



CENTRAL TEXAS
Student*Futures*
PROJECT

**RAY MARSHALL
CENTER**
UNIVERSITY OF TEXAS
AT AUSTIN

**Education and Work After
High School:
Using Research to Improve Practice in a
FERPA World**

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Central Texas Context

- Demographic trends indicate that most of Central Texas growth will occur among populations that have traditionally not attended college
- Forecasts call for increasing the number of Central Texas high school graduates who attend college by 20,000 from 2006-2010 to maintain economic competitiveness
- Core funders for this project are Austin Chamber of Commerce, which is actively pushing school districts and post-secondary education institutions toward meeting college enrollment goal, and TG Public Grant Program, which seeks to increase college access for traditionally under-represented populations
- Multiple ongoing local initiatives related to achieving this goal

Central Texas = Austin MSA



Project Overview

- Research and dissemination partnership
 - Ray Marshall Center, LBJ School, University of Texas
 - Ten Central Texas ISDs (29 high schools) that include 80% of graduates in Austin MSA
 - Skillpoint Alliance, a local education/workforce intermediary
 - Advisory Committee of ISD representatives
- Multiple cohorts of high school graduates
 - 2006-2009 graduates
 - High diversity among schools and districts in size, programs and services, and graduate characteristics
- Administrative data used to follow education and workforce participation for 4+ years
- Prior school records linked with senior survey data to measure background factors related to outcomes
- Broad engagement of education, business and community stakeholders

Project Purpose



- **Conduct longitudinal research on:**
 - what regional high school graduates do after high school
 - why they make these decisions
 - how educational, personal and financial factors are linked to graduates' success in postsecondary education and the workforce
- **Foster educational improvement through:**
 - identifying and sharing best practices
 - workshops and seminars for ISDs and other community organizations



Research Questions

- What share of graduates enrolled in 2-year and 4-year postsecondary institutions through December 2007?
- What share of graduates were employed through December 2007?
- What share of graduates were both enrolled in postsecondary institutions and employed?
- Which factors are significantly associated with postsecondary and employment outcomes?



Data Access

- FERPA study exception in 9 ISDs
 - ISDs provide prior school records
 - Seniors provide direct consent to link survey to longitudinal administrative data
- Research partnership with Austin ISD
 - AISD administers its own survey and provides prior school records and survey data
 - No consent required
- Outcomes data provided through MOUs
 - Texas Workforce Commission
 - National Student Clearinghouse
 - Selected Texas universities

Data Sources



High school records

- Student demographics
- Courses taken
- Course grades

Senior survey

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

Postsecondary education enrollment*

- National Student Clearinghouse
- University of Texas at Austin
- University of North Texas

Employment*

- Texas Unemployment Insurance (UI) wage records

* through 12/07



Characteristics of 2007 Graduates

	2007 Graduates		2007 Graduates
N	9,394	N	9,394
Race/Ethnicity		School District	
Asian	6%	Austin	38%
Black	11%	Del Valle	3%
Hispanic	29%	Eanes	6%
White	53%	Leander	12%
Other/Unknown	1%	Manor	2%
		Pflugerville	11%
Gender		Round Rock	23%
Female	49%	San Marcos	5%
Male	51%		
		Special Education	
Family Income Status		Yes	10%
Low-income	21%	No	8%
Not low-income	76%	Unknown	5%
Unknown	3%		



What share of
Class of 2007 graduates
enrolled in 2-year and
4-year postsecondary
institutions in the fall after
graduation?

Postsecondary Enrollment

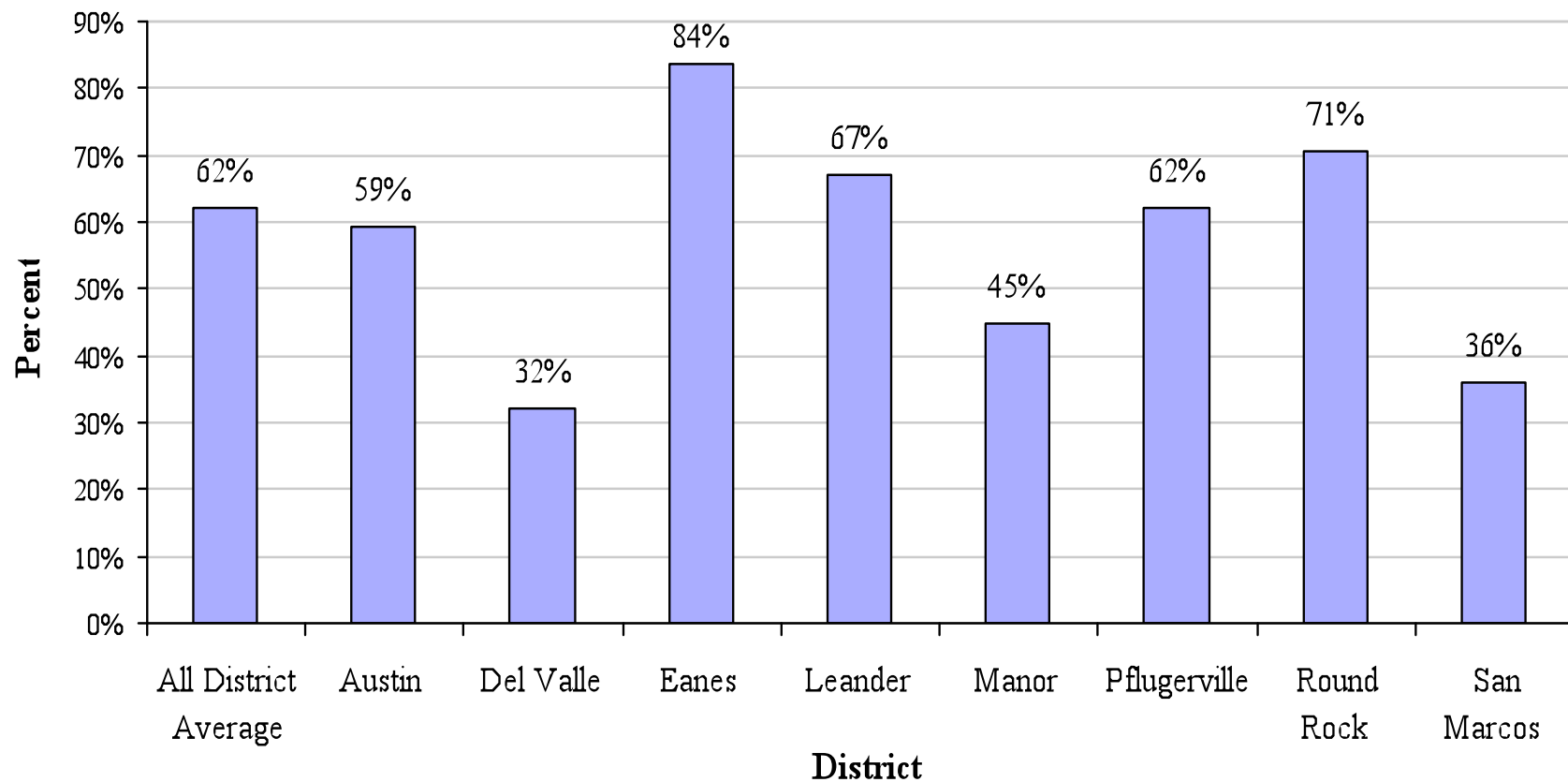


IN THE FALL 2007:

- 62% of 2007 graduates were enrolled in postsecondary education
 - 40% in 4-year schools
 - 22% in 2-year schools
- Most 2007 graduates enrolled in Texas schools
 - 54% in-state
 - 8% out-of-state

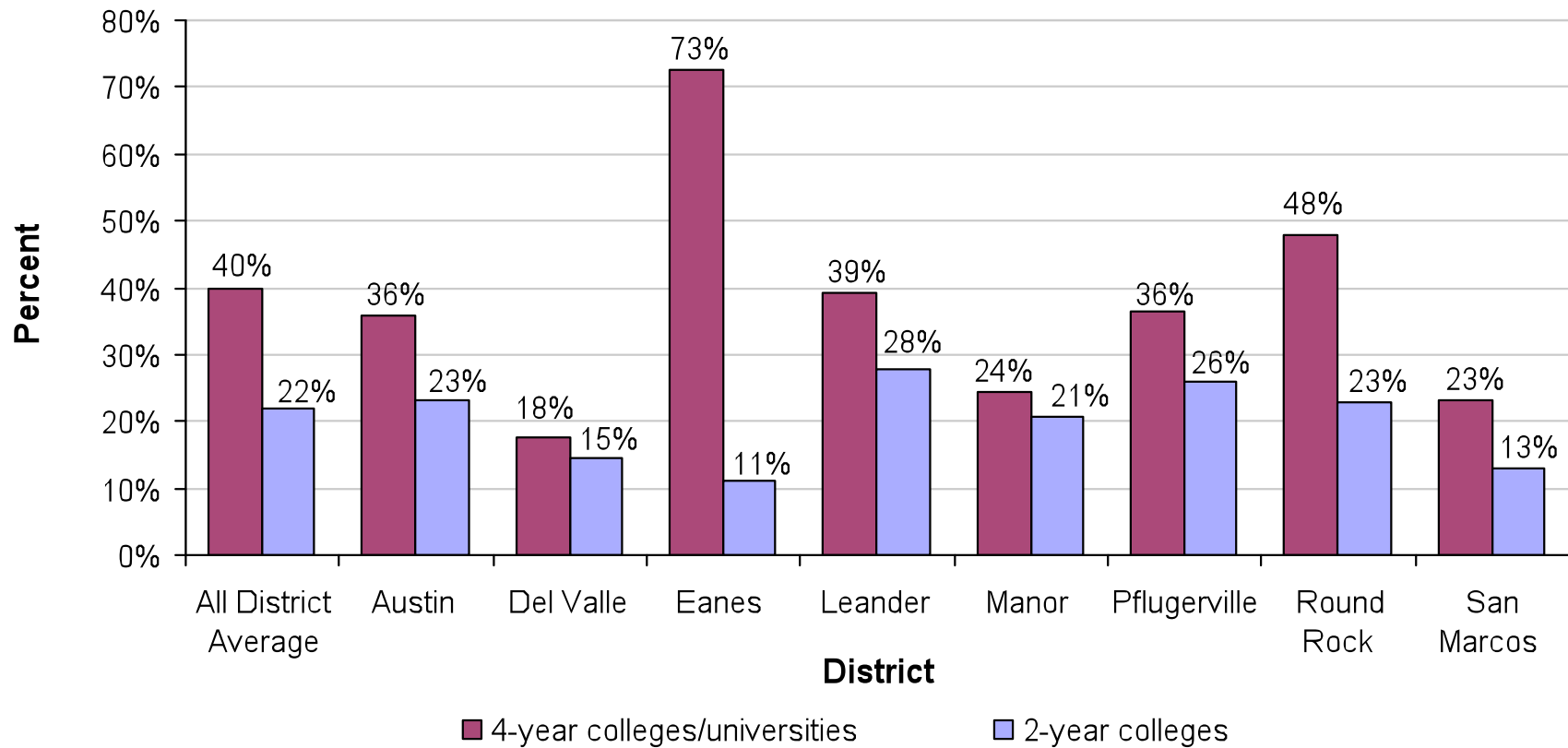


Percent of 2007 Graduates Enrolled, by District





Percent of 2007 Graduates Enrolled in 2-year and 4-year Institutions, by District



Postsecondary Enrollment



- Higher shares of these students enrolled in 4-year institutions
 - Asian graduates (57%)
 - White graduates (49%)
 - Graduates not in low-income families (47%)
 - Graduates not in special education (44%)
- Enrollment rates in 2-year schools were more evenly distributed across groups (21%-23%)



What share of Class of 2007
high school graduates
were employed
in the fall after graduation?

What share of graduates were
both enrolled and employed
in the fall quarter after graduation?



Employment

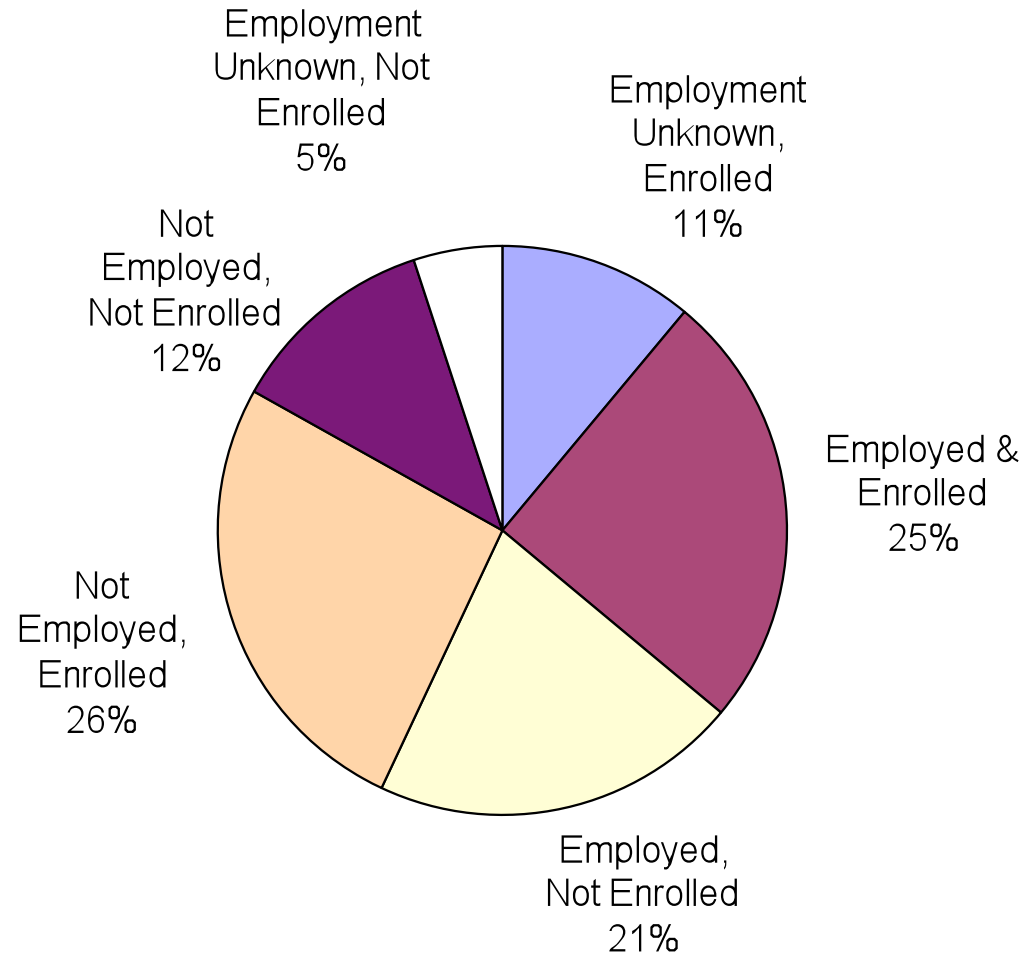


- In the 4th quarter of 2007, **46% of all 2007 graduates were employed in Texas***
 - 21% employed only
 - 25% employed and enrolled in postsecondary education
- Higher employment rates for
 - Hispanic graduates
 - Black graduates
 - Low-income graduates
- School districts with **lower** postsecondary enrollment rates had **higher** employment rates

* Employment could only be measured for graduates with reported SSNs.



Initial Outcomes for 2007 Graduates



This accounts for education and work outcomes for 85% of 2007 graduates



Which factors are significantly associated with postsecondary education and employment outcomes?



Methods and Samples

- Regression (OLS and logit) models to measure independent factors associated with:
 - Any enrollment in fall after graduation
 - Enrollment in 4-year schools in fall after graduation
 - Enrollment in 2-year schools in fall after graduation
 - Employment but not enrolled in fall after graduation
- Models estimated for
 - All graduates (education n=8,706; employment n=7,244)
 - Surveyed graduates who provided consent (education n = 3,061; employment n=2,759)
- Models for surveyed graduates has most complete set of variables but under-represents some population groups. Statistical weighting not successful due to low consent rates in some high schools and districts.
- Results include control variables for districts. Results represent all surveyed graduates regardless of school or district attended.

Selected Factors Associated with Initial 4-Year Enrollment



	More Likely to Enroll			Less Likely to Enroll		
	All	Hispanic	Low-income	All	Hispanic	Low-income
Classified as G/T	X		X			
Received 8th grade math credit	X	X	X			
Failed any 9th grade course				X	X	
Took a sequence of CTE courses				X	X	
Took tech prep courses				X	X	
Graduated in Top 10%	X	X	X			
Graduated under DAP or RHSP	X	X	X			
Earned more than \$2,000				X	X	
First thought of college as an option in high school				X	X	
At least one parent completed at least a bachelor's	X					
Participated in sports	X					
Worked more than 16 hours per week				X		
Met with a counselor about career information				X		
Met with a counselor about academic performance					X	
Met with a counselor about personal/family issues				X	X	
Visited one or more college campus	X					
Took the PSAT	X					
Took college entrance tests	X	X	X			
Completed FAFSA	X	X	X			
Felt very well or well prepared for college and career goals	X	X				
Did not plan to borrow money for college					X	
Felt uncertain about borrowing money for college				X	X	X



	More Likely to Enroll			Less Likely to Enroll		
	All	Hispanic	Low-income	All	Hispanic	Low-income
Low-Income				X		
Classified as G/T				X	X	X
Received 8th grade foreign language credit						X
Received 8th grade math credit				X		
Graduated in Top 10%				X	X	X
First-generation college student				X		
Home language is Spanish						
At least one parent completed at least a bachelor's				X		
Never thought about college as an option				X		
Participated in Journalism			X			
Participated in non school-related music		X				
Participated in community service				X		
Participated in non school-related environmental projects					X	
Participated in community service						X
Worked more than 16 hours per week	X					
Met with a counselor about writing resumes, job applications and/or career information	X		X			
Visited one or more college campus				X		
Completed FAFSA				X	X	
Felt not very well or not at all prepared for college/career goals						X

Factors Associated with Initial Employment if Not Enrolled



	More Likely to Work			Less Likely to Work		
	All	Hispanic	Low-income	All	Hispanic	Low-income
Hispanic	X					
Low income	X	X				
Home language is Spanish				-X	X	X
Received 8th grade foreign language credit			X			
Received 8th grade math credit						
Graduated under the DAP or RHSP				X		
Earned more than \$2,000 in senior year	X					
Student first thought about college as an option in high school	X					
Worked 16+ hours per week	X	X				
Met with a counselor regarding personal/family issues	X	X				
Met with a counselor regarding grades / test scores / academic performance	X	X				
Took the PSAT						X
Took college entrance tests				X	X	X
Completed FAFSA				X		
Uncertain about borrowing money for college	X	X				

Conclusions



- The large sample size and breadth of variables captured in the senior survey support analysis on specific populations that cannot be measured reliably in national datasets.
- The difference in consent rates among ISDs impedes the ability to develop models that both represent all graduates in the region and include all variables.
- With a few exceptions, most research results are logical and largely consistent with the literature for all graduates (e.g., gender effects). However, some differences occur when samples are restricted to specific demographic groups.

Conclusions...



- Existing regression models explain 4-year enrollments more precisely than either 2-year enrollments or employment.
- The largest, most consistent influences on increasing initial 4-year college enrollment rates are related to academic achievement and engaging in college preparation activities.
- Uncertainty over financing appears to play an important constraining role in students' decisions about whether or not to enroll in 4-year college.

Plans for the Future



- Explore options for eliminating need for student consent in non-AISD districts (e.g., FERPA authorized representative).
- Enhance current estimation models for 2-year enrollment and employment.
- Develop school-level and district-level variables for use in multivariate models.
- Test findings by using statistical models that incorporate multi-level variables (i.e., student, school and district).
- Extend time period and measures used for tracking student longitudinal outcomes.

For more information:

www.centexstudentfutures.org



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