

## 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. Within a year after graduating from high school, what do you plan to do? (Select all that apply.)

Postsecondary plans	P-Travis 2014	District 2014
Continue my education	82.6%	94.7%
Attend college or technical school <b>without working</b>	8.7%	22.5%
Attend college or technical school while <b>working full time</b>	17.4%	12.5%
Attend college or technical school while <b>working part time</b>	56.5%	59.7%
Work full time only	17.4%	6.1%
Work part time only	17.4%	2.8%
Enlist in the military	0.0%	3.4%
No plans/ not sure yet	17.4%	4.7%
Other	8.7%	2.8%

Almost 57% of P-Travis 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-Travis Class of 2014. Where available, data are presented from previous senior classes to compare with previous years' responses. This year, 23 P-Travis students in the Class of 2014 completed the survey, for an overall response rate of 65.7%.

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-Travis 2014	District 2014
This summer	5.9%	7.5%
This fall	29.4%	84.8%
Next spring	64.7%	8.7%

About 65% P-Travis seniors indicated they planned to enroll in a postsecondary institution in Spring 2015. Nearly 44% planned to attend a 2-year college or university, and about 39% 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-Travis 2014	District 2014
A 4-year college or university	11.1%	58.2%
A 2-year college or university	44.4%	12.7%
A 2-year community college and then transfer to a 4-year college	38.9%	32.1%
A private career or trade school	11.1%	2.5%

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

	P-Travis 2014	District 2014
Austin Community College (ACC)	17.4%	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	8.7%	31.0%

Approximately 17% of P-Travis seniors who planned to enroll in college in fall 2014 planned to attend Austin Community College.

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. Two P-Travis seniors 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. Four P-Travis seniors were interested in health sciences.

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

	P-Travis 2014	District 2014
Health sciences	23.5%	18.1%
Engineering	17.7%	11.7%
I do not know	17.7%	7.9%
Business	11.8%	14.1%
Computer and information sciences	11.8%	5.1%
Architecture	5.9%	1.6%
Hospitality and tourism	5.9%	1.6%
Visual and performing arts	5.9%	7.4%
Agricultural sciences and technologies	0.0%	2.8%
Communication	0.0%	4.2%
Education	0.0%	4.2%
Humanities	0.0%	1.9%
Human services	0.0%	3.2%
Law, public safety, corrections, and security	0.0%	5.3%
Natural sciences and mathematics	0.0%	6.1%
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-Travis 2014	District 2014
Financial (e.g., can't afford to attend school, need income from working, etc.)	4.3%	17.4%
Academic (e.g., grades/test scores aren't high enough, don't feel academically prepared for college, etc.)	0.0%	8.4%
Personal obligation (e.g., child care or family responsibilities)	4.3%	7.1%
Personal preference (e.g., don't like school, career goals do not require college, etc.)	4.3%	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)	4.3%	32.9%
Other (please specify)	4.3%	10.8%

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

School status	P-Travis 2014	District 2014
Less than high school	59.1%	22.8%
High school or earned a GED	18.2%	19.6%
Some college	4.6%	12.9%
Associate degree (2-year)	0.0%	6.12%
Bachelor's degree (4-year)	9.1%	20.3%
Master's degree	0.0%	8.6%
Professional degree (e.g., MD, JD, etc.)	0.0%	3.6%
Doctorate degree (e.g., PhD, EdD, etc.)	4.6%	2.3%
Don't know or does not apply	4.6%	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-Travis 2014	District 2014
High school or earned a GED	26.1%	7.6%
Some college	17.4%	6.0%
Associate degree (2-year)	21.7%	6.4%
Bachelor's degree (4-year)	13.0%	37.7%
Master's degree	0.0%	15.7%
Professional degree (e.g., MD, JD, etc.)	4.4%	6.2%
Doctorate degree (e.g., PhD, EdD, etc.)	13.0%	8.0%
I am not sure	4.4%	12.4%

About 30% of P-Travis seniors expected to earn a bachelor's degree or better during their lifetime, while approximately 34% 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-Travis 2014	District 2014
High school diploma	30.4%	3.9%
Industry license or certification (e.g., trade school, technical/community college)	4.4%	3.8%
Associate degree	34.8%	9.5%
Bachelor's degree (4-year)	13.0%	39.3%
Advanced degree (e.g., master's, doctoral, medical, law degree)	17.4%	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 were particularly important for African American students.

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-Travis	District
	2014	2014
Talking to you about homework	40.9%	68.1%
Making sure you completed your homework	47.8%	64.6%
Asking you about what you're learning in school	52.2%	64.6%
Helping you decide what classes to take	30.4%	55.3%
Talking to you about how you're doing in your classes	52.2%	79.9%
Rewarding you when you do well in school	31.8%	57.0%
Communicating with your teachers (e.g., teacher conferences, email, and phone calls)	39.1%	46.4%
Attending school meetings	30.4%	44.8%
Attending school events (e.g., sports, performances)	17.4%	56.2%
Volunteering at your school	8.7%	28.3%
Joining and participating in the PTA	8.7%	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-Travis 2014	District 2014
Never	68.2%	25.5%
Rarely	13.6%	15.6%
Sometimes	4.6%	23.1%
Often	13.6%	35.9%

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

Most P-Travis seniors indicated they know at least one teacher who supported them personally, and supports 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-Travis 2014	District 2014
Would be willing to give you extra help with your school work if you needed it	81.0%	90.1%
Would be willing to help you with a personal problem	66.7%	74.7%
Cares about how you're doing in school	71.4%	81.4%
Would be willing to write you a letter of recommendation for a job or college	57.1%	84.7%
Knows what you will be doing next year	28.6%	67.5%
Would be willing to help you even after you graduate	42.9%	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-Travis 2014	District 2014
I can do even the hardest schoolwork if I try.	82.6%	91.8%
I enjoy doing my schoolwork.	60.9%	56.3%
I feel/felt well prepared for STAAR/EOC.	72.7%	78.8%
I try hard to do my best work.	91.3%	91.3%
I feel successful in my schoolwork.	78.3%	89.2%
My teachers push us to think hard about the things we read.	78.3%	86.1%
My teachers push everyone to work hard.	91.3%	88.8%
I can reach the goals I set for myself.	95.2%	96.3%
My homework helps me learn things I need to know.	77.3%	77.2%
My schoolwork makes me think about things in new ways.	73.9%	70.7%
My teachers connect what I am learning to life outside of class.	65.2%	68.4%
I have fun learning in my classes.	68.2%	75.4%
I like to come to school.	73.9%	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-Travis seniors were sports. About 57% of seniors participated in school-affiliated sports, while 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	72.7%	22.7%	4.6%
Theater/drama	77.3%	18.2%	4.6%
Dance	72.7%	22.7%	4.6%
Sports	43.5%	52.2%	4.4%
Academic clubs/UII competitions	90.9%	9.1%	0.0%
Speech/debate	68.2%	31.8%	0.0%
Student government	77.3%	22.7%	0.0%
Career and technical student organizations	81.8%	18.2%	0.0%

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	72.7%	18.2%	9.1%
Theater/drama	86.4%	13.6%	0.0%
Dance	81.0%	19.1%	0.0%
Sports	47.8%	39.1%	13.1%
Providing routine care for family members	91.3%	8.7%	0.0%
Community service	66.7%	33.3%	0.0%
Environmental projects/activities	96.0%	4.4%	0.0%
Boy/Girl Scouts	100.0%	0.0%	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-Travis 2014	District 2014
Did not work	27.3%	41.0%
Less than 20 hours	13.6%	28.0%
20 hours or more	59.1%	31.0%

The majority of P-Travis 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-Travis	District
	2014	2014
None	27.3%	10.5%
1 to 5 hours	45.5%	40.4%
6 to 10 hours	13.6%	23.1%
11 to 15 hours	0.0%	11.5%
16 to 20 hours	4.6%	8.1%
More than 20 hours	9.1%	6.4%

On average, P-Travis 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-Travis 2014	District 2014
Teamwork	69.6%	90.8%
Creative thinking	87.0%	90.3%
Problem solving	78.3%	92.7%
Conflict resolution	73.9%	87.6%
Personal health/fitness	69.6%	81.1%
Time management	73.9%	83.7%
Technology	93.0%	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 21<sup>st</sup> 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-Travis 2014	District 2014
Social studies	77.3%	77.6%
English language arts	73.9%	82.9%
Foreign language	69.6%	59.6%
Computer/Technology	65.0%	66.8%
Career and technical (CTE)	64.7%	73.5%
Science	60.9%	71.2%
Mathematics	56.5%	70.2%
Performing/Fine arts	55.0%	73.8%

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-Travis seniors rated lowest were mathematics and performing/fine arts.



## Technology Access and Use

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

Access	P-Travis 2014	District 2014
No computer	22.7%	4.7%
No computer, but Internet access (e.g., cell phone, iPad, or iTouch)	27.3%	10.0%
Computer, no Internet	9.1%	4.1%
Computer with Internet access	40.9%	81.2%

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

Percentage answering yes	P-Travis 2014	District 2014
College search	54.6%	72.6%
Career exploration	45.5%	50.5%
Resume building	39.1%	36.5%
Class rank and GPA inquiry	31.8%	84.2%
College visit sign up	31.8%	56.2%
Counselor-directed activities (e.g., Personality Type Questionnaire or Explore Careers)	18.2%	65.1%

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

Approximately 50% of P-Travis seniors reported they did not have computers at home.

P-Travis seniors indicated they mostly used Naviance to search colleges and explore careers.

## Postsecondary Preparation and Advising

“Middle school is the crucial stage” at which parents and students should begin to think about preparing for college (Cunningham, Erisman, & 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.

About 48% of P-Travis seniors indicated they did not start thinking about college until high school. Of the seniors who did not start thinking about college until high school, about 39% 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-Travis 2014	District 2014
As long ago as I can remember	17.4%	36.8%
In elementary school	8.7%	8.2%
In middle school / junior high	17.4%	21.7%
In high school	47.8%	30.4%
Never thought of college as an option	8.7%	2.8%

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

Grade	P-Travis 2014	District 2014
9 <sup>th</sup> Grade	8.7%	24.4%
10 <sup>th</sup> Grade	0.0%	23.9%
11 <sup>th</sup> Grade	17.4%	36.1%
12 <sup>th</sup> Grade	21.7%	15.6%

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

Type of preparation	P-Travis 2014	District 2014
I have done nothing to academically prepare for continuing my education	78.3%	17.2%
I have not completed any forms to prepare for continuing my education	56.5%	16.0%
I have not completed any activities to prepare for continuing my education	54.6%	16.0%
Visited one or more colleges or technical schools	27.3%	60.1%
Completed and submitted a scholarship application	26.1%	48.8%
Completed and submitted the FAFSA	21.7%	67.8%
Attended one or more college fairs	18.2%	44.8%
Met with a college representative or recruiter at my high school	13.6%	43.3%
Ordered and submitted a transcript to a college or trade/ technical school.	13.0%	59.2%
Participated in ACC College Connections (ACC Application Process)	13.0%	35.0%
Took college entrance tests (e.g., SAT, ACT, THEA, COMPASS, ASSET)	13.0%	66.6%
Met with the school counselor or college/career advisor to discuss college plans/processes	9.1%	52.8%
Completed or are currently enrolled in ACC courses	8.7%	36.0%
Took one or more Advanced Placement or International Baccalaureate classes	8.7%	51.1%
Took test prep class for the PSAT, SAT, ACT, etc.	8.7%	40.0%
Took other college level courses (e.g., Texas State, Texas Tech, TSTC)	0.0%	5.7%

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-Travis 2014	District 2014
Talked to you about career and/or college options	47.8%	80.9%
Talked to you about finances	34.8%	66.9%
Talked to you about your responsibilities as an adult	60.9%	75.3%
Talked to you about what a career and/or college would be like	17.4%	64.1%
Helped you with financial aid (FAFSA and/or scholarships)	4.4%	56.8%
Helped you complete applications for colleges or trade/technical schools	8.7%	41.6%
Encouraged you to apply to several different colleges	13.0%	54.0%
No one in my family talked to me about or helped me with these things.	30.4%	5.0%

On average, P-Travis seniors indicated that teachers helped them encouraging them to continue their education after high school. School counselors helped them decide what college to attend.

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	17.4%	30.4%	13.0%	43.5%
Push your academic abilities further (e.g., challenging courses, science fair or summer learning, extra credit work)	39.1%	17.4%	4.4%	43.5%
Take AP / honors courses	13.0%	21.7%	4.4%	65.2%
Take dual credit or articulated credit courses	13.0%	21.7%	4.4%	60.9%
Get information about careers and/or occupations you might want to pursue	34.8%	26.1%	4.4%	39.1%
Continue your education after high school	47.8%	30.4%	17.4%	21.7%
Apply to multiple schools	13.0%	21.7%	13.0%	56.5%
Decide what school to attend	9.1%	31.8%	13.6%	50.0%
Fill out applications for postsecondary education	17.4%	26.1%	17.4%	48.5%
Write college application essays or personal statements	18.2%	13.6%	9.1%	59.1%

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.	40.9%	25.0%
I tried to talk to this person and wasn't able to meet with him/her.	13.6%	10.0%
I never tried to meet with this person.	45.5%	65.0%

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	50.0%	50.0%	0%
4-year	90.5%	0.0%	9.5%
Business/technical/vocational school	90.9%	0.0%	9.1%

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	68.2%	31.8%	0.0%
4-year	90.5%	0.0%	9.5%
Business/technical/vocational school	90.5%	0.0%	9.5%

## 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.

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

Source	P-Travis 2014	District 2014
Scholarships and/or grants	33.3%	69.5%
Loans	16.7%	41.9%
Family or personal savings	38.9%	65.1%
Tuition and fees exemption (e.g., military, foster care, adoption, deaf, blind)	0.0%	10.5%
Working during the school year	27.8%	61.8%
Working during the summer	33.3%	63.7%
I don't know	33.3%	4.1%

Most P-Travis seniors indicated they planned to pay for college with family or personal savings. One-third of seniors planned to pay for college through scholarships and grants.

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

Source of information	P-Travis 2014	District 2014
Senior economics class	21.7%	19.9%
Financial Aid Saturday events	13.0%	18.2%
Talked to school counselor/college and career advisor/Project ADVANCE staff	30.4%	50.3%
Information from a college or university (e.g., website, brochures)	26.1%	38.8%
College recruiter	30.4%	20.6%
U.S. Department of Education or FAFSA websites	17.4%	25.2%
Parents or other adults	34.8%	64.7%
Social media (e.g., Twitter, Facebook, etc.)	13.0%	11.9%
None of these	4.4%	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-Travis 2014	District 2014
Easy	13.0%	26.8%
Some parts easy, some parts difficult	17.4%	47.4%
Difficult	17.4%	11.1%
I did not apply for financial aid	52.2%	14.8%

On average, P-Travis seniors indicated they learned about financial aid from their parents or other adults, and from college recruiters.

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

Reason	P-Travis 2014	District 2014
I do not need financial aid to attend college	0.0%	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	0.0%	22.6%
I do not plan to go to college	50.0%	16.2%
I did not know about the financial aid process	50.0%	31.3%

Approximately 52% of P-Travis seniors indicated they did not apply for financial aid. About 50% of these seniors indicated they do not plan to go to college and about 50% 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
<a href="#">ACC</a>	Austin Community College
<a href="#">ACT</a>	American College Testing
<a href="#">AP</a>	Advanced Placement
<a href="#">ASSET</a>	American College Testing (ACT) placement exam for students in community/technical
<a href="#">COMPASS</a>	American College Testing (ACT) Computer-adapted Placement Assessment and Support
<a href="#">EOC</a>	End of Course exam
<a href="#">FAFSA</a>	Free Application for Federal Student Aid
<a href="#">GPA</a>	grade point average
<a href="#">MSA</a>	Metropolitan Statistical Area
<a href="#">PSAT</a>	Preliminary Scholastic Aptitude Test (SAT)
<a href="#">SAT</a>	Scholastic Aptitude Test
<a href="#">STAAR</a>	State of Texas Assessments of Academic Readiness
<a href="#">TAKS</a>	Texas Assessment of Knowledge and Skills
<a href="#">THEA</a>	Texas Higher Education Assessment
<a href="#">TSTC</a>	Texas State Technical College
<a href="#">UIL</a>	University Interscholastic League

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