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CENTRAL TEXAS  
**Student***Futures*  
PROJECT

## Findings from the 2009 Senior Surveys

# **Findings from the 2009 Senior Surveys**

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The authors thank Chris King and Deanna Schexnayder from the Ray Marshall Center, the co-directors of the Student Futures Project. They examined elements of the survey results, provided direction and support in determining the most important items for analysis, and aided in reading the draft document and providing comments on content and format. The authors also wish to thank the technical staff of the Ray Marshall Center who provided valuable support during the survey administration, John Schexnayder and Anthony Munoz. In addition, we are grateful to Patty Rodriguez with the Ray Marshall Center who skillfully created a single survey dataset from multiple sources. Finally, we must express our thanks to another Ray Marshall Center staff member, Susie Riley, for all of her administrative support and the expert formatting of this report for final publication.



## Executive Summary

The Central Texas Student Futures Project is a research partnership of the Ray Marshall Center and ten Central Texas independent school districts (ISDs).<sup>1</sup> The project follows the progress of Central Texas seniors as they make the critical transition from high school to postsecondary education and the labor market. The senior survey is a primary component to the research, providing valuable individual detail on students' family backgrounds, high school experiences, and preparations for the future.

### The Project

Three overarching research questions guide the work of the Student Futures Project:

1. Which students are participating in postsecondary education and why?
2. Which students are going to work and why?
3. Which students are both working and participating in postsecondary education?

To determine both what young adults plan to do after high school and key influences on these outcomes, the project surveys students just before they graduate from high school. Students' educational and labor force progress is then followed for up to four years after high school graduation using administrative education and earnings data. Statistical analysis of the resulting dataset identifies those background factors and educational practices that are associated with various education and labor market outcomes. Findings are shared annually with business leaders and community stakeholders committed to supporting local education initiatives and with local educators for use in improving practices for future cohorts of high school students.

The Student Futures Project has grown from an initial involvement of four Central Texas school districts in 2005 to ten participating districts in the 2008 and 2009 research cycles. The districts and their first year of participation are as follows:

Austin ISD (2005)	Leander ISD (2006)
Bastrop ISD (2008)	Manor ISD (2006)
Del Valle ISD (2005)	Pflugerville ISD (2005)
Eanes ISD (2007)	Round Rock ISD (2005)
Hays Consolidated ISD (2008)	San Marcos Consolidated ISD (2007)

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<sup>1</sup> The Central Texas Student Futures Project was previously named the Central Texas High School Graduate Data Center. In the early years of the project, Skillpoint Alliance was also a research partner.



Seniors in these ten districts represent approximately 83% of seniors in the four Central Texas counties that are covered by the research: Bastrop, Hays, Travis, and Williamson. Survey and outcomes reports for prior years, as well as additional information on the Student Futures Project and its foundation are available on the project website at:

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

## **Research Methods**

The annual high school senior survey asks questions about students' family backgrounds, their activities in high school, and their plans for further education, largely gathering information that is not contained in existing school records. The survey is a central component for answering the Student Futures Project's research questions because administrative student records do not capture many of the student-level background factors critical to determining influences on students' decision-making about further education and training. Survey questions were designed to gather information about many aspects of the Central Texas high school experience and students' perceptions of how their experiences, both inside and outside of school, influenced their post-high school choices. The survey also gathered information on the specific ways in which different school districts work to prepare their students for postsecondary education and how useful students felt these activities were. Finally, survey responses were linked to school administrative records to collect background demographic information so that the results could be analyzed to determine how students' experiences and preparation varied for different population groups within Central Texas high schools.

The administration of the survey took place from April through early June of 2009 in 30 Central Texas high schools across the ten participating ISDs. Two versions of the survey were used: one produced by Austin ISD for its students, and one created by Student Futures Project researchers for students in all other participating school districts. Questions the two surveys had in common were analyzed for respondents in all ten districts, while questions asked solely on the Student Futures Project survey were analyzed for respondents in the nine districts that administered it. The analysis examined each of the three major survey topics—family background and influences, high school experiences, and preparation for life after high school—for all survey respondents and for selected groups of students. The student groups in focus are:

- *Students planning further education*—seniors who planned to attend college or technical school within one year of high school graduation
- *First-generation students*—seniors reporting that neither of their parents had completed any education beyond high school
- *Low-income students*—seniors identified as economically disadvantaged in school administrative records
- *Low-income schools*—schools in which at least 40% of students came from low-income families. Twelve of the 30 schools in the project meet this definition.
- *Race/ethnicity*—seniors identified as Black, African, or African-American; Hispanic, Latino, of Spanish Origin; Asian, Asian-American, or Pacific Islander; White, Caucasian, or European-American; or Other in school administrative records
- *Gender*—students identified as male or female in school administrative records

### Overall and District Response Rates

More than 9,100 seniors in the Class of 2009, approximately 87% of seniors across the ten districts, participated in the survey. This year, the majority of survey participants actually completed the survey, allowing researchers to focus solely on this group. A total of 8,121 seniors completed the 2009 survey during the spring semester prior to graduation, for a 77% completion rate across all districts. Seniors who completed the survey are identified throughout this report as *respondents*. As the following table indicates, survey participation and completion rates varied substantially across participating districts.

**Table 1. Survey Participation and Completion Rates, by District**

	Number of Seniors <sup>1</sup>	Survey Participants	Participation Rate	Survey Completers	Completion Rate
<b>Overall</b>	<b>10,500</b>	<b>9,103</b>	<b>87%</b>	<b>8,121</b>	<b>77%</b>
<b>Austin<sup>2</sup></b>	3,514	3,365	96%	2,747	78%
<b>Bastrop</b>	486	321	66%	303	62%
<b>Del Valle</b>	382	218	57%	210	55%
<b>Eanes</b>	568	479	84%	444	78%
<b>Hays</b>	705	590	84%	554	79%
<b>Leander</b>	1,455	1,058	73%	983	68%
<b>Manor</b>	236	105	45%	100	42%
<b>Pflugerville</b>	1,293	1,082	84%	1,019	79%
<b>Round Rock</b>	2,429	1,623	67%	1,517	62%
<b>San Marcos</b>	396	262	66%	244	62%

Source: Student Futures Project calculations.

<sup>1</sup> Calculated for seniors enrolled on the last day of school using district-provided PEIMS data. Note that seniors attending alternative high schools are included in these numbers.

<sup>2</sup> Austin ISD's Exit Survey report calculated the number in the senior class as those enrolled during the Spring 2009 semester. They report 4,271 seniors enrolled and a survey response rate of 79%.

## **Findings from the 2009 Senior Surveys, All Ten Participating Districts**

### *Family Background*

- More than one-third of respondents reported that at least one parent had a bachelor's degree or higher. An almost equal share reported that at least one parent had a high school diploma/GED or less.
- More than half (52%) will be the first of their siblings to go to college.
- A greater share of respondents (46%) had thought about college as an option for "as long as I can remember" than began thinking about it in middle or high school (43%). This is the reverse of what was reported by the Class of 2008.

### *High School Experiences*

- Twenty-two percent of respondents had attended more than one high school.
- The majority of Black, Hispanic, and White respondents reported that they only spent one to five hours per week studying outside of class.
- Almost 40% of respondents reported that they did not work during their senior year, while 29% reported working 16 or more hours per week.
- Ninety percent of respondents reported participating in at least one school-based extracurricular activity, and 82% participated in at least one community-based activity. Those who would be first-generation college students were more likely to report not participating in any extracurricular activities than other respondents.

### *College Preparation Activities*

- Fully 91% of respondents planned to attend a college or technical school in the year following graduation. Half of all respondents indicated that they would work part-time while attending school.
- Respondents participated in a wide range of college preparation and enrollment activities, with more than half indicating that they had: taken a college entrance test; visited one or more college campus; taken the PSAT; taken an Advanced Placement or International Baccalaureate class; met with a school staff member to discuss college plans and processes; and/or submitted a transcript.
- Eighty percent said they had submitted an application to at least one postsecondary institution.
- Forty-two percent indicated that they would take out loans to pay for their college education. More than half of respondents (55%) reported that they had submitted a

Free Application for Federal Student Aid (FAFSA), a significant increase from the Class of 2008.

- Forty percent of respondents who did not apply for financial aid reported that they did not know about the financial aid process, including about half of those from low-income high schools as well as low-income or first-generation respondents.
- Thirteen percent of all respondents indicated that they and their family found the financial aid process “difficult” to understand.

### **Findings from the Nine-District Student Futures Project Senior Survey**

As noted above, questions asked solely on the Student Futures Project survey could only be analyzed for respondents who completed the survey in the nine districts that administered it.

#### *Family Background*

- Twenty-eight percent of respondents indicated that at least one parent had been born outside the U.S.
- More than one-third of Asian respondents and 17% of Hispanic respondents were foreign-born.

#### *High School Experiences*

- Eighty-nine percent indicated that they had met with a counselor at least once over the course of their high school career.
- Two-thirds of respondents worked during their senior year. Most reported working because they liked the freedom of having their own money.

#### *College Preparation Activities*

- About half of respondents (51%) took a college entrance test prior to the start of their senior year.
- Fourteen percent reported that completing a college application or the Texas Common Application was the most helpful college preparation activity they had participated in at their high school.
- More than 40% of respondents reported that their family helped them the most in the college application process. Thirty percent also found their family most helpful in obtaining financial aid information. Almost equal shares reported school personnel as most helpful in these activities.

- More than 60% of respondents reported that someone in their family had attended a financial aid event. Students who would be first-generation college students and low-income respondents were much less likely to indicate that they or their parents had attended a financial aid event.
- Thirty-nine percent of respondents said they had met the April 1<sup>st</sup> deadline for submitting a financial aid application for scholarship consideration.

### **Conclusions and Next Steps**

The senior surveys provide rich detail on students' family backgrounds, high school activities, and preparations for the future. Overall 2009 senior survey findings are similar to findings for the Class of 2008, though much larger shares of 2009 respondents reported that they had submitted financial aid applications and that they had thought about college for as long as they could remember.

The fact that so many of the 2009 survey respondents are focused on pursuing further education is encouraging. Survey responses indicate that many Central Texas high school seniors are actively preparing for college and the workforce with the encouragement, support, and guidance of their families and school personnel. There is work to be done, however, for those student groups that consistently indicated less certainty about and engagement in the college and financial aid application processes. Survey responses from those who would be the first generation in their family to attend college, students from low-income families, and Hispanic seniors continue to highlight the need for more active and targeted interventions to prepare these students for successful postsecondary transitions to further education and employment.

The Student Futures Project will follow these Class of 2009 seniors for up to four years after their high school graduation. Using postsecondary education records and Texas Unemployment Insurance wage records, researchers will track education and employment outcomes for these graduates. In addition, survey data will be combined with high school education records and outcomes data to determine the factors and characteristics of graduates that have the strongest associations with postsecondary success. Reports on the progress of and findings related to the Class of 2009 will be released periodically.

## Chapter I. Project Overview

The Central Texas Student Futures Project is a research partnership of the Ray Marshall Center and ten Central Texas independent school districts (ISDs).<sup>1</sup> The project follows the progress of Central Texas seniors as they make the critical transition from high school to postsecondary education and the labor market. The senior survey is a primary component to the research, providing valuable individual detail on students' family backgrounds, high school experiences, and preparations for the future.

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<sup>1</sup> The Central Texas Student Futures Project was previously named the Central Texas High School Graduate Data Center. In the early years of the project, Skillpoint Alliance was also a research partner.

Survey and outcomes reports for prior years, as well as additional information on the Student Futures Project and its foundation are available on the project website at:

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

## Central Texas

Seniors in ten of the 26 area school districts participated in the Student Futures Project in 2009, representing approximately 83% of seniors in the four Central Texas counties that are covered by this research: Bastrop, Hays, Travis, and Williamson. The 2008 American Community Survey provides demographic and economic information that is useful for comparing these counties and understanding the different contexts of the participating ISDs (Table 1). Travis and Bastrop counties have the highest shares of families in poverty and the lowest median family incomes. One-third or more of the residents in Hays, Travis, and Williamson counties have bachelor’s degrees or higher, while only 16% of Bastrop County residents have the same level of education. Williamson County has the lowest share of Hispanic residents.

**Table 1. Comparison of Central Texas Counties**

	<b>Bastrop County</b>	<b>Hays County</b>	<b>Travis County</b>	<b>Williamson County</b>
<b>Median Family Income</b>	\$63,590	\$76,109	\$71,506	\$79,874
<b>Families with Children Under 18 Living in Poverty</b>	14.2%	10.5%	15.1%	5.7%
<b>Hispanic Population</b>	30.0%	32.4%	32.9%	21.2%
<b>Population with Bachelor’s Degree or Higher</b>	16.2%	32.1%	43.0%	34.6%
<b>Participating ISDs</b>	Bastrop	Hays Consolidated, San Marcos Consolidated	Austin, Del Valle, Eanes, Manor, Pflugerville	Leander, Round Rock

Source: American Community Survey, 2008; TEA Lonestar

## Contents and Organization of this Report

This report discusses findings from the senior surveys conducted in the spring of 2009. Chapter II provides detailed research topics and then describes the dataset and methods used to analyze survey responses. In Chapter III, findings from surveys of high school seniors in all participating ISDs are discussed, both for all respondents and for key student groups of interest to funders and policymakers. In Chapter IV, findings from

questions asked solely in the Student Futures Project survey, administered in nine of the ten participating districts, are presented. The final chapter draws conclusions from the analysis and summarizes plans for future Student Futures Project activities. Three appendices provide more technical descriptions of the research methods and data used in this report (Appendix A); a copy of the Student Futures Project survey (Appendix B); and detailed survey responses by question for all student groups and the ten school districts (Appendix C).



## **Chapter II. 2009 Senior Survey Research Methods and Sample Characteristics**

The annual survey of Central Texas high school seniors was conducted in the spring of 2009 in ten participating school districts. This chapter discusses the purpose of the survey and details the methods used to administer and analyze the survey. In addition, response rates and respondent characteristics are detailed overall and by district.

### **Research Methods**

The annual high school senior survey asks questions about students' family backgrounds, their activities in high school, and their plans for further education, largely gathering information that is not contained in existing school records. The survey is a central component for answering the Student Futures Project's research questions because administrative student records do not capture many of the student-level background factors critical to determining influences on students' decision-making about further education, training, and work. Survey questions were designed to gather information about many aspects of the Central Texas high school experience and students' perceptions of how their experiences, both inside and outside of school, influenced their post-high school choices. The survey also gathered information on the specific ways in which different school districts work to prepare their students for postsecondary education and how useful students felt these activities were. Finally, survey responses were linked to school administrative records to collect background demographic information so that the results could be analyzed to determine how students' experiences and preparation varied for different population groups within Central Texas high schools.

The administration of the survey took place from April through early June of 2009 in 30 Central Texas high schools in the ten participating ISDs: Austin, Bastrop, Del Valle, Eanes, Hays Consolidated, Leander, Manor, Pflugerville, Round Rock, and San Marcos Consolidated. Two surveys were used: one produced by Austin ISD for its students, and one created by Student Futures Project researchers for students in all other participating school districts.

Austin ISD regularly administers a senior exit survey online or in paper form to students in its 13 high schools. Austin ISD partnered with the Ray Marshall Center by adding some questions to their survey and modifying the wording of others to better align

their survey instrument with the one administered in other districts. Readers interested in the 2009 Austin ISD Exit Survey and its results may obtain a full report online at <http://www.austinisd.org>.

Schools using the Student Futures Project survey administered it online. Designated district staff members in these nine districts were given the opportunity to review and comment on survey questions prior to its administration. More details about the survey administration are included in Appendix A. A copy of the Student Futures Project survey can be found in Appendix B.

In Chapter III, those questions asked in both surveys are examined. Chapter IV details responses to questions asked solely on the Student Futures Project survey, which was administered in nine of the ten participating districts. The analyses in both chapters are summarized for each of the three major survey topics—family background and influences, high school experiences, and preparation for life after high school—for all survey respondents who completed the survey and for selected groups of students. The student groups in focus are:

- *Students planning further education*—seniors who planned to attend college or technical school within one year of high school graduation
- *First-generation students*—seniors reporting that neither of their parents had completed any education beyond high school
- *Low-income students*—seniors identified as economically disadvantaged in school administrative records
- *Low-income schools*—schools in which at least 40% of students came from low-income families. Twelve of the 30 participating high schools meet this definition.<sup>2</sup>
- *Race/ethnicity*—students identified as Black, African, or African-American; Hispanic, Latino, of Spanish Origin; Asian, Asian-American, or Pacific Islander; White, Caucasian, or European-American; or Other in school administrative records
- *Gender*—students identified as male or female in school administrative records

These student groups were chosen for analysis based on either the interest of Student Futures Project funders and policymakers or their importance in the research literature on postsecondary education and employment. Much of the literature reviewed for this project was initially detailed in *Central Texas High School Graduate Data Center Year One Final Report* (Schexnayder et al., 2006). An updated literature review is available in the 2009

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<sup>2</sup> Nine of these low-income high schools have low-income student populations of at least 50%.

report *Central Texas Student Futures Project Conceptual Model*. Both documents are available on the project website, [www.centexstudentfutures.org](http://www.centexstudentfutures.org).

Survey responses were also tabulated for each school district. Findings by district will not be noted in the body of the report unless survey responses appear to differ markedly from the demographic/socioeconomic composition of the school district(s). Complete survey responses for each question, including responses by school district and student groups, are provided in Appendix C.

### **Overall and District Response Rates**

Across all districts, 87% of 2009 seniors participated in the survey, an improvement over the 67% response rate for the Class of 2008. Due to the high participation rate and changes in the survey administration, this year's analysis is able to distinguish between those seniors who answered some survey questions and those who answered all of them. Given this advantage, the analysis presented in this report will focus solely on those seniors who completed the survey – referred to throughout as *respondents*. Seventy-seven percent of 2009 seniors, a total of 8,121, completed the survey.<sup>3</sup> As Table 2 indicates, survey participation and completion rates varied substantially across participating districts. These variations were a result of several factors, including the planning and preparation for survey administration at the district and campus level, as well as the timing and logistics of the survey administration at the campus level. Austin ISD had the highest participation rate at 96%, while Hays CISD and Pflugerville ISD had the highest completion rates at 79%. Appendix A details survey participation and completion rates for each high school that participated in the 2009 Senior Survey.

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<sup>3</sup> In the nine Student Futures Project districts, completed surveys were those that had a response for the last question and could be linked with school administrative records. In Austin ISD, students were allowed to skip any question on the survey. AISD surveys were determined to be complete if the student had answered every question that was shared with the Student Futures Project survey, or if the student's answer to a particular question could be appropriately inferred based on their other survey responses or school administrative data.

**Table 2. 2009 Survey Participation and Completion Rates, by District**

	<b>Number of Seniors<sup>1</sup></b>	<b>Survey Participants</b>	<b>Participation Rate</b>	<b>Survey Completers</b>	<b>Completion Rate</b>
<b>Overall</b>	<b>10,500</b>	<b>9,103</b>	<b>87%</b>	<b>8,121</b>	<b>77%</b>
<b>Austin<sup>2</sup></b>	3,514	3,365	96%	2,747	78%
<b>Bastrop</b>	486	321	66%	303	62%
<b>Del Valle</b>	382	218	57%	210	55%
<b>Eanes</b>	568	479	84%	444	78%
<b>Hays</b>	705	590	84%	554	79%
<b>Leander</b>	1,455	1,058	73%	983	68%
<b>Manor</b>	236	105	45%	100	42%
<b>Pflugerville</b>	1,293	1,082	84%	1,019	79%
<b>Round Rock</b>	2,429	1,623	67%	1,517	62%
<b>San Marcos</b>	396	262	66%	244	62%

Source: Student Futures Project calculations.

<sup>1</sup> Calculated for seniors enrolled on the last day of school using district-provided PEIMS data. Note that seniors attending alternative high schools are included in these numbers.

<sup>2</sup> Austin ISD's Exit Survey report calculated the number in the senior class as those enrolled during the Spring 2009 semester. They report 4,271 seniors enrolled and a survey response rate of 79%.

### **Characteristics of Survey Respondents**

Two samples of survey respondents are analyzed in this report. In the 10-District sample, a total of 8,121 respondents completed the survey during the spring semester prior to graduation. In the 9-District sample there were 5,374 respondents who completed the survey. A summary of variables of interest for all respondents in each sample is provided in Table 3, with a more detailed breakdown of these characteristics presented in Appendix A.

Comparing the two samples, several statistically significant differences are revealed. The 10-District sample has greater shares of Hispanic and low-income respondents than the 9-District sample. The 9-District sample has greater shares of White and non low-income respondents. In both samples a small number of respondents were missing data in school administrative records such as race/ethnicity, gender, or income-status.

**Table 3. Characteristics of Survey Respondents**

	10-District Sample		9-District Sample	
	Number	Percent	Number	Percent
<b>Total</b>	<b>8,121</b>	<b>100%</b>	<b>5,374</b>	<b>100%</b>
<b>Ethnicity</b>				
Asian	487	6%	378	7%
Black	987	12%	613	11%
Hispanic*	2,670	33%	1,474	27%
White*	3,935	48%	2,873	53%
Other	25	0%	19	0%
Missing	17	0%	17	0%
<b>Gender</b>				
Female	4,140	51%	2,703	50%
Male	3,964	49%	2,654	49%
Missing	17	0%	17	0%
<b>Income Status*</b>				
Low-income	2,400	30%	1,143	21%
Not Low-income	5,601	69%	4,111	76%
Missing	120	1%	120	2%
<b>Plans for Initial Postsecondary Enrollment</b>				
Going to College	7,395	91%	4,839	90%
Not Going to College	726	9%	535	10%
<b>Parents' Education Level</b>				
Either Parent has Bachelor's	3,725	46%	2,445	45%
Neither Parent has Bachelor's	4,396	54%	2,929	55%
<b>Student Would Be First Generation to Go to College</b>				
First Generation	1,930	24%	1,220	23%
Not First Generation	6,191	76%	4,154	77%

Source: Student Futures Project calculations.

Note: Totals may not equal 100% due to rounding.

\* Indicates a statistically significant difference between Austin ISD and the 9-District Sample at the  $p < .001$  level.

The composition of the surveyed seniors in 2009 was similar to the composition of seniors surveyed in 2008. Both of the 2009 samples have slightly larger shares of females than either had in 2008, and the 9-District sample also has a larger share of low-income students than it did in 2008. In addition, the larger number of respondents in 2009 from the nine Student Futures Project districts resulted in Austin ISD seniors representing a smaller share of the 10-District sample, shrinking from 38% in 2008 to 34% in 2009.

As previously detailed, the use of two somewhat different surveys – the Student Futures Project’s Senior Survey and the Austin ISD High School Exit Survey – precluded analyzing the entire population of respondents for all questions. Rather, for as many questions as possible, the whole population (the 10-District sample) was used; the remaining questions were analyzed based on the population composed of all Student Futures Project

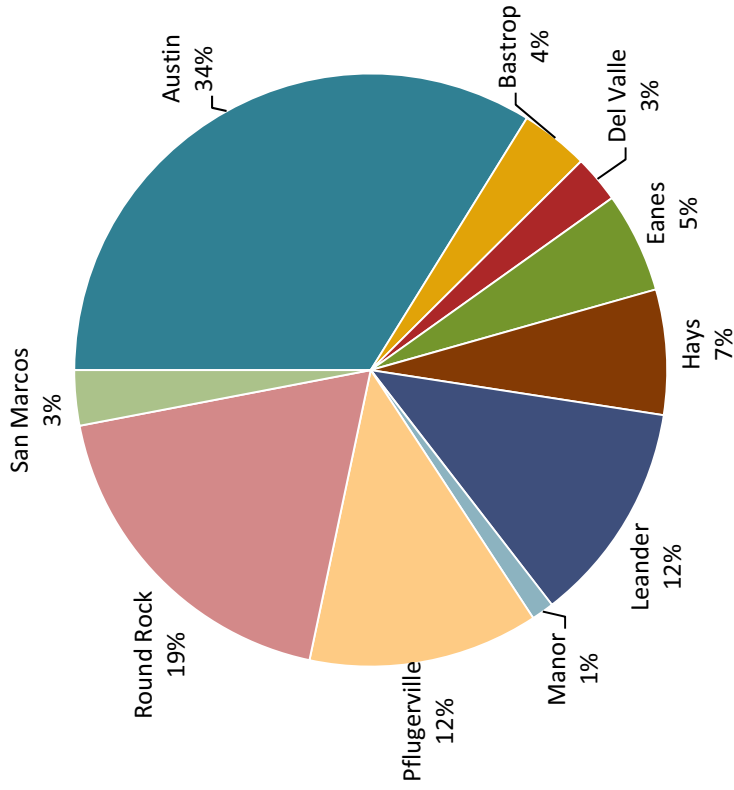
survey respondents (the 9-District sample). The breakdown of district representation in these two samples is shown in Figures 1 and 2.

### **Characteristics of Survey Respondents and Their Senior Classes, by District**

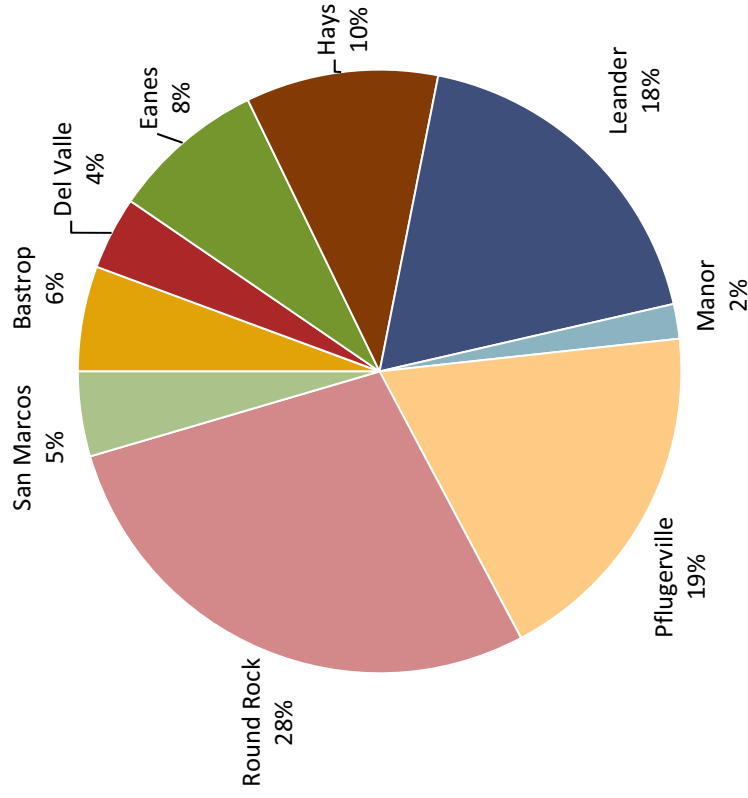
The demographic characteristics of the respondents were quite varied by district. Ethnically, districts ranged from a high of 81% White respondents in Eanes to a low of 15% White respondents in Del Valle. Del Valle ISD had the largest share of Hispanic respondents (64%) while Manor ISD had the largest share of Black respondents (33%). Low-income respondents ranged from a high of 64% in Manor ISD to a low of 2% in Eanes ISD.

A close look at the differences between survey respondents and their district-level senior classes reveals a varied portrait as well (Table 4). The comparison demonstrates that in each district some populations participated in the survey at larger or smaller shares than they represent in the senior class. However, tests for statistically significant differences between survey respondents and non-respondents only revealed issues in two districts. In both Austin ISD and Pflugerville ISD, the populations of Hispanic and White survey respondents were significantly different from survey non-respondents. For more detail on this issue, please see Appendix A.

**Figure 1. Composition of 10-District Sample, by District**  
(N = 8,121)



**Figure 2. Composition of 9-District Sample, by District**  
(N = 5,374)



**Table 4. Comparisons between Survey Respondents and Their Senior Classes, by District**

	Austin	Bastrop	Del Valle	Eanes	Hays	Leander	Manor	Pflugerville	Round Rock	San Marcos
<b>Asian</b>										
Seniors	3%	1%	1%	10%	1%	4%	2%	9%	10%	2%
Survey Respondents	4%	0%	1%	11%	2%	4%	1%	9%	12%	1%
<b>Black</b>										
Seniors	12%	12%	19%	1%	4%	7%	29%	27%	10%	6%
Survey Respondents	14%	12%	20%	1%	4%	6%	33%	25%	10%	6%
<b>Hispanic</b>										
Seniors	41%	40%	69%	6%	52%	19%	49%	30%	20%	63%
Survey Respondents	44%	38%	64%	7%	51%	19%	44%	27%	18%	57%
<b>White</b>										
Seniors	44%	47%	12%	82%	42%	70%	21%	34%	60%	29%
Survey Respondents	39%	49%	15%	81%	43%	69%	22%	39%	60%	36%
<b>Female</b>										
Seniors	51%	47%	52%	48%	52%	51%	49%	50%	49%	49%
Survey Respondents	52%	46%	52%	48%	49%	50%	51%	52%	51%	53%
<b>Male</b>										
Seniors	49%	53%	48%	52%	48%	49%	51%	50%	51%	51%
Survey Respondents	48%	54%	48%	52%	51%	48%	49%	48%	49%	47%
<b>Not Low-Income</b>										
Seniors	68%	56%	36%	99%	69%	85%	37%	72%	86%	62%
Survey Respondents	54%	56%	38%	98%	68%	82%	35%	73%	86%	64%
<b>Low-income</b>										
Seniors	32%	44%	64%	1%	31%	15%	63%	28%	14%	38%
Survey Respondents	46%	44%	62%	2%	30%	13%	64%	26%	11%	35%

Source: Student Futures Project calculations.

Note: Totals may not sum to 100% due to rounding or missing data. Senior class information based on PEIMS data from the last day of school.



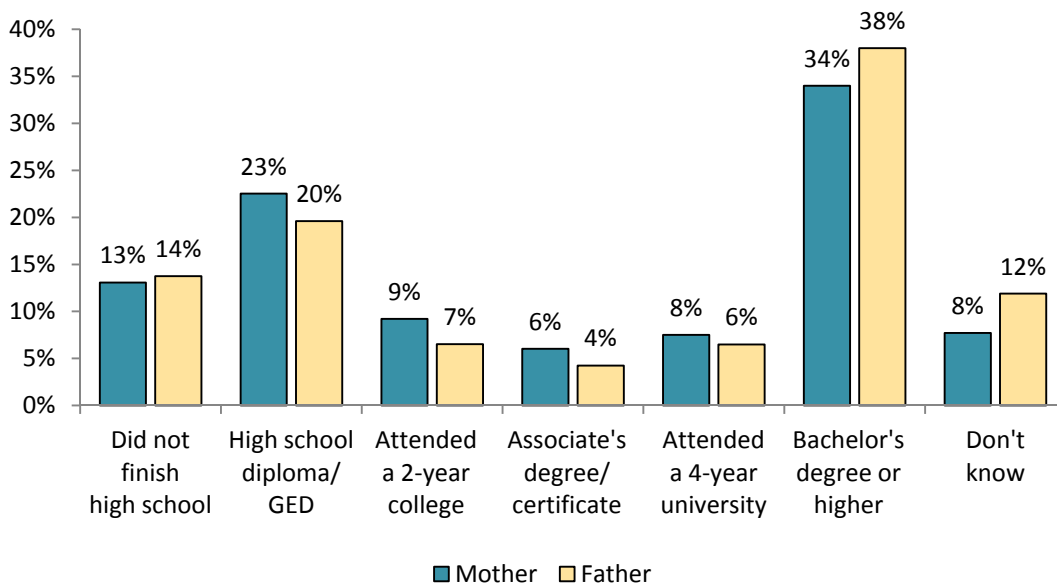
### Chapter III. Analysis of 2009 Survey Responses

This chapter presents the analysis of questions that were asked on *both* the Austin ISD High School Exit Survey and the Student Futures Project Senior Survey. Where possible, researchers modified responses to questions that were similar between the two surveys to facilitate analysis; such instances are noted in the text. Key findings are outlined from responses regarding family background/influences, high school experiences, and preparation for life after high school.

#### Family Background/Influences

Research on students' postsecondary transitions has found a strong link between parents' education levels (particularly mothers' education level) and students' outcomes (Coneway, 2007; Horn and Carroll, 1998; King et al., 2007; Temple and Reynolds, 1999). The majority of survey respondents reported that their mothers had at least some college experience (57%); more than a third reported that their mothers had earned a bachelor's degree or higher. Reports were similar for fathers' education levels: 55% reported at least some college experience, and 38% reported that their fathers had earned a bachelor's degree or higher (Figure 3). There were substantial differences among student groups. White and Asian students were more likely to report parents with a bachelor's degree than other students, while Hispanic students were more likely to report their parents had not entered or finished high school. More than half of students attending low-income high schools reported that their parents had a high school education or less.

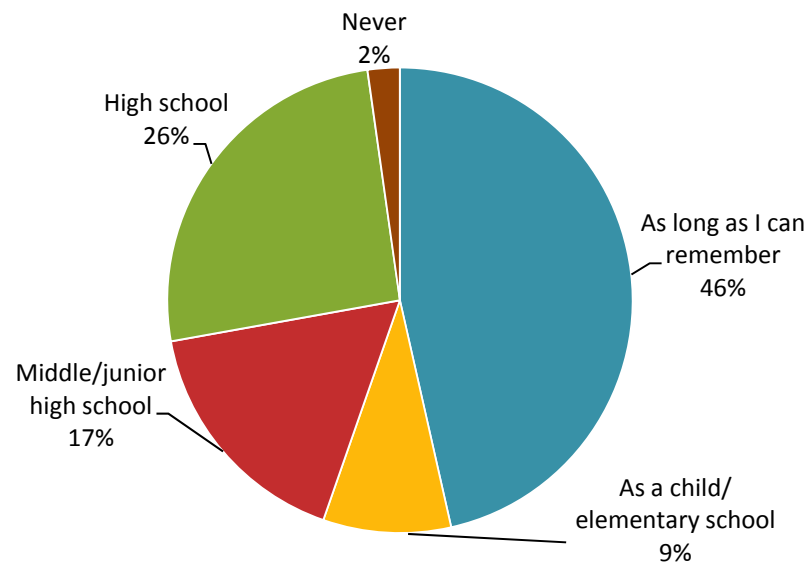
Figure 3. Parents' Education Levels



Seniors were also asked if they would be the first of their siblings to go on to college. Overall, more than half (52%) reported that they would be the first to go on to college, with another 6% reporting that they were an only child. Those who would be first-generation college students were much less likely to be an only child than their counterparts. Almost two-thirds of those who would be first-generation college students (65%) reported that they would be the first of their siblings to go to college, as did 60% of those who attended a low-income high school.

One measure of families' influences on views toward college attendance concerns when seniors began thinking about postsecondary education as an option. While 46% of respondents reported thinking about college as an option "for as long as I can remember," a similar though smaller share (43%) did not think about college as an option until middle or high school (Figure 4). This is different than the Class of 2008 findings, where a greater share of respondents reported that they did not begin to think about college until middle or high school than had thought about it for as long as they could remember.

**Figure 4. When Did You Start Thinking About College?**



These responses varied among subgroups of the survey population. Students with a parent who earned at least a bachelor's degree, and White and Asian respondents were significantly more likely to have thought of college as an option "for as long as I can remember" when compared to their counterparts. First-generation (40%), low-income (33%) and Hispanic students (33%), however, were more likely to begin thinking about college in high school when compared to their counterparts.

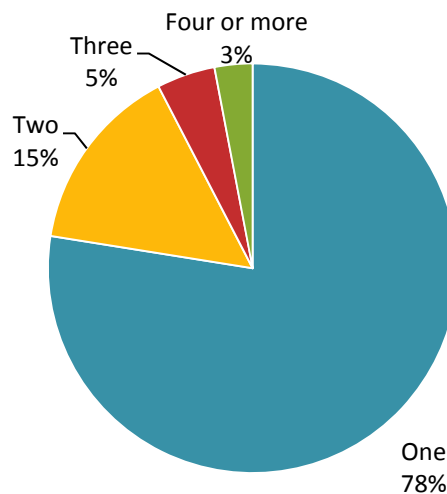
Parental involvement in education occurs in many forms. Overall, fewer than one-quarter of respondents reported that their parents were “often” involved in school-related activities such as discussing homework, attending meetings, volunteering, or communicating with teachers. More than a third, however, reported that their parents “often” attended athletic events and competitions. Approximately 58% of all respondents reported that their parents “rarely” or “never” attended school meetings, while 67% reported that their parents “rarely” or “never” volunteered at school or participated in school committees.

There are significant differences in parental involvement across subgroups of students. A greater share of first-generation students, low-income students, and students who attended low-income high schools, along with Asian and Hispanic respondents, reported that their parents “rarely” or “never” attended school meetings or events/performances than other respondents. A greater share of Black respondents reported that their parents “often” discussed homework or school projects with them and helped them decide what classes to take than other respondents did. Black respondents were also far more likely to report that their parents “often” communicated with their teachers than other respondents.

### High School Experiences

Over one-fifth of all respondents (22%) reported that they attended more than one high school (Figure 5). Asian and Black respondents were more likely than their counterparts to have changed schools. Twenty-six percent of low-income respondents had changed schools at least one time. More than a third (36%) of Manor ISD respondents had attended more than one high school.

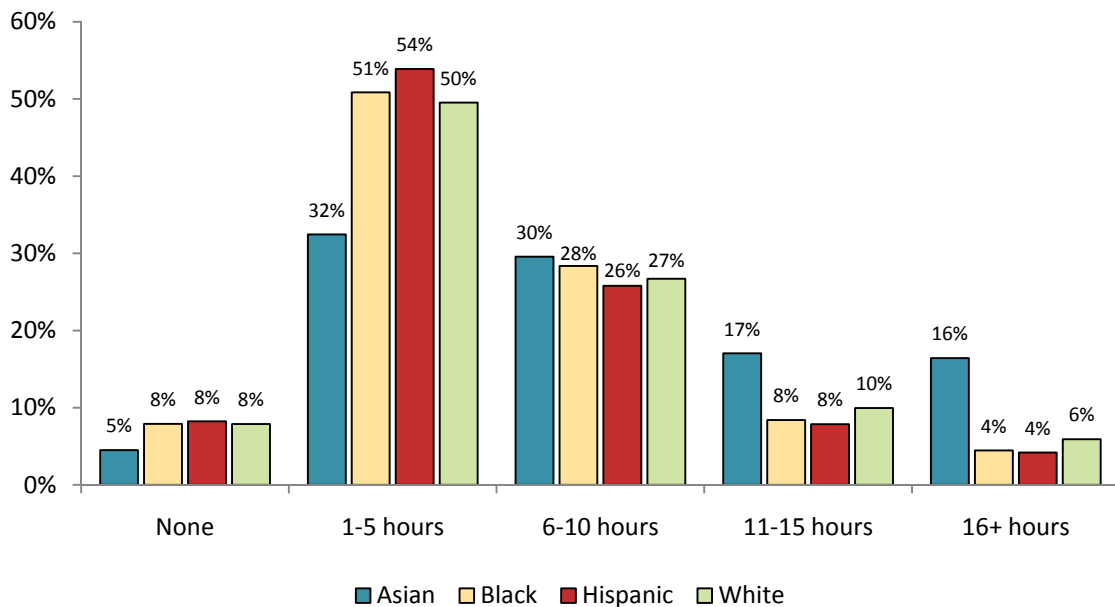
**Figure 5. Number of High Schools Attended**



When asked about how well their high schools had helped them to develop knowledge and skills in a number of areas that have been identified as critical to college and career success (i.e., teamwork, creative thinking, problem-solving, time management), survey respondents reported a wide range of experiences. A greater share of Asian respondents reported that they were “very well” prepared in creative thinking, problem solving, time management, and technology skills than other students. Black respondents were far more likely than other students to report that their personal health and fitness skills were “very well” developed.

More than nine out of ten respondents reported studying, doing research, or completing homework assignments outside of school hours, similar to findings from prior classes. Half of all respondents studied 1-5 hours per week, while 27% reported that they studied 6-10 hours per week. Asian students were significantly more likely than White, Black, and Hispanic students to study 11 or more hours per week (Figure 6).

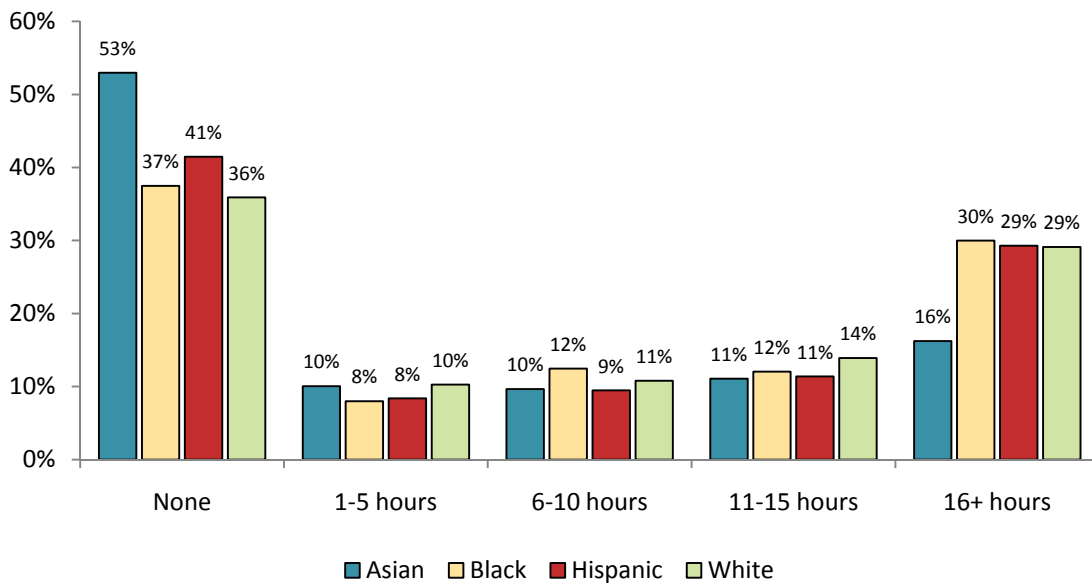
**Figure 6. Hours Per Week Spent Studying/Doing Research/Completing Homework**



Six in ten seniors (61%) reported that they had worked during their senior year, a decline from the 67% of Class of 2008 seniors who reported working. Almost half of the 2009 seniors who reported working (29%) worked 16 or more hours per week. Variations

were seen among subgroups when examining hours worked. Asian students (53%) were less likely than Black, Hispanic and White students to work at all and, if they worked, less likely to work 16 or more hours per week (Figure 7). Students with at least one parent holding a bachelor’s degree or higher also were less likely to work at all and less likely to work 16 or more hours per week than their counterparts.

**Figure 7. Hours Worked During Senior Year**



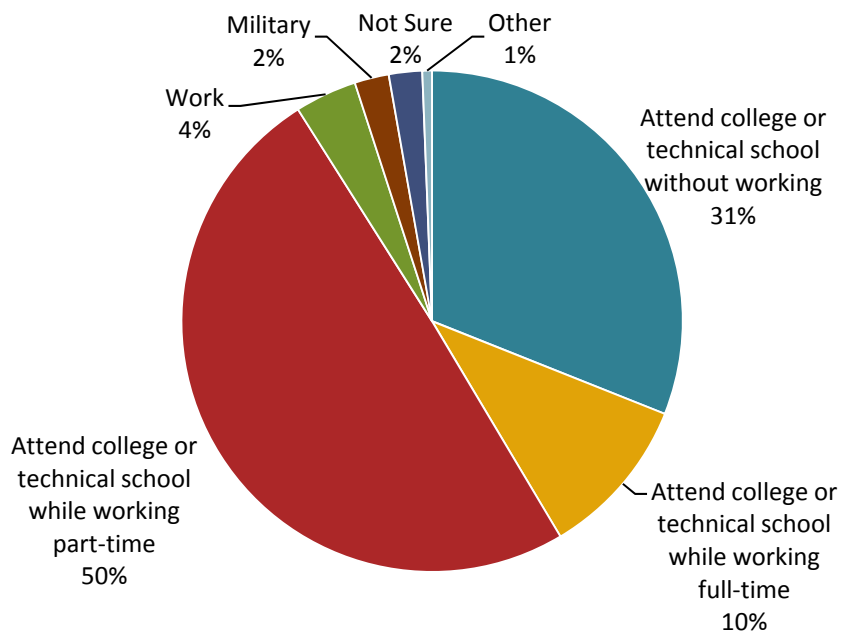
Students reported participating in many extracurricular activities, such as sports, music, theater, and community service projects. Ninety percent of all respondents participated in at least one school-based extracurricular activity during high school, while 82% participated in at least one community-based extracurricular activity. This result is up slightly from the participation levels reported by respondents in prior senior classes. Many of the activities varied by gender, such as sports (males more likely to participate) and music, dance, journalism, and academic clubs (females more likely to participate).

A greater share of students planning to attend college reported participating in community service projects, academic clubs, music, journalism, and sports than students who reported that they were not planning to attend college. Similar to results from prior classes, when compared to students from other race/ethnic groups, Black students were more likely to report participating in sports, while Asian students were more likely to participate in music, academic clubs, and community service organizations.

## Preparation for Life after High School

Ninety-one percent of respondents reported that they planned to attend college or a technical school following high school graduation (Figure 8); this is the same percentage reported by the Class of 2008. Half of all respondents reported that they would attend college while working part-time. Just 31% indicated that they would attend college without working. Those who would be the first generation in their family to go to college and those who attended a low-income high school were more likely to report that they would attend college and work full-time, while Asian respondents and those with a parent who held at least a bachelor's degree were more likely than their counterparts to report that they would attend college without working.

**Figure 8. Plans for the Year Following High School Graduation**



Seniors were also asked about what reasons, if any, were keeping them from immediately pursuing further education and if further education were a possibility for later in life. The majority of respondents who reported that they were not going to attend further education immediately indicated that they did plan to pursue education later (65%). Reasons

for not pursuing further education immediately were varied, with most indicating “financial” (31%) or “other” (36%) reasons.<sup>4</sup>

### ***Preparation for College Coursework***

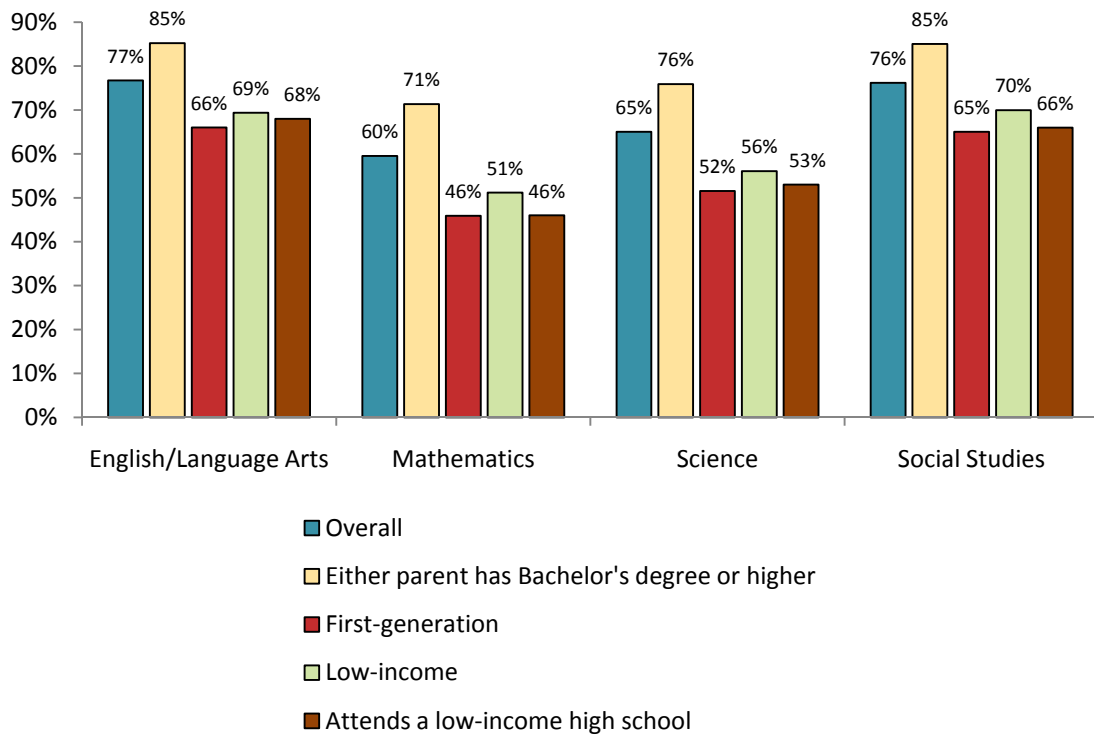
Seniors were asked to reflect on how prepared they felt for college-level coursework, choosing among feeling prepared for regular/advanced coursework, prepared only for remedial coursework, not at all prepared, or unsure. Overall, the majority of respondents felt prepared for regular or advanced coursework in core subjects—English/language arts, mathematics, science, and social studies. Significant numbers of respondents in certain subgroups, however, did not report feeling prepared for regular/advanced coursework. Those who would be first-generation college students, low-income seniors, and those who attended a low-income high school were less likely than their counterparts to report feeling prepared for regular/advanced coursework in *every* subject (Figure 9). Black and Hispanic seniors were less likely to report feeling prepared for regular/advanced mathematics and science coursework than Asian and White seniors. Finally, lower shares of Hispanic seniors reported feeling prepared for regular/advanced coursework than seniors of other racial/ethnic groups regarding English/language arts and social studies. These gaps between subgroups of students are similar to those seen in the Class of 2008 responses, though overall lower shares of respondents in all groups reported feeling prepared for college-level coursework.<sup>5</sup>

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<sup>4</sup> Austin ISD students were given the opportunity to “select all that apply” to this question; Student Futures Project survey respondents were not. Therefore, the “other” category includes Austin ISD respondents who rated multiple factors equally.

<sup>5</sup> Austin ISD added this question to the 2009 Exit Survey; in prior years the question was only asked of seniors in the other nine participating districts.

**Figure 9. Respondents Who Feel Prepared for Regular/Advanced College-level Coursework**

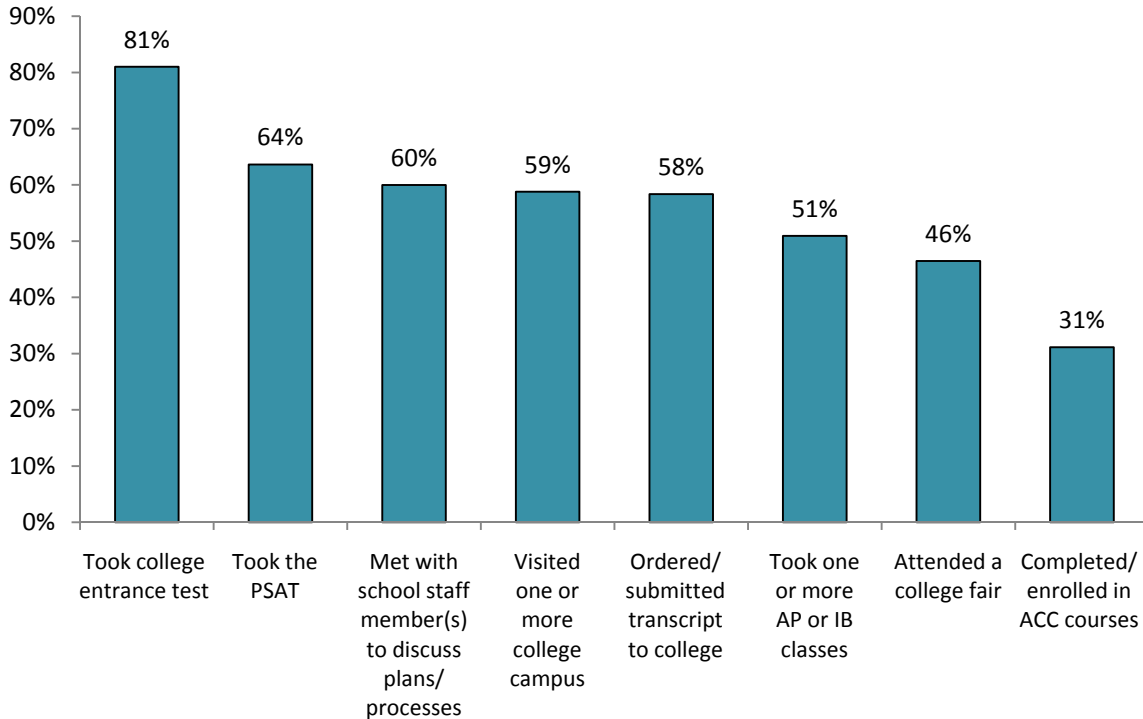


***Specific College Preparation Activities***

Students typically engage in many activities, both in and out of the classroom, to prepare for further education. Ninety-three percent of all respondents reported participating in at least one of the following college preparation activities: visiting college campuses; taking entrance tests and/or the PSAT; completing community college courses; completing Advanced Placement (AP) or International Baccalaureate (IB) courses; attending college fairs or college nights; meeting with school staff members to discuss college plans and processes; or ordering/submitting a transcript to a college or university. This result is higher than survey findings in prior years. A summary of the share of all respondents completing each of the listed activities is detailed in Figure 10.



**Figure 10. Percent of Respondents Participating in College Preparation Activities**

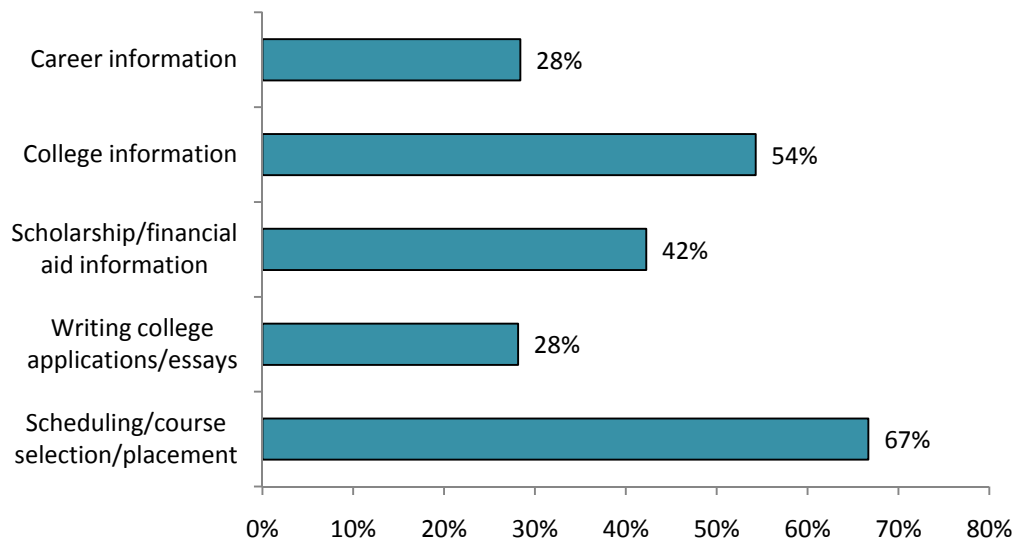


In general, respondents from low-income high schools, as well as low-income, first-generation, and Hispanic respondents were less likely to participate in any given college preparation activity, while those students who planned to attend college were significantly more likely to participate than their counterparts. The exception is that low-income and Hispanic respondents and those who attended a low-income high school were more likely to have met with a school staff member to discuss college plans and processes than other respondents. Asian students were more likely to have completed and/or currently be enrolled in Austin Community College (ACC) courses and to have taken an SAT/ACT preparation course when compared to students of other racial/ethnic groups. These results are similar to the findings for prior classes.

Counselors can play a key role in helping students prepare for postsecondary education. The vast majority of respondents (83%) reported meeting with a school counselor

during their high school careers.<sup>6</sup> While strong, this is a smaller share than reported such meetings in 2008 (85%). The most common topics of discussion when meeting with a counselor included scheduling/course selection/placement (67%), college information (54%), and scholarship/financial aid information (42%). Figure 11 provides further detail on the topics of these discussions. Greater shares of Asian and White students reported meeting with their counselors about scheduling/course selection/placement than other seniors. Black and Asian respondents were more likely to meet with counselors for college and scholarship/financial aid information than respondents from other racial/ethnic groups. Black and Hispanic respondents were more likely to report meeting with a counselor for career information than their counterparts.

**Figure 11. Reasons for Meeting with Counselor**



In addition to meetings with counselors, most of the high schools in the Central Texas region offer a number of college preparation programs on campus, often managed and/or delivered by external organizations. These programs offer a broad range of activities with the general goal of increasing college enrollment. It is interesting to note, however, that students apparently do not always recognize when they are participating in one of these programs. Excluding Eanes ISD, every other district in the Student Futures Project

<sup>6</sup> These questions differed slightly in answer choice between the Student Futures Project and Austin ISD surveys, but the options were able to be merged for analysis without changing the meaning of the responses.

participates in Austin Community College’s College Connections program. College Connections is offered to all seniors; students may opt out only with parent permission. Despite this, just 22% of survey respondents overall reported participating in that program. Thirty-two percent of Round Rock ISD, 30% of Leander ISD, and 29% of Del Valle ISD respondents reported participating in College Connections.

The other programs with the highest reported participation were College Forward (30% of respondents from Del Valle ISD and 17% from Hays CISD), AVID (17% of respondents from San Marcos CISD), and Talent Search/TRIO (16% of respondents from San Marcos CISD and 10% from Manor ISD). When asked what benefit they received from participating in any of these college preparation programs, seniors most often reported “helped me apply to college” (20%), “explained the financial aid process to me” (17%), and “encouraged me to attend school regularly” (16%).

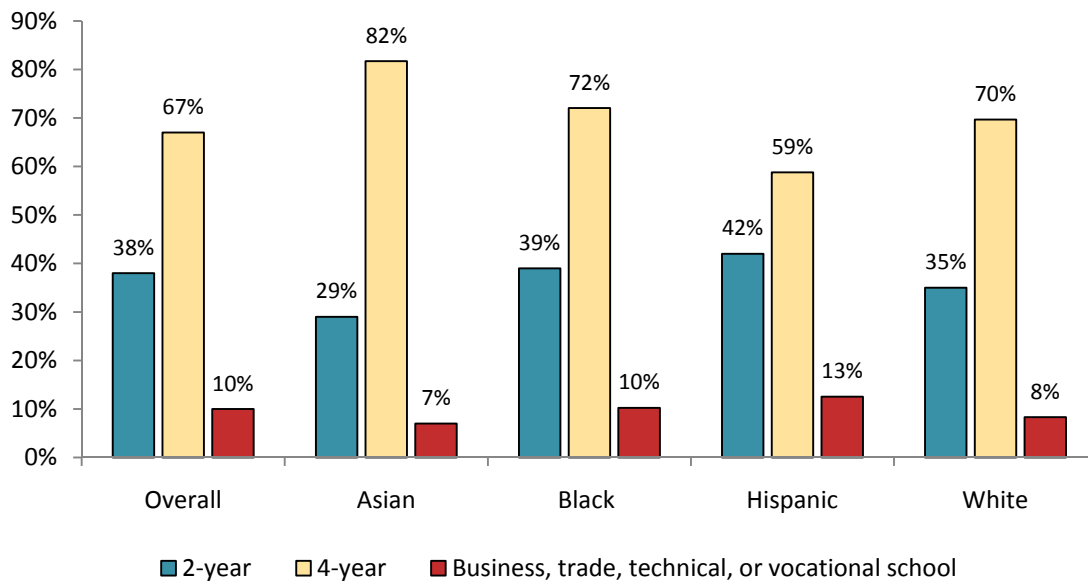
### ***Applying to College***

Seniors have a number of choices for postsecondary education, ranging from business, trade, technical and vocational schools, to 2-year community colleges to 4-year colleges and universities. Overall, eighty percent of seniors had submitted an application to at least one postsecondary institution. Two-thirds of respondents applied to a 4-year college or university, and 57% reported that they had been accepted for enrollment. Just 38% of 2009 survey respondents reported applying to a 2-year college, with 30% reporting that they had been accepted for enrollment. Ten percent of respondents had applied to a business, trade, technical or vocational school, and 7% reported that they had been accepted for enrollment. The share of respondents applying to each type of institution is down overall from the Class of 2008, with reported applications to 2-year colleges and business, trade, technical and vocational schools down sharply.

Figure 12 shows application rates by race/ethnicity. A smaller share of Hispanic respondents reported applying to a 4-year college or university than did respondents from other racial/ethnic groups. First-generation students, those from low-income families, and those who attended a low-income high school also reported lower application rates to 4-year colleges and universities than their counterparts did. A greater share of Black and Hispanic respondents reported applying to a 2-year college than did White or Asian respondents. First-generation students, those from low-income families, and those who attended a low-

income high school were also more likely to report applying to a 2-year school than their counterparts. Asian respondents reported the lowest share of applications to business, trade, technical, or vocational schools. These patterns are similar to findings for the Class of 2008.

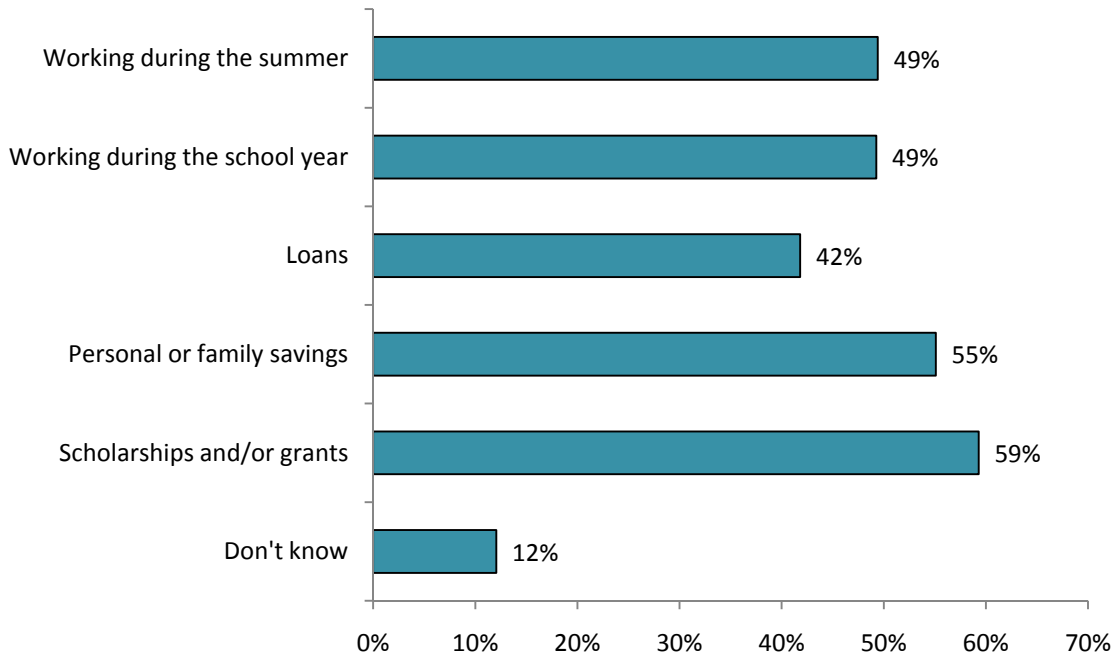
**Figure 12. Applications for Further Education, By Race/Ethnicity**



### ***Financial Aid***

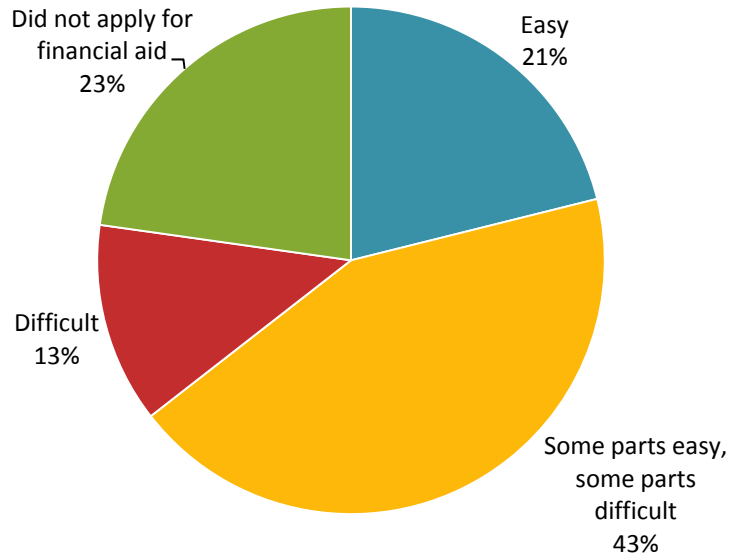
Given the ever increasing cost of postsecondary education, many students need financial assistance beyond their personal or family resources to pay for further education. In fact, 42% of respondents reported that they would take out loans to help pay for their education (Figure 13). Fifty-nine percent of seniors reported that they would pay for college with scholarships and grants. Almost half of respondents (49%) reported that they would work while in school and/or during the summer. Despite what is apparently a considerable percentage of students with financial need, just over half (55%) of respondents reported that they had filled out a Free Application for Federal Student Aid (FAFSA), which is typically required by all postsecondary institutions prior to any financial aid awards being granted. This share, however, represents a significant increase from FAFSA submissions for the Class of 2008 (46%).

**Figure 13. How Respondents Plan to Pay for College**



The financial aid process can often be difficult to navigate for students and their families. Just 21% of respondents found the process “easy.” Students planning to go to college were more likely to report that the process was “easy” or “somewhat easy, somewhat difficult” than other respondents. Hispanic, first-generation, and low-income respondents were much less likely to report that the process was “easy” than their counterparts. The complete breakdown of difficulty as reported by the survey respondents is shown in Figure 14.

**Figure 14. Difficulty Level of Financial Aid Process**



A key question in the survey focused on the reasons seniors and their families did not fill out an application for financial aid. Of the respondents who reported that they did not submit a financial aid application, 40% indicated that they did not know about the financial aid process. Equal shares of respondents (22%) indicated either that they did not need financial aid or that their families did not think they would qualify or were eligible for financial aid. Survey respondents who were low-income (48%), attended a low-income high school (48%), or who would be a first-generation college student (51%) were significantly more likely to indicate that they did not know about the financial aid process than their counterparts.

### **Summary**

Overall, 77% of 2009 seniors in ten Central Texas school districts completed a survey, a substantial increase from the share that participated in 2008 (67%). The majority of respondents came from families with parents who had some experience with postsecondary education, though less than 40% had parents with a bachelor's degree or higher. Almost half

of respondents (46%) reported that they had thought about college as an option for “as long as I can remember”, while 43% did not start thinking about it until middle/high school.

Similar to findings in prior years, the vast majority of seniors (91%) in the Class of 2009 indicated that they intended to pursue further education and training immediately after graduation. Half of the 2009 respondents reported that they would work part-time while attending college. More than nine in ten seniors (93%) reported that they had participated in at least one college preparation activity, and 80% had submitted an application to a postsecondary institution. More than half (55%) of 2009 respondents reported that they and their families had submitted an application for financial aid, a significant increase over the share that had done so in the Class of 2008.

## **Chapter IV. Analysis of Responses to Questions Asked Only on the Student Futures Project Survey**

A number of survey questions from the Student Futures Project research are not included in the Austin ISD Exit Survey.<sup>7</sup> Additionally, while some questions in the two surveys are similar, the nature of the response options proved too different to combine for a valid comparison. In this chapter, the discussion will focus on those survey questions describing family background/influences, high school activities, and preparation for life after high school that were asked only in the Student Futures Project survey and could not readily be combined with any 2009 Austin ISD Exit Survey question.

### **Characteristics of All Student Futures Project Survey Respondents**

Overall, 67% of seniors in nine districts (Bastrop, Del Valle, Eanes, Hays, Leander, Manor, Pflugerville, Round Rock and San Marcos) participated in the Student Futures Project by completing the 2009 Senior Survey. The characteristics of survey respondents in this 9-District sample are detailed again in Table 5. The 5,374 respondents, representing approximately 66% of all 2009 survey respondents, have smaller shares of Hispanic and low-income students and greater shares of White and non low-income students than the respondents discussed in Chapter III. As detailed previously, a small number of respondents had incomplete administrative school records. The number of respondents with missing race/ethnicity, gender, and economic status data is noted in the table below.

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<sup>7</sup> RMC researchers are working with Austin ISD to improve the overlap between future surveys.



**Table 5. Characteristics of Student Futures Project Survey Respondents  
(9-District Sample)**

	9-District Sample	
	Number	Percent
<b>Total</b>	<b>5,374</b>	<b>100%</b>
<b>Ethnicity</b>		
Asian	378	7%
Black	613	11%
Hispanic	1,474	27%
White	2,873	53%
Other	19	0%
Missing	17	0%
<b>Gender</b>		
Female	2,703	50%
Male	2,654	49%
Missing	17	0%
<b>Income Status*</b>		
Low-income	1,143	21%
Not Low-income	4,111	76%
Missing	120	2%
<b>Plans for Initial Postsecondary Enrollment</b>		
Going to College	4,839	90%
Not Going to College	535	10%
<b>Parents' Education Level</b>		
Either Parent has Bachelor's	2,445	45%
Neither Parent has Bachelor's	2,929	55%
<b>Student Would Be First Generation to Go to College</b>		
First Generation	1,220	23%
Not First Generation	4,154	77%

Source: Student Futures Project calculations.

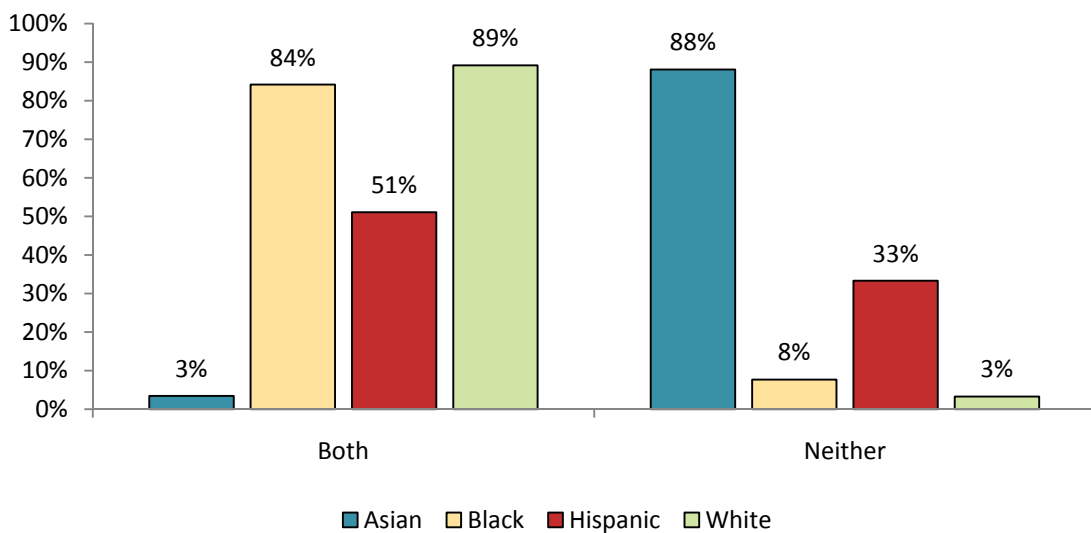
Note: Totals may not equal 100% due to rounding.

### **Family Background/Influences**

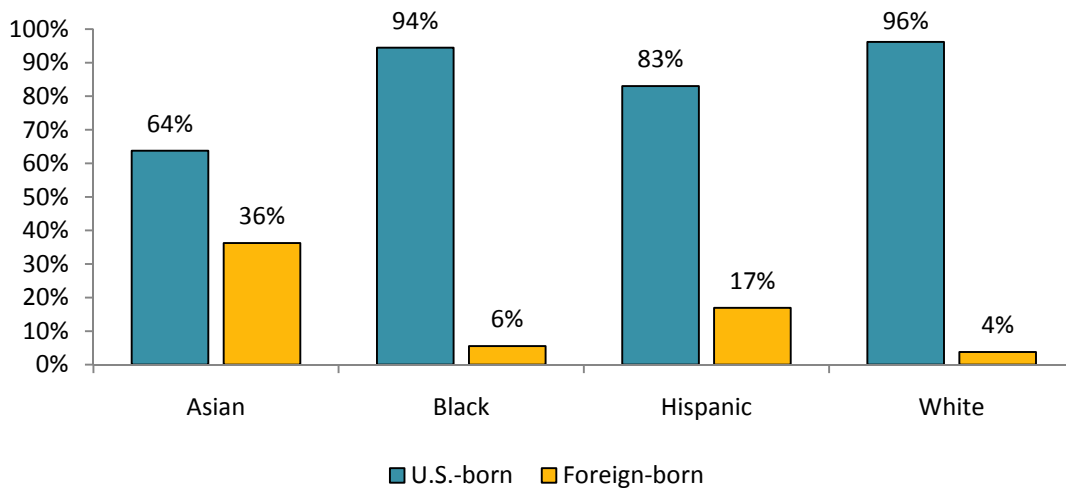
Survey respondents came from a wide range of family backgrounds. Overall, 18% of respondents reported that neither parent had been born in the United States, with another 10% reporting that one parent had been born outside the U.S. These shares are the same as reported by the Class of 2008. Thirty-six percent of low-income respondents and 28% of those who would be first-generation college students reported that neither of their parents

was born in the United States. Eighty-eight percent of Asian respondents reported that neither of their parents had been born in the United States, as did 33% of Hispanic respondents (Figure 15). Of the respondents themselves, only 10% of seniors reported having been born outside the U.S. However, there were notable differences among racial/ethnic groups, with 36% of Asian seniors reporting that they were born outside of the U.S., as were 17% of Hispanic respondents (Figure 16).

**Figure 15. Which of Your Parents Was Born in the U.S.?**



**Figure 16. Percent of U.S.- vs. Foreign-Born Survey Respondents**



Overall, 78% of respondents reported that their fathers worked in paid employment, and 66% reported that their mothers worked in paid employment during their high school years, similar to the shares reported by the Class of 2008. Black respondents had the highest share of working mothers (78%). Low-income seniors reported lower shares of either parent working compared to their counterparts. Additionally, lower shares of potential first-generation college students, low-income seniors, and Black seniors reported either their mother or their father living in their current household than did other respondents.

### **High School Experiences**

In addition to meeting with a school counselor for the reasons highlighted in Chapter III (scheduling and course selection, writing college applications and essays, obtaining scholarship and financial aid information, or obtaining college and career information), seniors completing the Student Futures Project survey were also asked about meetings with counselors for other reasons. Eighty-nine percent of respondents in the 9-District sample reported that they met with a school counselor for at least one issue over the course of their high school career. Almost half (46%) met with a counselor to discuss grades, test scores and academic performance. Forty-four percent met with a counselor to discuss graduation plans. Less than one-fifth (16%) met with a counselor about personal or family issues, and just 7% met to discuss writing resumes and job applications.

Female, low-income, and respondents not planning to go to college were more likely than their counterparts to report meeting with a counselor to discuss personal/family issues. Asian respondents and seniors from Eanes ISD, Manor ISD, and San Marcos CISD were more likely than other respondents to report that they met with a counselor to discuss resume writing and job applications. Black and low-income respondents, those who attended a low-income high school, and seniors from Hays CISD and Round Rock ISD were more likely than other respondents to report meeting with a counselor to discuss graduation plans. Hispanic, Black, and low-income respondents as well as those who attended a low-income high school reported meeting with a counselor to discuss grades, test scores, and academic performance more often than their counterparts. Hispanic, male, and first-generation respondents were the most likely to report not meeting with a counselor at all.

The Student Futures Project survey also asked about additional extracurricular activities beyond the ones discussed in Chapter III. Students in the nine districts responding

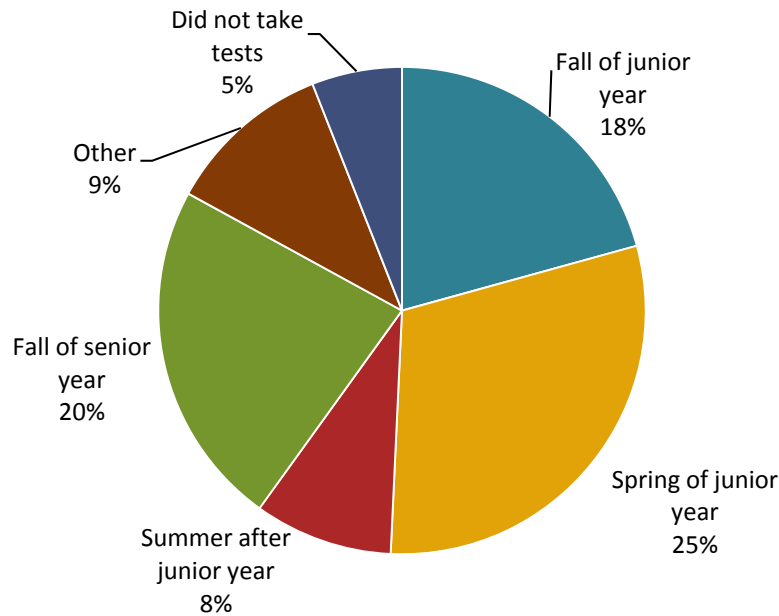
to the Student Futures Project survey reported on participation in career and technical student organizations, service clubs, and faith-based organizations/activities. Seventeen percent of respondents reported participating in a career and technical student organization, with those from a low-income high school, Asian, Black, and first-generation respondents more likely than their counterparts to have participated for at least one year. One-third of respondents indicated that they participated in a service club for at least one year. Respondents with a parent who held at least a bachelor's degree as well as Asian and female respondents reported higher rates of participation in service clubs than their counterparts. One-third of respondents also reported that they had participated in a faith-based organization or activity during their senior year.

Finally, seniors completing the Student Futures Project survey were asked about the primary reason they worked for pay during their senior year. Note that in Chapter III, 61% of respondents in the 10-District sample indicated that they had worked for pay during their senior year. In the 9-District sample, more than two-thirds of respondents (68%) reported working. Half of those reported that they worked because they liked the freedom of having their own money. Another 24% reported that they worked to save money for college, while 18% reported that they worked to help their family with bills and expenses.

### **Preparation for Life after High School**

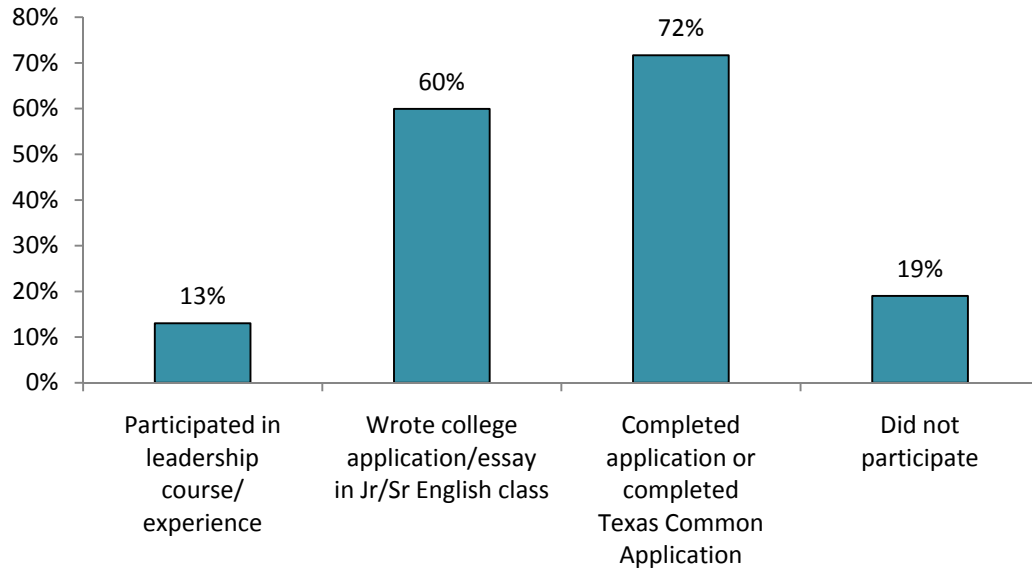
A majority of students (51%) reported taking a college entrance test before the start of their senior year (Figure 17), the same share reported by the Class of 2008. However, the timing of when students took college entrance tests varied widely by their background characteristics. Asian and White students were more likely to have taken a college entrance test prior to their senior year when compared to Black and Hispanic students. Seniors who had at least one parent with a bachelor's degree or higher were also more likely than first-generation students to take an exam prior to their senior year.

**Figure 17. When Did You First Take a College Entrance Test?**



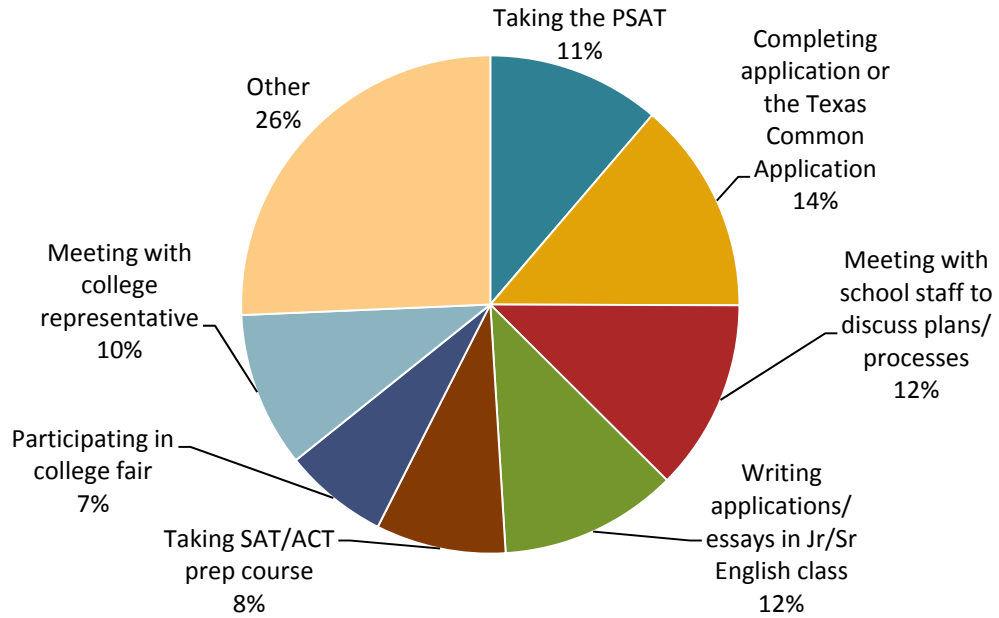
In addition to the college preparation and enrollment activities noted in Chapter III, seniors responding to the Student Futures Project survey were also asked about their participation in a number of other activities (Figure 18). The majority of respondents reported completing an application for further education or the Texas Common Application (72%) and writing a college application/essay in their junior or senior English class (60%). Hispanic, first-generation, and low-income respondents as well as those who attended a low-income high school were much less likely to report completing these activities than other respondents. These same groups of respondents were also more likely to report not participating in *any* college preparation or enrollment activities than their counterparts. Almost a fifth of Asian respondents, seniors whose parents held at least a bachelor's degree, and respondents from Del Valle, Eanes, and Leander ISDs reported participating in a leadership course or experience at a college.

**Figure 18. Percent of Respondents Participating in College Preparation and Enrollment Activities**



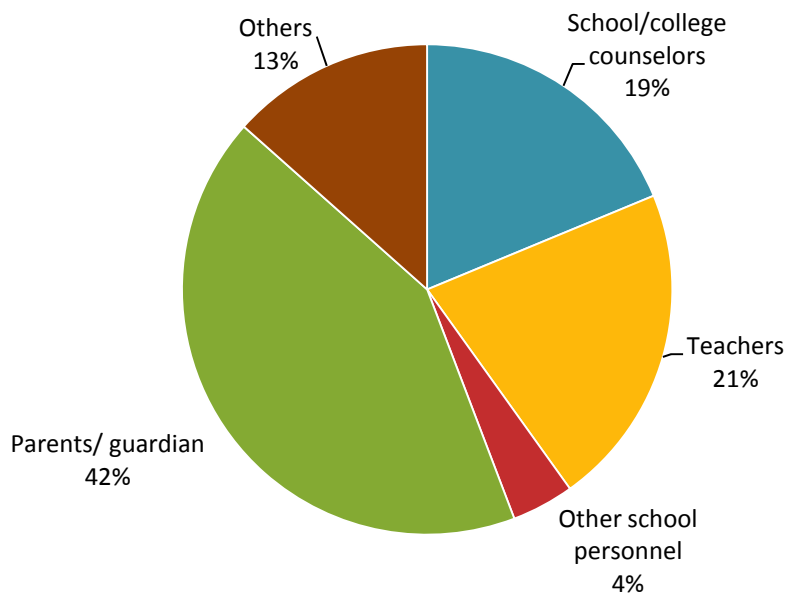
Seniors were asked about which activity at their school was most helpful in preparing them for further education. Overall, responses were fairly evenly spread across the possible options – excluding “other” (Figure 19). Completing an application for further education or completing the Texas Common Application received the largest response (14%), while participating in a college fair or college night received the lowest share (7%). A full fifth of respondents from Del Valle ISD and San Marcos CISD reported that completing an application for further education or completing the Texas Common Application was most helpful. There was significant variation across subgroups, however, again excluding the “other” option. Asian and first-generation respondents found meeting with a school staff member to discuss college plans and processes to be most helpful. Equal shares of low-income respondents reported that meeting with a college representative at their high school or meeting with a school staff member was most helpful.

**Figure 19. What Activity Was Most Helpful in Preparing for Further Education?**



Overall, respondents most often reported that parents/family/relatives (42%) were the most helpful in preparing them for further education and training (Figure 20). However, low-income seniors (25%), seniors who attended a low-income school (22%), and those who would be first-generation college students (24%) were all more likely than their counterparts to report school and college counselors as most helpful.

**Figure 20. Who Was Most Helpful in Preparing for Further Education?**

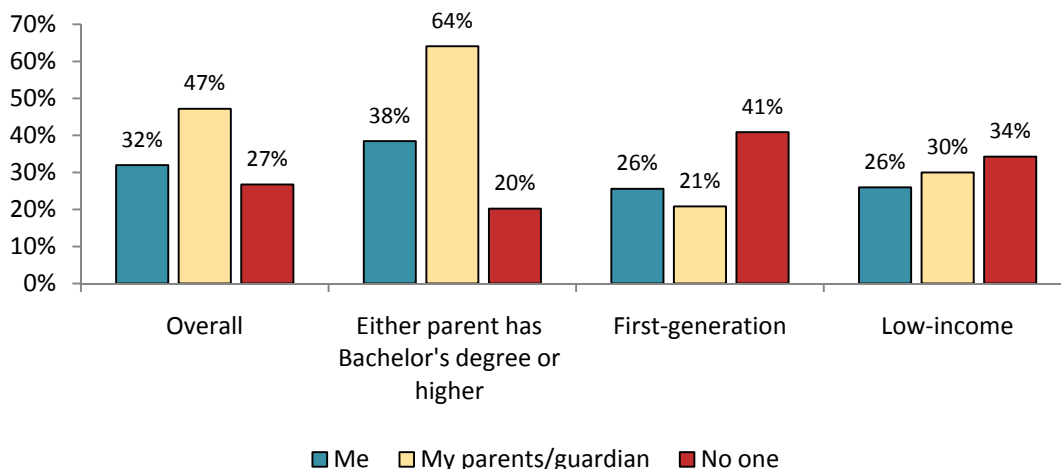


When asked to identify what they planned to study in college, seniors revealed a wide range of interests. Overall, the most commonly selected subjects were health sciences (18%), business (14%), and engineering (10%). Females (27%) were more likely than males (9%) to report health sciences, mirroring the response of seniors in prior classes. In addition, Black, Hispanic, low-income, and first-generation seniors were also more likely to choose health sciences majors than were their counterparts. Black, male, and Eanes ISD seniors were more likely to choose business when compared to their counterparts, while Asian, male, Eanes ISD, and Manor ISD seniors were more likely to choose engineering than others were.

### ***Preparation for Financial Aid***

Financial aid is a critical factor in making the transition from high school to postsecondary education for many students. The Student Futures Project survey asked seniors a number of questions about their preparation for and participation in the financial aid process. Sixty-four percent of respondents reported that someone in their family had attended a financial aid event, and 32% of respondents had attended an event themselves (Figure 21). Forty-seven percent of all respondents reported that their parents had attended a financial aid event. Seniors who would be first-generation college students, low-income seniors, and those who attended a low-income high school were more likely than their counterparts to report that no one in their family had attended a financial aid event. Hispanic seniors were also more likely (34%) than seniors from other racial/ethnic groups to report that no one had attended such an event.

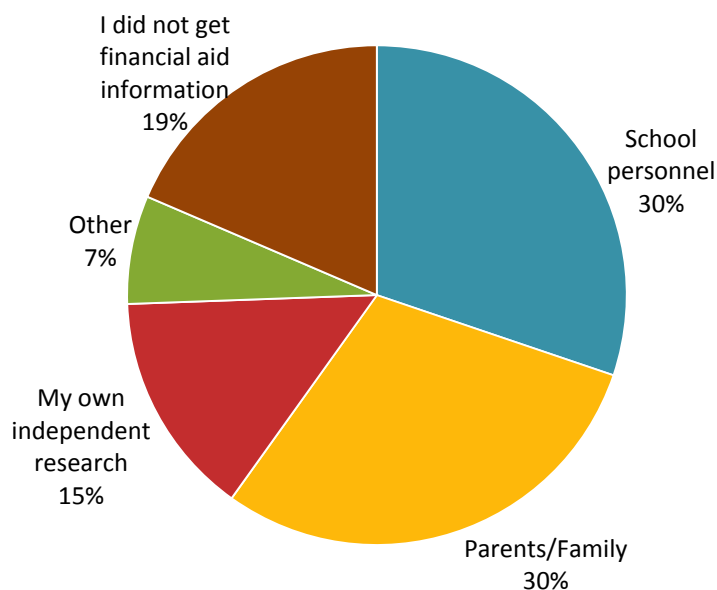
**Figure 21. Who Attended a Financial Aid Event?**





When asked who helped them the most with obtaining financial aid information, seniors equally reported (30%) that their parents and school personnel were most helpful (Figure 22). Hispanic seniors (38%) were much more likely to report that school personnel were most helpful than seniors from other racial/ethnic groups. Asian seniors (26%) were more likely to report their own independent research as the most helpful when compared to seniors from other racial/ethnic groups. Seniors who would be first-generation college students, low-income seniors, and seniors who attended a low-income high school were all less likely than their counterparts to report their parents/family as most helpful in the process. These same groups were much more likely to report school personnel as most helpful. Almost a fifth of all respondents (19%) reported that they did not get financial aid information.

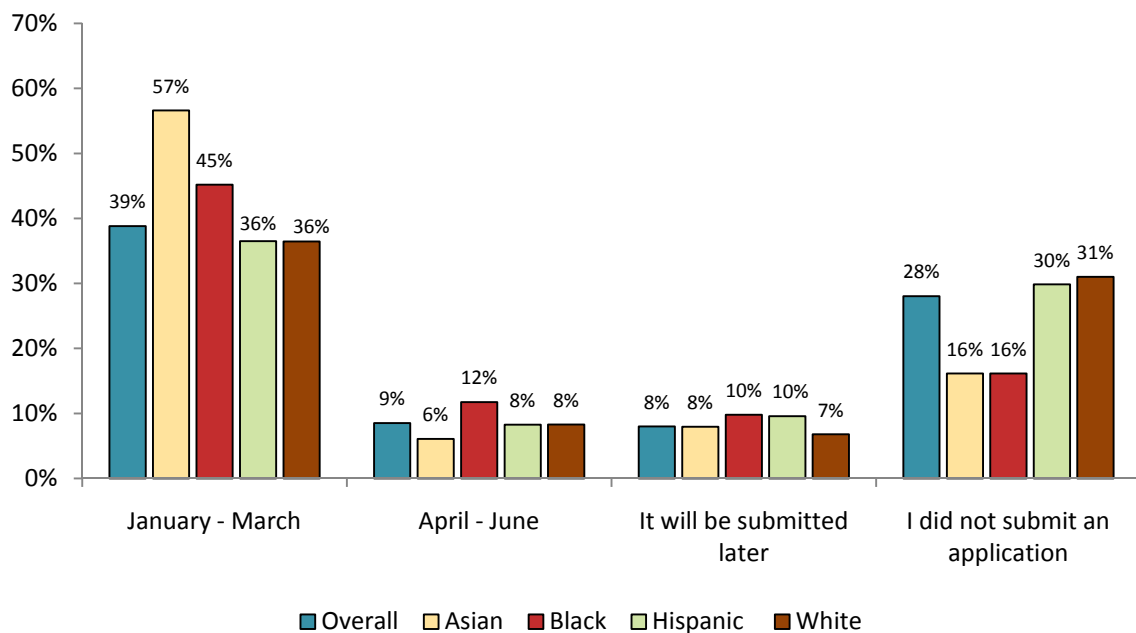
**Figure 22. Who Was Most Helpful in Obtaining Financial Aid Information?**



As reported in Chapter III, just over half (55%) of all seniors said they had submitted a financial aid application at the time of the survey. While the FAFSA can be submitted at any time, applications must be submitted before April 1<sup>st</sup> for the student to be considered for many scholarship opportunities. While just 39% of 2009 respondents met that deadline, that represents a significant improvement from the 33% who had submitted it by April 1<sup>st</sup> for the

Class of 2008. There was substantial variation among subgroups of respondents on this issue (Figure 23). A majority of Asian respondents met the April 1<sup>st</sup> deadline, while just over one-third of Hispanic and White respondents did so. Hispanic (30%) and White (31%) respondents were more likely than their counterparts to report that they did not submit an application.

**Figure 23. When Was Your Financial Aid Application Submitted?**



**Summary**

Seniors from the nine districts completing the Student Futures Project survey participated at a higher rate overall (67%) than had been achieved in previous years. A substantial number of these survey respondents are from immigrant families. In addition, large shares of Asian (36%) and Hispanic (17%) survey respondents are immigrants themselves.

Seniors in these nine districts were taking active steps to prepare for their lives after high school. Just over half (51%) had taken a college entrance exam prior to the start of their senior year. Sixty-four percent reported that someone in their family had attended a financial aid event, and 39% reported that they had submitted their financial aid application prior to April of their senior year. The share of respondents who met the April 1<sup>st</sup> deadline for

consideration in many scholarship opportunities represents a substantial increase from the share in the Class of 2008 that met the deadline.

## Chapter V. Summary and Next Steps

The senior surveys provide rich detail on students' family backgrounds, high school activities, and preparations for the future. Seventy-seven percent of seniors across the ten participating districts completed the 2009 surveys, including 67% of seniors in the nine districts using the Student Futures Project survey.

Overall, 2009 survey findings are similar to findings for prior classes. The fact that so many of the 2009 survey respondents (91%) are focused on pursuing further education is encouraging. Survey responses indicate that many Central Texas high school seniors are actively preparing for college and the workforce with the encouragement, support, and guidance of their families and school personnel. There is work to be done, however, for those student groups that consistently indicate less certainty about and engagement in the college and financial aid application processes.

In particular, the financial aid questions reveal important differences across student groups. Forty percent of survey respondents who did not submit a financial aid application—including 48% of low-income respondents and those who attended a low-income high school and 51% of those who would be first-generation college students—indicated that they did not know about the financial aid process. Districts and the community need to continue to refine strategies for working with students and their families to bridge the higher education knowledge gaps associated with cultural and socioeconomic barriers. The differences between student groups, particularly in their participation in college preparation activities and knowledge of the financial aid process, indicate that more could be done to ensure every senior is given the opportunity to participate in postsecondary education.

The Student Futures Project will follow these Class of 2009 seniors for up to four years after their high school graduation. Using postsecondary education records and Texas Unemployment Insurance wage records, researchers will track education and employment outcomes for these graduates. In addition, survey data will be combined with secondary education records and outcomes data to determine the background factors, high school and college preparation activities, and characteristics of graduates that have the strongest associations with success. Reports on the progress of, and findings related to, the Class of 2009 will be released periodically and posted on the Student Futures Project website ([www.centexstudentfutures.org](http://www.centexstudentfutures.org)).

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## **Appendix A. Research Methods**

### **The Senior Surveys**

Students took one of two senior surveys in the spring of 2009: 5,738 seniors took the Student Futures Project Senior Survey, and 3,365 seniors took the Austin ISD High School Exit Survey. Only students who completed the survey were included in the analysis for this report. Overall, just short of 90% of students who took the survey completed it: 5,374 completed the Student Futures Project Senior Survey, and 2,747 survey takers completed the Austin ISD Exit Survey. Further information on survey administration is provided below.

#### ***Student Futures Project Senior Survey***

Seniors in nine of the ten participating districts (Bastrop, Del Valle, Eanes, Hays Consolidated, Leander, Manor, Pflugerville, Round Rock, and San Marcos Consolidated) took the Student Futures Project Survey presented in Appendix B. Each senior was provided with a brochure detailing the goals of the project, their role in it, and contact information for the principal investigators.

All schools in these nine districts administered the online survey without incident. All students who completed the survey, those who answered all questions, are included in the research sample.

#### ***Austin ISD High School Exit Survey***

Austin ISD administered its own senior survey. Of the 51 questions on the Austin ISD Exit Survey, 17 were identical to those in the Student Futures Project survey. Another 16 were similar enough that responses across the surveys could be combined for analysis. Austin ISD staff managed the survey process in their schools, some of which administered the survey electronically, while some administered a paper format. Austin ISD research staff provided Student Futures Project researchers with an electronic data set of all student responses to their survey.

Austin ISD reported 3,365 survey takers out of 4,271 students enrolled at the time the survey was taken.<sup>8</sup> Austin ISD also reports a corrected response rate which removes certain ineligible students; their senior count includes seniors enrolled in the spring of 2009 and their tally of survey takers includes students who skipped questions. Student Futures Project researchers report 2,747 survey completers (those who answered every question—see below) out of 3,514 seniors enrolled as of the last day of the regular school term in Austin ISD.

### ***Aligning the Surveys***

Because the questions and related answer choices in the two surveys varied, some modifications were required to bring survey responses into closer alignment for analysis. The primary modification stemmed from the opportunity for students in Austin ISD to skip questions as they progressed through the survey, while students from the other nine districts were not allowed to skip questions.<sup>9</sup> In order to maximize the number of students who could be said to “complete” a survey, some skipped responses were re-categorized as “Don’t know” or “Did not” where applicable. Whenever possible, these re-categorized responses used information provided from the student in other questions throughout the survey.<sup>10</sup> Students’ revised responses were then compared to previous year data for Austin ISD and current year data for the other nine districts to verify the reasonableness of this process.

Another modification included combining some answer choices from one survey so that they more closely resembled the other. For example, students taking the Student Futures Project survey were asked their plans a year from now and their answer options were mutually exclusive: attending college without working, attending college while working part time, working part time only, etc. Students taking the Austin ISD exit survey, asked the same question, could choose multiple answers from a list which included attend college, work part time, work full time, etc. Researchers combined responses on the Austin ISD survey to match the Student Futures Project version.

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<sup>8</sup> More information on the Austin ISD survey administration is available in *Results of the AISD High School Exit Survey: Class of 2009* (Garland, 2009).

<sup>9</sup> Taking the Student Futures Project survey was voluntary; students could cease taking the survey at any time. Responses from students who did not complete the survey were excluded from analysis for this report.

<sup>10</sup> Thus, if a student indicated that he/she did not complete a FAFSA form and skipped the question relating to how easy it was to understand the process of applying for financial aid, their response to the latter was modified to say, “I did not apply for financial aid.”



### ***Category Construction***

Researchers constructed several variables from students' responses to the survey or from available data sources; most categorizations are discussed in the main text of the report.

Researchers considered students enrolled in high schools composed of more than 40% low-income students (i.e. students who signed up for free and reduced lunch) as attending a low-income high school. The percent of low-income students at each high school, calculated using data from the Academic Excellence Indicator System (AEIS) for the three previous years and PEIMS data for students' senior year, is presented in Table A-1. Researchers used a four-year average of the percent of low-income students to approximate the entire high school experience of the seniors surveyed.

**Table A-1: Percent of Low-Income Students by High School**

School District/School	Four-Year Average
<b>Austin ISD</b>	
Akins	54%
Anderson	17%
Austin	28%
Bowie	8%
Crockett	50%
Garza	30%
Eastside Memorial†	81%
Lanier	78%
LASA*	24%
LBJ*	75%
McCallum	34%
Reagan	81%
Travis	79%
<b>Bastrop ISD</b>	
Bastrop	45%
<b>Del Valle ISD</b>	
Del Valle	66%
<b>Eanes ISD</b>	
Westlake	2%
<b>Hays CISD</b>	
Jack C Hays	27%
Lehman	47%
<b>Leander ISD</b>	
Cedar Park	8%
Leander	26%
Vista Ridge	15%
<b>Manor ISD</b>	
Manor	63%
<b>Pflugerville ISD</b>	
Hendrickson	29%
John B Connally	41%
Pflugerville	26%
<b>Round Rock ISD</b>	
McNeil	13%
Round Rock	23%
Stony Point	30%
Westwood	7%
<b>San Marcos CISD</b>	
San Marcos	51%

\*Prior to the 2007-2008 school year, LASA was considered part of LBJ High School. The percent of low-income students for these two schools is averaged for the last two school years, not the four-year average.

†Prior to the 2008-2009 school year, Eastside Memorial campus was the site of Johnston High School.

Source: Academic Excellence Indicator System (AEIS) and Student Futures Project calculations

### ***Choosing Items for Analysis***

The analysis of survey responses in this report is presented in two chapters: questions shared by or aligned for comparison between the Austin ISD and Student Futures Project surveys (Chapter III), and questions solely asked in the Student Futures Project survey (Chapter IV). Results described as 'significant' represent a statistical comparison where researchers tested the differences in means between groups using a t-test.<sup>11</sup> Where the differences between means by groups were greater than 0.1 or less than -0.1 and the confidence level greater than 99.9%, the comparison was considered statistically significant.

### ***Survey Samples and District-Level Characteristics***

The two samples discussed in this report reflect differences between the districts included for analysis. The first sample includes all survey completers from the ten participating districts, a total of 8,121 seniors. The second sample includes all survey completers in the nine districts that completed the Student Futures Project survey, a total of 5,374 seniors. The district characteristics provided in Table A-2 demonstrate each district's contribution to the final composition of the survey samples.

### ***High School Response Rates***

Survey response rates for each school district are reported in Chapter II of this document; however, response rates sometimes varied significantly *within* districts at the school level. Where one school in a district produced a very high response rate and other schools did not, the school with the larger response rate may be overrepresented in the district-level analysis. Alternately, a school with a low response rate could be underrepresented in the district-level analysis. Since this report did not analyze students at the school level, the potential issue of campus-level under- or overrepresentation is simply mentioned here. Table A-3 provides school-level response rates.

The response rates provided here represent survey *completers* as a share of seniors enrolled in the fall following graduation (rather than as of the last day of school, reported in Chapter II), and district totals exclude students enrolled at alternative schools (whereas students enrolled in alternative institutions were included in the response rate reported in Chapter II).<sup>12</sup>

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<sup>11</sup> For comparisons of responses between years a two-sample t-test was used.

<sup>12</sup> The PEIMS summer data indicating student enrollment on the last day of school does not include information on the campus of enrollment.

**Table A-2. Characteristics of 2009 Survey Respondents Overall and by District**

	Overall	Austin	Bastrop	Del Valle	Eanes	Hays	Leander	Manor	Pflugerville	Round Rock	San Marcos
<b>8,121</b>	8,121	2,747	303	210	444	554	983	100	1,019	1,517	244
<b>Ethnicity</b>											
Asian	6%	4%	0%	1%	11%	2%	4%	1%	9%	12%	1%
Black	12%	14%	12%	20%	1%	4%	6%	33%	25%	10%	6%
Hispanic	33%	44%	38%	64%	7%	51%	19%	44%	27%	18%	57%
White	48%	39%	49%	15%	81%	43%	69%	22%	39%	60%	36%
Other	0%	0%	2%	0%	0%	1%	0%	0%	0%	0%	0%
Missing	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%
<b>Gender</b>											
Female	51%	52%	46%	52%	48%	49%	50%	51%	52%	51%	53%
Male	49%	48%	54%	48%	52%	51%	48%	49%	48%	49%	47%
Missing	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%
<b>Income Status</b>											
Low-income	30%	46%	44%	62%	2%	30%	13%	64%	26%	11%	35%
Not Low-income	69%	54%	56%	38%	98%	68%	82%	35%	73%	86%	64%
Missing	1%	0%	1%	0%	0%	2%	4%	1%	2%	3%	1%
<b>Plans for Initial Postsecondary Enrollment</b>											
Going to College	91%	93%	83%	80%	98%	87%	91%	82%	91%	92%	85%
Not Going to College	9%	7%	17%	20%	2%	13%	9%	18%	9%	8%	15%
<b>Parents' Education Level</b>											
Either Parent had Bachelor's	46%	47%	17%	8%	87%	26%	50%	8%	37%	59%	28%
Neither Parent had Bachelor's	54%	53%	83%	92%	13%	74%	50%	92%	63%	41%	72%
<b>Student Would Be First Generation to Go to College</b>											
First Generation	24%	26%	37%	55%	2%	35%	18%	46%	26%	14%	42%
Not First Generation	76%	74%	63%	45%	98%	65%	83%	54%	74%	86%	58%

Source: Student Futures Project calculations

Note: Totals may not equal 100% due to rounding.

**Table A-3. 2009 School-Level Senior Survey Response Rates**

School District/School	Number of Seniors <sup>1</sup>	Number of Respondents	Response Rate
<b>Overall</b>	<b>12,556</b>	<b>8,121</b>	<b>65%</b>
<b>Austin ISD<sup>2</sup></b>	<b>4,419</b>	<b>2,747</b>	<b>62%</b>
Akins	539	213	40%
Anderson	474	342	72%
Austin	464	355	77%
Bowie	632	457	72%
Crockett	409	267	65%
Garza	120	76	63%
Eastside Memorial	202	71	35%
Lanier	302	227	75%
LASA	203	173	85%
LBJ	203	114	56%
McCallum	353	233	66%
Reagan	201	87	43%
Travis	317	132	42%
<b>Bastrop ISD</b>	<b>537</b>	<b>303</b>	<b>56%</b>
Bastrop	537	303	56%
<b>Del Valle ISD</b>	<b>357</b>	<b>210</b>	<b>59%</b>
Del Valle	357	210	59%
<b>Eanes ISD</b>	<b>577</b>	<b>444</b>	<b>77%</b>
Westlake	577	444	77%
<b>Hays CISD</b>	<b>703</b>	<b>554</b>	<b>79%</b>
Jack C Hays	386	287	74%
Lehman	317	267	84%
<b>Leander ISD</b>	<b>1477</b>	<b>983</b>	<b>67%</b>
Cedar Park	540	301	56%
Leander	459	356	78%
Vista Ridge	478	326	68%
<b>Manor ISD</b>	<b>247</b>	<b>100</b>	<b>40%</b>
Manor	247	100	40%
<b>Pflugerville ISD</b>	<b>1379</b>	<b>1019</b>	<b>74%</b>
Hendrickson	418	350	84%
John B Connally	473	300	63%
Pflugerville	488	369	76%
<b>Round Rock ISD</b>	<b>2461</b>	<b>1517</b>	<b>62%</b>
McNeil	605	458	76%
Round Rock	576	329	57%
Stony Point	687	308	45%
Westwood	593	422	71%
<b>San Marcos ISD</b>	<b>399</b>	<b>244</b>	<b>61%</b>
San Marcos	399	244	61%

Source: Student Futures Project calculations

<sup>1</sup> Calculated for seniors enrolled on Oct. 26, 2008 using district-provided PEIMS data.

<sup>2</sup> Austin ISD's exit survey report calculated the number in the senior class during the Spring 2009 semester. High school response rates based on the size of the senior class at that time are available in their report (Garland, 2009).

### *Similarity between Survey Respondents and Non-respondents*

The purpose of determining the similarity between survey respondents and non-respondents is to measure how representative the survey takers are of the senior student population as a whole. The test performed for this analysis compares the means of respondents and non-respondents. If the respondents are a representative random sample of the entire population, then there should be no statistically significant difference on the variables of interest (race/ethnicity, gender, and income status) between the respondents and the non-respondents.<sup>13</sup>

When comparing respondents and non-respondents for the entire sample, there was only one statistically significant difference that was substantial: Hispanic students were under-represented in the survey compared to the non-respondent population.<sup>14</sup> When comparing respondents to non-respondents by school district, there were two groups of students in two districts that exhibited substantive statistically significant differences—Hispanic, and White students in Austin and Pflugerville ISDs (Table A-4).

**Table A-4: Comparison of Respondents and Non-Respondents by District**

<b>District</b>	<b>Population Exhibiting Statistically Significant Differences<sup>1</sup></b>	<b>Percent of Non-Respondent Population</b>	<b>Percent of Respondent Population</b>
<b>Austin</b>	White	31	39
	Hispanic	52	43
<b>Bastrop</b>			
<b>Del Valle</b>			
<b>Eanes</b>			
<b>Hays Consolidated</b>			
<b>Leander</b>			
<b>Manor</b>			
<b>Pflugerville</b>	White	22	39
	Hispanic	37	26
<b>Round Rock</b>			
<b>San Marcos Consolidated</b>			

Source: Student Futures Project calculations

Note: Percents reflect groups created by linked survey respondents and administrative data.

<sup>1</sup> Each reported statistically significant difference reflects a p-value of less than .0001.

<sup>13</sup> The value used to determine the substantive differences between the means between groups was set at  $\pm .08$ ; statistically significant differences reflecting smaller differences between group means likely occur due to the large sample size.

<sup>14</sup> This t-test compares students who completed the survey and whose information readily linked to administrative data to those students who either did not sit for the survey or who did not complete the survey.

The surveyed population in Austin and Pflugerville ISDs each had smaller proportions of Hispanic students than the non-surveyed population and a higher proportion of surveyed White students than the non-surveyed population. These differences are likely a result of low completion rates at high schools in each district with a comparably high percent of Hispanic students. While these statistically significant differences in subgroups are noted, the very large sample size for each group means that these subgroups and their survey responses are likely representative of their respective populations as a whole.

## Appendix B. 2009 Student Futures Project Senior Survey

*This is a list of all questions from the 2009 Central Texas Student Futures Project Senior Survey which was administered in nine participating school districts in the spring of 2009.*

1. Please enter your first name, last name, and student ID number to access the survey. First Name: _____ Last Name: _____ Student ID Number: _____
2. What is your date of birth?
3. What high school do you currently attend?
4. Including your current school, how many different high schools have you attended?
5. By this time next year, what do you plan to be doing? A. Attend college or technical school without working B. Attend college or technical school while working full-time C. Attend college or technical school while working part-time D. Work full-time only E. Work part-time only F. Enlist in the military G. Not sure/No plans H. Other (parenting, mission/volunteer work, etc.)
6. If you are <u>not</u> planning to pursue further education next year, what is your primary reason? A. Financial (i.e., can't afford to attend school, need income from working, etc.) B. Academic (i.e., grades/test scores aren't high enough, don't feel academically prepared for college, etc.) C. Personal preference (i.e., don't like school, career goals do not require college, etc.) D. Personal obligation (i.e., child care or family responsibilities, etc.) E. Other
7. If you are <u>not</u> planning to pursue further education/training within a year of graduating from high school, do you intend to pursue it later? A. Yes B. No C. Maybe/Don't know



8. Select the one area that best fits what you plan to study in further education
- A. Agricultural sciences and technologies (such as agricultural economics, farm and ranch management)
  - B. Business (such as business administration and management, human resources, accounting)
  - C. Communication (such as advertising, journalism, radio/tv broadcasting)
  - D. Community service (such as criminal justice, police academy, fire academy, social work)
  - E. Computer and information sciences (such as computer programming, network administration)
  - F. Education (such as elementary or secondary teacher, training)
  - G. Engineering (such as biomedical, electrical, and mechanical engineering)
  - H. Health sciences (such as paramedic, nursing, occupational therapy)
  - I. Humanities (such as art history, classics, English, religion)
  - J. Natural sciences and mathematics (such as astronomy, physics, math, pre-medicine)
  - K. Office skills (such as bookkeeping, court reporting, paralegal)
  - L. Social sciences (such as anthropology, economics, political sciences, sociology, pre-law)
  - M. Trade and industrial (such as construction trades, heating/air conditioning repair, automotive)
  - N. Visual and performing arts (such as cinematography, photography, graphic design, theater)
  - O. Hospitality and tourism (such as culinary arts, restaurant management)
  - P. Other/Undecided

For each of the subject areas below, please indicate how prepared you feel to complete college-level coursework.

- A. I am prepared for regular or advanced college-level coursework.
  - B. I will have to take remedial or developmental classes to prepare for college-level coursework.
  - C. I am not prepared for any college-level coursework.
  - D. I do not know if I am prepared for college-level coursework.
9. English/Language Arts
10. Mathematics
11. Science
12. Social Studies

How well did your high school help you to develop knowledge and skills in the following areas?

- A. Not well
  - B. Somewhat well
  - C. Very well
13. Teamwork
14. Creative Thinking
15. Problem Solving
16. Conflict Resolution
17. Personal Health/Fitness
18. Time Management
19. Technology

20. How did you prepare for continuing your education after high school? Select all that apply.
- A. Took the PSAT examination
  - B. Visited one or more college or technical school
  - C. Attended a college fair/college night (e.g., Skillpoint's College and Career Fair)
  - D. Took a prep class for the SAT or ACT
  - E. Met with transition coordinator/college counselor or other school staff member to discuss college plans and processes
  - F. Participated in a leadership course/experience at a college
  - G. Met with a college representative at my high school
  - H. Took one or more Advanced Placement (AP) or International Baccalaureate (IB) classes
  - I. Completed or are currently enrolled in Austin Community College courses (Early College Start, Dual Credit, Tech Prep)
  - J. None of the above

21. What activities have you completed to enroll in college after high school graduation? Select all that apply.
- A. Wrote college application essay(s) in junior/senior English
  - B. Completed an application to a college, university or technical school, or completed the Texas Common Application
  - C. Ordered and submitted a transcript to a college, university or technical school
  - D. None of the above

22. In which of the following college preparation programs did you participate while in high school? Select all that apply. (Note: some of these programs may not have been offered at your school)
- A. ACC College Connections
  - B. College Forward
  - C. Con Mi Madre
  - D. AVID
  - E. Talent Search/TRIO
  - F. Upward Bound
  - G. Break Through Collaborative
  - H. College Readiness with APIE
  - I. Other
  - J. I did not participate in any program like this.

23. If you participated in one or more college preparation program, what did you get out of it? Select all that apply.
- A. They encouraged me to attend school regularly.
  - B. They helped me choose the right high school courses in order to prepare for college.
  - C. They explained the financial aid process to me.
  - D. They were available to help me with school-related issues.
  - E. They helped me deal with personal issues.
  - F. They helped me believe college was right for me.
  - G. They helped me apply to college.
  - H. Other
  - I. I did not participate in a college preparation program.

24. When did you first take a college entrance test (ACT,SAT, THEA, Compass, Asset)?
- A. Fall of junior year
  - B. Spring of junior year
  - C. Summer after junior year
  - D. Fall of senior year
  - E. Spring of senior year
  - F. Other
  - G. I did not take college entrance tests.

In this section, indicate the number and types of schools to which you have applied.

- 25. 2-year college (community college)
- 26. 4-year college or university
- 27. Technical, business, trade, or vocational school

In this section, indicate the number and types of schools to which you have been accepted.

- 28. 2-year college (community college)
- 29. 4-year college or university
- 30. Technical, business, trade, or vocational school

31. Did you ever meet with your school/college counselor for any of the following issues? Select all that apply.
- A. Personal/family issues
  - B. Scheduling/course selection/placement
  - C. Grades/test scores/academic performance
  - D. Writing resumes/job applications
  - E. Writing college applications/essays
  - F. Scholarship/financial aid information
  - G. Graduation plans
  - H. College information
  - I. Career information
  - J. I did not meet with a counselor at my school.

32. Who helped you the most in preparing for your further education and training?
- A. School/college counselors
  - B. Teachers
  - C. Other school personnel
  - D. Parents/guardian
  - E. Others

33. At what time in your life did you start thinking about college as a possibility after high school?
- A. As long as I can remember
  - B. As a child/in elementary school
  - C. In middle/junior high school
  - D. In high school
  - E. I've never thought about college as an option after high school

34. What activity at your school helped you the most to prepare for further education and training?
- A. Taking the PSAT
  - B. Completing an application to a college or university, or completing the Texas Common Application
  - C. Meeting with a transition counselor/college coordinator or other school staff member to discuss college plans and processes
  - D. Writing college application essays in junior/senior English class
  - E. Taking an SAT/ACT preparation course
  - F. Participating in a college fair/college night
  - G. Meeting with a college representative at my high school
  - H. Other

35. How easy has it been for you and your parents/guardian to understand the process of applying for financial aid?
- A. Easy
  - B. Some parts easy, some parts difficult
  - C. Difficult
  - D. Did not apply for financial aid

36. Who helped you the most in obtaining financial aid information?
- A. School personnel (counselors, transition coordinators, teachers, etc.)
  - B. Parents/family/guardian
  - C. My own independent research
  - D. Other
  - E. I did not get financial aid information

37. Who in your family attended a college or financial aid event? Select all that apply.
- A. Me
  - B. My parents/guardian
  - C. Other family members
  - D. No one

38. When did you or your parents/guardian submit your financial aid application (FAFSA or PROFILE)?
- A. January
  - B. February
  - C. March
  - D. April
  - E. May
  - F. June
  - G. I will submit an application later this year.
  - H. I did not submit an application.
  - I. Don't know

39. If you did not submit a financial aid application, why not?
- A. I did submit an application
  - B. I do not need financial aid to attend college
  - C. My parents were not willing to submit private financial information
  - D. My family did not think we would qualify or were eligible for financial aid
  - E. I did not know about the financial aid process
  - F. I do not plan to go to college

40. How do you plan to pay for your education after high school? Select all that apply.
- A. I do not plan on attending college.
  - B. Scholarships and/or grants
  - C. Loans
  - D. Family or personal savings
  - E. Working during the school year
  - F. Working during the summer
  - G. I don't know how I'm going to pay for my education after high school

During high school, to what extent were your parents/guardian involved in the following school-related activities?

- A. Often
  - B. Occasionally
  - C. Rarely
  - D. Never
41. Volunteering at your school/participating in school committees
42. Working with you on homework or school projects
43. Helping you decide what classes to take
44. Attending school meetings
45. Communicating with your teachers (e.g., conferences, email, phone calls)
46. Attending athletic events and competitions
47. Attending academic and/or performance events and competitions (e.g., science fair, debate, dance, theater, band, etc.)
48. Joining and participating in the PTA/PTO

49. Were you born in the U.S.?
- A. Yes
  - B. No

50. Will you be the first of your siblings (brothers or sisters) to attend college?
- A. Yes
  - B. No
  - C. I do not have any siblings

51. Which of your parents were born in the U.S.?
- A. Mother
  - B. Father
  - C. Both
  - D. Neither

52. What is the highest level of education completed by your mother?
- A. Did not enter or finish high school
  - B. Graduated from high school or earned a GED
  - C. Attended a 2-year community/junior college or technical/vocational school, but did not complete a certificate or degree
  - D. Earned an Associate's degree or certificate from a 2-year college
  - E. Attended a 4-year college or university, but did not complete a degree
  - F. Earned a Bachelor's degree
  - G. Earned a Master's, Ph.D., or other advanced degree
  - H. Don't know

53. What is the highest level of education completed by your father?
- A. Did not enter or finish high school
  - B. Graduated from high school or earned a GED
  - C. Attended a 2-year community/junior college or technical/vocational school, but did not complete a certificate or degree
  - D. Earned an Associate's degree or certificate from a 2-year college
  - E. Attended a 4-year college or university, but did not complete a degree
  - F. Earned a Bachelor's degree
  - G. Earned a Master's, Ph.D., or other advanced degree
  - H. Don't know
54. Which of your parents worked in paid employment for most of the time you were in high school?
- A. Mother
  - B. Father
  - C. Both
  - D. Neither
  - E. Don't know
55. Who lives in your current household? Select all that apply.
- A. Mother/step-mother
  - B. Father/step-father
  - C. Grandparent(s)
  - D. Other adult(s)
  - E. I live on my own.
56. Thinking back on your years in high school, how many hours per week did you typically spend studying/doing research/completing homework outside of class?
- A. None
  - B. 1-5 hours
  - C. 6-10 hours
  - D. 11-15 hours
  - E. 16 or more hours
57. During your senior year, approximately how many hours per week did you typically work for pay?
- A. None
  - B. 1-5 hours
  - C. 6-10 hours
  - D. 11-15 hours
  - E. 16 or more hours
58. What is the primary reason you work?
- A. I did not work.
  - B. To save money for college
  - C. To help my family with bills/expenses
  - D. I like the freedom of having my own money
  - E. Other

Please indicate the number of years of high school in which you participated in each of these school affiliated extracurricular activities.

- A. Did not participate
  - B. 1 year
  - C. 2 year
  - D. 3 year
  - E. 4 year
- 
- 59. Music (choir, band, orchestra)
  - 60. Theater/Drama
  - 61. Dance
  - 62. Sports (outside of PE)
  - 63. Academic clubs/UII Academic Competitions
  - 64. Journalism (newspaper, yearbook)
  - 65. Speech/Debate
  - 66. Student Government
  - 67. Career and technical student organizations (BPA, HOSA, FFA, FCCLA, VICA)
  - 68. Service clubs

Indicate the average number of hours per week during your senior year that you participated in the following activities outside of school (include practices, rehearsals and competitions).

- A. Did not participate
  - B. 1-5 hours per week
  - C. 6-10 hours per week
  - D. 11-15 hours per week
  - E. 16 or more hours per week
- 
- 69. Arts/Music activities
  - 70. Organized sports
  - 71. Community service/volunteering
  - 72. Environmental projects/activities
  - 73. Boy Scouts/Girls Scouts
  - 74. Faith-based organizations/activities
  - 75. Providing routine care to another family member

**Appendix C.1. Survey Responses to Questions Discussed in Chapter III**

	Overall	Asian	Black	Hispanic	White	Female	Male	First Generation	Either Parent has a Bachelor's Degree	Plans on going to college	Low Income	Attends a Low-income High school	Austin ISD	Bastrop ISD	Del Valle ISD	Eanes ISD	Hays CISD	Leander ISD	Manor ISD	Phugerville ISD	Round Rock ISD	San Marcos CISD
<b>What is your race/ethnicity?</b>	<b>Survey Totals</b>	<b>487</b>	<b>987</b>	<b>2670</b>	<b>3935</b>	<b>4140</b>	<b>3964</b>	<b>1930</b>	<b>3725</b>	<b>7395</b>	<b>2400</b>	<b>2540</b>	<b>2747</b>	<b>303</b>	<b>210</b>	<b>444</b>	<b>554</b>	<b>983</b>	<b>100</b>	<b>1019</b>	<b>1517</b>	<b>244</b>
Asian, Asian American, or Pacific Islander	6%	100%	*	*	*	6%	6%	5%	8%	6%	4%	4%	4%	*	*	11%	2%	4%	*	9%	12%	*
Black, African, or African American	12%	*	100%	*	*	13%	11%	11%	11%	12%	21%	15%	14%	12%	20%	*	4%	6%	33%	25%	10%	6%
Hispanic, Latino, or of Spanish Origin	33%	*	*	100%	*	34%	32%	50%	23%	32%	60%	46%	44%	38%	64%	7%	51%	19%	44%	27%	18%	57%
White, Caucasian, or European American	48%	*	*	*	100%	47%	50%	33%	58%	49%	14%	34%	39%	49%	15%	81%	43%	69%	22%	39%	60%	36%
<b>Including your current school, how many different high schools have you attended?</b>																						
1	78%	72%	73%	76%	81%	78%	78%	76%	81%	79%	74%	75%	79%	79%	78%	87%	74%	73%	64%	73%	80%	84%
2	15%	17%	17%	16%	13%	15%	15%	16%	12%	14%	17%	16%	13%	16%	14%	10%	17%	20%	26%	18%	13%	9%
3	5%	7%	5%	5%	4%	4%	5%	5%	4%	4%	6%	6%	6%	4%	4%	2%	5%	4%	6%	5%	3%	5%
4	2%	3%	3%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	*	*	*	3%	2%	*	3%	2%	*
5 or more	1%	*	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	*	*	*	1%	1%	*	1%	1%	*
<b>By this time next year, what do you plan to be doing?</b>																						
Attend college or technical school without working	31%	38%	32%	30%	31%	32%	30%	25%	40%	34%	33%	26%	54%	9%	8%	46%	9%	17%	7%	15%	25%	8%
Attend college or technical school while working full-time	10%	6%	12%	11%	10%	10%	11%	15%	7%	11%	11%	13%	8%	12%	15%	3%	15%	11%	15%	13%	11%	13%
Attend college or technical school while working part-time	50%	51%	50%	47%	51%	52%	47%	48%	48%	54%	44%	48%	31%	61%	58%	49%	63%	63%	60%	62%	56%	64%
Work full-time only	3%	*	3%	4%	3%	2%	4%	5%	1%	*	4%	4%	3%	6%	6%	*	5%	4%	7%	3%	3%	4%
Work part-time only	1%	*	1%	1%	0%	1%	1%	1%	0%	*	1%	1%	1%	*	4%	*	*	*	*	*	0%	*
Enlist in the military	2%	1%	1%	2%	3%	1%	3%	2%	1%	*	2%	2%	1%	6%	3%	*	3%	3%	*	3%	2%	4%
Not Sure / No plans	2%	2%	1%	3%	2%	2%	2%	3%	1%	*	3%	4%	2%	4%	7%	*	3%	2%	6%	2%	1%	4%
Other (parenting, missing/volunteer work, etc.)	1%	*	*	1%	1%	1%	1%	1%	0%	*	1%	1%	0%	*	*	*	*	*	*	1%	1%	*

Note: \* = < 6 respondents; totals may not sum to 100% due to rounding



**Appendix C.1. Survey Responses to Questions Discussed in Chapter III**

	Overall	Asian	Black	Hispanic	White	Female	Male	First Generation	Either Parent has a Bachelor's Degree	Plans on going to college	Low Income	Attends a Low-income High school	Austin ISD	Bastrop ISD	Del Valle ISD	Eanes ISD	Hays CISD	Leander ISD	Manor ISD	Phugerville ISD	Round Rock ISD	San Marcos CISD	
	8121	487	987	2670	3935	4140	3964	1930	3725	7395	2400	2540	2747	303	210	444	554	983	100	1019	1517	244	
<b>Survey Totals</b>																							
<b>If you are not planning to pursue further education and training in the next year, what is your primary reason? N=1010</b>																							
Financial	31%	22%	37%	32%	29%	35%	28%	32%	28%	34%	34%	33%	35%	24%	36%	*	32%	25%	31%	34%	30%	31%	
Academic	12%	*	8%	13%	11%	11%	12%	12%	10%	12%	12%	13%	24%	14%	13%	*	10%	10%	*	6%	7%	12%	
Personal preference	16%	15%	15%	14%	18%	12%	19%	18%	15%	8%	15%	15%	13%	11%	13%	*	19%	24%	*	19%	12%	20%	
Personal obligation	6%	*	8%	6%	4%	7%	5%	6%	5%	5%	7%	6%	7%	8%	*	*	9%	4%	*	4%	7%	*	
Other	36%	39%	33%	34%	38%	34%	37%	32%	42%	41%	33%	33%	20%	43%	39%	44%	31%	37%	35%	36%	44%	33%	
<b>If you are not planning to pursue further education and training within a year of graduating from high school, do you intend to pursue it later? N=1032</b>																							
Yes	65%	68%	67%	65%	64%	68%	63%	66%	69%	71%	63%	61%	65%	62%	53%	44%	60%	67%	54%	68%	69%	77%	
Maybe/Don't know	27%	17%	26%	29%	27%	25%	28%	27%	21%	20%	32%	33%	31%	36%	31%	39%	34%	22%	39%	23%	21%	17%	
No	8%	15%	7%	6%	9%	7%	8%	7%	10%	9%	6%	5%	4%	*	16%	*	5%	11%	*	8%	9%	*	
<b>How prepared do you feel to complete college-level coursework in English/Language Arts?</b>																							
I am prepared for regular or advanced college-level coursework.	77%	79%	78%	70%	81%	78%	75%	66%	85%	79%	69%	68%	71%	75%	76%	90%	72%	83%	65%	77%	83%	73%	
I will have to take remedial or developmental classes to prepare for college-level coursework.	15%	12%	14%	20%	12%	14%	16%	22%	9%	14%	19%	20%	19%	13%	13%	8%	17%	11%	23%	16%	10%	17%	
I am not prepared for any college-level coursework	3%	3%	3%	4%	3%	3%	4%	5%	2%	2%	5%	5%	4%	5%	5%	*	4%	2%	7%	2%	3%	4%	
I do not know if I am prepared for college-level coursework.	5%	6%	4%	7%	4%	5%	5%	8%	3%	4%	7%	7%	6%	8%	6%	2%	7%	4%	*	5%	4%	6%	

Note: \* = < 6 respondents; totals may not sum to 100% due to rounding

### Appendix C.1. Survey Responses to Questions Discussed in Chapter III

	Overall	Asian	Black	Hispanic	White	Female	Male	First Generation	Either Parent has a Bachelor's Degree	Plans on going to college	Low Income	Attends a Low-income High School	Austin ISD	Bastrop ISD	Del Valle ISD	Eanes ISD	Hays CISD	Leander ISD	Manor ISD	Plugetville ISD	Round Rock ISD	San Marcos CISD	
	8121	487	987	2670	3935	4140	3964	1930	3725	7395	2400	2540	2747	303	210	444	554	983	100	1019	1517	244	
<b>How prepared do you feel to complete college-level coursework in Mathematics?</b>																							
I am prepared for regular or advanced college-level coursework.	60%	76%	54%	51%	65%	58%	61%	46%	71%	62%	51%	46%	54%	51%	54%	85%	47%	62%	41%	56%	72%	52%	
I will have to take remedial or developmental classes to prepare for college-level coursework.	26%	13%	32%	32%	23%	28%	25%	35%	19%	26%	31%	33%	29%	29%	30%	11%	35%	27%	31%	31%	18%	29%	
I am not prepared for any college-level coursework	7%	5%	6%	8%	6%	6%	7%	9%	4%	5%	8%	10%	9%	8%	4%	2%	8%	4%	10%	6%	4%	7%	
I do not know if I am prepared for college-level coursework.	8%	6%	7%	9%	7%	8%	7%	10%	6%	6%	10%	10%	8%	12%	11%	2%	10%	6%	18%	7%	5%	11%	
<b>How prepared do you feel to complete college-level coursework in Science?</b>																							
I am prepared for regular or advanced college-level coursework.	65%	72%	64%	57%	70%	63%	67%	52%	76%	67%	56%	53%	55%	60%	62%	87%	65%	68%	46%	66%	78%	61%	
I will have to take remedial or developmental classes to prepare for college-level coursework.	21%	14%	22%	26%	19%	22%	20%	29%	15%	21%	25%	27%	27%	23%	22%	9%	19%	21%	26%	23%	13%	22%	
I am not prepared for any college-level coursework	6%	6%	6%	8%	5%	6%	6%	9%	3%	5%	8%	9%	9%	7%	5%	2%	6%	4%	13%	6%	3%	8%	
I do not know if I am prepared for college-level coursework.	8%	8%	8%	9%	7%	9%	7%	10%	6%	7%	11%	10%	10%	10%	11%	3%	9%	7%	15%	6%	6%	9%	
<b>How prepared do you feel to complete college-level coursework in Social Studies?</b>																							
I am prepared for regular or advanced college-level coursework.	76%	76%	79%	70%	80%	75%	77%	65%	85%	79%	70%	66%	68%	75%	74%	91%	75%	83%	62%	77%	85%	69%	
I will have to take remedial or developmental classes to prepare for college-level coursework.	14%	13%	13%	19%	12%	15%	14%	22%	9%	14%	17%	20%	19%	14%	13%	6%	15%	10%	25%	15%	9%	20%	
I am not prepared for any college-level coursework	3%	4%	3%	4%	3%	3%	4%	5%	2%	2%	5%	5%	4%	4%	5%	*	3%	3%	*	3%	2%	4%	
I do not know if I am prepared for college-level coursework.	6%	7%	5%	8%	5%	7%	5%	9%	4%	5%	8%	9%	9%	8%	8%	1%	7%	4%	8%	5%	4%	7%	

Note: \* = < 6 respondents; totals may not sum to 100% due to rounding

### Appendix C.1. Survey Responses to Questions Discussed in Chapter III

	Overall	Asian	Black	Hispanic	White	Female	Male	First Generation	Either Parent has a Bachelor's Degree	Plans on going to college	Low Income	Attends a Low-income High school	Austin ISD	Bastrop ISD	Del Valle ISD	Eanes ISD	Hays CISD	Leander ISD	Manor ISD	Phugerville ISD	Round Rock ISD	San Marcos CISD
Survey Totals	8121	487	987	2670	3935	4140	3964	1930	3725	7395	2400	2540	2747	303	210	444	554	983	100	1019	1517	244
<b>How well did your high school help you to develop knowledge and skills in Teamwork?</b>																						
Very well	47%	49%	47%	46%	47%	48%	45%	49%	46%	48%	45%	45%	38%	45%	53%	58%	48%	56%	38%	53%	48%	46%
Somewhat well	45%	41%	45%	46%	44%	44%	45%	45%	45%	44%	47%	47%	51%	46%	40%	36%	43%	39%	50%	38%	44%	46%
Not well	8%	9%	8%	8%	9%	8%	9%	7%	9%	8%	8%	8%	10%	9%	7%	6%	9%	5%	12%	9%	8%	8%
<b>How well did your high school help you to develop knowledge and skills in Creative Thinking?</b>																						
Very well	49%	53%	50%	47%	49%	50%	47%	48%	49%	50%	47%	46%	43%	40%	49%	62%	47%	55%	41%	53%	52%	43%
Somewhat well	43%	39%	41%	45%	42%	42%	44%	46%	41%	42%	45%	47%	49%	50%	43%	33%	43%	37%	48%	39%	39%	45%
Not well	8%	8%	8%	8%	9%	8%	9%	6%	10%	8%	8%	7%	8%	10%	9%	5%	9%	8%	11%	8%	9%	12%
<b>How well did your high school help you to develop knowledge and skills in Problem Solving?</b>																						
Very well	50%	55%	48%	47%	52%	50%	50%	47%	54%	51%	47%	44%	45%	39%	50%	72%	41%	57%	30%	52%	55%	44%
Somewhat well	43%	40%	45%	46%	41%	44%	42%	46%	40%	42%	46%	49%	47%	54%	40%	25%	49%	39%	59%	42%	39%	48%
Not well	7%	5%	8%	7%	7%	6%	7%	7%	6%	6%	7%	8%	8%	7%	10%	2%	10%	5%	11%	6%	6%	9%
<b>How well did your high school help you to develop knowledge and skills in Conflict Resolution?</b>																						
Very well	38%	41%	35%	37%	40%	39%	38%	39%	39%	39%	36%	36%	31%	31%	42%	54%	38%	45%	25%	42%	43%	35%
Somewhat well	48%	49%	49%	49%	46%	47%	48%	50%	46%	48%	50%	49%	53%	53%	43%	38%	45%	44%	50%	46%	46%	46%
Not well	14%	10%	16%	13%	14%	14%	14%	11%	15%	13%	14%	15%	16%	16%	15%	8%	16%	10%	25%	13%	12%	18%
<b>How well did your high school help you to develop knowledge and skills in Personal health / Fitness?</b>																						
Very well	42%	41%	47%	40%	42%	40%	44%	43%	41%	43%	40%	42%	33%	41%	49%	54%	44%	46%	47%	50%	45%	35%
Somewhat well	43%	44%	39%	44%	42%	44%	41%	45%	42%	42%	44%	44%	47%	46%	39%	38%	40%	40%	39%	39%	42%	46%
Not well	15%	15%	14%	16%	16%	16%	15%	13%	17%	15%	16%	14%	20%	14%	12%	9%	16%	14%	14%	11%	13%	18%
<b>How well did your high school help you to develop knowledge and skills in Time management?</b>																						
Very well	36%	42%	34%	35%	36%	38%	34%	36%	38%	37%	33%	33%	31%	30%	33%	55%	34%	41%	27%	35%	40%	28%
Somewhat well	47%	43%	50%	48%	46%	46%	49%	49%	44%	47%	51%	51%	50%	53%	50%	33%	47%	45%	51%	48%	45%	49%
Not well	17%	15%	17%	17%	17%	16%	18%	15%	18%	16%	16%	16%	19%	17%	17%	12%	19%	14%	22%	16%	15%	23%

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### Appendix C.1. Survey Responses to Questions Discussed in Chapter III

	Overall	Asian	Black	Hispanic	White	Female	Male	First Generation	Either Parent has a Bachelor's Degree	Plans on going to college	Low Income	Attends a Low-income High school	Austin ISD	Bastrop ISD	Del Valle ISD	Eanes ISD	Hays CISD	Leander ISD	Manor ISD	Plugetville ISD	Round Rock ISD	San Marcos CISD
<b>Survey Totals</b>	<b>8121</b>	<b>487</b>	<b>987</b>	<b>2670</b>	<b>3935</b>	<b>4140</b>	<b>3964</b>	<b>1930</b>	<b>3725</b>	<b>7395</b>	<b>2400</b>	<b>2540</b>	<b>2747</b>	<b>303</b>	<b>210</b>	<b>444</b>	<b>554</b>	<b>983</b>	<b>100</b>	<b>1019</b>	<b>1517</b>	<b>244</b>
<b>How well did your high school help you to develop knowledge and skills in Technology?</b>																						
Very well	42%	48%	40%	38%	44%	40%	43%	39%	43%	42%	38%	38%	33%	29%	41%	67%	42%	49%	33%	44%	47%	45%
Somewhat well	47%	41%	48%	50%	46%	48%	46%	50%	45%	47%	50%	50%	52%	57%	49%	29%	49%	43%	52%	45%	45%	44%
Not well	11%	10%	12%	12%	11%	11%	11%	11%	12%	11%	13%	12%	16%	14%	10%	5%	9%	8%	15%	11%	8%	11%
<b>How did you prepare for continuing your education after high school? Select all that apply.</b>																						
Took the PSAT examination	64%	74%	61%	57%	68%	66%	62%	48%	78%	67%	57%	49%	67%	35%	54%	84%	58%	66%	43%	60%	66%	46%
Visited one or more college or technical school	59%	61%	58%	51%	64%	61%	56%	44%	73%	63%	51%	47%	59%	43%	58%	87%	48%	59%	31%	50%	65%	55%
Attended a college fair/college night	46%	50%	50%	42%	48%	49%	44%	41%	53%	49%	43%	44%	48%	36%	55%	67%	42%	37%	35%	46%	46%	55%
Took a prep class for the SAT or ACT	32%	50%	31%	29%	33%	33%	31%	24%	43%	34%	31%	27%	41%	17%	25%	63%	19%	24%	22%	17%	35%	15%
Met with transition coordinator/college counselor or other school staff members to discuss college plans and processes																						
Met with a college representative at my high school	60%	63%	61%	63%	57%	63%	57%	60%	63%	62%	67%	62%	93%	33%	42%	55%	44%	45%	35%	38%	45%	36%
Took one or more Advanced Placement (AP) or International Baccalaureate (IB) classes	34%	49%	31%	30%	36%	35%	33%	31%	36%	36%	27%	34%	21%	33%	47%	65%	42%	29%	37%	36%	44%	43%
Completed or are currently enrolled in Austin Community College courses (Early College Start, Dual Credit, Tech Prep)	51%	70%	42%	43%	57%	54%	48%	34%	68%	54%	42%	38%	51%	31%	41%	80%	38%	57%	35%	46%	53%	55%
None of the above	31%	43%	28%	29%	32%	34%	28%	24%	37%	33%	28%	26%	36%	18%	31%	26%	25%	35%	19%	25%	32%	28%
<b>What activities have you completed to enroll in college after high school graduation? Select all that apply.</b>																						
Ordered and submitted a transcript to a college or technical school	10%	5%	9%	13%	8%	8%	11%	15%	4%	6%	12%	15%	9%	19%	13%	1%	11%	9%	23%	12%	7%	11%
	58%	71%	59%	50%	63%	62%	55%	42%	75%	63%	49%	42%	52%	39%	59%	88%	55%	63%	40%	54%	68%	58%

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**Appendix C.1. Survey Responses to Questions Discussed in Chapter III**

	Overall	Asian	Black	Hispanic	White	Female	Male	First Generation	Either Parent has a Bachelor's Degree	Plans on going to college	Low Income	Attends a Low-income High School	Austin ISD	Bastrop ISD	Del Valle ISD	Eanes ISD	Hays CISD	Leander ISD	Manor ISD	Phugerville ISD	Round Rock ISD	San Marcos CISD	
Survey Totals	8121	487	987	2670	3935	4140	3964	1930	3725	7395	2400	2540	2747	303	210	444	554	983	100	1019	1517	244	
<b>In which of the following college preparation programs did you participate while in high school?</b>																							
ACC College Connections	22%	34%	20%	20%	23%	23%	21%	20%	23%	23%	20%	18%	19%	22%	29%	6%	20%	30%	12%	20%	32%	11%	
College Forward	4%	3%	5%	6%	3%	5%	4%	7%	2%	4%	5%	8%	4%	*	30%	*	17%	1%	*	1%	4%	*	
Con Mi Madre	1%	*	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	2%	*	*	*	*	*	*	*	*	*	
AVID	4%	3%	4%	6%	3%	4%	4%	9%	2%	4%	6%	9%	9%	*	*	*	1%	2%	*	2%	1%	17%	
Talent Search/TRIO	2%	1%	2%	3%	1%	2%	2%	3%	1%	2%	3%	4%	3%	*	*	*	1%	*	10%	1%	1%	16%	
Upward Bound	1%	*	2%	1%	1%	1%	1%	1%	0%	1%	2%	2%	1%	3%	*	*	1%	*	*	*	1%	5%	
Break Through Collaborative	1%	*	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	*	*	*	*	*	*	*	*	*	
Other	13%	14%	13%	15%	11%	12%	13%	15%	12%	13%	17%	16%	23%	7%	10%	6%	7%	6%	9%	8%	8%	10%	
<b>If you participated in one or more college preparation program, what did you get out of it?</b>																							
They encouraged me to attend school regularly	16%	18%	18%	18%	14%	17%	15%	22%	12%	17%	19%	23%	23%	10%	26%	6%	14%	12%	17%	10%	14%	21%	
They helped me choose the right high school courses in order to prepare for college.	14%	21%	16%	15%	12%	15%	13%	18%	12%	15%	16%	18%	20%	5%	21%	6%	10%	12%	9%	9%	12%	16%	
They explained the financial aid process to me.	17%	21%	19%	20%	14%	18%	16%	24%	13%	18%	21%	25%	23%	12%	31%	4%	17%	11%	20%	10%	16%	27%	
They were available to help with school-related issues.	11%	13%	14%	13%	9%	11%	11%	16%	8%	12%	15%	17%	18%	4%	20%	2%	6%	7%	14%	6%	8%	22%	
They helped me deal with personal issues.	7%	8%	7%	8%	5%	7%	6%	9%	4%	7%	9%	11%	11%	3%	14%	2%	3%	3%	10%	4%	4%	13%	
They helped me to believe college was right for me	14%	18%	17%	17%	12%	15%	14%	21%	10%	15%	19%	23%	22%	9%	29%	3%	12%	9%	20%	9%	10%	20%	
They helped me apply to college.	20%	22%	21%	23%	16%	21%	18%	26%	15%	20%	25%	28%	29%	11%	36%	6%	19%	12%	21%	10%	16%	29%	
Other	6%	8%	5%	5%	7%	6%	6%	5%	7%	6%	5%	5%	3%	8%	9%	4%	9%	9%	*	7%	10%	7%	
<b>Did you take a college entrance test (ACT, SAT, THEA, Compass, Asset)?</b>																							
Yes	81%	89%	82%	76%	83%	83%	79%	71%	90%	84%	76%	71%	72%	71%	82%	98%	84%	84%	69%	82%	87%	91%	
No	19%	11%	18%	24%	17%	17%	21%	29%	10%	16%	24%	29%	28%	29%	18%	2%	16%	16%	31%	18%	13%	9%	

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	8121	487	987	2670	3935	4140	3964	1930	3725	7395	2400	2540	2747	303	210	444	554	983	100	1019	1517	244
<b>Survey Totals</b>	<b>8121</b>	<b>487</b>	<b>987</b>	<b>2670</b>	<b>3935</b>	<b>4140</b>	<b>3964</b>	<b>1930</b>	<b>3725</b>	<b>7395</b>	<b>2400</b>	<b>2540</b>	<b>2747</b>	<b>303</b>	<b>210</b>	<b>444</b>	<b>554</b>	<b>983</b>	<b>100</b>	<b>1019</b>	<b>1517</b>	<b>244</b>
<b>How many applications have you submitted to a 2-year college?</b>																						
0	62%	71%	61%	58%	65%	61%	64%	54%	72%	61%	57%	55%	61%	57%	57%	88%	55%	62%	60%	58%	66%	62%
1	31%	24%	30%	35%	30%	32%	30%	37%	24%	32%	34%	34%	31%	31%	32%	11%	38%	35%	25%	36%	28%	32%
2	5%	4%	7%	6%	4%	5%	5%	7%	3%	5%	7%	8%	6%	10%	7%	*	5%	2%	14%	5%	5%	4%
3	1%	*	1%	1%	0%	1%	1%	1%	0%	1%	1%	2%	1%	*	3%	*	*	*	*	*	1%	*
4	0%	*	1%	0%	0%	0%	0%	*	0%	0%	0%	1%	0%	*	*	*	*	*	*	*	*	*
5 or more	0%	*	1%	0%	0%	0%	0%	0%	0%	0%	1%	1%	1%	*	*	*	*	*	*	*	*	*
<b>How many applications have you submitted to a 4-year college or university?</b>																						
0	33%	18%	28%	41%	30%	30%	36%	47%	18%	28%	40%	46%	35%	54%	35%	7%	43%	34%	51%	38%	24%	33%
1	16%	15%	15%	14%	17%	16%	15%	15%	16%	16%	13%	15%	13%	21%	11%	11%	19%	17%	11%	19%	16%	21%
2	12%	11%	14%	11%	13%	12%	12%	10%	13%	13%	11%	11%	11%	9%	9%	7%	13%	13%	6%	16%	15%	13%
3	12%	14%	14%	9%	13%	13%	11%	11%	13%	13%	11%	10%	11%	8%	8%	8%	11%	14%	9%	11%	15%	15%
4	10%	11%	10%	9%	10%	10%	9%	7%	12%	11%	9%	8%	10%	3%	11%	13%	8%	10%	12%	7%	12%	8%
5 or more	17%	30%	19%	15%	17%	18%	17%	10%	27%	19%	16%	10%	20%	5%	26%	55%	6%	11%	11%	9%	19%	10%
<b>How many applications have you submitted to a technical, business, trade or vocational school?</b>																						
0	90%	93%	90%	87%	92%	92%	88%	85%	94%	90%	88%	86%	91%	84%	80%	96%	88%	92%	84%	89%	91%	88%
1	7%	5%	6%	8%	6%	5%	8%	10%	4%	6%	8%	9%	6%	10%	13%	3%	8%	5%	9%	7%	6%	9%
2	2%	*	3%	3%	1%	2%	3%	3%	1%	2%	2%	3%	2%	4%	4%	*	3%	1%	*	2%	2%	*
3	1%	*	*	1%	1%	0%	1%	1%	0%	1%	1%	1%	0%	*	*	*	1%	1%	*	1%	0%	*
4	0%	*	*	0%	0%	0%	0%	0%	0%	0%	1%	0%	1%	*	*	*	1%	1%	*	*	*	*
5 or more	0%	*	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	*	*	*	*	*	*	*	0%	*

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Survey Totals	8121	487	987	2670	3935	4140	3964	1930	3725	7395	2400	2540	2747	303	210	444	554	983	100	1019	1517	244	
<b>How many applications were accepted at a 2-year college?</b>																							
0	70%	76%	68%	68%	71%	68%	72%	66%	76%	69%	68%	68%	71%	67%	67%	88%	66%	67%	67%	67%	70%	75%	
1	26%	21%	26%	28%	25%	28%	25%	29%	22%	27%	27%	27%	25%	25%	26%	11%	31%	31%	27%	30%	26%	23%	
2	3%	2%	5%	3%	3%	3%	3%	4%	2%	3%	4%	4%	3%	7%	6%	*	2%	2%	*	3%	3%	*	
3	0%	*	*	0%	1%	0%	1%	0%	0%	0%	0%	1%	1%	*	*	*	*	*	*	*	1%	*	
4	0%	*	*	0%	*	0%	0%	*	*	0%	0%	0%	0%	*	*	*	*	*	*	*	*	*	
5 or more	0%	*	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	*	*	*	*	*	*	*	*	*	
<b>How many applications were accepted at a 4-year college or university?</b>																							
0	43%	27%	44%	53%	38%	41%	45%	62%	25%	39%	54%	61%	46%	69%	47%	11%	53%	41%	67%	52%	32%	48%	
1	19%	20%	21%	16%	20%	19%	18%	15%	20%	20%	16%	16%	16%	17%	17%	14%	21%	22%	11%	23%	20%	22%	
2	13%	15%	14%	11%	14%	13%	13%	9%	17%	14%	11%	10%	13%	7%	9%	12%	10%	13%	11%	11%	17%	12%	
3	10%	14%	8%	8%	10%	10%	9%	6%	13%	10%	8%	6%	10%	3%	10%	13%	8%	11%	*	7%	12%	10%	
4	7%	9%	6%	6%	7%	7%	6%	4%	10%	7%	5%	4%	7%	*	6%	17%	4%	7%	*	4%	8%	5%	
5 or more	9%	16%	7%	7%	9%	9%	8%	3%	15%	9%	6%	4%	9%	2%	10%	34%	3%	6%	*	3%	11%	4%	
<b>How many applications were accepted at a technical, business, trade or vocational school?</b>																							
0	93%	95%	92%	91%	94%	94%	91%	91%	95%	93%	92%	91%	94%	90%	85%	95%	89%	94%	89%	92%	92%	91%	
1	5%	3%	5%	6%	4%	4%	6%	6%	3%	5%	5%	6%	4%	7%	10%	3%	6%	5%	8%	5%	5%	7%	
2	1%	*	1%	2%	1%	2%	2%	2%	1%	1%	2%	2%	1%	3%	3%	*	2%	1%	*	2%	1%	*	
3	0%	*	1%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	*	*	*	*	*	*	1%	1%	*	
4	0%	*	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	*	*	*	*	*	*	*	0%	*	
5 or more	0%	*	*	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	*	*	*	2%	*	*	*	*	*	

Note: \* = < 6 respondents; totals may not sum to 100% due to rounding

**Appendix C.1. Survey Responses to Questions Discussed in Chapter III**

	Overall	Asian	Black	Hispanic	White	Female	Male	First Generation	Either Parent has a Bachelor's Degree	Plans on going to college	Low Income	Attends a Low-income High school	Austin ISD	Bastrop ISD	Del Valle ISD	Eanes ISD	Hays CISD	Leander ISD	Manor ISD	Phugerville ISD	Round Rock ISD	San Marcos CISD	
	8121	487	987	2670	3935	4140	3964	1930	3725	7395	2400	2540	2747	303	210	444	554	983	100	1019	1517	244	
<b>At what time in your life did you start thinking about college as a possibility after high school?</b>																							
As long as I can remember	46%	53%	42%	36%	54%	50%	43%	26%	64%	49%	35%	30%	40%	35%	27%	75%	39%	52%	28%	44%	57%	39%	
As a child/in elementary school	9%	10%	10%	9%	8%	10%	8%	9%	8%	9%	9%	9%	8%	6%	15%	7%	10%	10%	7%	10%	9%	11%	
In middle/junior high school	17%	15%	21%	19%	15%	17%	17%	22%	12%	17%	20%	21%	21%	18%	18%	8%	19%	13%	22%	17%	13%	18%	
In high school	26%	20%	26%	33%	21%	22%	29%	40%	15%	24%	33%	37%	29%	38%	36%	9%	28%	22%	40%	28%	19%	29%	
I've never thought about college as an option after high school.	2%	2%	1%	3%	2%	1%	3%	3%	1%	1%	3%	3%	2%	4%	5%	*	4%	3%	*	3%	2%	3%	
<b>Did you ever meet with your school/college counselor for the following issue?</b>																							
Scheduling/course selection/placement	67%	72%	61%	65%	69%	71%	62%	63%	71%	68%	63%	64%	68%	71%	51%	83%	65%	72%	48%	54%	68%	63%	
Writing college applications/essays	28%	33%	31%	30%	25%	28%	28%	28%	30%	29%	33%	32%	47%	13%	29%	36%	14%	11%	21%	15%	21%	20%	
Scholarship/financial aid information	42%	50%	49%	45%	38%	45%	39%	44%	41%	44%	47%	47%	51%	38%	50%	34%	41%	30%	36%	40%	39%	39%	
College information	54%	62%	58%	53%	54%	56%	53%	52%	55%	56%	53%	53%	56%	45%	58%	71%	52%	45%	40%	50%	59%	45%	
Career information	28%	26%	32%	35%	24%	27%	30%	34%	25%	29%	37%	35%	51%	24%	25%	18%	20%	14%	15%	17%	15%	19%	
<b>How do you plan to pay for your education after high school? Select all that apply.</b>																							
Scholarships and/or grants	59%	66%	67%	59%	57%	63%	55%	59%	61%	63%	60%	59%	59%	57%	57%	50%	60%	57%	59%	61%	62%	68%	
Personal or family savings	55%	65%	47%	47%	61%	57%	53%	36%	73%	58%	42%	36%	53%	38%	28%	83%	47%	56%	29%	51%	66%	46%	
Loans	42%	44%	42%	41%	42%	43%	41%	40%	43%	44%	39%	39%	40%	40%	35%	27%	45%	46%	34%	46%	44%	47%	
Working during the school year	49%	45%	49%	53%	48%	51%	47%	53%	46%	51%	52%	53%	49%	52%	53%	31%	54%	52%	47%	52%	47%	61%	
Working during the summer	49%	48%	47%	51%	49%	52%	47%	49%	50%	52%	50%	48%	51%	46%	46%	34%	50%	51%	35%	51%	49%	60%	
Don't know	12%	11%	12%	15%	10%	11%	13%	17%	6%	10%	16%	19%	15%	16%	22%	4%	13%	8%	20%	12%	7%	14%	
<b>How easy has it been for you and your parents/guardian to understand the process of applying for financial aid?</b>																							
Easy	21%	22%	25%	18%	23%	20%	22%	14%	26%	22%	18%	19%	22%	20%	16%	26%	17%	21%	17%	19%	23%	18%	
Some parts easy, some parts difficult	43%	49%	46%	44%	42%	45%	42%	44%	43%	46%	45%	44%	44%	39%	42%	37%	43%	44%	43%	42%	45%	49%	
Difficult	13%	14%	11%	14%	12%	13%	12%	16%	11%	13%	14%	14%	13%	14%	16%	10%	14%	14%	9%	13%	12%	14%	
I did not apply for financial aid	23%	15%	18%	24%	24%	21%	24%	25%	20%	19%	23%	24%	21%	27%	26%	26%	26%	22%	31%	26%	20%	19%	

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### Appendix C.1. Survey Responses to Questions Discussed in Chapter III

	Overall	Asian	Black	Hispanic	White	Female	Male	First Generation	Either Parent has a Bachelor's Degree	Plans on going to college	Low Income	Attends a Low-income High school	Austin ISD	Bastrop ISD	Del Valle ISD	Eanes ISD	Hays CISD	Leander ISD	Manor ISD	Phugerville ISD	Round Rock ISD	San Marcos CISD
<b>Survey Totals</b>	<b>8121</b>	<b>487</b>	<b>987</b>	<b>2670</b>	<b>3935</b>	<b>4140</b>	<b>3964</b>	<b>1930</b>	<b>3725</b>	<b>7395</b>	<b>2400</b>	<b>2540</b>	<b>2747</b>	<b>303</b>	<b>210</b>	<b>444</b>	<b>554</b>	<b>983</b>	<b>100</b>	<b>1019</b>	<b>1517</b>	<b>244</b>
<b>Did you or your parents/guardian submit your financial aid application (FAFSA or PROFILE)?</b>																						
Yes	55%	66%	62%	55%	52%	58%	52%	55%	57%	59%	57%	54%	55%	50%	62%	41%	54%	55%	57%	58%	57%	63%
No	45%	34%	38%	45%	48%	42%	48%	45%	43%	41%	43%	46%	45%	50%	38%	59%	46%	45%	43%	42%	43%	37%
<b>If you did not submit a financial application, why not? N=3400</b>																						
I do not need financial aid to attend college	22%	18%	17%	15%	28%	20%	23%	10%	34%	24%	14%	10%	23%	13%	7%	44%	13%	23%	*	15%	26%	10%
My parents were not willing to submit private financial information	5%	4%	8%	6%	4%	6%	5%	6%	4%	6%	7%	6%	6%	5%	7%	*	6%	5%	*	5%	5%	8%
My family did not think we would qualify or were eligible for financial aid	22%	24%	19%	20%	25%	27%	19%	18%	29%	25%	19%	20%	24%	16%	15%	30%	23%	21%	22%	20%	23%	23%
I did not know about the financial aid process	40%	46%	46%	46%	34%	39%	40%	51%	27%	42%	48%	48%	36%	51%	53%	23%	43%	39%	51%	47%	39%	40%
I do not plan to go to college	11%	7%	11%	13%	10%	8%	13%	15%	6%	4%	13%	15%	11%	15%	18%	*	15%	12%	18%	13%	7%	19%
<b>Will you be the first of your siblings (brothers or sisters) to attend college?</b>																						
Yes	52%	54%	51%	56%	49%	52%	52%	65%	44%	53%	57%	60%	52%	55%	63%	40%	54%	56%	52%	52%	50%	59%
No	41%	38%	43%	37%	45%	41%	42%	32%	48%	41%	37%	35%	40%	41%	31%	54%	40%	38%	43%	43%	44%	36%
I do not have any siblings	6%	8%	6%	6%	6%	6%	6%	3%	8%	6%	5%	5%	8%	4%	5%	6%	5%	7%	*	5%	6%	5%

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**Appendix C.1. Survey Responses to Questions Discussed in Chapter III**

	Overall	Asian	Black	Hispanic	White	Female	Male	First Generation	Either Parent has a Bachelor's Degree	Plans on going to college	Low Income	Attends a Low-income High school	Austin ISD	Bastrop ISD	Del Valle ISD	Eanes ISD	Hays CISD	Leander ISD	Manor ISD	Phugerville ISD	Round Rock ISD	San Marcos CISD	
	8121	487	987	2670	3935	4140	3964	1930	3725	7395	2400	2540	2747	303	210	444	554	983	100	1019	1517	244	
<b>What is the highest level of education completed by your mother?</b>																							
Did not enter or finish high school	13%	14%	9%	22%	8%	14%	12%	44%	1%	12%	24%	27%	18%	18%	22%	1%	16%	8%	22%	12%	7%	16%	
Graduated from high school or earned a GED	23%	16%	24%	26%	20%	22%	23%	56%	8%	22%	25%	30%	18%	35%	43%	5%	31%	24%	38%	27%	20%	36%	
Attended a 2-year community/junior college or vocational/ technical school, but did not complete a certificate or degree																							
Earned an Associate's degree or certificate from a 2-year college	9%	7%	11%	8%	10%	10%	8%	*	4%	9%	9%	10%	8%	11%	9%	4%	12%	12%	9%	12%	9%	7%	
Attended a 4-year college or university	6%	6%	8%	5%	6%	7%	5%	*	5%	6%	5%	5%	5%	7%	5%	3%	6%	8%	9%	7%	8%	4%	
Earned a Bachelor's degree	8%	5%	10%	5%	9%	8%	7%	*	7%	8%	6%	5%	7%	2%	4%	9%	7%	10%	6%	8%	8%	6%	
Earned a Master's, Ph.D., or other advanced degree	24%	28%	20%	15%	29%	22%	25%	*	51%	25%	14%	8%	22%	7%	4%	54%	15%	24%	*	20%	32%	18%	
Don't know	10%	15%	10%	8%	11%	11%	10%	*	23%	11%	9%	4%	15%	6%	*	20%	4%	8%	*	5%	11%	7%	
<b>What is the highest level of education completed by your father?</b>																							
Did not enter or finish high school	8%	9%	8%	9%	6%	7%	9%	*	1%	7%	9%	13%	8%	15%	12%	3%	10%	7%	14%	9%	5%	5%	
Graduated from high school or earned a GED	14%	13%	12%	23%	8%	14%	13%	48%	1%	13%	24%	28%	18%	22%	30%	2%	19%	7%	24%	14%	6%	19%	
Attended a 2-year community/junior college or vocational/ technical school, but did not complete a certificate or degree	20%	13%	23%	23%	17%	20%	19%	52%	5%	19%	21%	28%	16%	30%	34%	5%	30%	21%	35%	23%	15%	35%	
Earned an Associate's degree or certificate from a 2-year college	7%	4%	8%	6%	7%	6%	7%	*	2%	7%	6%	6%	4%	8%	4%	2%	9%	8%	*	10%	8%	6%	
Attended a 4-year college or university	4%	4%	5%	4%	5%	4%	4%	*	2%	4%	4%	3%	3%	8%	4%	2%	4%	6%	*	5%	4%	4%	
Earned a Bachelor's degree	6%	3%	7%	5%	7%	7%	6%	*	5%	7%	6%	5%	7%	3%	3%	5%	8%	8%	*	6%	7%	7%	
Earned a Master's, Ph.D., or other advanced degree	22%	23%	17%	14%	28%	21%	23%	*	47%	23%	14%	8%	20%	7%	3%	35%	13%	27%	6%	20%	30%	14%	
Don't know	16%	30%	14%	11%	18%	16%	16%	*	34%	17%	11%	3%	18%	4%	*	45%	4%	13%	*	8%	21%	5%	
	12%	10%	15%	14%	10%	12%	12%	*	3%	10%	16%	19%	13%	19%	19%	5%	13%	10%	25%	14%	9%	10%	

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Appendix C.1. Survey Responses to Questions Discussed in Chapter III

	Overall	Asian	Black	Hispanic	White	Female	Male	First Generation	Either Parent has a Bachelor's Degree	Plans on going to college	Low Income	Attends a Low-income High school	Austin ISD	Bastrop ISD	Del Valle ISD	Eanes ISD	Hays CISD	Leander ISD	Manor ISD	Phugerville ISD	Round Rock ISD	San Marcos CISD	
Survey Totals	8121	487	987	2670	3935	4140	3964	1930	3725	7395	2400	2540	2747	303	210	444	554	983	100	1019	1517	244	
<b>During high school, to what extent were your parents involved in the following school-related activities?</b>																							
<b>Volunteering at your school/participating in school committees</b>																							
Often	11%	9%	11%	9%	13%	12%	11%	6%	15%	12%	7%	8%	9%	10%	9%	17%	10%	11%	10%	12%	16%	9%	
Occasionally	22%	16%	22%	19%	25%	23%	22%	15%	27%	23%	18%	18%	21%	19%	21%	33%	19%	21%	19%	21%	23%	25%	
Rarely	23%	24%	23%	23%	23%	22%	24%	20%	25%	23%	23%	23%	26%	21%	21%	28%	21%	20%	25%	21%	21%	20%	
Never	44%	51%	44%	49%	39%	44%	43%	58%	33%	42%	51%	50%	44%	50%	50%	22%	49%	48%	46%	46%	40%	46%	
<b>Working with you on homework or school projects</b>																							
Often	15%	13%	19%	14%	15%	16%	14%	14%	16%	15%	14%	16%	13%	17%	18%	12%	17%	13%	21%	19%	16%	16%	
Occasionally	33%	28%	34%	33%	34%	33%	33%	30%	34%	33%	33%	32%	33%	35%	34%	31%	31%	33%	36%	32%	34%	34%	
Rarely	29%	30%	27%	28%	30%	29%	29%	27%	31%	29%	29%	26%	31%	21%	21%	35%	25%	30%	20%	26%	30%	25%	
Never	23%	29%	21%	25%	20%	22%	23%	30%	18%	22%	25%	26%	22%	26%	27%	21%	27%	24%	23%	23%	19%	25%	
<b>Helping you decide what classes to take</b>																							
Often	24%	22%	28%	22%	24%	26%	22%	18%	28%	25%	21%	20%	23%	20%	16%	28%	22%	19%	26%	26%	27%	26%	
Occasionally	29%	29%	29%	28%	31%	29%	30%	27%	32%	30%	28%	28%	30%	32%	25%	34%	28%	27%	25%	28%	31%	26%	
Rarely	23%	20%	21%	23%	24%	22%	23%	21%	23%	23%	24%	22%	24%	17%	21%	25%	22%	26%	26%	22%	22%	22%	
Never	24%	28%	22%	28%	21%	23%	24%	34%	16%	22%	28%	30%	23%	30%	38%	14%	28%	29%	23%	24%	20%	26%	
<b>Attending school meetings</b>																							
Often	17%	16%	17%	17%	18%	18%	16%	12%	22%	18%	17%	14%	21%	13%	10%	24%	12%	15%	11%	16%	16%	9%	
Occasionally	24%	21%	25%	23%	26%	25%	24%	18%	28%	25%	22%	21%	25%	18%	22%	37%	22%	23%	26%	22%	24%	19%	
Rarely	26%	24%	26%	26%	26%	25%	27%	26%	26%	26%	25%	28%	27%	21%	28%	25%	30%	23%	31%	25%	27%	29%	
Never	32%	39%	32%	34%	30%	32%	32%	44%	24%	31%	36%	37%	27%	48%	40%	14%	36%	39%	32%	37%	33%	44%	
<b>Communicating with your teachers (e.g., conferences, email, phone calls)</b>																							
Often	19%	15%	24%	18%	18%	19%	19%	16%	20%	19%	17%	19%	20%	18%	15%	17%	17%	15%	16%	24%	17%	21%	
Occasionally	29%	22%	31%	29%	30%	28%	30%	24%	32%	30%	27%	28%	32%	23%	27%	30%	29%	25%	35%	28%	29%	29%	
Rarely	30%	28%	28%	28%	32%	30%	31%	30%	31%	30%	31%	28%	31%	28%	29%	35%	27%	33%	26%	26%	32%	25%	
Never	22%	35%	17%	25%	19%	23%	20%	30%	16%	21%	24%	25%	17%	31%	30%	18%	27%	27%	23%	22%	22%	25%	

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Survey Totals	8121	487	987	2670	3935	4140	3964	1930	3725	7395	2400	2540	2747	303	210	444	554	983	100	1019	1517	244
<b>Attending athletic events and competitions</b>																						
Often	36%	21%	39%	30%	41%	36%	36%	26%	44%	38%	28%	29%	31%	36%	30%	49%	37%	40%	28%	38%	38%	39%
Occasionally	19%	16%	20%	20%	19%	19%	20%	19%	19%	19%	20%	19%	20%	17%	23%	22%	18%	16%	18%	19%	19%	15%
Rarely	14%	18%	13%	14%	12%	15%	14%	13%	13%	14%	16%	15%	15%	10%	10%	10%	14%	12%	19%	13%	13%	14%
Never	31%	45%	28%	35%	28%	33%	29%	40%	24%	29%	37%	37%	33%	37%	34%	20%	31%	31%	35%	30%	31%	32%
<b>Attending academic and/or performance events and competitions (e.g., science fair, debate, dance, theater, band, etc.)</b>																						
Often	22%	17%	21%	15%	27%	26%	18%	14%	27%	23%	13%	17%	10%	21%	20%	34%	28%	29%	20%	25%	30%	24%
Occasionally	17%	20%	18%	16%	18%	17%	18%	15%	19%	18%	16%	16%	15%	16%	22%	25%	15%	17%	20%	17%	20%	18%
Rarely	18%	20%	17%	19%	17%	19%	19%	17%	19%	18%	20%	18%	21%	18%	16%	20%	16%	15%	19%	15%	17%	16%
Never	43%	42%	45%	50%	38%	40%	45%	54%	35%	41%	52%	49%	53%	45%	41%	21%	42%	39%	41%	43%	33%	42%
<b>Joining and participating in the PTA/PTO</b>																						
Often	7%	6%	7%	6%	8%	6%	8%	4%	10%	7%	5%	4%	7%	5%	*	9%	6%	5%	*	5%	10%	2%
Occasionally	10%	8%	11%	8%	11%	10%	10%	5%	13%	10%	8%	6%	10%	8%	5%	12%	8%	8%	7%	9%	14%	5%
Rarely	14%	15%	16%	13%	14%	14%	14%	10%	17%	15%	13%	14%	16%	11%	13%	20%	11%	12%	11%	13%	14%	15%
Never	69%	71%	67%	74%	67%	70%	68%	81%	60%	68%	75%	77%	67%	77%	81%	59%	75%	75%	78%	73%	62%	78%
<b>Thinking back on your years in high school, how many hours per week did you typically spend studying?</b>																						
None	8%	5%	8%	8%	8%	5%	11%	9%	6%	6%	8%	9%	7%	14%	10%	3%	11%	8%	17%	10%	6%	7%
1-5 hours	50%	32%	51%	54%	50%	49%	52%	59%	42%	50%	52%	58%	51%	59%	47%	36%	59%	51%	62%	53%	44%	56%
6-10 hours	27%	30%	28%	26%	27%	29%	25%	23%	30%	28%	27%	24%	28%	19%	29%	31%	21%	27%	15%	27%	27%	28%
11-15 hours	9%	17%	8%	8%	10%	11%	8%	7%	13%	10%	8%	6%	9%	4%	7%	18%	7%	9%	*	7%	13%	6%
16 or more hours	6%	16%	4%	4%	6%	7%	5%	3%	9%	6%	5%	3%	5%	3%	8%	12%	3%	4%	*	4%	10%	3%

Note: \* = < 6 respondents; totals may not sum to 100% due to rounding

Appendix C.1. Survey Responses to Questions Discussed in Chapter III

	Overall	Asian	Black	Hispanic	White	Female	Male	First Generation	Either Parent has a Bachelor's Degree	Plans on going to college	Low Income	Attends a Low-income High school	Austin ISD	Bastrop ISD	Del Valle ISD	Eanes ISD	Hays CISD	Leander ISD	Manor ISD	Plugerville ISD	Round Rock ISD	San Marcos CISD
Survey Totals	8121	487	987	2670	3935	4140	3964	1930	3725	7395	2400	2540	2747	303	210	444	554	983	100	1019	1517	244
During your seniors year, approximately how many hours per week did you typically work for pay?																						
None	39%	53%	37%	41%	36%	39%	39%	37%	42%	39%	42%	41%	45%	35%	48%	49%	38%	29%	36%	33%	35%	38%
1-5 hours	9%	10%	8%	8%	10%	9%	10%	8%	11%	9%	8%	7%	7%	9%	10%	20%	9%	10%	14%	9%	10%	12%
6-10 hours	10%	10%	12%	9%	11%	10%	11%	9%	11%	11%	10%	9%	9%	11%	10%	11%	10%	12%	13%	10%	12%	15%
11-15 hours	13%	11%	12%	11%	14%	13%	12%	12%	14%	13%	10%	10%	11%	7%	10%	8%	11%	17%	10%	15%	15%	13%
16 or more hours	29%	16%	30%	29%	29%	28%	29%	35%	22%	28%	29%	33%	29%	39%	22%	12%	31%	32%	27%	32%	28%	22%
Please indicate the number of years of high school in which you participated in each of these school affiliated extracurricular activities:																						
Music (band, choir, orchestra)																						
Did not participate	71%	67%	72%	73%	69%	69%	73%	77%	65%	70%	72%	73%	66%	79%	83%	66%	69%	73%	81%	78%	70%	75%
1 year	8%	6%	10%	9%	8%	8%	8%	9%	8%	8%	9%	9%	10%	9%	6%	5%	8%	7%	11%	6%	8%	6%
2 years	5%	6%	4%	5%	5%	5%	5%	5%	5%	5%	5%	5%	6%	5%	4%	2%	5%	5%	*	4%	5%	7%
3 years	4%	4%	5%	4%	4%	4%	3%	3%	4%	4%	4%	4%	5%	3%	3%	4%	4%	4%	*	3%	3%	*
4 years	12%	16%	10%	10%	14%	14%	11%	6%	18%	13%	10%	8%	13%	4%	4%	23%	13%	12%	*	9%	14%	10%
Theater/Drama																						
Did not participate	79%	86%	76%	81%	77%	79%	79%	83%	78%	79%	80%	80%	82%	79%	75%	84%	75%	80%	74%	81%	72%	80%
1 year	13%	8%	15%	12%	13%	12%	13%	11%	12%	13%	12%	13%	11%	15%	17%	8%	16%	9%	18%	13%	17%	11%
2 years	4%	2%	5%	4%	4%	4%	4%	3%	4%	4%	4%	4%	3%	3%	6%	1%	4%	5%	6%	3%	5%	4%
3 years	2%	*	2%	1%	2%	2%	1%	1%	2%	2%	1%	1%	1%	*	*	*	2%	4%	*	1%	2%	*
4 years	3%	2%	2%	2%	4%	3%	3%	1%	4%	3%	2%	2%	2%	2%	*	5%	2%	2%	*	2%	4%	4%
Dance																						
Did not participate	80%	82%	77%	79%	81%	70%	90%	77%	83%	79%	77%	78%	79%	80%	76%	83%	83%	82%	70%	85%	75%	76%
1 year	7%	7%	9%	8%	7%	11%	4%	8%	6%	7%	9%	8%	8%	6%	9%	6%	9%	6%	13%	6%	7%	5%
2 years	6%	7%	7%	6%	5%	9%	3%	7%	5%	6%	7%	7%	6%	8%	9%	4%	4%	5%	9%	4%	7%	7%
3 years	3%	1%	2%	3%	3%	4%	2%	4%	2%	3%	3%	3%	3%	3%	*	2%	2%	3%	*	1%	3%	6%
4 years	4%	3%	5%	4%	5%	6%	2%	3%	5%	4%	3%	4%	4%	3%	7%	5%	2%	4%	*	2%	6%	5%

Note: \* = < 6 respondents; totals may not sum to 100% due to rounding

**Appendix C.1. Survey Responses to Questions Discussed in Chapter III**

	Overall	Asian	Black	Hispanic	White	Female	Male	First Generation	Either Parent has a Bachelor's Degree	Plans on going to college	Low Income	Attends a Low-income High school	Austin ISD	Bastrop ISD	Del Valle ISD	Eanes ISD	Hays CISD	Leander ISD	Manor ISD	Plugetville ISD	Round Rock ISD	San Marcos CISD
Survey Totals	8121	487	987	2670	3935	4140	3964	1930	3725	7395	2400	2540	2747	303	210	444	554	983	100	1019	1517	244
<b>Sports (outside of PE)</b>																						
Did not participate	44%	54%	36%	45%	45%	48%	40%	45%	42%	43%	46%	43%	44%	41%	45%	36%	39%	48%	39%	41%	49%	46%
1 year	11%	14%	12%	13%	10%	12%	11%	13%	10%	11%	13%	13%	13%	13%	9%	10%	14%	8%	15%	12%	10%	9%
2 years	11%	10%	11%	11%	11%	11%	11%	11%	11%	11%	12%	12%	11%	11%	13%	16%	14%	10%	13%	13%	10%	10%
3 years	9%	6%	11%	10%	9%	9%	10%	12%	9%	10%	10%	10%	10%	12%	10%	9%	8%	10%	10%	9%	9%	8%
4 years	24%	16%	29%	21%	25%	19%	28%	19%	28%	25%	19%	22%	22%	23%	24%	30%	24%	25%	23%	25%	22%	27%
<b>Academic clubs/UIL Academic Competitions</b>																						
Did not participate	73%	58%	78%	79%	71%	72%	75%	81%	66%	72%	79%	79%	80%	82%	76%	57%	70%	72%	80%	74%	67%	66%
1 year	9%	9%	8%	8%	9%	9%	8%	9%	9%	9%	8%	10%	7%	11%	10%	10%	12%	8%	10%	10%	8%	15%
2 years	7%	9%	6%	5%	8%	7%	6%	5%	9%	7%	5%	5%	4%	2%	5%	11%	6%	8%	6%	8%	9%	8%
3 years	4%	8%	2%	3%	4%	4%	4%	2%	5%	4%	3%	2%	3%	3%	*	8%	5%	3%	*	3%	5%	3%
4 years	7%	16%	6%	6%	8%	8%	6%	4%	11%	8%	5%	4%	5%	2%	7%	14%	7%	9%	*	4%	11%	7%
<b>Journalism (newspaper, yearbook)</b>																						
Did not participate	84%	85%	82%	84%	85%	82%	87%	84%	84%	84%	84%	81%	80%	87%	83%	84%	85%	88%	86%	88%	88%	73%
1 year	11%	8%	14%	12%	10%	13%	9%	13%	10%	11%	13%	15%	17%	7%	13%	6%	10%	6%	11%	7%	7%	21%
2 years	2%	2%	2%	2%	3%	3%	2%	2%	3%	2%	2%	3%	1%	3%	*	5%	2%	3%	*	3%	2%	4%
3 years	1%	*	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	2%	*	2%	1%	2%	*	*	1%	*
4 years	1%	4%	1%	1%	1%	2%	1%	1%	2%	1%	1%	1%	1%	*	*	3%	2%	1%	*	2%	2%	*
<b>Speech/Debate</b>																						
Did not participate	77%	75%	73%	78%	78%	77%	77%	76%	79%	77%	78%	76%	85%	82%	79%	85%	67%	77%	50%	75%	67%	67%
1 year	19%	17%	23%	19%	19%	19%	19%	21%	17%	19%	18%	20%	11%	18%	17%	11%	31%	19%	47%	22%	27%	28%
2 years	2%	3%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	*	*	*	*	2%	*	1%	2%	2%
3 years	1%	1%	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	*	*	*	*	1%	*	1%	1%	*
4 years	1%	4%	1%	1%	1%	1%	1%	1%	2%	1%	1%	1%	1%	*	*	2%	1%	1%	*	1%	2%	*
<b>Student Government</b>																						
Did not participate	83%	83%	80%	83%	84%	81%	85%	80%	86%	83%	83%	78%	86%	81%	69%	82%	79%	87%	69%	84%	81%	76%
1 year	11%	10%	14%	12%	10%	12%	10%	14%	8%	11%	12%	15%	7%	16%	29%	9%	17%	8%	27%	11%	13%	20%
2 years	3%	4%	3%	2%	3%	3%	3%	3%	3%	3%	2%	3%	3%	*	4%	2%	2%	2%	*	2%	3%	*
3 years	1%	*	1%	1%	2%	1%	1%	1%	2%	1%	1%	2%	2%	*	2%	*	*	1%	*	1%	1%	*
4 years	2%	3%	2%	1%	2%	2%	1%	2%	2%	2%	2%	2%	2%	*	*	3%	1%	2%	*	2%	2%	*

Note: \* = < 6 respondents; totals may not sum to 100% due to rounding

### Appendix C.1. Survey Responses to Questions Discussed in Chapter III

	Overall	Asian	Black	Hispanic	White	Female	Male	First Generation	Either Parent has a Bachelor's Degree	Plans on going to college	Low Income	Attends a Low-income High school	Austin ISD	Bastrop ISD	Del Valle ISD	Eanes ISD	Hays CISD	Leander ISD	Manor ISD	Phugerville ISD	Round Rock ISD	San Marcos CISD	
Survey Totals	8121	487	987	2670	3935	4140	3964	1930	3725	7395	2400	2540	2747	303	210	444	554	983	100	1019	1517	244	
<b>Please indicate the average number of hours per week during your senior year that you participated in the following activities outside of school (including practices, rehearsals, and competitions):</b>																							
<b>Arts/Music activities</b>																							
Did not participate	63%	59%	65%	66%	62%	62%	65%	70%	58%	63%	67%	67%	62%	75%	70%	52%	63%	63%	73%	70%	62%	61%	
1-5 hours per week	19%	22%	18%	18%	20%	20%	17%	16%	21%	19%	18%	17%	20%	14%	13%	25%	17%	18%	19%	14%	19%	20%	
6-10 hours per week	8%	9%	9%	8%	8%	8%	8%	6%	10%	8%	7%	7%	8%	6%	8%	10%	10%	7%	*	8%	9%	8%	
11-1.5 hours per week	4%	3%	3%	3%	4%	4%	3%	3%	4%	4%	3%	3%	3%	3%	3%	4%	5%	3%	*	3%	4%	3%	
16 or more hours per week	6%	6%	5%	6%	7%	6%	7%	5%	7%	6%	6%	6%	6%	3%	6%	8%	5%	9%	*	5%	6%	9%	
<b>Organized sports</b>																							
Did not participate	54%	60%	47%	56%	54%	59%	49%	58%	50%	53%	57%	55%	54%	58%	50%	47%	55%	57%	50%	53%	55%	55%	
1-5 hours per week	15%	16%	17%	15%	14%	14%	16%	14%	16%	15%	15%	15%	16%	13%	15%	17%	15%	12%	16%	14%	15%	10%	
6-10 hours per week	12%	12%	13%	12%	11%	11%	12%	12%	12%	12%	11%	12%	12%	11%	16%	10%	12%	9%	18%	12%	12%	9%	
11-1.5 hours per week	8%	6%	8%	7%	8%	7%	9%	7%	9%	8%	6%	7%	7%	8%	5%	9%	7%	8%	6%	10%	8%	7%	
16 or more hours per week	12%	6%	14%	10%	12%	9%	14%	10%	13%	12%	10%	12%	11%	11%	15%	17%	11%	14%	10%	11%	10%	18%	
<b>Community service/volunteering</b>																							
Did not participate	48%	43%	48%	51%	48%	42%	55%	57%	40%	46%	50%	55%	45%	60%	49%	34%	50%	51%	60%	57%	48%	44%	
1-5 hours per week	37%	40%	35%	35%	40%	42%	32%	28%	46%	39%	35%	30%	39%	26%	35%	53%	36%	37%	27%	31%	39%	39%	
6-10 hours per week	9%	10%	11%	9%	8%	10%	8%	10%	9%	9%	9%	9%	10%	8%	10%	8%	11%	8%	9%	7%	9%	11%	
11-1.5 hours per week	3%	4%	4%	3%	2%	3%	2%	2%	3%	3%	2%	3%	2%	*	5%	2%	1%	3%	*	3%	3%	4%	
16 or more hours per week	3%	3%	3%	3%	2%	3%	3%	3%	2%	3%	3%	3%	4%	4%	*	1%	2%	2%	*	2%	2%	3%	
<b>Environmental projects/activities</b>																							
Did not participate	81%	79%	78%	80%	82%	81%	81%	84%	78%	80%	80%	81%	77%	83%	77%	80%	82%	84%	77%	84%	85%	78%	
1-5 hours per week	15%	16%	17%	15%	14%	16%	14%	12%	17%	16%	15%	14%	18%	13%	18%	16%	14%	13%	19%	12%	12%	15%	
6-10 hours per week	3%	3%	3%	3%	2%	2%	3%	2%	2%	3%	3%	3%	3%	2%	3%	2%	2%	2%	*	2%	2%	5%	
11-1.5 hours per week	1%	*	2%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	*	3%	1%	*	1%	*	1%	1%	*	
16 or more hours per week	1%	*	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	*	*	*	*	*	*	*	1%	*	

Note: \* = < 6 respondents; totals may not sum to 100% due to rounding

Appendix C.1. Survey Responses to Questions Discussed in Chapter III

	Overall	Asian	Black	Hispanic	White	Female	Male	First Generation	Either Parent has a Bachelor's Degree	Plans on going to college	Low Income	Attends a Low-income High School	Austin ISD	Bastrop ISD	Del Valle ISD	Eanes ISD	Hays CISD	Leander ISD	Manor ISD	Phugerville ISD	Round Rock ISD	San Marcos CISD
<b>Boy Scouts/Girl Scouts</b>	<b>Survey Totals</b>	<b>487</b>	<b>987</b>	<b>2670</b>	<b>3935</b>	<b>4140</b>	<b>3964</b>	<b>1930</b>	<b>3725</b>	<b>7395</b>	<b>2400</b>	<b>2540</b>	<b>2747</b>	<b>303</b>	<b>210</b>	<b>444</b>	<b>554</b>	<b>983</b>	<b>100</b>	<b>1019</b>	<b>1517</b>	<b>244</b>
Did not participate	94%	93%	93%	95%	93%	96%	92%	97%	92%	94%	95%	96%	94%	94%	97%	89%	96%	94%	91%	95%	92%	97%
1-5 hours per week	4%	3%	4%	3%	4%	3%	5%	2%	5%	4%	4%	3%	4%	3%	*	6%	3%	3%	7%	3%	5%	*
6-10 hours per week	1%	2%	1%	1%	1%	1%	2%	1%	2%	1%	1%	1%	1%	*	*	3%	*	1%	*	1%	2%	*
11-15 hours per week	0%	*	*	*	1%	0%	1%	*	1%	0%	*	0%	0%	*	*	1%	*	*	*	*	*	*
16 or more hours per week	1%	*	1%	1%	1%	0%	1%	*	1%	1%	0%	0%	0%	*	*	*	*	1%	*	1%	1%	*
<b>Providing routine care to another family member</b>																						
Did not participate	81%	83%	74%	80%	84%	79%	83%	77%	85%	81%	79%	77%	81%	74%	79%	88%	80%	82%	75%	78%	84%	79%
1-5 hours per week	10%	11%	13%	11%	10%	12%	9%	12%	9%	11%	11%	12%	8%	16%	12%	10%	11%	11%	17%	13%	11%	11%
6-10 hours per week	4%	3%	6%	4%	3%	4%	4%	5%	3%	4%	5%	5%	4%	6%	5%	2%	4%	4%	*	4%	3%	5%
11-15 hours per week	2%	*	3%	2%	1%	2%	1%	2%	1%	2%	2%	2%	2%	2%	*	*	1%	2%	*	2%	1%	*
16 or more hours per week	3%	3%	4%	4%	2%	3%	3%	4%	2%	3%	4%	5%	5%	*	3%	*	3%	2%	*	3%	2%	3%

Note: \* = < 6 respondents; totals may not sum to 100% due to rounding



Appendix C.2. Survey Responses to Questions Discussed in Chapter IV

	Overall	Asian	Black	Hispanic	White	Female	Male	First Generation	Either Parent has a Bachelor's Degree	Plans on going to college	Low Income	Attends a Low-income High School	Bastrop ISD	Del Valle ISD	Eanes ISD	Hays CISD	Lander ISD	Manor ISD	Phlegerville ISD	Round Rock ISD	San Marcos CISD
<b>Survey Totals</b>	<b>5374</b>	<b>378</b>	<b>613</b>	<b>1474</b>	<b>2873</b>	<b>2703</b>	<b>2654</b>	<b>1220</b>	<b>2445</b>	<b>4839</b>	<b>1143</b>	<b>1424</b>	<b>303</b>	<b>210</b>	<b>444</b>	<b>554</b>	<b>983</b>	<b>100</b>	<b>1019</b>	<b>1517</b>	<b>244</b>
<b>Select the one area that best fits what you plan to study in your further education.</b>																					
Agricultural sciences and technologies	2%	*	*	1%	2%	1%	2%	1%	1%	2%	1%	1%	4%	*	2%	3%	2%	*	1%	2%	*
Business	14%	13%	17%	11%	15%	11%	17%	12%	16%	15%	11%	11%	14%	12%	18%	11%	13%	15%	12%	16%	13%
Communication	5%	4%	5%	4%	5%	4%	4%	3%	6%	5%	2%	3%	*	4%	9%	5%	4%	*	4%	5%	3%
Community services	4%	*	5%	3%	3%	3%	4%	6%	2%	3%	5%	5%	6%	5%	*	4%	3%	6%	6%	3%	5%
Computer and information sciences	3%	3%	3%	4%	3%	1%	6%	5%	3%	3%	3%	5%	4%	5%	*	4%	3%	*	5%	3%	3%
Education	7%	3%	7%	8%	7%	11%	3%	8%	6%	8%	8%	8%	11%	7%	5%	7%	9%	*	6%	6%	9%
Engineering	10%	15%	10%	8%	11%	4%	17%	8%	13%	10%	9%	8%	11%	6%	16%	5%	10%	15%	10%	12%	5%
Health sciences	18%	21%	23%	23%	14%	27%	9%	22%	15%	19%	23%	21%	16%	17%	11%	26%	16%	17%	23%	16%	19%
Humanities	2%	*	*	1%	3%	2%	2%	1%	3%	2%	1%	2%	*	*	2%	2%	3%	*	1%	2%	3%
Natural sciences and mathematics	6%	18%	3%	4%	6%	6%	6%	4%	8%	6%	4%	4%	3%	6%	9%	4%	6%	*	6%	7%	5%
Office skills	0%	*	*	*	0%	1%	*	*	0%	0%	1%	1%	*	*	*	*	*	*	*	*	*
Social sciences	5%	6%	4%	4%	6%	6%	4%	3%	7%	5%	3%	3%	3%	4%	9%	3%	5%	*	4%	6%	6%
Trade and industrial	3%	*	1%	4%	3%	*	5%	4%	1%	2%	4%	4%	6%	*	*	4%	3%	*	2%	2%	5%
Visual and performing arts	6%	3%	6%	6%	7%	7%	5%	5%	7%	6%	5%	6%	3%	7%	6%	6%	8%	*	5%	6%	8%
Hospitality and tourism	1%	*	1%	2%	1%	2%	1%	2%	1%	1%	3%	2%	2%	*	1%	2%	1%	*	1%	1%	*
Undecided/Other	14%	11%	12%	15%	14%	13%	14%	16%	11%	12%	16%	17%	15%	19%	9%	15%	14%	21%	15%	13%	14%
<b>How did you prepare for continuing your education after high school? Select all that apply.</b>																					
Participated in a leadership course/experience at a college	13%	18%	14%	11%	13%	14%	12%	9%	18%	14%	9%	10%	8%	19%	18%	6%	19%	7%	9%	14%	13%
<b>What activities have you completed to enroll in college after high school graduation? Select all that apply.</b>																					
Wrote a college application/essay in my junior and/or senior English class	60%	75%	54%	46%	67%	64%	56%	44%	75%	64%	43%	43%	43%	34%	88%	57%	64%	40%	51%	65%	56%
Completed an application to a college, university, or technical school, or completed the Texas Common Application	72%	84%	76%	60%	75%	76%	67%	60%	83%	77%	60%	63%	57%	68%	92%	68%	70%	61%	65%	77%	71%
None of the above	19%	9%	17%	29%	16%	15%	23%	30%	10%	14%	29%	27%	32%	24%	4%	22%	19%	28%	26%	15%	19%

Note: \* = < 6 respondents; totals may not sum to 100% due to rounding

## Appendix C.2. Survey Responses to Questions Discussed in Chapter IV

	Overall	Asian	Black	Hispanic	White	Female	Male	First Generation	Either Parent has a Bachelor's Degree	Plans on going to college	Low Income	Attends a Low-income High School	Bastrop ISD	Del Valle ISD	Eanes ISD	Hays CSD	Lander ISD	Manor ISD	Phugerville ISD	Round Rock ISD	San Marcos CSD	
<b>Survey Totals</b>	5374	378	613	1474	2873	2703	2654	1220	2445	4839	1143	1424	303	210	444	554	983	100	1019	1517	244	
<b>In which of the following college preparation programs did you participate while in high school?</b>																						
College Readiness with APIE	0%	*	*	1%	0%	0%	1%	1%	0%	0%	*	0%	*	*	*	*	*	*	*	*	1%	*
I did not participate in any program like this.	66%	56%	62%	62%	71%	64%	68%	63%	68%	65%	60%	63%	72%	45%	89%	60%	66%	68%	73%	61%	61%	55%
<b>If you participated in one or more college preparation program, what did you get out of it?</b>																						
I did not participate in any program like this.	66%	55%	61%	62%	71%	64%	68%	62%	69%	65%	60%	62%	73%	46%	86%	61%	68%	62%	72%	60%	56%	
<b>When did you first take a college entrance test (ACT, SAT, THEA, Compass, Asset)?</b>																						
Fall of junior year	18%	24%	12%	15%	19%	18%	17%	13%	23%	18%	11%	15%	13%	20%	31%	12%	14%	15%	11%	22%	22%	
Spring of junior year	25%	32%	16%	20%	30%	27%	24%	17%	33%	27%	17%	21%	12%	22%	43%	21%	24%	11%	21%	27%	44%	
Summer after junior year	8%	10%	8%	5%	9%	8%	7%	6%	9%	8%	6%	5%	5%	11%	9%	8%	10%	*	7%	8%	2%	
Fall of senior year	20%	16%	25%	23%	17%	21%	18%	22%	17%	20%	23%	20%	23%	21%	9%	20%	19%	24%	26%	18%	8%	
Other	9%	7%	16%	12%	7%	9%	10%	14%	5%	9%	17%	14%	14%	4%	2%	17%	10%	11%	12%	7%	9%	
I did not take college entrance tests.	5%	7%	6%	4%	5%	5%	5%	4%	6%	5%	4%	4%	4%	4%	4%	6%	6%	*	5%	5%	7%	
<b>Did you ever meet with your school/college counselor for the following issue?</b>																						
Personal/family issues	16%	13%	17%	17%	16%	20%	13%	17%	14%	16%	20%	17%	16%	16%	12%	18%	12%	14%	17%	19%	17%	
Grades/test scores/academic performance	46%	49%	55%	50%	42%	49%	43%	49%	44%	47%	52%	49%	51%	46%	41%	52%	45%	44%	41%	49%	47%	
Writing resumes/job applications	7%	12%	8%	6%	7%	7%	8%	7%	9%	8%	8%	7%	9%	7%	12%	5%	4%	11%	7%	8%	11%	
Graduation plans	44%	43%	50%	46%	42%	46%	42%	46%	42%	44%	48%	46%	46%	37%	33%	50%	35%	40%	43%	52%	42%	
I did not meet with my school counselor	11%	7%	10%	14%	10%	8%	15%	15%	8%	10%	14%	15%	13%	17%	2%	10%	11%	15%	16%	8%	17%	
<b>Who helped you the most in preparing for your further education and training?</b>																						
School/college counselors	19%	21%	18%	23%	16%	20%	18%	24%	15%	19%	25%	22%	23%	33%	17%	19%	15%	29%	17%	19%	19%	
Teachers	21%	24%	15%	22%	22%	21%	22%	24%	29%	21%	22%	21%	16%	21%	26%	23%	29%	22%	17%	19%	18%	
Other school personnel	4%	4%	6%	6%	3%	4%	5%	6%	3%	3%	7%	8%	13%	5%	2%	5%	3%	*	3%	3%	14%	
Parents/guardian	42%	36%	49%	34%	46%	44%	41%	30%	51%	44%	30%	33%	35%	22%	44%	38%	42%	44%	47%	47%	33%	
Others	13%	16%	12%	16%	12%	12%	15%	16%	10%	12%	16%	16%	13%	18%	11%	15%	11%	10%	16%	13%	16%	

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## Appendix C.2. Survey Responses to Questions Discussed in Chapter IV

	Overall	Asian	Black	Hispanic	White	Female	Male	First Generation	Either Parent has a Bachelor's Degree	Plans on going to college	Low Income	Attends a Low-income High School	Bastrop ISD	Del Valle ISD	Eanes ISD	Hays Cisd	Lander ISD	Manor ISD	Phlegerville ISD	Round Rock ISD	San Marcos Cisd
<b>Survey Totals</b>	5374	378	613	1474	2873	2703	2654	1220	2445	4839	1143	1424	303	210	444	554	983	100	1019	1517	244
<b>What activity at your school helped you the most to prepare for further education or training?</b>																					
Taking the PSAT	11%	10%	13%	9%	12%	10%	13%	10%	11%	11%	8%	10%	7%	7%	6%	10%	13%	8%	14%	13%	4%
Completing an application to a college, university, or technical school, or completing the Texas Common Application	14%	15%	14%	12%	14%	15%	13%	13%	15%	15%	12%	14%	12%	20%	16%	12%	14%	14%	8%	16%	20%
Meeting with a transition coordinator/college counselor or other school staff member to discuss college plans and processes	12%	16%	12%	13%	12%	15%	10%	14%	13%	13%	13%	10%	10%	10%	11%	12%	16%	7%	14%	11%	9%
Writing college applications/essays in my junior and/or senior English class	12%	13%	9%	8%	14%	13%	10%	8%	15%	12%	7%	8%	9%	4%	19%	15%	14%	*	9%	11%	9%
Taking an SAT/ACT preparation course	8%	7%	11%	9%	8%	7%	10%	9%	8%	9%	9%	9%	8%	11%	10%	7%	7%	17%	8%	8%	9%
Participating in a college fair/college night	7%	5%	10%	7%	6%	8%	6%	7%	5%	7%	9%	8%	8%	7%	5%	6%	5%	10%	11%	5%	11%
Meeting with a college representative at my high school	10%	11%	10%	12%	9%	10%	10%	12%	9%	10%	13%	12%	9%	14%	10%	14%	5%	12%	9%	12%	10%
Other	26%	23%	21%	29%	25%	22%	30%	27%	23%	22%	28%	29%	37%	26%	22%	25%	25%	29%	25%	24%	29%
<b>How do you plan to pay for your education after high school?</b>																					
<b>Select all that apply.</b>																					
I do not plan to attend college	2%	*	1%	3%	2%	1%	3%	4%	1%	0%	3%	4%	3%	5%	*	4%	3%	*	2%	2%	4%
<b>Who in your family attended a college or financial aid event?</b>																					
<b>Select all that apply.</b>																					
Me	32%	42%	29%	27%	34%	35%	29%	26%	38%	34%	26%	28%	20%	33%	40%	28%	32%	28%	30%	35%	33%
My parents/guardian	47%	53%	54%	33%	52%	49%	46%	21%	64%	50%	30%	33%	35%	31%	57%	39%	51%	27%	45%	55%	28%
Other family members	19%	17%	25%	22%	17%	19%	20%	23%	17%	19%	23%	23%	30%	20%	16%	23%	17%	23%	21%	16%	21%
No one	27%	24%	19%	34%	25%	27%	27%	41%	20%	25%	34%	33%	30%	31%	24%	31%	26%	27%	27%	23%	36%
Don't know	11%	9%	11%	11%	12%	10%	13%	10%	9%	10%	12%	11%	12%	14%	12%	11%	12%	17%	10%	11%	9%
<b>Who helped you the most in obtaining financial aid information?</b>																					
School personnel (counselors, transition coordinators, teachers, etc.)	30%	26%	32%	38%	26%	31%	29%	40%	25%	31%	42%	42%	48%	49%	14%	30%	27%	39%	32%	26%	51%
Parents/family/guardian	30%	31%	38%	21%	32%	31%	29%	19%	37%	32%	20%	20%	19%	13%	36%	25%	33%	23%	31%	34%	16%
My own independent research	15%	26%	10%	13%	15%	16%	13%	15%	15%	15%	13%	12%	7%	12%	19%	15%	15%	9%	12%	17%	12%
Other	7%	8%	8%	8%	6%	8%	8%	8%	5%	7%	9%	8%	6%	10%	5%	8%	6%	7%	7%	8%	7%
I did not get financial aid information.	19%	10%	11%	19%	21%	15%	22%	19%	18%	15%	17%	18%	20%	16%	27%	22%	19%	22%	18%	16%	13%

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## Appendix C.2. Survey Responses to Questions Discussed in Chapter IV

	Overall	Asian	Black	Hispanic	White	Female	Male	First Generation	Either Parent has a Bachelor's Degree	Plans on going to college	Low Income	Attends a Low-income High School	Bastrop ISD	Del Valle ISD	Eanes ISD	Hays Cisd	Lander ISD	Manor ISD	Phlegerville ISD	Round Rock ISD	San Marcos Cisd
<b>Survey Totals</b>	<b>5374</b>	<b>378</b>	<b>613</b>	<b>1474</b>	<b>2873</b>	<b>2703</b>	<b>2654</b>	<b>1220</b>	<b>2445</b>	<b>4839</b>	<b>1143</b>	<b>1424</b>	<b>303</b>	<b>210</b>	<b>444</b>	<b>554</b>	<b>983</b>	<b>100</b>	<b>1019</b>	<b>1517</b>	<b>244</b>
<b>When did you or your parents/guardian submit your financial aid application (FAFSA or PROFILE)?</b>																					
January	12%	16%	15%	10%	12%	13%	12%	10%	15%	13%	10%	9%	6%	13%	11%	9%	15%	8%	11%	14%	15%
February	14%	21%	16%	13%	12%	15%	13%	15%	14%	15%	15%	16%	17%	19%	9%	14%	11%	13%	14%	15%	16%
March	13%	19%	14%	13%	12%	14%	11%	12%	13%	14%	14%	15%	12%	11%	9%	15%	9%	14%	14%	14%	20%
April	7%	5%	10%	6%	7%	8%	6%	7%	6%	7%	6%	7%	5%	8%	7%	6%	8%	11%	8%	6%	5%
May	1%	*	2%	2%	1%	2%	1%	1%	1%	2%	2%	1%	*	*	*	1%	3%	*	1%	1%	*
June	0%	*	*	0%	0%	0%	0%	*	*	0%	1%	*	*	*	*	*	*	*	*	*	*
I will submit an application later this year.	8%	8%	10%	10%	7%	8%	8%	10%	6%	8%	11%	9%	10%	10%	5%	8%	8%	8%	10%	7%	7%
I did not submit an application.	28%	16%	16%	30%	31%	26%	30%	31%	27%	24%	27%	29%	33%	27%	38%	32%	26%	26%	27%	26%	21%
Don't know	17%	13%	17%	16%	17%	14%	19%	13%	17%	16%	14%	14%	17%	11%	20%	13%	19%	17%	15%	17%	16%
<b>Were you born in the U.S.?</b>																					
Yes	90%	64%	94%	83%	96%	91%	90%	87%	91%	91%	80%	88%	91%	86%	93%	92%	92%	81%	88%	89%	96%
No	10%	36%	6%	17%	4%	9%	10%	13%	9%	9%	20%	12%	9%	14%	7%	8%	8%	19%	12%	11%	4%
<b>Which of your parents were born in the U.S.?</b>																					
Mother	5%	4%	5%	9%	4%	5%	5%	6%	4%	5%	7%	7%	5%	9%	4%	6%	4%	7%	5%	5%	7%
Father	5%	4%	3%	7%	4%	4%	5%	5%	5%	5%	4%	4%	4%	5%	6%	6%	4%	*	4%	6%	4%
Both	72%	3%	84%	51%	89%	73%	71%	60%	75%	73%	53%	67%	72%	62%	76%	72%	79%	63%	70%	69%	80%
Neither	18%	88%	8%	33%	3%	17%	19%	28%	15%	18%	36%	22%	19%	24%	14%	16%	14%	27%	21%	21%	9%
<b>Which of your parents worked in paid employment for most of the time you were in high school?</b>																					
Mother	13%	10%	27%	15%	10%	15%	12%	17%	9%	13%	23%	19%	10%	19%	7%	15%	11%	24%	19%	11%	16%
Father	25%	34%	11%	22%	29%	24%	27%	24%	31%	26%	25%	20%	24%	20%	43%	21%	27%	24%	19%	27%	18%
Both	53%	46%	51%	52%	55%	53%	48%	53%	56%	53%	38%	49%	54%	44%	46%	54%	56%	39%	52%	54%	57%
Neither	2%	2%	3%	3%	2%	2%	2%	3%	2%	2%	4%	3%	3%	3%	2%	3%	2%	*	2%	2%	*
Don't know	6%	7%	8%	8%	4%	6%	7%	7%	3%	6%	10%	9%	8%	14%	2%	6%	4%	13%	7%	6%	7%
<b>Who lives in your current household? Select all that apply.</b>																					
Mother/step-mother	89%	93%	82%	88%	90%	90%	88%	85%	94%	90%	83%	85%	84%	81%	96%	89%	90%	84%	86%	91%	89%
Father/step-father	75%	84%	55%	72%	79%	73%	77%	69%	84%	76%	59%	68%	78%	60%	87%	75%	79%	62%	65%	78%	71%
Grandparent(s)	5%	10%	6%	5%	4%	5%	6%	6%	3%	5%	7%	6%	7%	9%	3%	6%	4%	*	5%	5%	4%
Other adult(s)	13%	15%	16%	18%	9%	13%	12%	18%	7%	12%	20%	18%	17%	20%	5%	20%	11%	19%	15%	9%	14%
I live on my own	2%	2%	3%	2%	2%	2%	2%	3%	1%	2%	3%	3%	2%	*	*	3%	3%	*	4%	2%	3%

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<b>Survey Totals</b>	<b>5374</b>	<b>378</b>	<b>613</b>	<b>1474</b>	<b>2873</b>	<b>2703</b>	<b>2654</b>	<b>1220</b>	<b>2445</b>	<b>4839</b>	<b>1143</b>	<b>1424</b>	<b>303</b>	<b>210</b>	<b>444</b>	<b>554</b>	<b>983</b>	<b>100</b>	<b>1019</b>	<b>1517</b>	<b>244</b>
<b>What is the primary reason you work? N=3643</b>																					
To save money for college	24%	29%	20%	19%	27%	27%	21%	19%	29%	26%	18%	18%	13%	21%	27%	22%	25%	15%	21%	29%	18%
To help my family with bills/expenses	18%	15%	15%	31%	13%	18%	19%	31%	9%	18%	35%	28%	28%	25%	3%	21%	17%	37%	21%	15%	26%
I like the freedom of having my own money	50%	47%	57%	42%	53%	48%	53%	43%	55%	50%	39%	47%	52%	44%	62%	51%	50%	42%	49%	50%	46%
Other	8%	9%	8%	8%	8%	8%	8%	7%	7%	7%	8%	8%	7%	9%	8%	6%	8%	*	10%	7%	10%
<b>Please indicate the number of years of high school in which you participated in each of these school affiliated extracurricular activities:</b>																					
<b>Career and technical student organizations (BPA, HOSA, FFA, FCCLA, VICA)</b>																					
Did not participate	83%	77%	80%	82%	84%	80%	85%	80%	84%	82%	81%	81%	74%	88%	93%	82%	80%	81%	85%	82%	79%
1 year	8%	7%	11%	9%	6%	10%	6%	10%	6%	8%	10%	10%	14%	3%	3%	10%	8%	10%	9%	7%	10%
2 years	4%	5%	4%	5%	4%	5%	4%	5%	4%	4%	5%	4%	4%	3%	2%	5%	7%	6%	3%	4%	5%
3 years	2%	5%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	4%	3%	*	2%	2%	*	1%	3%	*
4 years	3%	6%	3%	2%	3%	3%	3%	3%	3%	3%	2%	3%	4%	4%	*	1%	3%	*	2%	4%	5%
<b>Service clubs</b>																					
Did not participate	67%	50%	72%	72%	65%	58%	76%	74%	59%	65%	74%	71%	77%	67%	58%	66%	67%	79%	72%	64%	61%
1 year	10%	12%	10%	9%	9%	11%	8%	10%	10%	10%	9%	10%	11%	10%	10%	11%	9%	9%	8%	9%	11%
2 years	11%	13%	8%	9%	12%	14%	8%	8%	13%	12%	7%	8%	3%	12%	14%	12%	9%	*	11%	11%	13%
3 years	5%	12%	4%	4%	5%	6%	3%	3%	6%	5%	4%	4%	3%	5%	4%	5%	6%	*	3%	6%	7%
4 years	8%	13%	6%	7%	9%	11%	5%	5%	11%	8%	6%	6%	6%	7%	15%	6%	7%	*	5%	10%	8%
<b>Please indicate the average number of hours per week during your senior year that you participated in the following activities outside of school (including practices, rehearsals, and competitions):</b>																					
<b>Faith-based organizations/activities</b>																					
Did not participate	67%	69%	63%	75%	64%	64%	70%	78%	58%	66%	76%	75%	73%	79%	61%	70%	66%	77%	72%	62%	70%
1-5 hours per week	23%	20%	24%	17%	26%	25%	21%	15%	30%	24%	14%	16%	19%	12%	29%	21%	24%	17%	20%	27%	19%
6-10 hours per week	6%	7%	8%	5%	6%	7%	5%	4%	7%	6%	5%	5%	4%	5%	7%	6%	6%	*	5%	6%	7%
11-15 hours per week	2%	2%	3%	1%	2%	2%	2%	2%	2%	2%	2%	2%	2%	*	2%	*	2%	*	2%	3%	*
16 or more hours per week	2%	2%	2%	2%	2%	1%	2%	2%	2%	2%	2%	2%	*	*	*	2%	2%	*	2%	2%	4%

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