



CENTRAL TEXAS
Student*Futures*
PROJECT

**Recent Results and a Model for Replication
U.S. Capitol Briefing**

October 15, 2009

Project Partners



A partnership of

- Ray Marshall Center, LBJ School of Public Affairs, University of Texas at Austin
- 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**



Four Central Texas Counties



	Bastrop County	Hays County	Travis County	Williamson County
Median Family Income	\$63,590	\$76,109	\$71,506	\$75,874
Families with Children Under 18 Living in Poverty	14.2%	10.5%	15.1%	5.7%
Hispanic Population	30.0%	32.4%	32.9%	21.2%
Population with Bachelor's Degree or Higher	16.2%	32.1%	43.0%	34.6%

Source: American Community Survey, 2008; TEA Lonestar

Project Purpose



Longitudinal research on:

- What Central Texas graduates do after high school
- How educational, personal and financial factors relate to graduates' success in postsecondary education and the workforce

Performance management fostering educational improvement:

- Providing real-time data to educators
- Identifying and sharing best practices
- Workshops and seminars

Overview of Briefing



The briefing highlights recent results from:

- Greg Cumpton , Deanna Schexnayder & Christopher King (2009). ***Education and Work after High School: Central Texas Outcomes through December 2008***, Ray Marshall Center, LBJ School, The University of Texas at Austin.
- 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, LBJ School, The University of Texas at Austin.

The project's approach—its access to data, its research and performance management aspects—together suggest a model for possible replication.

Research Questions



- What share of high school graduates **enrolled in postsecondary education** in the fall after graduation? What share was **enrolled** over time?
- What share of graduates was **employed** in the fall after graduation? What share was **employed** over time?
- 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 12/08



Composition of Graduates



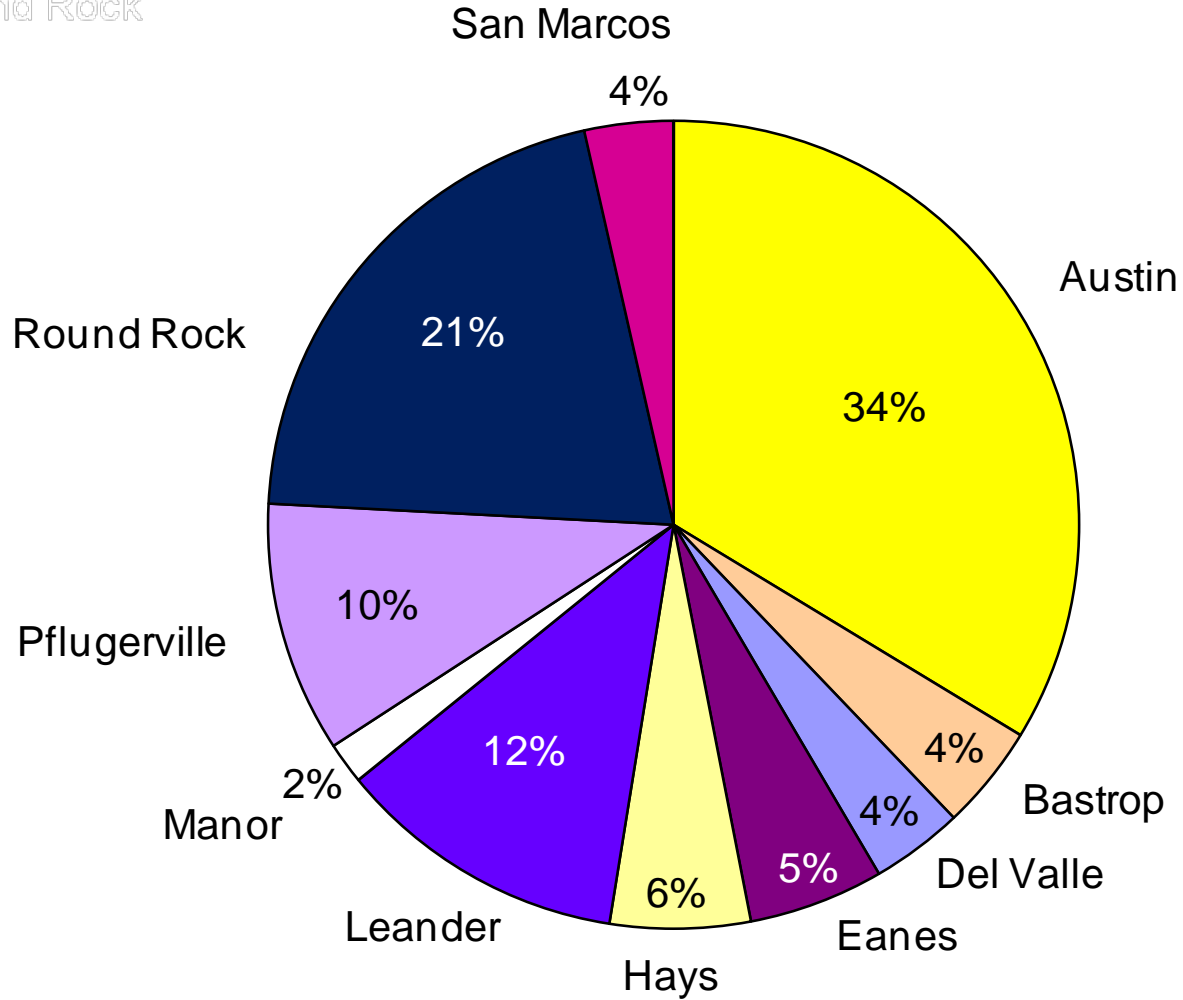
The characteristics of graduates in each year were similar, with the exception of their school district of origin.

	Class of 2006	Class of 2007	Class of 2008
Totals	6,867	9,410	11,586
Ethnicity			
Asian	6%	6%	5%
Black	12%	11%	11%
Hispanic	30%	29%	32%
White	51%	52%	52%
Gender			
Female	51%	48%	50%
Male	49%	50%	50%
Family Income Status			
Low-income	25%	21%	24%
Not Low-income	75%	73%	73%
Special Education Status			
Special Education	10%	9%	10%
Not Special Education	90%	85%	87%



District Composition of 2008 Graduates

Round Rock





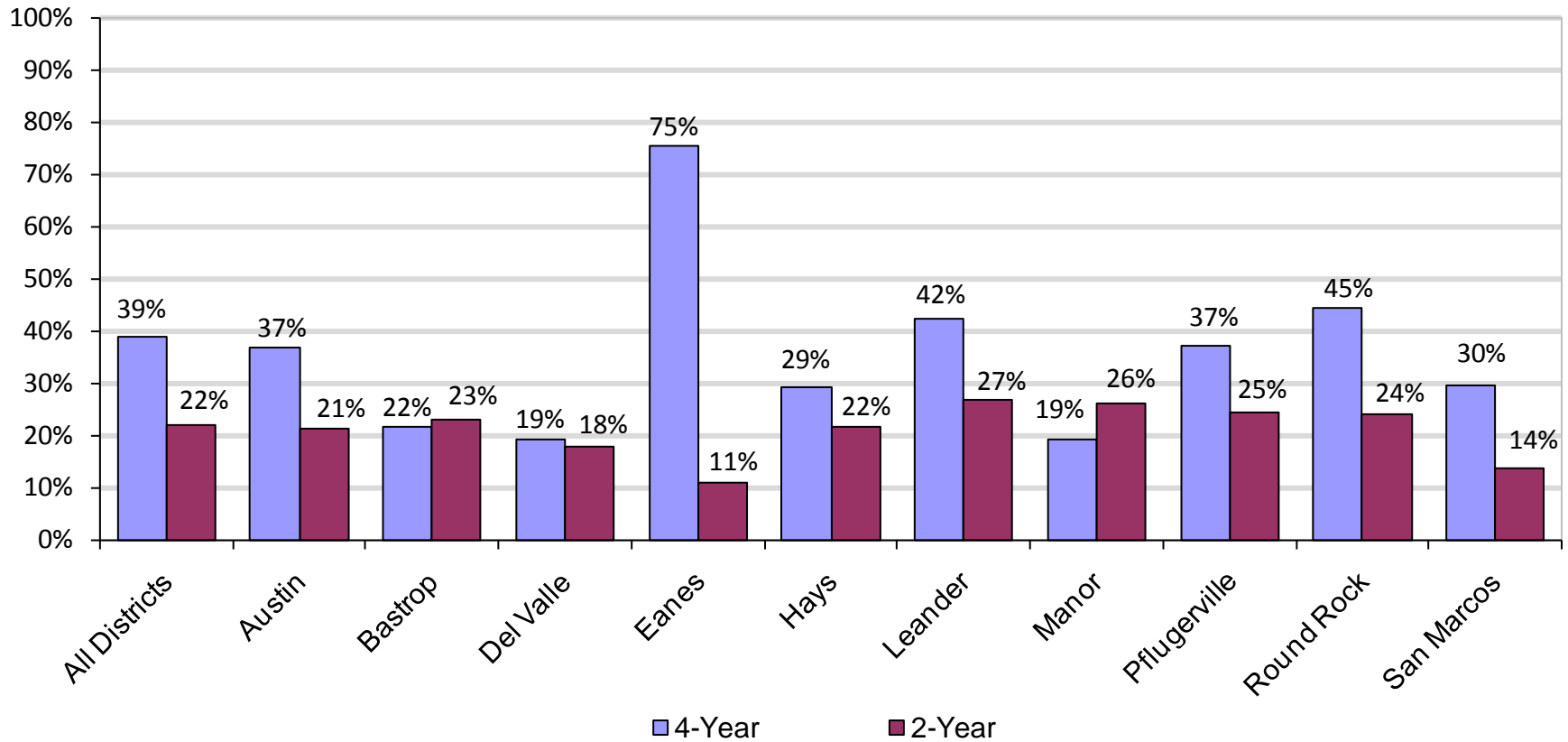
Postsecondary Enrollment of 2008 Graduates in Fall 2008

	Number	Percent
Total Number of Graduates	11,586	
Total Enrolled in Fall 2008	7,078	61%
<i>Type of Institution</i>		
- 4-Year College/University	4,515	39%
- 2-year College/Technical School	2,563	22%
<i>Location of Institution</i>		
- In-state	6,084	52.5%
- Out-of-state	994	8.6%



Percent of 2008 Graduates Enrolled in Fall 2008, by College Type and District

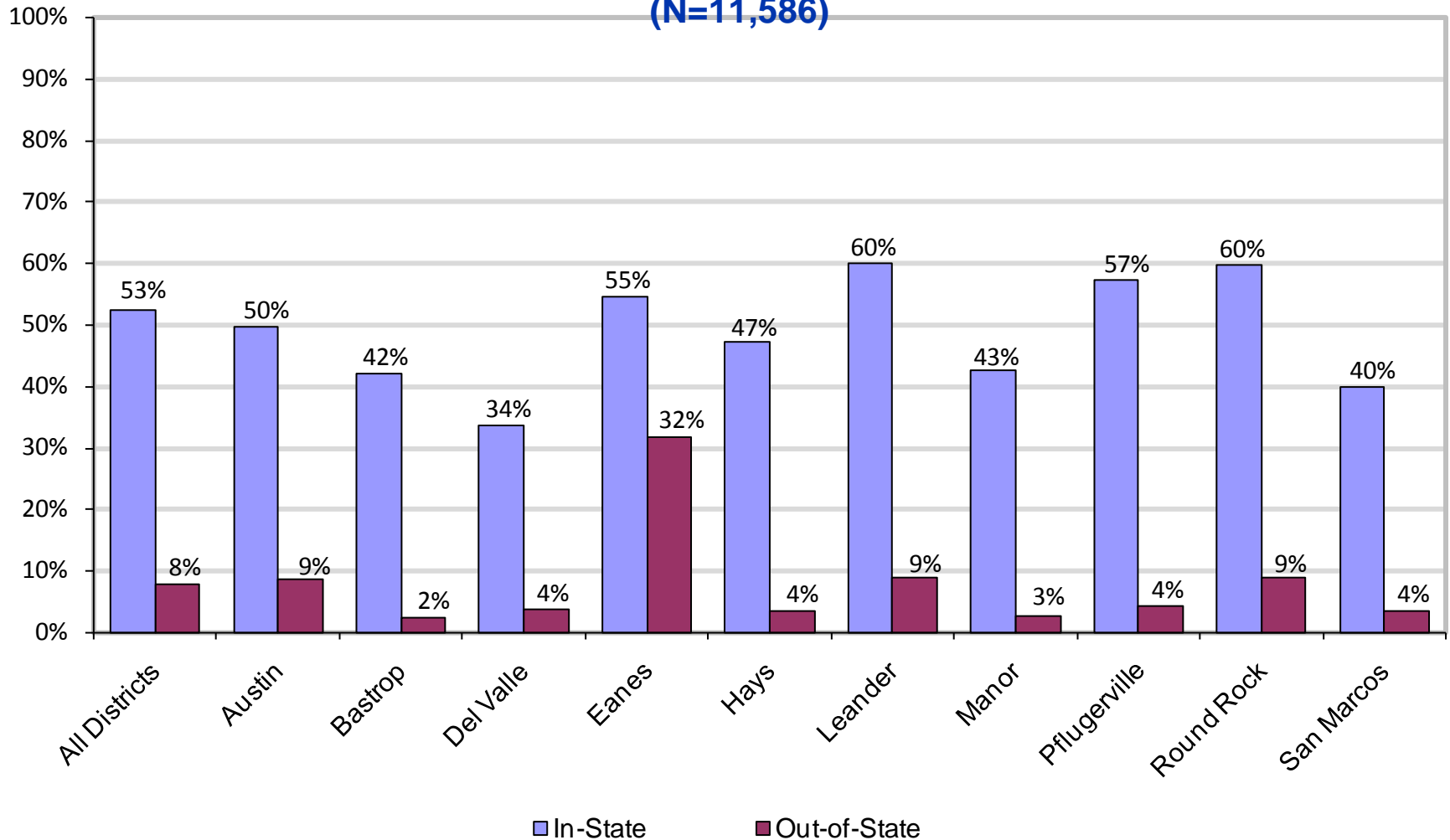
(N=11,586)





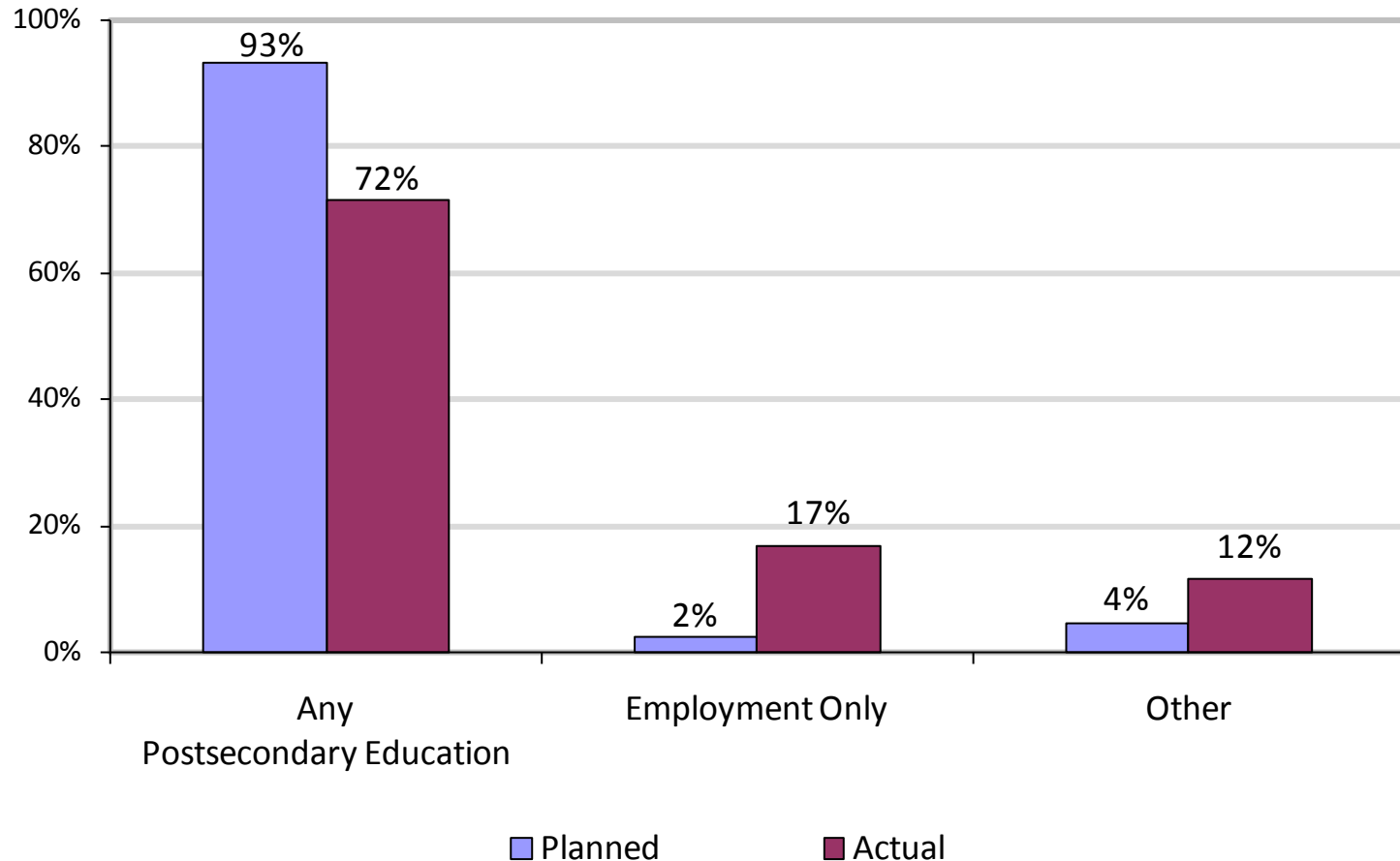
Percent of 2008 Graduates Enrolled in Fall 2008, by Location and District

(N=11,586)



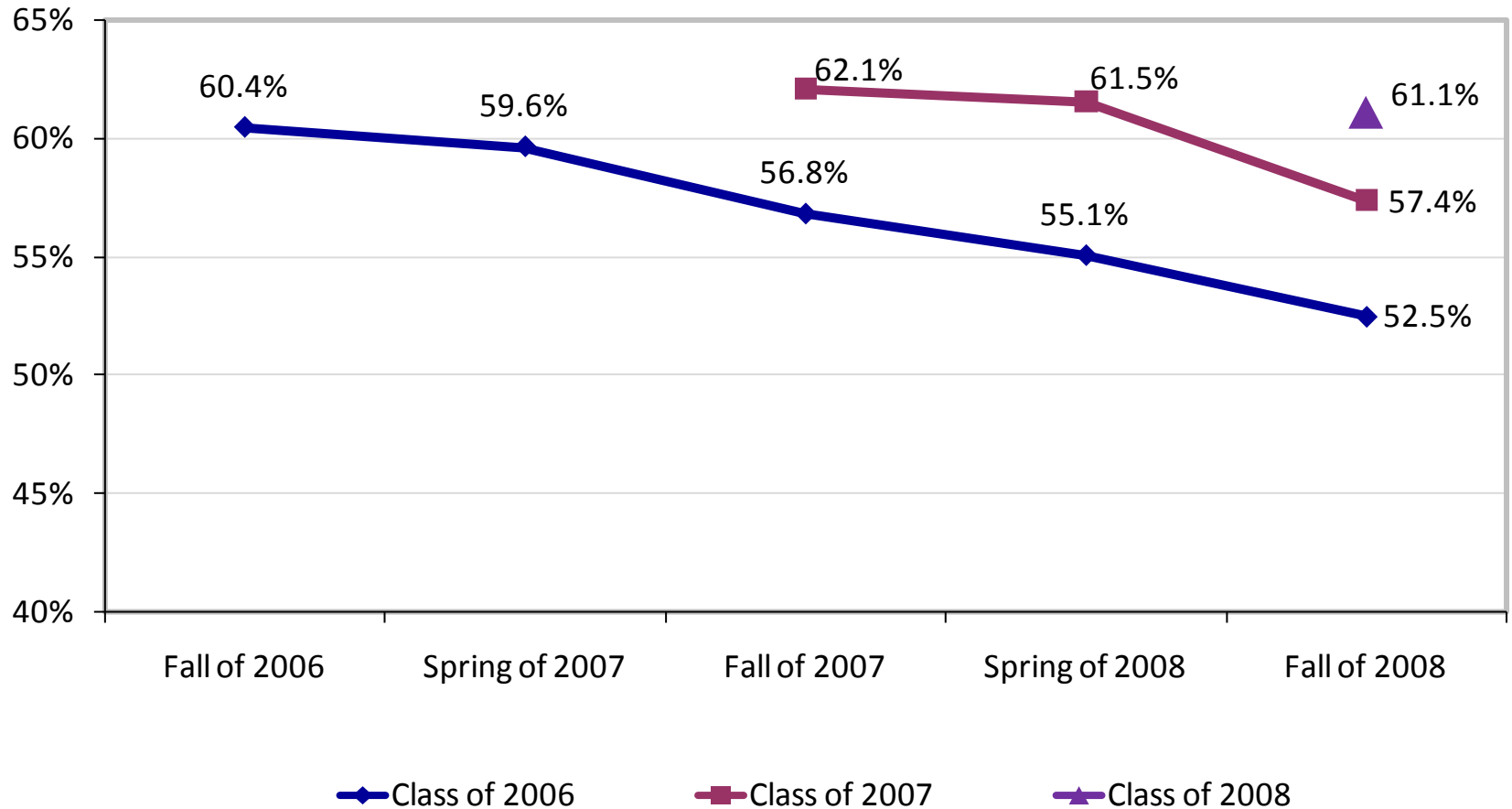


Planned versus Actual Activities in Fall 2008 for 2008 Surveyed Graduates (N=4,734)





Postsecondary Enrollment Outcomes Over Time, by Graduating Class





Percent of 2008 Graduates Employed in Texas in Fall 2008

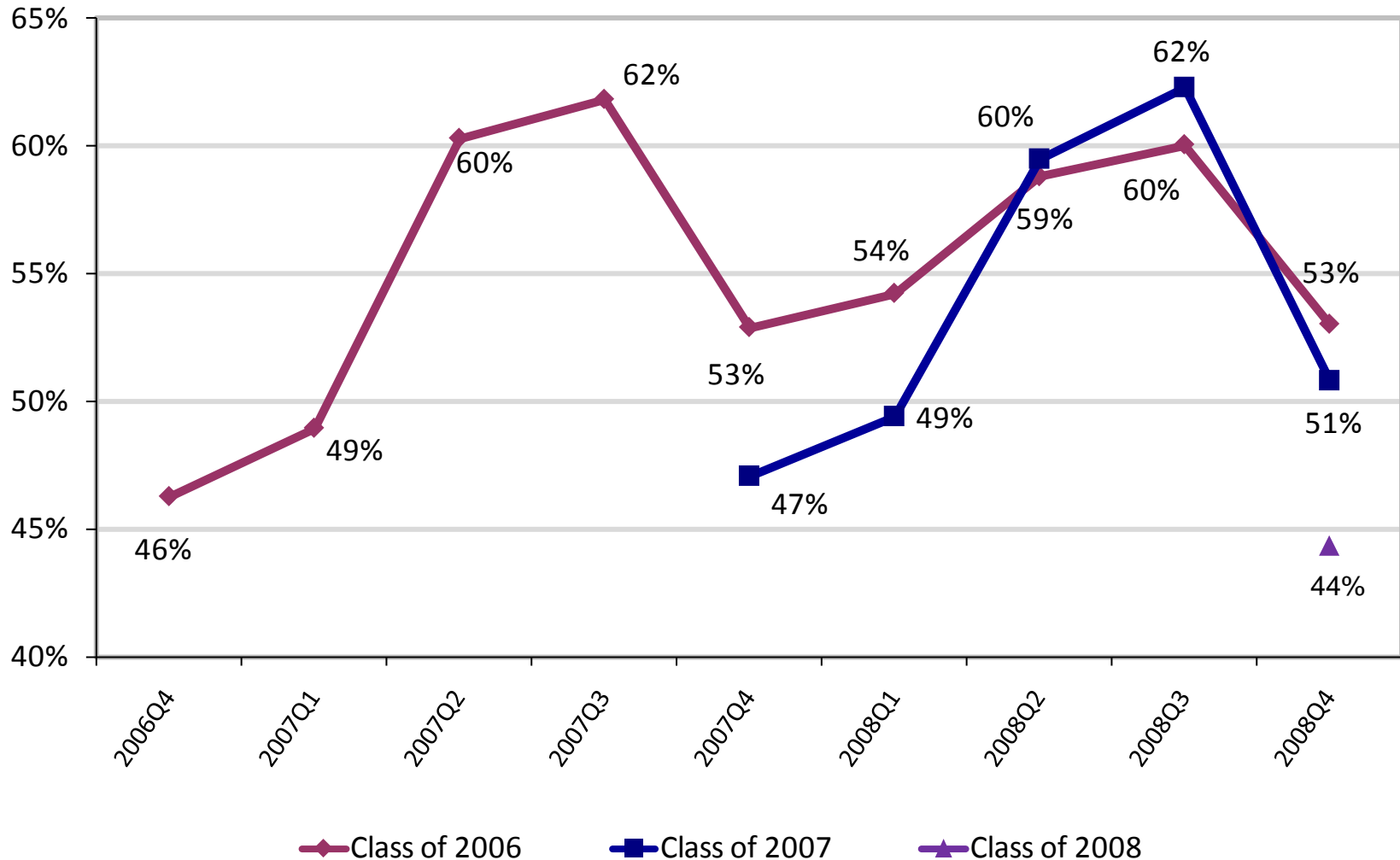


	Total Employed	Only Employed
All Graduates (N = 11,586)	44%	21%
Ethnicity		
Asian	24%	5%
Black	48%	25%
Hispanic	50%	28%
White	42%	17%
Income Status		
Low-income	49%	31%
Not low-income	42%	17%
Special Education Status		
Special Education	51%	38%
Not Special Education	43%	18%

Note: employment status was unknown for 15% of graduates.



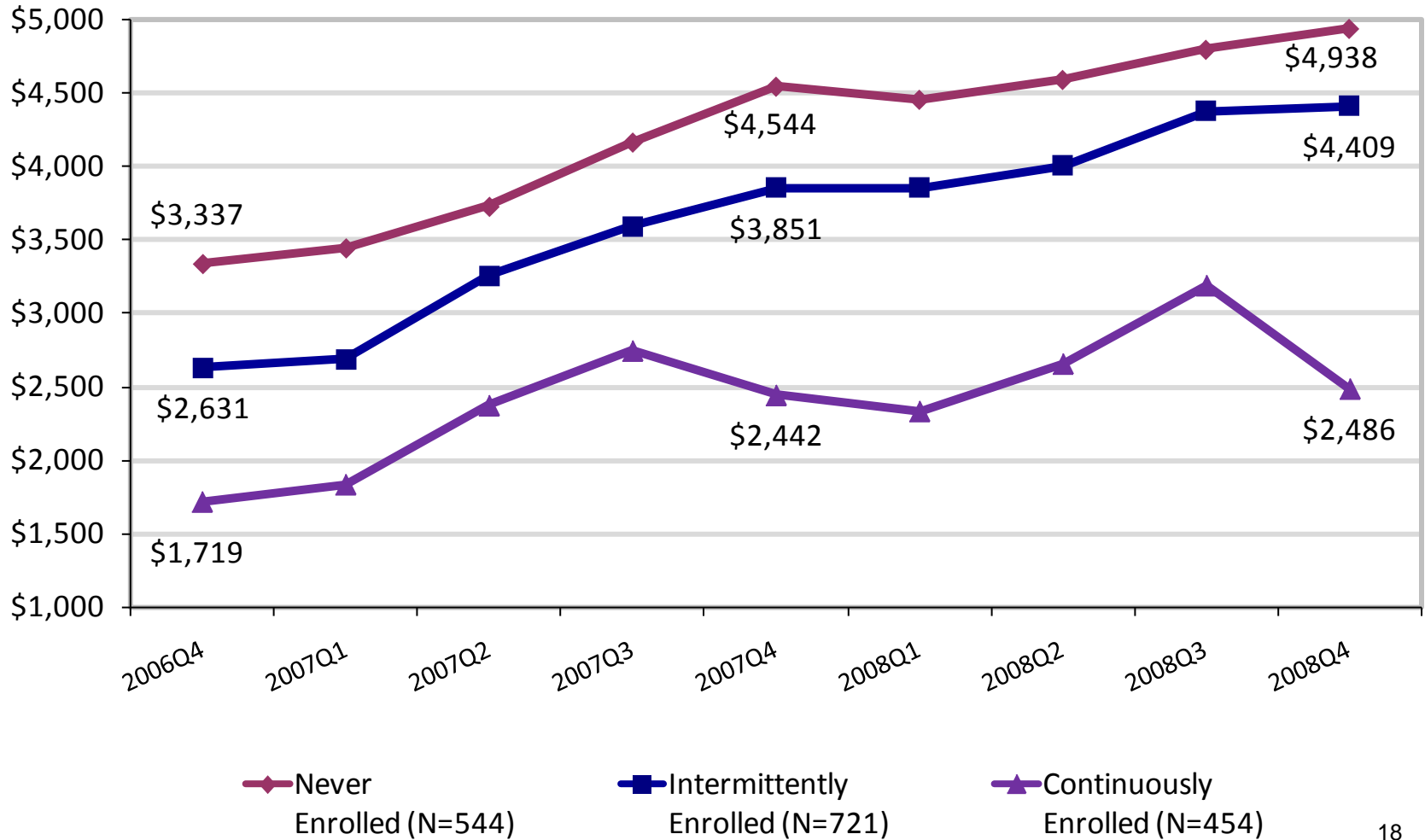
Overall Post-Graduation Employment Status, by Graduating Class





Median Earnings by Quarter for 2006 Graduates Continuously Employed

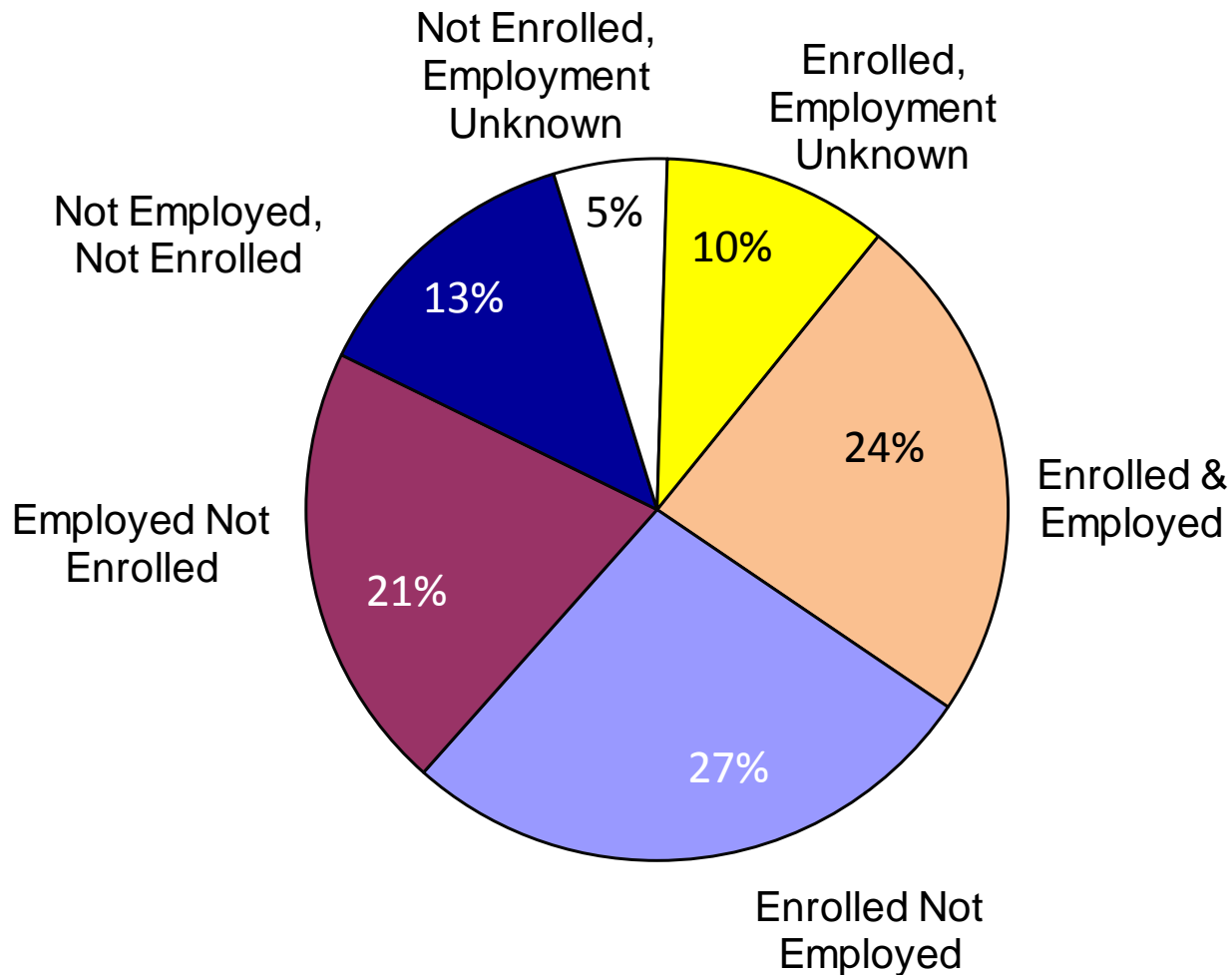
(Through the Fall of 2008, by Enrollment Status)





Overall Outcomes for 2008 Graduates in Fall 2008

(N=11,586)



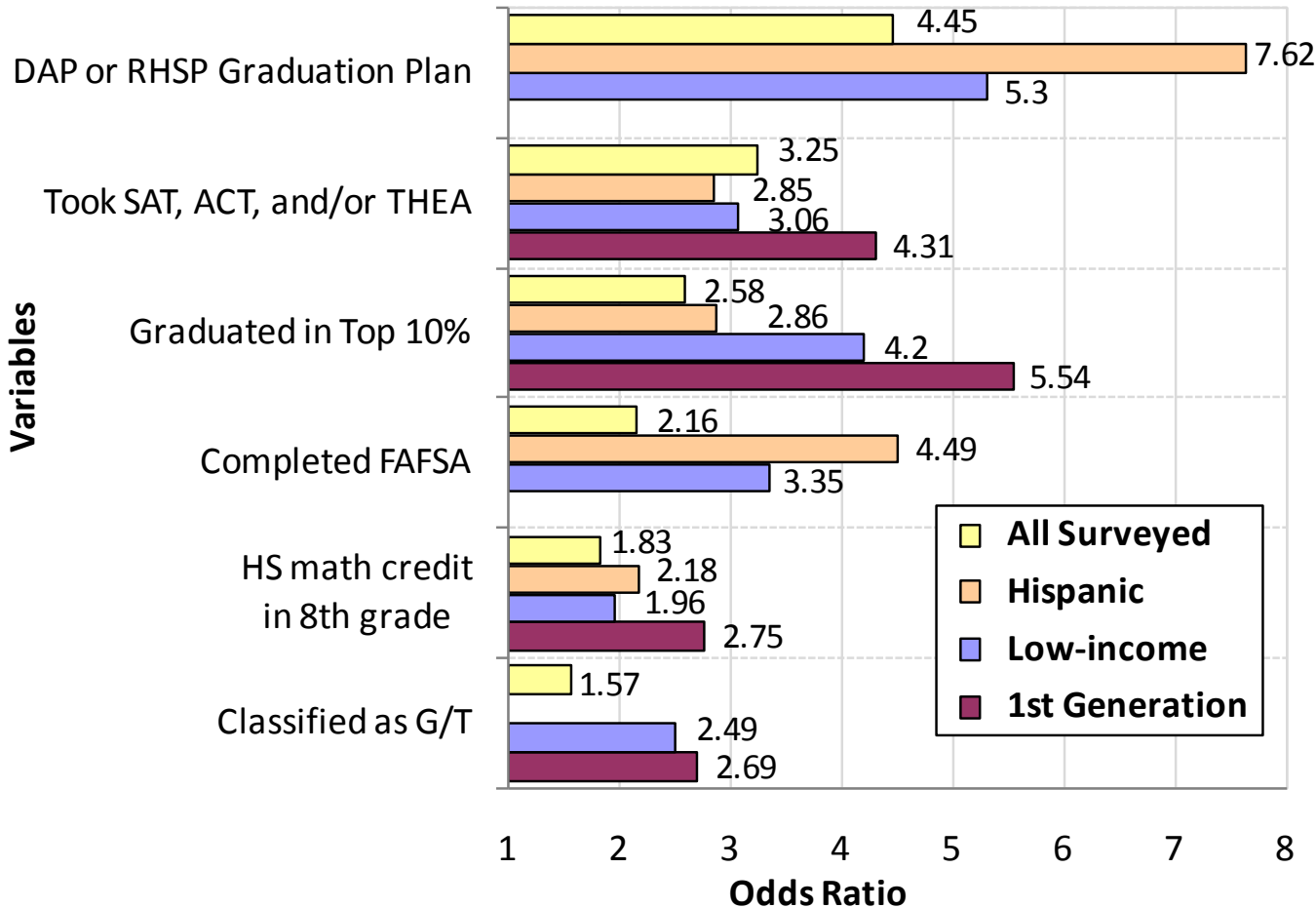


Which **factors** were **significantly associated** with fall **postsecondary education and employment** for the Class of 2007?



Major Factors Linked to 4-year Enrollment Odds, Class of 2007

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)



Major Factors Linked to Increased 4-Year Enrollments

All Surveyed Graduates

- Completion of Distinguished Achievement Program or Recommended High School Plan was strongest (+345%)
- College placement exams, Top 10% and FAFSA completion (all +100%)
- HS math in 8th grade, G/T, visiting college campus, high school sports (all +50%)

All Groups

- College entrance exams, Top 10%, HS math in 8th grade (+50% for all groups)

Major factors increased enrollment odds by 50% or more. No factors reduced enrollment odds by more than 50%.

Regression Highlights for Selected Populations



- ***Hispanic graduates:*** many key factors the same but strength varied; strong curriculum & FAFSA very important; males more likely; parent education & visiting campuses not significant
- ***Low-income graduates:*** far fewer significant variables; curriculum & top 10% most important
- ***First generation graduates:*** Top 10% increased odds by 400%; college entrance exams, 8th grade math credit also important; curriculum not significant for this group
- ***For all graduates,*** uncertainty about borrowing money for college reduced enrollment odds



Future Plans



- **Enhance data**
 - Extend longitudinal outcomes coverage
 - Add data, e.g., FAFSA, FEDES, military
 - Link to Texas longitudinal PK-16 data
- **Expand research efforts**
 - Explore school and district variation effects
 - Develop/incorporate college-readiness measures
 - Follow high school *entrants* as well as graduates
 - Use database to evaluate interventions
- **Enhance real-time performance management**
- **Establish stable, multi-year funding.**
- **Replicate the model in other regions/states.**



For more information, visit the Project's website:

www.centexstudentfutures.org

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