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CENTRAL TEXAS
Student*Futures*
PROJECT

Findings from the 2012 Senior Surveys

Findings from the 2012 Senior Surveys

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Abstract

The Central Texas Student Futures Project is a research partnership of the Ray Marshall Center and, currently, 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 2012. Some notable student responses for the class of 2012 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 will also highlight differences between 2009, 2010, 2011 and 2012 seniors' responses on topics such as their plans for postsecondary education, preparation and submission of financial aid, as well as if and why they worked while in high school.

Chapter I. Project Overview

The Central Texas Student Futures Project is a research partnership of the Ray Marshall Center and, currently, 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 2011 and 2012 research cycles. The districts and their first (and last, if applicable) year of participation are as follows:

Austin ISD (2005)	Hutto ISD (2010)	Round Rock ISD (2005-2011)
Bastrop ISD (2008)	Lake Travis ISD (2012)	San Marcos Consolidated ISD (2007)
Del Valle ISD (2005)	Leander ISD (2006)	
Eanes ISD (2007)	Manor ISD (2006)	
Hays Consolidated ISD (2008)	Pflugerville ISD (2005)	

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

Central Texas

Seniors in 11 of the 26 school districts in the region participated in the Student Futures Project in 2012. Reported here are the seniors of 11 of the 26 school districts.¹ The 11 school district seniors represent approximately two-thirds of seniors in the four Central Texas counties that are covered by this research: Bastrop, Hays, Travis, and Williamson. The 2011 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 Williamson counties have similar shares of children in poverty. Bastrop County has the lowest median family income. Over a third or more of the adult residents in Hays, Travis, and Williamson counties have bachelor’s degrees or higher, while only 17% 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

	Bastrop County	Hays County	Travis County	Williamson County
Median Family Income	\$65,045	\$75,921	\$69,944	\$80,287
Percent of Children Under 18 Living in Poverty	10.4%	20.2%	25.3%	9.1%
Hispanic Population	34.8%	35.8%	33.9%	23.6%
Population with Bachelor’s Degree or Higher (age 25+)	16.5%	35.4%	44.4%	39.6%
Participating ISDs	Bastrop	Hays Consolidated, San Marcos Consolidated	Austin, Del Valle, Eanes, Manor, Pflugerville	Hutto, Leander, Round Rock

Source: American Community Survey, 2011

¹Austin ISD’s survey report can be found online: http://www.austinisd.org/sites/default/files/dre-surveys/11.61_Class_of_2012_HS_Exit_Survey.pdf

Contents and Organization of this Report

This report discusses findings from the senior surveys conducted in the spring of 2012. 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 2012 high school seniors in all participating ISDs, both for all respondents and for key student groups of interest to funders and policy makers. Chapter IV presents findings from questions solely asked in the Student Futures Project survey, administered in ten participating districts. Chapter V provides longitudinal findings from select questions from the survey. 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. 2012 Senior Survey Research Methods and Sample Characteristics

The annual survey of Central Texas high school seniors was conducted in the late spring of 2012 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 2012 in 31 Central Texas high schools across the 11 participating ISDs: Austin, Bastrop, Del Valle, Eanes, Hays Consolidated, Hutto, Lake Travis, Leander, Manor, 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 2012 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. Only specific questions related to topics of interest to Student Futures Project funders and local school districts are reported in these chapters; overall responses and those for relevant groups are reported in Appendix C. 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 who reported 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 31 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; or White, Caucasian, or European-American in school administrative records.²
- *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

² 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). A subsequent 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.

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

A little more than 8,700 seniors in the Class of 2012, 75% of seniors across the eleven districts, participated in the survey. This year, the majority of survey participants completed the survey, allowing researchers to focus solely on this group. A total of 8,734 seniors completed the 2012 survey during the spring semester prior to graduation, for a 75% 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 across participating districts.

Table 2. Survey Participation and Completion Rates, by District

	Number of Seniors Enrolled on Fall Snapshot Date¹	Survey Participants	Participation rate	Survey Completers	Completion Rate
Overall	11,635	8,784	75%	8,734	75%
Austin	3,954	3,413	86%	3,373	85%
Bastrop	492	344	70%	342	70%
Del Valle	530	336	63%	336	63%
Eanes	653	545	83%	542	83%
Hays	896	669	75%	668	75%
Hutto	319	222	70%	221	69%
Lake Travis	441	267	61%	266	60%
Leander	1,950	1,307	67%	1,305	67%
Manor	332	250	75%	250	75%
Pflugerville	1,577	1,110	70%	1,110	70%
San Marcos	491	321	65%	321	65%

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

Characteristics of Survey Respondents

Two samples of survey completers are analyzed in this report. In the 11-district sample, a total of 8,734 completers took the survey during the spring semester prior to graduation. In the 10-district sample, Austin ISD excluded, a total of 5,361 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
Total	5,361	100	8,734	100
Ethnicity*				
Asian	318	6%	449	5%
Black	623	12%	955	11%
Hispanic	2,079	39%	3,751	43%
White	4,148	77%	5,291	61%
Gender				
Female	2,709	51%	4,431	51%
Male	2,652	49%	4,299	49%
Low-income				
Low-income	1,467	27%	3,010	34%
Not Low-income	3,232	60%	3,232	37%
Plans for Initial Post-Secondary Enrollment				
Going to College	4,741	88%	7,790	89%
Not Going to College	620	12%	942	11%
Parents' Education Level				
Either Parent has a Bachelor's	2,184	41%	3,564	41%
Neither Parent has a Bachelor's	3,177	59%	5,160	59%
First Generation Status				
Yes, First Generation	1,386	26%	2,475	28%
No, Not First Generation	3,975	74%	6,249	72%

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 populations 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 two sample groups is shown in Figure 1 and Figure 2. In the 11-district sample, Austin ISD seniors make up the largest share of the survey sample (39%), followed by Leander ISD (15%) and Pflugerville ISD (13%).

Figure 1. Composition of 11-District Sample, by District (N=8784)

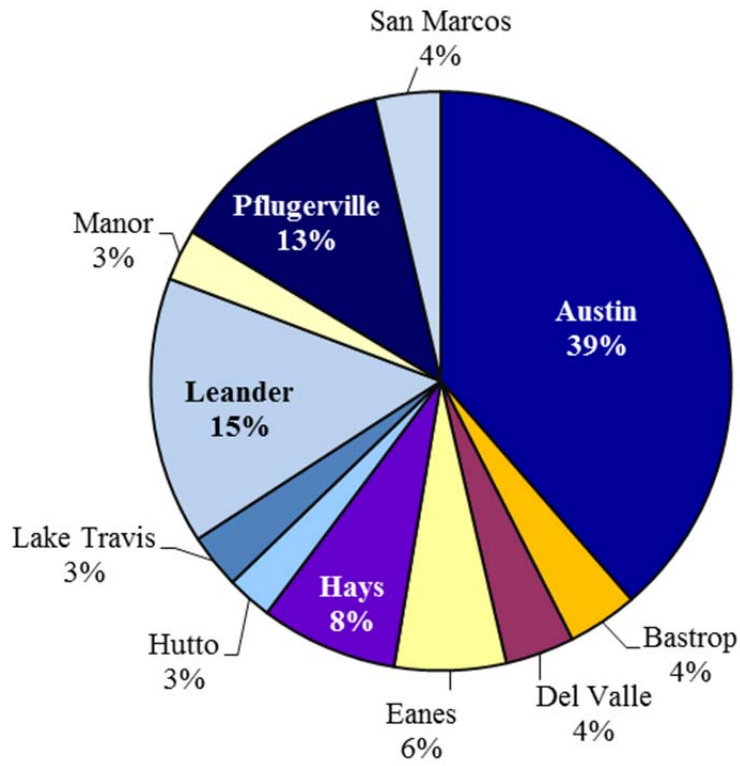
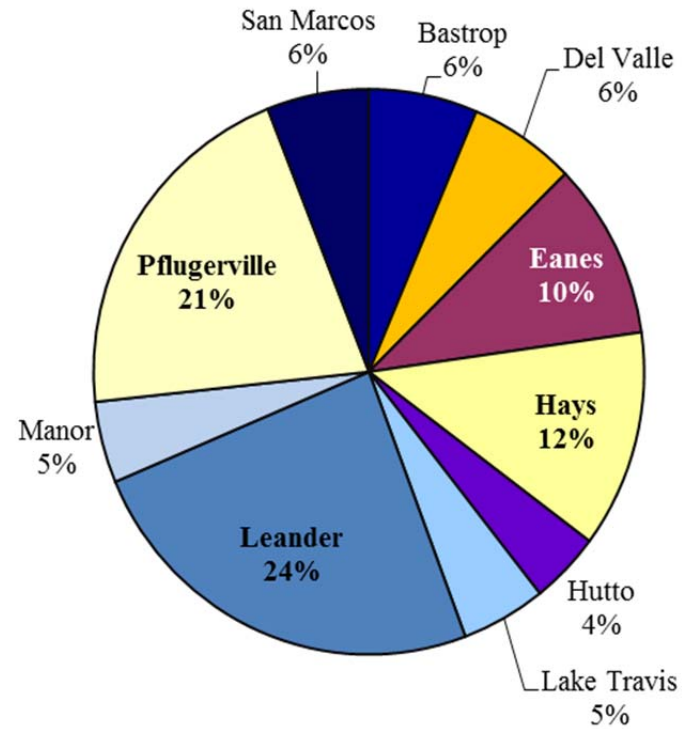


Figure 2. Composition of 10-District Sample, by District (N=5,631)



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. Most differences between all seniors and survey respondents for each subgroup are within 3 percentage points of one another.

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

		Austin	Bastrop	Del Valle	Eanes	Hays	Hutto	Lake Travis	Leander	Manor	Pflugerville	San Marcos
Asian	Seniors	5%	1%	1%	11%	1%	3%	6%	6%	2%	10%	2%
	Respondents	4%	1%	1%	12%	2%	1%	6%	6%	2%	11%	2%
Black	Seniors	14%	9%	16%	1%	7%	20%	0%	7%	33%	26%	8%
	Respondents	10%	9%	14%	1%	7%	19%	0%	6%	31%	25%	5%
Hispanic	Seniors	48%	42%	78%	13%	58%	30%	20%	25%	54%	39%	67%
	Respondents	50%	44%	78%	13%	57%	29%	19%	25%	55%	39%	65%
White	Seniors	61%	88%	63%	89%	91%	77%	88%	87%	61%	50%	86%
	Respondents	34%	88%	67%	89%	91%	79%	88%	87%	63%	49%	87%
Female	Seniors	50%	49%	54%	49%	50%	46%	50%	49%	53%	49%	51%
	Respondents	51%	52%	59%	51%	49%	45%	59%	47%	53%	50%	52%
Male	Seniors	50%	51%	46%	51%	50%	54%	50%	51%	47%	51%	49%
	Respondents	49%	48%	41%	49%	51%	55%	41%	53%	47%	50%	48%
Low-Income	Seniors	44%	51%	75%	3%	41%	39%	5%	21%	67%	43%	52%
	Respondents	51%	50%	74%	3%	44%	40%	3%	20%	70%	43%	50%
Not Low-income	Seniors	56%	49%	25%	97%	59%	61%	95%	79%	33%	57%	48%
	Respondents	49%	50%	26%	97%	56%	60%	97%	80%	30%	57%	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 either the last day of school or the previous fall.

Chapter III. Analysis of 2012 Survey Responses

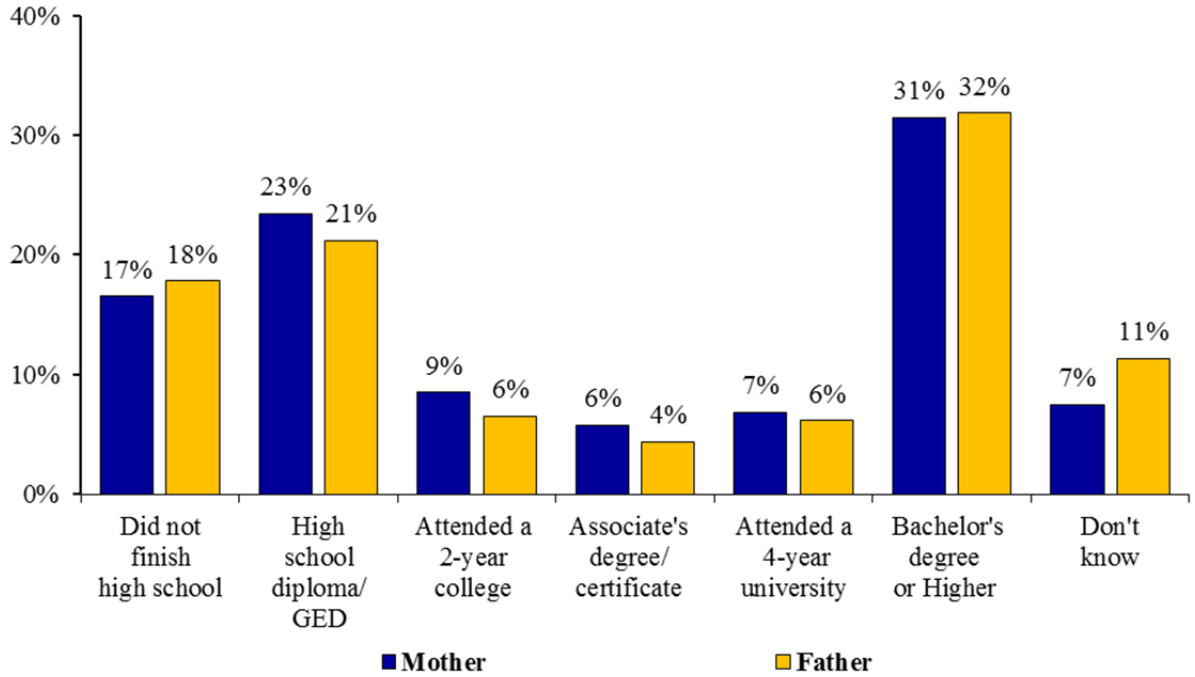
This chapter presents the analysis of questions that were asked on both the Austin ISD High School Exit Survey and the Student Futures Project Senior Survey. Where possible, researchers modified responses to questions that were similar between the two surveys to facilitate analysis; such instances are 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

Approximately 40% of both mothers and fathers had a high school education or less. A majority of survey respondents reported that their mothers (53%) and fathers (50%) had at least some college experience. Of the total surveyed population, just under a third of both mothers (31%) and fathers (32%) 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 their counterparts. Hispanic respondents were more likely to report that their parents had not entered or finished high school. Black and Hispanic origin respondents 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. More than half of students attending low-income high schools reported that their parents had a high school education or less. These trends follow a similar pattern as the Class of 2011.

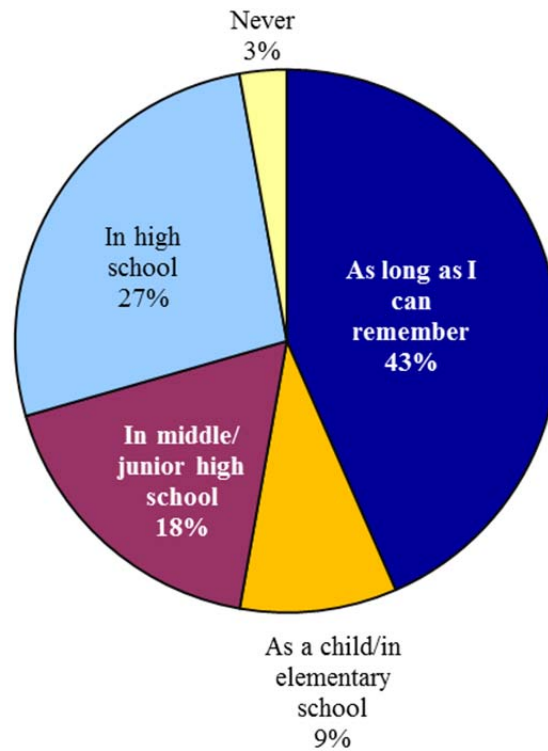
Figure 3. Parental Education



Another measure of families' influences on views toward college enrollment concerns when seniors began thinking about postsecondary education as an option. Less than half (43%) of respondents reported that they have thought about postsecondary education for as long as they could remember. Similarly, 45% of respondents reported not having thought about postsecondary education as an option until middle school or high school (Figure 4).

These responses varied among survey respondents. 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 2006-2011.

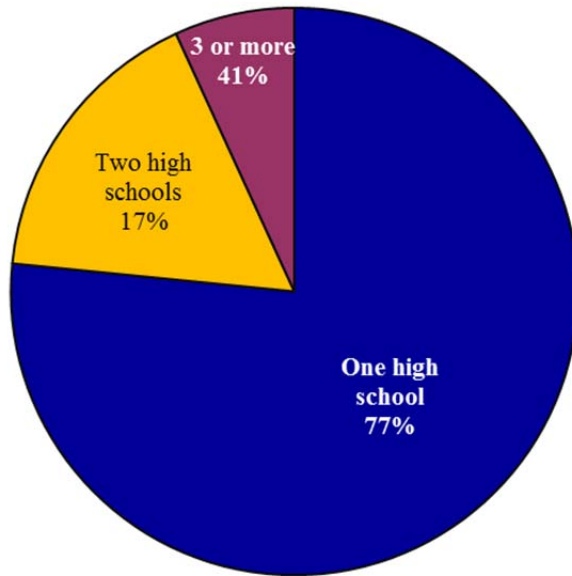
Figure 4. When Did You Start Thinking About College?



High School Experiences

More than seven out of every ten seniors (77%), attended only one high school during their high school career. Just under one-fifth (17%) of seniors attended two high schools during their high school career (Figure 5). The percentages of students who attended one high school during their high school career varied across demographics. Black students were less likely to attend one high school (67%) compared to other ethnicities, while most (80%) students whose parents had at least a bachelor's degree attended one high school.

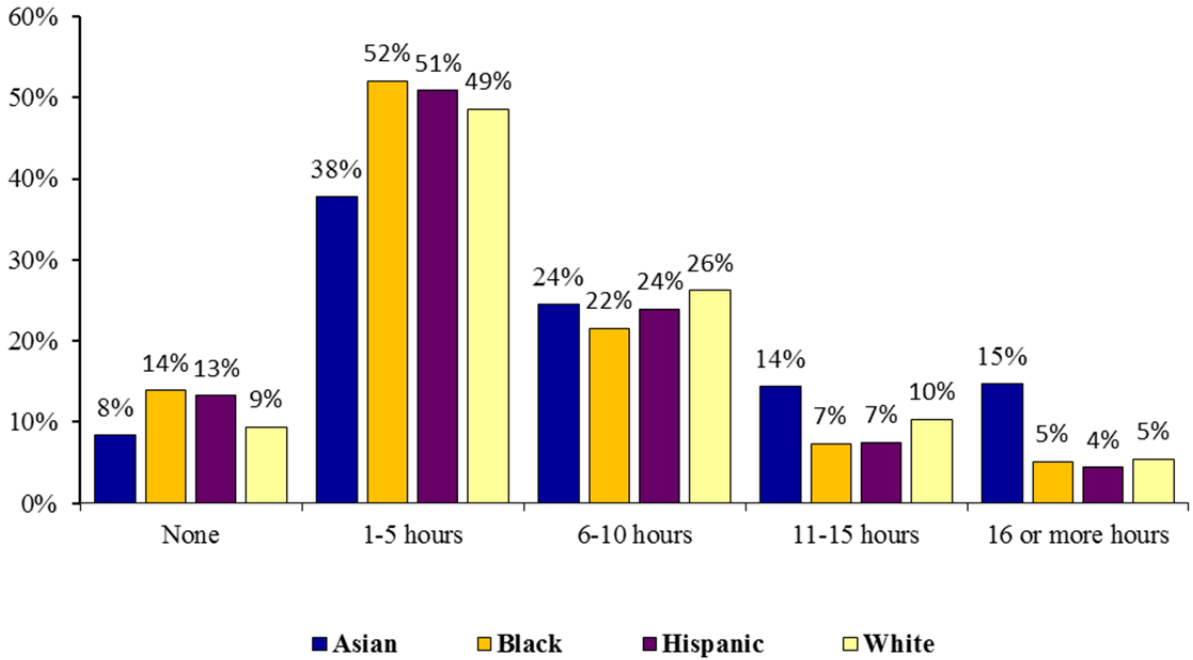
Figure 5. Number of High Schools Attended



Approximately 5 out of 10 respondents spent one to five hours per week studying. The number of hours per week varied across demographics. Half or more of Black (52%), Hispanic (51%), White (49%), first-generation (54%), and low-income (51%) students as well as those respondents who attended low-income schools (53%) spent one to five hours per week studying (Figure 6). A noticeably higher share of Asian students (29%) indicated they studied at least 11 hours or more a week compared to their counterparts.

Year-to-year patterns of seniors from 2008 to 2012 show little to no difference in the reported amount of weekly time students spent studying during their high school years.

Figure 6. Hours per Week Spent Studying



Preparation for Life after High School

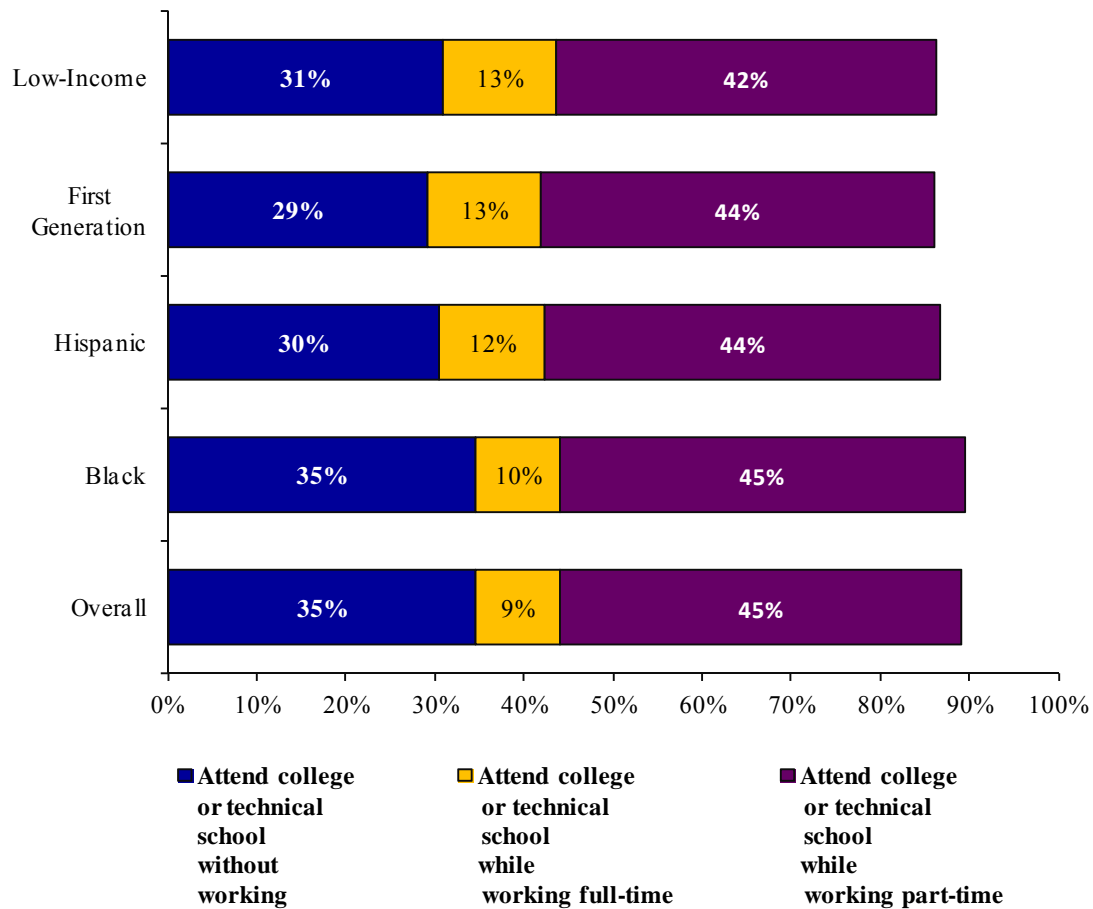
The vast majority of seniors (90%) indicated the desire to attend college or technical school within a year of graduating from high school; nearly half (45%) of seniors indicated they planned on attending postsecondary education while working at least part-time while in school (Table 5). This is consistent with the Class of 2011.

Table 5. Plans for the Year Following High School Graduation, 2012 (N=8,784)

Attend college without working	35%
Attend college while working full-time	9%
Attend college while working part-time	45%
Work full-time only	3%
Work part-time only	1%
Enlist in the military	3%
Not Sure / No plans	2%
Other (parenting, missing/volunteer work, etc.)	2%

Across most of the populations of interest, the shares of respondents who intend to enroll in postsecondary education are similar to trends from previous years (Figure 7). There was a decrease in the share of Black respondents who aspired to go to college (from 93% in 2011 to 89% in 2012); conversely, there was an increase in the share of low-income respondents (from 83% in 2011 to 86% in 2012) who planned to attend college after graduating.

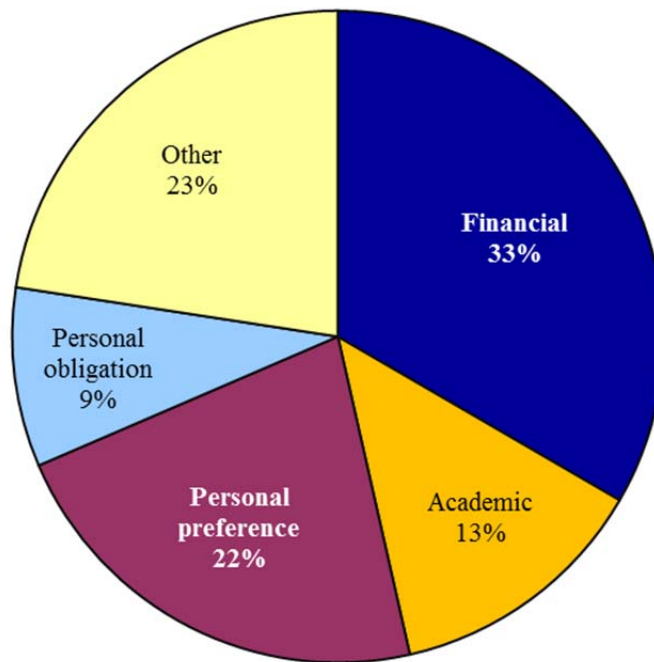
Figure 7. Plans to Attend College within a Year for Populations of Interest



The highest shares of students not intending to attend college within a year from graduating high school are Hispanic Origin (13%), first generation (14%), and low-income (14%) students. Students across all demographics who indicated they did not intend to attend college within a year from graduating high school (about 8% of survey respondents), gave various reasons for not doing so. The highest share of respondents reported financial reasons

as the primary reason for not pursuing further education and training post high school. This is consistent with the previous classes of 2008-2011. Following financial reasons, “other” and personal preference were the next highest reasons for not pursuing further education, at 23% and 22% respectively (Figure 8).

Figure 8. Reasons for Not Planning to Attend College within a Year of Graduation



Specific College Preparation Activities

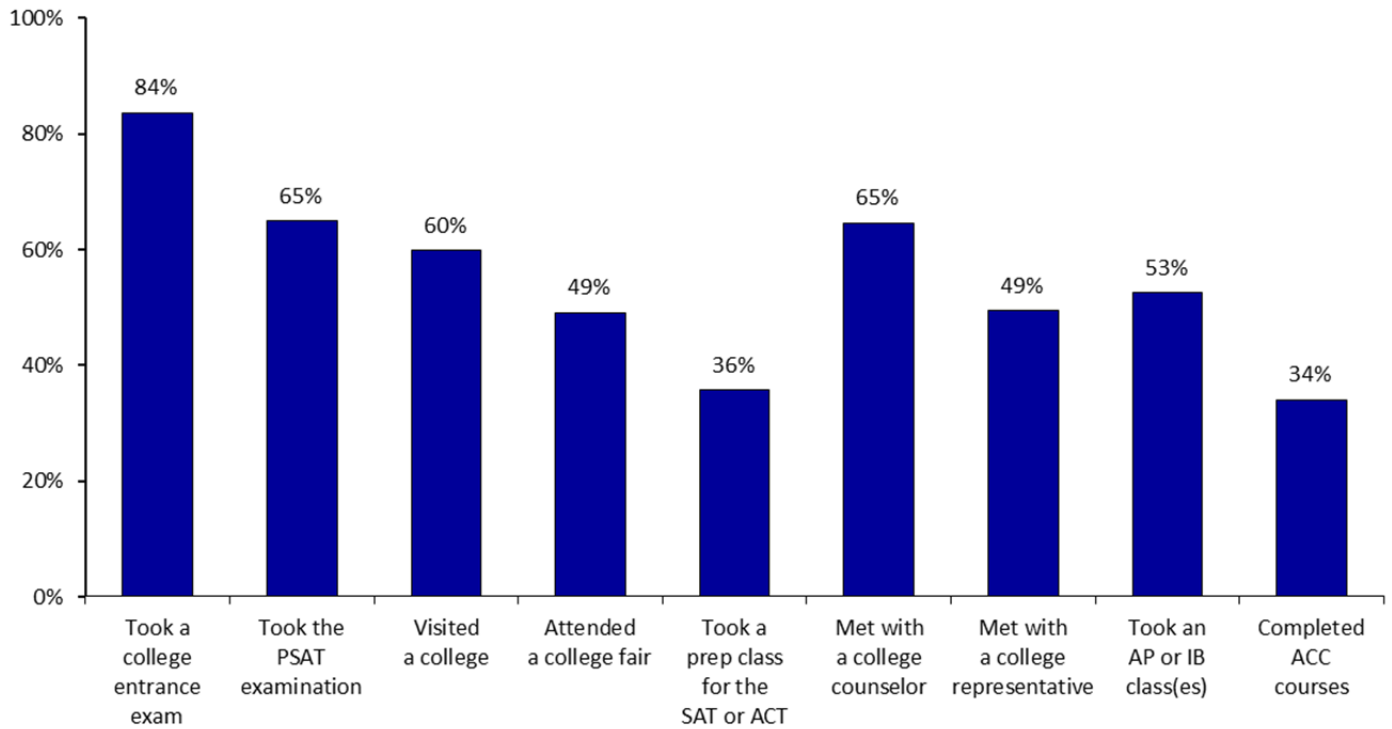
In preparing for college, taking a college entrance exam (84%)³, taking the PSAT⁴ (65%), meeting with a college counselor (65%), visiting a college (60%), and taking an AP or IB class (53%) were the top activities associated with college enrollment that students reported doing during their high school career (Figure 9). A greater share of Black and

³ Austin ISD is not included in this percentage. Austin data was not directly transferrable. Austin’s percentage of students who took a college entrance exam was 73.5% according to their High School Exit Survey.

⁴ Taking the PSAT was not an option on the AISD survey, thus this percentage represents the 10-district sample, not the 11-district sample.

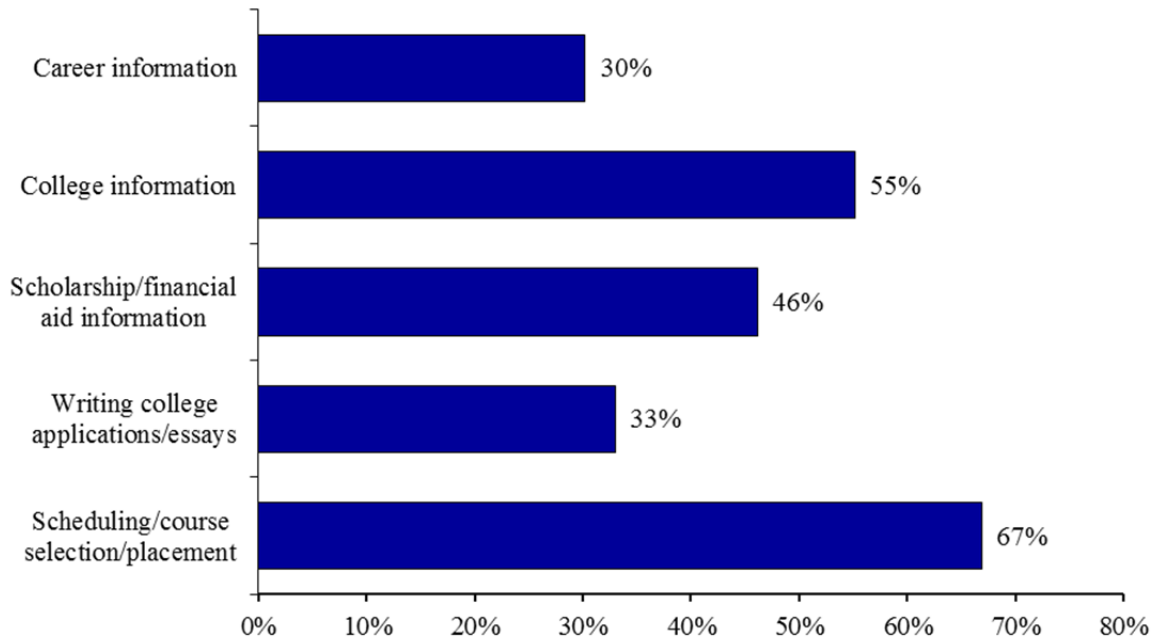
Hispanic respondents reported attending a college night and meeting with a college representative at their high school as an activity they participated in compared to taking an AP or IB class.

Figure 9. Percent of Respondents Participating in College Preparation Activities



Students, when asked 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 (67%), acquiring college information (55%), and acquiring scholarship/financial aid information (46%). Figure 10 provides further detail on the topics of these discussions.

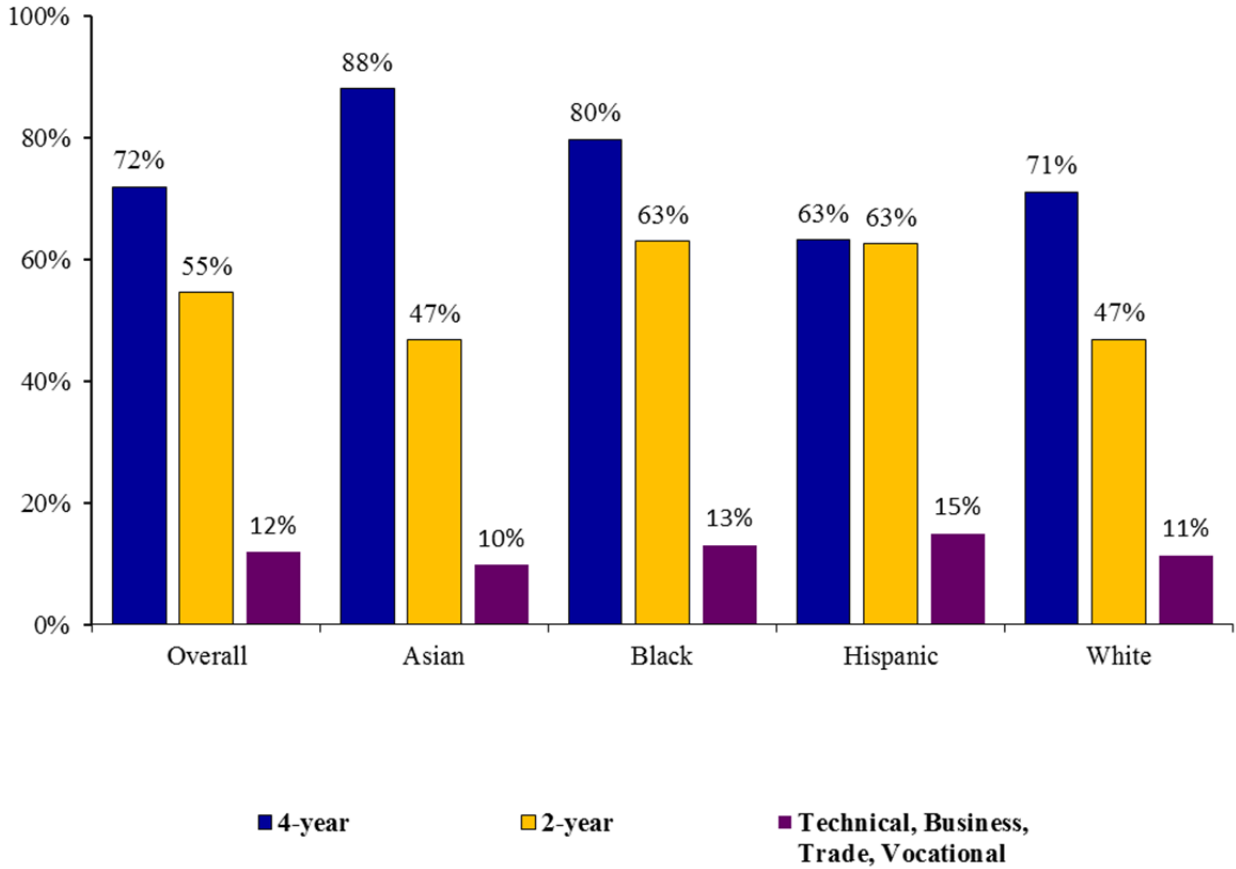
Figure 10. Reasons for Meeting with Counselor



Applying to College

Approximately every three out of four (72%) survey respondents indicated they applied to a 4-year college and 55% of respondents indicated they applied to a 2-year college (Figure 11). There was a greater share of respondents who applied to 2-year colleges this year (55%) as compared to 2011 (48%). 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. Interestingly, Hispanic students were just as likely to apply to a 4-year university as they were to a 2-year college.

Figure 11. Applications for Further Education, by Race/Ethnicity



Financial Aid

Seniors completing the 2012 survey planned to use a wide variety of methods to pay for college. Most students (60%) indicated they planned on paying for college using scholarships and/or grants. Only 38% indicated that they planned on using loans to pay for college (Figure 12). Students may not have a clear or realistic picture of how they will be paying for college. The Institute of College Access and Success estimated that two-thirds of college seniors who graduated in 2011 had student loan debt, with an average of \$26,600 for those with loans. In Texas, about 56% of students graduate with student loan debt, with an average of \$22,140 (Reed and Cochrane, 2012).

Figure 12. How Respondents Plan to Pay for College

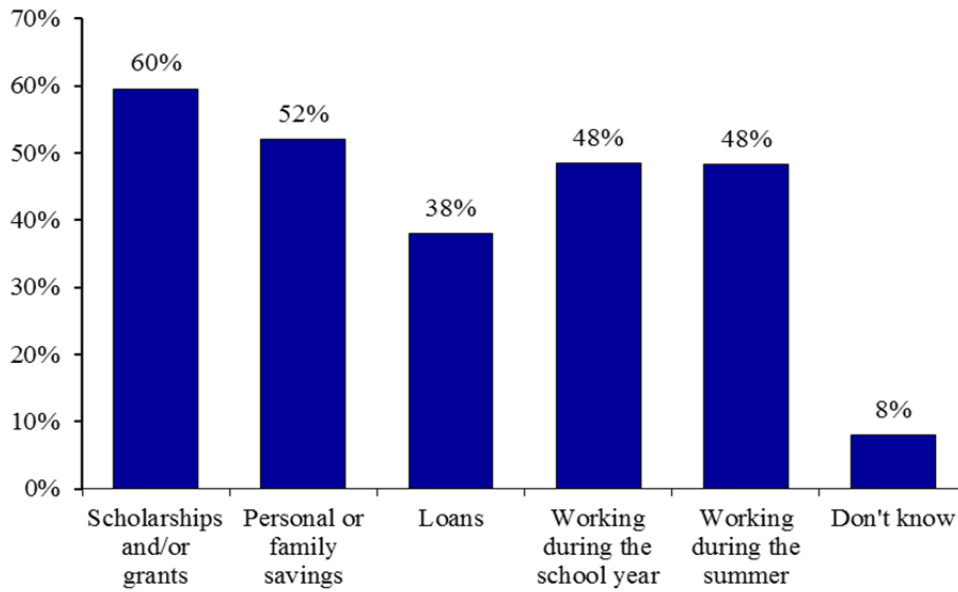
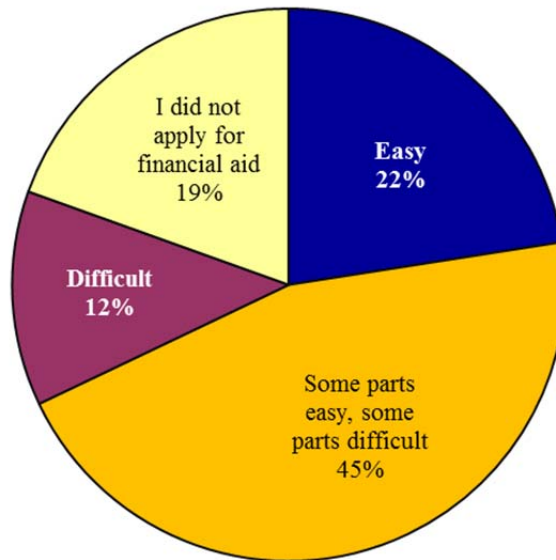


Figure 13. Difficulty Level of Financial Aid Process



There was not a significant change in the perceived difficulty level of the financial aid process from 2009 to 2012 for survey respondents. A majority of respondents indicated some difficulty with at least a portion of the financial aid process (Figure 13).

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 2012 Austin ISD Exit Survey question.

Characteristics of All Student Futures Project Survey Respondents

Overall, roughly 75% of seniors in ten districts (Bastrop, Del Valle, Eanes, Hays, Hutto, Lake Travis, Leander, Manor, Pflugerville, and San Marcos) participated in the Student Futures Project by completing the 2012 Senior Survey. The characteristics of survey respondents in this 10-District sample are detailed in Table 6. Students who took the 2012 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
Total	5,361	100
Ethnicity*		
Asian	318	6%
Black	623	12%
Hispanic	2,079	39%
White	4,148	77%
Gender		
Female	2,709	51%
Male	2,652	49%
Low-income		
Low-income	1,467	27%
Not Low-income	3,232	60%
Plans for Initial Post-Secondary Enrollment		
Going to College	4,741	88%
Not Going to College	620	12%
Parents' Education Level		
Either Parent has a Bachelor	2,184	41%
Neither Parent has a Bachelor	3,177	59%
First Generation Status		
Yes, First Generation	1,386	26%
No, Not First Generation	3,975	74%

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, 21% 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 2011. Forty percent of first-generation respondents and 38% of low-income respondents reported that neither of their parents were born in the United States. Sixty-nine percent of Asian respondents reported that neither of their parents had

been born in the United States, as did 38% of Hispanic respondents (Figure 14). Of the respondents themselves, only 10% of seniors reported having been born outside the U.S. However, there were notable differences among racial/ethnic groups, with 30% of Asian seniors reporting that they were born outside of the U.S., as were 17% of Hispanic respondents (Figure 15).

Figure 14. Which of Your Parents was born in the U.S.?

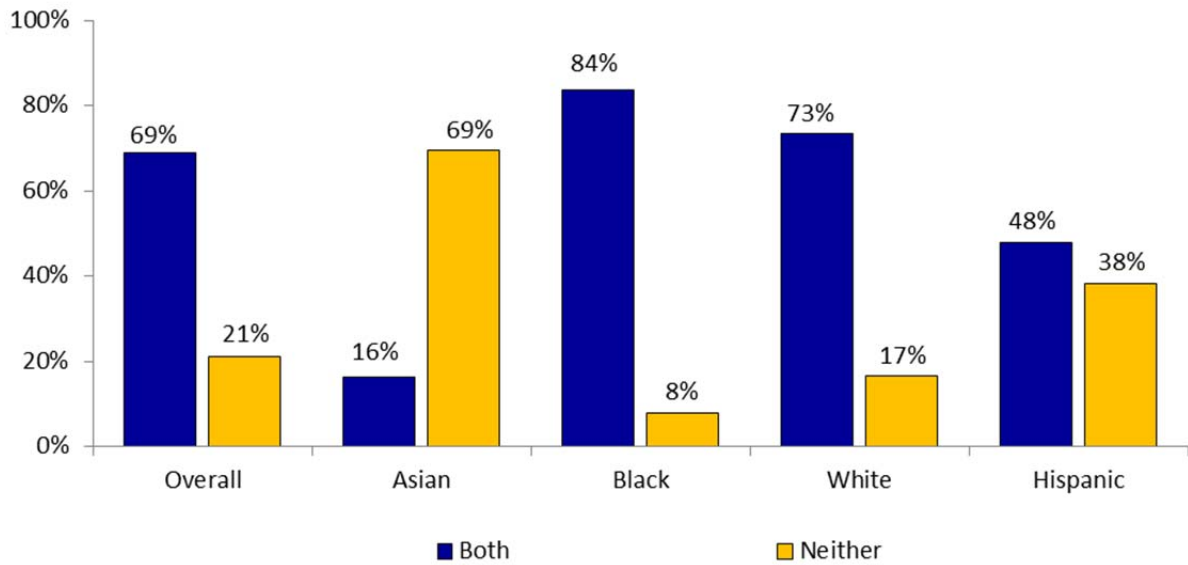
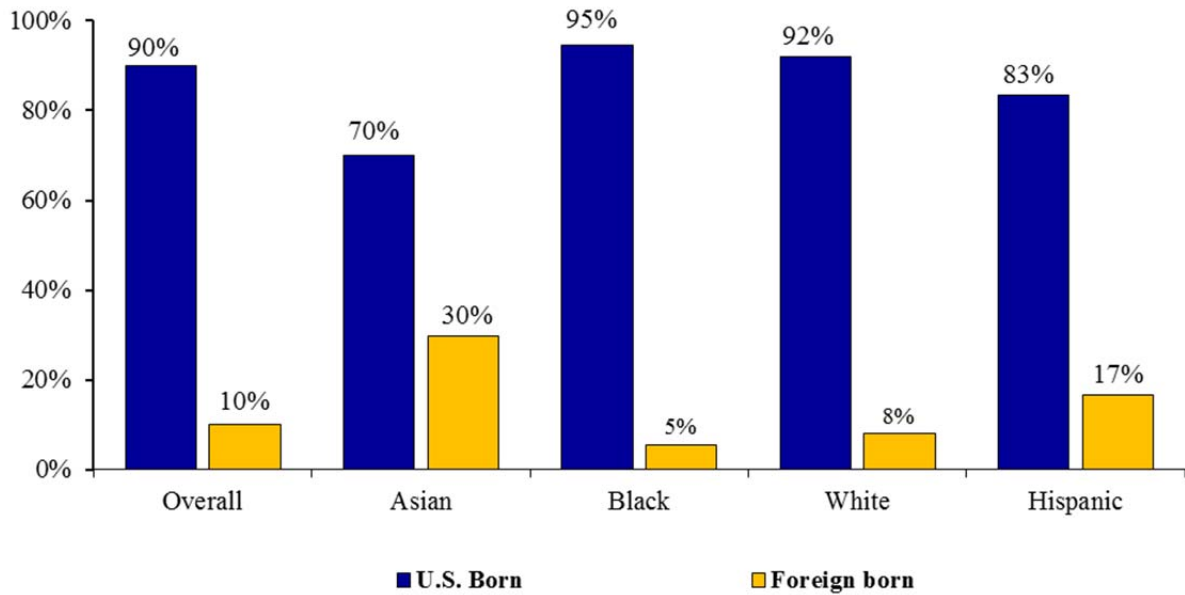


Figure 15. Percent of U.S. vs. Foreign Born Survey Respondents



Overall, 92% of respondents had at least 1 parent in paid employment during their high school years. Similar to the shares reported by the Class of 2011, 51% of respondents indicated both parents were in paid employment and 41% had one parent in paid employment. There was a larger share of working mothers (81%) for Black respondents than any other ethnicity.⁵ This differed from the trend of their counterparts who had a larger share of working fathers than mothers. Low-income seniors reported lower shares of both parents working compared to their counterparts.

High School Experiences

Seniors completing the Student Futures Project survey were asked if they met with their school/college counselors and their reasons for doing so. Eighty-nine 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. The largest share of respondents, 50%, met with their counselor about grades/test scores and academic performance. The next largest share of respondents, roughly 40%, met with their counselor about graduation plans.

⁵ Note that percentages discussed but not presented in this section can be found in the Appendix C.

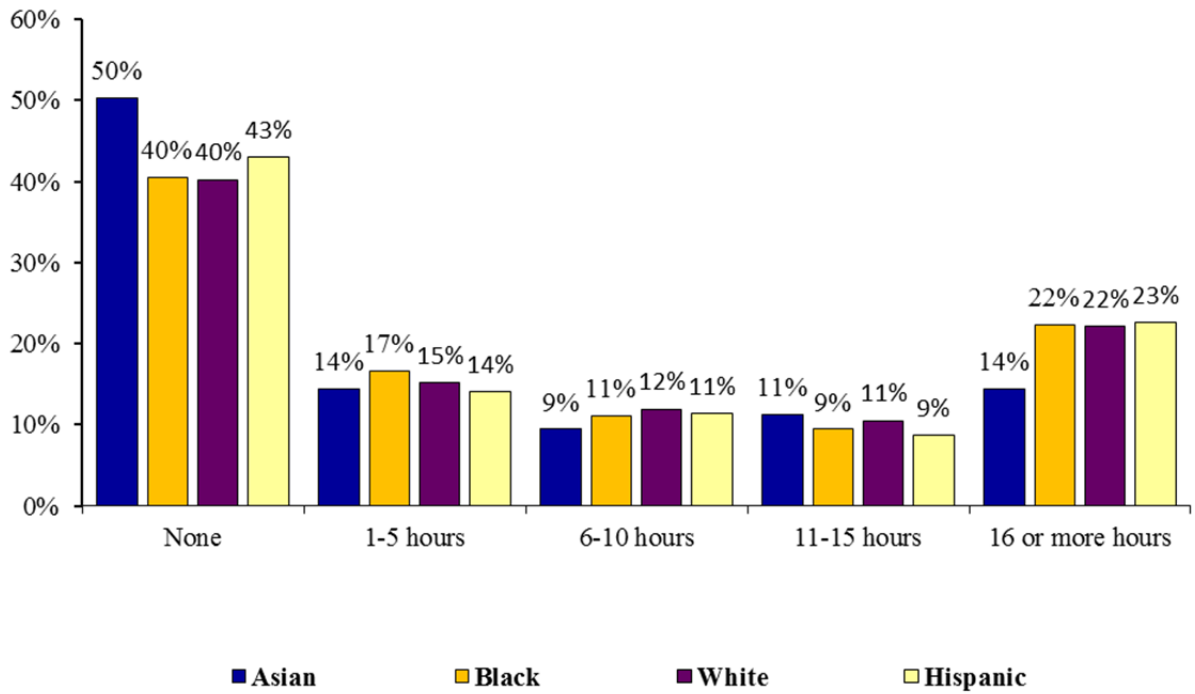
Respondents met with their counselor the least in regards to writing resumes and job applications (10%).

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 1 year. Thirty-two percent of respondents reported participating in a service club, with the majority of respondents participating for at least 2 years. One-third of respondents also reported that they had participated in a faith-based organization or activity during their senior year.

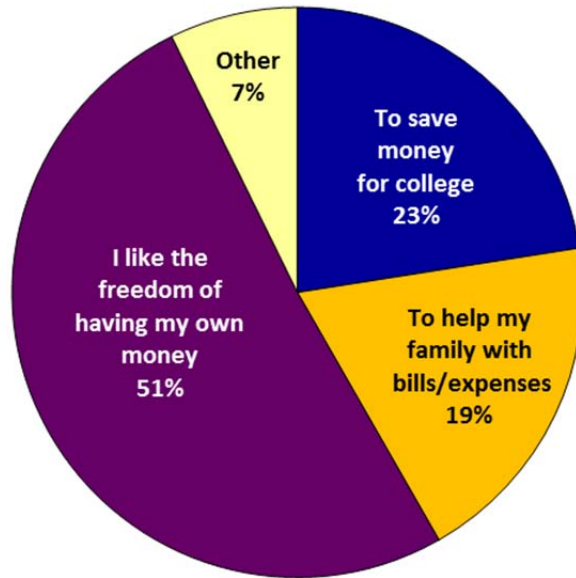
Patterns of employment also differed somewhat by race and ethnicity, as can be seen in Figure 16. Half of Asian students reported they did not work at all during their senior year. Of the middle ranges of hours worked per week by students, the shares of students across all racial and ethnic demographics are about the same, differing only by a few percentage points. An equal share of Black, Hispanic and White respondents reported working 16 or more hours on average per week during their senior year.

Figure 16. Hours per Week Worked During Senior Year



Finally, seniors completing the Student Futures Project survey were asked about the primary reason they worked for pay during their senior year (Figure 17). In this 10-District sample, approximately 60% of respondents reported working. Half of those reported that they worked because they liked the freedom of having their own money. Another 23% reported that they worked to save money for college and while 19% reported that they worked to help their family with bills and expenses.

Figure 17. Primary Reason for Working (N=3261)

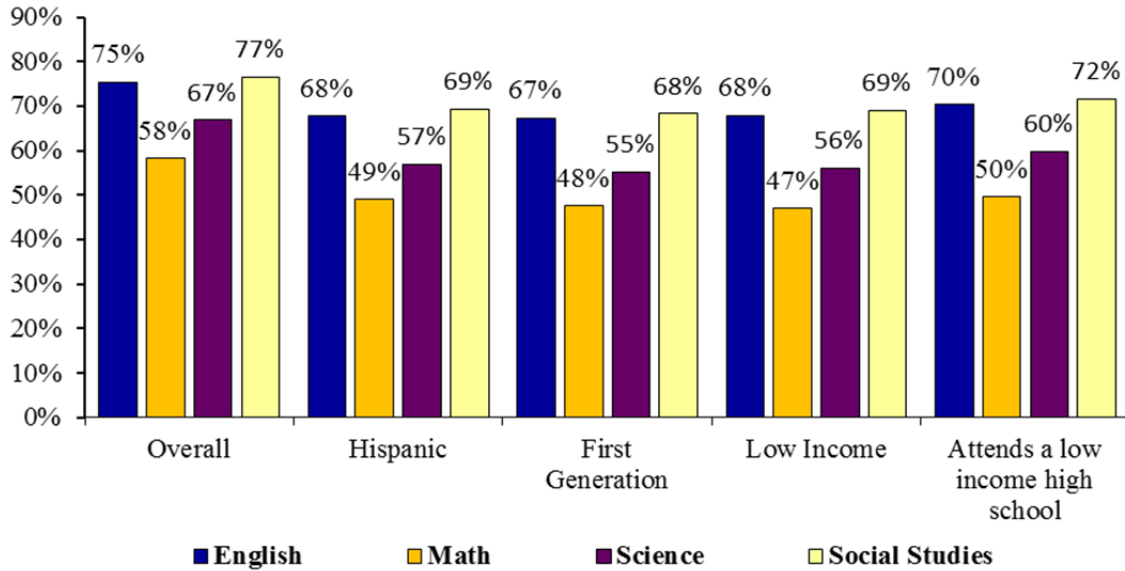


Preparation for Life after High School

Preparation for College Coursework

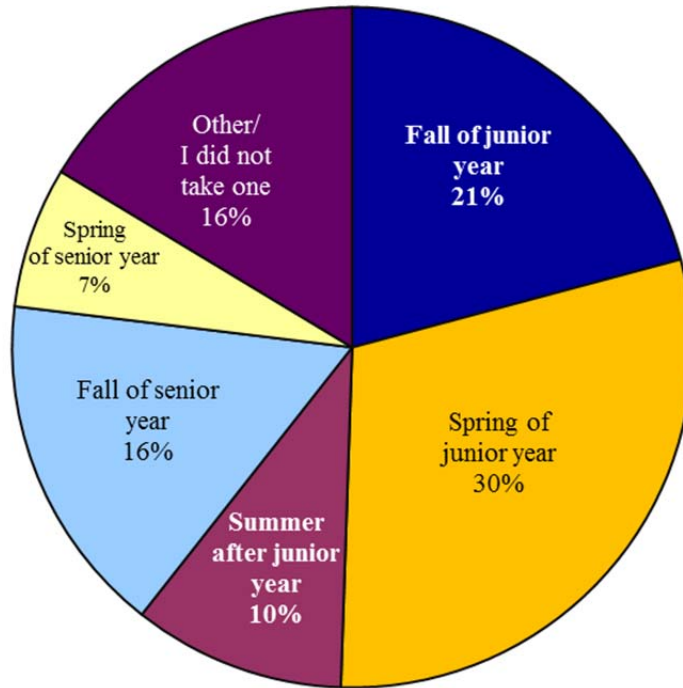
While over 65% of seniors overall indicated they felt prepared for regular or advanced college-level coursework in all subjects (save mathematics, at 58%), there were noticeable differences for specific groups of students (Figure 18). A smaller share of Hispanic respondents felt prepared for college level courses in each subject compared to all survey respondents. Populations of students from backgrounds traditionally associated with lower college enrollment are less likely to feel prepared for regular or advanced college-level coursework than all survey takers. Students from these backgrounds felt better prepared for English/Language Arts and Social Studies than Mathematics and Science.

Figure 18. Respondents Who Feel Prepared for Regular/Advanced College-level Coursework



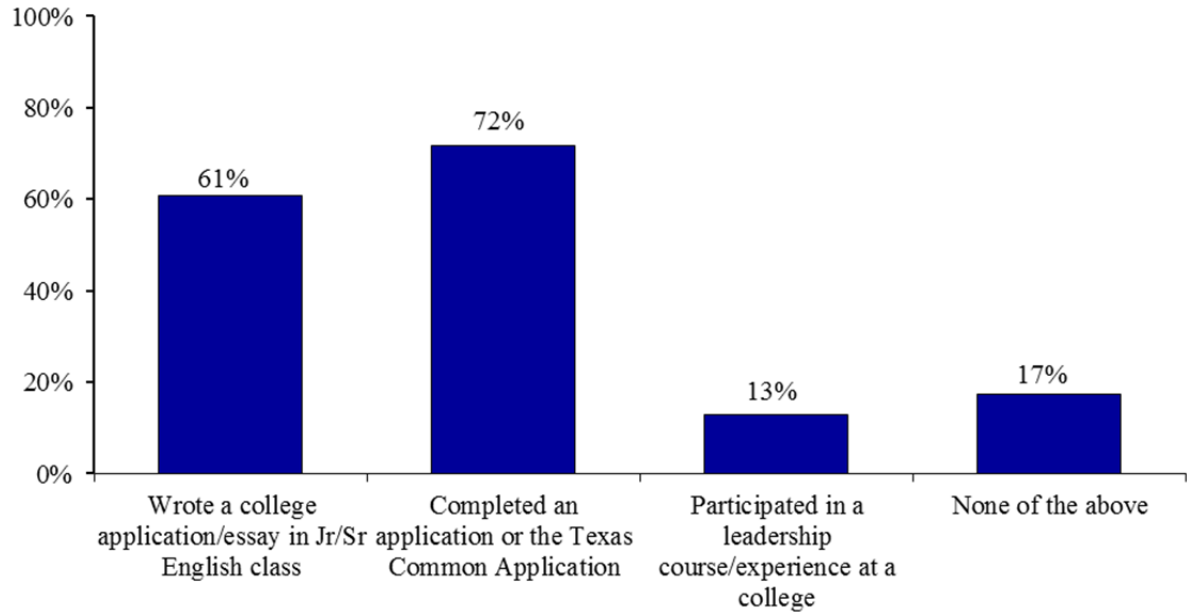
A majority of respondents (61%) reported taking a college entrance test before the start of their senior year (Figure 19) and 84% of respondents took a college entrance test by the end of their senior year. Hispanic and Black respondents were less likely to have taken a college entrance test before the start of their junior year when compared to their counterparts. By the end of their senior year, Black respondents were the second largest share of students to have taken a college entrance exam when compared to other ethnic groups. First-generation, low-income, and respondents who attended low-income high schools were among the lowest shares of respondents to have taken a college entrance exam before the start of their senior year. Conversely, 74% of respondents who had at least one parent with a bachelor’s degree or higher and 64% of respondents who planned to go to college had the largest share of college entrance exam completion for both before senior year and by the end of their senior year, 91% and 87% respectively, when compared to their counterparts.

Figure 19. When Did You First Take a College Entrance Test?



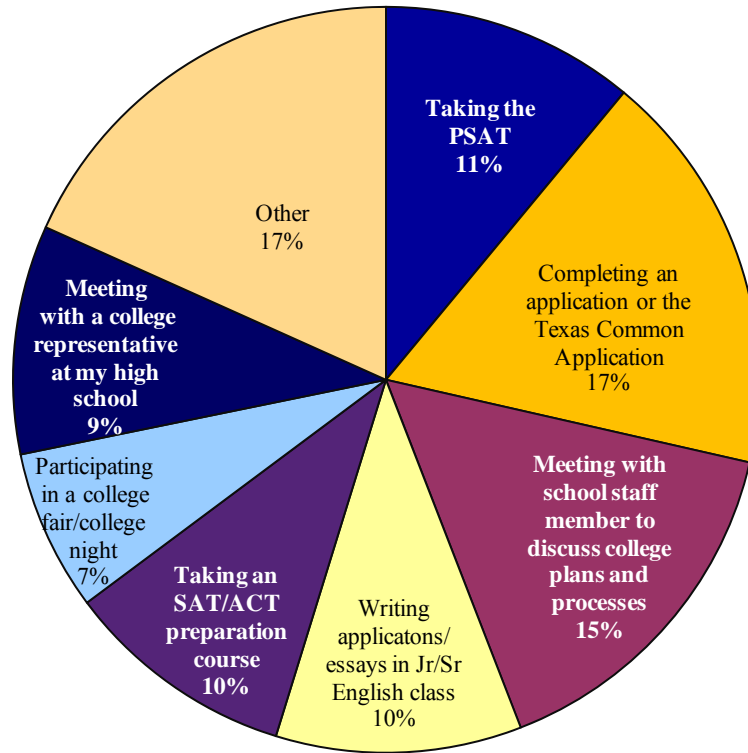
Seniors responding to the Student Futures Project survey were also asked about their participation in a number of other activities (Figure 20). The majority of respondents reported completing an application for further education or the Texas Common Application (72%) and writing a college application/essay in their junior or senior English class (61%). Hispanic, first-generation, and low-income respondents 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.

Figure 20. Percent of Respondents Participating in College Preparation and Enrollment Activities



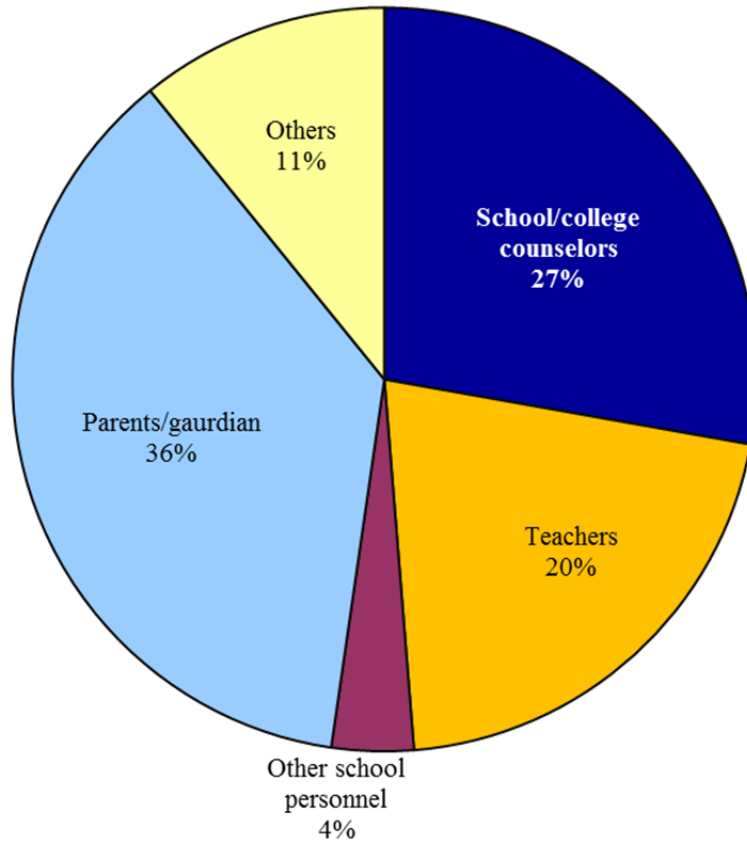
Seniors were asked about which activity at their school was most helpful in preparing them for further education. Overall, responses were fairly evenly spread across the possible options — excluding “other” (Figure 21). Completing an application for further education or completing the Texas Common Application received the largest response (17%), 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 two most helpful activities were: completing an application or the Texas Common Application and meeting with a school staff member to discuss college plans and processes.

Figure 21. What Activity Was Most Helpful in Preparing for Further Education?



Overall, respondents most often reported that parents/family/relatives (36%) were the most helpful in preparing them for further education and training, followed by school counselors and teachers at 27% each (Figure 22). White respondents reported that their parents/guardians were more helpful than school/college counselors, while their racial and ethnic counterparts reported school/college counselors more helpful than their parents. There was no difference in gender: both female and male respondents reported that their parents/guardians were most helpful. First-generation, low-income and respondents who attended low-income high schools reported that counselors were most helpful. Respondents who planned to go to college and respondents who had at least one parent with a bachelor's degree or higher reported that their parents/guardians were the most helpful in preparing them for further education and training.

Figure 22. Who Was Most Helpful in Preparing for Further Education?



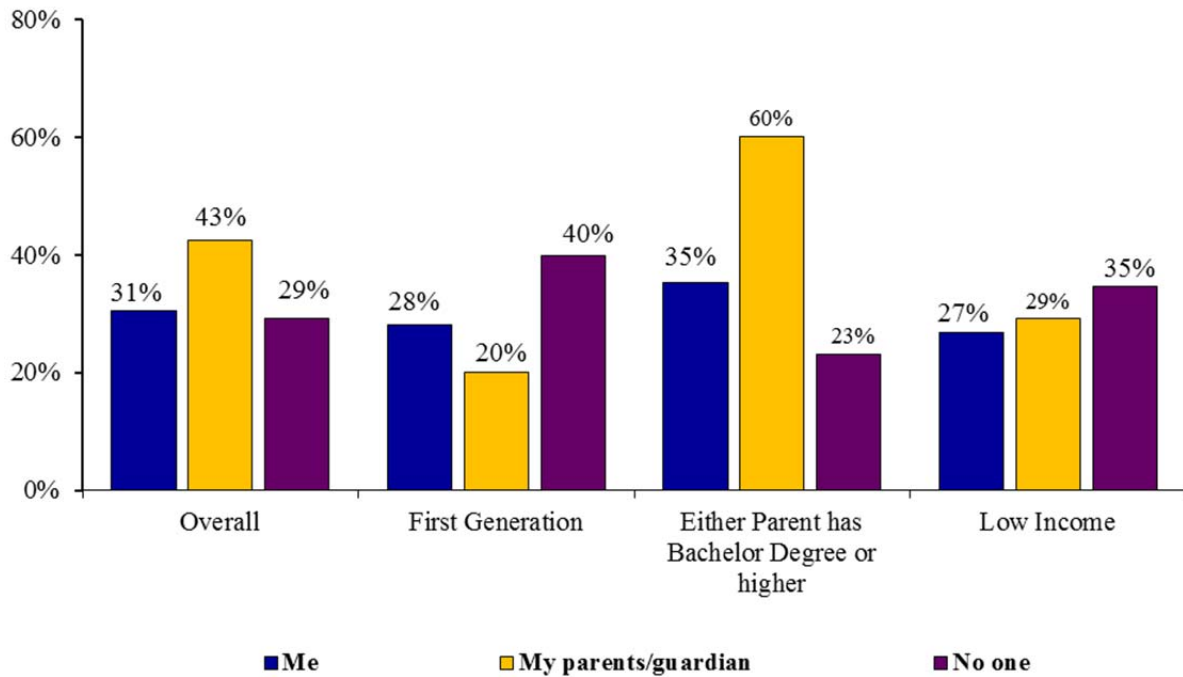
When asked to identify what they planned to study in college, seniors revealed a wide range of interests. Overall, the most commonly selected subjects were health sciences (19%), business (15%), and engineering (11%). There was a 21% point higher share of female respondents than male respondents who planned to study health sciences. Similarly, there was a 15% point higher share of males than females who planned to study engineering. This mirrors a pattern similar to the responses of seniors in prior classes. In addition, 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. Seventy-one percent of respondents reported that someone in their family had

attended a financial aid event. Just under a third (30%) of respondents reported attending an event themselves (Figure 23). Forty-three percent of all respondents reported that their parents had attended a financial aid event. Respondents who were first-generation, low-income, or 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 and white respondents were more likely when compared to Black and Asian respondents to report that no one in their family attended the college financial aid event. Conversely, 76% of respondents who had at least one parent with a bachelor’s degree or higher reported having someone in their family attend a college financial aid event.

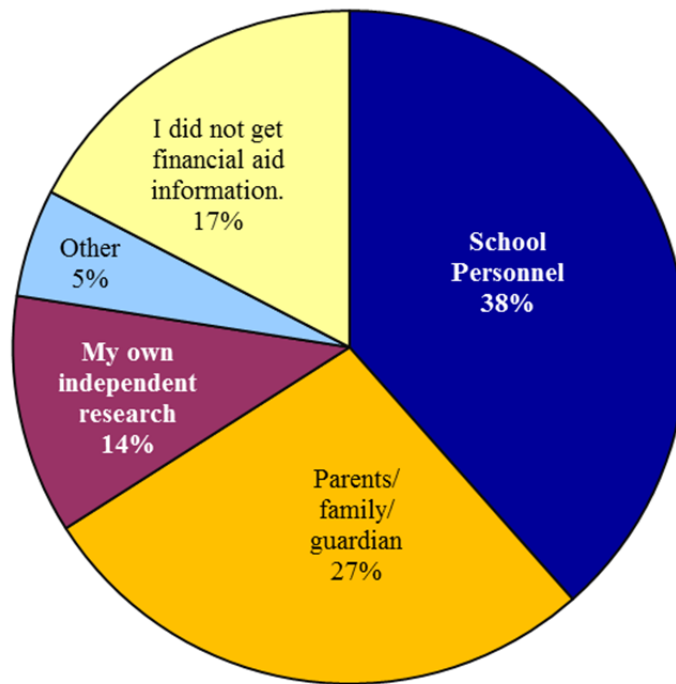
Figure 23. Who Attended the Financial Aid Event?



When asked who helped them the most with obtaining financial aid information, respondents reported that school personnel (38%), followed by their parents (27%) were the most helpful (Figure 24). Hispanic and Black respondents were more likely to report that school personnel were most helpful than seniors from other racial/ethnic groups. Greater shares of Black respondents were also more likely to report that parents were most helpful in obtaining financial aid compared to other racial/ethnic groups. Hispanic respondents were

least likely to report that their parents were the most helpful compared to 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 more likely than their counterparts to report school personnel as most helpful in the process. Overall, 83% of respondents reported receiving some kind of financial aid information.

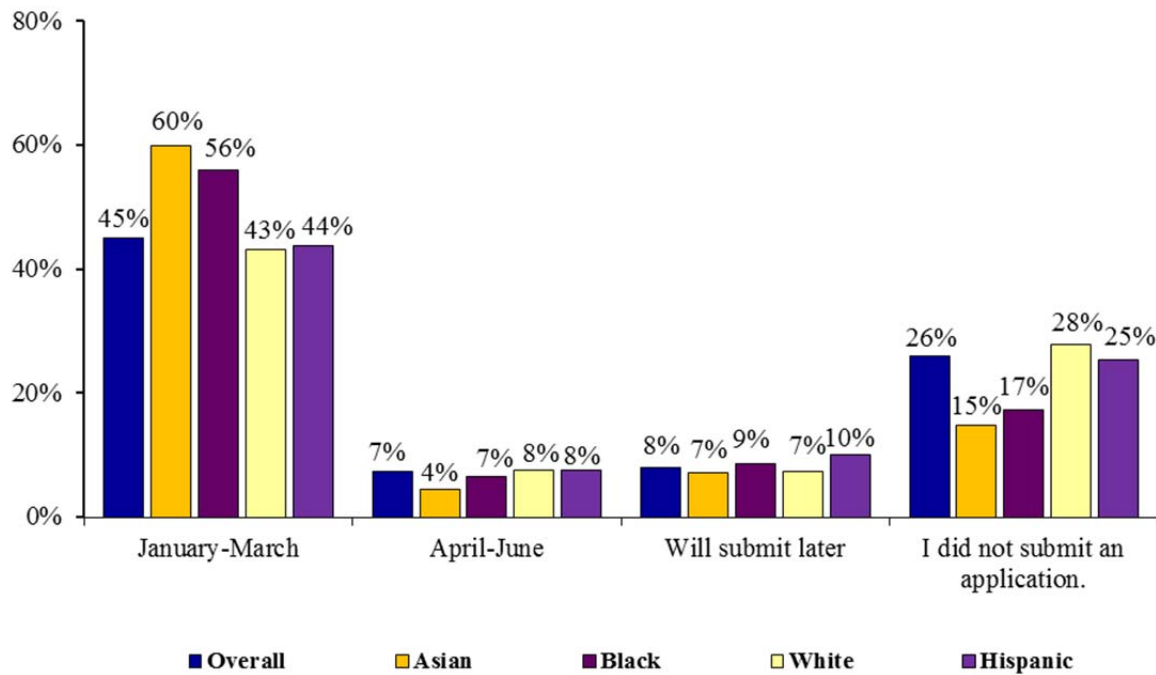
Figure 24. Who Was Most Helpful in Obtaining Financial Aid Information?



When asked when they submitted their financial aid application, 52% of all respondents reported submitting a financial aid application by the time of the survey. Of the 48% of respondents who had not submitted a financial aid application at the time of the survey, 26% of respondents reported not submitting an application at all, 8% reported plans to submit it later, and 14% did not know if they had submitted an application. A larger share of female students (12% points more) submitted a FAFSA application than their male counterparts. Likewise, a greater share of Asian (64%) and Black (62%) respondents submitted a financial aid application than their White and Hispanic counterparts (Figure 25). There was no difference between would-be first-generation respondents and respondents who had at least one parent with a bachelor's degree or higher.

While the FAFSA can be submitted at any time, applications must be submitted before April 1st for the student to be considered for many scholarship opportunities. Forty-five percent of respondents met this deadline. The same pattern exists across demographics for respondents submitting their application before the deadline as those who submitted it at the time of the survey.

Figure 25. When was your Financial Aid Application Submitted?



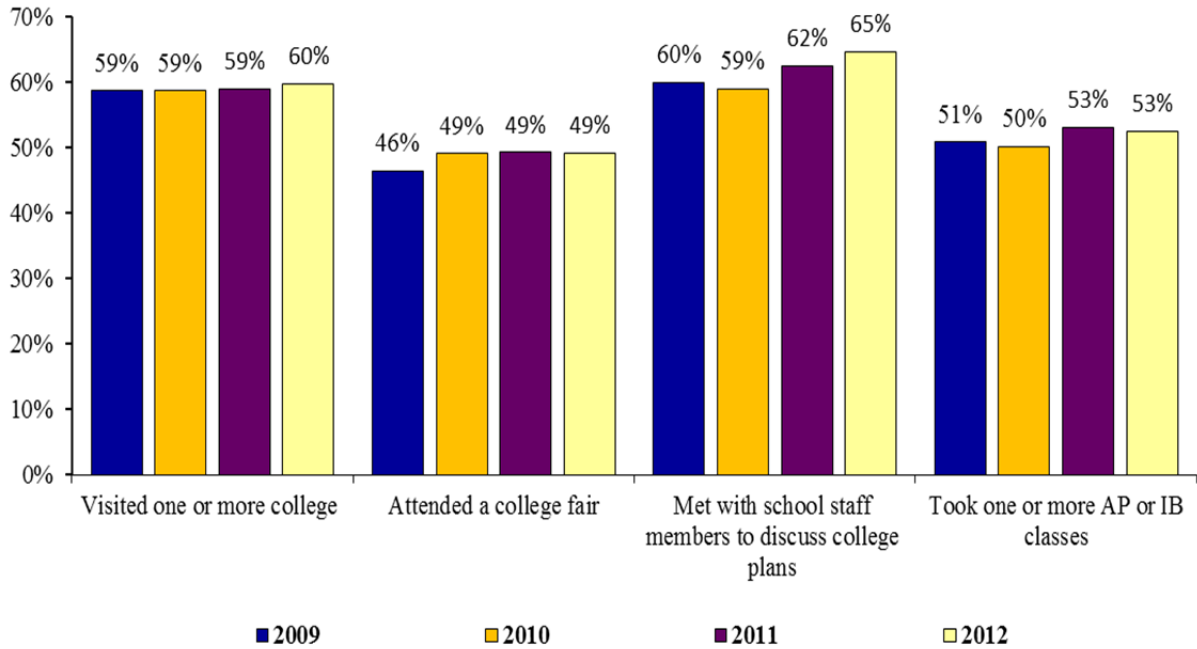
Chapter V. Longitudinal Findings from 2009-2012

In this chapter, longitudinal trends from select questions that were asked on both the Student Futures Project Survey and the Austin ISD High School Exit Survey from 2009 to 2012 are discussed.

Findings from Student Futures Project Survey Respondents for 2009-2012

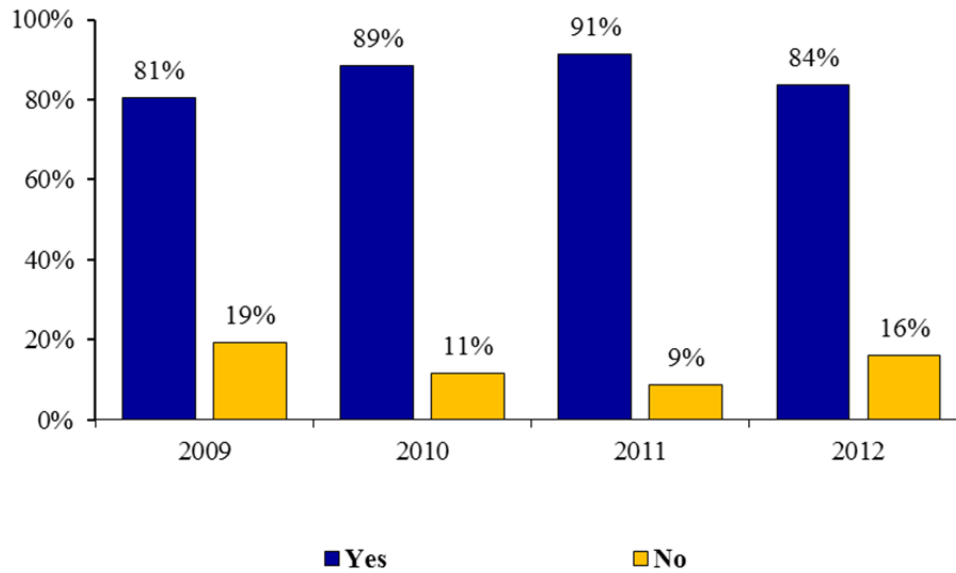
Consistently, over the past four years, visiting one or more colleges and meeting with school staff members to discuss college plans and processes have been the two activities respondents indicated helped them the most in preparing for further education after high school. The activities listed below are the top four activities that students felt prepared them the most for furthering their education after high school. Meeting with school staff members to discuss college plans and processes had the most growth from 2009 to 2012 (Figure 26). For students who were first generation, either parent had a bachelor's degree, planned on going to college, low-income, or attended a low-income high school, there was an increase in the share who met with a transition counselor/college counselor or other school staff member to discuss college plans and processes.

Figure 26. Share of Students Indicating they Participated in Select College Preparation Activities



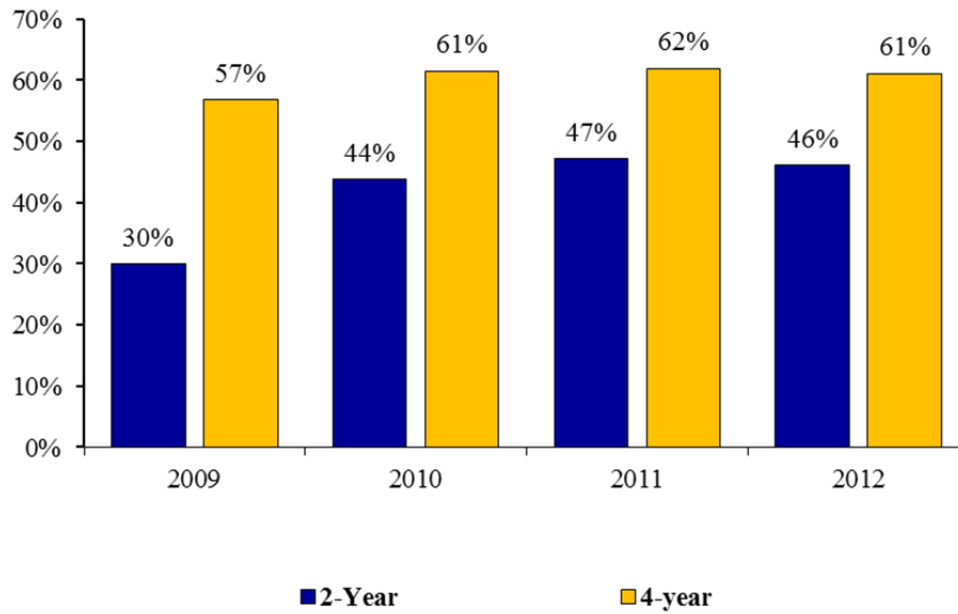
The share of students indicating they took a college entrance exam has steadily increased from 81% in 2009 to 91% 2011. Note that the share for 2012 in Figure 27 represents the 10-district sample, not including Austin. The biggest gains in the share of students who took a college entrance test from 2009 to 2011 were from students who identified as Hispanic, those who were first-generation, and those who attended a low-income high school.

Figure 27. Share of Students Indicating they Took a College Entrance Exam



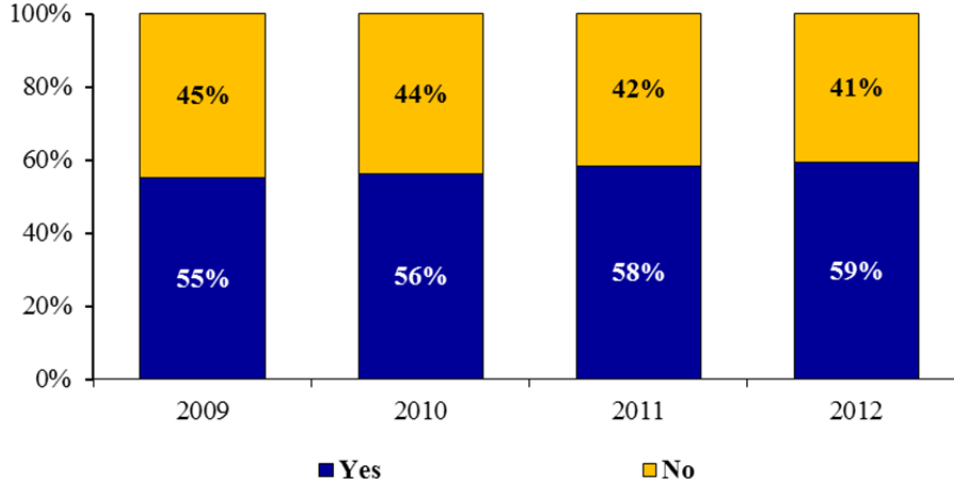
There were more students in all four years who applied and were accepted to four year universities than two year colleges. There was also an increase in the share of respondents who were accepted to four year universities. From 2009 to 2010, there was a significant four percentage point increase. Following 2010, the share accepted to a four year university has been stagnant. This trend is also true for two year colleges. There was a significant increase in the shares of students who were accepted to a two year college from 2009 to 2010, followed by a period of stagnation (Figure 28). Among the increases in the share of students accepted to four year universities, there was a slower increase among Hispanic respondents when compared to their counterparts.

Figure 28. Share of Students Accepted to Postsecondary Education, by College Type



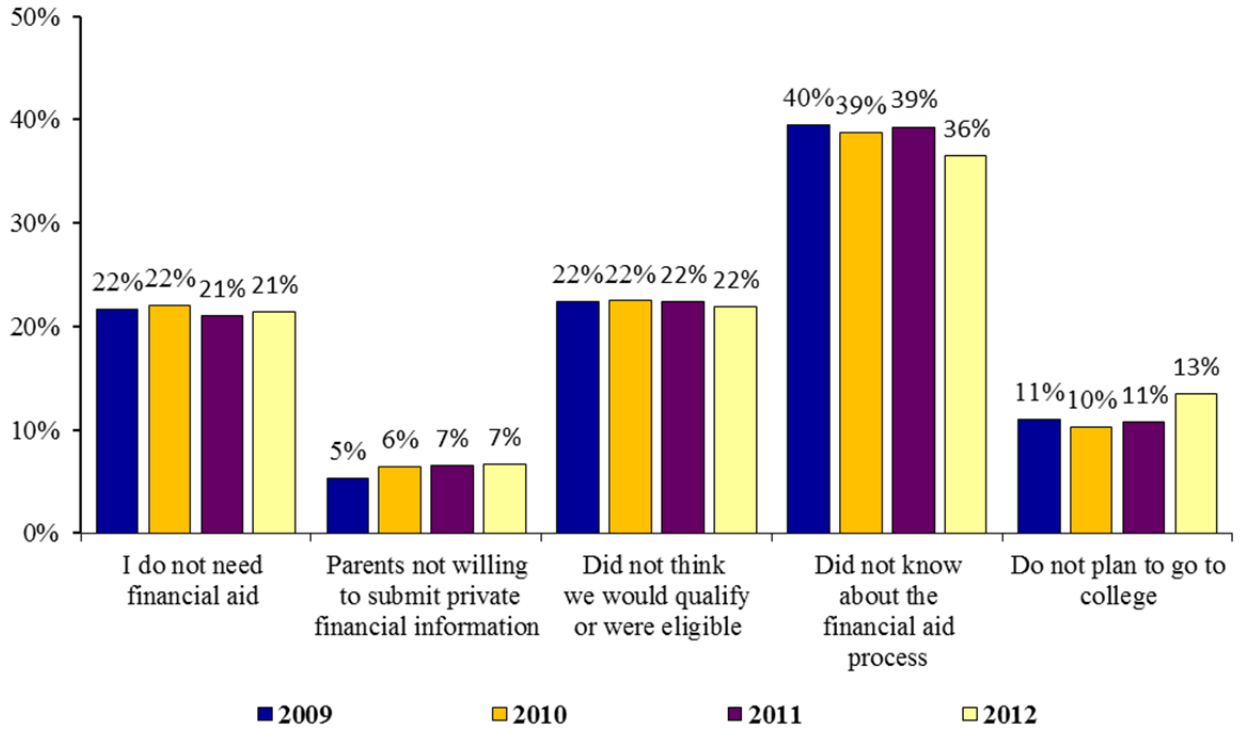
Overall, the shares of students who submitted a financial aid application increased from 55% in 2009 to 59% in 2012 (Figure 29). Across all racial demographics, there was a steady increase in the share who applied. The largest increase, a 10 percentage point increase from 2010 to 2011, was from respondents who identified as Black. There has not been an increase in the shares of males who have applied for financial aid, but for female students, there has been a seven percentage point increase from 2009 to 2012. The gap between genders continually increases: 6% points in 2009, 11% points in 2010, 13% points in 2011, and 14% points in 2012. There was a small, steady increase shown by first-generation and low-income respondents in the share submitting a FAFSA.

Figure 29. Share of Students Indicating they Submitted a FAFSA



The largest share of students across 2009 to 2012 did not submit a financial aid application because they did not know about the financial aid process. Roughly 40% every year responded this way. Following equally behind not knowing about the financial aid process, about 20% responded that they either did not need financial aid to attend college or that their family did not think they would qualify or were eligible for financial aid. Approximately half of Black and Hispanic students responded that they did not know about the financial aid process in all three years and another 20% of both racial groups responded that they thought their family would not qualify or were ineligible for financial aid (Figure 30). These figures are very similar to those who are/would be first generation, low-income, and those who attend low-income high schools.

Figure 30. Reasons for not Submitting a Financial Aid Application



Chapter VI. Summary and Next Steps

2012 Student Futures Project Survey Findings (11-district sample)

There was a 75% completion rate of seniors who took the Student Futures Project Survey in the 11-district sample.

Family Background

- Over a third of both mothers and fathers of the respondents earned a bachelor's degree or higher and about 40% of both mothers and fathers of the respondents had a high school diploma or less.
- Less than half of respondents (43%) reported that they thought about post-secondary education for as long as they could remember. Forty-five percent of respondents did not think about post-secondary education until middle school or high school

High School Experience

- Roughly 50% of respondents reported studying 1-5 hours a week and 16% reported studying for 11 hours or more.

Preparation for After High School

- Eighty-nine percent of respondents planned to attend college after graduation. Of those who did not plan to attend college, financial reasons were the primary cause.
- Eighty-four percent of respondents in the 10-district sample took a college entrance exam. 61% took a test before the start of their senior year. Austin was not included in the overall percentage due to non-transferrable data but Austin ISD reported that 78% of their seniors took a college entrance exam.

2012 Student Futures Project Questions Findings (10-district sample)

There was a 75% completion rate of seniors who took the Student Futures Project Survey in the 10-district sample.

Family Background

- Twenty-six percent of respondents are first-generation students. Twenty percent of respondents are from immigrant families

High School Experiences

- Eighty-nine percent of respondents reported meeting with a school counselor for at least one issue over the course of their high school career.
- Sixty percent of respondents worked for pay with over half of reporting that they worked because they liked the freedom of having their own money.

Preparation for After High School

- Eighty-three percent of respondents participated in at least one 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-two percent of all respondents submitted a FAFSA or PROFILE application, 45% submitted their application before the April 1st deadline for increased scholarship consideration.

2009 to 2012 Longitudinal Findings

- Visiting one or more colleges and meeting with a school staff member to discuss college plans and processes were the two most helpful activities to prepare students for furthering their education.
- The share of respondents who took a college entrance exam increased between 2009 and 2011. The 2012 share of students only includes the 10-district sample.
- The share of respondents who were accepted to at least one 2-year or 4-year college or university increased from 2009 to 2010 and has stayed stagnant from 2010 to 2012.

- There has been an increase of four percentage points from 2009 to 2012 in the share of students who have submitted a financial aid application.
- The most reported reason across all four years for not submitting an application was due to the students not knowing about the financial aid process. Although, there has been a decrease from 39% in 2011 to 36% in 2012.

Next Steps

Pending funding, the Student Futures Project will follow these Class of 2012 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 2012 will be released periodically and posted on the Student Futures Project website (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 2012: 5,361 seniors took the Student Futures Project Senior Survey, and 3,373 seniors took the Austin ISD High School Exit Survey. Overall, 75% of high school seniors from participating districts are included in the analysis. 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, Lake Travis, Leander, Manor, Pflugerville, and San Marcos Consolidated) took the Student Futures Project Survey presented in Appendix B. All schools in these ten districts administered the survey online. Each senior was provided with a brochure detailing the goals of the project, their role in it, and contact information for the principal investigators. A very small sample of students began but did not complete the survey.

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, some of which administered the survey electronically online, while some administered it in a paper format. Austin ISD research staff provided Student Futures Project researchers with an electronic data set of all student responses to their survey.

Austin ISD reported 3,413 survey takers out of 4,467 students enrolled at the time the survey was taken.⁶ Austin ISD also reports a corrected response rate which removes certain ineligible students; their senior count includes seniors enrolled in the spring of 2012. Not all students who sat for this survey answered every question relevant for this report; of the 3,413

⁶ More information on the Austin ISD survey administration is available in *Class of 2012 High School Exit Survey* (Looby and Fowler, 2012).

students who took the Austin ISD survey, 3,373 (99%) answered at least 50% of the questions and are included in the research sample.

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-1.

Table A-1. Percent of Low-Income Students by High School

School District/School	Low Income
Austin ISD	
Akins	72%
Anderson	25%
Austin	36%
Bowie	15%
Crockett	69%
Garza	45%
Eastside Memorial	91%
Lanier	88%
LASA	18%
LBJ	86%
McCallum	40%
Reagan	91%
Travis	89%
Bastrop ISD	
Bastrop	57%
Del Valle ISD	
Del Valle	80%
Eanes ISD	
Westlake	3%
Hays CISD	
Jack C Hays	33%
Lehman	56%
Hutto ISD	
Hutto	44%
Leander ISD	
Cedar Park	13%
Leander	36%
Rouse	27%
Vandegrift	8%
Vista Ridge	19%
Manor ISD	
Manor	81%
Pflugerville ISD	
Hendrickson	36%
John B Connally	62%
Pflugerville	42%
San Marcos CISD	
San Marcos	59%

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-2 below. 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-3 below represent survey response as a share of seniors enrolled in the fall following graduation and district totals exclude students enrolled at alternative schools.

Table A-2. Characteristics of 2012 Survey Respondents Overall and by District

	Overall	Austin	Bastrop	Del Valle	Eanes	Hays	Hutto	Lake Travis	Leander	Manor	Pflugerville	San Marcos
N	8,734	3,373	342	336	542	668	221	266	1,305	250	1,110	321
Ethnicity												
Asian	5%	4%	1%	1%	12%	2%	1%	6%	6%	2%	11%	2%
Black	11%	10%	9%	14%	1%	7%	19%	0%	6%	31%	25%	5%
Hispanic	43%	50%	44%	78%	13%	57%	29%	19%	25%	55%	39%	65%
White	61%	34%	88%	67%	89%	91%	79%	88%	87%	63%	49%	87%
Gender												
Female	51%	51%	52%	59%	51%	49%	45%	59%	47%	53%	50%	52%
Male	49%	49%	48%	41%	49%	51%	55%	41%	53%	47%	50%	48%
Income Status												
Free Lunch	49%	51%	50%	74%	3%	44%	40%	3%	20%	70%	43%	50%
Not Low-income	58%	49%	50%	26%	97%	56%	60%	97%	80%	30%	57%	50%
Plans for Initial Postsecondary Enrollment												
Going to College	89%	90%	83%	84%	98%	88%	85%	94%	90%	89%	86%	85%
Not Going to College	11%	10%	17%	16%	2%	12%	15%	6%	10%	11%	14%	15%
Parents' Education Level												
Either Parent had Bachelor's	41%	41%	25%	9%	88%	26%	30%	69%	53%	14%	33%	25%
Neither Parent had Bachelor's	59%	59%	75%	91%	12%	74%	70%	31%	47%	86%	67%	75%
Student Would Be First Generation to Go to College												
First Generation	28%	32%	42%	54%	4%	35%	26%	9%	15%	47%	26%	40%
Not First Generation	72%	67%	58%	46%	96%	65%	74%	91%	85%	53%	74%	60%

Source: Student Futures Project calculations

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

Table A-3. 2012 School-Level Senior Survey Response Rates

School District/School	Number of Seniors ¹	Number of Respondents	Response Rate
Overall	10,924	8,734	80%
Austin ISD²	3,918	3,373	86%
Akins	468	448	96%
Anderson	463	418	90%
Austin	512	472	92%
Bowie	608	629	103%
Crockett	341	229	67%
Garza	81	60	74%
Eastside Memorial	94	72	77%
Lanier	242	282	117%
LASA	208	140	67%
LBJ	177	75	42%
McCallum	307	276	90%
Reagan	160	97	61%
Travis	257	175	68%
Bastrop ISD	466	342	73%
Bastrop	466	342	73%
Del Valle ISD	425	336	79%
Del Valle	425	336	79%
Eanes ISD	653	542	83%
Westlake	653	542	83%
Hays CISD	863	668	77%
Jack C Hays	443	343	77%
Lehman	420	325	77%
Hutto ISD	319	221	69%
Hutto	319	221	69%
Lake Travis ISD	441	266	60%
Lake Travis	441	266	60%
Leander ISD	1,919	1,305	68%
Cedar Park	416	292	70%
Leander	469	310	66%
Rouse	370	243	66%
Vandegrift	251	185	74%
Vista Ridge	413	275	67%
Manor ISD	294	250	85%
Manor	226	189	84%
Manor New Tech	68	61	90%
Pflugerville ISD	1,576	1,110	70%
Hendrickson	529	360	68%
John B Connally	490	373	76%
Pflugerville	557	377	68%
San Marcos CISD	491	321	65%
San Marcos	491	321	65%

Source: Student Futures Project calculations

¹ Calculated for seniors enrolled on Oct. 26, 2011 using district-provided PEIMS data, so some schools appear to have shares of survey takers larger than 100%. Totals do not include alternative high schools.

Appendix B. 2012 Student Futures Project Senior Survey

This is a list of all questions from the 2012 Central Texas Student Futures Project Senior Survey which was administered in nine participating school districts in the spring of 2012.

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? A. Attend college or technical school without working B. Attend college or technical school while working full-time C. Attend college or technical school while working part-time D. Work full-time only E. Work part-time only F. Enlist in the military G. Not sure/No plans H. 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? A. Financial (i.e., can't afford to attend school, need income from working, etc.) B. Academic (i.e., grades/test scores aren't high enough, don't feel academically prepared for college, etc.) C. Personal preference (i.e., don't like school, career goals do not require college, etc.) D. Personal obligation (i.e., child care or family responsibilities, etc.) E. 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? A. Yes B. No C. 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	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	Austin	Bastrop	Del Valle	Eanes	Hays	Hutto	Lake Travis	Leander	Manor	Pflugerville	San Marcos
Survey Totals	8,734	449	955	5,291	3,751	4,431	4,299	2,475	3,564	7,790	3,626	3,668	3,373	342	336	542	668	221	266	1,305	250	1,110	321
What is your race?																							
Asian, Asian American, or Pacific Islander	5%	100%	*	1%	1%	5%	6%	4%	7%	6%	4%	3%	4%	*	*	12%	2%	*	6%	6%	*	11%	*
Black, African or African American	11%	*	100%	1%	1%	11%	11%	9%	7%	11%	17%	14%	10%	9%	14%	*	7%	19%	*	6%	31%	25%	5%
White, Caucasian, or European American	61%	15%	6%	100%	45%	61%	60%	45%	76%	61%	39%	50%	34%	88%	67%	89%	91%	79%	88%	87%	63%	49%	87%
What is your ethnicity?																							
Hispanic, Latino, or of Spanish Origin	43%	5%	5%	32%	100%	44%	42%	71%	20%	42%	66%	62%	50%	44%	78%	13%	57%	29%	19%	25%	55%	39%	65%
Including your current school, how many different high schools have you attended?																							
1	77%	78%	67%	79%	76%	77%	77%	75%	80%	77%	71%	75%	76%	80%	81%	86%	78%	73%	78%	69%	70%	78%	86%
2	17%	17%	21%	15%	17%	17%	16%	17%	15%	16%	19%	17%	16%	13%	13%	11%	14%	19%	17%	25%	23%	15%	9%
3	4%	3%	6%	4%	4%	4%	4%	4%	3%	4%	5%	5%	5%	4%	4%	2%	4%	5%	*	4%	*	4%	*
4	2%	*	4%	1%	2%	2%	2%	2%	1%	2%	3%	2%	2%	*	*	*	3%	*	*	1%	*	2%	*
5 or more	1%	*	2%	1%	1%	1%	1%	1%	0%	1%	2%	1%	1%	*	*	*	*	*	*	*	*	*	*
By this time next year, what do you plan to be doing?																							
Attend college or technical school without working	35%	41%	35%	29%	30%	36%	34%	29%	45%	39%	31%	28%	59%	15%	11%	48%	11%	13%	32%	20%	15%	17%	12%
Attend college or technical school while working full-time	9%	4%	10%	10%	12%	9%	10%	13%	6%	11%	13%	12%	7%	15%	12%	2%	18%	14%	7%	11%	16%	10%	13%
Attend college or technical school while working part-time	45%	50%	45%	50%	44%	49%	41%	44%	43%	51%	42%	46%	25%	54%	61%	47%	59%	58%	55%	59%	58%	60%	60%
Work full-time only	3%	1%	2%	3%	4%	2%	4%	5%	1%	0%	4%	4%	2%	7%	6%	0%	3%	4%	3%	4%	4%	4%	6%
Work part-time only	1%	1%	1%	1%	1%	1%	1%	1%	0%	0%	1%	1%	1%	2%	1%	0%	1%	0%	1%	0%	0%	1%	*
Enlist in the military	3%	1%	4%	3%	3%	1%	5%	3%	2%	0%	3%	4%	2%	5%	4%	1%	4%	6%	1%	4%	3%	5%	7%
Not Sure / No plans	2%	1%	3%	2%	3%	2%	3%	3%	1%	0%	3%	3%	2%	3%	3%	1%	2%	2%	1%	1%	2%	3%	*
Other (parenting, missing/volunteer work, etc.)	2%	1%	1%	2%	2%	1%	2%	2%	1%	0%	2%	2%	3%	1%	2%	1%	2%	3%	1%	2%	2%	1%	*
If you are not planning to pursue further education and training in the next year, what is your primary reason? (N=1327)																							
Financial	33%	41%	31%	31%	36%	38%	31%	40%	26%	44%	39%	37%	52%	33%	30%	*	32%	*	*	25%	33%	34%	30%
Academic	13%	*	17%	11%	14%	12%	14%	14%	14%	17%	16%	14%	20%	17%	*	*	13%	*	*	7%	*	12%	15%
Personal preference	22%	*	23%	23%	18%	14%	26%	20%	22%	12%	17%	19%	18%	*	21%	*	18%	*	*	30%	23%	22%	24%
Personal obligation	9%	*	*	9%	12%	15%	6%	11%	5%	9%	12%	10%	*	*	15%	*	10%	*	*	7%	*	6%	*
Other	23%	*	23%	25%	19%	22%	23%	14%	33%	17%	16%	19%	*	22%	21%	*	26%	39%	*	30%	*	26%	23%
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																							
Yes	64%	52%	62%	65%	65%	72%	60%	63%	72%	73%	63%	65%	.	64%	66%	67%	66%	73%	57%	59%	66%	63%	64%
Maybe/Don't know	28%	*	31%	27%	26%	22%	31%	28%	22%	21%	29%	26%	.	26%	22%	*	26%	*	*	35%	31%	28%	25%
No	8%	*	*	8%	9%	6%	9%	9%	*	6%	8%	9%	.	*	*	*	*	*	*	*	*	9%	*

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	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	Austin	Bastrop	Del Valle	Eanes	Hays	Hutto	Lake Travis	Leander	Manor	Pflugerville	San Marcos
Survey Totals	8,734	449	955	5,291	3,751	4,431	4,299	2,475	3,564	7,790	3,626	3,668	3,373	342	336	542	668	221	266	1,305	250	1,110	321
How prepared do you feel to complete college-level coursework in English/Language Arts																							
I am prepared for regular or advanced college-level coursework.	75%	74%	80%	76%	68%	79%	72%	67%	85%	78%	68%	70%	.	74%	67%	89%	69%	75%	79%	80%	75%	72%	65%
I will have to take remedial or developmental classes to prepare for college-level coursework.	18%	18%	15%	17%	24%	16%	19%	24%	11%	17%	23%	22%	.	16%	24%	9%	23%	16%	15%	15%	19%	19%	26%
I am not prepared for any college-level coursework.	4%	4%	3%	4%	5%	3%	5%	5%	2%	3%	5%	4%	.	4%	6%	*	3%	6%	*	2%	4%	5%	6%
I do not know if I am prepared for college-level coursework.	3%	4%	2%	3%	4%	3%	4%	4%	2%	2%	4%	4%	.	5%	*	*	5%	*	5%	2%	*	4%	4%
How prepared do you feel to complete college-level coursework in Mathematics																							
I am prepared for regular or advanced college-level coursework.	58%	73%	50%	60%	49%	55%	61%	48%	72%	62%	47%	50%	.	53%	50%	82%	51%	54%	67%	63%	46%	55%	45%
I will have to take remedial or developmental classes to prepare for college-level coursework.	30%	19%	36%	29%	36%	33%	27%	38%	21%	29%	37%	35%	.	33%	38%	14%	34%	31%	25%	27%	37%	31%	38%
I am not prepared for any college-level coursework.	7%	4%	9%	6%	9%	6%	7%	9%	3%	5%	10%	9%	.	7%	8%	*	8%	11%	*	5%	12%	9%	10%
I do not know if I am prepared for college-level coursework.	5%	3%	5%	5%	6%	6%	5%	5%	4%	4%	6%	6%	.	7%	4%	3%	8%	*	5%	5%	5%	5%	7%
How prepared do you feel to complete college-level coursework in Science																							
I am prepared for regular or advanced college-level coursework.	67%	72%	65%	68%	57%	65%	68%	55%	79%	70%	56%	60%	.	64%	53%	85%	65%	66%	77%	70%	58%	64%	54%
I will have to take remedial or developmental classes to prepare for college-level coursework.	23%	18%	25%	22%	29%	24%	22%	31%	16%	21%	30%	27%	.	23%	33%	12%	24%	22%	17%	21%	31%	24%	30%
I am not prepared for any college-level coursework.	6%	5%	6%	5%	8%	6%	6%	8%	3%	5%	8%	8%	.	7%	11%	*	6%	8%	*	5%	6%	7%	10%
I do not know if I am prepared for college-level coursework.	4%	4%	4%	4%	5%	5%	4%	6%	3%	4%	6%	5%	.	6%	3%	*	5%	*	*	4%	*	5%	7%
How prepared do you feel to complete college-level coursework in Social Studies																							
I am prepared for regular or advanced college-level coursework.	77%	75%	79%	77%	69%	76%	77%	68%	85%	79%	69%	72%	.	76%	65%	88%	73%	78%	81%	81%	74%	74%	68%
I will have to take remedial or developmental classes to prepare for college-level coursework.	16%	15%	14%	16%	22%	17%	15%	23%	11%	15%	21%	19%	.	15%	25%	10%	18%	14%	14%	14%	18%	17%	23%
I am not prepared for any college-level coursework.	4%	5%	3%	4%	5%	3%	4%	5%	2%	3%	5%	5%	.	5%	6%	*	4%	5%	*	3%	6%	5%	4%
I do not know if I am prepared for college-level coursework.	3%	4%	4%	3%	4%	3%	3%	4%	2%	3%	5%	4%	.	4%	4%	*	4%	*	*	3%	*	4%	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	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	Austin	Bastrop	Del Valle	Eanes	Hays	Hutto	Lake Travis	Leander	Manor	Pflugerville	San Marcos
Survey Totals	8,734	449	955	5,291	3,751	4,431	4,299	2,475	3,564	7,790	3,626	3,668	3,373	342	336	542	668	221	266	1,305	250	1,110	321
How well did your high school help you to develop knowledge and skills in: Teamwork																							
Very well	46%	43%	49%	46%	48%	49%	44%	48%	46%	47%	47%	47%	42%	46%	50%	54%	48%	48%	42%	52%	68%	42%	42%
Somewhat well	45%	48%	42%	45%	45%	44%	46%	45%	45%	45%	45%	46%	49%	50%	41%	39%	45%	42%	43%	40%	29%	46%	48%
Not well	9%	10%	9%	9%	7%	7%	10%	8%	9%	8%	8%	8%	9%	4%	9%	7%	7%	10%	15%	8%	4%	12%	9%
How well did your high school help you to develop knowledge and skills in: Creative Thinking																							
Very well	45%	43%	48%	45%	46%	47%	43%	47%	44%	46%	46%	45%	42%	39%	55%	53%	45%	43%	41%	46%	67%	45%	42%
Somewhat well	46%	45%	43%	45%	47%	45%	46%	46%	45%	46%	46%	47%	50%	53%	38%	39%	45%	47%	46%	44%	28%	43%	49%
Not well	9%	12%	9%	10%	8%	8%	11%	7%	10%	9%	8%	8%	8%	8%	7%	8%	11%	11%	13%	10%	5%	13%	9%
How well did your high school help you to develop knowledge and skills in: Problem Solving																							
Very well	47%	51%	45%	49%	46%	47%	48%	47%	50%	48%	45%	45%	43%	41%	51%	67%	44%	40%	46%	53%	65%	44%	45%
Somewhat well	45%	41%	46%	44%	47%	47%	44%	46%	42%	45%	48%	48%	49%	54%	40%	27%	48%	51%	45%	40%	30%	47%	47%
Not well	7%	8%	9%	7%	7%	6%	8%	7%	8%	7%	7%	7%	7%	5%	8%	6%	8%	9%	9%	7%	4%	10%	8%
How well did your high school help you to develop knowledge and skills in: Conflict Resolution																							
Very well	38%	40%	37%	38%	39%	38%	37%	39%	38%	39%	38%	38%	34%	34%	44%	48%	36%	33%	36%	42%	58%	35%	39%
Somewhat well	48%	47%	48%	47%	49%	49%	48%	48%	47%	48%	50%	50%	51%	56%	42%	42%	49%	52%	44%	45%	34%	48%	50%
Not well	14%	13%	15%	14%	12%	13%	15%	12%	15%	13%	12%	12%	13%	11%	14%	10%	15%	16%	20%	13%	7%	17%	11%
How well did your high school help you to develop knowledge and skills in: Personal health / Fitness																							
Very well	39%	34%	48%	39%	41%	37%	42%	41%	38%	40%	40%	40%	35%	41%	40%	43%	41%	42%	41%	45%	52%	41%	36%
Somewhat well	43%	49%	38%	42%	45%	45%	42%	46%	42%	43%	46%	45%	47%	44%	43%	40%	44%	41%	37%	38%	37%	41%	44%
Not well	17%	18%	14%	19%	14%	18%	16%	13%	20%	17%	14%	15%	17%	15%	16%	17%	15%	17%	21%	17%	11%	18%	20%
How well did your high school help you to develop knowledge and skills in: Time management																							
Very well	35%	39%	37%	35%	33%	37%	32%	35%	36%	36%	34%	33%	32%	31%	41%	49%	31%	29%	37%	38%	58%	31%	29%
Somewhat well	49%	45%	46%	47%	52%	47%	50%	51%	46%	49%	51%	52%	52%	54%	47%	40%	53%	55%	41%	44%	35%	48%	54%
Not well	16%	16%	17%	17%	14%	15%	17%	14%	18%	16%	14%	15%	16%	15%	11%	11%	16%	16%	21%	18%	7%	21%	17%
How well did your high school help you to develop knowledge and skills in: Technology																							
Very well	43%	47%	44%	44%	43%	43%	43%	43%	43%	44%	43%	42%	38%	29%	46%	74%	43%	39%	48%	46%	65%	38%	42%
Somewhat well	45%	45%	44%	44%	46%	45%	45%	45%	44%	45%	46%	46%	49%	51%	41%	21%	47%	45%	40%	44%	29%	47%	47%
Not well	12%	8%	12%	13%	11%	12%	12%	11%	13%	11%	11%	12%	13%	20%	12%	5%	10%	16%	11%	10%	6%	15%	11%

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	White, Caucasian, or European American	Hispanic, Latino, or of Spanish Origin	Female	Male	First Generation	Either Parent has Bachelors	Plans on going to college	Low Income	Attends a Low Income HS	Austin	Bastrop	Del Valle	Eanes	Hays	Hutto	Lake Travis	Leander	Manor	Pflugerville	San Marcos
Survey Totals	8,734	449	955	5,291	3,751	4,431	4,299	2,475	3,564	7,790	3,626	3,668	3,373	342	336	542	668	221	266	1,305	250	1,110	321
How did you prepare for continuing your education after high school? Select all that apply.																							
Visited one or more college or technical school	60%	61%	57%	65%	52%	65%	54%	49%	74%	64%	49%	55%	57%	49%	73%	82%	58%	62%	74%	61%	61%	52%	61%
Attended a college fair/college night	49%	53%	52%	52%	45%	55%	43%	44%	57%	52%	44%	49%	43%	50%	51%	70%	62%	50%	71%	44%	62%	47%	45%
Took a prep class for the SAT or ACT	36%	48%	34%	35%	31%	38%	34%	29%	47%	38%	31%	31%	46%	20%	29%	71%	22%	9%	48%	26%	41%	21%	19%
Met with transition coordinator/college counselor or other school staff members to discuss college plans and processes	65%	69%	60%	57%	65%	68%	61%	65%	69%	67%	68%	62%	95%	31%	44%	50%	44%	36%	41%	53%	48%	44%	38%
Met with a college representative at my high school	49%	57%	50%	47%	47%	53%	45%	46%	57%	52%	46%	48%	59%	39%	51%	61%	40%	42%	47%	38%	52%	41%	35%
Took one or more Advanced Placement (AP) or International Baccalaureate (IB) classes	53%	74%	40%	57%	41%	57%	48%	38%	72%	56%	38%	43%	53%	37%	46%	81%	42%	34%	52%	61%	42%	50%	41%
Completed or are currently enrolled in Austin Community College courses (Early College Start, Dual Credit, Tech Prep)	34%	48%	28%	33%	32%	39%	29%	31%	40%	37%	31%	32%	40%	28%	29%	20%	24%	14%	42%	41%	36%	27%	33%
None of the above	8%	4%	7%	7%	11%	5%	11%	11%	3%	5%	11%	10%	7%	13%	9%	2%	11%	12%	6%	8%	8%	10%	7%
What activities have you completed to enroll in college after high school graduation? Select all that apply.																							
Ordered and submitted a transcript to a college or technical school	59%	75%	57%	64%	48%	65%	53%	46%	76%	64%	46%	50%	55%	42%	58%	88%	56%	59%	73%	64%	62%	56%	55%
In which of the following college preparation programs did you participate while in high school?																							
ACC College Connections	14%	17%	14%	17%	13%	15%	12%	13%	12%	14%	12%	16%	*	41%	31%	3%	25%	*	34%	25%	24%	19%	21%
College Forward	5%	7%	8%	5%	7%	6%	4%	9%	1%	5%	8%	11%	*	*	36%	*	20%	*	*	*	34%	7%	*
Con Mi Madre	0%	*	*	0%	1%	0%	0%	0%	*	0%	0%	1%	*	*	*	*	*	*	*	*	*	1%	*
AVID	5%	4%	8%	5%	6%	5%	4%	6%	3%	5%	6%	5%	*	*	*	*	*	*	*	12%	30%	10%	17%
Talent Search/TRIO	1%	*	3%	1%	1%	1%	1%	2%	1%	1%	1%	2%	*	*	*	*	*	*	*	*	16%	*	11%
Upward Bound	0%	*	*	1%	0%	0%	0%	1%	*	0%	0%	1%	*	*	*	*	2%	*	*	*	*	*	*
Break Through Collaborative	0%	*	*	0%	*	*	*	*	*	0%	*	*	*	*	*	*	*	*	*	*	*	*	*
Other	4%	4%	7%	5%	3%	4%	4%	4%	4%	4%	4%	5%	*	6%	9%	4%	7%	10%	*	6%	11%	7%	5%
If you participated in one or more college preparation program, what did you get out of it?																							
They encouraged me to attend school regularly.	12%	14%	15%	14%	13%	13%	11%	15%	8%	12%	13%	16%	*	17%	34%	4%	20%	8%	15%	19%	47%	17%	25%
They helped me choose the right high school courses in order to prepare for college.	10%	14%	13%	12%	12%	12%	9%	13%	7%	10%	11%	13%	*	16%	27%	4%	17%	*	13%	16%	38%	17%	19%
They explained the financial aid process to me.	12%	16%	18%	14%	15%	14%	11%	17%	8%	13%	16%	20%	*	21%	43%	4%	27%	8%	15%	14%	51%	20%	25%
They were available to help with school-related issues.	9%	12%	12%	10%	11%	9%	8%	12%	5%	9%	11%	13%	*	8%	25%	3%	18%	*	9%	12%	38%	14%	21%
They helped me deal with personal issues.	5%	4%	8%	6%	7%	6%	4%	7%	3%	5%	7%	8%	*	*	17%	*	12%	*	*	7%	26%	7%	14%
They helped me to believe college was right for me.	10%	12%	14%	12%	12%	11%	8%	14%	6%	10%	13%	15%	*	15%	32%	4%	20%	5%	9%	13%	45%	16%	21%
They helped me apply to college.	13%	17%	19%	15%	16%	15%	11%	18%	8%	14%	16%	20%	*	21%	43%	4%	28%	9%	13%	16%	51%	21%	29%
Other	4%	4%	4%	5%	3%	4%	4%	3%	4%	4%	3%	4%	*	8%	6%	2%	6%	*	6%	7%	6%	7%	6%

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	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	Austin	Bastrop	Del Valle	Eanes	Hays	Hutto	Lake Travis	Leander	Manor	Pflugerville	San Marcos
Survey Totals	8,734	449	955	5,291	3,751	4,431	4,299	2,475	3,564	7,790	3,626	3,668	3,373	342	336	542	668	221	266	1,305	250	1,110	321
Did you take a college entrance test (ACT, SAT, THEA, Compass, Asset)?																							
Yes	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
No	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
How many applications have you submitted to a 2-year college?																							
0	45%	53%	37%	53%	37%	43%	48%	34%	58%	43%	34%	37%	27%	41%	42%	91%	46%	47%	61%	60%	36%	46%	45%
1	45%	41%	41%	39%	52%	48%	41%	53%	36%	47%	52%	50%	62%	49%	35%	7%	45%	33%	30%	35%	46%	43%	47%
2	7%	3%	13%	6%	8%	7%	7%	9%	3%	7%	10%	9%	7%	8%	16%	*	7%	14%	6%	4%	13%	7%	5%
3	1%	*	4%	1%	2%	1%	2%	2%	1%	2%	2%	2%	2%	*	4%	*	*	*	*	*	*	2%	*
4	1%	*	2%	0%	0%	0%	1%	1%	0%	1%	1%	1%	1%	*	*	*	*	*	*	*	*	*	*
5 or more	1%	*	3%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	*	*	*	*	*	*	*	*	1%	*
How many applications have you submitted to a 4-year college or university?																							
0	28%	12%	20%	29%	37%	24%	32%	38%	14%	23%	37%	33%	22%	48%	26%	8%	39%	38%	18%	33%	29%	34%	40%
1	15%	17%	13%	16%	14%	15%	15%	14%	16%	16%	13%	15%	14%	20%	10%	11%	16%	21%	17%	16%	6%	16%	21%
2	13%	15%	12%	13%	12%	12%	14%	11%	14%	13%	12%	12%	13%	13%	11%	10%	9%	14%	12%	12%	10%	15%	16%
3	10%	10%	12%	11%	10%	11%	11%	10%	13%	12%	9%	10%	12%	7%	11%	10%	9%	11%	11%	13%	10%	10%	8%
4	11%	13%	16%	10%	10%	11%	11%	10%	13%	11%	10%	11%	11%	6%	13%	14%	10%	5%	15%	10%	13%	10%	8%
5 or more	22%	33%	27%	21%	17%	27%	18%	17%	30%	24%	19%	19%	27%	6%	29%	48%	15%	10%	27%	16%	32%	15%	7%
How many applications have you submitted to a technical, business, trade or vocational school?																							
0	88%	90%	87%	89%	85%	91%	86%	84%	93%	89%	85%	85%	90%	87%	83%	95%	84%	83%	90%	91%	81%	86%	87%
1	8%	6%	7%	7%	9%	7%	9%	11%	4%	7%	10%	9%	6%	9%	7%	3%	10%	13%	7%	7%	13%	9%	9%
2	2%	*	3%	2%	3%	1%	3%	3%	1%	2%	3%	3%	2%	*	4%	*	3%	*	*	1%	*	2%	*
3	1%	*	*	1%	1%	1%	1%	1%	1%	1%	1%	1%	*	*	*	*	*	*	*	1%	*	2%	*
4	1%	*	*	0%	1%	0%	1%	1%	*	0%	1%	1%	*	*	*	*	*	*	*	*	*	*	*
5 or more	1%	*	*	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	*	*	*	*	*	*	*	*	*	*
How many applications were accepted at a 2-year college?																							
0	54%	55%	47%	59%	50%	51%	57%	48%	61%	51%	48%	50%	38%	51%	50%	92%	57%	54%	62%	62%	44%	57%	54%
1	40%	41%	38%	36%	44%	43%	36%	46%	34%	42%	44%	42%	55%	42%	37%	7%	37%	31%	31%	34%	46%	37%	42%
2	4%	*	9%	4%	4%	5%	4%	4%	3%	5%	6%	5%	5%	6%	8%	*	4%	12%	5%	3%	7%	4%	3%
3	1%	*	3%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	*	*	*	*	*	*	*	*	1%	*
4	0%	*	*	0%	*	0%	0%	*	*	0%	1%	1%	*	*	*	*	*	*	*	*	*	*	*
5 or more	1%	*	2%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	*	*	*	*	*	*	*	*	*	*

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	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	Austin	Bastrop	Del Valle	Eanes	Hays	Hutto	Lake Travis	Leander	Manor	Pflugerville	San Marcos
Survey Totals	8,734	449	955	5,291	3,751	4,431	4,299	2,475	3,564	7,790	3,626	3,668	3,373	342	336	542	668	221	266	1,305	250	1,110	321
How many applications were accepted at a 4-year college or university?																							
0	39%	22%	39%	37%	51%	34%	43%	54%	20%	34%	52%	48%	33%	57%	43%	10%	50%	48%	26%	41%	40%	48%	51%
1	18%	24%	18%	19%	16%	18%	19%	16%	20%	20%	16%	18%	18%	23%	13%	15%	18%	25%	18%	19%	14%	20%	23%
2	14%	17%	15%	14%	12%	14%	14%	11%	18%	15%	11%	12%	15%	8%	11%	15%	12%	15%	15%	15%	14%	14%	10%
3	10%	13%	10%	11%	8%	11%	10%	7%	14%	11%	7%	8%	12%	5%	12%	15%	8%	*	16%	12%	10%	8%	5%
4	8%	11%	9%	8%	6%	9%	7%	6%	11%	9%	6%	6%	9%	5%	8%	16%	6%	*	11%	7%	11%	5%	5%
5 or more	10%	13%	9%	11%	7%	13%	8%	7%	16%	11%	7%	8%	13%	*	14%	29%	7%	*	13%	7%	10%	5%	5%
How many applications were accepted at a technical, business, trade or vocational school?																							
0	91%	94%	90%	91%	90%	93%	89%	90%	94%	92%	90%	90%	93%	90%	88%	96%	89%	85%	91%	93%	86%	90%	92%
1	6%	3%	6%	6%	7%	5%	7%	8%	4%	6%	7%	7%	4%	7%	6%	2%	8%	13%	6%	5%	10%	6%	6%
2	1%	*	1%	1%	2%	1%	2%	1%	1%	1%	2%	2%	1%	*	*	*	2%	*	*	1%	*	2%	*
3	1%	*	*	1%	1%	1%	1%	1%	1%	1%	1%	1%	*	*	*	*	*	*	*	*	*	1%	*
4	0%	*	*	*	*	*	0%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5 or more	0%	*	*	0%	1%	*	1%	*	0%	0%	1%	0%	*	*	*	*	*	*	*	*	*	*	*
At what time in your life did you start thinking about college as a possibility after high school?																							
As long as I can remember	43%	52%	36%	51%	29%	48%	39%	25%	63%	46%	27%	30%	39%	36%	24%	71%	40%	42%	58%	55%	31%	43%	38%
As a child/in elementary school	9%	9%	12%	9%	10%	10%	9%	10%	8%	10%	10%	10%	9%	11%	12%	7%	9%	8%	9%	9%	12%	11%	9%
In middle/junior high school	18%	14%	24%	14%	22%	18%	18%	23%	13%	17%	22%	21%	21%	20%	20%	8%	16%	15%	13%	14%	20%	17%	21%
In high school	27%	22%	26%	22%	36%	23%	30%	39%	15%	25%	37%	34%	29%	30%	40%	13%	30%	30%	18%	20%	34%	26%	29%
I've never thought about college as an option after high school.	3%	2%	2%	3%	3%	1%	4%	4%	1%	1%	4%	4%	2%	3%	4%	1%	5%	5%	2%	2%	4%	3%	
Did you ever meet with your school/college counselor for the following issue?																							
Scheduling/course selection/placement	67%	67%	63%	66%	65%	72%	62%	66%	71%	69%	66%	64%	73%	64%	60%	75%	57%	51%	75%	73%	52%	54%	56%
Writing college applications/essays	33%	37%	41%	26%	35%	34%	31%	37%	33%	35%	38%	38%	47%	14%	28%	34%	27%	27%	15%	17%	38%	27%	17%
Scholarship/financial aid information	46%	52%	59%	40%	49%	50%	42%	53%	42%	49%	55%	54%	56%	37%	43%	26%	51%	44%	32%	33%	50%	47%	36%
College information	55%	62%	64%	53%	54%	59%	52%	56%	56%	58%	57%	56%	57%	42%	52%	65%	58%	62%	44%	50%	55%	59%	40%
Career information	30%	27%	41%	22%	34%	30%	30%	36%	25%	31%	38%	35%	47%	25%	22%	13%	20%	21%	10%	13%	28%	27%	20%
How do you plan to pay for your education after high school? Select all that apply.																							
Scholarships and/or grants	60%	69%	72%	58%	57%	65%	53%	59%	62%	65%	62%	61%	60%	59%	67%	50%	62%	59%	52%	54%	70%	65%	59%
Personal or family savings	52%	63%	37%	58%	41%	55%	49%	35%	72%	57%	33%	38%	53%	41%	32%	80%	44%	48%	68%	59%	34%	47%	41%
Loans	38%	46%	38%	38%	36%	41%	35%	36%	40%	41%	34%	36%	37%	36%	35%	26%	42%	42%	39%	41%	32%	46%	30%
Working during the school year	48%	46%	45%	48%	52%	53%	44%	53%	44%	52%	52%	51%	51%	52%	47%	29%	53%	54%	39%	47%	52%	49%	54%
Working during the summer	48%	44%	46%	47%	50%	53%	43%	49%	47%	52%	50%	49%	53%	49%	46%	31%	48%	48%	39%	47%	46%	46%	48%
Don't know	8%	5%	10%	8%	10%	7%	9%	10%	4%	7%	11%	10%	5%	13%	16%	4%	11%	10%	6%	9%	12%	11%	11%

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Survey Totals	8,734	449	955	5,291	3,751	4,431	4,299	2,475	3,564	7,790	3,626	3,668	3,373	342	336	542	668	221	266	1,305	250	1,110	321
How easy has it been for you and your parents/guardian to understand the process of																							
Easy	22%	22%	32%	22%	18%	21%	24%	16%	27%	23%	20%	22%	21%	19%	18%	25%	22%	26%	20%	22%	28%	26%	21%
Some parts easy, some parts difficult	45%	53%	46%	44%	46%	49%	41%	47%	45%	48%	46%	47%	47%	46%	49%	39%	48%	41%	39%	43%	48%	44%	47%
Difficult	12%	13%	10%	12%	15%	13%	12%	16%	10%	13%	15%	13%	13%	13%	14%	9%	11%	14%	16%	13%	12%	11%	14%
I did not apply for financial aid	19%	11%	12%	21%	20%	17%	22%	20%	18%	16%	19%	18%	17%	22%	18%	27%	19%	19%	26%	23%	11%	19%	17%
Did you or your parents/guardian submit your financial aid application (FAFSA or PROFILE)?																							
Yes	59%	71%	70%	58%	58%	65%	53%	58%	61%	64%	60%	62%	58%	60%	68%	47%	64%	59%	58%	54%	74%	66%	68%
No	41%	29%	30%	42%	42%	35%	47%	42%	39%	36%	40%	38%	42%	40%	32%	53%	36%	41%	42%	46%	26%	34%	32%
If you did not submit a financial application, why not?																							
I do not need financial aid to attend college	21%	18%	13%	26%	10%	20%	23%	9%	37%	24%	8%	10%	19%	14%	*	41%	12%	16%	41%	28%	*	14%	16%
My parents were not willing to submit private financial information	7%	*	12%	6%	7%	8%	6%	6%	6%	7%	9%	8%	6%	*	11%	4%	6%	*	*	6%	*	7%	17%
My family did not think we would qualify or were eligible for financial aid	22%	34%	17%	23%	19%	27%	18%	17%	30%	26%	16%	21%	19%	19%	21%	36%	22%	20%	25%	20%	25%	20%	23%
I did not know about the financial aid process	36%	34%	41%	33%	46%	37%	36%	49%	22%	40%	49%	42%	39%	43%	43%	18%	43%	37%	22%	36%	41%	44%	25%
I do not plan to go to college	13%	*	17%	12%	17%	8%	18%	19%	5%	3%	19%	19%	16%	20%	17%	*	18%	19%	*	11%	*	15%	20%
Will you be the first of your siblings (brothers or sisters) to attend college?																							
Yes	52%	48%	51%	51%	61%	54%	49%	62%	43%	53%	62%	57%	.	52%	66%	33%	56%	53%	48%	49%	64%	52%	55%
No	44%	44%	44%	44%	36%	41%	46%	35%	51%	43%	36%	39%	.	44%	32%	61%	38%	42%	44%	45%	35%	43%	41%
I do not have any siblings	5%	8%	5%	5%	3%	5%	5%	2%	6%	5%	2%	4%	.	4%	*	6%	6%	5%	8%	6%	*	5%	*
What is the highest level of education completed by your mother?																							
Did not enter or finish high school	17%	14%	9%	10%	32%	18%	15%	49%	1%	16%	34%	29%	22%	22%	35%	1%	17%	9%	4%	6%	32%	13%	17%
Graduated from high school or earned a GED	23%	21%	31%	21%	27%	23%	24%	51%	7%	23%	29%	29%	22%	31%	36%	7%	29%	27%	17%	21%	27%	26%	35%
Attended a 2-year community/junior college or vocational/technical school, but did not complete a certificate or degree	9%	6%	15%	8%	8%	9%	8%	0%	4%	8%	9%	9%	7%	8%	7%	3%	11%	16%	9%	11%	11%	12%	7%
Earned an Associate's degree or certificate from a 2-year college	6%	5%	9%	6%	5%	6%	5%	0%	4%	6%	5%	5%	4%	7%	4%	3%	7%	10%	5%	9%	5%	9%	4%
Attended a 4-year college or university	7%	5%	9%	8%	4%	6%	7%	0%	6%	7%	4%	5%	7%	4%	3%	7%	7%	8%	9%	9%	4%	6%	8%
Earned a Bachelor's degree	22%	25%	15%	28%	10%	21%	22%	0%	54%	23%	6%	9%	20%	13%	5%	52%	14%	18%	39%	30%	7%	18%	16%
Earned a Master's, Ph.D., or other advanced degree	9%	13%	5%	12%	4%	10%	9%	0%	23%	10%	2%	3%	12%	5%	0%	24%	5%	2%	14%	9%	2%	5%	6%
Don't know	7%	12%	8%	6%	10%	6%	9%	0%	1%	7%	10%	10%	6%	10%	9%	3%	10%	10%	3%	7%	12%	11%	7%

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Survey Totals	8,734	449	955	5,291	3,751	4,431	4,299	2,475	3,564	7,790	3,626	3,668	3,373	342	336	542	668	221	266	1,305	250	1,110	321
What is the highest level of education completed by your father?																							
Did not enter or finish high school	18%	11%	11%	12%	34%	19%	16%	53%	2%	17%	36%	30%	23%	21%	36%	2%	20%	14%	2%	8%	36%	14%	21%
Graduated from high school or earned a GED	21%	17%	30%	20%	24%	22%	20%	47%	6%	21%	25%	27%	19%	34%	28%	4%	28%	32%	14%	18%	26%	25%	33%
Attended a 2-year community/junior college or vocational/technical school, but did not complete a certificate or degree	6%	4%	9%	7%	6%	6%	7%	0%	3%	6%	6%	7%	4%	7%	5%	2%	11%	10%	6%	9%	6%	10%	7%
Earned an Associate's degree or certificate from a 2-year college	4%	5%	5%	5%	4%	5%	4%	0%	3%	5%	3%	4%	3%	3%	2%	2%	6%	4%	5%	7%	5%	7%	4%
Attended a 4-year college or university	6%	4%	7%	7%	4%	6%	6%	0%	5%	6%	4%	4%	7%	4%	5%	4%	4%	5%	11%	8%	2%	6%	7%
Earned a Bachelor's degree	19%	24%	12%	24%	9%	18%	20%	0%	46%	20%	5%	8%	18%	12%	4%	39%	12%	17%	36%	27%	6%	16%	9%
Earned a Master's, Ph.D., or other advanced degree	13%	23%	5%	17%	4%	12%	14%	0%	32%	14%	2%	3%	15%	5%	1%	43%	5%	4%	21%	15%	2%	6%	6%
Don't know	11%	12%	19%	9%	14%	11%	12%	0%	2%	10%	17%	16%	10%	14%	18%	4%	14%	14%	5%	9%	17%	17%	14%
During high school, to what extent were your parents involved in the following school-related activities?																							
Volunteering at your school/participating in school committees																							
Often	12%	8%	14%	15%	9%	12%	12%	6%	17%	13%	7%	10%	8%	12%	10%	21%	11%	15%	13%	15%	19%	13%	15%
Occasionally	20%	13%	19%	23%	17%	18%	22%	14%	26%	21%	14%	17%	16%	20%	16%	31%	23%	24%	27%	23%	20%	19%	20%
Rarely	21%	23%	20%	21%	21%	21%	22%	20%	22%	22%	21%	20%	22%	21%	20%	24%	18%	28%	23%	21%	25%	20%	19%
Never	46%	55%	47%	41%	53%	48%	45%	60%	35%	45%	58%	53%	53%	46%	53%	24%	47%	33%	36%	41%	37%	48%	45%
Working with you on homework or school projects																							
Often	16%	13%	21%	14%	15%	16%	15%	13%	17%	16%	15%	15%	21%	14%	13%	8%	12%	13%	12%	13%	22%	13%	15%
Occasionally	31%	24%	31%	29%	31%	30%	32%	29%	32%	31%	30%	31%	36%	26%	25%	27%	27%	31%	33%	27%	26%	26%	28%
Rarely	27%	26%	22%	29%	27%	28%	27%	28%	28%	28%	25%	26%	26%	30%	27%	36%	29%	25%	31%	28%	23%	26%	25%
Never	26%	37%	25%	27%	27%	26%	26%	31%	22%	25%	29%	27%	17%	29%	36%	29%	32%	31%	24%	32%	28%	35%	33%
Helping you decide what classes to take																							
Often	23%	21%	31%	24%	19%	26%	20%	17%	28%	24%	18%	20%	22%	27%	13%	24%	20%	28%	27%	22%	30%	26%	24%
Occasionally	30%	26%	30%	31%	28%	28%	32%	26%	33%	31%	27%	29%	31%	28%	29%	37%	30%	29%	33%	28%	26%	28%	30%
Rarely	22%	23%	17%	22%	23%	22%	22%	24%	21%	22%	23%	22%	24%	20%	25%	23%	21%	20%	18%	24%	14%	18%	19%
Never	25%	30%	22%	23%	30%	24%	26%	33%	17%	23%	31%	29%	22%	26%	33%	16%	29%	24%	22%	25%	30%	28%	27%
Attending school meetings																							
Often	16%	11%	17%	19%	13%	18%	15%	9%	22%	17%	11%	12%	17%	14%	11%	25%	12%	14%	18%	16%	27%	14%	13%
Occasionally	25%	20%	23%	26%	24%	23%	26%	21%	28%	25%	21%	23%	25%	22%	23%	33%	26%	30%	31%	24%	24%	20%	24%
Rarely	25%	24%	25%	25%	25%	25%	25%	27%	24%	25%	25%	26%	25%	28%	26%	24%	25%	29%	20%	25%	26%	24%	22%
Never	34%	45%	35%	31%	38%	34%	34%	43%	25%	33%	42%	38%	33%	36%	40%	18%	37%	27%	31%	35%	24%	42%	41%

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Communicating with your teachers (e.g., conferences, email, phone calls)																							
Often	18%	11%	27%	18%	16%	17%	18%	14%	18%	17%	16%	17%	15%	19%	16%	14%	19%	27%	19%	19%	30%	21%	20%
Occasionally	28%	20%	32%	28%	28%	26%	31%	27%	29%	29%	27%	29%	29%	30%	26%	27%	27%	33%	28%	27%	24%	30%	28%
Rarely	30%	29%	24%	30%	30%	30%	30%	29%	32%	30%	29%	29%	32%	27%	31%	36%	31%	21%	30%	30%	24%	25%	26%
Never	24%	40%	16%	23%	27%	27%	21%	30%	20%	24%	28%	25%	24%	24%	27%	23%	23%	19%	23%	24%	22%	25%	26%
Attending athletic events and competitions																							
Often	37%	18%	41%	42%	29%	37%	37%	26%	46%	38%	25%	30%	31%	39%	27%	46%	40%	46%	51%	44%	36%	35%	35%
Occasionally	20%	15%	20%	19%	21%	19%	21%	18%	21%	20%	20%	19%	25%	13%	17%	23%	18%	21%	17%	16%	20%	15%	16%
Rarely	15%	20%	15%	13%	17%	15%	15%	17%	14%	15%	18%	16%	19%	14%	16%	11%	11%	13%	12%	12%	14%	14%	12%
Never	28%	47%	24%	26%	33%	29%	27%	38%	19%	26%	36%	34%	24%	35%	40%	19%	31%	20%	21%	28%	31%	36%	37%
Attending academic and/or performance events and competitions (e.g., science fair, debate, dance, theater, band, etc.)																							
Often	32%	19%	34%	35%	26%	36%	27%	22%	40%	33%	22%	26%	31%	34%	22%	41%	30%	34%	39%	31%	30%	29%	30%
Occasionally	21%	20%	21%	20%	21%	20%	23%	19%	22%	21%	21%	21%	25%	16%	21%	23%	18%	21%	18%	18%	24%	17%	21%
Rarely	16%	20%	15%	15%	18%	16%	17%	19%	15%	16%	18%	18%	19%	16%	18%	17%	14%	13%	13%	14%	14%	15%	15%
Never	31%	42%	30%	29%	35%	28%	33%	39%	22%	29%	38%	35%	24%	34%	39%	19%	39%	32%	30%	36%	33%	39%	34%
Joining and participating in the PTA/PTO																							
Often	6%	4%	8%	7%	4%	6%	7%	3%	9%	6%	4%	5%	6%	5%	4%	8%	6%	4%	9%	6%	11%	6%	6%
Occasionally	10%	7%	10%	11%	8%	9%	12%	7%	14%	11%	7%	9%	11%	10%	10%	15%	9%	9%	15%	10%	11%	8%	8%
Rarely	13%	15%	12%	14%	12%	12%	15%	12%	16%	14%	12%	12%	14%	14%	10%	18%	13%	15%	12%	12%	13%	11%	14%
Never	70%	74%	70%	68%	75%	73%	67%	79%	61%	69%	77%	74%	69%	71%	76%	58%	72%	72%	65%	71%	65%	75%	72%
Thinking back on your years in high school, how many hours per week did you typically spend studying?																							
None	11%	8%	14%	9%	13%	7%	16%	14%	8%	10%	15%	13%	15%	8%	11%	3%	10%	15%	6%	10%	10%	10%	11%
1-5 hours	48%	38%	52%	49%	51%	46%	50%	54%	42%	47%	51%	53%	44%	54%	53%	32%	56%	59%	38%	50%	61%	55%	54%
6-10 hours	25%	24%	22%	26%	24%	27%	23%	21%	29%	26%	23%	22%	26%	25%	23%	30%	23%	19%	34%	25%	19%	23%	24%
11-15 hours	10%	14%	7%	10%	7%	12%	7%	7%	14%	10%	7%	7%	9%	9%	8%	24%	6%	4%	14%	10%	6%	6%	9%
16 or more hours	6%	15%	5%	5%	4%	7%	4%	4%	8%	6%	5%	4%	6%	4%	4%	10%	4%	3%	8%	6%	4%	5%	*
During your seniors year, approximately how many hours per week did you typically work for pay?																							
None	41%	50%	40%	40%	43%	41%	42%	42%	42%	42%	42%	46%	.	43%	49%	49%	46%	35%	29%	35%	48%	42%	40%
1-5 hours	15%	14%	17%	15%	14%	15%	15%	12%	16%	15%	14%	13%	.	12%	12%	21%	13%	11%	21%	15%	17%	14%	13%
6-10 hours	12%	9%	11%	12%	11%	11%	12%	10%	13%	12%	11%	10%	.	10%	13%	14%	10%	11%	14%	13%	11%	10%	12%
11-15 hours	10%	11%	9%	11%	9%	11%	9%	9%	11%	11%	9%	8%	.	7%	7%	8%	9%	12%	16%	13%	6%	9%	13%
16 or more hours	22%	14%	22%	22%	23%	21%	22%	27%	17%	21%	25%	22%	.	28%	20%	8%	22%	31%	20%	23%	18%	24%	21%

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	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	Austin	Bastrop	Del Valle	Eanes	Hays	Hutto	Lake Travis	Leander	Manor	Pflugerville	San Marcos
Survey Totals	8,734	449	955	5,291	3,751	4,431	4,299	2,475	3,564	7,790	3,626	3,668	3,373	342	336	542	668	221	266	1,305	250	1,110	321
Please indicate the number of years of high school in which you participated in each of these school affiliated extracurricular activities																							
Music (band, choir, orchestra)																							
Did not participate	51%	59%	53%	61%	50%	50%	52%	52%	47%	50%	48%	54%	12%	77%	87%	64%	74%	75%	76%	77%	79%	74%	76%
1 year	6%	7%	7%	6%	5%	6%	5%	5%	6%	6%	6%	6%	5%	9%	5%	7%	6%	6%	7%	5%	8%	7%	5%
2 years	4%	3%	6%	4%	4%	4%	4%	3%	4%	4%	4%	5%	4%	3%	3%	6%	5%	4%	3%	5%	5%	4%	5%
3 years	6%	4%	5%	6%	5%	7%	5%	4%	8%	6%	5%	4%	9%	5%	1%	4%	4%	3%	3%	3%	4%	5%	5%
4 years	8%	8%	5%	10%	6%	8%	8%	4%	11%	8%	5%	6%	4%	6%	4%	19%	11%	12%	10%	10%	4%	9%	10%
Theater/Drama																							
Did not participate	53%	63%	54%	65%	49%	53%	53%	51%	52%	53%	48%	53%	12%	73%	68%	82%	81%	86%	74%	81%	68%	81%	77%
1 year	9%	9%	12%	10%	9%	9%	9%	9%	8%	9%	9%	11%	4%	16%	21%	10%	10%	7%	15%	10%	26%	12%	16%
2 years	3%	2%	5%	4%	2%	3%	3%	2%	3%	3%	2%	3%	1%	4%	7%	3%	4%	5%	5%	4%	5%	4%	*
3 years	2%	2%	1%	2%	2%	2%	1%	3%	2%	2%	1%	2%	2%	2%	1%	1%	1%	2%	2%	3%	0%	2%	*
4 years	2%	1%	2%	3%	1%	2%	2%	1%	3%	2%	1%	2%	1%	6%	3%	4%	3%	1%	3%	3%	1%	2%	*
Dance																							
Did not participate	54%	62%	55%	67%	50%	49%	60%	51%	55%	54%	47%	55%	9%	77%	77%	82%	87%	85%	80%	86%	78%	83%	82%
1 year	6%	7%	7%	6%	7%	11%	2%	8%	5%	7%	8%	7%	5%	10%	8%	8%	6%	8%	6%	4%	14%	8%	7%
2 years	4%	3%	5%	4%	4%	7%	1%	5%	3%	4%	5%	4%	3%	6%	6%	4%	3%	2%	5%	5%	4%	4%	4%
3 years	2%	2%	2%	2%	3%	4%	0%	3%	2%	3%	3%	3%	3%	4%	4%	1%	1%	0%	4%	2%	2%	2%	4%
4 years	2%	1%	3%	3%	2%	4%	1%	2%	3%	3%	2%	2%	1%	3%	5%	4%	2%	4%	4%	4%	3%	3%	4%
Sports (outside of PE)																							
Did not participate	29%	39%	23%	33%	28%	33%	24%	31%	25%	28%	29%	29%	10%	37%	43%	37%	37%	36%	36%	42%	33%	43%	47%
1 year	11%	10%	12%	11%	11%	11%	10%	11%	10%	10%	12%	13%	9%	16%	14%	10%	13%	14%	10%	9%	15%	11%	9%
2 years	10%	12%	10%	11%	11%	10%	11%	11%	10%	10%	10%	10%	8%	12%	13%	10%	9%	11%	14%	12%	14%	14%	10%
3 years	12%	9%	13%	11%	12%	10%	14%	11%	14%	13%	11%	11%	17%	9%	10%	11%	9%	9%	8%	9%	11%	9%	6%
4 years	20%	13%	28%	23%	16%	15%	25%	15%	24%	21%	14%	19%	8%	26%	20%	31%	32%	31%	32%	28%	26%	23%	28%
Academic clubs/UIIL Academic Competitions																							
Did not participate	46%	45%	49%	56%	45%	45%	48%	47%	41%	45%	44%	48%	9%	75%	73%	59%	70%	64%	70%	70%	78%	71%	65%
1 year	9%	12%	10%	10%	8%	9%	9%	7%	11%	9%	8%	9%	7%	10%	11%	8%	10%	14%	11%	10%	6%	11%	13%
2 years	7%	8%	7%	8%	6%	7%	6%	5%	8%	7%	5%	7%	5%	7%	9%	12%	7%	6%	8%	7%	6%	8%	9%
3 years	6%	10%	6%	6%	5%	8%	5%	4%	8%	7%	5%	5%	9%	4%	2%	6%	4%	6%	3%	5%	4%	5%	6%
4 years	6%	9%	5%	7%	5%	7%	5%	4%	8%	6%	4%	5%	4%	4%	4%	15%	8%	9%	8%	7%	6%	6%	7%
Journalism (newspaper, yearbook)																							
Did not participate	61%	65%	62%	71%	60%	59%	63%	60%	58%	61%	58%	64%	21%	87%	90%	81%	86%	87%	84%	88%	82%	86%	86%
1 year	6%	7%	8%	7%	5%	8%	4%	6%	6%	6%	6%	7%	3%	10%	7%	6%	9%	11%	11%	6%	14%	8%	12%
2 years	2%	2%	2%	2%	1%	2%	1%	1%	2%	2%	1%	2%	1%	3%	1%	5%	2%	1%	3%	3%	2%	3%	*
3 years	1%	2%	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	0%	1%	3%	1%	0%	0%	2%	1%	2%	*
4 years	1%	2%	1%	1%	1%	1%	1%	0%	2%	1%	1%	1%	0%	0%	1%	4%	1%	0%	2%	1%	1%	2%	*

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	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	Austin	Bastrop	Del Valle	Eanes	Hays	Hutto	Lake Travis	Leander	Manor	Pflugerville	San Marcos
Survey Totals	8,734	449	955	5,291	3,751	4,431	4,299	2,475	3,564	7,790	3,626	3,668	3,373	342	336	542	668	221	266	1,305	250	1,110	321
Speech/Debate																							
Did not participate	50%	59%	48%	60%	47%	50%	50%	47%	51%	50%	44%	51%	12%	76%	63%	82%	67%	66%	54%	80%	66%	78%	76%
1 year	15%	13%	19%	18%	14%	15%	14%	15%	12%	15%	15%	17%	3%	21%	31%	12%	31%	33%	39%	18%	30%	18%	20%
2 years	2%	3%	2%	2%	1%	2%	2%	1%	2%	2%	1%	2%	1%	2%	3%	3%	1%	0%	4%	2%	2%	2%	*
3 years	1%	2%	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	0%	0%	2%	1%	2%	1%	*
4 years	1%	1%	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	0%	2%	2%	1%	0%	1%	0%	1%	1%	*
Student Government																							
Did not participate	53%	59%	54%	66%	49%	52%	54%	50%	53%	53%	46%	54%	8%	74%	68%	82%	83%	78%	77%	86%	74%	87%	81%
1 year	10%	9%	13%	10%	11%	10%	9%	11%	7%	10%	11%	13%	5%	21%	26%	7%	13%	19%	17%	8%	17%	9%	14%
2 years	3%	3%	3%	2%	2%	3%	2%	3%	3%	3%	3%	3%	3%	4%	2%	5%	1%	2%	3%	2%	3%	2%	*
3 years	2%	4%	1%	2%	2%	2%	1%	2%	2%	2%	2%	2%	2%	1%	1%	4%	1%	0%	1%	2%	2%	1%	*
4 years	1%	2%	2%	2%	1%	1%	2%	1%	2%	2%	1%	1%	1%	0%	2%	2%	2%	1%	3%	2%	3%	1%	*
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).																							
Arts/Music activities																							
Did not participate	43%	47%	45%	52%	40%	42%	43%	43%	39%	42%	39%	44%	7%	69%	70%	57%	67%	65%	62%	67%	64%	64%	65%
1-5 hours per week	16%	18%	17%	17%	15%	18%	14%	14%	18%	16%	15%	15%	15%	15%	17%	20%	16%	12%	17%	16%	22%	16%	17%
6-10 hours per week	7%	8%	8%	8%	6%	7%	7%	5%	9%	7%	7%	6%	6%	8%	4%	12%	7%	10%	6%	7%	6%	8%	7%
11-15 hours per week	4%	3%	3%	4%	3%	4%	4%	3%	4%	4%	3%	3%	3%	3%	4%	5%	3%	8%	4%	3%	4%	4%	5%
16 or more hours per week	7%	6%	7%	7%	6%	7%	6%	5%	8%	7%	6%	6%	6%	5%	5%	6%	7%	5%	12%	7%	4%	8%	6%
Organized sports																							
Did not participate	34%	42%	32%	42%	32%	38%	30%	34%	31%	33%	33%	35%	5%	55%	55%	46%	51%	48%	46%	54%	44%	57%	55%
1-5 hours per week	12%	16%	11%	12%	13%	11%	13%	13%	12%	12%	13%	13%	13%	12%	15%	12%	13%	13%	11%	10%	17%	13%	11%
6-10 hours per week	11%	9%	13%	11%	10%	10%	12%	11%	12%	11%	10%	11%	10%	9%	11%	13%	11%	9%	9%	10%	16%	12%	10%
11-15 hours per week	8%	7%	9%	9%	7%	7%	9%	6%	10%	9%	6%	8%	6%	10%	7%	14%	9%	12%	13%	9%	10%	7%	9%
16 or more hours per week	13%	9%	19%	14%	12%	9%	17%	11%	14%	13%	11%	12%	10%	14%	11%	15%	16%	18%	21%	17%	14%	11%	15%
Community service/volunteering																							
Did not participate	29%	26%	29%	36%	28%	22%	35%	28%	24%	27%	27%	30%	2%	44%	51%	33%	49%	48%	40%	46%	39%	50%	46%
1-5 hours per week	27%	35%	27%	33%	23%	31%	23%	24%	32%	28%	21%	25%	7%	37%	35%	53%	36%	38%	45%	41%	42%	36%	34%
6-10 hours per week	7%	9%	8%	8%	7%	9%	6%	7%	7%	7%	7%	8%	4%	10%	6%	9%	9%	10%	9%	9%	11%	9%	13%
11-15 hours per week	3%	2%	4%	3%	3%	3%	2%	3%	2%	3%	3%	3%	2%	4%	3%	3%	3%	3%	2%	3%	5%	3%	4%
16 or more hours per week	4%	5%	6%	2%	4%	5%	3%	5%	3%	4%	5%	5%	5%	5%	5%	2%	3%	2%	3%	2%	2%	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	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	Austin	Bastrop	Del Valle	Eanes	Hays	Hutto	Lake Travis	Leander	Manor	Pflugerville	San Marcos
Survey Totals	8,734	449	955	5,291	3,751	4,431	4,299	2,475	3,564	7,790	3,626	3,668	3,373	342	336	542	668	221	266	1,305	250	1,110	321
Environmental projects/activities																							
Did not participate	53%	56%	54%	67%	48%	51%	54%	48%	53%	52%	45%	51%	4%	81%	79%	85%	82%	85%	80%	88%	71%	84%	79%
1-5 hours per week	20%	27%	17%	19%	18%	23%	17%	17%	24%	21%	18%	18%	31%	13%	17%	13%	14%	13%	15%	9%	21%	12%	14%
6-10 hours per week	5%	5%	6%	3%	5%	6%	3%	5%	5%	5%	5%	5%	8%	4%	1%	1%	2%	1%	2%	2%	5%	2%	4%
11-15 hours per week	2%	1%	1%	1%	2%	2%	1%	2%	2%	2%	2%	2%	3%	1%	1%	1%	0%	0%	1%	0%	2%	1%	*
16 or more hours per week	3%	3%	4%	2%	4%	4%	2%	5%	3%	3%	4%	4%	7%	1%	2%	0%	1%	1%	2%	0%	1%	1%	*
Boy Scouts/Girl Scouts																							
Did not participate	59%	67%	62%	74%	55%	60%	58%	56%	57%	59%	52%	61%	3%	95%	96%	87%	97%	96%	92%	95%	95%	94%	94%
1-5 hours per week	8%	8%	7%	7%	7%	8%	7%	6%	10%	8%	6%	6%	14%	2%	3%	10%	2%	3%	3%	3%	4%	4%	4%
6-10 hours per week	2%	3%	2%	1%	1%	2%	2%	1%	2%	2%	2%	2%	3%	1%	1%	2%	1%	1%	1%	1%	1%	1%	*
11-15 hours per week	1%	0%	1%	1%	0%	1%	1%	0%	1%	1%	1%	1%	1%	1%	0%	1%	0%	0%	2%	0%	0%	0%	*
16 or more hours per week	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	2%	0%	1%	0%	1%	0%	2%	1%	0%	1%	*
Providing routine care to another family member																							
Did not participate	50%	58%	49%	63%	44%	47%	52%	42%	52%	49%	39%	49%	2%	75%	73%	87%	79%	76%	83%	82%	75%	78%	78%
1-5 hours per week	9%	7%	10%	11%	9%	10%	8%	9%	9%	9%	9%	9%	4%	14%	16%	9%	12%	13%	11%	11%	15%	13%	12%
6-10 hours per week	3%	3%	5%	3%	2%	3%	2%	3%	2%	3%	3%	3%	1%	6%	5%	2%	5%	5%	3%	4%	3%	5%	5%
11-15 hours per week	1%	2%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	0%	2%	1%	1%	2%	3%	1%	1%	3%	1%	*
16 or more hours per week	2%	2%	3%	2%	2%	2%	1%	2%	1%	2%	2%	2%	1%	3%	4%	0%	3%	2%	2%	1%	4%	3%	*

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	Lake Travis	Leander	Manor	Pflugerville	San Marcos
Survey Totals	5361	318	623	4148	2079	2709	2652	1386	2184	4741	1467	2290	342	336	542	668	221	266	1305	250	1110	321
Select the one area that best fits what you plan to study in your further education.																						
Agricultural sciences and technologies	2%	*	*	3%	2%	2%	3%	2%	3%	2%	2%	2%	6%	*	*	2%	*	5%	2%	*	2%	*
Business	15%	14%	20%	14%	12%	11%	19%	13%	17%	15%	14%	12%	14%	11%	22%	11%	13%	18%	16%	14%	14%	10%
Communication	4%	3%	4%	4%	3%	5%	3%	2%	5%	4%	3%	3%	*	*	7%	2%	*	8%	3%	6%	4%	*
Community services	4%	*	6%	4%	5%	5%	4%	5%	3%	4%	5%	6%	6%	7%	*	6%	6%	*	2%	6%	5%	5%
Computer and information sciences	4%	7%	3%	4%	3%	1%	6%	3%	4%	3%	4%	3%	5%	*	*	3%	5%	*	4%	*	4%	4%
Education	6%	*	6%	6%	6%	9%	2%	7%	5%	6%	6%	6%	5%	9%	4%	4%	*	4%	7%	6%	6%	8%
Engineering	11%	15%	6%	11%	9%	3%	18%	9%	14%	11%	8%	10%	9%	10%	19%	8%	8%	10%	10%	9%	9%	11%
Health sciences	19%	20%	20%	18%	23%	29%	8%	25%	15%	20%	23%	21%	17%	22%	8%	23%	23%	17%	19%	19%	21%	22%
Humanities	1%	*	*	1%	1%	2%	1%	1%	2%	1%	1%	1%	*	*	*	*	*	*	2%	*	1%	*
Natural sciences and mathematics	6%	14%	6%	6%	4%	7%	5%	4%	9%	7%	4%	6%	6%	4%	10%	5%	*	10%	5%	6%	7%	4%
Office skills	0%	*	*	0%	*	*	*	*	*	0%	1%	*	*	*	*	*	*	*	*	*	*	*
Social sciences	4%	*	4%	5%	4%	5%	3%	3%	6%	5%	3%	3%	*	3%	8%	4%	*	*	5%	*	3%	5%
Trade and industrial	2%	*	*	2%	3%	*	4%	3%	1%	2%	3%	3%	*	4%	*	3%	*	*	3%	*	2%	3%
Visual and performing arts	6%	8%	6%	7%	6%	7%	6%	5%	7%	6%	5%	6%	7%	5%	9%	6%	6%	6%	6%	*	6%	8%
Hospitality and tourism	2%	*	2%	2%	2%	2%	1%	2%	1%	1%	2%	2%	*	*	*	2%	*	*	2%	*	2%	*
Undecided/Other	13%	7%	14%	14%	16%	12%	15%	16%	10%	11%	15%	16%	15%	15%	6%	22%	15%	8%	13%	17%	12%	12%
How did you prepare for continuing your education after high school? Select all that apply.																						
Participated in a leadership course/experience at a college	13%	16%	14%	13%	11%	14%	12%	11%	16%	13%	11%	12%	12%	11%	15%	11%	8%	12%	16%	16%	10%	13%
What activities have you completed to enroll in college after high school graduation? Select all that apply.																						
Wrote a college application/essay in my junior and/or senior English class	61%	74%	61%	61%	53%	66%	56%	54%	74%	65%	51%	56%	49%	59%	89%	59%	44%	73%	58%	65%	57%	53%
Completed an application to a college, university, or technical school, or completed the Texas Common Application	72%	83%	75%	72%	63%	77%	66%	62%	85%	77%	61%	68%	63%	70%	90%	68%	72%	86%	69%	73%	69%	70%
None of the above	17%	9%	14%	17%	24%	13%	22%	22%	8%	12%	24%	20%	26%	16%	4%	21%	19%	7%	18%	14%	21%	19%
In which of the following college preparation programs did you participate while in high school?																						
College Readiness with APIE	1%	*	*	1%	1%	1%	1%	*	1%	1%	1%	1%	*	*	*	*	*	*	1%	*	*	*
I did not participate in any program like this.	61%	62%	51%	63%	54%	57%	65%	51%	70%	60%	51%	49%	53%	38%	91%	55%	86%	62%	62%	28%	62%	55%
If you participated in one or more college preparation program, what did you get out of it?																						
I did not participate in any program like this.	61%	60%	50%	64%	53%	58%	64%	50%	71%	61%	50%	50%	56%	38%	89%	58%	83%	65%	64%	28%	61%	53%

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	Lake Travis	Leander	Manor	Pflugerville	San Marcos	
Survey Totals	5361	318	623	4148	2079	2709	2652	1386	2184	4741	1467	2290	342	336	542	668	221	266	1305	250	1110	321	
When did you first take a college entrance test (ACT, SAT, THEA, Compass, Asset)?																							
Fall of junior year	21%	27%	18%	21%	18%	21%	20%	18%	26%	22%	17%	18%	14%	19%	36%	18%	20%	30%	20%	23%	15%	26%	
Spring of junior year	30%	28%	28%	31%	26%	34%	26%	24%	38%	31%	25%	27%	23%	20%	40%	23%	24%	32%	33%	32%	26%	42%	
Summer after junior year	10%	16%	9%	10%	9%	10%	10%	10%	11%	11%	9%	11%	9%	15%	8%	10%	8%	8%	9%	8%	14%	5%	
Fall of senior year	16%	12%	21%	15%	19%	16%	17%	19%	12%	17%	20%	20%	21%	24%	8%	23%	18%	16%	12%	18%	19%	8%	
Spring of senior year	7%	5%	10%	6%	7%	6%	7%	8%	4%	6%	9%	7%	8%	5%	*	7%	6%	4%	8%	6%	9%	6%	
Other	16%	12%	13%	16%	20%	13%	20%	21%	9%	13%	20%	17%	26%	17%	6%	18%	24%	10%	18%	12%	17%	14%	
I did not take college entrance tests	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Did you ever meet with your school/college counselor for the following issue?																							
Personal/family issues	17%	18%	16%	18%	18%	21%	13%	20%	15%	17%	21%	18%	13%	20%	18%	21%	18%	11%	17%	20%	16%	20%	
Grades/test scores/academic performance	50%	48%	60%	48%	52%	52%	47%	53%	46%	50%	55%	49%	49%	57%	39%	44%	60%	48%	53%	52%	50%	52%	
Writing resumes/job applications	10%	15%	15%	9%	10%	11%	9%	12%	10%	11%	11%	12%	9%	6%	15%	12%	7%	8%	6%	26%	11%	10%	
Graduation plans	39%	37%	48%	38%	41%	42%	37%	43%	37%	39%	44%	40%	47%	40%	32%	38%	41%	38%	40%	46%	42%	32%	
I did not meet with my school counselor	11%	8%	8%	11%	11%	7%	14%	10%	9%	9%	10%	11%	11%	9%	7%	11%	10%	13%	10%	13%	12%	12%	
Who helped you the most in preparing for your further education and training?																							
School/college counselors	27%	31%	38%	24%	33%	29%	25%	37%	19%	29%	36%	35%	22%	43%	17%	33%	35%	13%	18%	44%	33%	29%	
Teachers	20%	26%	15%	21%	22%	19%	22%	19%	22%	20%	21%	19%	20%	18%	22%	15%	13%	17%	27%	24%	16%	26%	
Other school personnel	3%	*	3%	4%	4%	4%	3%	5%	2%	4%	5%	5%	5%	6%	*	5%	*	*	3%	*	3%	5%	
Parents/gaurdian	36%	26%	33%	38%	27%	37%	34%	22%	48%	37%	23%	27%	37%	19%	49%	29%	37%	55%	40%	19%	35%	27%	
Others	11%	14%	9%	11%	11%	9%	12%	13%	8%	10%	12%	11%	12%	10%	9%	13%	12%	10%	10%	8%	11%	9%	
What activity at your school helped you the most to prepare for further education or training?																							
Taking the PSAT	11%	12%	11%	11%	10%	9%	12%	11%	10%	11%	10%	9%	16%	9%	7%	11%	12%	9%	12%	8%	12%	*	
Completing an application to a college, university, or technical school, or completing the Texas Common Application	17%	18%	19%	16%	15%	17%	16%	16%	19%	18%	16%	18%	12%	23%	16%	16%	18%	23%	16%	20%	13%	25%	
Meeting with a transition coordinator/college counselor or other school staff member to discuss college plans and processes	15%	20%	18%	14%	15%	18%	12%	16%	14%	16%	17%	14%	11%	13%	10%	14%	14%	9%	18%	16%	18%	11%	
Writing college applications/essays in my junior and/or senior English class	10%	11%	8%	11%	9%	12%	9%	8%	13%	11%	7%	9%	8%	6%	20%	10%	6%	9%	10%	13%	8%	9%	
Taking an SAT/ACT preparation course	10%	7%	11%	9%	9%	9%	10%	9%	10%	10%	10%	10%	9%	15%	12%	10%	6%	17%	7%	10%	9%	9%	
Participating in a college fair/college night	7%	5%	7%	7%	8%	8%	5%	8%	6%	7%	8%	8%	9%	5%	6%	10%	6%	7%	5%	6%	6%	12%	
Meeting with a college representative at my high school	9%	10%	10%	9%	10%	10%	9%	9%	9%	10%	10%	9%	9%	11%	12%	6%	10%	9%	7%	11%	12%	9%	
Other	17%	16%	13%	18%	18%	15%	20%	17%	17%	17%	18%	17%	20%	14%	15%	18%	20%	14%	21%	12%	16%	18%	

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	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	Lake Travis	Leander	Manor	Pflugerville	San Marcos
Survey Totals	5361	318	623	4148	2079	2709	2652	1386	2184	4741	1467	2290	342	336	542	668	221	266	1305	250	1110	321
How do you plan to pay for your education after high school? Select all that apply.																						
I do not plan to attend college	3%	*	3%	3%	4%	1%	5%	4%	2%	0%	4%	4%	5%	4%	*	5%	*	*	3%	*	3%	5%
Who in your family attended a college or financial aid event? Select all that apply.																						
Me	31%	37%	32%	31%	27%	35%	26%	28%	35%	33%	27%	31%	30%	28%	35%	31%	25%	37%	29%	37%	30%	31%
My parents/guardian	43%	39%	50%	43%	34%	44%	42%	20%	60%	45%	29%	36%	36%	26%	57%	41%	39%	51%	48%	48%	39%	31%
Other family members	19%	22%	27%	17%	20%	18%	20%	22%	16%	19%	22%	20%	26%	21%	18%	19%	19%	14%	17%	16%	23%	12%
No one	29%	25%	21%	30%	33%	30%	29%	40%	23%	28%	35%	31%	27%	39%	24%	30%	30%	26%	29%	26%	29%	35%
Don't know	10%	9%	7%	11%	10%	7%	13%	8%	9%	9%	9%	9%	11%	7%	11%	8%	12%	9%	12%	6%	10%	13%
Who helped you the most in obtaining financial aid information?																						
School personnel (counselors, transition coordinators, teachers, etc.)	38%	36%	47%	36%	49%	41%	36%	53%	27%	39%	51%	52%	40%	57%	14%	49%	46%	20%	26%	64%	45%	55%
Parents/family/guardian	27%	30%	32%	28%	19%	28%	27%	16%	37%	30%	18%	21%	26%	14%	37%	24%	28%	36%	32%	16%	27%	19%
My own independent research	11%	19%	8%	12%	9%	12%	11%	10%	14%	12%	10%	9%	13%	10%	17%	8%	7%	12%	16%	6%	9%	9%
Other	5%	6%	5%	5%	6%	5%	6%	6%	4%	5%	5%	5%	4%	6%	6%	6%	7%	6%	5%	6%	5%	*
I did not get financial aid information.	17%	9%	9%	19%	16%	14%	21%	16%	18%	14%	15%	13%	17%	13%	27%	13%	12%	26%	21%	8%	15%	14%
When did you or your parents/guardian submit your financial aid application (FAFSA or PROFILE)?																						
January	12%	18%	13%	11%	10%	14%	10%	10%	14%	13%	10%	11%	13%	13%	11%	11%	9%	14%	13%	8%	11%	14%
February	18%	23%	26%	17%	17%	21%	15%	18%	18%	20%	20%	21%	16%	22%	15%	21%	19%	16%	14%	25%	22%	16%
March	15%	19%	16%	15%	16%	17%	14%	18%	14%	17%	16%	18%	14%	18%	10%	17%	15%	13%	12%	28%	16%	19%
April	6%	3%	5%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	5%	6%	5%	5%	5%	6%	8%	4%	10%
May	1%	*	*	1%	1%	1%	1%	2%	1%	1%	1%	1%	*	*	*	*	*	*	2%	*	*	4%
June	0%	*	*	0%	*	0%	0%	*	*	0%	*	*	*	*	*	*	*	*	*	*	*	*
I will submit an application later this year.	8%	7%	9%	7%	10%	8%	8%	9%	6%	8%	9%	8%	9%	8%	5%	9%	7%	9%	6%	*	12%	4%
I did not submit an application.	26%	15%	17%	28%	25%	24%	28%	26%	27%	22%	25%	23%	28%	23%	37%	24%	27%	30%	28%	16%	21%	26%
Don't know	14%	14%	12%	14%	13%	10%	18%	11%	14%	13%	12%	11%	12%	9%	16%	12%	14%	13%	18%	11%	13%	6%
Were you born in the U.S.?																						
Yes	90%	70%	95%	92%	83%	90%	90%	84%	93%	90%	83%	87%	92%	82%	93%	91%	96%	93%	92%	80%	86%	93%
No	10%	30%	5%	8%	17%	10%	10%	16%	7%	10%	17%	13%	8%	18%	7%	9%	*	7%	8%	20%	14%	7%
Which of your parents were born in the U.S.?																						
Mother	6%	4%	5%	6%	9%	6%	6%	6%	5%	6%	7%	6%	3%	10%	6%	6%	6%	5%	5%	4%	6%	5%
Father	4%	10%	4%	4%	5%	4%	5%	3%	5%	4%	4%	4%	4%	5%	6%	4%	6%	6%	4%	*	3%	4%
Both	69%	16%	84%	73%	48%	68%	69%	51%	79%	69%	51%	61%	68%	45%	74%	68%	80%	77%	76%	55%	64%	75%
Neither	21%	69%	8%	17%	38%	22%	21%	40%	12%	21%	38%	29%	25%	40%	14%	22%	8%	12%	15%	36%	27%	16%

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Survey Totals	5361	318	623	4148	2079	2709	2652	1386	2184	4741	1467	2290	342	336	542	668	221	266	1305	250	1110	321
Which of your parents worked in paid employment for most of the time you were in high school?																						
Mother	15%	12%	34%	13%	16%	17%	14%	17%	10%	15%	24%	20%	17%	20%	6%	16%	17%	6%	11%	26%	20%	22%
Father	26%	30%	10%	28%	26%	26%	27%	27%	30%	26%	25%	22%	23%	25%	45%	24%	20%	37%	27%	21%	19%	21%
Both	51%	48%	47%	52%	48%	50%	51%	44%	56%	51%	37%	47%	51%	40%	46%	52%	57%	51%	55%	43%	51%	49%
Neither	3%	4%	3%	3%	4%	3%	3%	5%	2%	3%	5%	4%	5%	5%	2%	4%	*	*	2%	4%	3%	4%
Don't know	5%	6%	5%	4%	7%	5%	5%	6%	2%	4%	8%	6%	4%	10%	*	4%	*	*	4%	6%	7%	4%
Who lives in your current household? Select all that apply.																						
Mother/step-mother	89%	90%	87%	89%	88%	90%	88%	85%	93%	90%	84%	86%	88%	85%	93%	86%	92%	91%	90%	86%	87%	89%
Father/step-father	73%	80%	52%	75%	70%	71%	74%	70%	81%	74%	59%	66%	73%	60%	83%	72%	68%	80%	78%	61%	69%	66%
Grandparent(s)	6%	10%	7%	5%	6%	5%	6%	7%	4%	6%	9%	7%	6%	11%	5%	6%	7%	*	5%	10%	6%	6%
Other adult(s)	12%	13%	12%	11%	15%	13%	11%	16%	7%	11%	16%	14%	12%	14%	5%	16%	13%	5%	11%	13%	13%	12%
I live on my own	2%	*	*	2%	2%	2%	2%	3%	1%	2%	3%	3%	4%	*	*	3%	*	*	2%	*	2%	*
What is the primary reason you work? N=3692																						
I did not work	39%	50%	42%	21%	74%	40%	38%	39%	40%	40%	52%	44%	41%	50%	48%	42%	31%	27%	32%	47%	42%	37%
To save money for college	23%	26%	18%	23%	19%	25%	20%	19%	26%	25%	19%	20%	20%	23%	21%	21%	24%	27%	25%	17%	22%	18%
To help my family with bills/expenses	19%	20%	21%	18%	29%	20%	18%	30%	10%	18%	33%	27%	25%	22%	5%	23%	15%	9%	16%	32%	23%	29%
I like the freedom of having my own money	51%	48%	55%	51%	46%	48%	54%	44%	58%	51%	40%	47%	50%	44%	67%	48%	54%	56%	51%	47%	48%	48%
Other	7%	7%	6%	8%	6%	6%	9%	7%	7%	6%	8%	7%	*	10%	7%	8%	7%	8%	9%	*	6%	*
Please indicate the number of years of high school in which you participated in each of these school affiliated extracurricular activities																						
Career and technical student organizations (BPA, HOSA, FFA, FCCLA, VICA)																						
Did not participate	77%	71%	80%	77%	78%	74%	80%	75%	78%	77%	75%	76%	69%	77%	89%	78%	54%	82%	76%	76%	78%	74%
1 year	10%	13%	10%	10%	11%	12%	9%	12%	9%	10%	11%	11%	12%	10%	5%	10%	23%	6%	10%	12%	11%	13%
2 years	6%	6%	6%	6%	6%	7%	5%	6%	6%	6%	7%	6%	8%	3%	3%	6%	12%	5%	7%	5%	6%	7%
3 years	3%	5%	2%	3%	2%	4%	2%	3%	3%	3%	3%	3%	5%	*	*	2%	*	*	3%	*	2%	4%
4 years	4%	4%	2%	4%	3%	4%	4%	4%	4%	4%	4%	4%	5%	7%	*	4%	7%	5%	4%	4%	2%	*
Service clubs																						
Did not participate	68%	53%	70%	68%	71%	61%	76%	72%	60%	66%	72%	68%	73%	72%	62%	71%	77%	63%	67%	67%	70%	58%
1 year	10%	11%	12%	10%	12%	12%	9%	11%	10%	11%	11%	8%	12%	11%	10%	12%	12%	10%	10%	10%	10%	13%
2 years	10%	13%	7%	10%	8%	12%	7%	7%	13%	10%	7%	9%	8%	8%	11%	9%	6%	6%	10%	6%	10%	16%
3 years	5%	9%	5%	5%	5%	6%	4%	4%	6%	5%	4%	5%	6%	*	4%	3%	*	8%	6%	8%	4%	5%
4 years	7%	14%	6%	7%	5%	9%	5%	6%	10%	8%	6%	7%	6%	5%	12%	7%	*	12%	7%	9%	5%	8%

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Survey Totals	5361	318	623	4148	2079	2709	2652	1386	2184	4741	1467	2290	342	336	542	668	221	266	1305	250	1110	321
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).																						
Faith-based organizations/activities																						
Did not participate	68%	75%	69%	67%	73%	64%	73%	76%	60%	67%	76%	74%	75%	75%	61%	72%	73%	59%	63%	70%	72%	71%
1-5 hours per week	22%	18%	21%	23%	18%	25%	19%	17%	29%	23%	16%	18%	18%	17%	32%	19%	16%	28%	25%	22%	19%	20%
6-10 hours per week	6%	5%	6%	6%	5%	7%	5%	4%	7%	6%	4%	4%	5%	5%	5%	5%	6%	7%	7%	*	6%	5%
11-15 hours per week	2%	*	*	2%	1%	2%	1%	1%	2%	2%	1%	1%	*	*	*	*	*	*	2%	*	1%	*
16 or more hours per week	2%	*	3%	2%	2%	3%	2%	2%	2%	2%	2%	2%	*	*	*	3%	*	*	2%	*	2%	*



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for the Study of Human Resources**

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