

# Findings from the 2011 Senior Surveys

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## **Abstract**

The Central Texas Student Futures Project is a research partnership of the Ray Marshall Center and 11 Central Texas independent school districts (ISDs). The project follows the progress of Central Texas seniors as they make the critical transition from high school to postsecondary education and the labor market. The senior survey is a primary component to the research, providing valuable individual detail on students' family backgrounds, high school experiences, and preparations for the future. Survey questions are designed to gather information about many aspects of the Central Texas high school experience and students' perceptions of how their experiences, both inside and outside of school, influenced their post-high school choices.

This report discusses findings from the senior surveys conducted in the spring of 2011. Some notable student responses for the class of 2011 include when students first started thinking about college, how often during each week they studied for high school subjects, how well they felt their high school coursework prepared them for college coursework, and the types of colleges they applied to. This report also finds differences between 2009, 2010 and 2011 seniors' responses on topics such as the amount of time spent working in paid employment outside of high school, their plans for postsecondary education, and their perceptions about the ease of applying for financial aid.

## Chapter I. Project Overview

The Central Texas Student Futures Project is a research partnership of the Ray Marshall Center and 11 Central Texas Independent School Districts (ISDs). The project follows the progress of Central Texas seniors as they make the critical transition from high school to postsecondary education and the labor market. The senior survey is a primary component to the research, providing valuable individual detail on students' family backgrounds, high school experiences, and preparations for the future.

### The Project

Three overarching research questions guide the work of the Student Futures Project:

1. Which students are participating in postsecondary education and why?
2. Which students are going to work and why?
3. Which students are both working and participating in postsecondary education?

To determine both what young adults plan to do after high school and key influences on these outcomes, the project surveys students just before they graduate from high school. Students' educational and labor force progress is then followed for up to four years after high school graduation using administrative education and earnings data. Statistical analysis of the resulting dataset identifies those background factors and educational practices that are associated with various education and labor market outcomes. Findings are shared with business leaders and community stakeholders committed to supporting local education initiatives and with local educators for use in improving practices for future cohorts of high school students.

The Student Futures Project has grown from an initial involvement of four Central Texas school districts in 2005 to 11 participating districts in the 2010 and 2011 research cycles. The districts and their first year of participation are as follows:

Austin ISD (2005)	Leander ISD (2006)
Bastrop ISD (2008)	Manor ISD (2006)
Del Valle ISD (2005)	Pflugerville ISD (2005)
Eanes ISD (2007)	Round Rock ISD (2005)
Hays Consolidated ISD (2008)	San Marcos Consolidated ISD (2007)
Hutto ISD (2010)	

Survey and outcomes reports for prior years, as well as additional information on the Student Futures Project and its foundation are available on the project website at:

[www.centexstudentfutures.org](http://www.centexstudentfutures.org)

### Central Texas

Seniors in 11 of the 26 school districts in the region participated in the Student Futures Project in 2011. Reported here are the seniors of 11 of the 26 school districts.<sup>1</sup> The 11 school district seniors represent approximately 85% of seniors in the four Central Texas counties that are covered by this research: Bastrop, Hays, Travis, and Williamson. The 2010 American Community Survey provides demographic and economic information that is useful for comparing these counties and understanding the different contexts of the participating ISDs (Table 1). Bastrop and Travis counties have similar shares of children in poverty. Bastrop County has the lowest median family income. Approximately two-fifths or more of the adult residents in Hays, Travis, and Williamson counties have bachelor’s degrees or higher, while only 18% of Bastrop County residents have the same level of education. Williamson County has the lowest share of Hispanic residents.

**Table 1. Comparison of Central Texas Counties**

	<b>Bastrop County</b>	<b>Hays County</b>	<b>Travis County</b>	<b>Williamson County</b>
<b>Median Family Income</b>	\$59,478	\$71,995	\$66,406	\$74,197
<b>Percent of Children Under 18 Living in Poverty</b>	28.4%	8.5%	25.5%	11.2%
<b>Hispanic Population</b>	32.4%	35.4%	33.6%	23.3%
<b>Population with Bachelor’s Degree or Higher (age 25+)</b>	17.9%	38.5%	43.1%	36.7%
<b>Participating ISDs</b>	Bastrop	Hays Consolidated, San Marcos Consolidated	Austin, Del Valle, Eanes, Manor, Pflugerville	Hutto, Leander, Round Rock

Source: American Community Survey, 2010

<sup>1</sup>Austin ISD’s survey report can be found online:  
[http://archive.austinisd.org/inside/docs/ope\\_2011\\_HS\\_Exit\\_Survey\\_District\\_Report.pdf](http://archive.austinisd.org/inside/docs/ope_2011_HS_Exit_Survey_District_Report.pdf).



## **Contents and Organization of this Report**

This report discusses findings from the senior surveys conducted in the spring of 2011. Chapter II provides detailed research topics and then describes the dataset and methods used to analyze survey responses. Chapter III presents key findings from surveys of 2011 high school seniors in all participating ISDs, both for all respondents and for key student groups of interest to funders and policy makers. In Chapter IV, findings from questions solely asked in the Student Futures Project survey, administered in ten participating districts. The final chapter presents a summary of notable findings and summarizes plans for future Student Futures Project activities. Three appendices provide more technical descriptions of the research methods and data used in this report (Appendix A); a copy of the Student Futures Project survey (Appendix B); and detailed survey responses by question for all student groups and participating school districts for both the questions asked in all districts and the sample of questions asked solely of students in the Student Futures Project (Appendix C-1 and Appendix C-2, respectively).

## **Chapter II. 2011 Senior Survey Research Methods and Sample Characteristics**

The annual survey of Central Texas high school seniors was conducted in the late spring of 2011 in 11 participating school districts. This chapter discusses the purpose of the survey and details the methods used to administer and analyze the survey. In addition, response rates and respondent characteristics are detailed overall and by district.

### **Research Methods**

The annual high school senior survey asks questions about students' family backgrounds, their activities in high school, and their plans for further education, largely gathering information that is not contained in existing school records. The survey is a central component for answering the Student Futures Project's research questions because administrative student records do not capture many of the student-level background factors critical to determining influences on students' decision-making about further education and training. Survey questions were designed to gather information about many aspects of the Central Texas high school experience and students' perceptions of how their experiences, both inside and outside of school, influenced their post-high school choices. The survey also gathered information on the specific ways in which different school districts work to prepare their students for postsecondary education and how useful students felt these activities were. Finally, survey responses were linked to school administrative records to collect background demographic information so that the results could be analyzed to determine how students' experiences and preparation varied for different population groups within Central Texas high schools.

The administration of the survey took place from April through early June of 2011 in 31 Central Texas high schools across the 11 participating ISDs: Austin, Bastrop, Del Valle, Eanes, Hays Consolidated, Hutto, Leander, Manor, Pflugerville, Round Rock, and San Marcos Consolidated. Two versions of the survey were used: one produced by Austin ISD for its students, and one created by Student Futures Project researchers for students in all other participating school districts.

Austin ISD regularly administers an online senior exit survey to students in its 13 high schools. Austin ISD partnered with the Ray Marshall Center by adding some questions to their survey and modifying the wording of others to better align their survey instrument

with the one administered in other districts. Readers interested in the 2011 Austin ISD Exit Survey and its results may obtain the full report online at <http://www.austinisd.org>.

Students in ISDs using the Student Futures Project survey responded to it online. Designated district staff members in these ten districts were given the opportunity to review and comment on survey questions prior to its administration.

In Chapters III and IV, questions asked in the senior surveys are examined. Responses to questions asked solely on the Student Futures Project survey are noted in each figure or table title. Overall responses and those for relevant groups are reported in Appendix C; only specific questions related to topics of interest to Student Futures Project funders and local school districts are reported in these chapters. Where applicable, the analyses are performed for each of the three major survey topics — family background and influences, high school experiences, and preparation for life after high school — for all survey respondents who completed the survey and for selected groups of students. The student groups are:

- *Students planning further education*—seniors who planned to attend college or technical school within one year of high school graduation
- *First-generation students*—seniors reporting that neither of their parents had completed any education beyond high school
- *Low-income students*—seniors identified as economically disadvantaged in school administrative records
- *Low-income schools*—schools in which at least 40% of students came from low-income families. Twelve of the 30 schools in the project meet this definition.
- *Race/ethnicity*—seniors identified as Black, African, or African-American; Hispanic, Latino, of Spanish Origin; Asian, Asian-American, or Pacific Islander; White, Caucasian, or European-American; or Other in school administrative records<sup>2</sup>
- *Gender*—students identified as male or female in school administrative records

These student groups were chosen for analysis based on either the interest of Student Futures Project funders and policymakers or their importance in the research literature on postsecondary education and employment. Much of the literature reviewed for this project

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<sup>2</sup> Note that beginning in the Fall of 2010, Texas school districts aligned their definitions of race and ethnicity to those developed and utilized by the U.S. Census. In previous years students were required to choose one of the options presented above. Currently, students may choose multiple races and a student of any race can indicate Hispanic ethnicity. Differences in student survey responses by ethnicity and race from previous years may be due to this change, and so such differences should be considered carefully.

was initially detailed in the Central Texas High School Graduate Data Center Year One Final Report (Schexnayder et al., 2006). An updated literature review is available in the 2009 report Central Texas Student Futures Project Conceptual Model (Levy and King, 2009). Both documents are available on the project website, [www.centexstudentfutures.org](http://www.centexstudentfutures.org).

Survey responses were also tabulated for each school district. Complete survey responses for each question, including responses by school district and student groups, are provided in Appendix C.

### **Overall and District Response Rates**

With a little more than 14,000 seniors in the Class of 2011, 72% of seniors across eleven districts participated in the survey. This year, the majority of survey participants actually completed the survey, allowing researchers to focus solely on this group. A total of 9,795 seniors completed the 2011 survey during the spring semester prior to graduation, for a 70% completion rate across the eleven districts represented below. Seniors who completed the survey are identified throughout this report as *respondents*. As the following table indicates, survey participation and completion rates varied substantially across participating districts.

**Table 2. Survey Participation and Completion Rates, by District**

	<b>Number of Seniors Enrolled on Fall Snapshot Date<sup>1</sup></b>	<b>Survey Participants</b>	<b>Participation Rate</b>	<b>Survey Completers</b>	<b>Completion Rate</b>
<b>Overall</b>	<b>14,009</b>	<b>10,131</b>	<b>72%</b>	<b>9,795</b>	<b>70%</b>
<b>Austin<sup>2</sup></b>	4,345	3,793	87%	3,662	84%
<b>Bastrop</b>	530	352	66%	338	64%
<b>Del Valle</b>	522	341	65%	334	64%
<b>Eanes</b>	633	461	73%	453	72%
<b>Hays</b>	859	630	73%	597	69%
<b>Hutto</b>	288	215	75%	176	61%
<b>Leander</b>	1,787	1,217	68%	1,205	67%
<b>Manor</b>	354	223	63%	221	62%
<b>Pflugerville</b>	1,542	1,097	71%	1,067	69%
<b>Round Rock</b>	2,724	1,568	58%	1,515	56%
<b>San Marcos</b>	425	234	55%	227	53%

Source: Student Futures Project calculations.

<sup>1</sup> Calculated for seniors enrolled on Fall snapshot date. Note that seniors attending alternative high schools are included in these numbers.

<sup>2</sup> Calculated for seniors enrolled in the Spring of 2011.

### **Characteristics of Survey Respondents**

Two samples of survey completers are analyzed in this report. In the 11-district sample, a total of 9,795 completers took the survey during the spring semester prior to graduation. In the 10-district sample, Austin ISD excluded, a total of 6,134 completers took the survey during the spring semester prior to graduation. A summary of variables of interest for all respondents is provided in Table 3, with a more detailed breakdown of these characteristics by district presented in Appendix A.

**Table 3. Characteristics of Survey Respondents**

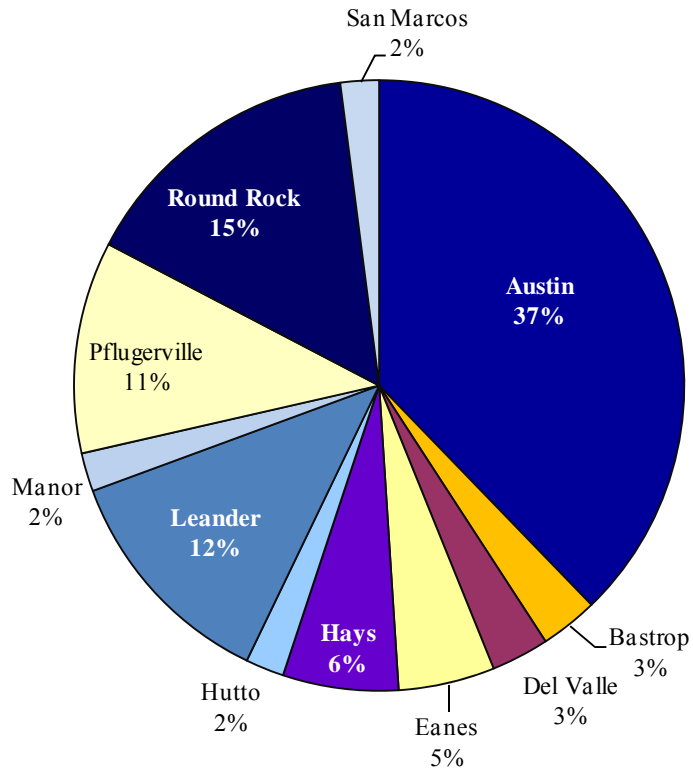
	10 District Sample		11 District Sample	
	Number	Percent	Number	Percent
<b>Total</b>	6,134	100%	9,796	100%
<b>Ethnicity*</b>				
Asian	513	8%	642	7%
Black	759	12%	1,180	12%
Hispanic	2,079	34%	3,827	39%
White	4,500	73%	5,758	59%
<b>Gender</b>				
Female	3,093	50%	4,945	50%
Male	3,041	50%	4,851	50%
<b>Low Income</b>				
Low Income	1,473	24%	3,146	32%
Not Low Income	4,247	69%	6,236	64%
<b>Plans for Initial Post Secondary Enrollment</b>				
Going to College	5,542	90%	8,863	90%
Not Going to College	592	10%	929	9%
<b>Parents' Education Level</b>				
Either Parent has a Bachelor	2,685	44%	4,275	44%
Neither Parent has a Bachelor	3,449	56%	5,425	55%
<b>First Generation Status</b>				
Yes, First Generation	1,538	25%	2,528	26%
No, Not First Generation	4,596	75%	7,172	73%

Source: Student Futures Project calculations.

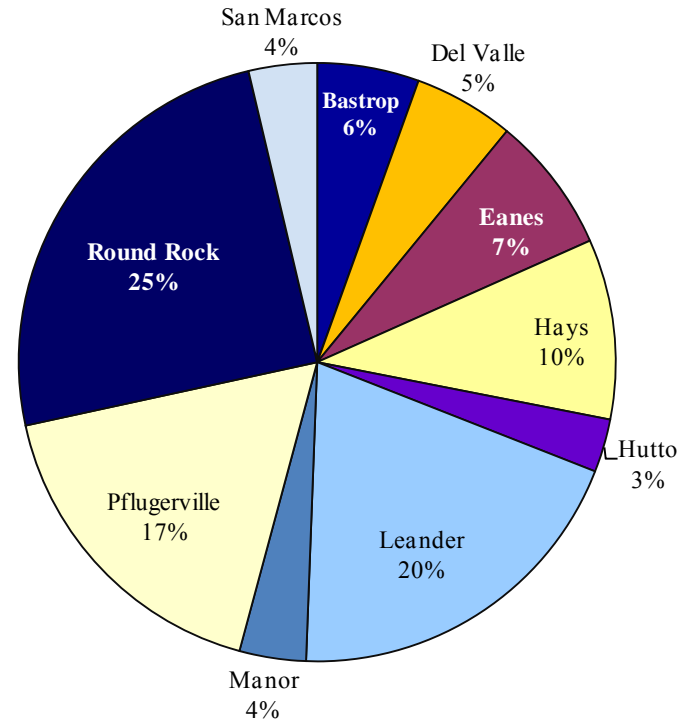
Note: The totals for ethnicity will not total 100% due to a change in how ethnicity was reported. Students were able to choose more than one ethnicity.

As previously detailed, the use of two somewhat different surveys — the Student Futures Project’s Senior Survey and the Austin ISD High School Exit Survey — precluded analyzing the entire population of respondents for all questions. Rather, for as many questions as possible, the whole population (the 11-district sample) was used; the remaining questions were analyzed based on the population composed of all Student Futures Project survey respondents (the 10-district sample). The breakdown of district representation in this ten sample group is shown in Figure 1 and 2. Austin ISD seniors make up the largest share of the survey sample (37%), followed by Round Rock (15%), Leander (12%), and Pflugerville ISDs (11%).

**Figure 1. Composition of 11-District Sample, by District  
(N=9,796)**



**Figure 2. Composition of 10-District Sample, by District  
(N=6,134)**



### **Survey Respondents and their Senior Classes, by District**

The demographic characteristics of survey respondents and their senior classes are presented by district in Table 4. While most differences between all seniors and survey respondents for each subgroup are within 3 percentage points of one another, there are some notable exceptions. Seniors in Manor ISD were more likely to be Hispanic (6% points) and low-income (5% points) than survey respondents. Survey respondents in Austin ISD were more likely to be low-income (11% points) than seniors.



**Table 4. Comparisons between Survey Respondents and Their Senior Classes, by District**

		Austin	Bastrop	Del Valle	Eanes	Hays	Hutto	Leander	Manor	Pflugerville	Round Rock	San Marcos
Asian	Seniors	3%	2%	2%	12%	1%	2%	4%	2%	11%	12%	2%
	Respondents	4%	1%	2%	13%	2%	3%	5%	4%	12%	15%	3%
Black	Seniors	12%	13%	17%	1%	6%	17%	6%	30%	26%	13%	6%
	Respondents	11%	13%	16%	1%	7%	14%	5%	33%	25%	11%	6%
Hispanic	Seniors	50%	40%	76%	12%	59%	27%	23%	54%	36%	27%	71%
	Respondents	48%	38%	76%	12%	57%	25%	22%	48%	36%	23%	68%
White	Seniors	32%	83%	60%	87%	94%	80%	90%	60%	49%	64%	86%
	Respondents	34%	83%	61%	86%	93%	83%	90%	59%	49%	65%	86%
Female	Seniors	49%	50%	47%	48%	51%	47%	48%	55%	49%	49%	48%
	Respondents	51%	50%	49%	51%	50%	48%	47%	56%	51%	53%	46%
Male	Seniors	51%	50%	53%	52%	49%	53%	52%	45%	51%	51%	52%
	Respondents	49%	50%	51%	49%	50%	52%	53%	44%	49%	47%	54%
Low-Income	Seniors	35%	51%	68%	2%	40%	39%	21%	62%	37%	22%	48%
	Respondents	46%	50%	72%	2%	41%	36%	19%	67%	38%	17%	50%
Not Low-income	Seniors	65%	49%	32%	98%	60%	61%	79%	38%	63%	78%	52%
	Respondents	54%	50%	28%	98%	59%	64%	81%	33%	62%	83%	50%

Source: Student Futures Project calculations.

Note: Totals may not sum to 100% due to rounding or missing data. Senior class information based on PEIMS data from the last day of school except for Austin ISD whose demographic characteristics (excluding low-income status) are based on reported data (D.P.E., 2011).

### **Chapter III. Analysis of 2011 Survey Responses**

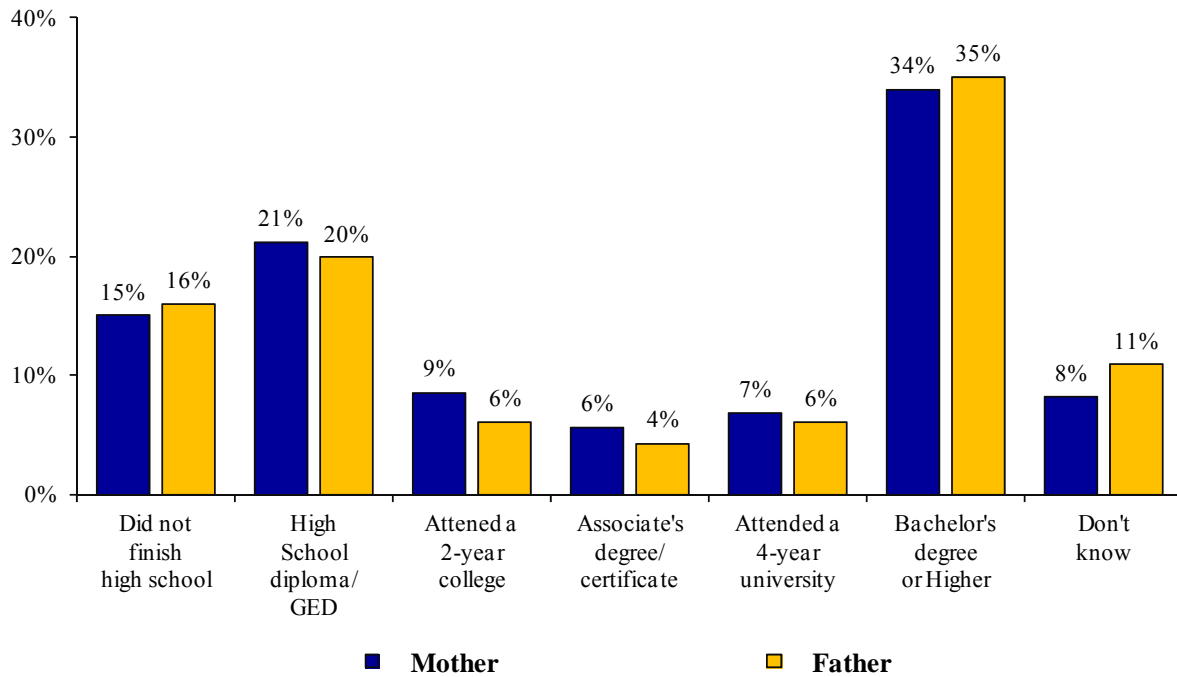
This chapter presents the analysis of questions that were asked on both the Austin ISD High School Exit Survey and the Student Futures Project Senior Survey. Where possible, researchers modified responses to questions that were similar between the two surveys to facilitate analysis; such instances are noted in the text. Key findings are outlined from responses regarding family background/influences, high school experiences, and preparation for life after high school.

#### **Family Background/Influences**

Over one-third of both mothers and fathers had a high school education or less. Survey respondents reported that their mothers (55%) and fathers (51%), respectively, had at least some college experience. Of the total surveyed population, more than a third of both mothers (34%) and fathers (35%) had earned a bachelor's degree or higher (Figure 3).

Among the various student demographics, there were significant differences. White and Asian students were more likely to report parents with a bachelor's degree or higher compared to other students. Those of Hispanic origin were more likely to report that their parents had not entered or finished high school. Black and Hispanic origin students were more likely to report parents having earned a high school diploma or less than their counterparts, White and Asian respondents, who were more likely to report parents with a bachelor's degree or higher. Similar to the responses of Blacks and Hispanic origin respondents, more than half of students attending low-income high schools reported that their parents had a high school education or less.

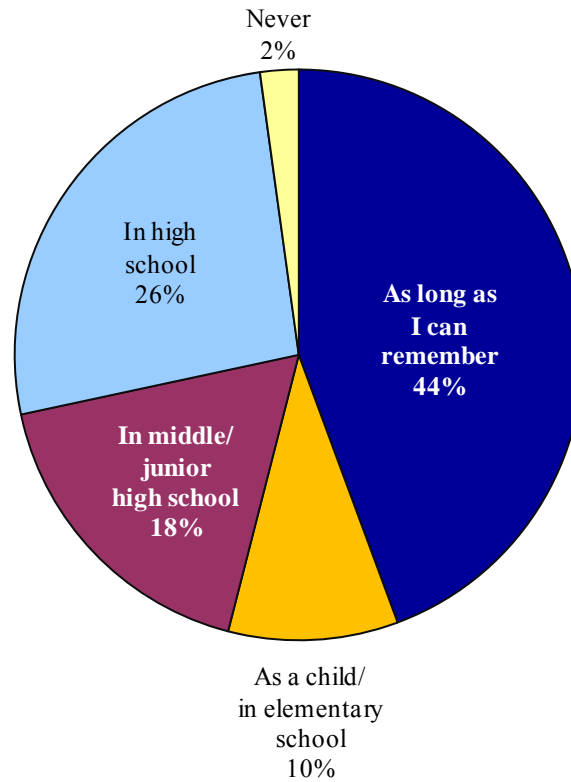
**Figure 3. Parent's Education Levels**



Another measure of families' influences on views toward college attendance concerns when seniors began thinking about postsecondary education as an option. Less than half (44%) of respondents reported beginning to think about postsecondary education for as long as they could remember. Similarly, 44% of respondents reported not having thought about postsecondary education as an option until middle school or high school (Figure 4).

These responses varied among subgroups of the survey population. Students who were White, Asian, or who reported having a parent who earned at least a bachelor's degree were significantly more likely to have thought of college as an option for as long as they could remember. First-generation, low-income, and Hispanic students were more likely to begin thinking about college in high school when compared to their counterparts. These results are consistent across the classes of 2006-2010.

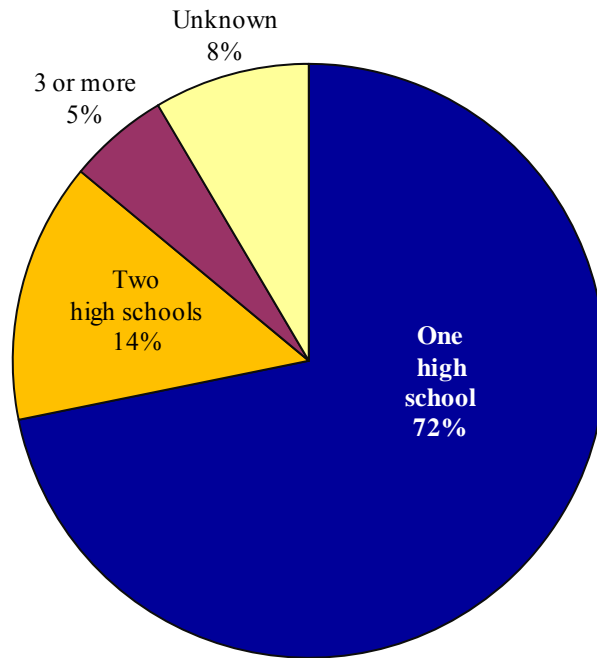
**Figure 4. When Did You Start Thinking About College?**



### **High School Experiences**

Approximately seven out of every ten seniors (72%), attended only one high school during their high school career. Fourteen percent of seniors attended two high schools during their high school career. The percentages of students who attended one high school during their high school career varied across all demographics. The range of percentages was 62% for low-income students to 82% of White students. Students of Hispanic origin fell closer to the lower range at 67%.

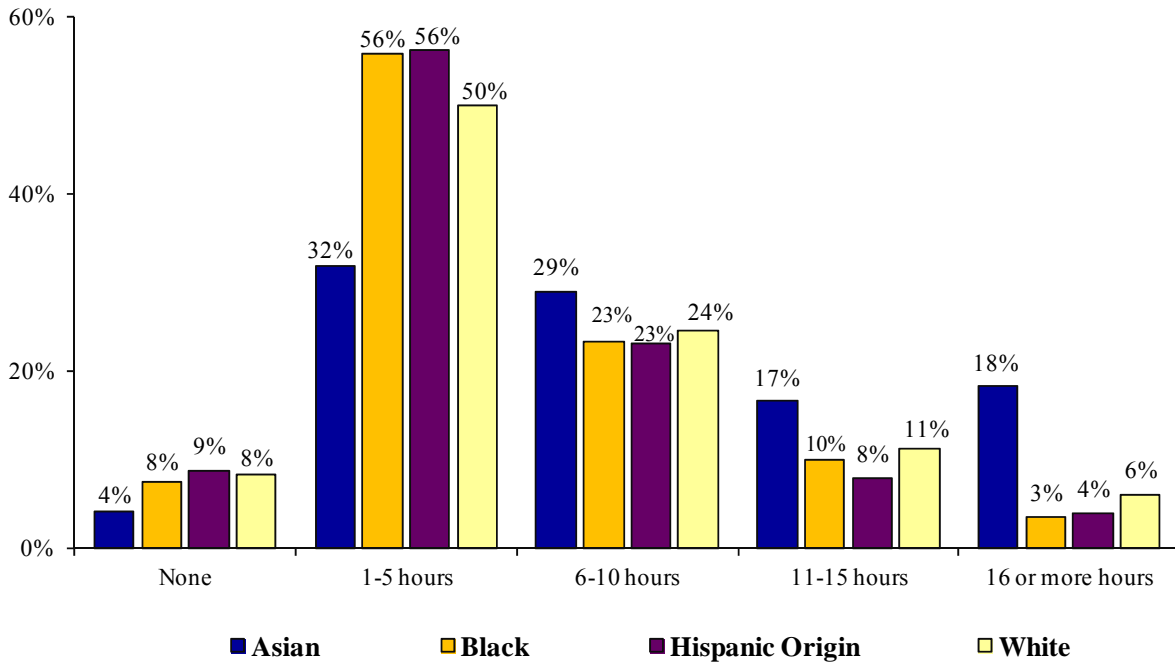
**Figure 5. Number of High Schools Attended**



Over half of the Black (56%), Hispanic origin (56%), first-generation (57%), and low-income (57%) students spend one to five hours per week studying/doing research/completing homework (Figure 6). Following closely are White students (50%), who also spend 1-5 hours per week studying. A noticeably higher share of Asian students (35%) indicated they studied at least 11 hours or more a week (Figure 6).

Year-to-year patterns of seniors from 2008 to 2010 show little to no difference in the amount of weekly time spent studying during their high school years.

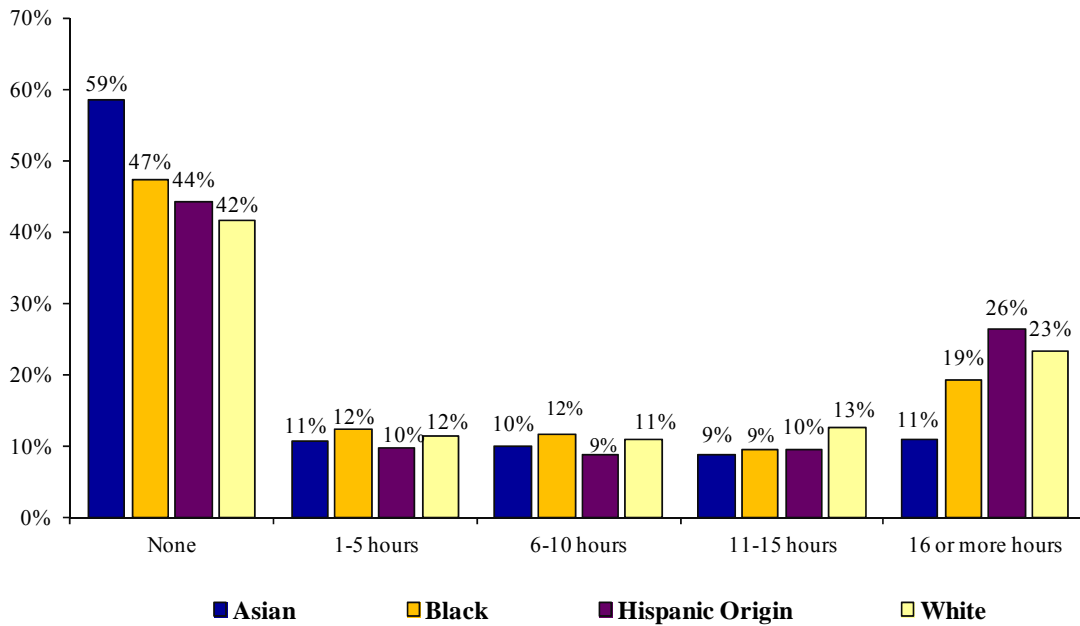
**Figure 6. Hours per Week Spent Studying/Doing Research/Completing Homework**



Patterns of employment also differed somewhat by race and ethnicity, as can be seen in Figure 7. The majority of Asian students (59%) reported they did not work at all during their senior year. Of the middle ranges of hours worked per week by students, the shares of students across all racial and ethnic demographics are about the same, differing only by a percentage point or two. A greater share of Hispanic origin respondents reported working 16 or more hours (26%) than other groups.

Over the last four years, there has been a decline in the share of students who indicated they worked 16 or more hours a week during their senior year, from 34% in 2008 to 21% in 2011. There have also been a larger number of students who indicated they did not work at all during their senior year, from 33% in 2008 to 46% in 2011.

**Figure 7. Hours per Week Worked During Senior Year**



**Preparation for Life after High School**

The vast majority of seniors (90%) indicated the desire to attend college or technical school within a year of graduating from high school; nearly half (48%) of seniors indicated they planned on attending postsecondary education and working at least part-time while in school (Table 5).

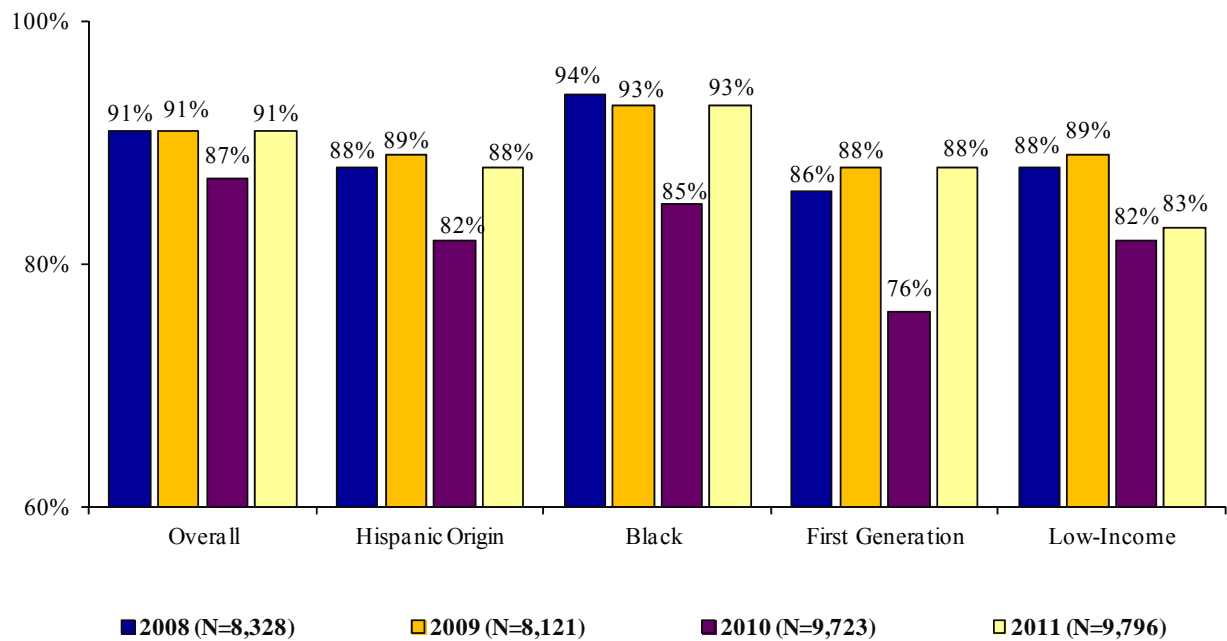
**Table 5. Plans for the Year Following High School Graduation, 2008-2011**

	Overall			
	2008 (N=8,328)	2009 (N=8,121)	2010 (N=9,723)	2011 (N=9,796)
Attend college or technical school without working	30%	31%	27%	34%
Attend college or technical school while working full-time	13%	10%	9%	9%
Attend college or technical school while working part-time	48%	50%	50%	48%
Work full-time only	3%	3%	4%	3%
Work part-time only	<1%	1%	3%	1%
Enlist in the military	<1%	2%	3%	2%
Not Sure / No plans	2%	2%	3%	2%
Other (parenting, missing/volunteer work, etc.)	3%	1%	1%	1%

Source: Student Futures Project calculations.

Across all of the populations of interest, there was a larger share of respondents, when compared to 2010, who indicated that they would enroll in postsecondary education within a year from graduating since 2010 (Figure 8). This rise in expectation of attending college from last year to the present was most pronounced among Hispanic origin, Black, and first-generation students.

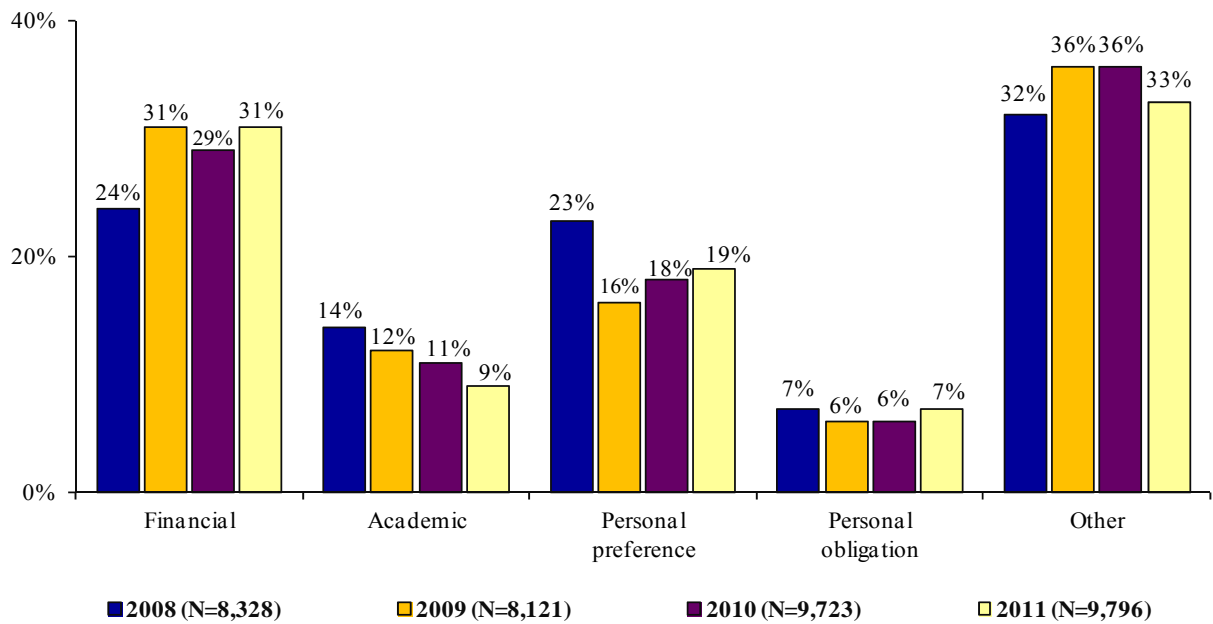
**Figure 8. Plans to Attend College within a Year, 2008-2011, for Populations of Interest**



The highest shares of students not intending to attend college within a year from graduating high school are Hispanic Origin (12%), first generation (12%), and low-income (13%) students. Students across all demographics who indicated they did not intend to attend college within a year from graduating high school (roughly 10% of survey respondents), gave various reasons for not doing so. As shown in Figure 7, there is a steady decline in the share of respondents that indicated that concerns about academic ability kept them from planning on attending college. Financial and other barriers are consistently what respondents indicate are the factors that kept them from planning on attending college.



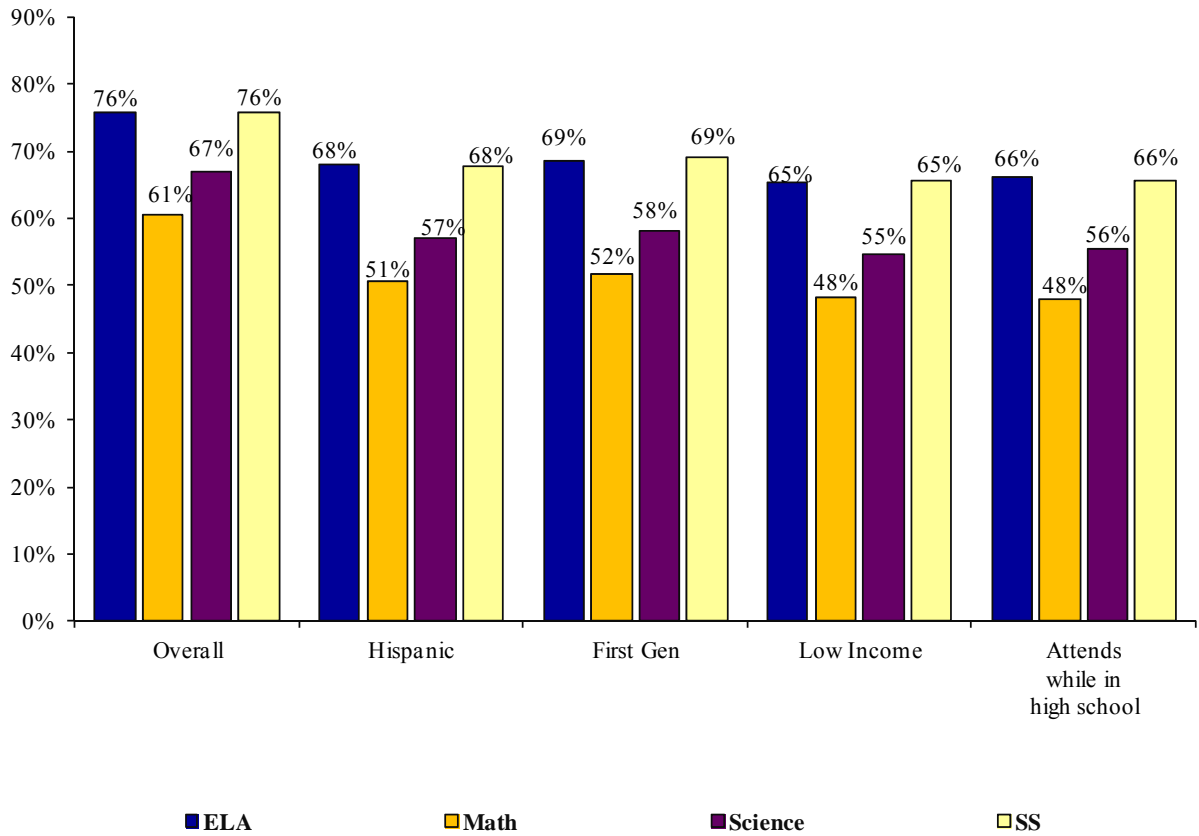
**Figure 9. Reasons for Not Planning to Attend College within a Year of Graduation, 2008-2011**



***Preparation for College Coursework***

While more than over 60% of seniors overall indicated they felt prepared for regular or advanced college-level coursework in all subjects, there were noticeable differences for specific groups of students. The share of Hispanic origin respondents who felt prepared for college level courses across all subject were less than the overall share of seniors who felt prepared for college level courses. Figure 10 shows the groups who were below the overall share of seniors who felt prepared for college level coursework. These students felt better prepared for English/Language Arts and Social Studies than Mathematics and Science.

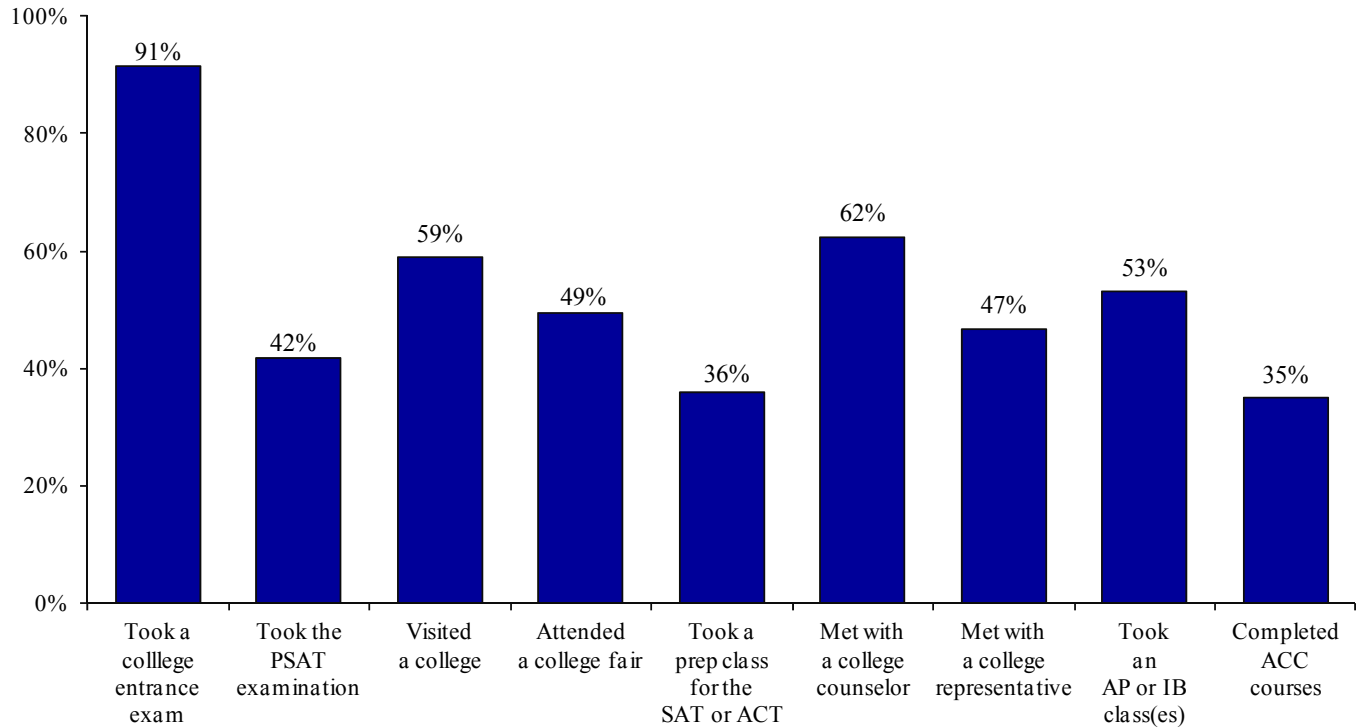
**Figure 10. Respondents Who Feel Prepared for Regular/  
Advanced College-level Coursework**



***Specific College Preparation Activities***

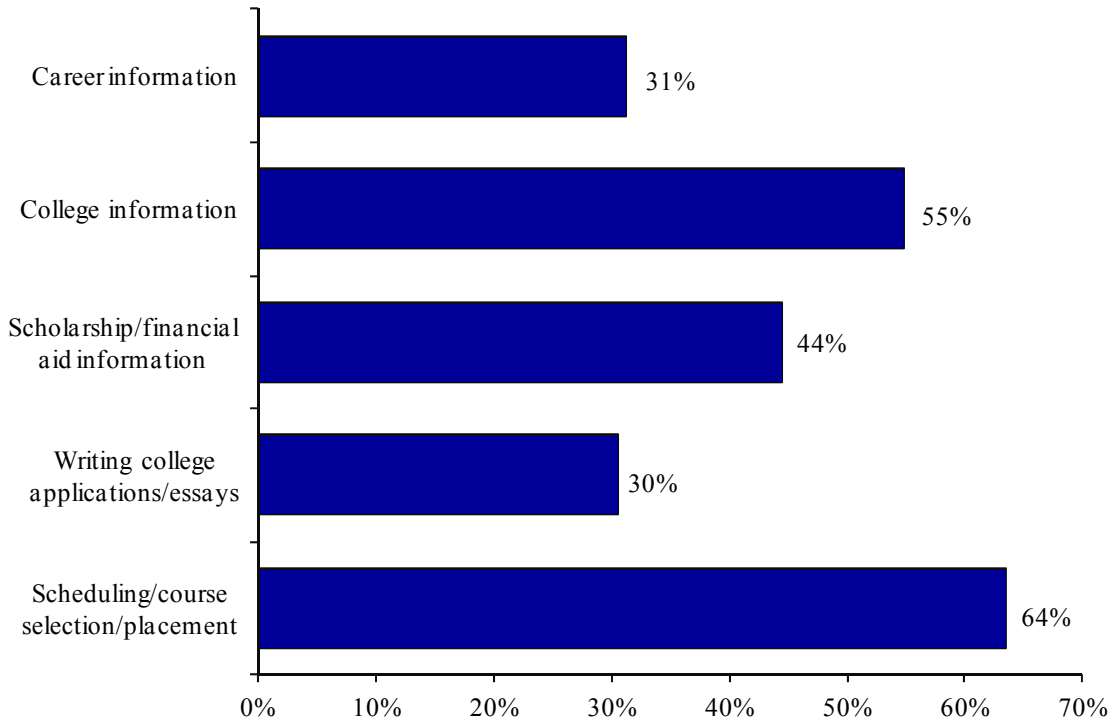
In preparing for college, taking a college entrance exam (90%), meeting with a college counselor (62%), visiting a college (59%), and taking an AP or IB class (53%) were the top four activities that students reported doing during their high school career. The share of students who were of Hispanic origin was the highest share of students that met with a college counselor but were the lowest share of participants in the other college preparation activities.

**Figure 11. Percent of Respondents Participating in College Preparation Activities**



Students, when asked for reasons why they met with their counselor, provided a wide range of answers. The most common reasons when meeting with a counselor included scheduling/course selection/placement (64%), college information (55%), and scholarship/financial aid information (44%). Figure 12 provides further detail on the topics of these discussions.

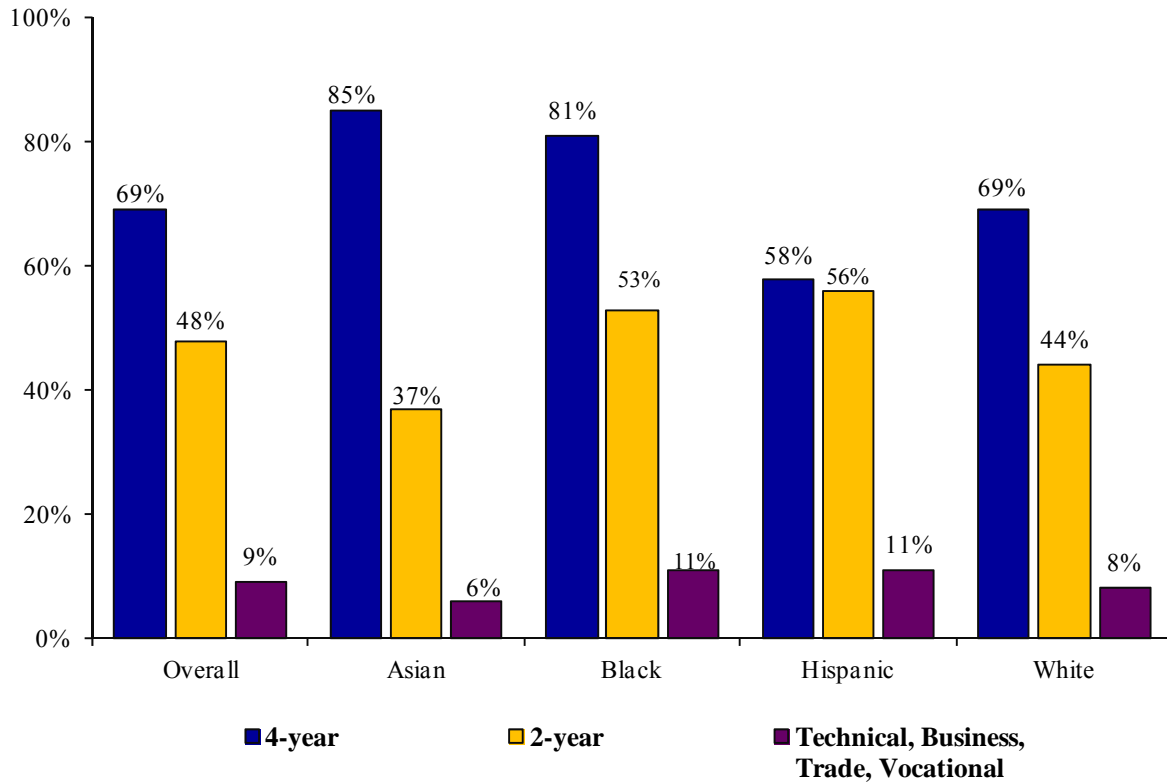
**Figure 12. Reasons for Meeting with Counselor**



**Applying to College**

Approximately seventy percent of survey respondents indicated they applied to a 4-year college, while just under half indicated they applied to a 2-year college (Figure 13). The application rates varied by race and ethnicity with Asian respondents being most likely to indicate they applied to a 4-year college and students of Hispanic origin least likely to indicate they applied to a 4-year college.

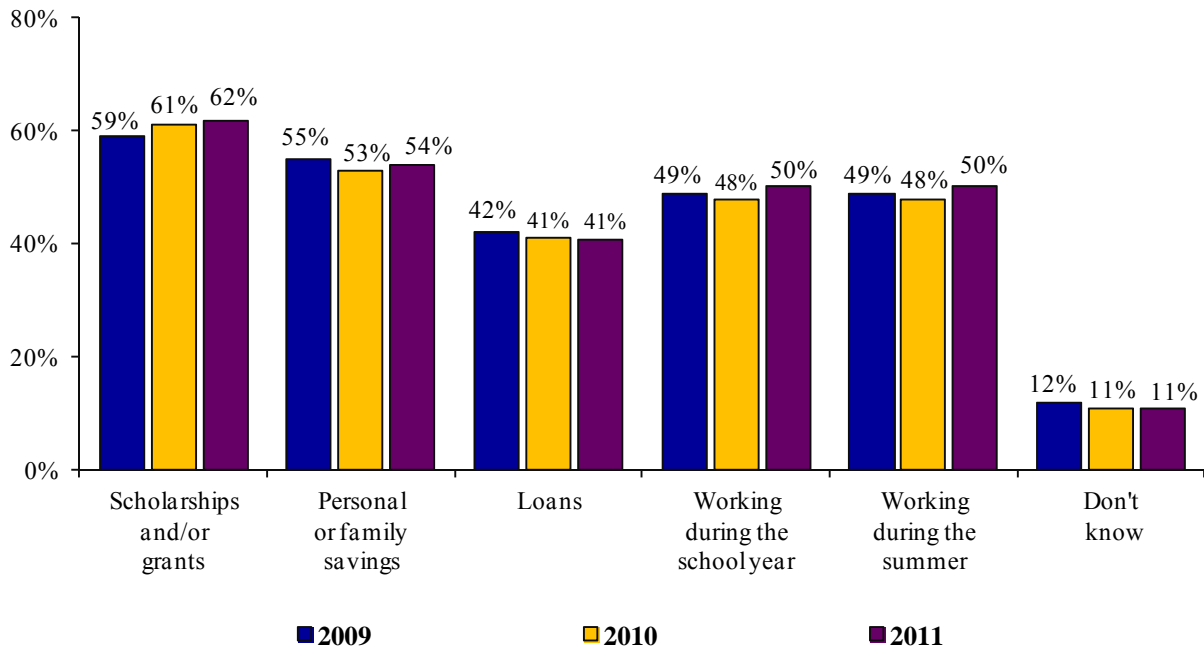
**Figure 13. Applications for Further Education, by Race/Ethnicity**



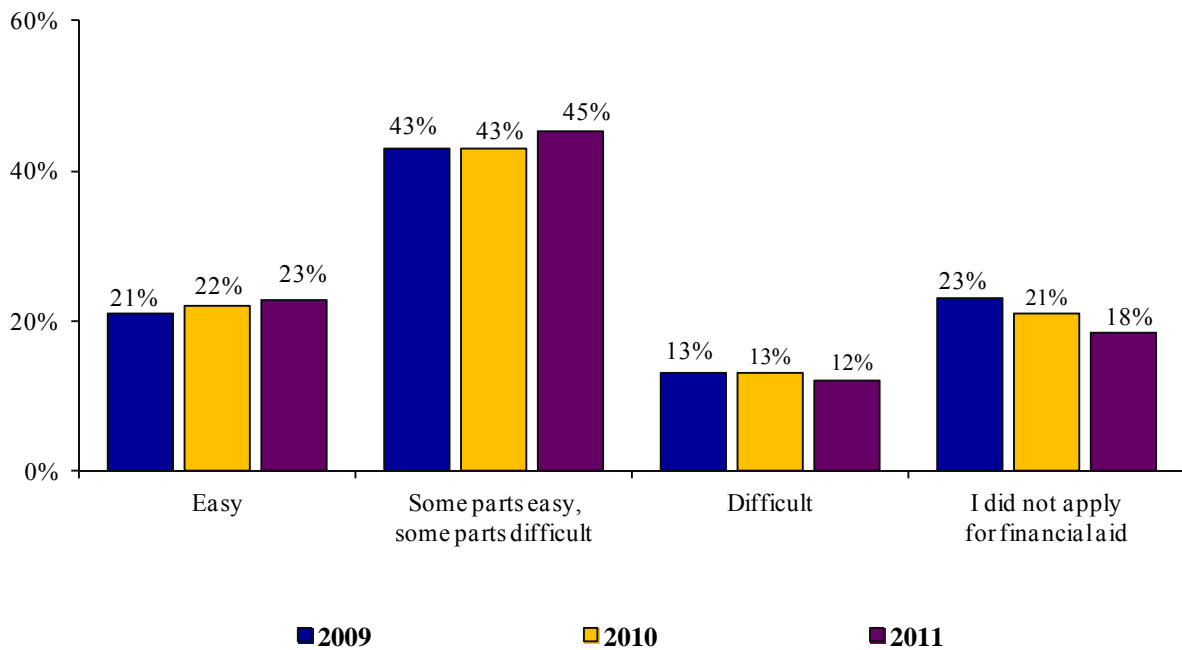
***Financial Aid***

Seniors completing the 2009-2011 surveys planned to use a wide variety of methods to pay for college, but with little variation between these options across the three years (Figure 14). Most students indicated they planned on paying for college using scholarships and/or grants. Roughly one in ten students indicated they did not know how they were going to pay for college.

**Figure 14. How Respondents Plan to Pay for College**



**Figure 15. Difficulty Level of Financial Aid Process**



There was not a significant change in the responses of difficulty level of the financial aid process from 2009, 2010 and 2011. A majority of respondents indicated some difficulty with at least a portion of the financial aid process (Figure 15).

## **Chapter IV. Analysis of Responses to Questions Asked Only on the Student Futures Project Survey**

A number of survey questions from the Student Futures Project research are not included in the Austin ISD Exit Survey. Additionally, while some questions in the two surveys are similar, the nature of the response options proved too different to combine for a valid comparison. In this chapter, the discussion will focus on those survey questions describing family background/influences, high school activities, and preparation for life after high school that were asked only in the Student Futures Project survey and could not readily be combined with any 2011 Austin ISD Exit Survey question.

### **Characteristics of All Student Futures Project Survey Respondents**

Overall, 68% of seniors in ten districts (Bastrop, Del Valle, Eanes, Hays, Hutto, Leander, Manor, Pflugerville, Round Rock and San Marcos) participated in the Student Futures Project by completing the 2011 Senior Survey. The characteristics of survey respondents in this 10-District sample are detailed in Table 6. Students who took the 2011 Student Futures Project survey had the ability to mark more than one ethnicity option. This differs from years previous where students were only able to mark one ethnicity option. Thus, totals may not equal 100% for these categories.

**Table 6. Characteristics of Student Futures Project Survey Respondents (10-District Sample)**

	10 District Sample	
	Number	Percent
<b>Total</b>	6,134	100%
<b>Ethnicity*</b>		
Asian	513	8%
Black	759	12%
Hispanic	2,079	34%
White	4,500	73%
<b>Gender</b>		
Female	3,093	50%
Male	3,041	50%
<b>Low Income</b>		
Low Income	1,887	31%
Not Low Income	4,246	69%
<b>Plans for Initial Postsecondary Enrollment</b>		
Going to College	5,542	90%
Not Going to College	591	10%
<b>Parents' Education Level</b>		
Either Parent has a Bachelor	2,685	44%
Neither Parent has a Bachelor	3,448	56%
<b>First Generation Status</b>		
Yes, First Generation	1,538	25%
No, Not First Generation	4,595	75%

Source: Student Futures Project calculations.

Note: Totals may not equal 100% due to rounding.

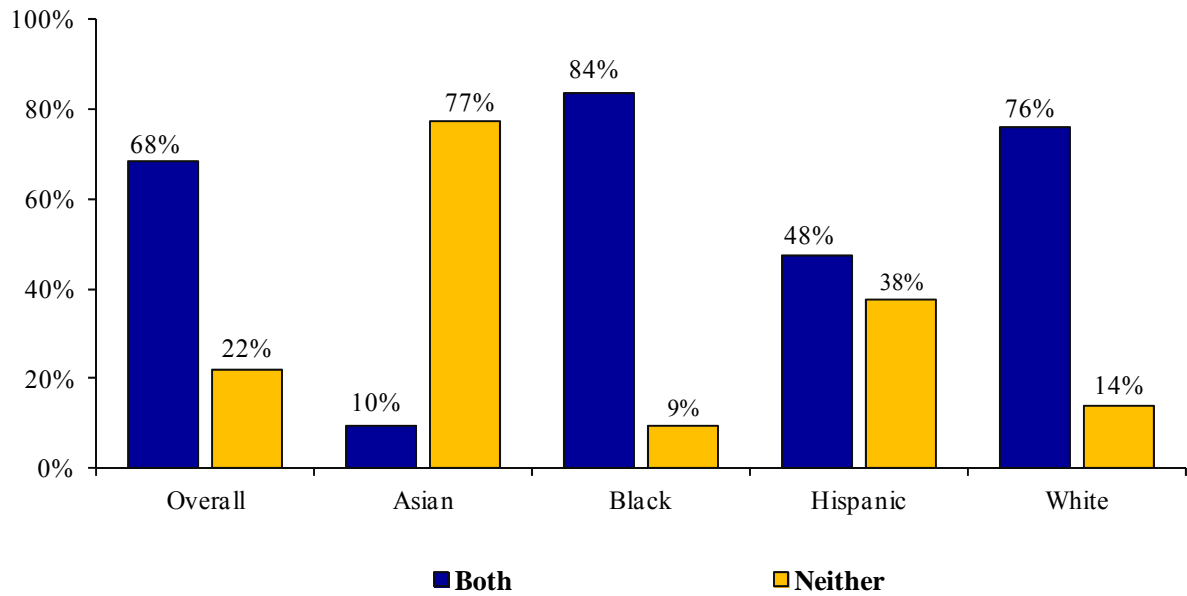
### **Family Background/Influences**

Survey respondents came from a wide range of family backgrounds. Overall, 22% of respondents reported that neither parent had been born in the United States, with another 10% reporting that only one parent had been born in the U.S. These shares are similar to those reported by the Class of 2010, with the exception of a 4% increase from 2010 to 2011 in the number of students reporting that neither parent was born in the United States. Thirty-eight percent of low-income respondents and 36% of those who would be first-generation college students reported that neither of their parents was born in the United States. Seventy-seven percent of Asian respondents reported that neither of their parents had been born in the

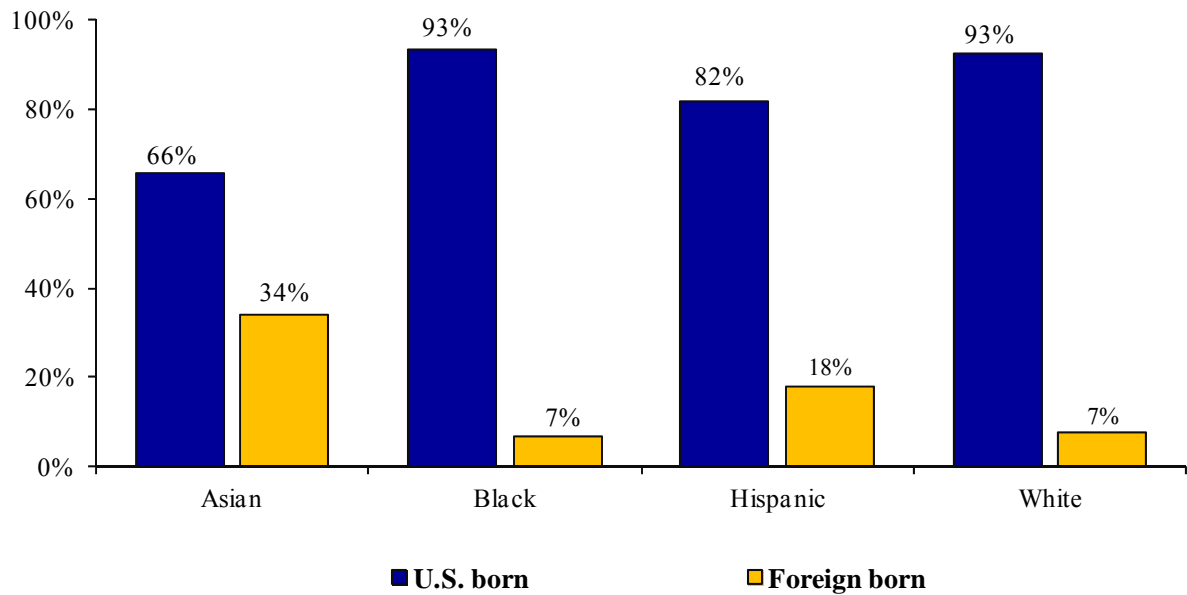


United States, as did 38% of Hispanic respondents (Figure 16). Of the respondents themselves, only 11% of seniors reported having been born outside the U.S. However, there were notable differences among racial/ethnic groups, with 34% of Asian seniors reporting that they were born outside of the U.S., as were 18% of Hispanic respondents (Figure 17).

**Figure 16. Which of Your Parents was born in the U.S.?**



**Figure 17. Percent of U.S. vs. Foreign Born Survey Respondents**



Overall, 91% of respondents had at least one parent in paid employment during their high school years. Similar to the shares reported by the Class of 2010, 50% of respondents indicated both parents were in paid employment and 41% had one parent in paid employment, 15% mothers and 26% fathers. Black respondents had the highest share of working mothers (75%). This differed from the observed trend of their counterparts of fathers being in paid employment more than mothers. Low-income seniors reported lower shares of both parents working compared to their counterparts. Additionally, lower shares of first-generation respondents, low-income seniors, and Black seniors reported living in a single-parent household than did other respondents.

### **High School Experiences**

Seniors completing the Student Futures Project survey were asked if they met with their school/college counselors and their reasons. Eighty-eight percent of respondents in the 10-District sample reported that they met with a school counselor for at least one issue over the course of their high school career. Almost half (47%) met with a counselor to discuss grades, test scores, and academic performance. Forty-three percent met with a counselor to discuss graduation plans. Less than one-fifth (15%) met with a counselor about personal or family issues, and just 8% met to discuss writing resumes and job applications.

Female, first generation, and low-income respondents were more likely than their counterparts to report meeting with a counselor to discuss personal/family issues. Black, Hispanic, first generation, and low-income respondents were more likely than other respondents to report meeting with a counselor to discuss graduation plans. Black, low-income respondents as well as those who attended a low-income high school reported meeting with a counselor to discuss grades, test scores, and academic performance more often than their counterparts. Hispanic, White, and male respondents were the most likely to report not meeting with a counselor at all.

The Student Futures Project survey also asked about additional extracurricular activities. Students in the ten districts responding to the Student Futures Project survey reported on participation in career and technical student organizations, service clubs, and faith-based organizations/activities. Twenty-three percent of respondents reported participating in a career and technical student organization, with the majority of respondents

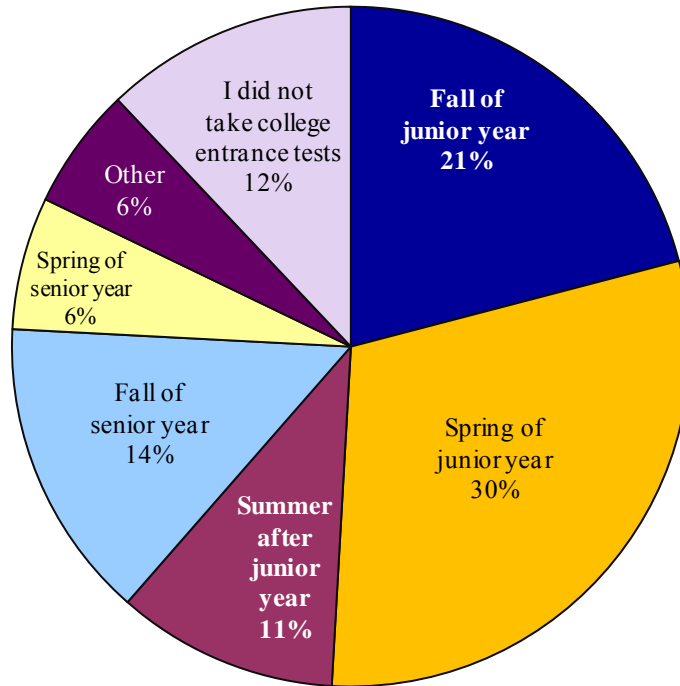
being active for only one year. Thirty-three percent of respondents reported participating in a service club, with the majority of respondents participating for at least two years. Asian and female respondents were more likely than their counterparts to have participated in career and technical organizations over the course of their high school career. Asian, female, and respondents with a parent who held at least a bachelor's degree reported higher rates of participation in service clubs than their counterparts. One-third of respondents also reported that they had participated in a faith-based organization or activity during their senior year.

Finally, seniors completing the Student Futures Project survey were asked about the primary reason they worked for pay during their senior year. In this 10-District sample, 60% of respondents reported working. Half of those reported that they worked because they liked the freedom of having their own money. Another 16% reported that they worked to save money for college, while 11% reported that they worked to help their family with bills and expenses.

### **Preparation for Life after High School**

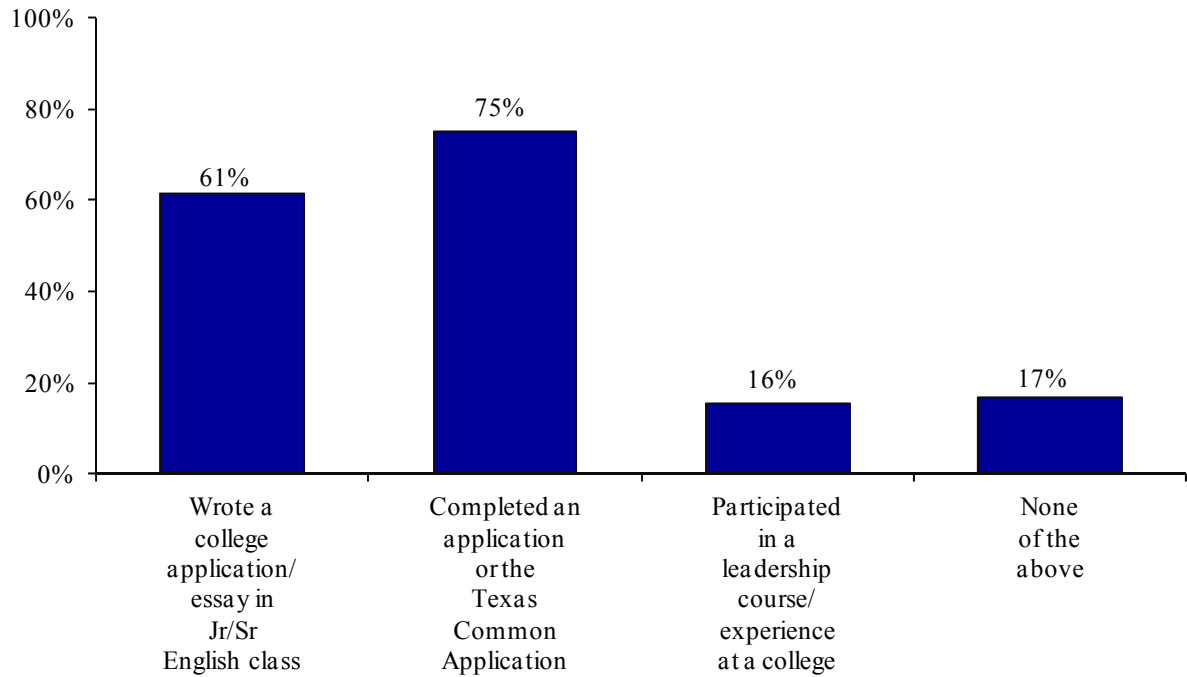
A majority of respondents (62%) reported taking a college entrance test before the start of their senior year (Figure 18), a 9% increase from the share reported by the Class of 2010 (53%). However, the timing of when respondents took college entrance tests varied widely by their background characteristics. Asian respondents were more likely to have taken a college entrance test prior to their senior year when compared to Black and Hispanic respondents. White respondents tended to take a college entrance test between these two periods. Seniors who had at least one parent with a bachelor's degree or higher were also more likely than first-generation respondents to take an exam prior to their senior year.

**Figure 18. When Did You First Take a College Entrance Test?**



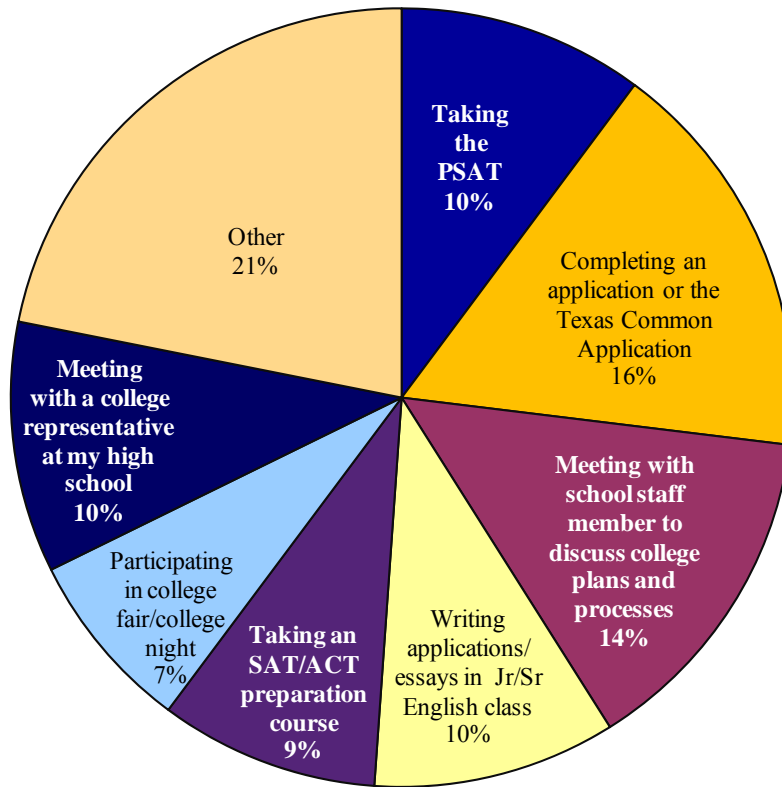
Seniors responding to the Student Futures Project survey were also asked about their participation in a number of other activities (Figure 19). The majority of respondents reported completing an application for further education or the Texas Common Application (75%) and writing a college application/essay in their junior or senior English class (61%). Black, Hispanic, first-generation, low-income respondents, and those who attended a low-income high school were much less likely to report completing these activities than other respondents. These same groups of respondents were also more likely to report not participating in *any* college preparation or enrollment activities than their counterparts. Almost a fifth of Asian respondents and seniors whose parents held at least a bachelor's degree reported participating in a leadership course or experience at a college.

**Figure 19. Percent of Respondents Participating in College Preparation and Enrollment Activities**



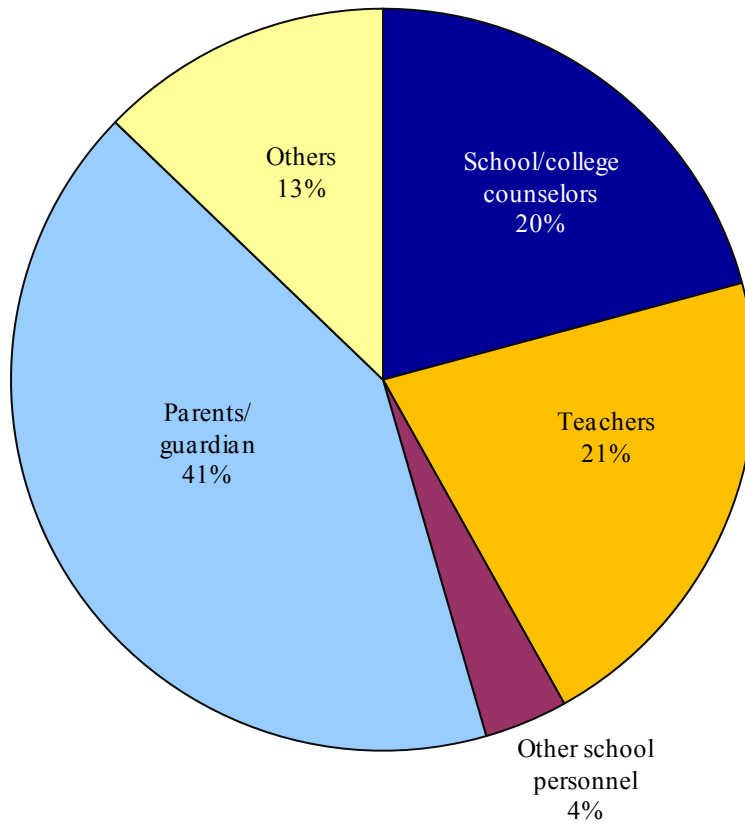
Seniors were asked about which activity at their school was most helpful in preparing them for further education. Overall, responses were fairly evenly spread across the possible options — excluding “other” (Figure 19). Completing an application for further education or completing the Texas Common Application received the largest response (16%), while participating in a college fair or college night received the lowest share (7%). There was some variation, in order of importance, on which activities were the most helpful. Yet, across all demographics, the top three most helpful activities were: completing the Texas Common Application, meeting with a school staff member, and meeting with a college representative at their high school. The only exceptions were Black respondents whose third most important activity was taking the PSAT and students whose parent had at least a Bachelor degree whose third most important activity was writing a college application/essay.

**Figure 20. What Activity Was Most Helpful in Preparing for Further Education?**



Overall, respondents most often reported that parents/family/relatives (42%) were the most helpful in preparing them for further education and training, followed by school counselors and teachers at 21% each (Figure 20). However, first generation respondents reported that school/college counselors were more helpful than their parents. Similarly, first generation, low income, and students who attended low income high schools were all more likely to find their high school/college counselors more helpful than their counterparts.

**Figure 21. Who Was Most Helpful in Preparing for Further Education?**



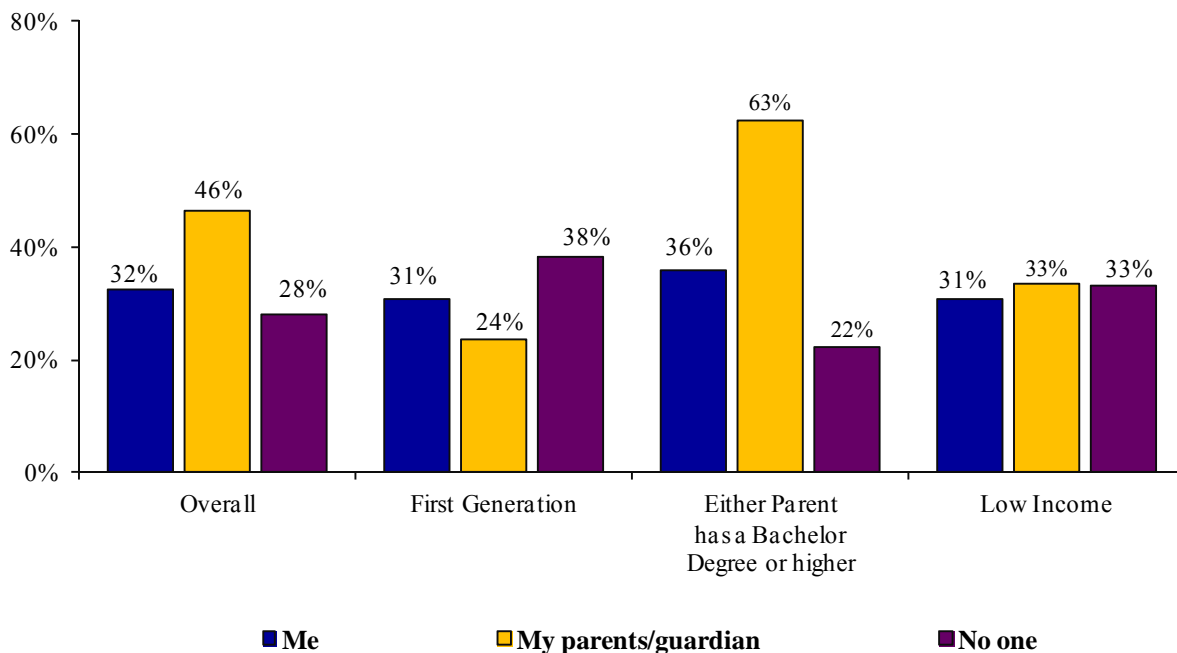
When asked to identify what they planned to study in college, seniors revealed a wide range of interests. Overall, the most commonly selected subjects were health sciences (21%), business (14%), and engineering (11%). Females (30%) were more likely than males (12%) to report health sciences, and males (19%) were more like than females (4%) to report engineering. This mirrors a similar pattern from the responses of seniors in prior classes. In addition, Black, Hispanic, low-income, and first-generation seniors were also more likely to choose health sciences majors than were their counterparts.

### ***Preparation for Financial Aid***

Financial aid is a critical factor in making the transition from high school to postsecondary education for many students. The Student Futures Project survey asked seniors a number of questions about their preparation for and participation in the financial aid process. Sixty-five percent of respondents reported that someone in their family had attended

a financial aid event, and 32% of respondents had attended an event themselves (Figure 21). Forty-six percent of all respondents reported that their parents had attended a financial aid event. Seniors who would be first-generation college students, low-income seniors, and those who attended a low-income high school were more likely than their counterparts to report that no one in their family had attended a financial aid event. Hispanic seniors were also more likely (33%) than seniors from other racial/ethnic groups to report that no one had attended such an event.

**Figure 22. Who Attended the Financial Aid Event?**

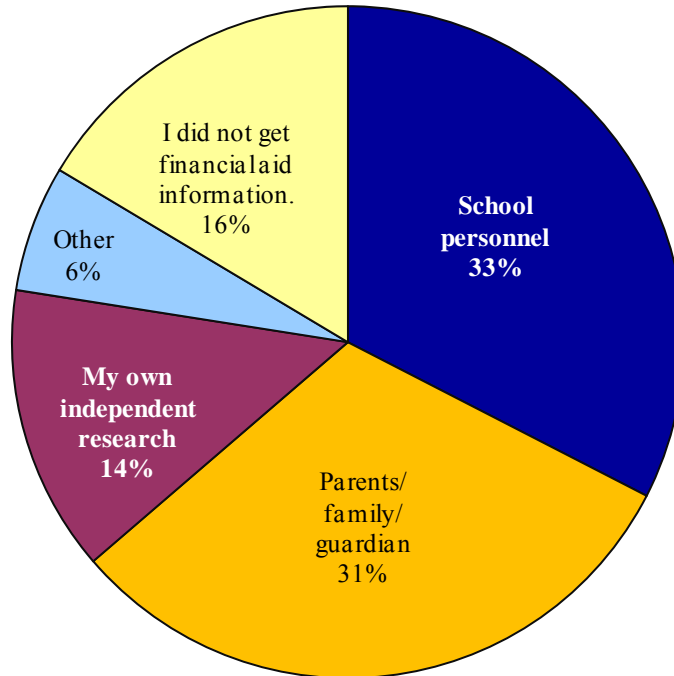


When asked who helped them the most with obtaining financial aid information, seniors reported (33%) that school personnel were most helpful, followed by (31%) their parents (Figure 22). Hispanic and Black seniors (40% and 38% respectively) were much more likely to report that school personnel were most helpful than seniors from other racial/ethnic groups. Asian seniors (21%) were more likely to report their own independent research as the most helpful when compared to seniors from other racial/ethnic groups. Seniors who would be first-generation college students, low-income seniors, and seniors who attended a low-income high school were all less likely than their counterparts to report their



parents/family as most helpful in the process. These same groups were much more likely to report school personnel as most helpful. Sixteen percent of respondents reported that they did not get financial aid information.

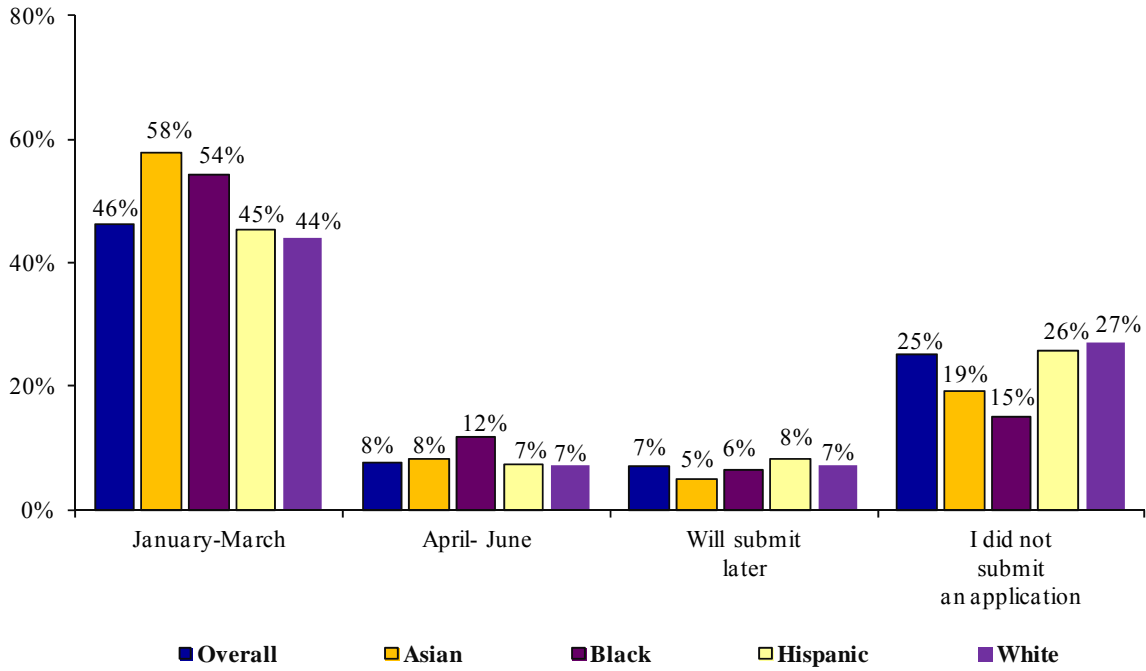
**Figure 23. Who Was Most Helpful in Obtaining Financial Aid Information?**



When asked when they submitted their financial aid application, 54% of all seniors said they had submitted a financial aid application at the time of the survey. While the FAFSA can be submitted at any time, applications must be submitted before April 1<sup>st</sup> for the student to be considered for many scholarship opportunities. Forty-six percent of respondents met this deadline. This is a slight increase from 2010 of 44%. There was some variation among subgroups of respondents on this issue (Figure 23). A majority of Asian respondents (58%) met the April 1<sup>st</sup> deadline. Fifty-four percent of Black students reported submitting their financial aid application before the April 1<sup>st</sup> deadline. This is an increase from 2010 of 46%. Compared to 2010, Hispanic and White respondents did not have a

significant change. Hispanic (26%) and White (27%) respondents were more likely than their counterparts to report that they did not submit an application.

**Figure 24. When was your Financial Aid Application Submitted?**



## Chapter V. Summary and Next Steps

### 2011 Student Futures Project Survey Findings

There was a 70% completion rate of seniors who took the Student Futures Project Survey.

#### Family Background

- Over a third of both mothers and fathers earned a Bachelor's degree or higher
- Twenty-two percent of respondents are from immigrant families
- Ninety-one percent of respondents have at least one parent who works for pay

#### High School Experience

- Fifty percent or higher of White, Black, and respondents of Hispanic Origin spend one to five hours studying per week. 35% of Asian respondents study 11 hours or more per week.
- Almost 9 out of 10 (88%) of respondents are meeting with their high school counselor over the course of their high school career. The most discussed topic when meeting with a counselor was grades/test scores and academic performance followed closely by graduation plans.

#### Preparation for After High School

- Ninety-one percent of respondents plan to attend college within a year of graduating high school
- Eighty-two percent of respondents reported taking a college entrance exam during their junior and senior years
- Eighty-three percent of respondents participated in at least 1 college preparation activity including: writing a college/application essay, completing the Texas Common Application or college application, and/or participating in a leadership course/experience
- Fifty-four percent of all respondents submitted a FAFSA or PROFILE, 46% having submitted it before the April 1<sup>st</sup> deadline for increased scholarship consideration

Although these percentages are promising, there is still work to be done. Consistently across multiple survey questions, Black, Hispanic, first generation, and low income students show less preparedness for life after college than their counterparts. Regardless of the continued effort and work, it is encouraging to report that 90% of students are planning to go to college.

## 2010 to 2011 Survey Comparison Findings

### Family Background/Influences

- There was an increase in Asian (3.55%) and Black (3.75%) respondents whose fathers worked in paid employment most of the time they were in high school. In addition, there was a 4.35% increase in black respondents reporting having their father or step father living in the same household.

### High School Experiences

- There was an increase across demographics of more students taking a college entrance exam in the spring of their junior year. The most percentage point increases were for Black (8.19%), Hispanic (5.58%), and low income (5.25%) respondents.
- There was an increase in Black (4.89%) and White (4.85%) seniors reporting that they met with a school/college counselor about their grades/test scores/academic progress. Also for Black respondents, there was an increase in meeting with a school/college counselor about graduation plans.
- For first-generation respondents, there was a 4.06% increase in reporting that meeting with school counselors to discuss college plans was the most helpful for them in preparing for further education.

### Preparation for Life after High School

- There was a three percent increase from 2010 to 2011 in the share of students who plan on attending college after graduating high school.
- There was an increase for Black (6.44%) and Hispanic (5.15%) respondents completing an application to a higher education institution or the Texas Common Application.
- From 2010 to 2011, Black respondents had the biggest increase (11.02%) in submitting their financial aid application from February to May. In addition, there was an overall increase in students reporting that school/college counselors were the most helpful in obtaining financial aid. The top three increases came from Asian (7.50%), White (7.15%) and First-generation (3.56%) respondents.
- There was a decrease in Black and White respondents going to their parents more often in preparing for further education and an increase in going to school/college counselors.

## **Next Steps**

Pending funding, the Student Futures Project will follow these Class of 2011 seniors for up to four years after their high school graduation. Using postsecondary education records and Texas Unemployment Insurance wage records, researchers will track education and employment outcomes for these graduates. In addition, survey data will be combined with secondary education records and outcomes data to determine the background factors, high school and college preparation activities, and characteristics of graduates that have the strongest associations with success. Reports on the progress of, and findings related to, the Class of 2011 will be released periodically and posted on the Student Futures Project website ([www.centexstudentfutures.org](http://www.centexstudentfutures.org)).

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## **Appendix A. Research Methods**

### **The Senior Surveys**

Students took one of two senior surveys in the spring of 2011: 6,339 seniors took the Student Futures Project Senior Survey, and 3,793 seniors took the Austin ISD High School Exit Survey. Students in Austin ISD who did not respond to more than 50% of the survey were dropped from the analysis; students in other Student Futures Project districts who did not respond to more than 95% of the survey were dropped from the analysis. Overall, 71% of high school seniors are included in the analysis: 6,134 met the qualifications for inclusion in the Student Futures Project Senior Survey, and 3,662 survey takers met the qualifications for inclusion from the Austin ISD Exit Survey. Further information on survey administration and survey analysis is provided below.

### **Student Futures Project Senior Survey**

Seniors in ten of the 11 participating districts (Bastrop, Del Valle, Eanes, Hays Consolidated, Hutto, Leander, Manor, Pflugerville, Round Rock, and San Marcos Consolidated) took the Student Futures Project Survey presented in Appendix B. Each senior was provided with a brochure detailing the goals of the project, their role in it, and contact information for the principal investigators.

All schools in these ten districts administered the survey online. Not all students who sat for this survey answered every question; of the 6,339 students who took the SFP survey, 6,134 (97%) answered at least 95% of the questions and are included as “completers” in the research sample. The characteristics of dropped and included students are provided in Table A-1 for comparison.

**Table A-1. Comparison of Survey Sample to Dropped Survey Respondents, for SFP Districts**

	Included in Survey Analysis		Dropped from Survey Analysis	
	Number	Percent	Number	Percent
<b>Overall</b>	6,134	100% of Included	205	100% of Dropped
<b>Ethnicity</b>				
Asian	513	8%	9	4%
Black	759	12%	42	20%
Hispanic	2,079	34%	80	39%
White	4,500	73%	143	70%
<b>Gender</b>				
Female	3,093	50%	84	41%
Male	3,041	50%	121	59%
<b>Income Status</b>				
Low-income	1,473	24%	65	32%
Not Low-income	414	7%	14	7%

Source: Student Futures Project Calculations

### **Austin ISD High School Exit Survey**

Austin ISD administered its own senior survey. Of the 49 questions on the Austin ISD Exit Survey, 14 were identical to those in the Student Futures Project survey. Another 15 were similar enough that responses across the surveys could be combined for analysis. Austin ISD staff managed the survey process in their schools, administering the survey electronically online. Austin ISD research staff provided Student Futures Project researchers with an electronic data set of all student responses to their survey.

Note that the methodology for distinguishing survey completers from survey takers differs between the Ray Marshall Center and Austin ISD's Department of Program Evaluation. Students in Austin ISD could choose to not answer any of the questions asked on the survey. Thus, for Austin ISD reporting, students who completed the survey are defined as those who finished the survey. Seniors in Student Futures Project districts could choose to stop taking the survey at any time, but were limited in their ability to skip single questions. Thus, for SFP reporting, students who responded to almost all questions on the survey are included for analysis, even if they did not



finish the last page of the survey. For consistency in this report, the general methodology of SFP described above was used for students from both Austin ISD and other participating districts.

Austin ISD reported 3,793 survey takers out of 4,345 students enrolled at the time the survey was taken.<sup>3</sup> Austin ISD also reports a corrected response rate which removes certain ineligible students; their senior count includes seniors enrolled in the spring of 2011. Not all students who sat for this survey answered every question; of the 3,793 students who took the Austin ISD survey, 3,662 (97%) answered at least 50% of the questions and are included in the research sample. The characteristics of these dropped students and the included students are provided below for comparison (Table A-2). The share of dropped students was slightly higher for Black and male students.

**Table A-2. Comparison of Survey Sample to Dropped Survey Respondents, for Austin ISD**

	Included in Survey Analysis		Dropped from Survey Analysis	
	Number	Percent	Number	Percent
<b>Overall</b>	<b>3,662</b>	<b>100% of Included</b>	<b>131</b>	<b>100% of Dropped</b>
<b>Ethnicity</b>				
Asian	129	4%	6	5%
Black	421	12%	27	21%
Hispanic	1,748	48%	60	46%
White	1,258	34%	34	26%
<b>Gender</b>				
Female	1,852	51%	41	31%
Male	1,810	49%	90	69%
<b>Income Status</b>				
Low-income	1,673	46%	67	51%
Not Low-income	1,989	54%	64	49%

Source: Student Futures Project Calculations

### Missing Survey Responses

Some missing responses on individual questions were included in this year’s analysis. In Appendix C, which provides detailed survey responses, overall and for key subgroups, individuals who skipped a question have their response to that question listed as “unknown.” Dealing with missing responses in this manner (i.e. dropping students who skipped a certain threshold of questions and including an “unknown” category for questions which students skipped) has the advantage of eliminating students who may not have taken the survey seriously

<sup>3</sup> More information on the Austin ISD survey administration is available in *High School Exit Survey Report for Class of 2011* (Department of Program Evaluation, 2011).

and also allowing tables and figures presenting such results to either include all students from all districts (N=9,795) or all students from non-AISD districts (N=6,134). In all 2011 figures and tables presented in the main body of the report, the unknown response is included. Since this methodology for dealing with missing responses was not used in most previous years' survey reports, in all multi-year comparison tables individuals who skipped questions are removed from analysis and responses are recalculated accordingly.

### Category Construction

Researchers constructed several variables from students' responses to the survey or from available data sources; most categorizations are discussed in the main text of the report. Researchers considered students enrolled in high schools composed of more than 40% low-income students (i.e. students who signed up for free and reduced lunch) as attending a low-income high school. The percent of low-income students at each high school, calculated using data from the Academic Excellence Indicator System (AEIS), is presented in Table A-3.

**Table A-3. Percent of Low-Income Students by High School**

School District/School	Low Income Student Percentage
<b>Austin ISD</b>	
Akins	62%
Anderson	21%
Austin	35%
Bowie	12%
Crockett	58%
Garza	30%
Eastside Memorial	90%
Lanier	84%
LASA	21%
LBJ	78%
McCallum	38%
Reagan	84%
Travis	84%
<b>Bastrop ISD</b>	
Bastrop	49%
<b>Del Valle ISD</b>	
Del Valle	70%
<b>Eanes ISD</b>	
Westlake	3%
<b>Hays CISD</b>	
Jack C Hays	48%
Lehman	47%
<b>Hutto ISD</b>	
Hutto	38%
<b>Leander ISD</b>	
Cedar Park	7%
Leander	30%
Vista Ridge	17%

**Table A-3. Percent of Low-Income Students by High School (continued)**

School District/School	Low Income Student Percentage
<b>Manor ISD</b>	
Manor	72%
<b>Pflugerville ISD</b>	
Hendrickson	31%
John B Connally	46%
Pflugerville	32%
<b>Round Rock ISD</b>	
McNeil	13%
Round Rock	24%
Stony Point	29%
Westwood	8%
<b>San Marcos CISD</b>	
San Marcos	49%

Source: Academic Excellence Indicator System (AEIS) and Student Futures Project calculations

### **Survey Samples and District-Level Characteristics**

The two samples discussed in this report, the 11-district sample and the 10-district sample, reflect some district-level differences. Demographic and survey-response characteristics of each district are presented in Table A-4. These district characteristics demonstrate each district’s contribution to the final composition of the survey samples.

### **High School Response Rates**

The response rates provided in Table A-5 represent survey response as a share of seniors enrolled in the fall following graduation (rather than as of the last day of school as reported in Chapter II), and district totals exclude students enrolled at alternative schools (whereas students enrolled in alternative institutions were included in the response rate reported in Chapter II).<sup>4</sup>

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<sup>4</sup> The PEIMS summer data indicating student enrollment on the last day of school does not include information on the campus of enrollment.

**Table A-4. Characteristics of 2011 Survey Respondents Overall and by District**

	Overall	Austin	Bastrop	Del Valle	Eanes	Hays	Hutto	Leander	Manor	Pflugerville	Round Rock	San Marcos
<b>N</b>	9,796	3,662	338	334	453	597	176	1,205	221	1,067	1,515	227
<b>Ethnicity</b>												
Asian	7%	4%	1%	2%	13%	2%	3%	5%	4%	12%	15%	3%
Black	12%	11%	13%	16%	1%	7%	14%	5%	33%	25%	11%	6%
Hispanic	39%	48%	38%	76%	12%	57%	25%	22%	48%	36%	23%	68%
White	59%	34%	83%	61%	86%	93%	83%	90%	59%	49%	65%	86%
<b>Gender</b>												
Female	50%	51%	50%	49%	51%	50%	48%	47%	56%	51%	53%	46%
Male	50%	49%	50%	51%	49%	50%	52%	53%	44%	49%	47%	54%
<b>Income Status</b>												
Low-income	36%	46%	50%	72%	2%	41%	36%	19%	67%	38%	17%	50%
Not Low-income	64%	54%	50%	28%	98%	59%	64%	81%	33%	62%	83%	50%
<b>Plans for Initial Postsecondary Enrollment</b>												
Going to College	90%	91%	85%	84%	96%	87%	89%	92%	85%	91%	93%	86%
Not Going to College	9%	9%	15%	16%	4%	13%	11%	8%	15%	9%	7%	14%
Missing	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Parents' Education Level</b>												
Either Parent had Bachelor's	44%	43%	21%	8%	88%	24%	28%	56%	13%	33%	58%	25%
Neither Parent had Bachelor's	55%	54%	79%	92%	12%	76%	72%	44%	87%	67%	42%	75%
Missing	1%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Student Would Be First Generation to Go to College</b>												
First Generation	26%	27%	38%	57%	3%	41%	29%	16%	40%	28%	15%	44%
Not First Generation	73%	70%	62%	43%	97%	59%	71%	84%	60%	72%	85%	56%
Missing	1%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Source: Student Futures Project calculations

Note: Totals may not equal 100% due to rounding.

**Table A-5. 2011 School-Level Senior Survey Response Rates**

School District/School	Number of Seniors <sup>1</sup>	Number of Respondents	Response Rate
<b>Overall</b>	<b>13,727</b>	<b>9,742</b>	<b>71%</b>
<b>Austin ISD</b>	<b>4,528</b>	<b>3,662</b>	<b>81%</b>
Akins	526	371	71%
Anderson	503	462	92%
Austin	554	431	78%
Bowie	639	617	97%
Crockett	389	282	72%
Garza	202	92	46%
Eastside Memorial	137	119	87%
Lanier	293	243	83%
LASA	201	198	99%
LBJ	223	170	76%
McCallum	338	297	88%
Reagan	220	160	73%
Travis	303	220	73%
<b>Bastrop ISD</b>	<b>501</b>	<b>338</b>	<b>67%</b>
Bastrop	501	338	67%
<b>Del Valle ISD</b>	<b>405</b>	<b>333</b>	<b>82%</b>
Del Valle	405	333	82%
<b>Eanes ISD</b>	<b>633</b>	<b>453</b>	<b>72%</b>
Westlake	633	453	72%
<b>Hays CISD</b>	<b>820</b>	<b>599</b>	<b>73%</b>
Jack C Hays	450	317	70%
Lehman	370	282	76%
<b>Hutto ISD</b>	<b>288</b>	<b>176</b>	<b>61%</b>
Hutto	288	176	61%
<b>Leander ISD</b>	<b>1,757</b>	<b>1,205</b>	<b>69%</b>
Cedar Park	606	437	72%
Leander	585	384	66%
Vista Ridge	566	384	68%
<b>Manor ISD</b>	<b>226</b>	<b>167</b>	<b>74%</b>
Manor	226	167	74%
<b>Pflugerville ISD</b>	<b>1,542</b>	<b>1,067</b>	<b>69%</b>
Hendrickson	472	341	72%
John B Connally	493	329	67%
Pflugerville	577	397	69%
<b>Round Rock ISD</b>	<b>2,602</b>	<b>1,515</b>	<b>58%</b>
McNeil	654	517	79%
Round Rock	655	159	24%
Stony Point	748	463	62%
Westwood	545	376	69%
<b>San Marcos CISD</b>	<b>425</b>	<b>227</b>	<b>53%</b>
San Marcos	425	227	53%

Source: Student Futures Project calculations

<sup>1</sup> Calculated for seniors enrolled on Oct. 26, 2011 using district-provided PEIMS data for all districts except Austin ISD. Austin ISD's exit survey report calculated the number in the senior class during the Spring 2011 semester. High school response rates based on the size of the senior class at that time are available in their report (D.P.E., 2011). Totals do not include alternative high schools and so do not reflect the complete sample of seniors included in the analysis.



## Appendix B. 2011 Student Futures Project Senior Survey

*This is a list of all questions from the 2011 Central Texas Student Futures Project Senior Survey which was administered in nine participating school districts in the spring of 2011.*

1. Please enter your first name, last name, and student ID number to access the survey. First Name:                      Last Name:                      Student ID Number:
2. What is your date of birth?
3. What high school do you currently attend?
4. Including your current school, how many different high schools have you attended?
5. By this time next year, what do you plan to be doing? <b>A.</b> Attend college or technical school without working <b>B.</b> Attend college or technical school while working full-time <b>C.</b> Attend college or technical school while working part-time <b>D.</b> Work full-time only <b>E.</b> Work part-time only <b>F.</b> Enlist in the military <b>G.</b> Not sure/No plans <b>H.</b> Other (parenting, mission/volunteer work, etc.)
6. If you are <u>not</u> planning to pursue further education next year, what is your primary reason? <b>A.</b> Financial (i.e., can't afford to attend school, need income from working, etc.) <b>B.</b> Academic (i.e., grades/test scores aren't high enough, don't feel academically prepared for college, etc.) <b>C.</b> Personal preference (i.e., don't like school, career goals do not require college, etc.) <b>D.</b> Personal obligation (i.e., child care or family responsibilities, etc.) <b>E.</b> Other
7. If you are <u>not</u> planning to pursue further education/training within a year of graduating from high school, do you intend to pursue it later? <b>A.</b> Yes <b>B.</b> No <b>C.</b> Maybe/Don't know

8. Select the one area that best fits what you plan to study in further education

- A.** Agriculture, Food, and Natural Resources
- B.** Architecture and Construction
- C.** Arts, Audio-Video Technology, and Communication
- D.** Business, Management, and Administration
- E.** Education and Training
- F.** Finance
- G.** Government and Public Administration
- H.** Health Science
- I.** Hospitality and Tourism
- J.** Human Services
- K.** Information Technology
- L.** Law, Public Safety, Corrections, and Security
- M.** Manufacturing
- N.** Marketing, Sales, and Service
- O.** Science, Technology, Engineering, and Mathematics
- P.** Transportation, Distribution, and Logistics

For each of the subject areas below, please indicate how prepared you feel to complete college-level coursework.

- A.** I am prepared for regular or advanced college-level coursework.
- B.** I will have to take remedial or developmental classes to prepare for college-level coursework.
- C.** I am not prepared for any college-level coursework.
- D.** I do not know if I am prepared for college-level coursework.

9. English/Language Arts

10. Mathematics

11. Science

12. Social Studies

How well did your high school help you to develop knowledge and skills in the following areas?

- A. Not well
- B. Somewhat well
- C. Very well

13. Teamwork

14. Creative Thinking

15. Problem Solving

16. Conflict Resolution

17. Personal Health/Fitness

18. Time Management

19. Technology



20. How did you prepare for continuing your education after high school? Select all that apply.
- A. Took the PSAT examination
  - B. Visited one or more college or technical school
  - C. Attended a college fair/college night (e.g., Skillpoint's College and Career Fair)
  - D. Took a prep class for the SAT or ACT
  - E. Met with transition counselor/college coordinator or other school staff member to discuss college plans and processes
  - F. Participated in a leadership course/experience at a college
  - G. Met with a college representative at my high school
  - H. Took one or more Advanced Placement or International Baccalaureate classes
  - I. Completed or are currently enrolled in Austin Community College courses (Early College Start, Dual Credit, Tech Prep)
  - J. None of the above

21. What activities have you completed to enroll in college after high school graduation? Select all that apply.
- A. Wrote college application essay(s) in junior/senior English
  - B. Completed an application to a college or university, or completed the Texas Common Application
  - C. Ordered and submitted a transcript to a college or technical school
  - D. None of the above

22. In which of the following college preparation programs did you participate while in high school? Select all that apply. (Note: some of these programs may not have been offered at your school)
- A. ACC College Connections
  - B. College Forward
  - C. Con Mi Madre
  - D. AVID
  - E. Talent Search/TRIO
  - F. Upward Bound
  - G. Break Through Collaborative
  - H. College Readiness with APIE
  - I. Other
  - J. I did not participate in any program like this.

23. If you participated in one or more college preparation program, what did you get out of it? Select all that apply.

- A. They encouraged me to attend school regularly.
- B. They helped me choose the right high school courses in order to prepare for college.
- C. They explained the financial aid process to me.
- D. They were available to help me with school-related issues.
- E. They helped me deal with personal issues.
- F. They helped me believe college was right for me.
- G. They helped me apply to college.
- H. Other

24. When did you first take a college entrance test (ACT,SAT, THEA, Compass, Asset)?

- A. Fall of junior year
- B. Spring of junior year
- C. Summer after junior year
- D. Fall of senior year
- E. Spring of senior year
- F. Other
- G. I did not take college entrance tests.

In this section, indicate the number and types of schools to which you have applied.

- 25. 2-year college (community college)
- 26. 4-year college or university
- 27. Technical, business, trade, or vocational school

In this section, indicate the number and types of schools to which you have been accepted.

- 28. 2-year college (community college)
- 29. 4-year college or university
- 30. Technical, business, trade, or vocational school

31. Did you ever meet with your school/college counselor for any of the following issues? Select all that apply.

- A. Personal/family issues
- B. Scheduling/course selection/placement
- C. Grades/test scores/academic performance
- D. Writing resumes/job applications
- E. Writing college applications/essays
- F. Scholarship/financial aid information
- G. Graduation plans
- H. College information
- I. Career information
- J. I did not meet with a counselor at my school.

How helpful were the following people in your preparations for further education and training?

- A. Not helpful
  - B. Somewhat helpful
  - C. Very helpful
32. School/college counselors
33. Teachers
34. Other school personnel
35. Parents/guardians
36. Others

37. At what time in your life did you start thinking about college as a possibility after high school?

- A. As long as I can remember
- B. As a child/in elementary school
- C. In middle/junior high school
- D. In high school
- E. I've never thought about college as an option after high school

38. What activity at your school helped you to prepare for further education and training?

- A. Taking the PSAT
- B. Completing an application to a college or university, or completing the Texas Common Application
- C. Meeting with a transition counselor/college coordinator or other school staff member to discuss college plans and processes
- D. Writing college application essays in junior/senior English class
- E. Taking an SAT/ACT preparation course
- F. Participating in a college fair/college night
- G. Meeting with a college representative at my high school
- H. Other

39. How easy has it been for you and your parents/guardian to understand the process of applying for financial aid?

- A. Easy
- B. Some parts easy, some parts difficult
- C. Difficult
- D. Did not apply for financial aid

40. Who helped you the most in obtaining financial aid information?

- A. School personnel (counselors, transition coordinators, teachers, etc.)
- B. Parents/family/guardian
- C. My own independent research
- D. Other
- E. I did not get financial aid information

41. Who in your family attended a college or financial aid event? Select all that apply.

- A. Me
- B. My parents/guardian
- C. Other family members
- D. No one
- E. Don't know

42. When did you or your parents/guardian submit your financial aid application (FAFSA or PROFILE)?

- A. January
- B. February
- C. March
- D. April
- E. May
- F. June
- G. I will submit an application later this year.
- H. I did not submit an application.
- I. Don't know

43. If you did not submit a financial aid application, why not?

- A. I did submit an application.
- B. I do not need financial aid to attend college.
- C. My parents were not willing to submit private financial information.
- D. My family did not think we would qualify or were eligible for financial aid.
- E. I do not plan to go to college.
- F. I did not know about the financial aid process.

44. How do you plan to pay for your education after high school? Select all that apply.

- A. I do not plan on attending college.
- B. Scholarships and/or grants
- C. Loans
- D. Family or personal savings
- E. Loans
- F. Working during the school year
- G. Working during the summer
- H. I don't know how I'm going to pay for my education after high school.

During high school, to what extent were your parents/guardian involved in the following school-related activities?

- A.** Often
- B.** Occasionally
- C.** Rarely
- D.** Never

- 45. Volunteering at your school
- 46. Working with you on homework or school projects
- 47. Helping you decide what classes to take
- 48. Attending school meetings
- 49. Communicating with your teachers (e.g., conferences, email, phone calls)
- 50. Participating in school leadership opportunities (e.g., event committees, etc.)
- 51. Attending athletic events and competitions
- 52. Attending academic events and competitions (e.g., science fair, debate, etc.)
- 53. Attending performance events (e.g., dance, theater, band, etc.)
- 54. Joining and participating in the PTA/PTO

55. Were you born in the U.S.?

- A.** Yes
- B.** No

56. Will you be the first of your siblings (brothers or sisters) to attend college?

- A.** Yes
- B.** No
- C.** I do not have any siblings

57. Which of your parents were born in the U.S.?

- A.** Mother
- B.** Father
- C.** Both
- D.** Neither

58. What is the highest level of education completed by your mother?

- A.** Did not enter or finish high school
- B.** Graduated from high school or earned a GED
- C.** Attended a 2-year community/junior college or technical/vocational school, but did not complete a certificate or degree
- D.** Earned an Associate's degree or certificate from a 2-year college
- E.** Attended a 4-year college or university, but did not complete a degree
- F.** Earned a Bachelor's degree
- G.** Earned a Master's, Ph.D., or other advanced degree
- H.** Don't know

59. What is the highest level of education completed by your father?
- A.** Did not enter or finish high school
  - B.** Graduated from high school or earned a GED
  - C.** Attended a 2-year community/junior college or technical/vocational school, but did not complete a certificate or degree
  - D.** Earned an Associate's degree or certificate from a 2-year college
  - E.** Attended a 4-year college or university, but did not complete a degree
  - F.** Earned a Bachelor's degree
  - G.** Earned a Master's, Ph.D., or other advanced degree
  - H.** Don't know

60. Did your mother work in paid employment for most of the time you were in high school?
- A. Yes
  - B. No
  - C. Don't know

61. Did your father work in paid employment for most of the time you were in high school?
- A. Yes
  - B. No
  - C. Don't know

62. Who lives in your current household? Select all that apply.
- A. Mother/step-mother
  - B. Father/step-father
  - C. Grandparent(s)
  - D. Sibling(s) (including step-siblings or half-siblings)
  - E. Other relatives (i.e., aunt, uncle, cousin, etc.)
  - F. Others (i.e., friends, renters, etc.)
  - G. I live on my own.

63. Thinking back on your years in high school, how many hours per week did you typically spend studying/doing research/completing homework outside of class?
- A.** None
  - B.** 1-5 hours
  - C.** 6-10 hours
  - D.** 11-15 hours
  - E.** 16 or more hours

64. During your senior year, approximately how many hours per week did you typically work for pay?

- A. None
- B. 1-5 hours
- C. 6-10 hours
- D. 11-15 hours
- E. 16 or more hours

65. Why did you work?

- A. I did not work.
- B. To save money for college
- C. To help my family with bills/expenses
- D. I like the freedom of having my own money
- E. Other

Please indicate the number of years of high school in which you participated in each of these school affiliated extracurricular activities.

- A. Did not participate
- B. 1 year
- C. 2 year
- D. 3 year
- E. 4 year

66. Music (choir, band, orchestra)

67. Theater/Drama

68. Dance

69. Sports (outside of PE)

70. Academic clubs/UIIL Academic Competitions

71. Journalism (newspaper, yearbook)

72. Speech/Debate

73. Student Government

74. Career and technical student organizations (BPA, HOSA, FFA, FCCLA, VICA)

75. Service clubs

Indicate the average number of hours per week during your senior year that you participated in the following activities outside of school (include practices, rehearsals and competitions).

- A.** Did not participate
- B.** 1-5 hours per week
- C.** 6-10 hours per week
- D.** 11-15 hours per week
- E.** 16 or more hours per week

**E.**

- 76. Arts/Music activities
- 77. Organized sports
- 78. Community service/volunteering
- 79. Environmental projects/activities
- 80. Boy Scouts/Girls Scouts
- 81. Faith-based organizations/activities
- 82. Providing routine care to another family member



## Appendix C-1. Survey Responses to Questions Discussed in Chapter III with AISD

	Overall	Asian, Asian American, or Pacific Islander	Black, African or African American	Hispanic, Latino, or of Spanish Origin	White, Caucasian, or European American	Female	Male	First Generation	Either Parent has Bach	Plans on going to college	Low Income	Attends a Low Income HS	Austin	Bastrop	Del Valle	Eanes	Hays	Hutto	Leander	Manor	Pflugerville	Round Rock	San Marcos
<b>Survey Totals</b>	9,796	642	759	3,827	4,500	4,945	4,851	2,528	4,275	8,863	3,560	3,295	3,662	338	334	453	597	176	1,205	221	1,067	1,515	227
<b>What is your race/ethnicity?</b>																							
Asian, Asian American, or Pacific Islander	7%	100%	1%	1%	1%	7%	6%	5%	9%	7%	5%	4%	4%	*	2%	13%	2%	*	5%	4%	12%	15%	3%
Black, African or African American	12%	1%	100%	2%	1%	12%	12%	11%	9%	12%	18%	17%	*	13%	16%	*	7%	14%	5%	33%	25%	11%	6%
Hispanic, Latino, or of Spanish Origin	39%	3%	6%	100%	27%	39%	39%	67%	19%	38%	64%	63%	48%	38%	76%	12%	57%	25%	22%	48%	36%	23%	68%
White, Caucasian, or European American	59%	9%	5%	41%	100%	58%	59%	45%	72%	59%	36%	39%	*	83%	61%	86%	93%	83%	90%	59%	49%	65%	86%
<b>Including your current school, how many different high schools have you attended?</b>																							
1	72%	77%	70%	67%	82%	72%	72%	67%	77%	73%	62%	64%	57%	84%	82%	85%	79%	74%	79%	72%	78%	83%	83%
2	14%	17%	20%	15%	13%	14%	14%	16%	12%	14%	18%	16%	14%	12%	15%	13%	14%	18%	16%	20%	15%	12%	12%
3	3%	2%	6%	4%	3%	3%	3%	4%	2%	3%	5%	4%	4%	3%	2%	2%	3%	4%	3%	5%	4%	3%	3%
4	1%	1%	3%	2%	1%	1%	2%	1%	1%	1%	2%	2%	1%	*	*	*	3%	3%	*	3%	2%	*	*
5 or more	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	*	*	*	*	*	*	*	*	*	*
<b>Unknown</b>	8%	3%	0%	12%	0%	8%	9%	11%	7%	8%	13%	13%	23%	*	*	*	*	*	*	*	*	*	*
<b>By this time next year, what do you plan to be doing?</b>																							
Attend college or technical school without working	34%	38%	22%	30%	21%	33%	34%	26%	43%	37%	29%	31%	55%	15%	12%	41%	11%	20%	21%	17%	19%	26%	12%
Attend college or technical school while working full-time	9%	5%	10%	11%	10%	8%	9%	12%	5%	10%	12%	11%	6%	11%	12%	3%	14%	16%	10%	10%	12%	9%	15%
Attend college or technical school while working part-time	48%	54%	61%	47%	59%	51%	44%	50%	47%	53%	45%	45%	29%	59%	60%	52%	61%	53%	60%	57%	61%	58%	59%
Work full-time only	3%	*	2%	4%	3%	2%	4%	4%	1%	.	4%	5%	2%	5%	4%	2%	5%	3%	3%	7%	3%	2%	7%
Work part-time only	1%	*	*	1%	1%	1%	1%	1%	*	.	2%	1%	*	2%	2%	*	*	*	*	*	*	*	*
Enlist in the military	2%	1%	2%	3%	3%	1%	4%	3%	*	.	3%	3%	2%	4%	2%	*	4%	5%	2%	3%	3%	2%	4%
Not Sure / No plans	2%	*	1%	3%	2%	2%	3%	3%	*	.	3%	4%	2%	4%	6%	*	3%	*	*	4%	*	*	*
Other (parenting, missing/volunteer work, etc.)	*	1%	1%	*	*	*	*	*	*	.	*	*	2%	*	*	*	*	2%	*	*	*	*	*
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>If you are not planning to pursue further education and training in the next year, what is your primary reason? (N=1327)</b>																							
Financial	31%	24%	36%	35%	28%	35%	29%	37%	23%	36%	35%	35%	37%	22%	45%	*	36%	20%	17%	29%	37%	31%	28%
Academic	9%	*	6%	13%	8%	9%	10%	12%	9%	7%	12%	12%	21%	10%	*	*	7%	*	6%	12%	4%	8%	*
Personal preference	19%	*	15%	16%	19%	10%	25%	18%	20%	8%	16%	17%	34%	19%	8%	*	19%	*	25%	*	14%	13%	18%
Personal obligation	7%	*	7%	10%	7%	11%	5%	10%	6%	6%	10%	10%	8%	14%	12%	*	6%	*	8%	*	6%	5%	12%
Other	33%	54%	36%	26%	38%	35%	32%	23%	42%	42%	28%	25%	*	35%	29%	69%	32%	63%	45%	45%	39%	43%	38%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>If you are not planning to pursue further education and training within a year of graduating from high school, do you intend to pursue it later? N=1454</b>																							
Yes	67%	61%	68%	70%	67%	73%	64%	69%	66%	73%	69%	66%	.	64%	66%	54%	66%	80%	74%	69%	70%	67%	55%
Maybe/Don't know	24%	23%	22%	24%	25%	20%	27%	24%	20%	17%	24%	26%	.	27%	23%	29%	25%	*	21%	27%	22%	26%	35%
No	8%	16%	10%	6%	8%	8%	9%	7%	14%	10%	7%	8%	.	9%	11%	*	9%	*	6%	*	8%	8%	11%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

## Appendix C-1. Survey Responses to Questions Discussed in Chapter III with AISD

	Overall	Asian, Asian American, or Pacific Islander	Black, African or African American	Hispanic, Latino, or of Spanish Origin	White, Caucasian, or European American	Female	Male	First Generation	Either Parent has Bach	Plans on going to college	Low Income	Attends a Low Income HS	Austin	Bastrop	Del Valle	Eanes	Hays	Hutto	Leander	Manor	Pflugerville	Round Rock	San Marcos
<b>Survey Totals</b>	9,796	642	759	3,827	4,500	4,945	4,851	2,528	4,275	8,863	3,560	3,295	3,662	338	334	453	597	176	1,205	221	1,067	1,515	227
<b>How prepared do you feel to complete college-level coursework in English/Language Arts</b>																							
I am prepared for regular or advanced college-level coursework.	76%	82%	81%	68%	80%	80%	72%	69%	85%	78%	65%	66%	69%	75%	73%	91%	71%	77%	83%	69%	80%	84%	70%
I will have to take remedial or developmental classes to prepare for college-level coursework.	14%	11%	11%	20%	12%	12%	16%	20%	9%	13%	21%	20%	18%	13%	16%	7%	18%	14%	11%	19%	12%	9%	22%
I am not prepared for any college-level coursework.	3%	1%	3%	4%	2%	2%	4%	4%	2%	2%	4%	4%	4%	3%	4%	*	4%	2%	2%	5%	3%	2%	4%
I do not know if I am prepared for college-level coursework.	6%	5%	5%	7%	5%	5%	7%	7%	4%	5%	8%	8%	7%	8%	7%	2%	7%	6%	4%	7%	6%	6%	5%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>How prepared do you feel to complete college-level coursework in Mathematics</b>																							
I am prepared for regular or advanced college-level coursework.	61%	82%	59%	51%	65%	58%	63%	52%	72%	63%	48%	48%	52%	54%	59%	86%	53%	56%	69%	52%	61%	74%	46%
I will have to take remedial or developmental classes to prepare for college-level coursework.	24%	12%	27%	31%	23%	27%	22%	30%	18%	24%	31%	31%	27%	27%	27%	9%	33%	31%	22%	30%	25%	16%	38%
I am not prepared for any college-level coursework.	6%	2%	6%	7%	5%	6%	6%	8%	4%	5%	9%	9%	8%	7%	6%	*	6%	5%	3%	9%	5%	4%	9%
I do not know if I am prepared for college-level coursework.	8%	4%	8%	9%	7%	8%	7%	9%	6%	7%	9%	10%	9%	12%	8%	3%	8%	9%	6%	9%	8%	7%	7%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>How prepared do you feel to complete college-level coursework in Science</b>																							
I am prepared for regular or advanced college-level coursework.	67%	82%	70%	57%	73%	66%	68%	58%	77%	69%	55%	56%	57%	65%	60%	89%	68%	70%	76%	60%	69%	79%	52%
I will have to take remedial or developmental classes to prepare for college-level coursework.	20%	11%	19%	26%	17%	21%	18%	24%	14%	19%	27%	26%	24%	20%	24%	8%	19%	17%	15%	25%	19%	12%	32%
I am not prepared for any college-level coursework.	5%	3%	5%	7%	4%	5%	5%	7%	3%	4%	8%	7%	7%	5%	8%	*	6%	6%	3%	7%	5%	2%	7%
I do not know if I am prepared for college-level coursework.	8%	4%	6%	9%	6%	8%	7%	9%	5%	6%	10%	10%	10%	10%	8%	2%	7%	6%	5%	8%	6%	7%	8%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>How prepared do you feel to complete college-level coursework in Social Studies</b>																							
I am prepared for regular or advanced college-level coursework.	76%	84%	82%	68%	81%	75%	76%	69%	84%	78%	65%	66%	67%	73%	75%	91%	77%	79%	83%	74%	80%	85%	64%
I will have to take remedial or developmental classes to prepare for college-level coursework.	13%	11%	10%	18%	11%	14%	13%	18%	9%	13%	19%	18%	17%	15%	15%	6%	13%	13%	10%	14%	13%	8%	23%
I am not prepared for any college-level coursework.	3%	2%	3%	4%	3%	3%	4%	5%	2%	3%	5%	5%	4%	3%	3%	2%	4%	3%	3%	7%	3%	*	4%
I do not know if I am prepared for college-level coursework.	6%	3%	5%	7%	5%	6%	6%	7%	4%	5%	8%	9%	8%	9%	6%	2%	6%	5%	4%	5%	4%	6%	8%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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<b>How well did your high school help you to develop knowledge and skills in: Teamwork</b>																							
Very well	50%	49%	60%	51%	54%	51%	49%	53%	48%	51%	51%	42%	42%	55%	56%	61%	52%	52%	60%	61%	55%	47%	57%
Somewhat well	42%	44%	32%	42%	38%	42%	41%	40%	43%	41%	42%	42%	48%	37%	37%	33%	41%	43%	33%	33%	38%	44%	38%
Not well	8%	8%	8%	7%	8%	7%	9%	7%	9%	8%	6%	7%	9%	8%	7%	6%	8%	5%	8%	6%	8%	9%	4%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>How well did your high school help you to develop knowledge and skills in: Creative Thinking</b>																							
Very well	48%	49%	58%	47%	50%	49%	47%	49%	47%	49%	48%	48%	42%	48%	51%	60%	49%	42%	52%	55%	54%	47%	46%
Somewhat well	43%	44%	35%	45%	41%	43%	43%	43%	43%	42%	44%	44%	47%	42%	42%	31%	42%	44%	39%	41%	39%	43%	48%
Not well	9%	6%	7%	7%	9%	8%	10%	7%	10%	8%	7%	7%	9%	10%	7%	8%	9%	14%	9%	4%	7%	10%	6%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>How well did your high school help you to develop knowledge and skills in: Problem Solving</b>																							
Very well	50%	56%	53%	49%	53%	50%	51%	50%	53%	52%	48%	48%	45%	46%	53%	71%	47%	43%	57%	53%	54%	51%	48%
Somewhat well	42%	39%	40%	45%	40%	44%	41%	44%	40%	42%	45%	45%	46%	48%	42%	26%	47%	48%	36%	42%	39%	41%	45%
Not well	7%	5%	8%	6%	7%	6%	8%	6%	7%	6%	6%	6%	8%	7%	5%	4%	6%	9%	7%	5%	7%	8%	6%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>How well did your high school help you to develop knowledge and skills in: Conflict Resolution</b>																							
Very well	41%	46%	45%	41%	44%	41%	40%	42%	40%	42%	41%	41%	34%	39%	42%	57%	41%	35%	49%	47%	45%	41%	39%
Somewhat well	45%	41%	41%	46%	43%	46%	44%	46%	45%	45%	46%	46%	48%	47%	44%	33%	47%	53%	38%	44%	42%	44%	53%
Not well	14%	12%	13%	11%	13%	12%	15%	11%	15%	13%	11%	12%	15%	14%	14%	10%	12%	11%	13%	9%	13%	14%	8%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>How well did your high school help you to develop knowledge and skills in: Personal health / Fitness</b>																							
Very well	43%	44%	56%	44%	47%	40%	46%	46%	40%	44%	44%	44%	35%	42%	46%	54%	44%	44%	50%	53%	52%	44%	57%
Somewhat well	41%	39%	32%	43%	39%	44%	38%	41%	41%	41%	44%	44%	47%	45%	42%	31%	43%	43%	36%	37%	35%	38%	33%
Not well	15%	16%	11%	12%	15%	15%	15%	12%	18%	15%	11%	12%	17%	13%	13%	15%	13%	14%	14%	10%	13%	17%	10%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>How well did your high school help you to develop knowledge and skills in: Time management</b>																							
Very well	38%	47%	40%	37%	40%	41%	36%	39%	39%	39%	37%	36%	33%	35%	42%	57%	35%	31%	42%	47%	40%	41%	34%
Somewhat well	45%	41%	44%	47%	43%	44%	46%	46%	43%	45%	48%	49%	48%	49%	44%	30%	45%	54%	42%	46%	45%	42%	52%
Not well	16%	12%	16%	15%	17%	14%	18%	14%	17%	16%	14%	14%	17%	17%	14%	13%	20%	15%	16%	8%	15%	17%	15%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>How well did your high school help you to develop knowledge and skills in: Technology</b>																							
Very well	44%	48%	49%	43%	49%	42%	45%	43%	44%	45%	42%	43%	35%	37%	47%	69%	48%	39%	51%	56%	47%	48%	49%
Somewhat well	45%	44%	41%	46%	41%	46%	43%	46%	44%	44%	47%	46%	50%	46%	44%	24%	42%	47%	40%	36%	45%	44%	42%
Not well	11%	7%	9%	10%	10%	11%	11%	10%	12%	11%	10%	11%	14%	17%	9%	7%	10%	14%	9%	8%	9%	8%	9%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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	Overall	Asian, Asian American, or Pacific Islander	Black, African or African American	Hispanic, Latino, or of Spanish Origin	White, Caucasian, or European American	Female	Male	First Generation	Either Parent has Bach	Plans on going to college	Low Income	Attends a Low Income HS	Austin	Bastrop	Del Valle	Eanes	Hays	Hutto	Leander	Manor	Pflugerville	Round Rock	San Marcos
<b>Survey Totals</b>	9,796	642	759	3,827	4,500	4,945	4,851	2,528	4,275	8,863	3,560	3,295	3,662	338	334	453	597	176	1,205	221	1,067	1,515	227
<b>How did you prepare for continuing your education after high school? Select all that apply.</b>																							
Visited one or more college or technical school	59%	65%	58%	51%	64%	64%	54%	49%	71%	62%	48%	52%	54%	52%	69%	81%	52%	60%	63%	68%	56%	64%	57%
Attended a college fair/college night	49%	57%	54%	45%	51%	54%	45%	45%	56%	52%	44%	47%	45%	52%	62%	74%	57%	60%	45%	51%	51%	47%	48%
Took a prep class for the SAT or ACT	36%	49%	34%	32%	34%	39%	33%	31%	45%	38%	31%	33%	45%	15%	37%	65%	23%	15%	27%	29%	25%	34%	27%
Met with transition coordinator/college counselor or other school staff members to discuss college plans and processes	62%	62%	62%	64%	54%	67%	58%	61%	66%	64%	65%	65%	94%	36%	40%	50%	36%	31%	51%	44%	43%	46%	31%
Met with a college representative at my high school	47%	57%	48%	43%	46%	51%	43%	42%	53%	49%	43%	45%	53%	36%	50%	62%	38%	38%	36%	45%	46%	43%	40%
Took one or more Advanced Placement (AP) or International Baccalaureate (IB) classes	53%	78%	41%	41%	58%	57%	49%	39%	70%	56%	38%	41%	51%	43%	46%	80%	39%	41%	64%	43%	53%	58%	35%
Completed or are currently enrolled in Austin Community College courses (Early College Start, Dual Credit, Tech Prep)	35%	53%	31%	30%	35%	41%	29%	28%	43%	37%	28%	30%	37%	27%	34%	22%	27%	17%	36%	30%	32%	44%	35%
None of the above	8%	4%	8%	11%	8%	6%	11%	11%	4%	6%	12%	11%	8%	14%	7%	*	14%	15%	7%	9%	9%	8%	11%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>What activities have you completed to enroll in college after high school graduation? Select all that apply.</b>																							
Ordered and submitted a transcript to a college or technical school	60%	80%	58%	48%	65%	66%	54%	48%	75%	64%	45%	47%	52%	46%	60%	89%	55%	59%	66%	67%	62%	70%	54%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>In which of the following college preparation programs did you participate while in high school?</b>																							
ACC College Connections	15%	20%	25%	14%	23%	16%	14%	15%	14%	15%	13%	14%	*	48%	27%	5%	32%	*	23%	19%	24%	23%	27%
College Forward	5%	5%	12%	7%	6%	5%	4%	8%	1%	5%	7%	9%	*	29%	*	24%	*	1%	18%	7%	5%	*	*
Con Mi Madre	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
AVID	3%	2%	10%	4%	5%	4%	3%	5%	2%	3%	5%	4%	*	*	*	*	*	*	8%	29%	10%	1%	17%
Talent Search/TRIO	1%	1%	2%	1%	2%	1%	1%	2%	1%	1%	1%	2%	*	*	*	*	*	*	1%	11%	*	1%	17%
Upward Bound	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	3%
Break Through Collaborative	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Other	5%	7%	8%	5%	8%	5%	5%	7%	4%	5%	6%	6%	*	6%	13%	6%	11%	16%	6%	10%	8%	7%	13%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>If you participated in one or more college preparation program, what did you get out of it?</b>																							
They encouraged me to attend school regularly.	10%	10%	25%	11%	15%	11%	10%	14%	7%	11%	12%	13%	*	22%	24%	5%	23%	10%	15%	31%	19%	10%	28%
They helped me choose the right high school courses in order to prepare for college.	9%	12%	20%	10%	14%	11%	8%	12%	7%	10%	10%	11%	*	16%	22%	4%	20%	10%	15%	24%	18%	10%	24%
They explained the financial aid process to me.	11%	11%	26%	13%	15%	12%	9%	16%	6%	11%	14%	16%	*	22%	32%	2%	28%	7%	11%	41%	19%	10%	34%
They were available to help with school-related issues.	7%	8%	16%	9%	10%	8%	6%	10%	4%	7%	9%	11%	*	12%	21%	3%	18%	5%	10%	27%	14%	6%	22%
They helped me deal with personal issues.	4%	6%	11%	5%	6%	5%	4%	6%	2%	4%	6%	6%	*	6%	13%	1%	11%	*	5%	14%	9%	4%	12%
They helped me to believe college was right for me.	9%	10%	20%	12%	13%	10%	8%	14%	5%	9%	11%	13%	*	18%	31%	3%	22%	7%	11%	33%	16%	8%	27%
They helped me apply to college.	12%	14%	26%	15%	17%	14%	10%	17%	7%	12%	15%	16%	*	23%	33%	6%	32%	7%	13%	39%	21%	12%	35%
Other	5%	9%	8%	5%	8%	5%	6%	5%	5%	5%	5%	5%	*	9%	12%	3%	10%	5%	7%	11%	8%	8%	9%

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<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Did you take a college entrance test (ACT, SAT, THEA, Compass, Asset)?</b>																							
Yes	91%	95%	89%	90%	88%	94%	89%	88%	96%	94%	88%	89%	89%	81%	82%	97%	82%	74%	88%	86%	88%	92%	90%
No	9%	5%	11%	10%	12%	6%	11%	12%	4%	6%	12%	11%	7%	19%	18%	3%	18%	26%	12%	14%	12%	8%	10%
<b>Unknown</b>	13%	4%	*	19%	*	10%	15%	16%	8%	11%	21%	21%	*	*	*	*	*	*	*	*	*	*	*
<b>How many applications have you submitted to a 2-year college?</b>																							
0	47%	61%	47%	39%	56%	46%	48%	39%	56%	46%	36%	39%	35%	45%	41%	91%	52%	53%	55%	46%	43%	60%	48%
1	40%	34%	36%	46%	38%	42%	38%	46%	33%	41%	46%	44%	43%	41%	42%	8%	41%	32%	40%	37%	47%	35%	44%
2	6%	2%	12%	7%	5%	6%	6%	8%	3%	6%	9%	9%	6%	11%	14%	*	6%	12%	4%	14%	6%	4%	6%
3	*	*	3%	*	*	*	*	*	*	*	*	2%	*	3%	*	*	*	2%	*	*	2%	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5 or more	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Unknown</b>	5%	2%	*	5%	*	4%	5%	4%	6%	5%	5%	4%	13%	*	*	*	*	*	*	*	*	*	*
<b>How many applications have you submitted to a 4-year college or university?</b>																							
0	28%	13%	19%	37%	31%	25%	32%	37%	15%	24%	38%	35%	27%	48%	34%	7%	40%	36%	29%	29%	29%	24%	36%
1	15%	11%	13%	14%	17%	15%	15%	14%	15%	15%	13%	15%	13%	21%	11%	12%	17%	20%	16%	13%	16%	16%	25%
2	13%	14%	17%	11%	13%	12%	13%	11%	13%	13%	11%	13%	11%	12%	10%	10%	13%	14%	14%	16%	16%	13%	12%
3	11%	12%	14%	10%	11%	12%	11%	10%	13%	12%	10%	10%	10%	9%	7%	8%	10%	16%	14%	12%	13%	12%	9%
4	11%	14%	14%	10%	11%	11%	11%	10%	13%	12%	10%	10%	11%	7%	8%	13%	9%	4%	12%	18%	11%	12%	9%
5 or more	19%	35%	22%	13%	17%	23%	16%	13%	28%	21%	13%	13%	20%	3%	31%	49%	11%	10%	16%	12%	15%	23%	8%
<b>Unknown</b>	3%	*	*	5%	*	3%	4%	4%	*	3%	5%	5%	8%	*	*	*	*	*	*	*	*	*	*
<b>How many applications have you submitted to a technical, business, trade or vocational school?</b>																							
0	83%	90%	89%	78%	92%	85%	80%	79%	86%	83%	77%	78%	68%	90%	83%	95%	87%	82%	94%	83%	90%	95%	85%
1	6%	4%	7%	7%	6%	5%	6%	8%	3%	5%	8%	8%	5%	7%	12%	3%	9%	14%	4%	10%	6%	4%	10%
2	*	*	2%	3%	*	*	2%	2%	*	*	3%	3%	*	2%	4%	*	3%	4%	*	3%	2%	*	4%
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	2%	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5 or more	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Unknown</b>	9%	4%	*	10%	*	8%	9%	9%	9%	9%	10%	10%	23%	*	*	*	*	*	*	*	*	*	*
<b>How many applications were accepted at a 2-year college?</b>																							
0	53%	63%	55%	49%	62%	51%	55%	48%	57%	51%	47%	50%	39%	57%	54%	91%	60%	61%	59%	56%	49%	66%	57%
1	35%	31%	33%	38%	34%	37%	33%	39%	31%	36%	38%	36%	37%	33%	35%	8%	36%	28%	38%	34%	43%	31%	39%
2	4%	*	8%	4%	3%	4%	4%	5%	3%	4%	5%	5%	4%	6%	8%	*	3%	8%	3%	7%	5%	3%	4%
3	*	*	3%	*	*	*	*	*	*	*	*	*	*	3%	*	*	*	2%	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5 or more	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Unknown</b>	7%	4%	*	7%	*	7%	7%	6%	8%	7%	7%	7%	18%	*	*	*	*	*	*	*	*	*	*

## Appendix C-1. Survey Responses to Questions Discussed in Chapter III with AISD

	Overall	Asian, Asian American, or Pacific Islander	Black, African or African American	Hispanic, Latino, or of Spanish Origin	White, Caucasian, or European American	Female	Male	First Generation	Either Parent has Bach	Plans on going to college	Low Income	Attends a Low Income HS	Austin	Bastrop	Del Valle	Eanes	Hays	Hutto	Leander	Manor	Pflugerville	Round Rock	San Marcos
<b>Survey Totals</b>	9,796	642	759	3,827	4,500	4,945	4,851	2,528	4,275	8,863	3,560	3,295	3,662	338	334	453	597	176	1,205	221	1,067	1,515	227
<b>How many applications were accepted at a 4-year college or university?</b>																							
0	38%	19%	35%	50%	40%	34%	42%	50%	22%	34%	52%	50%	37%	60%	49%	8%	52%	45%	37%	45%	41%	33%	50%
1	17%	18%	23%	14%	19%	17%	18%	16%	20%	19%	14%	16%	14%	20%	11%	16%	16%	24%	20%	19%	21%	19%	23%
2	13%	19%	17%	11%	14%	14%	13%	11%	16%	14%	11%	11%	12%	12%	10%	13%	12%	12%	16%	17%	16%	16%	12%
3	10%	12%	10%	7%	10%	11%	9%	7%	13%	11%	6%	7%	9%	5%	7%	16%	9%	9%	12%	9%	10%	11%	5%
4	8%	13%	7%	6%	8%	9%	7%	6%	11%	8%	5%	5%	7%	2%	8%	16%	6%	5%	8%	7%	6%	10%	7%
5 or more	9%	16%	8%	5%	9%	12%	7%	4%	15%	10%	5%	5%	9%	*	14%	30%	5%	5%	7%	*	6%	12%	4%
<b>Unknown</b>	4%	*	*	7%	*	4%	5%	6%	3%	4%	7%	7%	12%	*	*	*	*	*	*	*	*	*	*
<b>How many applications were accepted at a technical, business, trade or vocational school?</b>																							
0	83%	90%	91%	79%	94%	84%	81%	81%	85%	83%	78%	79%	65%	96%	88%	96%	92%	88%	95%	87%	93%	96%	88%
1	4%	*	6%	5%	5%	4%	5%	5%	2%	4%	6%	6%	4%	3%	8%	2%	6%	10%	4%	9%	5%	3%	8%
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	3%	*	*	*	*	3%	*	*	3%
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5 or more	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Unknown</b>	11%	7%	*	13%	*	11%	11%	11%	12%	11%	13%	12%	29%	*	*	*	*	*	*	*	*	*	*
<b>At what time in your life did you start thinking about college as a possibility after high school?</b>																							
As long as I can remember	44%	57%	40%	30%	51%	47%	41%	27%	61%	47%	26%	30%	36%	44%	24%	73%	39%	44%	54%	28%	45%	57%	35%
As a child/in elementary school	10%	10%	14%	10%	9%	10%	9%	10%	9%	10%	10%	10%	9%	9%	12%	6%	10%	9%	10%	13%	11%	10%	7%
In middle/junior high school	18%	14%	21%	20%	15%	19%	16%	21%	13%	18%	22%	21%	21%	17%	19%	9%	17%	15%	14%	20%	18%	14%	20%
In high school	26%	19%	25%	37%	23%	22%	30%	38%	15%	25%	38%	36%	31%	25%	41%	11%	29%	28%	20%	38%	24%	19%	34%
I've never thought about college as an option after high school.	2%	*	*	3%	2%	*	3%	3%	*	*	3%	3%	2%	5%	3%	*	5%	3%	*	2%	2%	*	4%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Did you ever meet with your school/college counselor for the following issue?</b>																							
Scheduling/course selection/placement	64%	70%	53%	62%	63%	69%	58%	61%	68%	65%	61%	61%	67%	65%	49%	75%	59%	56%	68%	48%	52%	66%	53%
Writing college applications/essays	30%	35%	24%	33%	19%	32%	29%	33%	31%	32%	35%	36%	48%	14%	25%	35%	21%	26%	15%	27%	25%	15%	16%
Scholarship/financial aid information	44%	51%	48%	48%	36%	48%	40%	49%	42%	47%	51%	51%	55%	41%	43%	29%	41%	45%	33%	39%	47%	37%	30%
College information	55%	63%	59%	55%	52%	58%	51%	56%	56%	57%	56%	54%	56%	46%	59%	67%	52%	52%	49%	46%	54%	59%	42%
Career information	31%	30%	27%	38%	18%	32%	31%	37%	27%	32%	40%	40%	51%	28%	30%	17%	22%	17%	13%	22%	21%	17%	23%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>How do you plan to pay for your education after high school? Select all that apply.</b>																							
Scholarships and/or grants	62%	69%	74%	59%	61%	67%	56%	62%	63%	65%	63%	61%	60%	63%	61%	52%	60%	68%	63%	71%	65%	63%	63%
Personal or family savings	54%	69%	40%	42%	58%	57%	51%	35%	73%	57%	31%	37%	52%	41%	36%	87%	43%	38%	63%	32%	49%	63%	46%
Loans	41%	42%	43%	39%	43%	44%	38%	41%	42%	43%	38%	39%	39%	41%	39%	28%	44%	47%	43%	42%	45%	44%	41%
Working during the school year	50%	49%	49%	53%	51%	54%	46%	55%	47%	52%	53%	51%	50%	54%	49%	31%	57%	52%	50%	53%	52%	51%	56%
Working during the summer	50%	48%	48%	51%	50%	55%	45%	51%	50%	52%	50%	49%	53%	48%	47%	32%	51%	48%	51%	45%	51%	51%	55%
Don't know	11%	8%	9%	14%	9%	10%	12%	13%	7%	9%	16%	15%	14%	10%	16%	4%	12%	10%	7%	14%	9%	8%	10%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

## Appendix C-1. Survey Responses to Questions Discussed in Chapter III with AISD

	Overall	Asian, Asian American, or Pacific Islander	Black, African or African American	Hispanic, Latino, or of Spanish Origin	White, Caucasian, or European American	Female	Male	First Generation	Either Parent has Bach	Plans on going to college	Low Income	Attends a Low Income HS	Austin	Bastrop	Del Valle	Eanes	Hays	Hutto	Leander	Manor	Pflugerville	Round Rock	San Marcos
<b>Survey Totals</b>	9,796	642	759	3,827	4,500	4,945	4,851	2,528	4,275	8,863	3,560	3,295	3,662	338	334	453	597	176	1,205	221	1,067	1,515	227
<b>How easy has it been for you and your parents/guardian to understand the process of applying</b>																							
Easy	23%	19%	27%	20%	22%	22%	24%	19%	28%	24%	20%	22%	24%	20%	16%	26%	21%	21%	21%	23%	22%	24%	22%
Some parts easy, some parts difficult	45%	58%	50%	44%	44%	49%	41%	46%	46%	48%	46%	46%	45%	43%	48%	37%	44%	49%	44%	51%	49%	47%	43%
Difficult	12%	11%	12%	15%	12%	12%	12%	16%	9%	12%	14%	13%	11%	14%	19%	10%	9%	10%	12%	10%	14%	12%	15%
I did not apply for financial aid	18%	11%	11%	19%	22%	16%	21%	18%	17%	15%	18%	18%	16%	24%	17%	27%	26%	19%	22%	15%	15%	17%	20%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	4%	*	*	*	*	*	*	*	*	*	*
<b>Did you or your parents/guardian submit your financial aid application (FAFSA or PROFILE)?</b>																							
Yes	58%	71%	72%	57%	58%	65%	52%	59%	61%	62%	59%	58%	54%	60%	64%	46%	61%	60%	56%	76%	67%	63%	60%
No	42%	29%	28%	43%	42%	35%	48%	41%	39%	38%	41%	42%	46%	40%	36%	54%	39%	40%	44%	24%	33%	37%	40%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>If you did not submit a financial application, why not?</b>																							
I do not need financial aid to attend college	21%	17%	11%	11%	23%	18%	23%	8%	34%	23%	7%	10%	23%	9%	8%	47%	14%	27%	25%	*	11%	21%	14%
My parents were not willing to submit private financial information	7%	7%	11%	7%	5%	7%	6%	9%	5%	7%	8%	9%	8%	8%	6%	*	7%	*	6%	*	9%	4%	9%
My family did not think we would qualify or were eligible for financial aid	22%	37%	19%	20%	22%	26%	20%	20%	30%	25%	17%	19%	22%	12%	26%	31%	17%	19%	19%	16%	25%	28%	19%
I did not know about the financial aid process	39%	36%	51%	48%	41%	42%	37%	49%	26%	41%	51%	46%	34%	55%	50%	18%	44%	44%	43%	56%	45%	41%	38%
I do not plan to go to college	11%	*	8%	15%	10%	7%	13%	14%	5%	3%	16%	16%	13%	16%	11%	*	17%	*	8%	16%	11%	6%	19%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>What is the highest level of education completed by your mother?</b>																							
Did not enter or finish high school	15%	11%	6%	31%	10%	15%	15%	48%	1%	14%	33%	30%	21%	16%	35%	*	19%	8%	5%	26%	13%	8%	17%
Graduated from high school or earned a GED	21%	17%	30%	23%	24%	22%	21%	52%	7%	21%	25%	26%	15%	35%	32%	5%	34%	35%	23%	24%	29%	18%	37%
Attended a 2-year community/junior college or vocational/technical school, but did not complete a certificate or degree	9%	6%	12%	8%	9%	9%	8%	.	4%	9%	9%	9%	7%	11%	8%	3%	9%	14%	10%	10%	10%	9%	10%
Earned an Associate's degree or certificate from a 2-year college	6%	5%	12%	5%	7%	6%	5%	.	4%	6%	5%	5%	3%	7%	6%	2%	7%	11%	8%	9%	9%	7%	6%
Attended a 4-year college or university	7%	5%	6%	4%	8%	7%	7%	.	6%	7%	4%	4%	6%	5%	3%	10%	6%	6%	9%	5%	6%	8%	3%
Earned a Bachelor's degree	23%	31%	19%	11%	26%	23%	22%	.	52%	24%	7%	8%	20%	12%	4%	49%	10%	12%	31%	8%	18%	34%	12%
Earned a Master's, Ph.D., or other advanced degree	11%	17%	6%	5%	8%	10%	11%	.	24%	11%	3%	4%	15%	4%	*	26%	5%	6%	8%	2%	5%	10%	7%
Don't know	8%	8%	9%	11%	8%	7%	10%	.	2%	7%	12%	12%	9%	11%	10%	3%	10%	9%	6%	17%	9%	6%	8%
<b>Unknown</b>	*	*	*	*	*	*	*	.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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<b>Survey Totals</b>	9,796	642	759	3,827	4,500	4,945	4,851	2,528	4,275	8,863	3,560	3,295	3,662	338	334	453	597	176	1,205	221	1,067	1,515	227
<b>What is the highest level of education completed by your father?</b>																							
Did not enter or finish high school	16%	7%	8%	33%	11%	16%	16%	52%	2%	15%	34%	31%	22%	21%	37%	*	22%	10%	6%	25%	14%	7%	16%
Graduated from high school or earned a GED	20%	16%	30%	22%	22%	20%	19%	48%	6%	20%	25%	25%	15%	34%	33%	5%	28%	36%	20%	29%	28%	16%	38%
Attended a 2-year community/junior college or vocational/technical school, but did not complete a certificate or degree	6%	5%	11%	5%	7%	6%	6%	.	2%	6%	5%	6%	4%	8%	6%	2%	7%	10%	8%	6%	9%	7%	6%
Earned an Associate's degree or certificate from a 2-year college	4%	6%	7%	4%	5%	4%	4%	.	3%	4%	3%	3%	3%	5%	4%	*	5%	9%	6%	4%	7%	5%	4%
Attended a 4-year college or university	6%	4%	6%	4%	7%	6%	6%	.	4%	6%	3%	4%	6%	4%	3%	7%	5%	7%	7%	3%	6%	6%	5%
Earned a Bachelor's degree	20%	23%	15%	10%	25%	20%	20%	.	46%	21%	6%	7%	17%	9%	4%	36%	12%	14%	32%	5%	17%	29%	11%
Earned a Master's, Ph.D., or other advanced degree	15%	31%	8%	6%	13%	14%	15%	.	34%	16%	3%	4%	17%	4%	*	44%	6%	5%	13%	4%	6%	21%	8%
Don't know	11%	8%	16%	14%	10%	10%	12%	.	2%	9%	17%	16%	11%	14%	13%	4%	14%	10%	9%	24%	14%	9%	12%
<b>Unknown</b>	*	*	*	*	*	*	*	.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>During high school, to what extent were your parents involved in the following school-related activities?</b>																							
<b>Volunteering at your school/participating in school committees</b>																							
Often	12%	8%	12%	9%	14%	12%	11%	7%	16%	12%	7%	10%	9%	13%	6%	18%	12%	18%	13%	11%	12%	15%	15%
Occasionally	22%	17%	22%	18%	24%	22%	22%	15%	27%	23%	15%	18%	19%	15%	17%	31%	26%	19%	24%	19%	22%	24%	26%
Rarely	22%	22%	22%	22%	21%	23%	23%	20%	23%	22%	22%	21%	23%	25%	22%	23%	21%	20%	21%	27%	19%	20%	19%
Never	44%	52%	44%	51%	40%	45%	44%	57%	34%	43%	55%	51%	47%	46%	55%	28%	42%	43%	42%	43%	47%	42%	41%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Working with you on homework or school projects</b>																							
Often	15%	12%	20%	13%	17%	16%	14%	13%	16%	15%	14%	15%	12%	18%	16%	13%	16%	22%	16%	19%	18%	17%	19%
Occasionally	30%	25%	31%	30%	31%	31%	30%	26%	33%	31%	28%	28%	30%	27%	37%	30%	33%	31%	30%	27%	29%	31%	27%
Rarely	29%	30%	27%	29%	28%	28%	29%	28%	31%	29%	28%	28%	30%	30%	22%	29%	27%	23%	29%	27%	28%	29%	30%
Never	25%	32%	22%	27%	23%	23%	26%	32%	20%	24%	29%	28%	26%	25%	25%	27%	23%	24%	24%	26%	24%	23%	23%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Helping you decide what classes to take</b>																							
Often	21%	19%	29%	18%	23%	24%	19%	16%	26%	22%	17%	19%	18%	25%	13%	23%	23%	25%	22%	22%	26%	26%	20%
Occasionally	30%	30%	29%	28%	31%	29%	31%	27%	32%	30%	28%	27%	30%	28%	28%	34%	29%	28%	30%	26%	28%	32%	30%
Rarely	22%	23%	19%	23%	21%	22%	23%	22%	22%	22%	22%	22%	25%	20%	26%	21%	18%	22%	22%	25%	20%	20%	22%
Never	26%	27%	23%	30%	25%	25%	27%	35%	19%	24%	33%	31%	26%	28%	33%	22%	29%	26%	27%	27%	26%	21%	27%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Attending school meetings</b>																							
Often	17%	10%	16%	13%	16%	18%	15%	11%	22%	17%	11%	13%	18%	12%	12%	26%	15%	23%	13%	14%	15%	16%	19%
Occasionally	25%	21%	25%	23%	25%	24%	26%	20%	29%	25%	21%	22%	25%	19%	20%	31%	25%	22%	24%	24%	23%	26%	26%
Rarely	24%	26%	24%	26%	24%	23%	25%	25%	23%	24%	26%	26%	23%	31%	25%	24%	25%	26%	23%	27%	24%	25%	27%
Never	34%	43%	35%	37%	34%	34%	34%	43%	25%	33%	41%	37%	32%	38%	43%	20%	35%	30%	39%	34%	38%	33%	28%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*



## Appendix C-1. Survey Responses to Questions Discussed in Chapter III with AISD

	Overall	Asian, Asian American, or Pacific Islander	Black, African or African American	Hispanic, Latino, or of Spanish Origin	White, Caucasian, or European American	Female	Male	First Generation	Either Parent has Bach	Plans on going to college	Low Income	Attends a Low Income HS	Austin	Bastrop	Del Valle	Eanes	Hays	Hutto	Leander	Manor	Pflugerville	Round Rock	San Marcos
<b>Survey Totals</b>	9,796	642	759	3,827	4,500	4,945	4,851	2,528	4,275	8,863	3,560	3,295	3,662	338	334	453	597	176	1,205	221	1,067	1,515	227
<b>Communicating with your teachers (e.g., conferences, email, phone calls)</b>																							
Often	17%	9%	23%	16%	18%	17%	18%	14%	18%	17%	16%	18%	16%	21%	11%	16%	21%	29%	17%	17%	23%	15%	23%
Occasionally	28%	21%	31%	27%	28%	26%	30%	24%	29%	28%	26%	27%	29%	24%	30%	27%	28%	27%	28%	28%	26%	28%	30%
Rarely	31%	31%	27%	30%	30%	31%	30%	29%	33%	31%	30%	29%	32%	30%	25%	35%	26%	24%	32%	30%	28%	31%	28%
Never	24%	38%	19%	27%	24%	27%	22%	32%	20%	24%	28%	26%	23%	25%	34%	21%	26%	20%	24%	25%	24%	27%	19%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Attending athletic events and competitions</b>																							
Often	34%	15%	43%	28%	40%	34%	35%	25%	42%	36%	23%	27%	29%	41%	24%	45%	32%	48%	41%	28%	36%	37%	36%
Occasionally	18%	15%	20%	18%	18%	16%	20%	17%	19%	18%	18%	17%	18%	15%	16%	21%	20%	15%	18%	17%	18%	18%	22%
Rarely	15%	20%	13%	16%	14%	14%	15%	16%	13%	14%	16%	16%	15%	16%	19%	12%	16%	14%	13%	18%	14%	14%	15%
Never	33%	50%	25%	38%	28%	35%	30%	41%	25%	31%	42%	39%	36%	28%	41%	23%	31%	23%	28%	38%	32%	31%	27%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Attending academic and/or performance events and competitions (e.g., science fair, debate, dance, theater, band, etc.)</b>																							
Often	21%	17%	25%	17%	31%	26%	16%	14%	26%	22%	13%	17%	9%	27%	20%	36%	27%	32%	28%	18%	28%	31%	28%
Occasionally	16%	20%	19%	14%	17%	15%	16%	14%	17%	16%	14%	14%	12%	14%	13%	20%	17%	19%	17%	19%	18%	20%	21%
Rarely	18%	21%	17%	18%	16%	17%	18%	18%	18%	18%	18%	19%	19%	18%	22%	15%	16%	12%	17%	22%	17%	15%	17%
Never	45%	41%	40%	50%	36%	41%	48%	53%	38%	43%	52%	49%	57%	41%	45%	30%	40%	36%	38%	41%	38%	34%	33%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Joining and participating in the PTA/PTO</b>																							
Often	7%	5%	8%	4%	7%	6%	7%	4%	9%	7%	4%	5%	6%	4%	6%	8%	8%	7%	5%	9%	7%	8%	7%
Occasionally	10%	7%	9%	8%	10%	9%	11%	6%	13%	10%	6%	7%	10%	6%	6%	13%	12%	7%	7%	9%	9%	13%	8%
Rarely	13%	12%	13%	12%	12%	12%	14%	11%	15%	13%	11%	12%	14%	12%	10%	16%	10%	10%	11%	14%	11%	13%	13%
Never	70%	76%	70%	75%	71%	72%	67%	78%	62%	69%	78%	74%	67%	78%	78%	63%	71%	76%	77%	68%	74%	66%	72%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Thinking back on your years in high school, how many hours per week did you typically spend studying?</b>																							
None	8%	4%	8%	9%	8%	4%	12%	10%	5%	7%	10%	10%	8%	11%	9%	3%	12%	13%	8%	9%	9%	4%	11%
1-5 hours	50%	32%	56%	56%	50%	48%	52%	57%	41%	49%	57%	58%	49%	56%	56%	35%	57%	52%	49%	59%	55%	44%	55%
6-10 hours	25%	29%	23%	23%	24%	27%	23%	22%	29%	26%	22%	22%	26%	22%	20%	28%	20%	26%	25%	24%	24%	26%	20%
11-15 hours	11%	17%	10%	8%	11%	13%	9%	7%	15%	11%	6%	6%	10%	7%	11%	20%	8%	5%	12%	6%	8%	14%	9%
16 or more hours	6%	18%	3%	4%	6%	8%	5%	4%	10%	7%	4%	3%	5%	4%	4%	14%	2%	5%	7%	3%	4%	11%	5%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>During your seniors year, approximately how many hours per week did you typically work for pay?</b>																							
None	46%	59%	47%	44%	42%	45%	47%	45%	48%	46%	46%	48%	50%	40%	55%	55%	44%	27%	40%	54%	43%	43%	43%
1-5 hours	11%	11%	12%	10%	12%	11%	11%	9%	12%	11%	10%	9%	9%	6%	11%	18%	11%	8%	12%	15%	11%	12%	9%
6-10 hours	10%	10%	12%	9%	11%	10%	10%	8%	11%	10%	9%	9%	9%	9%	9%	10%	9%	14%	12%	13%	11%	11%	12%
11-15 hours	10%	9%	9%	10%	13%	12%	9%	9%	11%	11%	8%	8%	8%	12%	5%	9%	12%	11%	14%	5%	10%	14%	13%
16 or more hours	21%	11%	19%	26%	23%	22%	21%	28%	17%	21%	26%	24%	21%	33%	19%	8%	24%	40%	22%	13%	25%	21%	23%
<b>Unknown</b>	*	*	*	*	*	*	*	*	*	*	*	*	3%	*	*	*	*	*	*	*	*	*	*

## Appendix C-1. Survey Responses to Questions Discussed in Chapter III with AISD

	Overall	Asian, Asian American, or Pacific Islander	Black, African or African American	Hispanic, Latino, or of Spanish Origin	White, Caucasian, or European American	Female	Male	First Generation	Either Parent has Bach	Plans on going to college	Low Income	Attends a Low Income HS	Austin	Bastrop	Del Valle	Eanes	Hays	Hutto	Leander	Manor	Pflugerville	Round Rock	San Marcos
<b>Survey Totals</b>	9,796	642	759	3,827	4,500	4,945	4,851	2,528	4,275	8,863	3,560	3,295	3,662	338	334	453	597	176	1,205	221	1,067	1,515	227
<b>Please indicate the number of years of high school in which you participated in each of these school affiliated extracurricular activities</b>																							
<b>Music (band, choir, orchestra)</b>																							
Did not participate	70%	62%	78%	74%	74%	68%	72%	76%	64%	69%	74%	72%	63%	75%	87%	65%	71%	81%	76%	77%	74%	72%	81%
1 year	8%	12%	8%	8%	6%	9%	8%	8%	8%	8%	9%	9%	11%	10%	5%	7%	7%	4%	7%	10%	8%	7%	4%
2 years	5%	5%	6%	4%	4%	6%	4%	4%	5%	5%	5%	5%	6%	6%	4%	4%	5%	3%	3%	6%	5%	4%	3%
3 years	4%	5%	3%	3%	4%	4%	3%	3%	5%	4%	3%	3%	4%	3%	*	6%	3%	3%	4%	5%	3%	4%	*
4 years	11%	16%	6%	8%	12%	12%	11%	7%	16%	12%	7%	8%	12%	7%	3%	19%	14%	9%	10%	2%	10%	13%	12%
<b>Unknown</b>	*	*	*	3%	*	*	2%	3%	*	*	2%	2%	5%	*	*	*	*	*	*	*	*	*	*
<b>Theater/Drama</b>																							
Did not participate	77%	83%	74%	80%	78%	76%	78%	80%	76%	77%	78%	76%	74%	72%	78%	84%	83%	81%	78%	72%	81%	75%	72%
1 year	12%	8%	16%	11%	13%	12%	12%	11%	12%	12%	12%	13%	11%	15%	12%	9%	10%	12%	12%	24%	11%	14%	20%
2 years	4%	3%	6%	3%	4%	4%	4%	4%	4%	4%	4%	4%	4%	6%	6%	2%	3%	6%	5%	3%	4%	4%	4%
3 years	*	*	*	*	*	2%	*	*	*	*	*	*	*	3%	2%	*	*	*	*	*	*	3%	*
4 years	3%	3%	2%	3%	3%	3%	2%	4%	3%	3%	*	2%	4%	4%	4%	3%	3%	3%	3%	*	2%	4%	3%
<b>Unknown</b>	3%	*	*	4%	*	2%	3%	3%	2%	3%	4%	4%	7%	*	*	*	*	*	*	*	*	*	*
<b>Dance</b>																							
Did not participate	77%	78%	77%	75%	81%	64%	91%	76%	79%	77%	75%	76%	72%	74%	80%	80%	83%	86%	84%	74%	82%	75%	83%
1 year	8%	10%	9%	9%	7%	13%	2%	9%	6%	8%	10%	9%	8%	12%	7%	8%	8%	6%	4%	12%	8%	9%	4%
2 years	5%	5%	6%	6%	5%	9%	*	6%	4%	5%	6%	5%	6%	7%	4%	4%	3%	6%	5%	9%	4%	6%	4%
3 years	3%	3%	3%	3%	3%	5%	*	4%	3%	3%	3%	3%	3%	3%	4%	*	3%	*	2%	3%	3%	3%	*
4 years	4%	3%	5%	4%	4%	7%	*	3%	5%	4%	3%	3%	4%	4%	4%	6%	3%	*	4%	*	*	6%	7%
<b>Unknown</b>	3%	*	*	3%	*	*	4%	3%	3%	3%	3%	3%	7%	*	*	*	*	*	*	*	*	*	*
<b>Sports (outside of PE)</b>																							
Did not participate	43%	53%	34%	45%	44%	50%	36%	45%	41%	42%	46%	44%	42%	43%	52%	37%	47%	35%	44%	45%	41%	46%	42%
1 year	11%	13%	10%	12%	10%	10%	11%	13%	9%	10%	13%	13%	11%	13%	14%	10%	12%	10%	9%	13%	11%	10%	8%
2 years	12%	12%	10%	12%	12%	11%	12%	12%	11%	12%	13%	12%	11%	12%	9%	10%	11%	17%	11%	11%	13%	12%	15%
3 years	9%	7%	10%	8%	9%	8%	9%	9%	9%	9%	9%	8%	8%	9%	6%	9%	9%	9%	9%	10%	11%	9%	6%
4 years	24%	14%	36%	19%	25%	19%	29%	19%	29%	25%	18%	21%	22%	23%	18%	34%	21%	30%	27%	22%	23%	24%	29%
<b>Unknown</b>	*	*	*	2%	*	2%	*	2%	*	*	3%	3%	5%	*	*	*	*	*	*	*	*	*	*
<b>Academic clubs/UII Academic Competitions</b>																							
Did not participate	73%	56%	77%	78%	73%	71%	76%	78%	68%	72%	78%	76%	76%	81%	79%	62%	76%	65%	73%	77%	75%	68%	73%
1 year	8%	10%	9%	7%	8%	8%	7%	7%	8%	8%	8%	9%	6%	8%	11%	8%	10%	15%	7%	13%	9%	7%	8%
2 years	6%	9%	8%	4%	7%	7%	5%	4%	8%	6%	4%	5%	3%	4%	4%	9%	6%	10%	8%	5%	8%	9%	7%
3 years	4%	7%	2%	3%	4%	5%	3%	3%	5%	4%	3%	2%	3%	2%	2%	7%	3%	5%	5%	3%	3%	5%	3%
4 years	6%	17%	4%	5%	7%	7%	6%	4%	9%	7%	4%	5%	5%	4%	4%	14%	5%	6%	7%	*	5%	11%	9%
<b>Unknown</b>	3%	*	*	3%	*	*	3%	3%	2%	3%	3%	3%	7%	*	*	*	*	*	*	*	*	*	*
<b>Journalism (newspaper, yearbook)</b>																							
Did not participate	82%	85%	86%	81%	87%	80%	84%	82%	83%	82%	79%	78%	74%	85%	89%	84%	88%	90%	89%	81%	84%	89%	83%
1 year	10%	7%	9%	12%	8%	12%	8%	12%	8%	10%	14%	15%	15%	11%	7%	8%	8%	9%	6%	15%	7%	7%	14%
2 years	2%	3%	3%	2%	3%	3%	*	*	3%	3%	2%	2%	*	4%	2%	3%	3%	*	2%	3%	6%	*	2%
3 years	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4 years	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	4%	*	*	*	*	*	*	*

## Appendix C-1. Survey Responses to Questions Discussed in Chapter III with AISD

	Overall	Asian, Asian American, or Pacific Islander	Black, African or African American	Hispanic, Latino, or of Spanish Origin	White, Caucasian, or European American	Female	Male	First Generation	Either Parent has Bach	Plans on going to college	Low Income	Attends a Low Income HS	Austin	Bastrop	Del Valle	Eanes	Hays	Hutto	Leander	Manor	Pflugerville	Round Rock	San Marcos
<b>Survey Totals</b>	9,796	642	759	3,827	4,500	4,945	4,851	2,528	4,275	8,863	3,560	3,295	3,662	338	334	453	597	176	1,205	221	1,067	1,515	227
<b>Unknown</b>	3%	*	*	4%	*	2%	4%	4%	3%	3%	4%	4%	8%	*	*	*	*	*	*	*	*	*	*
<b>Speech/Debate</b>																							
Did not participate	77%	75%	69%	76%	78%	77%	78%	75%	79%	77%	74%	76%	79%	80%	75%	81%	71%	72%	80%	59%	77%	74%	77%
1 year	17%	19%	26%	18%	19%	18%	15%	19%	13%	16%	19%	18%	9%	19%	21%	15%	25%	27%	18%	35%	18%	23%	20%
2 years	*	2%	3%	*	*	*	*	*	2%	*	*	*	*	*	3%	*	2%	*	*	2%	3%	*	2%
3 years	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4 years	*	2%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Unknown</b>	3%	*	*	4%	*	2%	3%	3%	2%	3%	4%	4%	8%	*	*	*	*	*	*	*	*	*	*
<b>Student Government</b>																							
Did not participate	81%	79%	81%	79%	84%	80%	83%	79%	83%	81%	78%	76%	79%	81%	78%	80%	83%	75%	86%	70%	85%	84%	76%
1 year	9%	10%	14%	11%	11%	10%	8%	11%	7%	9%	12%	12%	5%	14%	19%	10%	13%	21%	8%	20%	10%	11%	21%
2 years	3%	4%	3%	3%	2%	3%	3%	3%	3%	3%	3%	3%	4%	3%	2%	4%	*	3%	*	5%	3%	3%	2%
3 years	*	3%	*	*	*	2%	*	*	2%	*	*	2%	2%	*	*	4%	*	*	3%	*	*	*	*
4 years	*	3%	*	*	*	*	*	*	*	*	*	*	*	*	*	3%	2%	*	2%	3%	*	*	*
<b>Unknown</b>	3%	*	*	4%	*	3%	4%	4%	3%	3%	5%	5%	9%	*	*	*	*	*	*	*	*	*	*
<b>Please indicate the average number of hours per week during your senior year that you participated in the following activities outside of school (including practices, rehearsals, and competitions).</b>																							
<b>Arts/Music activities</b>																							
Did not participate	62%	53%	68%	66%	64%	60%	65%	69%	57%	61%	66%	66%	59%	66%	66%	57%	65%	63%	66%	74%	65%	62%	65%
1-5 hours per week	18%	25%	19%	16%	17%	21%	16%	16%	20%	19%	18%	17%	19%	18%	19%	21%	16%	21%	15%	14%	19%	20%	19%
6-10 hours per week	8%	9%	5%	7%	8%	9%	7%	6%	9%	8%	7%	7%	8%	6%	7%	9%	9%	7%	7%	7%	6%	9%	6%
11-15 hours per week	4%	5%	4%	3%	4%	4%	4%	3%	5%	4%	2%	3%	3%	2%	2%	6%	5%	5%	4%	3%	4%	5%	5%
16 or more hours per week	6%	7%	5%	5%	6%	6%	6%	5%	7%	6%	5%	5%	6%	8%	7%	6%	6%	5%	8%	*	6%	5%	6%
<b>Unknown</b>	*	*	*	2%	*	2%	2%	*	*	*	2%	2%	5%	*	*	*	*	*	*	*	*	*	*
<b>Organized sports</b>																							
Did not participate	53%	63%	45%	54%	54%	59%	46%	55%	50%	52%	55%	55%	50%	57%	61%	46%	55%	46%	55%	57%	53%	55%	56%
1-5 hours per week	14%	15%	14%	14%	12%	13%	14%	15%	13%	14%	15%	14%	15%	13%	13%	13%	14%	10%	11%	15%	14%	13%	11%
6-10 hours per week	12%	9%	14%	12%	10%	14%	11%	11%	13%	12%	11%	11%	12%	11%	13%	14%	10%	17%	10%	12%	14%	11%	12%
11-15 hours per week	8%	5%	10%	7%	9%	6%	9%	6%	9%	8%	6%	6%	6%	7%	6%	10%	9%	9%	8%	7%	8%	9%	8%
16 or more hours per week	12%	7%	17%	11%	13%	8%	16%	11%	13%	12%	10%	11%	11%	12%	8%	16%	12%	18%	15%	9%	11%	11%	14%
<b>Unknown</b>	2%	*	*	3%	*	2%	*	2%	*	2%	3%	3%	6%	*	*	*	*	*	*	*	*	*	*
<b>Community service/volunteering</b>																							
Did not participate	46%	32%	47%	51%	47%	38%	54%	52%	37%	44%	52%	52%	46%	53%	56%	33%	48%	51%	47%	47%	49%	42%	41%
1-5 hours per week	38%	49%	36%	33%	40%	44%	31%	31%	45%	39%	31%	31%	34%	33%	29%	51%	37%	36%	40%	35%	37%	44%	40%
6-10 hours per week	9%	12%	11%	9%	9%	11%	8%	8%	11%	10%	9%	9%	9%	8%	9%	11%	7%	7%	8%	10%	10%	10%	15%
11-15 hours per week	3%	3%	4%	2%	3%	3%	2%	3%	2%	3%	2%	3%	2%	2%	3%	3%	4%	3%	2%	5%	2%	2%	3%
16 or more hours per week	3%	3%	3%	3%	2%	3%	3%	3%	2%	3%	4%	3%	3%	4%	3%	2%	4%	*	2%	4%	2%	2%	2%
<b>Unknown</b>	*	*	*	2%	*	*	2%	*	*	*	2%	3%	5%	*	*	*	*	*	*	*	*	*	*

## Appendix C-1. Survey Responses to Questions Discussed in Chapter III with AISD

	Overall	Asian, Asian American, or Pacific Islander	Black, African or African American	Hispanic, Latino, or of Spanish Origin	White, Caucasian, or European American	Female	Male	First Generation	Either Parent has Bach	Plans on going to college	Low Income	Attends a Low Income HS	Austin	Bastrop	Del Valle	Eanes	Hays	Hutto	Leander	Manor	Pflugerville	Round Rock	San Marcos	
<b>Survey Totals</b>	9,796	642	759	3,827	4,500	4,945	4,851	2,528	4,275	8,863	3,560	3,295	3,662	338	334	453	597	176	1,205	221	1,067	1,515	227	
<b>Environmental projects/activities</b>																								
Did not participate	78%	74%	79%	79%	83%	76%	80%	80%	76%	78%	79%	77%	72%	82%	83%	82%	80%	84%	86%	81%	81%	82%	76%	
1-5 hours per week	14%	21%	16%	13%	13%	17%	12%	12%	17%	15%	12%	14%	15%	14%	14%	16%	15%	12%	11%	13%	15%	15%	17%	
6-10 hours per week	3%	3%	3%	3%	2%	3%	3%	2%	3%	3%	3%	3%	3%	3%	2%	*	3%	3%	2%	3%	3%	*	3%	
11-15 hours per week	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
16 or more hours per week	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	3%	
<b>Unknown</b>	3%	*	*	4%	*	3%	4%	4%	3%	3%	4%	4%	9%	*	*	*	*	*	*	*	*	*	*	
<b>Boy Scouts/Girl Scouts</b>																								
Did not participate	91%	94%	95%	92%	93%	92%	89%	94%	89%	91%	91%	92%	86%	95%	97%	89%	93%	93%	95%	97%	93%	93%	96%	
1-5 hours per week	4%	3%	3%	2%	4%	4%	4%	*	6%	4%	3%	3%	5%	3%	3%	9%	4%	3%	3%	*	4%	4%	*	
6-10 hours per week	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	2%	2%	*	*	2%	*	*	
11-15 hours per week	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
16 or more hours per week	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
<b>Unknown</b>	3%	*	*	3%	*	2%	3%	3%	3%	3%	4%	4%	8%	*	*	*	*	*	*	*	*	*	*	
<b>Providing routine care to another family member</b>																								
Did not participate	78%	81%	76%	75%	82%	76%	80%	74%	82%	78%	72%	74%	73%	76%	76%	90%	78%	81%	83%	74%	81%	83%	74%	
1-5 hours per week	10%	11%	14%	10%	10%	11%	9%	11%	8%	10%	11%	10%	8%	15%	14%	8%	12%	14%	10%	11%	11%	11%	14%	
6-10 hours per week	4%	3%	5%	5%	4%	4%	4%	5%	3%	4%	5%	4%	4%	3%	4%	*	5%	3%	3%	9%	4%	3%	5%	
11-15 hours per week	*	*	*	*	*	*	*	2%	*	*	2%	*	2%	*	*	*	*	*	*	*	*	*	*	
16 or more hours per week	3%	2%	3%	4%	2%	4%	3%	5%	2%	3%	5%	5%	5%	4%	4%	*	3%	*	*	5%	2%	*	6%	
<b>Unknown</b>	3%	*	*	4%	*	3%	3%	3%	3%	3%	4%	4%	8%	*	*	*	*	*	*	*	*	*	*	

## Appendix C-2. Survey Responses to Questions Discussed in Chapter IV without AISD

	Overall	Asian, Asian American, or Pacific Islander	Black, African or African American	White, Caucasian, or European American	Hispanic, Latino, or of Spanish Origin	Female	Male	First Generation	Either Parent has Bach	Plans on going to college	Low Income	Attends a Low Income HS	Bastrop	Del Valle	Eanes	Hays	Hutto	Leander	Manor	Pflugerville	Round Rock	San Marcos
<b>Survey Totals</b>	<b>6134</b>	<b>513</b>	<b>759</b>	<b>4500</b>	<b>2079</b>	<b>3093</b>	<b>3041</b>	<b>1538</b>	<b>2685</b>	<b>5542</b>	<b>1887</b>	<b>1730</b>	<b>338</b>	<b>334</b>	<b>453</b>	<b>597</b>	<b>176</b>	<b>1205</b>	<b>221</b>	<b>1067</b>	<b>1515</b>	<b>227</b>
<b>Select the one area that best fits what you plan to study in your further education.</b>																						
Agricultural sciences and technologies	*	*	*	2%	*	2%	*	*	2%	2%	*	*	4%	*	*	*	4%	2%	2%	2%	*	3%
Business	14%	14%	18%	14%	13%	11%	17%	13%	16%	15%	11%	12%	12%	11%	22%	11%	13%	14%	12%	15%	15%	11%
Communication	3%	2%	3%	3%	3%	4%	2%	2%	3%	3%	2%	3%	3%	*	5%	4%	*	3%	*	3%	3%	3%
Community services	4%	*	5%	4%	6%	4%	4%	6%	3%	4%	6%	5%	6%	6%	*	5%	5%	4%	6%	4%	3%	6%
Computer and information sciences	4%	4%	4%	4%	3%	*	7%	4%	4%	4%	4%	4%	4%	2%	*	2%	2%	5%	4%	4%	4%	4%
Education	5%	2%	4%	6%	6%	8%	3%	5%	6%	6%	6%	6%	7%	9%	4%	6%	6%	7%	4%	5%	4%	5%
Engineering	11%	18%	11%	11%	10%	4%	19%	10%	14%	11%	9%	11%	9%	11%	18%	11%	11%	9%	9%	10%	13%	11%
Health sciences	21%	23%	23%	19%	24%	30%	12%	26%	17%	22%	25%	22%	21%	24%	10%	26%	22%	20%	21%	23%	20%	22%
Humanities	*	*	*	*	*	*	*	*	2%	*	*	*	*	*	3%	*	*	*	*	*	*	*
Natural sciences and mathematics	6%	15%	4%	5%	4%	7%	5%	4%	9%	6%	4%	5%	4%	2%	10%	3%	6%	6%	6%	6%	8%	5%
Office skills	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Social sciences	5%	4%	4%	5%	4%	5%	4%	3%	6%	5%	3%	4%	4%	3%	7%	5%	4%	5%	3%	3%	5%	3%
Trade and industrial	*	*	*	*	2%	*	3%	3%	*	*	3%	3%	4%	4%	*	2%	2%	*	4%	*	*	4%
Visual and performing arts	6%	5%	6%	7%	6%	7%	5%	5%	7%	6%	6%	7%	6%	9%	6%	5%	5%	7%	2%	6%	6%	8%
Hospitality and tourism	*	*	2%	*	*	2%	*	2%	*	*	2%	2%	2%	3%	*	2%	*	*	*	*	*	*
Undecided/Other	13%	7%	13%	14%	14%	13%	14%	14%	10%	12%	16%	14%	12%	12%	9%	17%	14%	13%	23%	12%	13%	11%
<b>How did you prepare for continuing your education after high school? Select all that apply.</b>																						
Participated in a leadership course/experience at a college	16%	19%	15%	16%	13%	17%	14%	12%	20%	16%	12%	13%	10%	16%	25%	12%	10%	19%	10%	13%	15%	19%
Took the PSAT examination	67%	78%	64%	58%	67%	70%	63%	57%	79%	70%	55%	59%	62%	63%	81%	60%	48%	69%	60%	67%	72%	41%
<b>Will you be the first of your siblings (brothers or sisters) to attend college?</b>																						
Yes	33%	41%	52%	33%	52%	33%	33%	40%	27%	33%	34%	31%	54%	66%	36%	59%	55%	52%	65%	52%	51%	53%
No	27%	33%	43%	19%	43%	26%	27%	19%	32%	26%	18%	19%	40%	33%	57%	38%	44%	43%	34%	42%	43%	39%
I do not have any siblings	3%	6%	4%	*	5%	4%	3%	*	4%	3%	*	2%	6%	*	7%	3%	*	6%	*	5%	6%	7%
<b>Unknown</b>	<b>37%</b>	<b>20%</b>	<b>*</b>	<b>46%</b>	<b>*</b>	<b>37%</b>	<b>37%</b>	<b>39%</b>	<b>37%</b>	<b>37%</b>	<b>47%</b>	<b>47%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
<b>What activities have you completed to enroll in college after high school graduation? Select all that apply.</b>																						
Wrote a college application/essay in my junior and/or senior English class	61%	76%	57%	62%	54%	67%	55%	52%	73%	65%	50%	51%	56%	35%	87%	59%	35%	63%	59%	61%	64%	59%
Completed an application to a college, university, or technical school, or completed the Texas Common Application	75%	88%	77%	75%	68%	81%	70%	68%	86%	80%	67%	70%	63%	73%	90%	64%	70%	76%	76%	74%	80%	69%
None of the above	17%	6%	14%	17%	22%	12%	21%	22%	8%	12%	23%	22%	27%	22%	6%	24%	22%	17%	18%	17%	12%	22%

## Appendix C-2. Survey Responses to Questions Discussed in Chapter IV without AISD

	Overall	Asian, Asian American, or Pacific Islander	Black, African or African American	White, Caucasian, or European American	Hispanic, Latino, or of Spanish Origin	Female	Male	First Generation	Either Parent has Bach	Plans on going to college	Low Income	Attends a Low Income HS	Bastrop	Del Valle	Eanes	Hays	Hutto	Leander	Manor	Pflugerville	Round Rock	San Marcos	
<b>Survey Totals</b>	<b>6134</b>	<b>513</b>	<b>759</b>	<b>4500</b>	<b>2079</b>	<b>3093</b>	<b>3041</b>	<b>1538</b>	<b>2685</b>	<b>5542</b>	<b>1887</b>	<b>1730</b>	<b>338</b>	<b>334</b>	<b>453</b>	<b>597</b>	<b>176</b>	<b>1205</b>	<b>221</b>	<b>1067</b>	<b>1515</b>	<b>227</b>	
<b>In which of the following college preparation programs did you participate while in high school?</b>																							
I did not participate in any program like this.	62%	65%	54%	64%	53%	59%	65%	52%	71%	61%	51%	48%	47%	49%	90%	46%	81%	67%	39%	60%	69%	41%	
<b>If you participated in one or more college preparation program, what did you get out of it?</b>																							
I did not participate in any program like this.	63%	66%	52%	65%	54%	60%	66%	53%	72%	62%	52%	48%	51%	49%	89%	47%	79%	67%	38%	60%	71%	43%	
<b>When did you first take a college entrance test (ACT, SAT, THEA, Compass, Asset)?</b>																							
Fall of junior year	21%	29%	17%	21%	19%	23%	19%	17%	26%	22%	17%	18%	15%	19%	35%	18%	11%	18%	21%	16%	26%	24%	
Spring of junior year	30%	35%	28%	31%	27%	32%	28%	25%	36%	31%	24%	27%	20%	23%	38%	26%	22%	31%	24%	31%	31%	43%	
Summer after junior year	11%	10%	13%	10%	9%	11%	10%	9%	11%	11%	10%	11%	9%	17%	11%	7%	9%	10%	19%	11%	11%	4%	
Fall of senior year	14%	10%	18%	14%	16%	14%	15%	18%	11%	15%	17%	15%	19%	13%	8%	16%	19%	15%	12%	16%	14%	11%	
Spring of senior year	6%	*	8%	6%	9%	6%	7%	9%	3%	6%	10%	7%	11%	4%	2%	9%	10%	6%	5%	7%	5%	5%	
Other	6%	10%	6%	5%	5%	5%	6%	4%	7%	6%	5%	6%	7%	6%	4%	5%	4%	7%	6%	7%	6%	4%	
I did not take college entrance tests	12%	*	11%	12%	16%	9%	15%	17%	5%	9%	18%	16%	19%	18%	3%	18%	26%	12%	14%	12%	8%	10%	
<b>Did you ever meet with your school/college counselor for the following issue?</b>																							
Personal/family issues	15%	12%	17%	16%	15%	18%	12%	18%	12%	15%	19%	17%	16%	16%	13%	18%	19%	14%	13%	18%	13%	16%	
Grades/test scores/academic performance	47%	46%	59%	45%	51%	49%	45%	52%	42%	48%	55%	53%	53%	53%	45%	56%	53%	44%	48%	44%	45%	55%	
Writing resumes/job applications	8%	12%	12%	7%	8%	9%	8%	9%	8%	9%	9%	10%	11%	6%	11%	10%	9%	5%	14%	12%	6%	9%	
Graduation plans	43%	44%	52%	41%	46%	45%	41%	46%	40%	44%	47%	45%	53%	43%	26%	45%	45%	34%	43%	40%	56%	37%	
I did not meet with my school counselor	12%	9%	11%	13%	13%	9%	16%	13%	10%	11%	13%	14%	10%	13%	7%	11%	18%	13%	19%	15%	10%	19%	
<b>Who helped you the most in preparing for your further education and training?</b>																							
School/college counselors	20%	23%	25%	19%	25%	23%	18%	28%	15%	21%	26%	27%	22%	32%	17%	29%	23%	13%	30%	27%	15%	18%	
Teachers	21%	24%	16%	21%	20%	20%	21%	22%	20%	21%	21%	21%	15%	16%	26%	21%	13%	24%	24%	19%	20%	22%	
Other school personnel	4%	3%	6%	3%	5%	4%	3%	6%	*	4%	6%	7%	10%	7%	*	5%	*	*	8%	3%	*	6%	
Parents/gaurdian	41%	39%	39%	42%	34%	41%	42%	25%	53%	42%	28%	30%	34%	26%	45%	31%	45%	47%	26%	38%	49%	39%	
Others	13%	11%	13%	12%	14%	12%	14%	16%	9%	12%	16%	14%	15%	17%	11%	12%	17%	11%	12%	12%	13%	12%	

## Appendix C-2. Survey Responses to Questions Discussed in Chapter IV without AISD

	Overall	Asian, Asian American, or Pacific Islander	Black, African or African American	White, Caucasian, or European American	Hispanic, Latino, or of Spanish Origin	Female	Male	First Generation	Either Parent has Bach	Plans on going to college	Low Income	Attends a Low Income HS	Bastrop	Del Valle	Eanes	Hays	Hutto	Leander	Manor	Pflugerville	Round Rock	San Marcos
<b>Survey Totals</b>	<b>6134</b>	<b>513</b>	<b>759</b>	<b>4500</b>	<b>2079</b>	<b>3093</b>	<b>3041</b>	<b>1538</b>	<b>2685</b>	<b>5542</b>	<b>1887</b>	<b>1730</b>	<b>338</b>	<b>334</b>	<b>453</b>	<b>597</b>	<b>176</b>	<b>1205</b>	<b>221</b>	<b>1067</b>	<b>1515</b>	<b>227</b>
<b>What activity at your school helped you the most to prepare for further education or training?</b>																						
Taking the PSAT	10%	7%	13%	10%	9%	8%	11%	9%	9%	10%	10%	9%	13%	7%	5%	10%	7%	12%	7%	13%	10%	3%
Completing an application to a college, university, or technical school, or completing the Texas Common Application	16%	21%	19%	16%	16%	17%	15%	15%	18%	17%	15%	17%	13%	19%	19%	15%	16%	15%	18%	16%	17%	17%
Meeting with a transition coordinator/college counselor or other school staff member to discuss college plans and processes	14%	14%	14%	13%	14%	16%	11%	14%	13%	14%	14%	13%	12%	14%	12%	10%	10%	18%	12%	16%	12%	12%
Writing college applications/essays in my junior and/or senior English class	10%	11%	7%	10%	8%	11%	9%	8%	12%	10%	8%	8%	9%	4%	15%	10%	3%	11%	9%	7%	12%	10%
Taking an SAT/ACT preparation course	9%	8%	12%	8%	10%	9%	9%	10%	9%	9%	10%	10%	9%	12%	11%	8%	6%	6%	10%	10%	9%	17%
Participating in a college fair/college night	7%	5%	8%	8%	8%	9%	6%	8%	7%	8%	8%	8%	12%	8%	8%	9%	15%	7%	9%	6%	5%	7%
Meeting with a college representative at my high school	10%	11%	10%	10%	11%	11%	9%	12%	9%	10%	11%	11%	10%	13%	10%	12%	11%	8%	10%	11%	10%	11%
Other	21%	22%	16%	22%	20%	17%	25%	19%	22%	20%	20%	19%	17%	19%	20%	21%	29%	21%	22%	18%	25%	18%
<b>How do you plan to pay for your education after high school? Select all that apply.</b>																						
I do not plan to attend college	*	*	2%	2%	3%	*	3%	3%	*	*	3%	3%	3%	3%	*	4%	*	*	*	3%	*	6%
<b>Who in your family attended a college or financial aid event? Select all that apply.</b>																						
Me	32%	40%	32%	32%	30%	36%	29%	31%	36%	35%	31%	32%	30%	32%	36%	30%	35%	29%	39%	35%	33%	27%
My parents/guardian	46%	52%	52%	47%	38%	48%	45%	24%	63%	49%	33%	36%	39%	30%	54%	36%	44%	50%	39%	45%	56%	34%
Other family members	19%	21%	28%	17%	21%	19%	19%	23%	17%	19%	22%	23%	22%	25%	13%	18%	22%	16%	19%	25%	17%	26%
No one	28%	22%	20%	29%	33%	28%	28%	38%	22%	27%	33%	30%	27%	35%	26%	34%	26%	30%	32%	24%	25%	33%
Don't know	10%	9%	7%	11%	8%	7%	12%	7%	9%	9%	9%	9%	11%	6%	13%	11%	7%	10%	9%	8%	10%	10%
<b>Who helped you the most in obtaining financial aid information?</b>																						
School personnel (counselors, transition coordinators, teachers, etc.)	33%	33%	39%	31%	40%	34%	31%	43%	24%	33%	44%	47%	46%	53%	14%	36%	34%	26%	55%	42%	23%	43%
Parents/family/guardian	31%	33%	35%	31%	25%	32%	31%	19%	41%	33%	22%	22%	22%	17%	40%	24%	37%	35%	19%	28%	38%	25%
My own independent research	14%	21%	10%	13%	13%	16%	12%	14%	15%	14%	12%	10%	9%	9%	18%	12%	13%	15%	10%	12%	17%	11%
Other	6%	4%	5%	6%	7%	6%	6%	8%	5%	6%	8%	7%	4%	9%	5%	9%	3%	6%	6%	6%	6%	7%
I did not get financial aid information.	16%	9%	10%	18%	16%	13%	20%	15%	16%	13%	14%	14%	19%	11%	24%	20%	13%	19%	10%	13%	15%	15%

## Appendix C-2. Survey Responses to Questions Discussed in Chapter IV without AISD

	Overall	Asian, Asian American, or Pacific Islander	Black, African or African American	White, Caucasian, or European American	Hispanic, Latino, or of Spanish Origin	Female	Male	First Generation	Either Parent has Bach	Plans on going to college	Low Income	Attends a Low Income HS	Bastrop	Del Valle	Eanes	Hays	Hutto	Leander	Manor	Pflugerville	Round Rock	San Marcos
<b>Survey Totals</b>	<b>6134</b>	<b>513</b>	<b>759</b>	<b>4500</b>	<b>2079</b>	<b>3093</b>	<b>3041</b>	<b>1538</b>	<b>2685</b>	<b>5542</b>	<b>1887</b>	<b>1730</b>	<b>338</b>	<b>334</b>	<b>453</b>	<b>597</b>	<b>176</b>	<b>1205</b>	<b>221</b>	<b>1067</b>	<b>1515</b>	<b>227</b>
<b>When did you or your parents/guardian submit your financial aid application (FAFSA or PROFILE)?</b>																						
January	13%	15%	13%	13%	10%	14%	11%	10%	15%	14%	11%	11%	13%	10%	13%	7%	14%	15%	12%	12%	13%	11%
February	18%	22%	23%	17%	19%	20%	16%	20%	19%	20%	20%	19%	16%	22%	14%	20%	15%	15%	23%	19%	21%	15%
March	15%	20%	18%	15%	16%	18%	13%	16%	15%	17%	17%	18%	15%	17%	9%	21%	11%	13%	23%	18%	15%	10%
April	6%	7%	8%	6%	6%	6%	6%	6%	6%	6%	6%	7%	7%	6%	4%	5%	8%	4%	9%	8%	5%	8%
May	2%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	5%	*	3%	*	*	4%
June	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
I will submit an application later this year.	7%	5%	6%	7%	8%	8%	6%	9%	5%	7%	9%	8%	9%	8%	3%	7%	5%	7%	7%	7%	7%	11%
I did not submit an application.	25%	19%	15%	27%	26%	22%	28%	25%	24%	22%	22%	24%	28%	26%	36%	27%	19%	27%	14%	21%	24%	27%
Don't know	14%	10%	12%	15%	13%	10%	18%	11%	14%	13%	13%	11%	12%	10%	19%	12%	21%	17%	10%	13%	14%	13%
<b>Were you born in the U.S.?</b>																						
Yes	89%	66%	93%	93%	82%	89%	89%	83%	91%	89%	81%	84%	94%	78%	93%	90%	92%	94%	79%	86%	88%	86%
No	11%	34%	7%	7%	18%	11%	11%	17%	9%	11%	19%	16%	6%	22%	7%	10%	8%	6%	21%	14%	12%	14%
<b>Which of your parents were born in the U.S.?</b>																						
Mother	5%	3%	4%	5%	8%	5%	5%	5%	4%	5%	6%	6%	4%	7%	3%	7%	6%	4%	4%	5%	4%	7%
Father	5%	10%	3%	5%	7%	5%	4%	4%	5%	5%	4%	5%	4%	7%	6%	6%	3%	4%	5%	5%	5%	5%
Both	68%	10%	84%	76%	48%	67%	69%	54%	75%	69%	51%	58%	74%	43%	74%	67%	81%	80%	53%	63%	67%	69%
Neither	22%	77%	9%	14%	38%	23%	21%	36%	16%	22%	38%	31%	18%	43%	17%	21%	11%	12%	38%	27%	23%	19%
<b>Which of your parents worked in paid employment for most of the time you were in high school?</b>																						
Mother	15%	10%	27%	13%	17%	16%	13%	19%	9%	15%	24%	20%	20%	19%	6%	17%	14%	11%	18%	20%	12%	18%
Father	26%	36%	13%	27%	25%	26%	26%	25%	29%	26%	26%	22%	23%	28%	44%	20%	20%	26%	22%	20%	30%	21%
Both	51%	46%	48%	53%	47%	49%	52%	45%	56%	51%	36%	46%	48%	41%	45%	51%	57%	57%	42%	52%	51%	49%
Neither	3%	4%	4%	3%	3%	3%	3%	5%	2%	3%	5%	4%	3%	4%	2%	5%	3%	2%	4%	3%	3%	4%
Don't know	6%	4%	8%	5%	8%	5%	7%	7%	3%	5%	9%	8%	7%	8%	2%	8%	6%	5%	14%	6%	5%	8%
<b>Who lives in your current household? Select all that apply.</b>																						
Mother/step-mother	90%	95%	85%	91%	89%	91%	89%	87%	94%	91%	86%	88%	86%	92%	94%	86%	88%	92%	89%	88%	92%	88%
Father/step-father	75%	83%	54%	77%	72%	74%	76%	67%	83%	76%	61%	68%	71%	77%	85%	69%	73%	80%	63%	68%	78%	69%
Grandparent(s)	5%	8%	6%	4%	7%	5%	5%	7%	3%	5%	8%	7%	7%	7%	*	5%	5%	4%	6%	6%	5%	7%
Other adult(s)	13%	13%	16%	12%	17%	14%	12%	19%	8%	12%	18%	19%	15%	19%	4%	18%	16%	10%	17%	16%	10%	17%
I live on my own	2%	0%	3%	2%	3%	2%	2%	4%	1%	2%	4%	3%	%	*	*	5%	*	*	4%	3%	*	4%



## Appendix C-2. Survey Responses to Questions Discussed in Chapter IV without AISD

	Overall	Asian, Asian American, or Pacific Islander	Black, African or African American	White, Caucasian, or European American	Hispanic, Latino, or of Spanish Origin	Female	Male	First Generation	Either Parent has Bach	Plans on going to college	Low Income	Attends a Low Income HS	Bastrop	Del Valle	Eanes	Hays	Hutto	Leander	Manor	Pflugerville	Round Rock	San Marcos
<b>Survey Totals</b>	<b>6134</b>	<b>513</b>	<b>759</b>	<b>4500</b>	<b>2079</b>	<b>3093</b>	<b>3041</b>	<b>1538</b>	<b>2685</b>	<b>5542</b>	<b>1887</b>	<b>1730</b>	<b>338</b>	<b>334</b>	<b>453</b>	<b>597</b>	<b>176</b>	<b>1205</b>	<b>221</b>	<b>1067</b>	<b>1515</b>	<b>227</b>
<b>What is the primary reason you work? N=3692</b>																						
I did not work	40%	55%	43%	38%	39%	40%	40%	38%	42%	40%	40%	43%	36%	52%	49%	40%	26%	37%	48%	39%	39%	37%
To save money for college	16%	15%	15%	16%	13%	18%	14%	14%	18%	17%	12%	12%	14%	9%	13%	14%	15%	19%	8%	17%	17%	12%
To help my family with bills/expenses	11%	6%	10%	11%	17%	12%	10%	20%	4%	11%	20%	15%	16%	14%	2%	13%	18%	9%	12%	16%	8%	18%
I like the freedom of having my own money	29%	20%	28%	31%	27%	27%	31%	24%	33%	29%	23%	25%	28%	22%	33%	28%	33%	31%	27%	25%	32%	28%
Other	4%	4%	4%	4%	4%	4%	5%	5%	3%	4%	5%	4%	7%	3%	3%	4%	9%	4%	5%	3%	4%	4%
<b>Please indicate the number of years of high school in which you participated in each of these school affiliated extracurricular activities</b>																						
Career and technical student organizations (BPA, HOSA, FFA, FCCLA, VICA)																						
Did not participate	78%	68%	78%	79%	79%	75%	81%	78%	77%	77%	78%	78%	73%	82%	88%	80%	58%	78%	73%	77%	78%	78%
1 year	9%	11%	9%	8%	9%	10%	7%	9%	8%	9%	10%	10%	9%	7%	5%	8%	23%	7%	15%	10%	7%	10%
2 years	7%	8%	8%	6%	7%	7%	6%	7%	7%	7%	7%	7%	9%	5%	4%	8%	9%	8%	7%	8%	5%	4%
3 years	3%	5%	3%	3%	3%	4%	2%	3%	4%	3%	3%	3%	5%	2%	*	2%	5%	3%	3%	2%	4%	4%
4 years	4%	8%	2%	4%	3%	4%	3%	3%	4%	4%	3%	3%	4%	3%	*	3%	6%	4%	2%	3%	6%	4%
<b>Service clubs</b>																						
Did not participate	67%	44%	71%	69%	71%	60%	75%	74%	60%	66%	73%	71%	74%	76%	61%	74%	81%	67%	69%	68%	63%	59%
1 year	9%	10%	10%	9%	9%	10%	8%	9%	9%	9%	10%	9%	8%	7%	10%	8%	7%	8%	13%	10%	9%	11%
2 years	11%	17%	10%	10%	9%	13%	8%	9%	14%	11%	8%	10%	8%	9%	13%	8%	7%	10%	7%	12%	12%	16%
3 years	5%	9%	5%	5%	4%	7%	3%	4%	7%	5%	4%	5%	6%	4%	4%	5%	2%	7%	5%	4%	6%	4%
4 years	8%	19%	4%	7%	7%	10%	6%	5%	11%	8%	5%	6%	4%	5%	11%	6%	3%	8%	6%	6%	10%	9%
<b>Please indicate the average number of hours per week during yours senior year that you participated in the following activities outside of school (including practices, rehearsals, and competitions).</b>																						
Faith-based organizations/activities																						
Did not participate	69%	71%	70%	68%	74%	65%	72%	76%	61%	67%	75%	77%	74%	81%	67%	72%	72%	64%	74%	74%	62%	73%
1-5 hours per week	21%	20%	19%	22%	16%	24%	18%	15%	27%	22%	15%	16%	19%	13%	25%	17%	19%	23%	16%	17%	26%	16%
6-10 hours per week	7%	6%	7%	7%	6%	7%	6%	5%	8%	7%	6%	4%	4%	2%	6%	6%	7%	8%	7%	6%	8%	6%
11-15 hours per week	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	3%	*	*	*	*
16 or more hours per week	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	3%	*	2%	*	*	*	3%