



CENTRAL TEXAS
Student*Futures*
PROJECT

***Keeping Austin Weird ... or At Least Highly Educated:
Results from the Student Futures Project***

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UT QUEST Program

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Overview



How is Austin ‘weird’ when it comes to education?

- ◆ The “**human capital**”, with real, long-term investments in education & workforce
- ◆ **Broad, multi-sector collaboration**, involving education, government, business & nonprofits
- ◆ **Serious commitments** of time and money
- ◆ **Multi-faceted efforts at all levels**
- ◆ **Transparency**
- ◆ Focus on **program improvement**, not just accountability, using data and metrics to support decisionmaking

Background



Closing the Gaps (2000, 2004) cited the challenge of changing demographics to Texas' future economic success

In 2005, **Greater Austin Chamber** formed a task force, College Readiness Enrollment Support Team (CREST), to address region's **projected shortage of college-educated talent**

Chamber launched the ***20,010 by 2010 Initiative*** to enroll 20,010 more college students regionally by 2010.

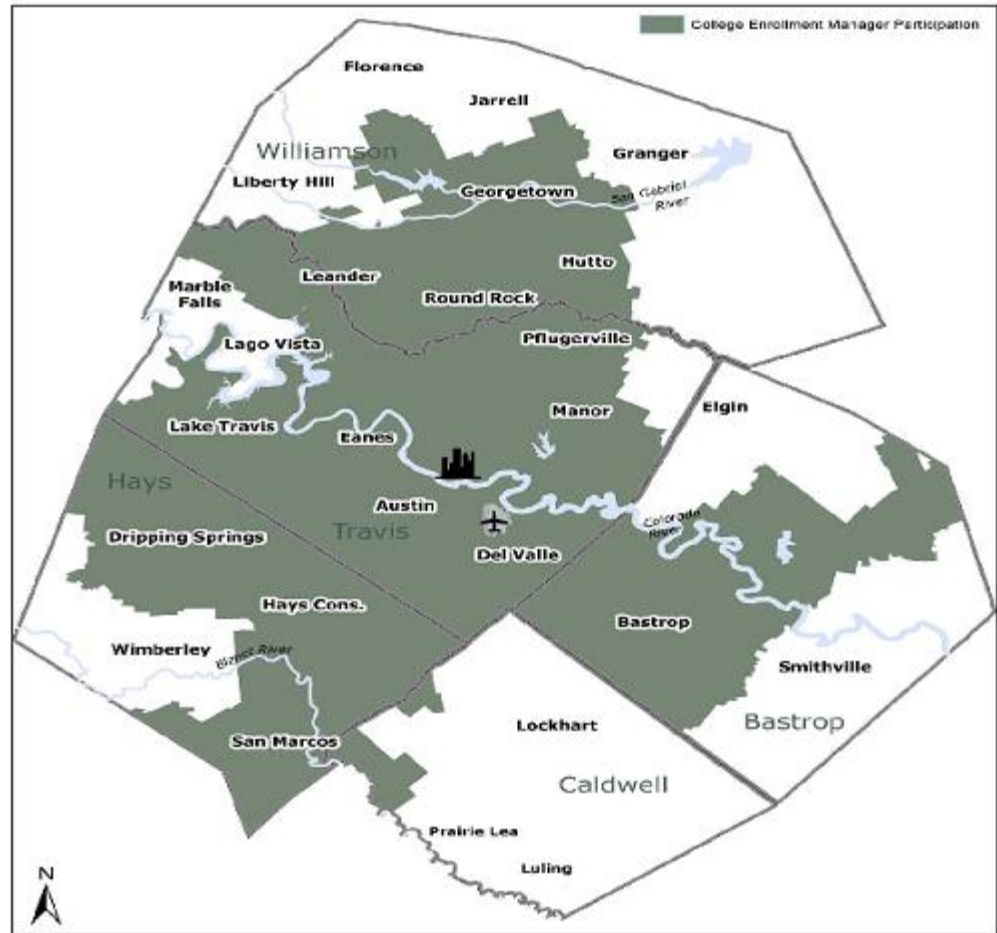
New, higher 2015 goals unveiled in November 2010.

Four-County Effort



Goal: Increase direct-to-college enrollments by 20,010 more students, a rate of **64%, by 2010.**

Now, aiming for a DTC rate of **72% by 2015.**

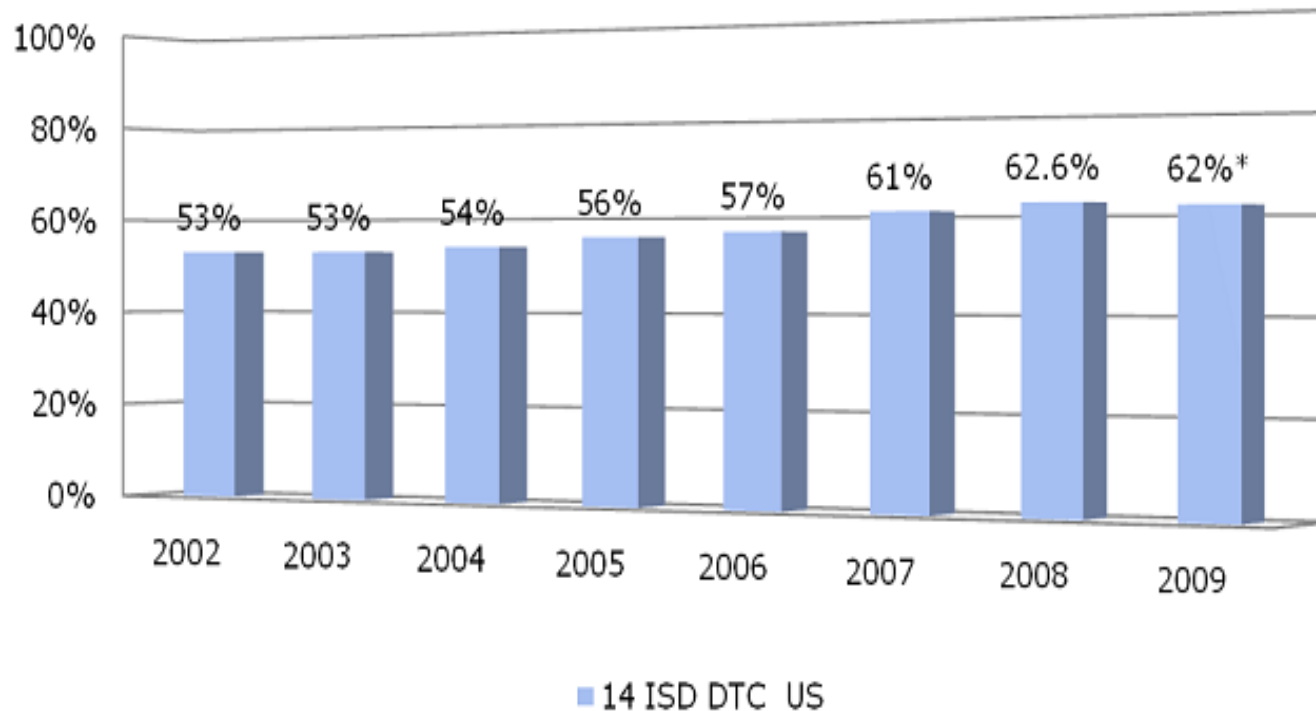




Austin's Direct-to-College Rate Up 9 Points



Austin MSA Direct to College Enrollment



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

* Estimate

Chamber Strategy



Be a “critical friend”

Bottoms up, for leadership, focus and energy

- ACC College Connection
- Financial Aid Saturdays
- Common Application
- College-readiness assistance for HS seniors

Tops down, focusing local education leaders on college readiness

- College Enrollment Mgrs at high schools in 14 ISDs
- Advocate for college readiness in state accountability
- Regular ACC & ISD Accountability Reports
- Strategic Compensation Pilot
- Real-time management tools, e.g., Common App, FAFSA, & the ***Central Texas Student Futures Project ...***

Student Futures Project Purpose



Longitudinal research on:

- What Central Texas graduates do after high school
- How educational, personal and financial factors relate to graduates' success in postsecondary education and the workforce

Performance management fostering educational improvement:

- Providing real-time data to educators
- Identifying and sharing best practices
- Workshops and seminars

Project Partners



Partnership of

- Ray Marshall Center, LBJ School, UT-Austin
- 11 Central Texas ISDs

Project funders

- Greater Austin Chamber of Commerce
- TG
- Participating ISDs

Website for reports, presentations

www.centexstudentfutures.org

School District Partners



By 1st year of participation:

2004-05	Austin ISD Del Valle ISD Pflugerville ISD Round Rock ISD
2005-06	Leander ISD Manor ISD
2006-07	Eanes ISD San Marcos CISD
2007-08	Bastrop ISD Hays CISD
2010-11	Hutto ISD

Research Questions



- What are graduating seniors' **high school experiences, plans and preparation** for life after high school?
- What share of high school graduates **enroll in postsecondary education, become employed, or do both** in the fall after graduation?
- What share of graduates are **enrolled and/or employed** over time? [Expanding outcomes set]
- Which **factors** are **significantly associated** with positive **postsecondary education and employment [& other] outcomes**?
- How do these outcomes **change over time** for each cohort and selected population groups? [Pathways]

Current Data Sources



Historical School Records

- Student demographics
- Courses taken
- Course grades

Senior Surveys

- Family background/ influences
- High school experiences
- Preparation for life after high school

Postsecondary Education Records

- National Student Clearinghouse
- Texas Education Research Center records (2010-11 pilot)

Employment Records

- Texas Unemployment Insurance (UI) wage records

New Data Sources*



Job Training & Other Records (TWC)

- WIA, Food Stamp, TANF, TAA, other E&T programs
- Apprenticeship
- Vital statistics

State Corrections Data (TWC)

- State jail system incarcerations

Postsecondary Education Records (THECB)

- Course data
- Developmental education

Federal Employment Data (THECB)

- Federal employment
- Postal Service employment
- Military service



Composition of Graduates (2007 SFP Districts)



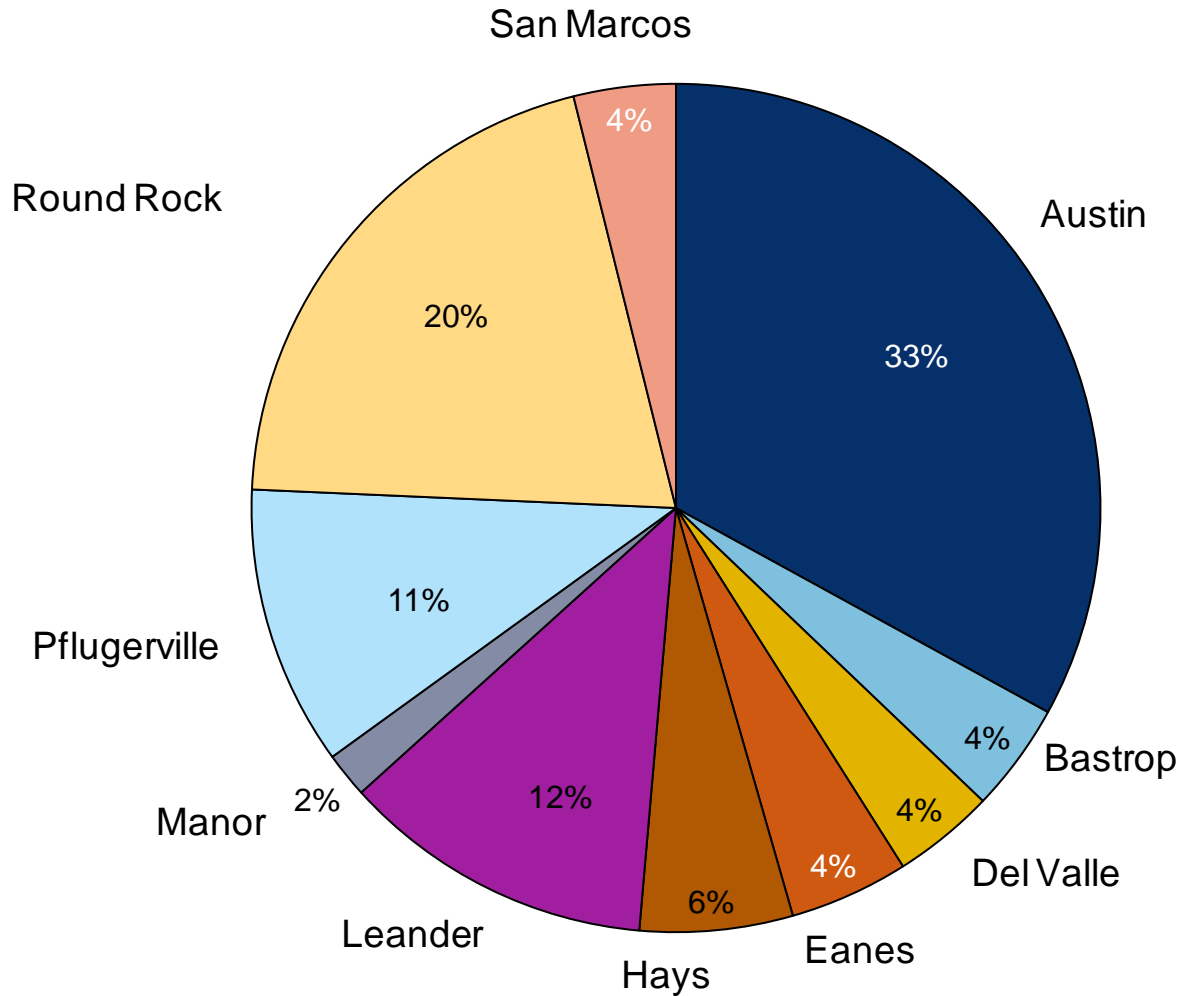
Black share relatively constant; Hispanic and low-income shares gradually increasing.

	Class of 2007	Class of 2008	Class of 2009
Totals	9,410	10,452	10,793
Ethnicity			
Asian	6%	6%	6%
Black	11%	12%	12%
Hispanic	29%	31%	32%
White	52%	52%	48%
Gender			
Female	48%	50%	50%
Male	50%	50%	50%
Family Income Status			
Low-income	21%	23%	26%
Not Low-income	73%	73%	70%
Special Education Status			
Special Education	9%	9%	9%
Not Special Education	85%	87%	87%





District Composition of 2009 Graduates





Postsecondary Enrollment of Central Texas HS Graduates, Fall Following Graduation, by College Type, Ethnicity and Income Status (2007 SFP Districts)



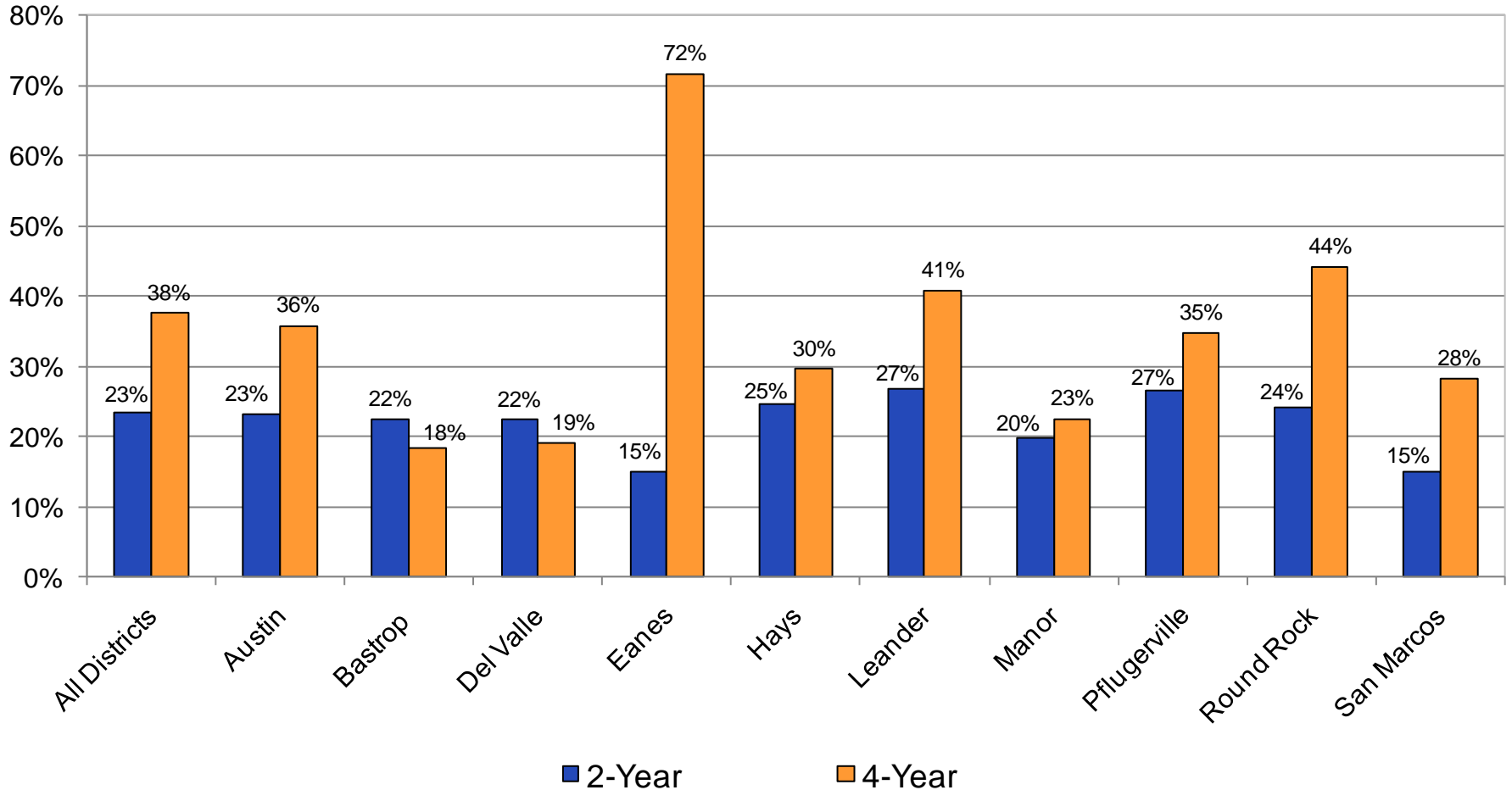
	2007		2008		2009*	
	2-Year	4-Year	2-Year	4-Year	2-Year	4-Year
Enrolled Graduates (%)	22%	40%	22%	40%	23%	39%
Ethnicity						
Asian	21%	57%	20%	63%	17%	65%
Black	23%	35%	22%	33%	25%	36%
Hispanic	22%	22%	23%	22%	25%	23%
White	23%	49%	22%	50%	23%	48%
Income Status						
Low-income	21%	19%	20%	20%	24%	22%
Not low-income	23%	47%	23%	48%	23%	48%
Unknown	21%	12%	22%	11%	20%	6%



* Overall denominator includes 100 students who lacked enough information to link to NSC records; 62% reflects the best possible rate using NSC and THECB data.

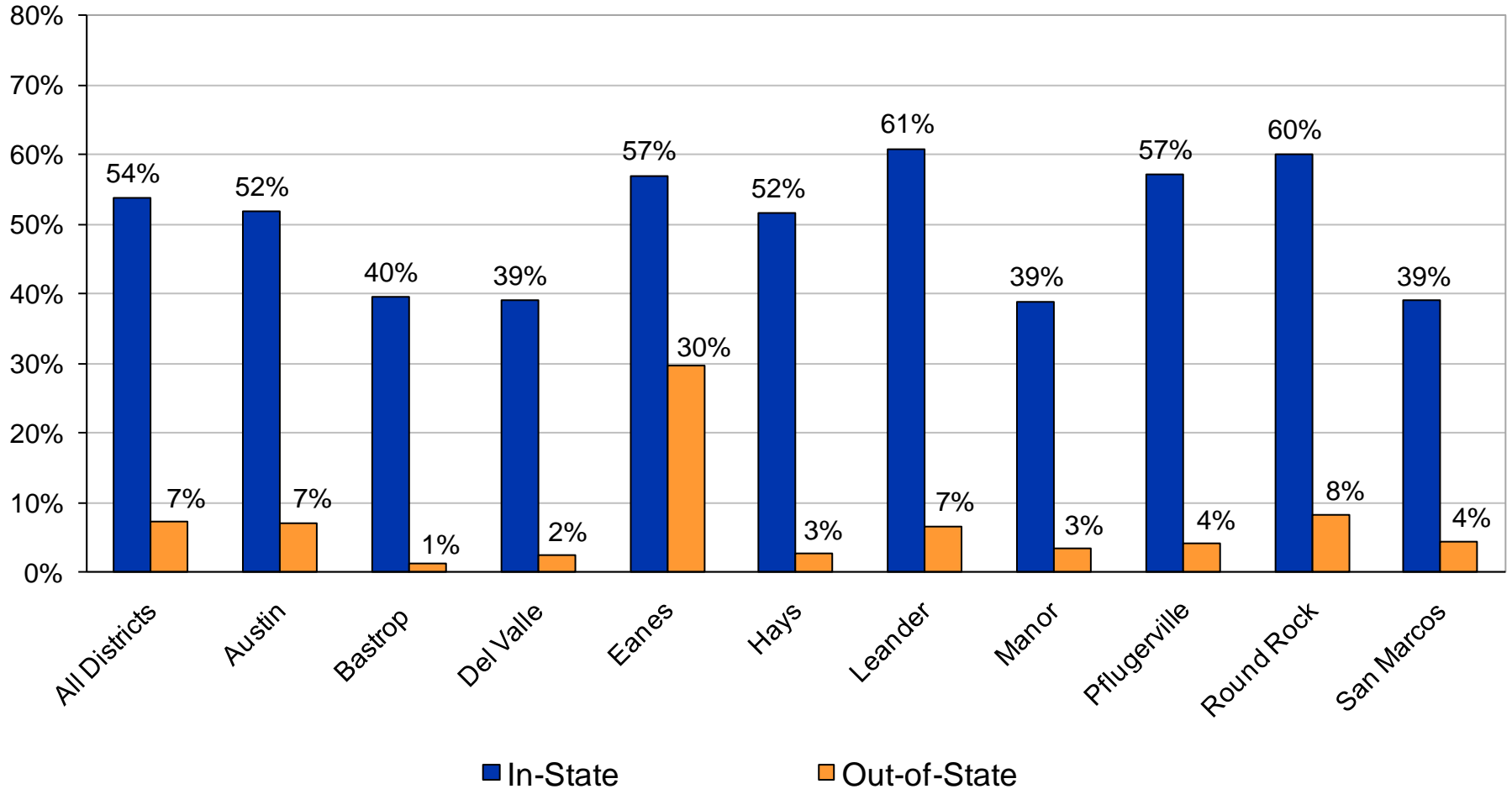


Percent of 2009 Graduates Enrolled in Fall 2009, by College Type and District (N=11,993)



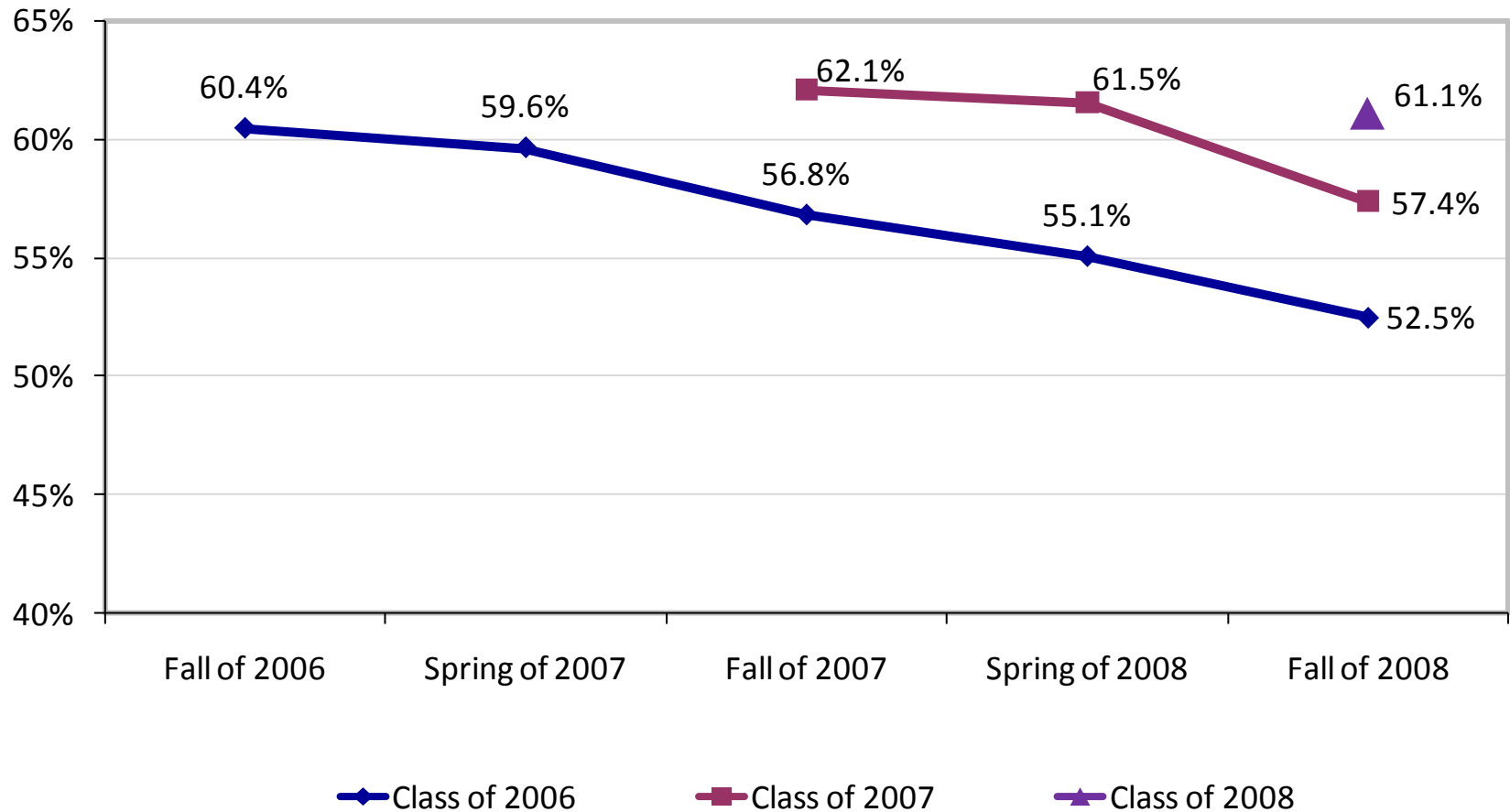


Percent of 2009 Graduates Enrolled in Fall 2009, by Location and District (N=11,993)





Postsecondary Enrollment Over Time, by Graduating Class





Persistence One Year Out, Class of 2007 (SFP)

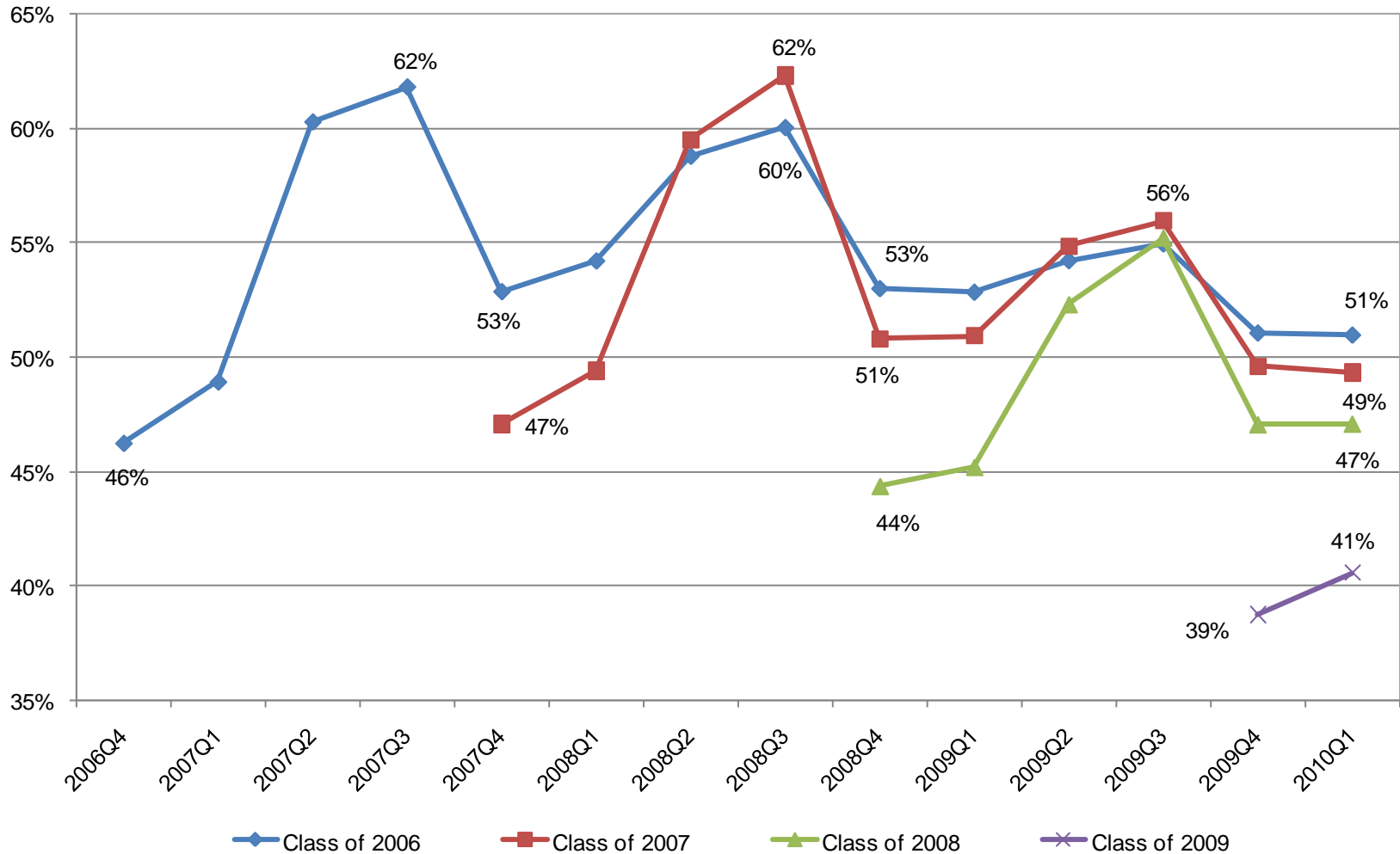


	Enrolled Within a Year of Graduating		Persisted to Fall of 2008	
	Number	Percent of Graduates	Number	Percent of Enrolled
Overall	6,313	67%	5,117	81%
Ethnicity				
Asian	456	84%	421	92%
Black	674	65%	458	68%
Hispanic	1,360	50%	1,004	74%
White	3,739	76%	3,173	85%
Gender				
Female	3,212	71%	2,656	83%
Male	3,043	65%	2,418	79%
Family Income Status				
Low-income	915	46%	624	68%
Not Low-income	5,205	76%	4,363	84%
Initial Enrollment Status				
2-Year Institution	2,706		1,828	68%
4-Year Institution	3,607		3,289	91%
Initial Enrollment Location				
In State	5,539		4,428	80%
Out of State	774		689	89%





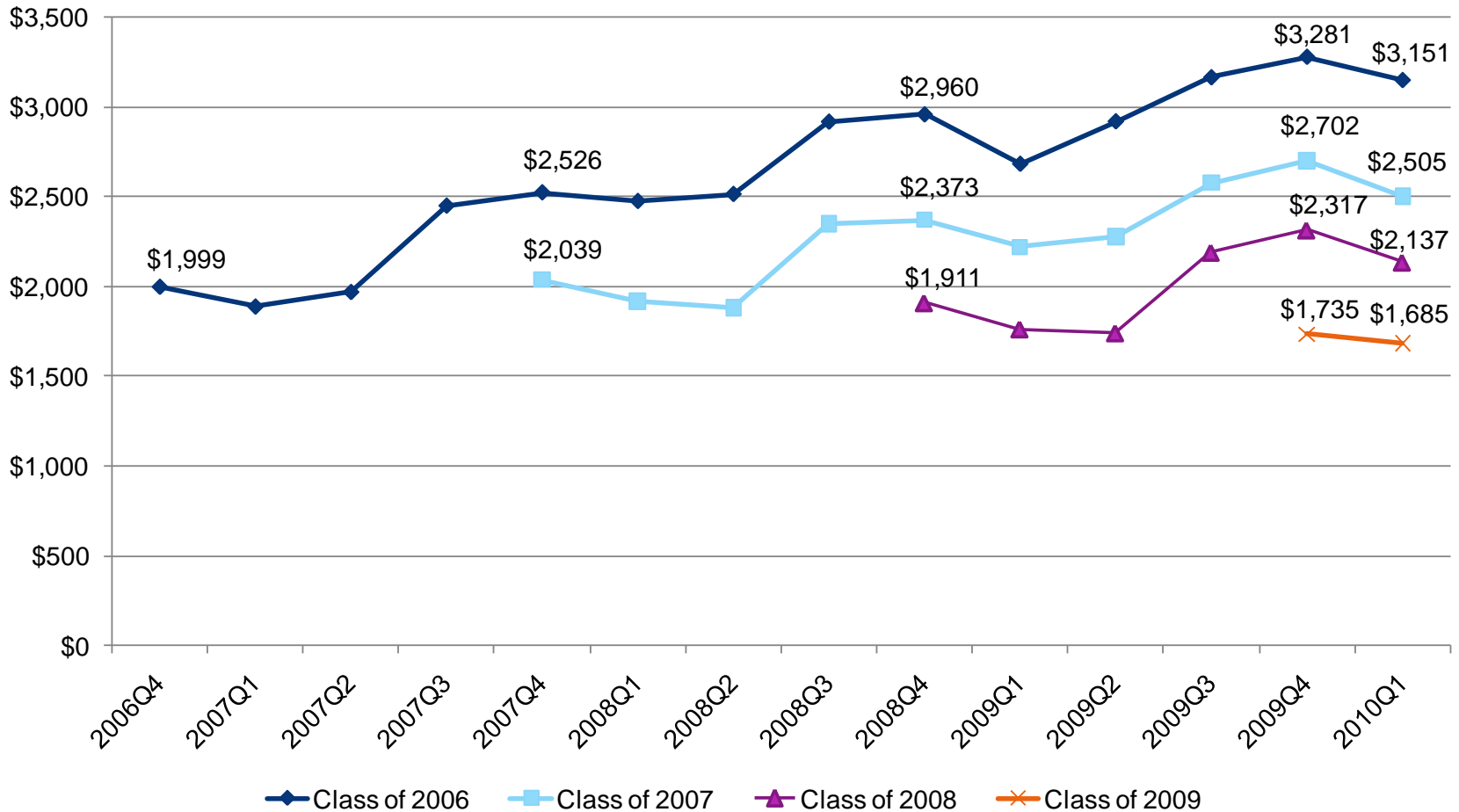
Overall Post-Grad Employment Status, by Graduating Class





Median Earnings by Quarter for Central Texas HS Graduates

(Through Spring 2010, Any Employment by Cohort)



Major Factors Linked to Increased 4-Year Enrollments Class of 2007



Major factors increased enrollment odds by 50% or more. No factors reduced enrollment odds by more than 50%.

All Surveyed Graduates

- Completion of Distinguished Achievement Program or Recommended High School Plan was strongest (+345%)
- College placement exams, Top 10% and FAFSA completion (all +100%)
- HS math in 8th grade, G/T, visiting college campus, high school sports (all +50%)

All Groups

- College entrance exams, Top 10%, HS math in 8th grade (+50% for all groups)

Major Factors Linked to Increased 4-year Enrollments for Selected Populations Class of 2007



- ***Hispanic graduates:*** many key factors the same but strength varied; strong curriculum and FAFSA very important; males more likely to enroll; parental education and visiting campuses not significant
- ***Low-income graduates:*** far fewer significant variables; curriculum and top 10% most important
- ***First generation graduates:*** Top 10% increased enrollment odds by 400%; college entrance exams, 8th grade high school math credit also important; curriculum not significant for this group

*****For all graduates, uncertainty about borrowing for college reduced enrollment odds***

Major Factors Linked to 2-year Enrollments (Class of 2007)



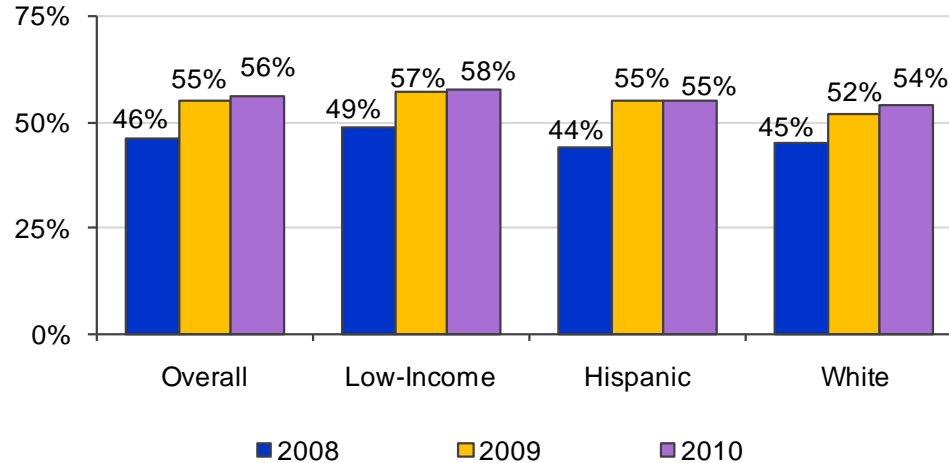
Fewer factors statistically associated with odds of 2-year college enrollment.

- None **increased** the odds of 2-year college enrollments by more than 50%.
- Graduating in the Top 10% of the senior class **reduced** 2-year enrollment odds by more than 50% for all groups.
- Never thinking about college as an option **reduced** 2-year enrollment odds by more than 50% for surveyed graduates overall, but not for the various groups.

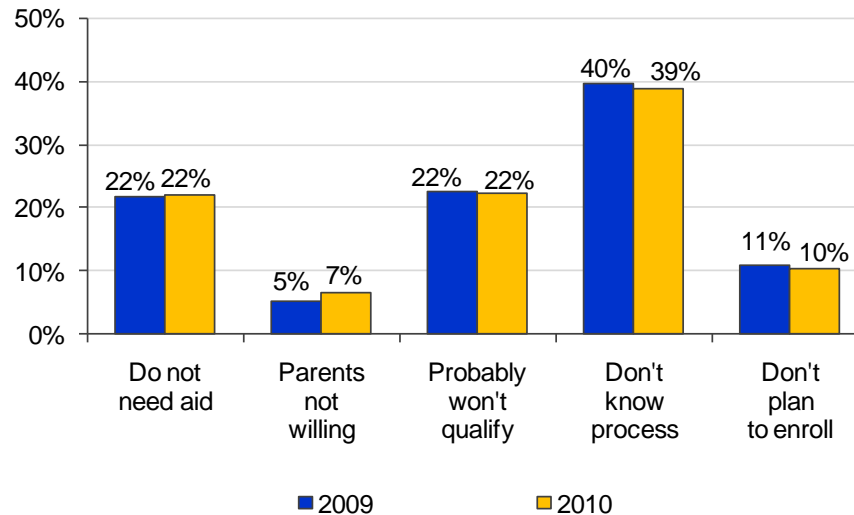
Senior Survey Recent Trends



More Students Reported FAFSA Submission



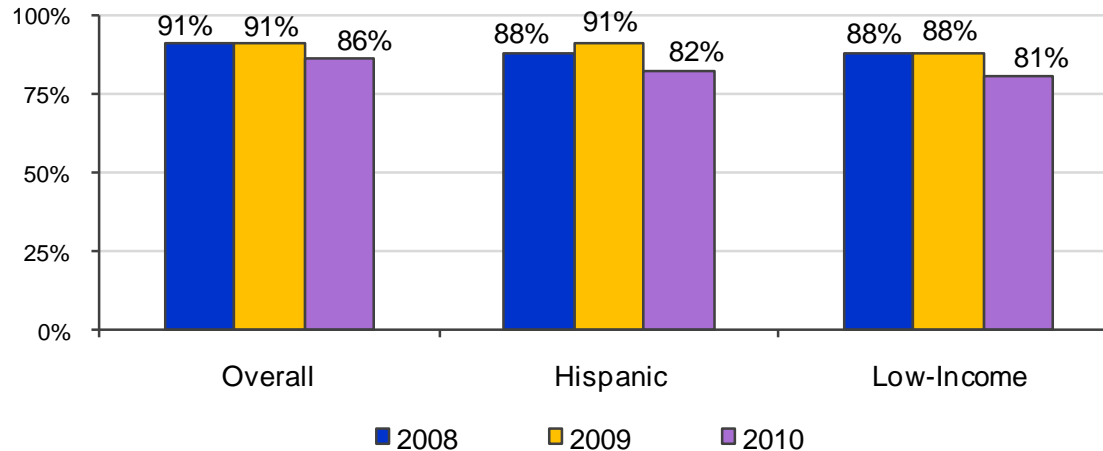
Primary Reason for Not Submitting FAFSA



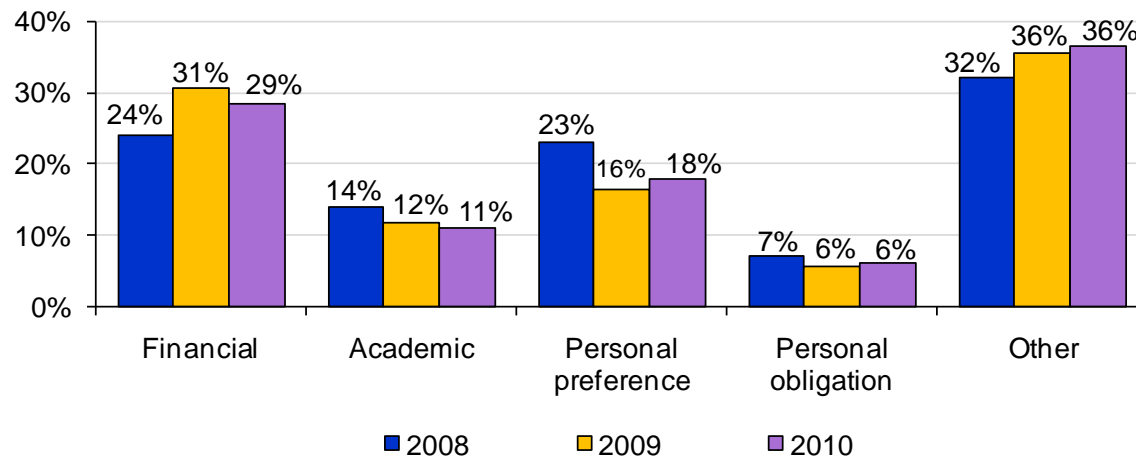
Senior Survey Recent Trends



Plans for Postsecondary Enrollment



Primary Reason for Not Choosing Postsecondary Enrollment



Implications for Policy



- Taking rigorous courses and focusing on college-prep activities (e.g., college enrollment counseling, college applications, FAFSA) improves initial postsecondary enrollment for all groups
- Recent economic downturn shows that other strategies may be needed to continue improvement for groups that traditionally have not attended college at comparable rates
- Because most graduates attend in-state colleges, affordability of Texas schools is an important public policy objective for continuing to increase enrollments
- More work needed to:
 - Explore promising interventions for low-income Hispanics
 - Boost persistence for African-Americans
 - Better understand the relationship between various education-work pathways and future career success

Implications for Practice



- GAC offers free financial aid sessions each spring targeting students who haven't traditionally enrolled
- College Enrollment Managers use data to:
 - assess differences in students' awareness of services they receive v. actual services and outcomes
 - compare outcomes for their students to those of similar students in surrounding districts
 - tailor college-prep strategies to student needs
 - prioritize future services for students
- GAC is working with USDoE and THECB so ISDs can obtain near-real-time college application and FAFSA completion data
- ISDs have partnered with local college-access programs (e.g., College Forward, CIS, Con Mi Madre) to provide college-prep and mentoring services

Ongoing/Future Research



- Working with TWC, add **new data sources** (e.g., dev ed, FAFSA, corrections, E&T) for more **comprehensive analysis**
- Fully document students' **postsecondary “pathways” over time** and **factors shaping them**—which factors lead to successful pathways?
- **Identify the top 3-5 actions** school counselors can take to foster improved postsecondary success
- Create **user-friendly reports** for ISDs, business and civic leaders
- Use our data to **evaluate and improve college-preparation efforts**

For More Information



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