



CENTRAL TEXAS
Student*Futures*
PROJECT

Community Briefings on Recent Results
February 24-25, 2009



Project Partners



A partnership of

- Ray Marshall Center, LBJ School of Public Affairs, University of Texas at Austin
- Skillpoint Alliance
- Ten Central Texas independent school districts (ISDs)

Project funders

- TG
- Austin Chamber of Commerce

School District Partners



Listed by 1st year of participation:

2004-05

**Austin ISD
Del Valle ISD
Pflugerville ISD
Round Rock ISD**

2005-06

**Leander ISD
Manor ISD**

2006-07

**Eanes ISD
San Marcos CISD**

2007-08

**Bastrop ISD
Hays CISD**

Project Purpose

Conduct longitudinal research on:

- what Central Texas graduates do after high school
- how educational, personal and financial factors are related to graduates' success in postsecondary education and the workforce

Foster educational improvement through:

- identifying and sharing best practices
- workshops and seminars

Overview of Briefing



The February 2009 briefing highlights findings from two recent *Student Futures Project* reports:

- Deanna Schexnayder, Christopher King, Greg Cumpton, Nicole Beck, Brian Levy & Chandler Stolp (2009). *Education and Work after High School: A First Look at the Class of 2007*, Ray Marshall Center for the Study of Human Resources, The University of Texas at Austin.
- Nicole Beck & Greg Cumpton (2009). *Outcomes One Year Later: An Update on the Class of 2006*, Ray Marshall Center for the Study of Human Resources, The University of Texas at Austin.

Initial outcomes for the Class of 2007 are presented first, followed by second-year outcomes for the Class of 2006.

Research Questions



- What share of high school graduates **enrolled in postsecondary education** in the fall after graduation? For 2006 graduates, what share was **still enrolled** a year later?
- What share of graduates was **employed** in the fall after graduation? For 2006 graduates, what share was **still employed** a year later?
- What share of graduates was **both enrolled and employed** in the fall after graduation?
- Which **factors** were **significantly associated** with **postsecondary education and employment outcomes**?

Data Sources



Historical School Records

- Student demographics
- Courses taken
- Course grades

Senior Surveys

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

Postsecondary Education Records*

- National Student Clearinghouse
- UT-Austin and UNT directory information

Employment Records*

- Texas Unemployment Insurance (UI) wage records

* through 12/07



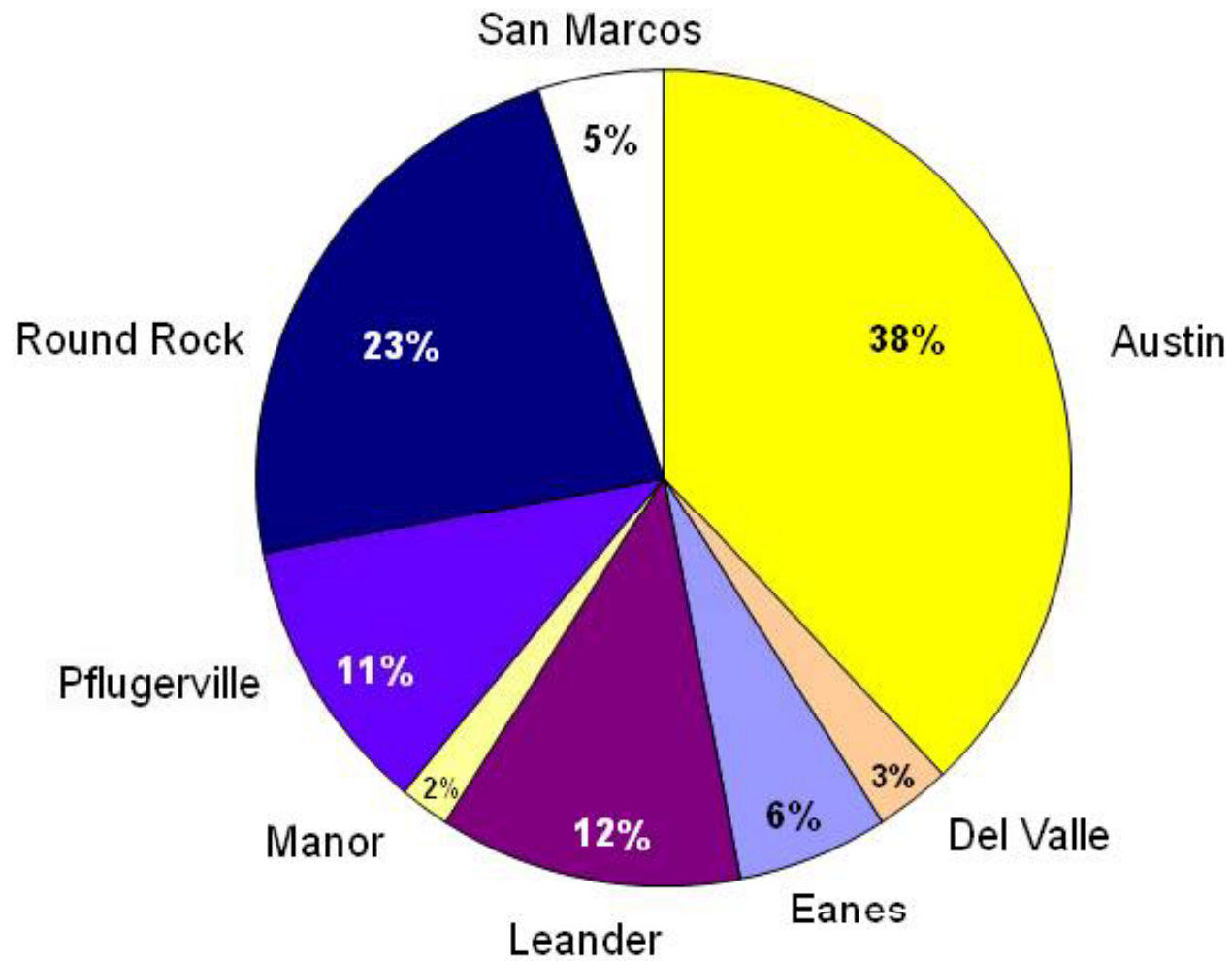
Selected Characteristics of 2007 Graduates



	2007 Graduates
N	9,394
Race/Ethnicity	
Asian	6%
Black	11%
Hispanic	29%
White	53%
Family Income Status	
Low-income	21%
Not low-income	76%
Unknown	3%
Special Education	
Yes	10%
No	88%
Unknown	2%



District Composition of 2007 Graduates





What share of Class of 2007
high school graduates
**enrolled in postsecondary
education** in the fall after
graduation?



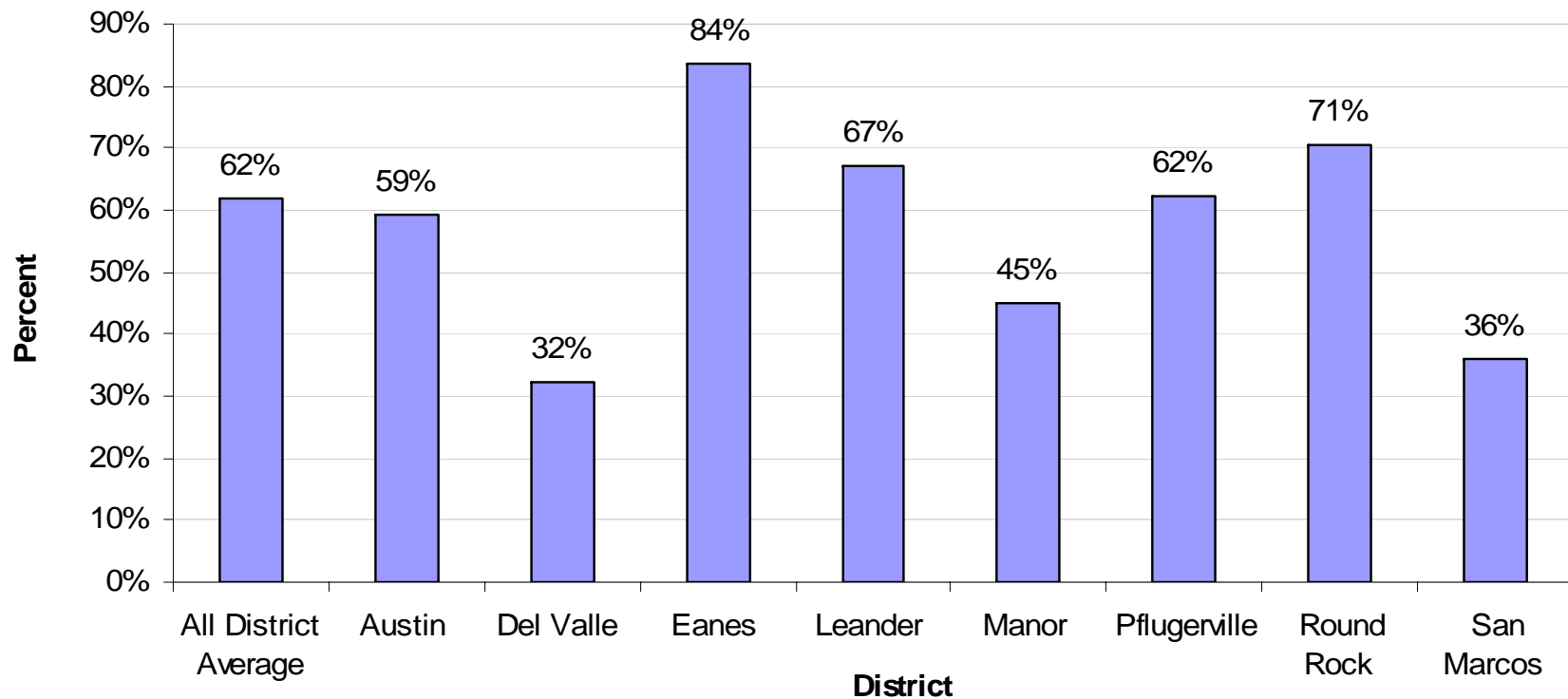
Postsecondary Enrollment of 2007 Graduates in Fall 2007

	Number	Percent
Total Number of Graduates	9,394	
Total Enrolled in Fall 2007	5,858	62%
<i>Type of Institution</i>		
4-Year College/University	3,743	40%
2-year College/Technical School	2,115	22%
<i>Location of Institution</i>		
In-state	5,098	54%
Out-of-state	760	8%



Percent of 2007 Graduates Enrolled in Fall 2007, by District

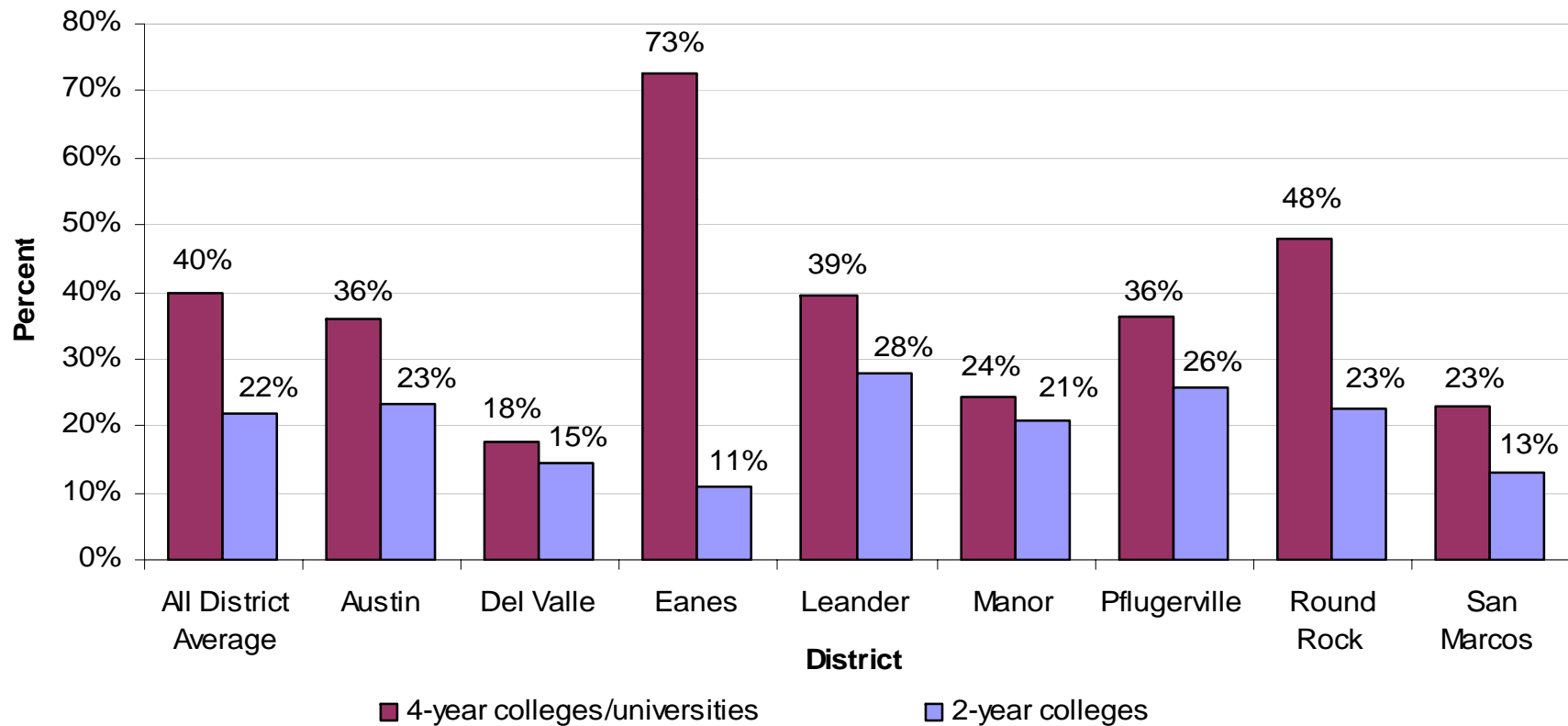
(N=9,394)





Percent of 2007 Graduates Enrolled in Fall 2007, by College Type and District

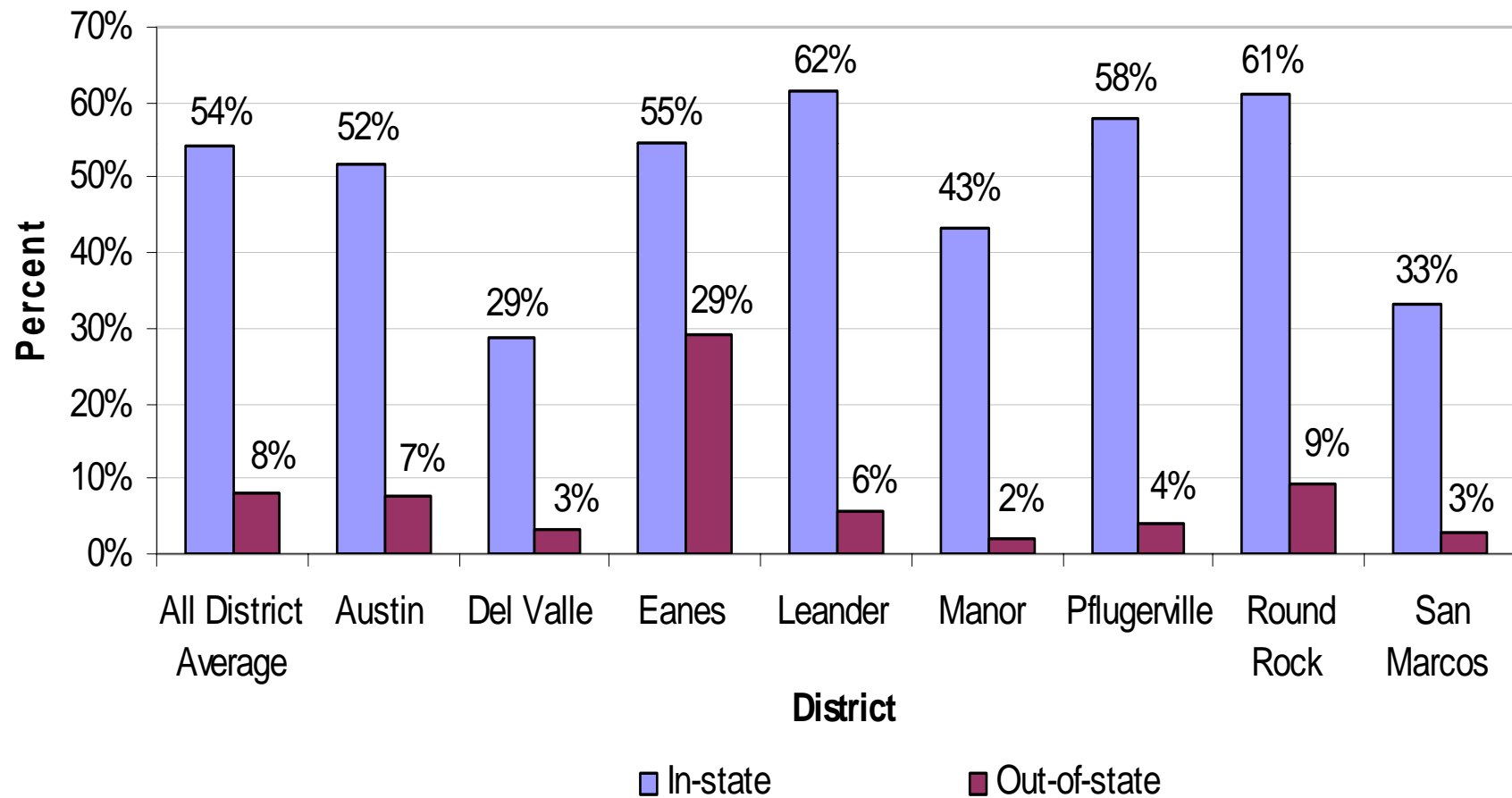
(N=9,394)





Percent of 2007 Graduates Enrolled in Fall 2007, by Location and District

(N=9,394)





What share of 2007 graduates
was employed in the
fall after graduation?



Percent of 2007 Graduates Employed in Texas in Fall 2007



	Total Employed	Only Employed
All Graduates (N = 9,394)	46%	21%
Ethnicity		
Asian	30%	9%
Black	53%	27%
Hispanic	53%	30%
White	43%	17%
Income Status		
Low-income	53%	33%
Not low-income	44%	18%
Special Education Status		
Special Education	56%	43%
Not Special Education	45%	19%



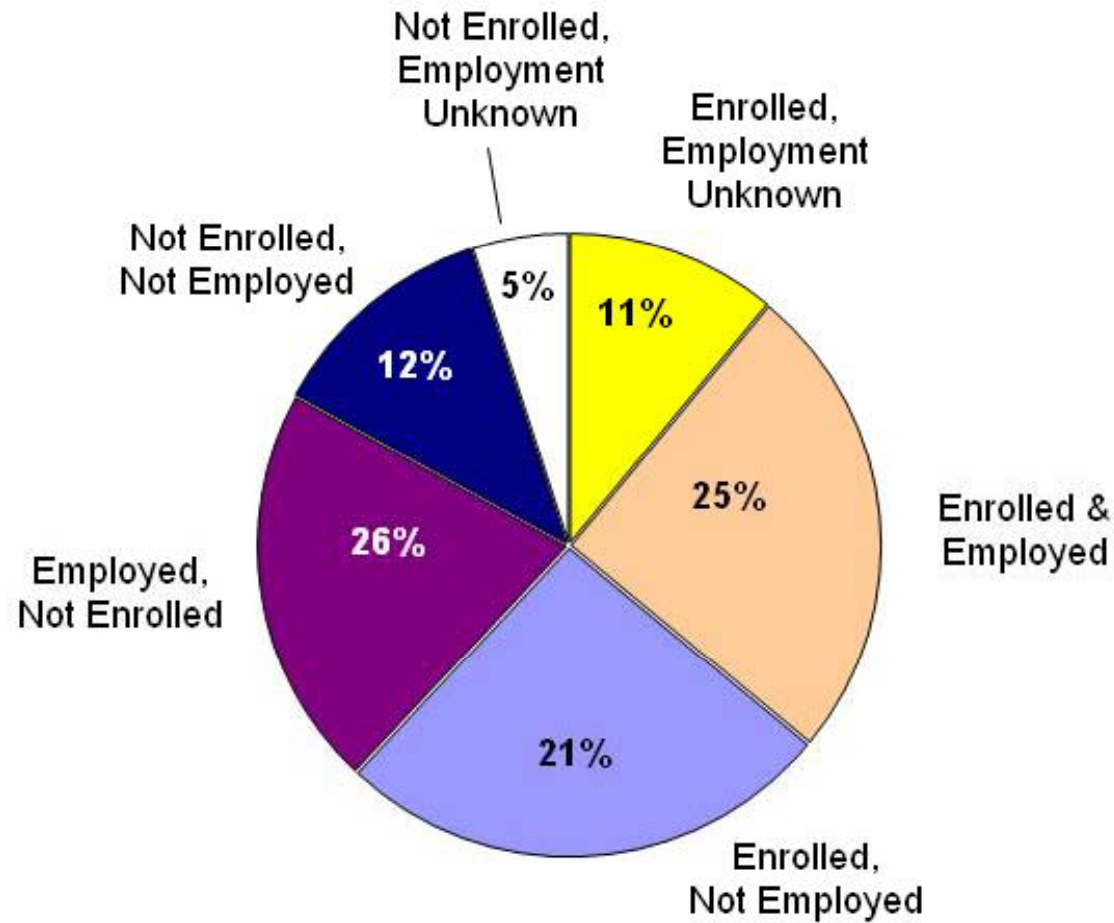
What share of 2007 graduates
was **both enrolled
and employed** in
the fall after graduation?



Overall Outcomes for 2007 Graduates in Fall 2007



(N=9,394)

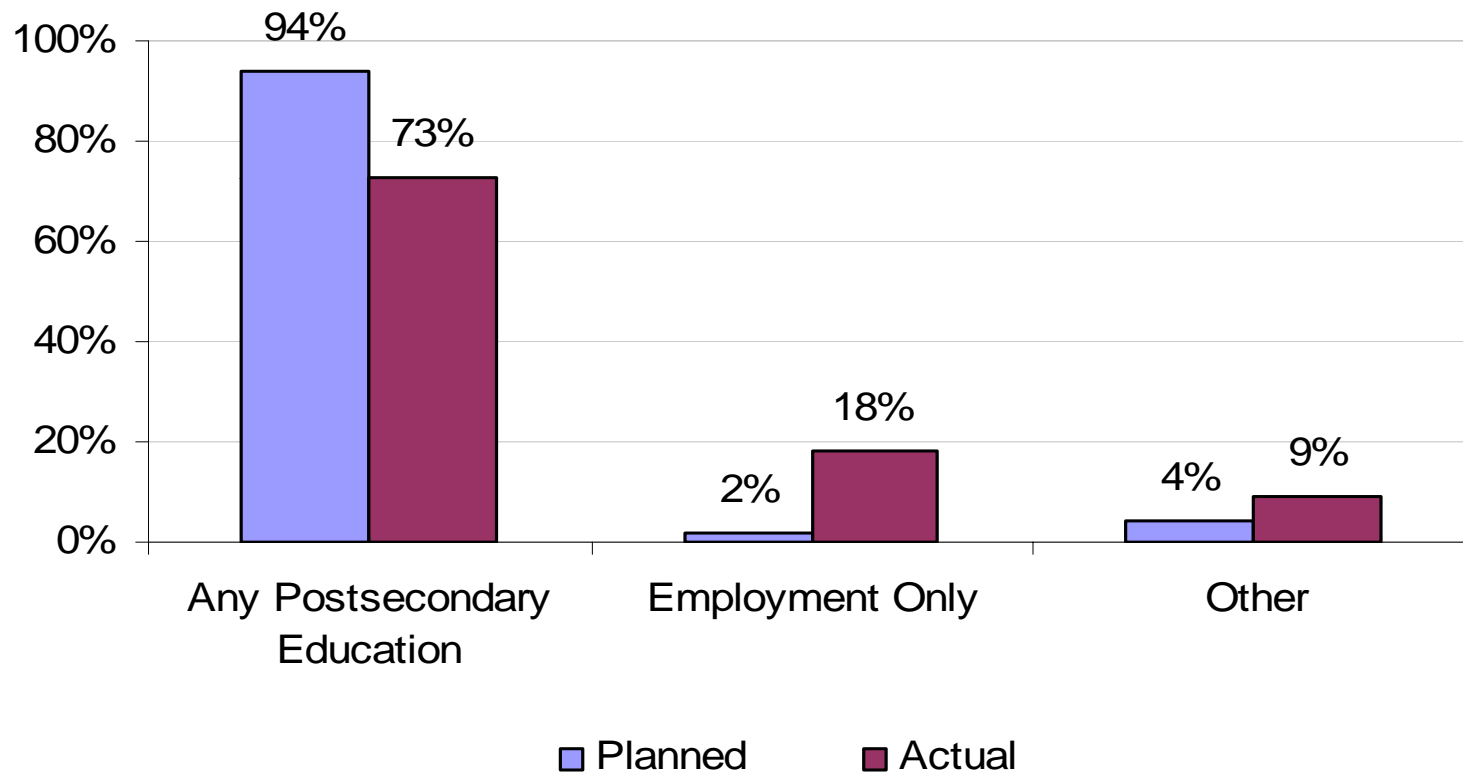




Planned versus Actual Activities in Fall 2007 for 2007 Surveyed Graduates



(N=3,061)



Note: "Other" includes military and unsure of future plans in the 4%, and those whose status was unknown in the 9%.



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

Overview of Logit Regressions



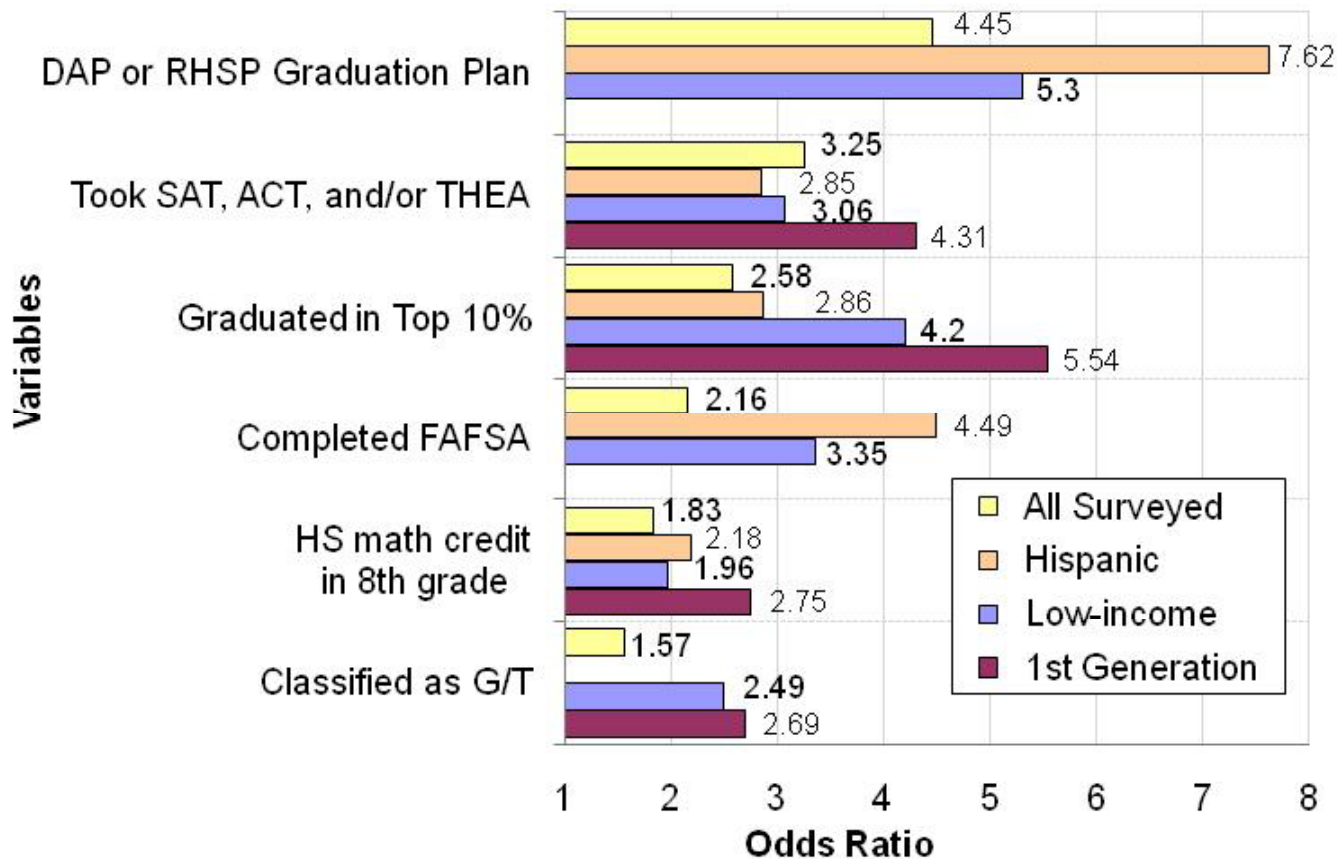
- Logistic regression results are based on the sample of all surveyed graduates, not all graduates. See report for discussion of sample differences.
- Results apply to all Central Texas surveyed graduates, regardless of district attended.
- Results are observational and do not imply causation.
- Only “major” factors — those that increase or decrease the odds of enrollment by at least 50%— are reported here. Other statistically significant factors with smaller effects are presented in the report.
- Logit regressions were computed for four groups of surveyed graduates: all, Hispanic, low-income, and those who would be first generation to attend college.



Major Factors Statistically Linked to 4-year Enrollment Odds



Factors Linked to Increased Odds of Enrollment



ADDITIONAL FINDINGS

- All Surveyed
 - Participated in HS sports (1.8)
- Hispanic
 - Male (2.12)
- Low-income
 - Participated in HS music (1.51)
- 1st Generation
 - Participated in HS music (1.51)

No factors reduced odds of 4-year enrollments by more than 50%.



Major Factors Statistically Linked to 2-year Enrollment Odds



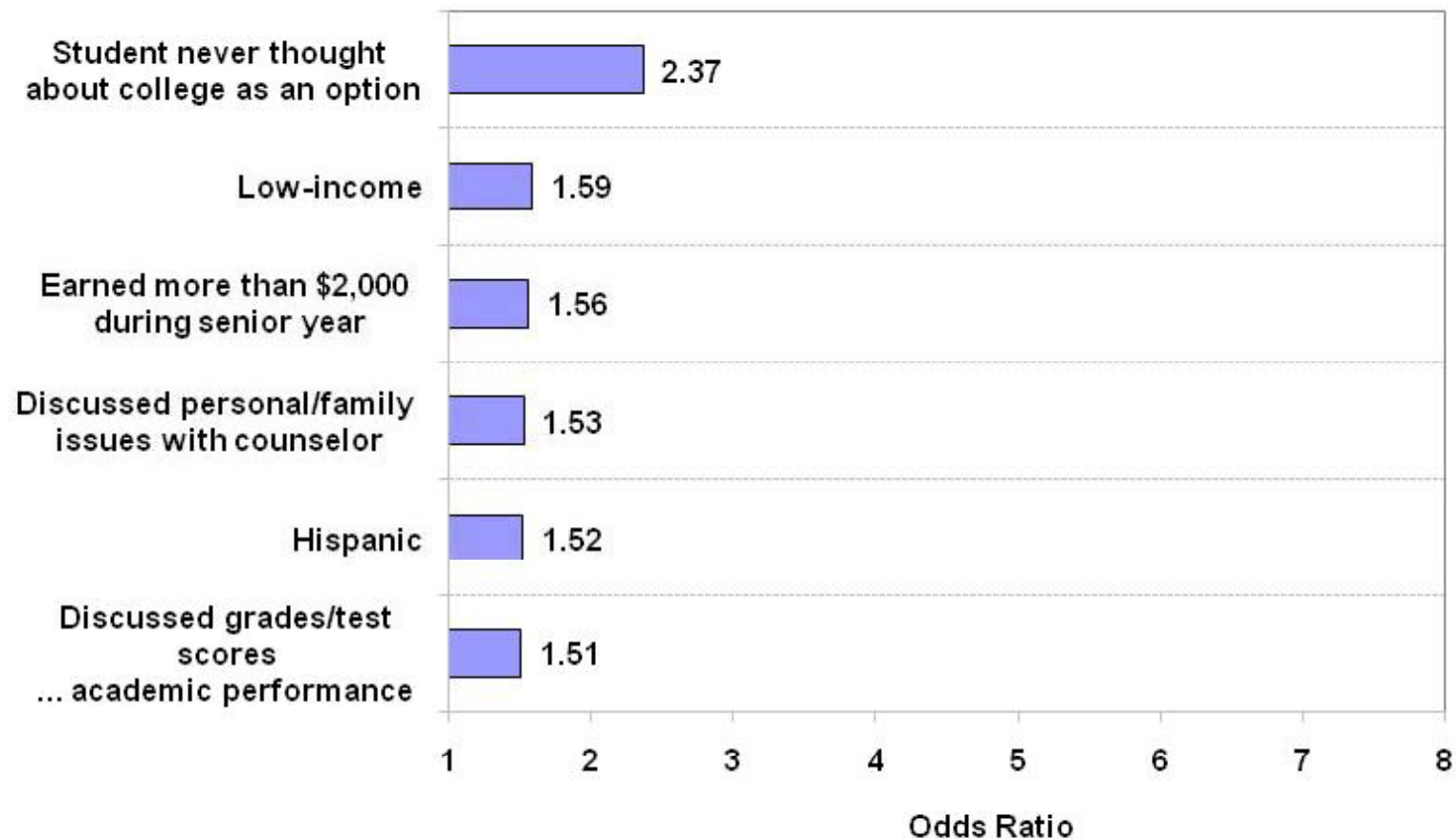
- No factors increased the odds of 2-year enrollments by more than 50%.
- Graduating in the Top 10% of the senior class reduced the odds of enrolling in 2-year colleges by more than 50% for all four groups of surveyed graduates.
- Never thinking about college as an option reduced odds by more than 50% for all surveyed graduates but not for other groups.



Major Factors Statistically Linked to Odds of Employment if not Enrolled



Factors Linked to Increased Odds of Employment for All Surveyed Graduates



No factors reduced odds of employment by more than 50%.



What share of
2006 graduates was
**still enrolled and/or
employed a year later?**

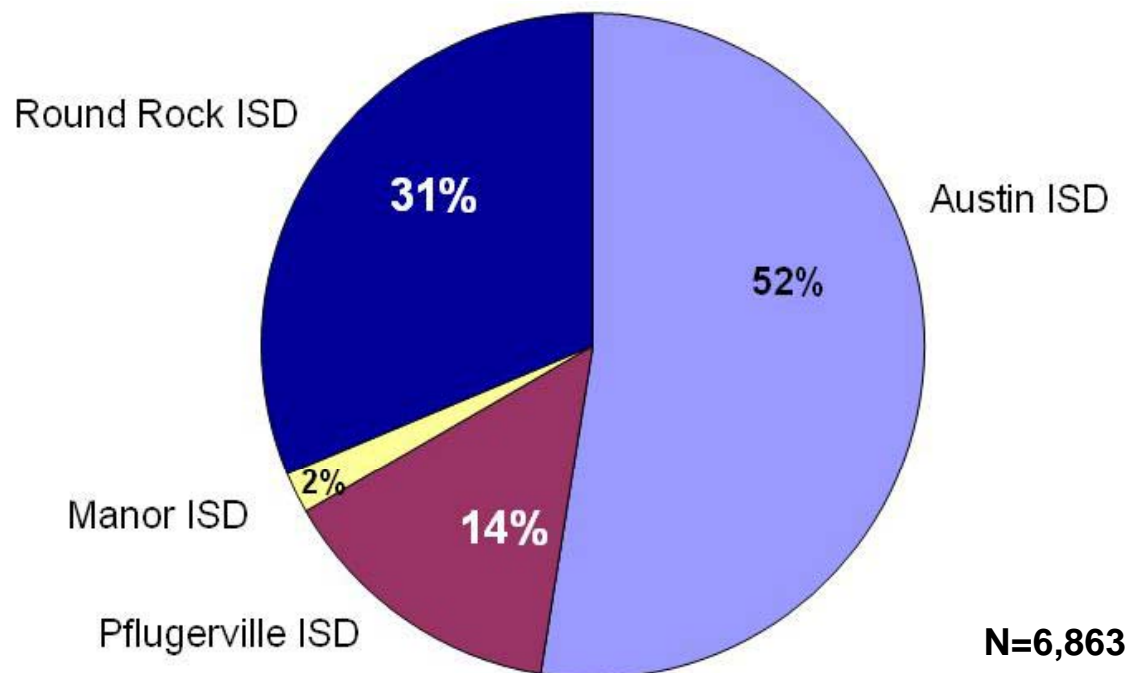


Composition of 2006 Graduates



(N=6,863)

The characteristics of 2006 graduates were similar to those of 2007 graduates in most respects, with the exception of their school district of origin.



Measuring Outcomes over Time



Ever Enrolled

- Enrolled at any time, from Fall 2006 through Fall 2007

Continuously Enrolled

- Enrolled all of the time, in Fall 2006, Spring 2007 *and* Fall 2007

Persistence

- Enrolled at some time during the initial year after graduation (Fall 2006 and/or Spring 2007) and re-enrolled or *persisted* in enrolling in Fall 2007



Enrollment Outcomes for 2006 Graduates through Fall 2007



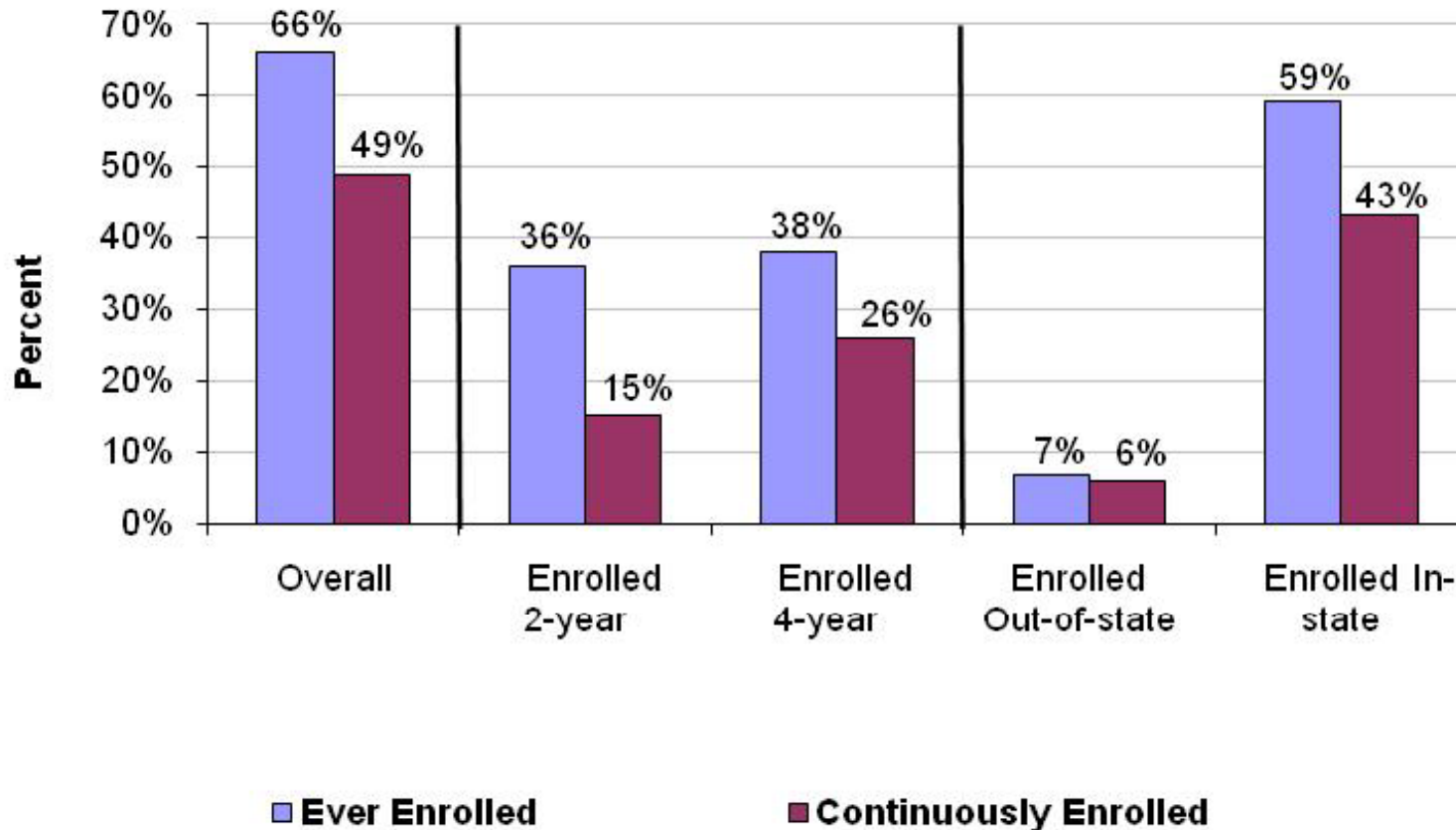
	Enrollment in Fall 2006	Ever Enrolled	Continuously Enrolled
Overall (N = 6,863)	57%	66%	49%
Ethnicity			
Asian	60%	71%	53%
Black	52%	62%	42%
Hispanic	44%	52%	36%
White	66%	74%	58%
Family Income Status			
Low-income	39%	48%	30%
Not low-income	64%	72%	56%
Special Education Status			
Special Education	31%	40%	22%
Not Special Education	60%	69%	55%



Ever vs. Continuously Enrolled for 2006 Graduates

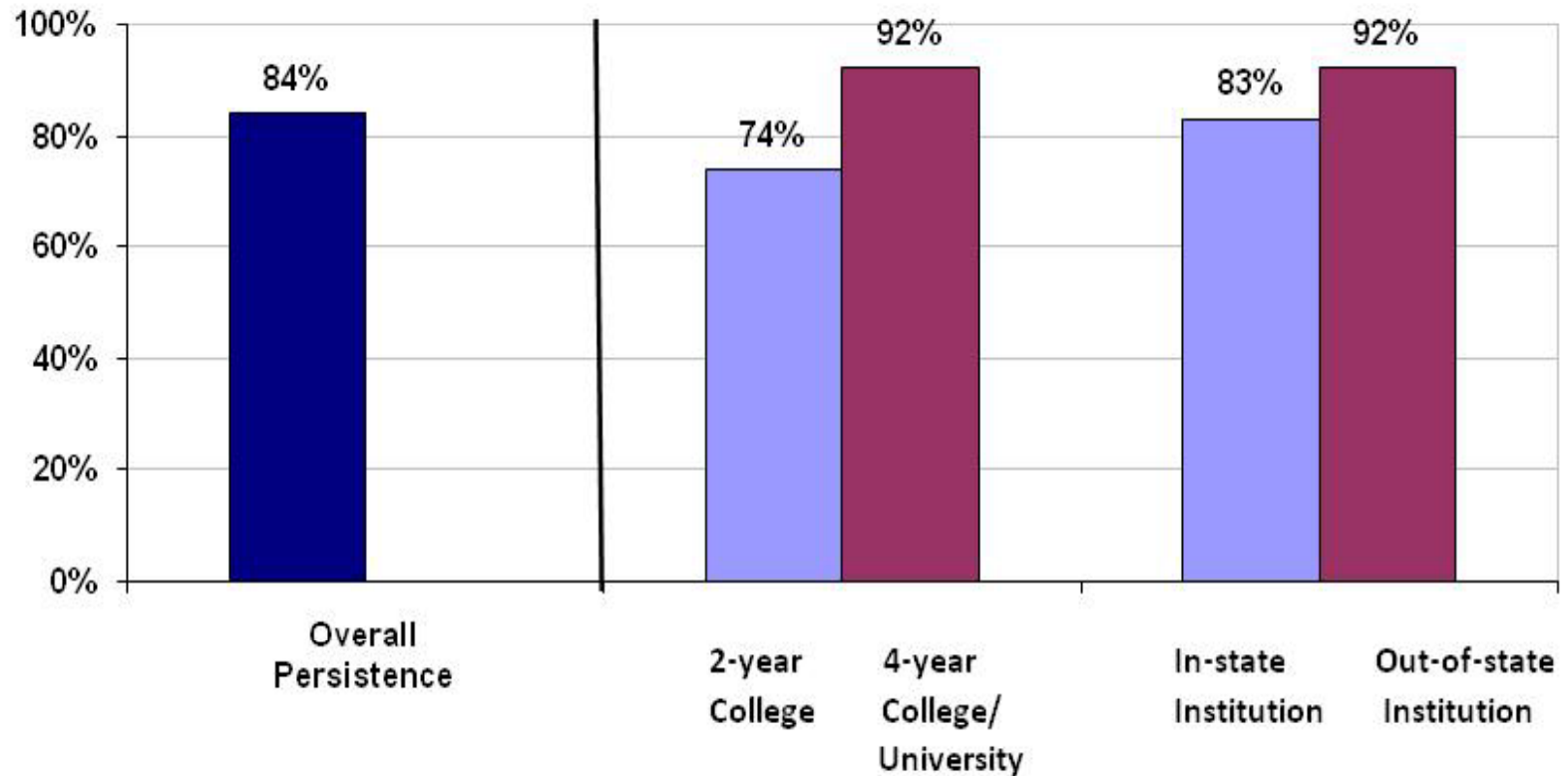


(N=6,863)





Persistence Rates for 2006 Graduates





Employment Outcomes for 2006 Graduates through Fall 2007



	Employed Fall 2006	Ever Employed	Continuously Employed
Overall (N = 6,863)	46%	73%	32%
Ethnicity			
Asian	27%	51%	16%
Black	52%	81%	36%
Hispanic	51%	69%	37%
White	44%	75%	30%
Family Income Status			
Low-income	49%	68%	35%
Not low-income	45%	74%	31%
Special Education Status			
Special Education	54%	73%	36%
Not Special Education	45%	73%	32%

Conclusions



- Four- and 2-year postsecondary education institutions appear to attract and serve very different students.
- The largest, most consistent influences associated with increased odds of initial 4-year college enrollments are related to academic achievement and engaging in specific college preparation activities.
- Low family income is an important and substantial inhibiting factor for graduates seeking to pursue postsecondary education.

Conclusions



- Uncertainty over financing appears to play an important role in students' decisions about college enrollment.
- The relationship between postsecondary outcomes and several important variables could not be adequately assessed in this analysis due to differences between the samples of all graduates and surveyed graduates.
- Postsecondary education persistence rates are higher for Central Texas graduates than for the nation as a whole.

Recommendations



- Given the consistency of findings for many academic and college preparation factors associated with higher odds of 4-year enrollment, educational leaders should continue encouraging students to complete challenging curriculum plans, college entrance exams and FAFSA, among other actions.
- District and campus personnel should work closely with business leaders and postsecondary education representatives to create coordinated, sustained college and career planning initiatives addressing the goals of many different groups of students.

Recommendations



- Given the critical role that FAFSA and uncertainty over college financing play in 4-year college enrollments, even greater effort should be devoted to increasing families' knowledge of financial aid programs.
- Educators, business leaders and policymakers should recognize that graduates pursue varied pathways to prepare for their future careers and embrace a variety of approaches to prepare students for future economic success.



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For more information about the Student Futures Project, visit the Project's website:

www.centexstudentfutures.org

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