



CENTRAL TEXAS

Student*Futures*

PROJECT

Project Overview and Impact

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TASSP Summer Workshop

June 13, 2012

Outline



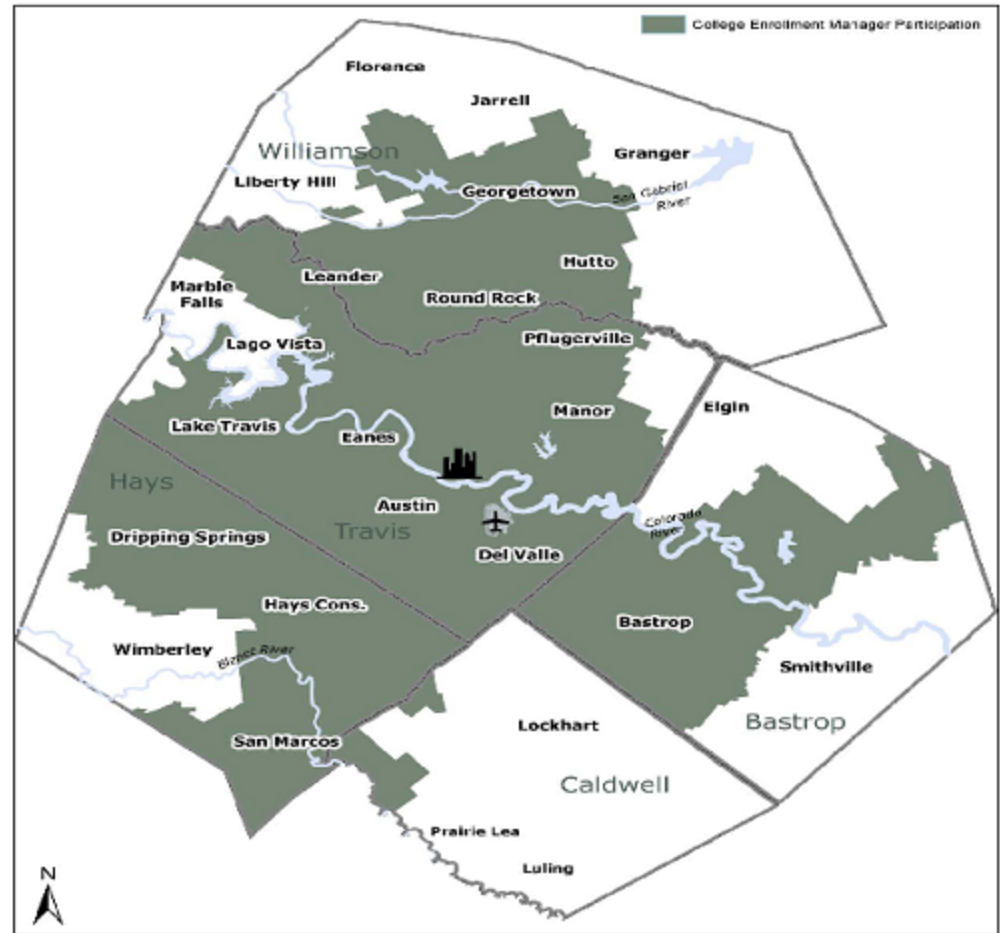
- I. Overview of Student Futures Project
- II. Ray Marshall Center Contributions
- III. The Central Texas Aspiration Gap
- IV. Research Findings
- V. Key Lessons for Replication

Five-County Effort



Goal

To increase the direct-to-college enrollment rate to 70% by 2015 as part of regional matriculation





Project Partnerships

Collaboration Among:



**Austin
Chamber**



Student Futures Project Activities



For each graduating cohort starting in 2006, Student Futures Project activities at the Ray Marshall Center include the following:

**Collect prior student
education records from
districts**

**Survey high school
seniors in the spring prior
to graduation,**

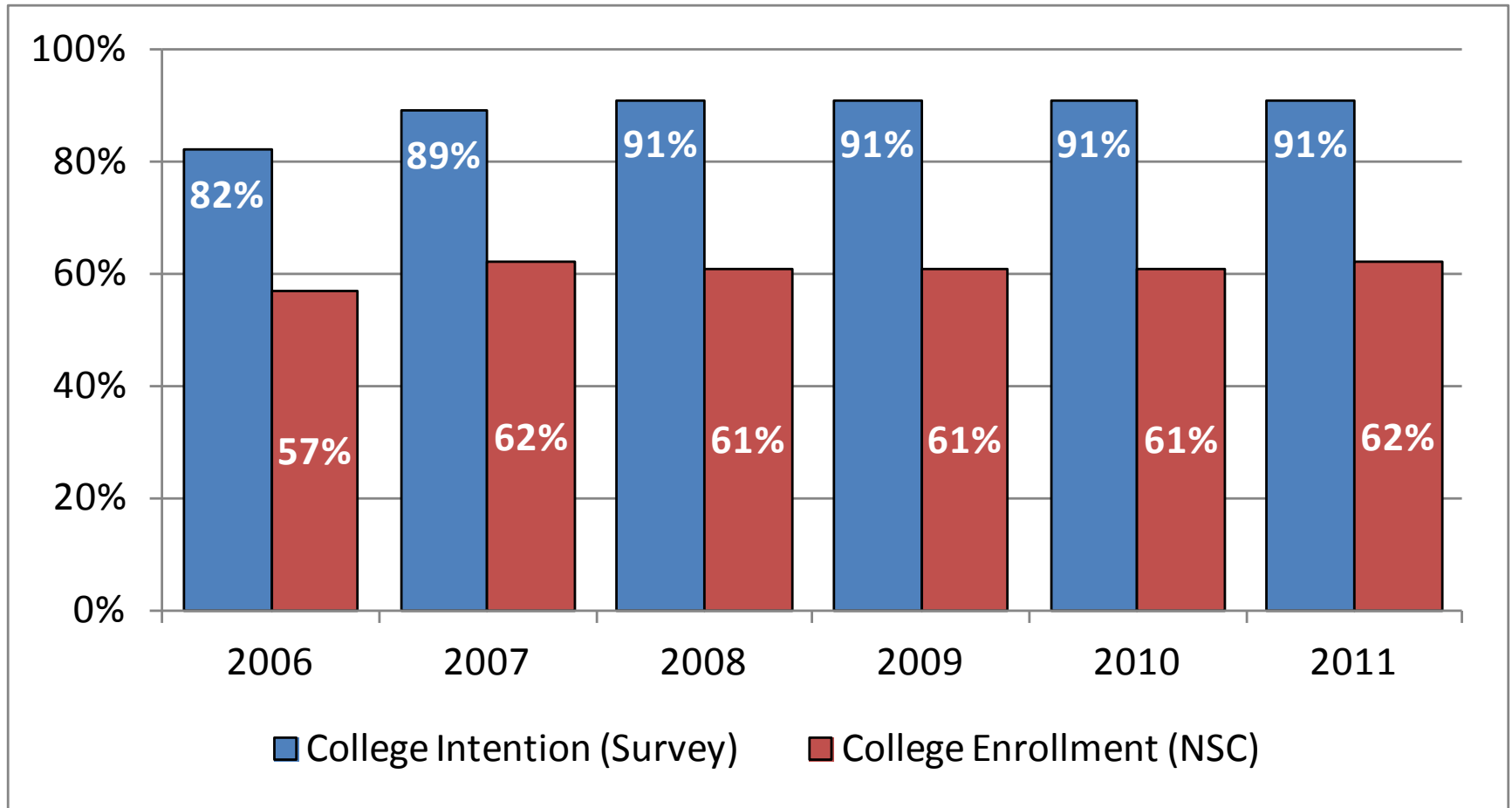
**Determine postsecondary
enrollment and employment
outcomes**

**Isolate factors influencing
postsecondary &
employment outcomes**

Reports can be found at: www.centexstudentfutures.org

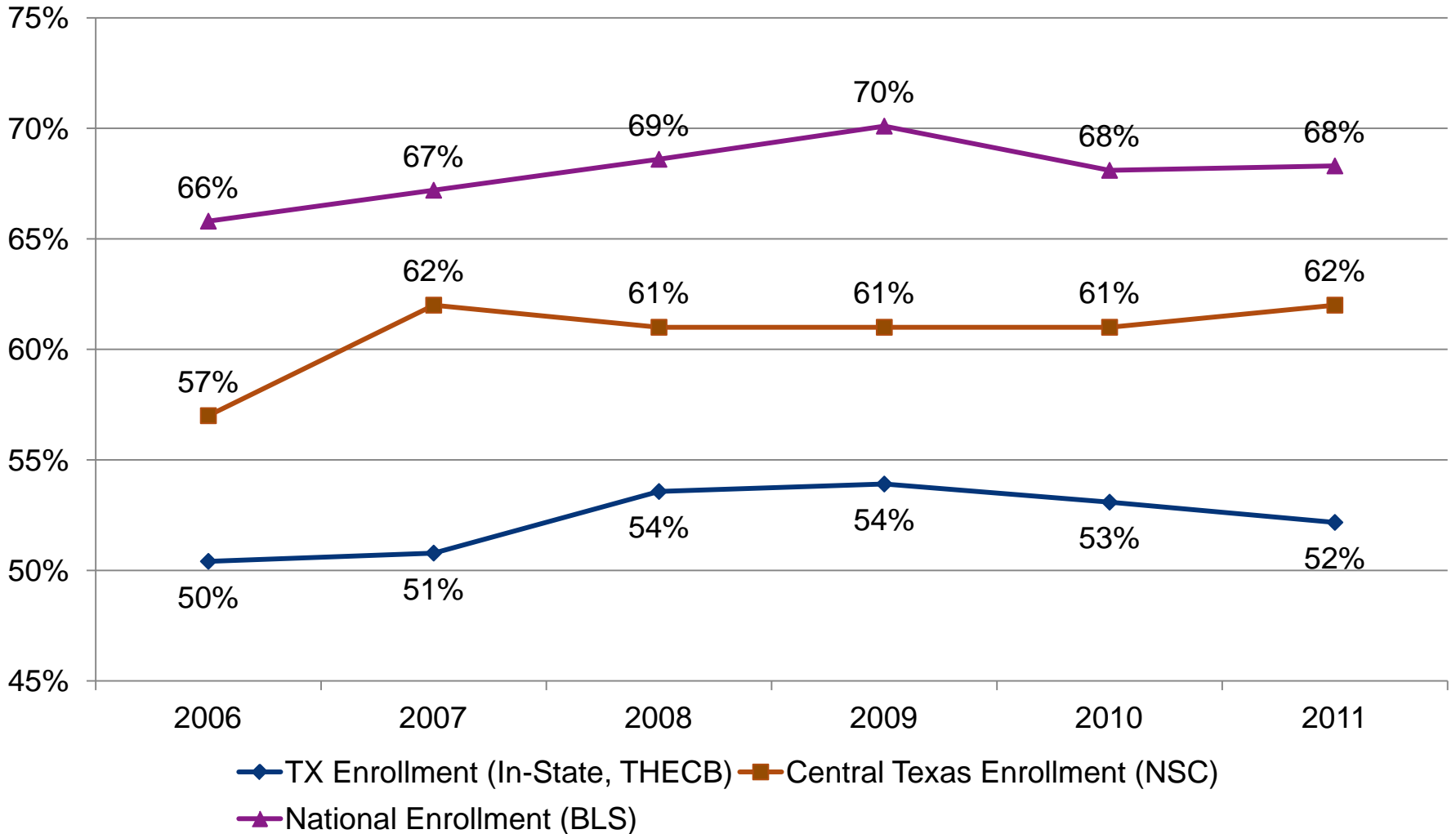


Aspiration Gap and Direct to College Enrollment, 2006 through 2011



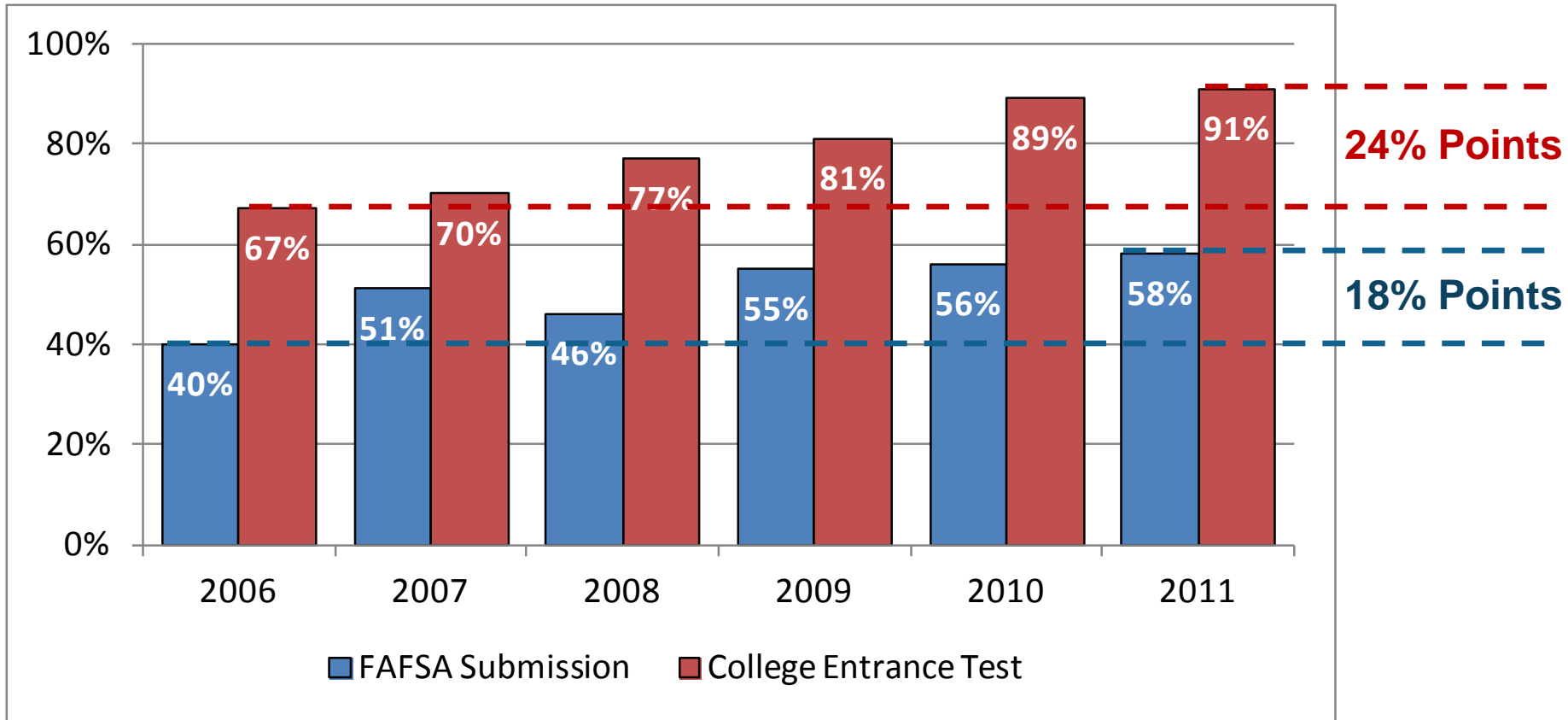


Regional, State, and National Postsecondary Enrollment Outcomes





Participation in College Enrollment Activities, 2006 through 2011



College Enrollment Activities Class of 2010



FAFSA Submissions

68% for those who planned to go, went to college

48% for those who planned to go, but did not

Took a College Entrance Test

95% for those who planned to go, went to college

77% for those who planned to go, but did not

Applied to a 4-Year College

86% for those who planned to go, went to college

54% for those who planned to go, but did not

Other Important Aspiration Gap Notes, Class of 2010



Do you feel prepared to complete college-level coursework in Mathematics

I am prepared for college-level coursework

**Planned,
Attended**

70%

**Planned, Did Not
Attend**

52%

I will have to take remedial classes

22%

29%

I am not prepared for any college-level coursework

4%

9%

Do you feel prepared to complete college-level coursework in Science

I am prepared for college-level coursework

74%

55%

I will have to take remedial classes

17%

27%

I am not prepared for any college-level coursework

4%

9%

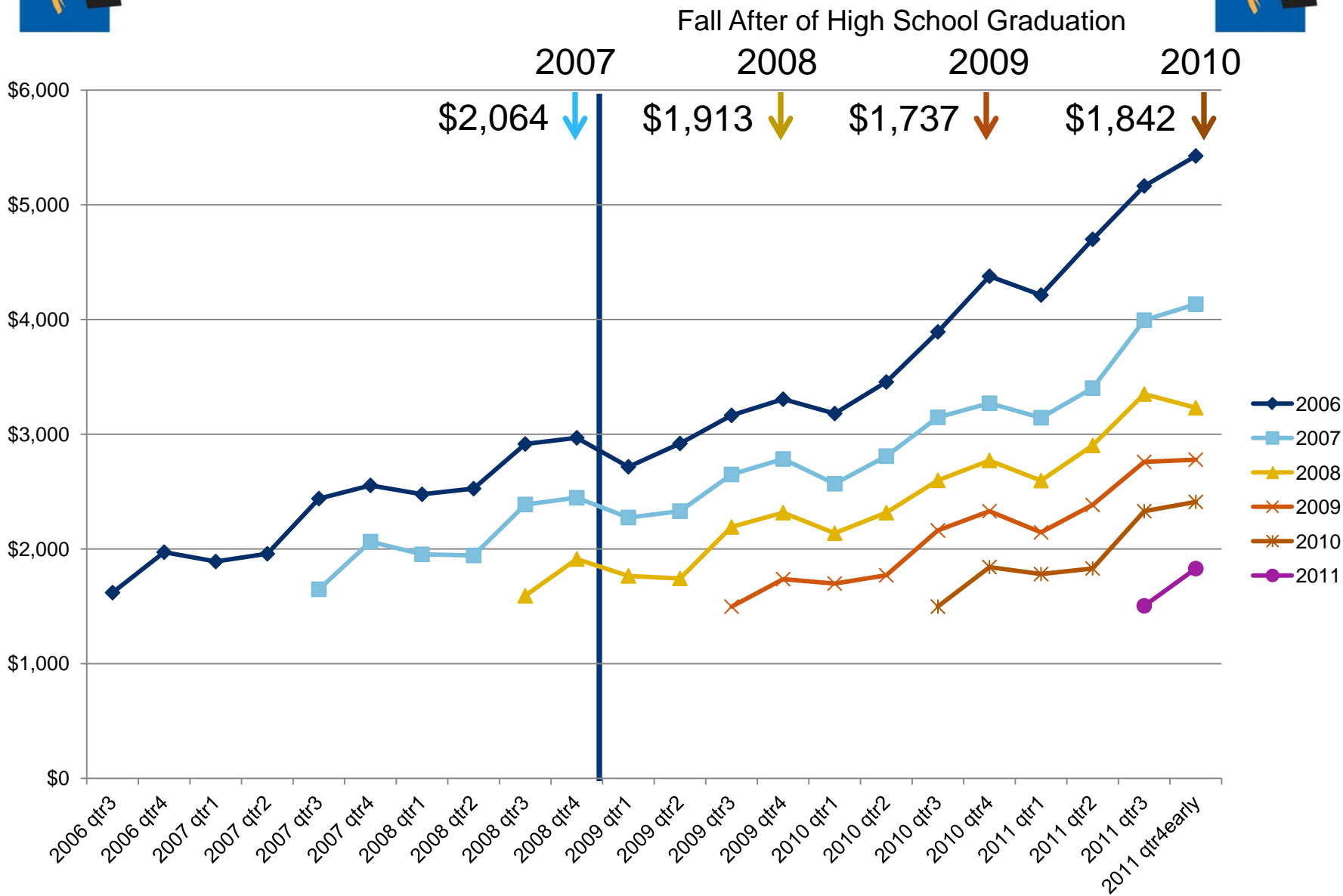
Planned to attend college while working full time

7% for those who planned to go, went to college

21% for those who planned to go, but did not



Median Wages Graduation to Fall 2011



Research Findings



Factors associated with college enrollment can **change** depending on:

- 1) Outcome is college or 2-year vs. 4-year
- 2) Graduating classes
- 3) Region: Central Texas is different from Texas
- 4) Specific populations of students examined:
 - a) Demographic characteristics
 - b) Graduating Class

Factors associated with 4-year enrollment are less likely to experience these changes

Factors associated with 2-year enrollment and employment outcomes are more likely to change

Research Findings II



Activities and interventions should be “bundled” to provide their maximum benefit—performing work in isolation may not provide significant benefits.

Targeting populations is key to increasing postsecondary enrollment. In particular, students who would be the first generation to go to college receive significant benefits from help with financial aid and the college application process.

There are both long-term interventions (getting students to take advanced math) and short-term interventions (getting students to complete a FAFSA).

Key Replication Lessons



The core of the Student Futures Project, and any attempted replication, is collaboration.

Activities should include both process management and academic research elements.

Official relationships between research organization and school districts may need to change based on both Federal and State interpretations of FERPA.

General Observations



- School districts report standardized data to the state, but they use their own internal systems to collect more complete student-level information. Initial district staff time to collect, collate and transfer data to the RMC is significant, but this time commitment should be smaller after the first year.
- Project products need to meet the needs of all parties; partners should regularly collaborate to ensure their usefulness.
- District turn-over at the school and district levels can have significant impact on the partnership. Sometimes non-researchers ask the best questions.

For More Information



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