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CENTRAL TEXAS
StudentFutures
PROJECT

Findings from the 2008 Senior Surveys

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Tara Carter Smith
Nicole Beck
Greg Cumpton

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Ray Marshall Center
for the Study of Human Resources
LBJ School of Public Affairs
The University of Texas at Austin
3001 Lake Austin Blvd., Suite 3.200
Austin, TX 78703

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The authors thank Chris King and Deanna Schexnayder from the Ray Marshall Center, as well as our partners at Skillpoint Alliance who assisted with this project. They examined elements of the survey results, provided direction and support in determining the most important items for analysis, and aided in reading the draft document and providing comments on content and format. The authors also wish to thank the technical staff of the Ray Marshall Center who provided valuable support during the survey administration, John Schexnayder and Geoff Traugott. Student assistant Rachel Veron cheerfully assisted with data entry of paper survey responses and consent form information. In addition, we are grateful to Patty Rodriguez with the Ray Marshall Center who skillfully created a single survey dataset from multiple, seemingly incompatible, sources. Finally, we must express our thanks to a fellow Ray Marshall staff member, Susie Riley, for all of her administrative support and expert formatting of this report for final publication.

Executive Summary

The Central Texas Student Futures Project¹ is a research partnership of the Ray Marshall Center, Skillpoint Alliance, and ten 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 annually 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 ten participating districts for the Class of 2008 research cycle. The districts and their first year of participation are as follows:

Austin ISD (2005)	Leander ISD (2006)
Bastrop ISD (2008)	Manor ISD (2006)
Del Valle ISD (2005)	Pflugerville ISD (2005)
Eanes ISD (2007)	Round Rock ISD (2005)
Hays Consolidated ISD (2008)	San Marcos Consolidated ISD (2007)

¹ The Central Texas Student Futures Project was previously named the Central Texas High School Graduate Data Center.

Seniors in these ten districts represent approximately 83% of seniors in the four Central Texas counties that are covered by the research: Bastrop, Hays, Travis, and Williamson. Survey and outcomes reports for prior years, as well as additional information on the Student Futures Project and its foundation are available on the project website at:

www.centexstudentfutures.org

Research Methods

The annual high school senior survey asks questions about students' family backgrounds, their activities in high school, and their plans for further education, largely gathering information that is not contained in existing school records. The survey is a central component for answering the Student Futures Project's research questions because administrative student records do not capture many of the student-level background factors critical to determining influences on students' decision-making about further education and training. Survey questions were designed to gather information about many aspects of the Central Texas high school experience and students' perceptions of how their experiences, both inside and outside of school, influenced their post-high school choices. The survey also gathers 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, the survey collects background demographic information so that the results can be analyzed to determine how students' experiences and preparation vary for different population groups within Central Texas high schools.

The administration of the survey took place from late March through early June of 2008 in 32 Central Texas high schools across the ten participating ISDs. 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. Questions the two surveys had in common were analyzed for respondents in all ten districts, while questions asked solely on the Student Futures Project survey were analyzed for respondents in the nine districts that administered it. The analysis examined 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 and for selected groups of students. The student groups in focus 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 reporting that neither of their parents had completed any education beyond high school
- *Low-income students*—seniors reporting that their families participated in the Food Stamp, TANF, or free/reduced price school meal programs (also known as economically disadvantaged students)
- *Low-income schools*—schools in which at least 40% of students came from low-income families²
- *Race/ethnicity*—students could self-report Black, African, or African-American; Hispanic, Latino, of Spanish Origin; Asian, Asian-American, or Pacific Islander; White, Caucasian, or European-American; or Other³
- *Gender*—students could self-report male or female

Overall and District Response Rates

A total of 8,328 seniors in the ten participating school districts took the survey during the spring semester prior to graduation. Across all districts, 67% of 2008 seniors responded to the survey. As the following table indicates, survey response rates varied substantially across participating districts. 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. The 2008 Senior Survey marks the first time in the study’s history that the response rate was at least 50% in every participating district.

Table 1. Survey Response Rates by District

	Seniors ¹	Survey Respondents	Response Rate
Austin²	4,478	3,191	71%
Bastrop	491	286	58%
Del Valle	399	233	58%
Eanes	647	321	50%
Hays Consolidated	714	515	72%
Leander	1,412	905	64%
Manor	215	113	53%
Pflugerville	1,204	922	77%
Round Rock	2,391	1,506	63%
San Marcos Consolidated	421	336	80%
Total	12,372	8,328	67%

Source: Student Futures Project calculations.

¹ Calculated for seniors present and enrolled on Oct. 26, 2007 using district-provided PEIMS data.

² Austin ISD’s exit survey report calculated the number in the senior class as of April 1, 2008. They report 4,269 seniors and a survey response rate of 74.8%.

² Twelve of the 32 participating high schools meet this definition, with ten of these schools having low-income student populations of at least 50%.

³ Other includes students who self-reported American Indian, Eskimo, or Aleut. Race/ethnicity classification for Austin ISD respondents is derived from administrative records.

Findings from the 2008 Senior Surveys, All Ten Participating Districts

Family Background

- More than one-third of respondents reported that at least one parent had a bachelor's degree or higher. An almost equal share reported that at least one parent had a high school diploma/GED or less.
- A greater share of respondents (45%) began thinking about college as an option in middle or high school than had thought about it for "as long as I can remember" (41%).

High School Experiences

- Twenty-two percent of respondents had changed high schools at least once since 9th grade.
- The majority of Black, Hispanic, and White respondents reported that they only spent one to five hours per week studying outside of class.
- Approximately equal shares of respondents (one-third) reported either not working at all during their senior year or working 16 or more hours per week.
- Eighty-five percent of respondents reported participating in at least one extracurricular activity. Those who would be first-generation college students were more likely to report not participating in any extracurricular activities than other respondents.

College Preparation Activities

- Fully 91% of respondents planned to attend a college or technical school in the year following graduation. Almost half of respondents indicated that they would work part-time while attending school.
- Respondents participated in a wide range of college preparation activities, with more than half indicating that they had visited one or more college campus, taken the PSAT, applied to a college or technical school, and/or submitted a transcript.
- One-third or more of respondents indicated that they would pay for college through a scholarship, personal/family savings, or by working. Only 46% of respondents reported that they had submitted a Free Application for Federal Student Aid (FAFSA).
- Fourteen percent of respondents indicated that they and their family found the financial aid process "difficult" or "very difficult" to understand.

Findings from the Nine-District Student Futures Project Senior Survey

As noted above, questions asked solely on the Student Futures Project survey could only be analyzed for respondents in the nine districts that administered it.

Family Background

- Twenty-eight percent of respondents indicated that at least one parent had been born outside the U.S.
- More than one-third of Asian respondents and 14% of Hispanic respondents were foreign-born.

High School Experiences

- More than half of respondents reported that they would participate in more college preparation activities, focus more on their GPA, and spend more time with their friends if they were given the opportunity to go back and attend high school again.
- Almost 40% of respondents indicated that they *expected* to go to college (instead of simply thinking about it) for “as long as I can remember,” while 31% reported that they began expecting to go to college in high school.

College Preparation Activities

- More than half of respondents took a college entrance test prior to the start of their senior year. Hispanic respondents had the highest share of all racial/ethnic groups reporting that they had not taken any college entrance exam at the time of the survey.
- More than 40% of respondents reported that their family helped them the most in the college application process. One-third of respondents also found their family most helpful in obtaining financial aid information. Almost 20% reported school personnel as most helpful in preparing for college applications, while nearly 30% found school personnel most helpful in obtaining financial aid information.
- More than 60% of respondents reported that someone in their family had attended a financial aid event. Students from families with at least one parent holding a bachelor’s degree or higher were much more likely than respondents who would be first-generation college students to indicate that they and their parents had attended a financial aid event.
- While 31% of respondents reported that they did not need financial aid to attend college, a nearly equal share (29%) reported that they did not know about the financial aid process. Seniors who would be first-generation college students, low-

income seniors, and seniors who attended low-income high schools, as well as Black and Hispanic respondents, were all significantly more likely than their counterparts to report not knowing about the financial aid process.

Conclusions and Next Steps

The senior surveys provide rich detail on students' family backgrounds, high school activities, and preparations for the future. Overall, 2008 senior survey findings are very similar to findings for the Class of 2007. Given the addition of two ISDs to the project in this research cycle and the improved response rate, this result is encouraging. Differences noted in responses between the two classes are likely the result of different policies and student populations resulting from these additions.

The fact that so many of the 2008 survey respondents are focused on pursuing further education is also encouraging. Survey responses indicate that many Central Texas high school seniors are actively preparing for college and the workforce with the encouragement, support, and guidance of their families and school personnel. There is work to be done, however, for those student groups that consistently indicated less certainty about and engagement in the college and financial aid application processes. Survey responses from those who would be the first generation in their family to attend college, students from low-income families and Hispanic seniors continue to highlight the need for more active and targeted interventions to prepare for successful postsecondary transitions to further education and employment.

The Student Futures Project will follow these Class of 2008 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 high school education records and outcomes data to determine the factors and characteristics of graduates that have the strongest associations with success. Reports on the progress of and findings related to the Class of 2008 will be released periodically.

Chapter I. Project Overview

The Central Texas Student Futures Project¹ is a research partnership of the Ray Marshall Center, Skillpoint Alliance, and ten 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.

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¹ The Central Texas Student Futures Project was previously named the Central Texas High School Graduate Data Center.

Survey and outcomes reports for prior years, as well as additional information on the Student Futures Project and its foundation are available on the project website at:

www.centexstudentfutures.org

Central Texas

Seniors in ten of the 26 area school districts participated in the Student Futures Project in 2008, representing approximately 83% of seniors in the four Central Texas counties that are covered by this research: Bastrop, Hays, Travis, and Williamson. The 2007 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). Travis and Bastrop counties have the highest shares of families in poverty and the lowest median family incomes. While one-third or more of the residents in Hays, Travis and Williamson counties have bachelor’s degrees or higher, only 16% of Bastrop County residents do. Williamson County has the lowest share of Hispanic residents.

Table 1. Comparison of Central Texas Counties

	Bastrop County	Hays County	Travis County	Williamson County
Median Family Income	\$60,749	\$75,271	\$69,334	\$75,869
Families with Children Under 18 Living in Poverty	13.1%	7.9%	14.7%	7.5%
Hispanic Population	27.9%	32.0%	32.5%	20.8%
Population with Bachelor’s Degree or Higher	15.6%	32.6%	42.4%	36.1%
Participating ISDs	Bastrop	Hays Consolidated, San Marcos Consolidated	Austin, Del Valle, Eanes, Manor, Pflugerville	Leander, Round Rock

Source: American Community Survey, 2007; U.S. Census Bureau State and County Quick Facts; TEA Lonestar

Contents and Organization of this Report

This report discusses findings from the senior surveys conducted in the spring of 2008. Chapter II provides detailed research topics and then describes the dataset and methods used to analyze survey responses. In Chapter III, findings from surveys of high school seniors in all participating ISDs are discussed, both for all respondents and for key student groups of interest to funders and policymakers. In Chapter IV, findings from questions asked solely in the Student Futures Project survey, administered in nine of the ten

participating districts, are presented. The final chapter draws conclusions from the analysis and summarizes plans for future Student Futures Project activities. Three appendices provide: more technical descriptions of the research methods and data used in this report (Appendix A); a copy of the Student Futures Project survey (Appendix B); and detailed survey responses by question for all student groups and the ten school districts (Appendix C).

Chapter II. 2008 Senior Survey Research Methods and Sample Characteristics

The annual survey of Central Texas high school seniors was conducted in the spring of 2008 in ten participating school districts. This chapter discusses the purpose of the survey and details the methods used to administer and analyze the survey. In addition, response rates and respondent characteristics are detailed overall and by district.

Research Methods

The annual high school senior survey asks questions about students' family backgrounds, their activities in high school, and their plans for further education, largely gathering information that is not contained in existing school records. The survey is a central component for answering the Student Futures Project's research questions, because administrative student records do not capture many of the student-level background factors critical to determining influences on students' decision-making about further education, training, and work. 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 gathers 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, the survey collects background demographic information so that the results can be analyzed to determine how students' experiences and preparation vary for different population groups within Central Texas high schools.

The administration of the survey took place from late March through early June of 2008 in 32 Central Texas high schools in the ten participating ISDs: Austin, Bastrop, Del Valle, Eanes, Hays Consolidated, Leander, Manor, Pflugerville, Round Rock, and San Marcos Consolidated. Two surveys 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 a senior exit survey online or in paper form to students in its 13 high schools. Austin ISD partnered with the Ray Marshall Center by adding some questions to their survey and modifying the wording of others to better align their survey instrument with the one administered in other districts. Schools using the Student Futures Project survey administered it either online or in paper and Scantron format;

some schools opted to use both formats. Designated district staff members in these nine districts were given the opportunity to review and comment on survey questions prior to its administration. More details about the survey administration are included in Appendix A. A copy of the Student Futures Project survey can be found in Appendix B. Readers interested in the 2008 Austin ISD Exit Survey and its results may obtain a full report online at http://www.austinisd.org/inside/accountability/evaluation/survey_reports.phtml.

In Chapter III, those questions asked in both surveys are examined. Chapter IV details responses to questions asked solely on the Student Futures Project survey, which was administered in nine of the ten participating districts. The analyses in both chapters are summarized 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 and for selected groups of students. Statistically significant differences² among the following groups of respondents will be noted:

- *Students planning further education*—seniors who planned to attend college or technical school within one year of high school graduation
- *First-generation students*—seniors reporting that neither of their parents had completed any education beyond high school
- *Low-income students*—seniors reporting that their families participated in the Food Stamp, TANF, or free/reduced price school meal programs (also known as economically disadvantaged students)
- *Low-income schools*—schools in which at least 40% of students came from low-income families³
- *Race/ethnicity*—students could self-report Black, African, or African-American; Hispanic, Latino, of Spanish Origin; Asian, Asian-American, or Pacific Islander; White, Caucasian, or European-American; or Other⁴
- *Gender*—students could self-report male or female

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 detailed in *Central Texas High School Graduate Data Center Year One Final Report*

² A more detailed technical explanation can be found in Appendix A.

³ Twelve of the 32 participating high schools meet this definition, with ten of these schools having low-income student populations of at least 50%.

⁴ Other includes students who self-reported American Indian, Eskimo, or Aleut. Race/ethnicity classification for Austin ISD respondents is derived from administrative records.

(Schexnayder et al., 2006). An updated literature review and project conceptual model will be published on the Student Futures Project website early in 2009.

Survey responses were also tabulated, and statistically significant differences tested, for each school district. Findings by district will not be noted in the body of the report unless survey responses seem inconsistent with the demographic/socioeconomic composition of the school district(s). Complete survey responses for each question, including responses by school district and student groups, are provided in Appendix C.

Overall and District Response Rates

Across all districts, 67% of 2008 seniors responded to the survey, an improvement over the 63% response rate for the Class of 2007. This year marks the first time in the study's history that the survey response rate was at least 50% in every participating district. Two districts joined the project during the 2007-2008 school year: Hays Consolidated and Bastrop ISDs. As Table 2 indicates, survey response rates varied substantially across participating districts. 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. San Marcos Consolidated ISD had the highest response rate at 80%. Appendix A details survey response rates for each high school that participated in the 2008 Senior Survey.

Table 2. 2008 Survey Response Rates, by District

	Seniors ¹	Survey Respondents	Response Rate
Austin²	4,478	3,191	71%
Bastrop	491	286	58%
Del Valle	399	233	58%
Eanes	647	321	50%
Hays Consolidated	714	515	72%
Leander	1,412	905	64%
Manor	215	113	53%
Pflugerville	1,204	922	77%
Round Rock	2,391	1,506	63%
San Marcos Consolidated	421	336	80%
Total	12,372	8,328	67%

Source: Student Futures Project calculations.

¹ Calculated for seniors present and enrolled on Oct. 26, 2007 using district-provided PEIMS data.

² Austin ISD's exit survey report calculated the number in the senior class as of April 1, 2008. They report 4,269 seniors and a survey response rate of 74.8%.

Characteristics of Survey Respondents

A total of 8,328 seniors in the ten participating school districts took the survey during the spring semester prior to graduation. In the 9-district sample there were 5,137 respondents. A summary of variables of interest for all respondents in each sample is provided in Table 3, with a more detailed breakdown of these characteristics presented in Appendix A.

Comparing the two samples, several statistically significant differences are revealed. The 10-district sample has greater shares of Hispanic and low-income respondents than the 9-district sample. The 9-district sample has greater shares of White and non low-income respondents. In both samples a small number of respondents chose not to provide certain information; the number of “missing” responses for each variable should be noted.

Table 3. Characteristics of Survey Respondents

	10-District Sample		9-District Sample	
	Number	Percent	Number	Percent
Total	8328	100%	5137	100%
Ethnicity				
Asian	461	6%	359	7%
Black	890	11%	521	10%
Hispanic*	2,707	33%	1,387	27%
White*	3,983	48%	2,645	51%
Other	218	3%	209	4%
Missing	69	1%	16	0%
Gender				
Female	4,013	48%	2,366	46%
Male	3,937	47%	2,446	48%
Missing	378	5%	325	6%
Income Status*				
Low-income	2,571	31%	1,325	26%
Not Low-income	5,663	68%	3,718	72%
Missing	94	1%	94	2%
Plans for Initial Postsecondary Enrollment				
Going to College	7,569	91%	4,626	90%
Not Going to College	750	9%	502	10%
Missing	9	0%	9	0%
Either Parent has a Bachelor's Degree				
Either Parent has Bachelor's	3,687	44%	2,224	43%
Neither Parent has Bachelor's	4,499	54%	2,833	55%
Missing	142	2%	80	2%
Student Would Be First Generation to Go to College				
First Generation	1,940	23%	1,131	22%
Not First Generation	6,246	75%	3,926	76%
Missing	142	2%	80	2%

Source: Student Futures Project calculations.

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

* Indicates a statistically significant difference between Austin ISD and the 9-District Sample.

The composition of the surveyed seniors in 2008 differed from the composition of surveyed seniors in prior years on many of these variables. This is likely due to the addition of two school districts in 2008 and the increased response rates in Pflugerville and Round Rock ISDs. These factors also affected the share of Austin ISD seniors in the overall sample, which shrank from 69% in 2006 and 48% in 2007 to just 38% in 2008.

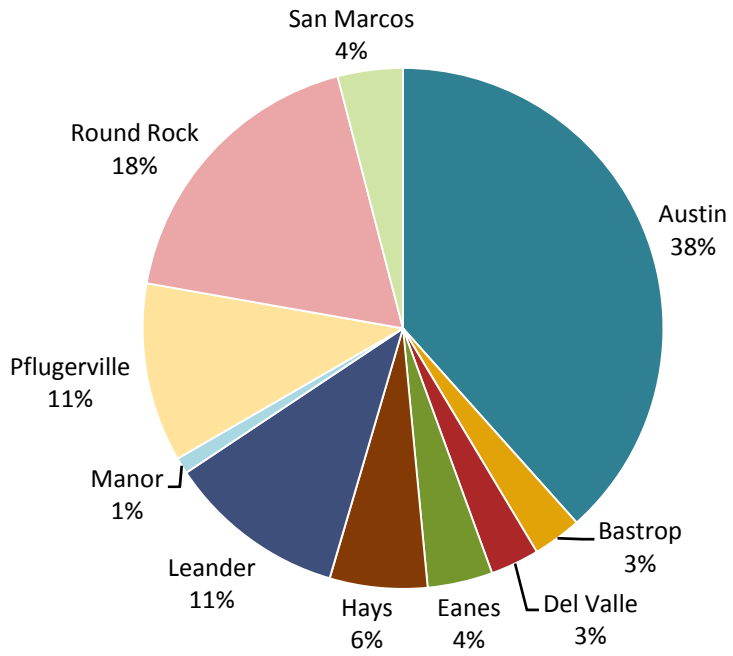
As previously detailed, the use of two somewhat different surveys – the Student Futures Project’s Senior Survey and the Austin ISD High School Exit Survey – precluded analyzing the entire population of respondents for all questions. Rather, for as many questions as possible, the whole population (the 10-district sample) was used; the remaining questions were analyzed based on the population composed of all Student Futures Project survey respondents (the 9-district sample). The breakdown of district representation in these two samples is shown in Figures 1 and 2.

Survey Respondents and Their Senior Class

The demographic characteristics of the respondents were quite varied by district. Ethnically, districts ranged from a high of 85% White respondents in Eanes to a low of 12% White respondents in Del Valle. Del Valle ISD had the largest share of Hispanic respondents (62%) while Manor ISD had the largest share of Black respondents (31%). Low-income respondents ranged from a high of 55% in Del Valle ISD to a low of 3% in Eanes ISD.

A close look at the differences between survey respondents and their district-level senior classes reveals a varied portrait as well (Table 4). In Austin ISD, survey respondents slightly underrepresented Hispanic, male, and non low-income seniors, while low-income and White survey respondents were overrepresented. In Bastrop ISD, Hispanic, White, and non low-income seniors participated in the survey at lower rates than their share of the senior class. Tests for statistically significant differences between survey respondents and non-respondents only revealed issues in one district: the surveyed population in Austin ISD had a significantly larger proportion of White and low-income students than the non-surveyed population.

**Figure 1. Composition of 10-District Sample, by District
(N = 8,328)**



**Figure 2. Composition of 9-District Sample, by District
(N = 5,137)**

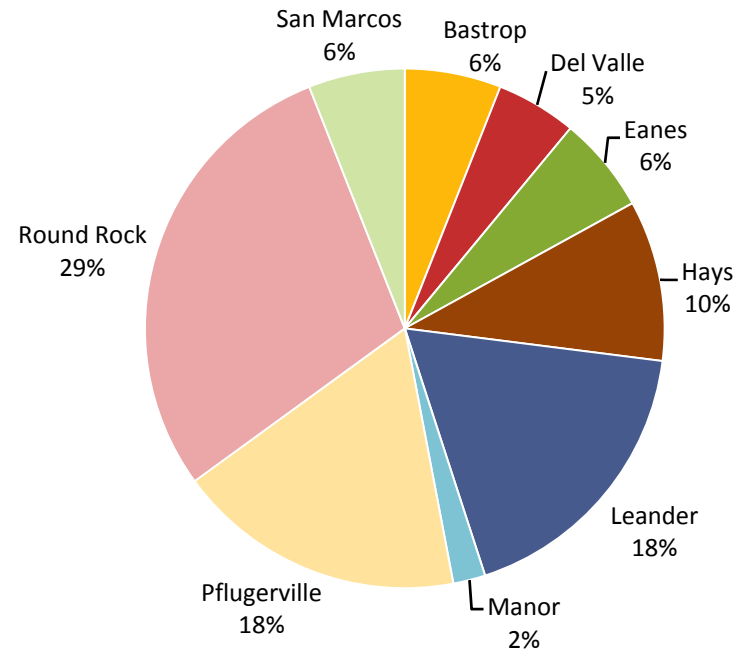


Table 4. Comparisons between Survey Respondents and Their Senior Class, by District

		Austin	Bastrop	Del Valle	Eanes	Hays	Leander	Manor	Pflugerville	Round Rock	San Marcos
Asian	Seniors	3%	1%	2%	7%	1%	3%	1%	11%	10%	2%
	Survey Takers	3%	1%	2%	6%	2%	4%	3%	12%	11%	2%
Black	Seniors	13%	10%	19%	0%	6%	6%	35%	23%	10%	5%
	Survey Takers	12%	10%	20%	0%	6%	7%	31%	19%	9%	5%
Hispanic	Seniors	45%	32%	64%	6%	53%	17%	45%	26%	19%	63%
	Survey Takers	41%	30%	62%	6%	50%	16%	42%	26%	17%	60%
White	Seniors	39%	57%	15%	87%	41%	73%	19%	41%	61%	30%
	Survey Takers	42%	54%	12%	85%	39%	68%	22%	39%	59%	30%
Female	Seniors	51%	46%	50%	52%	49%	49%	48%	52%	49%	52%
	Survey Takers	52%	40%	53%	38%	48%	47%	54%	53%	40%	50%
Male	Seniors	49%	54%	50%	48%	51%	51%	52%	48%	51%	48%
	Survey Takers	47%	32%	47%	40%	52%	53%	46%	47%	48%	49%
Not Low-Income	Seniors	64%	58%	40%	98%	67%	88%	52%	75%	87%	60%
	Survey Takers	61%	50%	45%	88%	63%	85%	51%	71%	78%	62%
Low-income	Seniors	36%	42%	60%	2%	33%	12%	48%	25%	13%	40%
	Survey Takers	39%	43%	55%	3%	37%	15%	49%	29%	19%	37%

Source: Student Futures Project calculations.

Note: Totals may not sum to 100% due to rounding or missing data.

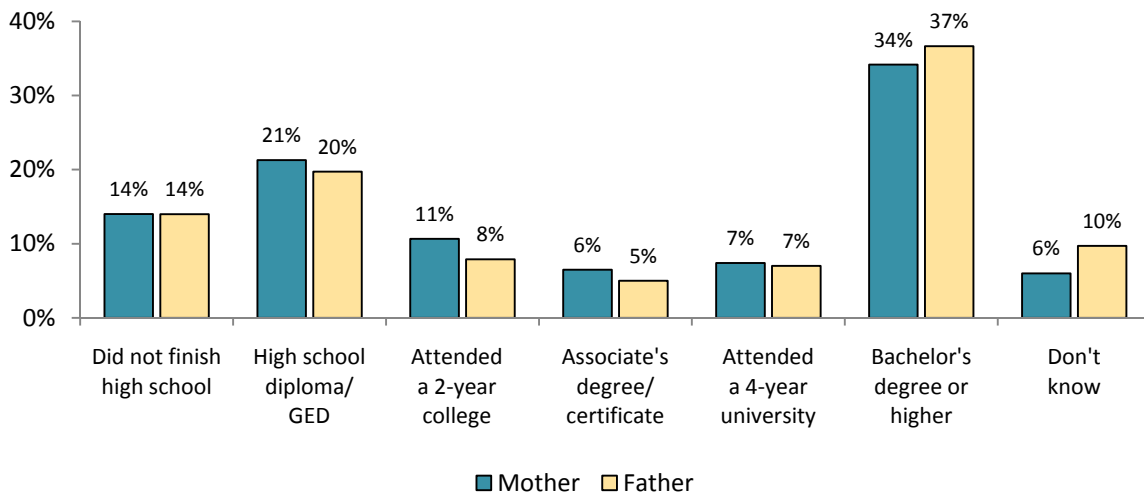
Chapter III. Analysis of 2008 Survey Responses

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

Research on students’ postsecondary transitions has found a strong link between parents’ education levels (particularly mothers’ education level) and students’ outcomes (Coneway, 2007; Horn and Carroll, 1998; King et al., 2007; Temple and Reynolds, 1999). Almost 60% of survey respondents reported that their mothers had at least some college experience; more than a third reported that their mothers had earned a bachelor’s degree or higher. Reports were similar for fathers’ education levels: 57% reported at least some college experience, and 37% reported that their fathers had earned a bachelor’s degree or higher (Figure 3). There were significant differences among student groups. White and Asian students were more likely to report parents with a bachelor’s degree than other students, while Hispanic students were more likely to report their parents had not entered or finished high school. More than half of students attending low-income high schools reported that their parents had a high school education or less.

Figure 3. Parents’ Education Levels
[N=8,178(M), N=8,132(F)]⁵

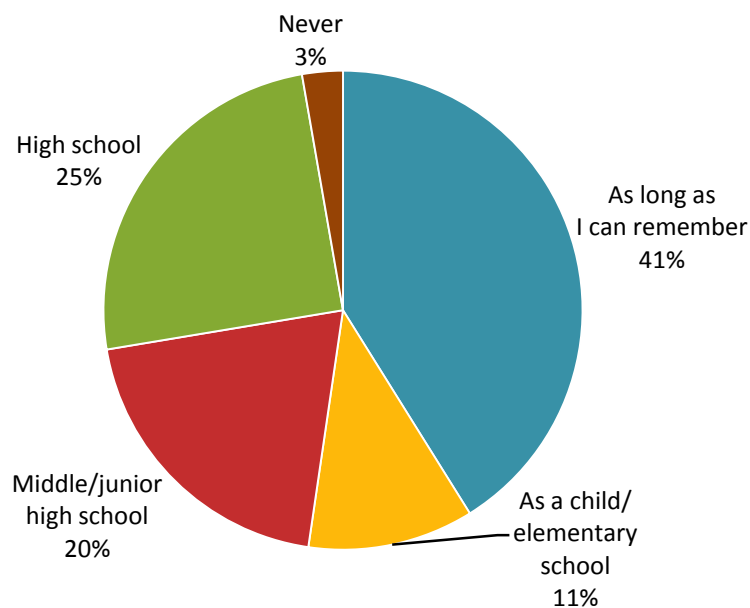


⁵ The number of respondents for each question varies based on skip logic in the electronic survey and student choice in the paper format. The number of respondents is noted in the title of each figure, and detailed for each question in Appendix C.

One measure of families' influences on views toward college attendance concerns when seniors began thinking about postsecondary education as an option. While 41% of respondents reported thinking about college as an option "for as long as I can remember," a greater share (45%) did not think about college as an option until middle or high school (Figure 4).

These responses varied among subgroups of the survey population. Students with a parent who earned at least a bachelor's degree, and White and Asian respondents were significantly more likely to have thought of college as an option "for as long as I can remember" when compared to their counterparts. First-generation (36%), low-income (33%) and Hispanic students (33%), however, were more likely to begin thinking about college in high school when compared to their counterparts. These results are similar to the responses seen from the Classes of 2006 and 2007.

Figure 4. When Did You Start Thinking About College?
(N = 8,201)



Parental involvement in education occurs in many forms. Overall, fewer than one-quarter of respondents reported that their parents were "consistently" involved in school-related activities such as discussing homework, attending meetings or events, volunteering,

or communicating with teachers. Approximately 58% of all respondents reported that their parents “rarely” or “never” volunteered at school, while 67% reported that their parents “rarely” or “never” attended school meetings.

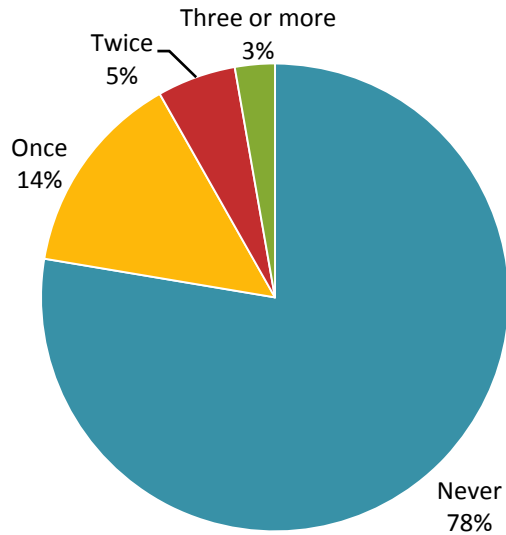
There are significant differences in parental involvement across subgroups of students. A greater share of first-generation students, low-income students, and students who attended low-income high schools, along with Asian and Hispanic respondents, reported that their parents “rarely” or “never” attended school activities or performances than other respondents. Respondents who would be the first in their family to attend college were far more likely to report that their parents “never” volunteered at school, discussed with them what classes to take, or attended school meetings than were respondents with either parent holding at least a bachelor’s degree. A greater share of Black and White respondents reported that their parents “consistently” or “often” discussed homework or school projects with them – and attended school meetings – than Asian or Hispanic respondents did. Black respondents were far more likely to report that their parents “consistently” communicated with their teachers than other respondents.

High School Experiences

Over one-fifth of all respondents (22%) reported that they had changed schools at least once during their high school career or attended more than one high school (Figure 5).⁶ Black respondents were more likely than their counterparts to have changed schools. Thirty-two percent of low-income respondents had changed schools at least one time.

⁶ This analysis is based on the merger of two similar survey questions. Austin ISD asked “How many different high schools have you attended?” The SFP survey asked “How many times have you changed high schools since 9th grade?” While the merger is acknowledged to be imperfect, the general trend identified by the analysis is still informative.

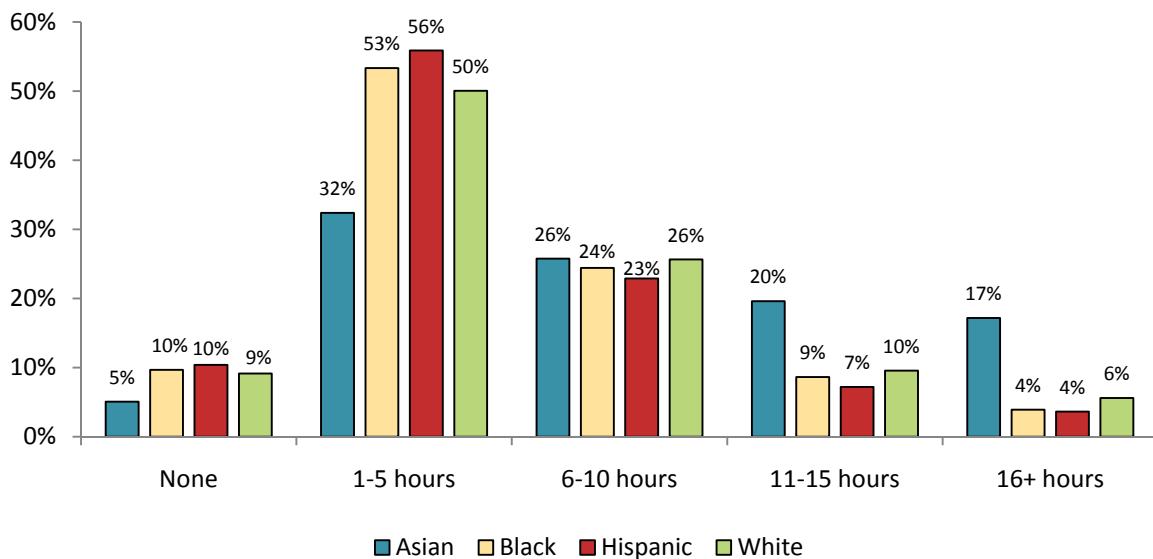
**Figure 5. Number of Times That Respondents Changed High Schools
(N=8,317)**



When asked about how well their high schools had helped them to develop knowledge and skills in a number of areas that have been identified as critical to college and career success (i.e., teamwork, creative thinking, problem-solving, time management), survey respondents reported a wide range of experiences. A greater share of Asian respondents reported that they were “well” or “very well” prepared in teamwork and creative thinking skills than other students. Black respondents were far more likely than other students to report that their personal health and fitness skills were “very well” developed.

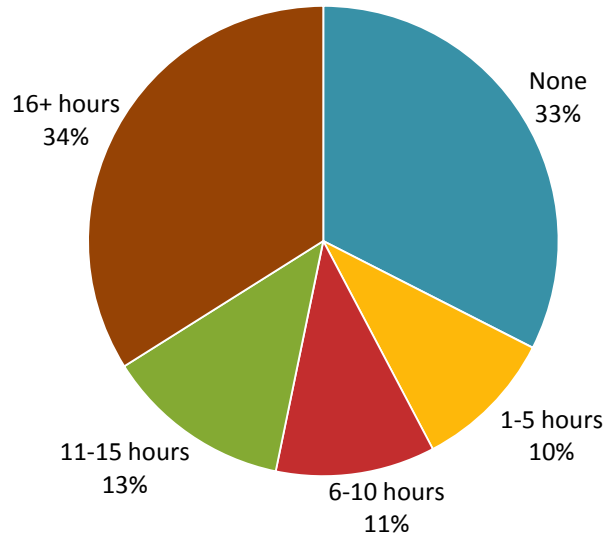
Nine out of ten respondents reported studying, doing research, or completing homework assignments outside of school hours, similar to findings from the Class of 2007. Just over half of all respondents studied 1-5 hours per week (51%), and another one-fourth studied 6-10 hours per week. Asian students were significantly more likely than White, Black, and Hispanic students to study 11 or more hours per week (Figure 6).

Figure 6. Hours Per Week Spent Studying/Doing Research/Completing Homework (N=8,177)



Approximately two-thirds of respondents (67%) reported that they had worked during their senior year (Figure 7). Similar shares of students (one-third each) reported either not working or working more than 16 hours per week. Variations were seen among subgroups when examining hours worked. Asian students (45%) were less likely than Black, Hispanic and White students to work at all and, if they worked, less likely to work 16 or more hours per week. Students with at least one parent holding a bachelor’s degree or higher also were less likely to work 16 or more hours per week than their counterparts.

**Figure 7. Hours Worked During Senior Year
(N = 8,003)**



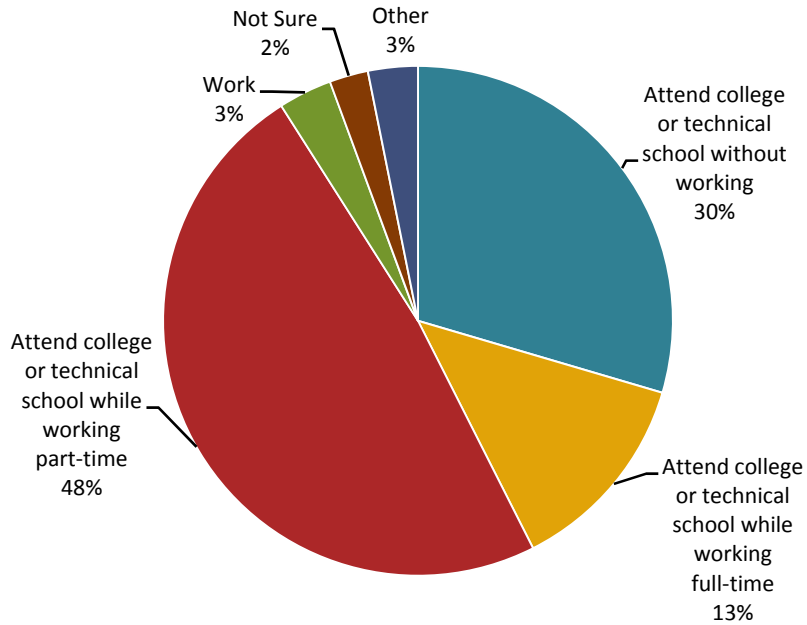
Students participated in many extracurricular activities, such as sports, music, theater, and community service projects. Eighty-five percent of all respondents participated in at least one extracurricular activity, whether school- or community-based. This result is down slightly from the participation levels reported by respondents in prior senior classes. Many of the activities varied by gender, such as sports (males more likely to participate) and dance and service clubs (females more likely to participate). First-generation students were significantly more likely than non first-generation students to report participating in no extracurricular activities at all.

A greater share of students planning to attend college reported participating in community service projects, faith-based or charitable organizations, academic and/or service clubs, and sports than students who reported that they were not planning to attend college. Similar to results from the Class of 2007, when compared to students from other race/ethnic groups, Black students were more likely to report participating in sports, while Asian students were more likely to participate in academic and/or service clubs and community service organizations.

Preparation for Life after High School

Ninety-one percent of respondents reported that they planned to attend college or a technical school following high school graduation (Figure 8). Almost half of respondents (48%) reported that they would attend college while working part-time. Just 30% indicated that they would attend college without working. Hispanic respondents and those who would be the first generation in their family to go to college were more likely to report that they would attend college and work full-time, while Asian respondents and those with a parent who held at least a bachelor’s degree were more likely to report that they would attend college without working when compared to their counterparts.

Figure 8. Plans for the Year Following High School Graduation (N=8,319)



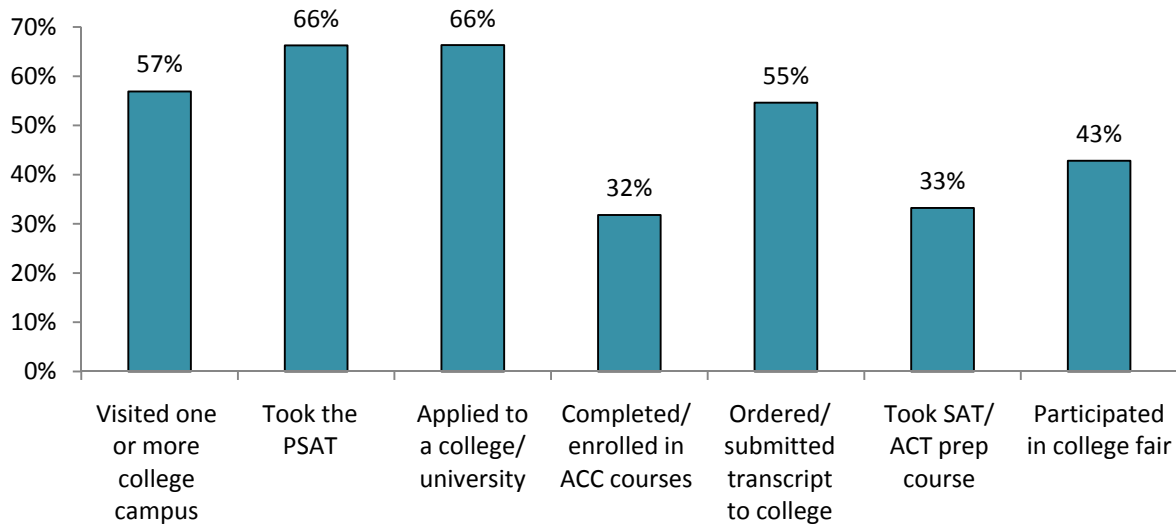
The seniors who indicated that they were not planning to attend a postsecondary education institution in the year following graduation were asked to select the reason for their decision, as well as indicate if they intended to pursue education at a later date (responses totaled 682 and 707, respectively). The overwhelming majority of these respondents (81%) indicated that they did plan to pursue education later. Reasons for not pursuing further education immediately were varied, with approximately one-quarter of respondents each

indicating “financial” or “personal preference” reasons and one-third indicating “other” reasons.⁷

Specific College Preparation Activities

Students typically engage in many activities, both in and out of the classroom, to prepare for further education. Ninety percent of all respondents reported participating in at least one of the following college preparation activities: visiting college campuses, taking entrance tests, completing community college courses, or ordering/submitting a transcript to a college or university. This result is similar to survey findings in prior years. A summary of the share of all respondents completing each listed activity is detailed in Figure 9.

Figure 9. Percent of Respondents Participating in College Preparation Activities (N = 8,324)



In general, low-income, first-generation, and Hispanic students were less likely to participate in any one college preparation activity, while those students who planned to attend college were significantly more likely to participate than their counterparts. Asians were more likely to have completed and/or currently be enrolled in Austin Community College (ACC) courses and to have taken an SAT/ACT preparation course when compared

⁷ Project researchers mapped Austin ISD survey responses to one of five answer options offered on the similar Student Futures Project question. Austin ISD students were given the opportunity to “select all that apply;” Student Futures Project survey respondents were not. Therefore, the “other” category includes Austin ISD respondents who rated multiple factors equally.

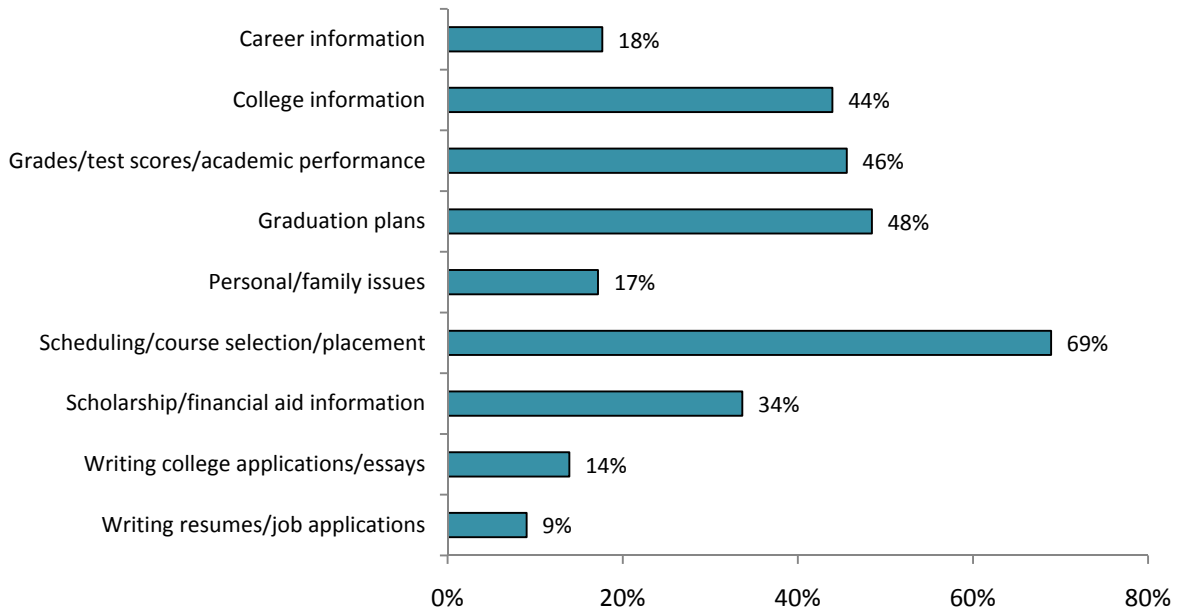
to students of other racial/ethnic groups. These results are similar to the findings for the Class of 2007. Despite the fact that 91% of 2008 respondents planned to participate in further education in the year following graduation, just 66% had actually applied to a college or university at the time of the survey. Earlier Student Futures Project research found a significant gap between 2006 and 2007 respondents who said they were going on to school and those actually found enrolled at a postsecondary institution (Research Brief, 2007; Schexnayder et al., 2009).

Counselors can play a key role in helping a student prepare for postsecondary education. The vast majority of respondents (85%) reported meeting with a school counselor during their high school career.⁸ While strong, this represents a significant decline from the 94% of respondents who reported such meetings in 2007. The addition of two school districts in the 2008 survey may account for this decline. The most common topics of discussion when meeting with a counselor included scheduling/course selection/placement (69%), graduation plans (48%), grades/test scores/academic performance (46%), and college information (44%). Figure 10 provides further detail on the topics of these discussions. A greater share of Black and Hispanic students than White students reported meeting with counselors about grades/test scores/academic performance. Black and Asian respondents were more likely to meet with counselors for scholarship and financial aid information than respondents from other racial/ethnic groups. White and Hispanic students were more likely to report that they did not meet with their counselor at all than were other respondents.⁹

⁸ These questions differed slightly in answer choice between the SFP and Austin ISD surveys, but the options were able to be merged for analysis without changing the meaning of the responses.

⁹ Austin ISD did not give students this response option.

**Figure 10. Reasons for Meeting with Counselor
(N=8,298)**



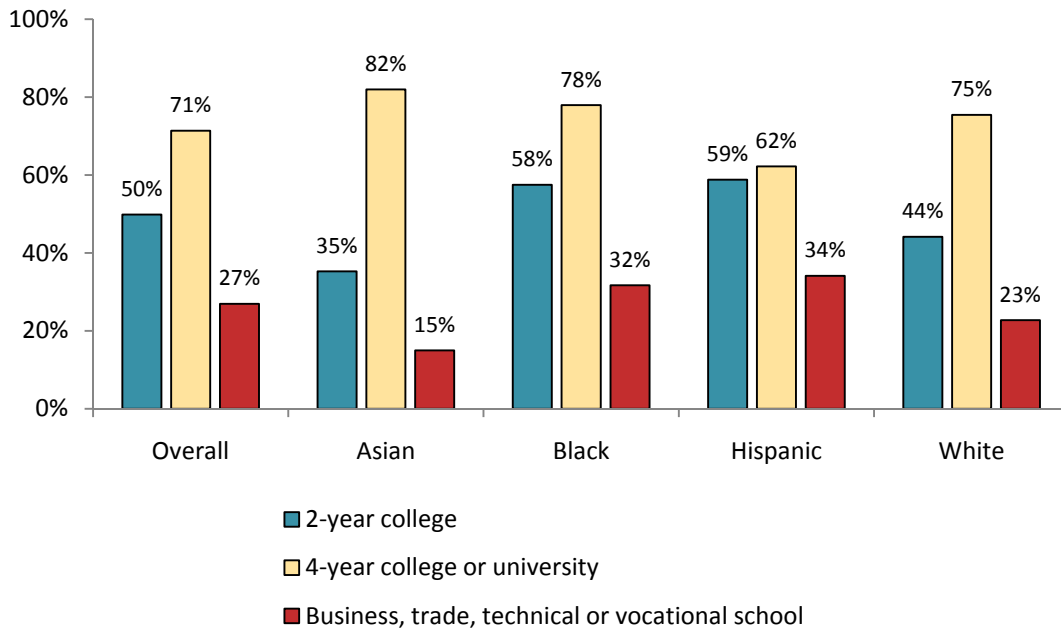
Choosing a College

Survey respondents were asked to rank a number of factors in choosing a college as “very important,” “somewhat important,” or “not important.” More than half of all respondents rated college expenses, availability of financial aid, availability of specific courses or curriculum, the college’s record in assisting students/graduates find a job and the reputation of the college in academic programs as “very important.” More than half of Asian respondents also rated whether the college accepts AP/IB credit or dual credit as “very important.”

These factors likely played an important role in the colleges and universities to which students chose to apply. More than 70% of respondents applied to a 4-year college or university, and more than three-fourths of applicants reported that they had been accepted for enrollment. Half of the 2008 survey respondents applied to a 2-year college, with just over 56% of applicants reporting that they had been accepted for enrollment. Twenty-seven percent of respondents had applied to a business, trade, technical or vocational school, and 22% of applicants reported that they had been accepted for enrollment.

Figure 11 shows application rates by race/ethnicity. A smaller share of Hispanic respondents reported applying to a 4-year college or university than did respondents from other racial/ethnic groups. First-generation students, those from low-income families, and those who attended a low-income high school also reported lower application rates to 4-year colleges and universities than their counterparts did. A greater share of Black and Hispanic respondents reported applying to a 2-year college than did White or Asian respondents. First-generation students, those from low-income families, and those who attended a low-income high school were also more likely to report applying to a 2-year school than their counterparts. Asian respondents reported the lowest share of applications to business, trade, technical, or vocational schools.

Figure 11. Applications for Further Education, By Race/Ethnicity (N=8,259)

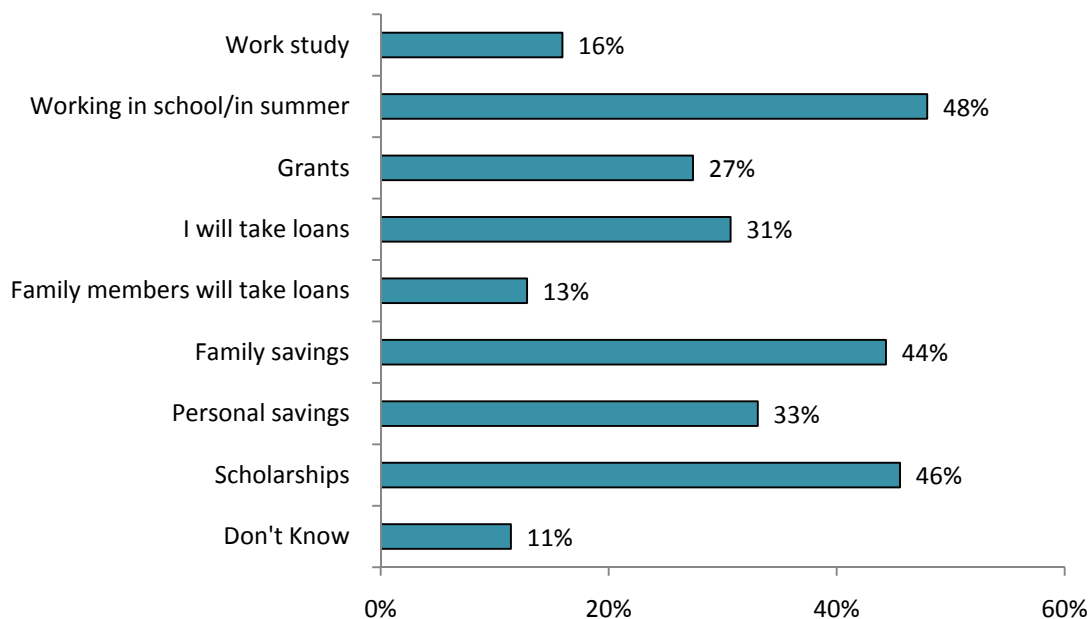


Financial Aid

Given the ever increasing cost of postsecondary education, many students need financial assistance beyond their personal or family resources to pay for further education. In fact, 31% of respondents reported that they would take out loans to help pay for their education, and 13% reported that family members would take out loans (Figure 12). Forty-six percent of seniors reported that they would pay for college with scholarships, while 27%

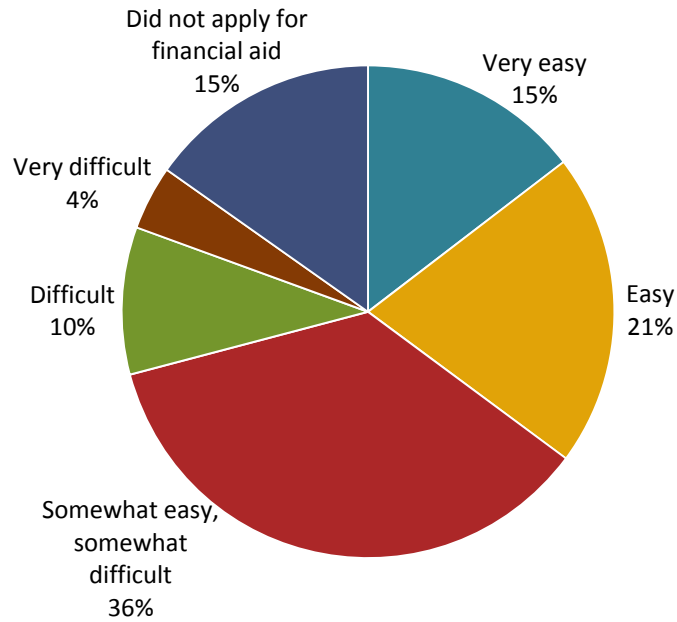
planned to rely on grants. Almost half of respondents (48%) reported that they would work while in school or during the summer. Sixteen percent planned to participate in work-study programs. Despite what is apparently a considerable percentage of students with financial need, only 46% of respondents reported that they had filled out a Free Application for Federal Student Aid (FAFSA), which is typically required by all postsecondary institutions prior to any financial aid awards being granted. This share represents a modest decrease from FAFSA submissions for the Class of 2007 (51%).

Figure 12. How Respondents Plan to Pay for College
(N=8,266)



The financial aid process can often be difficult to navigate for students and their families. Just 36% of respondents found the process “easy or very easy.” Students planning to go to college were more likely to report that the process was “easy” or “somewhat easy, somewhat difficult” than other respondents. No other significant differences were seen among subgroups. The complete breakdown of difficulty as reported by the survey respondents is shown in Figure 13.

**Figure 13. Difficulty Level of Financial Aid Process
(N = 8,064)**



Summary

2008 Central Texas seniors reported strong intentions to pursue further education and training. More than nine in ten seniors planned to attend college or a technical school in the year following high school graduation. Almost half of these respondents also intend to work part-time while going to school. Overall, 2008 senior survey findings are very similar to findings for the Class of 2007. Given the addition of two ISDs to the project in this research cycle and a higher overall response rate, this result is encouraging. Differences noted in responses between the two classes are likely the result of different policies and student populations resulting from these additions.

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.¹⁰ Additionally, while some questions in the two surveys are quite 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 2008 Austin ISD survey question.

Characteristics of All Student Futures Project Survey Respondents

Overall, 65% of seniors in nine districts (Bastrop, Del Valle, Eanes, Hays, Leander, Manor, Pflugerville, Round Rock and San Marcos) participated in the Student Futures Project 2008 Senior Survey. The 5,137 respondents, representing approximately 62% of all 2008 survey respondents, have smaller shares of Hispanic and low-income students and greater shares of White and non low-income students than the respondents discussed in Chapter III. The characteristics of survey respondents in this 9-district sample are detailed in Table 5.

¹⁰ RMC researchers are working with Austin ISD to improve the overlap between future surveys.

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

	Number	Percent
Total	5,137	100%
Ethnicity		
Asian	359	7%
Black	521	10%
Hispanic	1,387	27%
White	2,645	51%
Other	209	4%
Missing	16	0%
Gender		
Female	2,366	46%
Male	2,446	48%
Missing	325	6%
Income Status		
Low-income	1,325	26%
Not Low-income	3,718	72%
Missing	94	2%
Plans for Initial Postsecondary Enrollment		
Going to College	4,626	90%
Not Going to College	502	10%
Missing	9	0%
Either Parent has a Bachelor's Degree		
Either Parent had Bachelor's	2,224	43%
Neither Parent had Bachelor's	2,833	55%
Missing	80	2%
Student Would Be First Generation to Go to College		
First Generation	1,131	22%
Not First Generation	3,926	76%
Missing	80	2%

Source: Student Futures Project calculations.

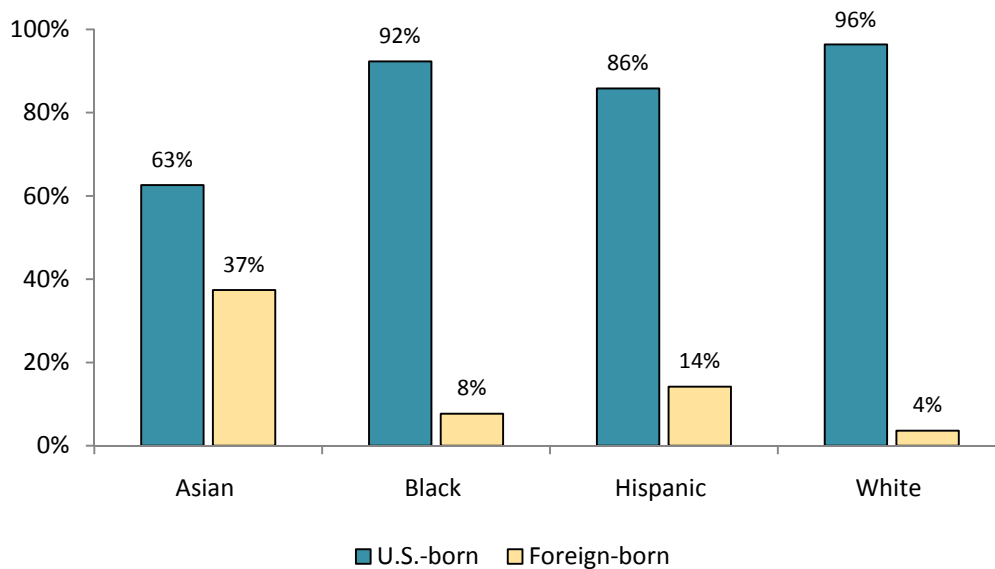
Note: Totals may not equal 100% due to rounding.

Family Background/Influences

Survey respondents came from a wide range of family backgrounds. Overall, 18% of respondents reported that neither parent had been born in the United States, with another 10% reporting that one parent had been born outside the U.S. Twenty-nine percent of low-income respondents and those who would be first-generation college students reported that

neither of their parents was born in the United States. Seventy-seven percent of Asian respondents reported that neither of their parents had been born in the United States, as did 30% of Hispanic respondents. Of the respondents themselves, only 10% of seniors reported having been born outside the U.S. However, there were notable differences among racial/ethnic groups, with 37% of Asian seniors reporting that they were born outside of the U.S., as were 14% of Hispanic respondents (Figure 14).

Figure 14. Percent of U.S.- vs. Foreign-Born Survey Respondents (N = 5,033)



Overall, 78% of respondents reported that their fathers worked in paid employment, and 68% reported that their mothers worked in paid employment during their high school years. Black respondents had the lowest share of non-working mothers (13%). Those seniors who would be first-generation college students and low-income seniors both reported lower shares of either parent working when compared to their counterparts. Additionally, lower shares of respondents who would be first-generation college students, low-income seniors, and Black seniors reported either their mother/stepmother or their father/stepfather living in their current household than did other respondents. Finally, these same groups of students also reported higher rates of participation in programs available to low-income families, such as free/reduced lunch, TANF, and Food Stamps.

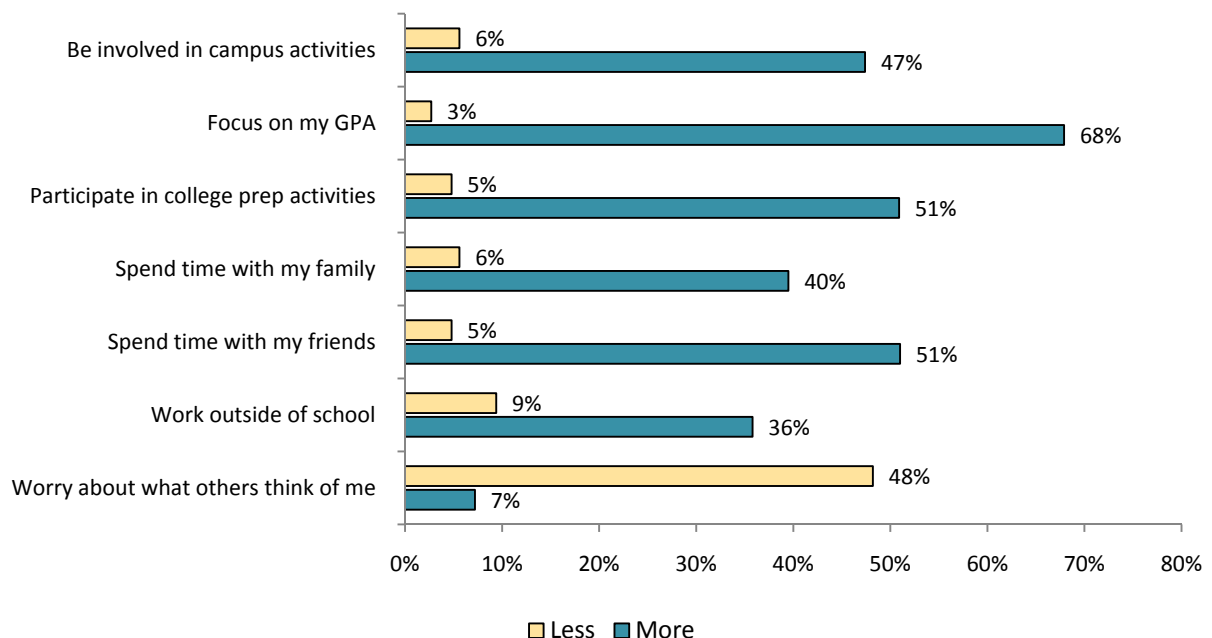
Seniors reported that parental and family encouragement to go to college was strong, with 77% of respondents indicating a “great deal” of encouragement. Parental education seemed to play a significant role in the responses to this question. Seniors who would be a first-generation college student were much less likely (62%) to report a “great deal” of encouragement compared to those students who had at least one parent with a bachelor’s degree or more (87%). Additionally, low-income seniors (65%) were less likely than non low-income students (81%) to report receiving a “great deal” of encouragement.

High School Experiences

Seniors were also asked to reflect on their own high school experiences. While a majority of seniors (61%) reported that they liked high school, many responded that if given the chance they would do things differently.

Figure 15 summarizes responses to the question, “If you were able to go back and do high school again, what would you do differently?” For the majority of the activities, most seniors indicated that they would do “more” if given the chance. However, the one item that seniors would spend “less” time on if they could go to high school again was “worry about what others think of me.”

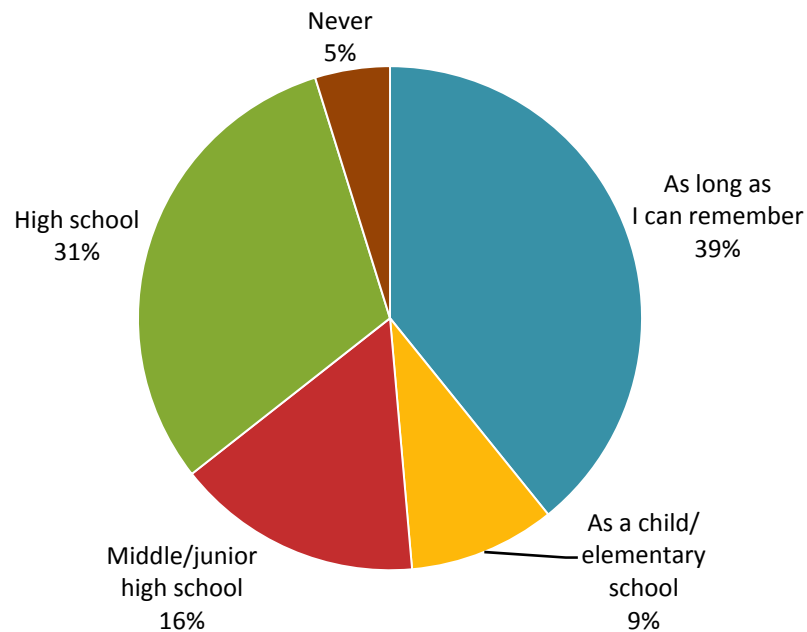
Figure 15. What Respondents Would Do Differently if They Could Start Over in HS (N = 4,988)



Preparation for Life after High School

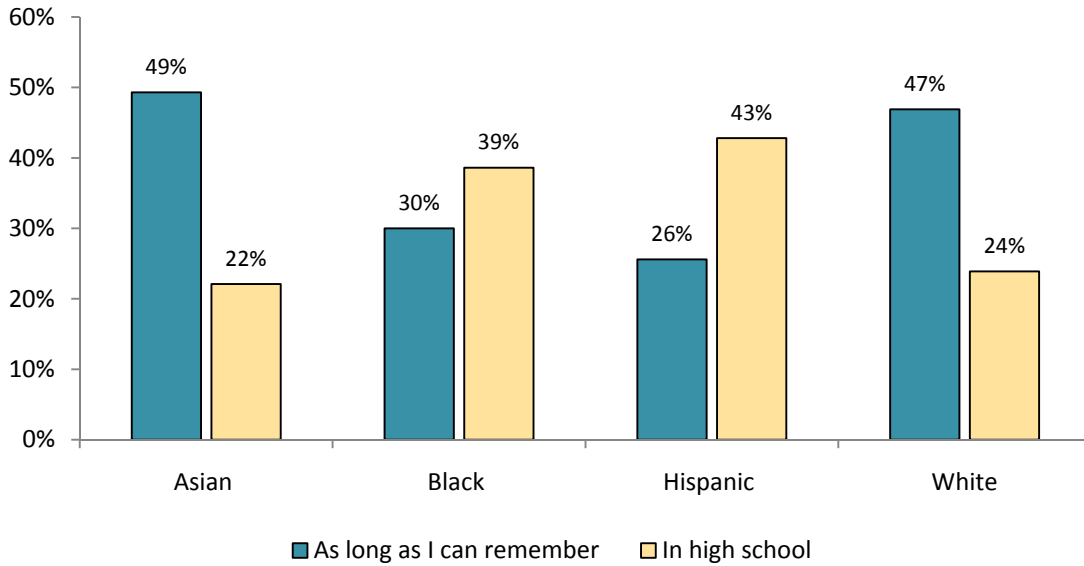
While students in all ten districts were asked when they started *thinking* about going to college (Chapter III), respondents to the Student Futures Project survey were also asked when they started *expecting* to go to college (Figure 16). Overall, the largest share of students reported expecting to go to college for as long as they could remember (39%), which is an increase from the Class of 2007 response (33%). The next largest share in 2008 reported starting to expect to go to college while in high school (31%).

**Figure 16. When Students Began Expecting to Go to College
(N = 5,093)**



Lower than average shares of those who would be first-generation college students (21%), low-income seniors (26%), and seniors who attended a low-income high school (27%) reported expecting to go to college “for as long as I can remember,” while a majority of students who had at least one parent with a bachelor’s degree (54%) reported this. Additionally, larger shares of Black and Hispanic seniors reported not expecting to go to college until high school when compared to Asian and White seniors (Figure 17).

Figure 17. When Students Began Expecting to Go to College, by Race/Ethnicity (N = 5,093)



Preparation for College Coursework and Employment

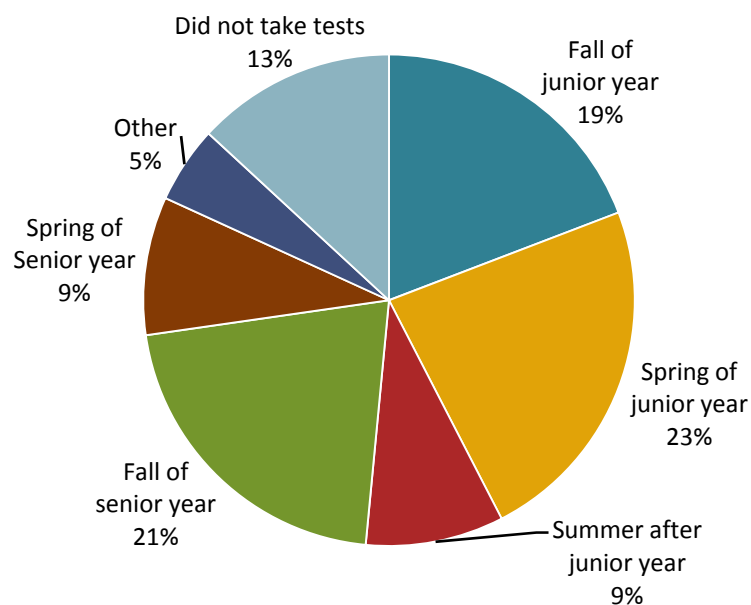
The Student Futures Project survey asked seniors to reflect on how prepared they felt for college-level coursework, choosing among feeling prepared for regular/advanced coursework, prepared only for remedial coursework, or not at all prepared. Overall, the majority of respondents felt prepared for regular or advanced coursework in core subjects—English/language arts, mathematics, science, social studies, foreign language, performance/fine arts and the use of computers/technology. Significant numbers of respondents in certain subgroups, however, did not report feeling prepared for regular/advanced coursework. Those who would be first-generation college students and low-income seniors were less likely than their counterparts to report feeling prepared for regular/advanced coursework in *every* subject except foreign language and performance/fine arts. Black (58%) and Hispanic (52%) seniors were less likely to report feeling prepared for regular/advanced mathematics coursework than Asian (81%) and White (68%) seniors. Finally, lower shares of Hispanic seniors reported feeling prepared for regular/advanced coursework than seniors of other racial/ethnic groups regarding English/language arts and

science. These gaps between subgroups of students are larger than those seen in the Class of 2007 responses.

College preparation activities. A majority of students (51%) reported taking a college entrance test before the start of their senior year (Figure 18), a slight increase from the Class of 2007 response. However, the timing of when students took college entrance tests varied widely by their background characteristics. Asian and White students were more likely to have taken a college entrance test prior to their senior year when compared to Black and Hispanic students. Seniors who had at least one parent with a bachelor’s degree or higher were also more likely than first-generation students to take an exam prior to their senior year. Finally, Hispanic seniors (19%) were more likely than students from any other race/ethnic group to report not having taken any college entrance test at the time of the survey.

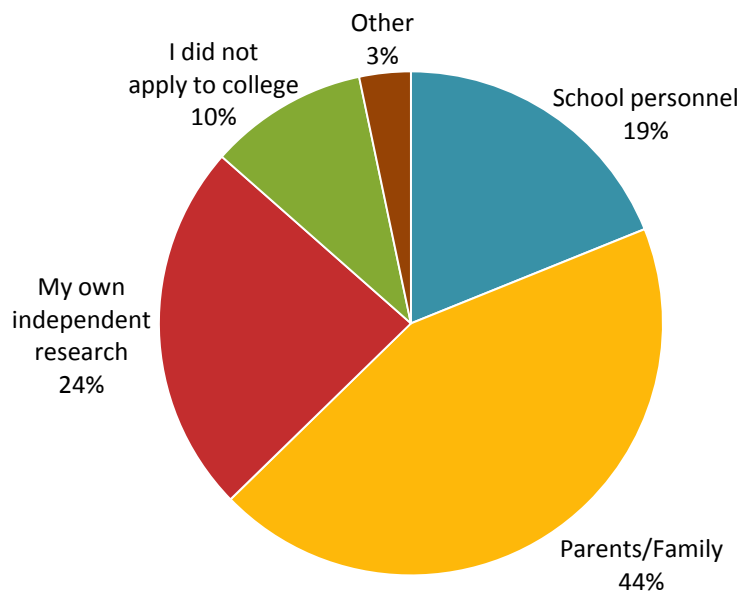
When asked to identify what they planned to study in college, seniors revealed a wide range of interests. Overall, the most commonly selected subjects were health sciences (17%), business (16%), and engineering (11%). Females (22%) were more likely than males (12%) to report health sciences, mirroring the response of seniors in the Class of 2007. Asian (18%) and male seniors (13%) were more likely to choose engineering when compared to their counterparts.

Figure 18. When Did You First Take a College Entrance Test?
(N = 5,100)



Overall, respondents most often reported that parents/family/relatives (44%) were the most helpful in preparing them to apply to college (Figure 19). However, low-income seniors (29%), seniors who attended a low-income school (32%), and those who would be first-generation college students (27%) were all more likely than their counterparts to report school personnel as most helpful. Asian seniors (36%) were more likely than students from other race/ethnic groups to report their own independent research as most helpful.

Figure 19. Who Was Most Helpful in Applying to College?
(N = 5,069)



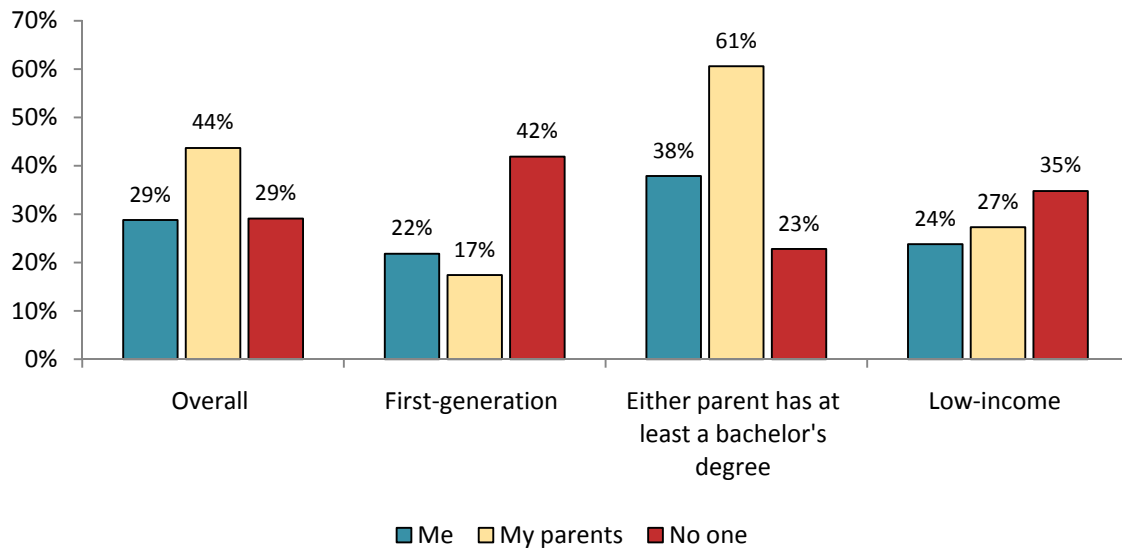
In Chapter III, rates of completion for many college preparation activities were reported. The Student Futures Project survey went on to ask seniors which activity at his/her school helped the *most* during the college application process. Seniors most often reported that completing an application/Texas Common Application (22%), writing a college application essay in senior English class (15%), or meeting with a transition counselor or other staff members to discuss the college application process (13%) were most helpful. Seniors who would be first-generation college students were less likely than their counterparts to report either completing an application or writing a college essay was the most helpful. Hispanic seniors (14%) were more likely than seniors from other racial/ethnic

groups to report that meeting with a college representative at their high school was most helpful.

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.

More than 70% of respondents reported that someone in their family had attended a financial aid event, and 29% of respondents had attended an event themselves (Figure 20). Forty-four percent of all respondents reported that their parents had attended a financial aid event. Seniors who would be first-generation college students and low-income seniors were more likely than their counterparts to report that no one had attended a financial aid event. Hispanic seniors were also more likely (36%) than seniors from other racial/ethnic groups to report that no one had attended such an event.

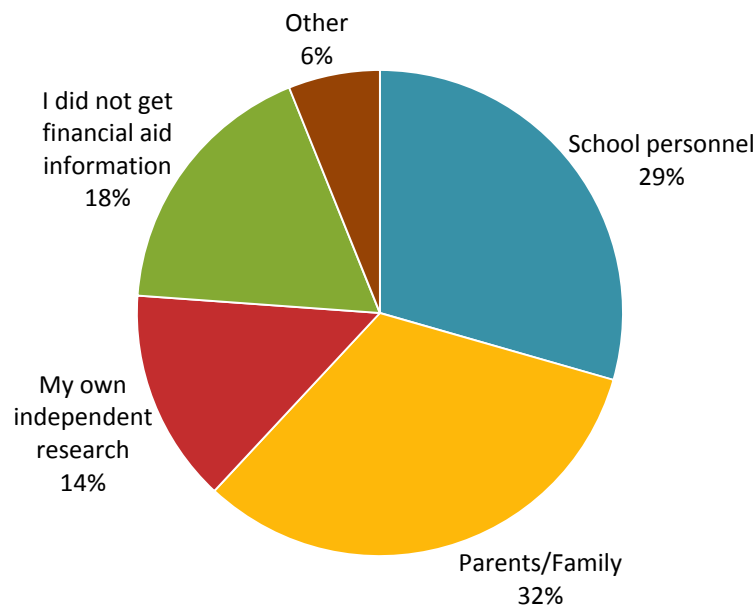
Figure 20. Who Attended a Financial Aid Event?
(N = 5,075)



When asked who helped them the most with obtaining financial aid information, students reported that their parents (32%), followed by school personnel (29%), were most helpful (Figure 21). This information mirrors the responses seen in the Class of 2007 data.

Asian seniors (23%) were more likely to report their own independent research as the most helpful when compared to seniors from 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 less likely than their counterparts to report their parents/family as most helpful in the process. These same groups were more likely to report school personnel as most helpful.

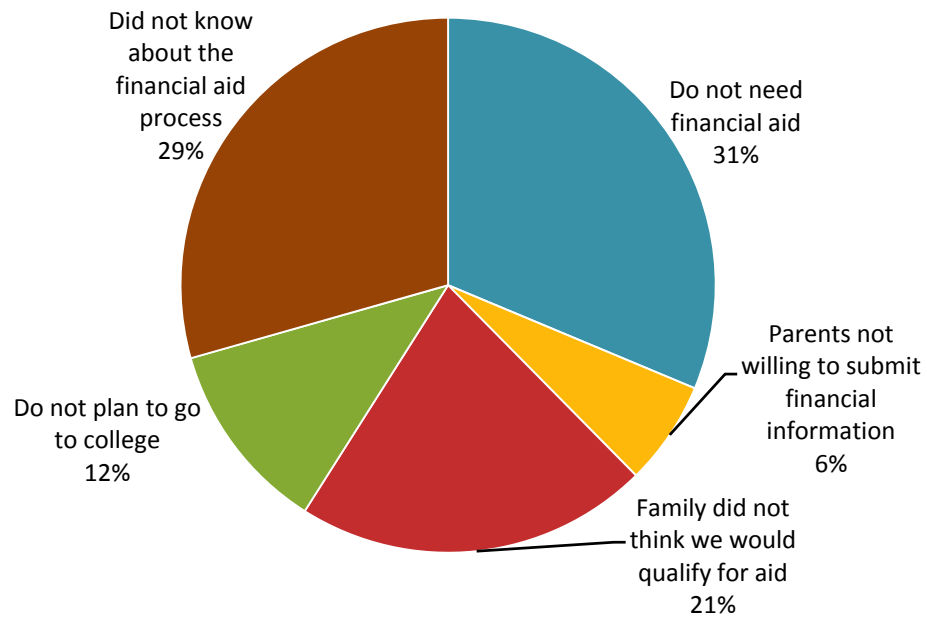
Figure 21. Who Was Most Helpful in Obtaining Financial Aid Information?
(N = 5,073)



As reported in Chapter III, less than half (46%) of all seniors said they had submitted a financial aid application at the time of the survey. Those seniors who indicated that they had not submitted a FAFSA (N = 1,653) were asked about their reasons for that decision (Figure 22). Of those who had not submitted a FAFSA, 29% reported that they did not know about the financial aid process, and another 31% indicated that they did not need financial aid to attend college. Seniors who would be first-generation college students (44%), low-income seniors (46%), and seniors who attended a low-income high school (38%), as well as Black (40%) and Hispanic (42%) respondents, were all significantly more likely than their counterparts to report not knowing about the financial aid process. These same subgroups were also *less* likely than their counterparts to report that they did not need financial aid to

attend college. White seniors were much more likely than students from other racial/ethnic groups to report that they do not need financial aid to attend college.

Figure 22. Reasons for Not Submitting a Financial Aid Application (N =1,653)



While the FAFSA can be submitted at any time, applications must be submitted before April 1st for the student to be considered for many scholarship opportunities. Just 33% of respondents met that deadline, which is a slight increase from the 30% reported by the Class of 2007.

Summary

Seniors in the nine school districts completing the Central Texas Student Futures Project survey provided rich detail on their backgrounds, their high school activities, and their preparation for college and employment. A significant number of these students are from immigrant families, with more than a third of Asian respondents being immigrants themselves. More than half of respondents reported that they would participate in more college preparation activities, focus more on their GPA, and spend more time with their friends if they were given the opportunity to go back and attend high school again.

While 31% of respondents reported that they did not need financial aid to attend college, a nearly equal share (29%) reported that they did not know about the financial aid process. Groups most in need of financial aid were more likely than others to report not knowing about the financial aid process. Forty percent or more of Black, Hispanic, first-generation, and low-income respondents reported that they did not apply for financial aid because they did not know about the process. These findings are largely consistent with the survey results reported for the Class of 2007.

Chapter V. Summary and Next Steps

The senior surveys provide rich detail on students' family backgrounds, high school activities, and preparations for the future. Two-thirds of seniors across the ten participating districts responded to the 2008 surveys. While results are not weighted for representativeness to the senior classes involved, half or more of the seniors in each district participated.

Overall, 2008 survey findings are similar to findings for the Class of 2007. Given the addition of two ISDs to the project in this research cycle and the improved overall response rate, this result is encouraging. Differences noted in responses between the two classes are likely the result of different policies and student populations resulting from these additions.

The fact that so many of the 2008 survey respondents (91%) are focused on pursuing further education is also encouraging. Survey responses indicate that many Central Texas high school seniors are actively preparing for college and the workforce with the encouragement, support, and guidance of their families and school personnel. There is work to be done, however, for those student groups that consistently indicate less certainty about and engagement in the college and financial aid application processes.

For those students who took the Central Texas Student Futures Project Senior Survey, researchers were able to gather considerable information about students' high school experiences and college preparation activities. In particular, the financial aid questions reveal important differences across student groups. Almost 30% of all Student Futures Project survey respondents, including more than 40% of low-income and potential first-generation college students indicated that they did not know about the financial aid process. While serious, this represents an improvement from the Class of 2007 when almost 60% of low-income respondents indicated that they did not know about the financial aid process. This may be a reflection of the effort spearheaded by the Austin Chamber of Commerce and its partners to extend Financial Aid Saturdays to more schools and districts in the region.

Districts and the community need to continue to refine strategies for working with students and their families to bridge the higher education knowledge gaps associated with cultural and socioeconomic barriers. The differences between student groups, particularly in their participation in college preparation activities and knowledge of the financial aid

process, indicate that more could be done to ensure every senior is given the opportunity to participate in postsecondary education.

The Student Futures Project will follow these Class of 2008 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 2008 will be released periodically and posted on the Student Futures Project website (www.centexstudentfutures.org).

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Appendix A. Research Methods

The Senior Surveys

Students took one of two senior surveys in the spring of 2008: 5,137 completed the Student Futures Project Senior Survey, and 3,191 students took the Austin ISD High School Exit Survey. Both surveys were administered in two formats: online and paper. The decision to use the paper version was primarily a matter of need (i.e., inadequate school computer resources or technical issues with the online format). Further information on survey administration is provided below.

Student Futures Project Senior Survey

Seniors in nine of the ten participating districts (Bastrop, Del Valle, Eanes, Hays Consolidated, Leander, Manor, Pflugerville, Round Rock, and San Marcos Consolidated) completed the Student Futures Project Survey presented in Appendix B. Each senior was provided with a brochure detailing the goals of the project, their role in it, and contact information for the principal investigators. Additionally, each senior was asked to sign a consent form giving Student Futures Project researchers permission to link their survey responses with future postsecondary data on education and employment. Students who chose not to complete the consent form were asked to complete the survey anonymously.

The majority of schools in these nine districts administered the online survey without incident. Due to technical issues with the electronic survey and the multiple networks involved, five high schools administered the survey using a paper and Scantron format. Administrators in two other high schools chose to offer the paper and Scantron format in addition to the electronic format. These high schools cover four school districts: Bastrop, Eanes, Round Rock and San Marcos Consolidated. All students who completed the electronic format (those who answered all the required questions) are included in the research sample. For those using the paper format, seniors included in the research sample are those that answered at least 95% of the questions without error. Scantron errors included selecting more than one response to a single-response question and marking an answer bubble outside the range of available options.

Austin ISD High School Exit Survey

Austin ISD administered its own senior survey. Of the 53 questions on the Austin ISD Exit Survey, seven 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, while some administered a paper format. Austin ISD research staff provided Student Futures Project researchers with an electronic data set of all student responses to their survey.

Students located in the October 2007 PEIMS Snapshot in Austin were included in the data provided to Student Futures Project researchers, while survey reports generated by Austin ISD detail responses from all seniors enrolled in the spring of 2008. Austin ISD reported 3,192 survey takers out of 4,269 students enrolled at the time the survey was taken.¹¹ Student Futures Project researchers report 3,191 survey takers out of 4,478 seniors enrolled in regular Austin ISD schools as of the October 2007 snapshot date.¹²

Aligning the Surveys

Because the questions and related answer choices in the two surveys varied, some modifications were required to bring survey responses into closer alignment for analysis. The primary modification was combining some answer choices from one survey so that they more closely resembled the other. For example, students taking the Student Futures Project survey were asked how many applications they had submitted to 2-year colleges, with answer options ranging from zero to more than seven. Students taking the Austin ISD survey were asked to indicate if they had submitted an application to a 2-year college, essentially a yes/no response. Researchers combined responses on the Project survey to match the Austin ISD version; a response of “zero” equaled “no” and a response of “one” to “more than seven” equaled “yes.” Other modifications are noted in the report.

¹¹ More information on the Austin ISD survey administration is available in *Results of the AISD High School Exit Survey: Class of 2008* (Malerba and Ware, 2008).

¹² Information on the campus of enrollment as of the snapshot date was not provided to Project researchers for one student. As a result of this difference, numbers cited in publicly available survey reports from Austin ISD may vary slightly from those reported in this document.

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 was calculated using data from the Academic Excellence Indicator System (AEIS) and is presented in Table A-1. Researchers used a four-year average of the percent of low-income students to approximate the entire high school experience of the seniors surveyed.

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

School District/School	Four Year Average
Austin ISD	
Akins	54%
Anderson	17%
Austin	28%
Bowie	8%
Crockett	50%
Garza	34%
Johnston	81%
Lanier	77%
LASA*	25%
LBJ*	75%
McCallum	33%
Reagan	80%
Travis	79%
Bastrop ISD	
Bastrop	44%
Del Valle ISD	
Del Valle	64%
Eanes ISD	
Westlake	2%
Hays CISD	
Academy at Hays	32%
Jack C Hays	27%
Lehman	47%
Leander ISD	
Cedar Park	9%
Leander	26%
Vista Ridge	16%
Manor ISD	
Manor	60%
Pflugerville ISD	
Hendrickson	28%
John B Connally	39%
Pflugerville	24%
Round Rock ISD	
McNeil	12%
Round Rock	22%
Stony Point	31%
Westwood	8%
San Marcos ISD	
PRIDE	35%
San Marcos	51%

*Prior to the 2007-2008 school year, LASA was considered part of LBJ High School. The percent of low income students for these two schools is reported just for the 2007-2008 school year, not the four year average.

Source: Academic Excellence Indicator System (AEIS) and Student Futures Project calculations

Choosing Items for Analysis

The analysis of survey responses in this report is presented in two chapters: questions shared by or aligned for comparison between the Austin ISD and Student Futures Project surveys (Chapter III), and questions solely asked in the SFP survey (Chapter IV). Results described as 'significant' represent a statistical comparison where researchers tested the differences in means between groups using a t-test. Where the differences between means by groups were greater than 0.1 or less than -0.1 and the confidence level was greater than 99.9%, the comparison was considered statistically significant.

Survey Samples and District-Level Characteristics

The two samples discussed in this report reflect differences between the districts included for analysis. The first sample includes all survey respondents from the ten participating districts, a total of 8,328 seniors. The second sample includes all survey respondents in the nine districts that completed the Student Futures Project survey, a total of 5,137 seniors. The district characteristics provided in Table A-2 demonstrate each district's contribution to the final composition of the survey samples.

High School Response Rates

Survey response rates for each school district are reported in Chapter II of this document; however, response rates sometimes varied significantly *within* districts at the school level. Where one school in a district produced a very high response rate and other schools did not, the school with the larger response rate may be overrepresented in the district-level analysis. Alternately, a school with a low response rate could be underrepresented in the district-level analysis. Since this report did not analyze students at the school level, the potential issue of under- or overrepresentation is simply mentioned here. Table A-3 provides school-level response rates.

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

	Overall	Austin	Bastrop	Del Valle	Eanes	Hays	Leander	Manor	Pflugerville	Round Rock	San Marcos
Total	8328	3191	286	233	321	515	905	113	922	1506	336
Ethnicity											
Asian	6%	3%	1%	2%	6%	2%	4%	3%	12%	11%	2%
Black	11%	12%	10%	20%	0%	6%	7%	31%	19%	9%	5%
Hispanic	33%	41%	30%	62%	6%	50%	16%	42%	26%	17%	60%
White	48%	42%	54%	12%	85%	39%	68%	22%	39%	59%	30%
Other	3%	0%	3%	4%	2%	3%	6%	3%	4%	4%	3%
Missing	1%	2%	2%	0%	0%	0%	0%	0%	0%	1%	0%
Gender											
Female	48%	52%	40%	53%	38%	48%	47%	54%	53%	40%	50%
Male	47%	47%	32%	47%	40%	52%	53%	46%	47%	48%	49%
Missing	5%	2%	28%	0%	22%	0%	0%	0%	0%	11%	1%
Income Status											
Low-income	31%	39%	43%	55%	3%	37%	15%	49%	29%	19%	37%
Not Low-income	68%	61%	50%	45%	88%	63%	85%	51%	71%	78%	62%
Missing	1%	0%	7%	0%	9%	0%	0%	0%	0%	3%	1%
Plans for Initial Postsecondary Enrollment											
Going to College	91%	92%	83%	81%	96%	87%	90%	89%	90%	94%	84%
Not Going to College	9%	8%	17%	19%	3%	13%	10%	11%	10%	6%	16%
Missing	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%
Either Parent has a Bachelor's Degree											
Either Parent had Bachelor's	44%	46%	20%	13%	81%	28%	50%	11%	36%	56%	29%
Neither Parent had Bachelor's	54%	52%	74%	86%	12%	72%	50%	89%	64%	42%	70%
Missing	2%	2%	6%	0%	8%	0%	0%	0%	0%	2%	1%
Student Would Be First Generation to Go to College											
First Generation	23%	25%	35%	47%	2%	36%	15%	39%	26%	12%	41%
Not First Generation	75%	73%	59%	53%	90%	64%	85%	61%	74%	86%	59%
Missing	2%	2%	6%	0%	8%	0%	0%	0%	0%	2%	1%

Source: Student Futures Project calculations

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

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

School District/School	Number of Seniors ¹	Number of Respondents	Response Rate
Overall	12,372	8,328	67%
Austin ISD²			
Akins	451	325	72%
Anderson	498	348	70%
Austin	528	442	84%
Bowie	664	568	86%
Crockett	404	275	68%
Garza	207	64	31%
Johnston	151	105	70%
Lanier	322	223	69%
LASA	193	155	80%
LBJ	176	123	70%
McCallum	378	288	76%
Reagan	169	67	40%
Travis	337	208	62%
Bastrop ISD			
Bastrop	491	286	58%
Del Valle ISD			
Del Valle	399	233	58%
Eanes ISD			
Westlake	647	321	50%
Hays CISD			
Academy at Hays	46	22	48%
Jack C Hays	375	298	79%
Lehman	293	195	67%
Leander ISD			
Cedar Park	494	360	73%
Leander	429	287	67%
Vista Ridge	489	258	53%
Manor ISD			
Manor	215	113	53%
Pflugerville ISD			
Hendrickson	335	286	85%
John B Connally	385	275	71%
Pflugerville	484	361	75%
Round Rock ISD			
McNeil	624	549	88%
Round Rock	527	212	40%
Stony Point	613	324	53%
Westwood	627	421	67%
San Marcos ISD			
PRIDE	50	42	84%
San Marcos	371	294	79%

Source: Student Futures Project calculations

¹ Calculated for seniors present and enrolled on Oct. 26, 2007 using district-provided PEIMS data.

² Austin ISD's exit survey report calculated the number in the senior class as of April 1, 2008. High school response rates based on the size of the senior class on that date are available in their report (Malerba and Ware, 2008).

Similarity between Survey Respondents and Non-respondents

The purpose of determining the similarity between survey respondents and non-respondents is to measure how representative the survey takers are of the senior student population as a whole. The test performed for this analysis compares the means of respondents to non-respondents.¹³ If the respondents are a representative random sample of the entire population, then there should be no statistically significant differences on the variables of interest (race/ethnicity, gender, and income status) between the respondents and the non-respondents.¹⁴ Results are presented in Table A-4.

Table A-4: Comparison of Respondents and Non-Respondents by District

District	Population Exhibiting Statistically Significant Differences ¹	Percent of Non-Respondent Population	Percent of Respondent Population
Austin	White	32	43
	Low-income	30	38
Bastrop	None		
Del Valle	None		
Eanes	None		
Hays Consolidated	None		
Leander	None		
Manor	None		
Pflugerville	None		
Round Rock	None		
San Marcos Consolidated	None		

Source: Student Futures Project calculations

¹ Each reported statistically significant difference reflects an alpha of less than .0001.

When comparing respondents and non-respondents for the entire sample, there are no statistically significant differences. When comparing respondents and non-respondents by school district, there are two statistically significant differences – both in Austin ISD. The surveyed population in Austin ISD has larger proportions of White and low-income students than the non-

¹³ Survey respondents were linked to their administrative information for this analysis by matching them on the variables of school, race, gender, and income status.

¹⁴ The value used to determine the substantive differences between the means between groups was set at $\pm .08$, rather than $\pm .1$, to correct for finite population issues.

surveyed population. This may be related to the wide range of response rates in high schools across Austin ISD. Austin ISD Program Evaluation staff ascribed the differences in the composition of each senior class between the fall and spring enrollment dates due to student mobility and other factors. Austin ISD's report on their 2008 Exit Survey notes issues of over- and under-representation on some campuses; the comparison was based on the subset of seniors deemed "eligible" to take the survey rather than the entire population of seniors on the campus as was used in the Student Futures Project calculations. While these statistically significant differences in subgroups are noted, these subgroups and their survey responses may still be representative of the population as a whole.

Appendix B. 2008 Student Futures Project Senior Survey

This is a list of all questions from the 2008 Central Texas Student Futures Project Senior Survey, which was administered in nine participating school districts in the spring of 2008. No student answered every question in this list. The online format used skip-logic on some questions; a student's response to one question would trigger a set of related questions. Students using the paper and Scantron format could not be required to answer any question.

1. Have you chosen to provide consent for participation in this study by turning in a consent form to your survey administrator? A. Yes B. No
2. If you have not already turned in a consent form to your survey administrator, do you intend to do so? A. Yes B. No C. I have already turned in my consent form to the survey administrator D. I have not provided consent
3. Which high school do you attend?
4. What is your birth date?
5. What is your gender?
6. How many times have you changed high schools since 9th grade? A. 0 B. 1 C. 2 D. 3 E. 4 F. 5 G. 6 H. 7 I. 8 J. 9 or more times
7. What is your race/ethnicity? A. Black, African or African American B. Hispanic, Latino, or of Spanish Origin C. American Indian, Eskimo, or Aleut D. Asian, Asian American, or Pacific Islander E. White, Caucasian, or European American F. Other
8. How much do you agree with the following statement? "The value of a college education is worth what it costs in time and money to get." A. Strongly agree B. Mildly agree C. Mildly disagree D. Strongly disagree

9. By this time next year, what do you plan to be doing?
- A. Attend college or technical school without working
 - B. Attend college or technical school while working full-time
 - C. Attend college or technical school while working part-time
 - D. Work full-time only
 - E. Work part-time only
 - F. Not Sure
 - G. Other
-
10. If you are not planning to pursue further education and training in the next year, what is your primary reason?
- A. Financial (i.e., can't afford to attend school, need income from working, etc.)
 - B. Academic (i.e., grades/test scores aren't high enough, don't feel academically prepared for college, etc.)
 - C. Personal preference (i.e., don't like school, career goals do not require college, etc.)
 - D. Personal obligation (i.e., child care or family responsibilities, etc.)
 - E. Other
-
11. 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?
- A. Yes
 - B. No
-
- Questions 12-26. How important is each of the following in choosing a college or technical school?
Choose: A. Very important B. Somewhat important C. Not important
- 12. College expenses (tuition, books, room and board)
 - 13. Availability of financial aid
 - 14. Availability of specific courses or curriculum
 - 15. Reputation of the college in athletic programs
 - 16. Social life at the college
 - 17. Ability to live at home and attend college
 - 18. Ability to live away from home
 - 19. College's record in assisting students/graduates find a job
 - 20. Reputation of the college in academic programs
 - 21. Easy admission standards
 - 22. Ability to take courses online
 - 23. Study abroad opportunities
 - 24. Service learning opportunities
 - 25. Accept AP or IB credit
 - 26. Accept dual credit

27. Select the one area that best fits what you plan to study in your further education.
- A. Agricultural sciences and technologies (such as agricultural economics, farm and ranch management)
 - B. Business (such as business administration and management, human resources, accounting)
 - C. Communication (such as advertising, journalism, radio/tv broadcasting)
 - D. Community services (such as corrections, criminal justice, social work)
 - E. Computer and information sciences (such as computer programming, information sciences and systems)
 - F. Education (primary and secondary)
 - G. Engineering (such as biomedical, computer, and mechanical engineering)
 - H. Health sciences (such as paramedic, nursing, occupational therapy)
 - I. Humanities (such as art history, classics, English, history, religion)
 - J. Natural sciences and mathematics (such as astronomy, math, physics, pre-medicine)
 - K. Office skills (such as bookkeeping, court reporting, secretarial)
 - L. Social sciences (such as anthropology, economics, political sciences, pre-law, sociology)
 - M. Trade and industrial (such as construction trades, heating/air conditioning repair, automotive)
 - N. Visual and performing arts (such as cinematography, photography, graphic design)
 - O. Undecided
 - P. Other

Questions 28-32. Choose the response below that best describes how well your high school helped you to prepare for further education by further developing knowledge and skills in the following areas:

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

28. English/Language Arts (writing, reading, speaking, listening)

29. Mathematics

30. Science

31. Social Studies

32. Computer/Technology (either direct coursework or applications in other courses)

Questions 33-34. Choose the response below that best describes how well your high school helped you to prepare for further education by further developing knowledge and skills in the following areas:

- A. I am prepared for regular or advanced college-level coursework
- B. I will have to take remedial classes to prepare for college-level coursework
- C. I am not prepared for any college-level coursework.
- D. I did not take these courses.

33. Foreign Language

34. Performing/Fine Arts

Questions 35-42. How well did your high school help you to develop knowledge and skills in the following areas?

Choose: A. Very well B. Well C. Somewhat well D. Not that well E. Not at all well

35. Teamwork

36. Creative thinking

37. Problem solving

38. Conflict resolution

39. Personal health/Fitness

40. Time management (e.g. meeting deadlines)

41. Working hard

42. Technology

43. Which of the following college preparation activities did you participate in? Select all that apply.
- A. Visited one or more college campus
 - B. Took the PSAT
 - C. Took college entrance tests (SAT, ACT, THEA, Compass, Asset)
 - D. Completed an application to a college or university, or completed the Texas Common Application
 - E. Completed or are currently enrolled in ACC courses (Early College Start, Dual Credit)
 - F. Ordered and submitted a transcript to a college or university
 - G. Met with transition counselor/coordinator or other school staff members to discuss college plans and processes

44. Which of the following college preparation activities did you participate in? Select all that apply.
- A. Wrote college application essay in senior English class
 - B. Participated in a leadership course/experience at a college
 - C. Took SAT/ACT prep course
 - D. Participated in a college fair/college night
 - E. Met with a college representative at my high school
 - F. I did not participate in college preparation activities
 - G. Other

Questions 45-53. For each of the college preparation programs, identify what you got out of it. Choose:

- A. This program is not offered at my school
- B. I did not participate in this program but it is offered at my school
- C. They encouraged me to attend school regularly
- D. They helped me choose the right courses I needed to take in high school to prepare for college
- E. They explained the financial aid process to me
- F. They were available to help me deal with school-related issues
- G. They helped me believe that college was right for me
- H. They helped me apply to college

- 45. College Connections
- 46. College Forward
- 47. Hispanic Mother/Daughter
- 48. AVID
- 49. Talent Search/TRIO
- 50. Upward Bound
- 51. Gear-UP
- 52. Break Through Collaborative
- 53. College 101

54. When did you first take a college entrance test (SAT, ACT, 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

Questions 55-57. How many applications have you submitted for admission in each of the following types of institutions? Reply for each type, even if you did not apply. Choose:

- | | |
|--|----------------|
| A. 0 (I did not apply to any of these) | F. 5 |
| B. 1 | G. 6 |
| C. 2 | H. 7 |
| D. 3 | I. More than 7 |
| E. 4 | |

55. Two-year college (e.g., ACC)

56. Four-year college or university

57. Business, technical, trade, or vocational school

Questions 58-60. How many schools in each category accepted your application? Reply for each type, even if you did not apply. Choose:

- | | |
|--|----------------|
| A. 0 (I did not apply to any of these) | F. 5 |
| B. 1 | G. 6 |
| C. 2 | H. 7 |
| D. 3 | I. More than 7 |
| E. 4 | |

58. Two-year college (e.g., ACC)

59. Four-year college or university

60. Business, technical, trade, or vocational school

Questions 61-63. How many schools in each category wait-listed you for enrollment? Reply for each type, even if you did not apply. Choose:

- | | |
|--|----------------|
| A. 0 (I did not apply to any of these) | F. 5 |
| B. 1 | G. 6 |
| C. 2 | H. 7 |
| D. 3 | I. More than 7 |
| E. 4 | |

61. Two-year college (e.g., ACC)

62. Four-year college or university

63. Business, technical, trade, or vocational school

Questions 64-66. How many schools in each category are you still waiting to hear from regarding their admission's decision? Reply for each type, even if you did not apply. Choose:

- | | |
|--|----------------|
| A. 0 (I did not apply to any of these) | F. 5 |
| B. 1 | G. 6 |
| C. 2 | H. 7 |
| D. 3 | I. More than 7 |
| E. 4 | |

64. Two-year college (e.g., ACC)

65. Four-year college or university

66. Business, technical, trade, or vocational school

<p>67. Did you ever meet with your school/college counselor for any of the following issues? Select all that apply</p> <ul style="list-style-type: none"> A. Personal/family issues B. Scheduling, course selection and 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 my school counselor
<p>68. Who has had the most influence on your decision making process about your future?</p> <ul style="list-style-type: none"> A. School personnel (i.e., school counselors, college counselors, teachers) B. My parents C. Myself
<p>69. Who has had the least influence on your decision making process about your future?</p> <ul style="list-style-type: none"> A. School personnel B. My parents C. Myself
<p>70. When did you start thinking about going to college?</p> <ul style="list-style-type: none"> A. As long as I can remember B. When I was 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
<p>71. When did you start expecting to go to college?</p> <ul style="list-style-type: none"> A. As long as I can remember B. When I was a child/in elementary school C. In middle/junior high school D. In high school E. I've never expected to go to college
<p>72. Who was most helpful in preparing to apply to college?</p> <ul style="list-style-type: none"> A. School personnel (school counselors, college counselors, teachers, etc.) B. Parents/Family/Relatives C. My own independent research D. I did not apply to college E. Other

<p>73. What activity at your school helped you the most during your college application process?</p> <ul style="list-style-type: none"> A. Took the PSAT B. Completed an application to a college or university, or completed the Texas Common Application C. Met with transition counselor/coordinator or other school staff members to discuss college plans and processes D. Wrote college application essay in seniors English class E. Took SAT/ACT prep course F. Participated in a college fair/college night G. Met with a college representative at my high school H. Other
<p>74. How easy has it been for you and your parents to understand the process of financial aid?</p> <ul style="list-style-type: none"> A. Very easy B. Easy C. Somewhat easy, somewhat difficult D. Difficult E. Very difficult F. Did not apply for financial aid
<p>75. Who helped you the most in obtaining financial aid information?</p> <ul style="list-style-type: none"> A. School personnel (school counselors, college counselors, teachers, etc.) B. Parents/Family/Relatives C. My own independent research D. I did not get financial aid information E. Other
<p>76. Who in your family attended a college or financial aid event?</p> <p>Select all that apply.</p> <ul style="list-style-type: none"> A. Me B. My parents C. Other family members D. No one E. Don't know
<p>77. When did you or your parents submit your financial aid application (FAFSA or PROFILE)?</p> <ul style="list-style-type: none"> 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 a financial aid application I. Don't know

<p>78. If you did not submit a financial application, why not?</p> <ul style="list-style-type: none"> A. I do not need financial aid to attend college B. My parents were not willing to submit private financial information C. My family did not think we would qualify for financial aid D. I do not plan to go to college E. I did not know about the financial aid process F. I did submit a financial aid application
<p>79. How do you plan to pay for your education after high school? Select all that apply.</p> <ul style="list-style-type: none"> A. I do not plan on attending college B. Scholarships C. Personal savings D. Family savings E. Family members will take loans F. I will take loans G. Grants H. Working while in school or in the summer I. Work study J. Don't Know
<p>Questions 80-85. To what extent were your parents involved in the following school-related things? Choose:</p> <ul style="list-style-type: none"> A. Consistently B. Often C. Occasionally D. Rarely E. Never <p>80. Discussing homework or school projects</p> <p>81. Volunteering at your school</p> <p>82. Discussing what classes to take</p> <p>83. Attending school activities/performances (sports, music, drama, etc.)</p> <p>84. Attending school meetings</p> <p>85. Communicating with your teachers</p>
<p>86. To what extent did your parents or other family members encourage you to go to college?</p> <ul style="list-style-type: none"> A. A great deal B. Somewhat C. Not very much D. Not at all
<p>87. Were you born in the US?</p> <ul style="list-style-type: none"> A. Yes B. No
<p>88. How many siblings (brothers or sisters) do you have?</p> <ul style="list-style-type: none"> A. 0 B. 1 C. 2 D. 3 E. 4 or more

<p>89. Have any of your siblings graduated from high school?</p> <p>A. Yes B. No C. I am the oldest child</p>
<p>90. Have any of your siblings attended or graduated from college?</p> <p>A. Yes B. No C. I am the oldest child</p>
<p>91. Which of your parents were born in the US?</p> <p>A. Mother B. Father C. Both D. Neither</p>
<p>92. What is the highest level of education completed by your mother?</p> <p>A. Did not enter or finish high school B. Graduated from high school or earned a GED C. Attended a two-year community/junior college or vocational/technical school, but did not complete a certificate or degree D. Earned an Associate's degree or certificate from a two-year college E. Attended a four-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</p>
<p>93. What is the highest level of education completed by your father?</p> <p>A. Did not enter or finish high school B. Graduated from high school or earned a GED C. Attended a two-year community/junior college or vocational/technical school, but did not complete a certificate or degree D. Earned an Associate's degree or certificate from a two-year college E. Attended a four-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</p>
<p>94. Did your mother work in paid employment for most of the time you were in high school?</p> <p>A. Yes B. No C. Don't know</p>
<p>95. Did your father work in paid employment for most of the time you were in high school?</p> <p>A. Yes B. No C. Don't know</p>

<p>96. Who lives in your current household? Select all that apply.</p> <ul style="list-style-type: none"> A. Mother/step-mother B. Father/step-father C. Grandparent(s) D. Sibling(s)/step-siblings/half-siblings E. Other relatives (i.e., aunt, uncle, cousin, etc.) F. Others (i.e., friends, renters, etc.) G. I live on my own
<p>97. Are these the people you lived with most of the time you were in high school?</p> <ul style="list-style-type: none"> A. Yes B. No
<p>98. During your senior year, did anyone in your household participate in the following? Select all that apply.</p> <ul style="list-style-type: none"> A. Free or reduced school lunch program B. TANF/cash welfare payments C. Food stamps/Lone Star card program D. None of these
<p>99. Do you regularly attend religious services?</p> <ul style="list-style-type: none"> A. Yes B. No
<p>100. Which graduation plan are you completing?</p> <ul style="list-style-type: none"> A. Distinguished Achievement Program B. Recommended High School Program C. Minimum High School Program D. Don't know/Not sure
<p>101. 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?</p> <ul style="list-style-type: none"> A. None B. 1-5 hours C. 6-10 hours D. 11-15 hours E. 16+ hours
<p>102. During your senior year, approximately how many hours per week did you typically work for pay?</p> <ul style="list-style-type: none"> A. None B. 1-5 hours C. 6-10 hours D. 11-15 hours E. 16+ hours

103. Did you participate in any of the following extra-curricular activities (not school courses, but affiliated with your school) while in high school? Select all that apply.

- A. Music (choir, band, orchestra)
- B. Theater/Drama
- C. Dance
- D. Sports (outside of PE)
- E. Journalism (newspaper, yearbook)
- F. Speech/Debate
- G. Academic clubs
- H. Service clubs
- I. None of the above
- J. Other

104. Did you participate in any of the following non-school related activities during your senior year? Select all that apply.

- A. Organized sports
- B. Arts/Music activities
- C. Community service organizations and activities
- D. Environmental projects
- E. Faith-based or charitable organizations
- F. Providing routine care to another family member
- G. None of the above
- H. Other

105. On the whole, did you like high school?

- A. Yes
- B. No
- C. Neutral

Questions 106-112. If you were able to go back and do high school again, what would you do differently? Choose: A. More B. Same C. Less

106. Participate in college preparation activities

107. Focus on my GPA

108. Be involved in activities on campus

109. Work outside of school

110. Worry about what others think of me

111. Spend time with my family

112. Spend time with my friends

Appendix C. Responses to Student Futures Project Survey Questions

	Overall	Black, African or African American	Hispanic, Latino, or of Spanish Origin	Asian, Asian American, or Pacific Islander	White, Caucasian, or European American	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	Leander	Manor	Pflugerville	Round Rock	San Marcos	
Survey Totals	8,328	890	2,707	461	3,983	4,013	3,937	1,940	3,687	7,569	2,571	2447	3,191	286	233	321	515	905	113	922	1,506	336	
What is your race/ethnicity? N=8259																							
Black, African or African American	11%	100%	*	*	*	12%	10%	10%	8%	11%	18%	16%	12%	10%	20%	*	6%	7%	31%	19%	9%	5%	
Hispanic, Latino, or of Spanish Origin	33%	*	100%	*	*	35%	32%	62%	16%	32%	57%	59%	42%	31%	62%	6%	50%	16%	42%	26%	17%	60%	
Asian, Asian American, or Pacific Islander	6%	*	*	100%	*	5%	6%	5%	7%	6%	5%	2%	3%	*	*	6%	*	4%	*	12%	11%	*	
White, Caucasian, or European American	48%	*	*	*	100%	46%	50%	21%	67%	49%	18%	22%	43%	55%	12%	85%	39%	68%	22%	39%	59%	30%	
Other	3%	*	*	*	*	2%	3%	2%	3%	3%	2%	2%	*	*	*	*	3%	6%	*	4%	4%	3%	
How many times did you change high schools since 9th grade? N=8317																							
0	78%	65%	75%	76%	83%	78%	78%	72%	83%	79%	68%	75%	78%	81%	76%	88%	74%	76%	66%	73%	83%	72%	
1	14%	20%	16%	15%	12%	14%	14%	17%	12%	14%	20%	17%	17%	9%	13%	8%	12%	16%	18%	15%	9%	17%	
2	5%	9%	7%	7%	4%	5%	5%	8%	4%	5%	8%	7%	*	7%	6%	2%	7%	4%	9%	6%	5%	6%	
3 or more	3%	5%	3%	3%	2%	3%	3%	4%	1%	2%	4%	2%	*	4%	5%	3%	7%	4%	7%	5%	4%	4%	
How much do you agree with the following statement? The value of a college education is worth what it costs in time and money to get. N=5126																							
Strongly agree	45%	44%	41%	39%	48%	46%	44%	42%	50%	47%	40%	40%	.	40%	35%	51%	45%	45%	38%	43%	48%	43%	
Mildly agree	42%	43%	45%	44%	39%	42%	42%	43%	38%	41%	45%	47%	.	45%	48%	33%	43%	43%	53%	44%	39%	43%	
Mildly disagree	9%	8%	9%	13%	9%	9%	9%	11%	8%	8%	10%	9%	.	10%	11%	11%	7%	8%	*	10%	9%	10%	
Strongly disagree	4%	5%	4%	4%	4%	4%	5%	5%	4%	4%	5%	4%	.	4%	6%	5%	4%	5%	*	4%	4%	4%	

C-1

Note: * = 10 or fewer respondents; totals may not sum to 100% due to rounding

	Overall	Black, African or African American	Hispanic, Latino, or of Spanish Origin	Asian, Asian American, or Pacific Islander	White, Caucasian, or European American	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	Leander	Manor	Pflugerville	Round Rock	San Marcos	
By this time next year, what do you plan to be doing? N=8319																							
Attend college or technical school without working	30%	32%	24%	36%	32%	30%	29%	20%	40%	32%	24%	26%	45%	13%	9%	48%	10%	16%	13%	18%	27%	11%	
Attend college or technical school while working full-time	13%	14%	16%	6%	11%	12%	13%	18%	8%	14%	17%	16%	10%	17%	20%	3%	17%	15%	27%	15%	13%	16%	
Attend college or technical school while working part-time	48%	48%	48%	53%	49%	51%	46%	48%	48%	53%	47%	45%	37%	52%	52%	46%	60%	59%	49%	57%	54%	57%	
Work full-time only	3%	2%	5%	*	2%	2%	4%	5%	1%	*	4%	5%	3%	8%	*	*	5%	3%	*	3%	2%	7%	
Work part-time only	0%	*	0%	*	0%	0%	1%	1%	*	*	1%	1%	1%	*	*	*	*	*	*	*	*	*	
Not Sure	2%	2%	4%	*	2%	2%	3%	4%	1%	*	4%	4%	1%	4%	10%	*	3%	3%	*	3%	2%	4%	
Other	3%	2%	3%	3%	3%	2%	4%	4%	2%	*	4%	4%	3%	4%	*	*	5%	3%	*	3%	2%	*	
If you are not planning to pursue further education and training in the next year, what is your primary reason? N=682																							
Financial	24%	27%	24%	*	24%	26%	23%	26%	18%	*	29%	23%	22%	26%	31%	*	*	23%	*	31%	21%	30%	
Academic	14%	*	17%	*	10%	13%	15%	16%	9%	*	16%	17%	13%	*	31%	*	*	*	*	13%	23%	*	
Personal preference	23%	*	23%	*	25%	20%	25%	22%	24%	*	18%	23%	18%	*	*	*	30%	32%	*	22%	17%	30%	
Personal obligation	7%	*	8%	*	5%	11%	5%	8%	*	*	9%	7%	*	*	*	*	*	*	*	*	*	*	
Other	32%	29%	27%	61%	36%	30%	32%	28%	43%	*	28%	30%	42%	42%	*	*	30%	33%	*	27%	30%	*	
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=707																							
Yes	81%	85%	77%	83%	85%	87%	78%	79%	87%	*	80%	79%	79%	83%	84%	*	86%	76%	100%	82%	85%	79%	
No	19%	*	23%	*	15%	13%	22%	21%	13%	*	20%	21%	21%	*	*	*	*	24%	*	18%	15%	21%	
How important is the following in choosing a college or Technical School? College expenses (tuition, books, room and board) N=8180																							
Very Important	60%	73%	68%	61%	52%	62%	58%	67%	52%	61%	70%	67%	61%	65%	75%	41%	63%	54%	67%	61%	58%	66%	
Somewhat Important	34%	22%	28%	34%	40%	32%	35%	27%	40%	33%	25%	28%	31%	29%	22%	46%	31%	39%	32%	34%	37%	27%	
Not Important	7%	5%	5%	4%	8%	6%	7%	5%	8%	6%	5%	5%	8%	5%	*	13%	5%	7%	*	4%	5%	6%	

Note: * = 10 or fewer respondents; totals may not sum to 100% due to rounding

	Overall	Black, African or African American	Hispanic, Latino, or of Spanish Origin	Asian, Asian American, or Pacific Islander	White, Caucasian, or European American	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	Leander	Manor	Pflugerville	Round Rock	San Marcos	
How important is the following in choosing a college or Technical School? Availability of financial aid N=8168																							
Very Important	64%	79%	74%	66%	54%	68%	60%	77%	52%	65%	79%	74%	61%	71%	78%	36%	74%	61%	81%	70%	63%	74%	
Somewhat Important	28%	17%	22%	26%	34%	25%	30%	19%	36%	27%	17%	22%	29%	24%	19%	39%	20%	31%	16%	25%	29%	19%	
Not Important	8%	4%	5%	7%	12%	7%	10%	5%	12%	8%	4%	5%	10%	6%	*	24%	6%	8%	*	5%	8%	7%	
How important is the following in choosing a college or Technical School? Availability of specific courses or curriculum N=8152																							
Very Important	70%	71%	68%	71%	72%	73%	68%	67%	72%	72%	67%	67%	64%	69%	70%	73%	74%	78%	68%	71%	75%	72%	
Somewhat Important	26%	25%	29%	27%	24%	24%	28%	29%	25%	25%	28%	29%	31%	26%	28%	25%	23%	19%	30%	26%	23%	24%	
Not Important	4%	4%	4%	*	4%	3%	4%	4%	3%	3%	4%	4%	5%	6%	*	*	3%	3%	*	3%	3%	4%	
How important is the following in choosing a college or Technical School? Reputation of the college in athletic programs N=8156																							
Very Important	21%	31%	22%	15%	20%	19%	23%	23%	19%	21%	24%	25%	25%	18%	18%	21%	21%	19%	25%	20%	19%	15%	
Somewhat Important	37%	41%	40%	38%	34%	36%	38%	39%	35%	37%	40%	39%	37%	33%	42%	39%	37%	37%	41%	39%	35%	35%	
Not Important	42%	28%	39%	47%	47%	45%	39%	38%	46%	42%	36%	37%	39%	49%	40%	40%	42%	44%	35%	41%	46%	50%	
How important is the following in choosing a college or Technical School? Social life at the college N=8166																							
Very Important	38%	39%	34%	36%	41%	35%	41%	32%	43%	38%	33%	35%	39%	37%	30%	53%	33%	38%	30%	33%	40%	33%	
Somewhat Important	49%	47%	51%	53%	47%	51%	47%	52%	47%	49%	51%	50%	47%	45%	56%	42%	52%	51%	57%	52%	48%	55%	
Not Important	13%	14%	15%	10%	12%	14%	12%	16%	10%	12%	16%	15%	14%	18%	14%	5%	15%	11%	13%	15%	12%	13%	
How important is the following in choosing a college or Technical School? Ability to live at home and attend college N=8151																							
Very Important	26%	28%	38%	29%	17%	27%	25%	38%	17%	26%	39%	39%	29%	27%	38%	8%	31%	20%	35%	25%	21%	32%	
Somewhat Important	34%	36%	39%	37%	29%	32%	35%	40%	27%	33%	38%	38%	32%	33%	40%	18%	38%	36%	38%	41%	30%	39%	
Not Important	41%	37%	23%	35%	54%	41%	40%	22%	57%	42%	23%	24%	39%	39%	22%	74%	30%	44%	27%	34%	49%	29%	

Note: * = 10 or fewer respondents; totals may not sum to 100% due to rounding

	Overall	Black, African or African American	Hispanic, Latino, or of Spanish Origin	Asian, Asian American, or Pacific Islander	White, Caucasian, or European American	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	Leander	Manor	Pflugerville	Round Rock	San Marcos	
How important is the following in choosing a college or Technical School? Ability to live away from home N=8154																							
Very Important	35%	42%	32%	31%	37%	37%	34%	30%	38%	36%	34%	34%	37%	33%	26%	45%	32%	34%	34%	33%	36%	27%	
Somewhat Important	44%	40%	47%	47%	43%	42%	47%	46%	43%	44%	45%	45%	41%	44%	51%	44%	49%	46%	45%	50%	44%	46%	
Not Important	20%	18%	22%	22%	20%	21%	20%	24%	18%	20%	22%	22%	22%	23%	23%	11%	19%	20%	21%	17%	19%	28%	
How important is the following in choosing a college or Technical School? College's record in assisting students/graduates find a job) N=8153																							
Very Important	50%	57%	53%	56%	46%	51%	49%	53%	48%	51%	54%	52%	37%	58%	61%	55%	64%	55%	68%	59%	57%	53%	
Somewhat Important	39%	35%	37%	36%	41%	38%	40%	37%	40%	39%	37%	38%	45%	35%	33%	38%	30%	38%	27%	34%	37%	40%	
Not Important	11%	8%	10%	8%	12%	11%	11%	10%	12%	10%	9%	10%	18%	8%	6%	6%	6%	7%	*	7%	7%	7%	
How important is the following in choosing a college or Technical School? Reputation of the college in academic programs N=8154																							
Very Important	62%	64%	56%	73%	65%	65%	58%	53%	69%	64%	55%	54%	52%	62%	59%	80%	63%	68%	59%	69%	70%	61%	
Somewhat Important	32%	29%	36%	23%	30%	29%	34%	38%	27%	31%	36%	37%	38%	29%	35%	17%	32%	28%	39%	26%	26%	34%	
Not Important	7%	7%	8%	4%	6%	6%	8%	9%	5%	6%	9%	9%	10%	9%	6%	*	4%	4%	*	5%	4%	5%	
How important is the following in choosing a college or Technical School? Easy admission standards N=8145																							
Very Important	30%	40%	38%	25%	23%	31%	30%	39%	21%	30%	41%	40%	29%	36%	39%	15%	36%	29%	49%	32%	28%	39%	
Somewhat Important	46%	43%	46%	44%	45%	45%	46%	46%	44%	46%	45%	46%	43%	46%	48%	45%	50%	48%	41%	49%	46%	46%	
Not Important	24%	17%	15%	30%	32%	25%	24%	15%	35%	25%	14%	15%	28%	18%	13%	40%	14%	24%	11%	20%	26%	15%	
How important is the following in choosing a college or Technical School? Ability to take courses online N=8150																							
Very Important	20%	24%	23%	18%	16%	20%	19%	25%	14%	19%	27%	25%	19%	23%	17%	11%	24%	23%	23%	20%	19%	21%	
Somewhat Important	38%	41%	41%	39%	36%	37%	39%	42%	34%	38%	43%	42%	36%	38%	46%	29%	45%	43%	47%	42%	37%	40%	
Not Important	42%	34%	36%	43%	48%	43%	42%	33%	53%	44%	30%	34%	46%	40%	36%	60%	31%	34%	30%	38%	44%	39%	

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How important is the following in choosing a college or Technical School? Study abroad opportunities N=8141																							
Very Important	36%	38%	38%	35%	34%	38%	33%	36%	35%	36%	38%	36%	33%	34%	37%	43%	38%	37%	31%	33%	39%	36%	
Somewhat Important	44%	44%	47%	44%	42%	43%	45%	46%	42%	44%	46%	46%	44%	42%	48%	41%	46%	42%	49%	50%	40%	44%	
Not Important	21%	18%	16%	21%	24%	19%	22%	18%	23%	21%	16%	18%	23%	24%	15%	16%	15%	21%	20%	16%	21%	19%	
How important is the following in choosing a college or Technical School? Service learning opportunities N=8143																							
Very Important	33%	41%	41%	33%	26%	35%	30%	41%	26%	32%	42%	40%	28%	41%	42%	27%	45%	34%	48%	36%	31%	40%	
Somewhat Important	48%	45%	46%	47%	50%	47%	49%	44%	50%	48%	45%	46%	47%	43%	44%	49%	46%	53%	44%	51%	47%	49%	
Not Important	19%	14%	13%	20%	25%	18%	21%	14%	24%	19%	13%	14%	25%	15%	13%	25%	9%	14%	*	13%	22%	12%	
How important is the following in choosing a college or Technical School? Accept AP or IB credit N=8134																							
Very Important	41%	41%	40%	59%	40%	44%	38%	39%	44%	42%	41%	40%	36%	35%	30%	51%	42%	39%	45%	47%	49%	35%	
Somewhat Important	39%	39%	42%	31%	38%	37%	41%	41%	37%	38%	40%	42%	41%	41%	49%	33%	40%	39%	43%	39%	32%	47%	
Not Important	20%	19%	19%	10%	22%	19%	21%	21%	19%	19%	19%	18%	23%	24%	21%	17%	18%	22%	12%	14%	18%	19%	
How important is the following in choosing a college or Technical School? Accept dual credit N=8138																							
Very Important	40%	48%	43%	51%	36%	43%	37%	42%	37%	41%	45%	43%	35%	43%	41%	35%	43%	44%	50%	47%	44%	40%	
Somewhat Important	38%	38%	40%	31%	38%	35%	41%	40%	37%	38%	38%	39%	41%	31%	45%	37%	34%	35%	38%	39%	35%	43%	
Not Important	22%	15%	18%	17%	26%	21%	22%	18%	26%	21%	17%	18%	25%	26%	14%	28%	23%	21%	12%	14%	21%	18%	

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Select the one area that best fits what you plan to study in your further education. N=5518																							
Agricultural sciences and technologies	2%	*	1%	*	2%	2%	2%	2%	1%	2%	2%	2%	.	4%	*	*	*	2%	*	1%	1%	*	
Business	16%	20%	15%	19%	16%	15%	17%	15%	17%	17%	16%	12%	.	13%	15%	25%	13%	18%	12%	15%	18%	12%	
Communication	5%	4%	4%	4%	7%	5%	6%	3%	7%	6%	4%	4%	.	5%	*	10%	3%	5%	*	5%	7%	5%	
Community services	4%	5%	5%	*	3%	4%	4%	5%	2%	3%	5%	6%	.	9%	*	*	3%	3%	*	3%	3%	6%	
Computer and information sciences	4%	4%	4%	4%	4%	2%	6%	5%	4%	4%	5%	4%	.	*	*	*	3%	4%	*	3%	5%	7%	
Education	6%	5%	6%	*	8%	7%	5%	6%	6%	7%	6%	7%	.	9%	8%	4%	6%	7%	*	6%	7%	5%	
Engineering	11%	9%	8%	18%	12%	8%	13%	7%	14%	11%	9%	9%	.	12%	*	20%	7%	9%	15%	12%	13%	6%	
Health sciences	17%	23%	19%	22%	14%	22%	12%	21%	14%	18%	19%	19%	.	20%	14%	12%	21%	13%	23%	17%	17%	15%	
Humanities	2%	*	1%	*	3%	2%	2%	2%	3%	2%	1%	2%	.	*	*	6%	*	1%	*	2%	3%	*	
Natural sciences and mathematics	7%	5%	5%	17%	7%	7%	8%	3%	11%	8%	5%	4%	.	7%	*	14%	5%	4%	*	8%	10%	4%	
Office skills	1%	*	1%	*	*	1%	0%	2%	*	1%	2%	1%	.	*	*	*	*	*	*	*	1%	*	
Social sciences	5%	5%	3%	5%	6%	5%	5%	3%	7%	5%	4%	4%	.	4%	*	8%	3%	4%	*	4%	7%	5%	
Trade and industrial	3%	*	4%	*	2%	2%	3%	4%	2%	2%	4%	5%	.	8%	*	*	3%	3%	*	2%	2%	5%	
Visual and performing arts	8%	5%	9%	6%	9%	8%	8%	7%	8%	8%	8%	8%	.	11%	6%	7%	7%	9%	*	5%	10%	10%	
Undecided	6%	5%	7%	4%	6%	6%	7%	7%	5%	5%	6%	8%	.	7%	10%	4%	6%	8%	*	6%	5%	8%	
Other	11%	12%	12%	4%	10%	11%	11%	13%	8%	10%	13%	13%	.	10%	20%	5%	16%	10%	11%	10%	9%	11%	
How well did your high school helped you to prepare for further education by further developing knowledge and skills in the following: English/Language Arts (writing, reading, speaking, listening) N=5125																							
I am prepared for regular or advanced college-level coursework.	80%	82%	72%	82%	85%	83%	78%	70%	88%	83%	70%	71%	.	71%	69%	95%	74%	81%	67%	78%	87%	70%	
I will have to take remedial classes to prepare for college-level coursework.	16%	15%	23%	17%	12%	16%	18%	24%	11%	15%	25%	23%	.	21%	25%	4%	22%	16%	27%	19%	11%	24%	
I am not prepared for any college-level coursework.	3%	3%	5%	*	3%	2%	4%	6%	1%	2%	5%	6%	.	8%	6%	*	5%	3%	*	3%	2%	5%	

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How well did your high school helped you to prepare for further education by further developing knowledge and skills in the following: Mathematics N=5125																							
I am prepared for regular or advanced college-level coursework.	63%	58%	52%	81%	68%	61%	65%	51%	75%	66%	53%	52%		50%	52%	88%	50%	63%	53%	61%	71%	51%	
I will have to take remedial classes to prepare for college-level coursework.	30%	34%	38%	17%	27%	32%	28%	38%	22%	29%	37%	37%		38%	35%	11%	40%	30%	37%	32%	24%	37%	
I am not prepared for any college-level coursework.	7%	8%	11%	*	6%	7%	7%	12%	3%	6%	11%	11%		12%	13%	*	10%	7%	10%	6%	5%	12%	
How well did your high school helped you to prepare for further education by further developing knowledge and skills in the following: Science N=5128																							
I am prepared for regular or advanced college-level coursework.	67%	67%	56%	78%	71%	67%	67%	55%	77%	70%	57%	57%		56%	54%	86%	63%	63%	52%	62%	78%	52%	
I will have to take remedial classes to prepare for college-level coursework.	27%	27%	34%	19%	24%	28%	27%	36%	20%	25%	34%	34%		31%	37%	13%	32%	31%	38%	31%	18%	39%	
I am not prepared for any college-level coursework.	6%	7%	9%	*	5%	6%	6%	9%	3%	5%	9%	10%		13%	9%	*	5%	7%	10%	7%	4%	9%	
How well did your high school helped you to prepare for further education by further developing knowledge and skills in the following: Social Studies N=5127																							
I am prepared for regular or advanced college-level coursework.	78%	81%	71%	79%	81%	79%	78%	70%	86%	81%	71%	73%		74%	78%	93%	75%	78%	66%	73%	84%	68%	
I will have to take remedial classes to prepare for college-level coursework.	18%	15%	23%	18%	16%	19%	18%	25%	12%	16%	24%	20%		17%	16%	6%	21%	20%	26%	23%	13%	27%	
I am not prepared for any college-level coursework.	4%	4%	5%	3%	3%	3%	4%	6%	2%	3%	5%	7%		9%	6%	*	4%	3%	*	4%	3%	5%	

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How well did your high school helped you to prepare for further education by further developing knowledge and skills in the following: Computer/Technology (either direct coursework or applications in other courses) N=5130																							
I am prepared for regular or advanced college-level coursework.	72%	78%	67%	71%	74%	73%	72%	65%	77%	75%	67%	68%	68%	70%	85%	70%	70%	70%	69%	78%	62%		
I will have to take remedial classes to prepare for college-level coursework.	21%	17%	25%	23%	20%	22%	21%	26%	18%	20%	25%	22%	17%	21%	11%	24%	24%	19%	25%	17%	30%		
I am not prepared for any college-level coursework.	6%	5%	8%	6%	6%	5%	7%	9%	4%	5%	7%	10%	14%	8%	4%	6%	7%	11%	6%	5%	9%		
How well did your high school helped you to prepare for further education by further developing knowledge and skills in the following: Foreign Language N=2589																							
I am prepared for regular or advanced college-level coursework.	50%	46%	58%	57%	45%	52%	47%	48%	55%	52%	51%	45%	43%	54%	65%	44%	41%	46%	46%	59%	36%		
I will have to take remedial classes to prepare for college-level coursework.	30%	32%	26%	29%	32%	30%	31%	30%	28%	31%	29%	32%	31%	30%	24%	30%	36%	28%	34%	25%	37%		
I am not prepared for any college-level coursework.	16%	17%	13%	12%	18%	15%	17%	16%	14%	15%	14%	19%	20%	14%	8%	21%	18%	19%	17%	12%	22%		
I did not take these courses.	4%	5%	3%	*	5%	3%	5%	6%	3%	3%	6%	4%	5%	*	*	5%	5%	*	4%	4%	5%		

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How well did your high school helped you to prepare for further education by further developing knowledge and skills in the following: Performing/Fine Arts N=1862																						
I am prepared for regular or advanced college-level coursework.	64%	71%	61%	65%	64%	67%	61%	58%	67%	66%	60%	60%	.	61%	63%	65%	59%	62%	65%	62%	70%	52%
I will have to take remedial classes to prepare for college-level coursework.	18%	14%	21%	19%	17%	17%	19%	22%	14%	17%	21%	19%	.	15%	18%	13%	18%	21%	19%	21%	14%	27%
I am not prepared for any college-level coursework.	9%	9%	10%	10%	8%	8%	10%	10%	8%	8%	10%	12%	.	13%	12%	5%	11%	10%	*	8%	7%	12%
I did not take these courses.	10%	6%	9%	6%	11%	9%	10%	9%	11%	10%	8%	9%	.	11%	7%	17%	11%	8%	10%	9%	10%	9%
How well did your high school help you to develop knowledge and skills in: Teamwork N=8243																						
Very Well	41%	46%	43%	40%	38%	41%	40%	44%	38%	41%	43%	38%	32%	40%	44%	53%	47%	49%	51%	51%	41%	45%
Well	19%	14%	16%	28%	22%	19%	19%	18%	19%	20%	15%	15%	*	29%	34%	28%	31%	30%	35%	30%	33%	32%
Somewhat well	31%	32%	34%	25%	30%	33%	31%	31%	33%	32%	35%	38%	57%	18%	16%	13%	14%	14%	10%	13%	18%	17%
Not that well	3%	2%	2%	4%	4%	3%	3%	2%	4%	3%	2%	3%	*	7%	*	5%	6%	5%	*	4%	6%	6%
Not at all well	6%	6%	5%	3%	6%	5%	7%	5%	6%	5%	5%	6%	11%	6%	*	*	2%	2%	*	2%	3%	*
How well did your high school help you to develop knowledge and skills in: Creative Thinking N=8237																						
Very Well	40%	46%	41%	36%	39%	40%	40%	40%	39%	40%	41%	39%	38%	31%	38%	53%	42%	40%	46%	45%	40%	39%
Well	22%	19%	19%	32%	23%	21%	22%	21%	21%	22%	19%	16%	*	34%	39%	29%	33%	36%	35%	36%	35%	34%
Somewhat well	30%	29%	34%	26%	29%	32%	29%	32%	31%	30%	34%	38%	52%	25%	18%	12%	17%	16%	15%	15%	17%	21%
Not that well	3%	2%	2%	4%	4%	3%	4%	2%	4%	3%	1%	2%	*	9%	*	5%	6%	6%	*	3%	6%	4%
Not at all well	5%	5%	5%	*	5%	4%	6%	4%	6%	4%	4%	5%	9%	*	*	*	2%	3%	*	2%	3%	*

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How well did your high school help you to develop knowledge and skills in: Problem Solving N=8240																							
Very Well	39%	40%	37%	42%	40%	38%	40%	37%	41%	40%	38%	34%	38%	24%	32%	59%	36%	39%	34%	43%	42%	33%	
Well	23%	20%	20%	29%	25%	23%	23%	23%	22%	23%	20%	18%	*	35%	42%	28%	38%	39%	41%	37%	36%	42%	
Somewhat well	31%	31%	37%	25%	29%	33%	30%	33%	31%	31%	36%	40%	54%	31%	22%	9%	20%	16%	21%	16%	17%	18%	
Not that well	3%	3%	2%	3%	3%	3%	3%	2%	3%	3%	2%	3%	*	8%	*	3%	5%	4%	*	3%	4%	6%	
Not at all well	4%	6%	4%	*	4%	4%	5%	5%	4%	4%	4%	5%	9%	*	*	*	*	2%	*	2%	2%	*	
How well did your high school help you to develop knowledge and skills in: Conflict Resolution N=8223																							
Very Well	31%	35%	32%	29%	29%	30%	31%	31%	30%	31%	33%	29%	27%	26%	30%	45%	33%	34%	29%	36%	33%	28%	
Well	21%	17%	18%	27%	22%	20%	21%	21%	20%	21%	17%	16%	*	25%	36%	30%	32%	32%	41%	35%	33%	36%	
Somewhat well	34%	34%	38%	30%	33%	36%	33%	37%	35%	34%	38%	41%	56%	28%	22%	16%	23%	20%	19%	20%	21%	24%	
Not that well	6%	5%	4%	9%	7%	5%	6%	4%	6%	5%	4%	5%	*	15%	9%	7%	8%	10%	*	7%	9%	9%	
Not at all well	9%	9%	8%	5%	10%	8%	10%	8%	10%	8%	7%	10%	17%	5%	*	*	4%	4%	*	2%	4%	*	
How well did your high school help you to develop knowledge and skills in: Personal health / Fitness N=8235																							
Very Well	34%	45%	34%	30%	32%	31%	36%	35%	31%	34%	35%	32%	29%	30%	30%	51%	33%	38%	36%	43%	34%	31%	
Well	17%	14%	16%	24%	18%	18%	16%	18%	16%	17%	16%	15%	*	32%	30%	23%	32%	24%	35%	27%	29%	30%	
Somewhat well	32%	29%	36%	31%	30%	34%	30%	34%	32%	32%	36%	39%	50%	25%	24%	16%	21%	21%	20%	19%	20%	25%	
Not that well	6%	4%	4%	7%	8%	6%	7%	5%	7%	6%	4%	4%	*	10%	10%	8%	10%	12%	*	8%	11%	10%	
Not at all well	11%	9%	10%	7%	13%	11%	11%	8%	13%	11%	9%	10%	21%	4%	6%	*	3%	5%	*	3%	6%	4%	
How well did your high school help you to develop knowledge and skills in: Time management N=8228																							
Very Well	30%	31%	29%	32%	30%	31%	28%	30%	31%	31%	30%	26%	27%	20%	21%	54%	29%	31%	24%	34%	34%	24%	
Well	20%	18%	17%	25%	21%	19%	19%	20%	18%	20%	17%	15%	*	28%	32%	25%	32%	33%	39%	33%	32%	33%	
Somewhat well	34%	37%	39%	28%	31%	35%	34%	36%	33%	34%	39%	43%	54%	28%	32%	13%	24%	21%	25%	21%	20%	27%	
Not that well	6%	4%	5%	8%	6%	5%	6%	6%	6%	6%	5%	6%	*	16%	11%	6%	10%	9%	10%	9%	9%	13%	
Not at all well	10%	10%	9%	7%	11%	9%	12%	9%	11%	10%	9%	11%	19%	6%	*	*	5%	5%	*	4%	5%	4%	

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How well did your high school help you to develop knowledge and skills in: Working hard N=5131																							
Very Well	47%	54%	49%	53%	44%	47%	47%	49%	47%	47%	50%	44%		35%	49%	69%	45%	44%	49%	50%	46%	41%	
Well	29%	26%	30%	25%	30%	30%	28%	29%	27%	29%	29%	29%		27%	29%	17%	31%	31%	31%	28%	30%	31%	
Somewhat well	15%	13%	14%	16%	15%	14%	15%	15%	15%	14%	15%	17%		22%	16%	8%	15%	14%	15%	14%	15%	16%	
Not that well	6%	4%	4%	4%	7%	6%	6%	4%	6%	6%	4%	6%		9%	*	5%	8%	7%	*	5%	5%	7%	
Not at all well	3%	3%	2%	*	4%	3%	4%	3%	4%	3%	3%	4%		7%	*	*	2%	4%	*	3%	3%	5%	
How well did your high school help you to develop knowledge and skills in: Technology N=8230																							
Very Well	32%	34%	33%	34%	32%	30%	34%	32%	31%	33%	34%	31%	30%	25%	27%	51%	33%	30%	35%	35%	36%	29%	
Well	21%	18%	18%	26%	23%	22%	20%	21%	20%	22%	18%	15%	*	26%	32%	27%	38%	36%	39%	35%	34%	35%	
Somewhat well	34%	35%	38%	31%	33%	36%	33%	35%	36%	34%	37%	41%	54%	29%	28%	16%	19%	24%	19%	21%	21%	25%	
Not that well	4%	4%	3%	5%	5%	4%	4%	3%	4%	4%	4%	4%	*	16%	8%	5%	8%	6%	*	7%	6%	6%	
Not at all well	8%	9%	8%	4%	8%	8%	8%	8%	8%	7%	8%	10%	15%	5%	5%	*	3%	4%	*	3%	3%	5%	

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Did you participate in this college preparation activity?																							
Visited one or more college campus N= 8324	57%	56%	47%	56%	65%	60%	54%	41%	70%	60%	46%	48%	52%	52%	61%	87%	50%	60%	48%	50%	68%	53%	
Took the PSAT N= 8324	66%	59%	54%	76%	76%	69%	65%	52%	81%	70%	52%	55%	68%	41%	69%	88%	68%	74%	50%	53%	67%	63%	
Took college entrance tests (SAT, ACT, THEA, Compass, Asset) N= 5133	77%	74%	68%	87%	83%	80%	75%	63%	90%	82%	66%	73%	70%	67%	96%	74%	76%	77%	75%	81%	74%		
Completed an application to a college or university, or completed the Texas Common Application N= 8324	66%	65%	55%	78%	74%	71%	63%	50%	81%	71%	54%	57%	72%	48%	51%	92%	55%	60%	54%	60%	69%	55%	
Completed or are currently enrolled in ACC courses (Early College Start, Dual Credit) N= 8324	32%	26%	27%	50%	34%	34%	30%	23%	39%	34%	25%	24%	29%	21%	27%	37%	34%	37%	25%	28%	39%	26%	
Ordered and submitted a transcript to a college or university N= 8324	55%	52%	39%	67%	65%	58%	51%	35%	73%	59%	36%	39%	50%	38%	40%	90%	47%	57%	43%	54%	65%	51%	
Met with transition counselor/coordinator or other school staff members to discuss college plans and processes N= 5133	44%	43%	37%	49%	47%	47%	41%	35%	51%	46%	37%	37%	34%	36%	65%	40%	45%	25%	37%	51%	36%		
Wrote college application essay in senior English class N= 5129	55%	46%	42%	65%	64%	59%	52%	38%	69%	59%	43%	39%	40%	30%	95%	50%	63%	36%	50%	61%	36%		
Participated in a leadership course/experience at a college N= 5130	13%	11%	9%	18%	14%	13%	12%	8%	16%	14%	8%	9%	9%	10%	25%	7%	19%	*	8%	14%	10%		
Took SAT/ACT prep course N= 8321	33%	32%	29%	42%	36%	34%	33%	25%	43%	35%	26%	29%	42%	20%	26%	69%	22%	24%	13%	18%	34%	22%	
Participated in a college fair/college night N= 8321	43%	47%	40%	43%	44%	46%	40%	38%	50%	46%	40%	46%	49%	38%	51%	73%	37%	25%	31%	36%	41%	46%	
Met with a college representative at my high school N= 5130	38%	40%	33%	43%	39%	39%	36%	34%	42%	40%	34%	38%	35%	47%	74%	37%	25%	30%	31%	42%	36%		
I did not participate in college preparation activities N= 5130	10%	9%	14%	6%	8%	9%	11%	15%	6%	8%	13%	12%	18%	11%	7%	10%	10%	*	11%	9%	11%		
Other N= 5130	6%	7%	4%	6%	7%	5%	5%	5%	7%	5%	6%	5%	12%	*	11%	3%	2%	*	1%	12%	*		

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When did you first take a college entrance test (SAT, ACT, THEA, Compass, Asset)? N=5100																							
Fall of junior year	19%	14%	16%	23%	22%	19%	19%	13%	26%	20%	14%	16%	12%	17%	34%	15%	15%	*	12%	26%	26%		
Spring of junior year	23%	17%	19%	31%	27%	25%	23%	19%	29%	25%	19%	24%	15%	14%	39%	22%	23%	16%	18%	25%	37%		
Summer after junior year	9%	9%	6%	12%	10%	9%	8%	6%	11%	9%	6%	6%	8%	8%	11%	8%	10%	10%	11%	8%	*		
Fall of senior year	21%	29%	23%	15%	20%	21%	21%	23%	18%	22%	25%	23%	29%	31%	9%	23%	24%	26%	26%	18%	10%		
Spring of senior year	9%	14%	12%	7%	7%	9%	9%	14%	5%	9%	12%	11%	12%	6%	*	14%	8%	21%	12%	7%	6%		
Other	5%	4%	5%	6%	5%	6%	5%	4%	6%	5%	4%	6%	5%	5%	4%	6%	6%	*	4%	4%	8%		
I did not take college entrance tests	13%	13%	19%	6%	10%	12%	14%	22%	5%	10%	19%	15%	19%	18%	*	13%	15%	14%	16%	11%	11%		
Did you submit an application to a 2-year college? N=8271																							
Yes	50%	58%	59%	35%	44%	51%	49%	56%	43%	51%	60%	61%	70%	44%	42%	7%	46%	39%	44%	38%	36%	41%	
No	50%	42%	41%	65%	56%	49%	51%	44%	57%	49%	40%	39%	30%	56%	58%	93%	54%	61%	56%	62%	64%	59%	
Were you accepted to a 2-year college? N=4126																							
Yes	56%	56%	49%	70%	61%	55%	57%	54%	55%	56%	51%	44%	30%	80%	70%	68%	87%	91%	86%	91%	90%	82%	
No	44%	44%	51%	30%	39%	45%	43%	46%	45%	44%	49%	56%	70%	20%	30%	*	13%	9%	*	9%	10%	18%	
Did you submit an application to a 4-year college? N=8292																							
Yes	71%	78%	62%	82%	75%	74%	70%	56%	84%	76%	63%	64%	79%	49%	54%	94%	54%	63%	58%	68%	74%	56%	
No	29%	22%	38%	18%	25%	26%	30%	44%	16%	24%	37%	36%	21%	51%	46%	6%	46%	37%	42%	32%	26%	44%	
Were you accepted to a 4-year college? N=5906																							
Yes	76%	73%	58%	88%	86%	76%	76%	60%	87%	77%	58%	56%	59%	88%	61%	97%	85%	91%	83%	90%	92%	83%	
No	24%	27%	42%	12%	14%	24%	24%	40%	13%	23%	42%	44%	41%	12%	39%	*	15%	9%	17%	10%	8%	17%	
Did you submit an application to a business, technical, trade, or vocational school? N=8259																							
Yes	27%	32%	34%	15%	23%	26%	29%	31%	24%	27%	35%	38%	53%	16%	14%	4%	14%	10%	15%	9%	9%	14%	
No	73%	68%	66%	85%	77%	74%	71%	69%	76%	73%	65%	62%	47%	84%	86%	96%	86%	90%	85%	91%	91%	86%	
Were you accepted to a business, technical, trade, or vocational school? N=2229																							
Yes	22%	24%	18%	30%	22%	16%	25%	27%	17%	20%	23%	18%	6%	85%	50%	*	68%	72%	65%	72%	74%	71%	
No	78%	76%	82%	70%	78%	84%	75%	73%	83%	80%	77%	82%	94%	*	50%	*	32%	28%	*	28%	26%	29%	

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Did you ever meet with your school/college counselor for the following issue?																							
Personal/family issues N= 8298	17%	19%	19%	14%	16%	19%	16%	20%	15%	17%	23%	19%	19%	18%	16%	19%	17%	11%	19%	15%	18%	20%	
Scheduling, course selection and placement N= 8298	69%	65%	69%	69%	70%	74%	65%	64%	73%	71%	68%	69%	81%	58%	61%	78%	59%	65%	44%	53%	64%	59%	
Grades/test scores/academic performance N= 8298	46%	53%	52%	49%	39%	49%	43%	50%	42%	46%	52%	50%	47%	42%	48%	41%	46%	43%	47%	43%	46%	50%	
Writing resumes/job applications N= 8298	9%	12%	9%	13%	8%	9%	9%	7%	10%	9%	10%	11%	11%	8%	12%	13%	5%	6%	12%	4%	8%	14%	
Writing college applications/essays N= 8,298	14%	17%	13%	17%	14%	13%	15%	11%	16%	15%	15%	16%	12%	14%	26%	32%	15%	10%	22%	12%	16%	17%	
Scholarship/financial aid information N= 8298	34%	43%	33%	42%	31%	36%	32%	32%	34%	36%	37%	36%	29%	38%	50%	26%	44%	31%	54%	37%	36%	35%	
Graduation plans N= 8298	48%	54%	54%	43%	44%	52%	46%	52%	46%	49%	55%	56%	62%	46%	44%	28%	47%	36%	41%	36%	42%	45%	
College information N= 8298	44%	46%	42%	50%	45%	46%	42%	38%	47%	46%	39%	40%	39%	45%	58%	61%	54%	43%	49%	42%	48%	41%	
Career information N= 8298	18%	21%	23%	17%	13%	17%	18%	22%	14%	18%	23%	25%	19%	27%	22%	15%	26%	15%	21%	12%	14%	24%	
I did not meet with my school counselor N= 5107	15%	13%	15%	12%	16%	13%	17%	17%	15%	14%	14%	15%		16%	15%	9%	11%	17%	19%	20%	13%	16%	
When did you start thinking about going to college? N=8201																							
As long as I can remember	41%	35%	29%	46%	50%	44%	39%	26%	54%	43%	28%	30%	41%	31%	30%	58%	34%	43%	38%	42%	44%	36%	
When I was a child/in elementary school	11%	14%	10%	12%	11%	12%	10%	10%	11%	11%	11%	10%	9%	12%	12%	9%	13%	13%	12%	12%	14%	11%	
In middle/junior high school	20%	25%	23%	18%	17%	20%	20%	23%	17%	20%	23%	24%	22%	23%	22%	16%	17%	19%	19%	20%	19%	19%	
In high school	25%	24%	33%	22%	20%	22%	27%	36%	16%	24%	33%	33%	27%	30%	29%	18%	31%	22%	26%	22%	21%	28%	
I've never thought about college as an option after high school	3%	2%	4%	*	2%	2%	4%	5%	1%	1%	4%	4%	2%	*	8%	*	4%	3%	*	3%	1%	6%	
When did you start expecting to go to college? N=5093																							
As long as I can remember	39%	30%	26%	49%	47%	42%	37%	21%	54%	42%	26%	27%		26%	21%	63%	29%	41%	28%	38%	45%	31%	
When I was a child/in elementary school	9%	10%	7%	13%	10%	10%	9%	7%	11%	10%	9%	7%		9%	6%	6%	7%	10%	*	11%	11%	5%	
In middle/junior high school	16%	19%	16%	13%	16%	16%	16%	16%	15%	16%	16%	15%		16%	16%	14%	16%	16%	15%	16%	16%	14%	
In high school	31%	39%	43%	22%	24%	29%	32%	46%	18%	30%	42%	44%		42%	47%	16%	41%	28%	43%	30%	24%	40%	
I've never expected to go to college	5%	3%	8%	*	4%	3%	6%	10%	1%	2%	7%	8%		7%	9%	*	7%	5%	*	4%	3%	9%	

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Who was most helpful in preparing to apply to college? N=5069																							
School personnel	19%	20%	26%	19%	15%	19%	18%	27%	13%	19%	29%	32%	27%	34%	15%	24%	16%	35%	15%	15%	28%		
Parents/Family/Relatives	44%	47%	34%	37%	50%	44%	44%	27%	55%	47%	29%	29%	29%	21%	54%	38%	48%	29%	47%	49%	35%		
My own independent research	24%	22%	21%	36%	24%	25%	23%	24%	25%	25%	23%	20%	24%	17%	24%	22%	23%	22%	26%	26%	17%		
I did not apply to college	10%	7%	16%	6%	8%	9%	11%	18%	5%	6%	15%	15%	16%	20%	*	12%	11%	12%	9%	7%	16%		
Other	3%	3%	3%	*	3%	3%	3%	4%	2%	3%	4%	5%	5%	8%	5%	4%	2%	*	3%	3%	3%		
What activity at your school helped you the most during your college application process? N = 4982																							
Took the PSAT	13%	12%	11%	12%	13%	12%	14%	13%	13%	12%	12%	12%	6%	15%	7%	13%	17%	16%	11%	12%	13%		
Completed an application to a college or university, or completed the Texas Common Application	22%	23%	18%	27%	24%	23%	21%	16%	27%	23%	19%	20%	14%	21%	23%	16%	21%	19%	20%	28%	22%		
Met with transition counselor/coordinator or other school staff members to discuss college plans and processes	13%	13%	15%	12%	13%	14%	12%	15%	10%	13%	16%	17%	21%	9%	11%	14%	15%	11%	14%	10%	17%		
Wrote college application essay in seniors English class	15%	9%	11%	16%	17%	16%	13%	10%	18%	15%	11%	7%	11%	*	22%	19%	21%	*	16%	13%	5%		
Took SAT/ACT prep course	8%	12%	8%	9%	7%	8%	9%	9%	8%	8%	9%	9%	7%	9%	9%	8%	7%	13%	10%	7%	8%		
Participated in a college fair/college night	7%	10%	9%	7%	6%	8%	8%	10%	7%	8%	8%	10%	9%	15%	6%	9%	5%	11%	9%	6%	10%		
Met with a college representative at my high school	10%	12%	14%	7%	7%	9%	10%	13%	7%	9%	12%	12%	5%	15%	7%	14%	6%	19%	11%	9%	11%		
Other	13%	10%	14%	11%	12%	11%	13%	14%	11%	10%	13%	15%	27%	14%	16%	8%	8%	*	10%	16%	14%		
How easy has it been for you and your parents to understand the process of financial aid? N=8064																							
Very easy	15%	21%	14%	11%	14%	13%	15%	10%	16%	15%	14%	15%	17%	10%	9%	17%	11%	13%	*	12%	16%	13%	
Easy	21%	23%	17%	18%	22%	19%	22%	15%	24%	21%	17%	18%	21%	16%	12%	23%	22%	20%	15%	21%	21%	18%	
Somewhat easy, somewhat difficult	36%	34%	39%	43%	33%	39%	33%	40%	34%	37%	38%	39%	36%	40%	43%	23%	37%	34%	42%	37%	35%	37%	
Difficult	10%	9%	11%	13%	9%	10%	9%	13%	8%	10%	12%	10%	8%	12%	15%	8%	11%	9%	13%	12%	10%	10%	
Very difficult	4%	5%	5%	6%	4%	4%	4%	5%	3%	4%	5%	4%	4%	4%	5%	*	3%	6%	*	5%	5%	4%	
Did not apply for financial aid	15%	8%	15%	9%	17%	14%	16%	16%	15%	13%	13%	14%	14%	17%	15%	28%	16%	18%	17%	13%	13%	19%	

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Who helped you the most in obtaining financial aid information? N=5073																							
School personnel	29%	32%	37%	29%	25%	30%	29%	36%	24%	30%	37%	44%	.	44%	48%	19%	33%	25%	49%	23%	27%	36%	
Parents/Family/Relatives	32%	38%	25%	33%	34%	32%	32%	22%	38%	34%	25%	22%	.	23%	14%	29%	29%	34%	18%	38%	35%	28%	
My own independent research	14%	13%	13%	23%	14%	15%	14%	15%	15%	15%	16%	11%	.	11%	10%	16%	13%	12%	12%	17%	17%	8%	
I did not get financial aid information	18%	9%	19%	11%	20%	17%	19%	19%	18%	15%	15%	17%	.	16%	15%	32%	19%	20%	16%	16%	16%	21%	
Other	6%	8%	7%	4%	6%	6%	7%	7%	5%	6%	7%	7%	.	5%	12%	4%	7%	8%	*	6%	5%	7%	
Who in your family attended a college or financial aid event? N=5075																							
Me	29%	27%	21%	33%	33%	30%	27%	22%	38%	31%	24%	26%	.	29%	24%	50%	21%	26%	29%	21%	35%	22%	
My parents	44%	44%	32%	45%	50%	43%	44%	17%	61%	46%	27%	29%	.	33%	25%	60%	36%	46%	26%	40%	53%	30%	
Other family members	18%	23%	22%	18%	15%	18%	18%	24%	13%	17%	23%	20%	.	23%	19%	17%	22%	17%	22%	20%	14%	18%	
No one	29%	22%	36%	23%	28%	30%	28%	42%	23%	28%	35%	35%	.	30%	37%	20%	35%	30%	30%	31%	24%	35%	
Don't know	9%	8%	8%	8%	9%	8%	9%	7%	7%	8%	7%	8%	.	6%	10%	11%	9%	11%	*	7%	7%	12%	
When did you or your parents submit your financial aid application (FAFSA or PROFILE)? N=5070																							
January	10%	12%	8%	17%	10%	11%	10%	8%	12%	11%	10%	7%	.	8%	10%	8%	8%	12%	*	10%	12%	5%	
February	12%	16%	12%	15%	12%	14%	12%	11%	14%	13%	14%	13%	.	11%	15%	6%	14%	13%	12%	13%	14%	10%	
March	11%	16%	11%	14%	10%	12%	11%	12%	12%	12%	13%	14%	.	15%	16%	8%	10%	7%	19%	12%	13%	11%	
April through June	10%	16%	9%	13%	10%	10%	11%	10%	10%	11%	12%	10%	.	11%	*	8%	10%	9%	*	14%	10%	16%	
I will submit an application later this year	10%	10%	14%	8%	8%	12%	8%	13%	8%	10%	13%	14%	.	17%	18%	*	12%	8%	12%	11%	8%	13%	
I did not submit a financial aid application	28%	13%	31%	18%	31%	27%	29%	32%	27%	24%	25%	28%	.	25%	28%	50%	30%	31%	27%	23%	24%	30%	
Don't know	18%	17%	15%	13%	19%	14%	20%	13%	18%	17%	13%	13%	.	13%	10%	17%	16%	20%	17%	17%	19%	16%	
Did you submit a financial aid application (FAFSA or PROFILE)? N=8261																							
Yes	46%	59%	44%	60%	45%	50%	44%	43%	50%	50%	49%	46%	49%	45%	44%	29%	42%	41%	45%	49%	49%	41%	
No	54%	41%	56%	40%	55%	50%	56%	57%	50%	50%	51%	54%	51%	55%	56%	71%	58%	59%	55%	51%	51%	59%	

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If you did not submit a financial application, why not? N=1653																							
I do not need financial aid to attend college	31%	16%	15%	25%	41%	30%	33%	12%	48%	36%	13%	15%		17%	*	66%	29%	33%	*	23%	34%	16%	
My parents were not willing to submit private financial information	6%	*	5%	*	6%	7%	5%	6%	4%	7%	10%	6%		11%	*	*	*	5%	*	*	9%	*	
My family did not think we would qualify for financial aid	21%	24%	20%	31%	21%	22%	21%	20%	25%	24%	17%	18%		18%	*	18%	20%	19%	*	22%	26%	19%	
I do not plan to go to college	12%	12%	17%	*	9%	10%	13%	18%	5%	4%	14%	22%		20%	28%	*	17%	15%	*	11%	5%	20%	
I did not know about the financial aid process	29%	40%	42%	25%	22%	31%	28%	44%	18%	30%	46%	38%		35%	51%	11%	30%	28%	40%	40%	25%	42%	
How do you plan to pay for your education after high school?																							
Scholarships N= 8266	46%	55%	42%	48%	46%	50%	42%	40%	50%	49%	44%	47%	49%	41%	54%	42%	41%	42%	50%	40%	45%	44%	
Personal savings N= 8266	33%	28%	31%	32%	35%	34%	33%	30%	36%	35%	29%	30%	36%	31%	27%	24%	30%	34%	23%	30%	33%	32%	
Family savings N= 8266	44%	30%	31%	52%	56%	47%	43%	27%	62%	47%	22%	28%	46%	25%	27%	78%	31%	48%	20%	40%	51%	32%	
Family members will take loans N= 8266	13%	9%	10%	13%	16%	14%	12%	9%	16%	14%	8%	9%	14%	10%	8%	9%	10%	14%	*	12%	15%	11%	
I will take loans N= 8266	31%	29%	30%	32%	31%	32%	30%	29%	31%	33%	28%	30%	28%	32%	30%	18%	35%	34%	34%	34%	32%	33%	
Grants N= 8266	27%	44%	28%	32%	23%	30%	25%	31%	23%	29%	35%	34%	27%	32%	40%	10%	33%	26%	39%	29%	24%	42%	
Working while in school or in the summer N= 8266	48%	47%	51%	45%	46%	52%	45%	52%	46%	50%	50%	52%	52%	50%	55%	26%	50%	47%	59%	46%	42%	50%	
Work study N= 8266	16%	24%	16%	17%	14%	19%	13%	16%	16%	17%	18%	19%	19%	15%	21%	6%	14%	13%	19%	14%	13%	19%	
Don't Know N= 8266	11%	13%	14%	9%	10%	11%	12%	15%	8%	10%	15%	15%	15%	15%	12%	4%	11%	8%	17%	8%	8%	14%	
To what extent were your parents involved in the following school-related item? Discussing homework or school projects N=8205																							
Consistently	18%	23%	17%	13%	19%	18%	19%	17%	19%	19%	19%	18%	11%	18%	23%	20%	22%	24%	22%	22%	25%	20%	
Often	20%	19%	20%	16%	21%	20%	19%	18%	21%	21%	17%	20%	15%	19%	23%	21%	23%	24%	27%	21%	24%	31%	
Occasionally	26%	24%	25%	23%	27%	26%	26%	24%	27%	26%	24%	25%	28%	26%	24%	28%	23%	24%	21%	28%	24%	25%	
Rarely	20%	19%	21%	26%	20%	21%	20%	21%	20%	21%	21%	20%	25%	21%	21%	22%	20%	17%	19%	16%	16%	14%	
Never	15%	15%	17%	23%	13%	14%	16%	20%	12%	14%	19%	16%	20%	16%	10%	9%	12%	11%	12%	13%	11%	11%	

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To what extent were your parents involved in the following school-related item? Volunteering at your school N=8197																							
Consistently	8%	9%	6%	6%	9%	8%	8%	5%	10%	8%	6%	7%	7%	7%	*	14%	7%	6%	*	9%	11%	7%	
Often	13%	15%	12%	9%	15%	12%	14%	10%	15%	14%	13%	12%	12%	11%	8%	16%	15%	15%	16%	15%	16%	13%	
Occasionally	20%	18%	19%	18%	21%	19%	21%	17%	23%	21%	17%	19%	21%	18%	17%	24%	17%	18%	19%	18%	21%	20%	
Rarely	23%	22%	23%	21%	24%	24%	23%	23%	25%	24%	21%	23%	24%	26%	29%	27%	24%	22%	23%	23%	21%	22%	
Never	35%	37%	40%	46%	30%	36%	34%	44%	28%	34%	43%	38%	36%	38%	42%	20%	38%	38%	34%	35%	32%	37%	
To what extent were your parents involved in the following school-related item? Discussing what classes to take N=8196																							
Consistently	16%	21%	15%	15%	16%	17%	15%	13%	18%	17%	15%	16%	14%	20%	12%	23%	14%	13%	18%	18%	21%	14%	
Often	24%	21%	21%	18%	27%	24%	24%	18%	28%	24%	18%	19%	21%	20%	20%	31%	26%	26%	27%	24%	28%	24%	
Occasionally	26%	26%	25%	27%	27%	25%	28%	24%	27%	27%	25%	25%	26%	21%	30%	25%	28%	29%	24%	28%	24%	27%	
Rarely	17%	16%	18%	20%	17%	18%	17%	19%	16%	17%	18%	17%	18%	17%	20%	14%	17%	18%	16%	17%	15%	19%	
Never	17%	17%	21%	20%	13%	17%	17%	25%	11%	16%	24%	22%	21%	21%	19%	8%	15%	15%	15%	13%	12%	17%	
To what extent were your parents involved in the following school-related item? Attending school activities/performances (sports, music, drama, etc.) N=8199																							
Consistently	24%	25%	20%	15%	28%	25%	23%	17%	28%	25%	16%	20%	9%	32%	25%	41%	33%	33%	32%	34%	34%	37%	
Often	15%	14%	13%	12%	16%	15%	14%	13%	16%	15%	12%	13%	7%	19%	14%	21%	20%	20%	15%	16%	22%	22%	
Occasionally	15%	16%	15%	18%	15%	15%	16%	14%	15%	15%	16%	16%	13%	16%	22%	19%	17%	18%	19%	16%	16%	13%	
Rarely	15%	17%	15%	17%	15%	15%	16%	16%	14%	15%	17%	15%	17%	14%	19%	12%	14%	14%	17%	16%	14%	13%	
Never	30%	29%	37%	38%	26%	31%	31%	40%	26%	29%	38%	36%	54%	18%	20%	7%	16%	15%	17%	18%	15%	15%	

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To what extent were your parents involved in the following school-related item? Attending school meetings N=8202																							
Consistently	7%	8%	6%	6%	8%	6%	8%	5%	8%	8%	6%	6%	3%	6%	6%	18%	8%	8%	12%	10%	13%	10%	
Often	10%	9%	8%	7%	11%	10%	10%	8%	11%	10%	7%	8%	4%	12%	9%	19%	14%	14%	14%	12%	12%	13%	
Occasionally	16%	17%	14%	14%	17%	16%	16%	13%	18%	16%	13%	15%	11%	16%	17%	24%	20%	19%	24%	18%	19%	22%	
Rarely	21%	18%	20%	20%	23%	21%	21%	19%	23%	21%	18%	19%	17%	24%	29%	24%	24%	25%	20%	21%	22%	26%	
Never	46%	48%	52%	54%	41%	47%	46%	56%	39%	45%	55%	52%	65%	42%	39%	15%	34%	34%	30%	39%	34%	30%	
To what extent were your parents involved in the following school-related item? Communicating with your teachers N=8196																							
Consistently	15%	24%	15%	10%	14%	14%	16%	12%	15%	15%	16%	17%	15%	14%	17%	12%	13%	14%	22%	18%	14%	18%	
Often	17%	19%	17%	9%	17%	16%	18%	17%	18%	17%	16%	18%	17%	14%	14%	12%	19%	17%	17%	17%	16%	23%	
Occasionally	26%	23%	25%	19%	28%	25%	26%	23%	28%	26%	23%	24%	28%	23%	25%	30%	23%	26%	18%	23%	25%	24%	
Rarely	25%	18%	23%	29%	27%	26%	23%	23%	26%	25%	22%	23%	24%	22%	25%	32%	25%	26%	23%	24%	25%	24%	
Never	17%	16%	20%	32%	14%	18%	17%	24%	13%	17%	23%	19%	16%	26%	19%	14%	20%	18%	20%	19%	20%	11%	
To what extent did your parents or other family members encourage you to go to college? N=5056																							
A great deal	77%	76%	69%	78%	81%	78%	75%	62%	87%	80%	65%	69%	69%	64%	87%	73%	76%	73%	77%	81%	70%		
Somewhat	16%	16%	22%	15%	13%	15%	17%	26%	10%	14%	24%	21%	22%	25%	7%	19%	17%	19%	17%	13%	19%		
Not very much	5%	5%	6%	5%	4%	4%	5%	8%	3%	4%	8%	6%	6%	7%	*	5%	5%	*	4%	4%	5%		
Not at all	2%	2%	3%	*	2%	2%	3%	3%	1%	1%	3%	4%	*	*	*	3%	2%	*	2%	2%	5%		
Were you born in the U.S.? N=5033																							
Yes	90%	92%	86%	63%	96%	91%	90%	85%	91%	91%	83%	90%	90%	87%	95%	92%	94%	88%	87%	89%	93%		
No	10%	8%	14%	37%	4%	9%	10%	15%	9%	9%	17%	10%	10%	13%	5%	8%	6%	12%	13%	11%	7%		
How many siblings do you have? N=5052																							
0	8%	7%	6%	11%	9%	8%	8%	6%	9%	9%	5%	6%	6%	*	7%	7%	8%	*	9%	10%	7%		
1	34%	23%	24%	46%	40%	34%	34%	23%	42%	35%	20%	25%	31%	19%	45%	27%	34%	20%	34%	41%	28%		
2	27%	27%	28%	28%	28%	27%	28%	27%	28%	28%	27%	25%	24%	27%	31%	27%	28%	22%	27%	28%	26%		
3 or more	30%	43%	42%	15%	23%	32%	29%	44%	21%	29%	48%	44%	39%	50%	18%	40%	30%	53%	30%	21%	39%		

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Have any of your siblings graduated from high school? N=4759																							
Yes	54%	57%	53%	47%	54%	53%	54%	55%	53%	54%	50%	56%	57%	57%	54%	57%	53%	49%	55%	50%	59%		
No	13%	15%	16%	12%	12%	13%	13%	18%	10%	13%	20%	15%	16%	16%	11%	13%	11%	16%	15%	13%	15%		
I am the oldest child	33%	28%	31%	41%	34%	34%	32%	27%	37%	34%	30%	30%	28%	28%	35%	31%	36%	35%	31%	36%	26%		
Have any of your siblings attended or graduated from college? N=6524																							
Yes	42%	43%	50%	42%	37%	43%	42%	54%	34%	42%	50%	46%	36%	42%	53%	58%	63%	56%	58%	46%	54%		
No	48%	51%	45%	38%	51%	50%	48%	40%	54%	48%	44%	43%	37%	54%	14%	38%	31%	41%	36%	24%	43%		
I am the oldest child	10%	5%	5%	20%	12%	7%	10%	6%	12%	10%	6%	11%	27%	*	34%	4%	6%	*	5%	30%	*		
Which of your parents were born in the US? N=5039																							
Mother	5%	6%	8%	3%	3%	5%	5%	7%	4%	5%	9%	7%	5%	10%	4%	4%	4%	*	6%	5%	5%		
Father	5%	3%	8%	9%	3%	5%	5%	4%	5%	5%	6%	5%	5%	5%	5%	5%	4%	*	4%	6%	4%		
Both	72%	82%	54%	11%	89%	72%	72%	59%	76%	73%	57%	70%	76%	57%	84%	73%	75%	70%	67%	71%	79%		
Neither	18%	9%	30%	77%	5%	18%	18%	29%	15%	17%	29%	18%	14%	28%	7%	17%	16%	19%	23%	18%	12%		
What is the highest level of education completed by your mother? N=8178																							
Did not enter or finish high school	14%	9%	31%	14%	4%	15%	13%	48%	1%	13%	34%	29%	19%	20%	28%	*	18%	6%	21%	13%	6%	18%	
Graduated from high school or earned a GED	21%	26%	26%	21%	17%	21%	21%	52%	6%	21%	26%	28%	17%	33%	36%	4%	31%	22%	35%	28%	17%	32%	
Attended a 2-year community/junior college or vocational/technical school	11%	15%	10%	8%	10%	12%	10%	*	4%	11%	11%	11%	9%	12%	12%	4%	14%	13%	14%	13%	12%	10%	
Earned an Associate's degree or certificate from a 2-year college	6%	11%	5%	6%	6%	7%	6%	*	5%	7%	6%	6%	5%	7%	6%	*	8%	9%	*	7%	8%	6%	
Attended a 4-year college or university	7%	8%	5%	5%	9%	7%	8%	*	7%	8%	4%	5%	6%	5%	*	11%	6%	10%	*	9%	9%	4%	
Earned a Bachelor's degree or higher	34%	24%	15%	40%	49%	32%	36%	*	76%	36%	9%	14%	38%	14%	9%	73%	19%	34%	*	25%	42%	23%	
Don't know	6%	8%	8%	6%	4%	5%	7%	*	1%	5%	9%	9%	6%	8%	6%	4%	5%	6%	11%	6%	7%	6%	

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What is the highest level of education completed by your father? N=8132																							
Did not enter or finish high school	14%	9%	32%	9%	4%	15%	13%	48%	1%	13%	32%	28%	18%	24%	28%	*	19%	6%	22%	14%	6%	19%	
Graduated from high school or earned a GED	20%	29%	25%	16%	15%	21%	19%	52%	5%	19%	26%	29%	17%	31%	32%	*	30%	18%	30%	24%	16%	36%	
Attended a 2-year community/junior college or vocational/technical school	8%	10%	8%	8%	8%	8%	8%	*	2%	8%	7%	8%	6%	10%	7%	*	9%	10%	13%	12%	8%	6%	
Earned an Associate's degree or certificate from a 2-year college	5%	6%	4%	4%	5%	5%	5%	*	2%	5%	4%	4%	4%	6%	*	*	5%	9%	*	7%	5%	5%	
Attended a 4-year college or university	7%	7%	5%	3%	9%	7%	7%	*	5%	7%	4%	5%	7%	5%	*	7%	7%	9%	*	8%	7%	5%	
Earned a Bachelor's degree or higher	37%	23%	15%	51%	53%	35%	39%	*	81%	39%	10%	12%	38%	12%	8%	81%	20%	41%	*	26%	50%	21%	
Don't know	10%	17%	12%	8%	7%	10%	10%	*	2%	9%	16%	14%	10%	12%	17%	4%	10%	8%	20%	10%	9%	9%	
Did your mother work in paid employment for most of the time you were in high school? N=5041																							
Yes	68%	75%	66%	66%	69%	69%	67%	64%	69%	69%	60%	67%	.	68%	67%	54%	67%	68%	61%	74%	68%	68%	
No	23%	13%	22%	24%	25%	23%	23%	24%	27%	23%	26%	21%	.	22%	20%	42%	22%	24%	23%	15%	25%	19%	
Don't know	9%	12%	11%	10%	7%	8%	10%	12%	5%	8%	14%	12%	.	10%	13%	*	11%	8%	16%	10%	7%	13%	
Did your father work in paid employment for most of the time you were in high school? N=5034																							
Yes	78%	62%	73%	78%	84%	79%	77%	72%	86%	79%	64%	70%	.	77%	65%	88%	76%	82%	65%	76%	81%	69%	
No	9%	13%	10%	9%	7%	8%	9%	13%	7%	8%	14%	10%	.	10%	11%	7%	7%	7%	12%	9%	9%	12%	
Don't know	13%	26%	17%	13%	9%	13%	14%	15%	7%	12%	22%	20%	.	14%	24%	5%	18%	11%	23%	16%	10%	19%	

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Who lives in your current household? N=5050																							
Mother/step-mother	88%	81%	86%	91%	90%	88%	88%	83%	93%	89%	78%	84%	.	82%	88%	95%	87%	88%	84%	88%	89%	81%	
Father/step-father	73%	51%	69%	83%	79%	72%	74%	67%	83%	74%	55%	66%	.	65%	63%	84%	74%	79%	67%	71%	75%	64%	
Grandparent(s)	5%	8%	6%	10%	4%	5%	6%	7%	4%	5%	9%	6%	.	6%	7%	4%	4%	4%	*	6%	5%	7%	
Sibling(s)/step-siblings/half-siblings	62%	55%	64%	69%	62%	64%	61%	62%	65%	63%	63%	61%	.	57%	68%	63%	61%	66%	61%	63%	60%	59%	
Other relatives (i.e., aunt, uncle, cousin, etc.)	6%	13%	10%	10%	3%	7%	6%	11%	3%	6%	12%	10%	.	9%	11%	*	9%	5%	*	7%	5%	10%	
Others (i.e., friends, renters, etc.)	4%	5%	5%	*	4%	5%	4%	5%	3%	4%	7%	5%	.	5%	6%	*	6%	5%	*	5%	4%	5%	
I live on my own	2%	3%	2%	*	2%	2%	2%	2%	1%	1%	3%	2%	.	*	*	*	2%	2%	*	2%	2%	*	
Are these the people you lived with most of the time you were in high school? N=5016																							
Yes	92%	87%	90%	94%	93%	92%	92%	89%	95%	93%	86%	91%	.	91%	91%	96%	92%	92%	91%	91%	92%	89%	
No	8%	13%	10%	6%	7%	8%	8%	11%	5%	7%	14%	9%	.	9%	9%	4%	8%	8%	*	9%	8%	11%	
During your senior year, did anyone in your household participate in: N=8551																							
Free or reduced school lunch program	29%	47%	52%	26%	9%	31%	27%	57%	9%	28%	92%	57%	.	39%	39%	53%	*	34%	12%	45%	24%	15%	33%
TANF/cash welfare payments	2%	3%	1%	*	2%	1%	2%	3%	1%	2%	5%	1%	.	*	4%	*	*	*	2%	*	4%	3%	*
Food stamps/Lone Star card program	5%	10%	6%	3%	3%	5%	4%	8%	1%	4%	15%	6%	.	*	15%	12%	*	11%	4%	20%	8%	5%	14%
None of these	69%	49%	46%	71%	88%	67%	71%	39%	90%	70%	*	41%	.	61%	54%	45%	96%	63%	85%	51%	71%	80%	63%
Do you regularly attend religious services? N=4997																							
Yes	45%	58%	43%	47%	44%	46%	44%	40%	51%	46%	45%	43%	.	44%	42%	47%	39%	44%	52%	46%	48%	40%	
No	55%	42%	57%	53%	56%	54%	56%	60%	49%	54%	55%	57%	.	56%	58%	53%	61%	56%	48%	54%	52%	60%	
Which graduation plan are you completing? N=5044																							
Distinguished Achievement Program	28%	16%	17%	48%	34%	28%	28%	14%	44%	30%	16%	16%	.	15%	8%	56%	18%	27%	10%	14%	44%	24%	
Recommended High School Program	53%	64%	60%	38%	50%	55%	52%	60%	44%	54%	58%	62%	.	65%	74%	41%	58%	47%	65%	72%	39%	54%	
Minimum High School Program	9%	12%	10%	4%	8%	7%	11%	13%	5%	8%	14%	8%	.	8%	5%	*	13%	14%	*	8%	9%	8%	
Don't know/Not sure	10%	8%	14%	10%	7%	10%	9%	13%	6%	8%	12%	14%	.	11%	13%	*	11%	11%	20%	7%	9%	14%	

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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? N=8177																						
None	10%	10%	10%	5%	9%	6%	13%	12%	7%	8%	12%	12%	9%	16%	11%	4%	13%	10%	*	10%	8%	15%
1-5 hours	51%	53%	56%	32%	50%	52%	52%	58%	45%	52%	53%	57%	50%	60%	58%	33%	60%	58%	60%	54%	44%	60%
6-10 hours	24%	24%	23%	26%	26%	27%	22%	21%	28%	26%	22%	21%	27%	14%	20%	34%	18%	21%	24%	25%	26%	17%
11-15 hours	9%	9%	7%	20%	10%	10%	8%	7%	12%	10%	8%	7%	9%	5%	7%	16%	6%	8%	*	8%	13%	5%
16+ hours	5%	4%	4%	17%	6%	5%	6%	3%	8%	6%	5%	4%	5%	5%	5%	13%	3%	4%	*	3%	9%	3%
During your senior year, approximately how many hours per week did you typically work for pay? N=8003																						
None	33%	29%	33%	45%	31%	32%	33%	31%	35%	32%	33%	37%	36%	34%	37%	42%	27%	24%	46%	28%	32%	33%
1-5 hours	10%	10%	7%	13%	11%	10%	9%	8%	11%	10%	8%	7%	6%	11%	6%	18%	10%	11%	12%	11%	13%	13%
6-10 hours	11%	11%	10%	10%	12%	10%	11%	10%	12%	11%	10%	9%	10%	9%	15%	12%	12%	10%	*	11%	12%	11%
11-15 hours	13%	13%	11%	12%	14%	14%	12%	11%	14%	13%	11%	11%	13%	12%	9%	12%	10%	14%	*	12%	14%	13%
16+ hours	34%	37%	38%	20%	32%	33%	35%	40%	28%	33%	37%	37%	35%	35%	33%	16%	41%	40%	29%	38%	29%	31%
Did you participate in any of the following extra-curricular activities while in high school?																						
Music (choir, band, orchestra) N= 8231	29%	27%	24%	33%	32%	31%	27%	21%	35%	29%	24%	25%	34%	28%	16%	36%	27%	23%	20%	24%	29%	19%
Theater/Drama N= 8230	16%	20%	12%	10%	18%	17%	14%	13%	18%	16%	15%	14%	19%	13%	9%	12%	12%	14%	15%	14%	15%	10%
Dance N= 8231	17%	20%	18%	12%	16%	26%	7%	18%	16%	17%	19%	19%	22%	15%	17%	16%	10%	11%	16%	8%	19%	10%
Sports (outside of PE) N= 8231	49%	60%	48%	42%	49%	45%	54%	45%	53%	51%	47%	51%	56%	45%	47%	61%	47%	46%	44%	43%	40%	46%
Journalism (newspaper, yearbook) N= 5040	9%	7%	10%	8%	10%	12%	7%	9%	10%	10%	9%	11%		7%	15%	12%	10%	9%	13%	10%	8%	10%
Speech/Debate N= 8231	14%	15%	13%	15%	14%	15%	13%	14%	14%	14%	15%	13%	20%	5%	8%	8%	11%	10%	11%	10%	10%	9%
Academic clubs N= 8231	21%	15%	16%	41%	24%	23%	19%	12%	30%	22%	15%	16%	18%	13%	12%	40%	19%	17%	11%	20%	32%	20%
Service clubs N= 5040	26%	19%	20%	45%	29%	30%	23%	16%	36%	28%	18%	19%		17%	8%	34%	25%	24%	15%	23%	33%	27%
None of the above N= 5040	15%	14%	21%	14%	12%	13%	17%	23%	9%	13%	19%	17%		13%	19%	5%	17%	16%	18%	18%	12%	19%
Other N= 8230	23%	22%	22%	20%	24%	26%	20%	22%	25%	24%	23%	25%	36%	16%	16%	21%	10%	14%	11%	11%	18%	15%

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Did you participate in any of the following non-school related activities during your senior year? N=14227																							
Organized sports N= 8232	36%	40%	34%	31%	38%	32%	40%	31%	42%	37%	33%	35%	49%	25%	23%	41%	22%	27%	21%	24%	33%	25%	
Arts/Music activities N= 8232	29%	30%	26%	30%	30%	31%	26%	24%	34%	29%	27%	28%	42%	15%	12%	30%	18%	19%	17%	17%	26%	20%	
Community service organizations and activities N= 8232	42%	40%	36%	54%	46%	48%	37%	33%	52%	44%	36%	37%	56%	28%	25%	60%	29%	27%	22%	28%	41%	29%	
Environmental projects N= 8232	14%	13%	12%	14%	15%	15%	13%	12%	17%	14%	14%	13%	24%	8%	*	13%	7%	6%	*	6%	9%	7%	
Faith-based or charitable organizations N= 5041	24%	22%	18%	24%	29%	26%	22%	14%	34%	25%	18%	17%	19%	15%	38%	16%	27%	17%	21%	29%	19%		
Providing routine care to another family member N= 8232	10%	14%	12%	11%	9%	13%	8%	13%	9%	11%	14%	12%	18%	6%	6%	5%	5%	4%	*	5%	6%	5%	
None of the above N= 5041	31%	31%	41%	27%	27%	31%	33%	43%	22%	29%	34%	39%	29%	44%	13%	41%	34%	40%	40%	21%	39%		
Other N= 8232	8%	7%	7%	8%	9%	8%	8%	7%	9%	8%	8%	8%	11%	13%	6%	14%	4%	4%	*	2%	10%	*	
On the whole, did you like high school? N=5024																							
Yes	61%	60%	63%	64%	61%	61%	61%	61%	64%	63%	59%	58%	56%	56%	72%	62%	61%	61%	63%	60%	57%		
No	13%	11%	11%	11%	13%	12%	14%	12%	12%	12%	14%	13%	14%	12%	10%	12%	13%	*	12%	14%	14%		
Neutral	26%	29%	27%	25%	25%	27%	25%	27%	24%	25%	28%	29%	30%	32%	18%	26%	26%	31%	25%	26%	29%		
If you were able to go back and do high school again, what would you do differently? Participate in college preparation activities N=5015																							
More	51%	57%	64%	51%	44%	53%	49%	67%	40%	51%	64%	60%	62%	60%	31%	54%	50%	61%	57%	45%	57%		
Same	44%	38%	31%	45%	52%	43%	46%	28%	56%	45%	31%	36%	34%	36%	65%	41%	47%	35%	38%	50%	37%		
Less	5%	5%	5%	4%	4%	4%	5%	5%	4%	4%	5%	4%	*	*	4%	5%	4%	*	6%	5%	6%		
If you were able to go back and do high school again, what would you do differently? Focus on my GPA N=5020																							
More	68%	75%	74%	71%	64%	69%	67%	72%	64%	69%	71%	72%	75%	70%	59%	72%	65%	68%	70%	67%	69%		
Same	29%	22%	23%	27%	34%	28%	31%	25%	34%	29%	25%	25%	22%	28%	38%	24%	33%	30%	28%	30%	27%		
Less	3%	2%	3%	*	2%	3%	3%	3%	2%	2%	4%	3%	*	*	*	3%	2%	*	2%	3%	4%		

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If you were able to go back and do high school again, what would you do differently? Be involved in activities on campus N=5018																							
More	47%	51%	54%	56%	43%	48%	47%	53%	45%	48%	54%	50%	.	45%	52%	47%	48%	46%	49%	49%	46%	49%	
Same	47%	42%	39%	37%	53%	47%	47%	40%	51%	47%	39%	45%	.	47%	43%	50%	46%	48%	46%	44%	48%	46%	
Less	6%	6%	6%	7%	5%	5%	6%	7%	4%	5%	7%	6%	.	8%	5%	*	6%	5%	*	6%	5%	6%	
If you were able to go back and do high school again, what would you do differently? Work outside of school N=5016																							
More	36%	35%	37%	42%	35%	33%	38%	39%	34%	35%	39%	40%	.	39%	44%	30%	37%	35%	47%	35%	35%	37%	
Same	55%	53%	52%	49%	57%	56%	53%	50%	59%	56%	49%	49%	.	50%	45%	64%	53%	58%	47%	55%	55%	51%	
Less	9%	12%	11%	8%	8%	10%	8%	10%	7%	9%	12%	11%	.	12%	11%	6%	10%	7%	*	10%	10%	12%	
If you were able to go back and do high school again, what would you do differently? Worry about what others think of me N=501																							
More	7%	9%	7%	9%	6%	5%	9%	9%	6%	7%	11%	6%	.	5%	6%	5%	6%	6%	*	8%	9%	4%	
Same	45%	38%	41%	43%	48%	43%	46%	39%	47%	45%	40%	43%	.	41%	42%	45%	42%	48%	50%	40%	47%	41%	
Less	48%	53%	52%	48%	46%	52%	45%	52%	47%	48%	49%	51%	.	53%	52%	50%	52%	46%	42%	51%	44%	54%	
If you were able to go back and do high school again, what would you do differently? Spend time with my family N=5023																							
More	40%	38%	40%	40%	40%	39%	39%	42%	39%	40%	40%	40%	.	43%	36%	42%	41%	37%	35%	37%	42%	39%	
Same	55%	55%	55%	52%	55%	56%	54%	53%	57%	55%	54%	56%	.	53%	59%	54%	52%	58%	58%	56%	52%	57%	
Less	6%	7%	5%	8%	5%	5%	6%	5%	5%	5%	6%	5%	.	4%	5%	4%	7%	5%	*	6%	6%	4%	
If you were able to go back and do high school again, what would you do differently? Spend time with my friends N=4988																							
More	51%	41%	45%	58%	56%	50%	53%	47%	56%	52%	47%	45%	.	48%	42%	61%	53%	53%	44%	50%	54%	40%	
Same	44%	48%	49%	37%	41%	45%	42%	46%	41%	43%	46%	49%	.	47%	48%	38%	43%	44%	47%	44%	41%	52%	
Less	5%	10%	6%	6%	3%	5%	5%	7%	3%	4%	7%	6%	.	4%	10%	*	3%	3%	*	6%	5%	8%	

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**Ray Marshall Center
for the Study of Human Resources**

Lyndon B. Johnson School of Public Affairs
The University of Texas at Austin
3001 Lake Austin Blvd., Suite 3.200
Austin, TX 78703
512.471.7891 voice • 512.471.0585 fax
www.utexas.edu/research/cshr/

Skillpoint Alliance

201 East 2nd. Street Suite B
Austin, Texas 78701-4009-5069
Tel 512 323-6773
Fax 512 323-5884
www.skillpointalliance.org