
A study examined the educational and employment activities of members of Minnesota's high school class of 1990. Data regarding 12,458 students (11,814 graduates, 356 dropouts, and 288 students school leavers not classified as dropouts) were collected from 90 high schools participating in the Minnesota Secondary School Follow-up System and from 926 of the students' employers. Current employment/education-related activities of the class of 1990 were also analyzed by curriculum area, and trend data covering the years 1978 through 1990 were summarized. At the time of the survey, 34 percent of the class members were both employed and attending a school, 20.8 percent were employed only, 1.9 percent were unemployed and not attending a school, and 24 percent were involved in education only. The percentage of individuals employed and not simultaneously attending any school has generally declined since 1978, whereas the percentage of individuals participating in education only has remained fairly steady. (Appended are lists of secondary schools participating in the project and the specific industries and occupations within categories reported, the base data coding form, and selected survey questionnaires. Also included are 34 figures and 164 tables.) (MN)
MINNESOTA HIGH SCHOOL FOLLOW-UP
CLASS OF 1990--ONE YEAR LATER

TREND DATA: 1978-1990
ACKNOWLEDGEMENTS

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The contributions of the participating local education agencies, local project directors and clerical staff for making special efforts to accurately collect and code the student data for nearly 13,000 former students is deeply appreciated.

Special thanks are extended to those who have helped make the system work -- to John Ferguson who coordinated the interrelationship between the micro and the mainframe computers to generate reports.

Michelle Day who has supported all phases of the system, deserves a very special recognition. She has been responsible for the careful typing and diagramming of this report, in addition to generating local and State data as requested.

The support of all of these people to the project has been invaluable.

by

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Chapter 1:

INTRODUCTION

At the end of each school year, about 50,000 students graduate from high schools in Minnesota. Additionally, there are several thousand students who leave without diplomas. Based upon the assumption that a high school education is a means to some future end rather than an end in and of itself, it is important to identify "what happens" to students after they leave high school.

This information, along with other data (i.e., economic, school programs, etc.), may be used to improve student services. It can also enhance curriculum development, program planning, and evaluation efforts.

This publication presents a summary of the research obtained from senior high schools in Minnesota which utilized the Minnesota Secondary School Follow-Up System to collect data on the class of 1990. There were 90 high schools collecting information from 12,458 students. Of this total; 11,814 students were graduates, 356 were classified as dropouts and 288 were defined as having left high school without a diploma but not classified as dropouts.

BASIC MODEL

The Minnesota Secondary School Follow-Up System is a data collection and reporting system to be used by local education agencies (LEAs) to gather information from present and former students.

The System was originally developed by the Minnesota Research and Development Center for Vocational Education, at the University of Minnesota, under contract with the Minnesota State Department of Education, Division of Vocational-Technical Education.

The Follow-Up System, initiated in 1972, was designed to provide useful information for the State and LEAs in areas such as curriculum development, program planning, evaluation, guidance and counseling. The System has been adapted to help LEAs meet both State and Federal reporting requirements, as these requirements relate to the post-high school activities of former students.

Although the System was developed under grant by the Vocational Division and provides information for vocational reporting, it does provide equally valuable information on all former students in all program areas.

In 1982 the University's direct involvement in the System terminated. A group of local administrators concerned that this proven data collection might no longer be available, approached the State Department of Education to maintain it.

Under grants from the State Department of Education a joint project intended to maintain the System was initiated. The University developed a software program to be used by LEAs for data entry utilizing an Apple II system. The Mounds View Schools have developed software to read the Apple data disks into a Burroughs mainframe for processing local and State reports.

The System is designed as a decentralized data collection operation, (See Figure I). That is, the LEA is provided a common set of instruments and procedures in regional training sessions. Actual data collection and data entry are then carried out independently by the LEA. The data disks are submitted to the Mounds View Schools for data analysis and report generation. The service is provided under a grant with the State Department of Education.

Although most districts have utilized the System to conduct one-year follow-up studies, the procedures and programs can be used identically to conduct others--typically three and five-year studies. Follow-up forms are available upon request to the local project directors for such studies. Processing is provided without charge to the local district, as per the one-year plan.
The selection of this decentralized model was based on the following factors/assumptions:

1. Local district participation maximizes the possibility that the data will be appropriate, and therefore used;
2. Students are more likely to respond to a questionnaire from the high school as compared to a central state agency; and
3. The large number of school districts involved would make centralized data collection costs prohibitive.

In addition to these factors, several goals were established for the system. The goals are that the system will:

1. Provide information necessary to meet local, state, and federal reporting requirements;
2. Provide data which will be useful in assisting local and state personnel in planning and evaluating educational programs;
3. Provide a basis for the comparisons of plans prior to leaving high school with actual activities one year later;
4. Produce a high rate of response;
5. Be of reasonable cost; and
6. Provide consistent information across schools.

The data collected from the Class of 1990 are reported in the following chapters. Chapter 2 presents a summary of activities for all respondents, as well as comparative data from the classes of 1977-1981 and 1983-1989. Because the system was interrupted for 2 years, follow-up data are unavailable for the Class of 1982, as well as career planning data for the Class of 1983. Chapter 3 presents a comparison of the plans versus the actual activities of the Class of 1990. The data on the plans of the Class of 1990 were collected via the Career Planning Survey component of the Follow-Up System. The Career Planning Survey is administered to high school seniors about one month prior to their graduation date. Chapter 4 is a summary of the class by curriculum area, and shows the potential relationships between the amount of coursework taken and post high school employment and educational activities. Chapter 5 presents information collected by a survey of employers of members of the Class of 1990.

**FIGURE 1**

**MINNESOTA SECONDARY SCHOOL FOLLOW-UP SYSTEM**

<table>
<thead>
<tr>
<th>MOUNDS VIEW SCHOOLS</th>
<th>LEA</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designs Instruments and Procedures, Conducts Training</td>
<td>Administers Survey</td>
<td>Complete Survey</td>
</tr>
<tr>
<td>Processes Data</td>
<td>Codes Data, Enters Data on Apple II Floppy Disk</td>
<td></td>
</tr>
<tr>
<td>Generates Local Education Agency Reports</td>
<td>Analyzes and Utilizes Report Data</td>
<td></td>
</tr>
<tr>
<td>Generates State and Federal Reports</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 2:
SUMMARY OF THE CLASS OF 1990

Using the procedures outlined in Chapter 1, 90 Minnesota high schools conducted a follow-up survey of the Class of 1990. Included in this survey were graduates and dropouts, as well as other members of the class who didn't complete their high school program. This chapter of the report will: (1) describe selected characteristics of those 90 schools reporting follow-up data, (2) present a statewide summary of the Class of 1990, and (3) present summary data for the classes of 1977 through 1989. (Statewide follow-ups were not conducted on the Class of 1982). Summary data over several years allows for the examination of trends over time.

CHARACTERISTICS OF PARTICIPATING SCHOOLS

Each district which offers vocational education is required to participate in the Minnesota Secondary School Follow-Up System every five years. Each year other districts voluntarily participate. Therefore, the schools included in this report do not represent a random sample, nor do they comprise a sample which would necessarily be valid for statistical inference to the population of all schools in Minnesota. However, the schools that participated in the follow-up are diverse in terms of class size and geographic location within Minnesota; and may, for practical purposes, be considered representative of the schools in the State. A list of participating schools may be found in Appendix A.

QUESTIONNAIRE RESPONSE

The student response rate to the follow-up questionnaire is shown in Table 2. The "Return Complete" category identifies the percentage of former students who returned fully completed questionnaires. The "Return Incomplete" category identifies the percentage of former students who returned partially completed questionnaires. The "No Return Received" category reports the percentage that did not respond to the follow-up questionnaire.

As shown in Table 1, 72.6 percent of those surveyed responded with a fully completed questionnaire. 7.6 percent responded with a partially completed questionnaire. The total response rate to the questionnaire was 80.2 percent.

<table>
<thead>
<tr>
<th>Status</th>
<th>Male Percent</th>
<th>N</th>
<th>Female Percent</th>
<th>N</th>
<th>Total Percent</th>
<th>N</th>
<th>% Change From 1985</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return Complete</td>
<td>68.7</td>
<td>4317</td>
<td>76.5</td>
<td>4729</td>
<td>72.6</td>
<td>9046</td>
<td>+6.9</td>
</tr>
<tr>
<td>Return Incomplete</td>
<td>8.4</td>
<td>525</td>
<td>6.8</td>
<td>423</td>
<td>7.6</td>
<td>948</td>
<td>-2.3</td>
</tr>
<tr>
<td>No Return Received</td>
<td>22.9</td>
<td>1438</td>
<td>16.6</td>
<td>1026</td>
<td>19.8</td>
<td>2464</td>
<td>-4.6</td>
</tr>
<tr>
<td>Total Assessed</td>
<td>100.0</td>
<td>6280</td>
<td>100.0</td>
<td>6178</td>
<td>100.0</td>
<td>12458</td>
<td></td>
</tr>
</tbody>
</table>
COMBINATIONS OF PRESENT ACTIVITIES

Table 2 represents a detailed description of the activity status one year after high school for the Class of 1990. These selected categories were designed to be independent and mutually exclusive, thus providing non-duplicated counts.

As shown in Table 2, 20.8 percent of the Class of 1990 were "employed only" at the time of the survey. Only 1.9 percent were "unemployed only" at the time of the survey. Of those responding, nearly twenty-four percent were involved in education only, while thirty-four percent were attending a school and employed.

Figure 2 illustrates the trends in the combinations of activities. As can be seen, the percentage responding "employed only" has generally declined since 1978. Likewise, the percentage listed as "education only", with only 1983 as an exception, has remained quite steady. In the years 1977 through 1981 a fairly constant 25 percent reported education and employment. In 1983 this percentage increased substantially to 30 percent, and has held at this level for the succeeding seven graduating classes.

TABLE 2
COMBINATIONS OF PRESENT ACTIVITIES
CLASS OF 1990 - ALL STUDENTS

<table>
<thead>
<tr>
<th>Status</th>
<th>Male Percent</th>
<th>Male N</th>
<th>Female Percent</th>
<th>Female N</th>
<th>Total Percent</th>
<th>Total N</th>
<th>% Change From 1989</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid Employment (only)</td>
<td>22.2</td>
<td>1062</td>
<td>19.4</td>
<td>983</td>
<td>20.8</td>
<td>2045</td>
<td>-1.6</td>
</tr>
<tr>
<td>Paid Employment and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational School</td>
<td>7.0</td>
<td>336</td>
<td>5.7</td>
<td>289</td>
<td>6.4</td>
<td>625</td>
<td>+0.5</td>
</tr>
<tr>
<td>Paid Employment and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community College</td>
<td>8.2</td>
<td>394</td>
<td>11.4</td>
<td>579</td>
<td>9.9</td>
<td>973</td>
<td>+1.5</td>
</tr>
<tr>
<td>Paid Employment and College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or University</td>
<td>14.7</td>
<td>705</td>
<td>20.3</td>
<td>1029</td>
<td>17.6</td>
<td>1734</td>
<td>-1.0</td>
</tr>
<tr>
<td>Vocational School (only)</td>
<td>2.8</td>
<td>132</td>
<td>1.4</td>
<td>71</td>
<td>2.1</td>
<td>203</td>
<td>-0.7</td>
</tr>
<tr>
<td>Community College (only)</td>
<td>3.1</td>
<td>146</td>
<td>2.2</td>
<td>113</td>
<td>2.6</td>
<td>259</td>
<td>0.0</td>
</tr>
<tr>
<td>4-year College or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University (only)</td>
<td>18.8</td>
<td>900</td>
<td>19.4</td>
<td>980</td>
<td>19.1</td>
<td>1880</td>
<td>+0.5</td>
</tr>
<tr>
<td>Education and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>10.2</td>
<td>488</td>
<td>11.2</td>
<td>568</td>
<td>10.7</td>
<td>1056</td>
<td>+1.4</td>
</tr>
<tr>
<td>Unemployed (only)</td>
<td>1.8</td>
<td>88</td>
<td>1.9</td>
<td>96</td>
<td>1.9</td>
<td>184</td>
<td>+0.1</td>
</tr>
<tr>
<td>Activities Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Than The Above</td>
<td>11.1</td>
<td>532</td>
<td>6.9</td>
<td>349</td>
<td>9.0</td>
<td>881</td>
<td>-0.4</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>100.0</td>
<td>4783</td>
<td>100.0</td>
<td>5057</td>
<td>100.0</td>
<td>9840</td>
<td></td>
</tr>
</tbody>
</table>
The educational activities of the Class of 1990 are summarized in Table 3. 46.6 percent of the class were enrolled in a four-year college or university at the time of the follow-up. 9.8 percent of the class were enrolled in a vocational school and 13.9 percent in a community college. Approximately one-quarter of the Class of 1990 had no educational activities at the time of the follow-up survey.

As can be seen in Figure 3, the total educational activities of leavers of Minnesota high schools is increasing slightly over time.
TABLE 3
PRESENT EDUCATION ACTIVITY
CLASS OF 1990 - ALL STUDENTS

<table>
<thead>
<tr>
<th>Status</th>
<th>Male Percent</th>
<th>Male N</th>
<th>Female Percent</th>
<th>Female N</th>
<th>Total Percent</th>
<th>Total N</th>
<th>% Change From 1989</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational School</td>
<td>11.3</td>
<td>542</td>
<td>8.3</td>
<td>422</td>
<td>9.8</td>
<td>964</td>
<td>0.0</td>
</tr>
<tr>
<td>Community College</td>
<td>12.5</td>
<td>599</td>
<td>15.2</td>
<td>768</td>
<td>13.9</td>
<td>1367</td>
<td>+1.4</td>
</tr>
<tr>
<td>4-Year College or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>42.8</td>
<td>2047</td>
<td>50.2</td>
<td>2545</td>
<td>46.6</td>
<td>4592</td>
<td>+1.0</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>0.3</td>
<td>16</td>
<td>0.3</td>
<td>15</td>
<td>0.3</td>
<td>31</td>
<td>-0.2</td>
</tr>
<tr>
<td>Other Education</td>
<td>1.2</td>
<td>57</td>
<td>1.3</td>
<td>67</td>
<td>1.3</td>
<td>124</td>
<td>-0.6</td>
</tr>
<tr>
<td>Total Reporting Education Activity</td>
<td>68.1</td>
<td>3261</td>
<td>75.3</td>
<td>3817</td>
<td>71.8</td>
<td>7078</td>
<td>+1.5</td>
</tr>
<tr>
<td>No Education Activity</td>
<td>31.9</td>
<td>1527</td>
<td>24.7</td>
<td>1252</td>
<td>28.2</td>
<td>2779</td>
<td>-1.5</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>4788</td>
<td>100.0</td>
<td>5069</td>
<td>100.0</td>
<td>9857</td>
<td></td>
</tr>
</tbody>
</table>

FIGURE 3
PRESENT EDUCATION ACTIVITY
AVERAGE OF RESULTS FOR CLASSES 1977-81, CLASSES 1983-86
AND RESULTS FOR 1987-90

EDUCATION TIME STATUS

Table 4 indicates the time status for individuals in school at the time of the follow-up survey. Nearly ninety percent of those individuals attending an educational institution were doing so full-time. Full-time was defined as being enrolled for 13 or more hours per week for students attending colleges or universities.

Figure 4 represents the trend data for education time status. As can be seen, a fairly constant rate of almost 90 percent full-time for those individuals attending school has been maintained over the past twelve studies.
TABLE 4
PRESENT STATUS OF INDIVIDUALS IN SCHOOL
CLASS OF 1990 - ALL STUDENTS

<table>
<thead>
<tr>
<th>Status</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>% Change From 1989</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>N</td>
<td>Percent</td>
<td>N</td>
</tr>
<tr>
<td>Full-Time</td>
<td>88.0</td>
<td>2618</td>
<td>85.9</td>
<td>3070</td>
</tr>
<tr>
<td>Part-Time</td>
<td>12.0</td>
<td>358</td>
<td>14.1</td>
<td>502</td>
</tr>
<tr>
<td>Total Reporting Time</td>
<td>100.0</td>
<td>2976</td>
<td>100.0</td>
<td>3572</td>
</tr>
</tbody>
</table>

FIGURE 4
TIME STATUS FOR INDIVIDUALS ATTENDING POST-SECONDARY INSTITUTIONS AT PRESENT
AVERAGE OF RESULTS FOR CLASSES 1977-81, AND RESULTS FOR 1983-90

SCHOOLS ATTENDED BY INDIVIDUALS AT PRESENT

The percentages reported in Table 5 are intended to illustrate the type of post-secondary institution attended by students of the Class of 1990 ten to eleven months after leaving high school. Of those former students reporting an educational activity, 11.8 percent were attending a technical college; 14.6 percent were attending the University of Minnesota; 16.2 percent were attending a state university; 18.4 percent were attending a community college. One-third reported attending a Minnesota private college (14.1%) or an institution outside of Minnesota (20.5%).

Figure 5 illustrates the proportion of those former students who reported enrollment by type of institution from 1977 to 1990.
TABLE 5
SCHOOLS ATTENDED BY INDIVIDUALS AT PRESENT
CLASS OF 1990- ALL STUDENTS
(Of Those Reporting Education Activity)

<table>
<thead>
<tr>
<th>Status</th>
<th>Male Percent</th>
<th>Female Percent</th>
<th>Total Percent</th>
<th>% Change From 1989</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Minnesota (all campuses)</td>
<td>16.0</td>
<td>13.5</td>
<td>14.6</td>
<td>-1.6</td>
</tr>
<tr>
<td>State Universities</td>
<td>17.2</td>
<td>15.4</td>
<td>16.2</td>
<td>+2.1</td>
</tr>
<tr>
<td>Technical Colleges</td>
<td>15.1</td>
<td>9.0</td>
<td>11.8</td>
<td>+0.1</td>
</tr>
<tr>
<td>Community College</td>
<td>17.0</td>
<td>19.5</td>
<td>18.4</td>
<td>+2.7</td>
</tr>
<tr>
<td>Private Vocational Schools (including health related and military)</td>
<td>3.5</td>
<td>5.0</td>
<td>4.3</td>
<td>-1.1</td>
</tr>
<tr>
<td>Private Jr. Colleges</td>
<td>12.2</td>
<td>15.7</td>
<td>14.1</td>
<td>0.0</td>
</tr>
<tr>
<td>Liberal Arts Colleges</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutions Outside Minnesota</td>
<td>18.9</td>
<td>21.8</td>
<td>20.5</td>
<td>-1.6</td>
</tr>
<tr>
<td>Schools Not Reported</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>-0.5</td>
</tr>
<tr>
<td>Total Reporting Schools</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>6142</td>
</tr>
</tbody>
</table>

FIGURE 5
POST-SECONDARY INSTITUTIONS ATTENDED BY INDIVIDUALS AT PRESENT
AVERAGE OF RESULTS FOR CLASSES 1977-81, CLASSES 1983-86
AND RESULTS FOR 1987-90

- University of Minnesota
- State Universities
- Technical Colleges
- Community Colleges
- Private Vocational Schools
- Private Jr. Colleges/Liberal Arts Colleges
- Institutions Outside of MN

8
EMPLOYMENT ACTIVITY

The employment activities of the Class of 1990 are summarized in Table 6. Nearly sixty percent of the class were employed at the time of the follow-up survey. While it appears that 13.5 percent of the class were unemployed, this figure includes those former students who are primarily in school but also seeking employment. A better understanding of the unemployment figure for the Class of 1990 may be obtained in Table 2, "Combination of Present Activities" which indicates an "unemployed only" status of 1.9 percent.

Figure 6 illustrates the employment activities of the Class of 1977 through 1990. It is apparent that the proportion of each class stating any employment related activity has varied from approximately 75 to 85 percent.

TABLE 6
PRESENT EMPLOYMENT ACTIVITY
CLASS OF 1990 - ALL STUDENTS

<table>
<thead>
<tr>
<th>Status</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>% Change From 1989</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>N</td>
<td>Percent</td>
<td>N</td>
</tr>
<tr>
<td>Paid Employment</td>
<td>53.6</td>
<td>2568</td>
<td>58.0</td>
<td>2941</td>
</tr>
<tr>
<td>Homemaker</td>
<td>0.1</td>
<td>5</td>
<td>2.0</td>
<td>65</td>
</tr>
<tr>
<td>Military</td>
<td>8.0</td>
<td>381</td>
<td>1.3</td>
<td>65</td>
</tr>
<tr>
<td>Unemployed/Seeking</td>
<td>13.0</td>
<td>621</td>
<td>13.9</td>
<td>705</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Reporting Employment</td>
<td>74.7</td>
<td>3575</td>
<td>75.2</td>
<td>3814</td>
</tr>
<tr>
<td>No Employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>25.3</td>
<td>1213</td>
<td>24.8</td>
<td>1255</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>4788</td>
<td>100.0</td>
<td>5069</td>
</tr>
</tbody>
</table>

FIGURE 6
PRESENT EMPLOYMENT ACTIVITY
AVERAGE OF RESULTS FOR CLASSES 1977-81, CLASSES 1983-86
AND RESULTS FOR 1987-90
EMPLOYMENT TIME STATUS

The time status for individuals employed is reported in Table 7. Full-time was defined as being employed 30 or more hours per week. Part-time was defined as being employed 29 or fewer hours per week.

As shown in Table 7, 42.1 percent of the Class of 1990 reporting employment were employed full-time, with 57.9 percent of the class employed part-time.

The thirteen-year trend data reported in Figure 7 reveals the tendency toward part-time employment for those former students employed. It should be noted that employment time status may be affected by participation in post-secondary education activities which have also changed over the past eight years.

TABLE 7
PRESENT STATUS OF EMPLOYED INDIVIDUALS
CLASS OF 1990 - ALL STUDENTS

<table>
<thead>
<tr>
<th>Status</th>
<th>Male Percent</th>
<th>Male N</th>
<th>Female Percent</th>
<th>Female N</th>
<th>Total Percent</th>
<th>Total N</th>
<th>% Change From 1989</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>48.4</td>
<td>1211</td>
<td>36.7</td>
<td>1056</td>
<td>42.1</td>
<td>2267</td>
<td>-4.9</td>
</tr>
<tr>
<td>Part-Time</td>
<td>51.6</td>
<td>1290</td>
<td>63.3</td>
<td>1823</td>
<td>57.9</td>
<td>3113</td>
<td>+4.9</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>100.0</td>
<td>2501</td>
<td>100.0</td>
<td>2879</td>
<td>100.0</td>
<td>5380</td>
<td></td>
</tr>
</tbody>
</table>

FIGURE 7
TIME STATUS OF INDIVIDUALS EMPLOYED AT PRESENT
AVERAGE OF RESULTS FOR CLASSES 1977-81, AND RESULTS FOR 1983-90
WAGES EARNED BY INDIVIDUALS EMPLOYED AT PRESENT

The wage distribution of the Class of 1990 who were employed at the time of the follow-up survey is reported in Table 8. About three-fourths reported earning $4.00 to $5.99 per hour. Nearly one fourth of the class reported earning $6.00 or more per hour.

Figure 8 illustrates the wage distribution for the past thirteen studies. Care should be exercised when interpreting these data due to changes in the minimum wage and inflation that have occurred over the period.

### TABLE 8
WAGES OF INDIVIDUALS EMPLOYED AT PRESENT
CLASS OF 1990 - ALL STUDENTS

<table>
<thead>
<tr>
<th>Status</th>
<th>Male Percent</th>
<th>N</th>
<th>Female Percent</th>
<th>N</th>
<th>Total Percent</th>
<th>N</th>
<th>% Change From 1989</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below $3.00 per hour</td>
<td>0.6</td>
<td>9</td>
<td>0.6</td>
<td>12</td>
<td>0.6</td>
<td>21</td>
<td>+0.3</td>
</tr>
<tr>
<td>$3.00 - $3.99 per hour</td>
<td>0.6</td>
<td>9</td>
<td>3.4</td>
<td>71</td>
<td>2.2</td>
<td>80</td>
<td>-11.5</td>
</tr>
<tr>
<td>$4.00 - $4.99 per hour</td>
<td>40.8</td>
<td>616</td>
<td>53.7</td>
<td>1116</td>
<td>48.3</td>
<td>1732</td>
<td>+15.9</td>
</tr>
<tr>
<td>$5.00 - $5.99 per hour</td>
<td>28.2</td>
<td>425</td>
<td>25.2</td>
<td>523</td>
<td>26.4</td>
<td>948</td>
<td>+0.4</td>
</tr>
<tr>
<td>$6.00 - $6.99 per hour</td>
<td>15.4</td>
<td>232</td>
<td>11.3</td>
<td>234</td>
<td>13.0</td>
<td>466</td>
<td>+0.7</td>
</tr>
<tr>
<td>$7.00 per hour or more</td>
<td>14.4</td>
<td>218</td>
<td>5.9</td>
<td>123</td>
<td>9.5</td>
<td>341</td>
<td>-5.8</td>
</tr>
<tr>
<td>Total Reporting Wages</td>
<td>100.0</td>
<td>1509</td>
<td>100.0</td>
<td>2079</td>
<td>100.0</td>
<td>3588</td>
<td></td>
</tr>
</tbody>
</table>

### FIGURE 8
WAGES FOR INDIVIDUALS EMPLOYED AT PRESENT
AVERAGE OF RESULTS FOR CLASSES 1977-81, CLASSES 1983-86 AND RESULTS FOR 1987-90

---

**BEST COPY AVAILABLE**
INDUSTRIES IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

The information presented in Table 9 categorizes the employment activities of former students by the type of industry in which they were employed at the time of the follow-up survey. The industry categories are the same as the broad reporting categories used by the United States Bureau of the Census.

Nearly forty percent of the Class of 1990 were employed in wholesale and retail trade. Approximately twenty percent of the class were employed in professional and related services. 11.6 percent of the class were employed by manufacturing firms.

Figure 9 illustrates the distribution of employment by industry for the past thirteen years. The proportion employed in wholesale and retail trade has generally been between a third and half of all respondents.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Male Percent</th>
<th>N</th>
<th>Female Percent</th>
<th>N</th>
<th>Total Percent</th>
<th>N</th>
<th>% Change From 1989</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wholesale and Retail Trade</td>
<td>35.3</td>
<td>864</td>
<td>39.4</td>
<td>1118</td>
<td>37.5</td>
<td>1982</td>
<td>-2.0</td>
</tr>
<tr>
<td>Professional and Related Services</td>
<td>11.4</td>
<td>280</td>
<td>25.3</td>
<td>719</td>
<td>18.9</td>
<td>999</td>
<td>-0.7</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>14.5</td>
<td>356</td>
<td>9.0</td>
<td>256</td>
<td>11.6</td>
<td>612</td>
<td>+0.1</td>
</tr>
<tr>
<td>Entertainment and Recreation Services</td>
<td>7.6</td>
<td>187</td>
<td>6.1</td>
<td>172</td>
<td>6.8</td>
<td>359</td>
<td>+2.4</td>
</tr>
<tr>
<td>Personal Services</td>
<td>4.4</td>
<td>108</td>
<td>7.6</td>
<td>217</td>
<td>6.1</td>
<td>325</td>
<td>0.0</td>
</tr>
<tr>
<td>Business and Repair Services</td>
<td>7.9</td>
<td>194</td>
<td>4.4</td>
<td>124</td>
<td>6.0</td>
<td>318</td>
<td>+1.0</td>
</tr>
<tr>
<td>Agriculture, Forestry, and Fisheries</td>
<td>5.8</td>
<td>142</td>
<td>0.6</td>
<td>16</td>
<td>3.0</td>
<td>158</td>
<td>+0.5</td>
</tr>
<tr>
<td>Transportation, Communications, and Other Public Utilities</td>
<td>4.1</td>
<td>101</td>
<td>1.5</td>
<td>43</td>
<td>2.7</td>
<td>144</td>
<td>+0.1</td>
</tr>
<tr>
<td>Construction</td>
<td>4.0</td>
<td>97</td>
<td>0.2</td>
<td>7</td>
<td>2.0</td>
<td>104</td>
<td>-0.6</td>
</tr>
<tr>
<td>Finance, Insurance, and Real Estate</td>
<td>0.7</td>
<td>17</td>
<td>2.7</td>
<td>76</td>
<td>1.8</td>
<td>93</td>
<td>-0.2</td>
</tr>
<tr>
<td>Public Administration</td>
<td>1.5</td>
<td>36</td>
<td>0.9</td>
<td>26</td>
<td>1.2</td>
<td>62</td>
<td>+0.2</td>
</tr>
<tr>
<td>Mining</td>
<td>0.0</td>
<td>1</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>0.0</td>
</tr>
<tr>
<td>Industry Not Reported</td>
<td>2.7</td>
<td>65</td>
<td>2.3</td>
<td>65</td>
<td>2.5</td>
<td>130</td>
<td>-0.8</td>
</tr>
<tr>
<td>Total Reporting Industry</td>
<td>100.0</td>
<td>2448</td>
<td>100.0</td>
<td>2839</td>
<td>100.0</td>
<td>5287</td>
<td></td>
</tr>
</tbody>
</table>

* A listing of specific industries for each of the categories above is provided in Appendix B.
FIGURE 9
INDUSTRIES IN WHICH RESPONDENTS ARE EMPLOYED AT PRESENT
AVERAGE OF RESULTS FOR CLASSES 1977-81, CLASSES 1983-86
AND RESULTS FOR 1987-90

OCCUPATIONS IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

Information relative to the occupations in which individuals were employed at the time of the follow-up is presented in Table 10. The categories used in Table 10 were the same as used by the U.S. Bureau of the Census. For the purposes of this report, an expanded form of the suggested abbreviated occupational classifications (Standard Occupational Codes - SOC) has been used.

Incorporating the Standard Occupational Classification into the Minnesota Secondary School Follow-Up System has the benefit of keeping the System current and compatible with Federal government reporting procedures.

As shown in Table 10, over two-thirds of those employed were employed in service, marketing and sales, or clerical occupations. Nearly ninety percent of females cluster in these three occupational areas, as opposed to less than half of males.

Figure 10 illustrates the changes that have taken place over the studies in proportion of employment by occupation. It is evident that the percentages have been relatively stable over the past four years.
<table>
<thead>
<tr>
<th>Occupations</th>
<th>Male Percent</th>
<th>N</th>
<th>Female Percent</th>
<th>N</th>
<th>Total Percent</th>
<th>N</th>
<th>% Change From 1989</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service</td>
<td>24.4</td>
<td>590</td>
<td>34.8</td>
<td>987</td>
<td>30.0</td>
<td>1577</td>
<td>+1.7</td>
</tr>
<tr>
<td>Marketing and Sales</td>
<td>17.5</td>
<td>422</td>
<td>32.1</td>
<td>911</td>
<td>25.4</td>
<td>1333</td>
<td>+2.2</td>
</tr>
<tr>
<td>Clerical</td>
<td>6.2</td>
<td>151</td>
<td>21.1</td>
<td>599</td>
<td>14.3</td>
<td>750</td>
<td>-3.6</td>
</tr>
<tr>
<td>Material Handlers, Equipment Cleaners, Laborers, and Miscellaneous Occupations</td>
<td>22.1</td>
<td>535</td>
<td>3.2</td>
<td>91</td>
<td>11.9</td>
<td>626</td>
<td>+1.4</td>
</tr>
<tr>
<td>Production</td>
<td>7.6</td>
<td>184</td>
<td>3.2</td>
<td>90</td>
<td>5.2</td>
<td>274</td>
<td>-0.6</td>
</tr>
<tr>
<td>Administrative, Engineering, Scientific Teaching, and Related Occupations Including Creative Artists</td>
<td>4.8</td>
<td>117</td>
<td>3.3</td>
<td>93</td>
<td>4.0</td>
<td>210</td>
<td>-0.4</td>
</tr>
<tr>
<td>Farming, Forestry, and Fishing</td>
<td>5.5</td>
<td>134</td>
<td>0.3</td>
<td>8</td>
<td>2.7</td>
<td>142</td>
<td>+0.4</td>
</tr>
<tr>
<td>Transportation and Material Moving</td>
<td>3.8</td>
<td>93</td>
<td>0.2</td>
<td>6</td>
<td>1.9</td>
<td>99</td>
<td>-0.2</td>
</tr>
<tr>
<td>Construction and Extractive</td>
<td>3.5</td>
<td>84</td>
<td>0.1</td>
<td>3</td>
<td>1.7</td>
<td>87</td>
<td>-0.7</td>
</tr>
<tr>
<td>Mechanics and Repairers</td>
<td>3.1</td>
<td>76</td>
<td>0.1</td>
<td>3</td>
<td>1.5</td>
<td>79</td>
<td>-0.5</td>
</tr>
<tr>
<td>Technologists and Technicians Including Health</td>
<td>1.3</td>
<td>31</td>
<td>1.6</td>
<td>46</td>
<td>1.5</td>
<td>77</td>
<td>+0.4</td>
</tr>
</tbody>
</table>

Total Reporting Occupations                      | 100.0        | 2417 | 100.0          | 2837| 100.0         | 5254|                   |

* A listing of specific occupations for each of the categories above is provided in Appendix C.
FIGURE 10
OCCUPATIONS IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT
AVERAGE OF RESULTS FOR CLASSES 1977-81, CLASSES 1983-86
AND RESULTS FOR 1987-90
Chapter 3:

PLANS VERSUS ACTUAL ACTIVITIES OF THE CLASS OF 1990

An integral part of the Minnesota Secondary Follow-Up System is the Career Planning Survey. The Career Planning Survey is administered to high school seniors approximately one month prior to their high school graduation date. The Career Planning Survey asks students questions concerning their high school program, basic skills, post high school plans, finality of plans, personal information, and family information. The Career Planning Survey data are analyzed and reported to each participating district.

The Follow-up component of the Secondary Follow-Up System, as stated in Chapter 1, gathers information on students' post high school activities approximately one year after students leave high school. The entire follow-up procedure links student base information, plans and post high school employment and/or educational activity.

Approximately 85 Minnesota high schools collected both Career Planning Survey and Follow-up data for the Class of 1990. These data were collected at two different time periods. The Minnesota Secondary Follow-Up System procedures insure that each student's Career Planning Survey and Follow-up data are correctly matched. This merge resulted in a data file containing 9,240 students.

The comparison of "plans versus actual activities" is accomplished via the students' combinations of plans/activities. The combinations of plans/activities was chosen because it allows for a better view of what the students are planning/doing with their time, in that a total picture of what a student is planning/doing is more apparent. It also creates mutually exclusive categories. Table 11 illustrates the combination of plans from the Class of 1990 as measured by the Career Planning Survey.

<table>
<thead>
<tr>
<th>Survey</th>
<th>Male Percent</th>
<th>N</th>
<th>Female Percent</th>
<th>N</th>
<th>Total Percent</th>
<th>N</th>
<th>% Change From 1985</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid Employment Only</td>
<td>10.3</td>
<td>476</td>
<td>8.9</td>
<td>413</td>
<td>9.6</td>
<td>889</td>
<td>+1.4</td>
</tr>
<tr>
<td>Vocational School and Paid Employment</td>
<td>15.0</td>
<td>691</td>
<td>12.4</td>
<td>572</td>
<td>13.7</td>
<td>1263</td>
<td>+1.1</td>
</tr>
<tr>
<td>Community College and Employment</td>
<td>11.2</td>
<td>514</td>
<td>14.1</td>
<td>652</td>
<td>12.6</td>
<td>1166</td>
<td>+2.9</td>
</tr>
<tr>
<td>College or University and Employment</td>
<td>28.1</td>
<td>1294</td>
<td>31.6</td>
<td>1462</td>
<td>29.8</td>
<td>2756</td>
<td>+1.7</td>
</tr>
<tr>
<td>Vocational School Only</td>
<td>2.5</td>
<td>117</td>
<td>1.9</td>
<td>87</td>
<td>2.2</td>
<td>204</td>
<td>0.0</td>
</tr>
<tr>
<td>Community College Only</td>
<td>2.0</td>
<td>92</td>
<td>2.2</td>
<td>100</td>
<td>2.1</td>
<td>192</td>
<td>-0.1</td>
</tr>
<tr>
<td>College or University Only</td>
<td>13.4</td>
<td>619</td>
<td>16.8</td>
<td>779</td>
<td>15.1</td>
<td>1398</td>
<td>+2.2</td>
</tr>
<tr>
<td>Other Combinations</td>
<td>17.5</td>
<td>806</td>
<td>12.2</td>
<td>566</td>
<td>14.8</td>
<td>1372</td>
<td>-9.4</td>
</tr>
<tr>
<td>Total Completing Career Planning Surveys</td>
<td>100.0</td>
<td>4609</td>
<td>100.0</td>
<td>4631</td>
<td>100.0</td>
<td>9240</td>
<td></td>
</tr>
</tbody>
</table>
Of the members of the Class of 1990 who completed a Career Planning Survey, 9.6 percent, or 889 indicated they planned to be employed only one year after leaving high school. Of the 9.6 percent, 616, or 69.3 percent, returned the follow-up form and indicated their present activity.

Of that 889, 77.3 percent, or 472 individuals, were actually employed only at the time of the follow-up survey. 58 people, or 9.5 percent of those planning employment only, were also employed, but in combination with another activity, such as attending a vocational school. Therefore, 86.7 percent, or 530 of the 616 planning employment only and who returned the follow-up survey, were engaged in employment at the time of the study.

FIGURE 11
PLANS OF THE CLASS OF 1990 VERSUS THE ACTUAL ACTIVITIES OF THOSE PLANNING EMPLOYMENT ONLY

PLANNED       ACTUAL

- Paid Employment
  Only . . . . . . . . 77.3%

- Paid Employment and
  Other Activity . . 9.5%

- Unemployed Only . . 3.4%

- Other Activity . . 9.8%

OTHER ACTIVITY

90.4%

9.6%
ACTUAL ACTIVITY OF THOSE PLANNING EMPLOYMENT AND VOCATIONAL SCHOOL

Of the members of the Class of 1990 who completed a Career Planning Survey, 13.7 percent, or 1,263, indicated they planned to be employed and attending a vocational school one year after leaving high school. Of the 13.7 percent, 968 former students, or 76.6 percent, returned the follow-up form and indicated their present activity. Of that 968, 328 individuals, or 33.9 percent were actually employed and attending a vocational school at the time of the follow-up survey. 30.5 percent, 295 of those planning employment and vocational school, were involved in employment only. Some of those may have completed a vocational program between high school completion and the time of the survey. 148 (15.3 percent) were engaged in either vocational school only or vocational school and seeking employment.

Upon further study of what those planning vocational school were doing in the three time periods between graduation and the study, sixty percent of this group actually attended vocational school at some time during the year. It is difficult to determine the retention statistics for vocational schools since vocational programs vary greatly in length.

FIGURE 12
PLANS OF THE CLASS OF 1990 VERSUS THE ACTUAL ACTIVITIES OF THOSE PLANNING EMPLOYMENT AND VOCATIONAL SCHOOL

PLANNED

ACTUAL

OTHER ACTIVITY 86.3%

---Vocational School and Paid Employment . . . 33.9%

---Vocational School (Only or Seeking Employment) 15.3%

Paid Employment Only . 30.5%

Other Activity . . . . 20.3%
ACTUAL ACTIVITY OF THOSE PLANNING EMPLOYMENT AND COMMUNITY COLLEGE

Of the members of the Class of 1990 who completed a Career Planning Survey, 12.6 percent, or 1,166, indicated they planned to be employed and attending a community college one year after leaving high school. Of the 12.6 percent, 953 former students, or 81.7 percent, returned the follow-up form and indicated their present activity.

Of that 953, 47.3 percent, or 451 individuals, were actually employed and attending a community college at the time of the follow-up survey. Over 21.7 percent or 207 individuals of those planning employment and community college were employed only. Another 12.8 percent (122 former students) were either attending a community college only or attending one and seeking employment.

Therefore, at the time of the follow-up, 60.1 percent of those planning employment and community college were enrolled in a community college.

Seventy percent had been involved in community college at some point during the year since the class graduated.

FIGURE 13
PLANS OF THE CLASS OF 1990 VERSUS THE ACTUAL ACTIVITIES OF THOSE PLANNING EMPLOYMENT AND COMMUNITY COLLEGE

PLANNED

ACTUAL

---Community College and Paid Employment . . . 47.3%
---Community College (Only or Seeking Employment) 12.8%
Paid Employment Only . 21.7%
Other Activity . . . 18.2%
ACTUAL ACTIVITY OF THOSE PLANNING EMPLOYMENT AND COLLEGE OR UNIVERSITY

Of the members of the Class of 1990 who completed a Career Planning Survey, 29.8 percent, or 2,756, indicated they planned to be employed and attending a college or university one year after leaving high school. Of the 29.8 percent, 2,322 former students, or 84.3 percent, returned the follow-up form and indicated their present activity.

Of that 2,322, 37.2 percent, or 864 individuals, were actually employed and attending a college or university at the time of the follow-up survey. Another 1,007 individuals (43.4 percent) were attending a college or university, either exclusively or also seeking employment. 7.1 percent (166) were employed only. At the time of the follow-up, 80.6 percent of those planning to be employed and attending a college or university were attending a college or university. 49.3 percent were engaged in some form of employment.

Upon further study of what those planning this activity were doing in three-month increments following graduation, it appears that nearly ninety percent attended a college or university at some point during the year.

FIGURE 14
PLANS OF THE CLASS OF 1990 VERSUS THE ACTUAL ACTIVITIES OF THOSE PLANNING EMPLOYMENT AND 4 YR. COLLEGE OR UNIVERSITY

<table>
<thead>
<tr>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Activity 70.2%</td>
<td>----4-Year College or University and Paid Employment 37.2%</td>
</tr>
<tr>
<td>29.8%</td>
<td>----4-Year College or University (Only or Seeking Employment) 43.4%</td>
</tr>
<tr>
<td></td>
<td>Paid Employment Only. 7.1%</td>
</tr>
<tr>
<td></td>
<td>Other Activity. 12.3%</td>
</tr>
</tbody>
</table>
ACTUAL ACTIVITY OF THOSE PLANNING VOCATIONAL SCHOOL

Of the members of the Class of 1990 who completed a Career Planning Survey, 16.9 percent, or 1,558, indicated they planned to be attending a vocational school one year after leaving high school. Of the 16.9 percent, 1,191 former students, or 76.4 percent, returned the follow-up form and indicated their present activity.

Of that 1,191, 50.9 percent, or 601 individuals, were actually attending a vocational school at the time of the follow-up survey. 167 people, or fourteen percent, were attending another form of education. 28.4 percent, or 338 individuals were employed only at the time of the follow-up. Some of these may have completed their vocational program prior to the survey.

In studying the three-month time increments between the classes' graduation and the time of the follow-up study, it appears that sixty percent of this group did attend a vocational school at some time. It is difficult to determine the retention statistics for vocational schools since vocational programs vary greatly in length.

FIGURE 15
PLANS OF THE CLASS OF 1990 VERSUS THE ACTUAL ACTIVITIES OF THOSE PLANNING VOCATIONAL SCHOOL

<table>
<thead>
<tr>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTHER ACTIVITY 83.1%</td>
<td>---Vocational School . . . 50.9%</td>
</tr>
<tr>
<td>16.9%</td>
<td>---Other Education . . . 14.0%</td>
</tr>
<tr>
<td>Paid Employment Only . . . 28.4%</td>
<td></td>
</tr>
<tr>
<td>Other Activity . . . 6.7%</td>
<td></td>
</tr>
</tbody>
</table>
ACTUAL ACTIVITY OF THOSE PLANNING COMMUNITY COLLEGE

Of the members of the Class of 1990 who completed a Career Planning Survey, **15.4 percent**, or 1,424, indicated they planned to be attending a community college one year after leaving high school. Of the 15.4 percent, 1,156 former students, or **81.2 percent**, returned the follow-up form and indicated their present activity.

Of that 1,156, **60.9 percent**, or 704 individuals, were actually attending a community college at the time of the follow-up survey. Another 142 people, or 12.3 percent, were involved in another form of education. **20.8 percent** (240 people) were employed only at the time of the survey.

In reviewing the activities of this group for the three-month intervals since graduation, it is estimated that nearly three-fourths did attend a community college at some point.

FIGURE 16
PLANS OF THE CLASS OF 1990 VERSUS THE ACTUAL ACTIVITIES OF THOSE PLANNING COMMUNITY COLLEGE

<table>
<thead>
<tr>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Activity</td>
<td>84.6%</td>
</tr>
<tr>
<td>-</td>
<td>15.4%</td>
</tr>
<tr>
<td>-</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>
Of the members of the Class of 1990 who completed a Career Planning Survey, 48.5 percent, or 4,480, indicated they planned to be attending a college or university one year after leaving high school. Of the 48.5 percent, 3,838 former students, or 85.7 percent, returned the follow-up form and indicated their present activity.

Of that 3,838, 35.8 percent, or 3,294 individuals, were attending a college or university at the time of the follow-up survey. Another 241 individuals, or 6.3 percent, were engaged in another form of education. Of the students indicating college or university plans, 220 (5.7 percent) were employed only at the time of the survey.

Because former students were asked to report their post high school activity in three-month increments, it was learned that over ninety percent of those in this category who reported did attend a college or university at some point during the year following graduation of the class.

FIGURE 17
PLANS OF THE CLASS OF 1990 VERSUS THE ACTUAL ACTIVITIES OF THOSE PLANNING 4 YR. COLLEGE OR UNIVERSITY

<table>
<thead>
<tr>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTHER ACTIVITY</td>
<td>51.5%</td>
</tr>
<tr>
<td>48.5%</td>
<td>4-Year College or University . . . . . . . 85.8%</td>
</tr>
<tr>
<td>6.3%</td>
<td>Other Education . . . 6.3%</td>
</tr>
<tr>
<td>5.7%</td>
<td>Paid Employment . . . 5.7%</td>
</tr>
<tr>
<td>2.2%</td>
<td>Other Activity. . . . 2.2%</td>
</tr>
</tbody>
</table>
Chapter 4:

SUMMARY OF THE CLASS OF 1990 BY CURRICULUM AREA

In addition to collecting follow-up information from their former students, the 97 schools which participated in the follow-up system also reported classes which these students took while in high school.

The curricular areas were drawn from Handbook VI, "Standard Terminology for Curriculum and Instruction in Local and State School Systems," developed by the National Center for Educational Statistics. The curricular areas used were:

- Agriculture*
- Art
- Business
- Distributive Education*
- English
- Foreign Language
- Health Occupations*
- Health-Physical Education
- Home Economics*
- Industrial Technology
- Mathematics
- Music
- Natural Science
- Office Occupations*
- Service Occupations*
- Social Studies
- Trade and Industrial Education*

By using these categories, it was possible to identify and summarize the post-high school activities of students who took courses in each category. These summaries are presented in the following sections of this chapter.

In each section, nine tables are used to summarize the data reported by each group of students. These data are broken down into 200 hour cohorts to better illustrate the possible relationships between number of course hours taken and post-high school education and employment activities. The authors wish to point out that these are to be observed as mere relationships, not causes and effects. A breakdown by sex is also presented. It should be noted that in some cases columns do not total 100% due to rounding.

Because each curriculum section is reported in a manner to allow for separate use, tables and figures are not numbered as in other chapters.

* Represents a vocationally reimbursed curriculum area.

# Represents a curriculum area not included in Handbook VI.
CLASS OF 1990 AGRICULTURE STUDENTS

Agriculture classes were selected by 9.7 percent of the 12,458 students who participated in the followup study. The data reported in this section include the 1,211 students who completed one or more courses in the curriculum category of Agriculture.

Approximately three-fourths (76.6 percent) of the Agriculture students were male, and 23.4 percent were female. Of these students surveyed, 77.7 percent responded with a completed, or substantially completed, questionnaire. These data are broken down into two-hundred hour cohorts. Courses in this curriculum category include, but are not limited to: Agriculture Production, Farm Business Management, Farm Mechanics, and Ornamental Horticulture.

Of the 1,211 Agriculture students, 669 had from 1 to 200 hours of courses; 234 students had courses totaling 201 to 400 hours; 308 had 401 or more hours of course work. The total percentage of students who selected any Agriculture courses decreased 0.2 over the Class of 1989 study.

PARTICIPATION IN AGRICULTURE
Class of 1990
Grades 10-12
(100 Hours=Approximately 1 Semester)

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return Complete</td>
<td>68.6</td>
<td>63.2</td>
<td>66.2</td>
<td>64.3</td>
<td>75.8</td>
<td>67.0</td>
</tr>
<tr>
<td>Return Incomplete</td>
<td>10.8</td>
<td>9.8</td>
<td>11.0</td>
<td>11.3</td>
<td>8.4</td>
<td>10.7</td>
</tr>
<tr>
<td>No Return Received</td>
<td>20.6</td>
<td>26.9</td>
<td>22.7</td>
<td>24.4</td>
<td>15.8</td>
<td>22.4</td>
</tr>
<tr>
<td>Total Assessed</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>(669)</td>
<td>(234)</td>
<td>(308)</td>
<td>(926)</td>
<td>(285)</td>
<td>(1211)</td>
</tr>
</tbody>
</table>
## CLASS OF 1990 AGRICULTURE STUDENTS
### PERCENT PRESENT ACTIVITY

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 Hours</th>
<th>201-400 Hours</th>
<th>401 or More Hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUCATIONAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational School</td>
<td>20.0</td>
<td>25.6</td>
<td>31.8</td>
<td>26.6</td>
<td>15.9</td>
<td>24.0</td>
</tr>
<tr>
<td>Community College</td>
<td>10.3</td>
<td>10.5</td>
<td>7.3</td>
<td>7.8</td>
<td>15.0</td>
<td>9.6</td>
</tr>
<tr>
<td>4-year College or University</td>
<td>25.0</td>
<td>11.6</td>
<td>11.6</td>
<td>16.3</td>
<td>27.9</td>
<td>19.1</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>0.0</td>
<td>0.0</td>
<td>0.9</td>
<td>0.3</td>
<td>0.0</td>
<td>0.2</td>
</tr>
<tr>
<td>Other Education</td>
<td>2.1</td>
<td>0.6</td>
<td>1.7</td>
<td>1.4</td>
<td>2.7</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>EMPLOYMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paid Employment (only)</td>
<td>61.8</td>
<td>66.9</td>
<td>66.1</td>
<td>63.6</td>
<td>64.6</td>
<td>63.8</td>
</tr>
<tr>
<td>Homemaker</td>
<td>1.2</td>
<td>1.2</td>
<td>0.0</td>
<td>0.0</td>
<td>3.5</td>
<td>0.9</td>
</tr>
<tr>
<td>Military</td>
<td>5.8</td>
<td>7.0</td>
<td>6.4</td>
<td>7.6</td>
<td>1.8</td>
<td>6.2</td>
</tr>
<tr>
<td>Unemployed</td>
<td>13.8</td>
<td>8.7</td>
<td>11.2</td>
<td>10.6</td>
<td>16.8</td>
<td>12.2</td>
</tr>
<tr>
<td><strong>OTHER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Activity (only)</td>
<td>2.5</td>
<td>2.9</td>
<td>1.3</td>
<td>2.2</td>
<td>2.7</td>
<td>2.3</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td>142.4</td>
<td>134.9</td>
<td>138.2</td>
<td>136.4</td>
<td>150.9</td>
<td>140.0</td>
</tr>
<tr>
<td><strong>Total Reporting Activity</strong></td>
<td>(735)</td>
<td>(232)</td>
<td>(222)</td>
<td>(948)</td>
<td>(341)</td>
<td>(1289)</td>
</tr>
</tbody>
</table>
### Class of 1990 Agriculture Students

#### Percent Status for Individuals Attending Post-Secondary Institutions

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>85.2</td>
<td>84.0</td>
<td>88.6</td>
<td>88.6</td>
<td>78.9</td>
<td>85.8</td>
</tr>
<tr>
<td>Part-Time</td>
<td>14.8</td>
<td>16.0</td>
<td>11.4</td>
<td>11.4</td>
<td>21.1</td>
<td>14.2</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Class of 1990 Agriculture Students

#### Percent Post-Secondary Institutions Attended by Individuals at Present

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Minnesota (all campuses)</td>
<td>9.1</td>
<td>1.3</td>
<td>11.3</td>
<td>7.7</td>
<td>9.9</td>
<td>8.3</td>
</tr>
<tr>
<td>State Universities</td>
<td>17.4</td>
<td>2.6</td>
<td>5.2</td>
<td>11.0</td>
<td>13.7</td>
<td>11.8</td>
</tr>
<tr>
<td>Area Vocational-Technical Institutes</td>
<td>31.8</td>
<td>47.4</td>
<td>58.3</td>
<td>48.5</td>
<td>22.9</td>
<td>41.1</td>
</tr>
<tr>
<td>Community College</td>
<td>15.2</td>
<td>24.5</td>
<td>13.9</td>
<td>13.8</td>
<td>22.9</td>
<td>16.4</td>
</tr>
<tr>
<td>Private Vocational Schools (including health related)</td>
<td>6.4</td>
<td>3.8</td>
<td>2.6</td>
<td>4.3</td>
<td>6.9</td>
<td>5.0</td>
</tr>
<tr>
<td>Private Jr. Colleges Liberal Arts Colleges</td>
<td>6.8</td>
<td>2.6</td>
<td>0.0</td>
<td>3.4</td>
<td>6.9</td>
<td>4.4</td>
</tr>
<tr>
<td>Institutions Outside Minnesota</td>
<td>13.3</td>
<td>17.9</td>
<td>8.7</td>
<td>11.3</td>
<td>16.8</td>
<td>12.9</td>
</tr>
<tr>
<td>Schools Not Reported</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Schools</td>
<td>(264)</td>
<td>(78)</td>
<td>(115)</td>
<td>(326)</td>
<td>(131)</td>
<td>(457)</td>
</tr>
</tbody>
</table>

### Class of 1990 Agriculture Students

#### Percent Time Status for Individuals Employed at Present

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>62.5</td>
<td>67.0</td>
<td>67.1</td>
<td>69.4</td>
<td>50.0</td>
<td>64.6</td>
</tr>
<tr>
<td>Part-Time</td>
<td>37.5</td>
<td>33.0</td>
<td>32.9</td>
<td>30.6</td>
<td>50.0</td>
<td>35.4</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Employed Status</td>
<td>(315)</td>
<td>(115)</td>
<td>(152)</td>
<td>(438)</td>
<td>(144)</td>
<td>(582)</td>
</tr>
</tbody>
</table>
### CLASS OF 1990 AGRICULTURE STUDENTS
### PERCENT WAGES OF INDIVIDUALS EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below $3.00 per hour</td>
<td>1.0</td>
<td>2.5</td>
<td>0.0</td>
<td>1.1</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>$3.00 - $3.99 per hour</td>
<td>0.5</td>
<td>0.0</td>
<td>2.1</td>
<td>0.4</td>
<td>2.0</td>
<td>0.8</td>
</tr>
<tr>
<td>$4.00 - $4.99 per hour</td>
<td>41.3</td>
<td>26.6</td>
<td>31.3</td>
<td>32.1</td>
<td>45.5</td>
<td>35.7</td>
</tr>
<tr>
<td>$5.00 - $5.99 per hour</td>
<td>30.6</td>
<td>38.0</td>
<td>32.3</td>
<td>30.7</td>
<td>37.6</td>
<td>32.5</td>
</tr>
<tr>
<td>$6.00 - $6.99 per hour</td>
<td>12.6</td>
<td>16.5</td>
<td>15.6</td>
<td>15.0</td>
<td>11.9</td>
<td>14.2</td>
</tr>
<tr>
<td>$7.00 per hour or more</td>
<td>14.1</td>
<td>16.5</td>
<td>18.8</td>
<td>20.7</td>
<td>2.0</td>
<td>15.7</td>
</tr>
<tr>
<td>Total Reporting Wages</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### CLASS OF 1990 AGRICULTURE STUDENTS
### PERCENT INDUSTRIES IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Forestry and Fisheries</td>
<td>5.9</td>
<td>18.3</td>
<td>31.3</td>
<td>19.2</td>
<td>2.8</td>
<td>15.1</td>
</tr>
<tr>
<td>Mining</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Construction</td>
<td>4.9</td>
<td>6.1</td>
<td>8.0</td>
<td>7.7</td>
<td>0.7</td>
<td>6.0</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>18.7</td>
<td>19.1</td>
<td>12.0</td>
<td>19.7</td>
<td>9.1</td>
<td>17.0</td>
</tr>
<tr>
<td>Transportation, Communications, and Other Public Utilities</td>
<td>3.6</td>
<td>2.6</td>
<td>2.0</td>
<td>3.3</td>
<td>2.1</td>
<td>3.0</td>
</tr>
<tr>
<td>Wholesale and Retail Trade</td>
<td>25.9</td>
<td>20.0</td>
<td>17.3</td>
<td>20.8</td>
<td>27.3</td>
<td>22.5</td>
</tr>
<tr>
<td>Finance, Insurance, and Real Estate</td>
<td>0.7</td>
<td>0.9</td>
<td>0.0</td>
<td>0.2</td>
<td>1.4</td>
<td>0.5</td>
</tr>
<tr>
<td>Business and Repair Services</td>
<td>8.5</td>
<td>6.1</td>
<td>12.0</td>
<td>9.6</td>
<td>7.0</td>
<td>8.9</td>
</tr>
<tr>
<td>Personal Services</td>
<td>4.6</td>
<td>2.6</td>
<td>3.3</td>
<td>3.0</td>
<td>6.3</td>
<td>3.9</td>
</tr>
<tr>
<td>Entertainment and Recreation Services</td>
<td>3.6</td>
<td>7.8</td>
<td>4.7</td>
<td>4.7</td>
<td>4.9</td>
<td>4.7</td>
</tr>
<tr>
<td>Professional and Related Services</td>
<td>16.4</td>
<td>10.4</td>
<td>6.7</td>
<td>6.1</td>
<td>32.2</td>
<td>12.6</td>
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<tr>
<td>Public Administration</td>
<td>1.0</td>
<td>0.9</td>
<td>0.0</td>
<td>0.9</td>
<td>0.0</td>
<td>0.7</td>
</tr>
<tr>
<td>Industry Not Reported</td>
<td>6.2</td>
<td>5.2</td>
<td>2.7</td>
<td>4.7</td>
<td>6.3</td>
<td>5.1</td>
</tr>
<tr>
<td>Total Reporting Activity</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Activity (305) (115) (150) (427) (143) (570)
<table>
<thead>
<tr>
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<th>1-200 Hours</th>
<th>201-400 Hours</th>
<th>401 or more Hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative, Engineering, Scientific, Teaching, and Related Occupations, Including Creative Artists</td>
<td>2.4</td>
<td>3.6</td>
<td>2.0</td>
<td>3.1</td>
<td>0.7</td>
<td>2.5</td>
</tr>
<tr>
<td>Technologists and Technicians Including Health</td>
<td>0.3</td>
<td>0.9</td>
<td>0.0</td>
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<td>1.4</td>
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</tr>
<tr>
<td>Marketing and Sales</td>
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<td>7.3</td>
<td>8.1</td>
<td>26.6</td>
<td>12.7</td>
</tr>
<tr>
<td>Clerical</td>
<td>7.8</td>
<td>8.0</td>
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<td>17.3</td>
<td>7.0</td>
</tr>
<tr>
<td>Service</td>
<td>25.7</td>
<td>21.4</td>
<td>13.9</td>
<td>16.9</td>
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<td>21.6</td>
</tr>
<tr>
<td>Farming, Forestry, and Fishing</td>
<td>7.1</td>
<td>11.6</td>
<td>21.9</td>
<td>15.2</td>
<td>2.2</td>
<td>12.0</td>
</tr>
<tr>
<td>Construction and Extractive</td>
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<td>6.0</td>
<td>5.7</td>
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<td>4.3</td>
</tr>
<tr>
<td>Transportation and Material Moving</td>
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<td>3.3</td>
<td>5.5</td>
<td>1.4</td>
<td>4.5</td>
</tr>
<tr>
<td>Mechanics and Repairers</td>
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<td>0.0</td>
<td>3.8</td>
</tr>
<tr>
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<td>11.6</td>
<td>9.9</td>
<td>12.1</td>
<td>6.5</td>
<td>10.7</td>
</tr>
<tr>
<td>Material Handlers, Equipment Cleaners, Laborers, and Miscellaneous Occupations</td>
<td>17.2</td>
<td>23.2</td>
<td>25.2</td>
<td>24.8</td>
<td>7.9</td>
<td>20.6</td>
</tr>
<tr>
<td>Total Reporting</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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<td>Occupations</td>
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<td>(112)</td>
<td>(151)</td>
<td>(420)</td>
<td>(139)</td>
<td>(559)</td>
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</table>
CLASS OF 1990 ART STUDENTS

Art classes were selected by 38.3 percent of the 12,458 students who participated in the follow-up study. The data reported in this section include the 4,774 students who completed one or more courses in the curriculum category of Art.

48.8 percent of these Art students were male, and 51.2 percent were female. Of these students surveyed, 77.4 percent responded with a completed, or substantially completed, questionnaire. Courses in this curriculum category include, but are not limited to: Art History, Basic Design, Drawing, and Sculpture.

Of the 4,774 Art students, 3,417 had from 1 to 200 hours of courses; 1,031 students had courses totaling 201 to 400 hours; and 326 had 401 or more hours of course work. The total percentage of students who had selected any Art courses increased 1.7 over the Class of 1989 study.

PARTICIPATION IN ART
Class of 1990
Grades 10-12
(100 Hours=Approximately 1 Semester)

<table>
<thead>
<tr>
<th>Hours</th>
<th>1-200</th>
<th>201-400</th>
<th>401 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>69.4</td>
<td>66.2</td>
<td>66.9</td>
</tr>
<tr>
<td>Female</td>
<td>8.6</td>
<td>9.5</td>
<td>8.9</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return Complete</td>
<td>64.5</td>
<td>72.5</td>
<td>68.6</td>
</tr>
<tr>
<td>Return Incomplete</td>
<td>9.6</td>
<td>8.1</td>
<td>8.8</td>
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<tr>
<td>No Return Received</td>
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<td>19.4</td>
<td>22.6</td>
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<tr>
<td>Total Assessed</td>
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<table>
<thead>
<tr>
<th>Status</th>
<th>(3417)</th>
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<th>(326)</th>
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</thead>
<tbody>
<tr>
<td>Return Complete</td>
<td>(2329)</td>
<td>(2445)</td>
<td>(4774)</td>
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CLASS OF 1990 ART STUDENTS
PERCENT QUESTIONNAIRE RESPONSE
### CLASS OF 1990 ART STUDENTS
#### PERCENT PRESENT ACTIVITY

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<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
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<td></td>
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</tr>
<tr>
<td>Vocational School</td>
<td>10.1</td>
<td>12.1</td>
<td>13.5</td>
<td>11.9</td>
<td>9.8</td>
<td>10.8</td>
</tr>
<tr>
<td>Community College</td>
<td>14.0</td>
<td>15.7</td>
<td>13.9</td>
<td>13.2</td>
<td>15.3</td>
<td>14.3</td>
</tr>
<tr>
<td>4-year College or University</td>
<td>42.0</td>
<td>31.8</td>
<td>33.1</td>
<td>34.0</td>
<td>43.9</td>
<td>39.2</td>
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<tr>
<td>Apprenticeship</td>
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<td>0.5</td>
<td>0.8</td>
<td>0.3</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td>Other Education</td>
<td>1.4</td>
<td>0.9</td>
<td>2.4</td>
<td>1.5</td>
<td>1.3</td>
<td>1.4</td>
</tr>
<tr>
<td><strong>EMPLOYMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Paid Employment</td>
<td>57.7</td>
<td>62.3</td>
<td>65.7</td>
<td>58.4</td>
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<td>59.2</td>
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<td>Homemaker</td>
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<td>1.4</td>
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<td>5.0</td>
<td>3.7</td>
<td>8.2</td>
<td>1.4</td>
<td>4.6</td>
</tr>
<tr>
<td>Unemployed</td>
<td>11.5</td>
<td>13.9</td>
<td>1.6</td>
<td>10.6</td>
<td>13.6</td>
<td>12.2</td>
</tr>
<tr>
<td><strong>OTHER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Activity</td>
<td>2.4</td>
<td>1.6</td>
<td>1.6</td>
<td>1.8</td>
<td>2.5</td>
<td>2.2</td>
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<tr>
<td><strong>Total Responses</strong></td>
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<td>145.3</td>
<td>150.2</td>
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<td>145.7</td>
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<tr>
<td><strong>Total Reporting Activity</strong></td>
<td>(3831)</td>
<td>(1109)</td>
<td>(368)</td>
<td>(2391)</td>
<td>(2917)</td>
<td>(5308)</td>
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### CLASS OF 1990 ART STUDENTS
#### PERCENT COMBINATIONS OF PRESENT ACTIVITIES

<table>
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<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid Employment (only)</td>
<td>24.2</td>
<td>28.4</td>
<td>30.2</td>
<td>28.3</td>
<td>23.1</td>
<td>25.5</td>
</tr>
<tr>
<td>Paid Employment and Vocational School</td>
<td>6.9</td>
<td>7.9</td>
<td>9.8</td>
<td>8.0</td>
<td>6.6</td>
<td>7.3</td>
</tr>
<tr>
<td>Paid Employment and Community College</td>
<td>8.7</td>
<td>10.6</td>
<td>11.8</td>
<td>7.9</td>
<td>10.6</td>
<td>9.3</td>
</tr>
<tr>
<td>Paid Employment and College or University</td>
<td>16.4</td>
<td>14.0</td>
<td>12.2</td>
<td>12.6</td>
<td>18.3</td>
<td>15.6</td>
</tr>
<tr>
<td>Vocational School (only)</td>
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<td>0.8</td>
<td>2.5</td>
<td>1.7</td>
<td>2.1</td>
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<tr>
<td>Community College (only)</td>
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<td>3.0</td>
<td>0.8</td>
<td>3.7</td>
<td>2.9</td>
<td>3.3</td>
</tr>
<tr>
<td>4-year College or University (only)</td>
<td>18.2</td>
<td>17.4</td>
<td>12.7</td>
<td>16.1</td>
<td>16.7</td>
<td>16.4</td>
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<tr>
<td>Education and SEEKING Employment</td>
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<td>9.4</td>
<td>12.2</td>
<td>7.4</td>
<td>10.6</td>
<td>9.1</td>
</tr>
<tr>
<td>Unemployed (only)</td>
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<td>1.6</td>
<td>2.4</td>
<td>2.2</td>
<td>2.3</td>
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<tr>
<td>Activities Other Than The Above</td>
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<td>11.1</td>
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<tr>
<td><strong>Total Reporting Activity</strong></td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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<tr>
<td><strong>Total Reporting</strong></td>
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<td>(1936)</td>
<td>(3644)</td>
<td>(3628)</td>
<td>(1930)</td>
<td>(3636)</td>
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</table>
### CLASS OF 1990 ART STUDENTS
PERCENT TIME STATUS FOR INDIVIDUALS ATTENDING POST-SECONDARY INSTITUTIONS

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-Time</strong></td>
<td>84.8</td>
<td>82.9</td>
<td>86.2</td>
<td>85.3</td>
<td>84.0</td>
<td>84.5</td>
</tr>
<tr>
<td><strong>Part-Time</strong></td>
<td>15.2</td>
<td>17.1</td>
<td>13.8</td>
<td>14.7</td>
<td>16.0</td>
<td>15.5</td>
</tr>
<tr>
<td><strong>Total Reporting</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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### CLASS OF 1990 ART STUDENTS
PERCENT POST-SECONDARY INSTITUTIONS ATTENDED BY INDIVIDUALS AT PRESENT

<table>
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<th>Status</th>
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<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>University of Minnesota (all campuses)</td>
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<td>11.3</td>
<td>10.5</td>
<td>13.7</td>
<td>13.1</td>
<td>13.4</td>
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<td>State Universities</td>
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<td>16.8</td>
<td>17.3</td>
<td>17.6</td>
<td>14.9</td>
<td>16.0</td>
</tr>
<tr>
<td>Area Vocational-Technical Institutes</td>
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<td>16.5</td>
<td>13.5</td>
<td>18.6</td>
<td>11.1</td>
<td>14.2</td>
</tr>
<tr>
<td>Community College</td>
<td>18.8</td>
<td>24.3</td>
<td>21.8</td>
<td>19.3</td>
<td>20.5</td>
<td>20.0</td>
</tr>
<tr>
<td>Private Vocational Schools (including health related)</td>
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<td>9.0</td>
<td>5.2</td>
<td>6.6</td>
<td>6.0</td>
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<td>Private Jr. Colleges Liberal Arts Colleges</td>
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<td>7.5</td>
<td>11.3</td>
<td>8.4</td>
<td>12.4</td>
<td>10.7</td>
</tr>
<tr>
<td>Institutions Outside Minnesota</td>
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<td>16.5</td>
<td>17.1</td>
<td>21.4</td>
<td>19.6</td>
</tr>
<tr>
<td>Schools Not Reported</td>
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<td>0.0</td>
<td>0.1</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total Reporting</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Schools</strong></td>
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<td>(399)</td>
<td>(133)</td>
<td>(854)</td>
<td>(1203)</td>
<td>(2057)</td>
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</table>

### CLASS OF 1990 ART STUDENTS
PERCENT TIME STATUS FOR INDIVIDUALS EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-Time</strong></td>
<td>46.0</td>
<td>48.9</td>
<td>44.9</td>
<td>53.2</td>
<td>40.9</td>
<td>46.6</td>
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<tr>
<td><strong>Part-Time</strong></td>
<td>54.0</td>
<td>51.1</td>
<td>55.1</td>
<td>46.8</td>
<td>59.1</td>
<td>53.4</td>
</tr>
<tr>
<td><strong>Total Reporting</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Employed Status</strong></td>
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<td>(460)</td>
<td>(156)</td>
<td>(971)</td>
<td>(1126)</td>
<td>(2097)</td>
</tr>
</tbody>
</table>
### CLASS OF 1990 ART STUDENTS

#### PERCENT WAGES OF INDIVIDUALS EMPLOYED AT PRESENT

<table>
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<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below $3.00 per hour</td>
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<td>0.0</td>
<td>1.1</td>
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<td>1.0</td>
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<tr>
<td>$3.00 - $3.99 per hour</td>
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<td>1.1</td>
<td>0.4</td>
<td>39.0</td>
<td>2.4</td>
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<tr>
<td>$4.00 - $4.99 per hour</td>
<td>47.2</td>
<td>44.1</td>
<td>50.0</td>
<td>37.4</td>
<td>53.1</td>
<td>46.7</td>
</tr>
<tr>
<td>$5.00 - $5.99 per hour</td>
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<td>28.9</td>
<td>20.2</td>
<td>28.2</td>
<td>25.2</td>
<td>26.4</td>
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<tr>
<td>$6.00 - $6.99 per hour</td>
<td>13.8</td>
<td>14.5</td>
<td>14.9</td>
<td>15.9</td>
<td>12.7</td>
<td>14.0</td>
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<tr>
<td>$7.00 per hour or more</td>
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<td>8.2</td>
<td>13.8</td>
<td>17.1</td>
<td>4.2</td>
<td>9.5</td>
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<tr>
<td>Total Reporting Wages</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Activity (1451)</td>
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<td></td>
<td>(561)</td>
<td>(802)</td>
<td>(1363)</td>
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### CLASS OF 1990 ART STUDENTS

#### PERCENT INDUSTRIES IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

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<thead>
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<th>Status</th>
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<th>201-400 hours</th>
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<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Forestry and Fisheries</td>
<td>3.1</td>
<td>2.6</td>
<td>3.9</td>
<td>5.6</td>
<td>0.9</td>
<td>3.1</td>
</tr>
<tr>
<td>Mining</td>
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<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Construction</td>
<td>1.8</td>
<td>2.6</td>
<td>3.2</td>
<td>4.1</td>
<td>0.4</td>
<td>2.1</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>12.7</td>
<td>13.6</td>
<td>14.2</td>
<td>16.6</td>
<td>10.0</td>
<td>13.0</td>
</tr>
<tr>
<td>Transportation, Communications, and Other Public Utilities</td>
<td>2.1</td>
<td>3.9</td>
<td>3.9</td>
<td>3.9</td>
<td>1.6</td>
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<td>Female</td>
<td>Total</td>
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<tr>
<td>Administrative, Engineering, Scientific, Teaching, and Related Occupations, Including Creative Artists</td>
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<td>4.0</td>
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<td>19.2</td>
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<td>Service</td>
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(1434) (455) (155) (928) (1120) (2048)
CLASS OF 1990 BUSINESS STUDENTS

Business classes were selected by 61.3 percent of the 12,458 students who participated in the follow-up study. The data reported in this section include the 7,633 students who completed one or more courses in the curriculum category of Business.

46.7 percent of these Business students were male, and 53.8 percent were female. Of these students surveyed, 81.5 percent responded with a completed, or substantially completed, questionnaire. Courses in this curriculum category include, but are not limited to: Accounting Principles, Typewriting, Business Correspondence, and Business Law.

Of the 7,633 Business students, 4,368 had from 1 to 200 hours of courses; 2,073 students had courses totaling 201 to 400 hours; and 1,192 had 401 or more hours of course work. The total percentage of students who had selected any Business courses increased 10.6 from the Class of 1989 study.

PARTICIPATION IN BUSINESS
Class of 1990
Grades 10-12
(100 Hours=Approximately 1 Semester)

<table>
<thead>
<tr>
<th>Status</th>
<th>Hours 1-200</th>
<th>Hours 201-400</th>
<th>Hours 401 or more</th>
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<th>Female</th>
<th>Total</th>
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<td>74.9</td>
<td>70.9</td>
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<td>6.7</td>
<td>7.5</td>
<td>7.6</td>
<td>6.4</td>
<td>7.0</td>
</tr>
<tr>
<td>No Return Received</td>
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<td>18.5</td>
<td>17.6</td>
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<tr>
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<td>6441</td>
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CLASS OF 1990 BUSINESS STUDENTS
PERCENT QUESTIONNAIRE RESPONSE

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<tr>
<td>Return Complete</td>
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<td>77.6</td>
<td>74.5</td>
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<tr>
<td>Return Incomplete</td>
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<td>6.4</td>
<td>7.0</td>
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<tr>
<td>No Return Received</td>
<td>21.5</td>
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<td>18.5</td>
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### CLASS OF 1990 BUSINESS STUDENTS
#### PERCENT PRESENT ACTIVITY

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<th>Female</th>
<th>Total</th>
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<td>15.0</td>
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<td>11.2</td>
</tr>
<tr>
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<td>14.5</td>
<td>16.4</td>
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<td>16.5</td>
<td>14.9</td>
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<td>58.7</td>
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<td>(5216)</td>
<td>(2571)</td>
<td>(1536)</td>
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<td>(5210)</td>
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<td>(974)</td>
<td>(2793)</td>
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### CLASS OF 1990 BUSINESS STUDENTS
#### PERCENT COMBINATIONS OF PRESENT ACTIVITIES

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<th>Female</th>
<th>Total</th>
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<td>Paid Employment (only)</td>
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<td>20.9</td>
<td>22.2</td>
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<td>10.2</td>
<td>7.2</td>
<td>6.7</td>
<td>7.0</td>
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<td>11.8</td>
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<td>11.1</td>
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<td>18.3</td>
<td>15.5</td>
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<td>4-year College or University (only)</td>
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<td>15.8</td>
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<td>Unemployed (only)</td>
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### CLASS OF 1990 BUSINESS STUDENTS
PERCENT TIME STATUS FOR INDIVIDUALS ATTENDING POST-SECONDARY INSTITUTIONS

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<th>401 or more hours</th>
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<th>Female</th>
<th>Total</th>
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</thead>
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<td>Full-Time</td>
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<td>84.6%</td>
<td>87.0%</td>
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<td>Part-Time</td>
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### CLASS OF 1990 BUSINESS STUDENTS
PERCENT POST-SECONDARY INSTITUTIONS ATTENDED BY INDIVIDUALS AT PRESENT

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<th>Status</th>
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<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
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</thead>
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<td>State Universities</td>
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<td>11.5%</td>
<td>13.6%</td>
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</tr>
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### CLASS OF 1990 BUSINESS STUDENTS
PERCENT TIME STATUS FOR INDIVIDUALS EMPLOYED AT PRESENT

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<th>Status</th>
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<th>Female</th>
<th>Total</th>
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<tbody>
<tr>
<td>Full-Time</td>
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<td>Part-Time</td>
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<td>51.5%</td>
<td>61.9%</td>
<td>57.4%</td>
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<tr>
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<td>(965)</td>
<td>(605)</td>
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### CLASS OF 1990 BUSINESS STUDENTS
#### PERCENT WAGES OF INDIVIDUALS EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below $3.00 per hour</td>
<td></td>
<td></td>
<td></td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>$3.00 - $3.99 per hour</td>
<td>2.4</td>
<td>1.6</td>
<td>3.1</td>
<td>0.5</td>
<td>3.5</td>
<td>2.3</td>
</tr>
<tr>
<td>$4.00 - $4.99 per hour</td>
<td>48.1</td>
<td>48.9</td>
<td>58.4</td>
<td>43.8</td>
<td>54.3</td>
<td>50.2</td>
</tr>
<tr>
<td>$5.00 - $5.99 per hour</td>
<td>27.4</td>
<td>25.1</td>
<td>22.7</td>
<td>27.8</td>
<td>24.6</td>
<td>25.9</td>
</tr>
<tr>
<td>$6.00 - $6.99 per hour</td>
<td>12.4</td>
<td>13.8</td>
<td>9.6</td>
<td>13.8</td>
<td>11.3</td>
<td>12.3</td>
</tr>
<tr>
<td>$7.00 per hour or more</td>
<td>9.2</td>
<td>10.0</td>
<td>5.6</td>
<td>13.4</td>
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<tr>
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</tr>
<tr>
<td>(1269)</td>
<td>(701)</td>
<td>(449)</td>
<td></td>
<td>(945)</td>
<td>(1474)</td>
<td>(2419)</td>
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### CLASS OF 1990 BUSINESS STUDENTS
#### PERCENT INDUSTRIES IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
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<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Forestry and Fisheries</td>
<td>3.8</td>
<td>3.5</td>
<td>2.0</td>
<td>7.3</td>
<td>0.6</td>
<td>3.4</td>
</tr>
<tr>
<td>Mining</td>
<td>0.0</td>
<td>0.0</td>
<td>0.2</td>
<td>0.1</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Construction</td>
<td>2.2</td>
<td>1.4</td>
<td>0.5</td>
<td>3.8</td>
<td>0.2</td>
<td>1.7</td>
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<tr>
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<td>11.8</td>
<td>12.1</td>
<td>10.8</td>
<td>14.7</td>
<td>9.6</td>
<td>11.7</td>
</tr>
<tr>
<td>Transportation, Communications, and Other Public Utilities</td>
<td>3.0</td>
<td>3.0</td>
<td>2.7</td>
<td>4.7</td>
<td>1.7</td>
<td>2.9</td>
</tr>
<tr>
<td>Wholesale and Retail Trade</td>
<td>38.8</td>
<td>36.6</td>
<td>36.3</td>
<td>35.5</td>
<td>39.5</td>
<td>37.8</td>
</tr>
<tr>
<td>Finance, Insurance, and Real Estate</td>
<td>1.2</td>
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<td>2.7</td>
<td>0.7</td>
<td>2.6</td>
<td>1.8</td>
</tr>
<tr>
<td>Business and Repair Services</td>
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<td>5.6</td>
<td>6.4</td>
<td>7.2</td>
<td>4.5</td>
<td>5.7</td>
</tr>
<tr>
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<td>6.4</td>
<td>3.5</td>
<td>7.2</td>
<td>5.6</td>
</tr>
<tr>
<td>Entertainment and Recreation Services</td>
<td>6.2</td>
<td>7.7</td>
<td>7.6</td>
<td>7.6</td>
<td>6.3</td>
<td>6.9</td>
</tr>
<tr>
<td>Professional and Related Services</td>
<td>18.4</td>
<td>18.3</td>
<td>21.0</td>
<td>11.1</td>
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<td>18.8</td>
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<td>1.2</td>
<td>1.1</td>
<td>1.1</td>
<td>1.1</td>
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<tr>
<td>Industry Not Reported</td>
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<td>3.4</td>
<td>2.0</td>
<td>2.6</td>
<td>2.4</td>
<td>2.5</td>
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<td>100.0</td>
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<tr>
<td>(1925)</td>
<td>(966)</td>
<td>(590)</td>
<td></td>
<td>(1483)</td>
<td>(1998)</td>
<td>(3481)</td>
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<td>Male</td>
<td>Female</td>
<td>Total</td>
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<tr>
<td>-----------------------------------------------------------------------</td>
<td>-------</td>
<td>---------</td>
<td>-------------</td>
<td>------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>Administrative, Engineering, Scientific, Teaching, and Related Occupations, Including Creative Artists</td>
<td>4.0</td>
<td>3.3</td>
<td>3.9</td>
<td>4.7</td>
<td>3.1</td>
<td>3.8</td>
</tr>
<tr>
<td>Technologists and Technicians Including Health</td>
<td>1.7</td>
<td>0.6</td>
<td>0.8</td>
<td>1.0</td>
<td>1.5</td>
<td>1.3</td>
</tr>
<tr>
<td>Marketing and Sales</td>
<td>25.9</td>
<td>27.4</td>
<td>26.5</td>
<td>18.2</td>
<td>32.5</td>
<td>26.4</td>
</tr>
<tr>
<td>Clerical</td>
<td>13.2</td>
<td>15.3</td>
<td>19.4</td>
<td>5.9</td>
<td>21.4</td>
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<tr>
<td>Service</td>
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<td>29.5</td>
<td>29.9</td>
<td>23.1</td>
<td>34.4</td>
<td>29.6</td>
</tr>
<tr>
<td>Farming, Forestry, and Fishing</td>
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<td>3.1</td>
<td>1.9</td>
<td>7.0</td>
<td>0.4</td>
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</tr>
<tr>
<td>Construction and Extractive</td>
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<td>1.4</td>
<td>0.5</td>
<td>3.3</td>
<td>0.1</td>
<td>1.5</td>
</tr>
<tr>
<td>Transportation and Material Moving</td>
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<td>1.8</td>
<td>1.2</td>
<td>3.4</td>
<td>0.2</td>
<td>1.6</td>
</tr>
<tr>
<td>Mechanics and Repairers</td>
<td>1.3</td>
<td>1.5</td>
<td>0.7</td>
<td>2.9</td>
<td>0.1</td>
<td>1.2</td>
</tr>
<tr>
<td>Production</td>
<td>4.8</td>
<td>5.2</td>
<td>6.4</td>
<td>7.6</td>
<td>3.4</td>
<td>5.2</td>
</tr>
<tr>
<td>Material Handlers, Equipment Cleaners, Laborers, and Miscellaneous Occupations</td>
<td>12.4</td>
<td>11.1</td>
<td>8.8</td>
<td>22.7</td>
<td>3.2</td>
<td>11.4</td>
</tr>
<tr>
<td>Total Reporting</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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</table>
CLASS OF 1990 DISTRIBUTIVE EDUCATION STUDENTS

Distributive Education classes were selected by nine percent of the 12,458 students who participated in the follow-up study. The data reported in this section include the 1,117 students who completed one or more courses in the curriculum category of Distributive Education.

45.8 percent of the Distributive Education students were male, and 54.2 percent were female. Of these students surveyed, 78.6 percent responded with a completed, or substantially completed, questionnaire. Courses in this curriculum category include, but are not limited to: Advertising Principles, Principles of Marketing, Retailing, and Sales Management.

Of the 1,117 Distributive Education students, 562 had from 1 to 200 hours of courses; 257 students had courses totaling 201 to 400 hours; and 298 had 401 or more hours of course work. The total percentage of students who had selected any Distributive Education courses decreased .4 from the Class of 1989 study.

PARTICIPATION IN DISTRIBUTIVE EDUCATION
Class of 1990
Grades 10-12
(100 Hours=Approximately 1 Semester)

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200</th>
<th>201-400</th>
<th>401 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return Complete</td>
<td>69.0</td>
<td>72.8</td>
<td>67.4</td>
</tr>
<tr>
<td>Return Incomplete</td>
<td>9.3</td>
<td>10.1</td>
<td>8.1</td>
</tr>
<tr>
<td>No Return Received</td>
<td>21.7</td>
<td>17.1</td>
<td>24.5</td>
</tr>
<tr>
<td>Total Assessed</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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<table>
<thead>
<tr>
<th>Hours</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-200</td>
<td>65.6</td>
<td>72.8</td>
</tr>
<tr>
<td>201-400</td>
<td>52.3</td>
<td>47.7</td>
</tr>
<tr>
<td>401+</td>
<td>45.4</td>
<td>54.6</td>
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CLASS OF 1990 DISTRIBUTIVE EDUCATION STUDENTS
PERCENT QUESTIONNAIRE RESPONSE

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<tr>
<td>Return Complete</td>
<td>69.0</td>
<td>72.8</td>
<td>67.4</td>
</tr>
<tr>
<td>Return Incomplete</td>
<td>9.3</td>
<td>10.1</td>
<td>8.1</td>
</tr>
<tr>
<td>No Return Received</td>
<td>21.7</td>
<td>17.1</td>
<td>24.5</td>
</tr>
<tr>
<td>Total Assessed</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return Complete</td>
<td>69.5</td>
<td>65.6</td>
<td>72.8</td>
</tr>
<tr>
<td>Return Incomplete</td>
<td>9.1</td>
<td>9.0</td>
<td>9.2</td>
</tr>
<tr>
<td>No Return Received</td>
<td>21.4</td>
<td>25.4</td>
<td>18.0</td>
</tr>
<tr>
<td>Total Assessed</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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</tbody>
</table>
CLASS OF 1990 DISTRIBUTIVE EDUCATION STUDENTS
PERCENT PRESENT ACTIVITY

<table>
<thead>
<tr>
<th>Status</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUCATIONAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational School</td>
<td>9.3</td>
<td>10.1</td>
<td>10.9</td>
</tr>
<tr>
<td>Community College</td>
<td>18.1</td>
<td>12.8</td>
<td>17.2</td>
</tr>
<tr>
<td>4-year College or University</td>
<td>37.7</td>
<td>31.2</td>
<td>28.1</td>
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<tr>
<td>Apprenticeship</td>
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<td>0.0</td>
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<tr>
<td>Other Education</td>
<td>1.2</td>
<td>0.5</td>
<td>0.9</td>
</tr>
<tr>
<td><strong>EMPLOYMENT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paid Employment (only)</td>
<td>57.0</td>
<td>66.5</td>
<td>72.9</td>
</tr>
<tr>
<td>Homemaker</td>
<td>2.3</td>
<td>2.8</td>
<td>0.9</td>
</tr>
<tr>
<td>Military</td>
<td>6.5</td>
<td>5.5</td>
<td>5.0</td>
</tr>
<tr>
<td>Unemployed</td>
<td>10.7</td>
<td>6.0</td>
<td>5.4</td>
</tr>
<tr>
<td><strong>OTHER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Activity</td>
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<td>2.8</td>
<td>1.8</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
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<tr>
<td><strong>Total Reporting</strong></td>
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CLASS OF 1990 DISTRIBUTIVE EDUCATION STUDENTS
PERCENT COMBINATIONS OF PRESENT ACTIVITIES

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid Employment (only)</td>
<td>23.6</td>
<td>34.4</td>
<td>34.7</td>
<td>26.9</td>
<td>30.9</td>
<td>29.1</td>
</tr>
<tr>
<td>Paid Employment and Vocational School</td>
<td>5.4</td>
<td>6.9</td>
<td>6.8</td>
<td>5.0</td>
<td>7.0</td>
<td>6.1</td>
</tr>
<tr>
<td>Paid Employment and Community College</td>
<td>12.6</td>
<td>11.9</td>
<td>15.1</td>
<td>11.9</td>
<td>14.0</td>
<td>13.1</td>
</tr>
<tr>
<td>Paid Employment and College or University</td>
<td>13.8</td>
<td>10.6</td>
<td>15.1</td>
<td>11.6</td>
<td>14.6</td>
<td>13.3</td>
</tr>
<tr>
<td>Vocational School (only)</td>
<td>2.1</td>
<td>2.8</td>
<td>2.3</td>
<td>3.2</td>
<td>1.6</td>
<td>2.3</td>
</tr>
<tr>
<td>Community College (only)</td>
<td>4.4</td>
<td>0.0</td>
<td>1.8</td>
<td>2.9</td>
<td>2.5</td>
<td>2.7</td>
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<tr>
<td>4-year College or University (only)</td>
<td>17.8</td>
<td>17.0</td>
<td>11.0</td>
<td>18.2</td>
<td>14.0</td>
<td>15.8</td>
</tr>
<tr>
<td>Education and Seeking Employment</td>
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<td>6.3</td>
<td>5.3</td>
<td>5.8</td>
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<tr>
<td>Unemployment (only)</td>
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<td>1.8</td>
<td>0.8</td>
<td>1.6</td>
<td>1.3</td>
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<td>13.2</td>
<td>8.4</td>
<td>10.5</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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<td><strong>Activity</strong></td>
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<td>(218)</td>
<td>(219)</td>
<td>(379)</td>
<td>(486)</td>
<td>(865)</td>
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### CLASS OF 1990 DISTRIBUTIVE EDUCATION STUDENTS

#### PERCENT TIME STATUS FOR INDIVIDUALS ATTENDING POST-SECONDARY INSTITUTIONS

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>80.2</td>
<td>81.4</td>
<td>91.3</td>
<td>82.6</td>
<td>83.5</td>
<td>83.1</td>
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<tr>
<td>Part-Time</td>
<td>19.8</td>
<td>19.6</td>
<td>8.7</td>
<td>17.4</td>
<td>16.5</td>
<td>16.9</td>
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<tr>
<td>Total Reporting</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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<tr>
<td>Status</td>
<td>(268)</td>
<td>(113)</td>
<td>(115)</td>
<td>(218)</td>
<td>(278)</td>
<td>(496)</td>
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#### CLASS OF 1990 DISTRIBUTIVE EDUCATION STUDENTS

#### PERCENT POST-SECONDARY INSTITUTIONS ATTENDED BY INDIVIDUALS AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Minnesota (all campuses)</td>
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<td>12.3</td>
<td>17.0</td>
<td>15.6</td>
<td>12.9</td>
<td>14.1</td>
</tr>
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<td>State Universities</td>
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<td>13.3</td>
<td>19.1</td>
<td>17.1</td>
<td>18.0</td>
</tr>
<tr>
<td>Area Vocational-Technical Institutes</td>
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<td>14.2</td>
<td>21.9</td>
<td>14.6</td>
<td>14.4</td>
<td>14.5</td>
</tr>
<tr>
<td>Community College</td>
<td>25.1</td>
<td>19.8</td>
<td>22.9</td>
<td>22.1</td>
<td>24.3</td>
<td>23.4</td>
</tr>
<tr>
<td>Private Vocational Schools (including health related)</td>
<td>7.6</td>
<td>5.7</td>
<td>2.9</td>
<td>5.5</td>
<td>6.5</td>
<td>6.1</td>
</tr>
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<td>Private Jr. Colleges Liberal Arts Colleges</td>
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<td>7.5</td>
<td>8.6</td>
<td>7.0</td>
<td>6.5</td>
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<tr>
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<td>100.0</td>
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<td>(106)</td>
<td>(105)</td>
<td>(199)</td>
<td>(263)</td>
<td>(462)</td>
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#### CLASS OF 1990 DISTRIBUTIVE EDUCATION STUDENTS

#### PERCENT TIME STATUS FOR INDIVIDUALS EMPLOYED AT PRESENT

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<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
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<th>Female</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>46.7</td>
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<td>56.0</td>
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<td>51.5</td>
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<td>49.4</td>
<td>44.0</td>
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<td>100.0</td>
<td>100.0</td>
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<td>(218)</td>
<td>(326)</td>
<td>(544)</td>
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## CLASS OF 1990 DISTRIBUTIVE EDUCATION STUDENTS
### PERCENT WAGES OF INDIVIDUALS EMPLOYED AT PRESENT

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<th>Male</th>
<th>Female</th>
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<tr>
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<td>0.9</td>
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<td>0.9</td>
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<td>40.0</td>
<td>48.5</td>
<td>31.1</td>
<td>53.0</td>
<td>45.9</td>
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<td>$6.00 - $6.99 per hour</td>
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<td>31.7</td>
<td>37.9</td>
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<td>$7.00 per hour or more</td>
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## CLASS OF 1990 DISTRIBUTIVE EDUCATION STUDENTS
### PERCENT INDUSTRIES IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

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<th>Female</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Agriculture, Forestry and Fisheries</td>
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<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
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<tr>
<td>Construction</td>
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<td>1.3</td>
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<td>0.3</td>
<td>1.1</td>
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<td>Manufacturing</td>
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<td>20.0</td>
<td>16.5</td>
<td>15.3</td>
<td>17.7</td>
<td>16.8</td>
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<tr>
<td>Transportation, Communications, and Other Public Utilities</td>
<td>2.9</td>
<td>2.1</td>
<td>3.2</td>
<td>4.7</td>
<td>1.6</td>
<td>2.8</td>
</tr>
<tr>
<td>Wholesale and Retail Trade</td>
<td>44.4</td>
<td>38.6</td>
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<td>41.9</td>
<td>43.8</td>
<td>43.0</td>
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<td>Finance, Insurance, and Real Estate</td>
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<td>1.4</td>
<td>1.3</td>
<td>0.0</td>
<td>3.1</td>
<td>1.9</td>
</tr>
<tr>
<td>Business and Repair Services</td>
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<td>9.5</td>
<td>10.2</td>
<td>7.5</td>
<td>8.6</td>
</tr>
<tr>
<td>Personal Services</td>
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<td>8.6</td>
<td>3.2</td>
<td>2.8</td>
<td>6.2</td>
<td>4.8</td>
</tr>
<tr>
<td>Entertainment and Recreation Services</td>
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<td>4.4</td>
<td>6.0</td>
<td>4.7</td>
<td>5.2</td>
</tr>
<tr>
<td>Professional and Related Services</td>
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<td>11.4</td>
<td>12.0</td>
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<td>13.7</td>
<td>11.4</td>
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<td>1.4</td>
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<td>1.7</td>
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<td>100.0</td>
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<td>(215)</td>
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<td>(537)</td>
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<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------</td>
<td>---------------</td>
<td>-------------------</td>
<td>------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>Administrative, Engineering, Scientific, Teaching, and Related Occupations, Including Creative Artists</td>
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<td>5.1</td>
<td>4.5</td>
<td>6.3</td>
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<td>4.2</td>
</tr>
<tr>
<td>Technologists and Technicians Including Health</td>
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<td>1.3</td>
<td>1.3</td>
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<td>33.2</td>
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</tr>
<tr>
<td>Construction and Extractive</td>
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<td>0.6</td>
<td>1.9</td>
<td>0.3</td>
<td>0.9</td>
</tr>
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<td>Mechanics and Repairers</td>
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<td>1.3</td>
<td>2.9</td>
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<td>Production</td>
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<td>2.6</td>
<td>7.7</td>
<td>3.4</td>
<td>5.1</td>
</tr>
<tr>
<td>Material Handlers, Equipment Cleaners, Laborers, and Miscellaneous Occupations</td>
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<td>6.5</td>
<td>19.7</td>
<td>4.1</td>
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<td>100.0</td>
<td>100.0</td>
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<td>(154)</td>
<td>(208)</td>
<td>(319)</td>
<td>(327)</td>
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</table>
CLASS OF 1990 ENGLISH STUDENTS

English classes were selected by 98.8 percent of the 12,458 students who participated in the follow-up study. The data reported in this section include the 12,304 students who completed one or more courses in the curriculum category of English.

50.4 percent of these English students were male, and 49.6 percent were female. Of these students surveyed, 80.5 percent responded with a completed, or substantially completed, questionnaire. Courses in this curriculum category include, but are not limited to: American Literature, Grammar, Public Speaking, and Reading.

Of the 12,304 English students, 214 had from 1 to 200 hours of courses; 641 students had courses totaling 201 to 400 hours; and 11,449 had 401 or more hours of course work. The total percentage of students who had selected any English courses increased 3.3 from the Class of 1989 study.

PARTICIPATION IN ENGLISH
Class of 1990
Grades 10-12
(100 Hours=Approximately 1 Semester)

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<tr>
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<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Return Complete</td>
<td>37.9</td>
<td>52.6</td>
<td>74.9</td>
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<td>Return Incomplete</td>
<td>12.6</td>
<td>12.8</td>
<td>7.1</td>
</tr>
<tr>
<td>No Return Received</td>
<td>49.5</td>
<td>34.6</td>
<td>18.0</td>
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<tr>
<td>Total Assessed</td>
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<table>
<thead>
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<th>Status</th>
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<th>201-400</th>
<th>401 or more</th>
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<tr>
<td></td>
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<td></td>
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<tr>
<td>Return Complete</td>
<td>37.9</td>
<td>52.6</td>
<td>74.9</td>
</tr>
<tr>
<td>Return Incomplete</td>
<td>12.6</td>
<td>12.8</td>
<td>7.1</td>
</tr>
<tr>
<td>No Return Received</td>
<td>49.5</td>
<td>34.6</td>
<td>18.0</td>
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<td>100.0</td>
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(214) (641) (11449)
### CLASS OF 1990 ENGLISH STUDENTS
### PERCENT PRESENT ACTIVITY

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<th>Status</th>
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<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
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<tr>
<td>EDUCATIONAL</td>
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</tr>
<tr>
<td>Vocational School</td>
<td>6.4</td>
<td>9.6</td>
<td>9.8</td>
<td>11.3</td>
<td>8.4</td>
<td>9.8</td>
</tr>
<tr>
<td>Community College</td>
<td>10.6</td>
<td>19.0</td>
<td>13.7</td>
<td>12.6</td>
<td>15.2</td>
<td>13.9</td>
</tr>
<tr>
<td>4-year College or University</td>
<td>23.4</td>
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<td>43.0</td>
<td>50.5</td>
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<td>0.2</td>
<td>1.2</td>
<td>1.3</td>
<td>1.3</td>
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<td>8.0</td>
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<td>4.5</td>
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<td>13.5</td>
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<td>13.9</td>
<td>13.5</td>
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<td></td>
<td></td>
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<tr>
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<td>2.5</td>
<td>2.3</td>
<td>2.8</td>
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### CLASS OF 1990 ENGLISH STUDENTS
### PERCENT COMBINATIONS OF PRESENT ACTIVITIES

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<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid Employment (only)</td>
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<td>20.1</td>
<td>21.9</td>
<td>19.3</td>
<td>20.6</td>
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<tr>
<td>Paid Employment and Vocational School</td>
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<td>6.4</td>
<td>7.0</td>
<td>5.7</td>
<td>6.4</td>
</tr>
<tr>
<td>Paid Employment and Community College</td>
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<td>12.2</td>
<td>9.9</td>
<td>8.3</td>
<td>11.4</td>
<td>9.9</td>
</tr>
<tr>
<td>Paid Employment and College or University</td>
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<td>9.1</td>
<td>18.2</td>
<td>14.8</td>
<td>20.4</td>
<td>17.7</td>
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<td>2.1</td>
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<td>3.1</td>
<td>2.2</td>
<td>2.6</td>
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<td>4-year College or University (only)</td>
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<td>19.5</td>
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<td>10.3</td>
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<tr>
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<td>11.2</td>
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<td>8.9</td>
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<tr>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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<td>(4751)</td>
<td>(5023)</td>
<td>(9774)</td>
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### CLASS OF 1990 ENGLISH STUDENTS
#### PERCENT TIME STATUS FOR INDIVIDUALS ATTENDING POST-SECONDARY INSTITUTIONS

<table>
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<th>Status</th>
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<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>Full-Time</td>
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<td>86.8</td>
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<td>Part-Time</td>
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<td>11.7</td>
<td>13.2</td>
<td>12.1</td>
<td>14.1</td>
<td>13.2</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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</tbody>
</table>

### CLASS OF 1990 ENGLISH STUDENTS
#### PERCENT POST-SECONDARY INSTITUTIONS ATTENDED BY INDIVIDUALS AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Minnesota (all campuses)</td>
<td>5.9</td>
<td>13.0</td>
<td>14.8</td>
<td>16.0</td>
<td>13.5</td>
<td>14.7</td>
</tr>
<tr>
<td>State Universities</td>
<td>5.9</td>
<td>13.0</td>
<td>16.3</td>
<td>17.2</td>
<td>15.4</td>
<td>16.2</td>
</tr>
<tr>
<td>Area Vocational-Technical Institutes</td>
<td>17.6</td>
<td>12.6</td>
<td>11.7</td>
<td>15.1</td>
<td>9.1</td>
<td>11.8</td>
</tr>
<tr>
<td>Community College</td>
<td>35.3</td>
<td>30.0</td>
<td>17.8</td>
<td>17.0</td>
<td>19.5</td>
<td>18.3</td>
</tr>
<tr>
<td>Private Vocational Schools (including health related)</td>
<td>11.8</td>
<td>4.9</td>
<td>4.3</td>
<td>3.5</td>
<td>5.0</td>
<td>4.3</td>
</tr>
<tr>
<td>Private Jr. Colleges Liberal Arts Colleges</td>
<td>11.8</td>
<td>13.9</td>
<td>14.1</td>
<td>12.2</td>
<td>15.7</td>
<td>14.1</td>
</tr>
<tr>
<td>Institutions Outside Minnesota</td>
<td>11.8</td>
<td>12.6</td>
<td>20.8</td>
<td>18.8</td>
<td>21.8</td>
<td>20.5</td>
</tr>
<tr>
<td>Schools Not Reported</td>
<td>0.0</td>
<td>0.0</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Schools</td>
<td>(17)</td>
<td>(223)</td>
<td>(5887)</td>
<td>(2770)</td>
<td>(3352)</td>
<td>(6122)</td>
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</table>

### CLASS OF 1990 ENGLISH STUDENTS
#### PERCENT TIME STATUS FOR INDIVIDUALS EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>78.7</td>
<td>50.9</td>
<td>41.2</td>
<td>48.3</td>
<td>36.5</td>
<td>42.0</td>
</tr>
<tr>
<td>Part-Time</td>
<td>21.3</td>
<td>49.1</td>
<td>58.8</td>
<td>51.7</td>
<td>63.5</td>
<td>58.0</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Employed Status</td>
<td>(61)</td>
<td>(214)</td>
<td>(5059)</td>
<td>(2477)</td>
<td>(2857)</td>
<td>(5334)</td>
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</table>
### CLASS OF 1990 ENGLISH STUDENTS

#### PERCENT WAGES OF INDIVIDUALS EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below $3.00 per hour</td>
<td>3.3</td>
<td>0.8</td>
<td>0.5</td>
<td>0.6</td>
<td>0.4</td>
<td>0.5</td>
</tr>
<tr>
<td>$3.00 - $3.99 per hour</td>
<td>3.3</td>
<td>0.8</td>
<td>2.3</td>
<td>0.6</td>
<td>3.4</td>
<td>2.2</td>
</tr>
<tr>
<td>$4.00 - $4.99 per hour</td>
<td>20.0</td>
<td>57.9</td>
<td>48.2</td>
<td>40.8</td>
<td>53.8</td>
<td>48.3</td>
</tr>
<tr>
<td>$5.00 - $5.99 per hour</td>
<td>26.7</td>
<td>21.8</td>
<td>26.7</td>
<td>28.4</td>
<td>25.1</td>
<td>26.5</td>
</tr>
<tr>
<td>$6.00 - $6.99 per hour</td>
<td>10.0</td>
<td>8.3</td>
<td>13.2</td>
<td>15.3</td>
<td>11.2</td>
<td>13.0</td>
</tr>
<tr>
<td>$7.00 per hour or more</td>
<td>36.7</td>
<td>10.5</td>
<td>9.2</td>
<td>14.3</td>
<td>5.9</td>
<td>9.5</td>
</tr>
<tr>
<td>Total Reporting Wages</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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</tr>
<tr>
<td>(30)</td>
<td>(133)</td>
<td>(3401)</td>
<td></td>
<td>(1499)</td>
<td>(2065)</td>
<td>(3564)</td>
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### CLASS OF 1990 ENGLISH STUDENTS

#### PERCENT INDUSTRIES IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

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<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Forestry and Fisheries</td>
<td>2.5</td>
<td>1.9</td>
<td>3.0</td>
<td>5.8</td>
<td>0.6</td>
<td>3.0</td>
</tr>
<tr>
<td>Mining</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Construction</td>
<td>5.0</td>
<td>1.4</td>
<td>2.0</td>
<td>4.0</td>
<td>0.2</td>
<td>2.0</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>12.5</td>
<td>10.5</td>
<td>11.6</td>
<td>14.6</td>
<td>9.0</td>
<td>11.6</td>
</tr>
<tr>
<td>Transportation, Communications, and Other Public Utilities</td>
<td>0.0</td>
<td>6.2</td>
<td>2.6</td>
<td>4.1</td>
<td>1.5</td>
<td>2.7</td>
</tr>
<tr>
<td>Wholesale and Retail Trade</td>
<td>30.0</td>
<td>34.9</td>
<td>37.7</td>
<td>35.4</td>
<td>39.4</td>
<td>37.5</td>
</tr>
<tr>
<td>Finance, Insurance, and Real Estate</td>
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<td>1.0</td>
<td>1.8</td>
<td>0.7</td>
<td>2.7</td>
<td>1.8</td>
</tr>
<tr>
<td>Business and Repair Services</td>
<td>15.0</td>
<td>7.7</td>
<td>5.9</td>
<td>7.8</td>
<td>4.4</td>
<td>6.0</td>
</tr>
<tr>
<td>Personal Services</td>
<td>5.0</td>
<td>8.1</td>
<td>6.0</td>
<td>4.3</td>
<td>7.7</td>
<td>6.1</td>
</tr>
<tr>
<td>Entertainment and Recreation Services</td>
<td>7.5</td>
<td>6.2</td>
<td>6.8</td>
<td>7.7</td>
<td>6.1</td>
<td>6.8</td>
</tr>
<tr>
<td>Professional and Related Services</td>
<td>17.5</td>
<td>17.2</td>
<td>19.0</td>
<td>11.5</td>
<td>25.4</td>
<td>19.0</td>
</tr>
<tr>
<td>Public Administration</td>
<td>2.5</td>
<td>1.4</td>
<td>1.2</td>
<td>1.5</td>
<td>0.9</td>
<td>1.2</td>
</tr>
<tr>
<td>Industry Not Reported</td>
<td>2.5</td>
<td>3.3</td>
<td>2.4</td>
<td>2.7</td>
<td>2.3</td>
<td>2.5</td>
</tr>
<tr>
<td>Total Reporting Activity</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>(40)</td>
<td>(209)</td>
<td>(4999)</td>
<td></td>
<td>(2429)</td>
<td>(2818)</td>
<td>(5247)</td>
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## CLASS OF 1990 ENGLISH STUDENTS
### PERCENT OCCUPATIONS IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative, Engineering, Scientific, Teaching, and Related Occupations, Including Creative Artists</td>
<td>15.6</td>
<td>1.9</td>
<td>4.0</td>
<td>4.8</td>
<td>3.3</td>
<td>4.0</td>
</tr>
<tr>
<td>Technologists and Technicians Including Health</td>
<td>2.2</td>
<td>1.5</td>
<td>1.4</td>
<td>1.3</td>
<td>1.6</td>
<td>1.4</td>
</tr>
<tr>
<td>Marketing and Sales</td>
<td>8.9</td>
<td>29.1</td>
<td>25.4</td>
<td>17.5</td>
<td>32.1</td>
<td>25.4</td>
</tr>
<tr>
<td>Clerical</td>
<td>13.3</td>
<td>10.2</td>
<td>14.5</td>
<td>6.2</td>
<td>21.1</td>
<td>14.3</td>
</tr>
<tr>
<td>Service</td>
<td>31.1</td>
<td>27.2</td>
<td>30.1</td>
<td>24.4</td>
<td>34.8</td>
<td>30.0</td>
</tr>
<tr>
<td>Farming, Forestry, and Fishing</td>
<td>0.0</td>
<td>2.9</td>
<td>2.7</td>
<td>5.5</td>
<td>0.3</td>
<td>2.7</td>
</tr>
<tr>
<td>Construction and Extractive</td>
<td>4.4</td>
<td>0.5</td>
<td>1.7</td>
<td>3.5</td>
<td>0.1</td>
<td>1.6</td>
</tr>
<tr>
<td>Transportation and Material Moving</td>
<td>2.2</td>
<td>2.9</td>
<td>1.8</td>
<td>3.9</td>
<td>0.2</td>
<td>1.9</td>
</tr>
<tr>
<td>Mechanics and Repairers</td>
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<td>2.9</td>
<td>1.5</td>
<td>3.1</td>
<td>0.1</td>
<td>1.5</td>
</tr>
<tr>
<td>Production</td>
<td>4.4</td>
<td>6.8</td>
<td>5.1</td>
<td>7.6</td>
<td>3.1</td>
<td>5.1</td>
</tr>
<tr>
<td>Material Handlers, Equipment Cleaners, Laborers, and Miscellaneous Occupations</td>
<td>17.8</td>
<td>14.1</td>
<td>11.8</td>
<td>22.2</td>
<td>3.3</td>
<td>12.0</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Occupations</td>
<td>(45)</td>
<td>(206)</td>
<td>(4963)</td>
<td>(2396)</td>
<td>(2818)</td>
<td>(5214)</td>
</tr>
</tbody>
</table>
CLASS OF 1990 FOREIGN LANGUAGE STUDENTS

Foreign Language classes were selected by 60.4 percent of the 12,458 students who participated in the follow-up study. The data reported in this section include the 7,527 students who completed one or more courses in the curriculum category of Foreign Language.

Forty-three percent of these Foreign Language students were male, and fifty-seven percent were female. Of these students surveyed, 84.4 percent responded with a completed, or substantially completed, questionnaire. Courses in this curriculum category include, but are not limited to: German, Spanish and French.

Of the 7,527 Foreign Language students, 2,933 had from 1 to 200 hours of courses; 2,875 students had courses totaling 201 to 400 hours; and 1,719 had 401 or more hours of course work. The total percentage of students who had selected any Foreign Language courses increased 5.7 over the Class of 1989 study.

PARTICIPATION IN FOREIGN LANGUAGE
Class of 1990
Grades 10-12
(100 Hours=Approximately 1 Semester)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-100</td>
<td>3.7%</td>
<td>47.4%</td>
</tr>
<tr>
<td>101-200</td>
<td>19.9%</td>
<td>47.8%</td>
</tr>
<tr>
<td>201-400</td>
<td>3.2%</td>
<td>39.4%</td>
</tr>
<tr>
<td>401-600</td>
<td>12.9%</td>
<td>35.1%</td>
</tr>
<tr>
<td>601+</td>
<td>0.9%</td>
<td>29.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200</th>
<th>201-400</th>
<th>401 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return Complete</td>
<td>74.6</td>
<td>78.6</td>
<td>81.2</td>
</tr>
<tr>
<td>Return Incomplete</td>
<td>7.2</td>
<td>7.1</td>
<td>5.5</td>
</tr>
<tr>
<td>No Return Received</td>
<td>18.3</td>
<td>14.3</td>
<td>13.3</td>
</tr>
<tr>
<td>Total Assessed</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Total Assessed

(2933) (2875) (1719)
(3235) (4292) (7527)
### CLASS OF 1990 FOREIGN LANGUAGE STUDENTS
#### PERCENT PRESENT ACTIVITY

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 Hours</th>
<th>201-400 Hours</th>
<th>401 or more Hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5.4</td>
<td>5.6</td>
<td>5.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>13.1</td>
<td>14.7</td>
<td>14.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>152.2</td>
<td>156.8</td>
<td>154.9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### EMPLOYMENT

| Paid Employment (only)          | 154.4       | 156.1         | 153.6             |       |        |       |
| Paid Employment and Vocational School | (3669) | (3790) | (2270)             |       |        |       |
| Paid Employment and Community College | (3984) | (5745) | (9729)            |       |        |       |
| Paid Employment and College or University | (2376) | (2428) | (1478)           |       |        |       |
| Vocational School (only)        | 100.0       | 100.0         | 100.0             |       |        |       |
| Community College (only)        |            |               |                   |       |        |       |
| 4-year College or University (only) |       |               |                   |       |        |       |
| Paid Employment and Vocational School |       |               |                   |       |        |       |
| Paid Employment and Community College |       |               |                   |       |        |       |
| Paid Employment and College or University |       |               |                   |       |        |       |
| Total Reporting Activity       |            |               |                   |       |        |       |
| (2369)                        | (2427) | (1477)       |                   |       |        |       |

#### OTHER

| Other Activity                  | 2.4         | 2.6           | 3.5               | 2.6   | 2.8    | 2.7   |
| Total Responses                 | 154.4       | 156.1         | 153.6             | 152.2 | 156.8  | 154.9 |
| Total Reporting Activity        |            |               |                   |       |        |       |
| (2376)                        | (2428) | (1478)       |                   |       |        |       |

### CLASS OF 1990 FOREIGN LANGUAGE STUDENTS
#### PERCENT COMBINATIONS OF PRESENT ACTIVITIES

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 Hours</th>
<th>201-400 Hours</th>
<th>401 or more Hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid Employment (only)</td>
<td>18.2</td>
<td>10.5</td>
<td>7.2</td>
<td>10.9</td>
<td>13.8</td>
<td>12.6</td>
</tr>
<tr>
<td>Paid Employment and Vocational School</td>
<td>5.9</td>
<td>2.7</td>
<td>2.0</td>
<td>3.6</td>
<td>3.9</td>
<td>3.7</td>
</tr>
<tr>
<td>Paid Employment and Community College</td>
<td>12.2</td>
<td>9.2</td>
<td>9.0</td>
<td>8.8</td>
<td>11.3</td>
<td>10.3</td>
</tr>
<tr>
<td>Paid Employment and College or University</td>
<td>19.2</td>
<td>24.5</td>
<td>25.4</td>
<td>21.0</td>
<td>24.0</td>
<td>22.7</td>
</tr>
<tr>
<td>Vocational School (only)</td>
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<td>0.4</td>
<td>1.0</td>
<td>0.9</td>
<td>0.9</td>
</tr>
<tr>
<td>Community College (only)</td>
<td>3.0</td>
<td>2.2</td>
<td>1.9</td>
<td>3.1</td>
<td>1.9</td>
<td>2.4</td>
</tr>
<tr>
<td>4-year College or University (only)</td>
<td>17.3</td>
<td>26.6</td>
<td>34.9</td>
<td>27.0</td>
<td>23.6</td>
<td>25.0</td>
</tr>
<tr>
<td>Education and Seeking Employment</td>
<td>12.0</td>
<td>15.4</td>
<td>12.1</td>
<td>13.6</td>
<td>13.2</td>
<td>13.4</td>
</tr>
<tr>
<td>Unemployed (only)</td>
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<td>0.9</td>
<td>0.7</td>
<td>0.9</td>
<td>1.5</td>
<td>1.2</td>
</tr>
<tr>
<td>Activities Other Than The Above</td>
<td>8.8</td>
<td>7.1</td>
<td>6.4</td>
<td>10.1</td>
<td>5.8</td>
<td>7.6</td>
</tr>
<tr>
<td>Total Reporting Activity</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>(2369)</td>
<td>(2427)</td>
<td>(1477)</td>
<td></td>
<td></td>
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</tr>
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</table>

51 56
### CLASS OF 1990 FOREIGN LANGUAGE STUDENTS
#### PERCENT TIME STATUS FOR INDIVIDUALS ATTENDING POST-SECONDARY INSTITUTIONS

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>85.0</td>
<td>89.7</td>
<td>89.7</td>
<td>88.6</td>
<td>87.7</td>
<td>88.1</td>
</tr>
<tr>
<td>Part-Time</td>
<td>15.0</td>
<td>10.3</td>
<td>10.3</td>
<td>11.4</td>
<td>12.3</td>
<td>11.9</td>
</tr>
<tr>
<td>Total Reporting</td>
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<td>100.0</td>
<td>100.0</td>
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#### CLASS OF 1990 FOREIGN LANGUAGE STUDENTS
#### PERCENT POST-SECONDARY INSTITUTIONS ATTENDED BY INDIVIDUALS AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Minnesota</td>
<td>13.6</td>
<td>19.3</td>
<td>18.1</td>
<td>19.6</td>
<td>15.2</td>
<td>17.0</td>
</tr>
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<td>State Universities</td>
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<td>17.9</td>
<td>11.6</td>
<td>18.9</td>
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<td>17.2</td>
</tr>
<tr>
<td>Area Vocational-Technical</td>
<td>9.1</td>
<td>4.3</td>
<td>1.5</td>
<td>5.4</td>
<td>5.1</td>
<td>5.2</td>
</tr>
<tr>
<td>Community College</td>
<td>22.1</td>
<td>14.9</td>
<td>12.4</td>
<td>15.3</td>
<td>17.8</td>
<td>16.8</td>
</tr>
<tr>
<td>Private Vocational Schools</td>
<td>5.0</td>
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<td>3.2</td>
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<tr>
<td>Private Jr. Colleges</td>
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<td>19.8</td>
<td>15.6</td>
<td>17.6</td>
<td>16.8</td>
</tr>
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<td>Liberal Arts Colleges</td>
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<tr>
<td>Institutions Outside Minnesota</td>
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<td>0.2</td>
<td>0.1</td>
<td>0.1</td>
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#### CLASS OF 1990 FOREIGN LANGUAGE STUDENTS
#### PERCENT TIME STATUS FOR INDIVIDUALS EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>38.0</td>
<td>28.7</td>
<td>22.7</td>
<td>33.4</td>
<td>30.3</td>
<td>31.4</td>
</tr>
<tr>
<td>Part-Time</td>
<td>62.0</td>
<td>71.3</td>
<td>77.3</td>
<td>66.6</td>
<td>69.7</td>
<td>68.6</td>
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<tr>
<td>Total Reporting</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

#### Employed Status

| Employed Status | (1323) | (1123) | (639) | (1148) | (1937) | (3085) |

52
### CLASS OF 1990 FOREIGN LANGUAGE STUDENTS

#### PERCENT WAGES OF INDIVIDUALS EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below $3.00 per hour</td>
<td>0.4</td>
<td>0.2</td>
<td>0.4</td>
<td>0.1</td>
<td>0.5</td>
<td>0.4</td>
</tr>
<tr>
<td>$3.00 - $3.99 per hour</td>
<td>2.3</td>
<td>2.5</td>
<td>3.3</td>
<td>0.6</td>
<td>3.7</td>
<td>2.6</td>
</tr>
<tr>
<td>$4.00 - $4.99 per hour</td>
<td>54.4</td>
<td>49.9</td>
<td>48.9</td>
<td>46.2</td>
<td>54.5</td>
<td>51.6</td>
</tr>
<tr>
<td>$5.00 - $5.99 per hour</td>
<td>23.9</td>
<td>27.8</td>
<td>25.4</td>
<td>26.6</td>
<td>25.1</td>
<td>25.6</td>
</tr>
<tr>
<td>$6.00 - $6.99 per hour</td>
<td>11.1</td>
<td>12.1</td>
<td>14.6</td>
<td>14.6</td>
<td>10.9</td>
<td>12.2</td>
</tr>
<tr>
<td>$7.00 per hour or more</td>
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<td>7.4</td>
<td>7.4</td>
<td>11.8</td>
<td>5.4</td>
<td>7.6</td>
</tr>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>(939)</td>
<td>(824)</td>
<td>(460)</td>
<td>(773)</td>
<td>(1450)</td>
<td>(2223)</td>
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</table>

### CLASS OF 1990 FOREIGN LANGUAGE STUDENTS

#### PERCENT INDUSTRIES IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Forestry and Fisheries</td>
<td>2.2</td>
<td>0.9</td>
<td>0.5</td>
<td>2.7</td>
<td>0.6</td>
<td>1.3</td>
</tr>
<tr>
<td>Mining</td>
<td>0.0</td>
<td>0.0</td>
<td>0.2</td>
<td>0.1</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Construction</td>
<td>1.3</td>
<td>0.4</td>
<td>0.5</td>
<td>1.8</td>
<td>0.3</td>
<td>0.8</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>10.9</td>
<td>8.6</td>
<td>6.8</td>
<td>11.2</td>
<td>8.0</td>
<td>9.2</td>
</tr>
<tr>
<td>Transportation, Communications, and Other Public Utilities</td>
<td>3.7</td>
<td>1.3</td>
<td>1.3</td>
<td>3.7</td>
<td>1.5</td>
<td>2.3</td>
</tr>
<tr>
<td>Wholesale and Retail Trade</td>
<td>39.6</td>
<td>39.3</td>
<td>39.5</td>
<td>38.9</td>
<td>39.8</td>
<td>39.5</td>
</tr>
<tr>
<td>Finance, Insurance, and Real Estate Services</td>
<td>1.5</td>
<td>2.2</td>
<td>1.7</td>
<td>0.8</td>
<td>2.4</td>
<td>1.8</td>
</tr>
<tr>
<td>Business and Repair Personal Services</td>
<td>5.0</td>
<td>4.4</td>
<td>4.6</td>
<td>5.2</td>
<td>4.3</td>
<td>4.7</td>
</tr>
<tr>
<td>Entertainment and Recreation Services</td>
<td>5.8</td>
<td>6.5</td>
<td>6.3</td>
<td>4.3</td>
<td>7.2</td>
<td>6.2</td>
</tr>
<tr>
<td>Professional and Related Services</td>
<td>7.4</td>
<td>7.5</td>
<td>5.7</td>
<td>9.9</td>
<td>5.4</td>
<td>7.1</td>
</tr>
<tr>
<td>Public Administration</td>
<td>18.2</td>
<td>24.9</td>
<td>29.2</td>
<td>16.3</td>
<td>27.0</td>
<td>23.0</td>
</tr>
<tr>
<td>Industry Not Reported</td>
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<td>3.0</td>
<td>2.0</td>
<td>2.8</td>
<td>2.5</td>
<td>2.6</td>
</tr>
<tr>
<td>Total Reporting Activity</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>(1288)</td>
<td>(1115)</td>
<td>(636)</td>
<td>(1130)</td>
<td>(1909)</td>
<td>(3039)</td>
</tr>
</tbody>
</table>

53 58
<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative, Engineering, Scientific, Teaching, and Related Occupations, Including Creative Artists</td>
<td>4.5</td>
<td>4.9</td>
<td>3.7</td>
<td>5.5</td>
<td>3.9</td>
<td>4.5</td>
</tr>
<tr>
<td>Technologists and Technicians Including Health</td>
<td>1.1</td>
<td>1.5</td>
<td>3.1</td>
<td>2.0</td>
<td>1.5</td>
<td>1.7</td>
</tr>
<tr>
<td>Marketing and Sales</td>
<td>29.0</td>
<td>29.2</td>
<td>31.5</td>
<td>23.3</td>
<td>33.3</td>
<td>29.6</td>
</tr>
<tr>
<td>Clerical</td>
<td>15.3</td>
<td>18.3</td>
<td>19.3</td>
<td>9.0</td>
<td>22.0</td>
<td>17.2</td>
</tr>
<tr>
<td>Service</td>
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<td>31.8</td>
<td>32.9</td>
<td>26.7</td>
<td>34.5</td>
<td>31.6</td>
</tr>
<tr>
<td>Farming, Forestry, and Fishing</td>
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<td>1.4</td>
<td>0.5</td>
<td>3.3</td>
<td>0.2</td>
<td>1.4</td>
</tr>
<tr>
<td>Construction and Extractive</td>
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<td>0.2</td>
<td>2.1</td>
<td>0.1</td>
<td>0.8</td>
</tr>
<tr>
<td>Transportation and Material Moving</td>
<td>1.3</td>
<td>1.3</td>
<td>0.5</td>
<td>2.8</td>
<td>0.1</td>
<td>1.1</td>
</tr>
<tr>
<td>Mechanics and Repairers</td>
<td>0.9</td>
<td>0.5</td>
<td>0.2</td>
<td>1.7</td>
<td>0.0</td>
<td>0.6</td>
</tr>
<tr>
<td>Production</td>
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<td>2.5</td>
<td>2.2</td>
<td>4.7</td>
<td>1.8</td>
<td>2.9</td>
</tr>
<tr>
<td>Material Handlers, Equipment Cleaners, Laborers, and Miscellaneous Occupations</td>
<td>10.0</td>
<td>8.4</td>
<td>6.1</td>
<td>18.9</td>
<td>2.6</td>
<td>8.6</td>
</tr>
<tr>
<td>Total Reporting</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Occupations</td>
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<td>(1098)</td>
<td>(642)</td>
<td>(1108)</td>
<td>(1906)</td>
<td>(3014)</td>
</tr>
</tbody>
</table>
Health Occupations classes were selected by 3.6 percent of the 12,458 students who participated in the follow-up study. The data reported in this section include the 445 students who completed one or more courses in the curriculum category of Health Occupations.

28.3 percent of these Health Occupations students were male, and 71.7 percent were female. Of these students surveyed, 77.3 percent responded with a completed, or substantially completed, questionnaire. Courses in this curriculum category include, but are not limited to: Dental Assisting, Home Health Aide, Medical Assistant, and Nursing Aide.

Of the 445 Health Occupations students, 238 had from 1 to 200 hours of courses; 180 students had courses totaling 201 to 400 hours; and 27 had 401 or more hours of course work. The total percentage of students who had selected any Health Occupations courses increased 1.1 from the Class of 1989 study.

**PARTICIPATION IN HEALTH OCCUPATIONS**

Class of 1990
Grades 10-12
(100 Hours=Approximately 1 Semester)
# CLASS OF 1990 HEALTH OCCUPATIONS STUDENTS
## PERCENT PRESENT ACTIVITY

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUCATIONAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational School</td>
<td>13.3</td>
<td>18.1</td>
<td>8.7</td>
<td>10.0</td>
<td>16.8</td>
<td>15.0</td>
</tr>
<tr>
<td>Community College</td>
<td>9.8</td>
<td>20.1</td>
<td>13.0</td>
<td>7.8</td>
<td>16.8</td>
<td>14.4</td>
</tr>
<tr>
<td>4-year College or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>38.7</td>
<td>21.5</td>
<td>34.8</td>
<td>42.2</td>
<td>27.2</td>
<td>31.2</td>
</tr>
<tr>
<td>Apprenticeship</td>
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<td>0.7</td>
<td>0.0</td>
<td>0.0</td>
<td>0.8</td>
<td>0.6</td>
</tr>
<tr>
<td>Other Education</td>
<td>2.9</td>
<td>2.1</td>
<td>4.3</td>
<td>2.2</td>
<td>2.8</td>
<td>2.6</td>
</tr>
<tr>
<td><strong>EMPLOYMENT</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Paid Employment</td>
<td>54.9</td>
<td>72.9</td>
<td>78.3</td>
<td>50.0</td>
<td>69.2</td>
<td>64.1</td>
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<tr>
<td>Homemaker</td>
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<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Military</td>
<td>6.4</td>
<td>2.8</td>
<td>8.7</td>
<td>13.3</td>
<td>2.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Unemployed</td>
<td>20.8</td>
<td>9.7</td>
<td>0.0</td>
<td>22.2</td>
<td>12.0</td>
<td>14.7</td>
</tr>
<tr>
<td><strong>OTHER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Activity</td>
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<td>0.7</td>
<td>0.0</td>
<td>2.2</td>
<td>1.2</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td>149.7</td>
<td>148.6</td>
<td>147.8</td>
<td>150.0</td>
<td>148.8</td>
<td>149.1</td>
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<td><strong>Total Reporting</strong></td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

# CLASS OF 1990 HEALTH OCCUPATIONS STUDENTS
## PERCENT COMBINATIONS OF PRESENT ACTIVITIES

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid Employment (only)</td>
<td>24.4</td>
<td>31.5</td>
<td>34.8</td>
<td>23.3</td>
<td>29.8</td>
<td>28.1</td>
</tr>
<tr>
<td>Paid Employment and Vocational School</td>
<td>5.8</td>
<td>13.3</td>
<td>8.7</td>
<td>3.3</td>
<td>11.3</td>
<td>9.2</td>
</tr>
<tr>
<td>Paid Employment and Community College</td>
<td>5.8</td>
<td>16.1</td>
<td>13.0</td>
<td>4.4</td>
<td>12.9</td>
<td>10.7</td>
</tr>
<tr>
<td>Paid Employment and College or University</td>
<td>17.4</td>
<td>11.2</td>
<td>21.7</td>
<td>16.7</td>
<td>14.5</td>
<td>15.1</td>
</tr>
<tr>
<td>Vocational School (only)</td>
<td>2.3</td>
<td>3.5</td>
<td>0.0</td>
<td>3.3</td>
<td>2.4</td>
<td>2.7</td>
</tr>
<tr>
<td>Community College (only)</td>
<td>3.5</td>
<td>2.8</td>
<td>0.0</td>
<td>2.2</td>
<td>3.2</td>
<td>3.0</td>
</tr>
<tr>
<td>4-year College or University (only)</td>
<td>10.5</td>
<td>6.3</td>
<td>13.0</td>
<td>11.1</td>
<td>8.1</td>
<td>8.9</td>
</tr>
<tr>
<td>Education and Seeking Employment</td>
<td>15.1</td>
<td>5.6</td>
<td>0.0</td>
<td>17.8</td>
<td>7.3</td>
<td>10.1</td>
</tr>
<tr>
<td>Unemployed (only)</td>
<td>3.5</td>
<td>3.5</td>
<td>0.0</td>
<td>1.1</td>
<td>4.0</td>
<td>3.3</td>
</tr>
<tr>
<td>Activities Other Than The Above</td>
<td>11.6</td>
<td>6.3</td>
<td>8.7</td>
<td>16.7</td>
<td>6.5</td>
<td>9.2</td>
</tr>
<tr>
<td><strong>Total Reporting</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Activity</strong></td>
<td>(172)</td>
<td>(143)</td>
<td>(23)</td>
<td>(90)</td>
<td>(248)</td>
<td>(338)</td>
</tr>
</tbody>
</table>

56
### Class of 1990 Health Occupations Students

#### Percent Time Status for Individuals Attending Post-Secondary Institutions

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>84.1</td>
<td>70.7</td>
<td>91.7</td>
<td>87.0</td>
<td>76.2</td>
<td>79.1</td>
</tr>
<tr>
<td>Part-Time</td>
<td>15.9</td>
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<td>8.3</td>
<td>13.0</td>
<td>23.8</td>
<td>20.9</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>54</td>
</tr>
<tr>
<td>Female</td>
<td>147</td>
</tr>
<tr>
<td>Total</td>
<td>201</td>
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</table>

### Class of 1990 Health Occupations Students

#### Percent Post-Secondary Institutions Attended by Individuals at Present

<table>
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<tr>
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<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Minnesota (all campuses)</td>
<td>10.3</td>
<td>9.6</td>
<td>7.7</td>
<td>10.0</td>
<td>9.8</td>
<td>9.8</td>
</tr>
<tr>
<td>State Universities</td>
<td>25.8</td>
<td>10.8</td>
<td>15.4</td>
<td>32.0</td>
<td>14.0</td>
<td>18.7</td>
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<tr>
<td>Area Vocational-Technical Institutes</td>
<td>17.5</td>
<td>21.7</td>
<td>15.4</td>
<td>16.0</td>
<td>20.3</td>
<td>19.2</td>
</tr>
<tr>
<td>Community College</td>
<td>14.4</td>
<td>32.5</td>
<td>23.1</td>
<td>12.0</td>
<td>26.6</td>
<td>22.8</td>
</tr>
<tr>
<td>Private Vocational Schools (including health related)</td>
<td>4.1</td>
<td>7.2</td>
<td>7.7</td>
<td>2.0</td>
<td>7.0</td>
<td>5.7</td>
</tr>
<tr>
<td>Private Jr. Colleges</td>
<td>14.4</td>
<td>9.6</td>
<td>0.0</td>
<td>6.0</td>
<td>13.3</td>
<td>11.4</td>
</tr>
<tr>
<td>Liberal Arts Colleges</td>
<td>13.4</td>
<td>8.4</td>
<td>30.8</td>
<td>22.0</td>
<td>9.1</td>
<td>12.4</td>
</tr>
<tr>
<td>Institutions Outside Minnesota</td>
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<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Schools Not Reported</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>97</td>
</tr>
<tr>
<td>Female</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
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### Class of 1990 Health Occupations Students

#### Percent Time Status for Individuals Employed at Present

<table>
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<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>43.8</td>
<td>46.6</td>
<td>35.3</td>
<td>52.3</td>
<td>42.4</td>
<td>44.4</td>
</tr>
<tr>
<td>Part-Time</td>
<td>56.3</td>
<td>53.4</td>
<td>64.7</td>
<td>47.7</td>
<td>57.6</td>
<td>55.6</td>
</tr>
<tr>
<td>Total Reporting</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>96</td>
</tr>
<tr>
<td>Female</td>
<td>103</td>
</tr>
<tr>
<td>Total</td>
<td>199</td>
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</tbody>
</table>
### CLASS OF 1990 HEALTH OCCUPATIONS STUDENTS
#### PERCENT WAGES OF INDIVIDUALS EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below $3.00 per hour</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>$3.00 - $3.99 per hour</td>
<td>1.3</td>
<td>4.2</td>
<td>0.0</td>
<td>0.0</td>
<td>3.3</td>
<td>2.6</td>
</tr>
<tr>
<td>$4.00 - $4.99 per hour</td>
<td>56.6</td>
<td>47.2</td>
<td>42.9</td>
<td>54.5</td>
<td>50.8</td>
<td>51.6</td>
</tr>
<tr>
<td>$5.00 - $5.99 per hour</td>
<td>23.7</td>
<td>23.6</td>
<td>28.6</td>
<td>33.3</td>
<td>21.3</td>
<td>23.9</td>
</tr>
<tr>
<td>$6.00 - $6.99 per hour</td>
<td>15.8</td>
<td>13.9</td>
<td>14.3</td>
<td>9.1</td>
<td>16.4</td>
<td>14.8</td>
</tr>
<tr>
<td>$7.00 per hour or more</td>
<td>2.6</td>
<td>11.1</td>
<td>14.3</td>
<td>3.0</td>
<td>8.2</td>
<td>7.1</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Wages</td>
<td>(76)</td>
<td>(72)</td>
<td>(7)</td>
<td>(33)</td>
<td>(122)</td>
<td>(155)</td>
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</table>

### CLASS OF 1990 HEALTH OCCUPATIONS STUDENTS
#### PERCENT INDUSTRIES IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Forestry and Fisheries</td>
<td>6.5</td>
<td>1.0</td>
<td>0.0</td>
<td>14.0</td>
<td>0.6</td>
<td>3.3</td>
</tr>
<tr>
<td>Mining</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Construction</td>
<td>1.1</td>
<td>1.0</td>
<td>0.0</td>
<td>4.7</td>
<td>0.0</td>
<td>0.9</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>22.8</td>
<td>10.7</td>
<td>5.9</td>
<td>23.3</td>
<td>13.6</td>
<td>15.6</td>
</tr>
<tr>
<td>Transportation, Communications, and Other Public Utilities</td>
<td>1.1</td>
<td>1.0</td>
<td>5.9</td>
<td>2.3</td>
<td>1.2</td>
<td>1.4</td>
</tr>
<tr>
<td>Wholesale and Retail Trade</td>
<td>20.7</td>
<td>34.0</td>
<td>58.8</td>
<td>18.6</td>
<td>33.1</td>
<td>30.2</td>
</tr>
<tr>
<td>Finance, Insurance, and Real Estate</td>
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<td>1.9</td>
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<td>0.0</td>
<td>1.8</td>
<td>1.4</td>
</tr>
<tr>
<td>Business and Repair Services</td>
<td>7.6</td>
<td>1.0</td>
<td>5.9</td>
<td>11.6</td>
<td>2.4</td>
<td>4.2</td>
</tr>
<tr>
<td>Personal Services</td>
<td>7.6</td>
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<td>0.0</td>
<td>4.7</td>
<td>4.7</td>
<td>4.7</td>
</tr>
<tr>
<td>Entertainment and Recreation Services</td>
<td>6.5</td>
<td>4.9</td>
<td>5.9</td>
<td>4.7</td>
<td>5.9</td>
<td>5.7</td>
</tr>
<tr>
<td>Professional and Related Services</td>
<td>21.7</td>
<td>36.9</td>
<td>17.6</td>
<td>16.3</td>
<td>32.0</td>
<td>28.8</td>
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<tr>
<td>Public Administration</td>
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<td>0.0</td>
<td>0.6</td>
<td>0.5</td>
</tr>
<tr>
<td>Industry Not Reported</td>
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<td>0.0</td>
<td>4.1</td>
<td>3.3</td>
</tr>
<tr>
<td>Total Reporting</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Activity</td>
<td>(92)</td>
<td>(103)</td>
<td>(17)</td>
<td>(43)</td>
<td>(169)</td>
<td>(212)</td>
</tr>
</tbody>
</table>
### CLASS OF 1990 HEALTH OCCUPATIONS STUDENTS
### PERCENT OCCUPATIONS IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative, Engineering, Scientific, Teaching, and Related Occupations, Including Creative Artists</td>
<td>4.4</td>
<td>3.8</td>
<td>0.0</td>
<td>7.0</td>
<td>3.0</td>
<td>3.8</td>
</tr>
<tr>
<td>Technologists and Technicians Including Health</td>
<td>2.2</td>
<td>5.7</td>
<td>0.0</td>
<td>2.3</td>
<td>4.1</td>
<td>3.8</td>
</tr>
<tr>
<td>Marketing and Sales</td>
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<td>26.7</td>
<td>17.6</td>
<td>2.3</td>
<td>31.4</td>
<td>25.5</td>
</tr>
<tr>
<td>Clerical</td>
<td>7.8</td>
<td>7.6</td>
<td>11.8</td>
<td>0.0</td>
<td>10.1</td>
<td>8.0</td>
</tr>
<tr>
<td>Service</td>
<td>37.8</td>
<td>43.8</td>
<td>41.2</td>
<td>30.2</td>
<td>43.8</td>
<td>41.0</td>
</tr>
<tr>
<td>Farming, Forestry, and Fishing</td>
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<td>1.0</td>
<td>0.0</td>
<td>9.3</td>
<td>0.0</td>
<td>1.9</td>
</tr>
<tr>
<td>Construction and Extractive</td>
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<td>0.0</td>
<td>2.3</td>
<td>0.0</td>
<td>0.5</td>
</tr>
<tr>
<td>Transportation and Material Moving</td>
<td>1.1</td>
<td>1.0</td>
<td>11.8</td>
<td>7.0</td>
<td>0.6</td>
<td>1.9</td>
</tr>
<tr>
<td>Mechanics and Repairers</td>
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<td>1.0</td>
<td>0.0</td>
<td>4.7</td>
<td>0.0</td>
<td>0.9</td>
</tr>
<tr>
<td>Production</td>
<td>4.4</td>
<td>1.0</td>
<td>5.9</td>
<td>9.3</td>
<td>1.2</td>
<td>2.8</td>
</tr>
<tr>
<td>Material Handlers, Equipment Cleaners, Laborers, and Miscellaneous Occupations</td>
<td>11.1</td>
<td>8.6</td>
<td>11.8</td>
<td>25.6</td>
<td>5.9</td>
<td>9.9</td>
</tr>
<tr>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Occupations</td>
<td>(90)</td>
<td>(105)</td>
<td>(17)</td>
<td>(43)</td>
<td>(169)</td>
<td>(212)</td>
</tr>
</tbody>
</table>
CLASS OF 1990 HEALTH-PHYSICAL EDUCATION STUDENTS

Health-Physical Education classes were selected by 97.8 percent of the 12,458 students who participated in the follow-up study. The data reported in this section include the 12,182 students who completed one or more courses in the curriculum category of Health-Physical Education.

50.4 percent of these students were male, and 49.6 percent were female. Of these students surveyed, 80.8 percent responded with a completed, or substantially completed, questionnaire. Courses in this curriculum category include, but are not limited to: Health, First Aid, and Recreation.

Of the 12,182 Health-Physical Education students, 7,371 had from 1 to 200 hours of courses; 3,565 students had courses totaling 201 to 400 hours; and 1,246 had 401 or more hours of course work. The total percentage of students who had selected any Health-Physical Education courses increased 4.2 from the Class of 1989 study.

PARTICIPATION IN HEALTH-PHYSICAL EDUCATION
Class of 1990
Grades 10-12
(100 Hours=Approximately 1 Semester)
### CLASS OF 1990 HEALTH-PHYSICAL EDUCATION STUDENTS
#### PERCENT PRESENT ACTIVITY

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUCATIONAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational School</td>
<td>10.3</td>
<td>9.4</td>
<td>7.7</td>
<td>11.3</td>
<td>8.6</td>
<td>9.8</td>
</tr>
<tr>
<td>Community College</td>
<td>12.2</td>
<td>16.4</td>
<td>17.0</td>
<td>12.6</td>
<td>15.2</td>
<td>14.0</td>
</tr>
<tr>
<td>4-year College or University</td>
<td>50.2</td>
<td>42.4</td>
<td>39.7</td>
<td>43.0</td>
<td>50.4</td>
<td>46.8</td>
</tr>
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<td>0.2</td>
<td>0.4</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
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<tr>
<td>Other Education</td>
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<td>1.0</td>
<td>1.2</td>
<td>1.2</td>
<td>1.3</td>
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<tr>
<td><strong>EMPLOYMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paid Employment (only)</td>
<td>55.2</td>
<td>57.4</td>
<td>55.7</td>
<td>53.6</td>
<td>58.0</td>
<td>55.9</td>
</tr>
<tr>
<td>Homemaker</td>
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<td>0.7</td>
<td>0.1</td>
<td>2.0</td>
<td>1.1</td>
</tr>
<tr>
<td>Military</td>
<td>3.4</td>
<td>5.1</td>
<td>8.6</td>
<td>7.9</td>
<td>1.3</td>
<td>4.5</td>
</tr>
<tr>
<td>Unemployed</td>
<td>1.8</td>
<td>14.5</td>
<td>14.7</td>
<td>12.9</td>
<td>13.9</td>
<td>13.4</td>
</tr>
<tr>
<td><strong>OTHER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Activity</td>
<td>3.0</td>
<td>2.0</td>
<td>1.5</td>
<td>2.3</td>
<td>2.8</td>
<td>2.6</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td>150.0</td>
<td>149.4</td>
<td>147.2</td>
<td>145.2</td>
<td>153.5</td>
<td>149.5</td>
</tr>
<tr>
<td>(8747)</td>
<td>(4270)</td>
<td>(1521)</td>
<td>(6850)</td>
<td>(7688)</td>
<td>(14538)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Reporting</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Activity</td>
<td>(5833)</td>
<td>(2858)</td>
<td>(1033)</td>
<td>(4717)</td>
<td>(5007)</td>
<td>(9724)</td>
</tr>
</tbody>
</table>

### CLASS OF 1990 HEALTH-PHYSICAL EDUCATION STUDENTS
#### PERCENT COMBINATIONS OF PRESENT ACTIVITIES

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid Employment (only)</td>
<td>19.4</td>
<td>22.3</td>
<td>23.0</td>
<td>22.1</td>
<td>19.3</td>
<td>20.6</td>
</tr>
<tr>
<td>Paid Employment and Vocational School</td>
<td>6.4</td>
<td>6.3</td>
<td>6.1</td>
<td>7.0</td>
<td>5.7</td>
<td>6.3</td>
</tr>
<tr>
<td>Paid Employment and Community College</td>
<td>8.6</td>
<td>11.8</td>
<td>12.4</td>
<td>8.4</td>
<td>11.5</td>
<td>10.0</td>
</tr>
<tr>
<td>Paid Employment and College or University</td>
<td>19.5</td>
<td>15.9</td>
<td>12.6</td>
<td>14.8</td>
<td>20.4</td>
<td>17.7</td>
</tr>
<tr>
<td>Vocational School (only)</td>
<td>2.4</td>
<td>1.7</td>
<td>0.9</td>
<td>2.7</td>
<td>1.4</td>
<td>2.0</td>
</tr>
<tr>
<td>Community College (only)</td>
<td>2.5</td>
<td>2.9</td>
<td>3.0</td>
<td>3.1</td>
<td>2.2</td>
<td>2.6</td>
</tr>
<tr>
<td>4-year College or University (only)</td>
<td>21.0</td>
<td>16.6</td>
<td>16.6</td>
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<td>19.2</td>
</tr>
<tr>
<td>Education and Seeking Employment</td>
<td>10.1</td>
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<td>12.2</td>
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<td>11.3</td>
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<td>Unemployed (only)</td>
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<tr>
<td>Activities Other Than The Above</td>
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<td>8.9</td>
<td>11.8</td>
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<td>6.8</td>
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</tr>
<tr>
<td><strong>Total Reporting</strong></td>
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<td>100.0</td>
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<td>(2853)</td>
<td>(1032)</td>
<td>(4712)</td>
<td>(4995)</td>
<td>(9707)</td>
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### CLASS OF 1990 HEALTH-PHYSICAL EDUCATION STUDENTS
#### PERCENT TIME STATUS FOR INDIVIDUALS ATTENDING POST-SECONDARY INSTITUTIONS

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>87.3</td>
<td>87.0</td>
<td>83.4</td>
<td>88.0</td>
<td>86.0</td>
<td>86.9</td>
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<tr>
<td>Part-Time</td>
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<td>16.6</td>
<td>12.0</td>
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<td>13.1</td>
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<tr>
<td>Total Reporting</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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<table>
<thead>
<tr>
<th>Status</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Reporting</td>
<td>(4050)</td>
<td>(1836)</td>
<td>(6489)</td>
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### CLASS OF 1990 HEALTH-PHYSICAL EDUCATION STUDENTS
#### PERCENT POST-SECONDARY INSTITUTIONS ATTENDED BY INDIVIDUALS AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Minnesota (all campuses)</td>
<td>15.2</td>
<td>14.2</td>
<td>12.3</td>
<td>15.9</td>
<td>13.6</td>
<td>14.6</td>
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<td>State Universities</td>
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<td>17.2</td>
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<td>16.2</td>
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<tr>
<td>Area Vocational-Technical Institutes</td>
<td>12.1</td>
<td>11.6</td>
<td>10.1</td>
<td>15.1</td>
<td>9.0</td>
<td>11.8</td>
</tr>
<tr>
<td>Community College</td>
<td>15.2</td>
<td>22.6</td>
<td>26.2</td>
<td>17.1</td>
<td>19.6</td>
<td>18.4</td>
</tr>
<tr>
<td>Private Vocational Schools (including health related)</td>
<td>4.4</td>
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<td>3.4</td>
<td>5.1</td>
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<td>Private Jr. Colleges</td>
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<td>12.2</td>
<td>15.7</td>
<td>14.1</td>
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<td>Liberal Arts Colleges</td>
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<td>18.3</td>
<td>14.0</td>
<td>18.9</td>
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<td>20.4</td>
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<td>Institutions Outside Minnesota</td>
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<td>0.1</td>
<td>0.0</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
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<tr>
<td>Schools Not Reported</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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<tr>
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<td>(3751)</td>
<td>(1754)</td>
<td>(584)</td>
<td>(2752)</td>
<td>(3335)</td>
<td>(6087)</td>
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### CLASS OF 1990 HEALTH-PHYSICAL EDUCATION STUDENTS
#### PERCENT TIME STATUS FOR INDIVIDUALS EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>40.6</td>
<td>44.2</td>
<td>43.7</td>
<td>48.3</td>
<td>36.5</td>
<td>42.0</td>
</tr>
<tr>
<td>Part-Time</td>
<td>59.4</td>
<td>55.8</td>
<td>56.3</td>
<td>51.7</td>
<td>63.5</td>
<td>58.0</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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<tr>
<td>Employed Status</td>
<td>(3146)</td>
<td>(1608)</td>
<td>(551)</td>
<td>(2462)</td>
<td>(2843)</td>
<td>(5305)</td>
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### CLASS OF 1990 HEALTH-PHYSICAL EDUCATION STUDENTS
#### PERCENT WAGES OF INDIVIDUALS EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below $3.00 per hour</td>
<td>0.5</td>
<td>0.4</td>
<td>1.3</td>
<td>0.6</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>$3.00 - $3.99 per hour</td>
<td>2.3</td>
<td>2.5</td>
<td>0.7</td>
<td>0.6</td>
<td>3.4</td>
<td>2.2</td>
</tr>
<tr>
<td>$4.00 - $4.99 per hour</td>
<td>50.9</td>
<td>45.2</td>
<td>38.6</td>
<td>40.6</td>
<td>53.7</td>
<td>48.3</td>
</tr>
<tr>
<td>$5.00 - $5.99 per hour</td>
<td>25.7</td>
<td>27.6</td>
<td>28.9</td>
<td>28.5</td>
<td>25.1</td>
<td>26.5</td>
</tr>
<tr>
<td>$6.00 - $6.99 per hour</td>
<td>12.1</td>
<td>13.6</td>
<td>17.4</td>
<td>15.3</td>
<td>11.3</td>
<td>13.0</td>
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<tr>
<td>$7.00 per hour or more</td>
<td>8.4</td>
<td>10.7</td>
<td>13.1</td>
<td>14.4</td>
<td>5.9</td>
<td>9.5</td>
</tr>
<tr>
<td>Total Reporting Wages</td>
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<td>100.0</td>
<td>100.0</td>
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<td>100.0</td>
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<tr>
<td></td>
<td>(2241)</td>
<td>(1005)</td>
<td>(298)</td>
<td>(1486)</td>
<td>(2058)</td>
<td>(3544)</td>
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### CLASS OF 1990 HEALTH-PHYSICAL EDUCATION STUDENTS
#### PERCENT INDUSTRIES IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Forestry and Fisheries</td>
<td>3.3</td>
<td>2.4</td>
<td>3.1</td>
<td>5.8</td>
<td>0.6</td>
<td>3.0</td>
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<tr>
<td>Mining</td>
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<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Construction</td>
<td>1.6</td>
<td>1.9</td>
<td>4.0</td>
<td>3.9</td>
<td>0.2</td>
<td>1.9</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>11.7</td>
<td>10.4</td>
<td>14.5</td>
<td>14.5</td>
<td>9.1</td>
<td>11.6</td>
</tr>
<tr>
<td>Transportation, Communications, and Other Public Utilities</td>
<td>3.0</td>
<td>2.0</td>
<td>3.3</td>
<td>4.1</td>
<td>1.5</td>
<td>2.7</td>
</tr>
<tr>
<td>Wholesale and Retail Trade</td>
<td>36.4</td>
<td>40.1</td>
<td>37.0</td>
<td>35.5</td>
<td>39.4</td>
<td>37.6</td>
</tr>
<tr>
<td>Finance, Insurance, and Real Estate</td>
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<td>1.5</td>
<td>0.7</td>
<td>2.6</td>
<td>1.7</td>
</tr>
<tr>
<td>Business and Repair Services</td>
<td>6.0</td>
<td>5.6</td>
<td>7.3</td>
<td>7.9</td>
<td>4.4</td>
<td>6.0</td>
</tr>
<tr>
<td>Personal Services</td>
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<td>5.4</td>
<td>5.1</td>
<td>4.3</td>
<td>7.6</td>
<td>6.1</td>
</tr>
<tr>
<td>Entertainment and Recreation Services</td>
<td>5.0</td>
<td>9.5</td>
<td>9.5</td>
<td>7.7</td>
<td>6.1</td>
<td>6.8</td>
</tr>
<tr>
<td>Professional and Related Services</td>
<td>20.8</td>
<td>17.3</td>
<td>12.5</td>
<td>11.4</td>
<td>25.3</td>
<td>18.9</td>
</tr>
<tr>
<td>Public Administration</td>
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<td>0.7</td>
<td>1.4</td>
<td>0.9</td>
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<td>Industry Not Reported</td>
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<td>2.3</td>
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<td>Total Reporting</td>
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<td>100.0</td>
<td>100.0</td>
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<td>(1587)</td>
<td>(546)</td>
<td>(2414)</td>
<td>(2807)</td>
<td>(5221)</td>
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### CLASS OF 1990 HEALTH-PHYSICAL EDUCATION STUDENTS
#### PERCENT OCCUPATIONS IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative, Engineering, Scientific, Teaching, and Related Occupations, Including Creative Artists</td>
<td>4.2</td>
<td>3.7</td>
<td>3.3</td>
<td>4.7</td>
<td>3.2</td>
<td>4.0</td>
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<tr>
<td>Technologists and Technicians Including Health</td>
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<td>1.5</td>
<td>0.5</td>
<td>1.3</td>
<td>1.6</td>
<td>1.5</td>
</tr>
<tr>
<td>Marketing and Sales</td>
<td>24.2</td>
<td>28.6</td>
<td>22.7</td>
<td>17.5</td>
<td>32.1</td>
<td>25.4</td>
</tr>
<tr>
<td>Clerical</td>
<td>16.1</td>
<td>13.1</td>
<td>7.5</td>
<td>6.2</td>
<td>21.1</td>
<td>14.3</td>
</tr>
<tr>
<td>Service</td>
<td>30.1</td>
<td>28.7</td>
<td>28.0</td>
<td>24.4</td>
<td>34.8</td>
<td>30.0</td>
</tr>
<tr>
<td>Farming, Forestry, and Fishing</td>
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<td>2.3</td>
<td>4.4</td>
<td>5.5</td>
<td>0.3</td>
<td>2.7</td>
</tr>
<tr>
<td>Construction and Extractive</td>
<td>1.2</td>
<td>1.8</td>
<td>3.1</td>
<td>3.4</td>
<td>0.1</td>
<td>1.6</td>
</tr>
<tr>
<td>Transportation and Material Moving</td>
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<td>1.5</td>
<td>4.2</td>
<td>3.8</td>
<td>0.2</td>
<td>1.9</td>
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<tr>
<td>Mechanics and Repairers</td>
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<td>1.2</td>
<td>0.9</td>
<td>3.1</td>
<td>0.1</td>
<td>1.5</td>
</tr>
<tr>
<td>Production</td>
<td>5.2</td>
<td>5.3</td>
<td>4.8</td>
<td>7.6</td>
<td>3.1</td>
<td>5.2</td>
</tr>
<tr>
<td>Material Handlers, Equipment Cleaners, Laborers, and Miscellaneous</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupations</td>
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</tr>
<tr>
<td>Total Reporting</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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<td>Occupations</td>
<td>(3063)</td>
<td>(1576)</td>
<td>(547)</td>
<td></td>
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</table>

Occupations (3063) (1576) (547)
CLASS OF 1990 HOME ECONOMICS STUDENTS

Home Economics classes were selected by 42.6 percent of the 12,458 students who participated in the follow-up study. The data reported in this section include the 5,312 students who completed one or more courses in the curriculum category of Home Economics.

Thirty-five percent of these Home Economics students were male, and sixty-five percent were female. Of these students surveyed, 79.2 percent responded with a completed, or substantially completed, questionnaire. Courses in this curriculum category include, but are not limited to: Child Development, Clothing and Textiles, Consumer Education, Home Management, Family Life and Foods.

Of the 5,312 Home Economics students, 3,647 had from 1 to 200 hours of courses; 1,155 students had courses totaling 201 to 400 hours; and 510 had 401 or more hours of course work. The total percentage of students who had selected any Home Economics courses increased 2.6 from the Class of 1989 study.

PARTICIPATION IN HOME ECONOMICS
Class of 1990
Grades 10-12
(100 Hours=Approximately 1 Semester)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-200</td>
<td>72.4</td>
<td>69.1</td>
</tr>
<tr>
<td>201-400</td>
<td>7.8</td>
<td>7.7</td>
</tr>
<tr>
<td>401 or more</td>
<td>19.8</td>
<td>22.5</td>
</tr>
<tr>
<td>Total</td>
<td>71.5</td>
<td>48.1</td>
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CLASS OF 1990 HOME ECONOMICS STUDENTS
PERCENT QUESTIONNAIRE RESPONSE

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200</th>
<th>201-400</th>
<th>401 or more</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return Complete</td>
<td>72.4</td>
<td>69.1</td>
<td>70.2</td>
<td>71.5</td>
</tr>
<tr>
<td>Return Incomplete</td>
<td>7.8</td>
<td>7.7</td>
<td>7.3</td>
<td>7.7</td>
</tr>
<tr>
<td>No Return Received</td>
<td>19.8</td>
<td>22.5</td>
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<tr>
<td>Total Assessed</td>
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(3647) (1155) (510) (1857) (3455) (5312)
### CLASS OF 1990 HOME ECONOMICS STUDENTS
#### PERCENT PRESENT ACTIVITY

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCATIONAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational School</td>
<td>11.3</td>
<td>14.6</td>
<td>15.5</td>
<td>14.3</td>
<td>11.4</td>
<td>12.4</td>
</tr>
<tr>
<td>Community College</td>
<td>15.2</td>
<td>15.6</td>
<td>13.7</td>
<td>11.5</td>
<td>17.0</td>
<td>15.2</td>
</tr>
<tr>
<td>4-year College or University</td>
<td></td>
<td></td>
<td></td>
<td>29.8</td>
<td>35.5</td>
<td>33.6</td>
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<tr>
<td>Apprenticeship</td>
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<tr>
<td>Other Education</td>
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<td>1.4</td>
<td>1.7</td>
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<td>EMPLOYMENT</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Paid Employment</td>
<td>58.7</td>
<td>68.4</td>
<td>72.6</td>
<td>57.8</td>
<td>64.2</td>
<td>62.1</td>
</tr>
<tr>
<td>Homemaker</td>
<td>1.3</td>
<td>2.7</td>
<td>4.9</td>
<td>0.2</td>
<td>2.8</td>
<td>2.0</td>
</tr>
<tr>
<td>Military</td>
<td>4.6</td>
<td>2.3</td>
<td>2.1</td>
<td>8.7</td>
<td>1.5</td>
<td>3.8</td>
</tr>
<tr>
<td>Unemployed</td>
<td>15.4</td>
<td>13.0</td>
<td>10.9</td>
<td>15.5</td>
<td>14.0</td>
<td>14.5</td>
</tr>
<tr>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Activity</td>
<td>2.4</td>
<td>2.2</td>
<td>1.3</td>
<td>2.0</td>
<td>2.3</td>
<td>2.2</td>
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<td>Total Responses</td>
<td>150.2</td>
<td>144.8</td>
<td>135.7</td>
<td>141.6</td>
<td>150.7</td>
<td>147.7</td>
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</table>

(4345) (1273) (525) (1941) (4202) (6143)

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<th>100.0</th>
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<th>100.0</th>
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(2893) (879) (387) (1371) (2788) (4159)

### CLASS OF 1990 HOME ECONOMICS STUDENTS
#### PERCENT COMBINATIONS OF PRESENT ACTIVITIES

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid Employment (only)</td>
<td>24.5</td>
<td>34.0</td>
<td>45.5</td>
<td>30.5</td>
<td>27.4</td>
<td>28.4</td>
</tr>
<tr>
<td>Paid Employment and Vocational School</td>
<td>7.0</td>
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<td>10.1</td>
<td>8.3</td>
<td>7.7</td>
<td>7.9</td>
</tr>
<tr>
<td>Paid Employment and Community College</td>
<td>10.3</td>
<td>12.2</td>
<td>10.1</td>
<td>6.7</td>
<td>12.7</td>
<td>10.7</td>
</tr>
<tr>
<td>Paid Employment and College or University</td>
<td>15.8</td>
<td>10.5</td>
<td>4.9</td>
<td>10.7</td>
<td>15.2</td>
<td>13.7</td>
</tr>
<tr>
<td>Vocational School (only)</td>
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<td>2.9</td>
<td>2.6</td>
<td>3.6</td>
<td>1.9</td>
<td>2.4</td>
</tr>
<tr>
<td>Community College (only)</td>
<td>3.0</td>
<td>2.1</td>
<td>2.3</td>
<td>3.3</td>
<td>2.5</td>
<td>2.7</td>
</tr>
<tr>
<td>4-year College or University (only)</td>
<td>13.6</td>
<td>7.6</td>
<td>5.5</td>
<td>10.8</td>
<td>12.0</td>
<td>11.6</td>
</tr>
<tr>
<td>Education and Seeking Employment</td>
<td>12.1</td>
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<td>5.7</td>
<td>10.9</td>
<td>10.6</td>
<td>10.7</td>
</tr>
<tr>
<td>Unemployed (only)</td>
<td>2.2</td>
<td>4.0</td>
<td>3.9</td>
<td>3.2</td>
<td>2.5</td>
<td>2.7</td>
</tr>
<tr>
<td>Activities Other Than The Above</td>
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<td>7.7</td>
<td>9.1</td>
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<tr>
<td>Total Reporting</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
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<td>Activity</td>
<td>(2886)</td>
<td>(876)</td>
<td>(385)</td>
<td>(1369)</td>
<td>(2778)</td>
<td>(4147)</td>
</tr>
</tbody>
</table>
### CLASS OF 1990 HOME ECONOMICS STUDENTS
#### PERCENT TIME STATUS FOR INDIVIDUALS ATTENDING POST-SECONDARY INSTITUTIONS

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>85.3</td>
<td>83.2</td>
<td>75.3</td>
<td>87.3</td>
<td>83.0</td>
<td>84.3</td>
</tr>
<tr>
<td>Part-Time</td>
<td>14.7</td>
<td>16.8</td>
<td>24.7</td>
<td>12.7</td>
<td>17.0</td>
<td>15.7</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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</table>

**Status**
- (1821)
- (458)
- (150)
- (723)
- (1706)
- (2429)

### CLASS OF 1990 HOME ECONOMICS STUDENTS
#### PERCENT POST-SECONDARY INSTITUTIONS ATTENDED BY INDIVIDUALS AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Minnesota (all campuses)</td>
<td>11.4</td>
<td>8.4</td>
<td>2.8</td>
<td>11.7</td>
<td>9.6</td>
<td>10.2</td>
</tr>
<tr>
<td>State Universities</td>
<td>17.2</td>
<td>16.3</td>
<td>6.3</td>
<td>17.0</td>
<td>16.2</td>
<td>16.4</td>
</tr>
<tr>
<td>Area Vocational-Technical Institutes</td>
<td>14.7</td>
<td>23.5</td>
<td>30.6</td>
<td>24.1</td>
<td>14.7</td>
<td>17.4</td>
</tr>
<tr>
<td>Community College</td>
<td>22.3</td>
<td>25.1</td>
<td>28.5</td>
<td>18.9</td>
<td>24.9</td>
<td>23.2</td>
</tr>
<tr>
<td>Private Vocational Schools (including health related)</td>
<td>5.2</td>
<td>10.9</td>
<td>16.7</td>
<td>5.2</td>
<td>7.8</td>
<td>7.0</td>
</tr>
<tr>
<td>Private Jr. Colleges Liberal Arts Colleges</td>
<td>12.7</td>
<td>7.0</td>
<td>5.6</td>
<td>10.7</td>
<td>11.3</td>
<td>11.2</td>
</tr>
<tr>
<td>Institutions Outside Minnesota</td>
<td>16.3</td>
<td>8.8</td>
<td>9.7</td>
<td>12.3</td>
<td>15.3</td>
<td>14.5</td>
</tr>
<tr>
<td>Schools Not Reported</td>
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<td>0.0</td>
<td>0.0</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>Total Reporting</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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</table>

**Status**
- (1671)
- (430)
- (144)
- (652)
- (1597)
- (2249)

### CLASS OF 1990 HOME ECONOMICS STUDENTS
#### PERCENT TIME STATUS FOR INDIVIDUALS EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>45.7</td>
<td>50.8</td>
<td>59.3</td>
<td>58.3</td>
<td>44.0</td>
<td>48.3</td>
</tr>
<tr>
<td>Part-Time</td>
<td>54.3</td>
<td>49.2</td>
<td>40.7</td>
<td>41.7</td>
<td>56.0</td>
<td>51.7</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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</tbody>
</table>

**Employed Status**
- (1649)
- (591)
- (270)
- (765)
- (1745)
- (2510)
### CLASS OF 1990 HOME ECONOMICS STUDENTS
#### PERCENT WAGES OF INDIVIDUALS EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below $3.00 per hour</td>
<td>1.3</td>
<td>0.3</td>
<td>0.0</td>
<td>1.6</td>
<td>0.7</td>
<td>0.9</td>
</tr>
<tr>
<td>$3.00 - $3.99 per hour</td>
<td>2.3</td>
<td>3.4</td>
<td>1.8</td>
<td>0.5</td>
<td>3.3</td>
<td>2.5</td>
</tr>
<tr>
<td>$4.00 - $4.99 per hour</td>
<td>46.7</td>
<td>49.0</td>
<td>50.3</td>
<td>36.8</td>
<td>51.6</td>
<td>47.6</td>
</tr>
<tr>
<td>$5.00 - $5.99 per hour</td>
<td>28.4</td>
<td>27.7</td>
<td>27.5</td>
<td>30.0</td>
<td>27.5</td>
<td>28.2</td>
</tr>
<tr>
<td>$6.00 - $6.99 per hour</td>
<td>11.7</td>
<td>12.2</td>
<td>12.0</td>
<td>15.5</td>
<td>10.5</td>
<td>11.8</td>
</tr>
<tr>
<td>$7.00 per hour or more</td>
<td>9.6</td>
<td>7.5</td>
<td>8.4</td>
<td>15.7</td>
<td>6.5</td>
<td>9.0</td>
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<tr>
<td>Total Reporting Wages</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
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<td>Wages</td>
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<td>(386)</td>
<td>(167)</td>
<td>(440)</td>
<td>(1194)</td>
<td>(1634)</td>
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### CLASS OF 1990 HOME ECONOMICS STUDENTS
#### PERCENT INDUSTRIES IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

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<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Forestry and Fisheries</td>
<td>3.1</td>
<td>1.0</td>
<td>1.9</td>
<td>7.0</td>
<td>0.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Mining</td>
<td>0.0</td>
<td>0.2</td>
<td>0.0</td>
<td>0.1</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Construction</td>
<td>1.7</td>
<td>1.4</td>
<td>0.4</td>
<td>4.5</td>
<td>0.2</td>
<td>1.5</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>12.7</td>
<td>8.9</td>
<td>7.9</td>
<td>16.0</td>
<td>9.1</td>
<td>11.2</td>
</tr>
<tr>
<td>Transportation, Communications, and Other Public Utilities</td>
<td>2.5</td>
<td>1.9</td>
<td>1.9</td>
<td>3.7</td>
<td>1.7</td>
<td>2.3</td>
</tr>
<tr>
<td>Wholesale and Retail Trade</td>
<td>38.2</td>
<td>42.3</td>
<td>42.3</td>
<td>33.6</td>
<td>42.3</td>
<td>39.6</td>
</tr>
<tr>
<td>Finance, Insurance, and Real Estate</td>
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<td>2.6</td>
<td>0.1</td>
<td>2.7</td>
<td>1.9</td>
</tr>
<tr>
<td>Business and Repair Services</td>
<td>6.1</td>
<td>5.5</td>
<td>3.7</td>
<td>9.3</td>
<td>4.1</td>
<td>5.7</td>
</tr>
<tr>
<td>Personal Services</td>
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<td>7.5</td>
<td>12.4</td>
<td>4.2</td>
<td>8.0</td>
<td>6.9</td>
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<tr>
<td>Entertainment and Recreation Services</td>
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<td>6.7</td>
<td>6.0</td>
<td>8.2</td>
<td>5.6</td>
<td>6.4</td>
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<tr>
<td>Professional and Related Services</td>
<td>18.6</td>
<td>19.6</td>
<td>17.6</td>
<td>9.7</td>
<td>22.7</td>
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<td>0.8</td>
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<tr>
<td>Industry Not Reported</td>
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<td>2.3</td>
<td>2.4</td>
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<td>100.0</td>
<td>100.0</td>
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<td>100.0</td>
</tr>
<tr>
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<td>(386)</td>
<td>(267)</td>
<td>(754)</td>
<td>(1718)</td>
<td>(2472)</td>
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</table>
### CLASS OF 1990 HOME ECONOMICS STUDENTS
#### PERCENT OCCUPATIONS IN WHICH INDIVIDUALS ARE EMPLOYED
#### AT PRESENT

<table>
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<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative, Engineering, Scientific, Teaching, and Related Occupations, Including Creative Artists</td>
<td>3.8</td>
<td>2.4</td>
<td>1.1</td>
<td>5.1</td>
<td>2.4</td>
<td>3.2</td>
</tr>
<tr>
<td>Technologists and Technicians Including Health</td>
<td>1.1</td>
<td>1.9</td>
<td>1.1</td>
<td>0.9</td>
<td>1.4</td>
<td>1.3</td>
</tr>
<tr>
<td>Marketing and Sales</td>
<td>26.7</td>
<td>29.5</td>
<td>27.6</td>
<td>12.9</td>
<td>33.7</td>
<td>27.5</td>
</tr>
<tr>
<td>Clerical</td>
<td>14.6</td>
<td>16.5</td>
<td>14.2</td>
<td>4.7</td>
<td>19.4</td>
<td>15.0</td>
</tr>
<tr>
<td>Service</td>
<td>28.7</td>
<td>35.3</td>
<td>40.3</td>
<td>23.8</td>
<td>34.9</td>
<td>31.6</td>
</tr>
<tr>
<td>Farming, Forestry, and Fishing</td>
<td>2.7</td>
<td>0.7</td>
<td>1.1</td>
<td>6.2</td>
<td>0.3</td>
<td>2.1</td>
</tr>
<tr>
<td>Construction and Extractive</td>
<td>1.9</td>
<td>0.7</td>
<td>0.4</td>
<td>4.4</td>
<td>0.1</td>
<td>1.4</td>
</tr>
<tr>
<td>Transportation and Material Moving</td>
<td>2.0</td>
<td>1.4</td>
<td>0.7</td>
<td>5.0</td>
<td>0.3</td>
<td>1.7</td>
</tr>
<tr>
<td>Mechanics and Repairers</td>
<td>1.2</td>
<td>0.5</td>
<td>0.7</td>
<td>3.0</td>
<td>0.1</td>
<td>1.0</td>
</tr>
<tr>
<td>Production</td>
<td>5.8</td>
<td>5.4</td>
<td>4.9</td>
<td>9.4</td>
<td>3.9</td>
<td>5.6</td>
</tr>
<tr>
<td>Material Handlers, Equipment Cleaners, Laborers, and Miscellaneous Occupations</td>
<td>11.6</td>
<td>5.8</td>
<td>7.8</td>
<td>24.5</td>
<td>3.5</td>
<td>9.8</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Occupations</td>
<td>(1614)</td>
<td>(589)</td>
<td>(268)</td>
<td>(743)</td>
<td>(1728)</td>
<td>(2471)</td>
</tr>
</tbody>
</table>
CLASS OF 1990 INDUSTRIAL TECHNOLOGY STUDENTS

Industrial Arts classes were selected by 34.1 percent of the 12,458 students who participated in the follow-up study. The data reported in this section include the 4,246 students who completed one or more courses in the curriculum category of Industrial Technology.

76.8 percent of these Industrial Technology students were male, and 23.2 percent were female. Of these students surveyed, 77.7 percent responded with a completed, or substantially completed, questionnaire. Courses in this curriculum category include, but are not limited to: Construction, Electricity, Graphic Arts, and Industrial Design.

Of the 4,246 Industrial Technology students, 2,450 had from 1 to 200 hours of courses; 989 students had courses totaling 201 to 400 hours; and 807 had 401 or more hours of course work. The total percentage of students who had selected any Industrial Technology courses increased 4.4 from the Class of 1989 study.

PARTICIPATION IN INDUSTRIAL TECHNOLOGY
Class of 1990
Grades 10-12
(100 Hours=Approximately 1 Semester)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-200</td>
<td>67.5</td>
<td>73.9</td>
</tr>
<tr>
<td>201-400</td>
<td>9.0</td>
<td>7.8</td>
</tr>
<tr>
<td>401 or more</td>
<td>23.6</td>
<td>18.3</td>
</tr>
</tbody>
</table>

Total Assessed:
- Return Complete: 2450
- Return Incomplete: 986
- No Return Received: 4246

CLASS OF 1990 INDUSTRIAL TECHNOLOGY STUDENTS
PERCENT QUESTIONNAIRE RESPONSE

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return Complete</td>
<td>67.5</td>
<td>9.0</td>
<td>23.6</td>
<td>70.6</td>
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### CLASS OF 1990 INDUSTRIAL TECHNOLOGY STUDENTS
#### PERCENT PRESENT ACTIVITY

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<th>Female</th>
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<td>15.4</td>
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### CLASS OF 1990 INDUSTRIAL TECHNOLOGY STUDENTS
#### PERCENT COMBINATIONS OF PRESENT ACTIVITIES

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<th>Female</th>
<th>Total</th>
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<td>16.9</td>
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<td>7.1</td>
<td>9.9</td>
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<td>10.1</td>
<td>9.0</td>
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<tr>
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781
### CLASS OF 1990 INDUSTRIAL TECHNOLOGY STUDENTS
#### PERCENT TIME STATUS FOR INDIVIDUALS ATTENDING POST-SECONDARY INSTITUTIONS

<table>
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<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
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<td>87.9</td>
<td>86.7</td>
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### CLASS OF 1990 INDUSTRIAL TECHNOLOGY STUDENTS
#### PERCENT POST-SECONDARY INSTITUTIONS ATTENDED BY INDIVIDUALS AT PRESENT

<table>
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<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>University of Minnesota (all campuses)</td>
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<td>7.1</td>
<td>6.1</td>
<td>10.8</td>
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<td>10.8</td>
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<td>12.6</td>
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<td>18.0</td>
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<td>12.4</td>
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<td>17.4</td>
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### CLASS OF 1990 INDUSTRIAL TECHNOLOGY STUDENTS
#### PERCENT TIME STATUS FOR INDIVIDUALS EMPLOYED AT PRESENT

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<th>Total</th>
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<tr>
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<p>| Employed Status | 1086 | 457 | 406 | 1469 | 480 | 1949 |</p>
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<th>201-400 hours Female</th>
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<th>Total Reporting Female</th>
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<td>16.7</td>
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<td>15.8</td>
<td>(1432)</td>
<td>(476)</td>
<td>(1908)</td>
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<td>(476)</td>
<td>(1908)</td>
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<td>(1908)</td>
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<td>(476)</td>
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<td>6.5</td>
<td>5.3</td>
<td>6.2</td>
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<td>(476)</td>
<td>(1908)</td>
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<td>(1908)</td>
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<td>(476)</td>
<td>(952)</td>
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<td>100.0</td>
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<td>(476)</td>
<td>(1908)</td>
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<td>Male</td>
<td>Female</td>
<td>Total</td>
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<td>-------</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Administrative, Engineering, Scientific, Teaching, and Related Occupations, Including Creative Artists</td>
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<td>Technologists and Technicians Including Health</td>
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<td>Marketing and Sales</td>
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<tr>
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<td>(396)</td>
<td>(1427)</td>
<td>(478)</td>
<td>(1905)</td>
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CLASS OF 1990 MATHEMATICS STUDENTS

Mathematics classes were selected by 95.7 percent of the 12,458 students who participated in the follow-up study. The data reported in this section include the 11,922 students who completed one or more courses in the curriculum category of Mathematics.

50.2 percent of these Mathematics students were male, and 49.8 percent were female. Of these students surveyed, 80.9 percent responded with a completed, or substantially completed, questionnaire. Courses in this curriculum category include, but are not limited to: College Algebra, General Mathematics, Geometry, and Trigonometry.

Of the 11,922 Mathematics students, 2,978 had from 1 to 200 hours of courses; 4,109 students had courses totaling 201 to 400 hours; and 4,835 had 401 or more hours of course work. The total percentage of students who had selected any Mathematics courses increased 3.8 from the Class of 1989 study.

PARTICIPATION IN MATHEMATICS
Class of 1990
Grades 10-12
(100 Hours=Approximately 1 Semester)

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<thead>
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<th>Status</th>
<th>1-200</th>
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<tr>
<td>Female</td>
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<td>4.8</td>
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<tr>
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<td>Female</td>
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<td></td>
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<td>(4109)</td>
<td>(4835)</td>
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<td>73.4</td>
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<tr>
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<td>7.5</td>
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### CLASS OF 1990 MATHEMATICS STUDENTS
PERCENT PRESENT ACTIVITY

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<td>4-year College or University</td>
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<td>(6398)</td>
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<td>(4131)</td>
<td>(4623)</td>
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### CLASS OF 1990 MATHEMATICS STUDENTS
PERCENT COMBINATIONS OF PRESENT ACTIVITIES

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<tr>
<td>Paid Employment and Community College</td>
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<td>8.3</td>
<td>11.6</td>
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<td>(4618)</td>
<td>(4906)</td>
<td>(9524)</td>
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CLASS OF 1990 MATHEMATICS STUDENTS
PERCENT TIME STATUS FOR INDIVIDUALS ATTENDING POST-SECONDARY INSTITUTIONS

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<table>
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<th>Female</th>
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<tr>
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CLASS OF 1990 MATHEMATICS STUDENTS
PERCENT POST-SECONDARY INSTITUTIONS ATTENDED BY INDIVIDUALS AT PRESENT

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<th>Female</th>
<th>Total</th>
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<td>13.7</td>
<td>17.0</td>
<td>19.5</td>
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CLASS OF 1989 MATHEMATICS STUDENTS
PERCENT TIME STATUS FOR INDIVIDUALS EMPLOYED AT PRESENT

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<th>Total</th>
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CLASS OF 1990 MATHEMATICS STUDENTS
PERCENT WAGES OF INDIVIDUALS EMPLOYED AT PRESENT

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Total Reporting Wages: 100.0 (858) 100.0 (1218) 100.0 (1396)

CLASS OF 1990 MATHEMATICS STUDENTS
PERCENT INDUSTRIES IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

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<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Agriculture, Forestry and Fisheries</td>
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<td>3.3</td>
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<td>5.9</td>
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<td>0.0</td>
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<tr>
<td>Construction</td>
<td>3.4</td>
<td>1.8</td>
<td>0.9</td>
<td>4.0</td>
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<td>2.0</td>
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<tr>
<td>Manufacturing</td>
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<td>12.1</td>
<td>9.7</td>
<td>14.5</td>
<td>9.0</td>
<td>11.5</td>
</tr>
<tr>
<td>Transportation, Communications, and Other Public Utilities</td>
<td>3.3</td>
<td>2.6</td>
<td>2.4</td>
<td>4.1</td>
<td>1.5</td>
<td>2.7</td>
</tr>
<tr>
<td>Wholesale and Retail Trade</td>
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<td>35.0</td>
<td>39.5</td>
<td>37.4</td>
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<tr>
<td>Finance, Insurance, and Real Estate</td>
<td>1.6</td>
<td>1.7</td>
<td>2.0</td>
<td>0.7</td>
<td>2.7</td>
<td>1.8</td>
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<tr>
<td>Business and Repair Services</td>
<td>6.1</td>
<td>7.0</td>
<td>4.7</td>
<td>7.7</td>
<td>4.3</td>
<td>5.9</td>
</tr>
<tr>
<td>Personal Services</td>
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<td>6.3</td>
<td>4.2</td>
<td>7.6</td>
<td>6.0</td>
</tr>
<tr>
<td>Entertainment and Recreation Services</td>
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<td>7.7</td>
<td>6.6</td>
<td>7.9</td>
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<td>6.9</td>
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<tr>
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<tr>
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Total Reporting Activity: 100.0 (1407) 100.0 (1841) 100.0 (1828) (2338) (2743) (5081)
### CLASS OF 1990 MATHEMATICS STUDENTS
### PERCENT OCCUPATIONS IN WHICH INDIVIDUALS ARE EMPLOYED
### AT PRESENT

<table>
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<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative, Engineering, Scientific, Teaching, and Related Occupations, Including Creative Artists</td>
<td>2.9</td>
<td>4.3</td>
<td>4.0</td>
<td>4.6</td>
<td>3.1</td>
<td>3.8</td>
</tr>
<tr>
<td>Technologists and Technicians Including Health</td>
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<td>2.2</td>
<td>1.3</td>
<td>1.6</td>
<td>1.5</td>
</tr>
<tr>
<td>Marketing and Sales</td>
<td>23.5</td>
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<td>26.4</td>
<td>17.6</td>
<td>32.3</td>
<td>25.6</td>
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<tr>
<td>Clerical</td>
<td>12.3</td>
<td>14.0</td>
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<td>6.4</td>
<td>21.1</td>
<td>14.3</td>
</tr>
<tr>
<td>Service</td>
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<td>30.2</td>
<td>31.8</td>
<td>24.6</td>
<td>34.9</td>
<td>30.2</td>
</tr>
<tr>
<td>Farming, Forestry, and Fishing</td>
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<td>3.1</td>
<td>2.2</td>
<td>5.7</td>
<td>0.3</td>
<td>2.8</td>
</tr>
<tr>
<td>Construction and Extractive</td>
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<td>1.0</td>
<td>3.5</td>
<td>0.1</td>
<td>1.6</td>
</tr>
<tr>
<td>Transportation and Material Moving</td>
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<td>2.0</td>
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<tr>
<td>Mechanics and Repairers</td>
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<td>3.1</td>
<td>0.1</td>
<td>1.5</td>
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<tr>
<td>Production</td>
<td>7.1</td>
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<td>3.3</td>
<td>7.5</td>
<td>3.1</td>
<td>5.1</td>
</tr>
<tr>
<td>Material Handlers, Equipment Cleaners, Laborers, and Miscellaneous Occupations</td>
<td>15.0</td>
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<tr>
<td><strong>Total Reporting</strong></td>
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<td><strong>100.0</strong></td>
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<td><strong>100.0</strong></td>
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</table>
CLASS OF 1990 MUSIC STUDENTS

Music classes were selected by 35.7 percent of the 12,458 students who participated in the follow-up study. The data reported in this section include the 4,452 students who completed one or more courses in the curriculum category of Music.

35.2 percent of these Music students were male, and 64.8 percent were female. Of these students surveyed, eighty-four percent responded with a completed, or substantially completed, questionnaire. Courses in this curriculum category include, but are not limited to: Band, Choir, Music Literature, and Music Theory.

Of the 4,452 Music students, 1,297 had from 1 to 200 hours of courses; 978 students had courses totaling 201 to 400 hours; and 2,177 had 401 or more hours of course work. The total percentage of students who had selected any Music courses increased 3.0 over the Class of 1989 study.

PARTICIPATION IN MUSIC
Class of 1990
Grades 10-12
(100 Hours=Approximately 1 Semester)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-100</td>
<td>6.4%</td>
<td>4.3%</td>
</tr>
<tr>
<td>101-200</td>
<td>6.6%</td>
<td>6.0%</td>
</tr>
<tr>
<td>201-300</td>
<td>7.2%</td>
<td>7.5%</td>
</tr>
<tr>
<td>301-400</td>
<td>10.2%</td>
<td>9.3%</td>
</tr>
<tr>
<td>401-600</td>
<td>34.2%</td>
<td>34.8%</td>
</tr>
<tr>
<td>601+</td>
<td>38.2%</td>
<td>61.8%</td>
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<table>
<thead>
<tr>
<th>Status</th>
<th>1-200</th>
<th>201-400</th>
<th>401 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return Complete</td>
<td>72.6%</td>
<td>75.6%</td>
<td>80.4%</td>
</tr>
<tr>
<td>Return Incomplete</td>
<td>7.7%</td>
<td>7.4%</td>
<td>6.2%</td>
</tr>
<tr>
<td>No Return Received</td>
<td>19.7%</td>
<td>17.1%</td>
<td>13.4%</td>
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<tr>
<td>Total Assessed</td>
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PERCENT QUESTIONNAIRE RESPONSE

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<th>Female</th>
<th>Total</th>
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<tbody>
<tr>
<td>Return Complete</td>
<td>72.4%</td>
<td>79.6%</td>
<td>77.1%</td>
</tr>
<tr>
<td>Return Incomplete</td>
<td>8.4%</td>
<td>6.0%</td>
<td>6.9%</td>
</tr>
<tr>
<td>No Return Received</td>
<td>19.2%</td>
<td>14.4%</td>
<td>16.1%</td>
</tr>
<tr>
<td>Total Assessed</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

| (1297)                  | (1568) | (4452) |
| (978)                   | (2884)  | (4452)  |
| (2177)                  | (2884)  | (4452)  |
### CLASS OF 1990 MUSIC STUDENTS
#### PERCENT PRESENT ACTIVITY

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<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
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<tr>
<td><strong>EDUCATIONAL</strong></td>
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<td></td>
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<td></td>
<td></td>
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<td>9.3</td>
<td>9.5</td>
<td>6.8</td>
<td>9.0</td>
<td>7.6</td>
<td>8.0</td>
</tr>
<tr>
<td>Community College</td>
<td>15.0</td>
<td>12.3</td>
<td>12.6</td>
<td>12.4</td>
<td>13.6</td>
<td>13.2</td>
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<tr>
<td>4-year College or University</td>
<td>50.3</td>
<td>51.8</td>
<td>63.5</td>
<td>56.2</td>
<td>57.9</td>
<td>57.3</td>
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<td>Apprenticeship</td>
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<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
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<tr>
<td>Other Education</td>
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<td>1.9</td>
<td>1.5</td>
<td>1.3</td>
<td>1.6</td>
<td>1.5</td>
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<tr>
<td><strong>EMPLOYMENT</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Paid Employment</td>
<td>53.0</td>
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<td>48.1</td>
<td>56.3</td>
<td>53.5</td>
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<tr>
<td>Homemaker</td>
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<td>1.8</td>
<td>0.9</td>
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<tr>
<td>Military</td>
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<td>7.4</td>
<td>1.3</td>
<td>3.4</td>
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<tr>
<td>Unemployed</td>
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<td>14.9</td>
<td>13.6</td>
<td>12.9</td>
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<td><strong>OTHER</strong></td>
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<td>2.8</td>
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<tr>
<td>(1544)</td>
<td>(1212)</td>
<td>(3006)</td>
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<td>(1907)</td>
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<tr>
<td>(1035)</td>
<td>(800)</td>
<td>(1880)</td>
<td></td>
<td>(1267)</td>
<td>(2448)</td>
<td>(3715)</td>
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### CLASS OF 1990 MUSIC STUDENTS
#### PERCENT COMBINATIONS OF PRESENT ACTIVITIES

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<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid Employment (only)</td>
<td>17.5</td>
<td>15.4</td>
<td>11.3</td>
<td>12.4</td>
<td>14.7</td>
<td>13.9</td>
</tr>
<tr>
<td>Paid Employment and Vocational School</td>
<td>5.0</td>
<td>6.1</td>
<td>4.8</td>
<td>5.2</td>
<td>5.1</td>
<td>5.2</td>
</tr>
<tr>
<td>Paid Employment and Community College</td>
<td>10.6</td>
<td>9.3</td>
<td>9.6</td>
<td>8.2</td>
<td>10.7</td>
<td>9.8</td>
</tr>
<tr>
<td>Paid Employment and College or University</td>
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<td>18.8</td>
<td>27.7</td>
<td>21.1</td>
<td>24.6</td>
<td>23.4</td>
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<tr>
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<td>1.1</td>
<td>2.5</td>
<td>1.4</td>
<td>1.8</td>
</tr>
<tr>
<td>Community College (only)</td>
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<td>1.7</td>
<td>2.9</td>
<td>1.6</td>
<td>2.1</td>
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<td>4-year College or University (only)</td>
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<td>24.0</td>
<td>21.5</td>
<td>22.3</td>
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<td>11.6</td>
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<tr>
<td>Unemployed (only)</td>
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<td>1.4</td>
<td>1.4</td>
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<td>11.1</td>
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<td>100.0</td>
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<tr>
<td>(172)</td>
<td>(798)</td>
<td>(1877)</td>
<td></td>
<td>(1265)</td>
<td>(2443)</td>
<td>(3708)</td>
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### CLASS OF 1990 MUSIC STUDENTS
#### PERCENT TIME STATUS FOR INDIVIDUALS ATTENDING POST-SECONDARY INSTITUTIONS

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>85.8</td>
<td>89.9</td>
<td>88.0</td>
<td>88.8</td>
<td>87.3</td>
<td>87.8</td>
</tr>
<tr>
<td>Part-Time</td>
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<td>10.1</td>
<td>12.0</td>
<td>11.2</td>
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<td>12.2</td>
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<tr>
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<td>100.0</td>
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<td>100.0</td>
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</tbody>
</table>

**Status** (702) (564) (1510) (920) (1856) (2776)

### CLASS OF 1990 MUSIC STUDENTS
#### PERCENT POST-SECONDARY INSTITUTIONS ATTENDED BY INDIVIDUALS AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Minnesota (all campuses)</td>
<td>13.9</td>
<td>16.9</td>
<td>16.0</td>
<td>18.9</td>
<td>14.0</td>
<td>15.6</td>
</tr>
<tr>
<td>State Universities</td>
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<td>15.6</td>
<td>14.4</td>
<td>14.8</td>
<td>16.1</td>
<td>15.7</td>
</tr>
<tr>
<td>Area Vocational-Technical Institutes</td>
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<td>11.6</td>
<td>6.4</td>
<td>9.6</td>
<td>7.8</td>
<td>8.4</td>
</tr>
<tr>
<td>Community College</td>
<td>20.3</td>
<td>15.9</td>
<td>13.9</td>
<td>15.0</td>
<td>16.5</td>
<td>16.0</td>
</tr>
<tr>
<td>Private Vocational Schools (including health related)</td>
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<td>3.0</td>
<td>2.8</td>
<td>4.0</td>
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</tr>
<tr>
<td>Private Jr. Colleges Liberal Arts Colleges</td>
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<td>22.8</td>
<td>16.6</td>
<td>19.8</td>
<td>18.7</td>
</tr>
<tr>
<td>Institutions Outside Minnesota</td>
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<td>23.3</td>
<td>22.2</td>
<td>21.8</td>
<td>21.9</td>
</tr>
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<td>Schools Not Reported</td>
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<td>0.1</td>
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<td>0.0</td>
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<tr>
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<td>100.0</td>
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</table>

**Schools** (669) (527) (1406) (864) (1738) (2602)

### CLASS OF 1990 MUSIC STUDENTS
#### PERCENT TIME STATUS FOR INDIVIDUALS EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>36.2</td>
<td>32.7</td>
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<td>31.9</td>
<td>28.9</td>
<td>29.8</td>
</tr>
<tr>
<td>Part-Time</td>
<td>63.8</td>
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<td>74.7</td>
<td>68.1</td>
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<td>70.2</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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</table>

**Employed Status** (538) (395) (1013) (595) (1351) (1946)
### CLASS OF 1990 MUSIC STUDENTS

#### PERCENT WAGES OF INDIVIDUALS EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below $3.00 per hour</td>
<td>1.0</td>
<td>0.3</td>
<td>0.4</td>
<td>0.9</td>
<td>0.4</td>
<td>0.5</td>
</tr>
<tr>
<td>$3.00 - $3.99 per hour</td>
<td>2.3</td>
<td>2.4</td>
<td>3.9</td>
<td>0.9</td>
<td>4.1</td>
<td>3.2</td>
</tr>
<tr>
<td>$4.00 - $4.99 per hour</td>
<td>53.5</td>
<td>56.8</td>
<td>55.0</td>
<td>46.7</td>
<td>58.3</td>
<td>55.0</td>
</tr>
<tr>
<td>$5.00 - $5.99 per hour</td>
<td>25.0</td>
<td>22.1</td>
<td>24.5</td>
<td>28.0</td>
<td>22.5</td>
<td>24.1</td>
</tr>
<tr>
<td>$6.00 - $6.99 per hour</td>
<td>11.8</td>
<td>12.2</td>
<td>10.6</td>
<td>13.8</td>
<td>10.2</td>
<td>11.2</td>
</tr>
<tr>
<td>$7.00 per hour or more</td>
<td>6.5</td>
<td>6.1</td>
<td>5.6</td>
<td>9.6</td>
<td>4.5</td>
<td>5.9</td>
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<tr>
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<td>100.0</td>
<td>100.0</td>
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#### Wages

<table>
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<td>(400)</td>
</tr>
<tr>
<td>$3.00 - $3.99</td>
<td>(294)</td>
</tr>
<tr>
<td>$4.00 - $4.99</td>
<td>(785)</td>
</tr>
<tr>
<td>$5.00 - $5.99</td>
<td>(428)</td>
</tr>
<tr>
<td>$6.00 - $6.99</td>
<td>(1051)</td>
</tr>
<tr>
<td>$7.00 per hour or more</td>
<td>(1479)</td>
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### CLASS OF 1990 MUSIC STUDENTS

#### PERCENT INDUSTRIES IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Forestry and Fisheries</td>
<td>2.1</td>
<td>3.1</td>
<td>1.2</td>
<td>4.9</td>
<td>0.5</td>
<td>1.8</td>
</tr>
<tr>
<td>Mining</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Construction</td>
<td>0.8</td>
<td>0.3</td>
<td>0.9</td>
<td>1.9</td>
<td>0.2</td>
<td>0.7</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>11.1</td>
<td>11.5</td>
<td>8.9</td>
<td>14.5</td>
<td>8.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Transportation, Communications, and Other Public Utilities</td>
<td>1.9</td>
<td>1.3</td>
<td>2.1</td>
<td>3.2</td>
<td>1.3</td>
<td>1.9</td>
</tr>
<tr>
<td>Wholesale and Retail Trade</td>
<td>39.5</td>
<td>39.0</td>
<td>36.1</td>
<td>34.6</td>
<td>38.9</td>
<td>37.6</td>
</tr>
<tr>
<td>Finance, Insurance, and Real Estate</td>
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<td>0.5</td>
<td>1.2</td>
<td>0.5</td>
<td>1.9</td>
<td>1.5</td>
</tr>
<tr>
<td>Business and Repair Services</td>
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<td>2.8</td>
<td>4.1</td>
<td>5.8</td>
<td>3.4</td>
<td>4.1</td>
</tr>
<tr>
<td>Personal Services</td>
<td>5.9</td>
<td>6.7</td>
<td>7.1</td>
<td>4.4</td>
<td>7.7</td>
<td>6.7</td>
</tr>
<tr>
<td>Entertainment and Recreation Services</td>
<td>5.7</td>
<td>6.4</td>
<td>6.3</td>
<td>7.5</td>
<td>5.6</td>
<td>6.2</td>
</tr>
<tr>
<td>Professional and Related Services</td>
<td>22.9</td>
<td>23.6</td>
<td>27.7</td>
<td>18.1</td>
<td>28.9</td>
<td>25.6</td>
</tr>
<tr>
<td>Public Administration</td>
<td>0.2</td>
<td>1.5</td>
<td>1.9</td>
<td>1.9</td>
<td>1.1</td>
<td>1.4</td>
</tr>
<tr>
<td>Industry Not Reported</td>
<td>2.1</td>
<td>3.3</td>
<td>2.6</td>
<td>2.6</td>
<td>2.6</td>
<td>2.6</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

#### Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Below $3.00</td>
<td>(524)</td>
</tr>
<tr>
<td>$3.00 - $3.99</td>
<td>(390)</td>
</tr>
<tr>
<td>$4.00 - $4.99</td>
<td>(1003)</td>
</tr>
<tr>
<td>$5.00 - $5.99</td>
<td>(586)</td>
</tr>
<tr>
<td>$6.00 - $6.99</td>
<td>(1331)</td>
</tr>
<tr>
<td>$7.00 per hour or more</td>
<td>(1917)</td>
</tr>
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</table>
CLASS OF 1990 MUSIC STUDENTS
PERCENT OCCUPATIONS IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative, Engineering, Scientific, Teaching, and Related Occupations, Including Creative Artists</td>
<td>6.6</td>
<td>3.9</td>
<td>4.7</td>
</tr>
<tr>
<td>Technologists and Technicians Including Health</td>
<td>2.1</td>
<td>1.7</td>
<td>1.8</td>
</tr>
<tr>
<td>Marketing and Sales</td>
<td>17.6</td>
<td>33.0</td>
<td>28.3</td>
</tr>
<tr>
<td>Clerical</td>
<td>9.7</td>
<td>19.9</td>
<td>16.8</td>
</tr>
<tr>
<td>Service</td>
<td>29.5</td>
<td>35.5</td>
<td>33.7</td>
</tr>
<tr>
<td>Farming, Forestry, and Fishing</td>
<td>4.3</td>
<td>0.2</td>
<td>1.4</td>
</tr>
<tr>
<td>Construction and Extractive</td>
<td>2.4</td>
<td>0.1</td>
<td>0.8</td>
</tr>
<tr>
<td>Transportation and Material Moving</td>
<td>2.6</td>
<td>0.2</td>
<td>0.9</td>
</tr>
<tr>
<td>Mechanics and Repairers</td>
<td>2.9</td>
<td>0.0</td>
<td>0.9</td>
</tr>
<tr>
<td>Production</td>
<td>5.5</td>
<td>2.3</td>
<td>3.3</td>
</tr>
<tr>
<td>Material Handlers, Equipment Cleaners, Laborers, and Miscellaneous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupations</td>
<td>16.8</td>
<td>3.4</td>
<td>7.5</td>
</tr>
<tr>
<td>Total Reporting</td>
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<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Occupations</td>
<td>(522)</td>
<td>(390)</td>
<td>(990)</td>
</tr>
</tbody>
</table>

Note: The numbers in parentheses represent the number of individuals reporting.
CLASS OF 1990 NATURAL SCIENCE STUDENTS

Natural Science classes were selected by ninety-five percent of the 12,458 students who participated in the follow-up study. The data reported in this section include the 11,836 students who completed one or more courses in the curriculum category of Natural Science.

50.2 percent of these Natural Science students were male, and 49.8 percent were female. Of these students surveyed, 81.1 percent responded with a completed, or substantially completed, questionnaire. Courses in this curriculum category include, but are not limited to: Chemistry, Conservation, General Biology, Geology, and Physics.

Of the 11,836 Natural Science students, 4,083 had from 1 to 200 hours of courses; 3,773 students had courses totaling 201 to 400 hours; and 4,020 had 401 or more hours of course work. The total percentage of students who had selected any Natural Science courses increased 4.6 from the Class of 1989 study.

PARTICIPATION IN NATURAL SCIENCES
Class of 1990
Grades 10-12
(100 Hours=Approximately 1 Semester)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-200 hours</td>
<td>67.8</td>
<td>73.9</td>
</tr>
<tr>
<td>201-400 hours</td>
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<td>7.0</td>
</tr>
<tr>
<td>401 or more</td>
<td>24.0</td>
<td>19.1</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>(4083)</td>
<td>(3733)</td>
<td>(4020)</td>
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CLASS OF 1990 NATURAL SCIENCE STUDENTS
PERCENT QUESTIONNAIRE RESPONSE

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<th>401 or more</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return Complete</td>
<td>69.6</td>
<td>77.7</td>
<td>73.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Return Incomplete</td>
<td>8.2</td>
<td>6.6</td>
<td>7.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Return Received</td>
<td>22.2</td>
<td>15.7</td>
<td>18.9</td>
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<td></td>
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</tr>
<tr>
<td>Total Assessed</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4083)</td>
<td>(5949)</td>
<td>(11836)</td>
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### CLASS OF 1990 NATURAL SCIENCE STUDENTS
#### PERCENT PRESENT ACTIVITY

<table>
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<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUCATIONAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational School</td>
<td>15.5</td>
<td>10.0</td>
<td>3.6</td>
<td>11.0</td>
<td>8.0</td>
<td>9.4</td>
</tr>
<tr>
<td>Community College</td>
<td>15.7</td>
<td>15.9</td>
<td>10.7</td>
<td>12.7</td>
<td>15.1</td>
<td>13.9</td>
</tr>
<tr>
<td>4-year College or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>20.3</td>
<td>47.3</td>
<td>72.9</td>
<td>44.2</td>
<td>51.4</td>
<td>47.9</td>
</tr>
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<td>Apprenticeship</td>
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<td>0.2</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
</tr>
<tr>
<td>Other Education</td>
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<td>0.7</td>
<td>1.1</td>
<td>1.3</td>
<td>1.2</td>
</tr>
<tr>
<td><strong>EMPLOYMENT</strong></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Paid Employment</td>
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<td>56.8</td>
<td>43.8</td>
<td>53.1</td>
<td>57.7</td>
<td>55.5</td>
</tr>
<tr>
<td>Homemaker</td>
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<td>1.0</td>
<td>0.3</td>
<td>0.1</td>
<td>1.9</td>
<td>1.0</td>
</tr>
<tr>
<td>Military</td>
<td>4.9</td>
<td>4.4</td>
<td>4.1</td>
<td>7.8</td>
<td>1.3</td>
<td>4.5</td>
</tr>
<tr>
<td>Unemployed</td>
<td>3.7</td>
<td>13.5</td>
<td>16.3</td>
<td>13.1</td>
<td>14.1</td>
<td>13.6</td>
</tr>
<tr>
<td><strong>OTHER</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Activity</td>
<td>2.1</td>
<td>2.5</td>
<td>3.0</td>
<td>2.3</td>
<td>2.8</td>
<td>2.6</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td>140.7</td>
<td>152.9</td>
<td>155.7</td>
<td>145.7</td>
<td>153.9</td>
<td>150.0</td>
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<td><strong>Total Reporting</strong></td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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### CLASS OF 1990 NATURAL SCIENCE STUDENTS
#### PERCENT COMBINATIONS OF PRESENT ACTIVITIES

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid Employment (only)</td>
<td>35.4</td>
<td>18.7</td>
<td>7.4</td>
<td>21.2</td>
<td>18.8</td>
<td>20.0</td>
</tr>
<tr>
<td>Paid Employment and Vocational School</td>
<td>10.2</td>
<td>6.6</td>
<td>2.3</td>
<td>6.7</td>
<td>5.6</td>
<td>6.2</td>
</tr>
<tr>
<td>Paid Employment and Community College</td>
<td>11.0</td>
<td>11.7</td>
<td>7.6</td>
<td>8.4</td>
<td>11.5</td>
<td>10.0</td>
</tr>
<tr>
<td>Paid Employment and College or University</td>
<td>9.0</td>
<td>18.4</td>
<td>25.9</td>
<td>15.3</td>
<td>20.7</td>
<td>18.1</td>
</tr>
<tr>
<td>Vocational School (only)</td>
<td>3.3</td>
<td>1.7</td>
<td>0.9</td>
<td>2.7</td>
<td>1.3</td>
<td>1.9</td>
</tr>
<tr>
<td>Community College (only)</td>
<td>3.4</td>
<td>2.7</td>
<td>1.9</td>
<td>3.1</td>
<td>2.3</td>
<td>2.6</td>
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<tr>
<td>4-year College or University (only)</td>
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<td>18.8</td>
<td>30.8</td>
<td>19.4</td>
<td>19.8</td>
<td>19.6</td>
</tr>
<tr>
<td>Education and Seeking Employment</td>
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<td>11.4</td>
<td>15.0</td>
<td>10.4</td>
<td>11.4</td>
<td>10.9</td>
</tr>
<tr>
<td>Unemployed (only)</td>
<td>3.7</td>
<td>1.2</td>
<td>0.7</td>
<td>1.7</td>
<td>1.9</td>
<td>1.8</td>
</tr>
<tr>
<td>Activities Other Than The Above</td>
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<td>8.6</td>
<td>7.5</td>
<td>10.9</td>
<td>6.8</td>
<td>8.8</td>
</tr>
<tr>
<td><strong>Total Reporting</strong></td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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<tr>
<td><strong>Activity</strong></td>
<td>(3060)</td>
<td>(2975)</td>
<td>(3444)</td>
<td>(4594)</td>
<td>(4885)</td>
<td>(9479)</td>
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### CLASS OF 1990 NATURAL SCIENCE STUDENTS
#### PERCENT TIME STATUS FOR INDIVIDUALS ATTENDING POST-SECONDARY INSTITUTIONS

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>83.2%</td>
<td>85.6%</td>
<td>90.0%</td>
<td>88.1%</td>
<td>86.0%</td>
<td>87.0%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>16.8%</td>
<td>14.4%</td>
<td>10.0%</td>
<td>11.9%</td>
<td>14.0%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### CLASS OF 1990 NATURAL SCIENCE STUDENTS
#### PERCENT POST-SECONDARY INSTITUTIONS ATTENDED BY INDIVIDUALS AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Minnesota (all campuses)</td>
<td>8.5%</td>
<td>13.1%</td>
<td>19.7%</td>
<td>16.3%</td>
<td>13.8%</td>
<td>14.9%</td>
</tr>
<tr>
<td>State Universities</td>
<td>13.3%</td>
<td>17.3%</td>
<td>17.4%</td>
<td>17.4%</td>
<td>15.5%</td>
<td>16.4%</td>
</tr>
<tr>
<td>Area Vocational-Technical Institutes</td>
<td>25.6%</td>
<td>12.1%</td>
<td>2.8%</td>
<td>14.5%</td>
<td>8.5%</td>
<td>11.2%</td>
</tr>
<tr>
<td>Community College</td>
<td>28.0%</td>
<td>20.0%</td>
<td>11.6%</td>
<td>17.0%</td>
<td>19.3%</td>
<td>18.2%</td>
</tr>
<tr>
<td>Private Vocational Schools (including health related)</td>
<td>8.3%</td>
<td>4.3%</td>
<td>1.9%</td>
<td>3.3%</td>
<td>4.9%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Private Jr. Colleges</td>
<td>7.1%</td>
<td>13.7%</td>
<td>18.6%</td>
<td>12.4%</td>
<td>15.9%</td>
<td>14.3%</td>
</tr>
<tr>
<td>Liberal Arts Colleges</td>
<td>9.2%</td>
<td>19.4%</td>
<td>27.9%</td>
<td>19.0%</td>
<td>22.1%</td>
<td>20.7%</td>
</tr>
<tr>
<td>Institutions Outside Minnesota</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.1%</td>
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<tr>
<td>Schools</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
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</table>

#### CLASS OF 1990 NATURAL SCIENCE STUDENTS
#### PERCENT TIME STATUS FOR INDIVIDUALS EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>56.1%</td>
<td>39.9%</td>
<td>22.1%</td>
<td>47.2%</td>
<td>36.0%</td>
<td>41.2%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>43.9%</td>
<td>60.1%</td>
<td>77.9%</td>
<td>52.8%</td>
<td>64.0%</td>
<td>58.8%</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Employed Status</td>
<td>(2020)</td>
<td>(1653)</td>
<td>(1472)</td>
<td>(2377)</td>
<td>(2768)</td>
<td>(5145)</td>
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### CLASS OF 1990 NATURAL SCIENCE STUDENTS
#### PERCENT WAGES OF INDIVIDUALS EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below $3.00 per hour</td>
<td>1.1</td>
<td>0.2</td>
<td>0.1</td>
<td>0.5</td>
<td>0.4</td>
<td>0.5</td>
</tr>
<tr>
<td>$3.00 - $3.99 per hour</td>
<td>2.0</td>
<td>2.2</td>
<td>2.7</td>
<td>0.6</td>
<td>3.5</td>
<td>2.3</td>
</tr>
<tr>
<td>$4.00 - $4.99 per hour</td>
<td>44.2</td>
<td>47.9</td>
<td>52.8</td>
<td>40.6</td>
<td>53.5</td>
<td>48.2</td>
</tr>
<tr>
<td>$5.00 - $5.99 per hour</td>
<td>27.6</td>
<td>28.5</td>
<td>23.8</td>
<td>28.6</td>
<td>25.3</td>
<td>26.7</td>
</tr>
<tr>
<td>$6.00 - $6.99 per hour</td>
<td>12.3</td>
<td>13.7</td>
<td>12.8</td>
<td>15.4</td>
<td>11.2</td>
<td>12.9</td>
</tr>
<tr>
<td>$7.00 per hour or more</td>
<td>12.7</td>
<td>7.5</td>
<td>7.8</td>
<td>14.3</td>
<td>6.0</td>
<td>9.4</td>
</tr>
<tr>
<td>Total Reporting Wages</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>(1216)</td>
<td>(1132)</td>
<td>(1114)</td>
<td>(1450)</td>
<td>(2012)</td>
<td>(3462)</td>
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### CLASS OF 1990 NATURAL SCIENCE STUDENTS
#### PERCENT INDUSTRIES IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Forestry and Fisheries</td>
<td>3.1</td>
<td>3.1</td>
<td>2.6</td>
<td>5.7</td>
<td>0.6</td>
<td>3.0</td>
</tr>
<tr>
<td>Mining</td>
<td>0.0</td>
<td>0.0</td>
<td>0.1</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Construction</td>
<td>2.8</td>
<td>1.8</td>
<td>0.9</td>
<td>3.9</td>
<td>0.3</td>
<td>1.9</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>13.6</td>
<td>11.8</td>
<td>8.6</td>
<td>14.5</td>
<td>9.1</td>
<td>11.6</td>
</tr>
<tr>
<td>Transportation, Communications, and Other Public Utilities</td>
<td>3.6</td>
<td>2.6</td>
<td>1.7</td>
<td>4.1</td>
<td>1.5</td>
<td>2.7</td>
</tr>
<tr>
<td>Wholesale and Retail Trade</td>
<td>39.8</td>
<td>38.1</td>
<td>33.4</td>
<td>35.5</td>
<td>39.1</td>
<td>37.4</td>
</tr>
<tr>
<td>Finance, Insurance, and Real Estate</td>
<td>2.2</td>
<td>1.8</td>
<td>1.2</td>
<td>0.7</td>
<td>2.7</td>
<td>1.8</td>
</tr>
<tr>
<td>Business and Repair Services</td>
<td>7.7</td>
<td>4.9</td>
<td>4.2</td>
<td>7.6</td>
<td>4.3</td>
<td>5.8</td>
</tr>
<tr>
<td>Personal Services</td>
<td>5.9</td>
<td>6.4</td>
<td>6.0</td>
<td>4.2</td>
<td>7.6</td>
<td>6.1</td>
</tr>
<tr>
<td>Entertainment and Recreation Services</td>
<td>5.9</td>
<td>7.8</td>
<td>7.3</td>
<td>7.9</td>
<td>6.1</td>
<td>6.9</td>
</tr>
<tr>
<td>Professional and Related Services</td>
<td>12.6</td>
<td>18.1</td>
<td>28.9</td>
<td>11.7</td>
<td>25.4</td>
<td>19.1</td>
</tr>
<tr>
<td>Public Administration</td>
<td>0.9</td>
<td>1.1</td>
<td>1.7</td>
<td>1.5</td>
<td>1.0</td>
<td>1.2</td>
</tr>
<tr>
<td>Industry Not Reported</td>
<td>1.9</td>
<td>2.4</td>
<td>3.3</td>
<td>2.6</td>
<td>2.3</td>
<td>2.5</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Activity</td>
<td>(1986)</td>
<td>(1631)</td>
<td>(1445)</td>
<td>(2331)</td>
<td>(2729)</td>
<td>(5060)</td>
</tr>
</tbody>
</table>

93
CLASS OF 1990 NATURAL SCIENCE STUDENTS
PERCENT OCCUPATIONS IN WHICH INDIVIDUALS ARE EMPLOYED
AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative, Engineering, Scientific, Teaching, and Related Occupations, Including Creative Artists</td>
<td>4.3</td>
<td>3.9</td>
<td>4.0</td>
<td>5.0</td>
<td>3.4</td>
<td>4.1</td>
</tr>
<tr>
<td>Technologists and Technicians Including Health</td>
<td>0.9</td>
<td>1.2</td>
<td>2.6</td>
<td>1.3</td>
<td>1.6</td>
<td>1.5</td>
</tr>
<tr>
<td>Marketing and Sales</td>
<td>25.6</td>
<td>27.4</td>
<td>23.1</td>
<td>17.7</td>
<td>32.0</td>
<td>25.5</td>
</tr>
<tr>
<td>Clerical</td>
<td>13.0</td>
<td>15.2</td>
<td>15.7</td>
<td>6.3</td>
<td>21.3</td>
<td>14.5</td>
</tr>
<tr>
<td>Service</td>
<td>28.0</td>
<td>29.3</td>
<td>33.4</td>
<td>24.3</td>
<td>34.8</td>
<td>30.0</td>
</tr>
<tr>
<td>Farming, Forestry, and Fishing</td>
<td>2.2</td>
<td>2.7</td>
<td>3.0</td>
<td>5.3</td>
<td>0.3</td>
<td>2.6</td>
</tr>
<tr>
<td>Construction and Extractive</td>
<td>2.4</td>
<td>1.5</td>
<td>0.6</td>
<td>3.4</td>
<td>0.1</td>
<td>1.6</td>
</tr>
<tr>
<td>Transportation and Material Moving</td>
<td>2.2</td>
<td>1.9</td>
<td>1.5</td>
<td>4.0</td>
<td>0.1</td>
<td>1.9</td>
</tr>
<tr>
<td>Mechanics and Repairers</td>
<td>2.1</td>
<td>1.0</td>
<td>1.0</td>
<td>3.0</td>
<td>0.1</td>
<td>1.4</td>
</tr>
<tr>
<td>Production</td>
<td>6.8</td>
<td>5.0</td>
<td>2.7</td>
<td>7.5</td>
<td>3.0</td>
<td>5.1</td>
</tr>
<tr>
<td>Material Handlers, Equipment Cleaners, Laborers, and Miscellaneous Occupations</td>
<td>12.5</td>
<td>10.9</td>
<td>12.4</td>
<td>22.3</td>
<td>3.3</td>
<td>12.0</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Occupations</td>
<td>(1985)</td>
<td>(1619)</td>
<td>(1424)</td>
<td>(2300)</td>
<td>(2726)</td>
<td>(3026)</td>
</tr>
</tbody>
</table>
Office Occupations classes were selected by **28.8 percent** of the 12,458 students who participated in the follow-up study. The data reported in this section include the 3,589 students who completed one or more courses in the curriculum category of Office Occupations.

41.9 percent of these Office Occupations students were male, and 58.1 percent were female. Of these students surveyed, 82.9 percent responded with a completed, or substantially completed, questionnaire. Courses in this curriculum category include, but are not limited to: Data Processing, Advanced Accounting, Advanced Typing, Business Technology and Micro Computer Applications.

Of the 3,589 Office Occupations students, 2,309 had from 1 to 200 hours of courses; 845 students had courses totaling 201 to 400 hours; and 435 had 401 or more hours of course work. The total percentage of students who had selected any Office Occupations courses decreased 4.9 over the Class of 1989 study.

### PARTICIPATION IN OFFICE OCCUPATIONS

**Class of 1990**  
**Grades 10-12**  
*(100 Hours=Approximately 1 Semester)*

<table>
<thead>
<tr>
<th>Hours</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-100</td>
<td>0.8%</td>
<td>1.2%</td>
</tr>
<tr>
<td>101-200</td>
<td>2.7%</td>
<td>3.1%</td>
</tr>
<tr>
<td>201-300</td>
<td>3.1%</td>
<td>3.7%</td>
</tr>
<tr>
<td>301-400</td>
<td>7.5%</td>
<td>8.9%</td>
</tr>
<tr>
<td>401-600</td>
<td>14.4%</td>
<td>15.6%</td>
</tr>
<tr>
<td>601+</td>
<td>14.4%</td>
<td>15.6%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200</th>
<th>201-400</th>
<th>401 or more</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return Complete</td>
<td>73.9%</td>
<td>74.3%</td>
<td>78.9%</td>
<td>74.6%</td>
</tr>
<tr>
<td>Return Incomplete</td>
<td>9.3%</td>
<td>7.5%</td>
<td>5.1%</td>
<td>8.3%</td>
</tr>
<tr>
<td>No Return Received</td>
<td>16.8%</td>
<td>18.2%</td>
<td>16.1%</td>
<td>17.1%</td>
</tr>
<tr>
<td>Total Assessed</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
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</table>

(2309) (845) (435) (1504) (2085) (3589)
### CLASS OF 1990 OFFICE OCCUPATIONS STUDENTS
#### PERCENT PRESENT ACTIVITY

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUCATIONAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational School</td>
<td>7.8</td>
<td>8.9</td>
<td>17.7</td>
<td>8.6</td>
<td>9.8</td>
<td>9.3</td>
</tr>
<tr>
<td>Community College</td>
<td>16.9</td>
<td>21.1</td>
<td>16.8</td>
<td>17.4</td>
<td>18.2</td>
<td>17.9</td>
</tr>
<tr>
<td>4-year College or University</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apprenticeship</td>
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<td>0.3</td>
<td>0.8</td>
<td>0.1</td>
<td>0.5</td>
<td>0.3</td>
</tr>
<tr>
<td>Other Education</td>
<td>1.4</td>
<td>1.7</td>
<td>2.4</td>
<td>1.2</td>
<td>1.9</td>
<td>1.6</td>
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<tr>
<td><strong>EMPLOYMENT</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paid Employment (only)</td>
<td>56.2</td>
<td>58.2</td>
<td>59.0</td>
<td>51.6</td>
<td>60.7</td>
<td>57.0</td>
</tr>
<tr>
<td>Paid Employment and Vocational School</td>
<td>5.2</td>
<td>6.3</td>
<td>12.0</td>
<td>5.7</td>
<td>6.7</td>
<td>6.3</td>
</tr>
<tr>
<td>Paid Employment and Community College</td>
<td>13.0</td>
<td>15.6</td>
<td>10.1</td>
<td>12.3</td>
<td>13.9</td>
<td>13.3</td>
</tr>
<tr>
<td>Paid Employment and College or University</td>
<td>8.9</td>
<td>14.1</td>
<td>11.1</td>
<td>15.2</td>
<td>18.0</td>
<td>16.8</td>
</tr>
<tr>
<td>Homemaker</td>
<td>1.1</td>
<td>0.4</td>
<td>2.2</td>
<td>0.1</td>
<td>1.8</td>
<td>1.1</td>
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<tr>
<td>Military</td>
<td>4.7</td>
<td>3.8</td>
<td>1.9</td>
<td>8.1</td>
<td>1.4</td>
<td>4.1</td>
</tr>
<tr>
<td>Unemployed</td>
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<td>2.5</td>
<td>12.0</td>
<td>9.1</td>
<td>9.7</td>
<td>9.4</td>
</tr>
<tr>
<td><strong>OTHER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Activity</td>
<td>1.9</td>
<td>1.2</td>
<td>1.9</td>
<td>1.2</td>
<td>2.1</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td>148.0</td>
<td>146.7</td>
<td>144.6</td>
<td>143.9</td>
<td>149.7</td>
<td>147.3</td>
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<tr>
<td>(2823)</td>
<td>(1008)</td>
<td>(532)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Total Reporting Activity</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>(1907)</td>
<td>(687)</td>
<td>(368)</td>
<td></td>
<td></td>
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</table>

### CLASS OF 1990 OFFICE OCCUPATIONS STUDENTS
#### PERCENT COMBINATIONS OF PRESENT ACTIVITIES

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid Employment (only)</td>
<td>17.9</td>
<td>20.8</td>
<td>25.5</td>
<td>17.4</td>
<td>21.0</td>
<td>19.5</td>
</tr>
<tr>
<td>Paid Employment and Vocational School</td>
<td>5.2</td>
<td>6.3</td>
<td>12.0</td>
<td>5.7</td>
<td>6.7</td>
<td>6.3</td>
</tr>
<tr>
<td>Paid Employment and Community College</td>
<td>13.0</td>
<td>15.6</td>
<td>10.1</td>
<td>12.3</td>
<td>13.9</td>
<td>13.3</td>
</tr>
<tr>
<td>Paid Employment and College or University</td>
<td>8.9</td>
<td>14.1</td>
<td>11.1</td>
<td>15.2</td>
<td>18.0</td>
<td>16.8</td>
</tr>
<tr>
<td>Education and Seeking Employment</td>
<td>6.8</td>
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<td>7.9</td>
<td>7.6</td>
<td>6.8</td>
<td>7.1</td>
</tr>
<tr>
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<td>2.1</td>
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<tr>
<td>Activities Other Than The Above</td>
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<td>8.2</td>
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<td>100.0</td>
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<tr>
<td>(1901)</td>
<td>(687)</td>
<td>(368)</td>
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</table>
### CLASS OF 1990 OFFICE OCCUPATIONS STUDENTS
PERCENT TIME STATUS FOR INDIVIDUALS ATTENDING POST-SECONDARY INSTITUTIONS

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-Time</strong></td>
<td>86.9</td>
<td>82.6</td>
<td>80.1</td>
<td>87.0</td>
<td>83.9</td>
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<tr>
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<td>17.4</td>
<td>19.9</td>
<td>13.0</td>
<td>16.1</td>
<td>14.9</td>
</tr>
<tr>
<td><strong>Total Reporting</strong></td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td>(1297)</td>
<td>(459)</td>
<td>(221)</td>
<td>(778)</td>
<td>(1199)</td>
<td>(1977)</td>
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### CLASS OF 1990 OFFICE OCCUPATIONS STUDENTS
PERCENT POST-SECONDARY INSTITUTIONS ATTENDED BY INDIVIDUALS AT PRESENT

<table>
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<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Minnesota (all campuses)</td>
<td>14.7</td>
<td>11.8</td>
<td>10.3</td>
<td>15.5</td>
<td>12.2</td>
<td>13.5</td>
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<tr>
<td>State Universities</td>
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<td>16.0</td>
<td>17.1</td>
<td>12.9</td>
<td>14.6</td>
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<tr>
<td>Area Vocational-Technical Institutes</td>
<td>9.1</td>
<td>10.4</td>
<td>21.1</td>
<td>10.7</td>
<td>10.8</td>
<td>10.8</td>
</tr>
<tr>
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<td>22.0</td>
<td>28.4</td>
<td>20.2</td>
<td>22.1</td>
<td>24.2</td>
<td>23.3</td>
</tr>
<tr>
<td>Private Vocational Schools (including health related)</td>
<td>3.4</td>
<td>7.4</td>
<td>11.7</td>
<td>3.1</td>
<td>6.7</td>
<td>5.3</td>
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<tr>
<td>Private Jr. Colleges Liberal Arts Colleges</td>
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<td>8.1</td>
<td>5.6</td>
<td>10.6</td>
<td>12.0</td>
<td>11.4</td>
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<tr>
<td>Institutions Outside Minnesota</td>
<td>23.5</td>
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<td>15.0</td>
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<td>21.1</td>
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<td>Schools Not Reported</td>
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<td>0.0</td>
<td>0.3</td>
<td>0.0</td>
<td>0.1</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Schools</strong></td>
<td>(1220)</td>
<td>(433)</td>
<td>(213)</td>
<td>(748)</td>
<td>(1118)</td>
<td>(1866)</td>
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### CLASS OF 1990 OFFICE OCCUPATIONS STUDENTS
PERCENT TIME STATUS FOR INDIVIDUALS EMPLOYED AT PRESENT

<table>
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<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-Time</strong></td>
<td>38.4</td>
<td>46.5</td>
<td>49.5</td>
<td>43.1</td>
<td>41.0</td>
<td>41.8</td>
</tr>
<tr>
<td><strong>Part-Time</strong></td>
<td>61.6</td>
<td>53.5</td>
<td>50.5</td>
<td>56.9</td>
<td>59.0</td>
<td>58.2</td>
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<tr>
<td><strong>Total Reporting</strong></td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Employed Status</strong></td>
<td>(1043)</td>
<td>(398)</td>
<td>(212)</td>
<td>(612)</td>
<td>(1041)</td>
<td>(1653)</td>
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</table>
### Class of 1990 Office Occupations Students

#### Percent Wages of Individuals Employed at Present

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<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below $3.00 per hour</td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.4</td>
<td>0.3</td>
</tr>
<tr>
<td>$3.00 - $3.99 per hour</td>
<td>2.2</td>
<td>1.7</td>
<td>0.7</td>
<td>0.3</td>
<td>2.7</td>
<td>1.9</td>
</tr>
<tr>
<td>$4.00 - $4.99 per hour</td>
<td>47.0</td>
<td>47.3</td>
<td>44.3</td>
<td>39.9</td>
<td>50.0</td>
<td>46.7</td>
</tr>
<tr>
<td>$5.00 - $5.99 per hour</td>
<td>28.8</td>
<td>30.1</td>
<td>25.5</td>
<td>29.6</td>
<td>28.3</td>
<td>28.7</td>
</tr>
<tr>
<td>$6.00 - $6.99 per hour</td>
<td>13.5</td>
<td>13.0</td>
<td>20.8</td>
<td>17.3</td>
<td>12.9</td>
<td>14.3</td>
</tr>
<tr>
<td>$7.00 per hour or more</td>
<td>8.4</td>
<td>7.5</td>
<td>8.1</td>
<td>12.9</td>
<td>5.8</td>
<td>8.1</td>
</tr>
<tr>
<td>Total Reporting Wages</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Activity (yr)</td>
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<td>292</td>
<td>149</td>
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</table>

### Class of 1990 Office Occupations Students

#### Percent Industries in Which Individuals Are Employed at Present

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<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Forestry and Fisheries</td>
<td>1.7</td>
<td>2.1</td>
<td>1.4</td>
<td>3.6</td>
<td>0.7</td>
<td>1.7</td>
</tr>
<tr>
<td>Mining</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Construction</td>
<td>1.1</td>
<td>0.3</td>
<td>0.5</td>
<td>1.5</td>
<td>0.4</td>
<td>0.8</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>10.1</td>
<td>11.2</td>
<td>14.6</td>
<td>11.9</td>
<td>10.3</td>
<td>10.9</td>
</tr>
<tr>
<td>Transportation, Communications, and Other Public Utilities</td>
<td>3.0</td>
<td>2.3</td>
<td>1.9</td>
<td>4.4</td>
<td>1.7</td>
<td>2.7</td>
</tr>
<tr>
<td>Wholesale and Retail Trade</td>
<td>41.7</td>
<td>42.8</td>
<td>39.9</td>
<td>41.7</td>
<td>41.7</td>
<td>41.7</td>
</tr>
<tr>
<td>Finance, Insurance, and Real Estate</td>
<td>1.8</td>
<td>5.0</td>
<td>7.5</td>
<td>0.7</td>
<td>4.8</td>
<td>3.3</td>
</tr>
<tr>
<td>Business and Repair Services</td>
<td>5.1</td>
<td>6.5</td>
<td>5.6</td>
<td>7.3</td>
<td>4.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Personal Services</td>
<td>6.6</td>
<td>7.0</td>
<td>6.1</td>
<td>5.6</td>
<td>7.2</td>
<td>6.6</td>
</tr>
<tr>
<td>Entertainment and Recreation Services</td>
<td>7.0</td>
<td>5.7</td>
<td>4.7</td>
<td>8.3</td>
<td>5.3</td>
<td>6.4</td>
</tr>
<tr>
<td>Professional and Related Services</td>
<td>19.4</td>
<td>14.1</td>
<td>15.0</td>
<td>11.2</td>
<td>21.1</td>
<td>17.6</td>
</tr>
<tr>
<td>Public Administration</td>
<td>1.3</td>
<td>1.3</td>
<td>1.4</td>
<td>1.7</td>
<td>1.1</td>
<td>1.3</td>
</tr>
<tr>
<td>Industry Not Reported</td>
<td>1.5</td>
<td>1.6</td>
<td>1.4</td>
<td>1.9</td>
<td>1.3</td>
<td>1.5</td>
</tr>
<tr>
<td>Total Reporting Activity</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Activity (yr)</td>
<td>1027</td>
<td>383</td>
<td>213</td>
<td>587</td>
<td>1031</td>
<td>1618</td>
</tr>
<tr>
<td>Status</td>
<td>1-200 hours</td>
<td>201-400 hours</td>
<td>401 or more hours</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------</td>
<td>---------------</td>
<td>-------------------</td>
<td>------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>Administrative, Engineering, Scientific, Teaching, and Related Occupations, Including Creative Artists</td>
<td>6.4</td>
<td>2.9</td>
<td>4.3</td>
<td>7.2</td>
<td>4.2</td>
<td>5.3</td>
</tr>
<tr>
<td>Technologists and Technicians Including Health</td>
<td>1.8</td>
<td>0.8</td>
<td>0.5</td>
<td>2.0</td>
<td>1.0</td>
<td>1.4</td>
</tr>
<tr>
<td>Marketing and Sales</td>
<td>28.9</td>
<td>29.9</td>
<td>26.3</td>
<td>22.5</td>
<td>32.3</td>
<td>28.8</td>
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<tr>
<td>Clerical</td>
<td>13.9</td>
<td>21.3</td>
<td>31.6</td>
<td>5.8</td>
<td>24.8</td>
<td>17.9</td>
</tr>
<tr>
<td>Service</td>
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<td>26.5</td>
<td>28.7</td>
<td>23.0</td>
<td>31.2</td>
<td>28.3</td>
</tr>
<tr>
<td>Farming, Forestry, and Fishing</td>
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<td>1.3</td>
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<td>4.3</td>
<td>0.3</td>
<td>1.7</td>
</tr>
<tr>
<td>Construction and Extractive</td>
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<td>0.5</td>
<td>0.0</td>
<td>1.7</td>
<td>0.1</td>
<td>0.7</td>
</tr>
<tr>
<td>Transportation and Material Moving</td>
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<td>0.5</td>
<td>4.8</td>
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<td>1.8</td>
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<td>Mechanics and Repairers</td>
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<td>0.5</td>
<td>1.9</td>
<td>0.1</td>
<td>0.7</td>
</tr>
<tr>
<td>Production</td>
<td>3.8</td>
<td>3.9</td>
<td>3.3</td>
<td>5.6</td>
<td>2.7</td>
<td>3.8</td>
</tr>
<tr>
<td>Material Handlers, Equipment Cleaners, Laborers, and Miscellaneous Occupations</td>
<td>10.3</td>
<td>11.7</td>
<td>3.3</td>
<td>21.2</td>
<td>3.2</td>
<td>9.7</td>
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<td>Total Reporting</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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</tr>
<tr>
<td>Occupations</td>
<td>(1022)</td>
<td>(385)</td>
<td>(209)</td>
<td>(386)</td>
<td>(1031)</td>
<td>(1617)</td>
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</table>
CLASS OF 1990 SERVICE OCCUPATIONS STUDENTS

Service Occupations classes were selected by 5.2 percent of the 12,458 students who participated in the follow-up study. The data reported in this section include the 642 students who completed one or more courses in the curriculum category of Service Occupations.

36.4 percent of these Service Occupations students were male, and 63.6 percent were female. Of these students surveyed, seventy-four percent responded with a completed, or substantially completed, questionnaire. Courses in this curriculum category include, but are not limited to: Child Care, Food Services, Personal Services, and Protective Service.

Of the 642 Service Occupations students, 195 had from 1 to 200 hours of courses, 270 students had courses totaling 201 to 400 hours; and 177 had 401 or more hours of course work. The total percentage of students who had selected any Service Occupations courses increased 0.1 over the Class of 1989 study.

PARTICIPATION IN SERVICE OCCUPATIONS
Class of 1990
Grades 10-12
(100 Hours=Approximately 1 Semester)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td>1-300</td>
<td>3.3%</td>
<td>40.6%</td>
</tr>
<tr>
<td>1-300</td>
<td>1.9%</td>
<td>29.3%</td>
</tr>
<tr>
<td>401 or more</td>
<td>59.4%</td>
<td>70.7%</td>
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CLASS OF 1990 SERVICE OCCUPATIONS STUDENTS
PERCENT QUESTIONNAIRE RESPONSE

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return Complete</td>
<td>59.5</td>
<td>70.7</td>
<td>56.5</td>
<td>59.0</td>
<td>65.9</td>
<td>63.4</td>
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<tr>
<td>Return Incomplete</td>
<td>13.3</td>
<td>7.8</td>
<td>11.9</td>
<td>9.4</td>
<td>11.3</td>
<td>10.6</td>
</tr>
<tr>
<td>No Return Received</td>
<td>27.2</td>
<td>21.5</td>
<td>31.6</td>
<td>31.6</td>
<td>22.8</td>
<td>26.0</td>
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<tr>
<td>Total Assessed</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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</table>

(195) (270) (177) (234) (408) (642)
### CLASS OF 1990 SERVICE OCCUPATIONS STUDENTS
PERCENT PRESENT ACTIVITY

<table>
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<tr>
<th>Status</th>
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<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUCATIONAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational School</td>
<td>15.8</td>
<td>11.5</td>
<td>26.8</td>
<td>18.8</td>
<td>15.8</td>
<td>16.8</td>
</tr>
<tr>
<td>Community College</td>
<td>15.1</td>
<td>14.4</td>
<td>10.6</td>
<td>9.4</td>
<td>15.8</td>
<td>13.6</td>
</tr>
<tr>
<td>4-year College or University</td>
<td>29.5</td>
<td>15.4</td>
<td>16.3</td>
<td>13.1</td>
<td>23.2</td>
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<td>Apprenticeship</td>
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<td>0.6</td>
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<tr>
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<td>2.5</td>
<td>1.6</td>
<td>1.9</td>
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<td><strong>EMPLOYMENT</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paid Employment</td>
<td>60.4</td>
<td>69.7</td>
<td>72.4</td>
<td>65.6</td>
<td>68.7</td>
<td>67.7</td>
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<td>0.0</td>
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<td>3.0</td>
</tr>
<tr>
<td>Military</td>
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<td>1.6</td>
<td>9.4</td>
<td>1.3</td>
<td>4.0</td>
</tr>
<tr>
<td>Unemployed</td>
<td>21.6</td>
<td>11.5</td>
<td>10.6</td>
<td>14.4</td>
<td>14.2</td>
<td>14.3</td>
</tr>
<tr>
<td><strong>OTHER</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
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<tr>
<td>(212)</td>
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<td>(458)</td>
<td>(674)</td>
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<td>100.0</td>
<td>100.0</td>
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</tr>
<tr>
<td>(139)</td>
<td>(208)</td>
<td>(123)</td>
<td></td>
<td>(160)</td>
<td>(310)</td>
<td>(470)</td>
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### CLASS OF 1990 SERVICE OCCUPATIONS STUDENTS
PERCENT COMBINATIONS OF PRESENT ACTIVITIES

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid Employment (only)</td>
<td>23.7</td>
<td>44.1</td>
<td>35.8</td>
<td>41.5</td>
<td>52.9</td>
<td>35.8</td>
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<td>8.6</td>
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<td>22.0</td>
<td>11.3</td>
<td>11.7</td>
<td>11.6</td>
</tr>
<tr>
<td>Paid Employment and Community College</td>
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<td>10.8</td>
<td>4.9</td>
<td>4.4</td>
<td>12.4</td>
<td>9.7</td>
</tr>
<tr>
<td>Paid Employment and College or University</td>
<td>14.4</td>
<td>5.4</td>
<td>8.9</td>
<td>5.7</td>
<td>10.7</td>
<td>9.0</td>
</tr>
<tr>
<td>Vocational School (only)</td>
<td>1.4</td>
<td>2.5</td>
<td>4.1</td>
<td>3.8</td>
<td>2.0</td>
<td>2.6</td>
</tr>
<tr>
<td>Community College (only)</td>
<td>1.4</td>
<td>2.0</td>
<td>4.1</td>
<td>3.8</td>
<td>1.6</td>
<td>2.4</td>
</tr>
<tr>
<td>4-year College or University (only)</td>
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<td>4.1</td>
<td>3.1</td>
<td>6.5</td>
<td>5.4</td>
</tr>
<tr>
<td>Education and Seeking Employment</td>
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<td>5.7</td>
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<td>8.8</td>
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<tr>
<td>Unemployed (only)</td>
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<td>2.9</td>
<td>4.9</td>
<td>5.7</td>
<td>3.9</td>
<td>4.5</td>
</tr>
<tr>
<td>Activities Other Than The Above</td>
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<td>14.7</td>
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<td>13.8</td>
<td>9.4</td>
<td>10.9</td>
</tr>
<tr>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>(139)</td>
<td>(204)</td>
<td>(123)</td>
<td></td>
<td>(159)</td>
<td>(307)</td>
<td>(466)</td>
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</table>
### CLASS OF 1990 SERVICE OCCUPATIONS STUDENTS
### PERCENT TIME STATUS FOR INDIVIDUALS ATTENDING POST-SECONDARY INSTITUTIONS

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>80.8</td>
<td>89.0</td>
<td>88.1</td>
<td>87.9</td>
<td>85.1</td>
<td>85.8</td>
</tr>
<tr>
<td>Part-Time</td>
<td>19.2</td>
<td>11.0</td>
<td>11.9</td>
<td>12.1</td>
<td>14.9</td>
<td>14.2</td>
</tr>
<tr>
<td>Total Reporting</td>
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<td>100.0</td>
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<td>100.0</td>
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### CLASS OF 1990 SERVICE OCCUPATIONS STUDENTS
### PERCENT POST-SECONDARY INSTITUTIONS ATTENDED BY INDIVIDUALS AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Minnesota (all campuses)</td>
<td>11.5</td>
<td>6.3</td>
<td>7.3</td>
<td>8.8</td>
<td>8.3</td>
<td>8.5</td>
</tr>
<tr>
<td>State Universities</td>
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<td>13.8</td>
<td>10.9</td>
<td>14.0</td>
<td>15.4</td>
<td>15.0</td>
</tr>
<tr>
<td>Area Vocational-Technical Institutes</td>
<td>21.8</td>
<td>21.3</td>
<td>41.8</td>
<td>38.6</td>
<td>22.4</td>
<td>26.8</td>
</tr>
<tr>
<td>Community College</td>
<td>23.1</td>
<td>28.8</td>
<td>14.5</td>
<td>12.2</td>
<td>26.9</td>
<td>23.0</td>
</tr>
<tr>
<td>Private Vocational Schools (including health related)</td>
<td>5.1</td>
<td>7.5</td>
<td>10.9</td>
<td>8.8</td>
<td>7.1</td>
<td>7.5</td>
</tr>
<tr>
<td>Private Jr. Colleges Liberal Arts Colleges</td>
<td>10.3</td>
<td>6.3</td>
<td>3.6</td>
<td>7.0</td>
<td>7.1</td>
<td>7.0</td>
</tr>
<tr>
<td>Institutions Outside Minnesota</td>
<td>9.0</td>
<td>16.3</td>
<td>10.9</td>
<td>10.5</td>
<td>12.8</td>
<td>12.2</td>
</tr>
<tr>
<td>Schools Not Reported</td>
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<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total Reporting</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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### CLASS OF 1990 SERVICE OCCUPATIONS STUDENTS
### PERCENT TIME STATUS FOR INDIVIDUALS EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>38.1</td>
<td>59.0</td>
<td>58.0</td>
<td>62.7</td>
<td>48.0</td>
<td>53.0</td>
</tr>
<tr>
<td>Part-Time</td>
<td>61.9</td>
<td>41.0</td>
<td>42.0</td>
<td>37.3</td>
<td>52.0</td>
<td>47.0</td>
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<td>Total Reporting</td>
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<td>100.0</td>
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<td>100.0</td>
<td>100.0</td>
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</tr>
</tbody>
</table>

**Employed Status**

| Total Reporting | (84) | (139) | (81) | (102) | (202) | (304) |
CLASS OF 1990 SERVICE OCCUPATIONS STUDENTS
PERCENT WAGES OF INDIVIDUALS EMPLOYED AT PRESENT

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below $3.00 per hour</td>
<td>0.0</td>
<td>0.0</td>
<td>4.7</td>
<td>0.0</td>
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<td>1.1</td>
</tr>
<tr>
<td>$3.00 - $3.99 per hour</td>
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<td>1.2</td>
<td>0.0</td>
<td>1.6</td>
<td>0.0</td>
<td>0.5</td>
</tr>
<tr>
<td>$4.00 - $4.99 per hour</td>
<td>55.4</td>
<td>54.3</td>
<td>48.8</td>
<td>55.7</td>
<td>52.3</td>
<td>53.4</td>
</tr>
<tr>
<td>$5.00 - $5.99 per hour</td>
<td>18.5</td>
<td>28.4</td>
<td>27.9</td>
<td>23.0</td>
<td>25.8</td>
<td>24.9</td>
</tr>
<tr>
<td>$6.00 - $6.99 per hour</td>
<td>20.0</td>
<td>8.6</td>
<td>2.3</td>
<td>9.8</td>
<td>11.7</td>
<td>11.1</td>
</tr>
<tr>
<td>$7.00 per hour or more</td>
<td>6.2</td>
<td>7.4</td>
<td>16.3</td>
<td>9.8</td>
<td>8.6</td>
<td>9.0</td>
</tr>
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<td>100.0</td>
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CLASS OF 1990 SERVICE OCCUPATIONS STUDENTS
PERCENT INDUSTRIES IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

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<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Forestry and Fisheries</td>
<td>1.2</td>
<td>1.4</td>
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<td>7.7</td>
<td>0.0</td>
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<tr>
<td>Mining</td>
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<td>0.0</td>
<td>0.0</td>
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<td>0.0</td>
</tr>
<tr>
<td>Construction</td>
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<td>1.2</td>
<td>3.8</td>
<td>0.0</td>
<td>1.3</td>
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<tr>
<td>Manufacturing</td>
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<td>15.4</td>
<td>12.0</td>
<td>21.2</td>
<td>10.3</td>
<td>14.0</td>
</tr>
<tr>
<td>Transportation, Communications, and Other Public Utilities</td>
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<td>0.0</td>
<td>3.8</td>
<td>1.5</td>
<td>2.3</td>
</tr>
<tr>
<td>Wholesale and Retail Trade</td>
<td>28.0</td>
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<td>41.0</td>
<td>33.7</td>
<td>36.8</td>
<td>35.7</td>
</tr>
<tr>
<td>Finance, Insurance, and Real Estate</td>
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<td>1.2</td>
<td>0.0</td>
<td>0.5</td>
<td>0.3</td>
</tr>
<tr>
<td>Business and Repair Services</td>
<td>7.3</td>
<td>4.9</td>
<td>12.0</td>
<td>7.7</td>
<td>7.4</td>
<td>7.5</td>
</tr>
<tr>
<td>Personal Services</td>
<td>7.3</td>
<td>7.7</td>
<td>8.4</td>
<td>2.9</td>
<td>0.3</td>
<td>7.8</td>
</tr>
<tr>
<td>Entertainment and Recreation Services</td>
<td>8.5</td>
<td>2.1</td>
<td>6.0</td>
<td>6.7</td>
<td>3.9</td>
<td>4.9</td>
</tr>
<tr>
<td>Professional and Related Services</td>
<td>24.4</td>
<td>23.8</td>
<td>12.0</td>
<td>9.6</td>
<td>26.5</td>
<td>20.8</td>
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<tr>
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<tr>
<td>Industry Not Reported</td>
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<td>2.6</td>
</tr>
<tr>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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<tr>
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<td>(82)</td>
<td>(143)</td>
<td>(83)</td>
<td>(104)</td>
<td>(204)</td>
<td>(308)</td>
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<tr>
<td>Status</td>
<td>1-200 hours</td>
<td>201-400 hours</td>
<td>401 or more hours</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>-------------</td>
<td>---------------</td>
<td>-------------------</td>
<td>------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>Administrative, Engineering, Scientific, Teaching, and Related Occupations, Including Creative Artists</td>
<td>6.0</td>
<td>3.5</td>
<td>2.4</td>
<td>7.8</td>
<td>2.0</td>
<td>3.9</td>
</tr>
<tr>
<td>Technologists and Technicians Including Health</td>
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<td>1.0</td>
</tr>
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<td>Marketing and Sales</td>
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<td>11.7</td>
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<td>Clerical</td>
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<td>32.5</td>
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<td>34.1</td>
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<td>Farming, Forestry, and Fishing</td>
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<td>0.0</td>
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</tr>
<tr>
<td>Construction and Extractive</td>
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<td>2.1</td>
<td>1.2</td>
<td>4.9</td>
<td>0.0</td>
<td>1.6</td>
</tr>
<tr>
<td>Transportation and Material Moving</td>
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<td>1.2</td>
<td>2.9</td>
<td>0.0</td>
<td>1.0</td>
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<tr>
<td>Mechanics and Repairers</td>
<td>0.0</td>
<td>1.4</td>
<td>1.2</td>
<td>1.9</td>
<td>0.5</td>
<td>1.0</td>
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<tr>
<td>Production</td>
<td>1.2</td>
<td>7.8</td>
<td>8.4</td>
<td>6.8</td>
<td>5.9</td>
<td>6.2</td>
</tr>
<tr>
<td>Material Handlers, Equipment Cleaners, Laborers, and Miscellaneous Occupations</td>
<td>7.1</td>
<td>10.6</td>
<td>8.4</td>
<td>21.4</td>
<td>2.9</td>
<td>9.1</td>
</tr>
<tr>
<td>Total Reporting</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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<tr>
<td>Occupations</td>
<td>(84)</td>
<td>(141)</td>
<td>(83)</td>
<td>(103)</td>
<td>(205)</td>
<td>(308)</td>
</tr>
</tbody>
</table>
Social Studies classes were selected by 98.3 percent of the 12,458 students who participated in the follow-up study. The data reported in this section include the 12,244 students who completed one or more courses in the curriculum category of Social Studies.

50.4 percent of these Social Studies students were male, and 49.6 percent were female. Of these students surveyed, 80.6 percent responded with a completed, or substantially completed, questionnaire. Courses in this curriculum category include, but are not limited to: American Government, Economics, General Psychology, and Modern History.

Of the 12,244 Social Studies students, 296 had from 1 to 200 hours of courses; 1,623 students had courses totaling 201 to 400 hours; and 10,325 had 401 or more hours of course work. The total percentage of students who had selected any Social Studies courses increased 3.3 from the Class of 1989 study.

### Participation in Social Studies

**Class of 1990**

**Grades 10-12**

(100 Hours=Approximately 1 Semester)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-200</td>
<td>50.4</td>
<td>49.6</td>
</tr>
<tr>
<td>201-400</td>
<td>98.1</td>
<td></td>
</tr>
<tr>
<td>401 or more</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return Complete</td>
<td>40.2</td>
<td>62.7</td>
<td>75.8</td>
<td>73.2</td>
</tr>
<tr>
<td>Return Incomplete</td>
<td>8.4</td>
<td>7.3</td>
<td>7.4</td>
<td>7.4</td>
</tr>
<tr>
<td>No Return Received</td>
<td>51.4</td>
<td>30.1</td>
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<td>19.3</td>
</tr>
<tr>
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<td>100.0</td>
<td>100.0</td>
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</tr>
</tbody>
</table>

(296) (1623) (10325) (6166) (6078) (12244)
<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCATIONAL</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational School</td>
<td>8.2</td>
<td>14.8</td>
<td>9.2</td>
<td>11.3</td>
<td>8.3</td>
<td>9.8</td>
</tr>
<tr>
<td>Community College</td>
<td>7.5</td>
<td>15.0</td>
<td>13.9</td>
<td>12.6</td>
<td>15.2</td>
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</tr>
<tr>
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<td>14.0</td>
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<td>(1100)</td>
<td>(8527)</td>
<td>(4743)</td>
<td>(5018)</td>
<td>(9761)</td>
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**CLASS OF 1990 SOCIAL STUDIES STUDENTS**

**PERCENT COMBINATIONS OF PRESENT ACTIVITIES**

<table>
<thead>
<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid Employment (only)</td>
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<td>21.9</td>
<td>19.4</td>
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<td>6.0</td>
<td>7.0</td>
<td>5.8</td>
<td>6.4</td>
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<td>10.0</td>
<td>8.3</td>
<td>11.5</td>
<td>9.9</td>
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<tr>
<td>Paid Employment and College or University</td>
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<td>18.3</td>
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<td>Community College (only)</td>
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<td>4-year College or University (only)</td>
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<td>Unemployed (only)</td>
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<td>1.8</td>
<td>1.8</td>
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<td>Activities Other Than The Above</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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<td>(8512)</td>
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### Class of 1990 Social Studies Students

#### Percent Time Status for Individuals Attending Post-Secondary Institutions

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<th>Status</th>
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<th>201-400 hours</th>
<th>401 or more hours</th>
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<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>82.7</td>
<td>85.7</td>
<td>87.0</td>
<td>88.0</td>
<td>85.9</td>
<td>86.8</td>
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<tr>
<td>Part-Time</td>
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<td>13.2</td>
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<tr>
<td>Total Reporting</td>
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<td>100.0</td>
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### Class of 1990 Social Studies Students

#### Percent Post-Secondary Institutions Attended by Individuals At Present

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<thead>
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<th>Status</th>
<th>1-200 hours</th>
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<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Minnesota (all campuses)</td>
<td>12.9</td>
<td>11.0</td>
<td>15.1</td>
<td>16.0</td>
<td>13.5</td>
<td>14.6</td>
</tr>
<tr>
<td>State Universities</td>
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<td>15.4</td>
<td>16.3</td>
<td>17.2</td>
<td>15.4</td>
<td>16.2</td>
</tr>
<tr>
<td>Area Vocational-Technical Institutes</td>
<td>22.6</td>
<td>18.1</td>
<td>10.9</td>
<td>15.1</td>
<td>9.1</td>
<td>11.8</td>
</tr>
<tr>
<td>Community College</td>
<td>19.4</td>
<td>21.7</td>
<td>18.0</td>
<td>17.0</td>
<td>19.6</td>
<td>18.4</td>
</tr>
<tr>
<td>Private Vocational Schools (including health related)</td>
<td>3.2</td>
<td>5.1</td>
<td>4.2</td>
<td>3.5</td>
<td>5.0</td>
<td>4.3</td>
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<tr>
<td>Private Jr. Colleges Liberal Arts Colleges</td>
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<td>14.1</td>
<td>12.2</td>
<td>15.6</td>
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<tr>
<td>Institutions Outside Minnesota</td>
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<td>18.9</td>
<td>21.8</td>
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<tr>
<td>Schools Not Reported</td>
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<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
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<tr>
<td>Total Reporting</td>
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### Class of 1990 Social Studies Students

#### Percent Time Status for Individuals Employed at Present

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<th>201-400 hours</th>
<th>401 or more hours</th>
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<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>70.2</td>
<td>43.8</td>
<td>41.2</td>
<td>48.2</td>
<td>36.7</td>
<td>42.0</td>
</tr>
<tr>
<td>Part-Time</td>
<td>29.8</td>
<td>56.2</td>
<td>58.8</td>
<td>51.8</td>
<td>63.3</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Employed Status</td>
<td>(84)</td>
<td>(625)</td>
<td>(4614)</td>
<td>(2469)</td>
<td>(2854)</td>
<td>(5323)</td>
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### CLASS OF 1990 SOCIAL STUDIES STUDENTS
### PERCENT WAGES OF INDIVIDUALS EMPLOYED AT PRESENT

<table>
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<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below $3.00 per hour</td>
<td>4.3</td>
<td>0.5</td>
<td>0.5</td>
<td>0.6</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>$3.00 - $3.99 per hour</td>
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<td>1.0</td>
<td>2.4</td>
<td>0.6</td>
<td>3.4</td>
<td>2.2</td>
</tr>
<tr>
<td>$4.00 - $4.99 per hour</td>
<td>32.6</td>
<td>53.5</td>
<td>47.7</td>
<td>40.7</td>
<td>53.5</td>
<td>48.2</td>
</tr>
<tr>
<td>$5.00 - $5.99 per hour</td>
<td>23.9</td>
<td>24.8</td>
<td>26.8</td>
<td>28.4</td>
<td>25.3</td>
<td>26.6</td>
</tr>
<tr>
<td>$6.00 - $6.99 per hour</td>
<td>8.7</td>
<td>10.3</td>
<td>13.4</td>
<td>15.3</td>
<td>11.3</td>
<td>13.0</td>
</tr>
<tr>
<td>$7.00 per hour or more</td>
<td>28.3</td>
<td>10.0</td>
<td>9.1</td>
<td>14.4</td>
<td>5.9</td>
<td>9.5</td>
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<td>(419)</td>
<td>(3093)</td>
<td>(1495)</td>
<td>(2063)</td>
<td>(3558)</td>
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### CLASS OF 1990 SOCIAL STUDIES STUDENTS
### PERCENT INDUSTRIES IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

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<th>Status</th>
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<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Agriculture, Forestry and Fisheries</td>
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<td>3.8</td>
<td>2.8</td>
<td>5.7</td>
<td>0.6</td>
<td>2.9</td>
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<td>Mining</td>
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<td>0.0</td>
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<td>0.0</td>
</tr>
<tr>
<td>Construction</td>
<td>1.7</td>
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<td>1.9</td>
<td>4.0</td>
<td>0.2</td>
<td>2.0</td>
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<tr>
<td>Manufacturing</td>
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<td>11.7</td>
<td>14.5</td>
<td>9.1</td>
<td>11.6</td>
</tr>
<tr>
<td>Transportation, Communications, and Other Public Utilities</td>
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<td>2.6</td>
<td>4.1</td>
<td>1.5</td>
<td>2.7</td>
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<td>Wholesale and Retail Trade</td>
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<td>37.8</td>
<td>35.4</td>
<td>39.2</td>
<td>37.4</td>
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<td>Finance, Insurance, and Real Estate</td>
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<td>1.9</td>
<td>0.7</td>
<td>2.7</td>
<td>1.8</td>
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<tr>
<td>Business and Repair Services</td>
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<td>5.9</td>
<td>7.9</td>
<td>4.4</td>
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<td>6.2</td>
<td>4.3</td>
<td>7.7</td>
<td>6.1</td>
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<td>Entertainment and Recreation Services</td>
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<td>6.0</td>
<td>6.8</td>
</tr>
<tr>
<td>Professional and Related Services</td>
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<td>(604)</td>
<td>(4574)</td>
<td>(2421)</td>
<td>(2816)</td>
<td>(5237)</td>
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### CLASS OF 1990 SOCIAL STUDIES STUDENTS
#### PERCENT OCCUPATIONS IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

<table>
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<tr>
<th>Status</th>
<th>1-200 hours</th>
<th>201-400 hours</th>
<th>401 or more hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative, Engineering, Scientific, Teaching, and Related Occupations, Including Creative Artists</td>
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<td>5.1</td>
<td>3.8</td>
<td>4.9</td>
<td>3.3</td>
<td>4.0</td>
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<td>Technologists and Technicians Including Health</td>
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<td>1.5</td>
<td>1.4</td>
<td>1.3</td>
<td>1.6</td>
<td>1.5</td>
</tr>
<tr>
<td>Marketing and Sales</td>
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<td>17.5</td>
<td>32.0</td>
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<td>14.7</td>
<td>6.3</td>
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<td>14.4</td>
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<td>Service</td>
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<td>28.4</td>
<td>30.3</td>
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<td>30.0</td>
</tr>
<tr>
<td>Farming, Forestry, and Fishing</td>
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<td>5.4</td>
<td>0.3</td>
<td>2.6</td>
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<tr>
<td>Construction and Extractive</td>
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<td>1.6</td>
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<td>0.1</td>
<td>1.7</td>
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<td>Transportation and Material Moving</td>
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<td>1.8</td>
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<td>1.9</td>
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<td>Mechanics and Repairers</td>
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<td>1.4</td>
<td>3.2</td>
<td>0.1</td>
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<td>Production</td>
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<td>6.8</td>
<td>4.9</td>
<td>7.6</td>
<td>3.1</td>
<td>5.2</td>
</tr>
<tr>
<td>Material Handlers, Equipment Cleaners, Laborers, and Miscellaneous Occupations</td>
<td>16.7</td>
<td>12.7</td>
<td>11.8</td>
<td>22.3</td>
<td>3.2</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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<tr>
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<td>(66)</td>
<td>(584)</td>
<td>(4554)</td>
<td>(2389)</td>
<td>(2815)</td>
<td>(5204)</td>
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</tbody>
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CLASS OF 1990 TRADE AND INDUSTRIAL EDUCATION STUDENTS

Trade and Industrial classes were selected by **14.2 percent** of the 12,458 students who participated in the follow-up study. The data reported in this section include the 1,774 students who completed one or more courses in the curriculum category of Trade and Industrial.

Eighty percent of these Trade and Industrial students were male, and twenty percent were female. Of these students surveyed, 74.7 percent responded with a completed, or substantially completed, questionnaire. Courses in this curriculum category include, but are not limited to: Graphics, Machine Shop, Automotive Mechanics, Carpentry, and Drafting.

Of the 1,774 Trade and Industrial students, 637 had from 1 to 200 hours of courses; 537 students had courses totaling 201 to 400 hours; and 600 had 401 or more hours of course work. The total percentage of students who had selected any Trade and Industrial courses decreased 7.7 over the Class of 1989 study.

PARTICIPATION IN TRADE AND INDUSTRIAL EDUCATION
Class of 1990
Grades 10-12
(100 Hours=Approximately 1 Semester)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
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<td>1-200</td>
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<td>201-400</td>
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<td>401 or more</td>
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<th>Total</th>
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### CLASS OF 1990 TRADE AND INDUSTRIAL EDUCATION STUDENTS
#### PERCENT PRESENT ACTIVITY

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<td>(413)</td>
<td>(436)</td>
<td>(1045)</td>
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### CLASS OF 1990 TRADE AND INDUSTRIAL EDUCATION STUDENTS
#### PERCENT COMBINATIONS OF PRESENT ACTIVITIES

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<th>1-200 hours</th>
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<th>Female</th>
<th>Total</th>
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<td>11.7</td>
<td>10.6</td>
<td>11.2</td>
<td>10.8</td>
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<td>Paid Employment and Community College</td>
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<td>4.6</td>
<td>7.1</td>
<td>7.7</td>
<td>7.2</td>
</tr>
<tr>
<td>Paid Employment and College or University</td>
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<td>4.8</td>
<td>7.2</td>
<td>16.8</td>
<td>9.3</td>
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<tr>
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<td>5.1</td>
<td>0.7</td>
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<td>4-year College or University (only)</td>
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<td>(1044)</td>
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## Class of 1990 Trade and Industrial Education Students
### Percent Time Status for Individuals Attending Post-Secondary Institutions

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<th>1-200 hours</th>
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<th>Female</th>
<th>Total</th>
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<tbody>
<tr>
<td>Full-Time</td>
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<td>90.4</td>
<td>88.4</td>
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<td>Part-Time</td>
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<td>11.6</td>
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### Class of 1990 Trade and Industrial Education Students
### Percent Post-Secondary Institutions Attended by Individuals at Present

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<th>Status</th>
<th>1-200 hours</th>
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<th>Female</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
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<td>7.1</td>
<td>14.6</td>
<td>9.0</td>
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<tr>
<td>State Universities</td>
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<td>7.3</td>
<td>12.8</td>
<td>15.2</td>
<td>13.4</td>
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<tr>
<td>Area Vocational-Technical Institutes</td>
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<td>16.1</td>
<td>14.6</td>
<td>17.7</td>
<td>13.3</td>
<td>16.6</td>
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<td>Private Vocational Schools (including health related)</td>
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<td>Liberal Arts Colleges</td>
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<td>Institutions Outside Minnesota</td>
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### Class of 1990 Trade and Industrial Education Students
### Percent Time Status for Individuals Employed at Present

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<th>Female</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>47.1</td>
<td>63.1</td>
<td>68.4</td>
<td>64.2</td>
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<td>Part-Time</td>
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<td>35.8</td>
<td>55.4</td>
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<td>(260)</td>
<td>(285)</td>
<td>(623)</td>
<td>(177)</td>
<td>(800)</td>
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### CLASS OF 1990 TRADE AND INDUSTRIAL EDUCATION STUDENTS
PERCENT WAGES OF INDIVIDUALS EMPLOYED AT PRESENT

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<th>Status</th>
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<th>Female</th>
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<tbody>
<tr>
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<td>$3.00 - $3.99 per hour</td>
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<td>0.9</td>
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<tr>
<td>$4.00 - $4.99 per hour</td>
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<td>40.7</td>
<td>37.7</td>
<td>36.6</td>
<td>48.7</td>
<td>39.6</td>
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<td>$5.00 - $5.99 per hour</td>
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<td>27.7</td>
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<td>34.8</td>
<td>29.1</td>
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<tr>
<td>$6.00 - $6.99 per hour</td>
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<td>12.4</td>
<td>16.4</td>
<td>17.4</td>
<td>6.1</td>
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<tr>
<td>$7.00 per hour or more</td>
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### CLASS OF 1990 TRADE AND INDUSTRIAL EDUCATION STUDENTS
PERCENT INDUSTRIES IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

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<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Forestry and Fisheries</td>
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<td>35.6</td>
<td>37.1</td>
<td>35.9</td>
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<td>0.3</td>
<td>1.8</td>
<td>0.7</td>
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<td>5.9</td>
<td>7.3</td>
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<td>3.3</td>
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Activity (238) (255) (276) (599) (170) (769)
## CLASS OF 1990 TRADE AND INDUSTRIAL EDUCATION STUDENTS
### PERCENT OCCUPATIONS IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

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<th>1-200 hours (Female)</th>
<th>201-400 hours (Male)</th>
<th>201-400 hours (Female)</th>
<th>401 or more hours (Male)</th>
<th>401 or more hours (Female)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative, Engineering, Scientific, Teaching, and Related Occupations, Including Creative Artists</td>
<td>7.3</td>
<td>5.6</td>
<td>3.4</td>
<td>6.0</td>
<td>3.0</td>
<td>5.3</td>
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<td>0.0</td>
<td>0.1</td>
</tr>
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<td>Technologists and Technicians Including Health</td>
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<td>23.6</td>
<td>23.6</td>
<td>23.6</td>
</tr>
<tr>
<td>Farming, Forestry, and Fishing</td>
<td>5.6</td>
<td>3.2</td>
<td>4.9</td>
<td>5.4</td>
<td>1.2</td>
<td>4.5</td>
<td>4.4</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>Construction and Extractive</td>
<td>3.0</td>
<td>4.8</td>
<td>5.2</td>
<td>5.6</td>
<td>0.0</td>
<td>4.4</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
</tr>
<tr>
<td>Transportation and Material Moving</td>
<td>2.6</td>
<td>4.8</td>
<td>3.7</td>
<td>4.6</td>
<td>0.6</td>
<td>3.7</td>
<td>4.6</td>
<td>4.6</td>
<td>4.6</td>
</tr>
<tr>
<td>Mechanics and Repairers</td>
<td>0.4</td>
<td>6.0</td>
<td>7.1</td>
<td>5.6</td>
<td>1.2</td>
<td>4.6</td>
<td>4.6</td>
<td>4.6</td>
<td>4.6</td>
</tr>
<tr>
<td>Production</td>
<td>7.7</td>
<td>11.5</td>
<td>11.2</td>
<td>11.2</td>
<td>6.7</td>
<td>10.2</td>
<td>10.2</td>
<td>10.2</td>
<td>10.2</td>
</tr>
<tr>
<td>Material Handlers, Equipment Cleaners, Laborers, and Miscellaneous Occupations</td>
<td>12.4</td>
<td>19.8</td>
<td>26.9</td>
<td>24.5</td>
<td>4.2</td>
<td>20.1</td>
<td>20.1</td>
<td>20.1</td>
<td>20.1</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Occupations</td>
<td>(233)</td>
<td>(252)</td>
<td>(268)</td>
<td>(588)</td>
<td>(165)</td>
<td>(753)</td>
<td>(753)</td>
<td>(753)</td>
<td>(753)</td>
</tr>
</tbody>
</table>
Chapter 5:

EMPLOYER FOLLOW-UP CLASS OF 1990

One of the components of the system is the Employer Follow-up. It is felt that employers of recent high school leavers can provide school decisionmakers with valuable information for consideration in future program planning and development.

An Employer Follow-up Form was mailed to the employer of any respondent who indicated employment and provided sufficient information to contact the employer. The responses of 926 employers are represented.

<table>
<thead>
<tr>
<th>Rating of student's technical knowledge</th>
<th>Very Good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rating of student's technical knowledge</td>
<td>30.7%</td>
<td>46.8%</td>
<td>20.4%</td>
<td>1.3%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating of student's work attitude</th>
<th>Very Good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Rating of student's work attitude</td>
<td>47.3%</td>
<td>34.2%</td>
<td>14.4%</td>
<td>3.4%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating of student's work quality</th>
<th>Very Good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Rating of student's work quality</td>
<td>41.6%</td>
<td>38.2%</td>
<td>17.2%</td>
<td>2.2%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall rating of education received by this student as it pertains to the requirements of the job</th>
<th>Very Good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Overall rating of education received by this student as it pertains to the requirements of the job</td>
<td>33.7%</td>
<td>46.1%</td>
<td>18.2%</td>
<td>1.5%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating of student's preparation in relation to other employees doing similar work?</th>
<th>No basis for comparison</th>
<th>Better prepared</th>
<th>Prepared same</th>
<th>Less prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Rating of student's preparation in relation to other employees doing similar work?</td>
<td>13.6%</td>
<td>40.3%</td>
<td>40.0%</td>
<td>6.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student has demonstrated-----</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opportunity to Observe</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. the ability and willingness to learn new skills and concepts</td>
<td>40.0%</td>
<td>52.7%</td>
<td>3.0%</td>
<td>3.9%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>adaptability to changing job situations</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opportunity to Observe</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. adaptability to changing job situations</td>
<td>33.6%</td>
<td>54.8%</td>
<td>5.9%</td>
<td>5.2%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>the ability to offer constructive dissent in a non-hostile manner</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opportunity to Observe</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. the ability to offer constructive dissent in a non-hostile manner</td>
<td>21.3%</td>
<td>50.4%</td>
<td>21.1%</td>
<td>6.5%</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>the ability and willingness to follow verbal and written instructions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opportunity to Observe</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. the ability and willingness to follow verbal and written instructions</td>
<td>39.0%</td>
<td>53.1%</td>
<td>3.0%</td>
<td>4.7%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>the ability to keep accurate records</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opportunity to Observe</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. the ability to keep accurate records</td>
<td>22.5%</td>
<td>45.7%</td>
<td>27.3%</td>
<td>3.3%</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>the ability to communicate effectively</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opportunity to Observe</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. the ability to communicate effectively</td>
<td>30.4%</td>
<td>61.2%</td>
<td>3.3%</td>
<td>4.5%</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>successful interpersonal relationships with co-workers and supervisors</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opportunity to Observe</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. successful interpersonal relationships with co-workers and supervisors</td>
<td>37.8%</td>
<td>53.9%</td>
<td>3.2%</td>
<td>4.6%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>
13. an understanding of the rights and responsibilities of employees and employers

<table>
<thead>
<tr>
<th></th>
<th>27.5%</th>
<th>57.7%</th>
<th>9.2%</th>
<th>4.2%</th>
<th>1.4%</th>
</tr>
</thead>
</table>

14. appropriate computation skills

<table>
<thead>
<tr>
<th></th>
<th>27.0%</th>
<th>53.1%</th>
<th>17.2%</th>
<th>2.4%</th>
<th>0.3%</th>
</tr>
</thead>
</table>

15. Would you consider hiring others from this school?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>98.4%</th>
<th>No</th>
<th>1.6%</th>
</tr>
</thead>
</table>
APPENDIX A
MINNESOTA SECONDARY SCHOOLS PARTICIPATING
IN THE FOLLOW-UP PROJECT IN 1990

<table>
<thead>
<tr>
<th>Alexandria</th>
<th>Martin County West</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anoka</td>
<td>McGregor</td>
</tr>
<tr>
<td>Badger</td>
<td>Medford</td>
</tr>
<tr>
<td>Bemidji</td>
<td>Menahga</td>
</tr>
<tr>
<td>Blue Earth</td>
<td>Mesabi East</td>
</tr>
<tr>
<td>Burnsville</td>
<td>Minnetonka</td>
</tr>
<tr>
<td>Caledonia</td>
<td>Monticello</td>
</tr>
<tr>
<td>Carlton</td>
<td>Mounds View (Irondale H.S.)</td>
</tr>
<tr>
<td>Cedar Mountain</td>
<td>Mounds View (Mounds View H.S.)</td>
</tr>
<tr>
<td>Centennial</td>
<td>Mountain Iron-Buhl</td>
</tr>
<tr>
<td>Ceylon</td>
<td>New Prague</td>
</tr>
<tr>
<td>Chisholm</td>
<td>New Richmond</td>
</tr>
<tr>
<td>Cold Spring</td>
<td>New Elm</td>
</tr>
<tr>
<td>Columbia Heights</td>
<td>Nicollet</td>
</tr>
<tr>
<td>Comfrey</td>
<td>No. St. Paul (North H.S.)</td>
</tr>
<tr>
<td>Deer River</td>
<td>No. St. Paul (Tartan H.S.)</td>
</tr>
<tr>
<td>Dodge Center</td>
<td>North Branch</td>
</tr>
<tr>
<td>Dover-Eyota</td>
<td>Norwood</td>
</tr>
<tr>
<td>Duluth (Central H.S.)</td>
<td>Orono</td>
</tr>
<tr>
<td>Duluth (Denfield H.S.)</td>
<td>Parkers Prairie</td>
</tr>
<tr>
<td>Duluth (East H.S.)</td>
<td>Pierz-Healy</td>
</tr>
<tr>
<td>East Grand Forks</td>
<td>Rochester (John Marshall H.S.)</td>
</tr>
<tr>
<td>Echo-Wood Lake</td>
<td>Rochester (Mayo H.S.)</td>
</tr>
<tr>
<td>Eden Valley</td>
<td>Sartell</td>
</tr>
<tr>
<td>Edina</td>
<td>Slayton</td>
</tr>
<tr>
<td>Esko</td>
<td>So. Washington Cty. (Park H.S.)</td>
</tr>
<tr>
<td>Evansville</td>
<td>So. Washington Cty. (Woodbury H.S.)</td>
</tr>
<tr>
<td>Eveleth</td>
<td>St. Louis Cty. (Albrook H.S.)</td>
</tr>
<tr>
<td>Fairmont</td>
<td>St. Louis Cty. (Cherry H.S.)</td>
</tr>
<tr>
<td>Faribault</td>
<td>St. Louis Cty. (Cook H.S.)</td>
</tr>
<tr>
<td>Fergus Falls</td>
<td>St. Louis Cty. (Cotton H.S.)</td>
</tr>
<tr>
<td>Fisher</td>
<td>St. Louis Cty. (Orr H.S.)</td>
</tr>
<tr>
<td>Frazee-Vergas</td>
<td>St. Louis Cty. (Toivola-Meadowlands H.S.)</td>
</tr>
<tr>
<td>Hermantown</td>
<td>Stewartville</td>
</tr>
<tr>
<td>Houston</td>
<td>Twin Valley</td>
</tr>
<tr>
<td>Kelliker</td>
<td>Tyler-RTR</td>
</tr>
<tr>
<td>Kimball</td>
<td>Underwood</td>
</tr>
<tr>
<td>Lake Park-Audubon</td>
<td>Virginia</td>
</tr>
<tr>
<td>Lakeville</td>
<td>Wabasso</td>
</tr>
<tr>
<td>LeCenter</td>
<td>Wadena</td>
</tr>
<tr>
<td>LeRoy-Ostrander</td>
<td>Waldorf-Pemberton</td>
</tr>
<tr>
<td>Little Falls</td>
<td>Walker-Hackensack-Akeley</td>
</tr>
<tr>
<td>Long Prairie</td>
<td>Watertown-Mayer</td>
</tr>
<tr>
<td>MacCray</td>
<td>Wells-Easton</td>
</tr>
<tr>
<td>Mahtomedi</td>
<td>Worthington</td>
</tr>
</tbody>
</table>
### APPENDIX B
### SPECIFIC INDUSTRIES WITHIN CATEGORIES USED IN REPORTS

**AGRICULTURE, FORESTRY, AND FISHERIES**
- Agricultural Production, Crops
- Agricultural Production, Livestock
- Agricultural Services Except Horticultural
- Horticultural Services

**MINING**
- Metal Mining
- Coal Mining
- Nonmetallic Mining and Quarrying, Except Fuel

**CONSTRUCTION**

**MANUFACTURING**
- Meat Products
- Dairy Products
- Canned and Preserved Fruits and Vegetables
- Grain Mill Products
- Bakery Products
- Sugar and Confectionery Products
- Beverage Industries
- Miscellaneous Food Preparations and Kindred Products
- Not Specified Food Industries
- Knitting Mills
- Dyeing and Finishing Textiles, Not Wood and Knit
- Floor Coverings, Except Hard Surface
- Yarn, Thread, and Fabric Mills
- Miscellaneous Textile Mill Products
- Apparel and Accessories, Except Knit
- Miscellaneous Fabricated Textile Products
- Pulp, Paper, and Paperboard Mills
- Miscellaneous Paper and Pulp Products
- Newspaper Publishing and Printing
- Printing, Publishing and Allied Industries (Not Papers)
- Plastics, Synthetics, and Resins
- Drugs
- Soaps and Cosmetics
- Paints, Varnishes, and Related Products
- Agricultural Chemicals
- Industrial and Miscellaneous Chemicals
- Petroleum Refining
- Miscellaneous Petroleum and Coal Products
- Tires and Inner Tubes
- Other Rubber Products and Plastic Footwear and Belting
- Miscellaneous Plastics Products
- Leather Products, Except Footwear
- Logging

**MANUFACTURING (cont.)**
- Sawmills, Planing Mills, and Millwork
- Wood Buildings and Mobile Homes
- Miscellaneous Wood Products
- Furniture and Fixtures
- Glass and Glass Products
- Cement, Concrete, Gypsum, and Plaster Products
- Structural Clay Products
- Pottery and Related Products
- Miscellaneous Nonmetallic Mineral and Stone Products
- Iron and Steel Foundries
- Primary Aluminum Industries
- Other Primary Metal Industries
- Cutlery, Hand Tools, and Other Hardware
- Fabricated Structural Metal Products
- Screw Machine Products
- Metal Forgings and Stampings
- Miscellaneous Fabricated Metal Products
- Not Specified Metal Industries
- Engines and Turbines
- Farm Machinery and Equipment
- Construction and Material Handling Machines
- Metalworking Machinery
- Electronic Computing Equipment
- Machinery, Except Electrical, n.e.c.
- Not Specified Machinery
- Household Appliances
- Radio, TV, and Communication Equipment
- Electrical Machinery, Equipment, and Supplies, n.e.c.
- Not Specified Electrical Machinery, Equipment and Supplies
- Motor Vehicles and Motor Vehicle Equipment
- Aircraft and Parts
- Ship and Boat Building and Repairing
- Cycles and Miscellaneous Transportation Equipment
- Scientific and Controlling Instruments
- Optical and Health Services Supplies
- Photographic Equipment and Supplies
- Not Specified Professional Equipment
- Toys, Amusement, and Sporting Goods
- Miscellaneous Manufacturing Industries
- Not Specified Manufacturing Industries

**TRANSPORTATION, COMMUNICATIONS, OTHER PUBLIC UTILITY**
- Railroads
- Bus Service and Urban Transit
- Trucking Service
TRANSPORTATION, COMMUNICATION
OTHER PUBLIC UTILITY (cont.)
Warehousing and Storage
U.S. Postal Service
Air Transportation
Pipe Lines, Except Natural Gas
Services Incidental to Transportation
Radio and Television Broadcasting
Telephone
Telegraph and Misc. Communication Services
Electric Light and Power
Gas and Steam Supply Systems
Electric and Gas, and Other Combinations
Water Supply and Irrigation
Sanitary Services
Not Specified Utilities

WHOLESALE AND RETAIL TRADE
Motor Vehicles and Equipment
Furniture and Home Furnishings
Lumber and Construction Materials
Sporting Goods, Toys, and Hobby Goods
Electrical Goods
Hardware, Plumbing and Heating Supplies
Not Specified Electrical and Hardware Products
Machinery, Equipment, and Supplies
Miscellaneous Wholesale, Durable Goods
Paper and Paper Products
Drugs, Chemicals, and Allied Products
Apparel, Fabrics, and Notions
Groceries and Related Products
Farm-Product Raw Materials
Petroleum Products
Alcoholic Beverages
Farm Supplies
Miscellaneous Wholesale, Non-Durable Goods
Not Specified Wholesale Trade
Lumber and Building Material Retailing
Hardware Stores
Retail Nurseries and Garden Stores
Mobile Home Dealers
Department Stores
Variety Stores
Dairy Products Stores
Retail Bakeries
Food Stores, n.e.c.
Motor Vehicle Dealers
Auto and Home Supply Stores
Gasoline Service Stations
Miscellaneous Vehicle Dealers
Apparel and Accessory Stores, Except Shoe
Shoe Stores
Furniture and Home Furnishings Stores
Household Appliances, TV, and Radio Stores
Eating and Drinking Places

WHOLESALE AND RETAIL TRADE (cont.)
Drug Stores
Liquor Stores
Sporting Goods, Bicycles, and Hobby Stores
Book and Stationery Stores
Jewelry Stores
Sewing, Needlework, and Piece Goods Stores
Mail Order Houses
Vending Machine Operators
Direct Selling Establishments
Fuel and Ice Dealers
Retail Florists
Miscellaneous Retail Stores
Not Specified Retail Trade

FINANCE, INSURANCE, AND REAL ESTATE
Banking
Savings and Loan Associations
Credit Agencies, n.e.c.
Security, Commodity Brokerage and Investment Co.'s
Insurance
Real Estate, Including Real Estate Insurance
Law Offices

BUSINESS AND REPAIR SERVICES
Advertising
Services to Dwellings and Other Buildings
Commercial Research, Development, and Testing Labs
Personnel Supply Services
Business Management and Consulting Services
Computer and Data Processing Services
Detective and Protective Services
Business Services, n.e.c.
Automotive Services, Except Repair
Automotive Repair Shops
Electrical Repair Shops
Miscellaneous Repair Services

PERSONAL SERVICES
Private Households
Hotels and Motels
Lodging Places, Except Hotels and Motels
Laundry, Cleaning, and Garment Services
Miscellaneous General Merchandise Stores
Beauty Shops
Barber Shops
Funeral Service and Crematories
Miscellaneous Personal Services

ENTERTAINMENT AND RECREATIONAL SERVICES
Theaters and Motion Pictures
Bowling Alleys, Billiard and Pool Parlors
Miscellaneous Entertainment and Recreation Services
PROFESSIONAL AND RELATED SERVICES
Offices of Physicians
Offices of Dentists
Offices of Chiropractors
Offices of Optometrists
Offices of Health Practitioners, n.e.c.
Hospitals
Nursing and Personal Care Facilities
Health Services, n.e.c.
Legal Services
Elementary and Secondary Schools
Colleges and Universities
Business, Trade, and Vocational Schools
Libraries
Educational Services, n.e.c.
Job Training and Vocational Rehabilitation Programs
Child Day Care Services
Residential Care Facilities, Without Nursing
Social Services, n.e.c.
Museums, Art Galleries, and Zoos
Religious Organizations
Membership Organizations
Engineering, Architectural, and Surveying Services

PROFESSIONAL AND RELATED SERVICES (cont.)
Accounting, Auditing, and Bookkeeping Services
Noncommercial Education and Scientific Research
Miscellaneous Professional and Related Services

PUBLIC ADMINISTRATION
Executive and Legislative Offices
General Government, n.e.c.
Justice, Public Order, and Safety
Public Finance, Taxation and Monetary Policy
Administration of Human Resources Services
Administration of Environmental Quality and Housing Programs
Administration of Economic Programs
National Security and International Affairs

INDUSTRY NOT REPORTED
APPENDIX C
SPECIFIC OCCUPATIONS
WITHIN CATEGORIES USED IN REPORTS

ADMINISTRATIVE, ENGINEERING,
SCIENTIFIC, TEACHING, AND RELATED
OCCUPATIONS, INCLUDING CREATIVE
ARTISTS
Financial Managers
Personnel and Labor Relations Managers
Purchasing Managers
Managers, Marketing, Advertising,
Public Relations
Managers and Administrators, n.e.c.
Accountants and Auditors
Personnel, Training, and Labor Relations
Specialists
Buyers, Wholesale and Retail, Except
Farm Products
Purchasing Agents and Buyers, n.e.c.
Business and Promotion Agents
Inspectors and Compliance Officers,
Except Construction
Management Related Occupations, n.e.c.
Architects
Electrical and Electronic Engineers
Mechanical Engineers
Engineers, n.e.c.
Surveyors and Mapping Scientists
Computer Systems Analysts and Scientists
Operations and Systems Research and Analysts
Chemists Except Biochemists
Atmosphere and Space Scientists
Optometrists
Health Diagnosing Practitioners, n.e.c.
Registered Nurses
Pharmacists
Dieticians
Occupational Therapists
Physicians' Assistants
Physical Education Teachers
Post-Secondary Teachers, Subject Not Specified
Teachers, Pre-Kindergarten and Kindergarten
Teachers, Elementary School
Teachers, Special Education
Teachers, n.e.c.
Counselors, Educational and Vocational
Librarians
Social Workers
Recreation Workers
Authors
Technical Writers
Designers
Musicians and Composers
Actors and Directors
Painters, Sculptors, Craft-Artists and Art
Printmakers

ADMINISTRATIVE (cont.)
Photographers
Dancers
Artists, Performers, and Related Workers,
n.e.c.
Editors and Reporters
Public Relations Specialists
Announcers
Athletes

TECHNOLOGISTS AND TECHNICIANS
INCLUDING HEALTH
Clinical Laboratory Technologists and
Technicians
Health Record Technologists and Technicians
Licensed Practical Nurses
Health Technologists and Technicians, n.e.c.
Electrical and Electronic Technicians
Mechanical Engineering Technicians
Drafting Occupations
Surveying and Mapping Technicians
Chemical Technicians
Science Technicians, n.e.c.
Airplane Pilots and Navigators
Broadcast Equipment Operators
Computer Programmers
Tool Programmers, Numerical Control
Legal Assistants
Technicians, n.e.c.

MARKETING AND SALES
Supervisors and Proprietors, Sales Occupations
Insurance Sales Occupations
Real Estate Sales Occupations
Securities and Financial Services Sales Occ.
Advertising and Related Sales Occupations
Sales Occupations, Other Business Services
Sales Reps., Mining, Manufacturing, and
Wholesale
Sales Workers, Mot. Vehicles and Boats
Sales Workers, Apparel
Sales Workers, Shoes
Sales Workers, Furniture and Home
Furnishings
Sales Workers, Radio, TV, HI-FI, and
Appliances
Sales Workers, Hardware and Building
Supplies
Sales Workers, Parts
Sales Workers, Other Commodities
Sales Counter Clerks
Cashiers
Street and Door-To-Door Sales Workers
MARKETING AND SALES (cont.)
News Vendors
Demonstrators, Promoters and Models, Sales
Auctioneers
Sales Support Occupations, n.e.c.

CLERICAL
Supervisors, General Office
Supervisors, Computer Equipment Operators
Supervisors, Financial Records Processing
Supervisors; Distribution, Scheduling, and Adjusting Clerks
Computer Operators
Peripheral Equipment Operators
Secretaries
Stenographers
Typists
Interviewers
Hotel Clerks
Transportation Ticket and Reservation Agents
Receptionists
Information Clerks, n.e.c.
Correspondence Clerks
Order Clerks
Personnel Clerks, Except Payroll and Timekeeping
Library Clerks
File Clerks
Records Clerks
Bookkeepers, Accounting, and Auditing Clerks
Payroll and Timekeeping Clerks
Billing Clerks
Cost and Rate Clerks
Billing, Posting, and Calculating Machine Operators
Duplicating Machine Operators
Mail Preparing and Paper Handling Machine Operators
Office Machine Operators, n.e.c.
Telephone Operators
Communications Equipment Operators, n.e.c.
Postal Clerks, Except Mail Carriers
Mail Carriers, Postal Service
Mail Clerks, Except Postal Service
Messengers
Dispatchers
Production Coordinators
Traffic, Shipping, and Receiving Clerks
Stock and Inventory Clerks
Weighers, Measurers, and Checkers
Material Recording, Scheduling, & Distributing Clerks, n.e.c.
Insurance Adjusters, Examiners, & Investigators
General Office Clerks
Bank Tellers
Proofreaders
Data-Entry Keyers
Statistical Clerks
Teacher’s Aides
Administrative Support Occupations, n.e.c.

SERVICE
Launderers and Ironers
Cooks, Private Household
Housekeepers and Butlers
Child Care Workers, Private Household
Cleaners and Servants, Private Household
Supervisors, Guards
Firefighting Occupations
Police and Detectives, Public Service
Sheriffs, Bailiffs, and Other Law Enforcement Officers
Guards and Police, Except Public Service
Protective Service Occupations, n.e.c.
Supervisors, Food Preparation and Service Occupations
Bartenders
Waiters and Waitresses
Cooks, Except Short Order
Short-Order Cooks
Food Counter, Fountain and Related Occupations
Kitchen Workers, Food Preparation
Waiters/Waitresses’ Assistants
Miscellaneous Food Preparation Occupations
Dental Assistants
Health Aides, Except Nursing
Nursing Aides, Orderlies, and Attendants
Supervisors, Cleaning and Building Service Workers
Maids and Housemen
Janitors and Cleaners
Supervisors, Personal Service Occupations
Hairdressers and Cosmetologists
Attendants, Amusement and Recreation Facilities
Guides
Ushers
Public Transportation Attendants
Baggage Porters and Bellhops
Child Care Workers, Except Private Household
Personal Service Occupations, n.e.c.

FARMING, FORESTRY, AND FISHING
Farmers, Except Horticultural
Horticultural Specialty Farmers
Managers, Farms, Except Horticultural
Supervisors, Farm Workers
Farm Workers
Marine Life Cultivation Workers
Nursery Workers
Supervisors, Related Agricultural Occupations
Groundskeepers and Gardeners, Except Farm
Animal Caretakers, Except Farm
Graders and Sorters, Agricultural Products
Inspectors, Agricultural Products
Forestry Workers, Except Logging
Timber Cutting and Logging Occupations
MECHANICS AND REPAIRERS
Supervisors, Mechanics and Repairers
Automobile Mechanics
Automobile Mechanic Apprentices
Bus, Truck, and Stationary Engine Mechanics
Small Engine Repairers
Automobile Body and Related Repairers
Aircraft Mechanics, Exc. Engine
Heavy Equipment Mechanics
Farm Equipment Mechanics
Industrial Machinery Repairers
Machinery Maintenance Occupations
Electronic Repairers, Communications and Industrial Equipment
Data Processing Equipment Repairers
Household Appliance and Power Tool Repairers
Misc. Electrical and Electronic Equipment Repairers
Locksmiths and Safe Repairers
Office Machine Repairers
Specified Mechanics and Repairers, n.e.c.
Not Specified Mechanics and Repairers

CONSTRUCTION AND EXTRACTIVE
Supervisors, Electricians and Power Trans. Installers
Supervisors, Plumbers, Pipefitters, and Steamfitters Supervisors, n.e.c.
Brickmasons and Stonemasons
Brickmason and Stonemason Apprentices
Tile Setters, Hard and Soft
Carpet Installers
Carpenters
Carpenter Apprentices
Drywall Installers
Electricians
Electrician Apprentices
Painters, Construction and Maintenance Plasterers
Plumbers, Pipefitters, and Steamfitters
Plumbers, Pipefitters, and Steamfitter Apprentices
Concrete and Terrazzo Finishers
Glaziers
Insulation Workers
Paving, Surfacing, and Tamping Equipment Operators
Roofers
Structural Metal Workers
Drillers, Earth
Construction Trades, n.e.c.
 Drillers, Oil Well
Mining Occupations, n.e.c.

PRODUCTION
Operators
Supervisors, Production Occupations
Tool and Die Makers
Packaging and Filling Machine Operators
Precision Assemblers, Metal

PRODUCTION (cont.)
Machinists
Machinist Apprentices
Precision Grinders, Fitters, and Tool Sharpener
Patternmakers and Model Makers, Metal
Lay-Out Workers
Sheet Metal Workers
Sheet Metal Worker Apprentices
Miscellaneous Precision Metal Workers
Cabinet Makers and Bench Carpenters
Furniture and Wood Finishers
Miscellaneous Precision Woodworkers
Tailors
Upholsterers
Miscellaneous Precision Apparel and Fabric Workers
Patternmakers, Lay-Out Workers and Cutters
Optical Goods Workers
Dental Lab and Medical Appliance Technicians
Bookbinders
Electrical and Electronic Equipment Assemblers
Miscellaneous Precision Workers, n.e.c.
Butchers and Meat Cutters
Bakers
Food Batchmakers
Inspectors, Testers, and Graders
Miscellaneous, Plant and System Operators
Lathe and Turning Machine Set-Up Operators
Milling and Planing Machine Operators
Punching and Stamping Press Machine Operators
Drilling and Boring Machine Operators
Grinding, Abrading, Buffing, and Polishing Operators
Misc. Metal, Plastic, Stone and Glass Working Operators
Fabricating Machine Operators, n.e.c.
Molding and Casting Machine Operators
Metal Plating Machine Operators
Heat Treating Equipment Operators
Wood Lathe, Routing, and Planing Sawing Machine Operators
Miscellaneous Woodworking Machine Operators
Printing Machine Operators
Photoengravers and Lithographers
Typesetters and Compositors
Misc. Printing Machine Operators
Textile Sewing Machine Operators
Pressing Machine Operators
Laundry and Dry Cleaning Machine
Miscellaneous Textile Machine Operators
Cement and Gluing Machine Operators
Tool and Die Maker Apprentices
PRODUCTION (cont.)
Painting and Paint Spraying Machine Operators
Slicing and Cutting Machine Operators
Photographic Process Machine Operators
Miscellaneous Machine Operators, n.e.c.
Machine Operators, Not Specified
Welders and Cutters
Solderers and Brazers
Assemblers
Hand Cutting And Trimming Occupations
Hand Molding, Casting, and Forming Occupations
Hand Painting, Coating, and Decorating Occupations
Hand Engraving and Printing Occupations
Hand Grinding and Polishing Occupations
Miscellaneous Hand Working Occupations
Production Inspectors, Checkers and Examiners
Production Testers
Production Samplers and Weighers
Graders and Sorters, Except Agricultural

TRANSPORTATION AND MATERIAL MOVING (cont.)
Rail Vehicle Operators, n.e.c.
Sailors and Deckhands
Marine Engineers
Excavating and Loading Machine Operators
Grade, Dozer, and Scraper Operators
Industrial Truck and Tractor Equipment Operators
Misc. Material Moving Equipment Operators

MATERIAL HANDLERS, EQUIPMENT CLEANERS, AND MISCELLANEOUS OCCUPATIONS
Homemakers
Supervisors; Handlers, Equip. Cleaners and Laborers, n.e.c.
 Helpers, Mechanics and Repairers
Helpers, Construction Trades
Helpers, Surveyor
Helpers, Extractive Occupations
Construction Laborers
Production Helpers
Garbage Collectors
Stock Handlers and Batters
Freight, Stock, and Material Movers, Hand, n.e.c.
Garage and Service Station Related Occ.
Vehicle Washers and Equipment Cleaners
Hand Packers and Packagers
Laborers, Except Construction
**BASE DATA CODING FORM**

1. Student Name: ________________________________ 2. Phone No. ________________

3. Student Address: ____________________________________________________________

4. Parent's Name: ________________________________ 5. Phone No. ________________

6. Parent's Address: __________________________________________________________

7. Other Contact (i.e., relative or friend): ________________________________ 8. Phone No. ________________

<table>
<thead>
<tr>
<th>Class</th>
<th>__</th>
<th>__</th>
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</thead>
<tbody>
<tr>
<td>Sex</td>
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</table>

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<thead>
<tr>
<th>Local Test Percentile</th>
<th>__</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PSAT Percentile</td>
<td>__</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Rank</th>
<th>__</th>
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<tbody>
<tr>
<td>Exit Status</td>
<td>__</td>
<td></td>
</tr>
<tr>
<td>Handicap</td>
<td>__</td>
<td>__</td>
</tr>
</tbody>
</table>

**COMMUNITY-BASED VOCATIONAL PROGRAMS**

- ___ Work Experience Disadvantaged
- ___ Work Experience Handicapped
- ___ OJT Cooperative/Internship Education

**EDUCATIONAL PROGRAMS (Grades 10-12)**

**Program Areas**

- **AGRICULTURE**
- **Art**
- **Business**
- **DISTRIBUTIVE/MARKETING EDUCATION**
- **English Language Arts**
- **Foreign Language**
- **HEALTH OCCUPATIONS**
- **Health, Physical Education, Rec.**
- **HOME ECONOMICS**
- **Industrial Arts/Technology**
- **Mathematics**
- **Music**
- **Natural Sciences**
- **OFFICE OCCUPATIONS**
- **SERVICE OCCUPATIONS**
- **Social Science/Studies**
- **TRADE AND INDUSTRIAL EDUCATION**
- **Other**

**VOCATIONAL MAJOR** __ __

**RACIAL/ETHNIC DECLARATION**

- ___ Am. Indian/Alaskan Native
- ___ Asian or Pacific Islander
- ___ Black (not Hispanic origin)
- ___ Hispanic
- ___ White (not Hispanic origin)
- ___ Unspecified

<table>
<thead>
<tr>
<th>SUB-GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

**FILE NUMBER** __

**EDIT NEEDS:**

Rev. 1988
CAREER PLANNING SURVEY

PLEASE READ CAREFULLY: This survey asks questions about you and your family, your plans after leaving high school, and your high school classes. Your answers to this survey will only be available to local school personnel. No information will be released which will allow the identification of your individual responses. Your responses will be combined with the responses of your classmates to help evaluate and improve the educational programs at your school. You are not required to provide the information requested. If you do not want to answer a question, just leave it blank. Your answers are voluntary - there is no penalty for not answering any or all questions. By completing the questionnaire, you are giving permission to use this data.

POST HIGH SCHOOL PLANS
Please mark the major activities which you plan to be involved in one year after leaving high school. You may respond to both the employment and education sections. Please mark the areas that apply to you.

EDUCATION PLANS
1. Next Spring I will be attending: (Check one answer)
   - Vocational/Technical School
   - Community College
   - 4-year College or University
   - Apprenticeship Training
   - Military Training
   - Other Education
   - No Education Plans For Next Year
   (SKIP TO ITEM NO. 7)

2. I plan to attend school:
   - Part-Time
   - Full-Time

3. The school I plan to attend is

4. My major area of study will be

5. I will need help getting money for my schooling:
   - Yes
   - No (SKIP TO ITEM NO. 7)

6. The major source of money for my schooling will come from: (Check only one answer)
   - Loans
   - Scholarships
   - Parents
   - Part-Time Employment
   - Savings
   - Other, Please specify:

EMPLOYMENT PLANS
7. Next Spring I plan to be: (Check one answer)
   - Employed
   - In the Military (Full-Time)
   - A Homemaker (Full or Part-Time)
   - Unemployed (Looking for Work)
   - Other (Vacation, Travel, etc.)
   - No Employment Plans
   IF EMPLOYED IS NOT CHECKED,
   SKIP TO ITEM NO. 11

8. I plan to work:
   - Part-Time
   - Full-Time

9. My job title next spring probably will be: (Example: carpenter, secretary, truck driver, etc.)

10. The type of company I plan to work for is: (Example: construction, manufacturing, grocery store, transportation, etc.)
11. How sure are you about your plans as listed on the previous page: (Check one answer)
   ____ Very Sure  ____ Fairly Sure  ____ A Little Unsure  ____ Very Unsure

HIGH SCHOOL PROGRAM

12. The classes I selected in high school primarily prepared me for: (Check only one)
   ____ College
   ____ Vocational/Technical School
   ____ Employment
   ____ Military
   ____ Other, Please Specify

13. The person who most helped me decide which high school classes to take was: (Check only one)
   ____ Parent
   ____ Friend
   ____ Counselor
   ____ Teacher
   ____ Principal/Administrator
   ____ I did it myself
   ____ Other, Please Specify

14. I am satisfied with my choice of high school classes: (Check only one)
   ____ Yes  ____ No  ____ Undecided

PARENTAL INFORMATION

17-18. Please check the status of your parents/guardians:
   Father  Mother
   Living with the Family
   Deceased
   Separated from the Family

19-20. Please check the highest level of education achieved by your parents/guardians:
   Father  Mother
   Some grade school or less
   Completed eighth grade
   Some high school
   High school graduate
   Business or trade school
   Some college
   College graduate
   Post-graduate (MA, PhD, Law)

21. What is the occupation of your father?

22. What is the occupation of your mother?

THANK YOU FOR YOUR TIME AND ANSWERS

Rev. 1988
HIGH SCHOOL FOLLOW-UP QUESTIONNAIRE

PLEASE COMPLETE AND RETURN THE FORM BELOW.

1. Name
   Last: ____________________________ First: ____________________________ Middle Initial: ____________________________ Maiden: ____________________________

2. Address
   ____________________________________________________________ Zip: ____________________________ Phone: ____________________________

3. Recent History: For each time period column in the YEAR FOLLOWING HIGH SCHOOL, check (v) the activities in which you were involved. Check at least one activity for each column. Note that you may respond to both the employment and education sections. Mark as many as apply to you.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time Periods After Leaving High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education (Check all that apply):</td>
<td>Sept.-Nov. (Fall Quarter)</td>
</tr>
<tr>
<td>3.1 Vocational School</td>
<td>( )</td>
</tr>
<tr>
<td>3.2 Community College</td>
<td>( )</td>
</tr>
<tr>
<td>3.3 College or University</td>
<td>( )</td>
</tr>
<tr>
<td>3.4 Apprenticeship</td>
<td>( )</td>
</tr>
<tr>
<td>3.5 Other Education</td>
<td>If you marked here, complete no. 4 below.</td>
</tr>
<tr>
<td>Specify</td>
<td>( )</td>
</tr>
</tbody>
</table>

   | Employment (Check all that apply): | ( ) | ( ) | |
   | 3.6 Paid Employment | | | |
   | 3.7 Homemaker Only | ( ) | ( ) | |
   | 3.8 Military (full time) | ( ) | ( ) | |
   | 3.9 Unemployed (looking for work) | ( ) | ( ) | |

4. Other Activity (For example: ill, vacation, not seeking work, etc.)
   3.10 Specify: ( ) ( )

4. Spring Paid Employment Activity
   4.1 Hours Per Week You Work:
      1. Less than 30 ( )
      2. 30 or more ( )

   4.2 Job Title: ____________________________

   4.3 Job Duties: ____________________________

   4.4 Relatedness To Your High School Vocational Training: My present job is (Mark only One)
      1. Closely Related ( )
      2. Somewhat Related ( )
      3. Not Related ( )

   4.5 Employer (Company or Business name. If self employed, write "Self.")
      ____________________________________________________________

   4.6 Employer's Address ____________________________ Zip: ____________________________

   4.7 Kind of Business (For example: Farming, Shoe Store):
      ____________________________________________________________

   4.8 Supervisor's Name: ____________________________

   4.9 Present Hourly Income: ____________________________

5. Spring Education Activity
   5.1 Hours Per Week you Attend:
      1. 1 to 12 ( )
      2. 13 to 18 ( )
      3. 19 or more ( )

   5.2 School Name: ____________________________

   5.3 School Address: ____________________________

   5.4 Major Area or Program (For example: Auto Mechanic, Elementary Teaching)
      ____________________________________________________________

6. Do you plan to graduate/complete this program?
   Yes, within: 6.1 1 year ( )
   6.2 2 years ( )
   6.3 3 years ( )
   6.4 4 or more years ( )

   No, reason: 6.5 Finances ( )
   6.6 Repeat of high school course work ( )
   6.7 Changed goals ( )
   6.8 Other ( )
   6.9 Undecided ( )

THANK YOU FOR YOUR HELP!
PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE IN THE RETURN MAIL TODAY
EMPLOYER FOLLOW-UP FORM

NOTE: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable and timely. No student identifiers will be forwarded to the Federal government.

THE FEDERAL GOVERNMENT REQUIRES THE FOLLOWING FIVE QUESTIONS BE ASKED:

PREPAREDNESS FOR THE JOB
Please rate the above individual in the following items:

1. Technical knowledge/skills
2. Work attitude
3. Work quality

OVERALL RATING
4. What is your overall rating of the education received by this individual as it relates to the requirements of his/her job?

RELATIVE PREPARATION
5. How would you rate his/her preparation in relation to other employees doing similar work?

YOUR RESPONSES TO THE FOLLOWING STATEMENTS ARE USEFUL IN PLANNING SCHOOL IMPROVEMENT:

This person has demonstrated:

6. an ability and willingness to learn new skills and concepts
7. adaptability to changing job situations
8. the ability to offer constructive dissent in a non-hostile manner
9. the ability and willingness to follow verbal and written instructions
10. the ability to keep accurate records
11. the ability to communicate effectively
12. successful interpersonal relationships with co-workers and supervisors
13. an understanding of the rights and responsibilities of employees and employers
14. appropriate computation skills

15. Would you consider hiring others from this school?

COMMENTS: Feel free to use the back of this form or attach additional sheets.

THANK YOU FOR YOUR HELP

Rev. 1989