

Introduction to Results for the Class of 2014

The purpose of this survey was to monitor high school students' perceptions of their high school experience. Results are used to improve the campus environment and program supports for students. Survey results also are used in the monitoring of the district's strategic plan *Goal 3: All students will graduate ready for college, career, and life in a globally competitive economy*. The report is organized into the following categories: postsecondary aspirations, parental engagement, and support; persistence and motivation; extracurricular activities; work and study time; instructional quality; technology access and use; postsecondary preparation and advising; applications to postsecondary institutions; postsecondary financial literacy; acronym key; and references.

Postsecondary Aspirations, Parental Engagement, & Support

Table 1. By this time next year, what do you plan to be doing? (Select all that apply.)

Postsecondary plans	P-Lanier 2014	District 2014
Continue my education	95.8%	94.7%
Attend college or technical school without working	0.0%	22.5%
Attend college or technical school while working full time	20.8%	12.5%
Attend college or technical school while working part time	62.5%	59.7%
Work full time only	12.5%	6.1%
Work part time only	4.2%	2.8%
Enlist in the military	8.3%	3.4%
No plans/ not sure yet	12.5%	4.7%
Other	4.2%	2.8%

Almost 63% of P-Lanier seniors who indicated they will continue their education after high school planned to work part time while attending college.

About this survey. The 12th annual Austin Independent School District (AISD) High School Exit Survey was administered online to seniors in every AISD high school during Spring 2014. On each campus, Project ADVANCE facilitators primarily were responsible for ensuring all seniors were given the opportunity to complete the survey. Special education chairs at each campus may have provided eligible special education students with guidance and assistance in completing the survey.

This report contains the results for P-Lanier Class of 2014. Where available, data are presented from previous senior classes to compare with previous years' responses. This year, 24 P-Lanier students in the Class of 2014 completed the survey, for an overall response rate of 70.6%.

The overall response rate for the District was 92% (N = 3874). The district-level [Class of 2014 High School Exit Survey Report](#) is available online.

Table 2. When do you plan to start going to college, university, or career/trade school?

	P-Lanier 2014	District 2014
This summer	15.8%	7.5%
This fall	36.8%	84.8%
Next spring	47.4%	8.7%

About 48% P-Lanier seniors indicated they planned to enroll in a postsecondary institution in Spring 2015. About 50% planned to attend a 2-year college or university, while 40% planned to attend a 2-year college and transfer to a 4-year college .

Table 3. What type of institution do you plan to attend after high school?

	P-Lanier 2014	District 2014
A 4-year college or university	20.0%	58.2%
A 2-year college or university	50.0%	12.7%
A 2-year community college and then transfer to a 4-year college	40.0%	32.1%
A private career or trade school	5.0%	2.5%

Table 4. Which college, university, or career/trade school do you plan to attend in the fall?

	P-Lanier 2014	District 2014
Austin Community College (ACC)	71.4%	34.8%
Texas State University	0.0%	12.0%
University of Texas-Austin	0.0%	8.7%
University of Texas-San Antonio	0.0%	4.2%
Texas A&M University	0.0%	5.9%
St. Edward's University	0.0%	2.2%
Blinn College	0.0%	2.4%
University of North Texas	0.0%	2.6%
Texas Tech University	0.0%	2.9%
Stephen F. Austin University	0.0%	1.2%
Other	28.6%	31.0%

Approximately 71% of P-Lanier seniors who planned to enroll in college in fall 2014 planned to attend Austin Community College. Almost 30% indicated they planned to attend other postsecondary institutions.

According to the [Austin Chamber of Commerce July 2014 MSA Job Market Report](#), 18% of the available job openings were in computer and mathematical occupations. Specifically, almost 50% of the top 10 available job openings in our MSA were software developers-applications, web developers, network and computer systems administrators, computer systems analysts, and computer user support specialists. Only 1 P-Lanier senior indicated an interest in studying *Computer and Information Sciences*.

Registered nurses jobs also were among the largest available job openings in the region and were difficult to fill. Seven P-Lanier seniors were interested in health sciences.

Table 5. Select the one area that best fits what you plan to study.

	P-Lanier 2014	District 2014
Health sciences	35.0%	18.1%
Architecture	10.0%	1.6%
Business	10.0%	14.1%
Education	10.0%	4.2%
Engineering	10.0%	11.7%
Computer and information sciences	5.0%	5.1%
Natural sciences and mathematics	5.0%	6.1%
Visual and performing arts	5.0%	7.4%
Agricultural sciences and technologies	0.0%	2.8%
Communication	0.0%	4.2%
Hospitality and tourism	0.0%	1.6%
Humanities	0.0%	1.9%
Human services	0.0%	3.2%
I do not know	0.0%	7.9%
Law, public safety, corrections, and security	0.0%	5.3%
Office skills	0.0%	0.2%
Social sciences	0.0%	3.3%
Trade and industrial	0.0%	1.5%

Note. The percentages in the first column are presented in descending order.

Table 6. If you are not planning to pursue further education, what are your primary reasons? (Select all that apply.)

Reason	P-Lanier 2014	District 2014
Financial (e.g., can't afford to attend school, need income from working, etc.)	2.9%	17.4%
Academic (e.g., grades/test scores aren't high enough, don't feel academically prepared for college, etc.)	2.9%	8.4%
Personal obligation (e.g., child care or family responsibilities)	0.0%	7.1%
Personal preference (e.g., don't like school, career goals do not require college, etc.)	0.0%	23.2%
Gap year (e.g., want to take some time off from school to do other things, but plan to enroll in college after a year)	5.9%	32.9%
Other (please specify)	0.0%	10.8%

Table 7. How far did your **mother** go in school?

School status	P-Lanier 2014	District 2014
Less than high school	41.7%	22.8%
High school or earned a GED	12.5%	19.6%
Some college	25.0%	12.9%
Associate degree (2-year)	0.0%	6.12%
Bachelor's degree (4-year)	8.3%	20.3%
Master's degree	4.2%	8.6%
Professional degree (e.g., MD, JD, etc.)	0.0%	3.6%
Doctorate degree (e.g., PhD, EdD, etc.)	0.0%	2.3%
Don't know or does not apply	8.3%	3.8%

Parental education level influences children's academic achievement, educational aspirations, and success in the workforce (Dubow, Boxer, & Huesmann, 2009; Foundation for Child Development, 2014).

Note. Only mother's educational level is reported. Mothers and fathers tend to have similar educational levels. Therefore, mother's educational attainment may serve as a proxy for parental education (Foundation for Child Development, 2014).

Table 8. What is the highest level of education **your parents/guardians expect** you to achieve?

Level of education	P-Lanier 2014	District 2014
High school or earned a GED	20.8%	7.6%
Some college	0.0%	6.0%
Associate degree (2-year)	16.7%	6.4%
Bachelor's degree (4-year)	29.2%	37.7%
Master's degree	8.3%	15.7%
Professional degree (e.g., MD, JD, etc.)	8.3%	6.2%
Doctorate degree (e.g., PhD, EdD, etc.)	8.3%	8.0%
I am not sure	8.3%	12.4%

Nearly half of P-Lanier seniors expected to earn a bachelor's degree or better during their lifetime, while approximately 54% indicated their parents expected them to achieve the same level of education.

Table 9. What is the highest degree **you expect** to earn during your lifetime?

Level of education	P-Lanier 2014	District 2014
High school diploma	12.5%	3.9%
Industry license or certification (e.g., trade school, technical/community college)	4.2%	3.8%
Associate degree	33.3%	9.5%
Bachelor's degree (4-year)	37.5%	39.3%
Advanced degree (e.g., master's, doctoral, medical, law degree)	12.5%	43.5%

According to Perna and Titus (2005), the odds of enrolling in a 2- or 4-year college, relative to not enrolling, increases with the frequency with which parents discussed education-related topics (e.g., grades) with their children. Furthermore, Perna & Titus found the positive relationship between the frequency of parent-initiated contact with the school about academic issues and the odds of enrolling in a 4-year college was found to be particularly important for African American students (, 2005).

Table 10. During high school, to what extent were your parents involved in the following school-related activities?

Percentage who responded either <i>sometimes</i> or <i>often</i>	P-Lanier	District
	2014	2014
Talking to you about homework	69.6%	68.1%
Making sure you completed your homework	78.3%	64.6%
Asking you about what you're learning in school	69.6%	64.6%
Helping you decide what classes to take	63.6%	55.3%
Talking to you about how you're doing in your classes	87.0%	79.9%
Rewarding you when you do well in school	73.9%	57.0%
Communicating with your teachers (e.g., teacher conferences, email, and phone calls)	52.2%	46.4%
Attending school meetings	30.4%	44.8%
Attending school events (e.g., sports, performances)	27.3%	56.2%
Volunteering at your school	26.1%	28.3%
Joining and participating in the PTA	17.4%	18.5%

Note. Response options were *never*, *rarely*, *sometimes*, and *often*.

Table 11. To what extent did your parents use Parent Connect/Gradespeed to monitor your grades?

Use	P-Lanier 2014	District 2014
Never	39.1%	25.5%
Rarely	30.4%	15.6%
Sometimes	13.0%	23.1%
Often	17.4%	35.9%

Note. The question was changed in 2013, which precluded comparisons with prior years' results.

Most P-Lanier seniors indicated they know at least one teacher who supported their high school academics and postsecondary aspirations.

Table 12. Indicate if you know at least one teacher who would do the following:

Teacher help	P-Lanier 2014	District 2014
Would be willing to give you extra help with your school work if you needed it	95.8%	90.1%
Would be willing to help you with a personal problem	58.3%	74.7%
Cares about how you're doing in school	70.8%	81.4%
Would be willing to write you a letter of recommendation for a job or college	70.8%	84.7%
Knows what you will be doing next year	45.8%	67.5%
Would be willing to help you even after you graduate	37.5%	66.3%

Persistence & Motivation

Students' precollege behavior and experiences are important factors in determining their persistence in postsecondary education settings. Motivation to learn, effort, and amount of time students spend studying were found to be key determinants of college attainment and success (Bailey, Jenkins, & Leinbach, 2005). When teachers had high expectations and provide an interesting and engaging learning environment, students' self-esteem, confidence, and academic performance improved (Brophy, 2008; 2010).

Table 13. Seniors were asked to indicate feelings about their persistence, motivation, and interactions with teachers.

Percentage who responded either <i>sometimes</i> or <i>always</i>	P-Lanier 2014	District 2014
I can do even the hardest schoolwork if I try.	95.7%	91.8%
I enjoy doing my schoolwork.	83.3%	56.3%
I feel/felt well prepared for STAAR/EOC.	77.3%	78.8%
I try hard to do my best work.	100.0%	91.3%
I feel successful in my schoolwork.	100.0%	89.2%
My teachers push us to think hard about the things we read.	96.2%	86.1%
My teachers push everyone to work hard.	100.0%	88.8%
I can reach the goals I set for myself.	100.0%	96.3%
My homework helps me learn things I need to know.	91.7%	77.2%
My schoolwork makes me think about things in new ways.	100.0%	70.7%
My teachers connect what I am learning to life outside of class.	72.7%	68.4%
I have fun learning in my classes.	87.5%	75.4%
I like to come to school.	83.3%	69.3%

Note. Response options were *never*, *not a lot*, *sometimes*, and *always*. STAAR is State of Texas Assessment of Academic Readiness. EOC is end of course.

Extracurricular Activities

Extracurricular activities provide intellectual and social development opportunities for students. According to a study conducted by Stearns and Glennie (2009), schools that provided more extracurricular activities and had more student participants had better academic outcomes in terms of students performing at grade level and staying in school than did schools that provided fewer such activities. Participation in extracurricular activities was also linked to higher aspirations for college, college attainment and graduation, and better occupational status (Barber, Eccles, & Stone, 2001; Darling, Caldwell, & Smith, 2005).

The extra-curricular activity participated in most by P-Lanier seniors was sports. Almost 60% of seniors participated in school-affiliated sports. About 52% of seniors participate in sports outside of school.

Table 14a. Please indicate the number of years of high school in which you participated in each of these **school-affiliated extracurricular activities**.

In school	Did not participate	1-2 years	3-4 years
Music	70.8%	16.7%	12.5%
Theater/drama	75.0%	12.5%	12.5%
Dance	69.6%	26.1%	4.4%
Sports	41.7%	50.0%	8.3%
Academic clubs/UII competitions	81.0%	19.0%	0.0%
Speech/debate	75.0%	25.0%	0.0%
Student government	83.3%	16.7%	0.0%
Career and technical student organizations	83.3%	12.5%	4.2%

Note. UII is University Interscholastic League.

Table 14b. Please indicate the number of years of high school in which you participated in each of the **extracurricular activities outside of school**.

Outside of school	Did not participate	1-2 years	3-4 years
Music	65.2%	17.4%	17.4%
Theater/drama	87.0%	0.0%	13.1%
Dance	77.3%	18.2%	4.6%
Sports	47.8%	39.1%	13.1%
Providing routine care for family members	79.2%	12.5%	8.3%
Community service	70.8%	25.0%	4.2%
Environmental projects/activities	95.8%	4.2%	0.0%
Boy/Girl Scouts	91.3%	8.7%	0.0%

Work and Study Time

Table 15. Please indicate the average number of hours per week you worked at a paid job during your senior year.

Work time	Percentage who worked during senior year	
	P-Lanier 2014	District 2014
Did not work	25.0%	41.0%
Less than 20 hours	8.3%	28.0%
20 hours or more	66.7%	31.0%

The majority of P-Lanier seniors indicated they worked 20 hours or more during their senior year of high school.

A study conducted by Marsh and Kleitman (2005) found that compared with those who did not work, students who worked longer hours had significantly lower academic achievement, attendance, and educational aspirations. They were less engaged in extracurricular activities. They also were less likely to enroll in college. As well, seniors who worked longer hours were more likely to save their earnings for postsecondary enrollment and were less likely to be unemployed 2 years after high school.

Table 16. How many hours per week did you typically spend studying, doing research, or completing homework assignments outside of class?

Study time	Percentage who studied each week	
	P-Lanier 2014	District 2014
None	16.7%	10.5%
1 to 5 hours	41.7%	40.4%
6 to 10 hours	25.0%	23.1%
11 to 15 hours	4.2%	11.5%
16 to 20 hours	4.2%	8.1%
More than 20 hours	8.3%	6.4%

On average, P-Lanier seniors indicated they studied 1 to 5 hours each week. [Penn State](#) and [University of Michigan-Flint](#) recommend a 2:1 study time/course load ratio; whereby students spend at least 2 hours studying for every 1 hour of class time.

Instructional Quality

Table 17. How well did your high school help you to actively develop knowledge and skills in the following areas?

Percentage who responded somewhat well or very well	P-Lanier 2014	District 2014
Teamwork	95.8%	90.8%
Creative thinking	95.8%	90.3%
Problem solving	91.7%	92.7%
Conflict resolution	95.5%	87.6%
Personal health/fitness	91.7%	81.1%
Time management	91.3%	83.7%
Technology	87.5%	84.8%

Note. Response options were not well, somewhat well, and very well.

“Twenty-first-century skills” is a term which generally refers to competencies such as collaboration, digital literacy, critical thinking, and problem-solving (Partnership for 21st Century Learning, 2011).

Researchers have found that students are important sources of information about what happens in classrooms. Students’ responses are generally reliable, valid, and stable over time at the classroom level (Ferguson, 2010). Seniors were asked to rate the quality of instruction they received in different types of courses.

Table 18. Rate the quality of instruction you feel you received in the following areas.

Percentage who responded good or excellent	P-Lanier 2014	District 2014
English language arts	78.3%	82.9%
Mathematics	75.0%	70.2%
Social studies	69.6%	77.6%
Science	66.7%	71.2%
Career and technical (CTE)	63.6%	73.5%
Performing/Fine arts	54.5%	73.8%
Computer/Technology	54.2%	66.8%
Foreign language	47.8%	59.6%

Note. Response options were Excellent, Good, Fair, and Poor. Also note, when data were analyzed, it was found that seniors responded to items for types of instruction in which they had not taken courses.

The types of instruction P-Lanier seniors rated lowest are performing/fine arts, computer/technology, and foreign language.

Table 19. Which of the following describes your computer and Internet access at home?

Access	P-Lanier	District
	2014	2014
No computer	13.0%	4.7%
No computer, but Internet access (e.g., cell phone, iPad, or iPod)	26.1%	10.0%
Computer, no Internet	4.4%	4.1%
Computer with Internet access	56.5%	81.2%

Table 20. Have you ever used Naviance/Family Connection for the following activities?

Percentage answering yes	P-Lanier 2014	District 2014
Career exploration	41.7%	50.5%
College search	41.7%	72.6%
Counselor-directed activities (e.g., Personality Type Questionnaire or Explore Careers)	29.2%	65.1%
Class rank and GPA inquiry	26.1%	84.2%
College visit sign up	20.8%	56.2%
Resume building	20.8%	36.5%

P-Lanier seniors indicated they mostly used Naviance to search colleges and explore career options.

Note. This item changed from “how frequently do you use” (2013) to “have you ever used” (2014).

Postsecondary Preparation and Advising

“Middle school is the crucial stage” at which parents and students should begin to think about preparing for college (Cunningham, Erismann, & Looney, 2007). By the time a student reaches junior year of high school, it may be too late to acquire the necessary coursework and GPA for admission to college.

Almost 40% of P-Lanier seniors indicated they did not start thinking about college until high school. Of these seniors, approximately 24% indicated they did not start thinking about college until their junior and senior years of high school.

Table 21. At what time in your life did you start thinking about college as a possibility after high school?

Time frame	P-Lanier	District
	2014	2014
As long ago as I can remember	11.7%	36.8%
In elementary school	0.0%	8.2%
In middle school / junior high	17.6%	21.7%
In high school	38.2%	30.4%
Never thought of college as an option	2.9%	2.8%

Table 22. What grade were you in when you started thinking about college as a possibility after high school?

Grade	P-Lanier 2014	District 2014
9 th Grade	8.8%	24.4%
10 th Grade	5.8%	23.9%
11 th Grade	8.8%	36.1%
12 th Grade	14.7%	15.6%

Table 23. How did you prepare for your education after high school? (Select all that apply.)

Type of preparation	P-Lanier 2014	District 2014
I have not completed any forms to prepare for continuing my education	66.7%	16.0%
I have done nothing to academically prepare for continuing my education	56.5%	17.2%
I have not completed any activities to prepare for continuing my education	54.2%	16.0%
Completed and submitted the FAFSA	29.2%	67.8%
Visited one or more colleges or technical schools	29.2%	60.1%
Met with the school counselor or college/career advisor to discuss college plans/processes	20.8%	52.8%
Took college entrance tests (e.g., SAT, ACT, THEA, COMPASS, ASSET)	17.4%	66.6%
Attended one or more college fairs	16.7%	44.8%
Ordered and submitted a transcript to a college or trade/ technical school.	16.7%	59.2%
Participated in ACC College Connections (ACC Application Process)	16.7%	35.0%
Completed or are currently enrolled in ACC courses	13.0%	36.0%
Took one or more Advanced Placement or International Baccalaureate classes	13.0%	51.1%
Completed and submitted a scholarship application	12.5%	48.8%
Met with a college representative or recruiter at my high school	12.5%	43.3%
Took other college level courses (e.g., Texas State, Texas Tech, TSTC)	8.7%	5.7%
Took test prep class for the PSAT, SAT, ACT, etc.	8.7%	40.0%

Note. SAT is Scholastic Aptitude Test. ACT is American College Testing. THEA is Texas Higher Education Assessment. COMPASS is American College Testing Computer-adapted Placement Assessment and Support. ASSET is American College Testing placement exam for students in community/technical education. PSAT is Preliminary Scholastic Aptitude Test. TSTC is Texas State Technical College.

Table 24. Which of the following did a family member help you with to prepare for life after high school? (Select all that apply.)

Form of help	P-Lanier 2014	District 2014
Talked to you about career and/or college options	62.5%	80.9%
Talked to you about finances	37.5%	66.9%
Talked to you about your responsibilities as an adult	75.0%	75.3%
Talked to you about what a career and/or college would be like	50.0%	64.1%
Helped you with financial aid (FAFSA and/or scholarships)	20.8%	56.8%
Helped you complete applications for colleges or trade/technical schools	16.7%	41.6%
Encouraged you to apply to several different colleges	33.3%	54.0%
No one in my family talked to me about or helped me with these things.	12.5%	5.0%

On average, P-Lanier seniors indicated that teachers helped them by pushing their academic abilities and encouraging them to continue their education after high school. School counselors helped them by encouraging them to continue their education after high school.

Table 25. Indicate whether the following people helped you with or encouraged you in any of the following activities (select all that apply).

Activity	Teacher	School Counselor	College & Career Advisor	None of These
Select courses needed for work or admission to college	36.4%	31.8%	0.0%	45.5%
Push your academic abilities further (e.g., challenging courses, science fair or summer learning, extra credit work)	57.1%	28.6%	0.0%	19.1%
Take AP / honors courses	4.8%	23.8%	4.8%	66.7%
Take dual credit or articulated credit courses	17.4%	26.1%	0.0%	60.9%
Get information about careers and/or occupations you might want to pursue	43.5%	30.4%	4.4%	34.8%
Continue your education after high school	54.2%	45.8%	16.7%	16.7%
Apply to multiple schools	26.1%	17.4%	8.7%	56.5%
Decide what school to attend	31.8%	27.3%	9.1%	50.0%
Fill out applications for postsecondary education	31.8%	18.2%	13.6%	54.6%
Write college application essays or personal statements	37.5%	12.5%	8.3%	54.2%

Table 26. Were your school counselors and/or college and career/Project ADVANCE advisors available to talk to you about college and careers?

Availability	School Counselor	College & Career Advisor
Yes, this person was available and I talked to him/her.	50.0%	39.1%
I tried to talk to this person and wasn't able to meet with him/her.	12.5%	0.0%
I never tried to meet with this person.	37.5%	60.9%

Garland (2008) found that students' interactions with a school counselor and/or college advisor influenced the likelihood that those students would become enrolled in a postsecondary institution.

Applications to Postsecondary Institutions

Table 29. Percentage of Applications per Institution Type

Institution type	0 applications	1-3 applications	4 or more applications
2-year	56.5%	34.8%	8.7%
4-year	69.6%	30.4%	0.0%
Business/technical/vocational school	83.3%	16.7%	0.0%

Garland (2008) found that students who submitted applications to four or more institutions were significantly more likely to become enrolled than were students who submitted fewer applications.

Table 30. Percentage of Acceptances per Institution Type

Institution type	0 acceptances	1-3 acceptances	4 or more acceptances
2-year	70.8%	29.2%	0.0%
4-year	82.6%	17.4%	0.0%
Business/technical/vocational school	83.3%	16.7%	0.0%

Postsecondary Financial Literacy

The completion of the Free Application for Federal Student Aid (FAFSA) is important to entering and completing postsecondary education, especially for economically disadvantaged students. Students who completed the FAFSA were found 50% more likely to enroll in a 4-year college than were those who had not. Approximately 6% of P-Lanier's Class of 2014 who were enrolled in a postsecondary institution during the Fall semester after high school graduation completed a FAFSA (Looby, 2013).

Table 29. How do you plan to pay for your education after high school? (Select all that apply.)

Source	P-Lanier 2014	District 2014
Scholarships and/or grants	55.0%	69.5%
Loans	30.0%	41.9%
Family or personal savings	45.0%	65.1%
Tuition and fees exemption (e.g., military, foster care, adoption, deaf, blind)	20.0%	10.5%
Working during the school year	70.0%	61.8%
Working during the summer	55.0%	63.7%
I don't know	10.0%	4.1%

Most P-Lanier seniors indicated they planned to pay for college by working during the school year.

Table 30. Where did you learn about options for paying for your education after high school? (Select all that apply.)

Source of information	P-Lanier 2014	District 2014
Senior economics class	16.7%	19.9%
Financial Aid Saturday events	12.5%	18.2%
Talked to school counselor/college and career advisor/Project ADVANCE staff	20.8%	50.3%
Information from a college or university (e.g., website, brochures)	25.0%	38.8%
College recruiter	8.3%	20.6%
U.S. Department of Education or FAFSA websites	12.5%	25.2%
Parents or other adults	50.0%	64.7%
Social media (e.g., Twitter, Facebook, etc.)	20.8%	11.9%
None of these	20.8%	8.3%

Note. This question was changed in 2013, which precluded comparison with prior years' results.

Table 31. How easy has it been for you and your parents to understand the process of applying for financial aid?

Degree of ease	P-Lanier 2014	District 2014
Easy	8.7%	26.8%
Some parts easy, some parts difficult	34.8%	47.4%
Difficult	8.7%	11.1%
I did not apply for financial aid	47.8%	14.8%

Table 32. If you did not submit a financial aid application, why not?

Reason	P-Lanier 2014	District 2014
I do not need financial aid to attend college	9.1%	22.0%
My parents were not willing to submit private financial information	0.0%	7.9%
My family did not think we would qualify or be eligible for financial aid	18.2%	22.6%
I do not plan to go to college	0.0%	16.2%
I did not know about the financial aid process	72.7%	31.3%

On average, P-Lanier seniors indicated they learned about financial aid from their parents or other adults.

Nearly 50% of P-Lanier seniors indicated they did not apply for financial aid. About 73% of these seniors indicated they did not know about the financial aid process.

Acronym Key

The following acronyms are used in the High School Exit Survey summary reports. Where relevant, acronyms have a link to an external URL.

Acronym	Definition
ACC	Austin Community College
ACT	American College Testing
AP	Advanced Placement
ASSET	American College Testing (ACT) placement exam for students in community/technical
COMPASS	American College Testing (ACT) Computer-adapted Placement Assessment and Support
EOC	End of Course exam
FAFSA	Free Application for Federal Student Aid
GPA	grade point average
MSA	Metropolitan Statistical Area
PSAT	Preliminary Scholastic Aptitude Test (SAT)
SAT	Scholastic Aptitude Test
STAAR	State of Texas Assessments of Academic Readiness
TAKS	Texas Assessment of Knowledge and Skills
THEA	Texas Higher Education Assessment
TSTC	Texas State Technical College
UIL	University Interscholastic League

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