



CENTRAL TEXAS

Student*Futures*
PROJECT

OVERVIEW AND POTENTIAL

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EPCC/UTEP Data-Sharing Symposium

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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 1st year of participation:

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

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, UT-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, UT-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

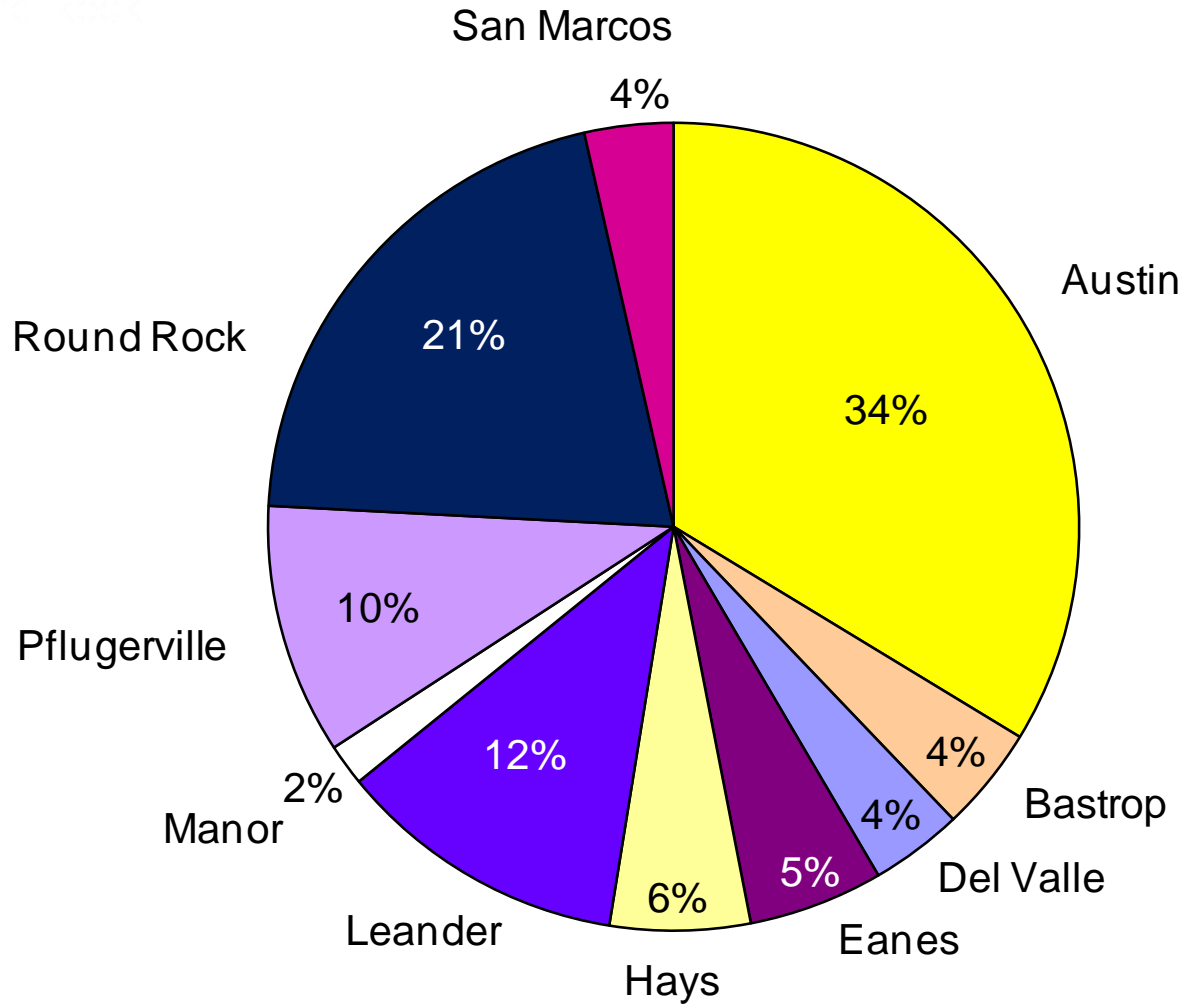


The characteristics of graduates in each year were similar, with the exception of their school district of origin.

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



District Composition of 2008 Graduates





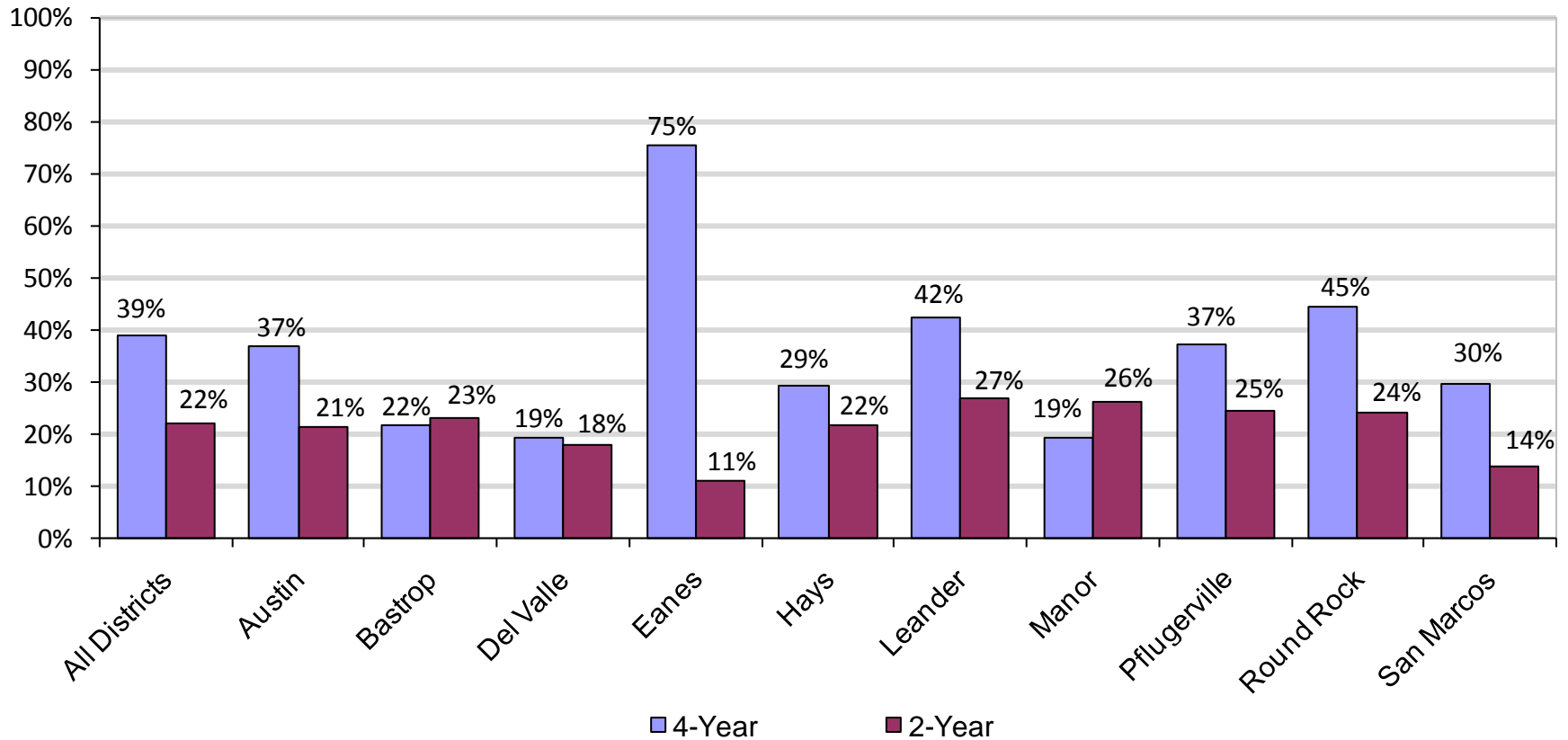
Postsecondary Enrollment of 2008 Graduates in Fall 2008

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



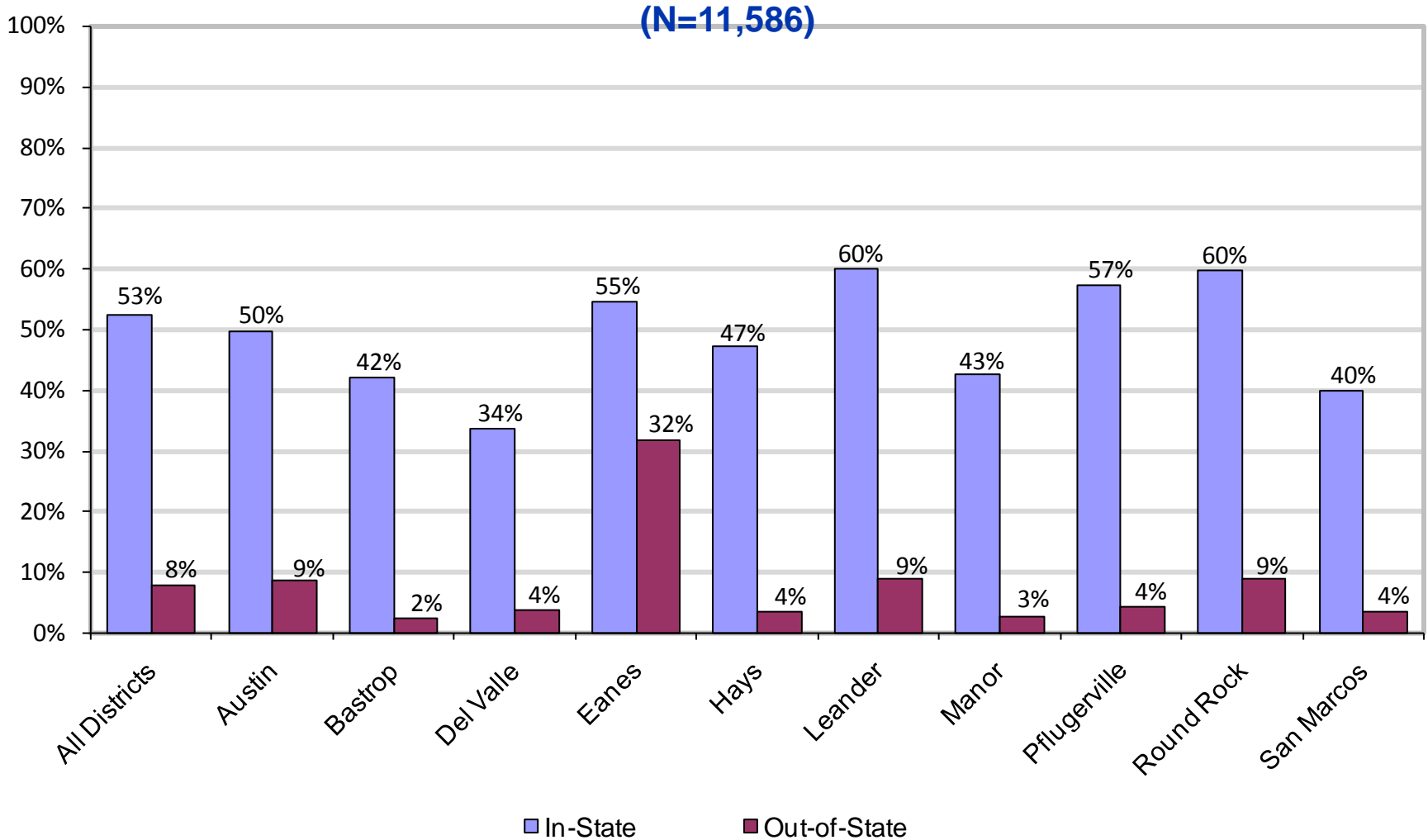
Percent of 2008 Graduates Enrolled in Fall 2008, by College Type and District

(N=11,586)



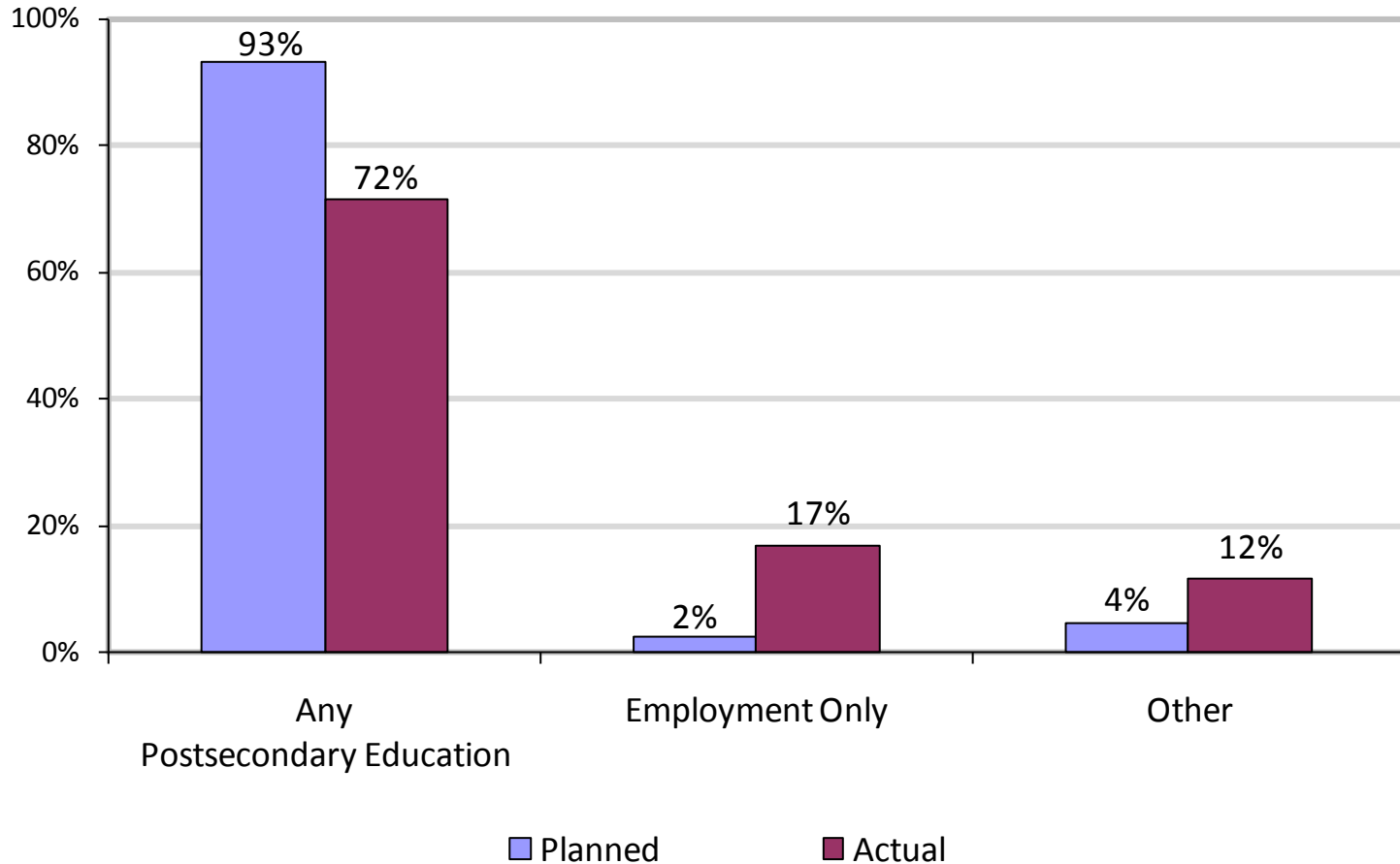


Percent of 2008 Graduates Enrolled in Fall 2008, by Location and District



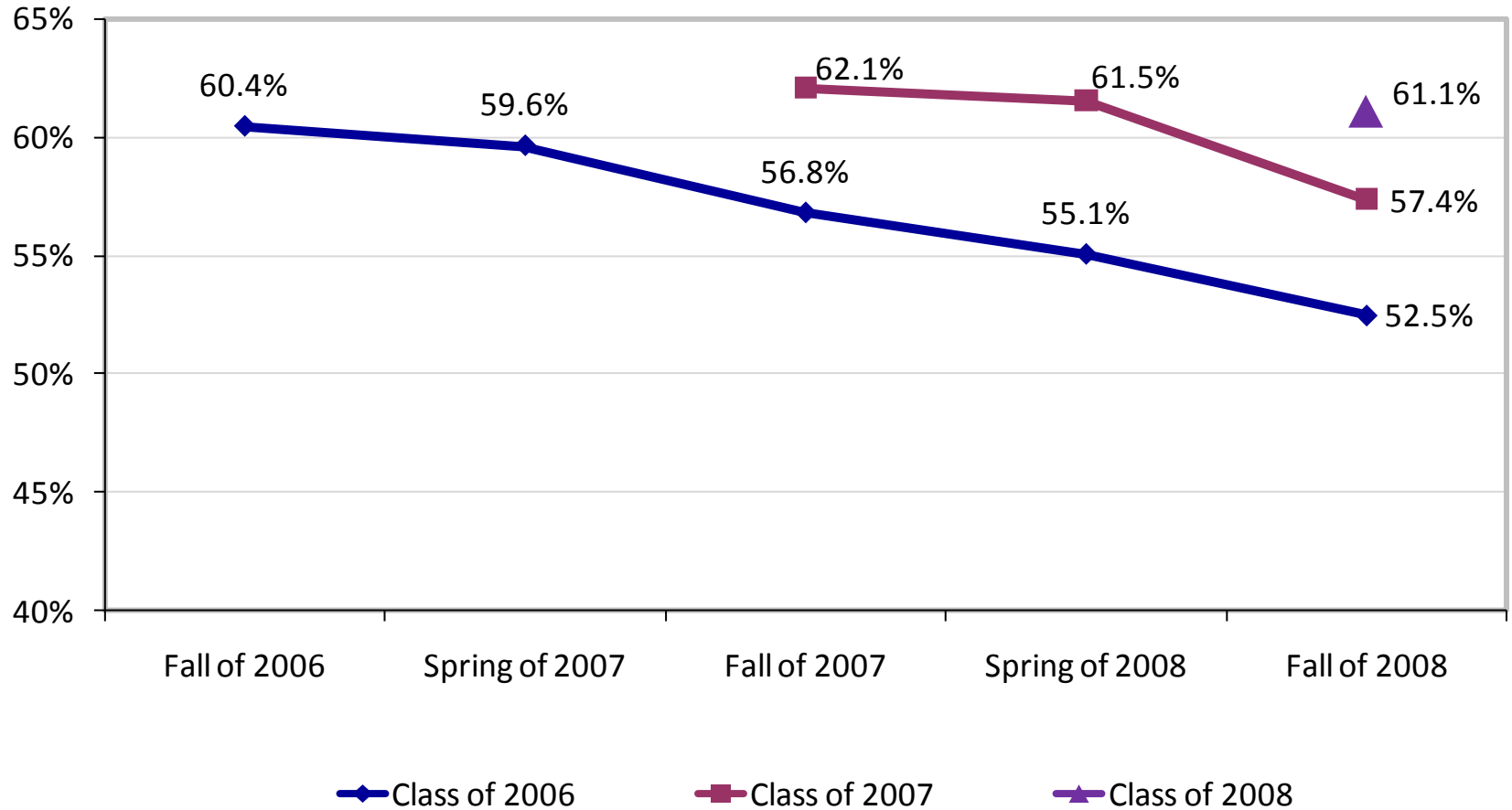


Planned versus Actual Activities in Fall 2008 for 2008 Surveyed Graduates (N=4,734)





Postsecondary Enrollment Outcomes Over Time, by Graduating Class





Percent of 2008 Graduates Employed in Texas in Fall 2008

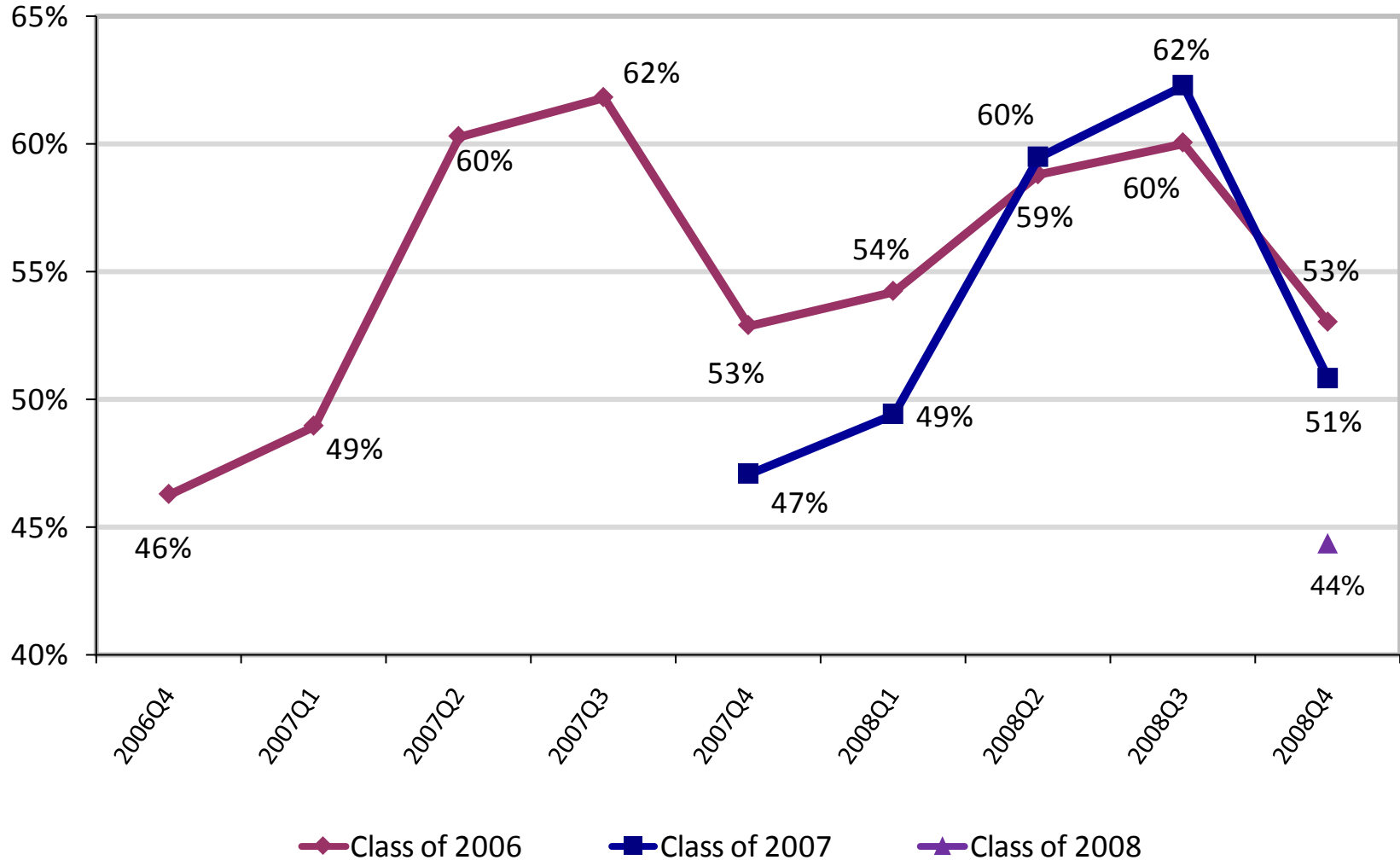


	Total Employed	Only Employed
All Graduates (N = 11,586)	44%	21%
Ethnicity		
Asian	24%	5%
Black	48%	25%
Hispanic	50%	28%
White	42%	17%
Income Status		
Low-income	49%	31%
Not low-income	42%	17%
Special Education Status		
Special Education	51%	38%
Not Special Education	43%	18%

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



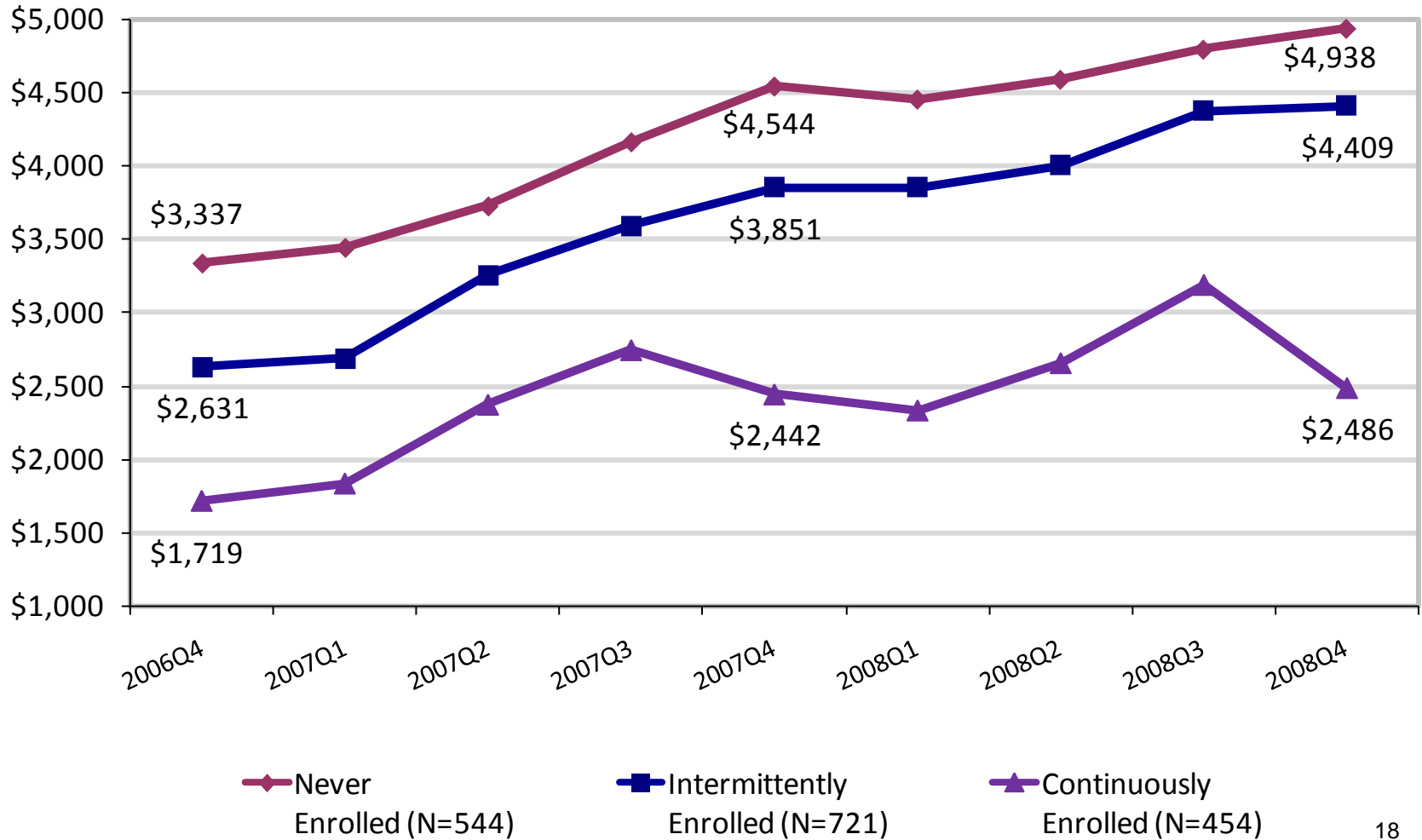
Overall Post-Graduation Employment Status, by Graduating Class





Median Earnings by Quarter for 2006 Graduates Continuously Employed

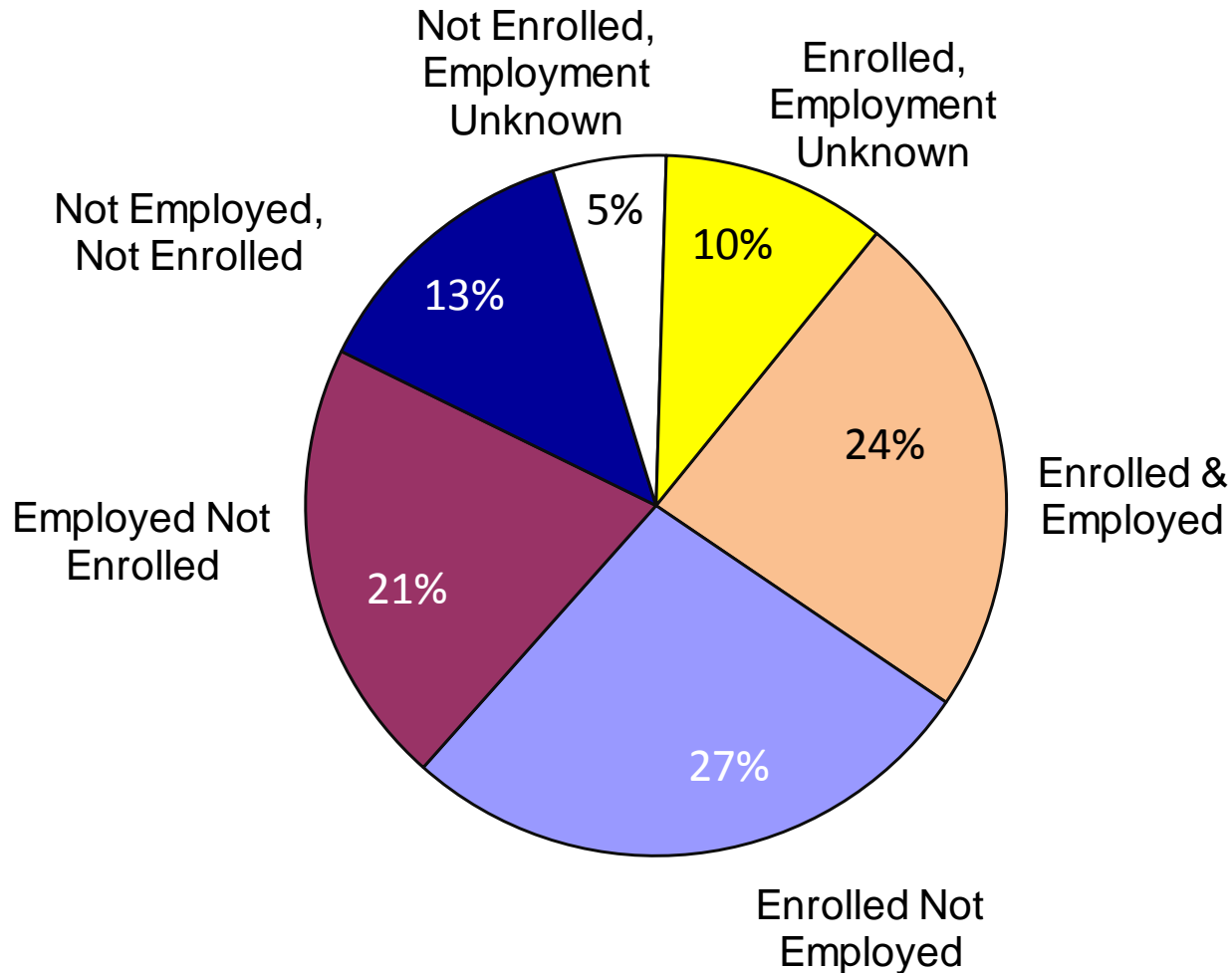
(Through the Fall of 2008, by Enrollment Status)





Overall Outcomes for 2008 Graduates in Fall 2008

(N=11,586)



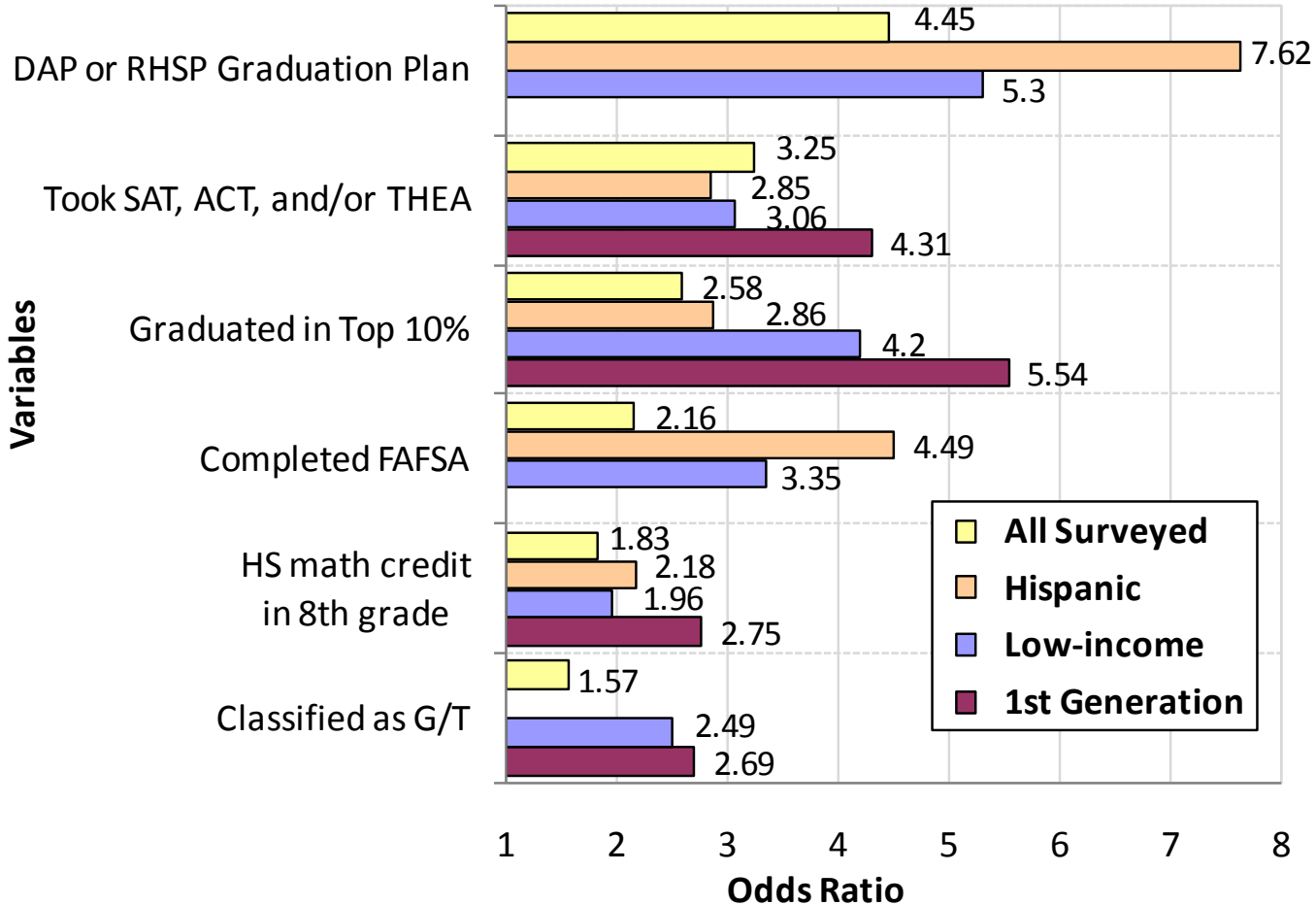


Which **factors** were **significantly associated** with fall **postsecondary education and employment** for the Class of 2007?



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%.***

4-Year Results 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 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 SFP findings.
- The Chamber initiated Financial Aid Saturdays to boost FAFSA and TAFSA completions based on SFP results: FAFSA submissions in the region have increased 75% since 2006.



Future Plans

- **Enhance data**
 - Extend outcomes coverage longitudinally
 - 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

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