



CENTRAL TEXAS  
**Student***Futures*  
PROJECT



skillpoint alliance  
where community, education and business connect

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School District Partners by First Year of Participation:

**2004-05** Austin Independent School District  
Del Valle Independent School District  
Pflugerville Independent School District  
Round Rock Independent School District

**2005-06** Leander Independent School District  
Manor Independent School District

**2006-07** Eanes Independent School District  
San Marcos Consolidated Independent School District

**2007-08** Hays Consolidated Independent School District  
Others under consideration



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**RAY MARSHALL  
CENTER**  
UNIVERSITY OF TEXAS  
AT AUSTIN

**SKILLPOINT  
ALLIANCE**

## ***2006-2007 Funders***



**Additional funding provided by:**

**Texas Education Agency  
Bill and Melinda Gates Foundation**



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**Education and Work After High School:  
A First Look at the Class of 2006**

**Community Briefing**  
November 28-29, 2007

**Presenters:**

**Christopher T. King, Director, Ray Marshall Center**

**Deanna Schexnayder, Assoc. Director, Ray Marshall Center**

**Karl Nichols, Chief Operating Officer, Skillpoint Alliance**

**Jim McClure, VP, Development, Skillpoint Alliance**



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**Education and Work After High School:  
A First Look at the Class of 2006**

**Community Briefing**  
November 28-29, 2007

**Stakeholder Panelists:**

**Rep. Donna Howard, Texas House**

**Roy Larson, Austin ISD**

**Susan Dawson, E3 Alliance**

**Karen Slay, Texas PTA**

**James Patterson, TG**

**Drew Scheberle, GAC**

**Sandy Dochen, IBM**

**Amy Averett, Austin Voices**

**Karen Slay, Texas PTA**

**Michael Lofton, Ch. 16**



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**Agenda**

<b>Video</b>	<b>10 minutes</b>
<b>Welcome and Introductions</b>	<b>5 Minutes</b>
<b>Presentation of Findings</b>	<b>20 Minutes</b>
<b>Stakeholder Panel Discussion</b>	<b>25 Minutes</b>
<b>Question and Answers</b>	<b>30 Minutes</b>

# Outline of Presentation



- Project Overview and Purpose
- Research Questions
- Data Sources
- Research Samples
- Characteristics of 2006 Central Texas Seniors
- Initial Outcomes
- Postsecondary Enrollment Outcomes
- Employment Outcomes
- Factors Associated with Outcomes
- Conclusions and Recommendations
- Future Plans

# Project Overview



- A **research partnership** of
  - Ray Marshall Center, LBJ School of Public Affairs, University of Texas at Austin
  - Skillpoint Alliance
  - Central Texas independent school districts (ISD's)
- **Following the progress of Central Texas seniors** from high school to:
  - postsecondary education
  - the workforce
  - possible other outcomes (e.g., military, correctional system) in future years

## Project Purpose

- **Conduct longitudinal research on:**
  - what regional high school graduates are doing after high school
  - why they are making these decisions
  - how educational, personal, and financial factors contribute to graduates' success in postsecondary education and the workforce
- **Foster educational improvement through:**
  - identifying and sharing best practices
  - workshops and seminars



## Research Questions

- What share of seniors **enrolled in 2-year and 4-year postsecondary institutions** through December 2006?
- What share of seniors was **employed** through December 2006?
- What share of seniors was **both enrolled in postsecondary institutions and employed**?
- Which **factors** are **significantly associated with postsecondary and employment outcomes**?

# Data Sources



## High school records

- Student demographics
- Courses taken
- Course grades

## Senior Survey

- Family background/ influences
- High school experiences
- Preparation for life after high school

## Postsecondary education records\*

- National Student Clearinghouse
- University of Texas at Austin directory information

## Employment records\*

- Texas Unemployment Insurance (UI) wage records

\* through 12/06

# Research Samples



- **All 2006 seniors in Austin, Manor, Pflugerville and Round Rock ISDs; consenting seniors only in Leander ISD**
  - 90% of all seniors
  - N = 8,295
  - Used to calculate enrollment and employment rates
- **All 2006 seniors in these ISDs with complete survey and educational outcomes data**
  - N = 3,800
  - Used in education regressions



# Characteristics of 2006 Central Texas Seniors

N = 8,295

	Percent		Percent
	100%		100%
<b>Ethnicity</b>		<b>Mother's Education Level</b>	
Asian or Pacific Islander	5%	Bachelor's degree or above	17%
Black	14%	Below a bachelor's degree	37%
Hispanic, Latino, of Spanish Origin	32%	Unknown	46%
White or Caucasian	49%		
<b>Gender</b>		<b>School Income Status</b>	
Female	50%	Low income	28%
Male	50%	Not low income	72%
<b>Family Income Status</b>		<b>First-Generation College Goer<sup>1</sup></b>	
Low income	29%	Yes	18%
Not low income	69%	No	36%
Unknown	2%	Unknown	46%

<sup>1</sup> Based on mother's education only in Austin ISD but on both parents' education in other ISDs

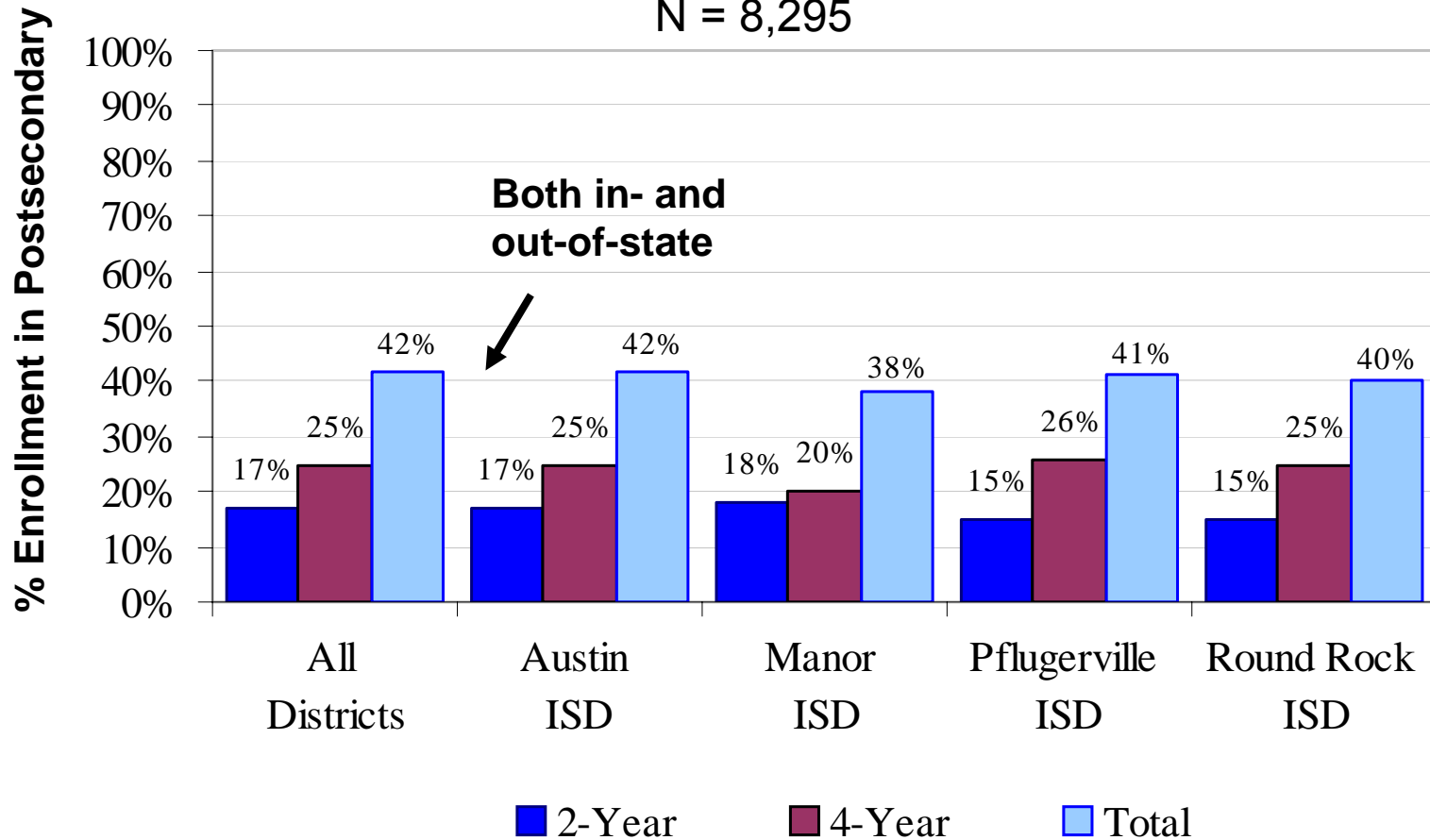
# Postsecondary Enrollment



**What share of seniors enrolled in 2-year and 4-year postsecondary institutions through December 2006?**

# Postsecondary Enrollment Rates by District, 2006 Seniors

N = 8,295



# Postsecondary Enrollment



## THROUGH THE FALL 2006 SEMESTER:

- 42% of 2006 seniors were enrolled in postsecondary education
  - 60% in 4-year schools
  - 40% in 2-year schools
- **Postsecondary enrollment rates for individual high schools within most districts were similar.**
  - Austin ISD rates varied widely by high school

# Postsecondary Enrollment



- Higher shares of these groups enrolled in 4-year institutions
  - Asians
  - Whites
  - Seniors not in low-income families
  - Seniors whose mothers had at least a bachelor's degree
  - Seniors who did not attend a low-income high school
- Enrollment rates in 2-year schools were more evenly distributed across groups

# Employment



- **What share of seniors was employed through December 2006?**
- **What share of seniors was both enrolled in postsecondary institutions and employed after graduation?**

# Employment



- In the 4<sup>th</sup> quarter of 2006, **32% of 2006 seniors were employed in Texas\***
  - 19% employed only
  - 13% employed and enrolled in postsecondary education
- High schools with **lower** education enrollment rates tended to have **higher** employment rates

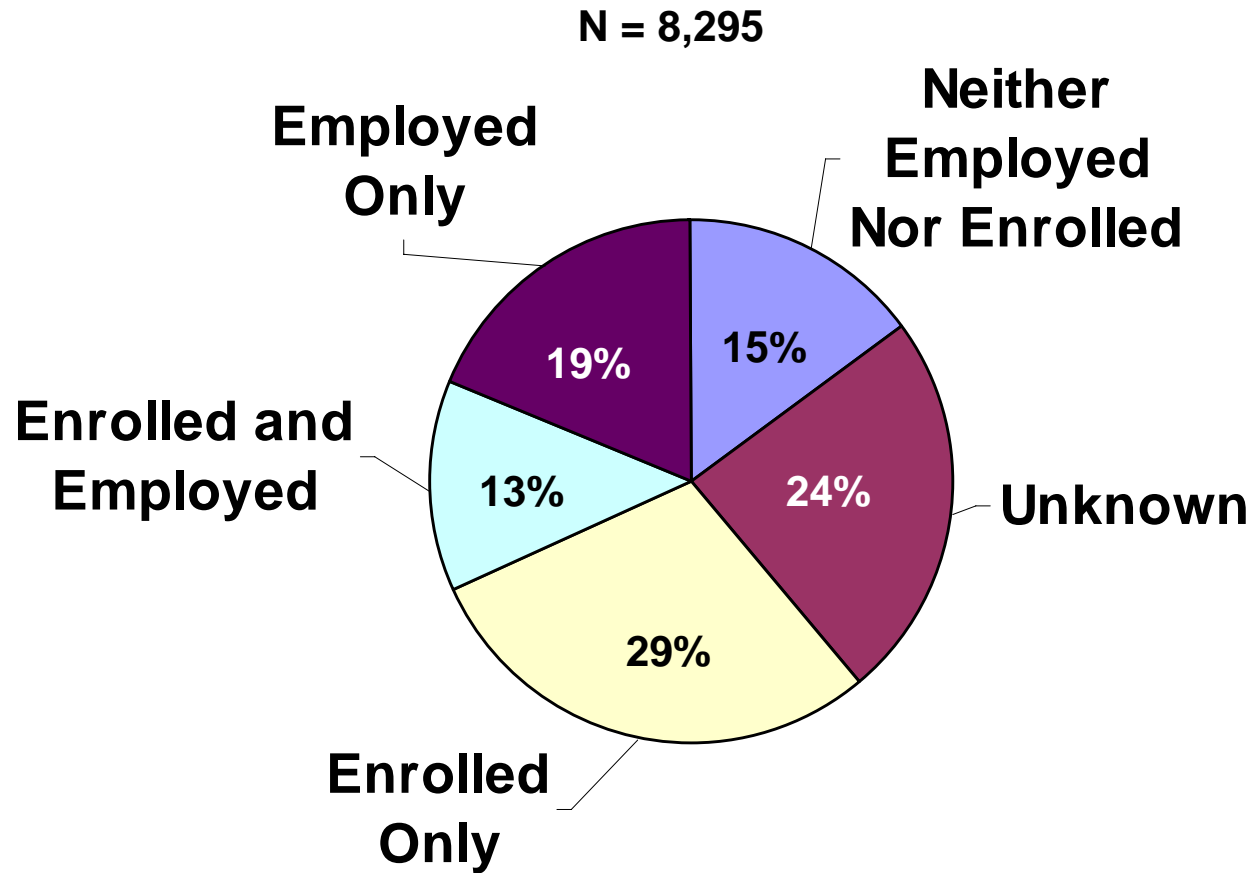
\* Employment rates are underreported due to the inability to link to Texas employment records for 42% of the sample

# Employment



- Higher shares of these groups were **employed**:
  - Hispanics or Blacks
  - Seniors from low-income families
  - Seniors whose mothers had less than a bachelor's degree
  - Seniors whose families had not previously participated in postsecondary education
  - Seniors who attended a low-income high school

# Initial Outcomes for 2006 Seniors through December 2006



# Factors Associated with Outcomes



**Which factors are significantly  
associated with  
postsecondary enrollment and  
employment outcomes?**

# Factors Related to 4-Year Enrollment



- **More likely to enroll:**
  - specific college preparation activities
  - participation in sports
- **Less likely to enroll:**
  - thinking about college since childhood or later
  - demographic and family background characteristics



# Factors Related to Enrollment in 4-Year Postsecondary Education

(N = 3,800)

Factor	More Likely to Enroll			Less Likely to Enroll		
	All	Hisp	1 <sup>st</sup> Gen	All	Hisp	1 <sup>st</sup> Gen
• Ordering and submitting transcripts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
• Participating in school-related sports	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
• Taking college entrance tests (SAT, ACT)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
• Completing and submitting FAFSA	<input checked="" type="checkbox"/>					
• Visiting one or more college campuses	<input checked="" type="checkbox"/>					
• Mother has at least a bachelor's degree	<input checked="" type="checkbox"/>					
• Meeting w/ counselor about 4-year plans		<input checked="" type="checkbox"/>				
• Credit for foreign language in 8 <sup>th</sup> grade		<input checked="" type="checkbox"/>				
• Completing and submitting scholarship applications			<input checked="" type="checkbox"/>			
• Taking the PSAT			<input checked="" type="checkbox"/>			
• Thinking about college as an option since childhood (vs. "for as long as I can remember")				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Weak parental encouragement				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
• Completing ACC courses while in high school				<input checked="" type="checkbox"/>		
• Low income				<input checked="" type="checkbox"/>		
• Hispanic				<input checked="" type="checkbox"/>		

All = All students

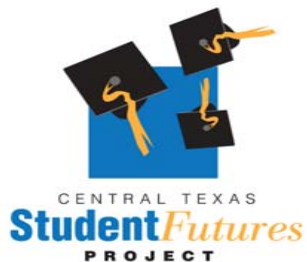
Hisp = Hispanic

1<sup>st</sup> Gen = First-generation college goer

# Factors Related to 2-Year Enrollment



- **More likely to enroll:**
  - taking SAT, ACT
  - meeting with counselor
  - thinking about college since childhood (vs. “as long as I can remember”)
- **Less likely to enroll:**
  - being much older than average
  - lower family income
  - weak parental encouragement
  - factors associated with positive 4-year enrollments



# Factors Related to Enrollment in 2-Year Postsecondary Education

(N = 3,800)

Factor	More Likely to Enroll			Less Likely to Enroll		
	All	Hisp	1 <sup>st</sup> Gen	All	Hisp	1 <sup>st</sup> Gen
• Taking college entrance tests (SAT, ACT)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
• Thinking about college as an option since childhood (vs. "for as long as I can remember")	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
• Meeting w/ counselor about financial aid	<input checked="" type="checkbox"/>					
• Meeting w/ counselor about career information	<input checked="" type="checkbox"/>					
• Working between 6-10 (vs. 16+) hours per week during senior year			<input checked="" type="checkbox"/>			
• Completing and submitting scholarship applications				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Being low income				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Being much older than average				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Some (vs. strong) parental encouragement				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
• Being retained in 9th grade				<input checked="" type="checkbox"/>		
• Mother has at least a bachelor's degree				<input checked="" type="checkbox"/>		
• Completing ACC courses while in high school					<input checked="" type="checkbox"/>	
• Visiting one or more college campuses						<input checked="" type="checkbox"/>
• Meeting w/ counselor about personal/family issues						<input checked="" type="checkbox"/>
• Being Black						<input checked="" type="checkbox"/>

All = All students

Hisp = Hispanic

1<sup>st</sup> Gen = First-generation college goer

# Factors Related to Employment



- The full research report includes regressions on a smaller sample (N=1,642) on factors related to:
  - All employment
  - Employment only
  - Employment and enrollment
- Major factors positively associated with employment overall, regardless of enrollment status, were:
  - Being Hispanic
  - Modest (vs. strong) parental encouragement

# Conclusions



- Education and student background factors appear to influence overall 2-year and 4-year postsecondary enrollment in different ways. These factors assume varying levels of importance for seniors from different socioeconomic, race/ethnic, and family backgrounds
- Factors most positively linked to seniors only being employed after high school are often negatively associated with postsecondary enrollment

# Recommendations



- Schools, districts, and other stakeholders should **tailor college preparation programs** and policies to **meet the needs of different groups of students** rather than adopting one-size-fits all approaches
- Schools should **work harder to involve parents** in their efforts to create a college-going culture

# Recommendations

(cont.)



- School districts and the community should focus on strategies to **create a college-going culture much earlier** in students' school careers, focusing on pre-kindergarten and early elementary school
- Districts and schools should utilize the positive roles that counseling activities, college preparation and extracurricular activities (particularly sports) play in transitions to college for some of their students

# Future Plans



## Research:

- Release 2007 Senior Survey report in January 2008
- Include additional Central Texas school districts
- Add more complete, longer-term postsecondary education and employment data
- Add school-level variables to account for differences among educational programs and practices at individual high schools (beginning with class of 2007)

## Dissemination:

- Present research results to education stakeholders
- Collaborate with school districts and others to foster educational improvement in the region



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## For More Information

### Full research report:

*Education and Work After High School: A First Look at the Class of 2006*, September 2007, by Christopher T. King, Deanna Schexnayder, Greg Cumpton, Tara C. Smith and Chandler Stolp

[www.utexas.edu/research/cshr/pubs/pubs.php?section=education](http://www.utexas.edu/research/cshr/pubs/pubs.php?section=education)

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