



CENTRAL TEXAS
Student*Futures*
PROJECT



skillpoint alliance
where community, education and business connect

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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



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**RAY MARSHALL
CENTER**
UNIVERSITY OF TEXAS
AT AUSTIN

**SKILLPOINT
ALLIANCE**

2006-2007 Funders



Additional funding provided by:

**Texas Education Agency
Bill and Melinda Gates Foundation**



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AT AUSTIN
**SKILLPOINT
ALLIANCE**

**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



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**Education and Work After High School:
A First Look at the Class of 2006**

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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



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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

	Percent		Percent
	100%		100%
Ethnicity		Mother's Education Level	
Asian or Pacific Islander	5%	Bachelor's degree or above	17%
Black	14%	Below a bachelor's degree	37%
Hispanic, Latino, of Spanish Origin	32%	Unknown	46%
White or Caucasian	49%		
Gender		School Income Status	
Female	50%	Low income	28%
Male	50%	Not low income	72%
Family Income Status		First-Generation College Goer¹	
Low income	29%	Yes	18%
Not low income	69%	No	36%
Unknown	2%	Unknown	46%

¹ Based on mother's education only in Austin ISD but on both parents' education in other ISDs

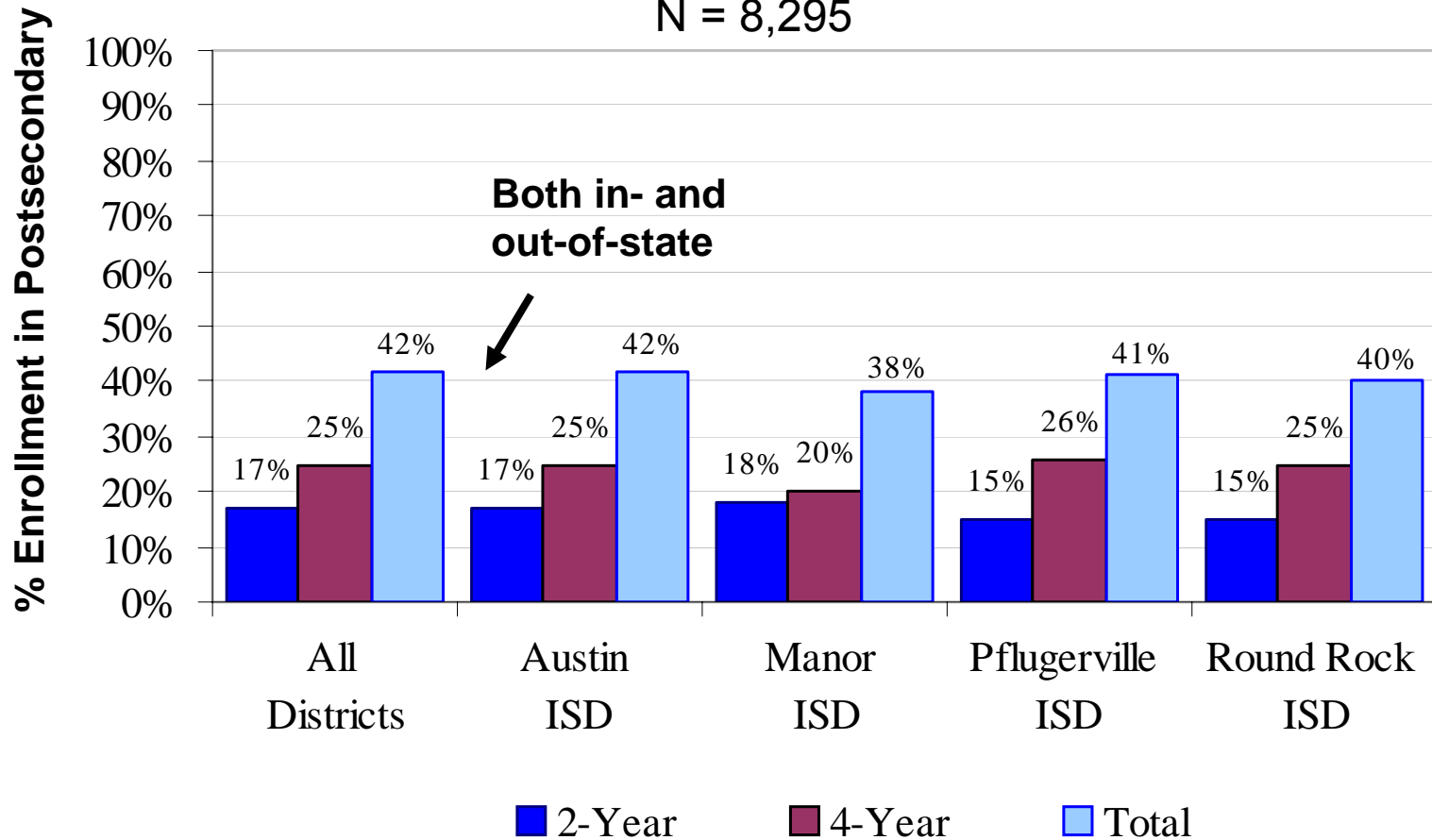
Postsecondary Enrollment



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



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?**

Employment



- 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

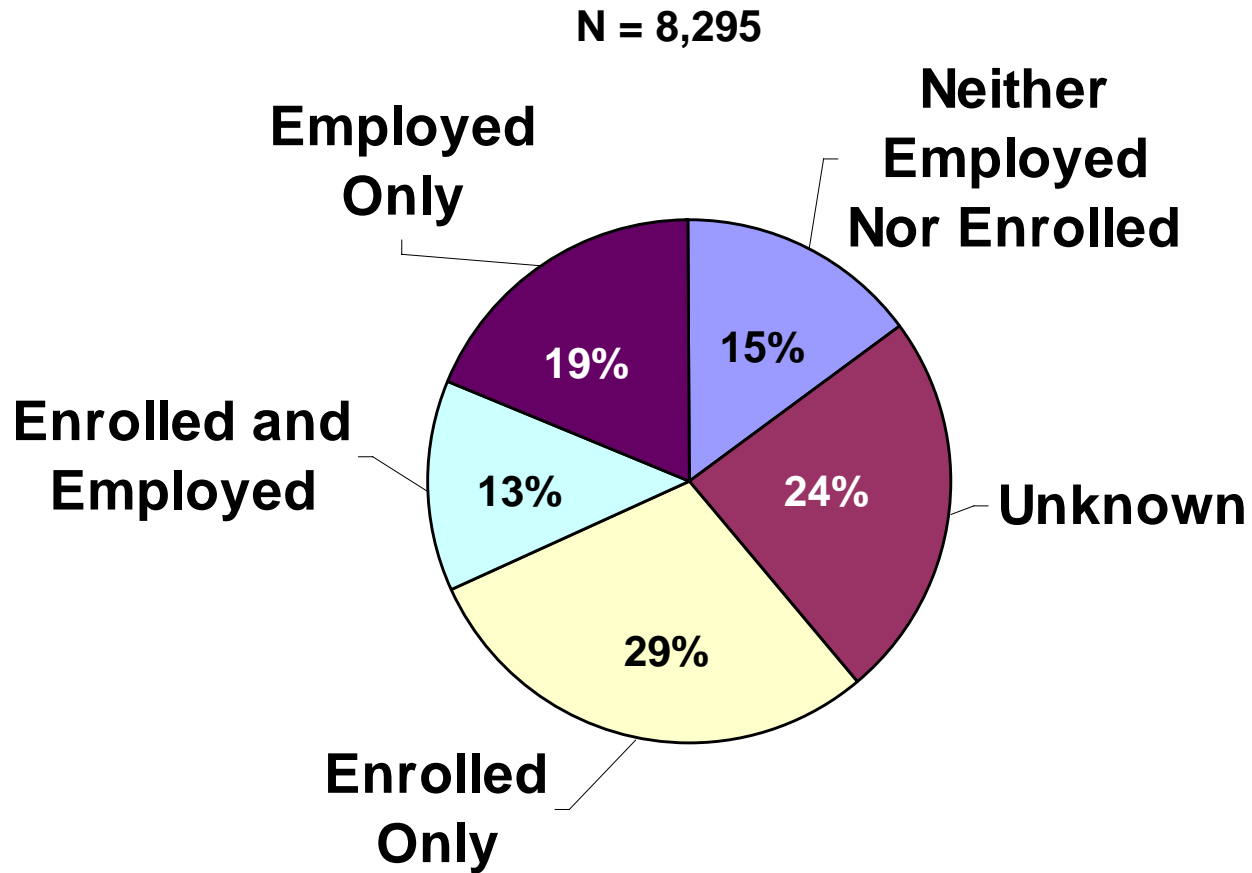
* Employment rates are underreported due to the inability to link to Texas employment records for 42% of the sample

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



Factors Associated with Outcomes



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)

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

All = All students

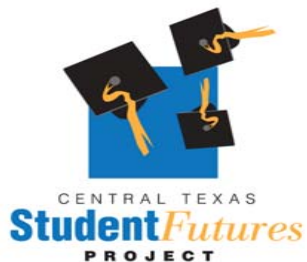
Hisp = Hispanic

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)

Factor	More Likely to Enroll			Less Likely to Enroll		
	All	Hisp	1 st Gen	All	Hisp	1 st Gen
• Taking college entrance tests (SAT, ACT)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
• Thinking about college as an option since childhood (vs. "for as long as I can remember")	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
• Meeting w/ counselor about financial aid	<input checked="" type="checkbox"/>					
• Meeting w/ counselor about career information	<input checked="" type="checkbox"/>					
• Working between 6-10 (vs. 16+) hours per week during senior year			<input checked="" type="checkbox"/>			
• Completing and submitting scholarship applications				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Being low income				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Being much older than average				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Some (vs. strong) parental encouragement				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
• Being retained in 9th grade				<input checked="" type="checkbox"/>		
• Mother has at least a bachelor's degree				<input checked="" type="checkbox"/>		
• Completing ACC courses while in high school					<input checked="" type="checkbox"/>	
• Visiting one or more college campuses						<input checked="" type="checkbox"/>
• Meeting w/ counselor about personal/family issues						<input checked="" type="checkbox"/>
• Being Black						<input checked="" type="checkbox"/>

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

Recommendations

(cont.)



- 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:

- Release 2007 Senior Survey report in January 2008
- 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



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For More Information

Full research report:

Education and Work After High School: A First Look at the Class of 2006, September 2007, by Christopher T. King, Deanna Schexnayder, Greg Cumpton, Tara C. Smith and Chandler Stolp

www.utexas.edu/research/cshr/pubs/pubs.php?section=education

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