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CENTRAL TEXAS  
**StudentFutures**  
PROJECT

# Findings from the 2013 Senior Surveys



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## **ABSTRACT**

The Central Texas Student Futures Project is a research partnership of the Ray Marshall Center and, currently, 12 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 2013. Some notable student responses for the class of 2013 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 share of students who submitted a financial aid application (FAFSA). This report will also highlight differences between seniors' responses from 2009 to 2013 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, 12 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 12 participating districts in the 2013 research cycle. The districts and their first (and last, if applicable) year of participation are as follows:

Austin ISD (2005)	Hutto ISD (2010)	Manor ISD (2006)
Bastrop ISD (2008)	Lake Travis ISD (2012)	Pflugerville ISD (2005)
Del Valle ISD (2005)	Leander ISD (2006)	Round Rock ISD (2005-2011)
Eanes ISD (2007)	Liberty Hill (2013)	San Marcos Consolidated ISD (2007)
Hays Consolidated ISD (2008)		

Survey and outcome reports for prior years, as well as additional information on the Student Futures Project and its foundation are available on the project website at: [www.centexstudentfutures.org](http://www.centexstudentfutures.org).

### CENTRAL TEXAS REGION

Seniors in 12 of the 26 school districts in the Central Texas region participated in the Student Futures Project in 2013. Although Austin Independent School District does participate in the Student Futures Project survey, some SFP survey questions used for this project in other districts have been removed and additional non-SFP questions added to suit the specific needs of AISD students.<sup>1</sup> Reported here are the seniors of 12 of the 26 school districts. The 12 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 2010-2012 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). Williamson County has the lowest share of children living in poverty and the lowest Hispanic population. 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.

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

	<b>Bastrop County</b>	<b>Hays County</b>	<b>Travis County</b>	<b>Williamson County</b>
<b>Median Family Income</b>	\$62,108	\$76,757	\$71,413	\$79,879
<b>Percent of Children Under 18 Living in Poverty</b>	20.0%	15.3%	22.1%	8.3%
<b>Hispanic Population</b>	31.8%	34.8%	33.2%	22.9%
<b>Population with Bachelor’s Degree or Higher (age 25+)</b>	16.8%	35.5%	44.0%	37.6%
<b>Participating ISDs</b>	Bastrop	Hays Consolidated, San Marcos Consolidated	Austin, Del Valle, Eanes, Manor, Pflugerville	Hutto, Leander, Liberty Hill, Round Rock

Source: U.S. Census Bureau, 2010-2012 American Community Survey

<sup>1</sup>Austin ISD’s survey report can be found online: [http://www.austinisd.org/sites/default/files/dre-surveys/12.87\\_District\\_2013\\_High\\_School\\_Exit\\_Survey\\_0.pdf](http://www.austinisd.org/sites/default/files/dre-surveys/12.87_District_2013_High_School_Exit_Survey_0.pdf)

## **CONTENTS AND ORGANIZATION OF THIS REPORT**

This report discusses findings from the senior surveys conducted in the spring of 2013. The senior survey analysis reviews the responses of two groups of survey respondents: the 12-district sample, which includes the Austin ISD student responses, and the 11-district sample, which excludes the Austin ISD student responses. Chapter II discusses survey response rates, characteristics of respondents, and research methods used to analyze survey responses. Chapter III presents key findings from surveys of 2013 high school seniors in the 12-district sample for key student groups of interest to funders and policy makers, and for respondents as a whole. Chapter IV presents similar findings from questions solely asked in the 11-district sample. Chapter V provides longitudinal findings from select questions from the survey. Chapter VI presents a summary of notable findings and summarizes plans for subsequent 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. 2013 SENIOR SURVEY RESEARCH METHODS AND SAMPLE CHARACTERISTICS**

The annual survey of Central Texas high school seniors was conducted in the late spring of 2013 in 12 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, such as family educational background and extracurricular college preparation activities. 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 the beginning of April through the end of May of 2013 in 32 Central Texas high schools across the 12 participating ISDs: Austin, Bastrop, Del Valle, Eanes, Hays Consolidated, Hutto, Lake Travis, Leander, Liberty Hill, Manor, Pflugerville, 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 the AISD survey and modifying the wording of others to better align their survey instrument with the survey administered in other districts. Readers interested in the 2013 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, the 11-district sample, accessed the survey online. Designated district staff members in these 11 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 (12) of the 32 schools in the project met 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.<sup>2</sup>
- *Gender*—students identified as male or female in school administrative records.

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

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 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).<sup>3</sup>

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 total of 9,259 seniors in the Class of 2013, 82% of seniors across the 12 districts, participated in the survey. Although survey participation and completion rates have fluctuated since 2009, the majority of survey participants in 2013 completed the survey, allowing researchers to focus solely on the group of students who answered every question. 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). These variations were a result of several factors, including the planning and preparation for survey administration at the district and campus level, as well as the timing and logistics of survey administration at the campus level.

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<sup>3</sup> The Central Texas High School Graduate Data Center Year One Final Report and the Central Texas Student Futures Project Conceptual Model Report are available on the project website: [www.centexstudentfutures.org](http://www.centexstudentfutures.org).

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

	<b>Number of Seniors Enrolled on Fall Snapshot Date<sup>1</sup></b>	<b>Survey Participants</b>	<b>Completion Rate</b>
<b>Overall</b>	<b>11,359</b>	<b>9,259</b>	<b>82%</b>
<b>Austin</b>	4,004	3,768 <sup>2</sup>	93%
<b>Bastrop</b>	559	202	34%
<b>Del Valle</b>	389	332	63%
<b>Eanes</b>	638	310	49%
<b>Hays</b>	874	692	76%
<b>Hutto</b>	342	244	71%
<b>Lake Travis</b>	437	371	84%
<b>Leander</b>	2,101	1,618	76%
<b>Liberty Hill</b>	180	125	69%
<b>Manor</b>	365	227	54%
<b>Pflugerville</b>	1,617	1,026	63%
<b>San Marcos</b>	470	344	73%

<sup>1</sup> Calculated for seniors enrolled on Fall snapshot date. Note that seniors attending alternative high schools are included in these numbers, though many school districts chose not to survey these students.

<sup>2</sup> Austin reported surveying 3,772 seniors. Four respondents were dropped from our survey numbers because of missing question responses.

### **CHARACTERISTICS OF SURVEY RESPONDENTS**

Two samples of survey completers are analyzed in this report. In the 12-district sample, a total of 9,259 respondents took the survey during the spring semester prior to graduation. In the 11-district sample, Austin ISD excluded, a total of 5,491 completers took the survey during the spring semester prior to graduation. A summary of variables of interest for both the 11- and 12-district sample 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**

	11 District Sample (Excludes AISD)		12 District Sample (Includes AISD)	
	Number	Percent	Number	Percent
<b>Total</b>	5,491	100	9,259	100
<b>Ethnicity*</b>				
Asian	319	6%	463	5%
Black	638	12%	1,038	11%
Hispanic	2,049	37%	3,982	43%
White	4,329	79%	5,515	60%
<b>Gender</b>				
Female	2,762	50%	4,738	51%
Male	2,729	50%	4,521	49%
<b>Low Income</b>				
Low Income	1,467	27%	3,481	38%
Not Low Income	3,666	67%	5,420	59%
<b>Plans for Initial Post-Secondary Enrollment</b>				
Going to College	4,564	83%	7,893	85%
Not Going to College	813	15%	1,116	12%
<b>Parents' Education Level</b>				
At Least One Parent has a Bachelor's Degree	2,252	41%	3,761	41%
Neither Parent has a Bachelor's Degree	3,232	59%	5,421	59%
<b>First Generation Status</b>				
Yes, First Generation	1,381	25%	2,678	29%
No, Not First Generation	4,103	75%	6,504	70%

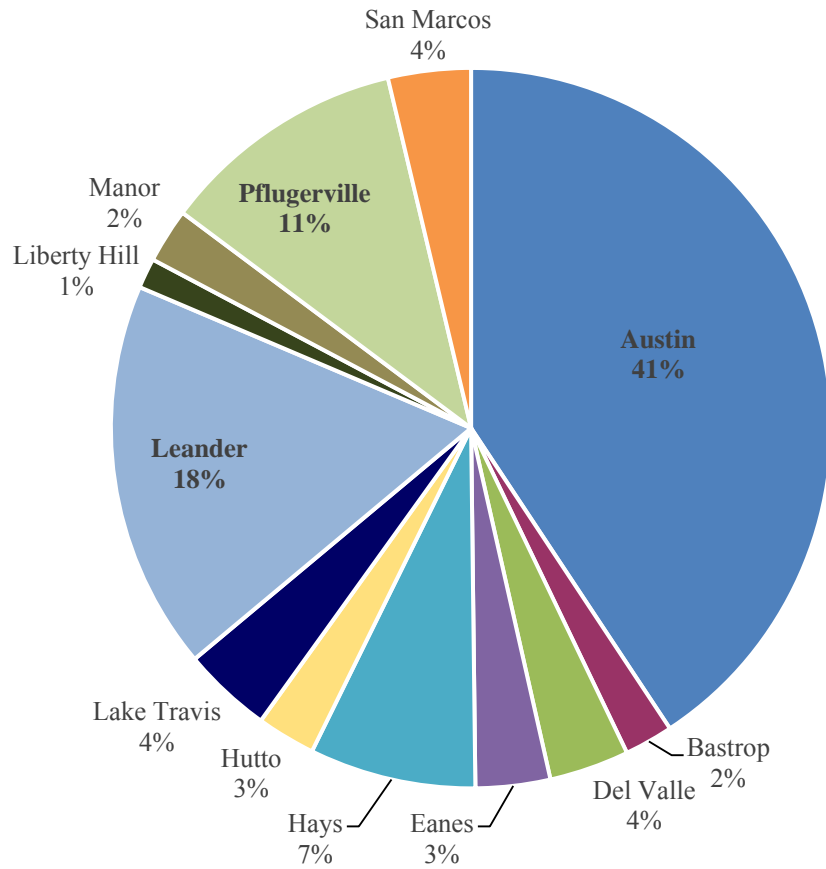
Source: Student Futures Project calculations.

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.

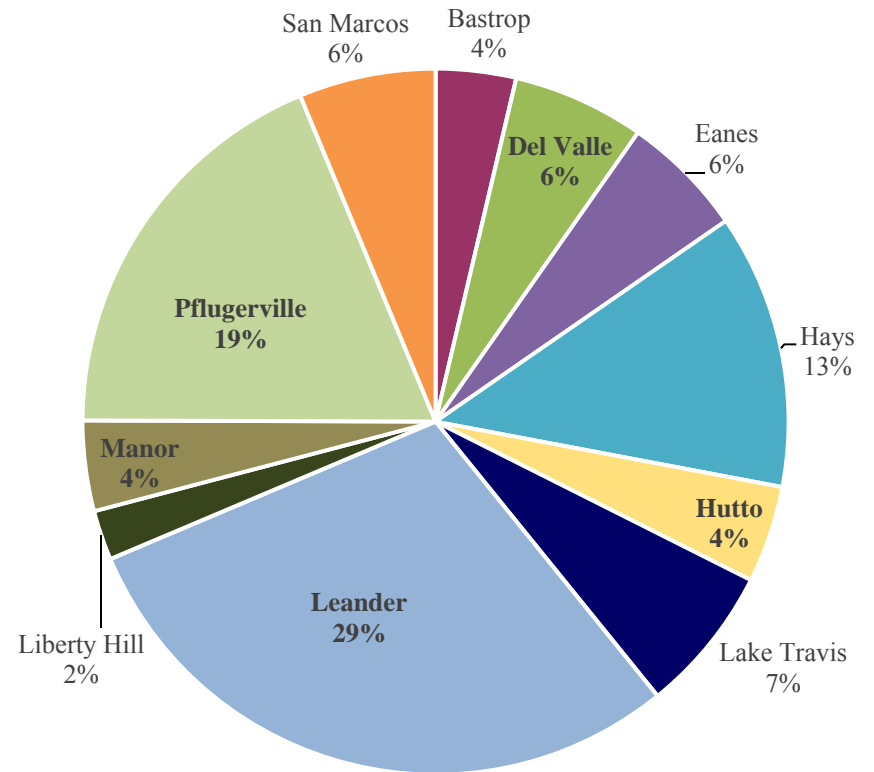
As previously detailed, the use of two somewhat different surveys – the Student Futures Project’s Senior Survey and the Austin ISD High School Exit Survey – precluded analyzing the entire populations of respondents for all questions. Rather, for as many questions as possible, the whole population (the 12-district sample) was used; the remaining questions were analyzed based on the population composed of all Student Futures Project survey respondents (the 11-district sample). The breakdown of district representation in these two sample groups is shown in Figure 1 and Figure 2. In the 12-district sample, Austin ISD seniors make up the largest share of the survey sample (41%), followed by Leander ISD (17%) and Pflugerville ISD (11%).



**Figure 1. Composition of 12-District Sample, by District (N=9,259)**



**Figure 2. Composition of 11-District Sample, by District (N=5,491)**



## SURVEY RESPONDENTS AND THEIR SENIOR CLASSES, BY DISTRICT

The comparison of 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	Liberty Hill	Manor	Pflugerville	San Marcos
Asian	Seniors	5%	1%	2%	11%	2%	4%	6%	6%	1%	3%	11%	1%
	Respondents	4%	1%	3%	14%	2%	4%	7%	6%	0%	3%	11%	1%
Black	Seniors	13%	9%	17%	1%	6%	19%	0%	7%	4%	31%	26%	7%
	Respondents	11%	10%	17%	1%	6%	20%	2%	6%	2%	29%	26%	8%
Hispanic	Seniors	50%	47%	77%	13%	57%	35%	20%	22%	15%	54%	38%	70%
	Respondents	51%	33%	77%	12%	59%	35%	17%	22%	18%	56%	37%	70%
White	Seniors	63%	87%	71%	88%	90%	75%	88%	88%	96%	64%	50%	85%
	Respondents	69%	89%	75%	85%	90%	74%	91%	88%	97%	66%	50%	85%
Female	Seniors	50%	46%	53%	52%	50%	54%	50%	49%	48%	51%	49%	46%
	Respondents	52%	49%	53%	60%	49%	56%	54%	50%	46%	50%	48%	46%
Male	Seniors	50%	54%	47%	48%	50%	46%	50%	51%	52%	49%	51%	54%
	Respondents	48%	51%	47%	40%	51%	44%	46%	50%	54%	50%	52%	54%
Low-Income	Seniors	46%	56%	78%	2%	36%	41%	5%	18%	21%	69%	42%	53%
	Respondents	53%	45%	79%	3%	39%	41%	7%	17%	18%	72%	42%	53%
Not Low-income	Seniors	54%	44%	22%	98%	64%	59%	95%	82%	79%	31%	58%	47%
	Respondents	47%	55%	21%	97%	61%	59%	93%	83%	82%	28%	58%	47%

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 2013 SURVEY RESPONSES**

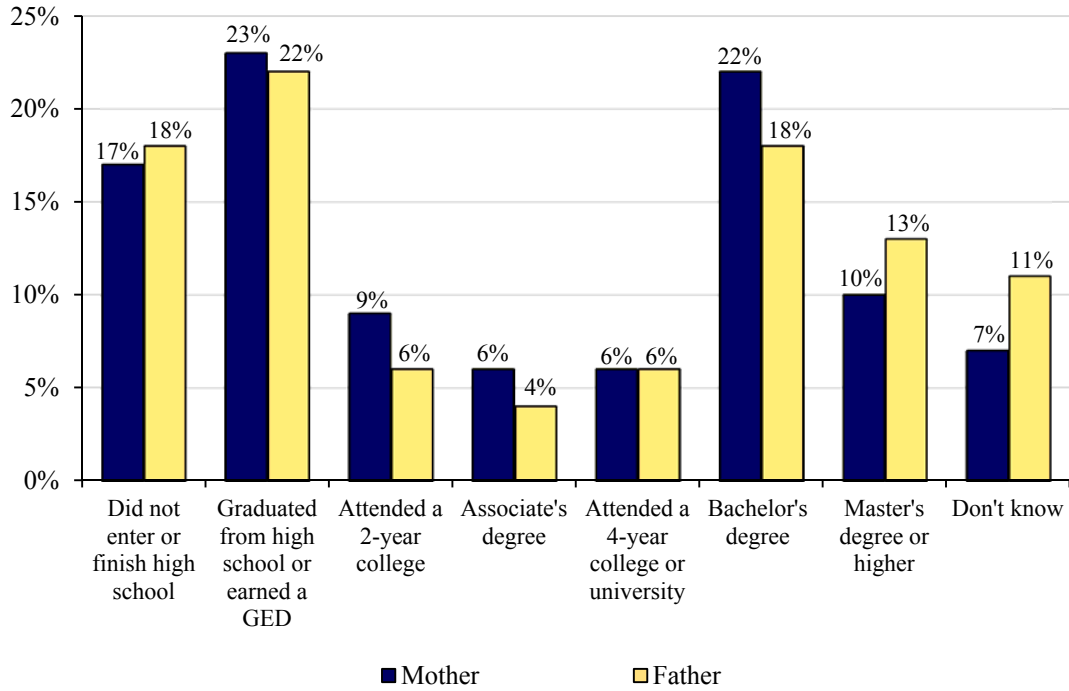
This chapter presents the analysis of questions that were asked on both the Austin ISD High School Exit Survey and the Student Futures Project Senior Survey. Where possible, researchers modified responses to questions that were similar between the two surveys to facilitate analysis; such instances are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

Nearly half of both mothers and fathers were reported to have a high school education or less. Over half of survey respondents (53%) reported that their mothers had at least some college experience, as compared to 47% of fathers. Of the total surveyed population, just under a third of both mothers (32%) and fathers (31%) 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. Black and Hispanic respondents were more likely to report parents having earned a high school diploma or less than their counterparts. Hispanic respondents were also more likely to report that their parents had not entered or finished high school. More than half (60%) 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 2012.

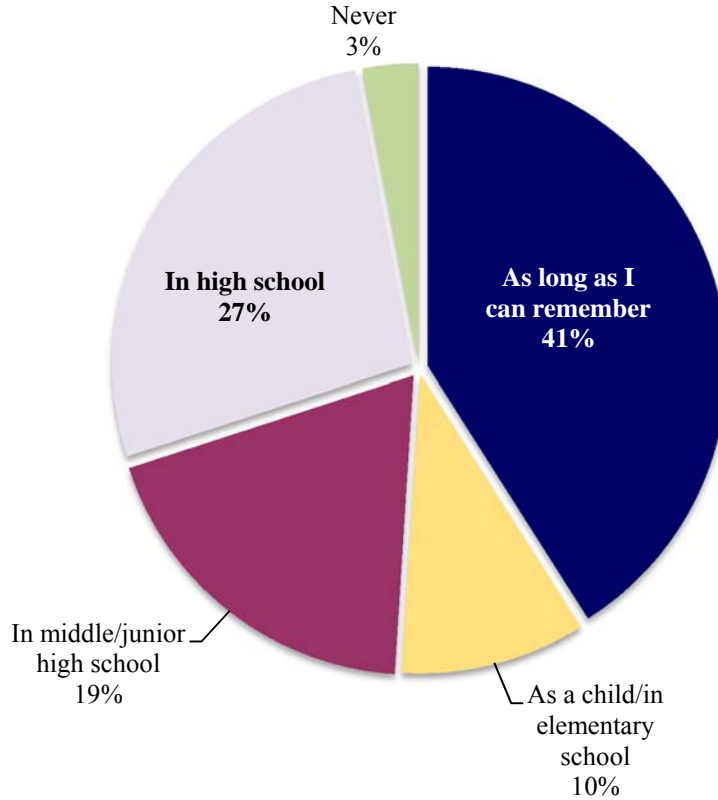
**Figure 3. Parental Education**



Another measure of families' influences on views toward college enrollment involves the point at which seniors began thinking about postsecondary education as an option. Over a third (41%) of respondents reported that they have thought about postsecondary education for "as long as they could remember," whereas 46% of respondents reported not having thought about postsecondary education as an option until middle school or high school (Figure 4).

These responses further varied by race and ethnicity. 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 started thinking about college earlier in life. Hispanic, low-income, and first generation students were significantly more likely to begin thinking about college in high school, a response consistent with findings from previous years.

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

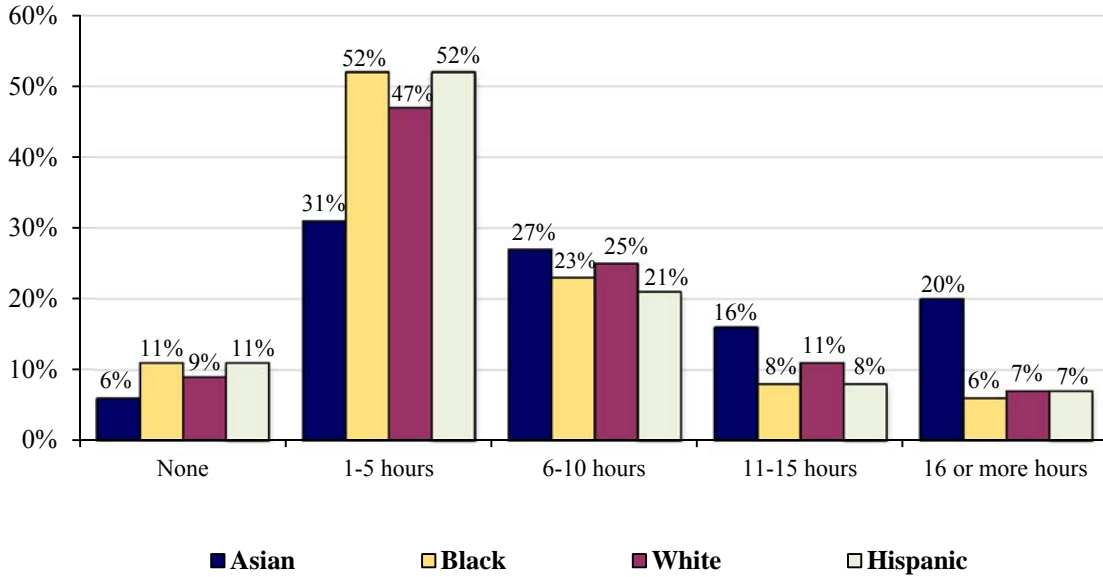


### **HIGH SCHOOL EXPERIENCES**

Approximately half of respondents spent one to five hours per week studying (47%). The number of hours per week varied across demographics. Approximately half of Black (52%), Hispanic (52%), and White (47%) students spent one to five hours per week studying, as compared to only 31% of Asian students (Figure 5). A noticeably higher share of Asian students (20%) indicated they studied at least 16 hours or more a week compared to their counterparts. Approximately half of first generation (53%) and low-income (52%) students, as well as those respondents who attended low-income schools (52%), spent one to five hours per week studying.

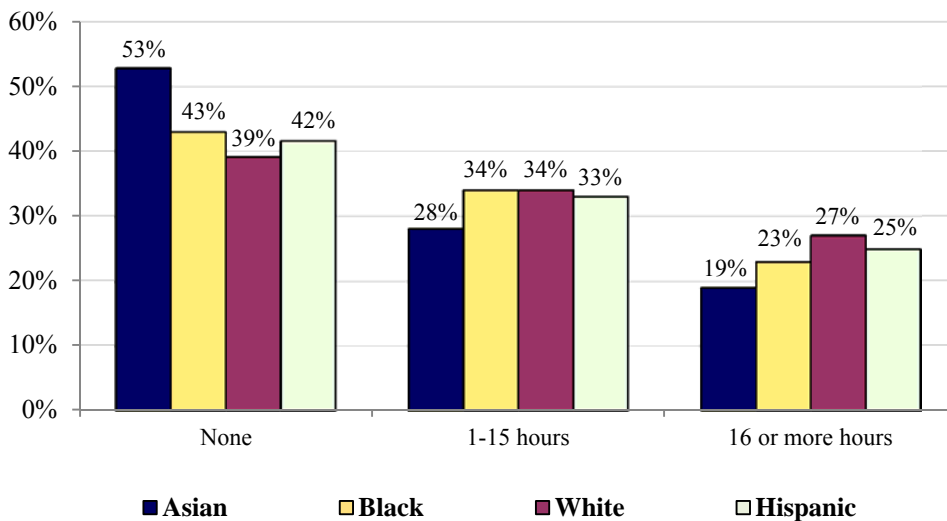
Year-to-year patterns of seniors from 2009 to 2013 show little to no difference in the reported amount of weekly time students spent studying during their high school years.

**Figure 5. Hours per Week Spent Studying**



Patterns of employment differed somewhat by race and ethnicity, as can be seen in Figure 6. Asian students reported they did not work at all during their senior year more frequently than their counterparts. A greater share of White respondents than their counterparts reported working 16 or more hours on average per week during their senior year.

**Figure 6. Hours per Week Worked During Senior Year**



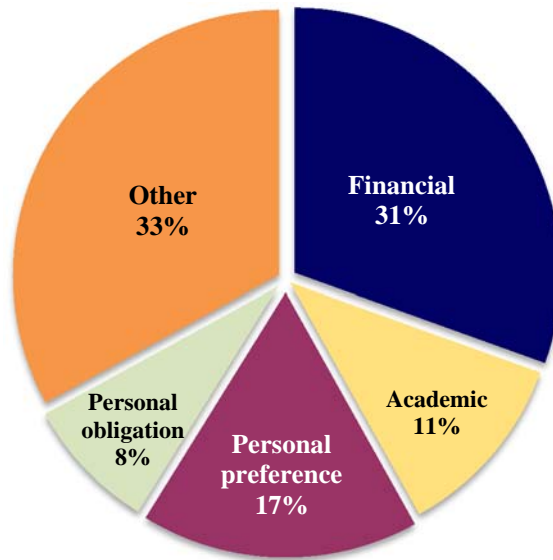
Note: Non-AISD responses have been combined to closely align with AISD responses.

## PREPARATION FOR LIFE AFTER HIGH SCHOOL

The vast majority of 2013 seniors (86%) indicated the desire to attend college or technical school within a year of graduating from high school, down 4% points from the class of 2012 where 90% indicated college plans within a year. 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.

The highest shares of students not planning to attend college within a year from graduating high school are first generation (19%), low-income (19%), and Hispanic (18%) students. Students across all demographics who indicated they did not plan to attend college within a year from graduating high school (about 14% of survey respondents), gave various reasons for not doing so. The highest share of respondents reported “other” reasons (33%) as the primary reason for not pursuing further education and training post high school, followed by financial reasons (31%). Following “other” and financial reasons, personal preference was the next highest reason (17%) for not pursuing further education (Figure 7).

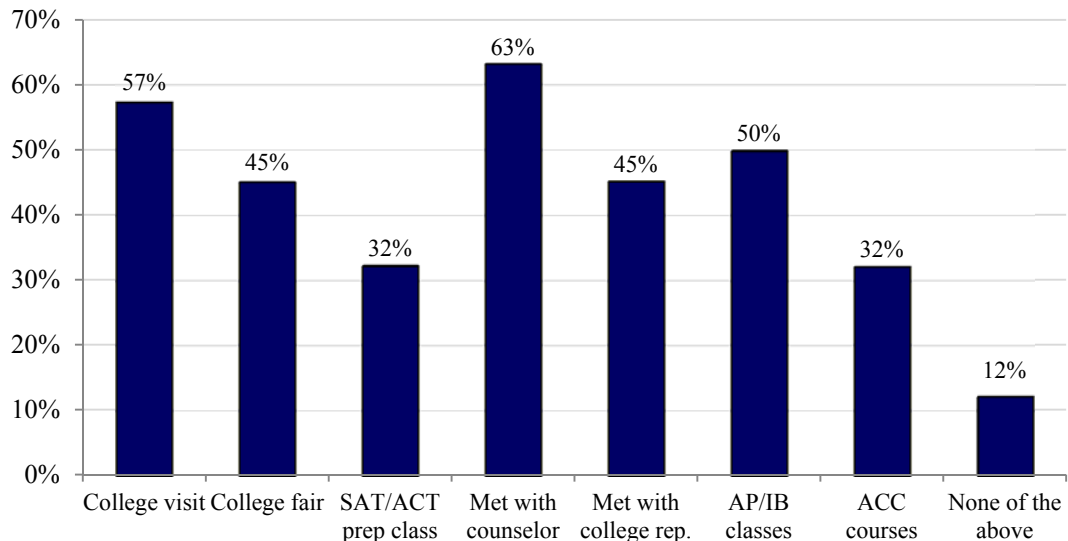
**Figure 7. Reasons for Not Planning to Attend College within a Year of Graduation (N=1,327)**



### *Specific College Preparation Activities*

In preparing for college, meeting with a college counselor (63%), visiting a college (57%), and taking an Advanced Placement (AP) or International Baccalaureate (IB) class (50%) were the most commonly utilized college preparation activities (Figure 8). Black and Hispanic respondents reported meeting with a transition coordinator, college counselor, or other school staff member more frequently than they reported taking an AP or IB class. The majority of Asian students (70%) reported taking AP or IB classes to prepare for college, as compared to students overall (50%).

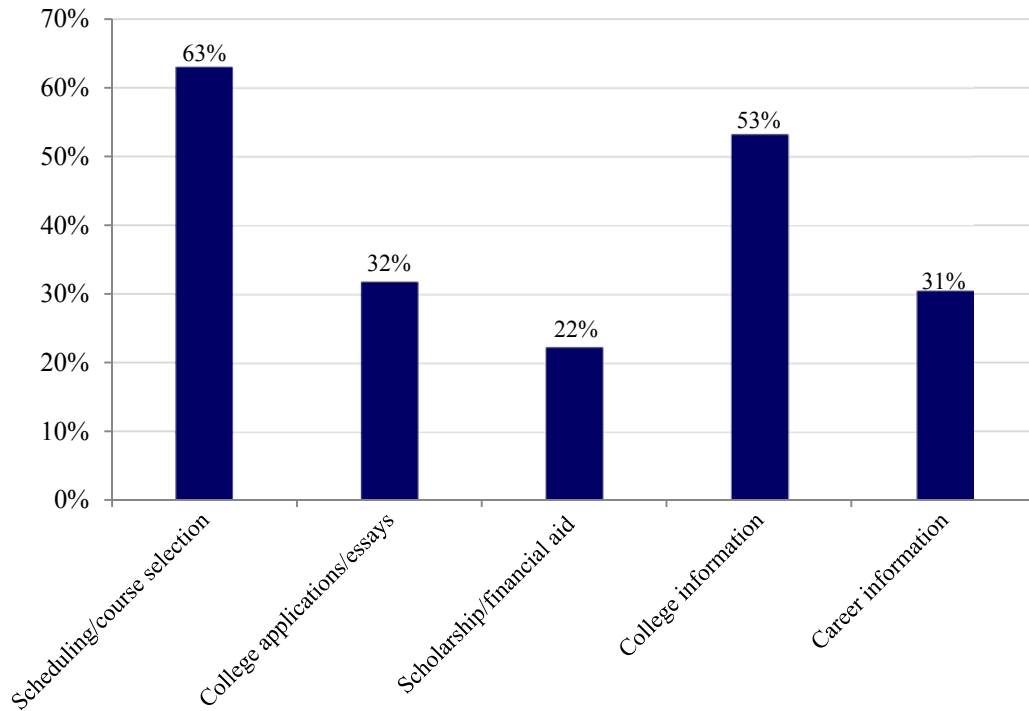
**Figure 8. Percent of Respondents Participating in College Preparation Activities**



When asked why they met with their counselor, students provided a range of answers. The most common reasons for meeting with a counselor included scheduling/course selection/placement (63%) and acquiring college information (53%). Figure 9 provides further detail on the topics discussed during meetings with counselors.



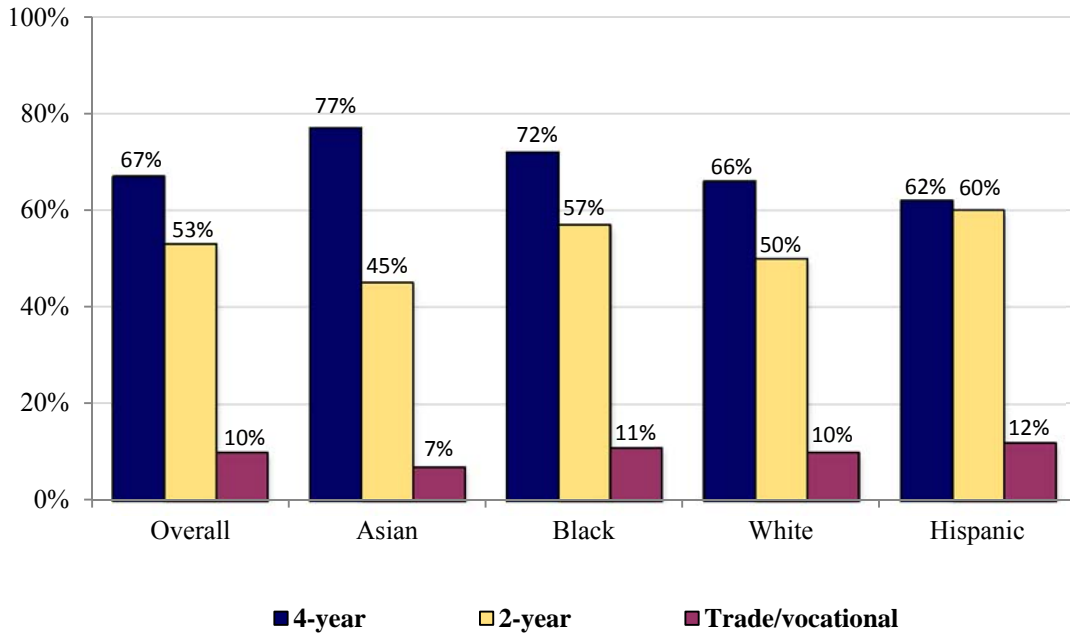
**Figure 9. Reasons for Meeting with Counselor**



**APPLYING TO COLLEGE**

Approximately one-third (67%) of survey respondents indicated they applied to a 4-year college; 53% of respondents indicated they applied to a 2-year college (Figure 10). These numbers are down 5% points and 2% points, respectively, from 2012. 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 approximately as likely to apply to a 4-year university as they were to a 2-year college, unlike their counterparts.

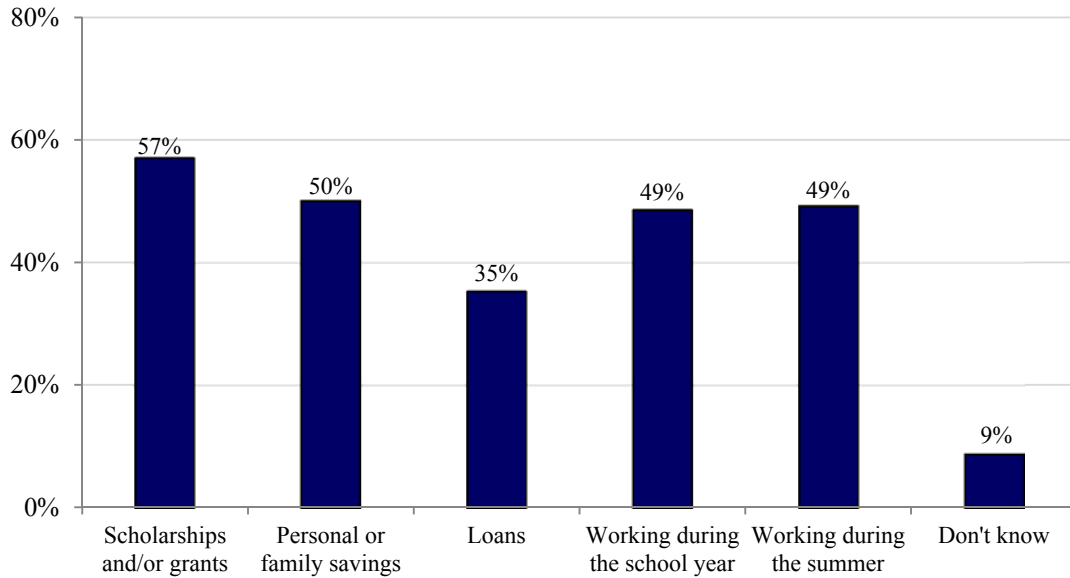
**Figure 10. Applications for Further Education, by Race/Ethnicity**



***Financial Aid***

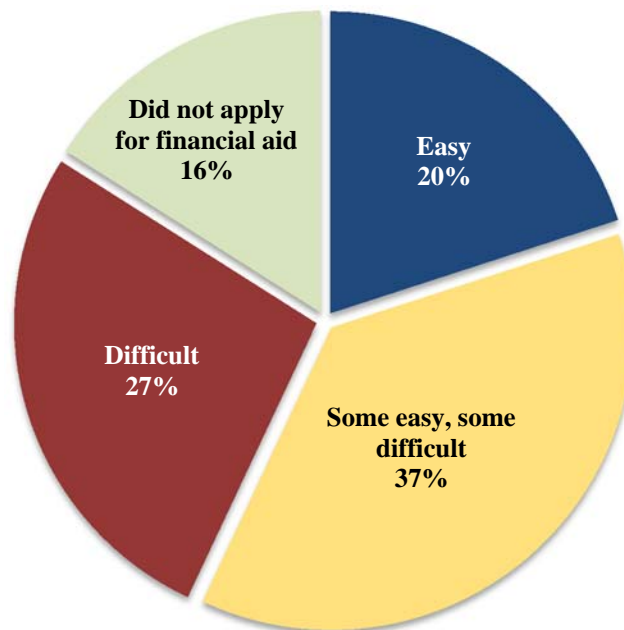
Seniors completing the 2013 survey planned to use a wide variety of methods to pay for college (Figure 11). Most students (57%) indicated they planned on paying for college using scholarships and/or grants. Only 35% indicated that they planned on using loans to pay for college. Students may not have 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 in the United States 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 11. How Respondents Pay for College**



There was not a significant change in the perceived difficulty level of the financial aid process from 2009 to 2013 for survey respondents. A majority of respondents indicated some difficulty with at least a portion of the financial aid process (Figure 12).

**Figure 12. Difficulty Level of Financial Aid Process**



## **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 2013 Austin ISD Exit Survey question.

### **CHARACTERISTICS OF ALL STUDENT FUTURES PROJECT SURVEY RESPONDENTS**

Overall, roughly 69% of seniors in 11 districts (Bastrop, Del Valle, Eanes, Hays, Hutto, Lake Travis, Leander, Liberty Hill, Manor, Pflugerville, and San Marcos) participated in the Student Futures Project by completing the 2013 Senior Survey. The characteristics of survey respondents in this 11-district sample are detailed in Table 5. Students who took the 2013 Student Futures Project survey had the ability to mark more than one ethnicity option. This differs from surveys prior to 2012, when respondents were only able to mark one ethnicity option. Thus, totals may not equal 100% for these categories.

**Table 5. Characteristics of Student Futures Project Survey Respondents (11-District Sample)**

	11 District Sample	
	Number	Percent
Total	5,491	100
<b>Ethnicity*</b>		
Asian	319	6%
Black	638	12%
Hispanic	2,049	37%
White	4,329	79%
<b>Gender</b>		
Female	2,762	50%
Male	2,729	50%
<b>Low Income</b>		
Low Income	1,467	27%
Not Low Income	3,666	67%
<b>Plans for Initial Post-Secondary Enrollment</b>		
Going to College	4,564	83%
Not Going to College	813	15%
<b>Parents' Education Level</b>		
At Least One Parent has a Bachelor's Degree	2,252	41%
Neither Parent has a Bachelor	3,232	59%
<b>First Generation Status</b>		
Yes, First Generation	1,381	25%
No, Not First Generation	4,103	75%

Source: Student Futures Project calculations.

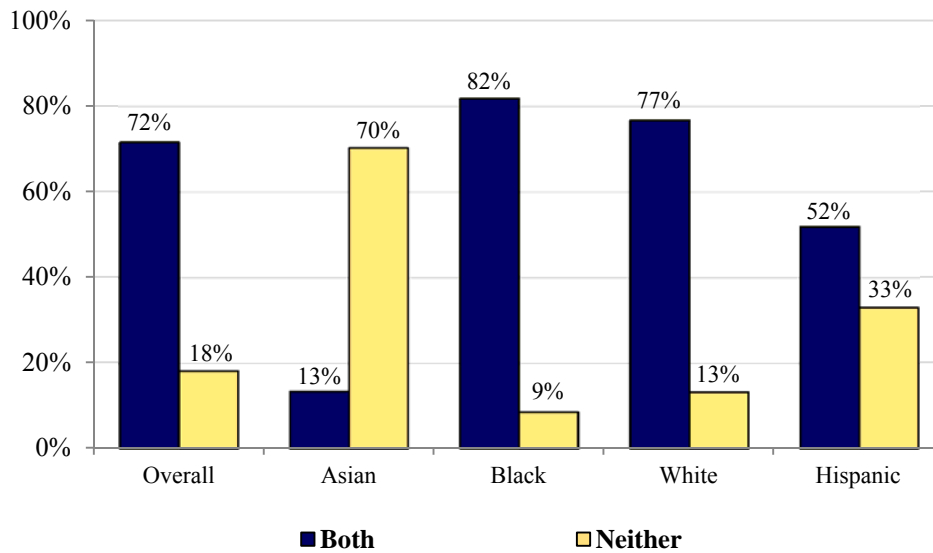
Note: The totals for ethnicity will not total 100% due to a rounding, and because students were able to choose more than one ethnicity. Other totals may not equal 100% due to rounding.

### **FAMILY BACKGROUND/INFLUENCES**

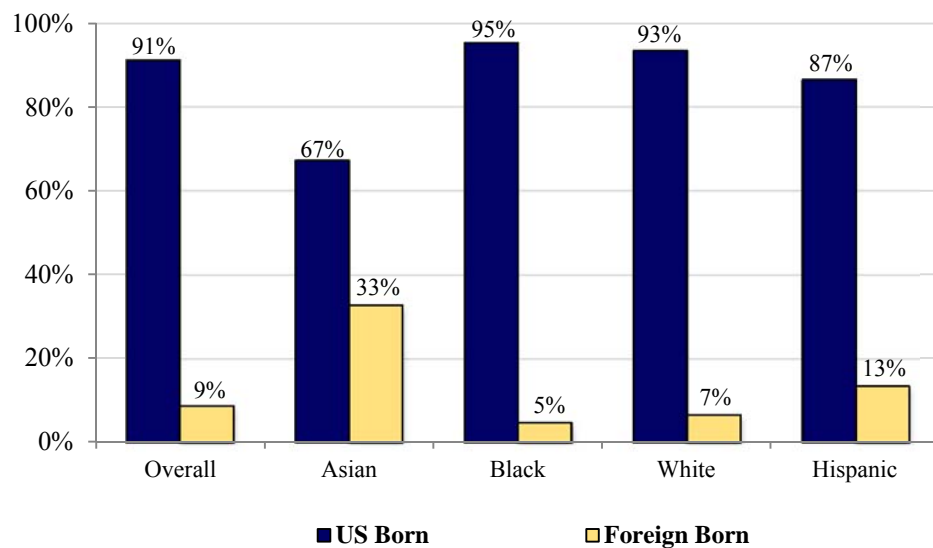
Survey respondents came from a wide range of family backgrounds. Overall, 18% of respondents reported that neither parent had been born in the U.S., with another 10% reporting that only one parent had been born in the U.S. These figures are similar to those reported by the Class of 2012. Over a third (34%) of first generation college student respondents and 35% of low-income respondents reported that neither of their parents were born in the United States. Over two-thirds (70%) of Asian respondents reported that neither

of their parents had been born in the United States, as did 33% of Hispanic respondents (Figure 13). Of the respondents themselves, only 9% of seniors reported having been born outside the U.S. However, there were significant differences among racial/ethnic groups, with 33% of Asian seniors reporting that they were born outside of the U.S., as compared to only 5% of Black respondents (Figure 14).

**Figure 13. Which of Your Parents Were Born in the U.S.?**



**Figure 14. U.S. vs. Foreign Born Survey Respondents**

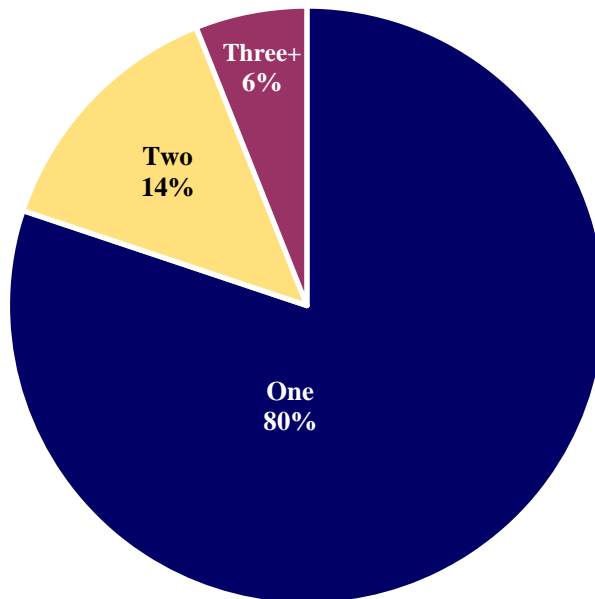


Overall, 91% of respondents had at least one parent in paid employment during their high school years. Similar to the numbers reported by the Class of 2012, 49% of the Class of 2013 respondents indicated both parents were in paid employment and 42% had one parent in paid employment. Black respondents reported a smaller share of working fathers than mothers. This differed from the trends of other ethnic groups, 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**

Eight out of every ten seniors attended only one high school during their high school career. Just under one-fifth (14%) of seniors attended two high schools during their high school career (Figure 15). The percentages of students who attended only one high school during their high school career varied across demographics. Black students were more likely to attend more than one high school (27%) compared to other ethnic groups, while most students whose parents had at least a bachelor's degree attended only one high school (82%).

**Figure 15. Number of High Schools Attended**



Seniors completing the Student Futures Project survey were also asked if they met with their school/college counselors and their reasons for doing so. The vast majority of respondents (88%) in the 11-district sample reported that they met with a school counselor for at least one issue over the course of their high school career. Of the students reporting at least one meeting with a counselor, the largest share of respondents, 47%, met with their counselor about grades/test scores and academic performance. The next largest share of respondents, roughly one third (36%), met with their counselor about graduation plans. Respondents met with their counselor the least in regards to writing resumes and job applications (11%). These results are consistent with the Class of 2012.

Female and low-income respondents were more likely than their counterparts to report meeting with a counselor to discuss personal/family issues. Black, first generation, and low-income respondents were more likely than other respondents to report meeting with a counselor to discuss graduation plans. Asian, Black, and first generation respondents reported meeting with a counselor to discuss grades, test scores, and academic performance more often than their counterparts. Hispanic, male, and low-income 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 11 districts responding to the Student Futures Project survey reported on their participation in career and technical student organizations, service clubs, and faith-based organizations/activities. Nearly a quarter (24%) of respondents reported participating in a career and technical student organization, with the majority of respondents being active for only one year. Just under a third (31%) of respondents reported participating in a service club, with the majority of respondents participating for at least two years. Nearly one third of respondents reported that they had participated in a faith-based organization or activity during their senior year.<sup>4</sup>

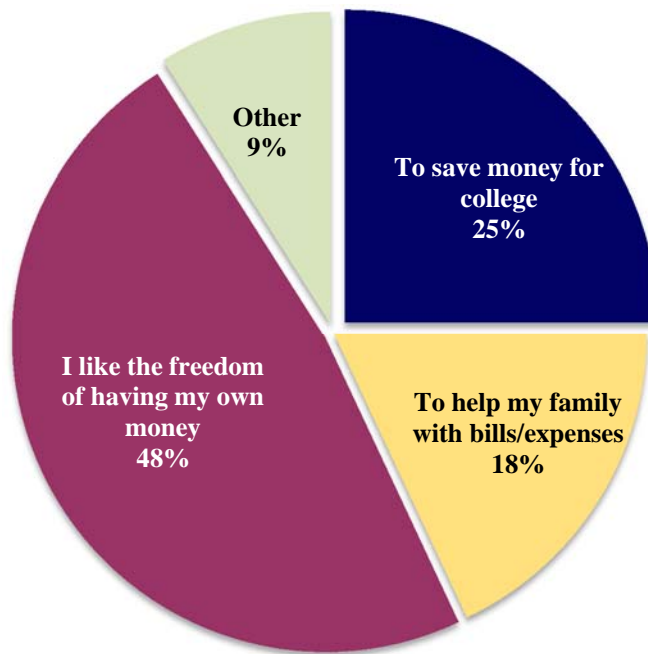
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<sup>4</sup> Note that percentages discussed but not presented graphically in this section can be found in Appendix C.



Finally, seniors completing the Student Futures Project survey were asked about the primary reason they worked for pay during their senior year (Figure 16). In this 11-district sample, 32% of respondents indicated they did not work during their senior year. Of those who worked, about half (48%) reported that they worked because they liked the freedom of having their own money. Another 25% reported that they worked to save money for college and 18% reported that they worked to help their family with bills and expenses.

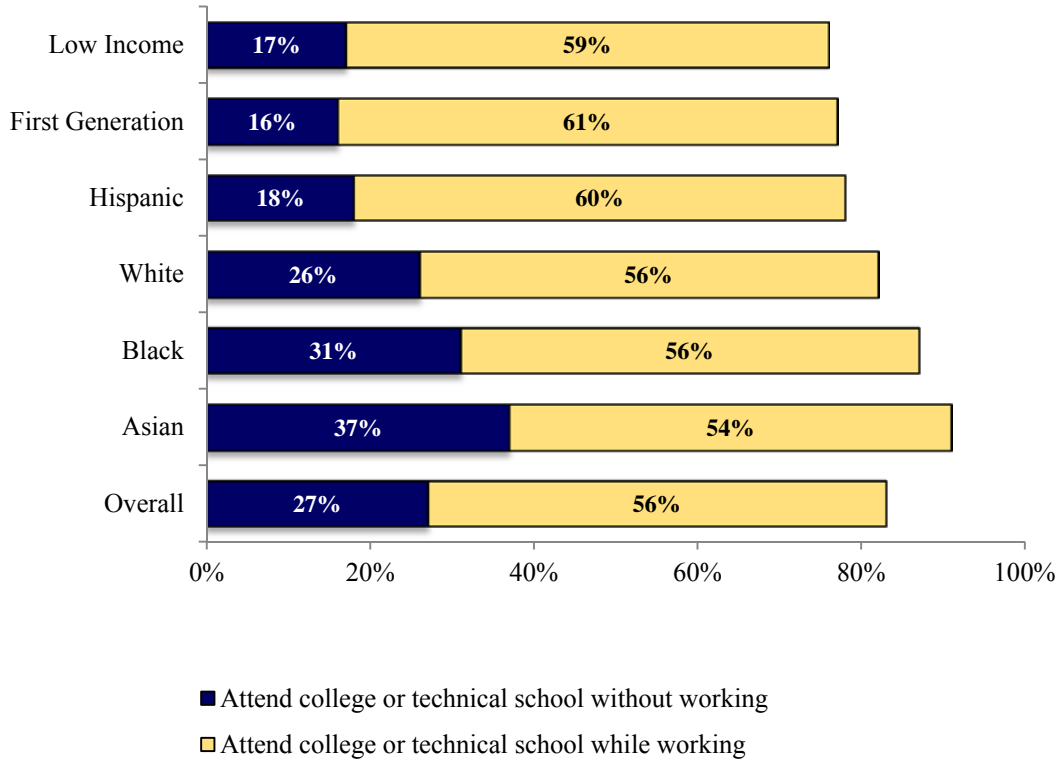
**Figure 16. Primary Reason for Working**



## PREPARATION FOR LIFE AFTER HIGH SCHOOL

The majority of seniors in the 11-district sample indicated plans to attend college the following year (83%). Most of those students indicated plans to work at least part-time while going to college, which is consistent with the Class of 2012.

**Figure 17. Plans to Attend College within a Year for Populations of Interest**

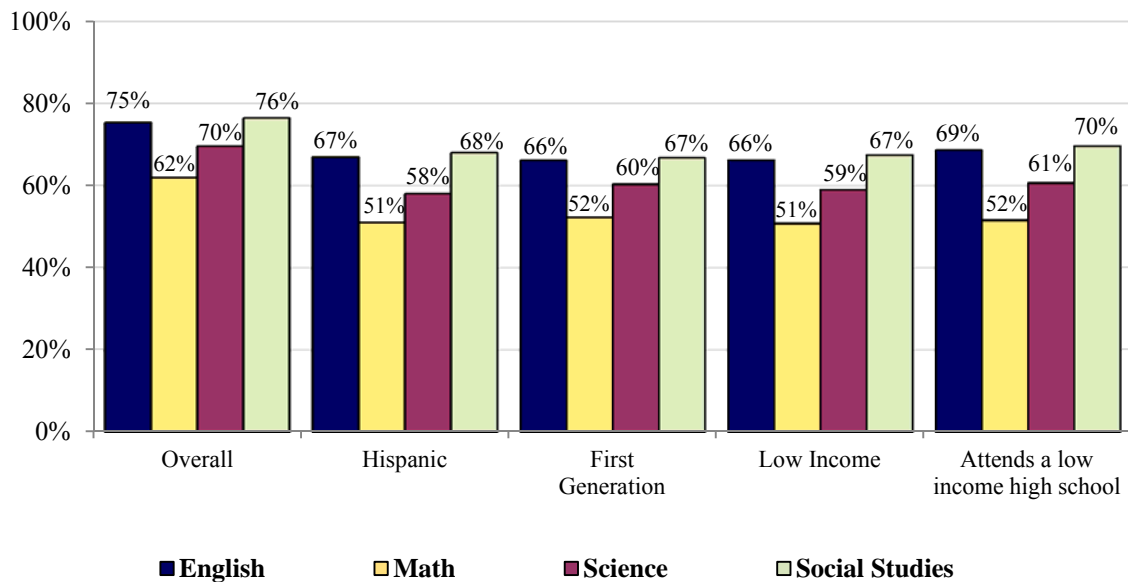


### *Preparation for College Coursework*

While at least 70% of respondents overall indicated they felt prepared for regular or advanced college-level coursework in all subjects (save mathematics, at 62%), there were significant 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 their Asian, Black, and White counterparts. First generation and low-income students were less likely to feel prepared for regular or advanced college-level coursework than survey takers overall. Students generally felt better prepared for English/Language Arts and Social Studies

than Mathematics and Science. Notably, only about half of respondents who were Hispanic, first generation, low-income, or who attended a low-income high school, reported being prepared for Mathematics, compared to 62% of students overall.

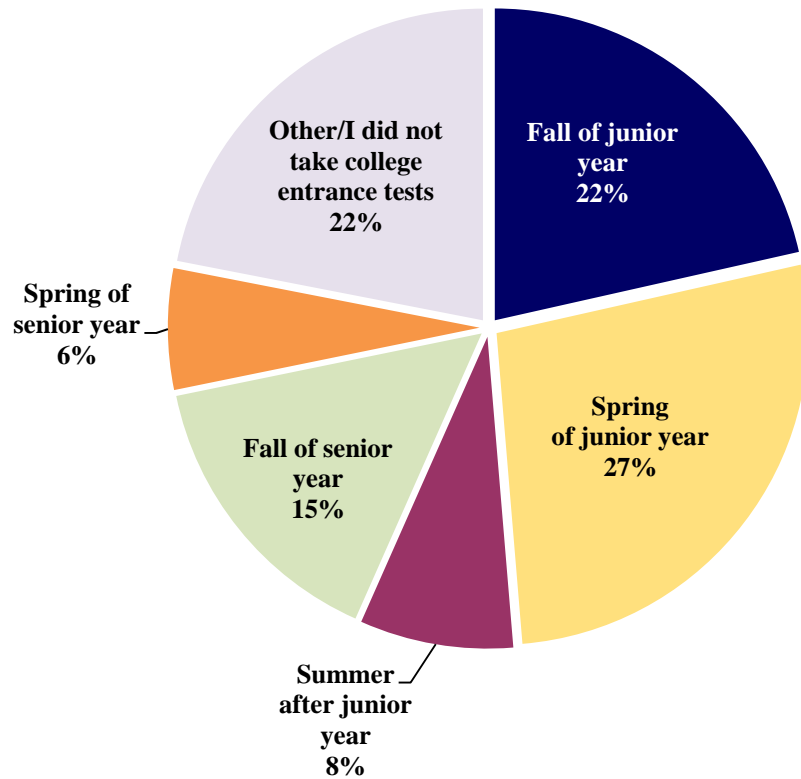
**Figure 18. Respondents Who Feel Prepared for Regular/Advanced College-level Coursework**



A majority of respondents (57%) reported taking a college entrance test before the start of their senior year (Figure 19) and 78% 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 during their junior year when compared to their counterparts. 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, respondents who had at least one parent with a bachelor’s degree or higher, and respondents who planned to go to college had the largest shares of college entrance exam completion before their senior year, at 70% and 62% respectively. By the end of their senior year, 87% of respondents who had at least one parent with a bachelor’s degree or higher and 84% of respondents who planned to go to college had taken a college entrance exam.<sup>5</sup>

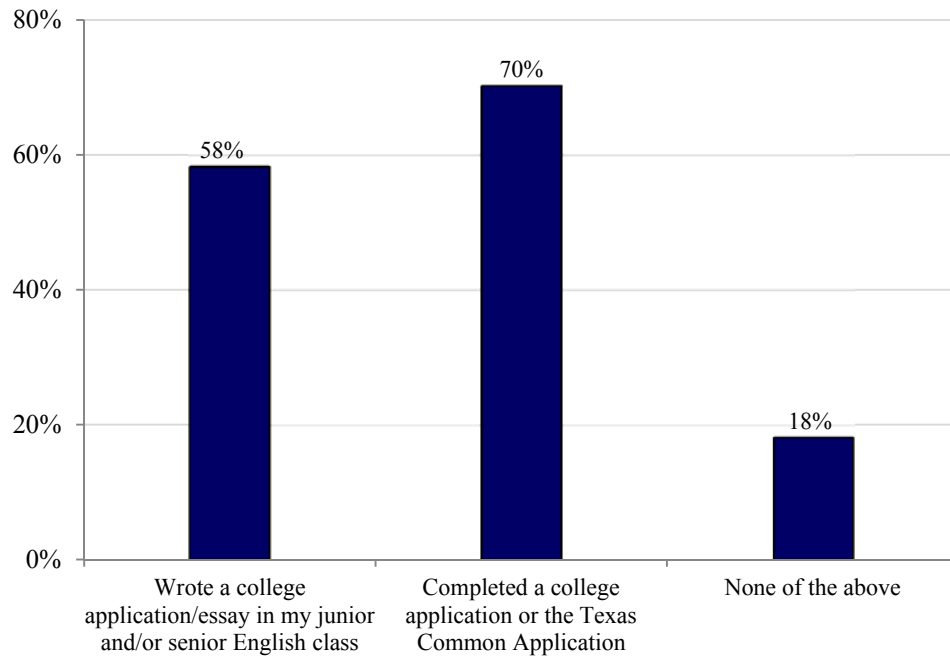
<sup>5</sup> Note that percentages discussed but not presented graphically in this section can be found in Appendix C.

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



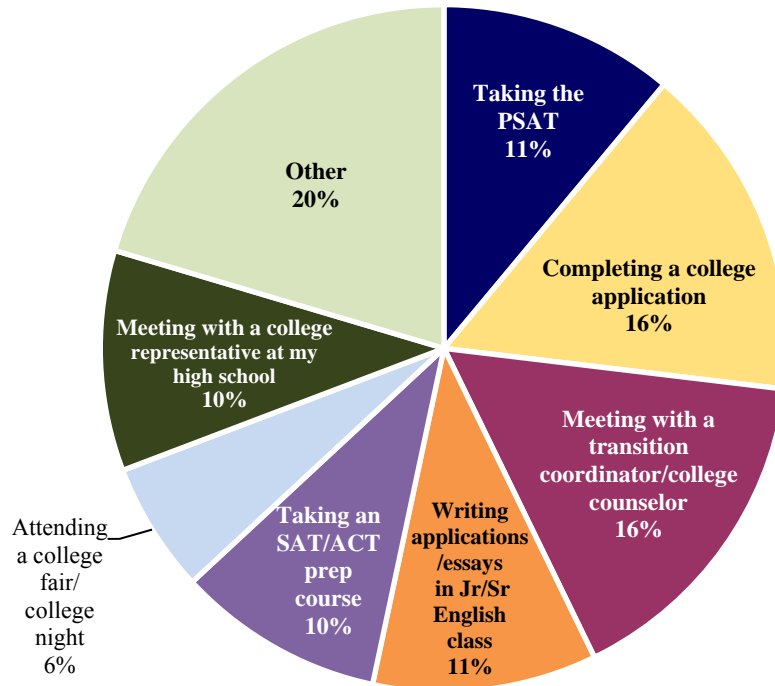
Seniors responding to the Student Futures Project survey were also asked about their participation in a number of college preparation and enrollment activities (Figure 20). The majority of respondents reported completing an application for further education or the Texas Common Application (70%) and writing a college application/essay in their junior or senior English class (58%). Hispanic, first generation, and low-income respondents were much less likely to report completing these activities when compared to other respondents. These same groups of respondents were also more likely to report not participating in *any* college preparation or enrollment activity. Additionally, females were more likely to report writing a college application/essay and completing a college application/Texas Common Application than males (9% points higher and 10% points higher, respectively).

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



Seniors were also asked 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 and meeting with a counselor received the highest shares of responses (15% each), while participating in a college fair or college night received the lowest share (6%). 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 and meeting with a school counselor or staff member to discuss college plans and processes.

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

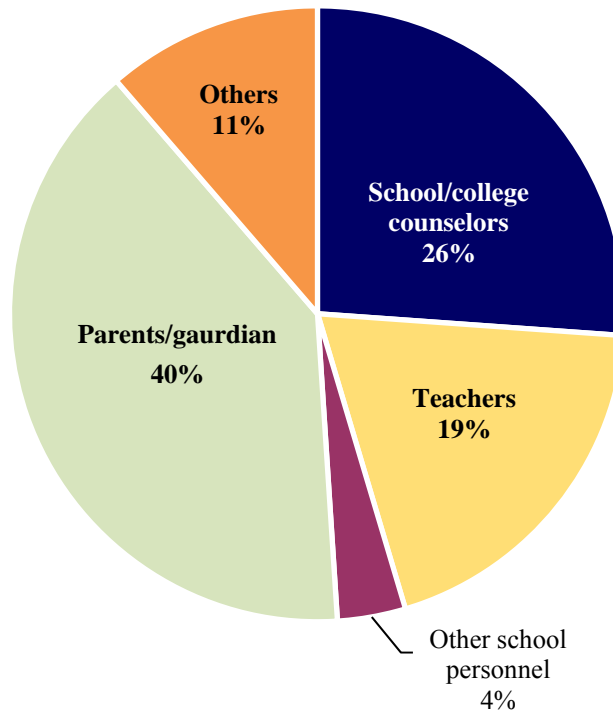


Note: Numbers may be slightly adjusted due to rounding.

Overall, respondents most often reported that parents/family/relatives (39%) were the most helpful in preparing them for further education and training, followed by school counselors and teachers, at 25% and 19%, respectively (Figure 22). Black and White respondents reported that their parents/guardians were more helpful than school/college counselors, unlike their counterparts. 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.<sup>6</sup>

<sup>6</sup> Note that percentages discussed but not presented graphically in this section can be found in Appendix C.

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



Note: Numbers may be slightly adjusted due to rounding.

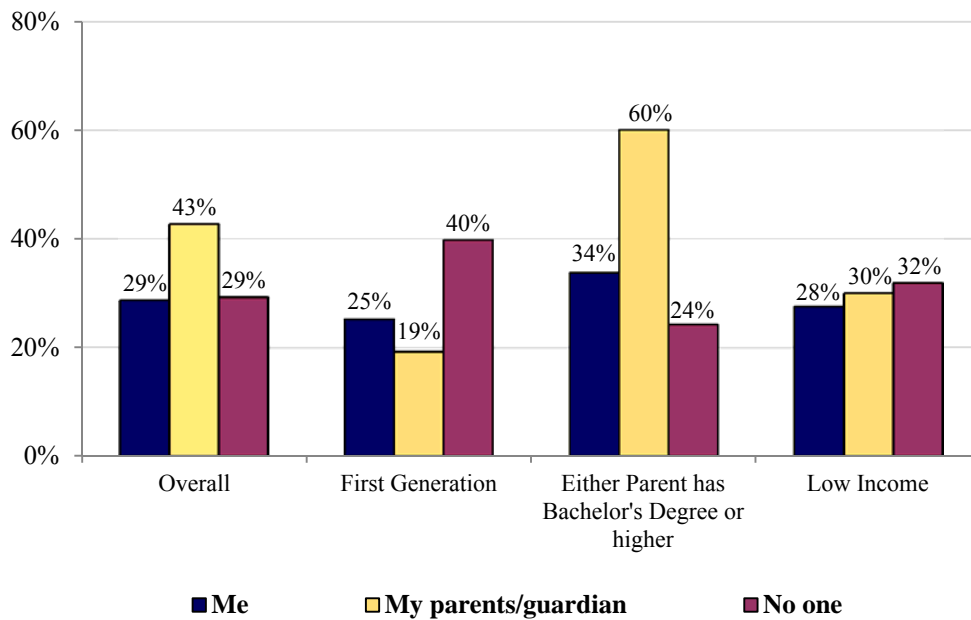
When asked to identify what they planned to study in college, seniors revealed a wide range of interests. Overall, the most commonly selected subjects were health sciences (19%), business (13%), and engineering (11%). There was a 21% point higher share of female respondents than male respondents who 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. The vast majority (90%) of respondents reported that someone in their family had

attended a financial aid event. Just under a third of respondents (29%) reported attending an event themselves (Figure 23). Nearly half (43%) 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, respondents who had at least one parent with a bachelor’s degree or higher were much more likely to report having someone in their family attend a college financial aid event, as compared to their counterparts.

**Figure 23. Who Attended a Financial Aid Event?**



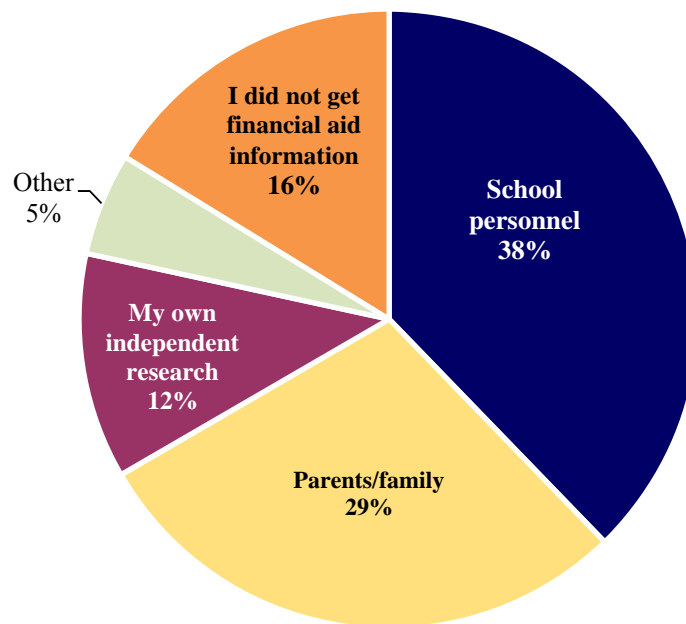
Note: Numbers may add up to more than 100%, as students were permitted to select more than one option.

When asked who helped them the most with obtaining financial aid information, respondents reported that school personnel (38%) or their parents (29%) were the most helpful (Figure 24). White respondents were less 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, 84% of respondents reported receiving some kind of financial aid information.

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

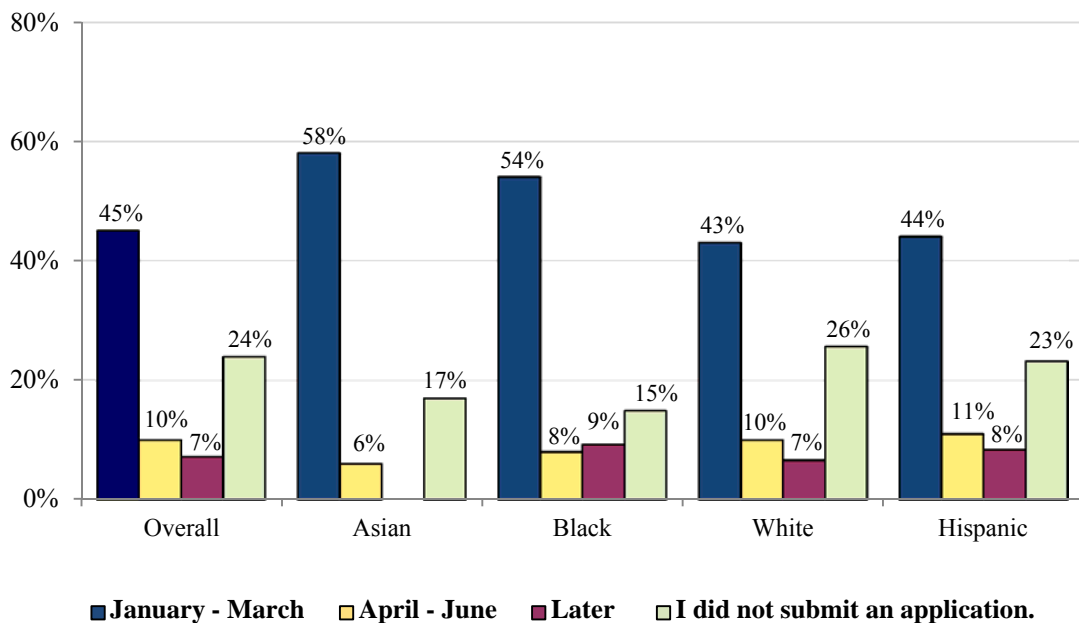


When asked when they submitted their financial aid application, 55% of all respondents reported submitting a financial aid application before the summer, with the majority of respondents completing the application by April 2013. A larger share of female students submitted a FAFSA application than their male counterparts. Likewise, a greater share of Asian and Black respondents submitted a financial aid application than their White and Hispanic counterparts (Figure 25). There was no significant difference in the FAFSA

application rate 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 1<sup>st</sup> for the student to be considered for many scholarship opportunities. Less than half (45%) 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?**



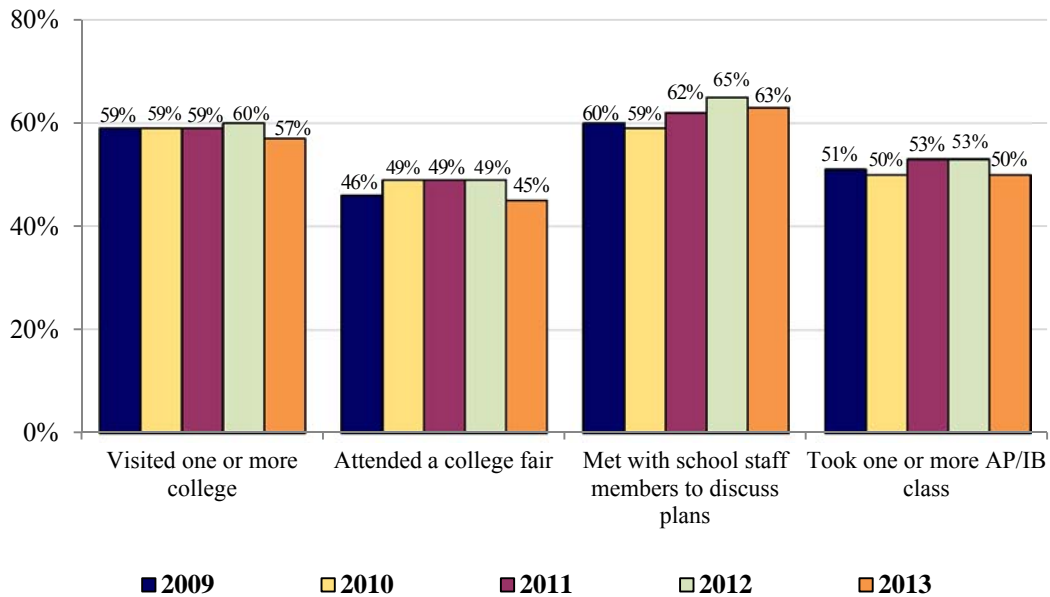
## CHAPTER V. LONGITUDINAL FINDINGS FROM 2009-2013

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 2013 are discussed.

### FINDINGS FROM STUDENT FUTURES PROJECT SURVEY RESPONDENTS FOR 2009-2013 FROM THE 11-DISTRICT SAMPLE (EXCLUDING AUSTIN ISD)

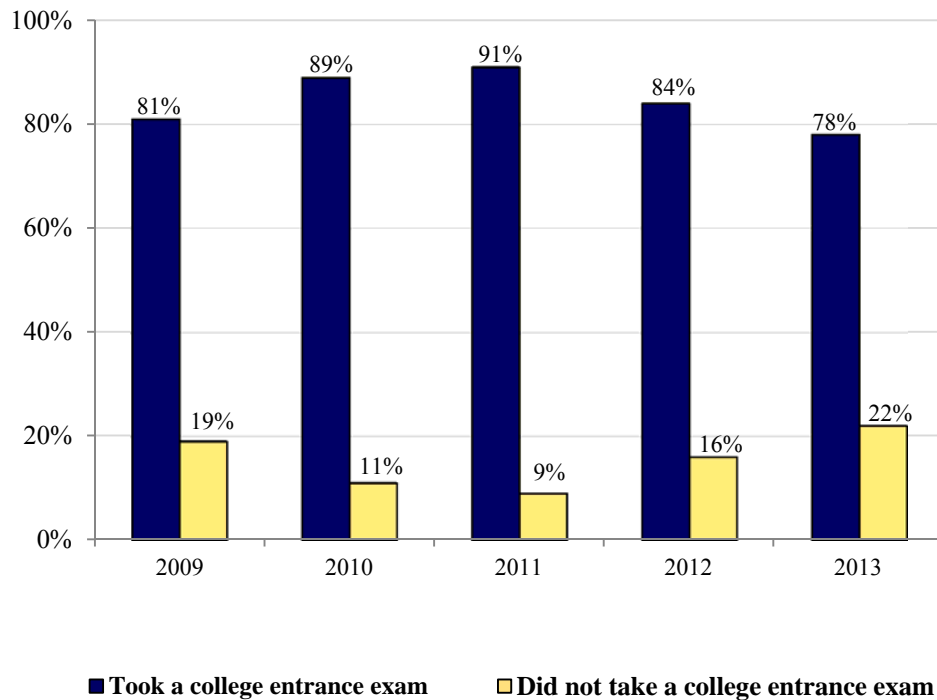
Consistently, over the past five years, visiting one or more colleges and meeting with school staff members to discuss college plans and processes have been the two activities respondents indicated helped them the most in preparing for further education after high school. The activities listed below 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 experienced the most growth from 2009 to 2012, but slightly declined in 2013 (Figure 26). Overall, respondents reported participating in all activities less frequently in 2013 than in 2012. The share of respondents indicating that they participated in none of the activities increased by 4% points from 2012 to 2013.

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



The share of students indicating they took a college entrance exam increased from 81% in 2009 to 91% in 2011. The biggest gains in the percentage 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. In 2013, 78% of respondents indicated they took a college entrance exam. Note that the percentages for 2012 and 2013 in Figure 27 represent the 11-district sample, as this question was not included in the Austin ISD High School Exit Survey.

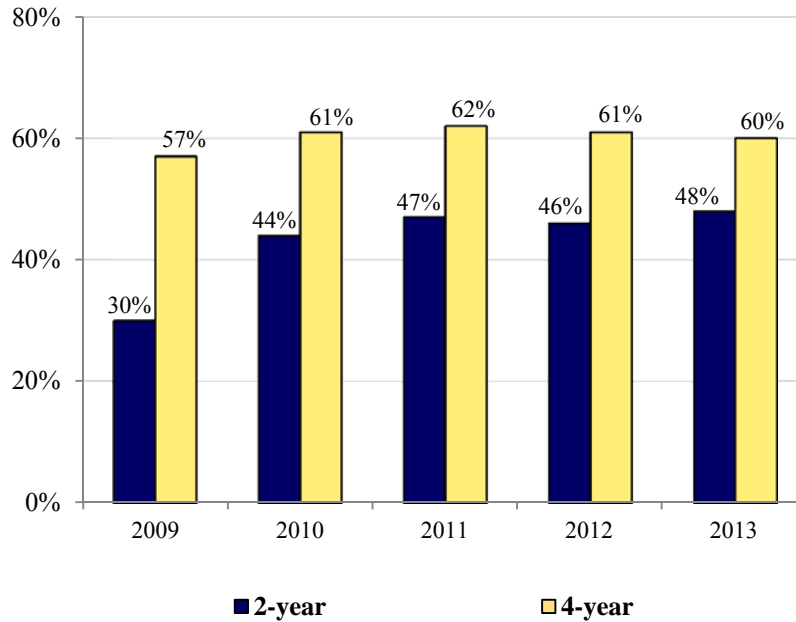
**Figure 27. Share of Students indicating they took a College Entrance Exam**



Across all five years, more students applied and were accepted to 4-year universities than 2-year colleges. From 2009 to 2010, there was a 4% point increase in the share of respondents who were accepted to 4-year universities. Following 2010, the share accepted to a 4-year university has been relatively stagnant. This trend is also true for 2-year colleges. There was a significant increase in the shares of students who indicated they were accepted to a 2-year college from 2009 to 2010, followed by a period of stagnation (Figure 28).

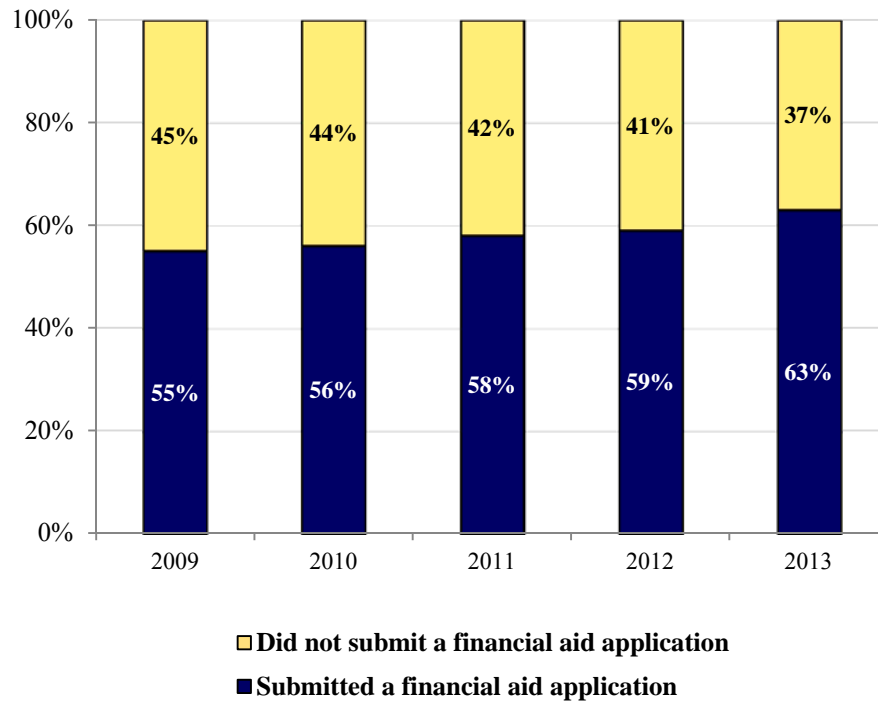
Among the increases in the share of students accepted to 4-year universities, there was a slower increase among Hispanic respondents when compared to their counterparts.

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



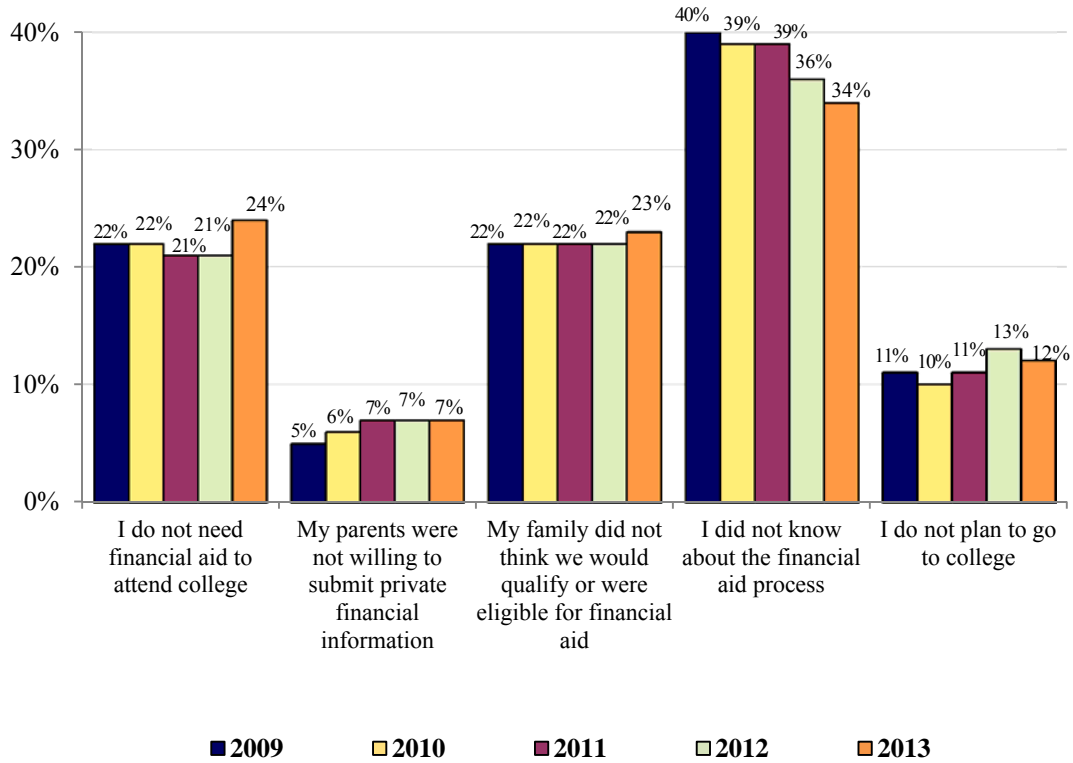
Overall, the shares of students who submitted a financial aid application increased from 55% in 2009 to 63% in 2013 (Figure 29). Across all racial demographics, there was a steady increase in the share who applied. The largest increase, a 10% point increase from 2010 to 2011, was from respondents who 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 an 11% point increase from 2009 to 2013. The gap between genders has continually increased. There has also been a small, steady increase shown by first generation and low-income respondents in the share submitting a FAFSA. Notably, the overall share of respondents who reported submitting a financial aid application in 2013 increased 4% points from 2012.

**Figure 29. Share of Students Indicating they Submitted a FAFSA**



When asked why they didn't submit a financial aid application, the largest share of students from 2009 to 2013 reported they did not know about the financial aid process (Figure 30). The percentage of respondents indicating they did not know about the financial aid process has steadily decreased since 2009. Following behind not knowing about the financial aid process, roughly 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. In 2013, less than 20% of Black and Hispanic respondents said that they do not need financial aid (18% and 12%, respectively). These figures are similarly low for 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**

### **2013 STUDENT FUTURES PROJECT SURVEY FINDINGS (12-DISTRICT SAMPLE)**

There was an 82% completion rate of seniors who took the Student Futures Project Survey in the 12-district sample.

#### *Family Background*

- Roughly one-third of both mothers and fathers of respondents earned a bachelor's degree or higher; 40% of both mothers and fathers of respondents had a high school diploma or less.
- Slightly more than a quarter of respondents (27%) reported that they thought about post-secondary education for as long as they could remember, as opposed to 43% in 2012. Over one third of respondents (39%) did not think about post-secondary education until middle school or later.

#### *High School Experience*

- Over half of respondents (57%) reported studying 5 hours a week or less and 19% reported studying for 11 hours or more.

#### *Preparation for After High School*

- The vast majority of respondents (86%) planned to attend college after graduation. Of those who did not plan to attend college, financial reasons were the primary cause.
- The vast majority of respondents (83%) took a college entrance exam. Over half (57%) took a test before the start of their senior year. Austin was not included in the overall percentage due to non-transferrable data.

### **2013 STUDENT FUTURES PROJECT QUESTIONS FINDINGS (11-DISTRICT SAMPLE)**

There was a 69% completion rate of seniors who took the Student Futures Project Survey in the 11-district sample.



### *Family Background*

- One quarter of respondents would be first generation college students. 18% of respondents are from immigrant families.

### *High School Experiences*

- The vast majority of respondents (88%) reported meeting with a school counselor for at least one issue over the course of their high school career.
- Nearly three quarters of respondents (68%) worked for pay with nearly half reporting that they worked because they liked the freedom of having their own money.

### *Preparation for After High School*

- The vast majority of respondents (82%) participated in at least one college preparation activity including, writing a college/application essay or completing the Texas Common Application or college application.
- Over half of all respondents (55%) submitted a financial aid application; 45% submitted their application before the April 1<sup>st</sup> deadline for increased scholarship consideration.

## **2009 TO 2013 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, according to the 11-district sample.
- The share of respondents who took a college entrance exam increased between 2009 and 2011. The 2012 and 2013 shares of students only include the 11-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, but has stayed relatively stagnant from 2010 to 2013.

- There has been an increase of 8% points from 2009 to 2013 in the share of students who have submitted a financial aid application. There was a 4% point increase from 2012 to 2013 alone.
- The most reported reason across all five years for not submitting an application was due to the students not knowing about the financial aid process. There has been a decrease, however, from 40% in 2009 to 34% in 2013.

### **NEXT STEPS**

Pending funding, the Student Futures Project will follow the Class of 2013 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 2013 will be released periodically and posted on the Student Futures Project website ([www.centexstudentfutures.org](http://www.centexstudentfutures.org)).

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## **APPENDIX A. RESEARCH METHODS**

### **The Senior Surveys**

Students took one of two senior surveys in the spring of 2013: 5,491 seniors took the Student Futures Project Senior Survey, and 3,768 seniors took the Austin ISD High School Exit Survey. Overall, 82% 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 11 of the 12 participating districts (Bastrop, Del Valle, Eanes, Hays Consolidated, Hutto, Lake Travis, Leander, Liberty Hill, Manor, Pflugerville, and San Marcos Consolidated) took the Student Futures Project Survey presented in Appendix B. All schools in these 11 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 3,772 survey takers out of 4,004 students enrolled at the time the survey was taken.<sup>7</sup> Austin ISD also reports a corrected response rate which removes certain ineligible students; their senior count includes seniors enrolled in the spring of 2013. Not all students who sat for this survey answered every question relevant for this report; of the 3,772

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<sup>7</sup> More information on the Austin ISD survey administration is available in *Class of 2013 High School Exit Survey* (Neal and Looby, 2013).

students who took the Austin ISD survey, 3,768 (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	Number of Seniors	Number of Low-Income Seniors	Share of Low-Income Seniors
<b>Austin ISD</b>			
Akins	539	356	66%
Anderson	446	95	21%
Austin	508	169	33%
Bowie	645	90	14%
Crockett	295	183	62%
Garza	117	50	43%
Eastside Memorial	90	75	83%
Lanier	292	241	83%
LASA	190	29	15%
LBJ	165	135	82%
McCallum	358	128	36%
Reagan	126	112	89%
Travis	233	197	85%
<b>Bastrop ISD</b>			
Bastrop	311	149	48%
Cedar Creek	248	159	64%
<b>Del Valle ISD</b>			
Del Valle	389	304	78%
<b>Eanes ISD</b>			
Westlake	638	14	2%
<b>Hays CISD</b>			
Jack C Hays	436	122	28%
Lehman	438	197	45%
<b>Hutto ISD</b>			
Hutto	342	140	41%
<b>Lake Travis ISD</b>			
Lake Travis	437	24	5%
<b>Leander ISD</b>			
Cedar Park	441	45	10%
Leander	436	122	28%
Rouse	439	116	26%
Vandegrift	336	18	5%
Vista Ridge	449	67	15%
<b>Liberty Hill</b>			
Liberty Hill	180	38	21%
<b>Manor ISD</b>			
Manor	302	221	73%
Manor New Tech	63	29	46%
<b>Pflugerville ISD</b>			
Hendrickson	523	168	32%
John B Connally	490	287	59%
Pflugerville	604	224	37%
<b>San Marcos CISD</b>			
San Marcos	470	248	53%

Source: Student Futures Project calculations include only seniors enrolled in fall of senior year.

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

The two samples discussed in this report, the 12-district sample and the 11-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 2013 Survey Respondents Overall and by District**

	Overall	Austin	Bastrop	Del Valle	Eanes	Hays	Hutto	Lake Travis	Leander	Liberty Hill	Manor	Pflugerville	San Marcos
<b>N</b>	<b>9,259</b>	<b>3,768</b>	<b>202</b>	<b>332</b>	<b>310</b>	<b>692</b>	<b>244</b>	<b>371</b>	<b>1,618</b>	<b>125</b>	<b>227</b>	<b>1,026</b>	<b>344</b>
<b>Ethnicity</b>													
Asian	5%	<5%	<5%	<5%	14%	<5%	<5%	7%	6%	<5%	<5%	11%	<5%
Black	11%	11%	10%	17%	<5%	6%	20%	<5%	6%	<5%	29%	26%	8%
Hispanic	43%	51%	33%	77%	12%	59%	35%	17%	22%	18%	56%	37%	70%
White	60%	31%	89%	75%	85%	90%	74%	91%	88%	97%	66%	50%	85%
<b>Gender</b>													
Female	51%	52%	49%	53%	60%	49%	56%	54%	50%	46%	50%	48%	46%
Male	49%	48%	51%	47%	40%	51%	44%	46%	50%	54%	50%	52%	54%
<b>Income Status</b>													
Free Lunch	41%	53%	45%	79%	<5%	39%	41%	7%	17%	18%	72%	42%	53%
Not Low-income	59%	47%	55%	21%	97%	61%	59%	93%	83%	82%	28%	58%	47%
<b>Plans for Initial Postsecondary Enrollment</b>													
Going to College	86%	89%	81%	80%	95%	74%	79%	93%	87%	72%	80%	82%	77%
Not Going to College	14%	11%	19%	20%	5%	26%	21%	7%	13%	28%	20%	18%	23%
<b>Parents' Education Level</b>													
Either Parent had Bachelor's	40%	39%	23%	7%	90%	26%	25%	74%	55%	42%	15%	34%	22%
Neither Parent had Bachelor's	60%	59%	77%	93%	10%	74%	75%	26%	45%	58%	85%	66%	77%
<b>Student Would Be First Generation to Go to College</b>													
First Generation	29%	34%	36%	55%	<5%	36%	33%	6%	13%	18%	44%	29%	39%
Not First Generation	71%	64%	64%	45%	98%	64%	67%	93%	86%	82%	56%	71%	61%

Source: Student Futures Project calculations

Note: Totals may not equal 100% due to rounding. Students of Hispanic ethnicity could be of any race; thus, ethnicity does not sum to 100%.



**Table A-3. 2013 School-Level Senior Survey Response Rates**

School District/School	Number of Seniors <sup>1</sup>	Number of Respondents	Response Rate
<b>Overall</b>	<b>11,359</b>	<b>9,259</b>	<b>82%</b>
<b>Austin ISD</b>	<b>4,004</b>	<b>3,768</b>	<b>94%</b>
Akins	539	482	89%
Anderson	446	408	91%
Austin	508	440	87%
Bowie	645	554	86%
Crockett	295	263	89%
Garza	117	124	106%
Eastside Memorial	90	127	141%
Lanier	292	259	89%
LASA	190	213	112%
LBJ	165	174	105%
McCallum	358	351	98%
Reagan	126	151	120%
Travis	233	222	95%
<b>Bastrop ISD</b>	<b>559</b>	<b>202</b>	<b>36%</b>
Bastrop	311	148	48%
Cedar Creek	248	54	22%
<b>Del Valle ISD</b>	<b>389</b>	<b>332</b>	<b>85%</b>
Del Valle	389	332	85%
<b>Eanes ISD</b>	<b>638</b>	<b>310</b>	<b>49%</b>
Westlake	638	310	49%
<b>Hays CISD</b>	<b>874</b>	<b>692</b>	<b>79%</b>
Jack C Hays	436	339	78%
Lehman	438	353	81%
<b>Hutto ISD</b>	<b>342</b>	<b>244</b>	<b>71%</b>
Hutto	342	244	71%
<b>Lake Travis ISD</b>	<b>437</b>	<b>371</b>	<b>85%</b>
Lake Travis	437	371	85%
<b>Leander ISD</b>	<b>2,101</b>	<b>1,618</b>	<b>77%</b>
Cedar Park	441	308	70%
Leander	436	330	76%
Rouse	439	352	80%
Vandegrift	336	279	83%
Vista Ridge	449	349	78%
<b>Liberty Hill</b>	<b>180</b>	<b>125</b>	<b>69%</b>
Liberty Hill	180	125	69%
<b>Manor ISD</b>	<b>365</b>	<b>227</b>	<b>62%</b>
Manor	302	193	64%
Manor New Tech	63	34	54%
<b>Pflugerville ISD</b>	<b>1,617</b>	<b>1,026</b>	<b>63%</b>
Hendrickson	523	376	72%
John B Connally	490	386	79%
Pflugerville	604	264	44%
<b>San Marcos CISD</b>	<b>470</b>	<b>344</b>	<b>73%</b>
San Marcos	470	344	73%

Source: Student Futures Project calculations

<sup>1</sup> Calculated for seniors enrolled on Oct. 26, 2012 using district-provided PEIMS data; some schools appear to have shares of respondents larger than 100%. Totals do not include alternative high schools.

## APPENDIX B. 2013 STUDENT FUTURES PROJECT SENIOR SURVEY

*This is a list of all questions from the 2013 Central Texas Student Futures Project Senior Survey which was administered in 11 participating school districts in the spring of 2013.*

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

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

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

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

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

9. English/Language Arts

10. Mathematics

11. Science

12. Social Studies

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

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

13. Teamwork

14. Creative Thinking

15. Problem Solving

16. Conflict Resolution

17. Personal Health/Fitness

18. Time Management

19. Technology

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

65. Why did you work?

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

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

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

66. Music (choir, band, orchestra)

67. Theater/Drama

68. Dance

69. Sports (outside of PE)

70. Academic clubs/UIIL Academic Competitions

71. Journalism (newspaper, yearbook)

72. Speech/Debate

73. Student Government

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

75. Service clubs

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

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

- 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	Liberty Hill	Manor	Pflugerville	San Marcos
<b>Survey Totals</b>	9,259	463	1,038	5,515	3,982	4,738	4,521	2,678	3,730	7,919	3,839	3,804	3,768	202	332	310	692	244	227	371	1,618	125	1,026	344
<b>What is your race?</b>																								
Asian, Asian American, or Pacific Islander	5%	100%	*	1%	1%	5%	5%	4%	6%	5%	4%	4%	4%	*	*	14%	*	*	*	7%	6%	*	11%	*
Black, African or African American	11%	*	100%	1%	2%	11%	11%	10%	8%	12%	16%	15%	11%	10%	17%	*	6%	20%	29%	*	6%	*	26%	8%
White, Caucasian, or European American	60%	10%	6%	100%	42%	59%	60%	42%	74%	59%	37%	45%	31%	89%	75%	85%	90%	74%	66%	91%	88%	97%	50%	85%
<b>What is your ethnicity?</b>																								
Hispanic, Latino, or of Spanish Origin	43%	6%	6%	31%	100%	43%	43%	71%	21%	41%	67%	65%	51%	33%	77%	12%	59%	35%	56%	17%	22%	18%	37%	70%
<b>Do you plan to enroll in college within a year from graduating high school?</b>																								
Yes	86%	91%	88%	85%	82%	89%	82%	81%	92%	100%	81%	81%	89%	81%	80%	95%	74%	79%	80%	93%	87%	72%	82%	77%
<b>If you are not planning to pursue further education and training in the next year, what is your primary reason? (N=1327)</b>																								
Financial	30%	*	31%	27%	34%	34%	28%	37%	20%	40%	35%	32%	45%	*	37%	*	28%	27%	*	*	23%	*	32%	31%
Academic	11%	*	*	10%	14%	11%	12%	15%	11%	12%	13%	13%	19%	*	*	*	11%	*	*	*	7%	*	12%	*
Personal preference	17%	*	14%	18%	14%	16%	17%	14%	23%	11%	13%	16%	18%	*	*	*	17%	*	*	*	20%	*	13%	*
Personal obligation	8%	*	*	8%	9%	11%	7%	10%	7%	5%	10%	9%	*	*	*	*	8%	*	*	*	8%	*	9%	*
Other	33%	*	33%	36%	29%	29%	36%	25%	39%	32%	28%	30%	14%	39%	31%	*	36%	45%	34%	*	42%	*	34%	31%
<b>How well did your high school help you to develop knowledge and skills in: Teamwork</b>																								
Very well	46%	41%	50%	47%	46%	48%	44%	46%	47%	47%	46%	45%	44%	57%	40%	58%	41%	43%	57%	48%	53%	40%	44%	44%
Somewhat well	44%	48%	41%	43%	46%	44%	45%	46%	43%	44%	45%	46%	47%	34%	51%	36%	45%	43%	39%	40%	39%	50%	44%	48%
Not well	10%	11%	8%	10%	8%	8%	11%	8%	10%	9%	9%	9%	9%	9%	8%	6%	14%	15%	*	12%	8%	*	12%	7%
<b>How well did your high school help you to develop knowledge and skills in: Creative Thinking</b>																								
Very well	45%	45%	50%	45%	44%	47%	44%	44%	47%	46%	45%	44%	44%	43%	44%	58%	38%	36%	56%	48%	49%	32%	45%	46%
Somewhat well	45%	43%	42%	44%	47%	44%	45%	47%	42%	44%	46%	46%	47%	46%	47%	32%	47%	47%	37%	42%	41%	57%	44%	46%
Not well	10%	12%	8%	12%	9%	9%	12%	9%	11%	9%	9%	9%	9%	11%	9%	10%	15%	17%	8%	10%	10%	*	11%	8%
<b>How well did your high school help you to develop knowledge and skills in: Problem Solving</b>																								
Very well	47%	54%	46%	48%	45%	47%	48%	44%	52%	49%	45%	44%	47%	47%	40%	67%	40%	33%	52%	53%	55%	39%	44%	41%
Somewhat well	45%	38%	46%	44%	48%	46%	44%	48%	41%	44%	47%	48%	46%	44%	48%	29%	52%	55%	42%	40%	38%	52%	46%	54%
Not well	8%	8%	8%	8%	7%	7%	9%	8%	7%	7%	8%	8%	7%	9%	11%	*	9%	12%	*	7%	8%	*	10%	5%

## 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	Liberty Hill	Manor	Pflugerville	San Marcos	
<b>Survey Totals</b>	<b>5,491</b>	<b>319</b>	<b>638</b>	<b>4,329</b>	<b>2,049</b>	<b>2,762</b>	<b>2,729</b>	<b>1,381</b>	<b>2,252</b>	<b>4,564</b>	<b>1,825</b>	<b>2,126</b>	<b>202</b>	<b>332</b>	<b>310</b>	<b>692</b>	<b>244</b>	<b>227</b>	<b>371</b>	<b>1,618</b>	<b>125</b>	<b>1,026</b>	<b>344</b>	
<b>Including your current school, how many different high schools have you attended?</b>																								
1	80%	83%	72%	81%	79%	79%	80%	79%	82%	82%	76%	81%	69%	82%	86%	82%	77%	71%	84%	80%	71%	78%	82%	
2	14%	13%	16%	13%	14%	14%	14%	14%	13%	13%	16%	12%	25%	10%	10%	12%	15%	17%	11%	14%	25%	15%	9%	
3	4%	*	7%	4%	4%	4%	4%	4%	3%	4%	5%	4%	*	5%	*	4%	7%	8%	*	3%	*	4%	5%	
4	1%	*	*	1%	1%	2%	1%	2%	1%	1%	2%	2%	*	*	*	*	*	*	*	1%	*	*	*	
5 or more	1%	*	*	1%	1%	1%	1%	1%	1%	1%	2%	1%	*	*	*	*	*	*	*	1%	*	2%	*	
<b>By this time next year, what do you plan to be doing?</b>																								
Attend college or technical school without working	27%	37%	31%	26%	18%	29%	25%	16%	40%	32%	17%	19%	20%	20%	58%	18%	21%	27%	47%	29%	23%	23%	13%	
Attend college or technical school while working full-time	10%	8%	10%	10%	11%	10%	10%	13%	6%	12%	13%	12%	12%	15%	*	10%	12%	13%	5%	9%	*	11%	10%	
Attend college or technical school while working part-time	46%	46%	46%	46%	49%	49%	44%	48%	44%	56%	46%	47%	49%	45%	35%	45%	45%	40%	41%	49%	41%	48%	53%	
Work full-time only	9%	*	6%	9%	12%	7%	11%	13%	4%	*	13%	12%	10%	11%	*	14%	8%	10%	*	7%	17%	8%	14%	
Work part-time only	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Enlist in the military	3%	*	4%	4%	3%	2%	5%	3%	3%	*	4%	4%	*	*	*	5%	8%	*	*	3%	*	4%	*	
Not Sure / No plans	3%	*	*	3%	3%	2%	3%	4%	1%	*	4%	4%	*	*	*	5%	*	*	*	2%	*	2%	*	
<b>Select the one area that best fits what you plan to study in your further education.</b>																								
Agricultural sciences and technologies	2%	*	*	2%	2%	2%	2%	2%	2%	2%	2%	2%	*	*	*	*	*	*	*	3%	*	*	*	
Business	13%	15%	17%	13%	11%	11%	16%	11%	15%	14%	11%	10%	*	9%	21%	9%	16%	12%	17%	15%	*	14%	9%	
Communication	3%	*	3%	3%	2%	4%	2%	2%	5%	4%	2%	2%	*	*	7%	*	*	*	5%	4%	*	3%	*	
Community services	4%	*	5%	4%	6%	4%	5%	6%	3%	4%	5%	5%	*	9%	*	5%	*	*	*	3%	*	5%	*	
Computer and information sciences	4%	7%	4%	4%	3%	1%	8%	3%	5%	4%	3%	4%	*	*	*	4%	*	*	5%	5%	*	5%	*	
Education	6%	*	4%	6%	6%	9%	3%	5%	5%	6%	5%	6%	*	5%	*	5%	7%	*	*	6%	*	5%	9%	
Engineering	11%	16%	7%	11%	11%	4%	19%	9%	13%	12%	11%	12%	11%	14%	16%	12%	*	8%	14%	11%	*	11%	10%	
Health sciences	19%	20%	22%	18%	23%	30%	9%	25%	15%	21%	24%	22%	26%	26%	10%	20%	19%	18%	18%	16%	22%	22%	22%	
Humanities	1%	*	*	1%	*	1%	1%	*	1%	1%	*	*	*	*	*	*	*	*	*	1%	*	*	*	
Natural sciences and mathematics	6%	15%	6%	6%	5%	7%	5%	4%	9%	7%	5%	5%	*	*	11%	4%	*	*	10%	6%	*	7%	6%	
Office skills	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Social sciences	4%	*	5%	4%	3%	5%	3%	3%	6%	5%	4%	4%	*	*	8%	3%	*	*	5%	5%	*	3%	*	
Trade and industrial	2%	*	*	3%	2%	*	5%	3%	2%	2%	3%	3%	*	*	*	3%	*	*	*	3%	*	*	5%	
Visual and performing arts	5%	*	6%	6%	5%	5%	5%	4%	5%	5%	4%	5%	*	6%	8%	5%	*	*	7%	5%	*	5%	*	
Hospitality and tourism	1%	*	*	1%	2%	2%	1%	2%	*	1%	2%	2%	*	*	*	2%	*	*	*	*	*	*	*	
Undecided/Other	15%	12%	15%	15%	17%	15%	15%	17%	12%	13%	17%	17%	15%	14%	9%	20%	18%	19%	9%	13%	19%	16%	17%	

## 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	Liberty Hill	Manor	Pflugerville	San Marcos
<b>Survey Totals</b>	<b>5,491</b>	<b>319</b>	<b>638</b>	<b>4,329</b>	<b>2,049</b>	<b>2,762</b>	<b>2,729</b>	<b>1,381</b>	<b>2,252</b>	<b>4,564</b>	<b>1,825</b>	<b>2,126</b>	<b>202</b>	<b>332</b>	<b>310</b>	<b>692</b>	<b>244</b>	<b>227</b>	<b>371</b>	<b>1,618</b>	<b>125</b>	<b>1,026</b>	<b>344</b>
<b>How did you prepare for continuing your education after high school? Select all that apply.</b>																							
Participated in a leadership course/experience at a college	13%	21%	14%	13%	11%	14%	12%	9%	17%	14%	9%	10%	12%	7%	19%	9%	12%	15%	14%	16%	*	11%	11%
<b>What activities have you completed to enroll in college after high school graduation? Select all that apply.</b>																							
Wrote a college application/essay in my junior and/or senior English class	58%	70%	61%	58%	52%	63%	54%	51%	69%	64%	52%	56%	63%	55%	89%	45%	58%	65%	76%	57%	34%	54%	65%
Completed an application to a college, university, or technical school, or completed the Texas Common Application	70%	79%	72%	70%	63%	75%	65%	63%	81%	78%	63%	66%	70%	70%	88%	58%	76%	74%	84%	72%	58%	66%	66%
None of the above	18%	13%	12%	19%	24%	14%	22%	24%	10%	11%	22%	20%	22%	18%	*	28%	14%	12%	6%	18%	32%	20%	18%
<b>In which of the following college preparation programs did you participate while in high school?</b>																							
College Readiness with APIE	1%	*	*	1%	1%	1%	1%	*	*	1%	1%	1%	*	5%	*	*	*	*	*	*	*	*	*
I did not participate in any program like this.	61%	58%	49%	64%	57%	58%	64%	55%	67%	60%	53%	53%	70%	42%	88%	68%	84%	34%	73%	59%	62%	60%	36%
<b>If you participated in one or more college preparation program, what did you get out of it?</b>																							
I did not participate in any program like this.	62%	58%	47%	64%	56%	60%	63%	55%	69%	60%	52%	51%	66%	41%	86%	69%	80%	33%	76%	62%	70%	59%	35%
<b>When did you first take a college entrance test (ACT, SAT, THEA, Compass, Asset)?</b>																							
Fall of junior year	22%	30%	19%	22%	19%	24%	19%	18%	27%	23%	18%	19%	11%	20%	37%	16%	15%	27%	32%	23%	15%	18%	21%
Spring of junior year	27%	31%	26%	28%	23%	29%	26%	23%	34%	30%	22%	26%	18%	22%	35%	23%	24%	30%	31%	29%	18%	27%	34%
Summer after junior year	8%	8%	10%	8%	8%	8%	8%	7%	9%	9%	8%	7%	*	13%	9%	6%	10%	7%	9%	8%	*	8%	5%
Fall of senior year	15%	11%	15%	15%	16%	15%	15%	16%	13%	16%	16%	16%	24%	17%	11%	18%	21%	8%	13%	14%	16%	15%	12%
Spring of senior year	6%	*	11%	6%	7%	6%	7%	8%	4%	6%	8%	7%	8%	10%	*	8%	*	*	5%	6%	*	8%	*
Other	5%	8%	4%	5%	4%	4%	5%	4%	5%	4%	5%	4%	*	5%	*	4%	*	*	5%	6%	*	5%	*
I did not take college entrance tests	17%	8%	15%	17%	23%	14%	20%	24%	8%	11%	23%	19%	25%	13%	*	24%	23%	20%	5%	15%	34%	19%	19%
<b>Did you ever meet with your school/college counselor for the following issue?</b>																							
Personal/family issues	17%	15%	16%	17%	17%	20%	13%	18%	15%	16%	20%	17%	19%	14%	20%	17%	16%	13%	14%	17%	14%	16%	22%
Grades/test scores/academic performance	47%	53%	53%	46%	48%	49%	45%	52%	46%	48%	49%	47%	51%	51%	46%	41%	45%	44%	47%	49%	39%	45%	58%
Writing resumes/job applications	11%	22%	15%	9%	11%	12%	10%	12%	10%	11%	13%	14%	19%	12%	14%	9%	9%	18%	5%	6%	*	15%	15%
Graduation plans	36%	36%	39%	36%	36%	38%	34%	40%	33%	36%	40%	36%	44%	36%	33%	33%	38%	44%	43%	36%	30%	32%	39%
I did not meet with my school counselor	12%	10%	12%	12%	14%	9%	16%	13%	10%	10%	14%	13%	12%	14%	6%	15%	15%	13%	9%	10%	20%	16%	11%

## 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	Liberty Hill	Manor	Pflugerville	San Marcos
<b>Survey Totals</b>	<b>5,491</b>	<b>319</b>	<b>638</b>	<b>4,329</b>	<b>2,049</b>	<b>2,762</b>	<b>2,729</b>	<b>1,381</b>	<b>2,252</b>	<b>4,564</b>	<b>1,825</b>	<b>2,126</b>	<b>202</b>	<b>332</b>	<b>310</b>	<b>692</b>	<b>244</b>	<b>227</b>	<b>371</b>	<b>1,618</b>	<b>125</b>	<b>1,026</b>	<b>344</b>
<b>Who helped you the most in preparing for your further education and training?</b>																							
School/college counselors	25%	33%	32%	24%	31%	28%	23%	36%	18%	27%	35%	32%	18%	33%	17%	27%	41%	45%	9%	21%	18%	31%	29%
Teachers	19%	21%	13%	19%	18%	18%	20%	18%	20%	19%	18%	18%	19%	19%	29%	17%	7%	18%	21%	22%	*	15%	21%
Other school personnel	3%	*	4%	3%	5%	4%	3%	5%	2%	3%	5%	6%	10%	7%	*	4%	*	7%	*	2%	*	3%	7%
Parents/gaurdian	39%	33%	40%	40%	30%	39%	38%	24%	52%	41%	26%	29%	37%	27%	45%	33%	36%	17%	58%	43%	54%	38%	29%
Others	11%	9%	10%	11%	12%	10%	12%	13%	8%	10%	12%	13%	13%	12%	8%	15%	11%	9%	9%	10%	*	12%	11%
<b>What activity at your school helped you the most to prepare for further education or training?</b>																							
Taking the PSAT	11%	6%	11%	11%	11%	9%	12%	9%	10%	10%	10%	10%	12%	11%	6%	12%	11%	10%	12%	10%	20%	11%	6%
Completing an application to a college, university, or technical school, or completing the Texas Common Application	15%	18%	17%	15%	14%	16%	14%	14%	17%	17%	14%	16%	14%	20%	18%	13%	16%	19%	15%	14%	*	16%	13%
Meeting with a transition coordinator/college counselor or other school staff member to discuss college plans and processes	15%	23%	16%	14%	15%	17%	13%	17%	15%	17%	17%	13%	*	16%	12%	10%	16%	12%	7%	20%	*	18%	13%
Writing college applications/essays in my junior and/or senior English class	10%	9%	9%	11%	8%	10%	10%	8%	13%	11%	8%	10%	11%	6%	19%	9%	*	13%	14%	10%	*	8%	14%
Taking an SAT/ACT preparation course	9%	9%	11%	9%	9%	9%	9%	9%	11%	10%	8%	9%	9%	8%	14%	6%	9%	10%	14%	9%	*	8%	11%
Participating in a college fair/college night	6%	*	5%	6%	8%	7%	5%	6%	5%	6%	7%	6%	11%	*	5%	7%	9%	*	6%	4%	*	7%	8%
Meeting with a college representative at my high school	10%	11%	11%	9%	11%	11%	9%	11%	8%	10%	11%	11%	11%	16%	10%	11%	11%	9%	7%	8%	*	11%	10%
Other	19%	15%	16%	20%	18%	17%	22%	18%	19%	18%	18%	18%	17%	15%	15%	23%	16%	15%	24%	20%	33%	18%	17%
<b>If you are not planning to pursue further education and training within a year of graduating from high school, do you intend to pursue it later? N=1454</b>																							
Yes	61%	63%	67%	60%	64%	64%	59%	62%	63%	69%	63%	63%	63%	67%	*	56%	61%	66%	*	59%	*	63%	67%
Maybe/Don't know	28%	*	24%	29%	27%	27%	29%	30%	22%	17%	28%	29%	29%	26%	*	37%	*	25%	*	29%	*	24%	25%
No	11%	*	*	11%	9%	8%	12%	8%	15%	14%	9%	9%	*	*	*	*	*	*	*	13%	*	12%	*
<b>How prepared do you feel to complete college-level coursework in English/Language Arts</b>																							
I am prepared for regular or advanced college-level coursework.	75%	82%	77%	75%	67%	80%	71%	66%	85%	80%	66%	69%	72%	70%	95%	65%	74%	66%	81%	82%	65%	75%	61%
I will have to take remedial or developmental classes to prepare for college-level coursework.	16%	12%	16%	16%	22%	13%	20%	23%	11%	15%	22%	21%	17%	19%	*	22%	18%	20%	12%	11%	24%	19%	28%
I am not prepared for any college-level coursework.	3%	*	*	3%	4%	2%	4%	4%	2%	2%	4%	4%	*	*	*	5%	*	*	*	3%	*	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	Liberty Hill	Manor	Pflugerville	San Marcos
<b>Survey Totals</b>	<b>5,491</b>	<b>319</b>	<b>638</b>	<b>4,329</b>	<b>2,049</b>	<b>2,762</b>	<b>2,729</b>	<b>1,381</b>	<b>2,252</b>	<b>4,564</b>	<b>1,825</b>	<b>2,126</b>	<b>202</b>	<b>332</b>	<b>310</b>	<b>692</b>	<b>244</b>	<b>227</b>	<b>371</b>	<b>1,618</b>	<b>125</b>	<b>1,026</b>	<b>344</b>
I do not know if I am prepared for college-level coursework.	5%	*	5%	5%	7%	5%	6%	7%	3%	4%	8%	7%	8%	8%	*	8%	*	10%	5%	4%	*	4%	7%
<b>How prepared do you feel to complete college-level coursework in Mathematics</b>																							
I am prepared for regular or advanced college-level coursework.	62%	79%	55%	62%	51%	59%	65%	52%	74%	66%	51%	52%	55%	57%	86%	50%	48%	44%	77%	71%	60%	59%	44%
I will have to take remedial or developmental classes to prepare for college-level coursework.	25%	13%	29%	24%	31%	27%	23%	29%	17%	24%	30%	30%	28%	27%	11%	29%	34%	35%	14%	20%	22%	27%	38%
I am not prepared for any college-level coursework.	6%	*	8%	6%	9%	6%	6%	10%	4%	5%	10%	9%	*	10%	*	9%	10%	10%	*	4%	*	7%	8%
I do not know if I am prepared for college-level coursework.	7%	*	8%	7%	9%	8%	6%	9%	4%	5%	9%	10%	10%	6%	*	12%	7%	11%	7%	5%	*	7%	10%
<b>How prepared do you feel to complete college-level coursework in Science</b>																							
I am prepared for regular or advanced college-level coursework.	70%	79%	69%	70%	58%	69%	70%	60%	81%	75%	59%	61%	66%	56%	91%	62%	64%	56%	80%	77%	65%	68%	56%
I will have to take remedial or developmental classes to prepare for college-level coursework.	19%	14%	18%	19%	26%	19%	19%	24%	13%	17%	25%	24%	18%	29%	6%	22%	23%	23%	13%	14%	18%	22%	30%
I am not prepared for any college-level coursework.	5%	*	6%	4%	6%	5%	5%	7%	3%	3%	7%	7%	*	6%	*	7%	*	10%	*	3%	*	4%	6%
I do not know if I am prepared for college-level coursework.	7%	*	6%	7%	10%	8%	6%	9%	4%	5%	9%	9%	8%	9%	*	9%	8%	11%	5%	5%	*	6%	8%
<b>How prepared do you feel to complete college-level coursework in Social Studies</b>																							
I am prepared for regular or advanced college-level coursework.	76%	82%	80%	76%	68%	75%	77%	67%	86%	80%	67%	70%	74%	68%	94%	68%	73%	67%	80%	83%	69%	76%	65%
I will have to take remedial or developmental classes to prepare for college-level coursework.	15%	12%	13%	15%	20%	15%	14%	21%	10%	13%	20%	19%	17%	20%	*	19%	19%	18%	13%	11%	16%	16%	23%
I am not prepared for any college-level coursework.	3%	*	3%	3%	5%	3%	3%	5%	1%	2%	5%	5%	*	6%	*	6%	*	*	*	2%	*	2%	*
I do not know if I am prepared for college-level coursework.	6%	*	4%	6%	8%	6%	5%	7%	3%	4%	8%	7%	*	6%	*	8%	*	9%	5%	4%	*	5%	8%
<b>In which of the following college preparation programs did you participate while in high school?</b>																							
ACC College Connections	21%	27%	21%	21%	20%	23%	18%	20%	22%	22%	20%	19%	24%	22%	*	14%	*	16%	22%	27%	33%	17%	37%
College Forward	7%	8%	11%	6%	11%	8%	6%	14%	2%	7%	13%	17%	*	33%	*	14%	*	33%	*	*	*	9%	*
Con Mi Madre	1%	*	*	1%	1%	1%	1%	*	*	1%	1%	1%	*	*	*	*	*	*	*	*	*	2%	*
AVID	8%	*	15%	7%	10%	8%	7%	10%	5%	8%	10%	10%	*	*	*	*	*	26%	*	10%	*	11%	24%
Talent Search/TRIO	2%	*	3%	2%	3%	2%	2%	3%	1%	2%	3%	4%	*	*	*	*	*	11%	*	*	*	*	15%



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

	Overall	Asian, Asian American, or Pacific Islander	Black, African or African American	White, Caucasian, or European American	Hispanic, Latino, or of Spanish Origin	Female	Male	First Generation	Either Parent has Bach	Plans on going to college	Low Income	Attends a Low Income HS	Bastrop	Del Valle	Eanes	Hays	Hutto	Lake Travis	Leander	Liberty Hill	Manor	Pflugerville	San Marcos
<b>Survey Totals</b>	<b>5,491</b>	<b>319</b>	<b>638</b>	<b>4,329</b>	<b>2,049</b>	<b>2,762</b>	<b>2,729</b>	<b>1,381</b>	<b>2,252</b>	<b>4,564</b>	<b>1,825</b>	<b>2,126</b>	<b>202</b>	<b>332</b>	<b>310</b>	<b>692</b>	<b>244</b>	<b>227</b>	<b>371</b>	<b>1,618</b>	<b>125</b>	<b>1,026</b>	<b>344</b>
Upward Bound	1%	*	*	0%	1%	*	1%	*	*	1%	1%	1%	*	*	*	*	*	*	*	*	*	*	*
Break Through Collaborative	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Other	7%	6%	8%	7%	7%	6%	8%	7%	6%	7%	10%	8%	10%	11%	5%	6%	7%	9%	*	6%	*	8%	9%
<b>If you participated in one or more college preparation program, what did you get out of it?</b>																							
They encouraged me to attend school regularly.	18%	17%	29%	17%	20%	19%	18%	21%	14%	20%	23%	23%	20%	26%	6%	11%	12%	37%	10%	19%	*	20%	32%
They helped me choose the right high school courses in order to prepare for college.	15%	18%	23%	13%	16%	16%	14%	17%	13%	16%	19%	17%	15%	25%	*	7%	10%	28%	8%	17%	*	17%	22%
They explained the financial aid process to me.	19%	19%	30%	17%	24%	20%	17%	26%	13%	20%	28%	29%	17%	38%	*	18%	13%	46%	8%	15%	*	21%	35%
They were available to help with school-related issues.	13%	12%	20%	12%	16%	14%	12%	17%	9%	14%	19%	18%	*	23%	*	9%	9%	27%	5%	13%	*	15%	25%
They helped me deal with personal issues.	7%	7%	13%	6%	9%	7%	7%	9%	5%	7%	10%	10%	*	9%	*	6%	*	15%	*	6%	*	9%	12%
They helped me to believe college was right for me.	16%	15%	25%	15%	21%	18%	14%	22%	11%	17%	23%	23%	12%	30%	5%	12%	10%	33%	7%	15%	*	18%	31%
They helped me apply to college.	12%	14%	19%	14%	13%	13%	11%	15%	8%	12%	14%	17%	15%	41%	5%	16%	14%	50%	8%	17%	*	21%	37%
Other	7%	6%	6%	7%	7%	7%	7%	6%	7%	6%	8%	8%	8%	8%	*	7%	*	7%	7%	8%	*	7%	10%
<b>How do you plan to pay for your education after high school? Select all that apply.</b>																							
I do not plan to attend college	4%	*	*	4%	5%	3%	6%	6%	2%	1%	5%	5%	*	*	*	7%	7%	*	*	4%	*	3%	6%
<b>Will you be the first of your siblings (brothers or sisters) to attend college?</b>																							
Yes	52%	49%	51%	52%	60%	53%	50%	62%	43%	53%	64%	56%	54%	61%	37%	55%	54%	60%	44%	50%	45%	53%	54%
No	41%	45%	42%	40%	34%	39%	42%	32%	49%	42%	31%	36%	39%	36%	55%	36%	38%	32%	49%	41%	49%	40%	37%
I do not have any siblings	5%	*	6%	5%	3%	5%	4%	2%	7%	5%	2%	4%	*	*	8%	4%	*	*	6%	6%	*	5%	*
<b>Who in your family attended a college or financial aid event? Select all that apply.</b>																							
Me	29%	38%	27%	29%	26%	32%	25%	25%	34%	32%	28%	27%	32%	34%	36%	23%	24%	30%	33%	31%	18%	27%	26%
My parents/guardian	43%	43%	48%	43%	34%	44%	42%	19%	60%	46%	30%	35%	43%	30%	57%	35%	42%	41%	56%	49%	35%	37%	36%
Other family members	18%	21%	25%	16%	21%	17%	19%	23%	14%	17%	21%	21%	20%	21%	13%	19%	20%	24%	11%	14%	19%	22%	23%
No one	29%	24%	24%	30%	32%	31%	28%	40%	24%	28%	32%	31%	27%	32%	24%	33%	31%	26%	26%	28%	27%	32%	28%
Don't know	11%	9%	8%	11%	10%	8%	13%	8%	9%	9%	10%	10%	12%	7%	12%	12%	8%	9%	11%	11%	24%	9%	11%
<b>Who helped you the most in obtaining financial aid information?</b>																							
School personnel (counselors, transition coordinators, teachers, etc.)	38%	44%	45%	35%	47%	40%	36%	52%	27%	39%	52%	50%	41%	62%	14%	37%	48%	61%	16%	29%	*	48%	56%
Parents/family/guardian	29%	29%	32%	29%	22%	30%	28%	16%	39%	32%	19%	21%	23%	16%	35%	25%	34%	17%	40%	35%	38%	25%	22%
My own independent research	12%	13%	8%	12%	10%	12%	12%	12%	14%	12%	10%	9%	14%	9%	20%	12%	8%	*	19%	13%	13%	9%	7%

## 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	Liberty Hill	Manor	Pflugerville	San Marcos
<b>Survey Totals</b>	<b>5,491</b>	<b>319</b>	<b>638</b>	<b>4,329</b>	<b>2,049</b>	<b>2,762</b>	<b>2,729</b>	<b>1,381</b>	<b>2,252</b>	<b>4,564</b>	<b>1,825</b>	<b>2,126</b>	<b>202</b>	<b>332</b>	<b>310</b>	<b>692</b>	<b>244</b>	<b>227</b>	<b>371</b>	<b>1,618</b>	<b>125</b>	<b>1,026</b>	<b>344</b>
Other	5%	*	6%	5%	6%	5%	6%	6%	4%	5%	6%	6%	*	*	5%	8%	*	*	4%	4%	*	6%	6%
I did not get financial aid information.	16%	12%	10%	18%	15%	14%	19%	14%	17%	12%	13%	13%	15%	10%	25%	18%	7%	12%	21%	19%	27%	12%	10%
<b>When did you or your parents/guardian submit your financial aid application (FAFSA or PROFILE)?</b>																							
January	11%	16%	12%	10%	9%	12%	9%	9%	12%	12%	10%	9%	10%	8%	16%	8%	10%	8%	14%	11%	*	11%	12%
February	16%	18%	21%	15%	15%	18%	13%	17%	17%	18%	17%	17%	14%	17%	13%	14%	15%	27%	13%	16%	*	20%	10%
March	18%	24%	21%	18%	20%	21%	16%	21%	17%	21%	21%	22%	17%	21%	11%	20%	38%	22%	13%	16%	*	20%	22%
April	8%	6%	8%	8%	9%	8%	8%	8%	7%	9%	9%	9%	8%	11%	5%	9%	9%	11%	5%	8%	*	6%	12%
May	2%	*	*	2%	2%	2%	2%	2%	2%	2%	2%	3%	*	*	*	*	*	*	*	*	*	*	5%
June	0%	*	*	0%	*	*	1%	*	*	0%	*	*	*	*	*	*	*	*	*	*	*	*	*
I will submit an application later this year.	7%	*	9%	7%	8%	7%	7%	8%	6%	7%	8%	8%	*	9%	*	7%	*	*	*	7%	*	12%	6%
I did not submit an application.	24%	17%	15%	26%	23%	22%	26%	24%	24%	19%	21%	20%	29%	19%	35%	25%	13%	11%	30%	27%	33%	18%	21%
Don't know	14%	13%	12%	14%	13%	10%	18%	11%	15%	12%	12%	13%	12%	11%	14%	15%	10%	13%	17%	15%	22%	13%	11%
<b>Were you born in the U.S.?</b>																							
Yes	91%	67%	95%	93%	87%	91%	91%	86%	93%	91%	85%	88%	95%	85%	90%	91%	95%	82%	94%	94%	98%	87%	93%
No	9%	33%	5%	7%	13%	9%	9%	14%	7%	9%	15%	12%	*	15%	10%	9%	*	18%	6%	6%	*	13%	7%
<b>Which of your parents were born in the U.S.?</b>																							
Mother	6%	*	7%	6%	9%	5%	6%	7%	5%	6%	8%	7%	9%	8%	*	7%	*	*	4%	5%	*	5%	8%
Father	4%	12%	3%	4%	6%	4%	4%	4%	4%	4%	4%	5%	*	*	*	7%	*	*	5%	3%	*	5%	*
Both	72%	13%	82%	77%	52%	71%	72%	55%	80%	72%	53%	62%	78%	49%	76%	67%	78%	50%	80%	80%	88%	63%	77%
Neither	18%	70%	9%	13%	33%	19%	18%	34%	11%	18%	35%	26%	11%	38%	16%	20%	11%	40%	11%	12%	*	27%	13%
<b>Which of your parents worked in paid employment for most of the time you were in high school?</b>																							
Mother	15%	14%	24%	13%	17%	16%	14%	18%	10%	15%	22%	20%	15%	20%	8%	19%	15%	21%	8%	11%	13%	19%	20%
Father	27%	29%	13%	28%	28%	27%	27%	29%	30%	28%	28%	23%	27%	25%	44%	26%	27%	24%	38%	28%	23%	21%	21%
Both	49%	48%	52%	50%	43%	48%	50%	42%	55%	50%	36%	44%	47%	40%	43%	45%	52%	37%	49%	54%	58%	51%	45%
Neither	3%	*	4%	3%	4%	4%	3%	6%	2%	3%	6%	5%	*	6%	*	4%	*	*	*	2%	*	4%	*
Don't know	6%	*	7%	5%	8%	5%	7%	6%	3%	5%	8%	8%	*	10%	*	7%	*	12%	*	5%	*	5%	9%
<b>Who lives in your current household? Select all that apply.</b>																							
Mother/step-mother	88%	89%	84%	88%	86%	89%	86%	85%	93%	90%	84%	85%	89%	85%	95%	86%	88%	84%	91%	91%	80%	86%	83%
Father/step-father	72%	76%	53%	75%	71%	71%	73%	67%	82%	74%	59%	66%	70%	64%	83%	70%	71%	63%	84%	77%	75%	66%	63%
Grandparent(s)	6%	9%	8%	5%	7%	6%	6%	9%	3%	6%	8%	8%	*	8%	*	7%	*	7%	*	4%	*	7%	11%
Other adult(s)	12%	14%	13%	12%	16%	12%	13%	17%	7%	11%	17%	16%	12%	14%	*	16%	14%	19%	6%	9%	*	16%	17%
I live on my own	2%	*	*	2%	2%	2%	2%	2%	1%	1%	3%	2%	*	*	*	2%	*	*	*	2%	*	2%	*

## 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	Liberty Hill	Manor	Pflugerville	San Marcos
<b>Survey Totals</b>	<b>5,491</b>	<b>319</b>	<b>638</b>	<b>4,329</b>	<b>2,049</b>	<b>2,762</b>	<b>2,729</b>	<b>1,381</b>	<b>2,252</b>	<b>4,564</b>	<b>1,825</b>	<b>2,126</b>	<b>202</b>	<b>332</b>	<b>310</b>	<b>692</b>	<b>244</b>	<b>227</b>	<b>371</b>	<b>1,618</b>	<b>125</b>	<b>1,026</b>	<b>344</b>
<b>Did you work while in high school? N=3692</b>																							
I did not work	32%	43%	31%	15%	66%	33%	30%	30%	34%	33%	31%	34%	34%	35%	44%	38%	23%	37%	32%	29%	25%	8%	0%
<b>What is the primary reason you work? N=3692</b>																							
To save money for college	25%	34%	21%	26%	23%	28%	23%	21%	30%	28%	21%	22%	30%	14%	30%	22%	24%	24%	38%	28%	*	24%	24%
To help my family with bills/expenses	18%	14%	20%	17%	25%	19%	16%	27%	9%	17%	30%	24%	24%	31%	*	19%	18%	31%	*	13%	*	22%	22%
I like the freedom of having my own money	48%	41%	50%	49%	43%	45%	51%	42%	53%	48%	38%	45%	38%	45%	55%	50%	50%	38%	48%	51%	64%	44%	43%
Other	9%	11%	9%	9%	9%	8%	10%	9%	8%	7%	10%	9%	*	10%	9%	10%	9%	*	7%	8%	*	9%	11%
<b>Please indicate the number of years of high school in which you participated in each of these school affiliated extracurricular activities</b>																							
<b>Journalism (newspaper, yearbook)</b>																							
Did not participate	87%	89%	84%	86%	87%	82%	91%	88%	86%	86%	86%	87%	80%	88%	78%	88%	80%	82%	88%	89%	83%	88%	87%
1 year	8%	*	11%	8%	9%	10%	6%	8%	7%	8%	9%	9%	14%	10%	10%	8%	12%	9%	6%	6%	*	8%	10%
2 years	3%	*	3%	3%	2%	4%	2%	3%	3%	3%	3%	3%	*	*	*	*	*	*	*	3%	*	3%	*
3 years	1%	*	*	2%	1%	2%	1%	*	2%	1%	1%	1%	*	*	*	*	*	*	*	2%	*	*	*
4 years	1%	*	*	1%	1%	2%	1%	*	1%	1%	1%	1%	*	*	*	*	*	*	*	1%	*	*	*
<b>Career and technical student organizations (BPA, HOSA, FFA, FCCLA, VICA)</b>																							
Did not participate	75%	64%	75%	76%	75%	70%	80%	75%	76%	74%	74%	75%	68%	81%	84%	76%	52%	76%	82%	75%	67%	77%	70%
1 year	10%	11%	12%	10%	11%	12%	8%	11%	9%	10%	11%	11%	12%	10%	7%	10%	23%	10%	8%	9%	*	10%	13%
2 years	6%	13%	5%	6%	6%	8%	5%	6%	6%	7%	6%	6%	8%	*	*	6%	13%	*	5%	8%	*	6%	8%
3 years	4%	7%	4%	4%	4%	5%	4%	4%	4%	4%	4%	4%	*	*	*	4%	*	*	*	5%	*	4%	*
4 years	4%	6%	3%	4%	4%	5%	3%	4%	5%	4%	4%	4%	*	*	*	4%	8%	*	*	4%	*	4%	6%
<b>Service clubs</b>																							
Did not participate	69%	55%	74%	69%	73%	61%	77%	77%	59%	66%	75%	71%	73%	79%	59%	72%	77%	74%	59%	65%	86%	74%	57%
1 year	9%	8%	7%	9%	9%	10%	7%	8%	10%	9%	8%	9%	11%	10%	10%	10%	8%	*	11%	8%	*	8%	14%
2 years	10%	15%	10%	10%	8%	13%	8%	7%	15%	12%	8%	9%	*	5%	15%	8%	7%	9%	12%	12%	*	10%	16%
3 years	5%	8%	4%	5%	4%	6%	3%	3%	7%	5%	4%	4%	*	*	*	4%	*	*	6%	7%	*	3%	5%
4 years	7%	14%	5%	7%	6%	9%	5%	6%	10%	8%	6%	6%	*	*	13%	6%	*	8%	13%	8%	*	5%	8%

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

	Overall	Asian, Asian American, or Pacific Islander	Black, African or African American	White, Caucasian, or European American	Hispanic, Latino, or of Spanish Origin	Female	Male	First Generation	Either Parent has Bach	Plans on going to college	Low Income	Attends a Low Income HS	Bastrop	Del Valle	Eanes	Hays	Hutto	Lake Travis	Leander	Liberty Hill	Manor	Pflugerville	San Marcos
<b>Survey Totals</b>	<b>5,491</b>	<b>319</b>	<b>638</b>	<b>4,329</b>	<b>2,049</b>	<b>2,762</b>	<b>2,729</b>	<b>1,381</b>	<b>2,252</b>	<b>4,564</b>	<b>1,825</b>	<b>2,126</b>	<b>202</b>	<b>332</b>	<b>310</b>	<b>692</b>	<b>244</b>	<b>227</b>	<b>371</b>	<b>1,618</b>	<b>125</b>	<b>1,026</b>	<b>344</b>
<b>Please indicate the average number of hours per week during yours senior year that you participated in the following activities outside of school (including practices, rehearsals, and competitions).</b>																							
<b>Arts/Music activities</b>																							
Did not participate	67%	61%	71%	66%	70%	63%	70%	72%	64%	66%	70%	67%	60%	72%	55%	65%	68%	68%	63%	68%	76%	69%	69%
1-5 hours per week	14%	18%	12%	14%	14%	16%	11%	14%	13%	14%	14%	15%	15%	12%	18%	18%	15%	12%	14%	13%	*	13%	13%
6-10 hours per week	7%	8%	7%	8%	7%	8%	7%	7%	8%	7%	6%	8%	11%	8%	11%	7%	9%	9%	6%	7%	*	6%	8%
11-15 hours per week	4%	*	4%	4%	3%	4%	4%	3%	6%	5%	3%	3%	*	*	7%	*	*	*	5%	4%	*	5%	*
16 or more hours per week	8%	11%	6%	8%	7%	9%	7%	5%	9%	8%	6%	8%	*	5%	9%	9%	*	*	13%	8%	*	8%	6%
<b>Organized sports</b>																							
Did not participate	54%	66%	46%	54%	56%	60%	47%	57%	50%	51%	57%	56%	45%	58%	47%	57%	48%	54%	46%	54%	46%	57%	55%
1-5 hours per week	11%	9%	11%	11%	13%	10%	12%	13%	10%	11%	13%	13%	12%	14%	12%	11%	13%	19%	9%	9%	*	13%	11%
6-10 hours per week	10%	9%	13%	10%	9%	10%	10%	9%	10%	10%	10%	10%	15%	10%	12%	10%	12%	9%	9%	9%	*	10%	9%
11-15 hours per week	9%	7%	10%	9%	9%	8%	10%	8%	11%	10%	7%	8%	11%	9%	13%	8%	7%	*	12%	10%	*	7%	10%
16 or more hours per week	16%	8%	20%	16%	13%	12%	21%	13%	20%	18%	13%	13%	16%	10%	17%	14%	20%	11%	23%	18%	24%	14%	15%
<b>Community service/volunteering</b>																							
Did not participate	47%	37%	48%	47%	51%	37%	58%	51%	39%	44%	51%	49%	41%	55%	31%	53%	48%	45%	41%	47%	52%	50%	45%
1-5 hours per week	37%	41%	35%	38%	32%	44%	30%	34%	45%	40%	32%	33%	40%	29%	54%	31%	36%	34%	46%	39%	27%	34%	37%
6-10 hours per week	10%	13%	10%	9%	10%	12%	8%	9%	10%	10%	10%	11%	12%	9%	10%	10%	9%	13%	8%	9%	*	9%	12%
11-15 hours per week	3%	*	6%	3%	3%	4%	2%	2%	4%	3%	3%	3%	*	*	*	3%	*	*	*	3%	*	3%	5%
16 or more hours per week	3%	6%	3%	3%	4%	4%	2%	3%	3%	3%	4%	4%	*	*	*	3%	*	*	*	2%	*	4%	*
<b>Environmental projects/activities</b>																							
Did not participate	85%	79%	84%	86%	85%	84%	86%	85%	84%	84%	83%	82%	76%	84%	80%	85%	84%	78%	79%	89%	88%	87%	80%
1-5 hours per week	11%	13%	12%	11%	11%	12%	11%	11%	12%	12%	12%	13%	19%	11%	17%	12%	11%	16%	17%	9%	*	9%	15%
6-10 hours per week	2%	*	3%	2%	3%	3%	2%	2%	2%	2%	3%	3%	*	*	*	2%	*	*	*	2%	*	2%	*
11-15 hours per week	1%	*	*	1%	*	*	1%	*	*	1%	*	1%	*	*	*	*	*	*	*	*	*	*	*
16 or more hours per week	1%	*	*	1%	*	*	1%	*	*	1%	1%	1%	*	*	*	*	*	*	*	*	*	*	*
<b>Boy Scouts/Girl Scouts</b>																							
Did not participate	94%	96%	94%	94%	96%	96%	92%	97%	92%	94%	96%	95%	92%	97%	91%	95%	93%	95%	90%	95%	96%	95%	93%
1-5 hours per week	3%	*	3%	4%	3%	2%	5%	1%	5%	3%	2%	3%	*	*	7%	3%	*	*	7%	3%	*	3%	*
6-10 hours per week	1%	*	*	1%	*	1%	2%	*	1%	1%	1%	1%	*	*	*	*	*	*	*	*	*	*	*
11-15 hours per week	0%	*	*	0%	*	*	*	*	*	0%	*	*	*	*	*	*	*	*	*	*	*	*	*
16 or more hours per week	1%	*	*	1%	*	*	1%	*	1%	1%	*	1%	*	*	*	*	*	*	*	*	*	*	*

## 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	Liberty Hill	Manor	Pflugerville	San Marcos
<b>Survey Totals</b>	<b>5,491</b>	<b>319</b>	<b>638</b>	<b>4,329</b>	<b>2,049</b>	<b>2,762</b>	<b>2,729</b>	<b>1,381</b>	<b>2,252</b>	<b>4,564</b>	<b>1,825</b>	<b>2,126</b>	<b>202</b>	<b>332</b>	<b>310</b>	<b>692</b>	<b>244</b>	<b>227</b>	<b>371</b>	<b>1,618</b>	<b>125</b>	<b>1,026</b>	<b>344</b>
<b>Providing routine care to another family member</b>																							
Did not participate	81%	82%	77%	82%	79%	76%	86%	78%	85%	81%	76%	78%	72%	80%	89%	80%	80%	73%	87%	83%	78%	80%	75%
1-5 hours per week	11%	12%	11%	11%	12%	13%	8%	11%	10%	11%	12%	12%	16%	11%	7%	12%	11%	13%	9%	10%	*	10%	15%
6-10 hours per week	4%	*	6%	4%	5%	5%	3%	6%	3%	4%	5%	5%	*	5%	*	4%	*	*	*	3%	*	5%	5%
11-15 hours per week	1%	*	*	1%	2%	2%	1%	2%	1%	1%	2%	1%	*	*	*	*	*	*	*	1%	*	2%	*
16 or more hours per week	3%	*	5%	2%	3%	4%	2%	4%	1%	3%	4%	3%	*	*	*	3%	*	*	*	2%	*	4%	*
<b>Faith-based organizations/activities</b>																							
Did not participate	69%	75%	73%	68%	75%	65%	73%	78%	60%	67%	76%	76%	64%	83%	62%	75%	73%	76%	63%	63%	62%	74%	68%
1-5 hours per week	21%	17%	16%	22%	16%	23%	18%	15%	27%	23%	15%	16%	24%	10%	27%	16%	18%	16%	27%	26%	22%	16%	21%
6-10 hours per week	6%	*	6%	6%	5%	6%	5%	4%	7%	6%	5%	5%	*	*	7%	5%	*	*	6%	6%	*	5%	7%
11-15 hours per week	2%	*	3%	2%	2%	2%	2%	1%	3%	2%	2%	2%	*	*	*	*	*	*	*	2%	*	3%	*
16 or more hours per week	2%	*	*	2%	2%	3%	2%	2%	2%	2%	2%	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	Liberty Hill	Manor	Pflugerville	San Marcos
<b>Survey Totals</b>	9,259	463	1,038	5,515	3,982	4,738	4,521	2,678	3,730	7,919	3,839	3,804	3,768	202	332	310	692	244	227	371	1,618	125	1,026	344
<b>How well did your high school help you to develop knowledge and skills in: Conflict Resolution</b>																								
Very well	39%	40%	40%	39%	38%	40%	38%	38%	41%	40%	38%	37%	38%	38%	35%	49%	33%	32%	47%	41%	45%	32%	36%	37%
Somewhat well	47%	45%	47%	45%	49%	47%	47%	50%	44%	47%	49%	50%	49%	47%	48%	44%	47%	48%	42%	43%	41%	50%	46%	52%
Not well	14%	15%	13%	16%	13%	14%	15%	12%	15%	13%	12%	13%	13%	16%	17%	6%	20%	20%	11%	15%	14%	18%	18%	11%
<b>How well did your high school help you to develop knowledge and skills in: Personal health / Fitness</b>																								
Very well	40%	36%	46%	40%	40%	37%	43%	41%	39%	41%	41%	40%	36%	45%	33%	50%	36%	41%	45%	44%	46%	46%	42%	37%
Somewhat well	42%	46%	39%	40%	45%	44%	39%	45%	39%	42%	45%	44%	46%	40%	45%	35%	42%	39%	39%	34%	34%	38%	42%	43%
Not well	18%	18%	15%	21%	15%	19%	18%	14%	22%	18%	14%	16%	17%	15%	21%	15%	22%	20%	16%	22%	19%	16%	16%	20%
<b>How well did your high school help you to develop knowledge and skills in: Time management</b>																								
Very well	35%	39%	36%	35%	34%	38%	32%	35%	37%	36%	35%	33%	35%	30%	27%	55%	26%	33%	45%	38%	39%	30%	32%	34%
Somewhat well	47%	43%	48%	46%	51%	47%	48%	49%	45%	47%	50%	51%	49%	53%	53%	35%	50%	45%	43%	45%	43%	45%	48%	51%
Not well	17%	18%	16%	19%	16%	15%	20%	16%	18%	16%	15%	16%	16%	17%	20%	10%	23%	22%	12%	17%	18%	26%	20%	15%
<b>How well did your high school help you to develop knowledge and skills in: Technology</b>																								
Very well	41%	45%	43%	41%	39%	40%	42%	40%	42%	42%	40%	39%	38%	38%	38%	76%	33%	33%	58%	49%	46%	29%	39%	32%
Somewhat well	46%	43%	45%	45%	49%	47%	45%	48%	44%	46%	48%	48%	49%	44%	46%	21%	51%	47%	36%	43%	42%	50%	45%	56%
Not well	13%	13%	12%	14%	12%	13%	14%	12%	13%	12%	12%	13%	13%	18%	15%	*	17%	20%	*	8%	12%	21%	15%	12%
<b>How did you prepare for continuing your education after high school? Select all that apply.</b>																								
Visited one or more college or technical school	57%	58%	56%	61%	49%	62%	52%	48%	71%	62%	47%	50%	56%	58%	62%	78%	47%	61%	54%	74%	62%	50%	50%	53%
Attended a college fair/college night	45%	50%	46%	48%	42%	50%	39%	41%	52%	48%	41%	44%	39%	60%	52%	75%	48%	59%	53%	67%	42%	23%	44%	45%
Took a prep class for the SAT or ACT	32%	44%	33%	32%	27%	35%	29%	25%	45%	35%	26%	27%	39%	21%	18%	65%	13%	25%	33%	50%	30%	18%	23%	19%
Met with transition coordinator/college counselor or other school staff members to discuss college plans and processes	63%	68%	62%	54%	64%	67%	59%	66%	67%	67%	67%	61%	92%	41%	45%	49%	33%	47%	34%	38%	54%	21%	42%	35%
Met with a college representative at my high school	45%	55%	46%	44%	42%	49%	41%	43%	53%	49%	42%	42%	51%	40%	46%	54%	34%	46%	41%	40%	44%	18%	42%	33%
Took one or more Advanced Placement (AP) or International Baccalaureate (IB) classes	50%	70%	38%	54%	40%	55%	45%	36%	68%	55%	36%	40%	50%	41%	47%	77%	38%	37%	37%	58%	60%	25%	46%	35%
Completed or are currently enrolled in Austin Community College courses (Early College Start, Dual Credit, Tech Prep)	32%	48%	26%	32%	29%	38%	26%	26%	41%	35%	27%	29%	37%	26%	29%	23%	19%	11%	30%	40%	38%	34%	22%	30%
None of the above	12%	5%	10%	10%	17%	9%	16%	17%	6%	8%	17%	15%	15%	12%	9%	*	17%	9%	14%	5%	8%	18%	10%	15%

## 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	Liberty Hill	Manor	Pflugerville	San Marcos
<b>Survey Totals</b>	9,259	463	1,038	5,515	3,982	4,738	4,521	2,678	3,730	7,919	3,839	3,804	3,768	202	332	310	692	244	227	371	1,618	125	1,026	344
<b>What activities have you completed to enroll in college after high school graduation? Select all that apply.</b>																								
Ordered and submitted a transcript to a college or technical school	58%	71%	56%	63%	47%	64%	52%	44%	76%	65%	45%	47%	55%	54%	58%	84%	45%	69%	55%	81%	65%	45%	54%	51%
<b>Did you take a college entrance test (ACT, SAT, THEA, Compass, Asset)?</b>																								
Yes	73%	81%	73%	78%	66%	77%	69%	64%	86%	78%	64%	68%	66%	68%	82%	94%	72%	76%	75%	89%	79%	59%	76%	76%
No	27%	18%	27%	22%	34%	22%	31%	36%	14%	22%	36%	32%	34%	32%	18%	6%	28%	24%	25%	10%	20%	41%	24%	23%
<b>How many applications have you submitted to a 2-year college?</b>																								
0	47%	55%	43%	50%	40%	45%	48%	40%	54%	46%	40%	41%	40%	48%	30%	86%	51%	39%	30%	72%	54%	58%	39%	55%
1	43%	38%	39%	41%	48%	44%	41%	48%	37%	44%	47%	47%	49%	39%	51%	12%	38%	41%	51%	24%	40%	31%	47%	40%
2	7%	5%	11%	7%	8%	8%	7%	8%	6%	8%	10%	9%	8%	8%	15%	*	8%	15%	12%	*	5%	*	9%	*
3	2%	*	4%	1%	2%	1%	2%	1%	2%	1%	2%	2%	2%	*	*	*	*	*	*	*	*	*	3%	*
4	1%	*	2%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	*	*	*	*	*	*	*	*	*	*	*
5 or more	1%	*	2%	0%	1%	1%	1%	1%	0%	1%	1%	1%	1%	*	*	*	*	*	*	*	*	*	*	*
<b>How many applications have you submitted to a 4-year college or university?</b>																								
0	33%	23%	28%	34%	38%	30%	35%	39%	24%	28%	37%	36%	33%	39%	29%	9%	47%	38%	32%	12%	32%	50%	35%	33%
1	15%	12%	15%	16%	13%	15%	15%	14%	15%	15%	13%	14%	13%	27%	9%	12%	17%	24%	13%	16%	16%	18%	16%	21%
2	12%	13%	11%	12%	11%	12%	12%	11%	12%	12%	11%	11%	11%	15%	13%	8%	12%	13%	*	11%	15%	*	11%	13%
3	11%	11%	11%	11%	10%	11%	11%	9%	13%	12%	10%	10%	11%	*	13%	9%	9%	11%	8%	15%	11%	*	12%	13%
4	10%	12%	13%	9%	10%	11%	9%	9%	11%	11%	10%	10%	10%	*	11%	12%	5%	8%	14%	17%	10%	*	11%	9%
5 or more	19%	29%	22%	17%	18%	21%	18%	17%	25%	21%	19%	19%	22%	8%	25%	51%	11%	*	28%	28%	16%	*	15%	10%
<b>How many applications have you submitted to a technical, business, trade or vocational school?</b>																								
0	90%	93%	89%	90%	88%	92%	88%	87%	93%	91%	87%	87%	91%	87%	82%	97%	84%	87%	81%	95%	93%	84%	90%	84%
1	6%	4%	5%	6%	7%	5%	7%	8%	4%	5%	8%	8%	5%	9%	11%	*	11%	9%	11%	*	4%	*	6%	11%
2	2%	*	2%	3%	2%	2%	2%	2%	1%	2%	3%	2%	2%	*	*	*	3%	*	*	*	1%	*	2%	*
3	1%	*	*	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	*	*	*	*	*	*	*	*	*	*	*
4	0%	*	*	0%	*	*	1%	*	*	0%	0%	*	*	*	*	*	*	*	*	*	*	*	*	*
5 or more	1%	*	*	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	*	*	*	*	*	*	*	*	*	*	*
<b>How many applications were accepted at a 2-year college?</b>																								
0	52%	56%	50%	56%	47%	50%	55%	47%	58%	50%	47%	48%	40%	56%	40%	86%	60%	47%	44%	72%	57%	63%	50%	64%

## 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	Liberty Hill	Manor	Pflugerville	San Marcos
<b>Survey Totals</b>	9,259	463	1,038	5,515	3,982	4,738	4,521	2,678	3,730	7,919	3,839	3,804	3,768	202	332	310	692	244	227	371	1,618	125	1,026	344
1	40%	38%	36%	37%	45%	43%	38%	45%	36%	42%	44%	43%	52%	33%	47%	13%	33%	40%	43%	24%	38%	29%	40%	31%
2	6%	5%	9%	5%	6%	6%	5%	6%	5%	6%	7%	6%	6%	*	11%	*	5%	11%	7%	*	4%	*	7%	*
3	1%	*	3%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	*	*	*	*	*	*	*	*	*	2%	*
4	0%	*	*	0%	*	*	1%	*	*	0%	1%	*	*	*	*	*	*	*	*	*	*	*	*	*
5 or more	1%	*	*	0%	1%	1%	1%	1%	*	1%	1%	1%	*	*	*	*	*	*	*	*	*	*	*	*
<b>How many applications were accepted at a 4-year college or university?</b>																								
0	40%	26%	39%	42%	47%	37%	43%	48%	28%	35%	46%	45%	34%	52%	44%	11%	60%	52%	44%	16%	40%	53%	47%	48%
1	19%	20%	21%	19%	16%	19%	18%	17%	20%	20%	17%	17%	18%	23%	15%	16%	17%	23%	16%	22%	19%	18%	19%	20%
2	13%	15%	13%	13%	12%	13%	13%	11%	15%	14%	12%	12%	14%	10%	14%	10%	9%	11%	11%	17%	14%	*	12%	13%
3	10%	13%	10%	10%	9%	12%	9%	8%	13%	11%	9%	9%	11%	*	10%	16%	6%	7%	10%	15%	11%	*	10%	9%
4	8%	12%	8%	7%	7%	8%	7%	7%	10%	8%	8%	7%	10%	*	8%	15%	3%	*	10%	11%	7%	*	6%	*
5 or more	10%	14%	9%	9%	9%	11%	9%	8%	14%	11%	9%	9%	13%	*	9%	31%	4%	*	10%	19%	8%	*	6%	5%
<b>How many applications were accepted at a technical, business, trade or vocational school?</b>																								
0	92%	94%	90%	92%	91%	94%	90%	91%	95%	93%	90%	90%	92%	93%	89%	98%	89%	89%	86%	96%	95%	86%	91%	88%
1	5%	4%	6%	5%	7%	5%	6%	7%	3%	5%	7%	7%	5%	*	8%	*	8%	8%	9%	*	4%	*	6%	10%
2	1%	*	2%	1%	2%	1%	2%	1%	1%	1%	1%	2%	1%	*	*	*	*	*	*	*	*	*	2%	*
3	0%	*	*	0%	*	*	1%	*	*	0%	1%	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5 or more	0%	*	*	0%	*	*	1%	*	*	1%	1%	1%	*	*	*	*	*	*	*	*	*	*	*	*
<b>At what time in your life did you start thinking about college as a possibility after high school?</b>																								
As long as I can remember	41%	51%	32%	48%	29%	45%	37%	25%	60%	45%	26%	28%	37%	31%	28%	72%	33%	41%	30%	63%	54%	45%	38%	30%
As a child/in elementary school	10%	9%	13%	9%	9%	10%	9%	9%	9%	10%	10%	10%	8%	9%	13%	6%	9%	9%	13%	9%	10%	*	12%	13%
In middle/junior high school	19%	15%	26%	16%	22%	20%	19%	24%	14%	19%	24%	23%	22%	27%	19%	10%	20%	18%	25%	12%	14%	13%	20%	22%
In high school	27%	24%	26%	23%	36%	23%	31%	38%	15%	25%	36%	35%	30%	32%	38%	12%	32%	27%	28%	14%	20%	30%	27%	29%
I've never thought about college as an option after high school.	3%	*	2%	3%	4%	2%	4%	4%	1%	1%	4%	4%	3%	*	*	*	6%	*	*	*	2%	*	3%	6%
<b>Did you ever meet with your school/college counselor for the following issue?</b>																								
Scheduling/course selection/placement	63%	68%	59%	62%	60%	69%	57%	62%	68%	66%	61%	60%	69%	61%	52%	79%	51%	52%	46%	74%	71%	44%	45%	47%
Writing college applications/essays	32%	45%	38%	25%	34%	34%	29%	37%	31%	34%	38%	38%	44%	19%	26%	33%	19%	30%	31%	19%	20%	18%	28%	23%
Scholarship/financial aid information	22%	33%	27%	28%	19%	24%	20%	21%	23%	24%	20%	24%	*	51%	40%	28%	38%	51%	42%	34%	32%	37%	42%	41%
College information	53%	58%	58%	50%	54%	57%	50%	57%	53%	57%	56%	55%	55%	42%	50%	65%	49%	63%	49%	51%	52%	50%	54%	47%
Career information	31%	30%	37%	21%	36%	31%	30%	39%	25%	31%	40%	37%	49%	25%	21%	13%	18%	19%	25%	10%	12%	*	26%	26%



## 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	Liberty Hill	Manor	Pflugerville	San Marcos
<b>Survey Totals</b>	9,259	463	1,038	5,515	3,982	4,738	4,521	2,678	3,730	7,919	3,839	3,804	3,768	202	332	310	692	244	227	371	1,618	125	1,026	344
<b>How do you plan to pay for your education after high school? Select all that apply.</b>																								
Scholarships and/or grants	57%	62%	68%	55%	55%	63%	51%	57%	60%	62%	58%	57%	59%	60%	58%	45%	50%	62%	61%	46%	56%	54%	60%	59%
Personal or family savings	50%	59%	33%	57%	40%	52%	48%	33%	71%	56%	30%	35%	51%	43%	38%	81%	38%	40%	27%	70%	60%	53%	38%	40%
Loans	35%	40%	35%	36%	32%	38%	32%	33%	38%	39%	32%	33%	35%	37%	31%	23%	35%	41%	26%	36%	38%	33%	39%	28%
Working during the school year	49%	49%	46%	48%	50%	53%	44%	52%	47%	53%	51%	49%	52%	53%	48%	28%	46%	46%	37%	35%	49%	44%	49%	53%
Working during the summer	49%	49%	45%	49%	49%	53%	46%	50%	50%	53%	50%	48%	54%	53%	48%	30%	42%	41%	36%	39%	50%	46%	47%	53%
Don't know	9%	6%	11%	9%	11%	8%	9%	11%	5%	8%	12%	12%	5%	16%	18%	*	14%	11%	19%	6%	8%	*	13%	12%
<b>How easy has it been for you and your parents/guardian to understand the process of applying for financial aid?</b>																								
Easy	20%	16%	23%	22%	18%	18%	23%	15%	23%	20%	17%	19%	15%	21%	20%	22%	23%	33%	27%	20%	23%	25%	25%	22%
Some parts easy, some parts difficult	37%	45%	45%	39%	36%	39%	36%	37%	37%	39%	37%	38%	26%	38%	46%	42%	42%	48%	51%	43%	42%	34%	48%	52%
Difficult	27%	27%	22%	20%	31%	29%	24%	32%	24%	28%	33%	29%	48%	18%	19%	10%	14%	8%	8%	13%	12%	*	12%	10%
I did not apply for financial aid	16%	12%	10%	19%	16%	15%	18%	16%	16%	13%	14%	15%	11%	23%	15%	25%	22%	11%	14%	24%	23%	31%	15%	17%
<b>Did you or your parents/guardian submit your financial aid application (FAFSA or PROFILE)?</b>																								
Yes	63%	72%	73%	60%	64%	69%	56%	66%	63%	69%	66%	67%	64%	59%	70%	51%	60%	77%	76%	53%	58%	45%	69%	67%
No	37%	28%	27%	40%	36%	31%	44%	34%	37%	31%	34%	33%	36%	41%	30%	49%	40%	23%	24%	47%	42%	55%	31%	33%
<b>If you did not submit a financial application, why not?</b>																								
I do not need financial aid to attend college	24%	23%	18%	27%	12%	20%	27%	10%	38%	28%	9%	11%	23%	23%	*	55%	15%	*	*	43%	28%	28%	15%	*
My parents were not willing to submit private financial information	7%	*	11%	7%	10%	9%	6%	8%	6%	8%	11%	10%	8%	*	14%	*	7%	*	*	*	5%	*	10%	*
My family did not think we would qualify or were eligible for financial aid	23%	22%	20%	24%	21%	28%	19%	20%	29%	26%	18%	22%	17%	29%	32%	29%	24%	*	*	22%	24%	*	23%	25%
I did not know about the financial aid process	34%	40%	42%	30%	42%	33%	35%	44%	22%	35%	45%	39%	39%	26%	35%	12%	34%	*	*	25%	32%	45%	45%	35%
I do not plan to go to college	12%	*	9%	12%	15%	10%	14%	18%	5%	3%	17%	18%	14%	*	*	*	21%	*	*	*	10%	*	7%	21%
<b>What is the highest level of education completed by your mother?</b>																								
Did not enter or finish high school	17%	14%	10%	10%	33%	18%	16%	50%	1%	16%	36%	32%	24%	14%	39%	*	18%	10%	30%	*	5%	*	15%	17%
Graduated from high school or earned a GED	23%	23%	30%	21%	27%	23%	23%	50%	7%	22%	28%	28%	22%	32%	29%	6%	30%	36%	25%	11%	19%	29%	26%	33%
Attended a 2-year community/junior college or vocational/technical school, but did not complete a certificate or degree	9%	8%	14%	9%	9%	9%	9%	*	4%	9%	9%	9%	7%	14%	9%	*	12%	*	7%	9%	11%	*	11%	10%

## 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	Liberty Hill	Manor	Pflugerville	San Marcos
<b>Survey Totals</b>	9,259	463	1,038	5,515	3,982	4,738	4,521	2,678	3,730	7,919	3,839	3,804	3,768	202	332	310	692	244	227	371	1,618	125	1,026	344
Earned an Associate's degree or certificate from a 2-year college	6%	5%	8%	6%	5%	6%	5%	*	4%	6%	5%	5%	4%	10%	*	*	7%	11%	7%	5%	8%	*	7%	6%
Attended a 4-year college or university	6%	5%	7%	7%	4%	6%	7%	*	5%	7%	4%	4%	6%	*	*	6%	5%	*	*	8%	9%	*	6%	7%
Earned a Bachelor's degree	22%	21%	16%	28%	10%	21%	22%	*	54%	24%	6%	9%	19%	15%	*	48%	15%	16%	10%	42%	31%	23%	19%	11%
Earned a Master's, Ph.D., or other advanced degree	10%	16%	7%	11%	4%	10%	9%	*	24%	11%	2%	3%	12%	*	*	27%	3%	*	*	16%	9%	*	6%	6%
Don't know	7%	9%	8%	7%	9%	6%	9%	*	1%	6%	10%	10%	6%	8%	10%	*	11%	12%	14%	6%	7%	*	9%	10%
<b>What is the highest level of education completed by your father?</b>																								
Did not enter or finish high school	18%	11%	11%	11%	35%	19%	18%	53%	2%	17%	37%	33%	25%	17%	39%	*	21%	18%	30%	*	6%	*	15%	20%
Graduated from high school or earned a GED	22%	16%	31%	21%	25%	22%	22%	47%	7%	22%	27%	28%	20%	38%	32%	*	31%	27%	27%	9%	18%	26%	27%	37%
Attended a 2-year community/junior college or vocational/technical school, but did not complete a certificate or degree	6%	6%	9%	7%	6%	7%	6%	*	3%	6%	6%	6%	4%	11%	*	*	8%	9%	*	6%	9%	15%	11%	*
Earned an Associate's degree or certificate from a 2-year college	4%	5%	5%	5%	3%	5%	4%	*	3%	4%	3%	4%	3%	*	*	*	6%	10%	*	*	5%	*	6%	*
Attended a 4-year college or university	6%	5%	8%	8%	4%	6%	7%	*	6%	7%	3%	4%	5%	*	*	7%	4%	7%	*	9%	10%	*	6%	8%
Earned a Bachelor's degree	18%	21%	11%	23%	9%	17%	19%	*	45%	20%	5%	7%	17%	9%	*	34%	12%	9%	*	38%	29%	16%	13%	10%
Earned a Master's, Ph.D., or other advanced degree	13%	26%	6%	16%	5%	14%	12%	*	32%	14%	3%	3%	15%	*	*	46%	4%	*	*	24%	14%	13%	8%	*
Don't know	11%	10%	19%	10%	13%	11%	12%	*	3%	10%	16%	15%	10%	11%	15%	*	15%	16%	24%	6%	10%	18%	13%	14%
<b>During high school, to what extent were your parents involved in the following school-related activities?</b>																								
<b>Volunteering at your school/participating in school committees</b>																								
Often	14%	8%	14%	17%	10%	14%	13%	9%	18%	14%	8%	11%	10%	18%	12%	21%	13%	15%	16%	20%	18%	23%	14%	15%
Occasionally	21%	17%	20%	24%	17%	20%	22%	14%	27%	22%	15%	17%	18%	23%	14%	33%	18%	23%	20%	28%	26%	32%	21%	21%
Rarely	21%	20%	21%	20%	21%	20%	21%	19%	22%	21%	20%	20%	22%	19%	22%	20%	19%	19%	22%	21%	19%	15%	20%	18%
Never	45%	55%	46%	39%	53%	47%	43%	57%	33%	43%	57%	52%	51%	39%	52%	26%	51%	43%	41%	31%	38%	30%	45%	46%
<b>Working with you on homework or school projects</b>																								
Often	17%	10%	21%	15%	17%	18%	16%	15%	19%	17%	16%	17%	22%	13%	11%	7%	13%	14%	21%	10%	13%	18%	14%	13%
Occasionally	31%	29%	33%	30%	30%	30%	32%	29%	31%	31%	31%	31%	36%	31%	23%	28%	28%	31%	21%	32%	27%	33%	28%	26%
Rarely	27%	23%	23%	28%	26%	27%	27%	26%	29%	27%	26%	26%	25%	28%	32%	32%	24%	23%	31%	33%	31%	22%	25%	27%
Never	25%	37%	23%	27%	27%	25%	26%	29%	22%	24%	27%	26%	17%	28%	34%	33%	35%	32%	27%	25%	30%	27%	33%	34%
<b>Helping you decide what classes to take</b>																								
Often	24%	21%	28%	25%	20%	26%	21%	17%	29%	25%	18%	21%	23%	26%	14%	24%	25%	26%	21%	28%	24%	29%	26%	22%
Occasionally	30%	31%	30%	31%	28%	29%	31%	27%	34%	31%	28%	28%	32%	28%	31%	35%	25%	31%	27%	32%	32%	41%	27%	24%

## 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	Liberty Hill	Manor	Pflugerville	San Marcos
<b>Survey Totals</b>	9,259	463	1,038	5,515	3,982	4,738	4,521	2,678	3,730	7,919	3,839	3,804	3,768	202	332	310	692	244	227	371	1,618	125	1,026	344
Rarely	22%	19%	21%	21%	23%	21%	23%	23%	21%	22%	24%	24%	24%	22%	20%	21%	18%	20%	23%	24%	20%	*	19%	29%
Never	24%	29%	21%	23%	28%	24%	24%	33%	16%	22%	30%	28%	21%	24%	34%	21%	32%	22%	29%	15%	25%	19%	28%	25%
<b>Attending school meetings</b>																								
Often	17%	11%	18%	19%	14%	18%	16%	12%	23%	18%	12%	14%	18%	23%	11%	22%	14%	17%	21%	21%	17%	20%	13%	16%
Occasionally	25%	22%	23%	27%	24%	24%	26%	22%	29%	26%	22%	23%	25%	21%	20%	30%	22%	24%	26%	32%	27%	27%	23%	25%
Rarely	24%	22%	24%	24%	25%	23%	26%	25%	24%	25%	26%	26%	25%	25%	25%	28%	25%	23%	29%	25%	23%	14%	22%	25%
Never	33%	44%	35%	31%	37%	34%	33%	41%	25%	31%	40%	36%	32%	31%	44%	20%	39%	36%	24%	21%	32%	38%	42%	34%
<b>Communicating with your teachers (e.g., conferences, email, phone calls)</b>																								
Often	18%	8%	27%	18%	17%	17%	19%	16%	19%	18%	16%	18%	16%	26%	17%	13%	19%	22%	22%	18%	18%	24%	21%	20%
Occasionally	28%	22%	30%	28%	27%	26%	30%	25%	29%	28%	26%	27%	29%	24%	24%	25%	26%	26%	27%	28%	27%	38%	26%	28%
Rarely	30%	31%	24%	30%	30%	31%	29%	30%	32%	30%	29%	29%	32%	26%	31%	33%	27%	29%	29%	34%	29%	20%	27%	27%
Never	24%	39%	19%	23%	27%	26%	22%	29%	20%	24%	28%	26%	23%	23%	28%	29%	28%	23%	23%	20%	26%	18%	26%	25%
<b>Attending athletic events and competitions</b>																								
Often	36%	16%	41%	42%	28%	37%	36%	24%	48%	39%	24%	27%	30%	43%	25%	49%	32%	48%	32%	54%	46%	50%	35%	34%
Occasionally	21%	21%	23%	19%	21%	20%	22%	20%	20%	21%	22%	22%	25%	22%	23%	17%	17%	18%	15%	19%	17%	21%	19%	14%
Rarely	16%	19%	14%	13%	19%	15%	17%	19%	14%	16%	20%	18%	20%	12%	14%	13%	13%	10%	19%	10%	12%	*	12%	15%
Never	27%	45%	22%	25%	33%	29%	26%	37%	18%	25%	35%	33%	25%	23%	38%	21%	38%	24%	33%	18%	25%	20%	34%	37%
<b>Attending academic and/or performance events and competitions (e.g., science fair, debate, dance, theater, band, etc.)</b>																								
Often	31%	20%	32%	36%	25%	36%	27%	21%	42%	34%	22%	25%	30%	37%	22%	46%	31%	36%	25%	43%	33%	34%	28%	28%
Occasionally	21%	24%	22%	20%	21%	21%	22%	21%	21%	22%	22%	22%	25%	21%	21%	21%	16%	20%	18%	21%	18%	23%	18%	19%
Rarely	17%	18%	18%	15%	19%	15%	19%	19%	16%	17%	20%	19%	20%	15%	16%	15%	14%	13%	21%	13%	14%	13%	15%	17%
Never	31%	38%	28%	30%	36%	28%	33%	39%	22%	28%	36%	34%	25%	27%	41%	18%	39%	31%	37%	24%	34%	30%	40%	37%
<b>Joining and participating in the PTA/PTO</b>																								
Often	7%	*	8%	9%	5%	7%	8%	5%	11%	8%	5%	6%	8%	9%	5%	7%	6%	*	10%	10%	8%	*	6%	6%
Occasionally	11%	11%	11%	12%	9%	9%	12%	8%	14%	11%	8%	9%	12%	13%	7%	10%	7%	9%	9%	15%	11%	23%	8%	9%
Rarely	14%	12%	15%	14%	13%	13%	15%	12%	17%	15%	14%	14%	16%	13%	11%	18%	10%	12%	22%	16%	13%	14%	12%	11%
Never	68%	75%	67%	66%	73%	70%	65%	75%	59%	66%	74%	71%	64%	64%	76%	64%	77%	74%	59%	59%	69%	54%	74%	73%
<b>Thinking back on your years in high school, how many hours per week did you typically spend studying?</b>																								
None	10%	6%	11%	9%	11%	6%	14%	12%	7%	8%	12%	13%	11%	10%	7%	*	15%	14%	11%	*	8%	14%	11%	12%
1-5 hours	47%	31%	52%	47%	52%	46%	49%	53%	39%	46%	52%	52%	42%	59%	50%	30%	54%	66%	63%	32%	48%	57%	55%	57%

## 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	Liberty Hill	Manor	Pflugerville	San Marcos
<b>Survey Totals</b>	9,259	463	1,038	5,515	3,982	4,738	4,521	2,678	3,730	7,919	3,839	3,804	3,768	202	332	310	692	244	227	371	1,618	125	1,026	344
6-10 hours	24%	27%	23%	25%	21%	26%	22%	21%	28%	25%	20%	21%	22%	17%	30%	30%	19%	15%	21%	33%	27%	21%	25%	22%
11-15 hours	11%	16%	8%	11%	8%	12%	9%	7%	15%	12%	7%	8%	12%	9%	9%	23%	7%	*	*	19%	11%	*	6%	6%
16 or more hours	8%	20%	6%	7%	7%	10%	7%	7%	11%	9%	8%	7%	12%	*	5%	15%	5%	*	*	13%	7%	*	4%	*
<b>During your seniors year, approximately how many hours per week did you typically work for pay?</b>																								
None	42%	53%	43%	39%	42%	41%	43%	40%	43%	42%	42%	44%	48%	39%	39%	49%	44%	28%	40%	36%	35%	22%	38%	32%
1-15 hours	33%	28%	34%	34%	33%	33%	33%	34%	32%	33%	33%	33%	26%	33%	35%	44%	31%	39%	33%	44%	41%	45%	34%	43%
16 or more hours	25%	19%	23%	27%	25%	26%	25%	26%	25%	25%	24%	23%	26%	28%	26%	7%	25%	33%	27%	20%	24%	34%	28%	24%
<b>Please indicate the number of years of high school in which you participated in each of these school affiliated extracurricular activities</b>																								
<b>Music (band, choir, orchestra)</b>																								
Did not participate	71%	63%	73%	72%	74%	68%	74%	77%	67%	71%	75%	72%	65%	71%	86%	62%	70%	77%	75%	77%	77%	78%	77%	79%
1 year	8%	11%	10%	7%	9%	9%	8%	10%	7%	8%	10%	10%	11%	*	7%	7%	7%	7%	9%	6%	5%	*	6%	6%
2 years	5%	6%	5%	5%	5%	6%	4%	5%	5%	5%	5%	5%	6%	8%	*	5%	6%	*	*	*	4%	*	4%	*
3 years	4%	4%	5%	3%	3%	5%	3%	3%	4%	4%	3%	4%	5%	*	*	*	5%	*	*	*	2%	*	3%	*
4 years	12%	16%	7%	13%	9%	12%	11%	6%	17%	13%	7%	9%	13%	10%	*	22%	13%	9%	9%	11%	12%	*	10%	8%
<b>Theater/Drama</b>																								
Did not participate	77%	85%	75%	76%	80%	76%	78%	80%	76%	77%	78%	78%	75%	70%	75%	85%	83%	81%	75%	72%	78%	61%	82%	77%
1 year	13%	9%	16%	12%	12%	13%	13%	13%	11%	12%	14%	13%	14%	18%	11%	8%	10%	11%	15%	14%	11%	26%	11%	15%
2 years	5%	*	5%	5%	4%	5%	4%	4%	5%	5%	4%	5%	5%	*	7%	*	3%	*	*	5%	4%	*	4%	*
3 years	3%	*	2%	3%	2%	3%	2%	2%	3%	3%	2%	2%	2%	*	*	*	*	*	*	4%	3%	*	2%	*
4 years	3%	*	2%	4%	2%	4%	2%	2%	4%	3%	2%	2%	3%	*	*	*	*	*	*	5%	3%	*	2%	*
<b>Dance</b>																								
Did not participate	81%	84%	78%	83%	80%	68%	96%	78%	83%	81%	78%	80%	77%	77%	80%	80%	88%	82%	79%	81%	86%	89%	85%	82%
1 year	8%	6%	8%	7%	9%	13%	2%	9%	6%	8%	10%	9%	9%	9%	7%	7%	7%	*	13%	7%	6%	*	6%	8%
2 years	5%	5%	6%	4%	5%	8%	1%	6%	3%	5%	6%	5%	6%	*	7%	*	3%	*	*	3%	*	4%	*	
3 years	3%	*	3%	2%	3%	5%	0%	3%	2%	3%	3%	3%	3%	*	*	*	*	*	*	3%	*	2%	*	
4 years	4%	*	5%	4%	3%	7%	1%	3%	5%	4%	3%	3%	5%	*	*	6%	*	*	*	4%	*	2%	*	
<b>Sports (outside of PE)</b>																								
Did not participate	41%	52%	27%	43%	43%	48%	34%	43%	39%	40%	43%	42%	42%	36%	43%	40%	44%	35%	42%	39%	42%	25%	43%	40%
1 year	12%	12%	13%	10%	14%	12%	12%	15%	9%	12%	14%	15%	13%	11%	18%	7%	12%	12%	11%	11%	8%	*	12%	13%
2 years	12%	11%	12%	11%	12%	11%	12%	12%	11%	12%	13%	12%	12%	8%	11%	12%	11%	14%	13%	11%	10%	15%	13%	13%
3 years	9%	7%	11%	9%	10%	9%	9%	10%	9%	9%	10%	10%	10%	10%	11%	6%	8%	10%	12%	9%	9%	13%	9%	9%
4 years	26%	18%	37%	26%	21%	19%	33%	20%	32%	27%	20%	22%	23%	35%	17%	35%	24%	30%	22%	30%	30%	37%	23%	25%

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<b>Survey Totals</b>	9,259	463	1,038	5,515	3,982	4,738	4,521	2,678	3,730	7,919	3,839	3,804	3,768	202	332	310	692	244	227	371	1,618	125	1,026	344
<b>Academic clubs/UII Academic Competitions</b>																								
Did not participate	70%	53%	74%	69%	73%	66%	74%	76%	62%	68%	74%	71%	67%	75%	73%	55%	71%	71%	78%	70%	73%	71%	74%	68%
1 year	9%	11%	7%	9%	9%	10%	8%	10%	9%	10%	9%	11%	10%	14%	10%	8%	11%	11%	8%	8%	7%	*	9%	11%
2 years	7%	11%	6%	7%	6%	8%	6%	5%	9%	7%	6%	7%	7%	*	8%	11%	6%	10%	*	8%	7%	*	6%	8%
3 years	5%	8%	5%	5%	4%	6%	4%	4%	6%	5%	4%	5%	5%	*	*	10%	3%	*	*	5%	5%	*	5%	5%
4 years	9%	17%	8%	9%	7%	10%	8%	5%	13%	10%	6%	7%	11%	*	6%	16%	9%	*	*	8%	9%	*	6%	8%
<b>Speech/Debate</b>																								
Did not participate	73%	73%	68%	75%	71%	73%	73%	69%	76%	73%	68%	69%	71%	82%	62%	82%	73%	64%	73%	54%	81%	63%	74%	74%
1 year	23%	23%	26%	21%	26%	24%	22%	28%	19%	22%	28%	26%	25%	16%	29%	15%	23%	34%	20%	40%	16%	30%	21%	23%
2 years	2%	*	3%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	*	5%	*	*	*	*	*	2%	*	2%	*
3 years	1%	*	*	1%	1%	1%	1%	*	2%	1%	1%	1%	1%	*	*	*	*	*	*	*	*	*	*	*
4 years	1%	*	*	1%	1%	1%	2%	1%	1%	1%	1%	1%	1%	*	*	*	*	*	*	*	*	*	*	*
<b>Student Government</b>																								
Did not participate	81%	75%	78%	84%	80%	79%	83%	80%	82%	81%	78%	78%	78%	77%	75%	79%	84%	79%	78%	83%	87%	74%	85%	83%
1 year	13%	13%	15%	11%	16%	14%	12%	17%	9%	12%	17%	17%	15%	14%	20%	8%	13%	18%	10%	11%	8%	18%	10%	13%
2 years	3%	5%	3%	2%	2%	3%	2%	1%	4%	3%	2%	3%	3%	*	*	*	*	*	*	*	2%	*	2%	*
3 years	1%	*	*	1%	1%	2%	1%	*	2%	1%	1%	1%	1%	*	*	*	*	*	*	*	1%	*	*	*
4 years	2%	6%	2%	2%	1%	2%	2%	1%	3%	2%	1%	2%	2%	*	*	7%	*	*	*	*	2%	*	*	*







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