensitivity. Multiple regression analysis of the data suggests that students are rational actors in their decisions and that price sensitivity is complex. As family income, or the perception of parental willingness to pay, increases student sensitivity to tuition costs and financial aid decreases. Women, however, appear

to be more sensitive to tuition costs than men, suggesting that females perceive gender bias in family willingness to pay. The results also indicate that information about specific institutions, about postsecondary education in general, and about financial aid influence tuition and financial aid sensitivity; however, institutional information appears to be negatively associated with tuition sensitivity.

Hossler, Don, Jack Schmit, and Gary Bouse. (1991). "Family Knowledge of Postsecondary Costs and Financial Aid." *Journal of Student Financial Aid* 21(1): 4-17

Analyzing a longitudinal data set of Indiana high school students, this study looks at student and parental knowledge of student financial aid and postsecondary costs. The results suggest that parents are more interested than students in the information. Furthermore, the authors suggest that efforts to increase family knowledge should simultaneously focus on general information about aid and costs rather than on details about specific aid programs.

Hossler, Don and Nick Vesper. (1993). "An Exploratory Study of the Factors Associated with Parental Saving for Postsecondary Education." *Journal of Higher Education* 64 (2): 140-165.

The data are made up of 182 students and their parents from twenty-one high school in Indiana. The sample was surveyed ten times between their freshman (1986-87) and senior years (1989-90) in high school. The authors measure "knowledge of college costs" by the degree of direct experience with costs as indicated by having children in college.

Hu, Shouping (April 29, 2003). Educational aspirations and postsecondary access and choice: Students in urban, suburban, and rural schools compared. *Education Policy Analysis Archives*, 11(14). Retrieved April 19, 2004 from <http://epaa.asu.edu/epaa/v11n14/>.

Using data from the National Education Longitudinal Study of 1988 (*NELS: 88*), this study examines educational aspirations and postsecondary access and choice by students in urban, suburban, and rural schools. In addition, this study raises issues with the methods in postsecondary educational research by using students in different grades (8th, 10th, and 12th grades) as baseline populations to compare educational outcomes. The results indicated that students in urban schools were comparatively disadvantaged in the early years in schooling in terms of postsecondary access but appeared to be enrolled in postsecondary institutions at similar percentages as their suburban counterparts, if they made it to later years in K-12 schooling. For those students in urban schools who went to college, higher percentages were enrolled in private institutions and four-year colleges. Students in rural schools were consistently disadvantaged in postsecondary aspirations and enrollment, compared to students in other schools.

Ikenberry, S. O. and T. W. Hartle. (1998). *Too little knowledge is a dangerous thing: What the public thinks about paying for college*. Washington, DC, American Council on Education.

This reports is a comprehensive look at what Americans know-or think they know-about financing a college education. Among the findings: the public believes that higher education is vitally important, but worries about the affordability of attending college; the public holds a distorted view of what it costs to attend college; and the public perceives college leaders as indifferent to their concerns about the price of college.

Immerwahr, John. (1998). *The Price of Admission: The Growing Importance of Higher Education*. National Center Report 98-2 prepared by Public Agenda. San Jose, C.A.: National Center for Public Policy and Higher Education.

A national survey of Americans' views on higher education, conducted and reported by Public Agenda.

Immerwahr, John with Tony Foleno. (2000). *Great Expectations: How the Public and Parents -- White, African American and Hispanic -- View Higher Education*. National Center Report 00-2 prepared by Public Agenda. San Jose, C.A.: National Center for Public Policy and Higher Education.

This report finds that Americans overwhelmingly see higher education as essential for economic mobility; parents overwhelmingly believe that their children must go to college; and African American and Hispanic parents value higher education even more than white parents do. The report is based on the most extensive survey ever conducted on public views about higher education.

Immerwahr, John. (2002). *The Affordability of Higher Education: A Review of Recent Survey Research*. National Center Report 02-4 prepared by Public Agenda. San Jose, C.A.: National Center for Public Policy and Higher Education.

This review of recent surveys by Public Agenda confirms that Americans feel that rising college prices threaten to make higher education inaccessible for many people.

Immerwahr, John. (2004). *Public Attitudes on Higher Education: A Trend Analysis, 1993 to 2003*. National Center Report #04-2 prepared by Public Agenda. San Jose, C.A.: National Center for Public Policy and Higher Education.

This public opinion survey, prepared by Public Agenda for the National Center, reveals that public attitudes about the importance of higher education have remained stable during the recent economic downturn. The survey also finds that there are some growing public concerns about the costs of higher education, especially for those groups most affected, including parents of high school students, African Americans, and Hispanics.

KRC Research and Consulting. (2002). *Attitudes toward Public Higher Education: National Survey Results*. Presentation for the American Council on Education. Washington, D.C.: American Council on Education. Available at www.acenet.edu/news/press_release/2002/02february/national.data.ppt (accessed April 17, 2004).

This is a national random-sample survey of 700 adults collecting using the telephone during late-October and early-November of 2001. More than four in ten say they know a lot about how much college costs (for individuals who made of \$80,000, this proportion was six out of ten). However, estimates of tuition far exceed the actual cost, and these estimates continue to rise in comparison to similar surveys conducted in 1998 and 2000. Those who say they know a lot about what it costs to attend are no more likely to accurately estimate tuition and costs.

Lee, V. E. and R. B. Ekstrom (1987). "Student Access to Guidance Counseling in High School." *American Educational Research Journal* 24(2): 287-310.

Using data from the High School and Beyond study, researchers found that guidance counseling is not equally available to all public high school students. Minority students, students from families of low socioeconomic status, and students in rural areas are less likely to have access to adequate guidance counseling.

Little, Larry and Jay L. Chronister. (1983). "Self-Reported Public Understanding of Student Financial Aid Programs." *Journal of Student Financial Aid* 13(1): 29-34.

A survey of 321 adult students in a community college and university continuing education division and 295 parents of local high school juniors and seniors examined public opinion and understanding of five federal and two state aid programs. It showed that public knowledge of programs was largely limited to awareness of their existence.

Manski, C., & Wise, D. (1983). *College Choice in America*. Cambridge, MA: Harvard University Press.

Miller, Elizabeth I. (1997). "Parents' Views on the value of a college education and How they will pay for it." *Journal of Student Financial Aid* 27(1): 7-20

The author uses a randomly generated sample from the Donnelley Marketing Database of U.S. households, which was asked questions about the value and cost of college in early May 1996. The sample was limited to parents of traditional-aged college students (parents with older children or those not sure if their child would attend were excluded). Parents' understanding of college costs was measured by asking them to estimate the average total cost of a four-year public college and a private college. They were asked to include tuition and related expenses such as room, board, books, and personal expenses. Over 40 percent of the sample overestimated the cost of a public four-year college and 31 percent did the same with private colleges.

Mortenson, Thomas G. (1989). "Attitudes Toward Educational Loans." *Journal of Student Financial Aid* 19(3): 38-51.

This study examines attitudes of Americans toward borrowing to finance educational expenses over the period from 1959 to 1983. The study finds that overall Americans have had a consistently favorable view toward educational loans. However, not all Americans share this general enthusiasm for borrowing. People from low-income backgrounds, in particular, are less likely to have a positive attitude toward borrowing to finance educational expenses than are people from middle- or upper-income backgrounds.

Mortenson, Thomas G. (1989). "Missing College Attendance Costs: Opportunity, Financing, and Risk."

ACT Student Financial Aid Research Report Series, Report No. 89-3. Iowa City: American College Testing Program.

The way in which costs enter the potential college student's calculation of the benefits of college attendance is examined. In particular, the paper considers how costs not considered in financial aid need analysis can increase college attendance costs and thereby decrease net benefits of college attendance for those who use financial aid. The sixth in a financial aid research series, this report offers information on the following topics and subtopics: (1) economic theory; (2) college attendance costs (opportunity costs,

financing costs, and risk costs); (3) equity of higher educational participation (females, nonwhite minorities, and low income students); (4) student financial aid policy issues (negative family contribution, student aid versus public aid, net benefits of college, and risk and loan default); (5) the shift from grants to loans (minority issues and loan defaults and the budget deficit); (6) and implications for higher education (including the specific problems of minority and low-income group enrollments in American higher education). Six figures and 7 references are included.

Muffett, Diane, Marvin Smith, and Lee Gordon. (1990). "The Parents' Perspective on Financing their Child's College Education." *Journal of Student Financial Aid* 20(1): 32-41.

The parents of college students at a large state university in the Midwest were surveyed to analyze the parents' perspective on college financing. Results offered insight into what parents think and know about college financing and point to ways parents can be better informed about the college financial aid process.

O'Brien, P. M. (1992). Enrollment in higher education: The role of information about college costs and financial aid. Unpublished qualifying paper, Harvard University.

The author provides a detailed review of the literature on the role of information on college decisions.

Olson, Lorayn and Rachel Rosenfeld. (1984). "Parents and the Process of Gaining Access to Financial Aid." *Journal of Higher Education* 55 (4): 455-480.

Using the HSB, the authors examine parents' knowledge of specific financial aid programs and sources of financial aid knowledge. They find that differences in parents' socioeconomic status is correlated with differences in knowledge about student financial aid programs, in successful completion of complex application procedures, and in acceptance of loans as part of aid. These differences may be a deleterious as income gaps to the student aid programs' goal of equalizing opportunity and choice.

Orfield, G. (1992). "Money, equity, and college access." *Harvard Educational Review* 62(3): 337-372.

Orfield explores the rapid rise in tuitions coupled with the dramatic decrease in aid for the very poorest segments of society. He looks at how access to college has been affected by the increase in tuition coupled with decreases in aid. Orfield suggests that the cause for the lack of federal funding for student aid is largely a result of attempting to provide grant entitlements to the middle class. This has had devastating repercussions for the very lowest income groups, for whom the grants were originally intended.

Paul, Faith G. (1997). "Aspirations and Outcomes: The Mediating Role of Information, Preparation, and Paths." *Advances in Educational Policy* 3: 93-136.

The author examines the aspirations and outcomes of eighth, tenth, and twelfth grade students for after high school. She finds substantial evidence that the information students and parents have is often problematic either in timing, accuracy, fullness of disclosure, understandability, or usefulness to students and parents. Unfortunately, the data set used is unclear.

Pennsylvania Association of Colleges and Universities. (1983). *Student Postsecondary Plans and Activities Study: Technical Reports – Numbers One and Two*. Harrisburg, PA: Pennsylvania Association of College and Universities. UNAVAILABLE

Using a representative sample of 8436 ninth grades in 49 schools (collected with an in-school survey), the organization examines students' knowledge of financial aid programs and the cost of college attendance. Students also evaluate the postsecondary information received from their schools.

Reynolds, J. R. and J. Pemberton (2001). "Rising College Expectations among Youth in the United States: A Comparison of the 1979 and 1997 NLSY." *Journal of Human Resources* 36(4): 703-726.

The authors examine the rise in college expectations among 15- and 16-year-olds in the 1979 and 1997 NLSY. Probit models estimate the effects of gender, race/ethnicity, family characteristics, and local economic conditions on the probability of expecting a college degree. Race/ethnic differences and the influences of family resources and county economic conditions declined between 1979 and 1997. In contrast, girls became more likely to expect a college degree than boys, and family structure grew in importance over time. Family resources and structure appear to shape expectations largely through differences in school peers, teacher quality and interest, and past academic performance.

Sturrock, Carrie. (2002). "Students miss out on free aid." *Contra Costa Times*, December 26.

The newspaper article discusses how 19,000 could have qualified for a Cal Grant but did not apply.

Tomás Rivera Policy Institute (2004). "Caught in the Financial Aid Information Divide." University of Southern California. Commissioned by the Sallie Mae Fund

The Tomás Rivera Policy Institute at the University of Southern California conducted a telephone survey of 1,222 parents of 18 to 24 year-olds and 1,204 young adults aged 18 to 24, during the period December 9, 2003 to January 6, 2004, to ascertain their level of awareness of financial aid and to understand how that information affects decisions about attending college. They found the following: Information about financial aid is critical. The more Latino young adults know about financial aid, the more likely they are to attend college. More than half of Latino parents and 43 percent of Latino young adults could not name a single source of college financial aid. Two-thirds of Latino parents did not receive any financial aid information before their children left high school. More than 30% of Latino young adults and 22% of Latino parents who felt they were not receiving financial aid information early enough would like to receive this information two years sooner than they are currently receiving it. More than two-thirds of Latino families believe that getting financial aid information before leaving high school was very important to their decision to attend college. Three out of four young adults NOT currently in college would have been more likely to attend college if they had had better information about financial aid.

U.S. General Accounting Office. (1990). *Higher Education: Gaps in Parents' and Students' Knowledge of School Costs and Federal Aid*. Report No. GAO/PEMD-90-20BR. Washington, D.C.: United States General Accounting Office.

This article explores what students and families know about federal financial aid by reviewing the literature and then doing analysis using the HSB.

Woo, J. H. (2002). "Factors Affecting the Probability of Default: Student Loans in California." *Journal of Student Financial Aid* 32: 2.

By linking a large database of California student borrowers with background financial and demographic information and post-college employment data, this study examines factors that predict default including post-college variables. Background demographic and financial characteristics, leaving school without a degree, having low wages after leaving school, or experiencing unemployment were major determinants of default. Also, controlling for these socioeconomic variables, the analysis revealed that vocational schools, especially privately held ones, are more likely to have students who default on their loans.

Wright, D., A. Brown, et al. (1999). "Financial Aid Application Technology Utilization by High School Students and Their Parents." *Journal of Student Financial Aid* 29(2): 45-52.

The authors use a survey of 19 diverse two- and four-year colleges in Ohio to investigate the availability and use of online applications for college admission, parent and student awareness of and planning for financial aid, the perceived value and cost-effectiveness of online aid applications, and public-policy implications relating to the use of technology for aid applications.

Appendix B. Variable Descriptions and Frequencies

National Educational Longitudinal Study of 1988 (NELS88)

Variable[156]: BY51BA TALK TO COUNSELOR ABT JOBS/CAREER AFT HS
 51. Since the beginning of this school year, have you talked to a counselor at your school, a teacher at your school, or another adult relative or adult friend (other than your parents), for any of the following reasons?

Code	Freq	Percent	Label
1	2087	17.2	YES
2	9121	75.1	NO
6	1	0.0	{MULTIPLE RESPNSE}
7	11	0.1	{REFUSAL}
8	164	1.4	{MISSING}
9	760	6.3	{Legitimate skip/not in wave}

Variable[157]: BY51BB TALK TO TEACHER ABOUT JOBS/CAREER AFT HS

Code	Freq	Percent	Label
1	2592	21.3	YES
2	8587	70.7	NO
6	2	0.0	{MULTIPLE RESPNSE}
7	12	0.1	{REFUSAL}
8	191	1.6	{MISSING}
9	760	6.3	{Legitimate skip/not in wave}

Variable[158]: BY51BC TALK TO OTH ADULT ABT JOBS/CAREER AFT HS

Code	Freq	Percent	Label
1	6867	56.5	YES
2	4371	36.0	NO
6	8	0.1	{MULTIPLE RESPNSE}
7	8	0.1	{REFUSAL}
8	130	1.1	{MISSING}
9	760	6.3	{Legitimate skip/not in wave}

Variable[1431]: F2S57A AT HS R REC^D HELP WITH SCHL APPLICATION
 57. At your high school, have you received....

F2S57A Help with filling out vocational/technical school or college applications?

F2S57B Help with filling out financial aid forms?

F2S57C Assistance in writing essays for vocational/technical school or college applications?

F2S57D Days off from school to visit vocational/technical schools or colleges?

Code	Freq	Percent	Label
1	4793	39.5	YES
2	5064	41.7	NO
3	202	1.7	SCHL DOESNT HAVE
6	2	0.0	{MULT RESPONSE}
8	398	3.3	{MISSING}
9	1685	13.9	{Legitimate skip/not in wave}

Variable[1432]: F2S57B AT SCHOOL R REC^D HELP WITH FIN AID APP

Code	Freq	Percent	Label
1	3793	31.2	YES
2	6097	50.2	NO
3	161	1.3	SCHL DOESNT HAVE

6	1	0.0	{MULT RESPONSE}
8	407	3.4	{MISSING}
9	1685	13.9	{Legitimate skip/not in wave}

Variable[1433]: F2S57C R REC^D HELP W/SCHOOL APPLICATION ESSAYS

Code	Freq	Percent	Label
1	3048	25.1	YES
2	6765	55.7	NO
3	242	2.0	SCHL DOESNT HAVE
6	1	0.0	{MULT RESPONSE}
8	403	3.3	{MISSING}
9	1685	13.9	{Legitimate skip/not in wave}

Variable[1434]: F2S57D R REC^D DAYS OFF TO VISIT SCHOOLS

Code	Freq	Percent	Label
1	4159	34.2	YES
2	5504	45.3	NO
3	400	3.3	SCHL DOESNT HAVE
8	396	3.3	{MISSING}
9	1685	13.9	{Legitimate skip/not in wave}

Variable[1435]: F2S58A R TALKED TO TCHR/CNSLR ABOUT FIN AID

58. Have you done any of the following to learn about applying for financial aid?

F2S58A Talked with a high school teacher or guidance counselor

F2S58B Talked with a representative from a vocational/technical school or college

F2S58C Talked with a loan officer at a bank

F2S58D Read U.S. Department of Education information on financial aid

F2S58E Read info from a vocational/technical school or college about financial aid

F2S58F Read about financial aid available through military service

F2S58G Talked to a knowledgeable adult

Code	Freq	Percent	Label
1	5509	45.4	YES
2	4514	37.2	NO
6	3	0.0	{MULT RESPONSE}
8	433	3.6	{MISSING}
9	1685	13.9	{Legitimate skip/not in wave}

Variable[1436]: F2S58B R TALKED TO SCHOOL REP ABOUT FIN AID

Code	Freq	Percent	Label
1	3933	32.4	YES
2	6089	50.1	NO
6	1	0.0	{MULT RESPONSE}
8	436	3.6	{MISSING}
9	1685	13.9	{Legitimate skip/not in wave}

Variable[1437]: F2S58C R TALKED TO LOAN OFFICER ABOUT FIN AID

Code	Freq	Percent	Label
1	436	3.6	YES
2	9574	78.8	NO
6	1	0.0	{MULT RESPONSE}
8	448	3.7	{MISSING}
9	1685	13.9	{Legitimate skip/not in wave}

Variable[1438]: F2S58D R READ U.S. DEPT. OF ED INFO ON FIN AID

Code	Freq	Percent	Label
------	------	---------	-------

1	2517	20.7	YES
2	7478	61.6	NO
8	464	3.8	{MISSING}
9	1685	13.9	{Legitimate skip/not in wave}

Variable[1439]: F2S58E R READ INFO FROM SCHOOL ON FIN AID

Code	Freq	Percent	Label
1	4568	37.6	YES
2	5432	44.7	NO
8	459	3.8	{MISSING}
9	1685	13.9	{Legitimate skip/not in wave}

Variable[1440]: F2S58F R READ ABOUT FIN AID THROUGH MILITARY

Code	Freq	Percent	Label
1	1973	16.2	YES
2	8027	66.1	NO
6	3	0.0	{MULT RESPONSE}
8	456	3.8	{MISSING}
9	1685	13.9	{Legitimate skip/not in wave}

Variable[1441]: F2S58G R TALKED TO ADULT ABOUT FIN AID

Code	Freq	Percent	Label
1	6043	49.8	YES
2	3958	32.6	NO
6	5	0.0	{MULT RESPONSE}
8	453	3.7	{MISSING}
9	1685	13.9	{Legitimate skip/not in wave}

Variable[4020]: F2C13A ATTEND PRGMS ON COLLEGE APPL PROCEDURES
 13. What percentage of 12th grade students do the following at or through your school?

F2C13A	What percentage of 12th graders attend programs on college application procedures?		
F2C13B	What percentage of 12th grade students attend programs on financial aid?		
F2C13C	What percentage of 12th grade students attend school SAT/ACT courses?		
F2C13D	What percentage of 12th grade students attend college fairs?		
F2C13E	What percentage of 12th grade students meet with college representatives?		
F2C13F	What percentage of 12th grade students participate in Talent Search?		
F2C13G	What percentage of 12th grade students participate in Upward Bound?		
F2C13H	What percentage of 12th grade students participate in some other program that academically prepares minority and disadvantaged students for college?		
Code	Freq	Percent	Label
1	945	7.8	0-10
2	1224	10.1	11-24
3	1782	14.7	25-49
4	1954	16.1	50-74
5	2566	21.1	75-100
6	419	3.5	DO NOT HAVE
96	1	0.0	{MULTIPLE RESPNSE}
98	848	7.0	{MISSING}
99	2405	19.8	{Legitimate skip/not in wave}

Variable[4021]: F2C13B ATTEND PRGMS ON FINANCIAL AID

Code	Freq	Percent	Label
1	644	5.3	0-10
2	1981	16.3	11-24
3	2666	22.0	25-49
4	1793	14.8	50-74
5	1656	13.6	75-100
6	163	1.3	DO NOT HAVE
96	7	0.1	{MULTIPLE RESPNSE}
98	829	6.8	{MISSING}
99	2405	19.8	{Legitimate skip/not in wave}

Variable[4022]: F2C13C ATTEND SCHOOL SAT/ACT COURSES

Code	Freq	Percent	Label
1	2291	18.9	0-10
2	2129	17.5	11-24
3	1744	14.4	25-49
4	801	6.6	50-74
5	488	4.0	75-100
6	1432	11.8	DO NOT HAVE
96	7	0.1	{MULTIPLE RESPNSE}
98	847	7.0	{MISSING}
99	2405	19.8	{Legitimate skip/not in wave}

Variable[4023]: F2C13D ATTEND COLLEGE FAIRS

Code	Freq	Percent	Label
1	753	6.2	0-10
2	1507	12.4	11-24
3	1906	15.7	25-49
4	2182	18.0	50-74
5	2385	19.6	75-100
6	160	1.3	DO NOT HAVE
98	846	7.0	{MISSING}
99	2405	19.8	{Legitimate skip/not in wave}

Variable[4024]: F2C13E MEET WITH COLLEGE REPRESENTATIVES

Code	Freq	Percent	Label
1	133	1.1	0-10
2	894	7.4	11-24
3	2126	17.5	25-49
4	3083	25.4	50-74
5	2670	22.0	75-100
6	29	0.2	DO NOT HAVE
98	804	6.6	{MISSING}
99	2405	19.8	{Legitimate skip/not in wave}

Variable[4028]: F2C14 NUMBER OF COLLEGE REPS SENT DURING 90-91

14. Approximately how many colleges sent a representative to your school to talk with college-bound students during the 1990-91 school year?

Code	Freq	Percent	Label
0	38	0.3	{zero}
{cont}	8409	69.2	{1-250;46.90/36.54}
998	1292	10.6	{MISSING}
999	2405	19.8	{Legitimate skip/not in wave}

Variable[4933]: F2P87A R KNOWS ABOUT STATE STUDENT LOAN PRGM

87. The following is a list of programs that provide loans for study beyond high school. For each program, indicate how much you know about it.

F2P87A State student loan program
 F2P87B Federal loan program such as Perkins or Stafford Loan Program
 F2P87C College or university student loan program
 F2P87D Education loan privately arranged through a bank

Code	Freq	Percent	Label
1	4721	38.9	UNFAMILIAR W/PRG
2	3698	30.5	FAMILIAR W/PRG
3	969	8.0	TEEN APL FOR PRG
6	12	0.1	{MULTIPLE RESPNSE}
8	355	2.9	{MISSING}
9	2389	19.7	{Legitimate skip/not in wave}

Variable[4934]: F2P87B R KNOWS ABOUT FEDERAL LOAN PROGRAM

Code	Freq	Percent	Label
1	4529	37.3	UNFAMILIAR W/PRG
2	3386	27.9	FAMILIAR W/PRG
3	1477	12.2	TEEN APL FOR PRG
6	17	0.1	{MULTIPLE RESPNSE}
8	346	2.8	{MISSING}
9	2389	19.7	{Legitimate skip/not in wave}

Variable[4935]: F2P87C R KNOWS ABT COLLEGE STUDENT LOAN PRGM

Code	Freq	Percent	Label
1	4219	34.7	UNFAMILIAR W/PRG
2	4172	34.4	FAMILIAR W/PRG
3	974	8.0	TEEN APL FOR PRG
6	8	0.1	{MULTIPLE RESPNSE}
8	382	3.1	{MISSING}
9	2389	19.7	{Legitimate skip/not in wave}

Variable[4936]: F2P87D R KNOWS ABOUT PRIVATE EDUCATION LOANS

Code	Freq	Percent	Label
1	4424	36.4	UNFAMILIAR W/PRG
2	4533	37.3	FAMILIAR W/PRG
3	387	3.2	TEEN APL FOR PRG
6	4	0.0	{MULTIPLE RESPNSE}
8	407	3.4	{MISSING}
9	2389	19.7	{Legitimate skip/not in wave}

Variable[4762]: F2P45A ATTENDED PROG ABT EDUCATIONL OPPS AFT HS

45. Since this past fall, or during the last year your teenager attended school, did you or your spouse/partner attend any of the following types of programs dealing with opportunities for your teenager?

F2P45A A program on educational opportunities after completing high school
 F2P45B A program on financial aid for colleges, universities, or vocational technical schools

F2P45C A program on employment and career opportunities

Code	Freq	Percent	Label
1	3318	27.3	YES
2	4190	34.5	NO
3	2943	24.2	DIDN^T KNOW PROG
6	7	0.1	{MULTIPLE RESPNSE}
8	147	1.2	{MISSING}
9	1539	12.7	{Legitimate skip/not in wave}

Variable[4763]: F2P45B ATTENDED PROG ABT COLLEGE FINANCIAL AID

Code	Freq	Percent	Label
1	3517	29.0	YES
2	4803	39.6	NO
3	2127	17.5	DIDN^T KNOW PROG
6	5	0.0	{MULTIPLE RESPNSE}
8	153	1.3	{MISSING}
9	1539	12.7	{Legitimate skip/not in wave}

Variable[4764]: F2P45C ATTENDED PROGRAM ABOUT EMPLOYMENT OPPORT

Code	Freq	Percent	Label
1	1413	11.6	YES
2	6255	51.5	NO
3	2731	22.5	DIDN^T KNOW PROG
6	7	0.1	{MULTIPLE RESPNSE}
8	199	1.6	{MISSING}
9	1539	12.7	{Legitimate skip/not in wave}

Variable[1431]: F2S57A AT HS R REC^D HELP WITH SCHL APPLICATION

57. At your high school, have you received....

F2S57A Help with filling out vocational/technical school or college applications?

F2S57B Help with filling out financial aid forms?

F2S57C Assistance in writing essays for vocational/technical school or college applications?

F2S57D Days off from school to visit vocational/technical schools or colleges?

Code	Freq	Percent	Label
1	4793	39.5	YES
2	5064	41.7	NO
3	202	1.7	SCHL DOESNT HAVE
6	2	0.0	{MULT RESPONSE}
8	398	3.3	{MISSING}
9	1685	13.9	{Legitimate skip/not in wave}

Variable[1432]: F2S57B AT SCHOOL R REC^D HELP WITH FIN AID APP

Code	Freq	Percent	Label
1	3793	31.2	YES
2	6097	50.2	NO
3	161	1.3	SCHL DOESNT HAVE
6	1	0.0	{MULT RESPONSE}
8	407	3.4	{MISSING}
9	1685	13.9	{Legitimate skip/not in wave}

Variable[1433]: F2S57C R REC^D HELP W/SCHOOL APPLICATION ESSAYS

Code	Freq	Percent	Label
1	3048	25.1	YES
2	6765	55.7	NO
3	242	2.0	SCHL DOESNT HAVE
6	1	0.0	{MULT RESPONSE}
8	403	3.3	{MISSING}
9	1685	13.9	{Legitimate skip/not in wave}

Variable[4014]: F2C12A ENCOURAGE 12TH GRADERS TO VISIT COLLEGES

12. How often do staff at your school engage in the following activities, if at all?

F2C12A How often do staff at your school encourage 12th graders to visit colleges?
 F2C12B How often do staff at your school contact parents regarding student college selection?
 F2C12C How often do staff at your school assist 12th graders with college applications?
 F2C12D How often do staff at your school assist 12th graders in completing financial aid applications?
 F2C12E How often do staff at your school contact college representatives for 12th graders?
 F2C12F How often do staff at your school provide letters of recommendation to colleges and universities?

Code	Freq	Percent	Label
2	156	1.3	SELDOM
3	1746	14.4	SOMETIMES
4	7095	58.4	OFTEN
8	742	6.1	{MISSING}
9	2405	19.8	{Legitimate skip/not in wave}

Variable[4015]: F2C12B CONTACT PARNTS RE STUDENT COLLEGE SELECT

Code	Freq	Percent	Label
1	70	0.6	NEVER
2	991	8.2	SELDOM
3	3998	32.9	SOMETIMES
4	3873	31.9	OFTEN
6	25	0.2	{MULTIPLE RESPNSE}
8	782	6.4	{MISSING}
9	2405	19.8	{Legitimate skip/not in wave}

Variable[4016]: F2C12C ASSIST 12TH GRD W/ COLLEGE APPLICATIONS

Code	Freq	Percent	Label
1	15	0.1	NEVER
2	153	1.3	SELDOM
3	1015	8.4	SOMETIMES
4	7807	64.3	OFTEN
6	3	0.0	{MULTIPLE RESPNSE}
8	746	6.1	{MISSING}
9	2405	19.8	{Legitimate skip/not in wave}

Variable[4017]: F2C12D ASSIST 12TH GRD W/ FINANCIAL AID FORMS

Code	Freq	Percent	Label
1	38	0.3	NEVER
2	427	3.5	SELDOM
3	2014	16.6	SOMETIMES
4	6513	53.6	OFTEN
6	3	0.0	{MULTIPLE RESPNSE}
8	744	6.1	{MISSING}
9	2405	19.8	{Legitimate skip/not in wave}

Variable[4018]: F2C12E CONTACT COLLEGE REPS FOR 12TH GRADERS

Code	Freq	Percent	Label
1	88	0.7	NEVER
2	494	4.1	SELDOM
3	1721	14.2	SOMETIMES
4	6677	55.0	OFTEN
8	759	6.3	{MISSING}
9	2405	19.8	{Legitimate skip/not in wave}

Variable[4019]: F2C12F PROVIDE LETTERS OF RECOMENDATION TO UNIV

Code	Freq	Percent	Label
2	52	0.4	SELDOM
3	437	3.6	SOMETIMES
4	8491	69.9	OFTEN
6	14	0.1	{MULTIPLE RESPNSE}
8	745	6.1	{MISSING}
9	2405	19.8	{Legitimate skip/not in wave}

High School and Beyond

Variable[366]: BB111A COST-PUBLIC JUNIOR OR COMM. COLLEGE
 How much do you think each of the following kinds of schooling would cost for a year? Just answer about expenses for tuition, fees, books, and so on-not living expenses.

- a. Cost at a public junior or community college
- b. Cost at a state four-year college or university
- c. Cost at a private four-year college or university

% %

Code	Freq	Percent	Label
1	1512	13.1	UNDER \$500
2	2935	25.5	\$500-\$1,000
3	2190	19.0	\$1,001-\$2,000
4	1019	8.9	\$2,001-\$3,000
5	327	2.8	\$3,001-\$5,000
6	57	.5	\$5,001-\$7,000
7	1559	13.6	DON^T KNOW
96	14	.1	{MULTIPLE PUNCH}
98	1887	16.4	{MISSING}

Variable[367]: BB111B COST-STATE 4 YEAR COLLEGE OR UNIV

Code	Freq	Percent	Label
1	149	1.3	UNDER \$500
2	793	6.9	\$500-\$1,000
3	1894	16.5	\$1,001-\$2,000
4	2213	19.2	\$2,001-\$3,000
5	2214	19.3	\$3,001-\$5,000
6	640	5.6	\$5,001-\$7,000
7	1616	14.1	DON^T KNOW
96	4	.0	{MULTIPLE PUNCH}
98	1977	17.2	{MISSING}

Variable[368]: BB111C COST-PRIVATE 4 YEAR COLLEGE OR UNIV

Code	Freq	Percent	Label
1	122	1.1	UNDER \$500
2	189	1.6	\$500-\$1,000
3	556	4.8	\$1,001-\$2,000
4	1084	9.4	\$2,001-\$3,000
5	2101	18.3	\$3,001-\$5,000
6	2997	26.1	\$5,001-\$7,000
7	2373	20.6	DON^T KNOW
96	6	.1	{MULTIPLE PUNCH}
98	2072	18.0	{MISSING}

Variable[372]: BB115 PLAN TO GO TO COLLEGE IN FUTURE?
 Do you plan to go to college at some time in the future?

Code	Freq	Percent	Label
1	6432	55.9	NEXT YEAR
2	689	6.0	AFTER ONE YEAR OUT
3	351	3.1	AFTER LONGER TIME
4	1070	9.3	DON^T KNOW
5	1632	14.2	NO
6	5	.0	{MULTIPLE PUNCH}
8	1321	11.5	{MISSING}

Variable[383]: EB121AA AID-NDSL PROGRAM
 Do you plan to use funds available from any of the following
 programs for further study beyond high school?
 No, I do not plan to use it / Yes, I plan use it /
 / I do not know enough about this program to answer the question

- A. Loans:
 - a. National Direct Student Loan Program
 - b. Federal Guaranteed Student Loan Program
 - c. Nursing Student Loan Program
 - d. State Student Loan Program
 - e. College or University Student Loan Program
 - f. Regular Bank Loan
- B. Scholarships, Fellowships and Grants:
 - a. Basic Educational Opportunity Grant (BEOG)
 - b. Supplemental Educational Opportunity Grant
 - c. ROTC Scholarship
 - d. Social Security Benefits for Children of Retired, Disabled or Deceased Parents
 - e. Nursing Scholarship Program
 - f. Veterans Administration Survivors' and Dependents Educational Assistance Program
 - g. Veterans' Educational Assistance Program (VEAP)
 - h. State Scholarship Program
 - i. College or University Scholarship
 - j. Scholarships from Private Organizations
 - k. Division of Vocational Rehabilitation Educational Benefits
- C. Work Programs:
 - a. CETA-Sponsored Youth Employment Development
 - b. College Work-Study
 - c. Cooperative Education Program (Co-Op Ed)

Code	Freq	Percent	Label
1	4189	36.4	DON^T PLAN TO USE
2	874	7.6	PLAN TO USE IT
3	2465	21.4	DON^T KNOW ENOUGH
6	6	.1	{MULTIPLE PUNCH}
8	2334	20.3	{MISSING}
9	1632	14.2	{LEGITIMATE SKIP}

Variable[384]: EB121AB AID-FGSL PROGRAM

Code	Freq	Percent	Label
1	3955	34.4	DON^T PLAN TO USE
2	1234	10.7	PLAN TO USE IT
3	2287	19.9	DON^T KNOW ENOUGH
6	9	.1	{MULTIPLE PUNCH}
8	2383	20.7	{MISSING}
9	1632	14.2	{LEGITIMATE SKIP}

Variable[385]: EB121AC AID-NURSING STUDENT LOAN PROGRAM

Code	Freq	Percent	Label
1	5409	47.0	DON^T PLAN TO USE
2	243	2.1	PLAN TO USE IT
3	1754	15.3	DON^T KNOW ENOUGH
6	10	.1	{MULTIPLE PUNCH}
8	2452	21.3	{MISSING}
9	1632	14.2	{LEGITIMATE SKIP}

Variable[386]: EB121AD AID-STATE STUDENT LOAN PROGRAM

Code	Freq	Percent	Label
1	4132	35.9	DON^T PLAN TO USE
2	1195	10.4	PLAN TO USE IT
3	2089	18.2	DON^T KNOW ENOUGH
6	6	.1	{MULTIPLE PUNCH}
8	2446	21.3	{MISSING}
9	1632	14.2	{LEGITIMATE SKIP}

Variable[387]: EB121AE AID-COLLEGE STUDENT LOAN PROGRAM

Code	Freq	Percent	Label
1	3865	33.6	DON^T PLAN TO USE
2	1743	15.2	PLAN TO USE IT
3	1853	16.1	DON^T KNOW ENOUGH
6	13	.1	{MULTIPLE PUNCH}
8	2394	20.8	{MISSING}
9	1632	14.2	{LEGITIMATE SKIP}

Variable[388]: EB121AF AID-REGULAR BANK LOAN

Code	Freq	Percent	Label
1	4951	43.1	DON^T PLAN TO USE
2	1126	9.8	PLAN TO USE IT
3	1333	11.6	DON^T KNOW ENOUGH
6	8	.1	{MULTIPLE PUNCH}
8	2450	21.3	{MISSING}
9	1632	14.2	{LEGITIMATE SKIP}

Variable[389]: EB121BA AID-BEOG

Code	Freq	Percent	Label
1	2794	24.3	DON^T PLAN TO USE
2	3235	28.1	PLAN TO USE IT
3	1509	13.1	DON^T KNOW ENOUGH
6	12	.1	{MULTIPLE PUNCH}
8	2318	20.2	{MISSING}
9	1632	14.2	{LEGITIMATE SKIP}

Variable[390]: EB121BB AID-SEOG

Code	Freq	Percent	Label
1	3682	32.0	DON^T PLAN TO USE
2	1312	11.4	PLAN TO USE IT
3	2332	20.3	DON^T KNOW ENOUGH
6	7	.1	{MULTIPLE PUNCH}
8	2535	22.0	{MISSING}
9	1632	14.2	{LEGITIMATE SKIP}

Variable[391]: EB121BC AID-ROTC SCHOLARSHIP

Code	Freq	Percent	Label
------	------	---------	-------

1	5478	47.6	DON^T PLAN TO USE
2	286	2.5	PLAN TO USE IT
3	1536	13.4	DON^T KNOW ENOUGH
6	7	.1	{MULTIPLE PUNCH}
8	2561	22.3	{MISSING}
9	1632	14.2	{LEGITIMATE SKIP}

Variable[392]: EB121BD AID-SS BENEFITS FOR CHILDREN

Code	Freq	Percent	Label
1	5226	45.4	DON^T PLAN TO USE
2	763	6.6	PLAN TO USE IT
3	1353	11.8	DON^T KNOW ENOUGH
6	4	.0	{MULTIPLE PUNCH}
8	2522	21.9	{MISSING}
9	1632	14.2	{LEGITIMATE SKIP}

Variable[393]: EB121BE AID-NURSING SCHOLARSHIP PROGRAM

Code	Freq	Percent	Label
1	5656	49.2	DON^T PLAN TO USE
2	262	2.3	PLAN TO USE IT
3	1385	12.0	DON^T KNOW ENOUGH
6	3	.0	{MULTIPLE PUNCH}
8	2562	22.3	{MISSING}
9	1632	14.2	{LEGITIMATE SKIP}

Variable[394]: EB121BF AID-VA SURVIVORS^ BENEFITS

Code	Freq	Percent	Label
1	5566	48.4	DON^T PLAN TO USE
2	275	2.4	PLAN TO USE IT
3	1480	12.9	DON^T KNOW ENOUGH
6	2	.0	{MULTIPLE PUNCH}
8	2545	22.1	{MISSING}
9	1632	14.2	{LEGITIMATE SKIP}

Variable[395]: EB121BG AID-VEAP

Code	Freq	Percent	Label
1	5504	47.9	DON^T PLAN TO USE
2	240	2.1	PLAN TO USE IT
3	1539	13.4	DON^T KNOW ENOUGH
6	10	.1	{MULTIPLE PUNCH}
8	2575	22.4	{MISSING}
9	1632	14.2	{LEGITIMATE SKIP}

Variable[396]: EB121BH AID-STATE SCHOLARSHIP PROGRAM

Code	Freq	Percent	Label
1	3866	33.6	DON^T PLAN TO USE
2	1824	15.9	PLAN TO USE IT
3	1625	14.1	DON^T KNOW ENOUGH
6	8	.1	{MULTIPLE PUNCH}
8	2545	22.1	{MISSING}
9	1632	14.2	{LEGITIMATE SKIP}

Variable[397]: EB121BI AID-COLLEGE OR UNIVERSITY SCHOLARSHIP

Code	Freq	Percent	Label
1	3505	30.5	DON^T PLAN TO USE
2	2415	21.0	PLAN TO USE IT
3	1422	12.4	DON^T KNOW ENOUGH

6	7	.1	{MULTIPLE PUNCH}
8	2519	21.9	{MISSING}
9	1632	14.2	{LEGITIMATE SKIP}

Variable[398]: EB121BJ AID-SCHOLARSHIPS FROM PRIVATE ORGS.

Code	Freq	Percent	Label
1	4247	36.9	DON^T PLAN TO USE
2	1402	12.2	PLAN TO USE IT
3	1607	14.0	DON^T KNOW ENOUGH
6	1	.0	{MULTIPLE PUNCH}
8	2611	22.7	{MISSING}
9	1632	14.2	{LEGITIMATE SKIP}

Variable[399]: EB121BK AID-VOCATIONAL REHABILITATION PROGRAM

Code	Freq	Percent	Label
1	5263	45.8	DON^T PLAN TO USE
2	231	2.0	PLAN TO USE IT
3	1717	14.9	DON^T KNOW ENOUGH
6	2	.0	{MULTIPLE PUNCH}
8	2655	23.1	{MISSING}
9	1632	14.2	{LEGITIMATE SKIP}

Variable[400]: EB121CA AID-CETA

Code	Freq	Percent	Label
1	4963	43.2	DON^T PLAN TO USE
2	635	5.5	PLAN TO USE IT
3	1675	14.6	DON^T KNOW ENOUGH
6	5	.0	{MULTIPLE PUNCH}
8	2590	22.5	{MISSING}
9	1632	14.2	{LEGITIMATE SKIP}

Variable[401]: EB121CB AID-COLLEGE WORK-STUDY

Code	Freq	Percent	Label
1	3474	30.2	DON^T PLAN TO USE
2	2481	21.6	PLAN TO USE IT
3	1474	12.8	DON^T KNOW ENOUGH
6	9	.1	{MULTIPLE PUNCH}
8	2430	21.1	{MISSING}
9	1632	14.2	{LEGITIMATE SKIP}

Variable[402]: EB121CC AID-COOPERATIVE EDUCATION PROGRAM

Code	Freq	Percent	Label
1	4498	39.1	DON^T PLAN TO USE
2	734	6.4	PLAN TO USE IT
3	2030	17.7	DON^T KNOW ENOUGH
6	3	.0	{MULTIPLE PUNCH}
8	2603	22.6	{MISSING}
9	1632	14.2	{LEGITIMATE SKIP}

National Household Education Survey: NHES 1999 Parent Interview

PR1b. Do you think (CHILD) will... b. Graduate from a 4-year college?

Variable Name : SECOLLEG PR1B-CHILD WILL GRAD FRM 4YR COLLEGE
 Comment : Previous NHES Surveys: 1996, SECOLLEG; 1993 SS&D, FCGRADCO;

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 YES	1	7,743	31.5	22,431,791	88.9

2 NO	2	814	3.3	2,798,896	11.1
RESERVED CODE : -1 INAPPLICABLE	-1	16,043	65.2	46,920,721	
		24,600	100.0%	72,151,408	100.0%

PR2. Will (CHILD) start (his/her) college education at a 2-year or a 4-year school, or have you not thought about this yet?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 2-YEAR SCHOOL	1	1,361	5.5	3,885,372	17.3
2 4-YEAR SCHOOL	2	4,329	17.6	12,236,602	54.6
3 HAVEN'T THOUGHT ABOUT THIS	3	2,053	8.3	6,309,818	28.1
RESERVED CODE : -1 INAPPLICABLE	-1	16,857	68.5	49,719,617	
		24,600	100.0%	72,151,408	100.0%

PR3. Would you say (he/she) is more likely to attend a public or private 4-year college, or have you not thought about this yet?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 PUBLIC	1	2,490	10.1	7,118,136	58.2
2 PRIVATE	2	905	3.7	2,512,610	20.5
3 HAVEN'T THOUGHT ABOUT THIS	3	934	3.8	2,605,855	21.3
RESERVED CODE : -1 INAPPLICABLE	-1	20,271	82.4	59,914,806	
		24,600	100.0%	72,151,408	100.0%

PR4. Is (he/she) more likely to attend an in-state or out-of-state public college, or have you not thought about this yet?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 IN-STATE	1	1,864	7.6	5,248,779	73.7
2 OUT-OF-STATE	2	405	1.6	1,170,119	16.4
3 HAVEN'T THOUGHT ABOUT THIS	3	221	0.9	699,239	9.8
RESERVED CODE : -1 INAPPLICABLE	-1	22,110	89.9	65,033,272	
		24,600	100.0%	72,151,408	100.0%

PR5. Have you gotten information about the cost of tuition and mandatory fees at a specific (in-state public/out-of-state public/private) college?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 YES	1	1,755	7.1	4,966,105	55.6
2 NO	2	1,419	5.8	3,965,403	44.4
RESERVED CODE : -1 INAPPLICABLE	-1	21,426	87.1	63,219,900	
		24,600	100.0%	72,151,408	100.0%

PR6. What is the cost of 1 year's tuition and mandatory fees at that college?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
0-55000		1,755	7.1	4,966,105	100.0
RESERVED CODE : -1 INAPPLICABLE	-1	22,845	92.9	67,185,303	
		24,600	100.0%	72,151,408	100.0%

PR6OV. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 TUITION & MANDATORY FEES ONLY	1	820	3.3	2,316,559	46.6
2 TUITION, MANDATORY FEES & OTHER FEES	2	935	3.8	2,649,546	53.4
RESERVED CODE : -1 INAPPLICABLE	-1	22,845	92.9	67,185,303	
		24,600	100.0%	72,151,408	100.0%

PR7. Do you think you could or could not give a fairly accurate estimate of the cost of 1 year's tuition and mandatory fees at (an in-state public/an out-of-state public/a private) college that (CHILD) might attend?

Variable Name : PSCSTUI PR7-CAN ESTIMATE TUITION/FEEES 4YR COLL

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 COULD	1	670	2.7	1,804,087	45.5
2 COULD NOT	2	749	3.0	2,161,316	54.5
RESERVED CODE : -1 INAPPLICABLE	-1	23,181	94.2	68,186,005	
		24,600	100.0%	72,151,408	100.0%

PR7OV1. About how much would that be?

Variable Name : PSCESAMT PR7OV1-EST OF TUITION/FEEES AT 4YR COLL

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
0-99999		670	2.7	1,804,087	100.0
RESERVED CODE : -1 INAPPLICABLE	-1	23,930	97.3	70,347,321	
		24,600	100.0%	72,151,408	100.0%

PR7OV2. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Variable Name : PSCESINC PR7OV2-EST 4YR COLL INCL TUIT/OTH FEES

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 TUITION & MANDATORY FEES ONLY	1	300	1.2	763,458	42.3
2 TUITION, MANDATORY FEES & OTHER FEES	2	370	1.5	1,040,629	57.7
RESERVED CODE : -1 INAPPLICABLE	-1	23,930	97.3	70,347,321	
		24,600	100.0%	72,151,408	100.0%

PR8. Do you think you could or could not give a fairly accurate estimate of the average cost of 1 year's tuition and mandatory fees at a public 4-year college in your state?

Variable Name : PS4YRTUI PR8-CAN EST TUITION IN-STATE 4YR COLL

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 COULD	1	1,037	4.2	3,024,072	31.5
2 COULD NOT	2	2,171	8.8	6,590,839	68.5
RESERVED CODE : -1 INAPPLICABLE	-1	21,392	87.0	62,536,496	
		24,600	100.0%	72,151,408	100.0%

PR8OV1. About how much would that be?

Variable Name : PS4YRAMT PR8OV1-TUITION EST OF IN-STATE 4YR COLL

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
0-40000		1,037	4.2	3,024,072	100.0
RESERVED CODE : -1 INAPPLICABLE	-1	23,563	95.8	69,127,335	
		24,600	100.0%	72,151,408	100.0%

PR8OV2. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Variable Name : PS4YRINC PR8OV2-EST 4YR COLL INCL TUIT/OTH FEES

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 TUITION & MANDATORY FEES ONLY	1	552	2.2	1,580,913	52.3
2 TUITION, MANDATORY FEES & OTHER FEES	2	485	2.0	1,443,160	47.7
RESERVED CODE : -1 INAPPLICABLE	-1	23,563	95.8	69,127,335	
		24,600	100.0%	72,151,408	100.0%

PR9. Would you say (he/she) is more likely to attend a vocational or technical school, a 2-year community college, a junior college, some other type of school, or have you not thought about this yet?

Variable Name : PSOTHTYP PR9-CHLD LIKELY ATTND VOC/TCH/CMM/JR COL

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 VOCATIONAL/TECHNICAL SCHOOL	1	617	2.5	2,008,902	30.1
2 2-YR COMMUNITY COLLEGE	2	904	3.7	2,679,148	40.1
3 JUNIOR COLLEGE	3	387	1.6	1,107,476	16.6
4 HAVEN'T THOUGHT ABOUT THIS	4	231	0.9	764,050	11.4
91 OTHER SCHOOL	91	36	0.1	124,692	1.9
RESERVED CODE : -1 INAPPLICABLE	-1	22,425	91.2	65,467,140	
		24,600	100.0%	72,151,408	100.0%

PR10. Have you gotten information about the cost of tuition and mandatory fees at a specific (vocational or technical school/2-year community college/junior college/school)?

Variable Name : PSOTHTUI PR10-GOT INFO TUITION VOC/TECH/COMM SCH

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 YES	1	763	3.1	2,243,318	37.9
2 NO	2	1,181	4.8	3,676,900	62.1
RESERVED CODE : -1 INAPPLICABLE	-1	22,656	92.1	66,231,190	
		24,600	100.0%	72,151,408	100.0%

PR11. What is the cost of 1 year's tuition and mandatory fees at that school?

Variable Name : PSOTHAMT PR11-TUITION AT SPEC VOC/TECH/COMM SCH

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
0-99999		763	3.1	2,243,318	100.0
RESERVED CODE : -1 INAPPLICABLE	-1	23,837	96.9	69,908,090	
		24,600	100.0%	72,151,408	100.0%

PR11OV. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Variable Name : PSOTHINC PR11OV-CST VO/TEC/COMM INC TUIT/OTH FEE

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 TUITION & MANDATORY FEES ONLY	1	684	2.8	1,978,136	88.2
2 TUITION, MANDATORY FEES & OTHER FEES	2	79	0.3	265,183	11.8
RESERVED CODE : -1 INAPPLICABLE	-1	23,837	96.9	69,908,090	
		24,600	100.0%	72,151,408	100.0%

PR12. Do you think you could or could not give a fairly accurate estimate of the cost of 1 year's tuition and mandatory fees at a (vocational or technical school/2-year community college/junior college/school) in your state that (CHILD) might attend?

Variable Name : PSOESTUI PR12-CAN EST TUITION VOC/TECH/COMM SCH

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 COULD	1	345	1.4	1,020,592	27.8
2 COULD NOT	2	836	3.4	2,656,308	72.2
RESERVED CODE : -1 INAPPLICABLE	-1	23,419	95.2	68,474,508	
		24,600	100.0%	72,151,408	100.0%

PR12OV1. About how much would that be?

Variable Name : PSOESAMT PR12OV1-EST TUITION/FEES VOC/TECH SCH

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
0-30000		345	1.4	1,020,592	100.0
RESERVED CODE : -1 INAPPLICABLE	-1	24,255	98.6	71,130,816	
		24,600	100.0%	72,151,408	100.0%

PR12OV2. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Variable Name : PSOESINC PR12OV2-EST VO/TEC/COMM INC TUIT/OTH FEE

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 TUITION & MANDATORY FEES ONLY	1	304	1.2	869,171	85.2
2 TUITION, MANDATORY FEES & OTHER FEES	2	41	0.2	151,421	14.8
RESERVED CODE : -1 INAPPLICABLE	-1	24,255	98.6	71,130,816	
		24,600	100.0%	72,151,408	100.0%

PR13. Do you think you could or could not give a fairly accurate estimate of the average cost of 1 year's tuition and mandatory fees at a 2-year community college in your state?

Variable Name : PS2YRTUI PR13-CAN EST TUITION AT 2YR COMM COLL

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 COULD	1	54	0.2	177,313	23.2
2 COULD NOT	2	177	0.7	586,736	76.8
RESERVED CODE : -1 INAPPLICABLE	-1	24,369	99.1	71,387,358	
		24,600	100.0%	72,151,408	100.0%

PR13OV1. About how much would that be?

Variable Name : PS2YRAMT PR13OV1-EST TUITION/FEES 2YR COMM COLL

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
0-30000		54	0.2	177,313	100.0
RESERVED CODE : -1 INAPPLICABLE	-1	24,546	99.8	71,974,095	

24,600 100.0% 72,151,408 100.0%

PR13OV2. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 TUITION & MANDATORY FEES ONLY	1	41	0.2	142,497	80.4
2 TUITION, MANDATORY FEES & OTHER FEES	2	13	0.1	34,816	19.6
RESERVED CODE : -1 INAPPLICABLE	-1	24,546	99.8	71,974,095	
		24,600	100.0%	72,151,408	100.0%

PR14. Have you started saving money or making any other financial plans to pay for (CHILD)'s education after high school?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 YES	1	5,318	21.6	14,731,053	58.4
2 NO	2	3,239	13.2	10,499,635	41.6
RESERVED CODE : -1 INAPPLICABLE	-1	16,043	65.2	46,920,721	
		24,600	100.0%	72,151,408	100.0%

PR15. Have you (or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grand-mother/grandfather/ aunt/uncle/cousin) (or (the) other adult(s) in your household)) talked with someone or read any materials from schools or financial institutions about sources of financial aid for (CHILD)'s education after high school?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 YES	1	3,201	13.0	9,482,317	37.6
2 NO	2	5,356	21.8	15,748,370	62.4
RESERVED CODE : -1 INAPPLICABLE	-1	16,043	65.2	46,920,721	
		24,600	100.0%	72,151,408	100.0%

PR16a. Have you ever heard of... a. The Lifetime Learning tax credit?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 YES	1	1,596	6.5	4,560,319	18.1
2 NO	2	6,961	28.3	20,670,368	81.9
RESERVED CODE : -1 INAPPLICABLE	-1	16,043	65.2	46,920,721	
		24,600	100.0%	72,151,408	100.0%

PR16b. Have you ever heard of... b. The HOPE Scholarship tax credit?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 YES	1	1,843	7.5	5,204,785	20.6
2 NO	2	6,714	27.3	20,025,902	79.4
RESERVED CODE : -1 INAPPLICABLE	-1	16,043	65.2	46,920,721	
		24,600	100.0%	72,151,408	100.0%

PR17. Do you plan to use the Lifetime Learning tax credit to help pay for (CHILD)'s education after high school?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 YES	1	596	2.4	1,773,226	65.1
2 NO	2	340	1.4	952,174	34.9
RESERVED CODE : -1 INAPPLICABLE	-1	23,664	96.2	69,426,008	
		24,600	100.0%	72,151,408	100.0%

PR18. Do you plan to use the HOPE Scholarship tax credit to help pay for (CHILD)'s education after high school?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 YES	1	767	3.1	2,244,614	70.9
2 NO	2	332	1.3	920,465	29.1

RESERVED CODE :	-1 INAPPLICABLE	-1	23,501	95.5	68,986,328	
			24,600	100.0%	72,151,408	100.0%

PR19. During this school year, have you (or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/ grandmother/grandfather/ aunt/uncle/cousin) (or (the) other adult(s) in your household)) talked with a counselor or teacher at (CHILD)'s school about the academic requirements for college or vocational school after high school?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct	
1 YES	1	2,147	8.7	6,302,401	25.3	
2 NO	2	6,292	25.6	18,561,547	74.7	
RESERVED CODE :	-1 INAPPLICABLE	-1	16,161	65.7	47,287,460	
			24,600	100.0%	72,151,408	100.0%

PR20. There are many reasons why young people decide not to attend school after high school. What is the main reason for (CHILD)?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct	
1 COST TOO HIGH	1	56	0.2	190,343	9.2	
2 NEED TO WORK	2	33	0.1	135,296	6.5	
3 POOR GRADES/UNABLE TO GET IN	3	31	0.1	98,676	4.8	
4 NOT INTERESTED/TIRED OF GOING TO SCH	4	274	1.1	927,061	44.8	
5 CHILD HAS A DISABILITY	5	93	0.4	341,864	16.5	
6 MILITARY	6	32	0.1	106,447	5.1	
7 UNSURE OF FUTURE GOALS	7	8	0.0	30,576	1.5	
91 OTHER	91	63	0.3	238,477	11.5	
RESERVED CODE :	-1 INAPPLICABLE	-1	24,010	97.6	70,082,668	
			24,600	100.0%	72,151,408	100.0%

National Household Education Survey: NHES 1999 Youth Interview

YF2. Will you start your college education at a 2-year school or a 4-year school, or have you not thought about this yet?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct	
1 2-YEAR SCHOOL	1	793	10.0	2,699,086	11.1	
2 4-YEAR SCHOOL	2	3,382	42.7	11,369,202	46.7	
3 HAVEN'T THOUGHT ABOUT THIS YET	3	2,957	37.4	10,269,482	42.2	
RESERVED CODE :	-1 INAPPLICABLE	-1	781	9.9	2,963,669	
			7,913	100.0%	27,301,439	100.0%

YF3. Students begin to talk about future education at different ages. This school year, have you discussed the academic requirements for college or vocational school after high school with ((your parents)/(your mother/ stepmother/foster mother/father/ stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)/(ADULT RESPONDENT)/(or mother/ step-mother/ foster mother/father/ stepfather/ foster father/grandmother/ grandfather/aunt/ uncle/cousin) (or (the) other adult(s) in your household))?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct	
1 YES	1	4,613	58.3	15,495,567	59.2	
2 NO	2	3,006	38.0	10,668,759	40.8	
RESERVED CODE :	-1 INAPPLICABLE	-1	294	3.7	1,137,113	
			7,913	100.0%	27,301,439	100.0%

YF3OV. How about with a teacher or counselor at school?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct	
1 YES	1	4,192	53.0	14,326,271	55.4	
2 NO	2	3,336	42.2	11,515,745	44.6	
RESERVED CODE :	-1 INAPPLICABLE	-1	385	4.9	1,459,423	
			7,913	100.0%	27,301,439	100.0%

YF5. This school year, have you discussed with ((your parents))/(your mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)/(ADULT RESPONDENT)/(or mother/step-mother/ foster mother/father/ stepfather/ foster father/grandmother/ grandfather/aunt/ uncle/cousin) (or (the) other adult(s) in your household)) which colleges or vocational schools you would like to attend after high school?

Variable Name : YSATTFAM		YF5-DISC COLLEGES/SCHOOLS W/PARENTS				
Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct	
1 YES	1	4,959	62.7	16,719,712	63.9	
2 NO	2	2,660	33.6	9,444,614	36.1	
RESERVED CODE : -1 INAPPLICABLE	-1	294	3.7	1,137,113		
		7,913	100.0%	27,301,439	100.0%	

YF5OV. How about with a teacher or counselor at school?

Variable Name : YSATTTEA		YF5OV-DISC COLLEGES/SCHOOLS W/TEACHERS				
Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct	
1 YES	1	2,746	34.7	9,371,521	36.3	
2 NO	2	4,782	60.4	16,470,494	63.7	
RESERVED CODE : -1 INAPPLICABLE	-1	385	4.9	1,459,423		
		7,913	100.0%	27,301,439	100.0%	

YF6. Are you more likely to attend a public or private 4-year college, or have you not thought about this yet?

Variable Name : YSCOLTYP		YF6-LIKELY TO ATTEND PUB/PRIV 4YR COLL				
Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct	
1 PUBLIC	1	1,818	23.0	6,197,485	54.5	
2 PRIVATE	2	528	6.7	1,699,586	14.9	
3 HAVEN'T THOUGHT ABOUT THIS	3	1,036	13.1	3,472,130	30.5	
RESERVED CODE : -1 INAPPLICABLE	-1	4,531	57.3	15,932,237		
		7,913	100.0%	27,301,439	100.0%	

YF7. Are you more likely to attend an in-state or out-of-state public college, or have you not thought about this yet?

Variable Name : YSCOLST		YF7-LIKELY TO ATTEND IN/OUT STATE COLL				
Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct	
1 IN-STATE	1	1,009	12.8	3,347,828	54.0	
2 OUT-OF-STATE	2	519	6.6	1,864,441	30.1	
3 HAVEN'T THOUGHT ABOUT THIS	3	290	3.7	985,216	15.9	
RESERVED CODE : -1 INAPPLICABLE	-1	6,095	77.0	21,103,954		
		7,913	100.0%	27,301,439	100.0%	

YF8. Have you gotten information about the cost of tuition and mandatory fees at a specific (in-state public/out-of-state public/private) college?

Variable Name : YSCOLTUI		YF8-GOT INFO ABT TUITION FOR SPECFC COLL				
Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct	
1 YES	1	985	12.4	3,399,767	65.8	
2 NO	2	532	6.7	1,763,915	34.2	
RESERVED CODE : -1 INAPPLICABLE	-1	6,396	80.8	22,137,756		
		7,913	100.0%	27,301,439	100.0%	

YF9. What is the cost of 1 year's tuition and mandatory fees at that college?

Variable Name : YSCOLAMT		YF9-COST OF TUITION AT SPECFC 4YR COLL				
Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct	
450-65000		985	12.4	3,399,767	100.0	
RESERVED CODE : -1 INAPPLICABLE	-1	6,928	87.6	23,901,671		
		7,913	100.0%	27,301,439	100.0%	

YF9OV. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Variable Name : YSCOLINC		YF9OV-COST 4YR COLL INCL TUIT/OTH FEES				
Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct	
1 TUITION & MANDATORY FEES ONLY	1	428	5.4	1,447,428	42.6	
2 TUITION, MANDATORY FEES & OTHER FEES	2	557	7.0	1,952,339	57.4	

RESERVED CODE : -1 INAPPLICABLE	-1	6,928	87.6	23,901,671	
		7,913	100.0%	27,301,439	100.0%

YF10. Do you think you could or could not give a fairly accurate estimate of the cost of 1 year's tuition and mandatory fees at (an in-state public/an out-of-state public/a private) college that you might attend?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 COULD	1	272	3.4	871,964	24.8
2 COULD NOT	2	799	10.1	2,640,124	75.2
RESERVED CODE : -1 INAPPLICABLE	-1	6,842	86.5	23,789,351	
		7,913	100.0%	27,301,439	100.0%

YF10OV1. About how much would that be?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
800-99999		272	3.4	871,964	100.0
RESERVED CODE : -1 INAPPLICABLE	-1	7,641	96.6	26,429,475	
		7,913	100.0%	27,301,439	100.0%

YF10OV2. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 TUITION & MANDATORY FEES ONLY	1	143	1.8	424,639	48.7
2 TUITION, MANDATORY FEES & OTHER FEES	2	129	1.6	447,325	51.3
RESERVED CODE : -1 INAPPLICABLE	-1	7,641	96.6	26,429,475	
		7,913	100.0%	27,301,439	100.0%

YF11. Do you think you could or could not give a fairly accurate estimate of the average cost of 1 year's tuition and mandatory fees at a 4-year community college in your state?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 COULD	1	729	9.2	2,512,692	17.1
2 COULD NOT	2	3,554	44.9	12,214,136	82.9
RESERVED CODE : -1 INAPPLICABLE	-1	3,630	45.9	12,574,610	
		7,913	100.0%	27,301,439	100.0%

YF11OV1. About how much would that be?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
20-99999		729	9.2	2,512,692	100.0
RESERVED CODE : -1 INAPPLICABLE	-1	7,184	90.8	24,788,747	
		7,913	100.0%	27,301,439	100.0%

YF11OV2. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 TUITION & MANDATORY FEES ONLY	1	343	4.3	1,117,000	44.5
2 TUITION, MANDATORY FEES & OTHER FEES	2	386	4.9	1,395,691	55.5
RESERVED CODE : -1 INAPPLICABLE	-1	7,184	90.8	24,788,747	
		7,913	100.0%	27,301,439	100.0%

YF12. Are you more likely to attend a vocational or technical school, a 2-year community college, a junior college, some other type of school, or have you not thought about this yet?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 VOCATIONAL/TECHNICAL SCHOOL	1	283	3.6	1,028,053	22.7
2 2-YEAR COMMUNITY COLLEGE	2	461	5.8	1,606,029	35.5
3 JUNIOR COLLEGE	3	171	2.2	593,217	13.1
4 HAVEN'T THOUGHT ABOUT THIS	4	346	4.4	1,217,675	26.9
91 OTHER SCHOOL	91	19	0.2	80,669	1.8

RESERVED CODE : -1 INAPPLICABLE	-1	6,633	83.8	22,775,796	
		7,913	100.0%	27,301,439	100.0%

YF13. Have you gotten information about the cost of tuition and mandatory fees at a specific (vocational or technical school/2-year community college/junior college/school)?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
Variable Name : YSOTHTUI	YF13-GOT INFO TUITION VOC/TECH/COMM SCH				
1 YES	1	394	5.0	1,358,157	47.2
2 NO	2	408	5.2	1,516,640	52.8
RESERVED CODE : -1 INAPPLICABLE	-1	7,111	89.9	24,426,642	
		7,913	100.0%	27,301,439	100.0%

YF14. What is the cost of 1 year's tuition and mandatory fees at that school?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
Variable Name : YSOTHAMT	YF14-TUITION AT SPEC VOC/TECH/COMM SCH				
250-99999		394	5.0	1,358,157	100.0
RESERVED CODE : -1 INAPPLICABLE	-1	7,519	95.0	25,943,282	
		7,913	100.0%	27,301,439	100.0%

YF14OV. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
Variable Name : YSOTHINC	YF14OV-CST VO/TEC/COMM INC TUIT/OTH FEE				
1 TUITION & MANDATORY FEES ONLY	1	329	4.2	1,121,951	82.6
2 TUITION, MANDATORY FEES & OTHER FEES	2	65	0.8	236,206	17.4
RESERVED CODE : -1 INAPPLICABLE	-1	7,519	95.0	25,943,282	
		7,913	100.0%	27,301,439	100.0%

YF15. Do you think you could or could not give a fairly accurate estimate of the cost of 1 year's tuition and mandatory fees at a (vocational or technical school/2-year community college/junior college/school) in your state that you might attend?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
Variable Name : YSOESTUI	YF15-CAN EST TUITION VOC/TEC/COMM SCH				
1 COULD	1	87	1.1	337,492	17.3
2 COULD NOT	2	453	5.7	1,612,319	82.7
RESERVED CODE : -1 INAPPLICABLE	-1	7,373	93.2	25,351,627	
		7,913	100.0%	27,301,439	100.0%

YF15OV1. About how much would that be?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
Variable Name : YSOESAMT	YF15OV1-EST TUITION/FEES VOC/TECH/COMM				
200-15000		87	1.1	337,492	100.0
RESERVED CODE : -1 INAPPLICABLE	-1	7,826	98.9	26,963,947	
		7,913	100.0%	27,301,439	100.0%

YF15OV2. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
Variable Name : YSOESINC	YF15OV2-EST VO/TEC/COMM INC TUIT/OTH FEE				
1 TUITION & MANDATORY FEES ONLY	1	74	0.9	293,709	87.0
2 TUITION, MANDATORY FEES & OTHER FEES	2	13	0.2	43,782	13.0
RESERVED CODE : -1 INAPPLICABLE	-1	7,826	98.9	26,963,947	
		7,913	100.0%	27,301,439	100.0%

YF16. Do you think you could or could not give a fairly accurate estimate of the average cost of 1 year's tuition and mandatory fees at a 2-year community college in your state?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
Variable Name : YS2YRTUI	YF16-CAN EST TUITION AT 2YR COMM COLL				
1 COULD	1	62	0.8	201,798	16.6
2 COULD NOT	2	284	3.6	1,015,877	83.4
RESERVED CODE : -1 INAPPLICABLE	-1	7,567	95.6	26,083,764	
		7,913	100.0%	27,301,439	100.0%

YF16OV1. About how much would that be?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
300-20000		62	0.8	201,798	100.0
RESERVED CODE : -1 INAPPLICABLE	-1	7,851	99.2	27,099,640	
		7,913	100.0%	27,301,439	100.0%

YF16OV2. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 TUITION & MANDATORY FEES ONLY	1	38	0.5	117,990	58.5
2 TUITION, MANDATORY FEES & OTHER FEES	2	24	0.3	83,808	41.5
RESERVED CODE : -1 INAPPLICABLE	-1	7,851	99.2	27,099,640	
		7,913	100.0%	27,301,439	100.0%

YF17. This school year, have you talked with ((your parents)/(your mother/ stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/ cousin)/(ADULT RESPONDENT)/(or mother/step-mother/ foster mother/father/ stepfather/ foster father/grandmother/ grandfather/aunt/ uncle/cousin) (or (the) other adult(s) in your household)) about the cost of education after high school?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 YES	1	3,418	43.2	11,424,792	43.7
2 NO	2	4,201	53.1	14,739,534	56.3
RESERVED CODE : -1 INAPPLICABLE	-1	294	3.7	1,137,113	
		7,913	100.0%	27,301,439	100.0%

YF17OV. How about with a teacher or counselor at school?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 YES	1	1,712	21.6	5,929,273	22.9
2 NO	2	5,816	73.5	19,912,742	77.1
RESERVED CODE : -1 INAPPLICABLE	-1	385	4.9	1,459,423	
		7,913	100.0%	27,301,439	100.0%

YF18. This school year, have you talked with ((your parents)/(your mother/ stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/ cousin)/(ADULT RESPONDENT)/(or mother/step-mother/ foster mother/father/ stepfather/ foster father/grandmother/ grandfather/aunt/ uncle/cousin) (or (the) other adult(s) in your household)) about financial aid for education after high school?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 YES	1	2,892	36.5	9,945,351	38.0
2 NO	2	4,727	59.7	16,218,975	62.0
RESERVED CODE : -1 INAPPLICABLE	-1	294	3.7	1,137,113	
		7,913	100.0%	27,301,439	100.0%

YF18OV. How about with a teacher or counselor at school?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 YES	1	1,564	19.8	5,529,792	21.4
2 NO	2	5,964	75.4	20,312,223	78.6
RESERVED CODE : -1 INAPPLICABLE	-1	385	4.9	1,459,423	
		7,913	100.0%	27,301,439	100.0%

YF19. There are many reasons why young people decide not to attend school after high school. What is your main reason?

Response	Codes	Frequency	Percent	Wghtd Freq	Wghtd Pct
1 COST TOO HIGH	1	27	0.3	110,749	9.7
2 NEED TO WORK	2	58	0.7	223,201	19.6
3 POOR GRADES/UNABLE TO GET IN	3	12	0.2	35,129	3.1

4	NOT INTERESTED/TIRED OF GOING TO SCH	4	117	1.5	424,384	37.3
5	CHILD HAS A DISABILITY	5	2	0.0	10,669	0.9
6	MILITARY	6	28	0.4	114,351	10.1
7	UNSURE OF FUTURE GOALS	7	6	0.1	22,167	1.9
91	OTHER	91	44	0.6	196,462	17.3
RESERVED CODE : -1 INAPPLICABLE		-1	7,619	96.3	26,164,326	
			7,913	100.0%	27,301,439	100.0%

National Household Education Survey: NHES 1996 Educational Involvement Interview

For each statement that I read you, please tell me how well (CHILD)'s [school/current school/Head Start program/(PROGRAM)] has been doing the following things (during this school year/ since September):

PF6H h. Provides information on how to help (CHILD) plan for college?

Variable Name : FSSPCOLL		PF6H-SCH TELLS HOW TO PLAN FOR COLLEGE			
Response		Codes	Frequency	Percent	Wghtd Pct
1	DOES VERY WELL	1	2,152	10.4	43.8
2	CLD DO BETTER	2	1,517	7.3	30.2
3	DOESN'T DO	3	1,250	6.0	26.0
RESERVED CODE : -1 INAPPLICABLE		-1	15,873	76.3	
			20,792	100.0%	100.0%

PF6I i. Provides information about how to help (CHILD) plan for work after (he/she) completes (his/her) education?

Variable Name : FSSPWORK		PF6I-SCH TELLS HOW TO PLAN FOR WORK			
Response		Codes	Frequency	Percent	Wghtd Pct
1	DOES VERY WELL	1	1,321	6.4	27.8
2	CLD DO BETTER	2	1,643	7.9	32.3
3	DOESN'T DO	3	1,955	9.4	39.8
RESERVED CODE : -1 INAPPLICABLE		-1	15,873	76.3	
			20,792	100.0%	100.0%