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CENTRAL TEXAS
Student Futures
PROJECT

Findings from the 2007 Senior Surveys

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Executive Summary

The Central Texas Student Futures Project is a research partnership of the Ray Marshall Center, Skillpoint Alliance, and a growing number of Central Texas independent school districts (ISDs). The project is following the progress of Central Texas seniors as they make the critical transition from high school to postsecondary education and the labor market.

Major Research Questions and Expected Results

In each year of the study, Student Futures Project researchers plan to answer the following major research questions for the region's high school students:

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?

The first two questions constitute the study's primary focus and will be analyzed for Central Texas students as a whole and for key population groups of students. 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 four years after high school graduation using administrative data. Statistical analysis of the resulting data 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 work of the Student Futures Project is organized into a series of research and dissemination cycles. Four ISDs—Austin, Del Valle, Pflugerville and Round Rock—participated in the Student Futures Project in 2005, working with researchers to pilot and test the survey instrument and presentation formats. Results from the initial research cycle were reported in the *Central Texas High School Graduate Data Center Year One Final Report* (Schexnayder et al., 2006). With the addition of Leander and Manor ISDs, six school districts participated in the second research cycle, which started in 2006. Two reports for the second research cycle were issued on the Class of 2006: *Central Texas High School Graduate Data Center: Findings from the 2006 Senior Surveys* (Schexnayder et al., 2007) and *Education and Work After High School: A First Look at the Class of 2006* (King et al., 2007). All reports can be downloaded from the project’s website: www.centexstudentfutures.org.

Cycle Three Activities and Contents of This Report

During the third research and dissemination cycle (January 2007 through September 2008), the Student Futures Project has surveyed 2007 seniors prior to their graduation to gather information about their family backgrounds, high school activities, and plans and preparation for life after high school, information that is not available from school records. Two versions of the survey were administered: an online version created by Student Futures Project researchers completed by students in Del Valle, Eanes, Manor, Leander, Pflugerville, Round Rock, and San Marcos Consolidated ISDs, and a separate online version created by Austin ISD, an exit survey the district has administered for several years in its schools. This report summarizes the survey responses of seniors who completed the senior surveys in the spring of 2007. In Chapter III, only those questions asked on both versions of the survey are examined; Chapter IV examines questions asked solely on the Student Futures Project survey encompassing seven of the eight participating districts.

Researchers are also collecting historical student records from participating school districts, as well as postsecondary enrollment and workforce participation data through the fall of 2008. The Student Futures Project is combining data from all of these sources, as well as data collected from the Class of 2006 seniors and developing statistical models, to identify those background and school variables related to students’ initial enrollment and retention in postsecondary education and participation in the workforce. A forthcoming report, targeted

for release in the summer of 2008, will provide a look at the Class of 2007's initial entry into postsecondary education and employment, as well as the retention of students from the Class of 2006 seniors. The report will detail factors related to successful transitions for these students.

Summary of Findings from the 2007 Survey of High School Seniors

A total of 6,616 seniors in eight participating school districts took the survey during the spring semester prior to graduation (63% of all seniors in those districts). The demographic characteristics of the respondents varied widely by district. The composition of the surveyed seniors of 2006 and the seniors of 2007 varied little when comparing racial/ethnic characteristics, gender, income status and plans for initial postsecondary education. The greatest divergence between the two survey groups occurred due to the addition of two school districts in 2007 and an increase in response rates across most districts.

Survey responses for the major survey categories were analyzed both for all respondents and for selected groups of interest. Responses were examined for the following groups: students planning further education within one year of graduation; first-generation students;¹ low-income students; students attending low-income schools;² and students by race/ethnicity and gender. Differences by ISD are generally not discussed in the text because those responses typically reflect the different demographic composition of each district. Other survey limitations are discussed in the report.

The following sections summarize selected findings around family background/influences, high school experiences, and preparation for life after high school, first for those questions answered by survey respondents from all districts, then for additional questions asked only in the non-AISD districts. All differences discussed among population groups are both large and statistically significant. Where appropriate, divergent trends from the Class of 2006 data are mentioned, but more detail is given to this subject in the full report. A report appendix contains complete responses to those survey questions asked in both versions of the survey.

¹ Students who had reported neither parent had attended postsecondary education were classified as first-generation students

² Low-income schools are defined as those in which at least 40% of students come from low-income families. Nine of the 25 participating high school meet this definition, with seven of these schools having low-income student populations of at least 50%.

Analysis of 2007 Responses for All Districts

The following points summarize responses for questions that were asked on both the Austin ISD survey and the Student Futures Project survey. When possible, researchers also analyzed responses to questions that were similar between the two surveys.

Family Background/Influences

- Thirty-seven percent of respondents report thinking about college as an option “for as long as I can remember,” while 47% did not think about college as an option until middle or high school. Students whose parents both had at least a bachelor’s degree, those planning to attend college, and White and Asian students were more likely to respond “for as long as I can remember.” First-generation, low-income and Hispanic students were more likely to begin thinking about college in high school.
- Approximately 40% of all respondents reported that their parents “rarely” or “never” worked with them on homework or school projects, helped them decide what classes to take, attended school activities or meetings, or communicated with their teachers.

High School Experiences

- More than nine out of ten respondents reported studying, with most students studying between one and five hours per week. Asian students were significantly more likely than White, Black, and Hispanic students to study 16 or more hours per week. Gender differences observed in the Class of 2006 results were not present in the Class of 2007 data.
- Approximately seven out of ten respondents reported working during their senior year. Asian students were less likely than students of other race/ethnic backgrounds to work at all. First-generation students and those planning to work after graduation were more likely to work more than 16 hours per week.
- Eighty-seven percent of all respondents participated in at least one extracurricular activity. Differences in participation in many activities were dependent on gender. First-generation students were less likely to participate in every activity

except routine family care. Low-income students were significantly more likely to provide routine care for a family member. This differs from the Class of 2006, where it was observed that many additional subgroups of students were more likely to provide such care when compared to their counterparts.

Preparation for Life after High School

- Overall, half of respondents felt that they were well or very well prepared by their high school to meet their college and career goals. Forty-three percent also felt well or very well prepared by their high schools when asked about the college selection/application process.
- Eighty-six percent of all respondents reported participating in at least one college preparation activity. Low-income, first-generation and Hispanic students were less likely to participate in any one activity.
- The vast majority of respondents (94%) reported meeting with a counselor. The most common topic of discussion was “scheduling, course selection, and placement.” First-generation students and those who attended a low-income high school were less likely than their counterparts to meet with a counselor regarding writing college applications/essays. Additionally, both Black and Hispanic students were more likely than White students to meet with counselors about grades/test scores/academic performance.
- More than seven out of ten students indicated “yes” or “maybe” when asked if they were borrowing money for college, yet only 51% reported having filled out a FAFSA. Only four out of ten respondents found the financial aid process “easy or very easy.”
- Eighty-five percent of all respondents reported applying to some type of postsecondary institution, and 67% applied to a four-year college. Low-income students, first-generation students, and those that attended a low-income high school were significantly more likely to apply to a two-year college or not apply at all. Hispanic students were significantly less likely than students from other race/ethnic groups to apply to any form of postsecondary education.

- Fifty-two percent of respondents reported already being accepted to some form of postsecondary education as of the date they took the survey, a number lower than 2006 that is most likely attributable to the survey being administered earlier in the spring for many districts. Those who attended a low-income high school as well as first-generation, low-income, and Hispanic students were less likely to report acceptance to any form of postsecondary education.

Analysis of Responses to Questions Asked Only on the Student Futures Project Survey

Several survey questions relevant to Student Futures Project researchers were not included in the Austin ISD exit survey. The following points summarize responses for those questions, answered by students in seven of the eight participating districts.

Family Background/Influences

- A majority of parents (77%) encouraged their children “a great deal” to pursue further education beyond high school. However, respondents most often said that their own decisions had the greatest influence on their decision making about their future.

Preparation for Life after High School

- Not only were students asked how long they had been thinking about college, but they were also asked when they started *expecting* to go to college. Equal shares of students reported expecting to go to college starting either “for as long as I can remember” or in high school. Students with both parents with at least a bachelor’s degree were more likely than first-generation students to respond expecting “for as long as I can remember.” Hispanic, low-income, and first-generation students were more likely to start expecting to go to college in high school.
- The majority of students felt prepared for regular or advanced coursework in the core subjects. However, more than one-fourth of first-generation students felt that they would need remedial English/language arts coursework. Low-income and

first-generation students were also more likely to believe they would require remedial coursework in mathematics and science.

- Almost half of all respondents reported taking a college entrance test prior to their senior year. Students whose parents had at least a bachelor's degree, as well as Asian and White students, were more likely to have done this. Low-income, first-generation, and Hispanic students were less likely to have taken a college entrance exam at the time of the survey.
- More than 60% of respondents reported that someone in their family had attended a financial aid event, and 31% of respondents reported attending one themselves. Those who had attended a low-income high school, first-generation, and Hispanic students were less likely to report that their parents had attended a financial aid event.
- Students mentioned parents (33%) most often as the person who had been the most helpful in obtaining financial aid, followed by school personnel (29%). Those who attended a low-income high school, first-generation, and low-income students were more likely to indicate that school personnel were most helpful.
- Of seniors who had not submitted a FAFSA, 35% reported not knowing about the financial aid process, while another 30% indicated that they did not need financial aid. First-generation (53%) and low-income (61%) students were less likely to report knowledge of the financial aid process.

Summary and Next Steps

Senior survey responses across all districts in 2007 reveal that Central Texas students are a very diverse group, with future goals as varied as their backgrounds. With a majority of seniors in seven of the eight districts participating in this year's survey, these survey findings provide valuable insights for district administrators, school counselors, and others. Reported findings were not weighted against the entire senior class in each district, but rather, reflect the opinions of those seniors who participated in the survey. Even so, the survey sample was largely representative of the senior classes from which it was drawn, as shown by the analysis in Chapter II. Additionally, the composition of the 2007 survey sample was not

significantly different from the 2006 survey sample in terms of student subgroups; however, the distribution of responses across districts was less heavily weighted toward Austin ISD in 2007.

In the entire survey sample, across all eight participating districts, the 2007 survey results indicate that regardless of the differences in the composition of the sample, many of the significant differences seen in the 2006 survey results hold true for the Class of 2007. In many areas, including thinking about college as an option, studying for high school classes, working for pay, participating in extracurricular and college prep activities, and submitting college applications, results for 2007 seniors were very similar to those for seniors in the Class of 2006. Many of the significant gender differences seen in 2006 were not found to be significant in the 2007 results.

For those students who took the Central Texas Student Futures Project Senior Survey, researchers were able to gather additional information about students' high school experiences and college preparation activities. In particular, the financial aid questions reveal important differences between student groups. It is important that more than a third of all non-AISD respondents and more than 60% of low-income students indicated that they did not know about the financial aid process. School and community partners have an opportunity to increase awareness and education around this critical factor by targeting financial aid information to these populations.

The intent of the Senior Survey is to provide researchers with information on students' backgrounds, as well as high school and college preparation activities that cannot be obtained through administrative records. While the survey findings themselves are interesting, these results will be more revealing after the statistical analysis of student outcomes upon leaving high school is completed. Researchers will link student survey responses and historical student records to postsecondary education and employment records to identify factors that influence students' post-high school transitions. The first report linking survey responses to student outcomes for 2007 seniors will be released in the Summer of 2008.

Chapter I. Project Overview

The Central Texas Student Futures Project³ is a research partnership of the Ray Marshall Center, Skillpoint Alliance, and a growing number of Central Texas⁴ independent school districts (ISDs). The project is following the progress of Central Texas seniors as they make the critical transition from high school to postsecondary education and the labor market.

Major Research Questions and Expected Results

In each year of the study, Student Futures Project researchers plan to answer the following major research questions for the region's high school students:

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?

The first two questions constitute the study's primary focus and will be analyzed for Central Texas students as a whole and for key population groups of students. 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 four years after high school graduation using administrative data. Statistical analysis of the resulting data 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.

³ The Central Texas Student Futures Project was previously named the Central Texas High School Graduate Data Center.

⁴ As defined for the Class of 2007 research, Central Texas comprises Travis, Hays and Williamson counties and includes 22 school districts. The 2006 American Community Survey (ACS) indicates that the median incomes in these counties are: \$50,777, \$52,703, and \$62,494, respectively. The ACS also shows that 15.3% of families with children under age 18 live in poverty in Travis County, while in Hays County that number is 5.7% and in Williamson County 6.3%. Hispanics constitute approximately 33% of the Travis County population, 32% of the Hays County population, and 20% of the Williamson County population. According to the Texas Education Agency (TEA), 243,965 students were enrolled in the three-county area in 2007, including all grade levels.

The work of the Student Futures Project is organized into a series of research and dissemination cycles. Four ISDs—Austin, Del Valle, Pflugerville and Round Rock—participated in the Student Futures Project in 2005, working with researchers to pilot and test the survey instrument and presentation formats. Results from the initial research cycle were reported in the *Central Texas High School Graduate Data Center Year One Final Report* (Schexnayder et al., 2006). With the addition of Leander and Manor ISDs, six school districts participated in the second research cycle, which started in 2006. Two reports have been issued for the Class of 2006: *Central Texas High School Graduate Data Center: Findings from the 2006 Senior Surveys* (Schexnayder et al., 2007) and *Education and Work After High School: A First Look at the Class of 2006* (King et al., 2007). All reports can be downloaded from the project’s website: www.centexstudentfutures.org.

Cycle Three Activities

Two additional school districts—San Marcos Consolidated and Eanes—were added to the project in Cycle Three, which runs from January 2007 through September 2008. During this third research cycle, the Student Futures Project researchers will have conducted the following activities:

- Surveyed Class of 2007 high school seniors in the eight participating school districts prior to their graduation and analyzed results from those surveys (detailed in this report);
- Collected historical student records from the school districts and initial postsecondary enrollment and workforce participation data on students in the Class of 2007 from agencies that collect such data;
- Collected longer-term postsecondary enrollment and workforce participation data on students in the Class of 2006 from school districts that participated in Cycle Two research;
- Combined student-level survey data with data from administrative sources to expand the comprehensive research data set on Central Texas for longitudinal analysis;
- Refined statistical models to determine which background and school variables are related to students’ initial enrollment in postsecondary education through the

fall semester following graduation and retention in postsecondary education through the second fall semester following graduation; and

- Conducted briefings and educational workshops with stakeholders to share results from this analysis.

Contents and Organization of this Report

This report discusses findings from the senior surveys conducted in the spring of 2007. Chapter II provides detailed research questions and then describes the data set and methods used to analyze survey responses. In Chapter III, findings from the two surveys of high school seniors in all participating ISDs are discussed, both for all respondents and for key groups of interest to funders and policymakers. In Chapter IV, findings from questions asked solely in the Student Futures Project survey, administered in seven of the eight participating districts, are discussed. The final chapter discusses how these results should be interpreted, draws conclusions from the analysis and summarizes plans for future Student Futures Project activities. Three appendices provide more detailed descriptions of the research methods and data used in this report, a copy of the Student Futures Project survey, and detailed survey responses by question for all eight school districts.

Chapter II. 2007 High School Senior Survey Research Methods and Sample Characteristics

The annual survey of Central Texas high school seniors was conducted in the spring of 2007 in eight participating school districts. This chapter discusses the purpose of the survey, as well as methods used to administer and analyze the survey.

Purpose of the Senior Surveys and Research Questions Addressed

The annual high school senior survey asks questions about the students' family backgrounds, their activities in high school, and their plans for further education, as well as gathering additional information that is not contained in existing school records. The survey is a necessary component to answering the project's research questions because administrative student records do not capture many of the student-level background factors needed to determine why Central Texas high school students make decisions regarding additional 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 gathers 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, the survey collects background demographic information so that the results can be analyzed to determine how students' experiences and preparation vary for different population groups within Central Texas high schools.

Research Methods

The administration of the survey took place from late March through May of 2007 in 25 Central Texas high schools in the eight participating ISDs: Austin, Del Valle, Eanes, Leander, Manor, Pflugerville, Round Rock, and San Marcos Consolidated. Two versions of the survey were used: one provided by Austin ISD for its students, and an online survey 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 11 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. 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, while readers interested in the Austin ISD Exit Survey and its results may obtain a full report online at <http://www.austinisd.org/inside/accountability/evaluation/reports.phtml>.

In Chapter III, only those questions asked on both versions of the survey are examined; Chapter IV examines questions asked solely on the Student Futures Project survey, which was administered in seven of the eight participating districts. Both analyses are summarized for 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 statistically significant differences among selected groups of students. Statistically significant differences greater than ten percentage points⁵ will be noted for the following groups of respondents:

- *Students planning further education*—students who planned to attend college or technical school within one year of high school graduation
- *First-generation students*—students reporting that neither of their parents had completed any education beyond high school
- *Low-income students*—students reporting that their families participated in the Food Stamp, TANF, or free/reduced price school meal programs (also known as economically disadvantaged students)
- *Low-income schools*—schools in which at least 40% of students come from low-income families⁶
- *Race/ethnicity*—students could self-report African American; Hispanic, Latino, of Spanish Origin; American Indian, Eskimo, Aleut; Asian or Pacific Islander; White or Caucasian; or Other
- *Gender*—students could self-report male or female

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. Much of the literature reviewed for this project was detailed in *Central Texas High School Graduate Data Center Year One Final Report* (Schexnayder et al., 2006). Survey responses were also tabulated, and statistically significant differences tested for each school district.

⁵ A more detailed technical explanation can be found in Appendix A.

⁶ Nine of the 25 participating high schools meet this definition, with seven of these schools having low-income student populations of at least 50%.

However, findings by district will not be noted in the text unless survey responses seem inconsistent with the demographic/socioeconomic composition of the school districts. 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, 63% of 2007 seniors responded to the survey. As Table 1 indicates, survey response 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 survey administration at the campus level. Del Valle ISD had the highest response rate at 91%. This is largely due to Del Valle High School’s strong commitment to ensuring that all seniors were given the opportunity to participate in the survey through senior English classes. Appendix A provides more details about survey response rates for each high school that participated in the 2007 senior survey.

Table 1. Survey Response Rates by School and District

School District	Number of Seniors ¹	Number of Respondents	Response Rate
Overall	10,460	6,616	63%
Austin	4,321	3,188	74%
Del Valle	248	225	91%
Eanes	558	334	60%
Leander	1,306	920	70%
Manor ²	190	118	62%
Pflugerville	1,086	648	60%
Round Rock	2,291	862	38%
San Marcos	460	321	70%

Source: Student Futures Project calculations.

¹ Calculated for seniors present and enrolled on Oct. 27, 2006 using district-provided PEIMS data.

² Manor ISD senior numbers were provided by the District and may not represent seniors present and enrolled on Oct. 27, 2006.

Characteristics of Survey Respondents

A total of 6,616 seniors in the eight participating school districts took the survey during the spring semester prior to graduation, which was an increase from 5,146 seniors in 2006. 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 14% White respondents in Del Valle. San Marcos ISD had the largest share of Hispanic respondents (63%) while Manor ISD had the largest share of Black respondents (24%). Low-income respondents ranged from a high of 48% in Del Valle ISD to a low of 4% in Eanes ISD. A summary of variables of interest for all respondents is provided in Table 2, with a more detailed breakdown of these characteristics located in Appendix A.

**Table 2. Characteristics of Survey Respondents,
All Participating Districts**

	Number	Percent
	6,616	100
Ethnicity		
Asian	333	5
Black	733	11
Hispanic	2,191	33
White	3,184	48
Other	175	3
Gender		
Female	3,296	50
Male	3,320	50
Family Income Status		
Low-Income	1,667	25
Not Low-Income	4,949	75
Plans for Initial Postsecondary Education*		
Going to College or Technical School	5,823	88
Not going to College or Technical School	767	12
Plans for Initial Postsecondary Employment*		
Going to work	4,086	62
Not going to work	2,504	38
Parents Who Achieved at Least a Bachelor's Degree		
Neither Parent	2,759	42
One Parent	1,107	17
Both Parents	1,552	23
Unknown	1,198	18
Student Would Be First Generation to Go to College		
First-Generation	1,535	23
Not First-Generation	3,883	59
Unknown	1,198	18

Source: Student Futures Project calculations.

* 26 students skipped this question. Note: Totals may not equal 100% due to rounding.

The composition of the surveyed seniors of 2006 and the seniors of 2007 varied little when comparing racial/ethnic characteristics, gender, income status and plans for initial postsecondary education. The greatest divergence between the two survey groups occurred due to the addition of two school districts in 2007 and an increase in response rates across most districts. Because of these factors, the share of the Austin ISD seniors in the survey sample shrank from 69% in 2006 to 48% in 2007. As previously described, the use of the two somewhat different surveys – Student Futures Project’s Senior Survey and the AISD Senior Survey - prevented the entire population from being analyzed for all questions. Rather, for as many questions as possible, the whole population was used, and the remaining questions were analyzed based on the population composed of all non-AISD students. The breakdown of district representation in these two samples is shown in the figures below.

Figure 1. Distribution of Sample by District (N = 6,616)

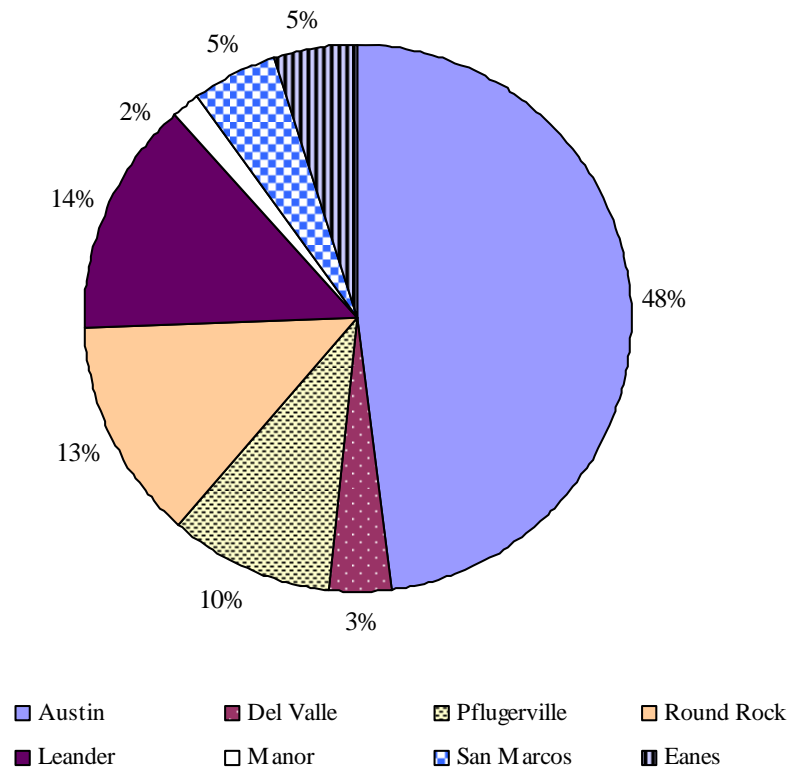
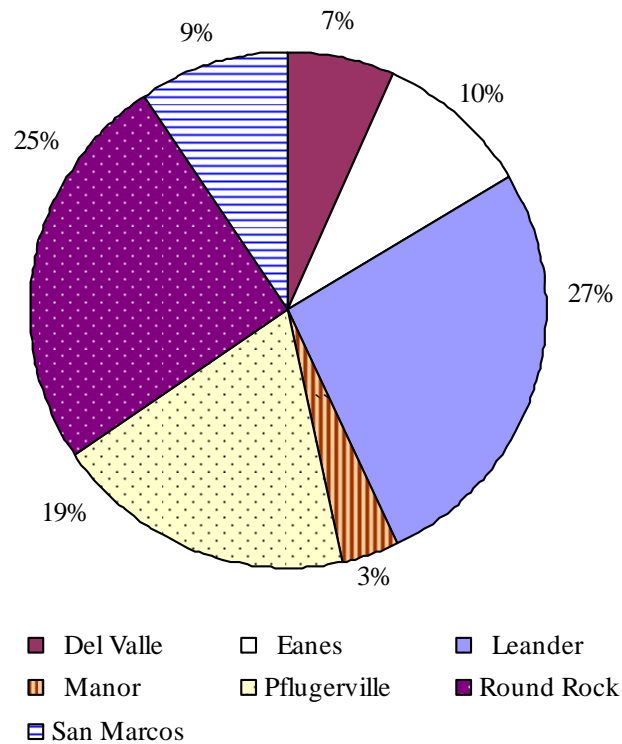
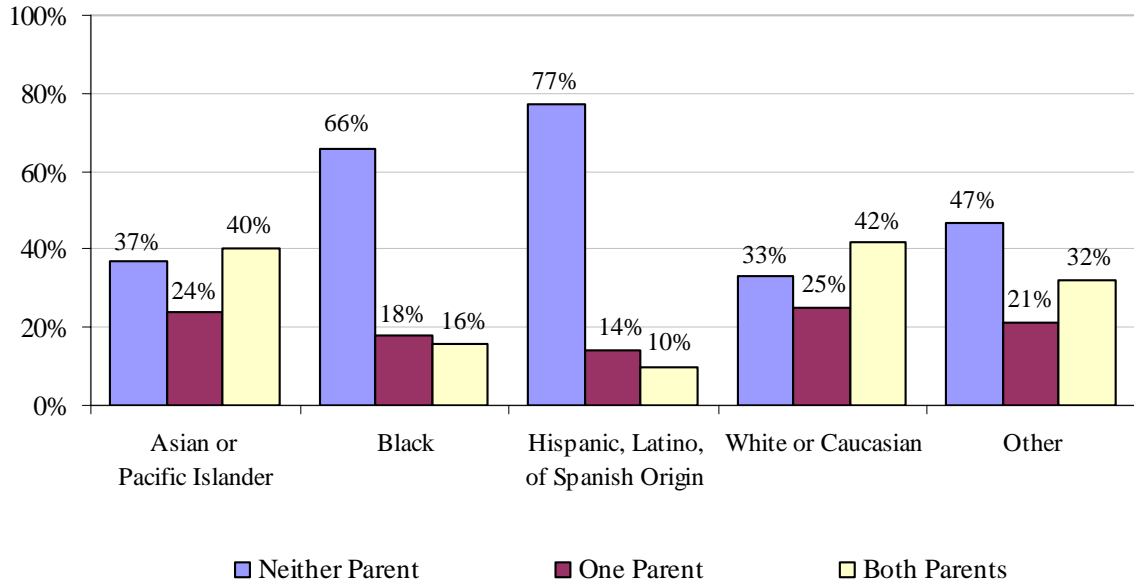


Figure 2. Composition of Non-AISD Sample by District (N = 3,428)



Much of the literature on student success cites parents' (particularly mothers') educational attainment as an important variable in predicting student outcomes. However, because this variable is not reported by school districts to the Texas Education Agency, it is typically not possible to identify the distribution of parents' educational attainment levels within the demographic categories (e.g., race/ethnicity and economically disadvantaged) that are reported for each school and district. As shown in Figure 3, the race/ethnicity categories within our sample often mask considerable differences in the parents' educational levels.

Figure 3. Percent of Students' Parents who earned a Bachelor's Degree, by Race/Ethnicity



Note: This figure represents survey responses from the eight districts relating to mother's and father's education level. Race/ethnicity information for seven districts was obtained from the survey; Austin ISD's race/ethnicity information was provided from administrative data and did not include 'Other' as an option."

The low-income variable, based on Texas Public Education Information Management System (PEIMS) data, also masks the interplay of several underlying demographic characteristics of low-income Texas families—in particular, educational level, race/ethnicity, and family structure. Contrary to other parts of the United States, less than half of low-income families in Texas are headed by single parents.⁷ For the students in this study, it is possible to identify which students live in single-parent families only in those districts completing the Student Futures Project survey (i.e., non-Austin ISD students). Single-parent households comprised 674 (22%) of the 3,092 survey respondents for whom researchers had this information. These households differed from students not living in single-parent households in two ways. First, single-parent households had a greater share of low-income students (31%) as compared to non single-parent households (17%). Also, single-parent households had a greater share of Black students (18%) as compared to their counterparts (8%). A more detailed analysis of these relationships is included in Appendix A.

⁷ Schexnayder et al. (2007) Texas Economic Supports for Working Families.

Differences Between Survey Respondents and Non-Respondents

To determine the degree to which survey respondents represent the entire population of seniors from which they were drawn, Student Futures Project researchers compared the differences in the means of a set of demographic characteristics between survey respondents and non-respondents in each of the participating school districts.⁸ This analysis revealed that the only statistically significant difference between respondents and non-respondents is in the number of low-income seniors in Austin and San Marcos Consolidated ISDs, where survey respondents were much less likely to be low-income than non-respondents. This self-reported data most likely under-represents the actual number of low-income students in these districts.

Table 3. Comparisons between the Survey Respondents and the Entire Senior Classes, by District

		District						
		Austin	Del Valle	Eanes	Leander	Pflugerville	Round Rock	San Marcos
		Percent (%)						
Male	Senior Class	51	44	55	53	49	50	50
	Survey Respondents	50	48	53	54	46	50	49
Female	Senior Class	49	56	45	47	51	50	50
	Survey Respondents	50	52	47	46	54	50	51
Asian	Senior Class	4	1	9	3	10	9	1
	Survey Respondents	4	4	7	3	10	10	2
Black	Senior Class	13	19	< 1	7	22	10	4
	Survey Respondents	12	20	1	7	21	8	4
Hispanic	Senior Class	43	65	6	17	25	18	65
	Survey Respondents	41	59	7	18	25	17	63
White	Senior Class	40	15	85	73	43	62	29
	Survey Respondents	43	14	81	67	40	60	27
Low-Income	Senior Class	36	56	2	13	22	13	51
	Survey Respondents	33*	48	4	13	20	12	32*
Not Low-Income	Senior Class	64	44	98	87	78	87	49
	Survey Respondents	67	52	96	87	80	88	68

Source: Student Futures Project calculations.

* Denotes statistically significant differences at the 0.001 level. Note: Totals may not equal 100% due to rounding.

⁸ Variables by which the two groups were compared are: gender, race/ethnicity, and low-income status.

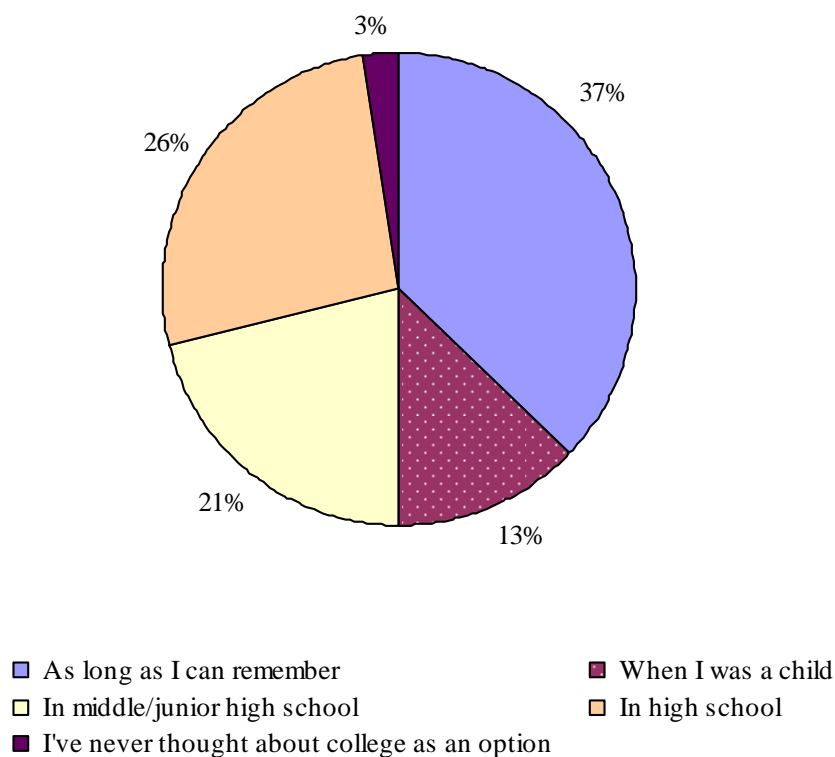
Chapter III. Analysis of 2007 Survey Responses

This chapter analyzes questions that were asked on both the AISD survey and the Student Futures Project survey. When possible, researchers also modified responses to questions that were similar between the two surveys; such instances are noted in the text. The chapter outlines key responses regarding family background/influences, high school experiences, and preparation for life after high school.

Family Background/Influences

One measure of families' influence on views toward college attendance concerns when seniors began thinking about postsecondary education. While 37% of respondents reported thinking about college as an option "for as long as I can remember," a greater share (47%) did not think about college as an option until middle or high school (Figure 4).

Figure 4. When Did You Start Thinking About College? (N = 6,351)



These responses varied among subgroups of the survey population. Students who had two parents with at least a bachelor's degree, those planning to attend college, 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 (35%),

low-income (35%) and Hispanic students (34%), however, were more likely to begin thinking about college in high school when compared to their counterparts. These results are very similar to the responses seen from the Class of 2006; however, it is important to note that in 2006, significant differences between males and females were also seen, with females more likely to report thinking about college as an option “for as long as I can remember.” No such gender differences were found in the 2007 responses.

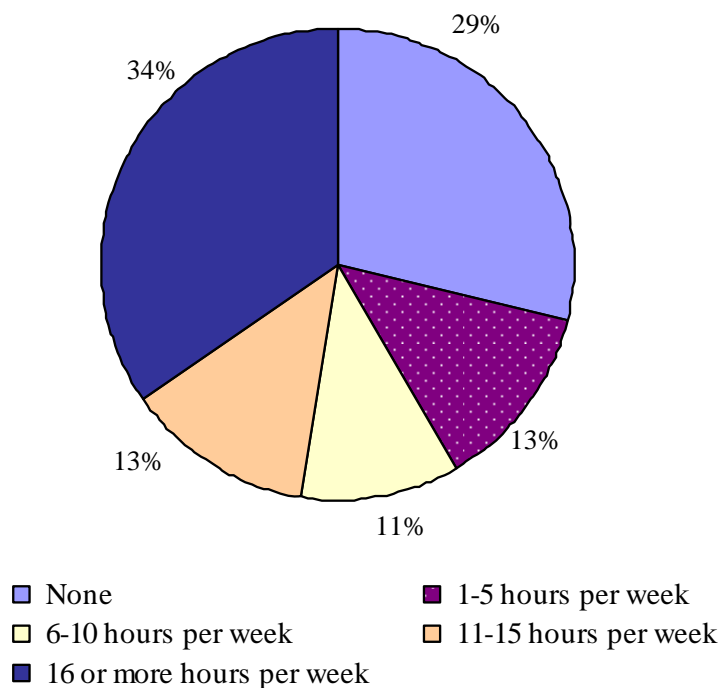
Parental support for education occurs in many forms. Approximately 40% of all respondents reported that their parents “rarely” or “never” worked with them on homework or school projects, helped them decide what classes to take, attended school activities or meetings, or communicated with their teachers. Furthermore, 58% responded that their parents never volunteered at school. The only differences between subgroups of students were seen when examining how often parents attended school activities and/or meetings: low-income and first-generation students were more likely to respond “rarely” or “never” than their counterparts. Asian students were also more likely to respond “rarely” or “never” than both Black and White students.

High School Experiences

More than nine out of ten respondents (92%) reported studying, doing research, or completing homework assignments outside of school hours. Fifty percent of all respondents studied 1-5 hours per week, and another fourth studied 6-10 hours per week. Asian students were significantly more likely than White, Black, and Hispanic students to study 16 or more hours per week. These trends are similar to the 2006 survey results, but, once again, gender differences that were seen in 2006, such as males who were more likely to respond that they did no studying as compared to females, were not statistically significant in the 2007 results.

Approximately seven out of ten respondents (71%) also reported that they had worked during their senior year (Figure 5). Variations were seen between subgroups when examining hours worked. Asian students (42%) were less likely than Black, Hispanic and White students to work at all. First-generation students and those students planning to work after graduation were significantly more likely to work more than 16 hours per week than non first-generation students and students not planning to work after graduation. These results are very similar to those found in 2006.

Figure 5. Hours Worked During Senior Year (N = 6,257)



Students also participated in many activities outside of core classroom activities, such as sports, music, theater, and community service projects. Eighty-seven percent of all respondents participated in at least one extracurricular activity. This result is down slightly from 2006, when 96% of respondents reported participating in some type of extracurricular activity. Many of the activities varied by gender, such as sports (males more likely to participate) and dance and service clubs (females more likely to participate). First-generation students were significantly less likely than non first-generation students to participate in any of the listed activities, except routine family care. Also of interest is that low-income students were significantly more likely than non low-income students to provide routine care for a family member, with no other significant differences seen between subgroups concerning routine family care. This result differs from 2006, when several subgroups of students, including first-generation, low-income, Black, Hispanic and female students, were all significantly more likely than other student groups to provide routine family care.

Furthermore, students planning to attend college were more likely to participate in community service projects. Class of 2006 results indicated that Asian, White, and female students were also more likely to participate in community service activities than their counterparts, but significant differences for these groups were not seen in the Class of 2007.

Additionally, 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 academic and/or service clubs. Students with two parents who had completed at least a bachelor's degree were also more likely to participate in nearly every extracurricular activity when compared to those respondents with one or no parents with at least a bachelor's degree.

Preparation for Life after High School

Respondents to the survey were asked how well prepared they felt to meet their college and career goals, to handle the college application and financial aid process, to take college courses, and to work.⁹ Overall, half of respondents felt that they were well or very well prepared by their high school to meet their college and career goals. In terms of the college selection/application process, 43% of respondents felt well or very well prepared by their high schools. Following a similar pattern to the Class of 2006 results, no consistent differences were seen between subgroups of students.

When asked about graduation, 54% of respondents reported that they would be graduating under the Recommended High School Program,¹⁰ while 23% were completing the Distinguished Achievement Program and 18% were completing the Minimum High School Program (Figure 6).¹¹ In comparison, the Class of 2006 students reported a combined 56% completing the Recommended or the Distinguished diploma, indicating that the total for the two diplomas has increased with this sample. White and Asian students were more likely to report completing the Distinguished Achievement Program when compared to students from other race/ethnic backgrounds. Students from Eanes ISD were also more likely to report

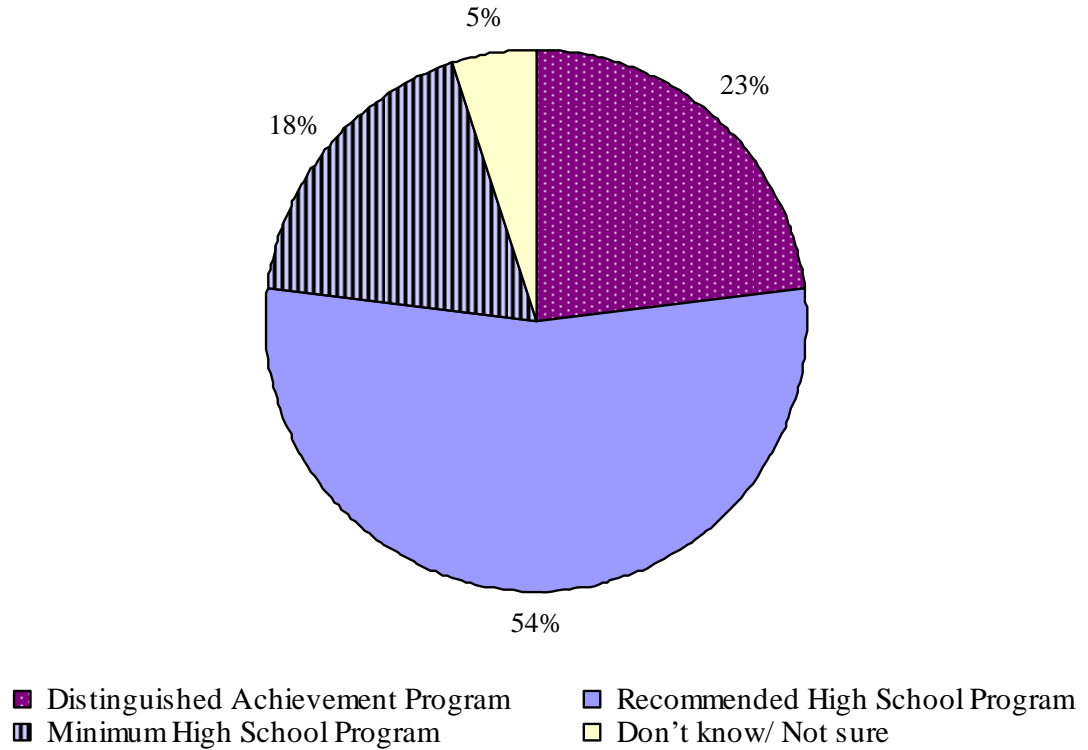
⁹ The two surveys differed slightly in that the SFP survey asked students specifically how well the high school had prepared them for these events and offered a range of five answer choices, while the AISD survey asked how well prepared the student felt about these two events and offered a range of three answer choices. SFP data combined student responses to mirror the AISD scale and analyze the question for all respondents.

¹⁰ The Recommended High School program is the standard graduation plan for which all students are automatically enrolled in the state of Texas. Parents may opt to enroll their student in a less academically rigorous Minimum High School Program, or students may opt to pursue a more academically rigorous Distinguished Achievement Program.

¹¹ AISD provided students with the option of choosing completion of two graduation plans, the Distinguished Achievement Program (DAP) and the Recommended High School Program (RHSP), as items in a college-preparation question. Students taking the SFP version of the survey were specifically asked their graduation plan; answer options included both those listed above and the Minimum Plan as well as providing a "Don't know" option. Answer responses from AISD for both the DAP and the RHSP options were combined with RMC's graduation plan question for the analysis presented in this report. Students in AISD had the option of skipping this question; students that did so could not be distinguished as completing the Minimum Plan, as not knowing their graduation plan, or as simply skipping the question, and so were not placed in any category mentioned above. Students who did not choose the DAP or RHSP on the AISD survey were assumed to know their graduation plan, and so are categorized as completing the Minimum Plan.

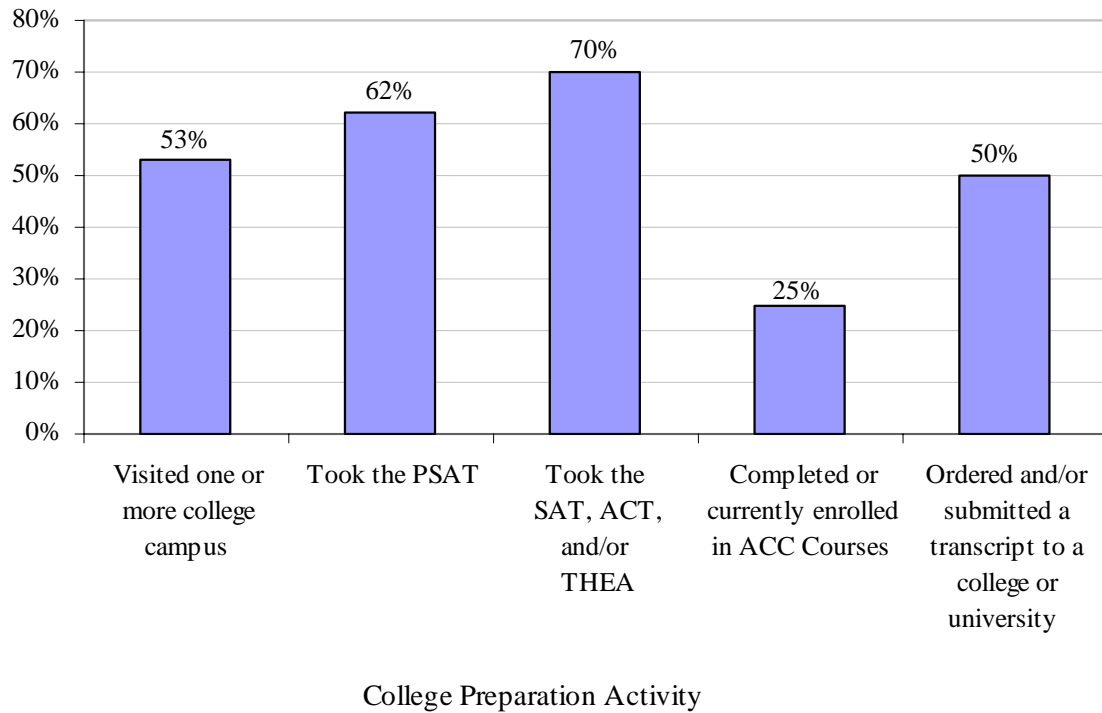
completing the Distinguished Achievement Program when compared to students from other districts.

Figure 6. Respondent-Reported Graduation Plan (N = 3,113)



Specific college preparation activities. Students typically engage in many activities, both in and out of the classroom, to prepare for the pursuit of further education. Eighty-six percent of all respondents reported participating in at least one college preparation activity, defined as visiting college campuses, taking entrance tests, completing community college courses, and ordering and/or submitting a transcript to a college or university. This result is similar to the 2006 survey finding. A summary of the share of all respondents completing each listed activity is broken down further in Figure 7.

Figure 7. Percent of Respondents Participating in College Prep Activities (N = 6,287)



In general, low-income, first-generation, and Hispanic students were less likely to participate in any one activity, while those students who planned to attend college were significantly more likely to participate in any one activity. Asians were also more likely to have completed and/or currently be enrolled in ACC courses when compared to students of other race/ethnic groups. These results differ slightly from 2006, when it was found that female students, as well as White and Asian students, were more likely to participate in any one activity than their counterparts.

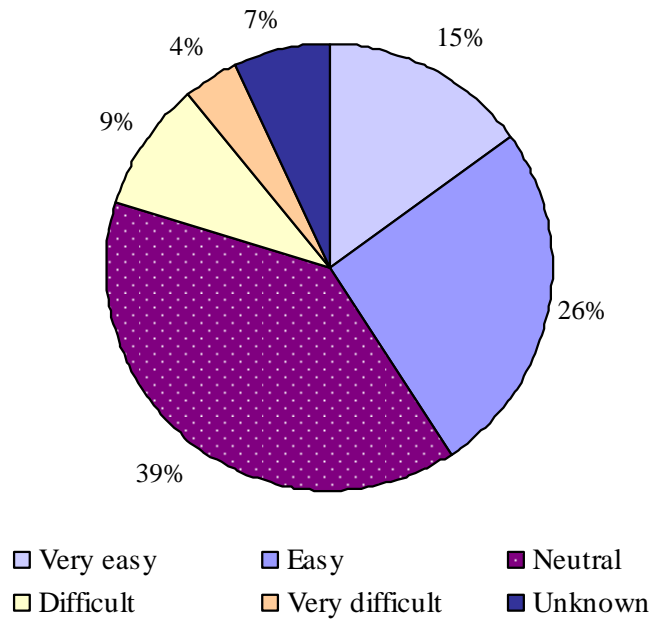
Counselors can also play a key role in helping a student prepare for postsecondary education. The vast majority of respondents (94%) reported meeting with their school counselor. The most common topics of discussion included scheduling, course selection and placement (81%), graduation plans (56%), college information (46%), and writing college applications/essays (45%). First-generation students (36%) and those who attended a low-income high school (37%) were less likely than their counterparts to meet with a counselor regarding writing college applications/essays. Additionally, both Black and Hispanic students were more likely than White students to meet with counselors about grades/test scores/academic performance.¹²

¹² These questions differed slightly in answer choice between the SFP and AISD surveys, but the options were able to be merged for analysis without changing the meaning of the responses.

Application for financial aid. Given today’s increasing cost of postsecondary education, many students need financial assistance outside of their personal or family resources to pay for further education. In fact, when asked if they were planning to borrow money to attend college, more than one-third responded “yes” (37%) and over another third responded “maybe” (36%). White students were more likely to respond “no” than either Black or Hispanic students. However, while a majority had indicated they may need to borrow money, only 51% of students reported having 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 number does show an increase from 40% for the Class of 2006.

The financial aid process can often be difficult to navigate for students and their families. Only four out of every ten respondents (41%) found the process “easy or very easy.” Black students were more likely than both Hispanic and Asian students to describe the process as “very easy”; no other significant differences were seen between other subgroups. The complete breakdown of difficulty as reported by the survey respondents is shown in Figure 8.

Figure 8. Difficulty Level of Financial Aid Process (N = 6,337)



Application and acceptance to postsecondary education. Another vital step that students must take to pursue further education is actually applying to a college, business/technical school or other educational entity. When seniors were asked about who had provided them with the most help in applying to college, the most frequent response was parents and other relatives, followed by the student's own independent research and school personnel.¹³ Respondents from low-income high schools, however, cited parents/relatives and school personnel at equal rates.

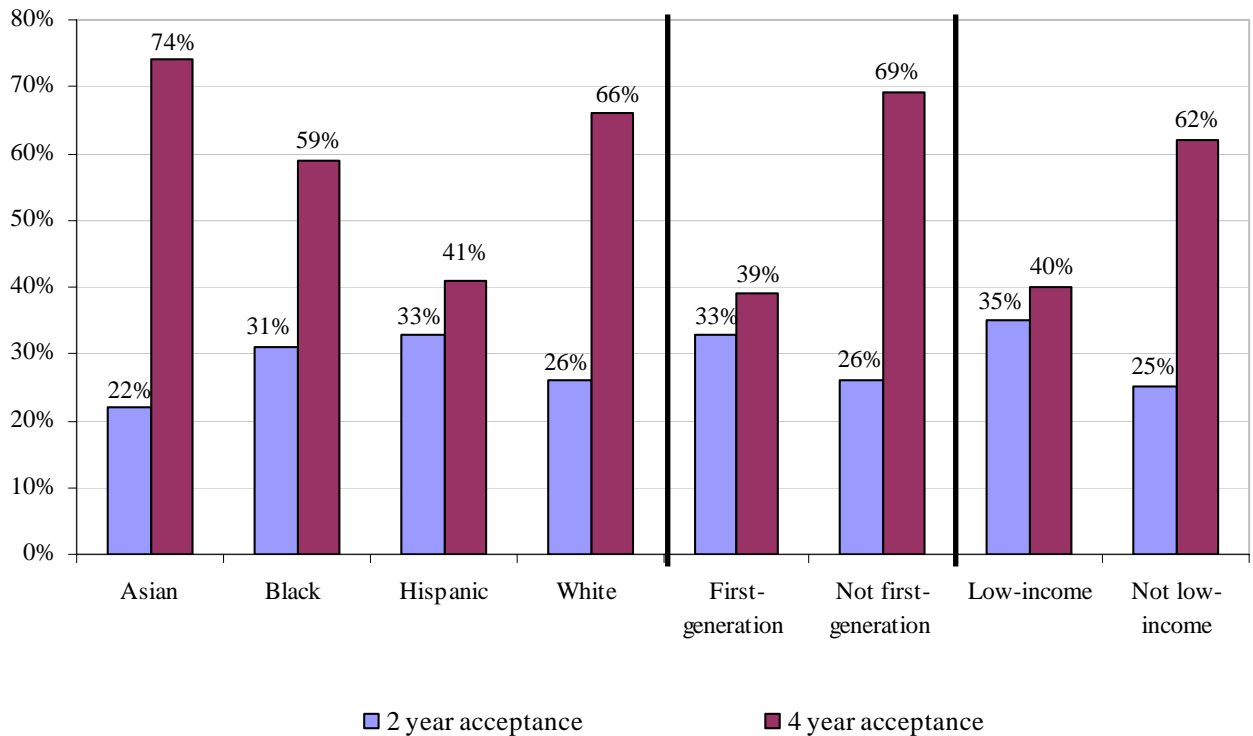
Eighty-five percent of all respondents reported applying to some type of postsecondary institution. Of all respondents, 67% reported applying to a four-year college or university, 35% reported applying to a two-year college¹⁴ and 10% to a business, technical or trade school, indicating that some students applied to more than one type of postsecondary institution. Low-income students, first-generation students, and those who attended a low-income high school were significantly more likely to apply to a two-year college or not apply at all, as well as significantly less likely to apply to a four-year college or university than their counterparts. Additionally, White and Asian students were significantly less likely to apply to a 2-year college than either Black or Hispanic students. Overall, Hispanic students were significantly less likely than students from other race/ethnic groups to apply for any form of postsecondary education. This follows the trends seen in the 2006 survey results.

Of respondents submitting applications to further their education beyond high school, 52% reported already being accepted to some form of postsecondary education as of the date they took the survey. Of students applying to four-year colleges and universities, 57% were accepted; 28% of two-year college applicants and 7% of business/technical school applicants reported acceptance. Low-income students, first-generation students, Hispanic students and those who attended a low-income high school were significantly less likely to report acceptance to any form of postsecondary education. Figure 9 displays the acceptance rates of these subgroups of applicants to both two-year colleges and four-year colleges and universities.

¹³ AISD asked a similar question, but rather than asking who helped most, their question was a "select all" format asking who had helped the student to prepare for this process. However, when analyzing the frequency with which students chose each response, the same trends were seen. Detailed results for this question for the non-AISD sample only can be seen in Appendix C-2.

¹⁴ Austin Community College's (ACC) College Connections program works with seniors in all participating school districts to help students navigate the college application, enrollment and financial aid processes. ACC maintains an open door admissions policy for all Texas high school graduates and/or adults over the age of eighteen who meet certain requirements.

Figure 9. Percent of Applicants Accepted to Higher Education (N = 5,460)

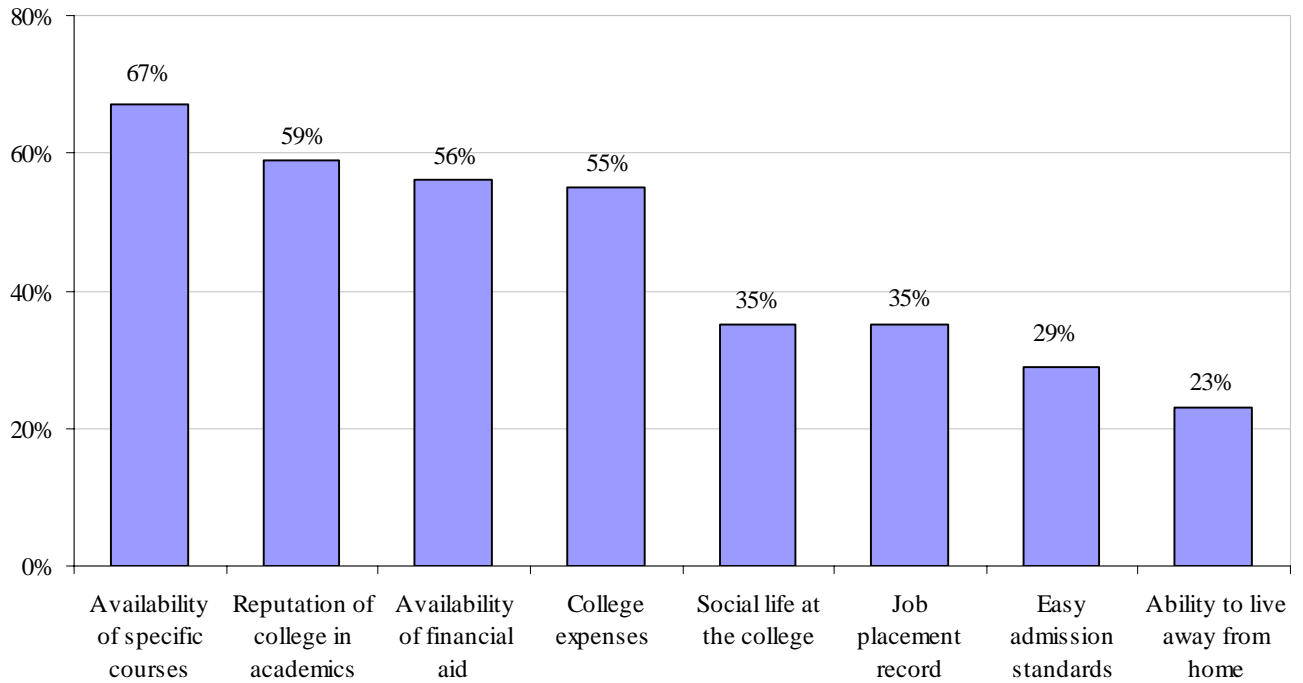


It is important to note that these acceptance rates only account for those students who knew that they had been accepted at the time they took the survey (as early as March for many students). This timing issue may have affected the rates slightly, as students applying to four-year colleges and universities typically do so earlier in the year and therefore may have had more complete information. Additionally, many districts administered the 2007 survey earlier in the spring than the year before. While at first glance these acceptance rates are lower than those reported in 2006, the difference is likely due to timing. This topic will be explored in more detail in the subsequent outcomes report, which will compare actual college enrollments with student responses to these survey questions.

Seniors were also asked to reflect on the importance of a number of different factors in their choice of where to apply to college (Figure 10).¹⁵ Overall, the availability of specific courses/curriculum (67%), the academic reputation of the college (59%), college expenses (55%), and the availability of financial aid (56%) were identified as “very important” factors by a majority of respondents. White students were less likely than their counterparts to indicate that college expenses were “very important,” while both Black and Hispanic students were more likely to report that the availability of financial aid was “very important.”

¹⁵ AISD asked this question of students only if they had previously responded that they had planned to attend college while RMC asked this question of all surveyed students. These results did not vary significantly when the AISD survey results were added in to the analysis.

Figure 10. Percent of Respondents Identifying a College Choice Factor as Very Important (N = 5,531)¹⁶



Summary

Overall, the survey results from 2007 indicate that many of the significant differences seen in the 2006 survey results hold true for the latest group of seniors. In a number of areas—including thinking about college as an option, studying for high school classes, working for pay, participating in extracurricular and college prep activities, and submitting college applications—the 2007 seniors were very similar to seniors in the Class of 2006. However, many of the significant gender differences seen in 2006 were not present in the 2007 results. Other differences between the two classes include lower overall participation in extracurricular activities and fewer differences between student groups in providing routine care for family members or participating in community service. However, these may be a result of the slight changes in composition of the 2007 sample. Researchers will explore these areas further in the analysis of initial postsecondary enrollment and employment outcomes for the Class of 2007.

¹⁶ The number of survey respondents for each provided category varies. Students in AISD had the option of not replying to one or more of the categories outlined above; students taking the RMC survey were required to either respond to each category or skip the entire question. Hence, percentages above are based on the total number of survey respondents in each category, which varied from between 5,531 and 5,555 students.

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

Several survey questions relevant to Student Futures Project researchers are not included in the Austin ISD exit survey.¹⁷ Additionally, while some questions in the two surveys are quite similar, the nature of the response options proved to be too different to combine for a valid comparison. In this chapter, the discussion will focus on those survey questions describing family background/influences and preparation for life after high school that are asked in the Student Futures Project survey and were not able to be combined with any existing Austin ISD survey question.¹⁸

Characteristics of All Non-AISD Survey Respondents

The 3,428 respondents, representing approximately 52% of all 2007 survey respondents, are less likely to be Hispanic, low-income or first-generation students than the respondents discussed in Chapter III. These respondents were also more likely to indicate that they planned to go to work (whether or not they also enrolled in postsecondary education) in the year following high school graduation than respondents in the full sample. The characteristics of this subset of survey respondents (the non-Austin ISD respondents) are detailed in Table 4.

¹⁷ A report for Austin ISD linking their survey results to outcomes is currently available online at http://www.austinisd.org/inside/docs/ope_2007_HS_Exit_Survey_District_Report.pdf.

¹⁸ RMC researchers are working with Austin ISD to include these questions in future AISD surveys.

Table 4. Characteristics of Non-Austin ISD Survey Respondents

	Number	Percent (%)
	3,428	100
Ethnicity		
Asian	209	6
Black	360	11
Hispanic	889	26
White	1,812	53
Other	158	5
Gender		
Female	1,702	50
Male	1,726	50
Family Income Status		
Low-Income	630	18
Not Low-Income	2,798	82
Plans for Initial Postsecondary Education		
Going to College or Technical School	3,028	88
Not Going to College or Technical School	400	12
Plans for Initial Postsecondary Employment		
Going to Work	2,541	74
Not Going to Work	887	26
Parents who Achieved at Least a Bachelor's Degree		
Neither Parent	1,285	37
One Parent	599	17
Both Parents	776	23
Unknown	768	22
Student Would Be First Generation to Go to College		
First-Generation	638	19
Not First-Generation	2,022	59
Unknown	768	22

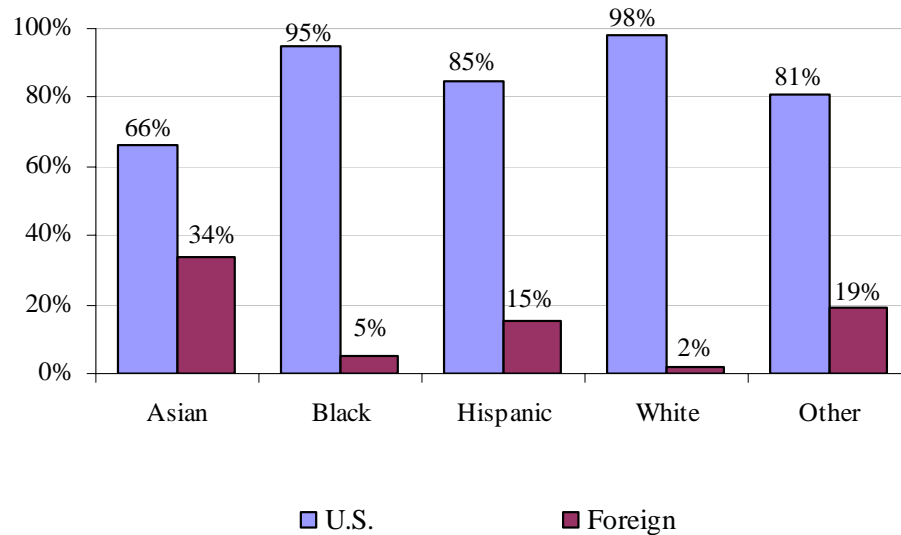
Source: Student Futures Project calculations.

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

Survey respondents came from a wide range of family backgrounds. Overall, 15% of respondents reported that neither parent had been born in the United States, with another 9% reporting that one parent had been born outside the U.S. About one-third of low-income respondents reported that neither of their parents was born in the United States. Twenty-six percent of those who would be first-generation college students reported that neither parent was born in the U.S., compared to just 11% of those who would not be first-generation students. Seventy-nine percent of Asian respondents reported that neither of their parents had been born in the United States, as did 30% of Hispanic respondents. Of the respondents

themselves, 34% of Asian seniors reported that they were born outside of the U.S., as did 19% of seniors identifying with the “Other” race/ethnic category and 15% of Hispanic seniors (Figure 11).

Figure 11. Percent of U.S. versus Foreign Born Survey Respondents (N = 3,154)



Family Background/Influences

Overall, 81% of respondents reported that their fathers worked in paid employment and 68% reported that their mothers worked in paid employment during their high school years. Asian and White respondents had the largest share of non-working mothers (28% and 27% respectively) while Black respondents had the lowest (12%).

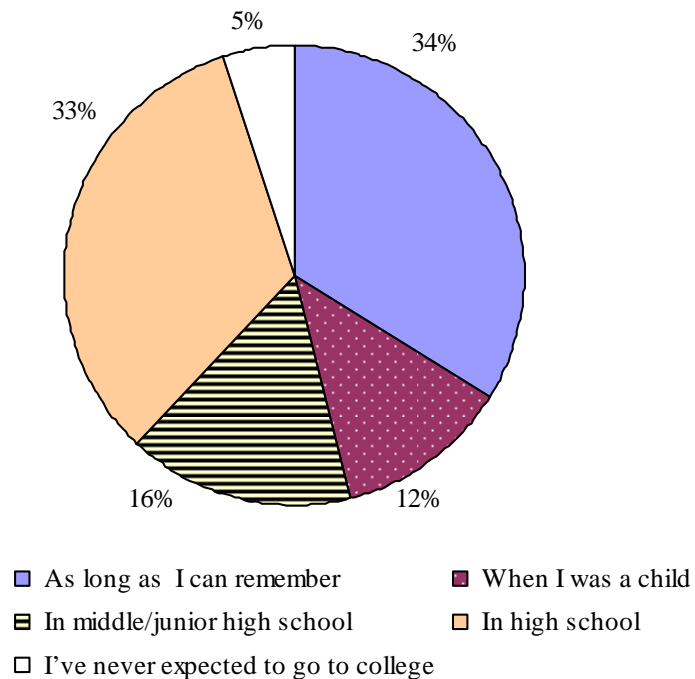
Students reported that parental and family encouragement to go to college was strong (77% indicated a “great deal” of encouragement). However, respondents most often (56%) said that their own decisions had the greatest influence on their decision making about their future. Another one-third of respondents rated their parents as having the greatest influence on their decision making about the future. Parental education seemed to play a significant role in the responses given for this question. For respondents who reported that both parents had earned a bachelor’s degree or greater, 67% chose “myself” when asked who had the greatest influence on their decision-making, while only 48% of respondents who would be the first generation in their family to attend college said the same. In contrast, 39% of first-

generation students chose their parents as the greatest influence on their decision making, while only 24% of students reporting that both parents had earned at least a bachelor’s degree cited the same.

Preparation for Life after High School

While students in the entire survey sample were asked when they started *thinking* about going to college (Chapter III), respondents to the Student Futures Project survey were also asked when they started *expecting* to go to college. Overall, approximately equal shares of respondents reported that they either expected to go to college starting “for as long as I can remember” or in high school (Figure 12), with the rest divided between childhood and middle school. Respondents who indicated that both parents had at least a bachelor’s degree were significantly more likely (57%) than first-generation students (18%) to report that they had expected to go to college for as long as they could remember. More than 40% of Asian and White students also reported expecting to go to college for as long as they could remember, compared to 22% of Hispanic respondents. Further, Hispanic, low-income, and first-generation students were more likely than their counterparts to start expecting to go to college in high school, with almost half of those subgroups reporting as such.

Figure 12. When Students Began Expecting to Go to College (N = 3,233)



Preparation for College Coursework and Employment The Student Futures Project survey asked seniors to reflect on how prepared they felt for college level coursework, choosing among feeling prepared for regular/advanced coursework, prepared for remedial coursework, or not at all prepared. Overall, the majority of respondents felt prepared for regular or advanced coursework in core subjects—English/language arts, mathematics, science, social studies, and the use of computers/technology. Significant numbers of respondents in certain subgroups, however, felt that they would need remedial courses before they could begin college-level work. More than one-fourth of first-generation students felt that they would need remedial English/language arts coursework, versus 17% of other students. Additionally, low-income and first-generation students were more likely than their counterparts to believe that they would require remedial coursework in mathematics and science.

The survey also asked seniors to reflect on how well prepared they felt for a job that required basic or advanced knowledge and skills developed in core classes. The majority of students felt that they had at least the basic skills required for success in the workplace. Approximately one-third of Hispanic and low-income respondents also felt prepared for a job requiring advanced foreign language skills.

Finally, seniors were asked to reflect on how well prepared they felt in many of the skills required for success in either postsecondary education or the workplace, such as teamwork, conflict resolution, and meeting deadlines. The majority of respondents felt well or very well prepared in these areas.

College preparation activities. The timing of when students took college entrance tests varied widely by their background characteristics. While almost half of all respondents reported taking a college entrance test prior to their senior year, those students whose parents had at least a bachelor's degree, as well as Asian and White students, were significantly more likely to have taken one prior to their senior year. Thirty-four percent of both low-income and first-generation students reported that they had not taken a college entrance test at the time of the survey, compared to fewer than 20% of their counterparts. Additionally, Hispanic students were more likely (32%) than students of other ethnic/race backgrounds to have not taken a college entrance test at the time of the survey.

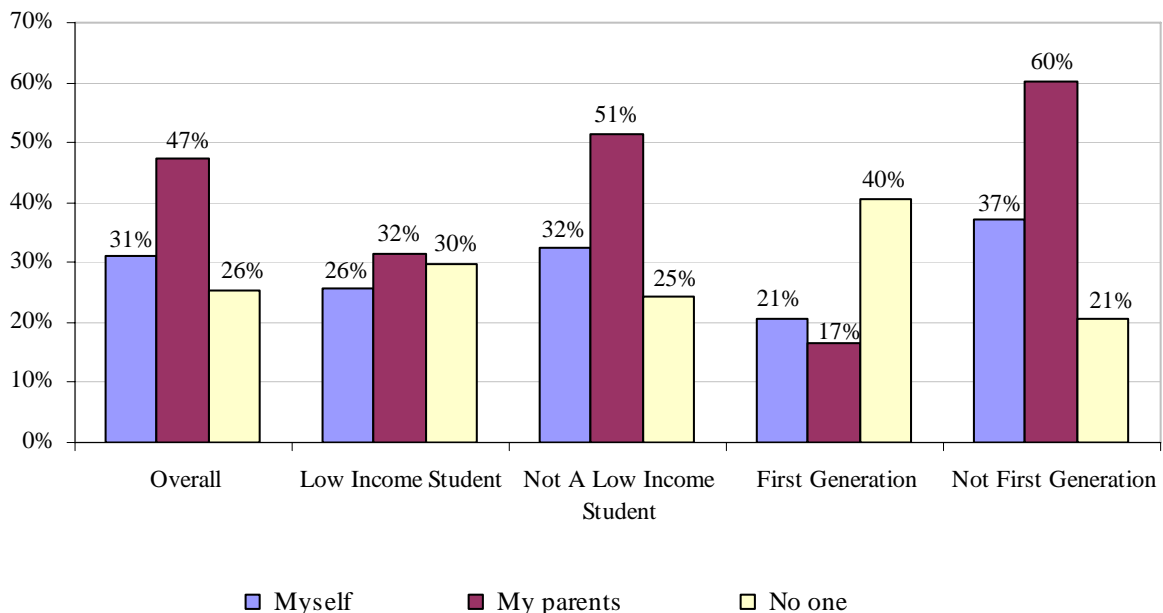
When asked to identify what they planned to study in college, students revealed a wide range of interests. Overall, the most commonly selected subject was “business, communications or office skills” at 30%. However, low-income students were significantly less likely than their counterparts to choose business. The next highest selection was health sciences at 19%. Female respondents were far more likely to choose health sciences than males (27% vs. 11%). Respondents were divided evenly in their interest in pursuing studies

in engineering/computer sciences, humanities/social sciences, and the arts (15% each). Male respondents were far more likely to select engineering/computer sciences than female respondents (25% vs. 5%).

Preparation for Financial Aid. Financial aid is a critical factor in making the transition from high school into 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.

More than 60% of respondents reported that someone in their family had attended a financial aid event, and 31% of respondents had attended an event themselves (Figure 13). Forty-seven percent of all respondents reported that their parents had attended a financial aid event. However, Hispanic students were less likely to indicate that their parents had attended a financial aid event (35%), compared to about half of respondents of other race/ethnic backgrounds. While two-thirds of respondents whose parents earned at least a bachelor’s degree reported that their parents had attended a financial aid event, only 17% of first-generation respondents and 28% of respondents from low-income high schools said the same. Further, 40% of respondents who would be first-generation college students and 32% of Hispanic respondents reported that no one in their families attended a financial aid event.

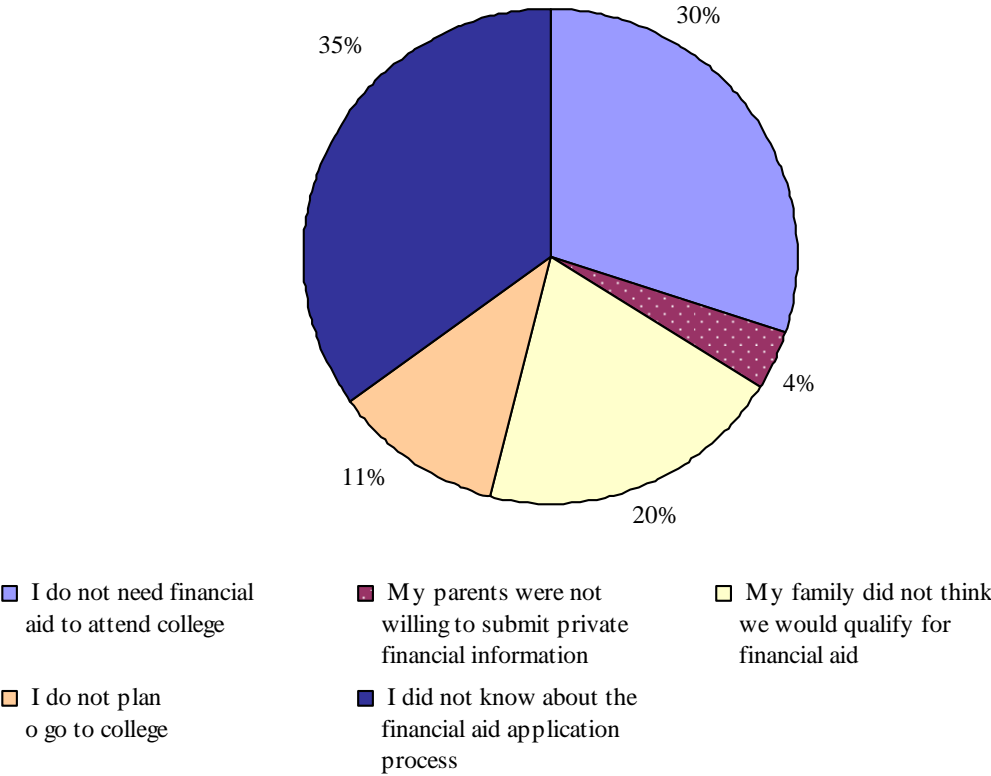
Figure 13. Who Attended a Financial Aid Event? (N = 3,213)



When asked who had helped them the most with obtaining financial aid information, students reported that their parents (33%), followed by school personnel (29%), were most helpful. Respondents who were low-income, attended low-income high schools, or who would be first-generation college students were more likely to indicate that school personnel were most helpful in their obtaining financial aid information. Less than a quarter of respondents from these groups indicated that their parents were most helpful. AISD asked a similar question, but used a “select all” format so that students could indicate that more than one group was helpful. When analyzing the frequency with which each option was chosen, the AISD data differ only slightly from the non-AISD sample, in that AISD students chose Advance facilitator/college advisors most often (44%), then parents (40%), followed by “my own independent research” (36%) and school counselors (34%).

Despite the large number of respondents indicating that they or their families were interested in the financial aid process, as reported in Chapter III, approximately half of all students surveyed had not submitted a FAFSA or did not know if an application had been submitted at the time the survey was taken. Seniors who indicated that they had not submitted a FAFSA were asked about their reasons for that decision (Figure 14). Of those who had not submitted a FAFSA, 35% reported that they did not know about the financial aid process, and another 30% indicated that they did not need financial aid to attend college. Among those who reported not knowing about the financial aid process, low-income (61%) and first-generation (53%) students were much more likely to indicate that they were unaware of the financial aid process. In comparison, 29% of respondents who were not low-income and 25% of those who would not be first-generation college students indicated that they were unaware of the financial aid process.

Figure 14. Reasons for Not Submitting a Financial Aid Application (N =1,261)



While the FAFSA can be submitted at any time, applications must be submitted before April 1st for the student to be considered for many scholarship opportunities. Only 30% of respondents met that deadline. Additionally, 25% of respondents reported that they had not applied for any financial aid, including aid that did not require filling out a FAFSA. Forty-three percent of respondents had applied for a scholarship, and 31% had applied for grants. Smaller shares of respondents had applied for loans, whether institutional (22%) or non-institutional (17%), or work-study aid (17%).

Summary

Seniors in the seven non-AISD school districts completing the Central Texas Student Futures Project survey provided rich detail on their self/family backgrounds, their high school activities, and their preparations for college and employment. 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.

Chapter V. Summary and Next Steps

Senior survey responses across all districts in 2007 reveal that Central Texas students are a very diverse group, with future goals as varied as their backgrounds. With a majority of seniors in seven of the eight districts participating in this year's survey, these survey findings provide valuable insights for district administrators, school counselors, and others. Reported findings were not weighted against the entire senior class in each district, but rather reflect the opinions of those seniors who participated in the survey. Even so, the survey sample was largely representative of the senior classes from which it was drawn, as shown by the analysis in Chapter II. Additionally, the composition of the 2007 survey sample was not significantly different from the 2006 survey sample in terms of student subgroups; however, the distribution of responses across districts was less heavily weighted toward Austin ISD in 2007.

In the entire survey sample, across all eight participating districts, the 2007 survey results indicate that, regardless of the differences in the composition of the sample, many of the significant differences seen in the 2006 survey results hold true for the Class of 2007. In many areas, including thinking about college as an option, studying for high school classes, working for pay, participating in extracurricular and college prep activities and submitting college applications, results for 2007 seniors were very similar to those for seniors in the Class of 2006. Many of the significant gender differences seen in 2006 were not found to be significant in the 2007 results.

For those students who took the Central Texas Student Futures Project Senior Survey, researchers were able to gather additional information about students' high school experiences and college preparation activities. In particular, the financial aid questions reveal important differences between student groups. It is important that more than a third of all non-AISD respondents and more than 60% of low-income students indicated that they did not know about the financial aid process. School and community partners have an opportunity to increase awareness and education around this critical factor by targeting financial aid information to these populations.

The intent of the Senior Survey is to provide researchers with information on students' backgrounds, as well as high school and college preparation activities that cannot

be obtained through administrative records. While the survey findings themselves are interesting, these results will be more revealing after the statistical analysis of student outcomes upon leaving high school is completed. Researchers will link student survey responses and historical student records to postsecondary education and employment records to identify factors that influence students' post-high school transitions. The first report linking survey responses to student outcomes for 2007 seniors will be released in the Summer of 2008.

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Appendix A. Research Activities, Methods, and Future Plans

Administration and Survey Analysis

Survey Administration and Respondents

Students took two versions of the 2007 senior survey: 3,428 completed the Student Futures Project online version of the survey, and 3,188 students took the AISD-administered survey. For the RMC version of the survey, students were assigned a random alphanumeric identification code, the primary purpose of which was to provide anonymity for the survey taker. This random code was unique to each consent form, allowing researchers to link consenting students with their surveys and additional administrative data.

Austin ISD administered its own senior survey. Of the 50 questions on the Austin ISD survey, 17 were identical to those in the Student Futures Project version of the survey. Another six were similar enough that responses across the surveys could be combined for the analysis. AISD staff managed the survey process in their schools and provided Student Futures Project researchers with an electronic data set of student responses to the survey. No conceptual errors were expected or detected in the AISD survey data. Hence, all 6,616 survey responses from the Central Texas area were included in the final database and used for survey analysis.

Students located in the October 2006 PEIMS Snapshot in Austin were included in the data provided to Student Futures Project researchers, while reports generated by Austin ISD about their survey detail responses from all students enrolled in the spring of 2007 during the administration of the survey. Austin ISD reported 3,235 survey takers out of 3,945 students enrolled at the time the survey was taken; Student Futures Project researchers report 3,188 survey takers out of 4,240 students enrolled in regular Austin ISD schools as of the October 2006 snapshot date. Austin ISD's higher number of survey takers may reflect students added to the rolls of the district after the snapshot date; the Student Future Project researchers' higher number of students enrolled is likely a result of students who left the district prior to the survey-taking period. As a result of these differences in definitions, numbers cited in publicly available survey reports from Austin ISD may vary slightly from those reported in this document. Researchers at both the Student Futures Project and Austin ISD are continuing to work together to ensure that numbers in future reports are more closely aligned.

Survey Samples and District-Level Characteristics

The two samples discussed in this report reflect the differences within the Austin ISD and Student Futures Project surveys discussed above. District-level and overall characteristics of survey respondents are provided in Table A-1 below.

Table A-1. Characteristics of Survey Respondents Overall and by District

	Overall	Austin ¹	Del Valle	Eanes	Leander	Manor	Pflugerville	Round Rock	San Marcos
Number of Survey Respondents	6,616	3,188	225	334	920	118	648	862	321
Percent of Respondents									
Ethnicity									
Asian	5	4	4	7	3	0	10	10	2
Black	11	12	20	1	7	24	21	8	4
Hispanic	33	41	59	7	18	46	25	17	63
White	48	43	14	81	67	24	40	60	27
Other	3	1	4	4	6	7	4	5	4
Gender									
Female	50	50	52	47	46	49	54	50	51
Male	50	50	48	53	54	51	46	50	49
Family Income Status									
Low-Income	25	33	48	4	13	46	20	12	32
Not Low-Income	75	67	52	96	87	54	80	88	68
Plans for Initial Postsecondary Education									
Going to College or Technical School	88	88	84	96	88	85	87	92	81
Not Going to College or Technical School	12	12	16	4	12	15	13	8	19
Plans for Initial Postsecondary Employment									
Going to Work	62	48	82	46	78	87	78	72	81
Not Going to Work	38	51	18	54	22	13	22	28	19
Parents who Achieved at Least a Bachelor's Degree									
Neither Parent	42	46	60	8	38	62	43	31	49
One Parent	17	16	8	20	21	8	18	17	13
Both Parents	23	24	3	64	18	3	15	30	9
Unknown ²	18	13	28	7	23	26	24	21	29
Student Would Be First Generation to Go to College									
First-Generation	23	28	43	2	16	41	22	10	33
Not First-Generation	59	58	28	90	61	33	54	68	38
Unknown	18	13	28	7	23	26	24	21	29

Source: Student Futures Project calculations

1. Austin ISD rates for student plans for initial postsecondary enrollment and employment do not add to 100; plans for the remaining 1% in each category were unknown.

2. Unknown includes survey takers who chose not to provide this information or who did not complete the survey.

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

The two samples are each constructed from the survey takers above. The first sample, which included Austin ISD student responses, contains information from 6,616 students. The second sample included non-Austin ISD students and contains information on 3,248 students. The district characteristics provided above demonstrate the influence that each district had on 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 under- or overrepresentation is mentioned here along with Table A-2, which provides school-level response rates.

Table A-2. School-Level Senior Survey Response Rates

School District/School	Number of Seniors*	Number of Respondents	Response Rate
Austin			
Austin, Anderson, Bowie	1,585	1,371	86%
Johnston, Travis, Reagan	556	360	65%
Lanier, Akins, Crockett	1,180	886	75%
LBJ, Garza, McCallum	919	571	62%
Del Valle			
Del Valle	248	225	91%
Eanes			
Westlake	558	334	60%
Leander			
Leander	406	301	74%
Cedar Park	434	304	70%
Vista Ridge	415	293	71%
Manor			
Manor	174	118	68%
Pflugerville			
Connally	352	265	75%
Hendrickson	279	174	62%
Pflugerville	407	206	51%
Round Rock			
McNeil	571	279	49%
Round Rock	451	211	47%
Stony Point	651	107	16%
Westwood	577	247	43%
San Marcos			
San Marcos	460	263	57%

Source: Student Futures Project calculations

* Calculated for seniors present and enrolled on Oct. 25, 2007 using district-provided PEIMS data.

Aligning the surveys

Because the questions and answer choices in the two versions of the survey varied slightly, some modifications were required to bring these versions into closer alignment for analysis. One modification combined some answer choices from one version so that they more closely resembled the other version. For example, students taking the non-AISD surveys may have had five answer options (very well, well, somewhat well, not very well, and not at all well), whereas students taking the Austin survey may have had three options (very well, somewhat well, or not well). Student responses to the five-answer option were combined, where appropriate, to align with the number of responses in the Austin ISD survey.

Choosing items for analysis

Analysis of survey responses in this report is presented in two chapters: questions shared or aligned for comparison by Austin ISD and Student Futures Project researchers (Chapter III) versus questions solely asked by Student Futures Project researchers (Chapter IV). Results described as 'significant' represent a statistical comparison where researchers tested the means between groups using Ordinary Least Squares. Where the differences between means were greater than 0.1 and less than -0.1 and the confidence level was greater than 99.9%, the comparison between groups was considered statistically and substantively important and identified in the text as 'significant.'

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 population as a whole. The test performed for this analysis compares the means of respondents to non-respondents.¹⁹ If the respondents are a random sample (are representative) of the entire population, then there should be no statistically significant differences on the variables of interest (race/ethnicity, gender, and income status) between the respondents and the non-respondents.²⁰ Results for statistically significant differences are presented in Table A-3 below; items not discussed in the main text (i.e., low-income) are discussed below.

¹⁹ Survey respondents were linked to their administrative information for this analysis by matching them on the variables of school, race, gender, and income status.

²⁰ The method described did not incorporate a finite population correction; the value used to determine the substantive differences between the means was set at ± 0.08 , rather than ± 1 , in an effort to account for this.

Table A-3: Comparison of Respondents and Non-Respondents by District

Variables (by district)	Percent of Non-Respondent Population	Percent of Respondent Population	Level of Statistical Significance
Austin ISD			
Black	18	12	<.0001
Hispanic	47	41	<.0001
White	30	43	<.0001
Low-Income	46	33	<.0001
San Marcos ISD			
Low-Income	62	32	<.0001

Source: Student Futures Project calculations

When comparing respondents and non-respondents, differences not highlighted earlier in the report (e.g., ethnicity in Austin ISD) likely represent an overrepresentation of Whites and an under-representation of Blacks and Hispanics among respondents; this does not necessarily indicate that these subgroups were not representative of the population as a whole. One factor that could produce such a result would be a lower school-level response rate at schools with this particular student population. In future years, researchers will examine the interplay between school response rates and student representativeness.

Category Construction

Researchers used several variables constructed from students' responses to the survey. For example, rather than use all of the potential answers to the student's high school as separate categories, students were grouped as either being enrolled in a school with a large low-income population or not. Researchers considered students' enrollment in a school with more than 40% of students signed up for free and reduced lunch as being enrolled in a large low-income population school; this definition has been used over the past three years of this study. This year, researchers determined the percentage of students signed up for free and reduced lunch by averaging the number of students signed up for free and reduced lunch over the past 4 years. This new variable more closely approximates the entire high school experience of the seniors surveyed. The low-income category was then constructed using these 4-year averaged results, which are represented in Table A-4. All schools with more than 40% disadvantaged students are considered low-income schools for this study.

Table A-4: Percent of Economically Disadvantaged Students by High School

High Schools by District	Percent Economically Disadvantaged
Austin ISD*	
Austin, Anderson, Bowie	16%
Johnston, Reagan, Travis	78%
Lanier, Crockett, Akins	57%
McCallum, Garza, Johnson	38%
Del Valle ISD	
Del Valle	62%
Eanes ISD	
Westlake	2%
Leander ISD	
Cedar Park	9%
Leander	25%
Vista Ridge	16%
Manor ISD	
Manor	59%
Pflugerville ISD	
Hendrickson	28%
John B Connally	36%
Pflugerville	21%
Round Rock ISD	
McNeil	11%
Round Rock	20%
Stony Point	30%
Westwood	7%
San Marcos ISD	
San Marcos	51%

Source: Student Futures Project calculations

* Austin ISD provided student information in high school clusters as agreed in a Data Sharing Agreement with the Ray Marshall Center.

Only the Student Futures Project survey in the non-AISD school districts asked about the composition of the student’s family during high school. Any analysis on that topic pertains to 3,092 students, or 47% of all students surveyed. If students replied that they had lived with either their mother or their father, but not both, then they were classified as coming from a single-parent family. Mothers (82%) overwhelmingly led single-parent households, with only 18% of fathers doing the same. A larger share of students in single-parent households were classified as low-income (31%) than were in households with more than one parent (17%).

Appendix B. 2007 Senior Survey

*This is a list of all questions from the 2007 Central Texas Student Futures Project Senior Survey, which was administered online in seven participating school districts in the spring of 2007. The online survey used skip-logic on some questions; a student's response to one question would trigger a set of related questions. No student answered every question in this list. Questions with a * were optional for all students.*

1. Please enter the six-character Study Consent ID Number located at the top right corner of your consent form.
2. Which school do you attend?
3. Within a year of graduating from high school, what do you plan to do?
 - 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. Work as an apprentice (i.e., electrician, plumber, mechanic, etc)
 - g. Join the military
 - h. Other
 - i. Not sure
4. What is your gender?
 - a. Male
 - b. Female
5. What is your race/ethnicity?
 - a. African American
 - b. Hispanic, Latino, of Spanish Origin
 - c. American Indian, Eskimo, Aleut
 - d. Asian or Pacific Islander
 - e. White or Caucasian
 - f. Other
6. 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?
 - a. Yes
 - b. No
7. If you are not planning to pursue further education and training in the 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

8. Choose the response below that best describes how well your high school prepared you for a job that requires knowledge and skills in:

	I feel prepared for a job requiring advanced knowledge/skills.	I feel prepared for a job requiring basic knowledge/skills.	I do not feel prepared for a job requiring knowledge/skills in this subject.
English/Language Arts (writing, reading, speaking, listening)			
Mathematics			
Science			
Social Studies			
Computers/Technology			

9. Choose the response below that best describes how well your high school prepared you for a job that requires knowledge and skills in:

	I feel prepared for a job requiring advanced knowledge/skills.	I feel prepared for a job requiring basic knowledge/skills.	I do not feel prepared for a job requiring knowledge/skills in this subject.	I did not take these courses
Foreign Language				
Performing/Fine Arts				

10. How important is each of the following in choosing a college? (Very important, Somewhat important, Not important)

- a. College expenses (tuition, books, room and board)
- b. Availability of financial aid
- c. Availability of specific courses or curriculum
- d. Reputation of the college in athletic programs
- e. Social life at the college
- f. Ability to live at home and attend college
- g. Ability to live away from home
- h. Job or employment placement record of the college
- i. Reputation of the college in academic programs
- j. Easy admission standards
- k. Ability to take courses online

11. What do you plan to study in college? Select all that apply.

- a. Business, communications, or office skills
- b. Education or community services
- c. Engineering or computer and information sciences
- d. Health sciences (i.e., allied health, nursing, dentistry, medicine, etc)
- e. Human, family, or consumer sciences (i.e., sociology, nutrition, human development, safety, etc)
- f. Humanities or social sciences (i.e., psychology, anthropology, geography, history, etc)
- g. Natural sciences or mathematics (i.e., biology, chemistry, physics, statistics, etc)
- h. Trade or industrial (i.e., auto mechanic, welding, plumbing, HVAC, etc)
- i. Visual or performing arts
- j. Undecided

12. Choose the response below that best describes how well your high school helped you to prepare for college by further developing knowledge and skills in the following areas:

	I am prepared for regular or advanced college-level coursework.	I will have to take remedial classes to prepare for college-level coursework.	I am not prepared for any college-level coursework.
English/Language Arts (writing, reading, speaking, listening)			
Mathematics			
Science			
Social Studies			
Computers/Technology			

13. Choose the response below that best describes how well your high school helped you to prepare for college by further developing knowledge and skills in the following areas:

	I am prepared for regular or advanced college-level coursework.	I will have to take remedial classes to prepare for college-level coursework.	I am not prepared for any college-level coursework.	I did not take these courses.
Foreign Language				
Performing/Fine Arts				

14. If you took Career and Technology Education courses in high school, how well did they prepare you for work or further schooling in those areas?

- a. Very well
- b. Well
- c. Somewhat well
- d. Not that well
- e. Not well at all
- f. I did not take these courses.

15. How well did your high school help you to develop knowledge and skills in the following areas? (Very well, Well, Somewhat well, Not that well, Not at all well)

- a. Teamwork
- b. Creative thinking
- c. Problem solving
- d. Conflict resolution
- e. Personal health / Fitness
- f. Meeting deadlines
- g. Working hard

16. Which of the following college preparation activities did you participate in? Select all that apply.

- a. Visited one or more college campus
- b. Took the PSAT
- c. Took college entrance tests (SAT, ACT, and/or THEA)
- d. Completed an application to a college or university, or completed the Texas Common Application
- e. Completed or are currently enrolled in ACC courses (Early College Start, Dual Credit, Tech Prep)
- f. Ordered and/or submitted a transcript to a college or university
- g. Participated in a college preparation program offered at my high school
- h. Visited a Go Center
- i. Other
- j. I did not participate in college preparation activities.

17. When did you first take a college entrance test?
- Fall of junior year
 - Spring of junior year
 - Summer after junior year
 - Fall of senior year
 - Spring of senior year
 - Other
 - I did not take college entrance tests
18. Where did you submit an application for admissions? Select all that apply.
- Two-year college
 - Four-year college or university
 - Business, technical, trade or vocational school
 - I have not submitted an application for admissions
19. Where were you accepted or wait-listed for enrollment? Select all that apply.
- Two-year college
 - Four-year college or university
 - Business, technical, trade or vocational school
 - I have not been accepted for enrollment.
20. Choose the response that best describes how well your high school prepared you to meet your college and career goals.
- Very well
 - Well
 - Somewhat well
 - Not that well
 - Not well at all
21. Choose the response that best describes how well your high school prepared you for the college selection/application process.
- Very well
 - Well
 - Somewhat well
 - Not that well
 - Not well at all
22. Did you ever meet with your school counselor for any of the following issues? Select all that apply.
- Personal/family issues
 - Scheduling, course selection and placement
 - Grades/test scores/academic performance
 - Writing resumes/job applications
 - Writing college applications/essays
 - Scholarship/financial aid information
 - Graduation plans
 - College information
 - Career information
 - I did not meet with my school counselor

23. Did you ever meet with your college counselor (i.e., Project Advance Coordinator, Transition Coordinator) for any of the following issues? Select all that apply.

- a. Grades/test scores/academic performance
- b. Writing resumes/job applications
- c. Writing college applications/essays
- d. Scholarship/financial aid information
- e. College information
- f. Career information
- g. I did not meet with my college counselor
- h. My high school does not have college counselors

24. Please rank the following by which has had the greatest influence on your decision making processes about your future. #1 should be the most influential and #5 should be the least influential. Use each number only once.

	1	2	3	4	5
My parents					
Other family members					
Myself					
School personnel (i.e., school counselors, college counselors, teachers)					
Other					

25. When did you start thinking about going to college?

- a. As long as I can remember
- b. When I was a child
- c. In middle/junior high school
- d. In high school
- e. I've never thought about college as an option after high school

26. When did you start expecting to go to college?

- a. As long as I can remember
- b. When I was a child
- c. In middle/junior high school
- d. In high school
- e. I've never expected to go to college

27. Who helped you the most in preparing to apply to college?

- a. School personnel (school counselors, college counselors, teachers, etc)
- b. Parents/family/relatives
- c. My own independent research
- d. Other
- e. I did not apply to college

28. Whether or not you applied, how easy was it for you and your family to understand the financial aid process?

- a. Very easy
- b. Easy
- c. Neutral
- d. Difficult
- e. Very difficult

29. Who helped you the most in obtaining financial aid information?

- a. School personnel (school counselors, college counselors, teachers, etc)
- b. Parents/family/relatives
- c. My own independent research
- d. Other
- e. I did not get financial aid information

30. Who in your family attended a college or financial aid event? Select all that apply.
- Myself
 - My parents
 - Other family members
 - No one
 - Don't know
31. When did you or your parents submit your financial aid application (FAFSA or PROFILE)?
- January
 - February
 - March
 - April
 - May
 - I did not submit a financial aid application
 - Don't know
32. If you did not submit a financial aid application, why not?
- I do not need financial aid to attend college
 - My parents were not willing to submit private financial information
 - My family did not think we would qualify for financial aid
 - I do not plan to go to college
 - I did not know about the financial aid process
33. Will you or your family be borrowing money for you to attend college?
- Yes
 - No
 - Maybe
 - I will not be attending college
34. What types of financial aid did/will you apply for? Select all that apply.
- Institutional loans (loans through the college or university you will be attending)
 - Non-institutional loans (loans through a bank or the federal government, i.e., Stafford Loans)
 - Scholarships (through the college or university you will be attending or from another source)
 - Grants (through the college or university you will be attending or from the federal government)
 - Work study (offered through the college or university you will be attending)
 - I did not apply for financial aid
 - Don't know
35. To ensure the security of your survey responses, please re-enter the Study Consent ID Number from the top right corner of your consent form.
36. To what extent were your parents involved in the following school-related things:
- | | Consistently | Often | Occasionally | Rarely | Never |
|---|--------------|-------|--------------|--------|-------|
| Working with you on homework or school projects | | | | | |
| Volunteering at your school | | | | | |
| Helping you decide what classes to take | | | | | |
| Attending school activities or meetings | | | | | |
| Communicating with your teachers | | | | | |
37. To what extent did your parents or other family members encourage you to go to college?
- A great deal
 - Somewhat
 - Not very much
 - Not at all

38. Were you born in the US?
- Yes
 - No
39. How many siblings do you have?
40. Have any of your siblings graduated from high school?
- Yes
 - No
 - I am the oldest child
41. Have any of your siblings attended or graduated from college?
- Yes
 - No
 - I am the oldest child
42. Which of your parents were born in the US?
- Mother
 - Father
 - Both
 - Neither
43. What is the highest level of education completed by your mother?
- Did not finish high school
 - Graduated from high school or earned a GED
 - Attended a two-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 two-year college
 - Attended a four-year college or university, but did not complete a degree
 - Earned a Bachelor's degree
 - Earned a Master's, Ph.D., or other advanced degree
 - Don't know
44. What is the highest level of education completed by your father?
- Did not finish high school
 - Graduated from high school or earned a GED
 - Attended a two-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 two-year college
 - Attended a four-year college or university, but did not complete a degree
 - Earned a Bachelor's degree
 - Earned a Master's, Ph.D., or other advanced degree
 - Don't know
45. Did your mother work in paid employment for most of the time you were in high school?
- Yes
 - No
 - Don't know
46. Did your father work in paid employment for most of the time you were in high school?
- Yes
 - No
 - Don't know

47. Who lives in your current household? Select all that apply.
- Mother/step-mother
 - Father/step-father
 - Grandparent(s)
 - Sibling(s)
 - Other relatives (i.e., aunt, uncle, cousin, etc)
 - Others (i.e., friends, renters, etc)
48. Are these the people you lived with most of the time you were in high school?
- Yes
 - No
49. * What is your family's approximate annual income?
- \$25,000 or less
 - \$25,000 to \$50,000
 - \$50,000 to \$90,000
 - \$90,000 to \$160,000
 - \$160,000 or greater
 - Don't know
50. During your senior year, did anyone in your household participate in the following? Select all that apply.
- Free or reduced lunch program
 - TANF
 - Food stamps/Lone Star card program
 - None of the above
51. * Do you regularly attend religious services?
- Yes
 - No
52. Have you registered to vote?
- Yes
 - I am not eligible because I am under 19
 - I am not eligible because I am under 18 and not a US citizen
 - I am not eligible because I am not a US citizen but am over 18
 - No
53. Which graduation plan are you completing?
- Distinguished Achievement Program
 - Recommended High School Program
 - Minimum High School Program
 - Don't know/Not sure
54. 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?
- None
 - 1-5 hours
 - 6-10 hours
 - 11-15 hours
 - 16+ hours

55. During your senior year, approximately how many hours per week did you typically work for pay?
- None
 - 1-5 hours
 - 6-10 hours
 - 11-15 hours
 - 16+ hours
56. Did you participate in any of the following extra-curricular activities (not school courses, but affiliated with school) while in high school? Select all that apply.
- Music (choir, band, orchestra)
 - Theater/Drama
 - Dance
 - Sports (outside of PE)
 - Journalism (newspaper, yearbook)
 - Speech/debate
 - Academic clubs
 - Service clubs
 - Other
 - None of the above
57. Did you participate in any of the following non-school related activities during your senior year? Select all that apply.
- Organized sports
 - Arts/Music activities
 - Community service organizations and activities
 - Environmental projects
 - Faith-based or charitable organizations
 - Providing routine care to another family member
 - Other
 - None of the above
58. On the whole, did you like high school?
- Yes
 - No
 - Neutral
59. If you had it to do over again, would you do the same things in high school again?
- Yes
 - No
 - Neutral
60. If there was any one question not asked on this survey which you feel should have been asked, what would that question be?
61. What would you like to share with your high school administrators and teachers that would help them offer better services and supports to future students?

	Overall (N=6616)	Male (N=3320)	Female (N=3296)	Low Income Student (N=1667)	Not A Low Income Student (N=4949)	Both Parents Completed at Least a Bachelor's Degree (N=1552)	First Generation (N=1535)	Not First Generation (N=3883)	Attended Low Income High School (N=1910)	Did Not Attend a Low Income High School (N=4706)	Asian (N=333)	Black (N=733)	Hispanic (N=2191)	White (N=3184)	Other (N=175)	Austin (N=3188)	Del Valle (N=225)	Eanes (N=334)	Leander (N=920)	Manor (N=118)	Pflugerville (N=648)	Round Rock (N=862)	San Marcos (N=321)
Q 6: 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=707)																							
Yes	64	61	69	68	62	71	63	71	63	66	44	61	65	66	61	61	76	85	61	78	64	69	69
No	7	8	6	3	9	8	6	7	5	8	0	11	5	7	13	6	3	8	8	6	8	11	5
Maybe or Don't Know	29	31	25	29	28	22	31	22	32	26	56	28	29	27	26	33	22	8	32	17	28	19	26
Q 10: How important is each of the following in choosing a college? (N=5555)																							
College expenses: Very important	55	52	57	69	51	38	68	49	64	52	57	71	63	46	62	53	69	30	61	65	62	53	67
College expenses: Somewhat important	36	38	35	26	39	47	26	40	30	38	37	23	32	42	32	38	25	52	33	26	32	37	25
College expenses: Not important	9	10	8	5	10	14	6	11	6	10	6	7	5	12	6	9	5	18	6	9	6	10	7
Availability of financial aid: Very important	56	51	61	77	50	36	74	48	70	51	51	75	69	44	61	56	71	22	59	73	61	51	75
Availability of financial aid: Somewhat important	32	35	28	19	35	41	21	36	24	34	38	21	26	37	27	33	22	42	30	18	28	36	16
Availability of financial aid: Not important	12	14	11	4	15	23	5	16	5	15	11	5	5	19	12	11	6	36	10	8	11	14	9
Availability of specific courses or curriculum: Very important	67	63	72	68	67	67	67	68	66	68	68	70	66	67	76	63	68	65	76	63	73	68	74
Availability of specific courses or curriculum: Somewhat important	28	32	25	29	28	28	29	28	30	28	26	25	30	29	20	33	26	30	22	30	23	26	23
Availability of specific courses or curriculum: Not important	4	5	3	3	4	5	4	4	4	4	6	4	3	4	4	4	6	6	2	7	4	6	3
Reputation of the college in athletic programs: Very important	20	24	18	25	19	19	25	19	24	19	19	33	21	17	20	21	23	29	18	19	23	18	14
Reputation of the college in athletic programs: Somewhat important	36	38	33	39	35	34	37	35	40	34	33	39	38	34	31	35	44	38	34	43	32	37	38
Reputation of the college in athletic programs: Not important	44	38	49	37	46	47	38	46	36	47	48	28	41	49	49	44	34	33	48	38	45	45	48

	Overall (N=6616)	Male (N=3320)	Female (N=3296)	Low Income Student (N=1667)	Not A Low Income Student (N=4949)	Both Parents Completed at Least a Bachelor's Degree (N=1552)	First Generation (N=1535)	Not First Generation (N=3883)	Attended Low Income High School (N=1910)	Did Not Attend a Low Income High School (N=4706)	Asian (N=333)	Black (N=733)	Hispanic (N=2191)	White (N=3184)	Other (N=175)	Austin (N=3188)	Del Valle (N=225)	Eanes (N=334)	Leander (N=920)	Manor (N=118)	Pflugerville (N=648)	Round Rock (N=862)	San Marcos (N=321)
Social life at the college: Very important	35	40	31	31	37	40	32	37	32	37	36	37	32	37	31	34	34	59	36	29	31	36	29
Social life at the college: Somewhat important	51	48	54	53	50	50	51	50	53	50	52	52	52	50	57	50	56	35	50	57	55	53	60
Social life at the college: Not important	14	12	15	16	13	10	17	12	15	13	12	11	17	13	12	16	11	5	14	14	13	11	11
Ability to live at home and attend college: Very important	22	20	25	39	17	10	36	16	34	18	24	30	34	14	20	25	34	8	18	30	28	18	26
Ability to live at home and attend college: Somewhat important	32	34	29	38	30	20	39	27	41	28	42	31	40	25	34	32	45	13	31	37	32	30	41
Ability to live at home and attend college: Not important	46	45	46	23	53	70	24	57	25	53	34	40	26	61	46	43	22	79	51	34	40	53	33
Ability to live away from home: Very important	33	31	34	31	34	37	31	34	32	33	32	41	29	34	33	32	24	45	31	37	34	34	28
Ability to live away from home: Somewhat important	44	47	42	44	44	42	44	44	45	44	42	40	46	44	45	41	58	41	49	49	47	44	46
Ability to live away from home: Not important	23	22	24	26	22	22	26	23	23	23	26	19	25	23	23	26	18	15	20	14	19	23	26
Job or employment placement record of the college: Very important	35	33	36	46	31	29	44	32	42	32	36	48	39	29	38	34	39	32	35	47	35	34	37
Job or employment placement record of the college: Somewhat important	49	51	48	44	51	51	45	50	48	50	48	41	49	51	49	47	54	48	52	46	51	51	56
Job or employment placement record of the college: Not important	16	16	16	10	18	21	11	19	10	18	17	11	12	20	13	19	7	20	13	7	14	15	7
Reputation of the college in academic programs: Very important	59	55	63	56	60	66	56	62	56	60	68	63	56	59	64	57	56	71	61	55	60	61	61
Reputation of the college in academic programs: Somewhat important	35	38	31	37	34	28	38	32	39	33	27	31	38	34	31	37	38	23	33	38	35	32	36
Reputation of the college in academic programs: Not important	6	7	5	6	6	6	6	6	5	6	6	6	6	7	5	6	6	6	6	7	6	7	4
Easy admission standards: Very important	29	28	29	41	25	16	41	22	38	25	30	44	35	21	34	27	45	13	28	38	33	29	38
Easy admission standards: Somewhat important	46	47	45	46	46	42	46	45	46	46	40	42	48	46	45	43	46	52	51	45	47	46	49
Easy admission standards: Not important	26	25	26	13	30	43	13	33	16	29	30	14	17	33	21	30	9	35	21	17	20	25	13

	Overall (N=6616)	Male (N=3320)		Female (N=3296)		Low Income Student (N=1667)		Not A Low Income Student (N=4949)		Both Parents Completed at Least a Bachelor's Degree (N=1552)		First Generation (N=1535)		Not First Generation (N=3883)		Attended Low Income High School (N=1910)		Did Not Attend a Low Income High School (N=4706)		Asian (N=333)		Black (N=733)		Hispanic (N=2191)		White (N=3184)		Other (N=175)		Austin (N=3188)		Del Valle (N=225)		Eanes (N=334)		Leander (N=920)		Manor (N=118)		Pflugerville (N=648)		Round Rock (N=862)		San Marcos (N=321)	
Ability to take courses online: Very important	15	14	15	22	13	8	24	11	20	13	16	25	18	10	18	15	18	8	16	16	18	13	17																						
Ability to take courses online: Somewhat important	34	35	34	39	33	26	39	31	41	32	36	37	40	30	33	31	45	25	40	42	36	37	46																						
Ability to take courses online: Not important	51	51	50	39	54	66	37	58	39	55	48	38	42	59	49	55	36	67	45	42	46	50	37																						
Q 16: College prep activities: (N=6512)																																													
Visited one or more college campus	53	49	57	43	56	72	43	61	49	55	55	51	44	60	60	44	78	89	55	64	48	64	58																						
Took the PSAT	62	59	66	46	68	83	46	73	48	68	74	54	49	72	66	58	60	89	76	44	52	67	53																						
Took college entrance tests (SAT, ACT, and/or THEA)	70	67	74	55	76	90	55	81	58	75	84	66	59	78	72	66	61	95	72	59	71	79	71																						
Completed or are currently enrolled in ACC courses (Early College Start, Dual Credit, Tech Prep)	25	21	29	20	27	32	20	29	20	27	38	23	21	27	31	23	18	22	32	26	24	27	26																						
Ordered and/or submitted a transcript to a college or university	50	45	55	31	56	73	30	63	33	57	65	44	35	60	58	41	40	87	56	40	57	64	48																						
Q 18: The student applied to: (N=6500)																																													
Two-year college	35	35	35	47	31	21	45	30	44	31	22	41	44	29	28	50	15	5	24	24	22	21	26																						
Four-year college or university	67	65	69	55	71	89	53	77	58	70	82	76	54	72	63	69	52	94	59	46	63	70	54																						
Business, technical, trade or vocational school	10	12	8	17	8	4	16	7	17	7	7	14	14	7	7	14	11	2	5	17	7	6	7																						
I have not submitted an application for admission	16	17	14	21	14	5	22	10	21	13	9	12	21	13	21	11	34	4	25	26	21	15	26																						
Q 19: The student was accepted to: (N=5460)																																													
Two-year college	28	27	29	35	25	20	33	26	31	26	21	30	32	25	20	41	8	3	20	15	17	17	19																						
Four-year college or university	57	55	58	40	62	84	39	69	42	62	73	58	41	65	52	57	35	90	51	34	53	62	44																						
Business, technical, trade or vocational school	7	8	5	11	5	3	10	5	11	5	6	9	9	4	5	9	8	2	4	13	5	4	5																						
I have not been accepted for enrollment	27	29	25	37	23	9	39	18	38	22	17	28	37	20	35	23	54	8	34	43	32	24	38																						

	Overall (N=6616)	Male (N=3320)	Female (N=3296)	Low Income Student (N=1667)	Not A Low Income Student (N=4949)	Both Parents Completed at Least a Bachelor's Degree (N=1552)	First Generation (N=1535)	Not First Generation (N=3883)	Attended Low Income High School (N=1910)	Did Not Attend a Low Income High School (N=4706)	Asian (N=333)	Black (N=733)	Hispanic (N=2191)	White (N=3184)	Other (N=175)	Austin (N=3188)	Del Valle (N=225)	Eanes (N=334)	Leander (N=920)	Manor (N=118)	Pflugerville (N=648)	Round Rock (N=862)	San Marcos (N=321)
Q 20: Choose the response that best describes how well your high school prepared you to meet your college and career goals. (N=6417)																							
Very well or well	50	48	51	41	53	59	42	54	39	54	55	52	41	54	55	33	68	84	62	50	64	66	59
Somewhat well	39	40	37	46	36	33	45	36	48	35	32	40	45	35	26	54	26	13	26	30	26	21	31
Not very well or not well at all	12	12	11	12	12	9	13	10	14	11	13	9	13	11	19	13	6	3	12	20	10	13	10
Q 21: Choose the response that best describes how well your high school prepared you for the college selection/application process. (N=6408)																							
Very well or well	43	42	43	36	45	49	38	45	36	45	46	46	36	45	44	30	62	76	52	48	48	52	53
Somewhat well	41	41	41	48	38	36	45	39	48	38	35	40	47	38	31	54	31	17	29	28	30	28	32
Not very well or not well at all	17	17	16	16	17	15	17	16	16	17	19	14	17	16	25	15	7	8	19	24	22	21	15
Q 22: Counselor visits about the following topics: (N=6438)																							
Personal/family issues	17	14	19	21	15	12	17	16	17	17	15	19	18	16	16	17	15	13	17	21	15	18	17
Scheduling, course selection and placement	81	77	84	80	81	85	79	84	79	82	81	77	80	82	79	82	86	87	84	77	76	78	74
Grades/test scores/academic performance	32	31	32	33	31	25	33	30	29	32	38	38	32	29	48	14	57	33	49	51	46	52	54
Writing resumes/job applications	7	7	6	6	7	9	5	8	6	7	14	7	6	6	11	7	13	10	6	6	6	7	7
Writing college applications/essays	45	45	44	37	47	54	36	50	37	48	57	47	37	48	46	39	66	66	50	34	42	49	45
Scholarship/financial aid information	30	28	31	32	29	31	30	31	31	29	39	43	29	26	33	28	48	22	32	37	33	29	31
Graduation plans	56	54	57	64	53	48	62	54	60	54	54	65	61	50	52	66	52	23	50	44	46	43	54
Career Information	15	17	13	20	13	9	19	13	21	12	15	20	19	11	16	16	36	9	15	21	8	11	20

	Overall (N=6616)	Male (N=3320)	Female (N=3296)	Low Income Student (N=1667)	Not A Low Income Student (N=4949)	Both Parents Completed at Least a Bachelor's Degree (N=1552)	First Generation (N=1535)	Not First Generation (N=3883)	Attended Low Income High School (N=1910)	Did Not Attend a Low Income High School (N=4706)	Asian (N=333)	Black (N=733)	Hispanic (N=2191)	White (N=3184)	Other (N=175)	Austin (N=3188)	Del Valle (N=225)	Eanes (N=334)	Leander (N=920)	Manor (N=118)	Pflugerville (N=648)	Round Rock (N=862)	San Marcos (N=321)
Q 25: When did you start thinking about going to college? (N=6351)																							
As long as I can remember	37	33	41	24	42	55	23	46	28	41	41	34	27	44	37	39	24	50	34	25	34	37	29
When I was a child	13	13	13	12	13	14	12	14	12	13	13	17	13	12	14	12	15	10	14	13	15	14	13
In middle/junior high school	21	19	23	25	20	15	25	19	24	20	19	27	22	19	16	21	25	18	20	28	22	21	24
In high school	26	31	22	35	23	15	35	20	32	24	23	21	34	23	27	25	35	22	28	35	26	27	30
I've never thought about college as an option after high school	3	4	1	4	2	1	5	1	3	2	3	2	4	2	6	3	2	0	4	0	4	2	4
Q 28: Whether or not you applied, how easy was it for you and your family to understand the financial aid process? (N=6337)																							
Very easy	15	16	14	13	15	17	12	16	16	14	11	23	11	15	15	16	11	19	12	13	15	13	13
Easy	26	27	26	23	27	30	23	28	23	28	26	27	24	28	22	24	29	31	30	27	26	30	27
Neutral	39	37	40	40	38	35	39	37	39	39	42	35	42	37	44	35	48	37	43	42	41	43	43
Difficult	9	8	10	10	9	8	12	9	8	10	11	7	10	9	13	7	9	11	12	16	11	11	11
Very Difficult	4	4	4	5	3	2	5	3	4	4	6	4	4	3	6	3	3	2	4	3	6	4	6
Q 33: Will you or your family be borrowing money for you to attend college? (N=5959)																							
Yes	37	34	39	39	36	34	39	38	42	35	33	44	39	35	27	47	29	14	29	30	33	32	27
No	25	26	24	16	29	39	16	31	16	29	26	20	17	32	27	21	15	54	25	23	25	31	24
Maybe	36	36	35	44	33	27	42	30	40	34	39	35	41	32	39	32	52	30	41	44	39	35	43
I will not be attending college	2	3	1	2	2	1	3	1	2	2	2	1	2	2	7	0	4	1	5	3	4	2	6

	Overall (N=6616)			Male (N=3320)		Female (N=3296)		Low Income Student (N=1667)		Not A Low Income Student (N=4949)		Both Parents Completed at Least a Bachelor's Degree (N=1552)			First Generation (N=1535)		Not First Generation (N=3883)		Attended Low Income High School (N=1910)		Did Not Attend a Low Income High School (N=4706)		Asian (N=333)					Black (N=733)					Hispanic (N=2191)					White (N=3184)					Other (N=175)					Austin (N=3188)					Del Valle (N=225)					Eanes (N=334)					Leander (N=920)					Manor (N=118)					Pflugerville (N=648)					Round Rock (N=862)					San Marcos (N=321)				
Q 53: Which graduation plan are you completing? (N=4907)																																																																																							
Distinguished Achievement Program	23	22	25	12	26	41	13	29	15	26	33	13	15	28	30	26	8	42	18	12	12	27	25	33	13	15	28	30	26	8	42	18	12	12	27	25																																																			
Recommended High School Program	54	52	56	56	54	46	58	52	53	54	51	57	56	53	49	43	73	50	60	69	72	55	51	51	57	56	53	49	43	73	50	60	69	72	55	51																																																			
Minimum High School Program	18	21	15	25	16	12	24	15	25	16	13	22	22	16	12	n/a	6	6	14	6	10	12	10	13	22	22	16	12	n/a	6	6	14	6	10	12	10																																																			
Don't know/ Not sure	5	5	5	7	4	2	6	3	7	4	4	8	7	3	9	n/a	14	2	8	13	7	6	14	4	8	7	3	9	n/a	14	2	8	13	7	6	14																																																			
Q 54: 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? (N=6264)																																																																																							
None	8	13	4	8	8	6	9	7	9	8	6	8	8	9	11	8	11	5	8	10	9	10	10	6	8	8	9	11	8	11	5	8	10	9	10	10																																																			
1-5 hours	52	54	51	55	51	41	57	50	57	51	36	54	57	51	49	51	62	44	58	58	55	49	61	36	54	57	51	49	51	62	44	58	58	55	49	61																																																			
6-10 hours	26	24	28	26	26	31	24	28	23	27	27	28	24	26	24	27	17	29	24	22	24	27	21	27	28	24	26	24	27	17	29	24	22	24	27	21																																																			
11-15 hours	9	6	12	7	10	14	6	10	8	10	15	6	8	10	10	10	6	17	6	5	7	9	6	15	6	8	10	10	10	6	17	6	5	7	9	6																																																			
16+ hours	5	4	5	4	5	8	3	5	3	5	16	4	4	4	6	5	3	5	4	5	4	5	3	16	4	4	4	6	5	3	5	4	5	4	5	3																																																			
Q 55: During your senior year, approximately how many hours per week did you typically work for pay? (N=6257)																																																																																							
None	29	30	27	28	29	35	27	29	29	29	42	29	29	27	37	28	41	47	26	34	28	28	26	42	29	29	27	37	28	41	47	26	34	28	28	26																																																			
1-5 hours	13	13	13	12	13	16	10	14	11	13	15	11	12	14	10	13	14	20	11	11	13	11	14	15	11	12	14	10	13	14	20	11	11	13	11	14																																																			
6-10 hours	11	10	11	11	11	12	10	11	11	10	12	12	11	10	14	10	13	13	11	13	10	11	14	12	12	11	10	14	10	13	13	11	13	10	11	14																																																			
11-15 hours	13	12	14	10	14	14	10	14	10	14	11	11	11	15	13	12	7	10	16	13	13	18	12	11	11	11	15	13	12	7	10	16	13	13	18	12																																																			
16+ hours	35	35	35	39	33	24	43	31	39	33	20	37	38	34	27	38	25	10	37	30	36	31	34	20	37	38	34	27	38	25	10	37	30	36	31	34																																																			

Appendix C-2. Survey Responses to Questions Asked in the Student Futures Project Survey

C-2.1

	Overall (N=6616)					Male (N=3320)			Female (N=3296)			Low Income Student (N=1667)			Not A Low Income Student (N=4949)			Both Parents Completed at Least a Bachelor's Degree (N=1552)			First Generation (N=1535)			Not First Generation (N=3883)			Attended Low Income High School (N=1910)		Did Not Attend a Low Income High School (N=4706)		Asian (N=333)		Black (N=733)		Hispanic (N=2191)		White (N=3184)		Other (N=175)		Del Valle (N=225)		Eanes (N=334)		Leander (N=920)		Manor (N=118)		Pflugerville (N=648)		Round Rock (N=862)		San Marcos (N=321)	
Q 7: If you are not planning to pursue further education and training in the next year, what is your primary reason? (N=707)																																																						
Financial (i.e., can't afford to attend school, need income from working, etc)	25	22	30	38	20	16	29	21	29	23	29	20	32	20	13	30	23	18	22	30	21	31	16	15	6	16	10	0	14	18	8	3	14	8	9	6	10	13	21															
Academic (i.e., grades/test scores aren't high enough, don't feel academically prepared for college, etc)	12	12	11	13	11	8	15	6	16	10	0	14	18	8	3	14	8	9	6	10	13	21	8	15	6	16	10	0	14	18	8	3	14	8	9	6	10	13	21															
Personal preference (i.e., don't like school, career goals do not require college, etc)	22	26	14	16	24	12	13	29	18	23	29	26	18	24	26	14	31	25	28	19	25	18	12	13	29	18	23	29	26	18	24	26	14	31	25	28	19	25	18															
Personal obligation (i.e., child care or family responsibilities, etc)	11	8	16	13	10	12	12	9	9	11	0	17	10	11	10	11	8	13	11	10	11	8	12	12	9	9	11	0	17	10	11	10	11	8	13	11	10	11	8															
Other	31	32	29	19	35	52	31	35	27	33	43	23	22	37	48	32	31	35	33	31	31	21	52	31	35	27	33	43	23	22	37	48	32	31	35	33	31	31	21															
Q 8: Choose the response below that best describes how well your high school prepared you for a job that requires knowledge and skills in the following subject areas: (N=394)																																																						
English/Language Arts																																																						
I feel prepared for a job requiring advanced knowledge/ skills.	39	38	42	36	40	40	36	42	32	42	43	41	34	43	40	24	42	41	39	46	40	34	40	36	42	32	42	43	41	34	43	40	24	42	41	39	46	40	34															
I feel prepared for a job requiring basic knowledge/ skills.	47	49	44	50	46	32	49	42	59	42	43	47	55	40	43	70	25	45	44	45	39	56	32	49	42	59	42	43	47	55	40	43	70	25	45	44	45	39	56															
I do not feel prepared for a job requiring knowledge/ skills in this subject.	14	14	14	13	14	28	16	17	9	15	14	12	11	16	17	5	33	14	17	10	21	10	28	16	17	9	15	14	12	11	16	17	5	33	14	17	10	21	10															

Appendix C-2 (continued)

C-2.2

	Overall (N=6616)			Male (N=3320)		Female (N=3296)		Low Income Student (N=1667)		Not A Low Income Student (N=4949)		Both Parents Completed at Least a Bachelor's Degree (N=1552)		First Generation (N=1535)		Not First Generation (N=3883)		Attended Low Income High School (N=1910)		Did Not Attend a Low Income High School (N=4706)		Asian (N=333)					Black (N=733)					Hispanic (N=2191)					White (N=3184)					Other (N=175)					Del Valle (N=225)					Eanes (N=334)					Leander (N=920)					Manor (N=118)					Pflugerville (N=648)					Round Rock (N=862)					San Marcos (N=321)				
Mathematics																																																																																	
I feel prepared for a job requiring advanced knowledge/ skills.	28	29	26	31	27	44	29	30	23	30	29	35	26	28	33	22	17	33	22	29	30	25	29	35	26	28	33	22	17	33	22	29	30	25																																															
I feel prepared for a job requiring basic knowledge/ skills.	52	53	51	48	54	28	50	46	59	49	29	47	54	54	47	65	50	53	33	47	46	62	29	47	54	54	47	65	50	53	33	47	46	62																																															
I do not feel prepared for a job requiring knowledge/ skills in this subject.	20	18	23	21	19	28	21	24	18	21	43	18	20	19	20	14	33	14	44	24	24	13	43	18	20	19	20	14	33	14	44	24	24	13																																															
Science																																																																																	
I feel prepared for a job requiring advanced knowledge/ skills.	26	28	22	27	26	28	26	29	19	29	43	38	19	28	33	8	25	31	33	29	26	21	43	38	19	28	33	8	25	31	33	29	26	21																																															
I feel prepared for a job requiring basic knowledge/ skills.	49	49	48	53	47	32	45	45	56	46	29	47	51	48	47	65	33	42	28	49	50	59	29	47	51	48	47	65	33	42	28	49	50	59																																															
I do not feel prepared for a job requiring knowledge/ skills in this subject.	25	23	30	20	27	40	29	27	25	26	29	15	30	24	20	27	42	27	39	22	24	20	29	15	30	24	20	27	42	27	39	22	24	20																																															
Social Studies																																																																																	
I feel prepared for a job requiring advanced knowledge/ skills.	31	38	20	28	33	32	27	38	23	35	29	41	23	37	33	22	25	35	33	43	27	21	29	41	23	37	33	22	25	35	33	43	27	21																																															
I feel prepared for a job requiring basic knowledge/ skills.	46	44	51	50	45	36	50	40	52	44	57	35	52	44	40	57	42	47	39	42	43	52	57	35	52	44	40	57	42	47	39	42	43	52																																															
I do not feel prepared for a job requiring knowledge/ skills in this subject.	22	18	29	22	22	32	23	22	25	21	14	24	25	19	27	22	33	19	28	14	30	26	14	24	25	19	27	22	33	19	28	14	30	26																																															
Computers/Technology																																																																																	
I feel prepared for a job requiring advanced knowledge/ skills.	40	43	34	40	40	48	36	42	34	42	43	38	36	43	47	32	33	44	33	46	37	36	43	38	36	43	47	32	33	44	33	46	37	36																																															
I feel prepared for a job requiring basic knowledge/ skills.	44	42	47	51	41	32	50	42	53	40	14	38	50	43	27	57	42	42	44	36	40	54	14	38	50	43	27	57	42	42	44	36	40	54																																															
I do not feel prepared for a job requiring knowledge/ skills in this subject.	16	14	19	9	19	20	15	17	12	18	43	24	14	13	27	11	25	13	22	18	23	10	43	24	14	13	27	11	25	13	22	18	23	10																																															

Appendix C-2 (continued)

C-23

	Overall (N=6616)		Male (N=3320)		Female (N=3296)		Low Income Student (N=1667)		Not A Low Income Student (N=4949)		Both Parents Completed at Least a Bachelor's Degree (N=1552)		First Generation (N=1535)		Not First Generation (N=3883)		Attended Low Income High School (N=1910)		Did Not Attend a Low Income High School (N=4706)		Asian (N=333)		Black (N=733)		Hispanic (N=2191)		White (N=3184)		Other (N=175)		Del Valle (N=225)		Eanes (N=334)		Leander (N=920)		Manor (N=118)		Pflugerville (N=648)		Round Rock (N=862)		San Marcos (N=321)	
Q 9: Choose the response below that best describes how well your high school prepared you for a job that requires knowledge and skills in the following subject areas: (N=394)																																												
Foreign Language																																												
I feel prepared for a job requiring advanced knowledge/ skills.	22	21	23	34	18	20	28	17	28	19	14	21	32	13	23	32	25	18	33	24	16	25																						
I feel prepared for a job requiring basic knowledge/ skills.	34	31	38	31	34	32	34	35	37	32	43	35	36	31	30	38	33	34	17	30	31	43																						
I do not feel prepared for a job requiring knowledge/ skills in this subject.	32	33	31	30	34	40	28	37	29	34	29	32	24	40	37	27	17	35	44	29	40	26																						
I did not take these courses.	12	14	8	5	15	8	10	11	5	15	14	12	8	16	10	3	25	13	6	17	13	7																						
Performing/Fine Arts																																												
I feel prepared for a job requiring advanced knowledge/ skills.	29	30	28	30	29	28	28	27	30	29	29	24	29	34	13	22	25	26	50	29	34	30																						
I feel prepared for a job requiring basic knowledge/ skills.	39	36	44	42	37	24	46	32	42	37	29	44	43	33	43	49	17	39	33	41	33	41																						
I do not feel prepared for a job requiring knowledge/ skills in this subject.	19	20	17	16	20	44	12	29	15	21	14	26	14	19	33	19	33	20	11	16	24	13																						
I did not take these courses.	13	15	11	12	14	4	14	12	13	14	29	6	15	14	10	11	25	15	6	14	9	16																						
Q 11 What do you plan to study in college? (N=3384)																																												
Business, communications or office skills	30	32	28	22	32	36	26	33	24	32	39	35	26	31	18	29	48	30	26	27	30	20																						
Education or community services	13	8	18	13	13	13	15	14	15	13	7	13	13	14	8	12	7	15	8	13	12	19																						
Engineering or computer and information sciences	15	25	5	16	15	17	13	17	15	16	23	15	14	15	14	15	19	16	22	14	15	13																						
Health sciences (i.e., allied health, nursing, dentistry, medicine, etc)	19	11	27	25	18	16	21	18	22	19	34	24	21	16	18	24	12	17	24	21	21	20																						

Appendix C-2 (continued)

C-2.4

	Overall (N=6616)		Male (N=3320)		Female (N=3296)		Low Income Student (N=1667)		Not A Low Income Student (N=4949)		Both Parents Completed at Least a Bachelor's Degree (N=1552)		First Generation (N=1535)		Not First Generation (N=3883)		Attended Low Income High School (N=1910)		Did Not Attend a Low Income High School (N=4706)		Asian (N=333)		Black (N=733)		Hispanic (N=2191)		White (N=3184)		Other (N=175)		Del Valle (N=225)		Eanes (N=334)		Leander (N=920)		Manor (N=118)		Pflugerville (N=648)		Round Rock (N=862)		San Marcos (N=321)	
Human, family, or consumer sciences (i.e., sociology, nutrition, human development, safety, etc)	8	4	12	9	8	8	8	8	8	8	6	9	6	11	7	8	5	5	8	7	5	9	9	8																				
Humanities or social sciences (i.e., psychology, anthropology, geography, history, etc)	15	10	19	12	15	20	13	16	10	16	14	14	11	17	12	8	18	15	5	14	17	13																						
Natural sciences or mathematics (i.e., biology, chemistry, physics, statistics, etc)	12	10	13	8	13	18	7	14	9	13	21	7	8	14	15	8	16	11	6	12	14	10																						
Trade or industrial (i.e., auto mechanic, welding, plumbing, HVAC, etc)	4	7	1	7	3	2	6	3	6	4	5	4	5	3	3	6	2	5	9	4	3	5																						
Visual or performing arts	15	14	15	15	15	16	12	16	14	15	17	14	13	15	18	17	15	17	11	11	16	13																						
Undecided	14	14	13	12	14	14	15	13	15	13	13	12	15	13	11	14	20	12	12	12	12	17																						
Q 12: Choose the response below that best describes how well your high school helped you to prepare for college by further developing knowledge and skills in the following areas: (N=2973)																																												
English/Language Arts																																												
I am prepared for regular or advanced college-level coursework.	76	71	80	69	78	84	70	80	70	77	76	81	68	78	76	74	83	76	62	74	79	70																						
I will have to take remedial classes to prepare for college-level coursework.	21	24	17	27	19	13	27	17	24	20	21	16	29	18	20	21	14	21	35	23	18	23																						
I am not prepared for any college-level coursework.	3	4	2	4	3	3	3	3	5	3	3	3	3	4	3	5	3	3	3	3	3	6																						
Mathematics																																												
I am prepared for regular or advanced college-level coursework.	58	60	56	50	60	72	46	65	47	61	73	56	48	62	55	57	71	58	41	55	63	43																						
I will have to take remedial classes to prepare for college-level coursework.	35	33	36	41	33	23	44	30	44	33	23	35	44	32	33	35	25	35	45	37	30	50																						
I am not prepared for any college-level coursework.	7	6	7	8	7	5	10	6	9	7	4	9	8	6	11	8	4	7	13	8	7	8																						

Appendix C-2 (continued)

C-2.5

	Overall (N=6616)	Male (N=3320)	Female (N=3296)	Low Income Student (N=1667)	Not A Low Income Student (N=4949)	Both Parents Completed at Least a Bachelor's Degree (N=1552)	First Generation (N=1535)	Not First Generation (N=3883)	Attended Low Income High School (N=1910)	Did Not Attend a Low Income High School (N=4706)	Asian (N=333)	Black (N=733)	Hispanic (N=2191)	White (N=3184)	Other (N=175)	Del Valle (N=225)	Eanes (N=334)	Leander (N=920)	Manor (N=118)	Pflugerville (N=648)	Round Rock (N=862)	San Marcos (N=321)	
Science																							
I am prepared for regular or advanced college-level coursework.	60	61	58	51	61	71	50	65	50	62	67	59	49	63	65	59	72	56	44	58	66	45	
I will have to take remedial classes to prepare for college-level coursework.	34	33	36	41	33	24	41	30	43	32	27	33	45	31	28	36	25	37	49	35	29	45	
I am not prepared for any college-level coursework.	6	6	6	8	6	4	8	5	7	6	6	8	7	6	7	5	3	7	6	7	5	9	
Social Studies																							
I am prepared for regular or advanced college-level coursework.	74	75	74	68	76	82	68	78	68	76	74	77	68	77	72	78	80	74	66	72	79	61	
I will have to take remedial classes to prepare for college-level coursework.	22	21	23	27	21	15	28	19	27	21	23	16	29	20	23	18	18	23	31	24	18	32	
I am not prepared for any college-level coursework.	4	4	3	5	3	3	4	3	5	3	4	7	3	3	5	4	2	3	3	4	4	7	
Computers/Technology																							
I am prepared for regular or advanced college-level coursework.	67	67	67	64	68	71	62	70	64	68	73	68	62	68	63	68	73	65	64	65	70	62	
I will have to take remedial classes to prepare for college-level coursework.	28	28	29	30	28	23	33	26	29	28	23	23	33	27	33	25	22	33	31	30	25	30	
I am not prepared for any college-level coursework.	5	6	4	6	5	5	5	5	7	4	5	8	5	4	5	6	5	3	5	5	5	8	
Q 13: Choose the response below that best describes how well your high school helped you to prepare for college by further developing knowledge and skills in the following areas: (N=2973)																							
Foreign Language																							
I am prepared for regular or advanced college-level coursework.	42	38	45	47	40	46	45	42	40	42	53	39	50	36	48	41	45	38	38	40	46	40	
I will have to take remedial classes to prepare for college-level coursework.	38	40	37	37	39	39	38	38	38	38	36	40	35	40	33	38	43	39	36	38	36	38	
I am not prepared for any college-level coursework.	17	18	15	12	18	13	12	17	20	16	10	16	13	19	15	17	10	20	23	17	14	21	
I did not take these courses.	4	5	3	5	4	3	4	3	3	4	1	5	2	4	3	4	2	4	3	4	4	2	

Appendix C-2 (continued)

C-2.6

	Overall (N=6616)	Male (N=3320)	Female (N=3296)	Low Income Student (N=1667)	Not A Low Income Student (N=4949)	Both Parents Completed at Least a Bachelor's Degree (N=1552)	First Generation (N=1535)	Not First Generation (N=3883)	Attended Low Income High School (N=1910)	Did Not Attend a Low Income High School (N=4706)	Asian (N=333)	Black (N=733)	Hispanic (N=2191)	White (N=3184)	Other (N=175)	Del Valle (N=225)	Eanes (N=334)	Leander (N=920)	Manor (N=118)	Pflugerville (N=648)	Round Rock (N=862)	San Marcos (N=321)	
Performing/Fine Arts																							
I am prepared for regular or advanced college-level coursework.	57	50	63	56	57	62	54	59	57	57	58	63	55	57	59	62	61	57	57	54	57	54	
I will have to take remedial classes to prepare for college-level coursework.	23	26	21	27	22	19	28	21	24	23	25	23	28	21	24	24	18	25	27	27	20	24	
I am not prepared for any college-level coursework.	8	11	6	7	9	8	6	9	9	8	7	7	7	10	7	8	8	6	8	9	9	11	
I did not take these courses.	11	12	10	10	12	12	12	11	9	12	10	7	11	13	10	7	13	11	8	10	13	11	
Q 14: If you took Career and Technology Education courses in high school, how well did they prepare you for work or further schooling in those areas? (N=3341)																							
Very well or well	48	50	46	53	47	45	53	46	53	47	50	52	48	47	46	69	53	46	45	45	47	44	
Somewhat well	22	23	21	21	22	19	21	22	22	22	21	24	25	20	21	15	14	24	30	23	21	25	
Not very well or Not well at all	7	8	6	6	7	8	6	7	6	7	9	4	7	7	9	5	7	6	4	7	9	7	
I did not take these courses	23	19	28	21	24	28	19	25	19	24	20	20	20	26	24	11	26	24	21	25	23	24	
Q 15: How well did your high school help you to develop knowledge and skills in the following areas: (N=3341)																							
Teamwork																							
Very well or well	72	68	75	74	71	71	76	71	72	71	76	75	74	70	61	80	73	73	72	75	66	66	
Somewhat well	20	21	18	19	20	20	18	20	19	20	18	18	19	20	22	15	19	18	18	18	23	23	
Not very well or Not well at all	9	10	8	7	9	9	6	9	9	9	6	6	7	10	17	5	8	9	10	7	11	12	
Creative Thinking																							
Very well or well	56	55	56	55	56	54	56	55	51	58	62	59	54	55	64	76	78	70	70	76	67	63	
Somewhat well	36	35	36	40	34	35	39	35	43	33	31	34	40	34	22	18	18	21	22	17	22	27	
Not very well or Not well at all	9	10	8	6	10	11	5	10	7	10	7	6	6	11	14	6	5	9	8	6	11	11	

Appendix C-2 (continued)

C-2.7

	Overall (N=6616)	Male (N=3320)	Female (N=3296)	Low Income Student (N=1667)	Not A Low Income Student (N=4949)	Both Parents Completed at Least a Bachelor's Degree (N=1552)	First Generation (N=1535)	Not First Generation (N=3883)	Attended Low Income High School (N=1910)	Did Not Attend a Low Income High School (N=4706)	Asian (N=333)	Black (N=733)	Hispanic (N=2191)	White (N=3184)	Other (N=175)	Del Valle (N=225)	Eanes (N=334)	Leander (N=920)	Manor (N=118)	Pflugerville (N=648)	Round Rock (N=862)	San Marcos (N=321)	
Problem Solving																							
Very well or well	57	58	55	53	58	60	55	58	49	60	63	55	53	59	61	75	81	73	68	74	70	63	
Somewhat well	37	35	38	41	35	34	39	35	44	34	32	38	41	34	24	19	15	21	21	21	22	29	
Not very well or Not well at all	7	7	6	6	7	6	6	7	7	7	5	7	6	7	14	6	4	6	11	5	8	8	
Conflict Resolution																							
Very well or well	45	45	46	44	46	43	48	44	41	47	50	46	45	44	54	69	68	61	48	61	58	51	
Somewhat well	40	39	41	44	38	40	41	40	46	37	38	40	43	38	23	22	24	24	33	28	26	29	
Not very well or Not well at all	15	16	13	12	16	17	11	16	13	15	12	14	11	17	23	9	8	15	19	12	16	20	
Personal health/Fitness																							
Very well or well	45	47	43	46	45	41	47	44	44	46	45	58	45	42	49	70	65	57	62	64	56	54	
Somewhat well	37	35	38	42	35	35	40	36	42	34	41	28	42	35	27	23	19	27	23	24	28	30	
Not very well or Not well at all	18	17	19	12	20	24	13	21	14	20	15	13	13	23	24	7	16	16	15	12	17	17	
Meeting deadlines																							
Very well or well	65	60	69	67	64	70	67	66	62	65	64	65	64	65	57	72	74	63	62	66	64	55	
Somewhat well	23	26	21	23	23	21	22	23	24	23	28	24	24	22	25	20	19	24	23	21	26	27	
Not very well or Not well at all	12	14	10	10	12	9	11	11	14	11	8	12	11	12	18	8	6	13	16	13	11	17	
Working hard																							
Very well or well	70	66	75	75	69	71	78	70	72	70	73	72	76	68	63	83	76	69	70	72	68	64	
Somewhat well	20	22	18	19	20	20	16	20	17	21	21	22	16	21	19	11	17	20	17	20	23	22	
Not very well or Not well at all	10	12	7	6	11	9	6	10	11	9	6	6	8	11	17	6	7	11	13	8	9	14	
Q 17: When did you first take a college entrance test? (N=3313)																							
Prior to Senior Year	49	48	50	32	53	75	32	59	38	52	55	39	37	57	44	41	84	48	20	42	50	43	
During Senior Year	24	24	24	27	23	15	28	22	25	24	24	34	27	20	24	26	9	24	34	26	27	20	
Other	6	5	6	7	6	4	5	6	9	5	7	9	5	5	7	7	2	5	11	5	5	9	
I did not take college entrance tests	21	23	19	34	18	6	34	14	28	20	14	18	32	17	25	25	5	22	34	27	17	28	

Appendix C-2 (continued)

C-29

	Overall (N=6616)		Male (N=3320)		Female (N=3296)		Low Income Student (N=1667)		Not A Low Income Student (N=4949)		Both Parents Completed at Least a Bachelor's Degree (N=1552)		First Generation (N=1535)		Not First Generation (N=3883)		Attended Low Income High School (N=1910)		Did Not Attend a Low Income High School (N=4706)		Asian (N=333)		Black (N=733)		Hispanic (N=2191)		White (N=3184)		Other (N=175)		Del Valle (N=225)		Eanes (N=334)		Leander (N=920)		Manor (N=118)		Pflugerville (N=648)		Round Rock (N=862)		San Marcos (N=321)	
Other: 2	9	9	8	7	9	10	8	9	7	9	9	7	9	9	4	8	9	14	5	12	10	5	7	9	9																			
Other: 3	12	11	12	9	12	14	9	12	8	12	12	7	9	14	13	8	16	12	7	11	11	9																						
Other: 4	20	20	19	18	20	23	18	21	15	21	22	18	17	21	21	11	20	23	16	19	21	17																						
Other: 5	55	54	56	59	54	48	61	53	65	52	52	65	60	51	48	73	45	50	70	58	53	58																						
Q 26: When did you start expecting to go to college? (N=3233)																																												
As long as I can remember	34	31	37	19	38	57	18	43	22	37	43	27	22	41	33	18	58	31	19	31	39	27																						
When I was a child	12	12	13	9	13	16	9	14	10	13	12	13	11	13	15	9	14	11	6	14	14	12																						
In middle/junior high school	16	15	17	16	16	12	19	15	18	16	11	22	17	15	13	22	13	18	22	16	13	12																						
In high school	33	36	29	49	29	14	47	25	44	30	31	34	44	27	26	47	15	34	47	33	30	40																						
I've never expected to go to college	5	7	3	7	4	2	7	3	6	5	3	3	7	4	13	5	1	6	5	5	4	8																						
Q 27: Who helped you the most in preparing to apply for college? (N=3233)																																												
School personnel (school counselors, college counselors, teachers, etc)	17	17	16	27	14	9	26	13	32	13	16	20	25	13	11	31	13	17	20	12	10	37																						
Parents/family/relatives	46	46	47	30	50	64	28	55	32	50	47	49	34	52	41	31	55	46	36	49	53	31																						
My own independent research	21	18	24	20	21	22	22	21	16	22	26	17	19	21	25	14	21	20	27	21	25	12																						
Other	5	6	4	5	5	4	6	4	5	5	8	8	5	4	4	3	7	3	9	5	6	4																						
I did not apply to college	11	13	9	17	10	3	18	7	16	10	4	6	18	9	18	21	3	14	9	12	7	16																						
Q 29: Who helped you the most in obtaining financial aid information? (N=3213)																																												
School personnel (school counselors, college counselors, teachers, etc)	29	28	30	41	25	21	40	24	48	24	24	31	35	26	24	57	22	28	46	19	23	43																						
Parents/family/relatives	33	31	34	23	35	40	21	37	23	35	33	39	27	34	32	21	28	33	21	38	39	25																						
My own independent research	13	12	14	13	13	14	13	14	8	14	23	11	12	12	17	7	12	12	14	16	16	7																						
Other	6	6	6	6	6	6	7	6	5	6	5	8	7	6	6	2	12	4	8	6	6	7																						
I did not get financial aid information	20	22	17	16	20	19	19	19	15	21	16	11	18	22	21	12	26	23	11	20	16	20																						

Appendix C-2 (continued)

C-2.10

	Overall (N=6616)	Male (N=3320)	Female (N=3296)	Low Income Student (N=1667)	Not A Low Income Student (N=4949)	Both Parents Completed at Least a Bachelor's Degree (N=1552)	First Generation (N=1535)	Not First Generation (N=3883)	Attended Low Income High School (N=1910)	Did Not Attend a Low Income High School (N=4706)	Asian (N=333)	Black (N=733)	Hispanic (N=2191)	White (N=3184)	Other (N=175)	Del Valle (N=225)	Eanes (N=334)	Leander (N=920)	Manor (N=118)	Pflugerville (N=648)	Round Rock (N=862)	San Marcos (N=321)	
Q 30: Who attended a college or financial aid event? (N=3213)																							
Myself	31	28	34	26	32	47	21	37	21	34	30	35	22	35	36	22	45	31	25	28	36	18	
My parents	47	46	48	32	51	68	17	60	28	52	48	50	35	53	47	25	62	50	28	44	56	31	
Other family members	25	25	24	28	24	22	27	24	30	24	31	27	28	21	29	29	23	22	24	27	23	33	
No one	26	26	25	30	25	16	40	21	32	24	22	20	32	25	19	31	19	26	34	25	23	32	
Don't know	12	14	11	13	12	10	12	10	14	12	12	10	12	13	13	15	14	13	11	12	10	14	
Q 31: When did you or your parents submit your financial aid application (FAFSA or PROFILE)? (N=3213)																							
Prior to April of your senior year	30	29	32	33	30	35	31	33	32	30	39	44	30	27	32	36	21	29	37	30	35	28	
In or after April of your senior year	9	9	10	10	9	7	10	10	8	10	11	12	9	9	9	1	4	8	15	11	12	11	
I did not submit a financial aid application	39	39	40	39	39	37	43	37	41	39	31	25	43	41	39	45	52	42	35	36	32	41	
Don't know	21	24	18	18	22	22	16	19	18	22	19	19	18	23	20	18	24	20	13	23	21	21	
Q 32: If you did not submit a financial aid application, why not? (N=1261)																							
I do not need financial aid to attend college	30	33	28	5	36	54	12	42	11	35	37	22	11	41	19	8	61	31	18	22	35	10	
My parents were not willing to submit private financial information	4	4	4	6	4	2	5	3	8	3	2	8	4	4	4	10	2	3	10	4	4	6	
My family did not think we would qualify for financial aid	20	16	23	15	21	27	15	22	19	20	22	15	17	21	20	18	22	18	28	17	22	17	
I do not plan to go to college	11	14	7	14	10	4	15	8	15	10	7	12	14	8	22	10	1	14	15	10	9	18	
I did not know about the financial aid application process	35	33	38	61	29	13	53	25	47	32	33	42	54	25	35	54	14	33	28	47	30	49	

Appendix C-2 (continued)

C-2.11

	Overall (N=6616)		Male (N=3320)		Female (N=3296)		Low Income Student (N=1667)		Not A Low Income Student (N=4949)		Both Parents Completed at Least a Bachelor's Degree (N=1552)		First Generation (N=1535)		Not First Generation (N=3883)		Attended Low Income High School (N=1910)		Did Not Attend a Low Income High School (N=4706)		Asian (N=333)					Black (N=733)					Hispanic (N=2191)					White (N=3184)					Other (N=175)					Del Valle (N=225)					Eanes (N=334)					Leander (N=920)					Manor (N=118)					Pflugerville (N=648)					Round Rock (N=862)					San Marcos (N=321)				
Q 34: Types of financial aid applied for: (N=3198)																																																																																
Institutional loans (loans through the college or university you will be attending)	22	22	22	22	22	22	22	22	22	22	22	24	21	22	23	22	22	22	22	21	22	23	22	22	22	22	21	23	13	21	22	24	26	19																																														
Non-institutional loans (loans through a bank or the federal government, i.e. Stafford Loans)	17	16	19	16	18	17	15	19	14	18	15	18	18	17	13	14	9	17	19	21	21	12																																																										
Scholarships (through the college or university you will be attending, or from another source)	43	38	48	42	43	54	40	48	44	43	44	50	41	43	39	48	42	40	46	43	46	39																																																										
Grants (through the college or university you will be attending or from the federal government)	31	29	33	42	28	24	37	30	39	29	32	48	33	27	29	42	14	29	36	36	30	38																																																										
Work study (offered through the college or university you will be attending)	17	14	20	24	15	14	20	16	22	15	17	21	21	14	16	28	6	16	16	17	17	20																																																										
I did not apply for financial aid	25	27	23	21	25	24	24	25	24	25	18	15	23	28	26	25	34	26	20	24	21	25																																																										
Don't know	24	26	22	22	25	19	25	20	25	24	30	18	26	24	26	22	23	26	22	22	23	29																																																										
Q 37: To what extent did your parents or other family members encourage you to go to college? (N=3159)																																																																																
A great deal	77	74	79	67	79	90	66	83	72	78	81	75	69	80	73	72	87	77	70	71	80	72																																																										
Somewhat	17	19	16	25	15	7	25	12	22	16	15	20	24	14	22	21	10	16	23	21	15	22																																																										
Not very much	4	5	3	6	4	2	6	3	4	4	3	3	5	4	2	5	1	5	5	5	3	3																																																										
Not at all	2	3	1	2	2	1	3	1	3	2	2	2	2	2	4	1	1	2	2	3	2	4																																																										
Q 38: Were you born in the US? (N=3154)																																																																																
Yes	92	92	92	85	94	94	87	94	90	92	66	95	85	98	81	86	95	94	84	91	91	95																																																										
No	8	8	8	15	6	6	13	6	10	8	34	5	15	2	19	14	5	6	16	9	9	5																																																										
Q 39: How many siblings do you have? (N=3154)																																																																																
0	8	8	8	6	9	8	6	8	8	8	15	9	6	8	8	8	9	7	6	8	9	9																																																										
1	32	33	32	16	36	43	21	37	22	35	42	22	22	38	31	24	43	35	14	29	36	23																																																										
2	30	30	30	30	30	30	30	30	29	30	26	26	30	31	28	24	28	31	33	30	30	31																																																										
3	14	15	12	17	13	11	17	13	17	13	9	16	17	12	13	18	13	13	16	14	12	15																																																										
4 or more	16	14	18	32	13	8	25	12	25	14	9	28	24	11	20	26	7	15	31	19	13	22																																																										

Appendix C-2 (continued)

C-2.12

	Overall (N=6616)	Male (N=3320)	Female (N=3296)	Low Income Student (N=1667)	Not A Low Income Student (N=4949)	Both Parents Completed at Least a Bachelor's Degree (N=1552)	First Generation (N=1535)	Not First Generation (N=3883)	Attended Low Income High School (N=1910)	Did Not Attend a Low Income High School (N=4706)	Asian (N=333)	Black (N=733)	Hispanic (N=2191)	White (N=3184)	Other (N=175)	Del Valle (N=225)	Eanes (N=334)	Leander (N=920)	Manor (N=118)	Pflugerville (N=648)	Round Rock (N=862)	San Marcos (N=321)	
Q 40: Have any of your siblings graduated from high school? (N=2893)																							
Yes	56	54	57	49	57	57	53	56	56	56	52	61	52	56	58	52	57	53	54	56	57	59	
No	11	12	11	18	10	7	15	9	13	11	12	14	14	9	13	13	7	12	16	12	10	12	
I am the oldest child	33	34	32	33	33	35	32	35	31	34	36	25	34	35	29	35	36	35	30	32	32	29	
Q 41: Have any of your siblings attended or graduated from college? (N=2893)																							
Yes	43	41	44	32	46	52	31	47	35	44	44	49	36	45	48	31	50	43	31	43	45	41	
No	24	24	24	35	21	13	38	19	34	22	21	24	31	21	25	36	15	22	39	25	24	30	
I am the oldest child	33	34	32	33	33	36	31	34	31	34	36	27	33	34	27	34	35	35	30	33	31	29	
Q 42: Which of your parents were born in the US? (N=3133)																							
Mother	5	5	5	8	5	2	7	4	7	5	3	6	11	2	11	7	2	5	5	4	6	8	
Father	4	4	5	4	4	4	3	4	3	4	7	2	5	3	14	3	3	5	2	3	5	3	
Both	75	75	75	56	80	81	64	81	67	77	11	83	54	93	53	60	84	79	55	74	74	78	
Neither	15	16	15	32	11	12	26	11	23	14	79	9	30	2	21	30	11	10	37	19	15	11	
Q 45: Did your mother work in paid employment for most of the time you were in high school? (N=3133)																							
Yes	68	68	69	65	69	65	69	70	74	67	61	77	69	68	65	74	48	71	68	74	66	76	
No	24	23	24	24	24	32	20	26	18	25	28	12	21	27	24	19	48	22	22	16	27	14	
Don't know	8	9	7	11	7	3	11	4	9	8	11	10	11	5	11	7	5	8	10	10	7	9	
Q 46: Did your father work in paid employment for most of the time you were in high school? (N=3133)																							
Yes	81	81	82	67	85	92	76	89	75	83	76	70	75	87	76	71	90	85	76	77	82	77	
No	8	8	8	13	7	5	11	7	11	7	12	11	10	6	9	13	6	6	6	9	8	10	
Don't know	11	11	10	20	8	3	13	4	15	10	12	19	15	7	15	15	4	9	17	14	10	13	

Appendix C-2 (continued)

C-2.13

	Overall (N=6616)	Male (N=3320)	Female (N=3296)	Low Income Student (N=1667)	Not A Low Income Student (N=4949)	Both Parents Completed at Least a Bachelor's Degree (N=1552)	First Generation (N=1535)	Not First Generation (N=3883)	Attended Low Income High School (N=1910)	Did Not Attend a Low Income High School (N=4706)	Asian (N=333)	Black (N=733)	Hispanic (N=2191)	White (N=3184)	Other (N=175)	Del Valle (N=225)	Eanes (N=334)	Leander (N=920)	Manor (N=118)	Pflugerville (N=648)	Round Rock (N=862)	San Marcos (N=321)	
Q 47: Who lives in your current household? (N=3122)																							
Mother/step-mother	89	88	90	83	90	96	85	92	88	89	87	88	87	91	83	92	95	89	86	86	89	86	
Father/step-father	75	76	74	58	80	87	68	81	69	77	77	60	70	80	79	65	88	77	73	70	76	71	
Grandparent(s)	5	5	5	8	5	3	8	4	6	5	10	6	8	3	8	5	4	4	4	6	6	9	
Sibling(s)	66	67	66	73	64	68	69	66	69	65	69	66	72	63	62	71	66	66	78	67	63	64	
Other relatives (i.e., aunt, uncle, cousin, etc)	6	6	7	12	5	2	10	4	9	6	7	10	11	3	8	8	2	5	9	10	5	10	
Others (i.e., friends, renters, etc)	6	6	7	11	5	2	9	4	8	6	6	7	8	6	7	5	2	7	9	7	6	10	
Q 48: Are these the people you lived with most of the time you were in high school? (N=3122)																							
Yes	92	93	91	89	93	96	90	94	91	92	96	88	90	93	90	95	96	92	89	91	92	89	
No	8	7	9	11	7	4	10	6	9	8	4	12	10	7	10	5	4	8	11	9	8	11	
Q 49: What is your family's approximate annual income? (N=3122)																							
\$25,000 or less	8	8	9	26	4	2	17	5	16	6	8	12	14	5	8	13	2	7	17	9	6	17	
\$25,000 to \$50,000	15	14	15	27	11	5	25	13	22	13	18	18	21	11	16	24	3	12	29	19	14	17	
\$50,000 to \$90,000	16	17	15	7	18	15	16	17	14	16	16	15	15	17	15	13	7	19	15	19	16	14	
\$90,000 to \$160,000	17	18	16	2	21	26	4	23	6	19	12	13	10	21	17	4	14	20	6	15	23	8	
\$160,000 or greater	11	12	10	1	14	26	1	16	2	14	12	5	3	17	10	1	38	9	0	7	13	3	
Don't know	33	32	35	37	32	26	37	26	40	31	34	37	38	30	34	45	35	34	32	32	27	41	
Q 50: During senior year did you participate in: (N=3122)																							
Free or reduced lunch program	19	19	20	93	1	3	41	11	43	14	17	35	38	7	22	49	3	13	47	21	13	37	
TANF	2	2	1	3	1	0	2	1	1	2	1	4	2	1	5	0	1	1	4	2	2	1	
Food stamps/Lone Star card program	6	5	7	27	1	1	13	3	12	4	4	13	10	3	4	12	1	4	15	7	4	11	
None of the above	79	80	79	0	99	97	58	89	56	85	82	62	61	92	78	50	95	85	51	77	86	63	

Appendix C-2 (continued)

C-2.14

	Overall (N=6616)	Male (N=3320)	Female (N=3296)	Low Income Student (N=1667)	Not A Low Income Student (N=4949)	Both Parents Completed at Least a Bachelor's Degree (N=1552)	First Generation (N=1535)	Not First Generation (N=3883)	Attended Low Income High School (N=1910)	Did Not Attend a Low Income High School (N=4706)	Asian (N=333)	Black (N=733)	Hispanic (N=2191)	White (N=3184)	Other (N=175)	Del Valle (N=225)	Eanes (N=334)	Leander (N=920)	Manor (N=118)	Pflugerville (N=648)	Round Rock (N=862)	San Marcos (N=321)	
Q 51: Do you regularly attend religious services? (N=3082)																							
Yes	48	45	50	46	48	55	39	52	43	49	40	67	45	46	52	40	46	47	52	54	48	41	
No	52	55	50	54	52	45	61	48	57	51	60	33	55	54	48	60	54	53	48	46	52	59	
Q 52: Have you registered to vote? (N=3122)																							
Yes	34	37	30	25	36	46	28	38	27	35	16	25	25	41	37	18	50	30	29	35	35	33	
I am not eligible because I am under 18	25	22	29	24	26	26	22	27	26	25	28	27	23	26	24	29	23	31	25	18	25	24	
I am not eligible because I am under 18 and not a US citizen	2	2	2	4	1	1	2	2	3	2	5	2	3	1	3	5	2	1	4	1	2	2	
I am not eligible because I am not a US citizen but am over 18	2	2	2	5	1	2	4	1	4	2	8	1	5	0	1	5	2	1	5	2	2	2	
No	37	37	37	42	36	25	45	32	40	36	43	45	44	32	34	43	23	37	38	43	36	39	
Q 58: On the whole, did you like high school? (N=3090)																							
Yes	67	68	66	67	67	72	69	68	67	67	61	68	67	67	64	72	75	65	68	64	66	62	
No	12	13	12	11	13	11	11	12	10	13	12	8	12	13	22	8	9	15	9	12	13	12	
Neutral	21	20	22	22	21	17	21	20	23	21	27	24	22	20	14	20	16	20	23	24	20	26	
Q 59: If you had it to do over, would you do the same things in high school again? (N=3090)																							
Yes	36	36	35	28	37	47	34	39	33	36	23	29	31	40	40	39	50	35	26	35	33	31	
No	51	52	50	59	49	40	55	47	54	50	53	58	55	47	52	49	37	53	65	51	52	54	
Neutral	14	12	15	13	14	13	11	14	13	14	24	14	14	13	9	12	13	13	9	14	15	15	



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