

CENTRAL TEXAS

StudentFutures

PROJECT

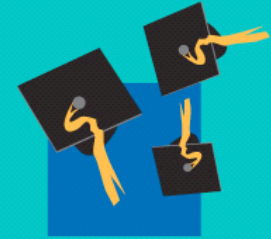
**Promoting Postsecondary Success Through
Regional University Partnerships**

Dr. Christopher T. King, Ray Marshall Center

IDEC Asia Seminar at Hiroshima University

March 4, 2010

Background



The **Greater Austin Chamber of Commerce**, an usual business membership organization, often engages in projects benefiting the wider community as well as its members. E.g., in the 1990s, it hosted and funded **Skillpoint Alliance**, a school-to-work intermediary.

In 2005, the Chamber's talent assessment found a current and projected **shortage of college-educated talent** for the region and formed a Matriculation Task Force to address it.

The Chamber's Task Force then launched the **20,010 by 2010 Initiative** to enroll 20,010 more college students in the region by the year 2010.

Chamber Strategy



Bottoms up, for leadership, focus and energy—

- Austin Community College Connection
- Financial Aid Saturdays
- Common Application to college
- College readiness assistance for high school seniors

Tops Down, focusing local education leaders on college readiness—

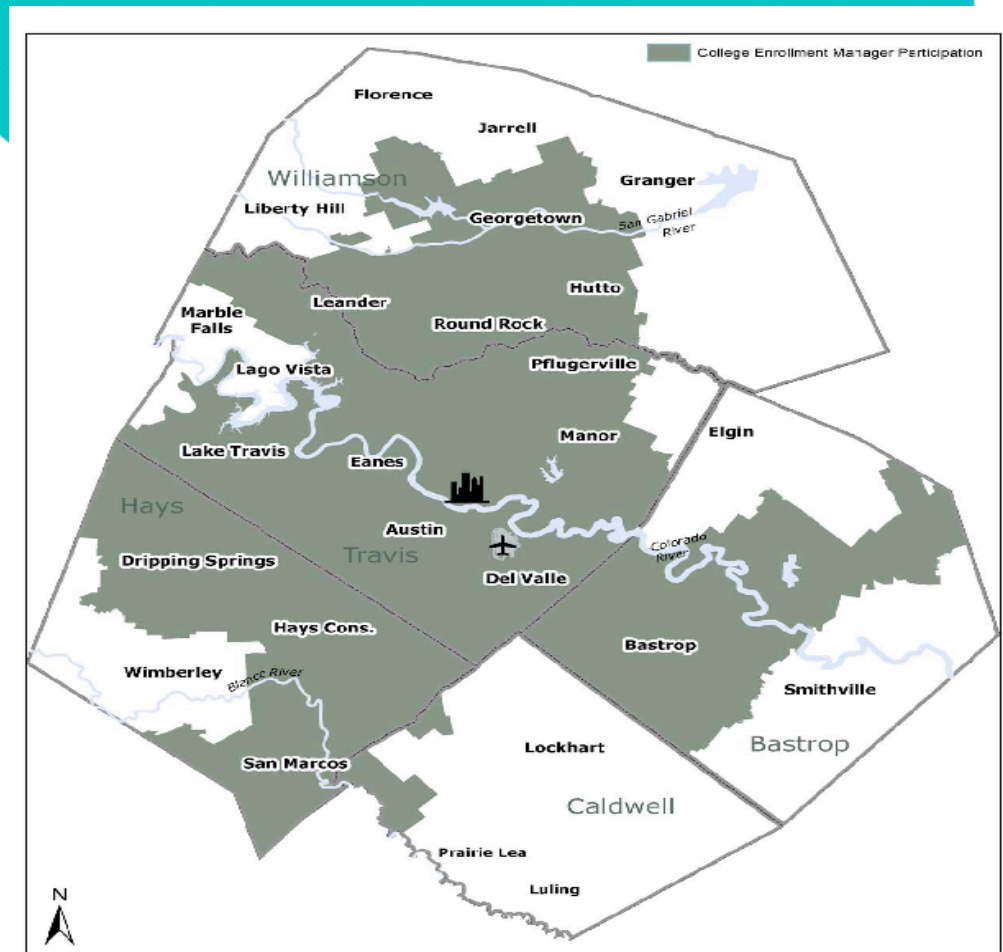
- Create College Enrollment Managers positioned in each high school in the region
- Advocate for college readiness in state accountability
- Pilot Strategic Compensation and other initiatives
- Create and foster real-time management tools (Common Application, FAFSA)

Four-County Effort



Goal

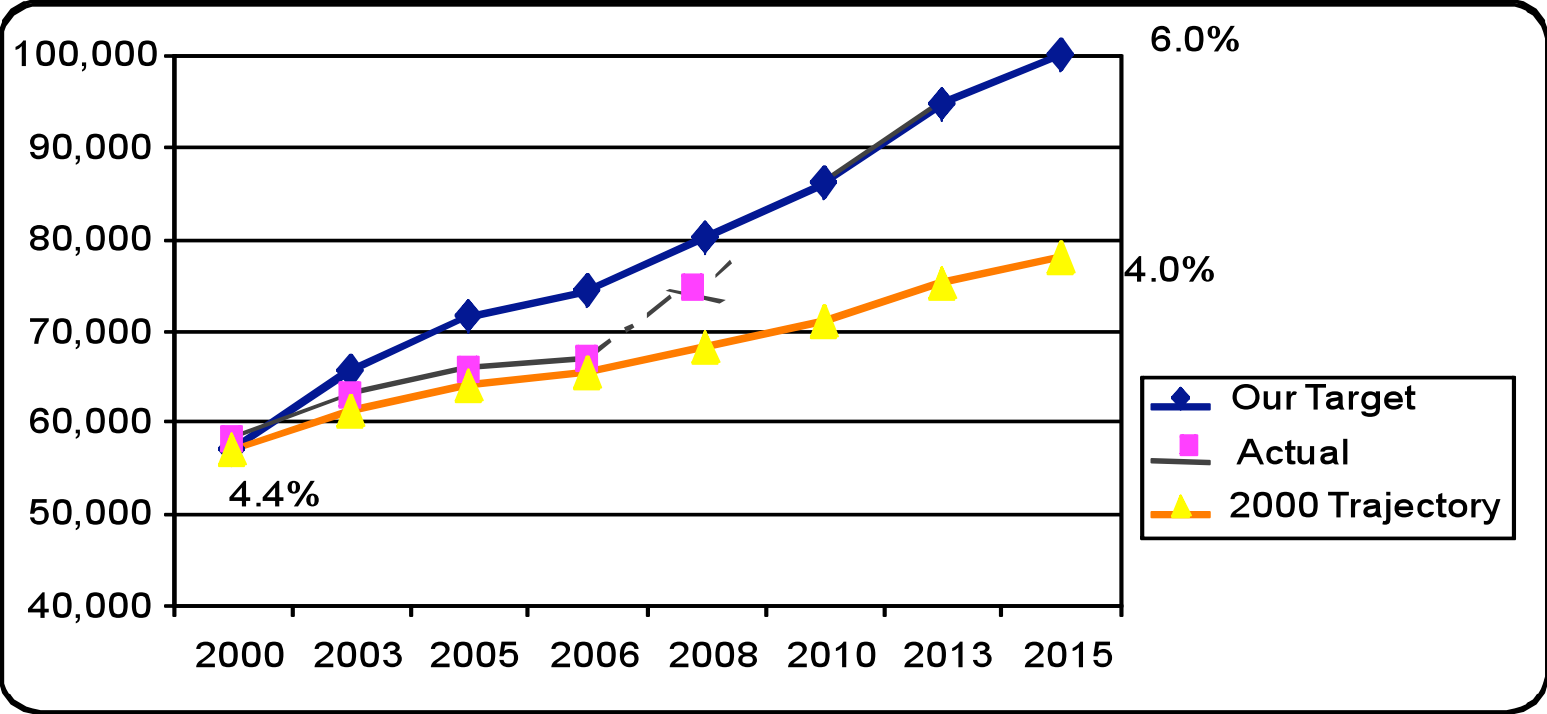
To increase the direct-to-college enrollment rate by 20,010 more students, a rate of 64%, by the year 2010.



20,010 by 2010 Challenge



Residents from Austin MSA Enrolled in Higher Education

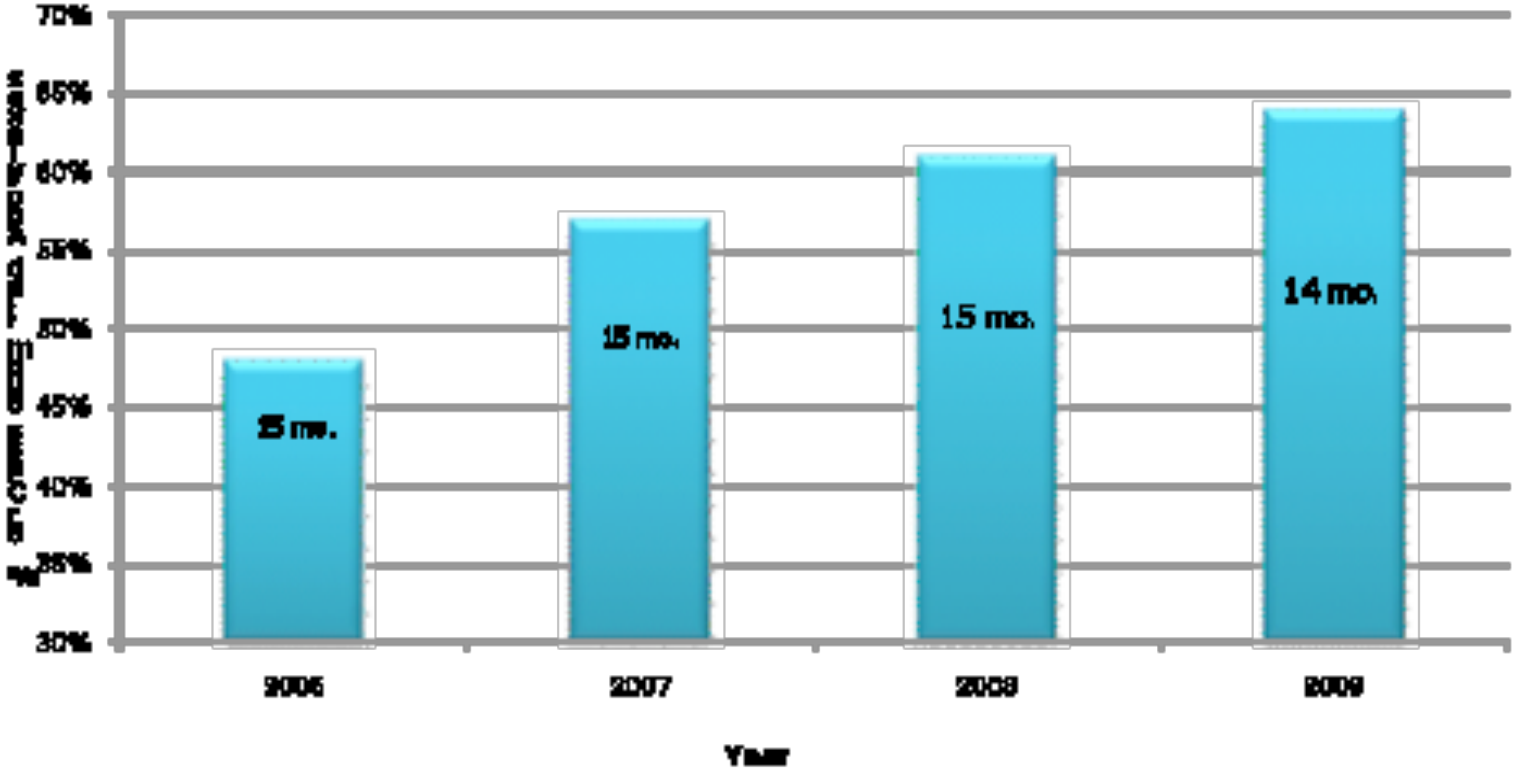


Source: Austin Chamber of Commerce, 2006



Apply Texas Rates up 27%

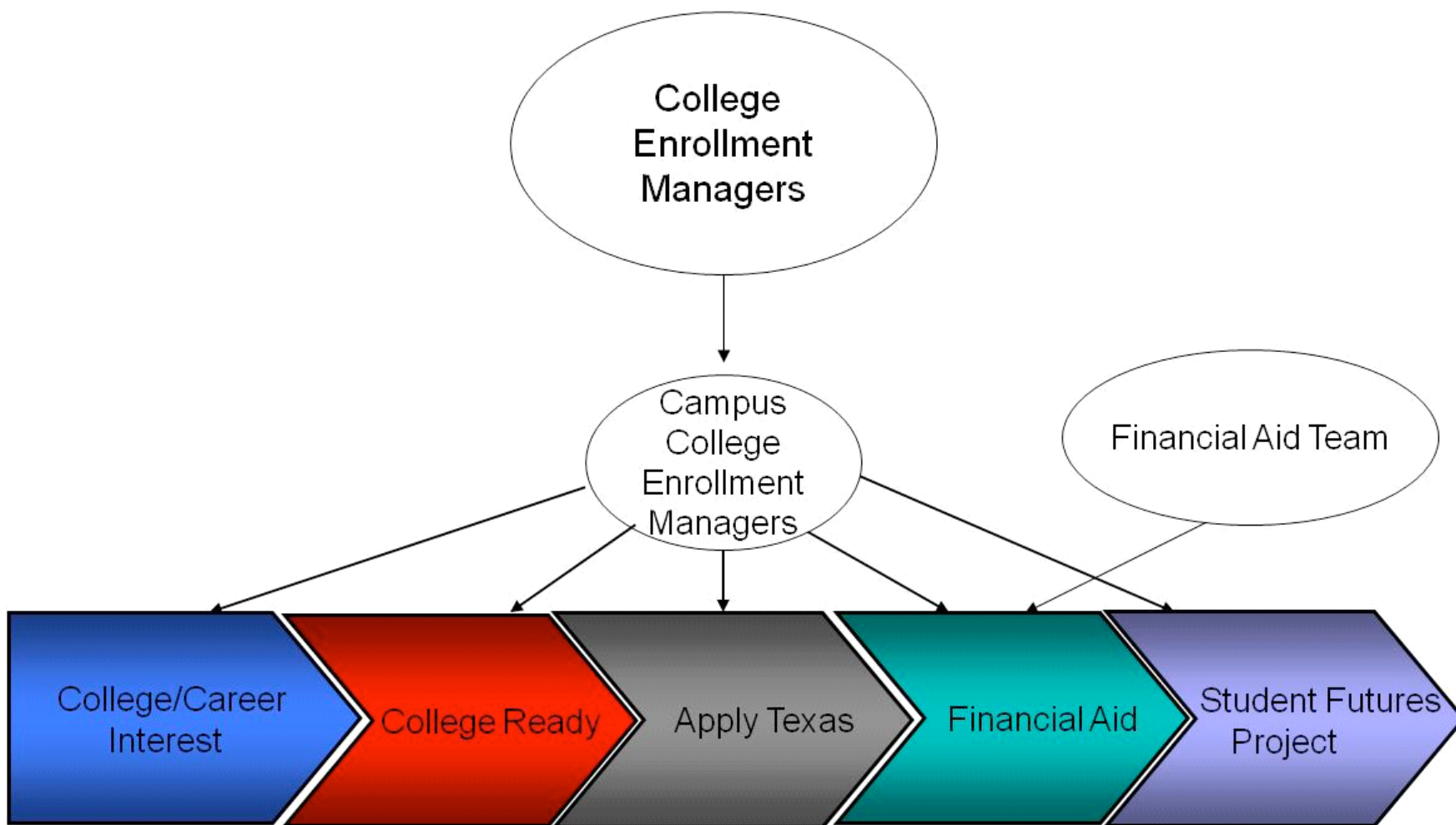
Apply Texas Submission Rate



Source: THECB, Austin Chamber calculations

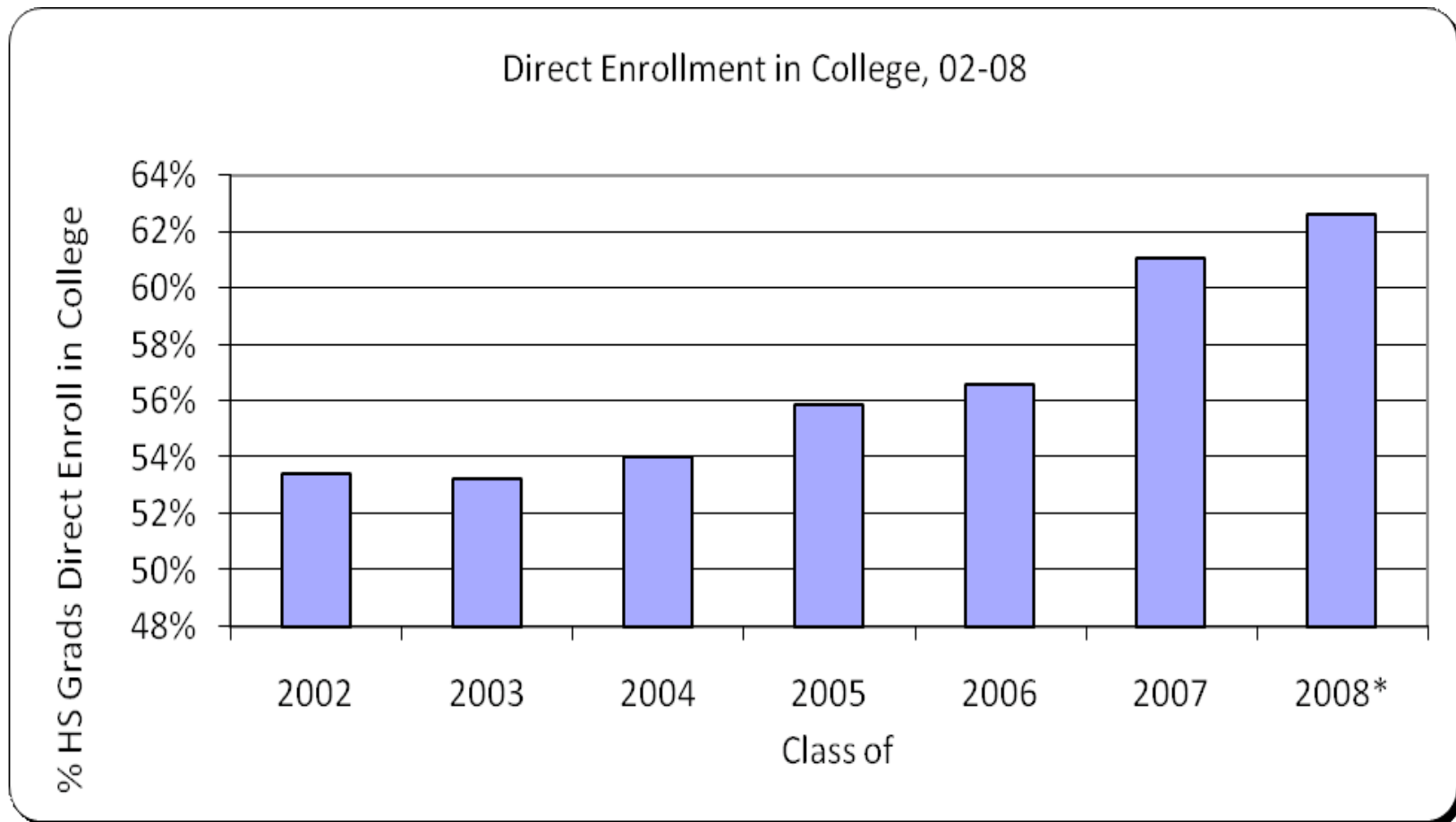


Role of the College Enrollment Manager





Metro Austin Direct College Enrollment Rate Up 20%



Source: UT-Austin Student Futures Project, Texas Higher Education Coordinating Board, 2003-2009

* Estimate

Student Futures Project Partners



A partnership of

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

Project funders

- TG
- Austin Chamber of Commerce
- Participating ISDs

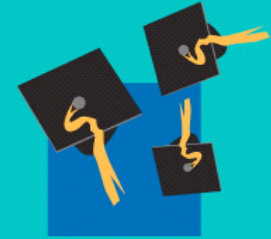


School District Partners

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 |
| 2010-11 | Hutto ISD |

Project Purpose



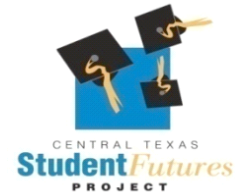
Longitudinal research on:

- 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



This presentation highlights recent results from the LBJ School's Ray Marshall Center at UT-Austin:

- G. Cumpston , D. Schexnayder & C. King (2009). *Education and Work after High School: Central Texas Outcomes through December 2008*
- D. Schexnayder, C. King, G. Cumpston, N. Beck, B. Levy & C. Stolp (2009). *Education and Work after High School: A First Look at the Class of 2007*

The project's approach—its access to and use of data, its research and its performance management orientation—together represent a model ***deserving of enhanced support*** and fully ***ready for 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
- Education Research Center records (Spring 2010 pilot)

Employment Records*

- Texas Unemployment Insurance (UI) wage records

* through 12/08



Composition of Graduates

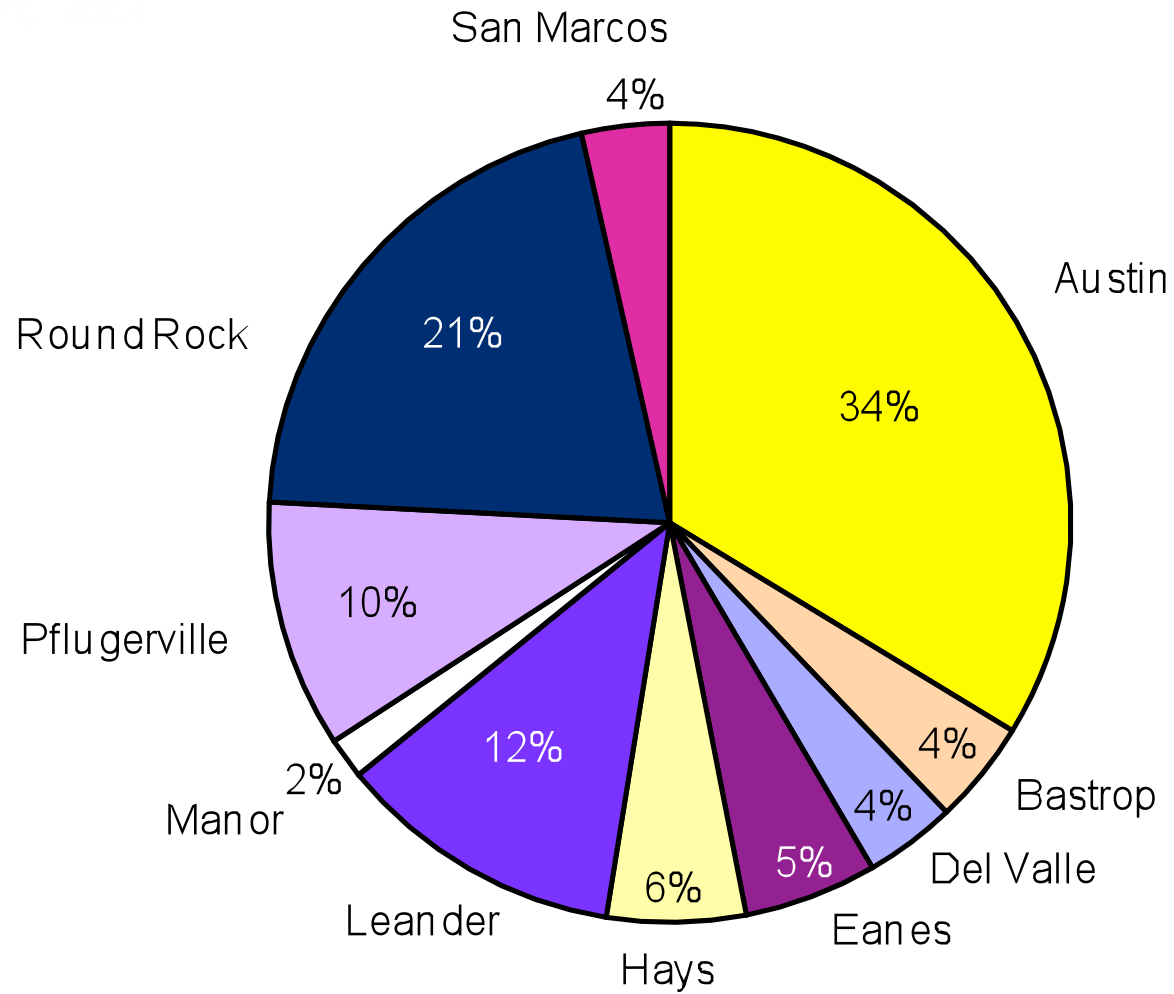


The characteristics of graduates in each year were similar, with the exception of their school district of origin.

	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





Postsecondary Enrollment of 2008 Graduates in Fall 2008

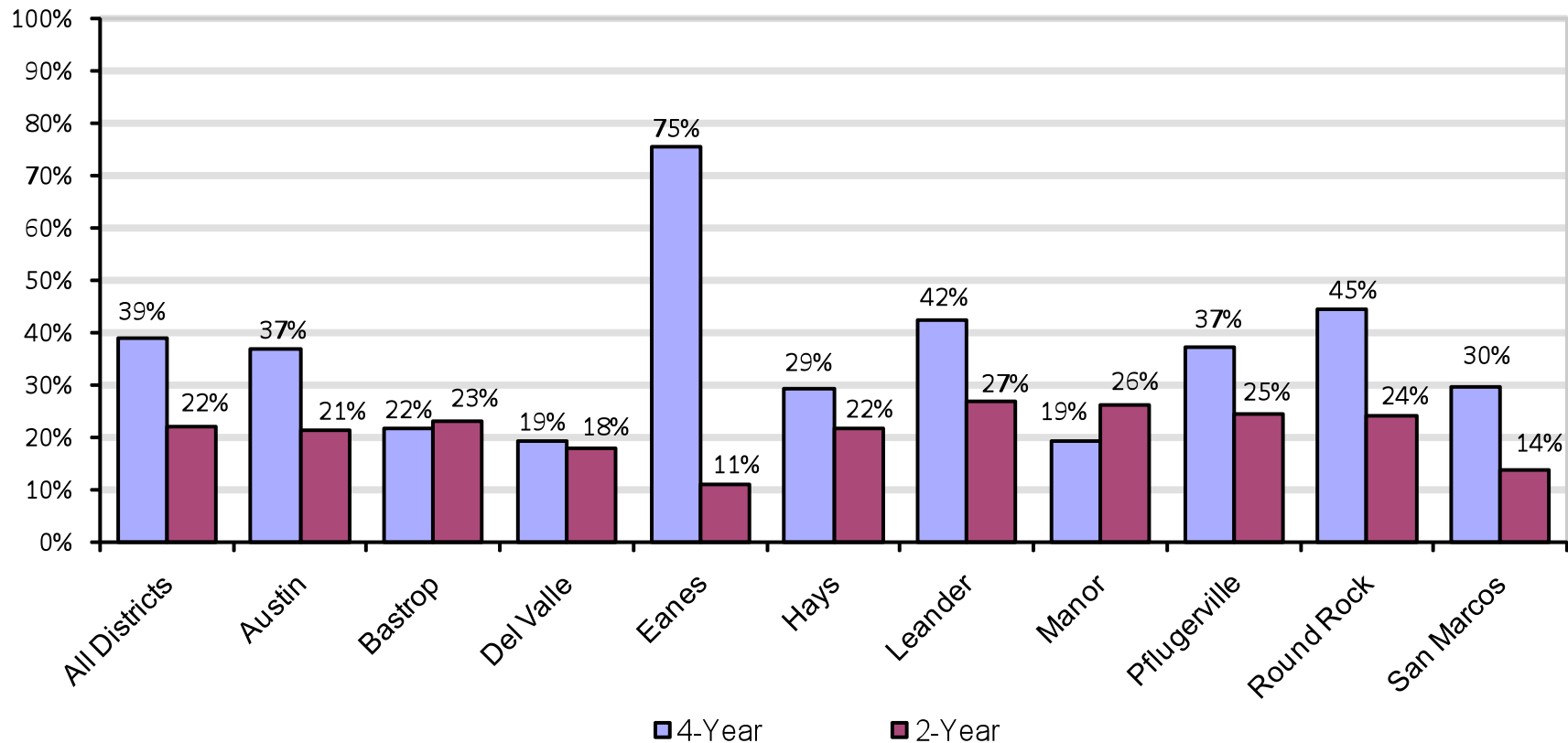
	Number	Percent
Total Number of Graduates	11,586	
Total Enrolled in Fall 2008	7,078	61%
<i>Type of Institution</i>		
- 4-Year College/University	4,515	39%
- 2-year College/Technical School	2,563	22%
<i>Location of Institution</i>		
- In-state	6,084	52.5%
- Out-of-state	994	8.6%



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

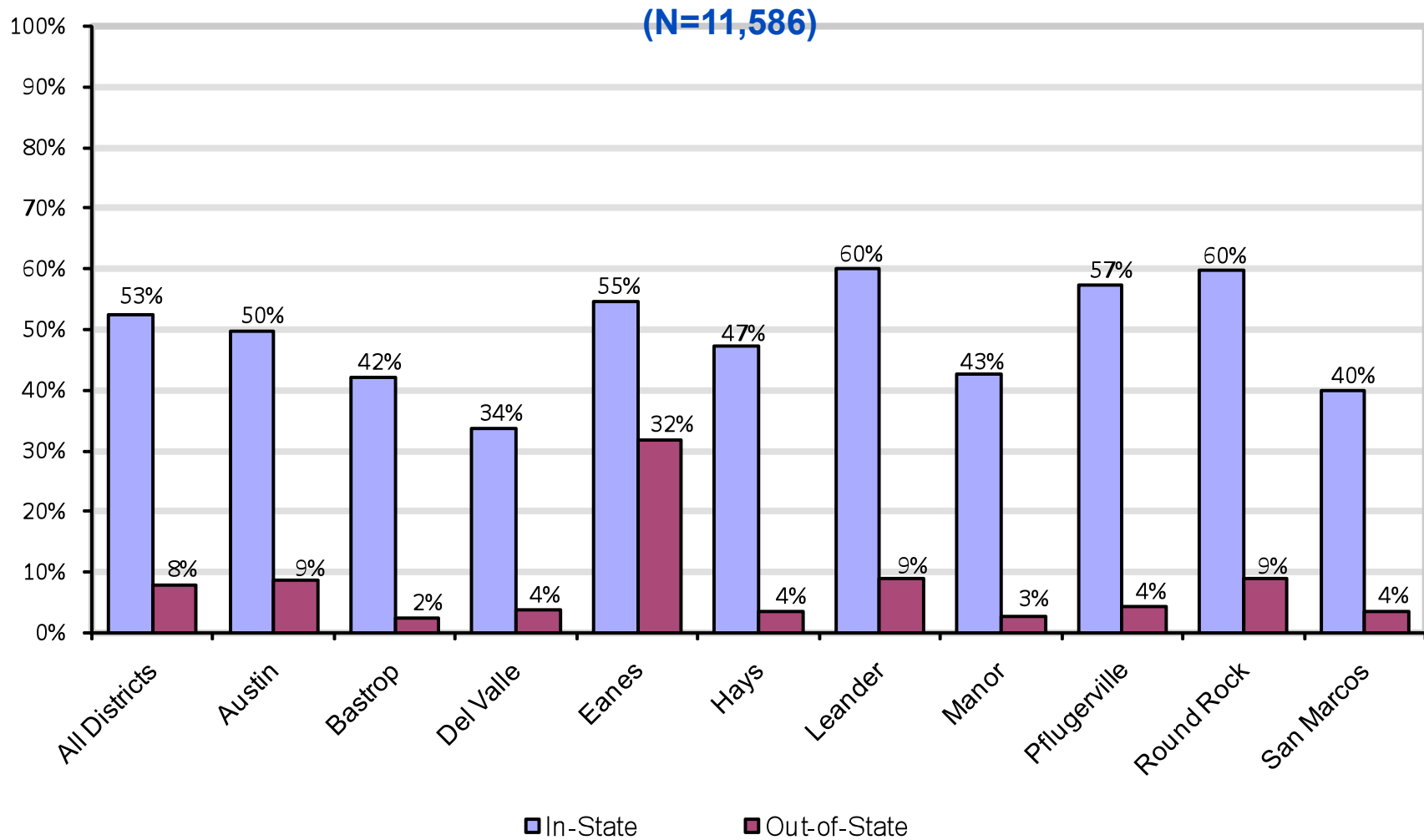


(N=11,586)





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

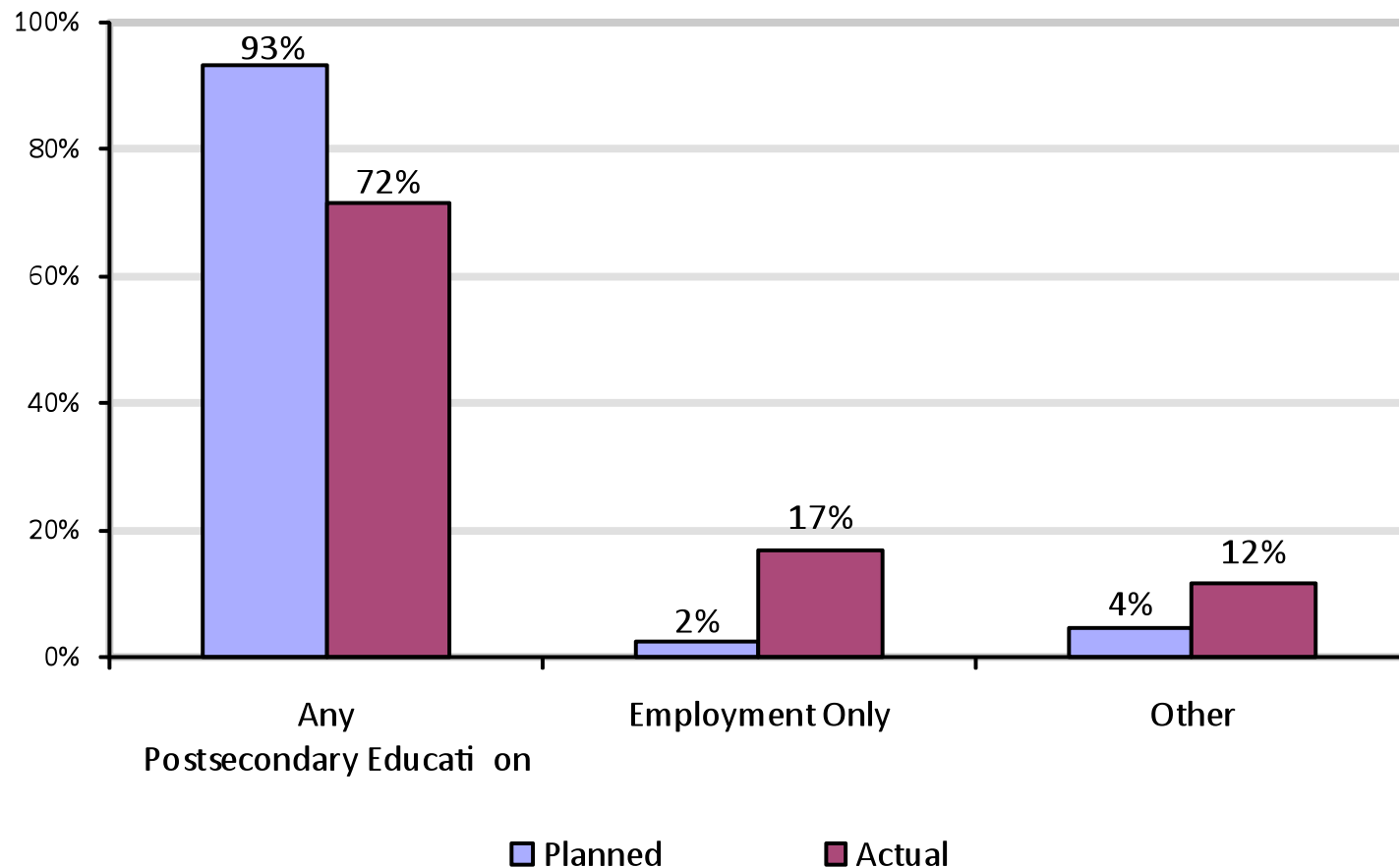




Planned versus Actual Activities in Fall 2008 for 2008 Surveyed Graduates

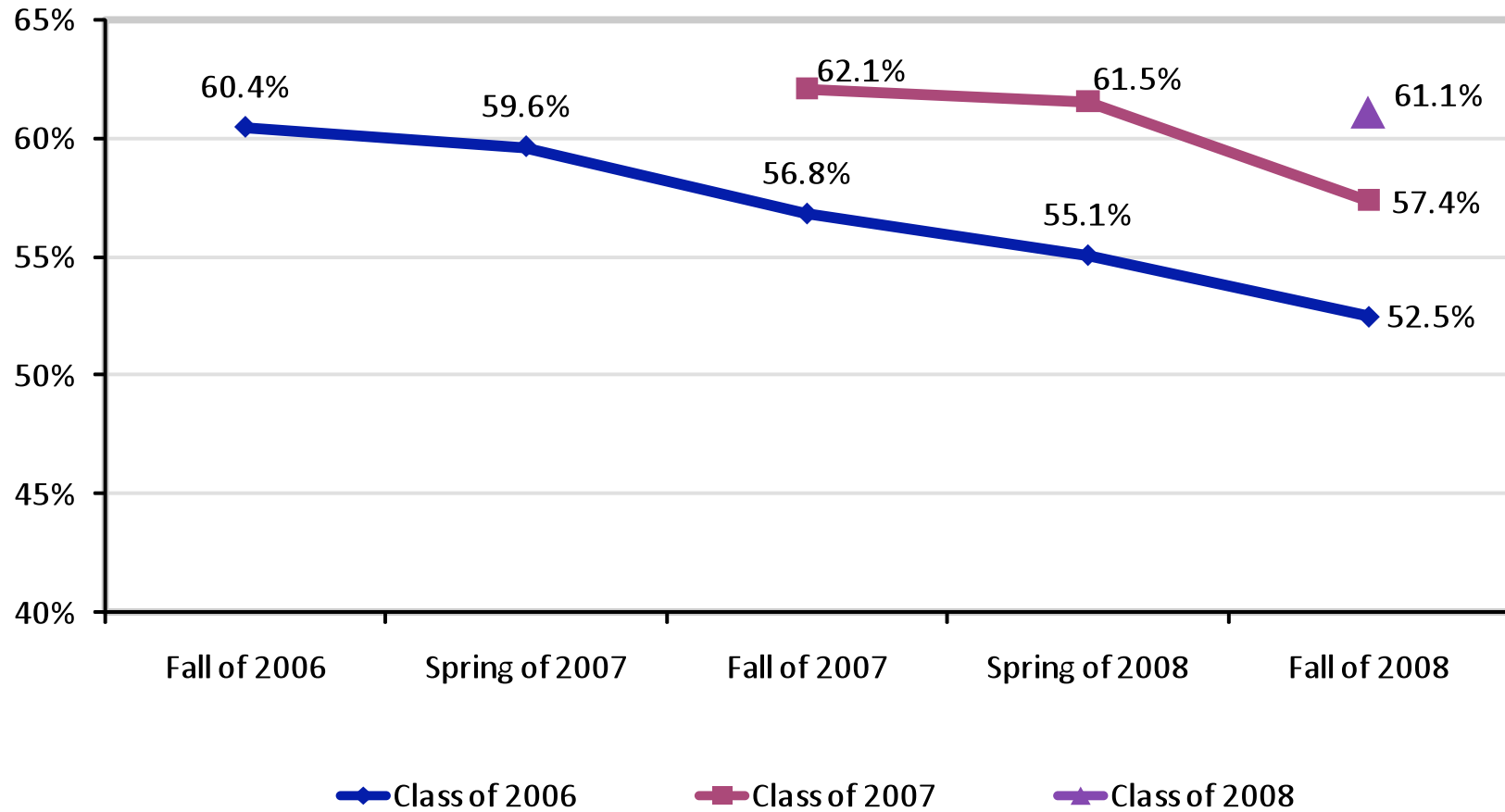


(N=4,734)





Postsecondary Enrollment Outcomes Over Time, by Graduating Class





Percent of 2008 Graduates Employed in Texas in Fall 2008

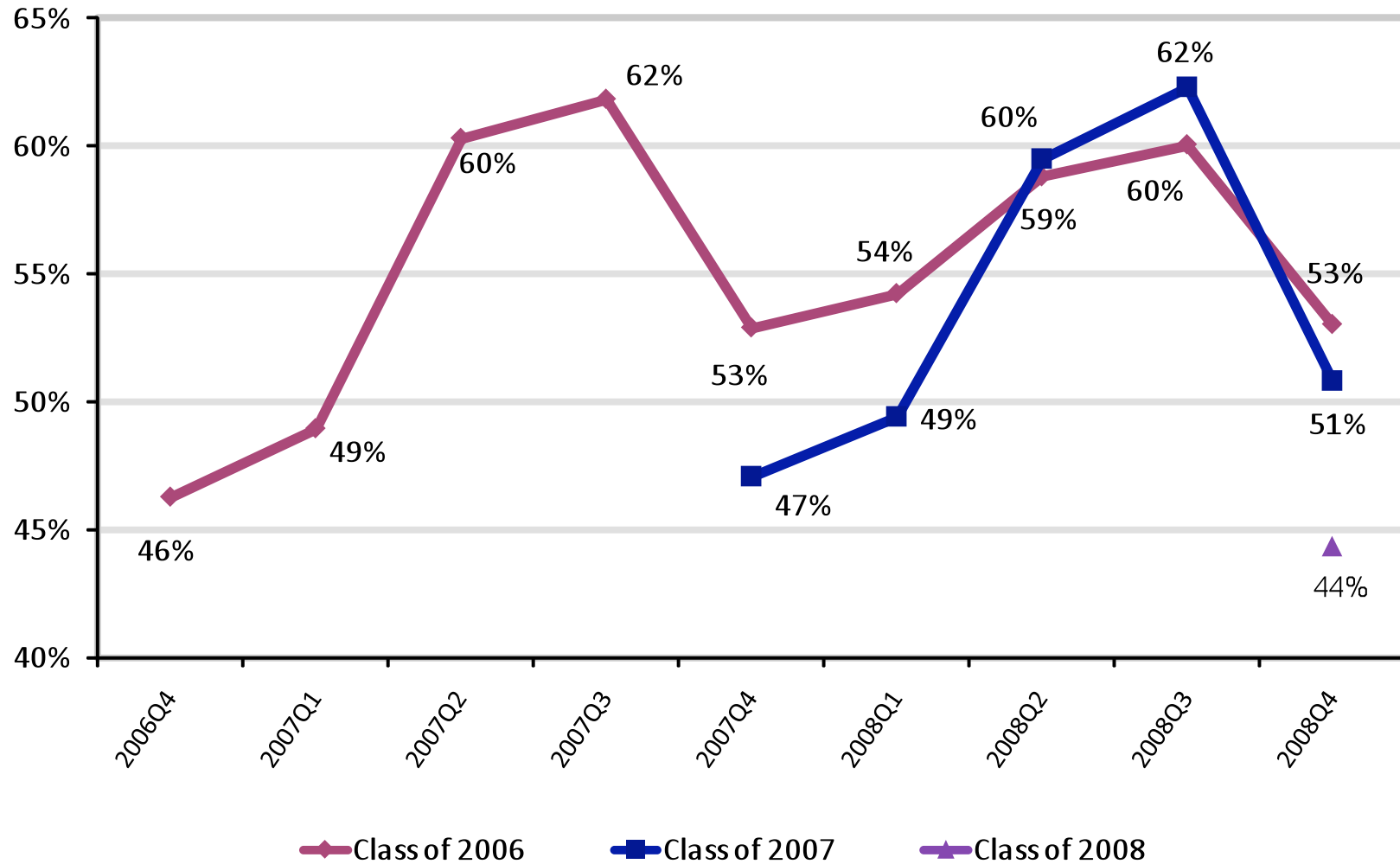


	Total Employed	Only Employed
All Graduates (N = 11,586)	44%	21%
Ethnicity		
Asian	24%	5%
Black	48%	25%
Hispanic	50%	28%
White	42%	17%
Income Status		
Low-income	49%	31%
Not low-income	42%	17%
Special Education Status		
Special Education	51%	38%
Not Special Education	43%	18%

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



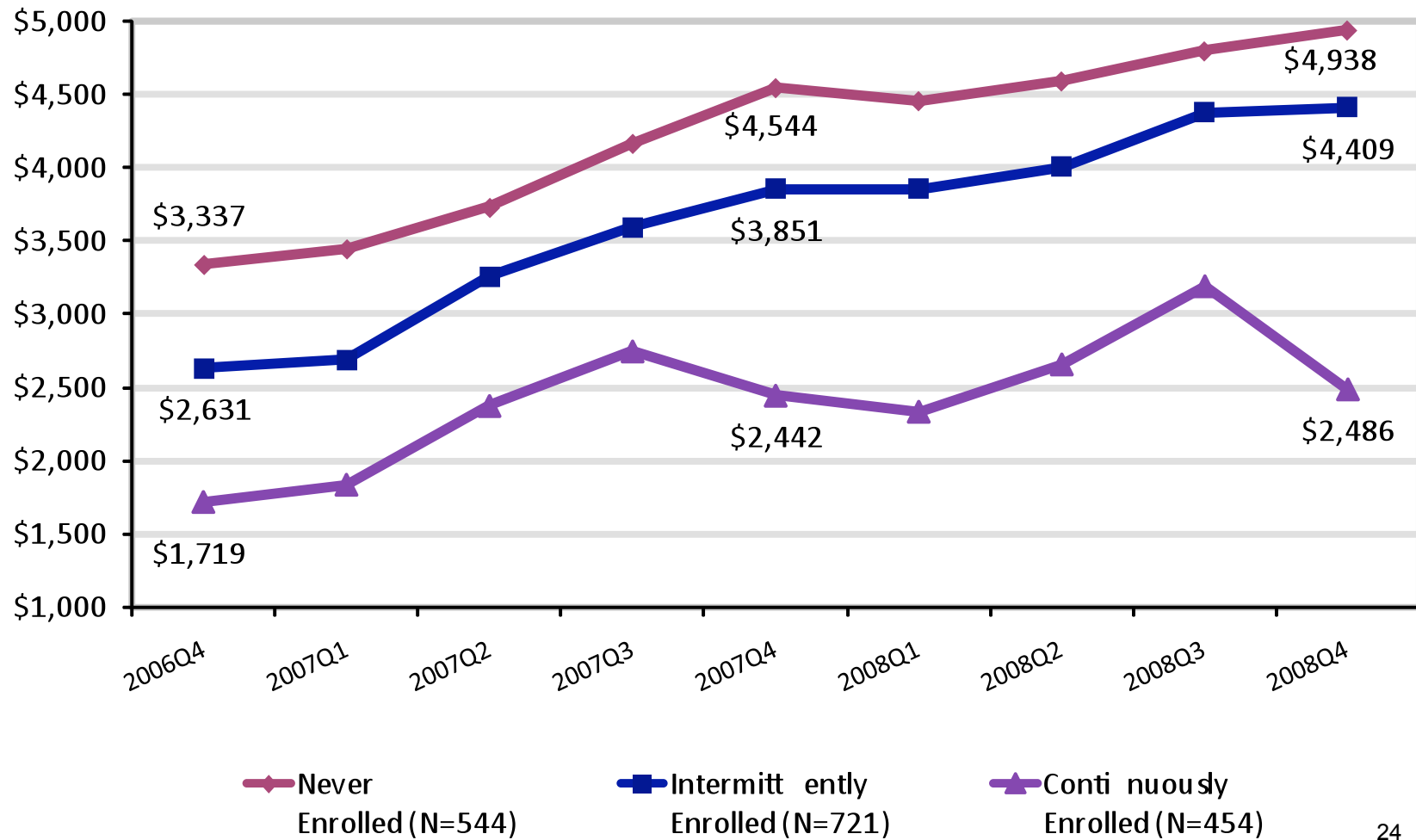
Overall Post-Graduation Employment Status, by Graduating Class





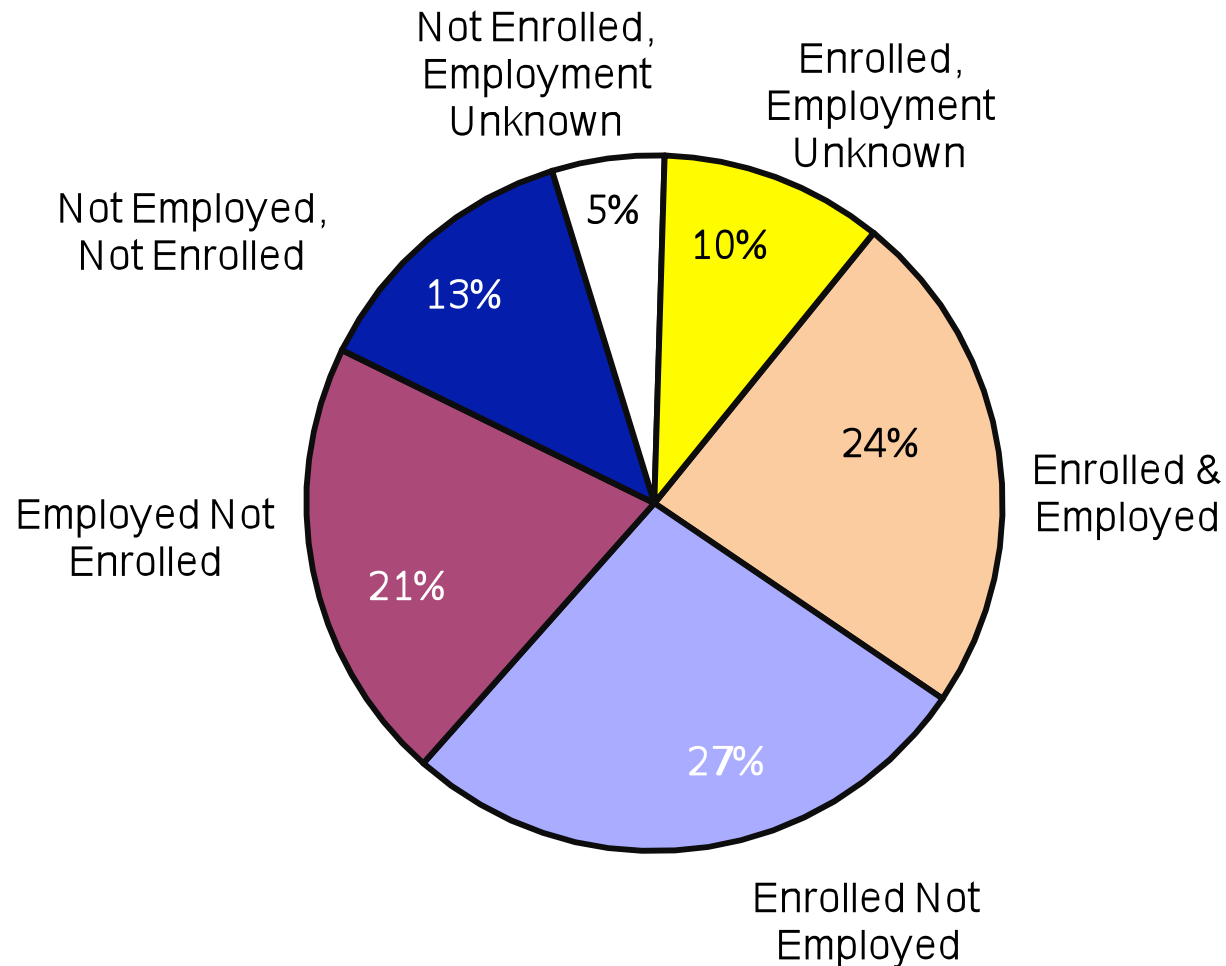
Median Earnings by Quarter for 2006 Graduates Continuously Employed

(Through the Fall of 2008, by Enrollment Status)





Overall Outcomes for 2008 Graduates in Fall 2008 (N=11,586)



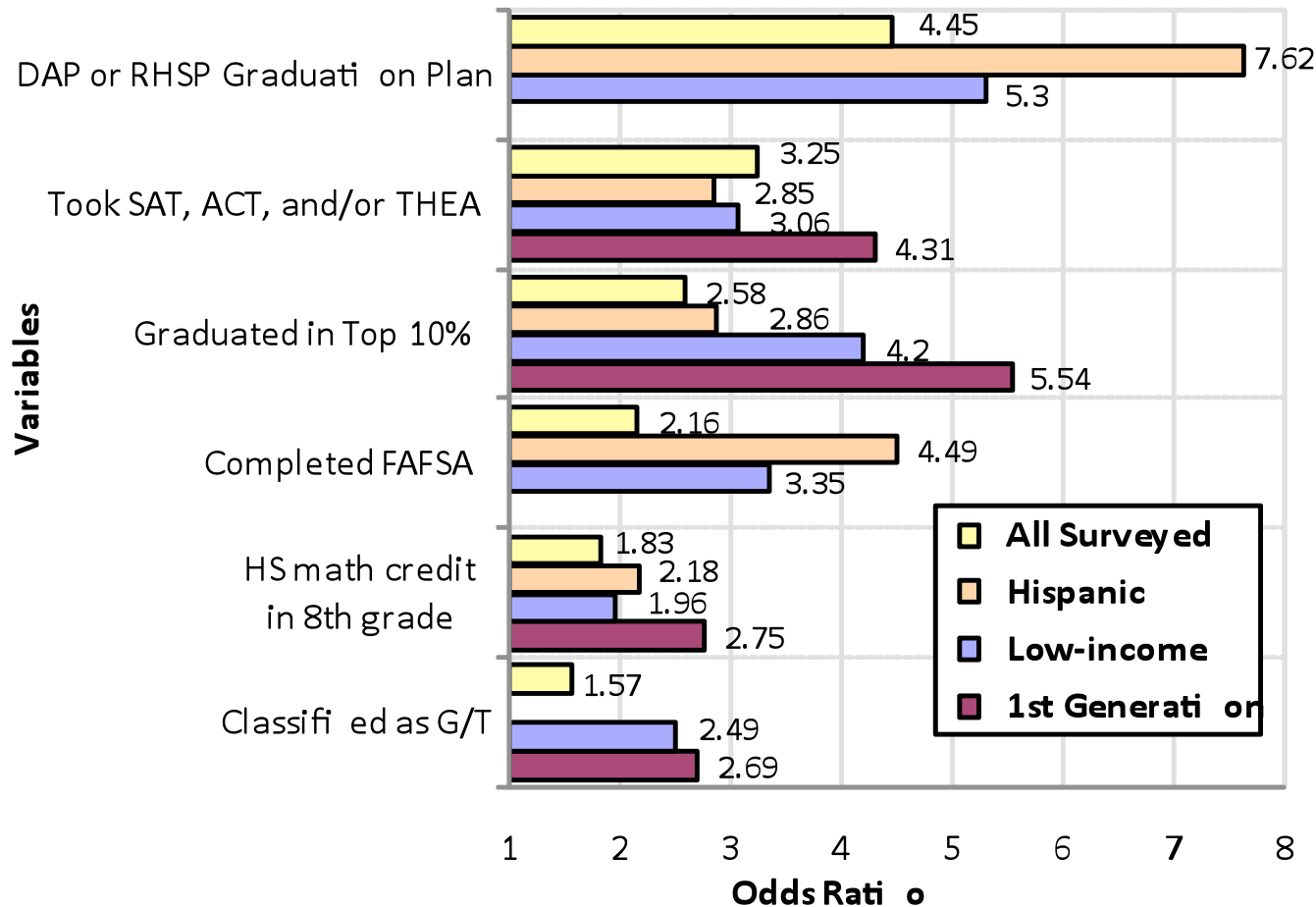


Which **factors** were
significantly associated with
Fall **postsecondary education**
and employment for the Class
of 2007?



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 Results for Selected Populations



- ***Hispanic graduates:*** many key factors the same but strength varied; strong curriculum and FAFSA very important; males more likely to enroll; parental education and visiting campuses not significant
- ***Low-income graduates:*** far fewer significant variables; curriculum and top 10% most important
- ***First generation graduates:*** Top 10% increased enrollment odds by 400%; college entrance exams, 8th grade high school 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 input and outcomes data**
 - Extend longitudinal outcomes coverage
 - Link to Texas longitudinal PreK-16 data via ERC
 - Add data, e.g., financial aid (FAFSA), Federal Employment Data Exchange System (FEDES) for federal, military, postal
- **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 tools**
- **Establish stable, multi-year funding**
- **Replicate the model in other regions/states**

Related Ray Marshall Center Projects



- Ongoing **outcome and impact evaluation of local workforce investments**, in partnership with local governments, the local workforce investment board, and area service providers (highlighted here)
- Estimation of **return on investment (ROI)** with the Texas Association of Workforce Boards
- Evaluation of the **impacts of workforce services participation by non-custodial parents** on employment, earnings, child support and other outcomes of interest

The Ray Marshall Center website contains project details, recent reports and presentations.

Workforce Evaluation



Travis County and the City of Austin (TX) have invested **local tax dollars in workforce services**, over and above the usual federal and state funds, since the mid-1990s (roughly \$3M/year)

Investments **span numerous providers** and include short- and long-term training, support services, adult basic education, soft skills training and job search assistance

Evaluation of locally-funded workforce services now in its 4th year

Focus here on two programs: Rapid Employment Model (REM) and Capital IDEA

Rapid Employment Model



- Started in 2006, a partnership between Travis County, the local workforce board and area training providers
- Links short-term (<6 weeks) occupational training, with soft skills training and structured job search assistance
- Current training options: truck driving, construction, administrative asst., nurse aide
- Targets disadvantaged County residents, especially recently released offenders and Food Stamp/cash welfare recipients
- Goal: reduce time individuals are out of work

Capital IDEA



- Nonprofit workforce intermediary launched in 1999 through the efforts of Austin Interfaith, the City of Austin and Travis County
- Provides long-term training for high-wage, high-demand occupations (75% nursing and allied health) in growth sectors, along with support services
- Intensive screening to identify individuals with appropriate skills, personal/financial resources, and motivation to succeed
- Goal: lift families out of poverty through career education

Data and Methodology



UI wage* and claimant records used to measure four key outcomes, including employment, earnings, UI monetary eligibility and UI claims filed

Quasi-experimental impact analysis gauges the “value-added” of workforce services, comparing labor market outcomes for REM and Capital IDEA participants with those of a comparison group of similar non-participants registered for WorkInTexas or receiving WIA “core” services

Estimated impacts measure ***marginal*** impacts of REM and Capital IDEA participation *over and above* those from receiving job referrals or JSA

* There are known UI coverage issues with truck driving and construction industries.

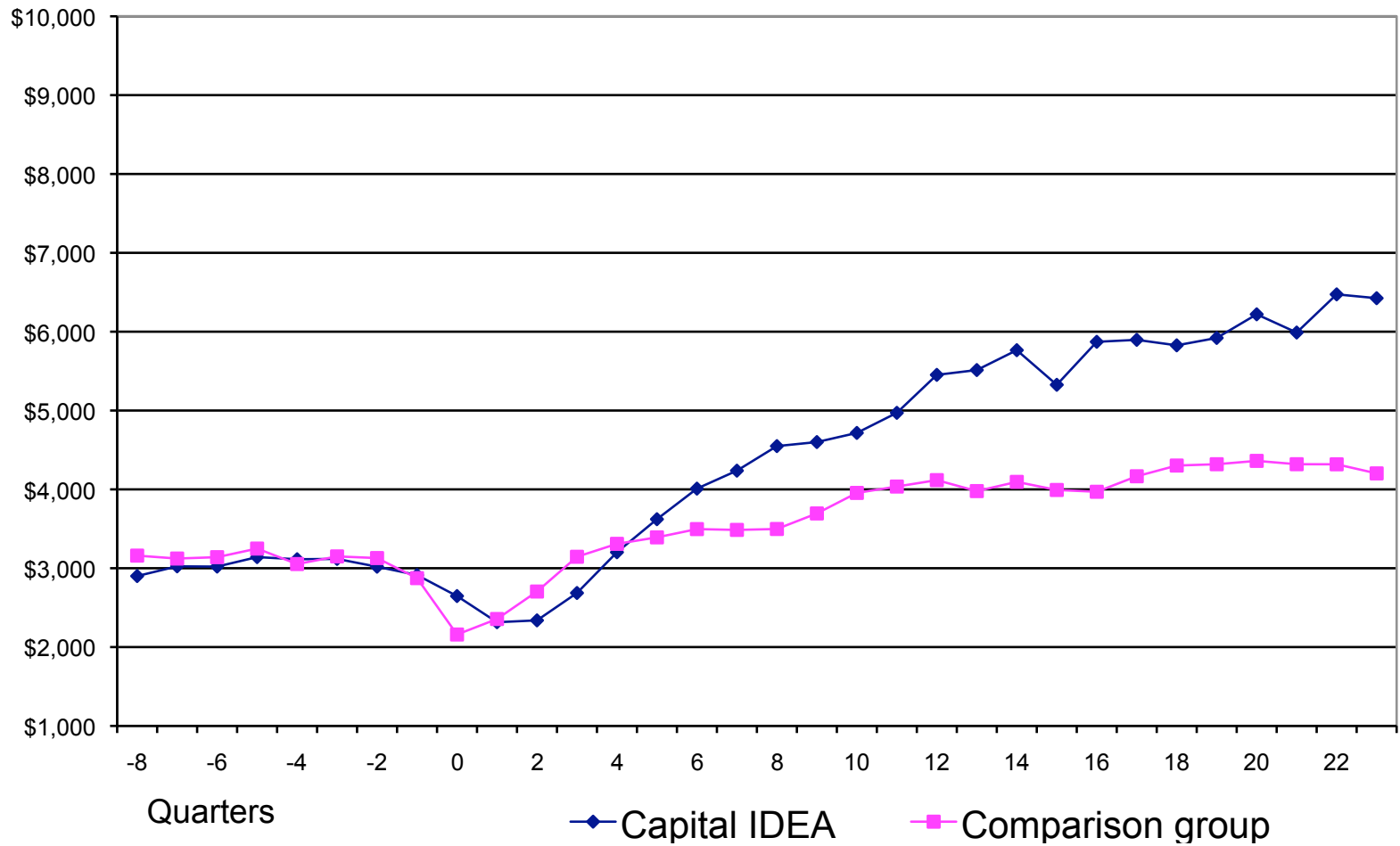


Impacts Over Time

- Earnings averaged over **all participants, whether or not employed** (i.e., unconditional earnings)
- Difference in earnings between participants and comparison group captures the ***combined employment and earnings impacts*** of the program
- **MESSAGE:** Longer-term training leading to employment credentials has a lasting impact on earnings, while short-term training leads to an initial bump in earnings that is not sustained over time

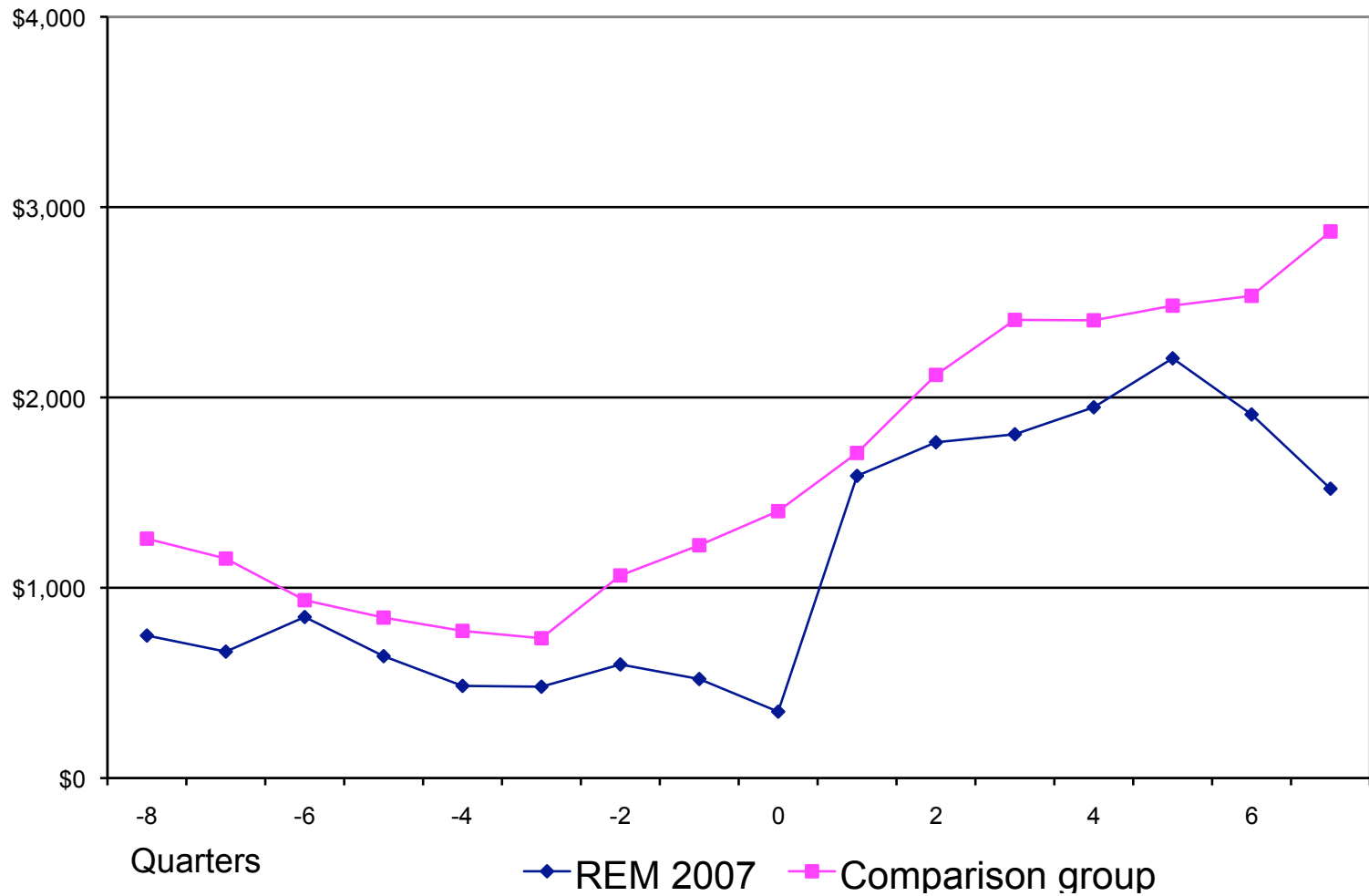
Based on: T. Smith, C. King & D. Schroeder, *Local Investments in Workforce Development: Evaluation Update #2* (January 2010)

Capital IDEA Earnings Impacts





REM Earnings Impacts



Concluding Observations



- University partnerships — with sub-national governments, area business and service providers — have great potential for enhancing knowledge about education, workforce and other activities and their outcomes and impacts.
- Such partnerships can also foster substantial improvements in their results over time, benefiting participants, taxpayers and society as a whole.



For more information, visit:

www.utexas.edu/research/cshr

www.centexstudentfutures.org

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