U. S. Intel® Teach to the Future Essentials Course
2006 End of School Year Survey
Key Findings

This document presents highlights from the U.S. Intel Teach to the Future Essentials 2006 End of School Year Survey, which was administered via the web in April of 2006 to Master and Participant Teachers identified in the database as having completed the training between October 2004 and September 2005. It is followed by an appendix, which presents frequencies for all survey questions. This survey included the International Impact Survey questions, which are asked of teachers all over the world who have participated in the Intel Teach to the Future Essentials Course. The purpose of the International Impact Survey is to help program staff understand whether teachers who have participated in the Essentials Course follow up on their training, and learn more about the kind of technology access and support that are available to program participants in their schools. The U.S. Intel Teach to the Future Essentials 2006 End of School Year Survey also contains demographic questions that do not appear in the International Impact Survey. In total 1,178 people responded to the survey, for a response rate of 24%.[1]

Key findings from this survey include:

Demographics
The demographic data showed some small changes in the profiles of participants this year compared to previous years, and demonstrated that the Intel Teach Essentials Course is reaching teachers in schools that tend to be less affluent than the national average.
  • More respondents this year (82%) identified themselves as either classroom or enrichment/resource teachers compared to last year (78%).
  • Unlike in previous years, where the most common subject taught was General Curriculum, the largest group of teachers responding to this year's survey teaches English (33%); the second largest group teaches Math (28%); and the third largest group teaches Science (27%).
  • The respondents in this year's survey teach in schools with less affluent socio-economic profiles than those who responded to the 2005 survey, and than the national average; 23% work in schools in which 0-25% are eligible for free/reduced price lunch (2005 survey: 28%, national average: 37.9%), 26% in schools where 26-50% are eligible (2005 survey: 27%, national average: 23%), 23% in schools where 51-75% are eligible (2005 survey: 24%, national average: 18.5%) and 24% in schools where 76-100% are eligible (2005 survey: 22%,

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[1] Response rates for the U.S. Intel Teach to the Future Essentials 2006 End of School Year Survey were calculated based on the number of responses received relative to the number of valid email requests that were sent minus messages that bounced back to Intel or EDC. Of the 4,953 individuals who were asked to take the survey (4,053 Participant Teachers and 900 Master Teachers), 1,178 people responded (825 Participant Teachers and 268 Master Teachers, with 85 respondents not identifying themselves as either), for a response rate of 24% (20% response rate for Participant Teachers and 30% for Master Teachers

national average: 20.7%).[2]

Technology integration

2006 respondents' experiences integrating technology into classroom teaching are very similar to those of respondents to the 2005 End of School Year Survey.

- Eighty-one percent of teachers report implementing the unit plan they created in the training (54% "more than once," 27% "once"), which is consistent with the findings from the 2005 End of School Year Survey.
- A large majority of teachers (88%) report using technology with their students "in new ways" since the training, which is also consistent with the findings from last year.
- Teachers reported that the major challenges to technology integration were their lack of access to computers (24% "agreed" and another 24% "strongly agreed" that "not enough computers were available") and lack of time (34% "agreed" and 12% "strongly agreed" that "the class time or lab time available was too short"). These same challenges were rated most highly by last year's respondents as well.

Pedagogy

While teachers responding to the 2006 survey were slightly less familiar with the teaching strategies presented in the training, they were just as likely to say that these teaching strategies were relevant to their teaching.

- A majority of teachers said that it was "somewhat true" (60%) or "very true" (12%) that the teaching strategies presented in the training were new to them. These percentages are slightly higher than responses from last year, suggesting that the program is reaching teachers who are somewhat less familiar with project-based pedagogy than previously.
- Sixty percent of the teachers felt that it was "very true" that the teaching strategies were "relevant to [their] teaching goals." This is consistent with findings from 2005.
- A majority of teachers reported using a number of specific project-based teaching strategies more often since the training, such as using "Essential Questions to structure lessons" (62% "do this more"), using "rubrics to evaluate student work" (56% "do this more"), having "students present their work to the class" (56% "do this more") and having "students engage in independent research using the Internet" (57% "do this more"). These findings are consistent with findings from 2005.

Technology access

Most teachers have some access to classroom computers, and almost all report having access to the Internet both in their classrooms and in their schools' computer labs. While almost all teachers have access to computer labs, over half reported that it was difficult to schedule time in them.

- Very few (4%) of the teachers responding to the survey reported having no

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[2] National averages for free/reduced price lunch eligibility come from the U.S. Department of Education, National Center for Educational Statistics (NCES) National Assessment of Educational Progress (NAEP) 2003 Reading Assessment for 4th graders.

computers in their classroom. A quarter (26%) have only one computer in their classroom, almost half (46%) have 2-4 computers, and 24% have five or more computers.

- Nearly all of the teachers (96%) have a computer lab or media center in their schools. Of the 4% who had no lab access, only one person reported having no classroom computers as well. Eleven percent of those with no lab access had one computer in their classroom, 56% have 2-4 and 30% had more than 5.
- Only 2% of those with classroom computers had no Internet access on those computers, and only 1% of those with school computer labs had no Internet access on the lab computers. These reports of Internet access are consistent with national data on Internet access in schools[3].
- Over half reported that it is either "difficult" (37%) or "very difficult" (17%) "to schedule time in the computer lab/media center." This is similar to findings from last year.

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[3] National statistics for Internet access in school come from the U.S. Department of Education, National Center for Educational Statistics (NCES) Digest of Educational Statistics, 2004.

Intel® Teach to the Future Essentials
2006 End of School Year Survey Frequencies

1. Which Intel® Teach to the Future training did you complete?

	Frequency	Percent
Master Teacher training	268	24.5
Participant Teacher training	825	75.5
Total	1093	100.0

2. When did you complete your training?

	Frequency	Percent
Jan-March, 2000	1	.1
April-June, 2000	2	.2
July-Sept,2000	4	.3
April-June, 2001	2	.2
July-Sept, 2001	1	.1
Oct-Dec, 2001	1	.1
July-Sept, 2002	2	.2
Jan-March, 2002	1	.1
Oct-Dec, 2003	4	.3
Jan-March, 2004	27	2.3
April-June, 2004	21	1.8
July-Sept, 2004	18	1.5
Oct-Dec, 2004	134	11.4
Jan-March, 2005	190	16.2
April-June, 2005	418	35.7
July-Sept, 2005	292	24.9
Oct-Dec, 2005	54	4.6
Total	1172	100.0

3a. Since completing your Intel Teach to the Future training, how many times have you used your: **Intel Teach to the Future manual?**

	Frequency	Percent
More Than 10 Times	202	17.3
Four to Ten Times	360	30.8
One to Three Times	454	38.8
Not At All	152	13.0
Did Not Receive	2	.2
Total	1170	100.0

3b. Since completing your Intel Teach to the Future training, how many times have you used your: **Intel Teach to the Future CD-ROM?**

	Frequency	Percent
More Than 10 Times	171	15.3
Four to Ten Times	254	22.7
One to Three Times	425	38.0
Not At All	250	22.4
Did Not Receive	18	1.6
Total	1118	100.0

4. Since completing your Intel® Teach to the Future training how many times have you visited the Intel® Innovation in Education website?

	Frequency	Percent
More than 10 times	79	6.7
4-10 times	191	16.2
1-3 times	406	34.5
Never / Don't know	502	42.6
Total	1178	100.0

5. Which of the following best describes the professional role you play in your school district?

	Frequency	Percent
Classroom teacher	867	73.7
Enrichment or resource teacher (such as Title I, gifted ed., etc.)	96	8.2
Technology coordinator, media specialist or librarian	109	9.3
Other professional staff (such as staff developer, instructional coach, etc)	63	5.4
Administrator	13	1.1
Other	28	2.4
Total	1176	100.0

Those who identified themselves as "classroom" or "enrichment/resource teachers" were taken to Question 6. Those who identified themselves as something else were taken to Question 27.

6. What are the primary subjects you taught in the 2005-2006 academic year?

Subject	Frequency	Percent
a. Arts	65	5.5
b. Bilingual Education	55	4.7
c. Computer Science	102	8.7
d. English	391	33.2
e. Family and Consumer Science	27	2.3
f. Foreign Languages	35	3.0
g. General Curriculum	264	22.4
h. Gifted	58	4.9
i. Math	327	27.8
j. Music	32	2.7
k. Physical Education	40	3.4
l. Religion	10	.8
m. Science	316	26.8
n. Social Studies/History	279	23.7
o. Special Education	99	8.4
p. Vocational /Technical	55	4.7

* Percent totals over 100% since respondents were able to check off multiple responses

7. Which grade levels did you teach in the 2005-2006 academic year?

Grade Level	Frequency	Percent
Early Elementary (K-3)	305	25.9
Upper Elementary (4-5)	225	19.1
Middle School (6-8)	307	26.1
High School (9-12)	292	24.8

* Percent totals over 100% since respondents were able to check off multiple responses

8. Since your training, have you implemented some or all of the unit plan you developed in your Intel® Teach to the Future training?

	Frequency	Percent
Yes, more than once	525	54.2
Yes, once	262	26.9
Not yet, but I plan to use the lesson before the end of this year	102	10.5
No, never	81	8.4
Total	968	100.0

9. Since completing your Intel® Teach to the Future training, how often have you had your students engage in technology-integrated lessons? (Those who responded "never" were taken to Question 11. Those who gave any other response skipped Question 11).

	Frequency	Percent
Daily	124	12.8
Weekly	289	29.9
Monthly	215	22.3
Several times a year	251	26.0
Once a year	41	4.2
Never	46	4.8
Total	966	100.0

10. Have you used technology with your students in new ways since you participated in the training?

	Frequency	Percent
Yes	813	88.2
No	109	11.8
Total	922	100.0

Question 11 was asked only to respondents who reported "never" using technology with their students.

11a. Did any of the following reasons influence your decision not to use technology with your students? **Not enough computers were available.**

	Frequency	Percent
Strongly Disagree	14	15.2
Disagree	15	16.3
No Opinion	3	3.3
Agree	23	25.0
Strongly Agree	37	40.2
Total	92	100.0

11b. Did any of the following reasons influence your decision not to use technology with your students? **The necessary software was not available.**

	Frequency	Percent
Strongly Disagree	17	18.7
Disagree	21	23.1
No Opinion	9	9.9
Agree	19	20.9
Strongly Agree	25	27.5
Total	91	100.0

11c. Did any of the following reasons influence your decision not to use technology with your students? **You did not have adequate access to the Internet.**

	Frequency	Percent
Strongly Disagree	20	21.7
Disagree	26	28.3
No Opinion	7	7.6
Agree	15	16.3
Strongly Agree	24	26.1
Total	92	100.0

11d. Did any of the following reasons influence your decision not to use technology with your students? **The lesson did not fit well into your curriculum.**

	Frequency	Percent
Strongly Disagree	28	31.8
Disagree	28	31.8
No Opinion	15	17.0
Agree	13	14.8
Strongly Agree	4	4.5
Total	88	100.0

11e. Did any of the following reasons influence your decision not to use technology with your students? **The lesson would not help your students meet required learning goals.**

	Frequency	Percent
Strongly Disagree	29	33
Disagree	32	36.4
No Opinion	15	17.0
Agree	9	10.2
Strongly Agree	3	3.4
Total	88	100.0

11f. Did any of the following reasons influence your decision not to use technology with your students? **You did not feel confident enough in your technology skills.**

	Frequency	Percent
Strongly Disagree	40	44.4
Disagree	29	32.2
No Opinion	7	7.8
Agree	13	14.4
Strongly Agree	1	1.1
Total	90	100.0

11g. Did any of the following reasons influence your decision not to use technology with your students? **You did not have enough planning and preparation time.**

	Frequency	Percent
Strongly Disagree	20	22.2
Disagree	16	17.8
No Opinion	11	12.2
Agree	33	36.7
Strongly Agree	10	11.1
Total	90	100.0

11h. Did any of the following reasons influence your decision not to use technology with your students? **You did not have adequate administrative support.**

	Frequency	Percent
Strongly Disagree	26	29.9
Disagree	26	29.9
No Opinion	23	26.4
Agree	8	9.2
Strongly Agree	4	4.6
Total	87	100.0

11i. Did any of the following reasons influence your decision not to use technology with your students? **You did not have adequate technical support.**

	Frequency	Percent
Strongly Disagree	24	27.0
Disagree	25	28.1
No Opinion	15	16.9
Agree	16	18.0
Strongly Agree	9	10.1
Total	89	100.0

11j. Did any of the following reasons influence your decision not to use technology with your students? **You did not have adequate instructional support.**

	Frequency	Percent
Strongly Disagree	26	29.9
Disagree	24	27.6
No Opinion	25	28.7
Agree	11	12.6
Strongly Agree	1	1.1
Total	87	100.0

After completing Question 11, these respondents were taken to Question 16.

Questions 12-15 were asked only to teachers who reported using technology with their students.

Think of a class in which you implemented a particular technology-integrated lesson or activity. Please answer the following questions about that experience.

12. How many students were in that class?

	Frequency	Percent
1-10	105	12.1
11-20	272	31.3
21-30	407	46.8
31-40	58	6.7
41-50	7	.8
51 or more	20	2.3
Total	869	100.0

13. Below are some possible objectives of that lesson. Please mark the ONE goal that was most relevant or important for that lesson.

	Frequency	Percent
Students learn curriculum content	254	29.1
Students work on basic skills (such as math and reading)	98	11.2
Students express their ideas/opinions by creating multimedia	177	20.3
Students conduct research	144	16.5
Students gain preparation to succeed in the workforce	26	3.0
Students present information to an audience	68	7.8
Students improve their computer skills	60	6.9
Students learn to work in groups	28	3.2
Students learn to work independently	15	1.7
None of the above	3	.3
Total	873	100.0

14a. Please indicate the degree to which you agree or disagree with each statement about the impact of this technology-integrated lesson on your students: **Students were motivated and actively involved in the lesson.**

	Frequency	Percent
Strongly Disagree	11	1.3
Disagree	4	.5
No Opinion	12	1.4
Agree	447	51.3
Strongly Agree	397	45.6
Total	871	100.0

14b. Please indicate the degree to which you agree or disagree with each statement about the impact of this technology-integrated lesson on your students: **Students worked together more often than in previous, comparable assignments.**

	Frequency	Percent
Strongly Disagree	13	1.3
Disagree	69	1.7
No Opinion	166	6.2
Agree	445	85.0
Strongly Agree	17	32.8
Total	868	100.0

14c. Please indicate the degree to which you agree or disagree with each statement about the impact of this technology-integrated lesson on your students: **Technology-integrated lessons addressed students' different learning styles.**

	Frequency	Percent
Strongly Disagree	11	1.3
Disagree	15	1.7
No Opinion	54	6.2
Agree	505	58.0
Strongly Agree	285	32.8
Total	870	100.0

14d. Please indicate the degree to which you agree or disagree with each statement about the impact of this technology-integrated lesson on your students: **Student work showed more in-depth understanding of content than in previous, comparable assignment**

	Frequency	Percent
Strongly Disagree	10	1.2
Disagree	52	6.0
No Opinion	155	17.9
Agree	454	52.3
Strongly Agree	197	22.7
Total	868	100.0

14e. Please indicate the degree to which you agree or disagree with each statement about the impact of this technology-integrated lesson on your students: **Students were able to communicate their ideas and opinions with greater confidence than in previous, comparable assignments.**

	Frequency	Percent
Strongly Disagree	11	1.3
Disagree	29	3.3
No Opinion	141	16.2
Agree	468	53.9
Strongly Agree	219	25.2
Total	868	100.0

15a. The following statements are about challenges you may have faced while implementing this technology-integrated lesson or activity. **It was difficult to manage your students on the computers.**

	Frequency	Percent
Strongly Disagree	130	15.0
Disagree	458	52.9
No Opinion	64	7.4
Agree	196	22.6
Strongly Agree	18	2.1
Total	866	100.0

15b. The following statements are about challenges you may have faced while implementing this technology-integrated lesson or activity. **Not enough computers were available.**

	Frequency	Percent
Strongly Disagree	160	18.4
Disagree	265	30.5
No Opinion	27	3.1
Agree	212	24.4
Strongly Agree	206	23.7
Total	870	100.0

15c. The following statements are about challenges you may have faced while implementing this technology-integrated lesson or activity. **You did not have adequate access to the Internet.**

	Frequency	Percent
Strongly Disagree	241	27.9
Disagree	390	45.2
No Opinion	50	5.8
Agree	119	13.8
Strongly Agree	63	7.3
Total	863	100.0

15d. The following statements are about challenges you may have faced while implementing this technology-integrated lesson or activity. **The class time or lab time that was available was too short.**

	Frequency	Percent
Strongly Disagree	121	13.9
Disagree	286	32.9
No Opinion	58	6.7
Agree	298	34.3
Strongly Agree	106	12.2
Total	869	100.0

15e. The following statements are about challenges you may have faced while implementing this technology-integrated lesson or activity. **You did not have strong enough computer skills.**

	Frequency	Percent
Strongly Disagree	350	40.4
Disagree	401	46.3
No Opinion	45	5.2
Agree	58	6.7
Strongly Agree	13	1.5
Total	867	100.0

15f. The following statements are about challenges you may have faced while implementing this technology-integrated lesson or activity. **Many students did not have strong enough computer skills.**

	Frequency	Percent
Strongly Disagree	76	8.8
Disagree	384	44.2
No Opinion	61	7.0
Agree	287	33.1
Strongly Agree	60	6.9
Total	868	100.0

15g. The following statements are about challenges you may have faced while implementing this technology-integrated lesson or activity. **You did not have adequate administrative support.**

	Frequency	Percent
Strongly Disagree	259	29.9
Disagree	374	43.2
No Opinion	141	16.3
Agree	66	7.6
Strongly Agree	26	3.0
Total	866	100.0

15h. The following statements are about challenges you may have faced while implementing this technology-integrated lesson or activity. **You did not have adequate technical support.**

	Frequency	Percent
Strongly Disagree	227	26.2
Disagree	382	44.1
No Opinion	104	12.0
Agree	118	13.6
Strongly Agree	35	4.0
Total	866	100.0

15i. The following statements are about challenges you may have faced while implementing this technology-integrated lesson or activity. **You did not have adequate instructional support.**

	Frequency	Percent
Strongly Disagree	237	27.5
Disagree	433	50.2
No Opinion	126	14.6
Agree	53	6.1
Strongly Agree	14	1.6
Total	863	100.0

16a. In addition to its focus on technology skills, the Intel® Teach to the Future training suggests strategies that participants might use to incorporate project-based lessons into their teaching. **The teaching strategies were new to me.**

	Frequency	Percent
Not True At All	271	28.4
Somewhat True	567	59.5
Very True	115	12.1
Total	953	100.0

16b. In addition to its focus on technology skills, the Intel® Teach to the Future training suggests strategies that participants might use to incorporate project-based lessons into their teaching. **The teaching strategies were relevant to my teaching goals**

	Frequency	Percent
Not True At All	22	2.3
Somewhat True	363	37.7
Very True	577	60.0
Total	962	100.0

17a. Since completing your Intel® Teach to the Future training, has there been a change in how frequently you do the following? **Use a textbook as a primary guide for instruction.**

	Frequency	Percent
Do This Less	347	35.8
No Change	518	53.5
Do This More	31	3.2
Not Applicable	72	7.4
Total	968	100.0

17b. Since completing your Intel® Teach to the Future training, has there been a change in how frequently you do the following? **Use Essential Questions to structure lessons.**

	Frequency	Percent
Do This Less	13	1.3
No Change	329	34.1
Do This More	601	62.2
Not Applicable	23	2.4
Total	966	100.0

17c. Since completing your Intel® Teach to the Future training, has there been a change in how frequently you do the following? **Access the Internet to aid in developing lessons or activities.**

	Frequency	Percent
Do This Less	5	.5
No Change	200	20.7
Do This More	751	77.7
Not Applicable	10	1.0
Total	966	100.0

17d. Since completing your Intel® Teach to the Future training, has there been a change in how frequently you do the following? **Use a computer for administrative work (for example, grading, attendance, creating handouts).**

	Frequency	Percent
Do This Less	2	.2
No Change	366	37.8
Do This More	590	61.0
Not Applicable	9	.9
Total	967	100.0

17e. Since completing your Intel® Teach to the Future training, has there been a change in how frequently you do the following? **Present information to students using computer technology.**

	Frequency	Percent
Do This Less	5	.5
No Change	258	26.7
Do This More	681	70.5
Not Applicable	22	2.3
Total	966	100.0

17f. Since completing your Intel® Teach to the Future training, has there been a change in how frequently you do the following? **Use rubrics to evaluate student work.**

	Frequency	Percent
Do This Less	5	.5
No Change	391	40.6
Do This More	538	55.9
Not Applicable	29	3.0
Total	963	100.0

17g. Since completing your Intel® Teach to the Future training, has there been a change in how frequently you do the following? **Have students review and revise their own work.**

	Frequency	Percent
Do This Less	6	.6
No Change	481	49.8
Do This More	449	46.5
Not Applicable	30	3.1
Total	966	100.0

17h. Since completing your Intel® Teach to the Future training, has there been a change in how frequently you do the following? **Have students present their work to the class.**

	Frequency	Percent
Do This Less	3	.3
No Change	392	40.6
Do This More	542	56.1
Not Applicable	29	3.0
Total	966	100.0

17i. Since completing your Intel® Teach to the Future training, has there been a change in how frequently you do the following? **Have students engage in independent research using the Internet.**

	Frequency	Percent
Do This Less	7	.7
No Change	358	37.0
Do This More	547	56.5
Not Applicable	56	5.8
Total	968	100.0

17j. Since completing your Intel® Teach to the Future training, has there been a change in how frequently you do the following? **Have students work on group projects.**

	Frequency	Percent
Do This Less	8	.8
No Change	426	44.2
Do This More	495	51.3
Not Applicable	35	3.6
Total	964	100.0

17k. Since completing your Intel® Teach to the Future training, has there been a change in how frequently you do the following? **Have students choose their own topics for research projects.**

	Frequency	Percent
Do This Less	15	1.6
No Change	519	54.0
Do This More	352	36.6
Not Applicable	76	7.9
Total	962	100.0

18. How many computers are in your classroom (the room(s) in which you primarily teach, not the school computer lab)? (Those who responded 0 computers skipped Question 19)

	Frequency	Percent
0 computers	36	3.7
1 computer	253	26.1
2-4 computers	449	46.4
5-7 computers	114	11.8
More than 7 computers	116	12.0
Total	968	100.0

19. Do the computers in your classroom have Internet access?

	Frequency	Percent
Yes, all of them do	761	81.5
Yes, some of them do	154	16.5
No, none of them do	19	2.0
Total	934	100.0

20. In your school do you have computer labs or media centers? (Those who responded "no" skipped Questions 21-24.)

	Frequency	Percent
Yes	926	95.6
No	43	4.4
Total	969	100.0

21. Do some or all of the computers in the labs/media centers have access to the Internet?

	Frequency	Percent
Yes	913	99.0
No	9	1.0
Total	922	100.0

22. In total, how many computers are available in the computer labs or media centers? Please give a combined total if your students have access to multiple labs or media centers.

	Frequency	Percent
1-10 computers	47	5.1
11-20 computers	132	14.2
21-30 computers	346	37.2
31- 40 computers	152	16.3
41 or more computers	253	27.2
Total	930	100.0

23. How often do you work with your students in the computer lab or media center?

	Frequency	Percent
Daily	66	7.1
Weekly	281	30.2
Monthly	191	20.6
Less than once per month	236	25.4
Never	155	16.7
Total	929	100.0

24. How easy or difficult is it to schedule time in the computer lab/media center?

	Frequency	Percent
Very difficult	155	16.7
Somewhat difficult	340	36.6
No opinion	104	11.2
Easy	248	26.7
Very easy	82	8.8
Total	929	100.0

25. Do you have your students use computers at home to do their schoolwork?

	Frequency	Percent
Yes	459	47.4
No	510	52.6
Total	969	100.0

26. To do their schoolwork, do you have your students use computers outside of school at a community center, library, or public technology center?

	Frequency	Percent
Yes	280	28.9
No	689	71.1
Total	969	100.0

27. Are you receiving academic or professional development credits for your participation in Intel Teach to the Future?

	Frequency	Percent
Yes	927	79.0
No	246	21.0
Total	1173	100.0

28. Please estimate the percentage of students attending your school who are eligible for the free and reduced lunch program.

	Frequency	Percent
0-25%	264	22.6
25-50%	304	26.1
51-75%	266	22.8
76-100%	284	24.4
Not Applicable	48	4.1
Total	1166	100.0

29. How many years of experience do you have as a K-12 teacher (counting part or all of the 2005-06 academic year as a full year)?

	Frequency	Percent
1-2	90	7.7
3-9	360	30.6
10-19	383	32.6
20 or more	340	28.9
Not Applicable	3	.3
Total	1176	100.0

30. What is your gender?

	Frequency	Percent
Male	180	15.3
Female	993	84.7
Total	1173	100.0

31. What is your race/ethnicity?

	Frequency	Percent
American Indian or Alaska Native	22	1.9
Asian	14	1.2
Black or African American	86	7.3
Hispanic/Latino	76	6.5
Native Hawaiian or Other Pacific Islander	3	.3
White	980	83.2
Other	13	1.1

* Percent totals over 100% since respondents were able to check off multiple responses