School District Partners by First Year of Participation:

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

2005-06 Leander Independent School District
Manor Independent School District

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

2007-08 Hays Consolidated Independent School District
Others under consideration
2006-2007 Funders

Additional funding provided by: Texas Education Agency
Bill and Melinda Gates Foundation
Education and Work After High School: A First Look at the Class of 2006

Community Briefing
November 28-29, 2007

Presenters:
Christopher T. King, Director, Ray Marshall Center
Deanna Schexnayder, Assoc. Director, Ray Marshall Center
Karl Nichols, Chief Operating Officer, Skillpoint Alliance
Jim McClure, VP, Development, Skillpoint Alliance
Education and Work After High School: A First Look at the Class of 2006

Community Briefing
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Stakeholder Panelists:
Rep. Donna Howard, Texas House
Roy Larson, Austin ISD
Susan Dawson, E3 Alliance
Karen Slay, Texas PTA
James Patterson, TG
Drew Scheberle, GAC
Sandy Dochen, IBM
Amy Averett, Austin Voices
Karen Slay, Texas PTA
Michael Lofton, Ch. 16
Education and Work After High School: A First Look at the Class of 2006

Community Briefing
November 28-29, 2007

Agenda

- Video 10 minutes
- Welcome and Introductions 5 Minutes
- Presentation of Findings 20 Minutes
- Stakeholder Panel Discussion 25 Minutes
- Question and Answers 30 Minutes
Outline of Presentation

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

- A research partnership of
  - Ray Marshall Center, LBJ School of Public Affairs, University of Texas at Austin
  - Skillpoint Alliance
  - Central Texas independent school districts (ISD’s)

- Following the progress of Central Texas seniors from high school to:
  - postsecondary education
  - the workforce
  - possible other outcomes (e.g., military, correctional system) in future years
Project Purpose

- **Conduct longitudinal research on:**
  - what regional high school graduates are doing after high school
  - why they are making these decisions
  - how educational, personal, and financial factors contribute to graduates’ success in postsecondary education and the workforce

- **Foster educational improvement through:**
  - identifying and sharing best practices
  - workshops and seminars
Research Questions

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

**High school records**
- Student demographics
- Courses taken
- Course grades

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

**Postsecondary education records**
- National Student Clearinghouse
- University of Texas at Austin directory information

**Employment records**
- Texas Unemployment Insurance (UI) wage records

* through 12/06
Research Samples

- All 2006 seniors in Austin, Manor, Pflugerville and Round Rock ISDs; consenting seniors only in Leander ISD
  - 90% of all seniors
  - N = 8,295
  - Used to calculate enrollment and employment rates

- All 2006 seniors in these ISDs with complete survey and educational outcomes data
  - N = 3,800
  - Used in education regressions
# Characteristics of 2006 Central Texas Seniors

N = 8,295

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>5%</td>
<td>Mother's Education Level</td>
</tr>
<tr>
<td>Black</td>
<td>14%</td>
<td>Bachelor's degree or above</td>
</tr>
<tr>
<td>Hispanic, Latino, of Spanish Origin</td>
<td>32%</td>
<td>Below a bachelor's degree</td>
</tr>
<tr>
<td>White or Caucasian</td>
<td>49%</td>
<td>Unknown</td>
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</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percent</th>
<th>School Income Status</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Female</td>
<td>50%</td>
<td>Low income</td>
</tr>
<tr>
<td>Male</td>
<td>50%</td>
<td>Not low income</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family Income Status</th>
<th>Percent</th>
<th>First-Generation College Goer⁠¹</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Low income</td>
<td>29%</td>
<td>Yes</td>
</tr>
<tr>
<td>Not low income</td>
<td>69%</td>
<td>No</td>
</tr>
<tr>
<td>Unknown</td>
<td>2%</td>
<td>Unknown</td>
</tr>
</tbody>
</table>

⁠¹ Based on mother’s education only in Austin ISD but on both parents’ education in other ISDs
Postsecondary Enrollment

What share of seniors enrolled in 2-year and 4-year postsecondary institutions through December 2006?
Postsecondary Enrollment Rates by District, 2006 Seniors

N = 8,295

% Enrollment in Postsecondary

Both in- and out-of-state

<table>
<thead>
<tr>
<th>District</th>
<th>2-Year</th>
<th>4-Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Districts</td>
<td>17%</td>
<td>25%</td>
<td>42%</td>
</tr>
<tr>
<td>Austin ISD</td>
<td>17%</td>
<td>25%</td>
<td>42%</td>
</tr>
<tr>
<td>Manor ISD</td>
<td>18%</td>
<td>20%</td>
<td>38%</td>
</tr>
<tr>
<td>Pflugerville ISD</td>
<td>15%</td>
<td>26%</td>
<td>41%</td>
</tr>
<tr>
<td>Round Rock ISD</td>
<td>15%</td>
<td>25%</td>
<td>40%</td>
</tr>
</tbody>
</table>

2-Year

4-Year

Total
Postsecondary Enrollment

THROUGH THE FALL 2006 SEMESTER:

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

- Higher shares of these groups enrolled in 4-year institutions
  - Asians
  - Whites
  - Seniors not in low-income families
  - Seniors whose mothers had at least a bachelor’s degree
  - Seniors who did not attend a low-income high school

- Enrollment rates in 2-year schools were more evenly distributed across groups
Employment

- What share of seniors was employed through December 2006?

- What share of seniors was both enrolled in postsecondary institutions and employed after graduation?
In the 4th quarter of 2006, 32% of 2006 seniors were employed in Texas*

- 19% employed only
- 13% employed and enrolled in postsecondary education

High schools with lower education enrollment rates tended to have higher employment rates

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

Higher shares of these groups were employed:

- Hispanics or Blacks
- Seniors from low-income families
- Seniors whose mothers had less than a bachelor’s degree
- Seniors whose families had not previously participated in postsecondary education
- Seniors who attended a low-income high school
Initial Outcomes for 2006 Seniors through December 2006

- Unknown: 15%
- Neither Employed Nor Enrolled: 29%
- Enrolled Only: 13%
- Employed Only: 19%
- Enrolled and Employed: 24%

N = 8,295
FactorsAssociatedwithOutcomes

Which factors are significantly associated with postsecondary enrollment and employment outcomes?
Factors Related to 4-Year Enrollment

- **More likely to enroll:**
  - specific college preparation activities
  - participation in sports

- **Less likely to enroll:**
  - thinking about college since childhood or later
  - demographic and family background characteristics
## Factors Related to Enrollment in 4-Year Postsecondary Education

(N = 3,800)

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

All = All students  Hisp = Hispanic  1st Gen = First-generation college goer
Factors Related to 2-Year Enrollment

- **More likely to enroll:**
  - taking SAT, ACT
  - meeting with counselor
  - thinking about college since childhood (vs. “as long as I can remember”)

- **Less likely to enroll:**
  - being much older than average
  - lower family income
  - weak parental encouragement
  - factors associated with positive 4-year enrollments
Factors Related to Enrollment in 2-Year Postsecondary Education
(N = 3,800)

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

All = All students    Hisp = Hispanic    1st Gen = First-generation college goer
Factors Related to Employment

- The full research report includes regressions on a smaller sample (N=1,642) on factors related to:
  - All employment
  - Employment only
  - Employment and enrollment

- Major factors positively associated with employment overall, regardless of enrollment status, were:
  - Being Hispanic
  - Modest (vs. strong) parental encouragement
Conclusions

- Education and student background factors appear to influence overall 2-year and 4-year postsecondary enrollment in different ways. These factors assume varying levels of importance for seniors from different socioeconomic, race/ethnic, and family backgrounds.

- Factors most positively linked to seniors only being employed after high school are often negatively associated with postsecondary enrollment.
Recommendations

- Schools, districts, and other stakeholders should tailor college preparation programs and policies to meet the needs of different groups of students rather than adopting one-size-fits-all approaches.

- Schools should work harder to involve parents in their efforts to create a college-going culture.
School districts and the community should focus on strategies to **create a college-going culture much earlier** in students’ school careers, focusing on pre-kindergarten and early elementary school.

Districts and schools should utilize the positive roles that counseling activities, college preparation and extracurricular activities (particularly sports) play in transitions to college for some of their students.
Future Plans

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

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


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