



CENTRAL TEXAS  
**StudentFutures**  
PROJECT

**Christopher T. King, Director**  
*Ray Marshall Center, University of Texas at Austin*

***Data Quality Campaign Webinar***  
June 8, 2010

# Project Partners



## A partnership of

- Ray Marshall Center, LBJ School of Public Affairs, University of Texas at Austin
- Eleven Central Texas independent school districts (ISDs)

## Project funders

- TG
- Greater Austin Chamber of Commerce
- Participating ISDs



# School District Partners

Listed by 1<sup>st</sup> year of participation:

- |                |   |
|----------------|---|
| <b>2004-05</b> | <b>Austin ISD</b><br><b>Del Valle ISD</b><br><b>Pflugerville ISD</b><br><b>Round Rock ISD</b> |
| <b>2005-06</b> | <b>Leander ISD</b><br><b>Manor ISD</b>  |
| <b>2006-07</b> | <b>Eanes ISD</b><br><b>San Marcos CISD</b>  |
| <b>2007-08</b> | <b>Bastrop ISD</b><br><b>Hays CISD</b>  |
| <b>2010-11</b> | <b>Hutto ISD</b>  |

# Project Purpose



## **Longitudinal research on:**

- What Central Texas graduates do after high school
- How educational, personal and financial factors relate to graduates' success in postsecondary education and the workforce

## **Performance management fostering educational improvement:**

- Providing real-time data to educators
- Identifying and sharing best practices
- Workshops and seminars

# Research Questions



- What share of high school graduates **enrolled in postsecondary education** in the fall after graduation? What share was **enrolled** over time?
- What share of graduates was **employed** in the fall after graduation? What share was **employed** over time?
- What share of graduates was **both enrolled and employed** in the fall after graduation?
- Which **factors** were **significantly associated** with **postsecondary education and employment outcomes**?

# Overview of Briefing



The briefing highlights recent results from:

- Greg Cumpton , Deanna Schexnayder & Christopher King (2009). ***Education and Work after High School: Central Texas Outcomes through December 2008***, Ray Marshall Center, LBJ School, The University of Texas at Austin.
- Deanna Schexnayder, Christopher King, Greg Cumpton, Nicole Beck, Brian Levy & Chandler Stolp (2009). ***Education and Work after High School: A First Look at the Class of 2007***, Ray Marshall Center, LBJ School, The University of Texas at Austin.

The project's approach — its access to and use of data, its research and its performance management orientation — represents a model for possible replication based in large part on linked longitudinal education and workforce records.

# DATA SOURCES



## Historical School Records

- Student demographics
- Courses taken
- Course grades

## Senior Surveys

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

## Postsecondary Education Records\*

- National Student Clearinghouse
- Education Research Center records (2010 pilot)

## Employment Records\*

- Texas Unemployment Insurance (UI) wage records

\* through 12/08

# DATA ACCESS



Access is facilitated and supported by:

- Memoranda of Agreement between UT and ISDs, between UT (since 2005) and Texas Workforce Commission (since 1986), and between UT and TEA/THECB and others (since 2008)
- Associated FERPA-compliant Data Sharing Agreements between these entities
- Carefully constructed Data Confidentiality Protocols governing access and use of the data



# Composition of Graduates

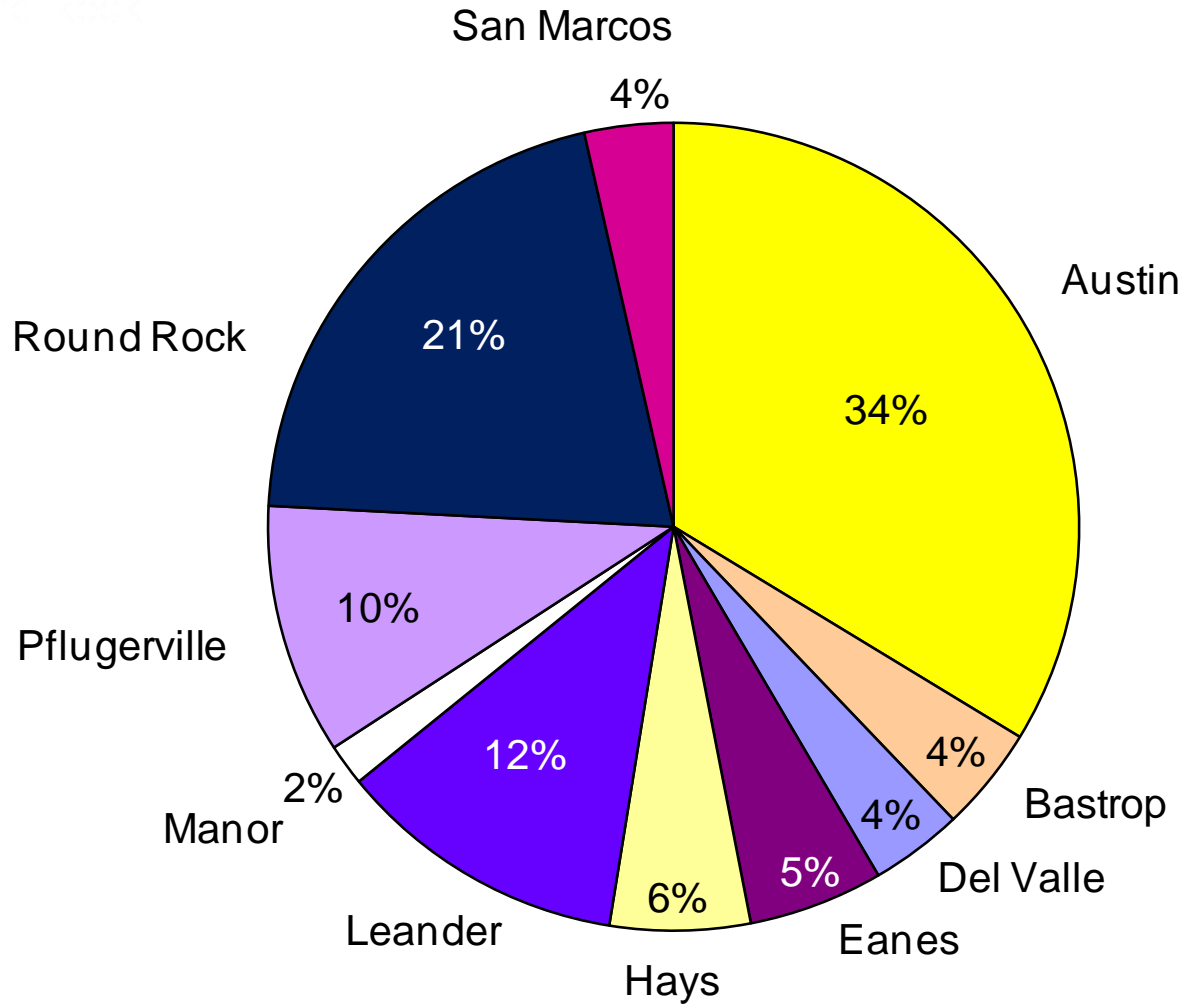


The characteristics of graduates in each year were similar, with the exception of their school district of origin.

	Class of 2006	Class of 2007	Class of 2008
<b>Totals</b>	<b>6,867</b>	<b>9,410</b>	<b>11,586</b>
<b>Ethnicity</b>			
Asian	6%	6%	5%
Black	12%	11%	11%
Hispanic	30%	29%	32%
White	51%	52%	52%
<b>Gender</b>			
Female	51%	48%	50%
Male	49%	50%	50%
<b>Family Income Status</b>			
Low-income	25%	21%	24%
Not Low-income	75%	73%	73%
<b>Special Education Status</b>			
Special Education	10%	9%	10%
Not Special Education	90%	85%	87%



# District Composition of 2008 Graduates





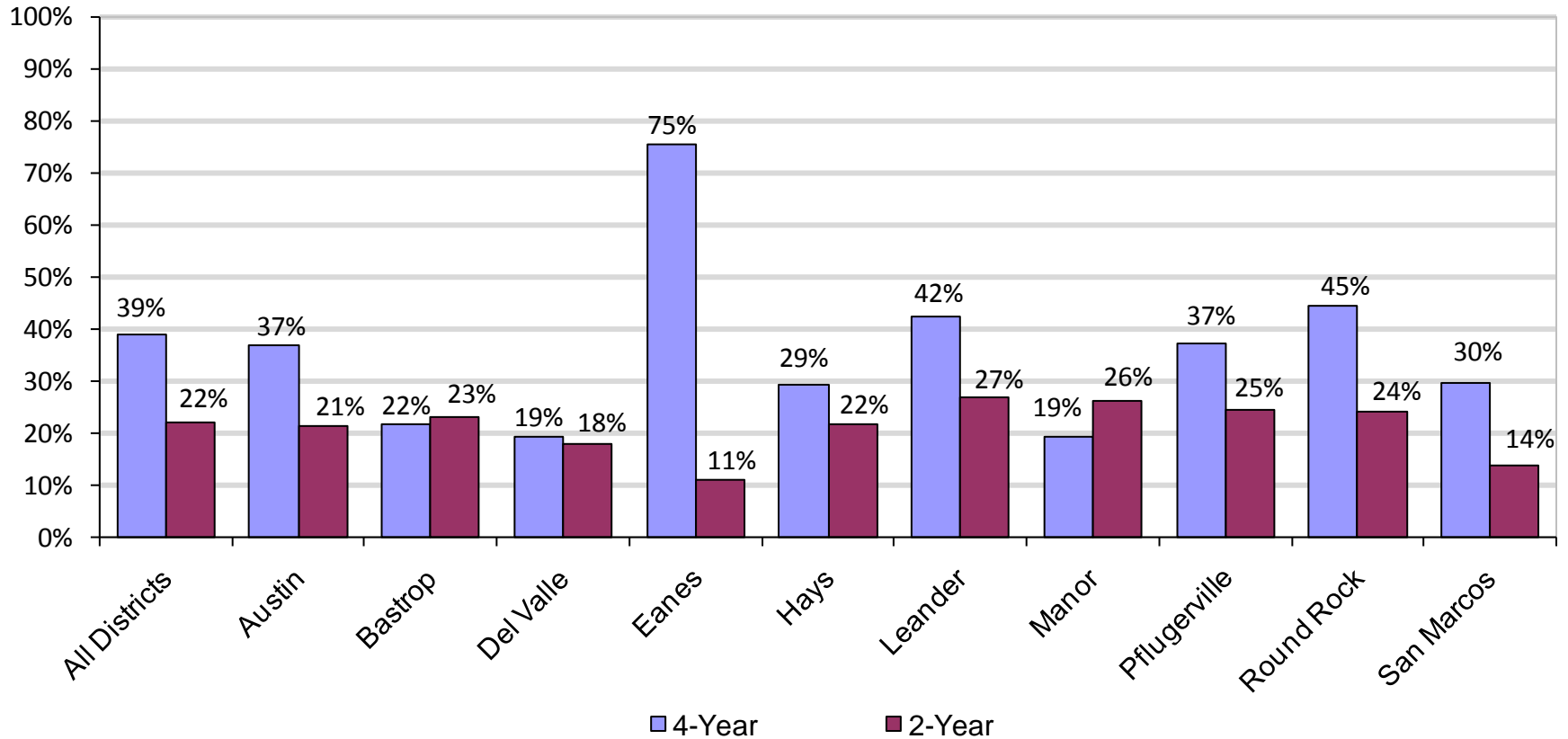
# Postsecondary Enrollment of 2008 Graduates in Fall 2008

	Number	Percent
Total Number of Graduates	11,586	
Total Enrolled in Fall 2008	7,078	61%
<b><i>Type of Institution</i></b>		
- 4-Year College/University	4,515	39%
- 2-year College/Technical School	2,563	22%
<b><i>Location of Institution</i></b>		
- In-state	6,084	52.5%
- Out-of-state	994	8.6%



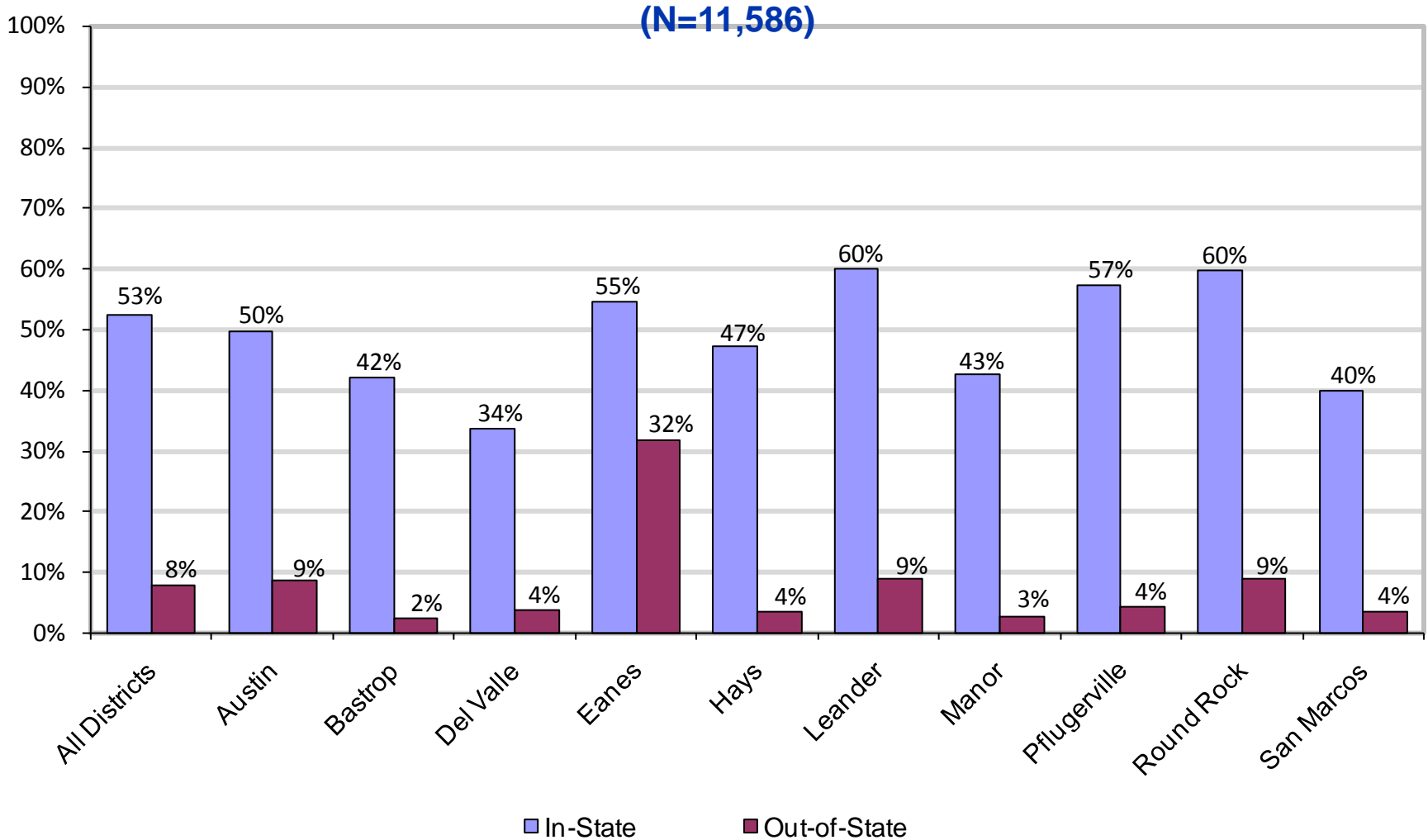
# Percent of 2008 Graduates Enrolled in Fall 2008, by College Type and District

(N=11,586)



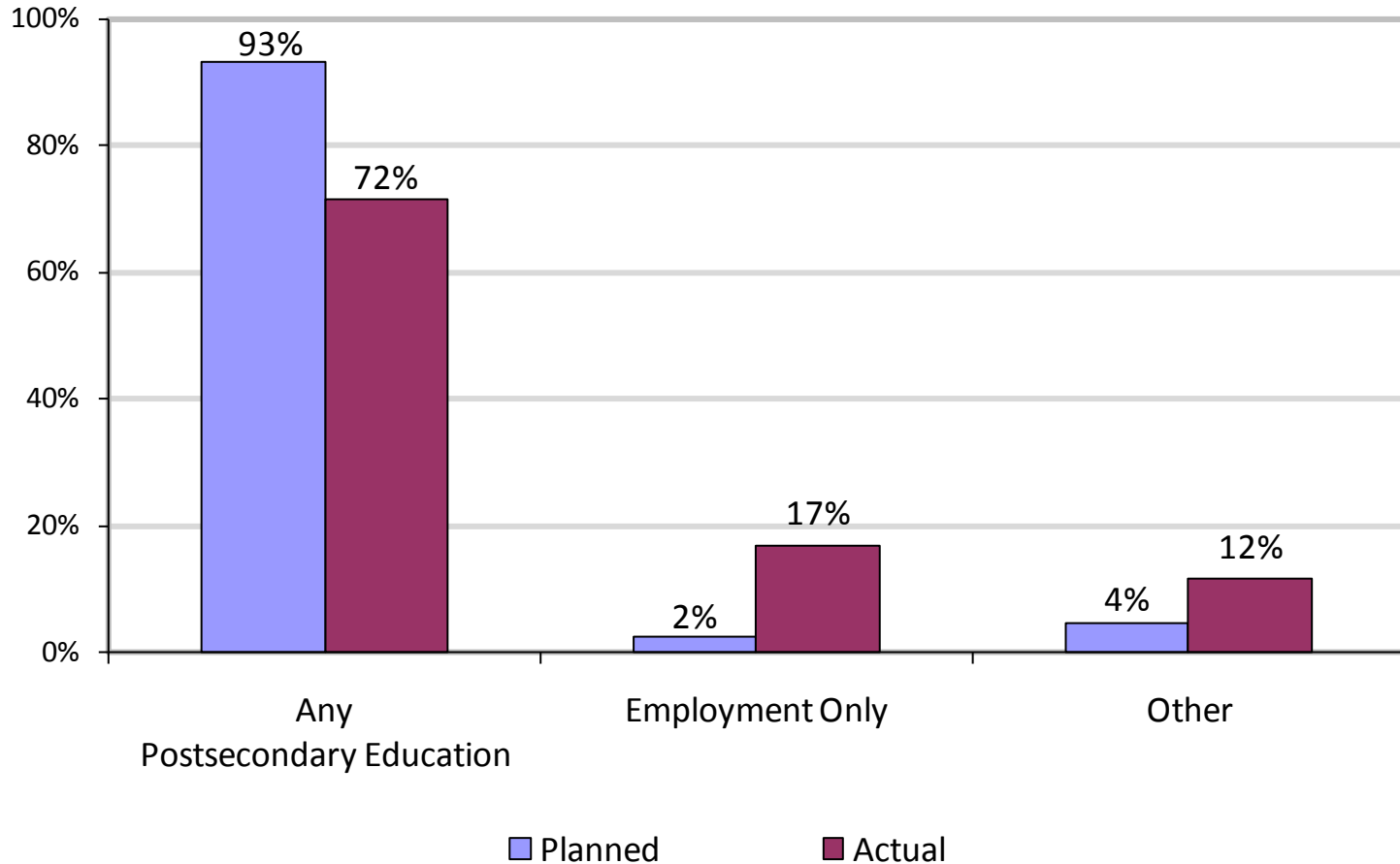


# Percent of 2008 Graduates Enrolled in Fall 2008, by Location and District



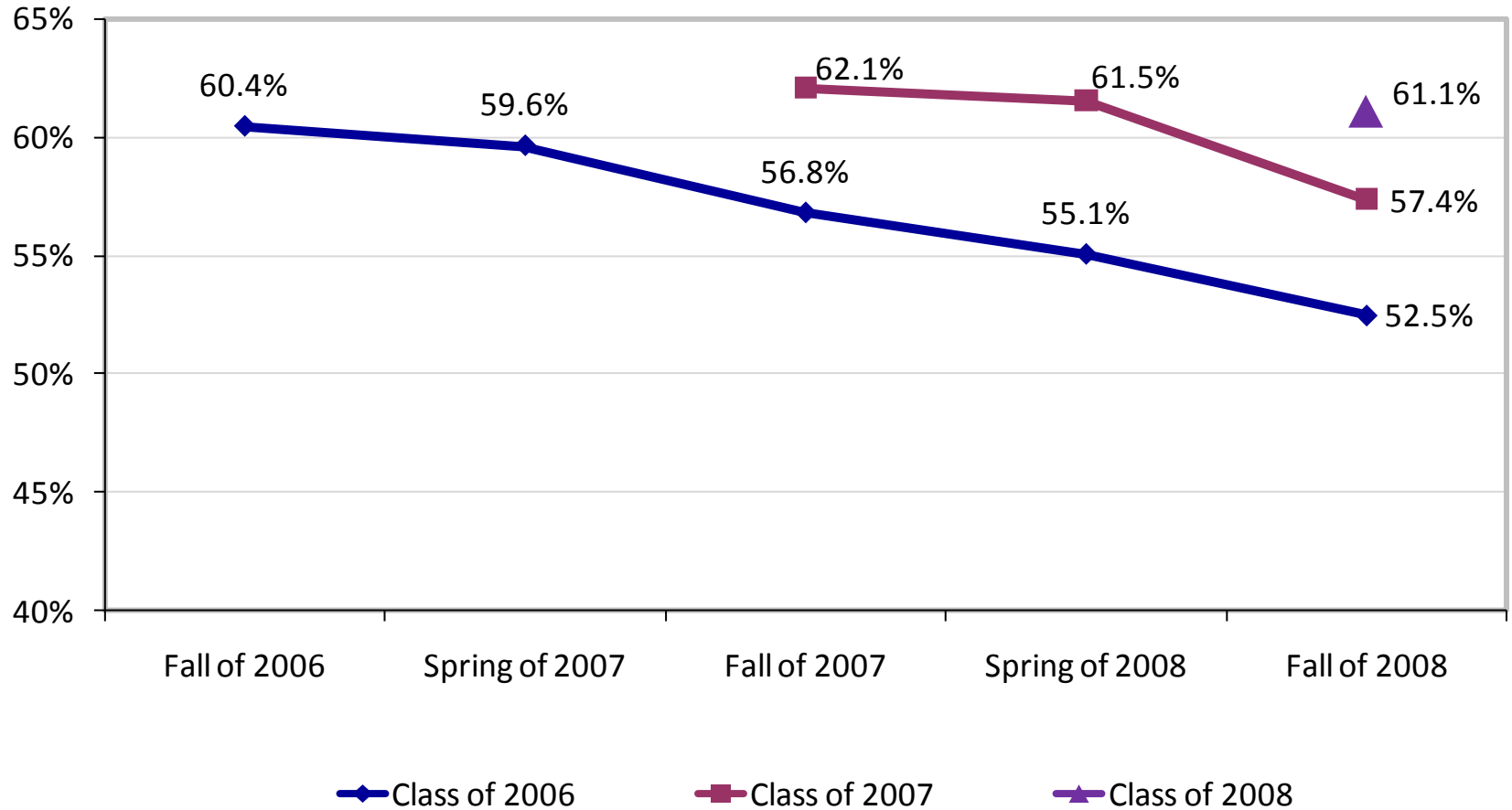


# Planned versus Actual Activities in Fall 2008 for 2008 Surveyed Graduates (N=4,734)





# Postsecondary Enrollment Outcomes Over Time, by Graduating Class





# Percent of 2008 Graduates Employed in Texas in Fall 2008

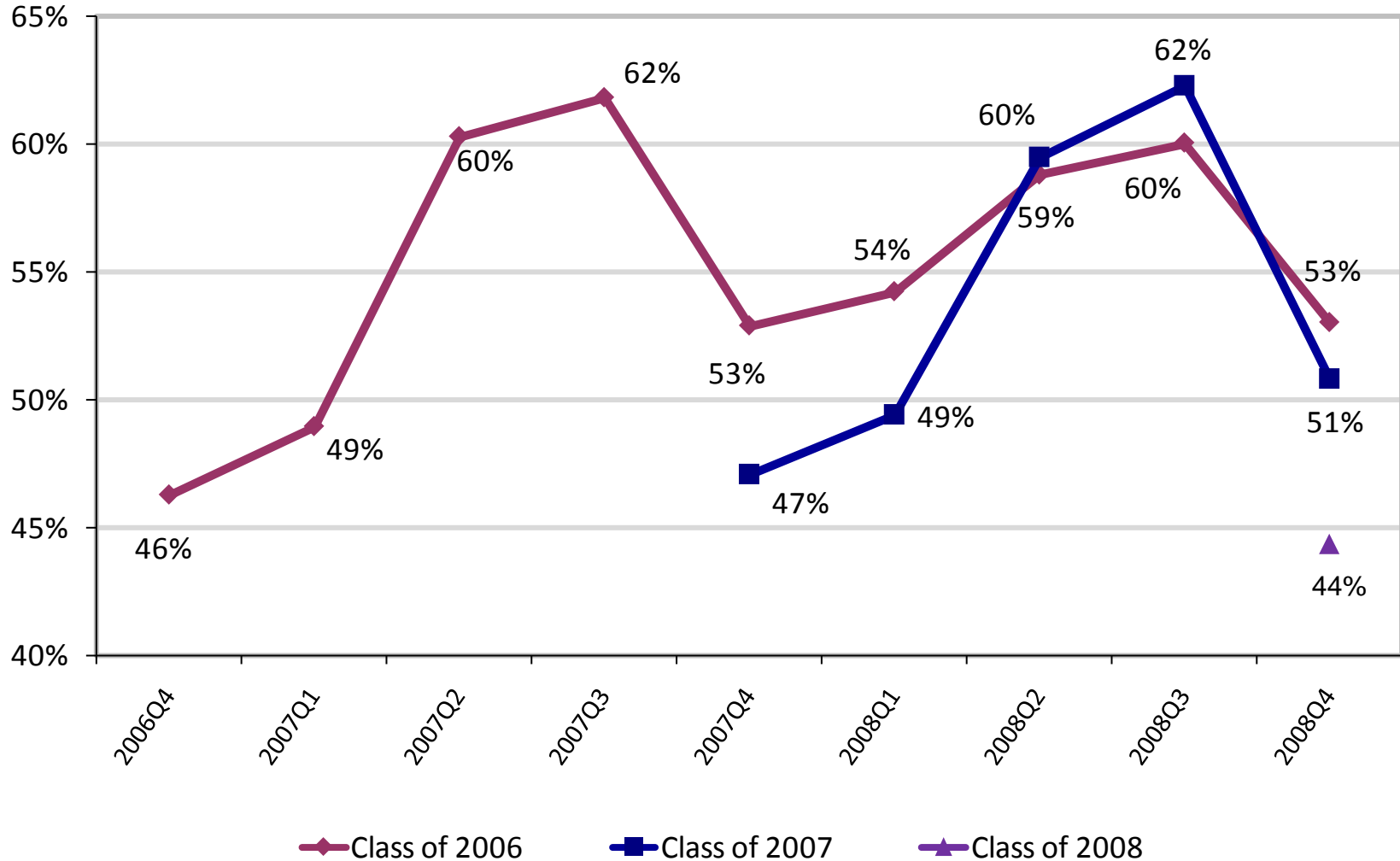


	Total Employed	Only Employed
<b>All Graduates (N = 11,586)</b>	<b>44%</b>	<b>21%</b>
<b>Ethnicity</b>		
Asian	24%	5%
Black	48%	25%
Hispanic	50%	28%
White	42%	17%
<b>Income Status</b>		
Low-income	49%	31%
Not low-income	42%	17%
<b>Special Education Status</b>		
Special Education	51%	38%
Not Special Education	43%	18%

Note: employment status was unknown for 15% of graduates.



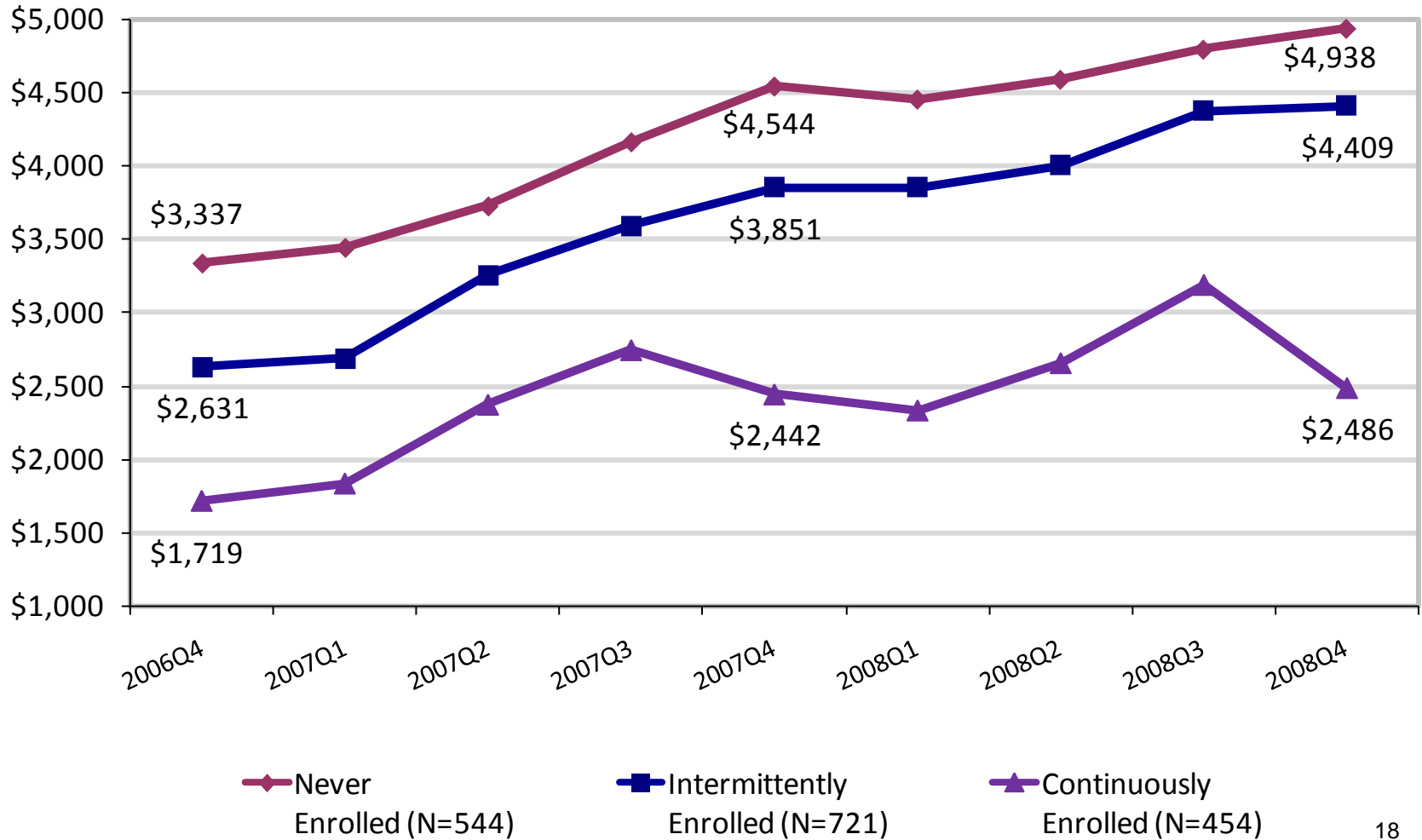
# Overall Post-Graduation Employment Status, by Graduating Class





# Median Earnings by Quarter for 2006 Graduates Continuously Employed

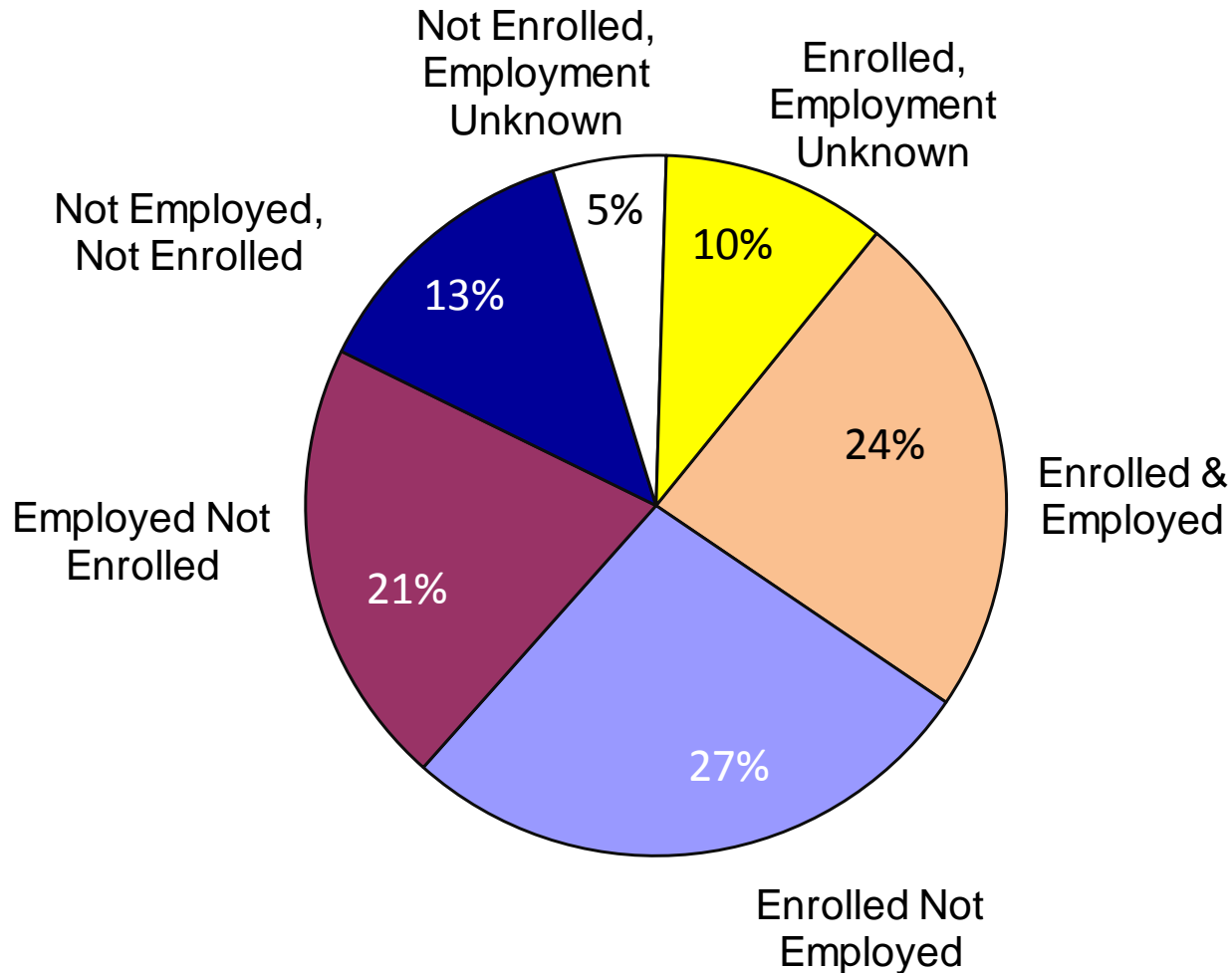
(Through the Fall of 2008, by Enrollment Status)





# Overall Outcomes for 2008 Graduates in Fall 2008

(N=11,586)



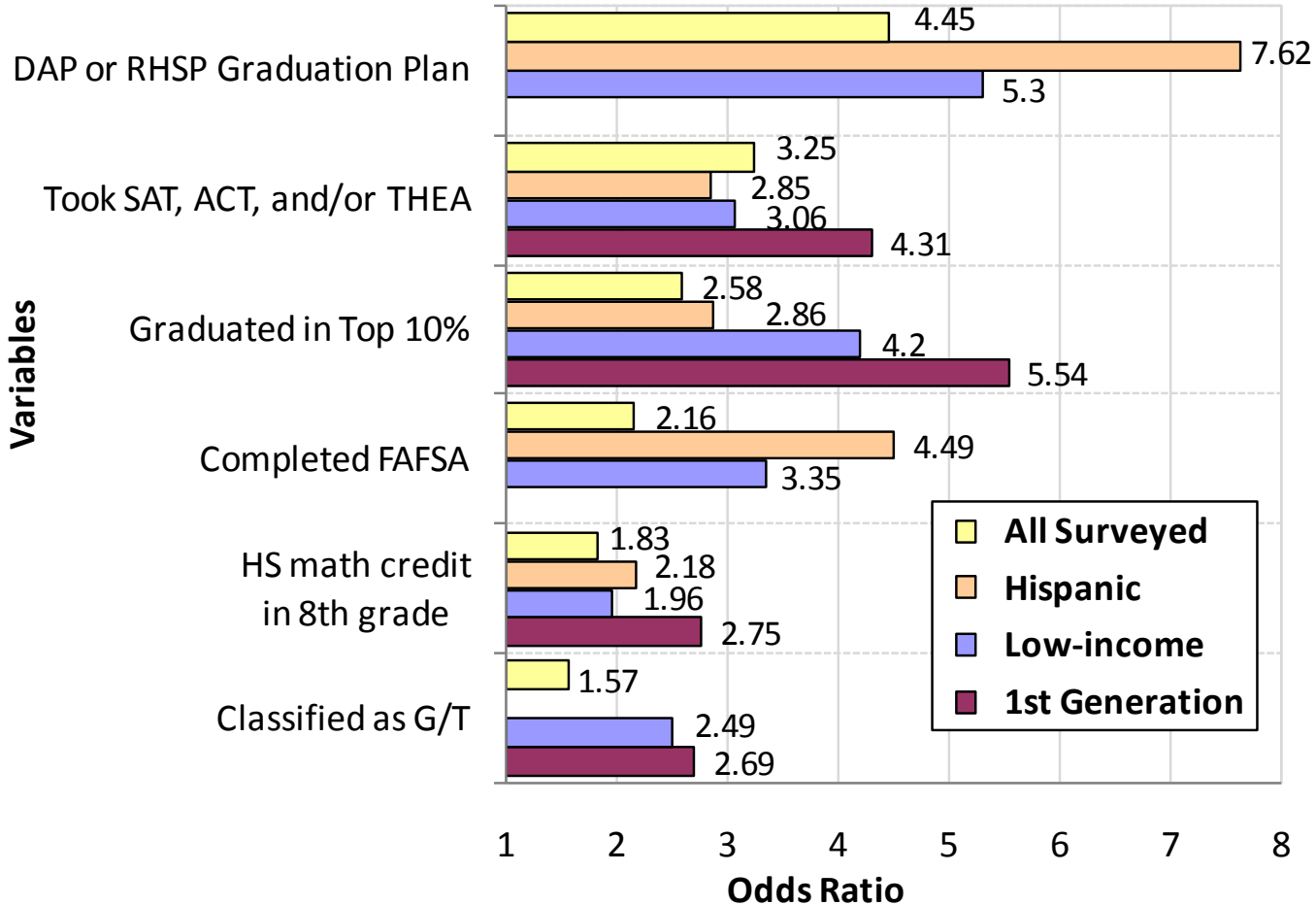


Which **factors** were **significantly associated** with fall **postsecondary education and employment** for the Class of 2007?



# Major Factors Linked to 4-year Enrollment Odds, Class of 2007

## Factors Linked to Increased Odds of Enrollment



### ADDITIONAL FINDINGS

- All Surveyed
  - Participated in HS sports (1.8)
- Hispanic
  - Male (2.12)
- Low-income
  - Participated in HS music (1.51)
- 1st Generation
  - Participated in HS music (1.51)

# Major Factors Linked to Increased 4-Year Enrollments



## All Surveyed Graduates

- Completion of Distinguished Achievement Program or Recommended High School Plan was strongest (+345%)
- College placement exams, Top 10% and FAFSA completion (all +100%)
- HS math in 8th grade, G/T, visiting college campus, high school sports ( all +50%)

## All Groups

- College entrance exams, Top 10%, HS math in 8th grade (+50% for all groups)

***Major factors increased enrollment odds by 50% or more. No factors reduced enrollment odds by more than 50%.***

# Regression Highlights for Selected Populations



- ***Hispanic graduates:*** many key factors the same but strength varied; strong curriculum & FAFSA very important; males more likely; parent education & visiting campuses not significant
- ***Low-income graduates:*** far fewer significant variables; curriculum & top 10% most important
- ***First generation graduates:*** Top 10% increased odds by 400%; college entrance exams, 8th grade math credit also important; curriculum not significant for this group
- ***For all graduates,*** uncertainty about borrowing money for college reduced enrollment odds

# Uses of Student Futures Project Data



The Student Futures Project provides reports, special tabs, briefings and workshops to ISDs, campuses and other groups.

- One counselor uses the planned v. actual college enrollment gap for seniors to more actively engage them in specific college-going activities.
- A district administrator, highlighting ethnic variations in the impact of college-going factors, has emphasized enrolling Hispanic students in more rigorous academic coursework.
- In a large district, the lead counselor holds regular meetings with her counselors to develop college enrollment action plans based on recent findings.
- The Chamber began organizing Financial Aid Saturdays to boost completion of FAFSA and TAFSA based on Student Futures Project results.



# Future Plans

- **Enhance data**
  - Extend outcomes coverage longitudinally
  - Link to Texas longitudinal P-16 data via Texas Education Research Centers mechanism (pilot now underway)
  - Add data sources, e.g., FAFSA, FEDES (federal, military)
- **Expand research efforts**
  - Explore school and district variation effects
  - Develop/incorporate college-readiness measures
  - Follow high school *entrants* as well as graduates
  - Evaluate educational interventions
- **Enhance real-time performance management tools**
- **Replicate the model in other regions/states**



**For more information, visit:**

**[www.centexstudentfutures.org](http://www.centexstudentfutures.org)**

**Or contact:**

**Christopher King, Director**

Ray Marshall Center for the Study of Human Resources  
The University of Texas at Austin  
512-471-2186

**Deanna Schexnayder, Associate Director**

Ray Marshall Center for the Study of Human Resources  
The University of Texas at Austin  
512-471-2193



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