

Following African American Male 8th Graders through College: A Digest of Longitudinal Enrollment and Graduation Patterns in Texas

By

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EXECUTIVE SUMMARY

Our [Project MALES](#) Research Digest is the second in a series that explores the Texas eighth grade cohort data to look critically at longitudinal enrollment and completion patterns. This Digest has a special focus on African American males. The data contained within this report stem from an effort by the Texas Higher Education Coordinating Board (THECB) to document educational outcomes for every student who started eighth grade in a Texas public school during the fiscal years 1998 through 2006. Students were tracked over an 11-year period to determine the percentage of Texas' eighth grade students who eventually achieved any postsecondary certificate or degree from a Texas college or university, or who may still be enrolled in a Texas two-year or four-year institution (Murphy & Daniel, n.d.). In partnership with THECB, we examine these enrollment and completion trends by Educational Service Center (ESC) region as well as by county-level. The ESC and county-specific data is representative of the member institutions within the [Texas Education Consortium for Male Students of Color](#)¹ [Consortium map on page 8].

Understanding African American male educational outcomes should be a central topic of discussion for scholars, educational leaders, and policymakers. In the last two decades, there has been a proliferation of attention about topics of access and success for men of color (Harris & Wood, 2016). Further, according to Crisp and Nuñez (2014), men of color are disproportionately overrepresented at community colleges, enrolling 41% of African American postsecondary students. As a result, it is critical to understand how African American men who enter postsecondary institutions perceive and navigate these institutional environments, particularly as we examine degree/certificate completion (Newman, Wood, & Harris, 2015).

In an effort to move past anti-deficit perspectives of African American males while addressing disparities in postsecondary education (Howard, 2014), we seek to provide institutional data that examines opportunities for growth in the state as well as challenges in completion patterns. College enrollment for African American students has increased by 11% points from 43% for the 1998 eighth grade cohort to 54% for the 2006 eighth grade cohort (see Table 3). While these data points represent promising trends for African American participation in Texas higher education, degree/certificate completion for African American students has seen a slower increase of 3%, from 10% for the 1998 cohort to 15% for the 2006 cohort (see Table 3). Given the urgency of exploring this important topic, our objective is to produce untapped benchmarking data to place in the hands of educational leaders and policymakers for policy implementation at the institutional and statewide levels.

Further, a focus on African males is imperative in further examining educational outcomes through the intersections of race, gender, and geographic location. In order to address equity issues for these students, educational leaders must utilize data in transparent and informative ways (Harper & Kuykendall, 2012). To provide such data on college enrollment and completion across the state, we include considerations of the ESC regions and counties where Consortium member institutions reside. We highlight **three** key findings from our analysis of this data:

Key Finding 1: While enrollment and completion rates for African American males have moderately increased, these rates are still lagging when compared to their African American female peers. Enrollment and completion gaps between African American males and African American females have remained consistent throughout the years; degree/certificate completion for African American females is 17% compared to 10% for African American males (see Figure 4). This illustration further reveals that while the enrollment gap between African American males and females slightly decreased at 2-year colleges over the 11-year cohort period, the gap remained stable for 4-year institutions. These data points are also consistent with existing research that signals that African males are disproportionately overrepresented in the community college sector (Wood, Bush, Hicks, & Kambui, 2016; Crisp & Nuñez, 2014).

Key Finding 2: When compared to the educational outcomes of Hispanic males (see [inaugural Research Digest](#)), African American male students are still enrolled at a higher percentage than their Hispanic male peers at both two-year (32% as compared to 30%) and four-year institutions (17% as compared to 12%). However, the degree completion percentages for African American males are less than their Hispanic male counterparts (10% completion percentage for African American males as compared to 12% for Hispanic males).

Key Finding 3: Educational gaps differ related to enrollment and degree completion. African American male students are still enrolled at both two-year and four-year institutions at almost the same percentage as the statewide male average. African American males reflect the same enrollment patterns at 2-year colleges for male students statewide (32%; see Figure 7) and only a slightly lower percentage of 17% at 4-year institutions when compared to 18% for statewide male enrollment (see Figure 6). However, African American male students are graduating at a significantly lower percentage than the statewide male average. According to Figure 5, the statewide African American male degree completion percentage is 10% in comparison to a 17% statewide male average. In addition, and just as concerning, completion rates for large ESC urban regions such as Houston and Fort Worth are at 9% (see Figure 5).

“Following eighth grade cohort data over time is a unique way to track key college enrollment and completion outcomes for African American male students, especially as we look at this data by region and county.”

These findings highlight important regional nuances in the eighth grade cohort data for African American students across Texas, and they also underscore the urgent state of affairs with respect to degree attainment for African American males. If these trends are not addressed, they could undermine our educational attainment and policy goals for the 60x30TX Strategic Plan for Higher Education (Texas Higher Education Coordinating Board, 2015). These findings will be further examined through our Project MALES Policy Briefs series in the coming year.

THIS RESEARCH DIGEST is produced by the Project MALES Research Institute team. This Digest and other research activities are developed in order to conduct and disseminate empirical research on the experiences of historically underrepresented and underserved male students of color. For more information about our research work, please visit our Research Institute webpage at: <http://diversity.utexas.edu/projectmales/research-institute/>. All forthcoming Policy Briefs will be also available through the Project MALES Research Institute webpage.

METHODOLOGY

Data

The data for this Research Digest originate from the 8th Grade Cohort Longitudinal Study conducted by the Texas Higher Education Coordinating Board to document educational outcomes for every student who started eighth grade in a Texas public school during the fiscal years 1998 through 2006. We acquired the initial cohort data from the Texas Higher Education Data website. This publicly available data is disaggregated by race and gender as well as by regional Education Service Center. Further, we obtained additional 8th grade cohort data at the county level from THECB in order to provide a more nuanced analysis of the local and regional contexts across the state in exploring longitudinal outcomes for eighth grade cohorts.

The 8th Grade Cohort Longitudinal Study data follows each cohort over an 11-year period to determine the percentage of Texas' eighth grade students who eventually achieve any postsecondary certificate or degree from a Texas college or university, or who may still be enrolled in a Texas two-year or four-year institution (Murphy & Daniel, n.d.). We examine differences and changes by gender, race, and region as it pertains to percentages of: (1) 2-year enrollment; (2) 4-year enrollment; (3) overall postsecondary enrollment; (4) no record of public high school graduation; and 5) postsecondary degree or certificate completion.

Analysis

This Digest descriptively explores enrollment and completion patterns for a variety of geographic contexts across the state (i.e., State, ESC Region, county-level) with a special focus on African American eighth grade cohorts. A few of our tables include data for all 20 ESC regions in Texas, but our primary focus is on the twelve ESC Regions where our Consortium member institutions are located (see Figure 2). We refer to these as "Consortium ESC Regions," and these data serve as to inform the majority of our analysis in this Digest.

It is important to acknowledge that depending on the region, the sample size of African American male students can be rather small. For example, Edinburg (ESC region 1) shows a proportionally higher percentage of African American male enrollment and degree completion, which can be misleading when interpreting descriptive statistics since there are very few African American eighth graders in this region. Further, it is important to highlight that in order preserve the anonymity of the subjects, some county data for certain counties with very low African American population are not represented in some of these charts (e.g., Starr County, Cameron County, Webb County, etc.) for the same reason. This is an intentional effort to protect the identity of students under specific FERPA regulations as a requirement for seeking county-level data.

As a result, we did not draw any conclusions about African American male students in regions such as border ESC regions (Edinburg and El Paso) given the relatively small sample size. As a research initiative, Project MALES recognizes the importance of exploring the educational outcomes of these students where possible, especially in areas where they tend to be underrepresented. Therefore, we continue to look for opportunities to understand their educational experiences through other forms of data and/or methodological approaches, such as focus groups and institutional case studies.

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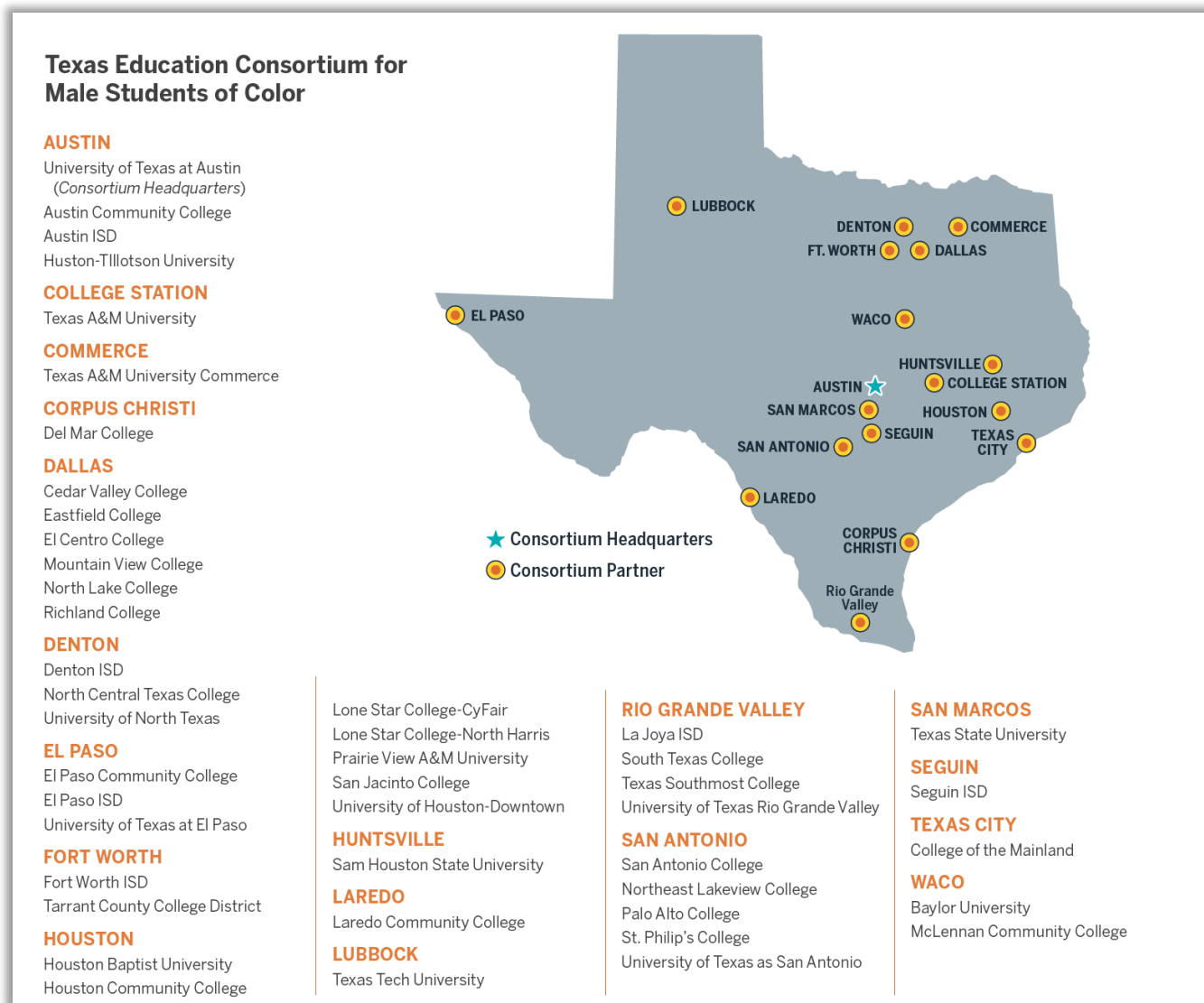
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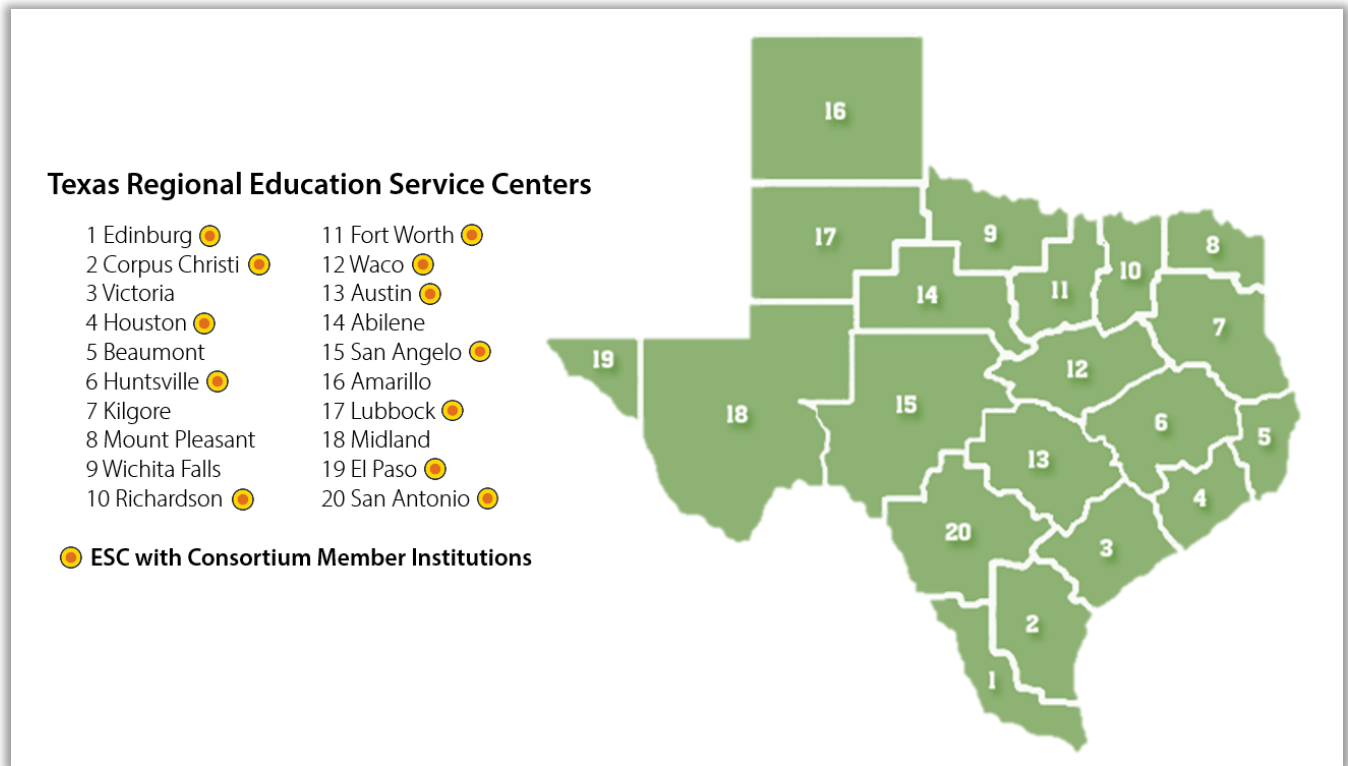
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FIGURE 1. Map of the Texas Education Consortium for Male Students of Color



NOTE: This map represents Consortium member institutions across sectors (i.e., ISDs, 2-year colleges, and 4-year institutions). The Consortium is headquartered at The University of Texas at Austin (UT Austin). The Consortium member institutions are located within 12 Educational Service Center (ESC) regions and in major urban areas in Texas – Edinburg (Region 1), Corpus Christi (Region 2), Houston (Region 4), Huntsville (Region 6), Richardson (Region 10), Fort Worth (Region 11), Waco (Region 12), Austin (Region 13), San Angelo (Region 15), Lubbock (Region 17), El Paso (Region 19), and San Antonio (Region 20).

FIGURE 2. Map of Texas Education Service Centers (ESC)



NOTE: This map represents the Texas Educational Service Centers. 12 ESC regions represented by the Consortium member institutions include Edinburg (Region 1), Corpus Christi (Region 2), Houston (Region 4), Huntsville (Region 6), Richardson (Region 10), Fort Worth (Region 11), Waco (Region 12), Austin (Region 13), San Angelo (Region 15), Lubbock (Region 17), El Paso (Region 19), and San Antonio (Region 20).

TABLE 1. Number of 8th Graders in Texas by Gender, FY 1998 through FY 2006

Gender	Cohort year				
	FY 1998	FY 2000	FY 2002	FY 2004	FY 2006
	#	#	#	#	#
Female	142,273	146,402	150,817	159,004	163,733
Male	150,438	154,527	159,885	165,312	171,975
Total	292,711	300,929	310,702	324,316	335,708

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohorts tracked through higher education, FY 1998 through FY 2006

TABLE 2. Educational Outcomes of Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – State Average: FY 1998-2009 to FY 2006-2017

Cohort tracked for 11 Years	Gender	Class size	Educational outcomes							
			Graduated high school		Enrolled in TX 2-yr		Enrolled in TX 4-yr		TX HE certificate /degree	
			#	%	#	%	#	%	#	%
FY 1998 - FY 2009	Female	142,273	101,027	71	45,058	32	30,421	21	30,979	22
	Male	150,438	96,234	64	40,730	27	25,225	17	21,283	14
	Total	292,711	197,261	67	85,788	29	55,646	19	52,262	18
FY 2000 - FY 2011	Female	146,402	108,479	74	48,403	33	31,516	22	32,904	23
	Male	154,527	104,653	68	44,668	29	26,223	17	23,372	15
	Total	300,929	213,132	71	93,071	31	57,739	19	56,276	19
FY 2002 - FY 2013	Female	150,817	107,563	71	51,395	34	33,108	22	35,115	23
	Male	159,885	106,996	67	47,712	30	28,006	18	25,115	16
	Total	310,702	214,559	69	99,107	32	61,114	20	60,230	19
FY 2004 - FY 2015	Female	159,004	113,344	71	56,916	36	34,418	22	38,707	24
	Male	165,312	111,519	68	52,158	32	29,063	18	27,213	17
	Total	324,316	224,863	69	109,074	34	63,481	20	65,920	20
FY 2006 - FY 2017	Female	163,733	124,556	76	59,097	36	36,472	22	40,695	25
	Male	171,975	124,706	73	54,986	32	31,314	18	29,628	17
	Total	335,708	249,262	74	114,083	34	67,786	20	70,323	21

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohorts tracked through higher education, FY 1998-2009 to FY 2006-2017

TABLE 3. Educational Outcomes of African American Texas 8th Grade Cohorts, Tracked for 11 Years – State Average: FY 1998-2009 to FY 2006-2017

Cohort tracked for 11 years	Class size	Educational outcomes							
		Graduated high school		Enrolled in TX 2-yr		Enrolled in TX 4-yr		TX HE certificate /degree	
		#	%	#	%	#	%	#	%
FY 1998 - FY 2009	40,665	26,146	64	9,965	25	7,306	18	4,047	10
FY 2000 - FY 2011	42,297	28,739	68	11,350	27	7,981	19	4,488	11
FY 2002 - FY 2013	44,451	28,656	64	13,151	30	8,421	19	4,984	11
FY 2004 - FY 2015	46,843	29,758	64	15,473	33	9,013	19	5,861	13
FY 2006 - FY 2017	50,671	34,192	67	17,158	34	10,053	20	6,622	13

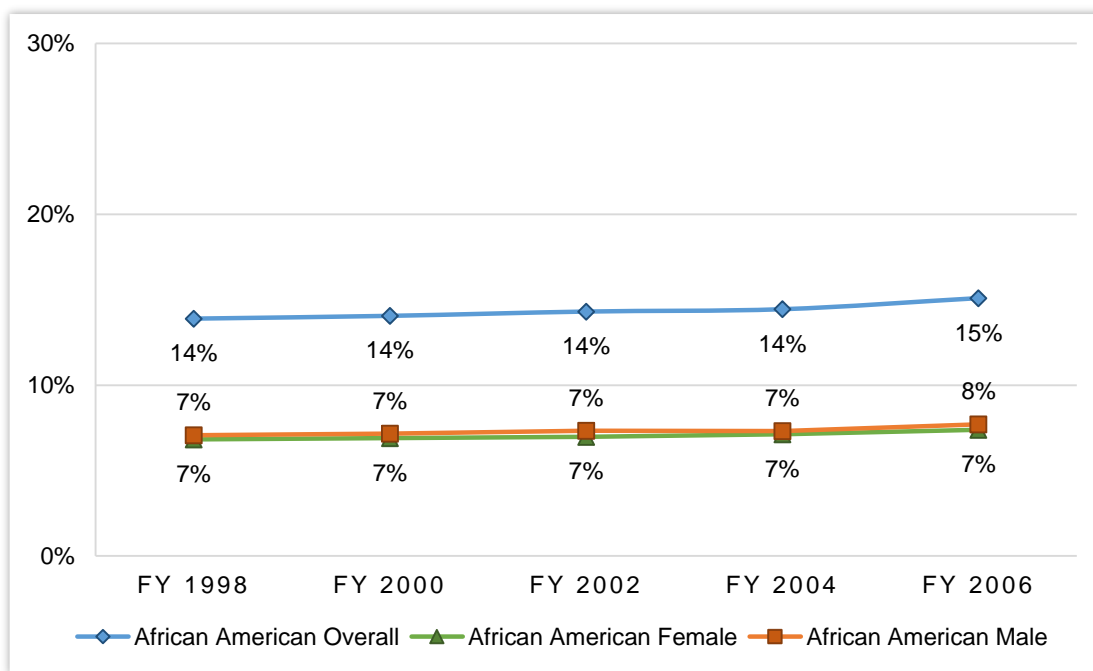
SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohorts tracked through higher education, FY 1998-2009 to FY 2006-2017

TABLE 4. Educational Outcomes of African American Texas 8th Grade Cohorts, Tracked for 11 Years – State Average: FY 1998-2009 to FY 2006-2017

Cohort tracked for 11 Years	Gender	Class size	Educational outcomes							
			Graduated high school		Enrolled in TX 2-yr		Enrolled in TX 4-yr		TX HE certificate /degree	
			#	%	#	%	#	%	#	%
FY 1998 - FY 2009	Female	19,970	13,959	70	5,625	28	4,244	21	2,702	14
	Male	20,695	12,187	59	4,340	21	3,062	15	1,345	7
	Total	40,665	26,146	64	9,965	25	7,306	18	4,047	10
FY 2000 - FY 2011	Female	20,740	15,178	73	6,151	30	4,621	22	2,854	14
	Male	21,557	13,561	63	5,199	24	3,360	16	1,634	8
	Total	42,297	28,739	68	11,350	27	7,981	19	4,488	11
FY 2002 - FY 2013	Female	21,664	14,841	69	7,096	33	4,844	22	3,223	15
	Male	22,787	13,815	61	6,055	27	3,577	16	1,761	8
	Total	44,451	28,656	64	13,151	30	8,421	19	4,984	11
FY 2004 - FY 2015	Female	23,121	15,515	67	8,308	36	5,183	22	3,733	16
	Male	23,722	14,243	60	7,165	30	3,830	16	2,128	9
	Total	46,843	29,758	64	15,473	33	9,013	19	5,861	13
FY 2006 - FY 2017	Female	24,818	17,518	71	8,960	36	5,772	23	4,134	17
	Male	25,853	16,674	64	8,198	32	4,281	17	2,488	10
	Total	50,671	34,192	67	17,158	34	10,053	20	6,622	13

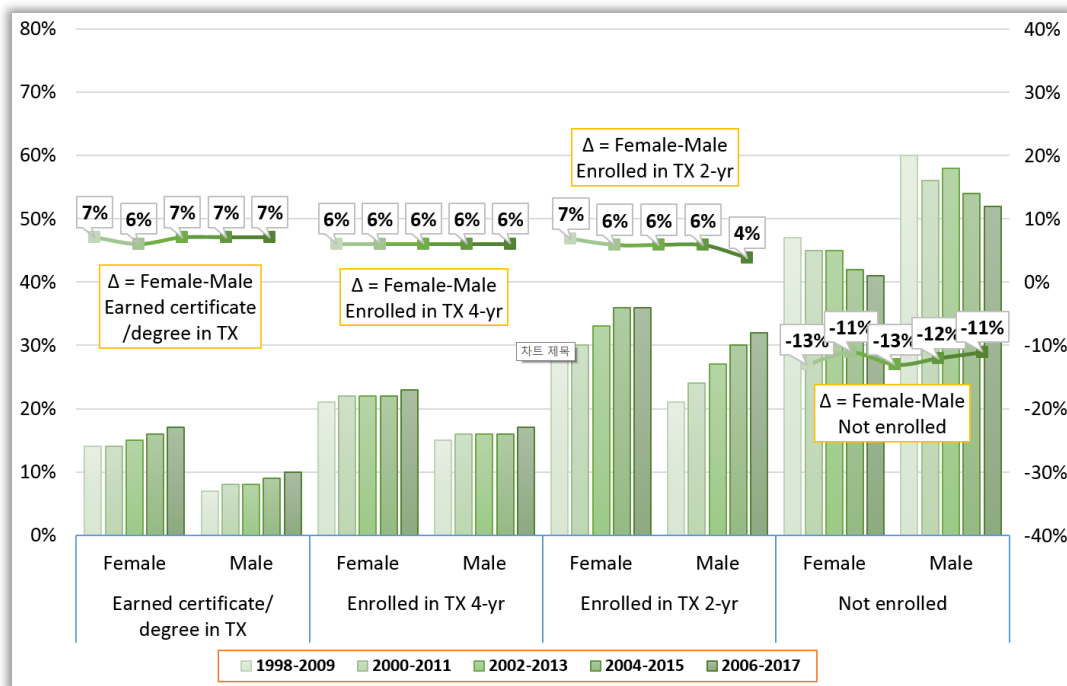
SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohorts tracked through higher education, FY 1998-2009 to FY 2006-2017

FIGURE 3. Percentage of African American 8th Graders in Texas by Gender, FY 1998 through FY 2006



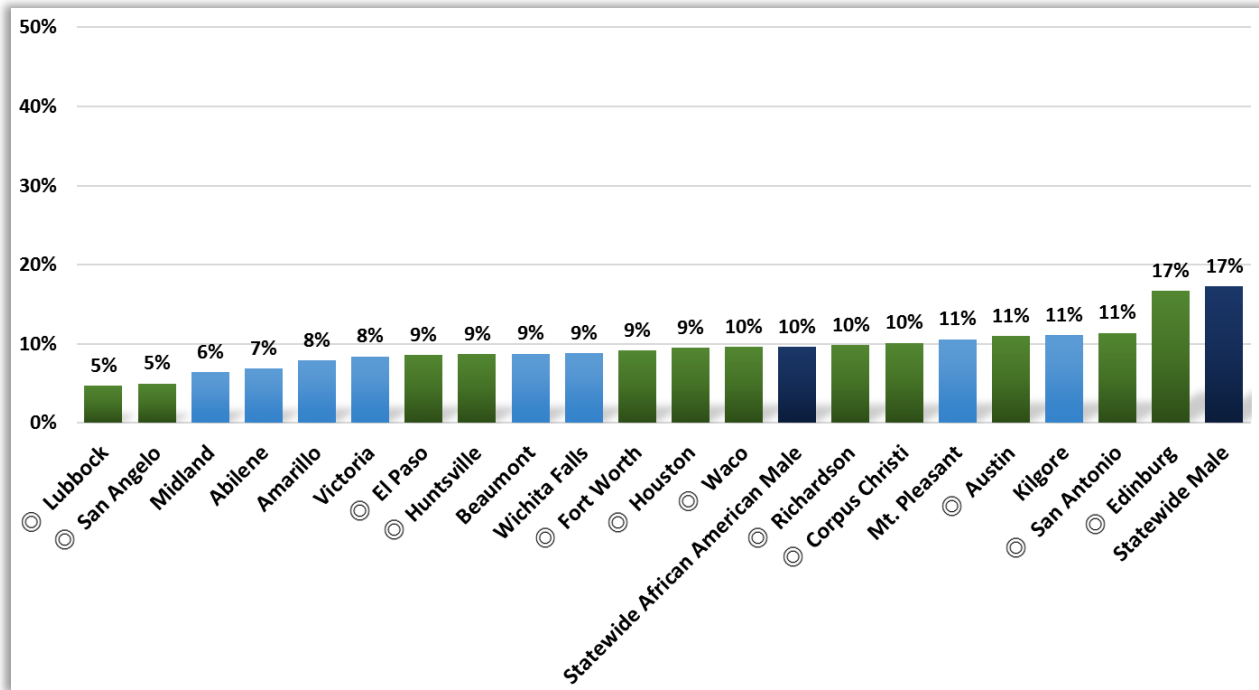
NOTE: The data represent a proportion of all 8th graders in Texas that are labeled as African American.
 SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohorts tracked through higher education, FY 1998 through FY 2006

FIGURE 4. Educational Outcomes of African American Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – State Average: 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of African American students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between African American female and African American male students from the 8th grade cohorts tracked from FY 1998-2009 to FY 2006-2017.
 SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohorts tracked for eleven years, FY 1998-2009 to FY 2006-2017

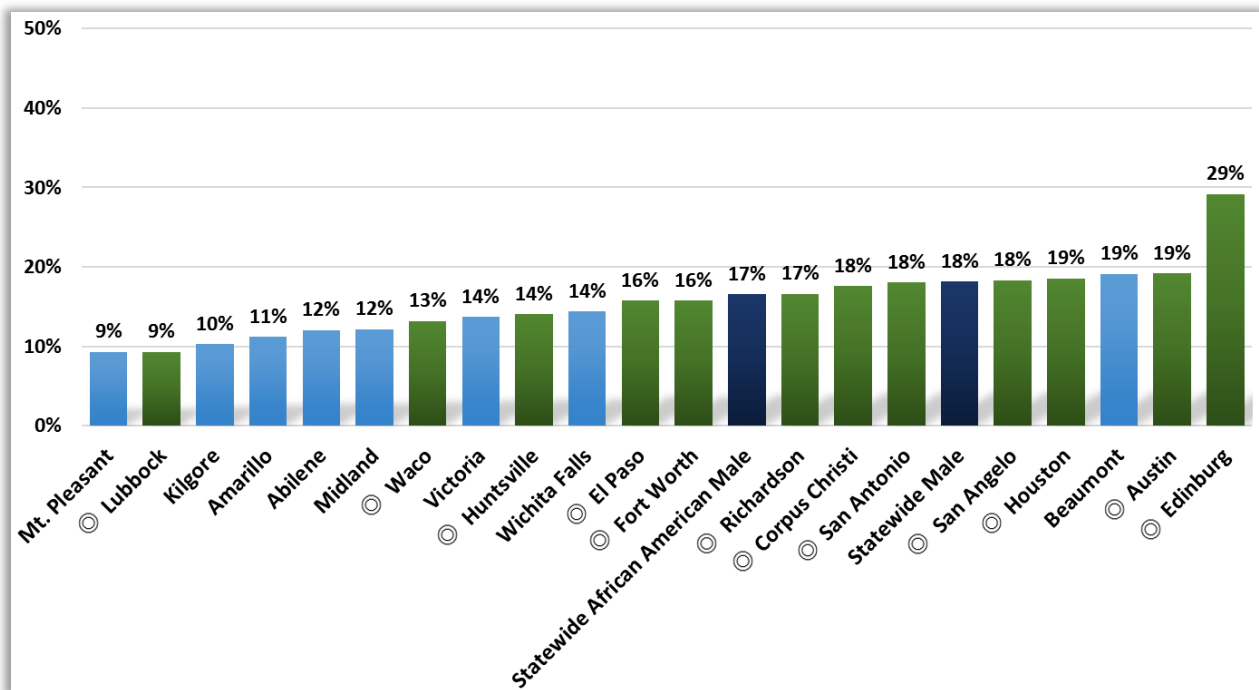
FIGURE 5. Earned Certificate/Degree in Texas, African American Male 8th Graders by ESC Region – FY 2006 8th Grade Cohort Tracked through FY 2017



NOTE: © designates 12 ESC regions affiliated with the Consortium – Edinburg (Region 1), Corpus Christi (Region 2), Houston (Region 4), Huntsville (Region 6), Richardson (Region 10), Fort Worth (Region 11), Waco (Region 12), Austin (Region 13), San Angelo (Region 15), Lubbock (Region 17), El Paso (Region 19), and San Antonio (Region 20).

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohort tracked for eleven years, FY 2006-2017

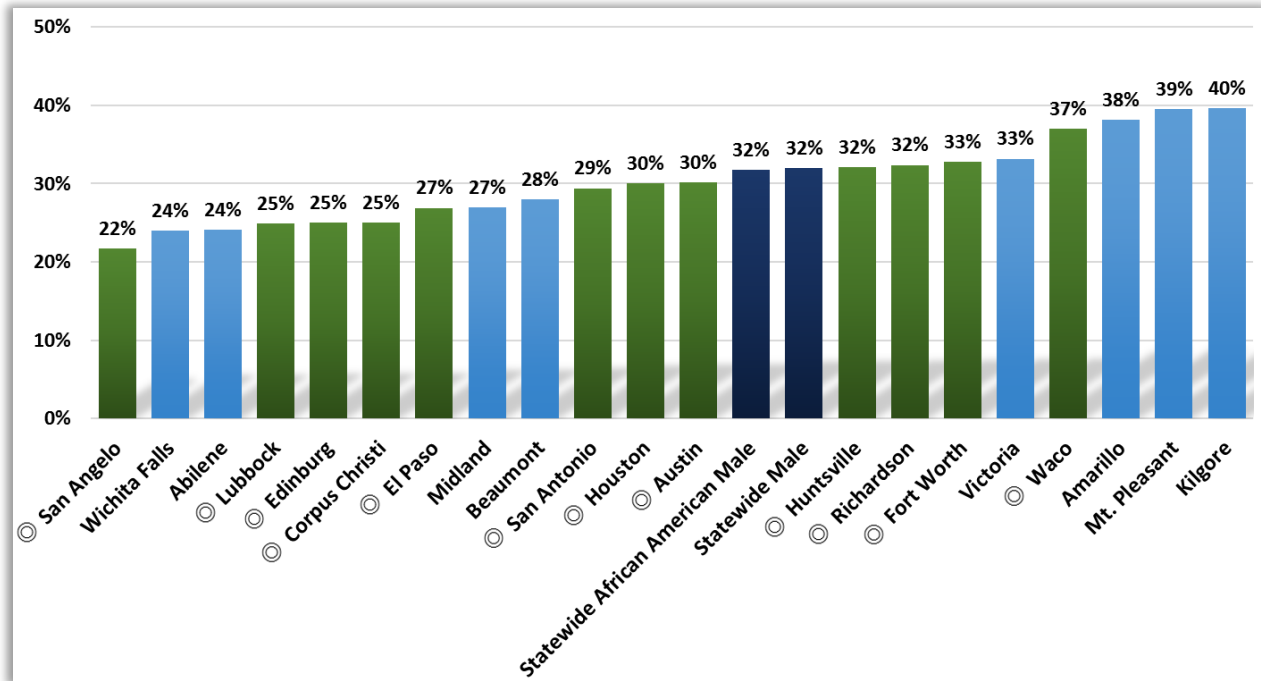
FIGURE 6. Enrolled in TX 4-Year Institutions, African American Male 8th Graders by ESC Region – FY 2006 8th Grade Cohort Tracked through FY 2017



NOTE: © designates 12 ESC regions affiliated with the Consortium – Edinburg (Region 1), Corpus Christi (Region 2), Houston (Region 4), Huntsville (Region 6), Richardson (Region 10), Fort Worth (Region 11), Waco (Region 12), Austin (Region 13), San Angelo (Region 15), Lubbock (Region 17), El Paso (Region 19), and San Antonio (Region 20).

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohort tracked for eleven years, FY 2006-2017

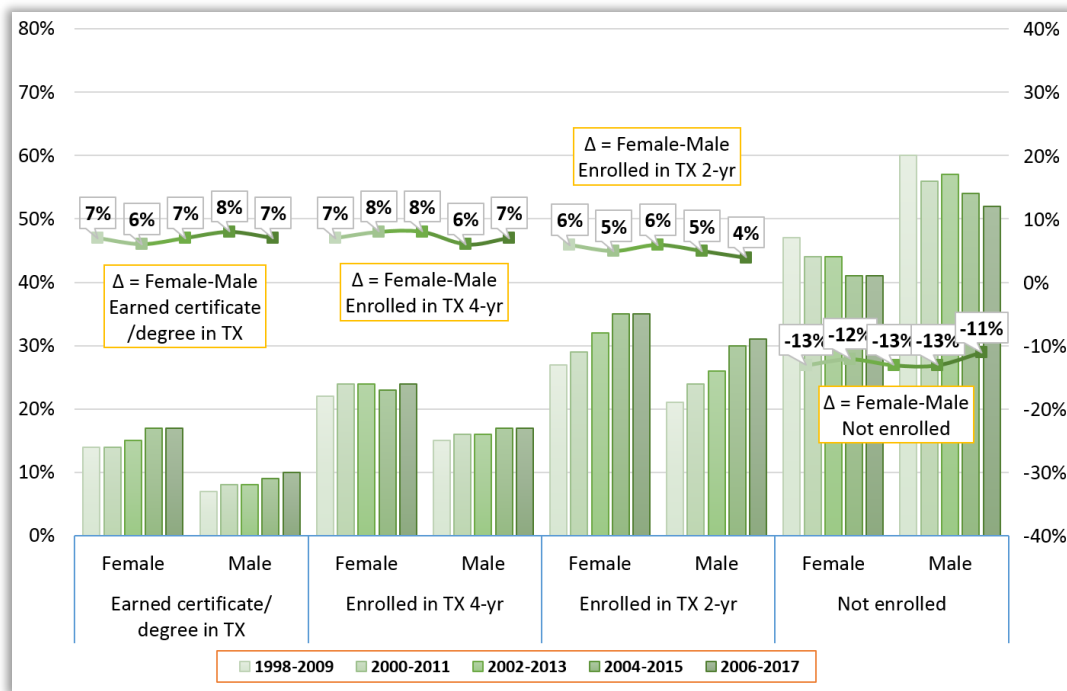
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NOTE: © designates 12 ESC regions affiliated with the Consortium – Edinburg (Region 1), Corpus Christi (Region 2), Houston (Region 4), Huntsville (Region 6), Richardson (Region 10), Fort Worth (Region 11), Waco (Region 12), Austin (Region 13), San Angelo (Region 15), Lubbock (Region 17), El Paso (Region 19), and San Antonio (Region 20).

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohort tracked for eleven years, FY 2006-2017

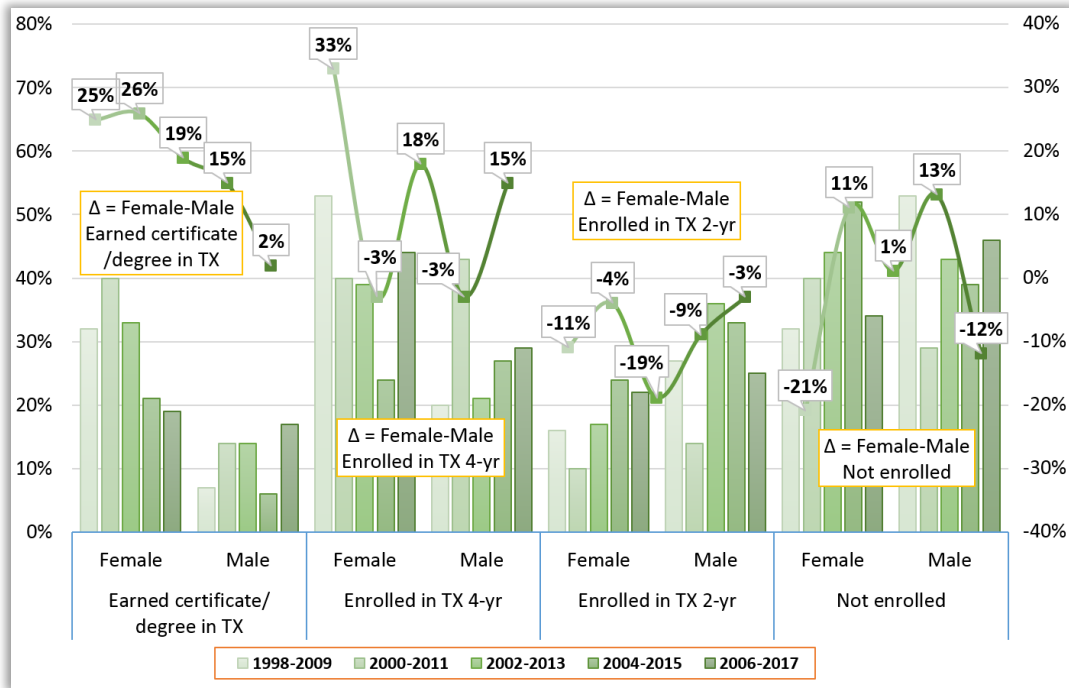
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NOTE: 12 ESC regions affiliated with the Consortium – Edinburg (Region 1), Corpus Christi (Region 2), Houston (Region 4), Huntsville (Region 6), Richardson (Region 10), Fort Worth (Region 11), Waco (Region 12), Austin (Region 13), San Angelo (Region 15), Lubbock (Region 17), El Paso (Region 19), and San Antonio (Region 20). The data displayed through the bar graph represent the total percentage of African American students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between African American female and African American male students from the 8th grade cohorts tracked from FY 1998-2009 to FY 2006-2017.

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohorts tracked for eleven years, FY 1998-2009 to FY 2006-2017

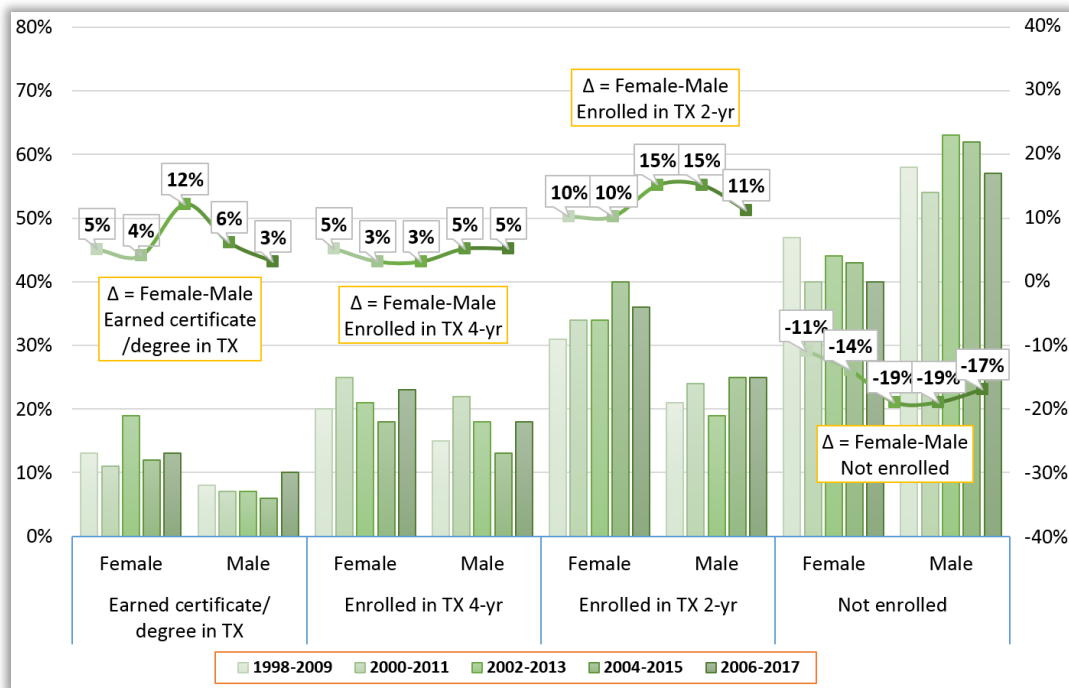
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NOTE: The data displayed through the bar graph represent the total percentage of African American students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between African American female and African American male students from the 8th grade cohorts tracked from FY 1998-2009 to FY 2006-2017.

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohorts tracked for eleven years, FY 1998-2009 to FY 2006-2017

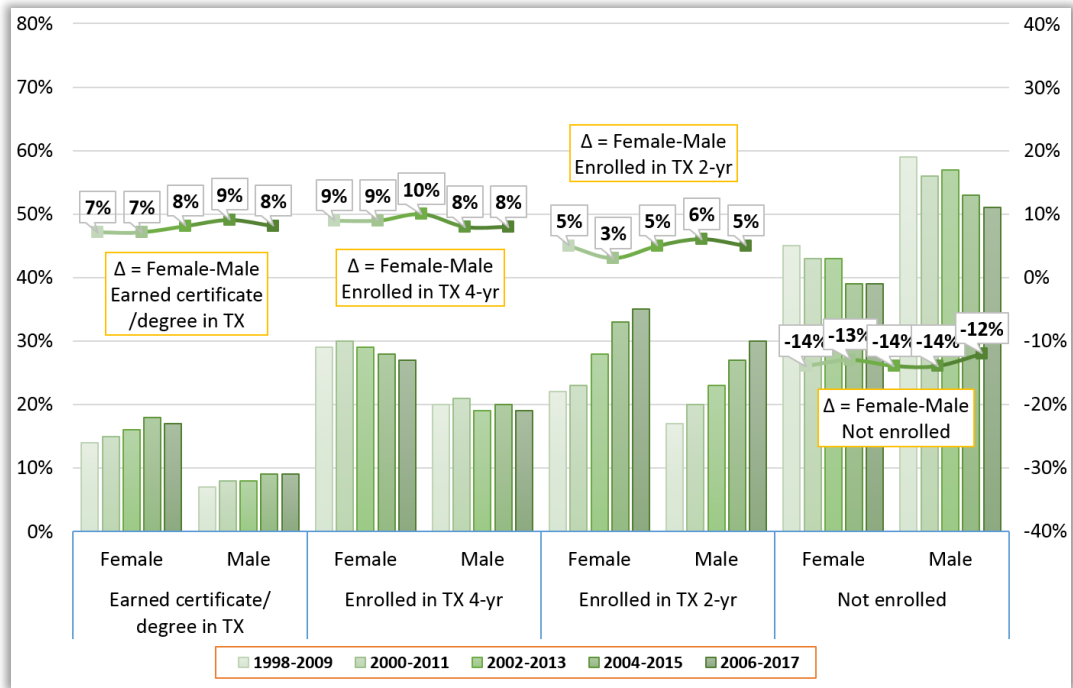
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NOTE: The data displayed through the bar graph represent the total percentage of African American students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between African American female and African American male students from the 8th grade cohorts tracked from FY 1998-2009 to FY 2006-2017.

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohorts tracked for eleven years, FY 1998-2009 to FY 2006-2017

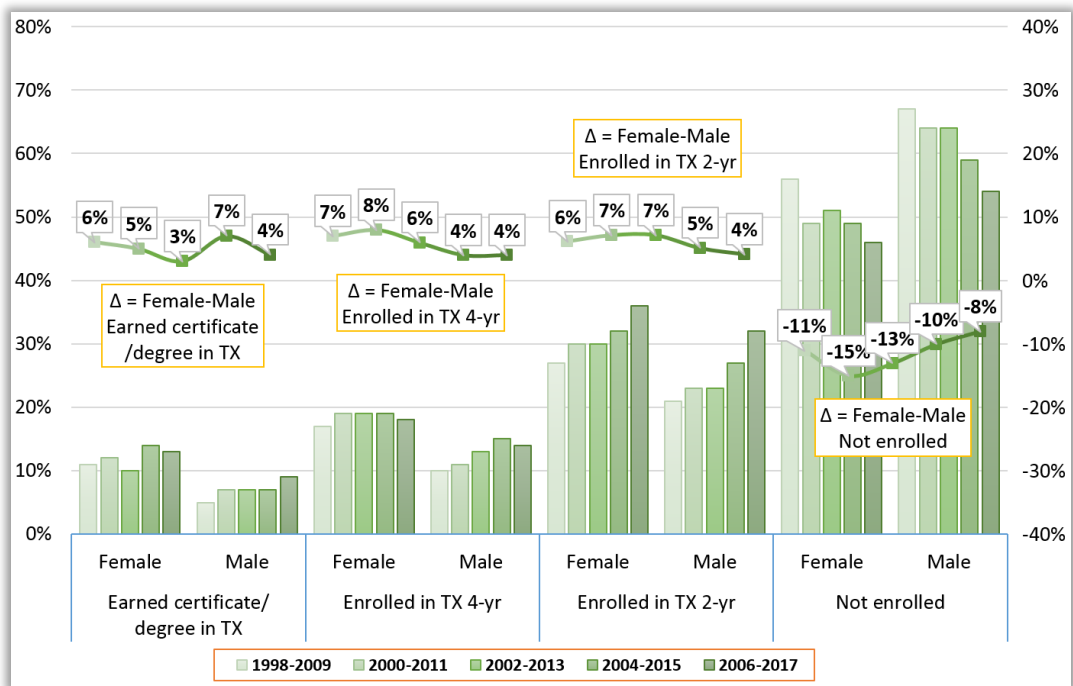
FIGURE 8.3. Educational Outcomes of African American Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Houston (ESC Region 4): FY 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of African American students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between African American female and African American male students from the 8th grade cohorts tracked from FY 1998-2009 to FY 2006-2017.

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohorts tracked for eleven years, FY 1998-2009 to FY 2006-2017

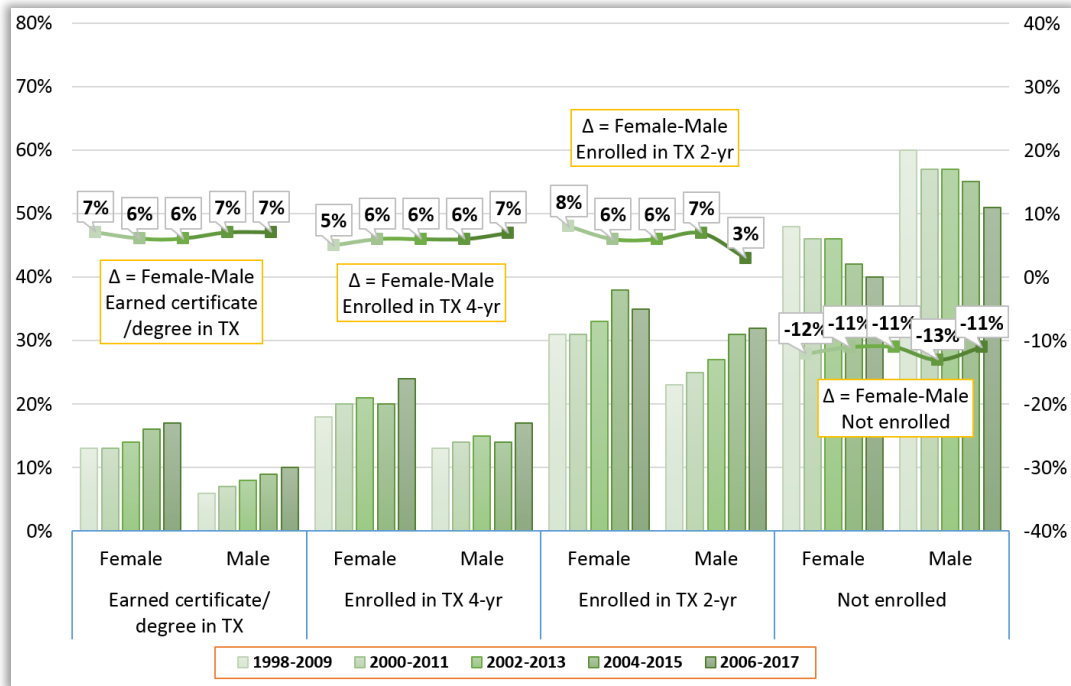
FIGURE 8.4. Educational Outcomes of African American Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Huntsville (ESC Region 6): FY 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of African American students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between African American female and African American male students from the 8th grade cohorts tracked from FY 1998-2009 to FY 2006-2017.

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohorts tracked for eleven years, FY 1998-2009 to FY 2006-2017

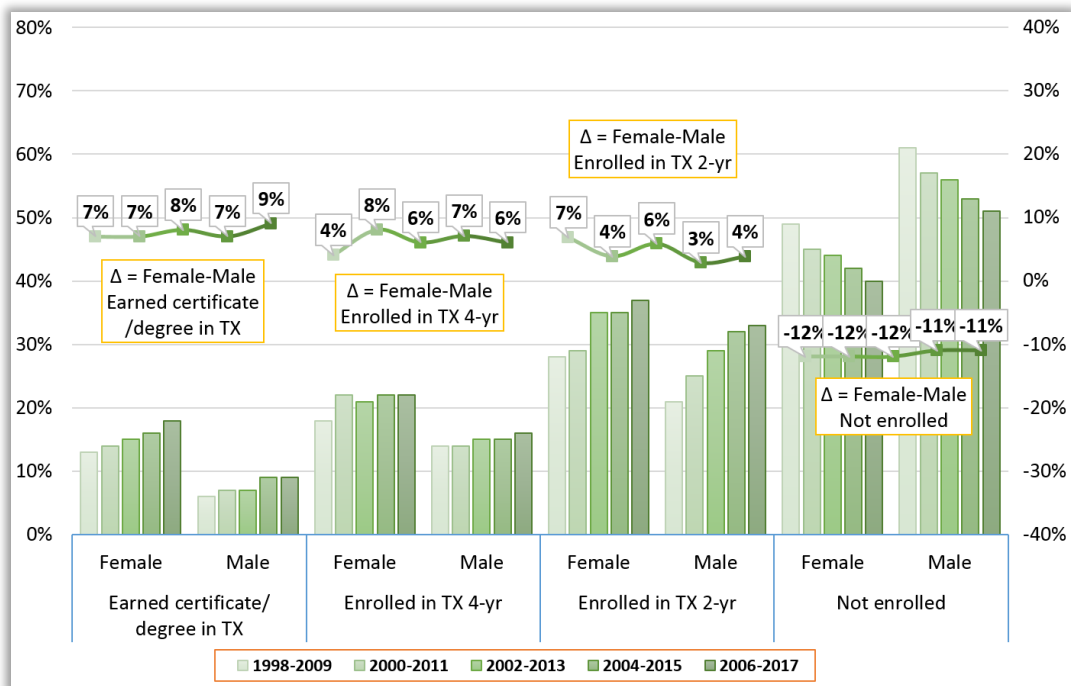
FIGURE 8.5. Educational Outcomes of African American Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Richardson (ESC Region 10): FY 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of African American students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between African American female and African American male students from the 8th grade cohorts tracked from FY 1998-2009 to FY 2006-2017.

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohorts tracked for eleven years, FY 1998-2009 to FY 2006-2017

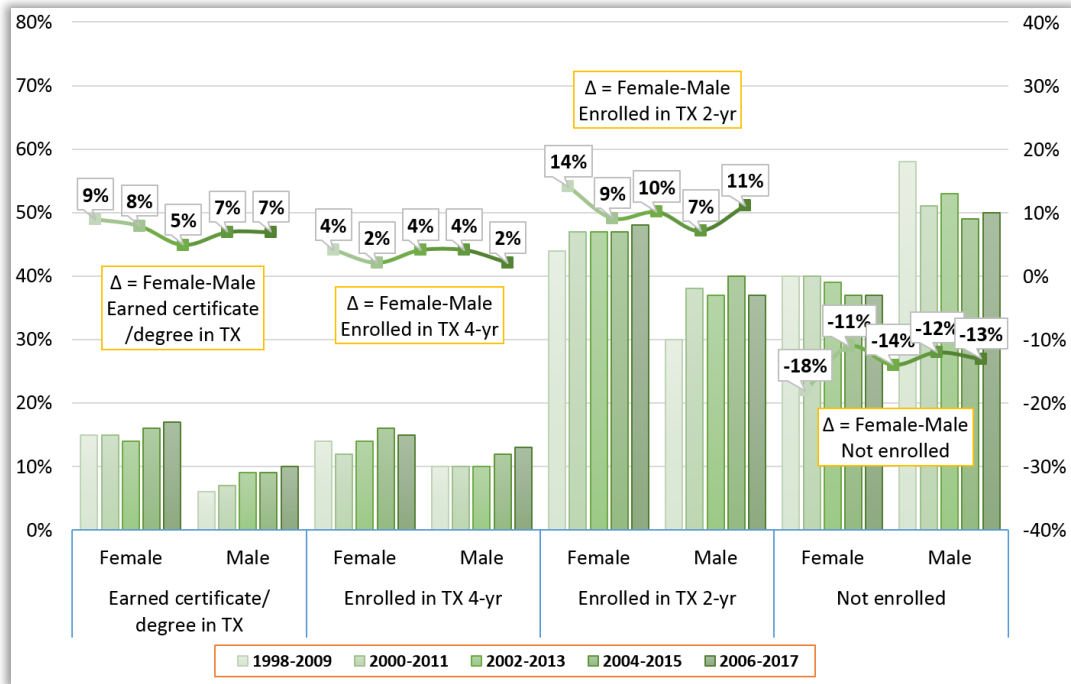
FIGURE 8.6. Educational Outcomes of African American Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Fort Worth (ESC Region 11): FY 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of African American students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between African American female and African American male students from the 8th grade cohorts tracked from FY 1998-2009 to FY 2006-2017.

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohorts tracked for eleven years, FY 1998-2009 to FY 2006-2017

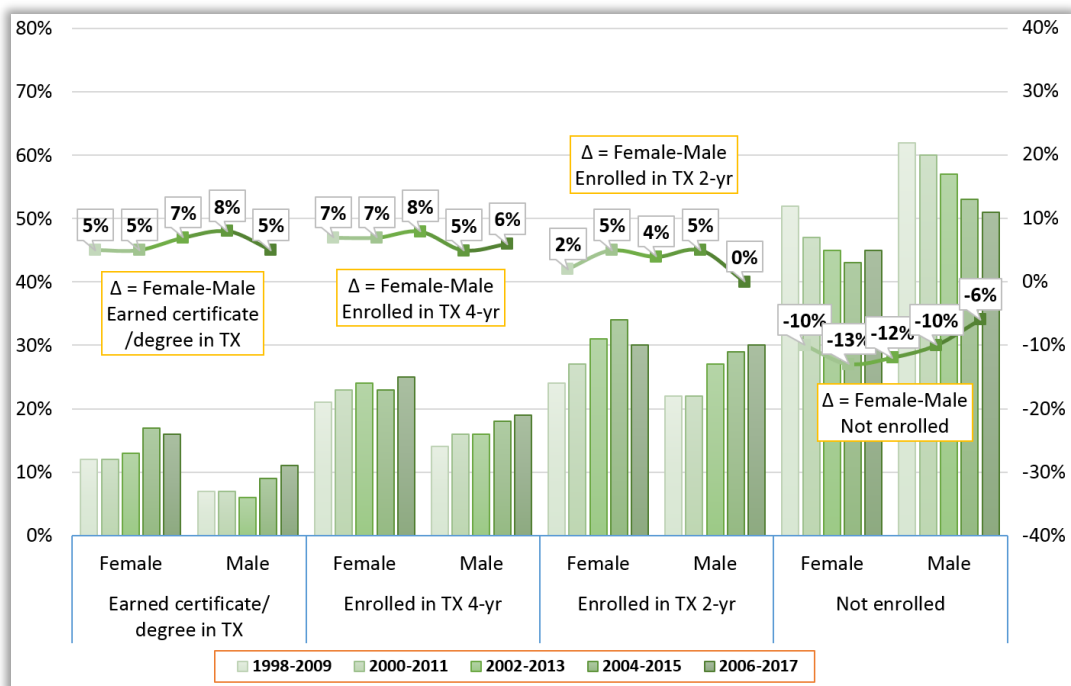
FIGURE 8.7. Educational Outcomes of African American Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Waco (ESC Region 12): FY 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of African American students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between African American female and African American male students from the 8th grade cohorts tracked from FY 1998-2009 to FY 2006-2017.

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohorts tracked for eleven years, FY 1998-2009 to FY 2006-2017

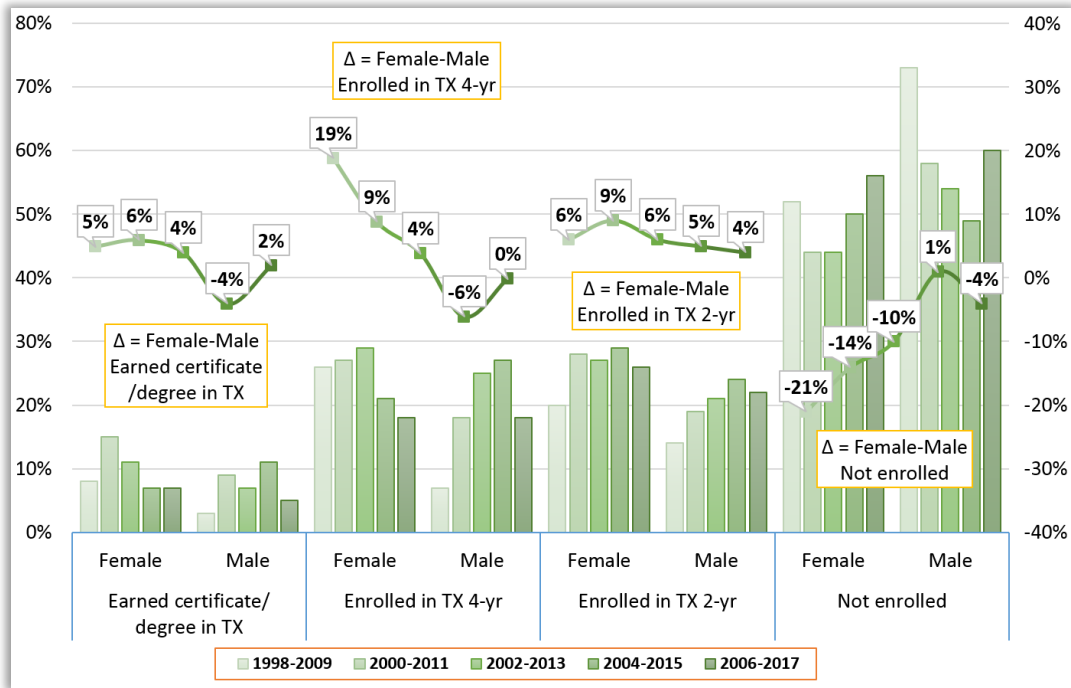
FIGURE 8.8. Educational Outcomes of African American Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Austin (ESC Region 13): FY 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of African American students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between African American female and African American male students from the 8th grade cohorts tracked from FY 1998-2009 to FY 2006-2017.

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohorts tracked for eleven years, FY 1998-2009 to FY 2006-2017

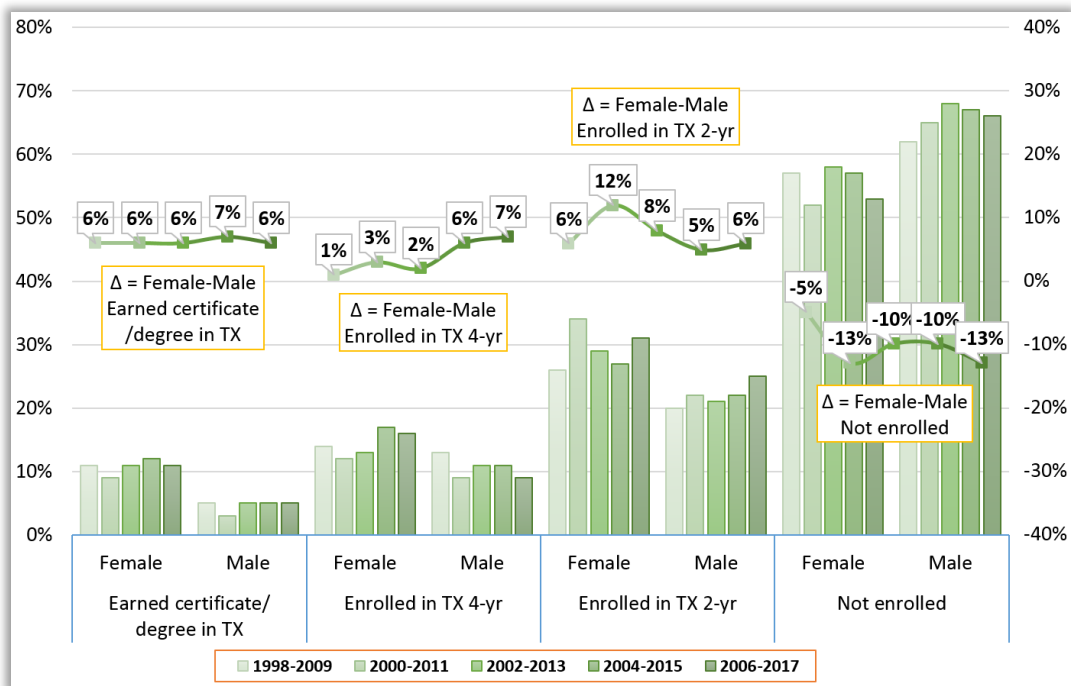
FIGURE 8.9. Educational Outcomes of African American Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – San Angelo (ESC Region 15): FY 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of African American students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between African American female and African American male students from the 8th grade cohorts tracked from FY 1998-2009 to FY 2006-2017.

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohorts tracked for eleven years, FY 1998-2009 to FY 2006-2017

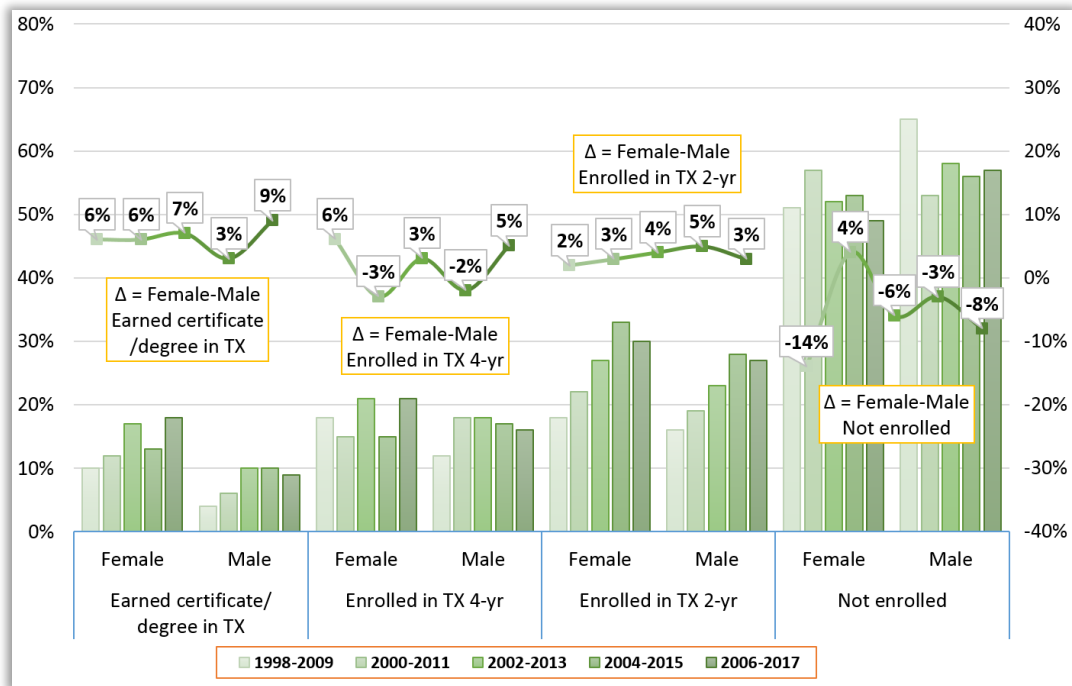
FIGURE 8.10. Educational Outcomes of African American Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Lubbock (ESC Region 17): FY 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of African American students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between African American female and African American male students from the 8th grade cohorts tracked from FY 1998-2009 to FY 2006-2017.

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohorts tracked for eleven years, FY 1998-2009 to FY 2006-2017

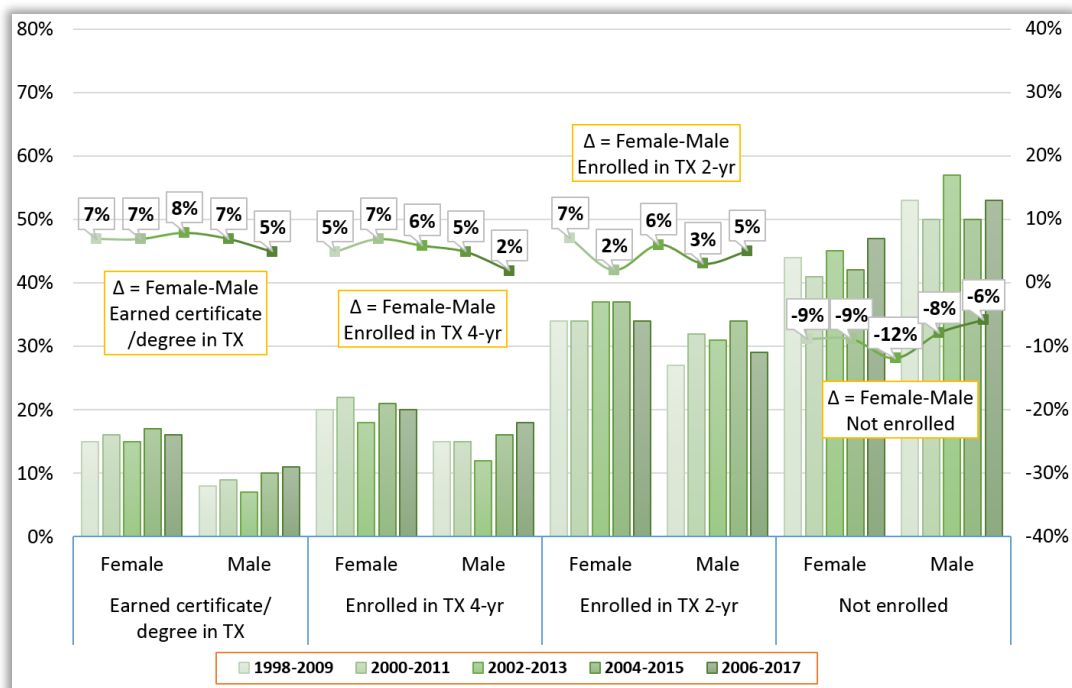
FIGURE 8.11. Educational Outcomes of African American Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – El Paso (ESC Region 19): FY 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of African American students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between African American female and African American male students from the 8th grade cohorts tracked from FY 1998-2009 to FY 2006-2017.

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohorts tracked for eleven years, FY 1998-2009 to FY 2006-2017

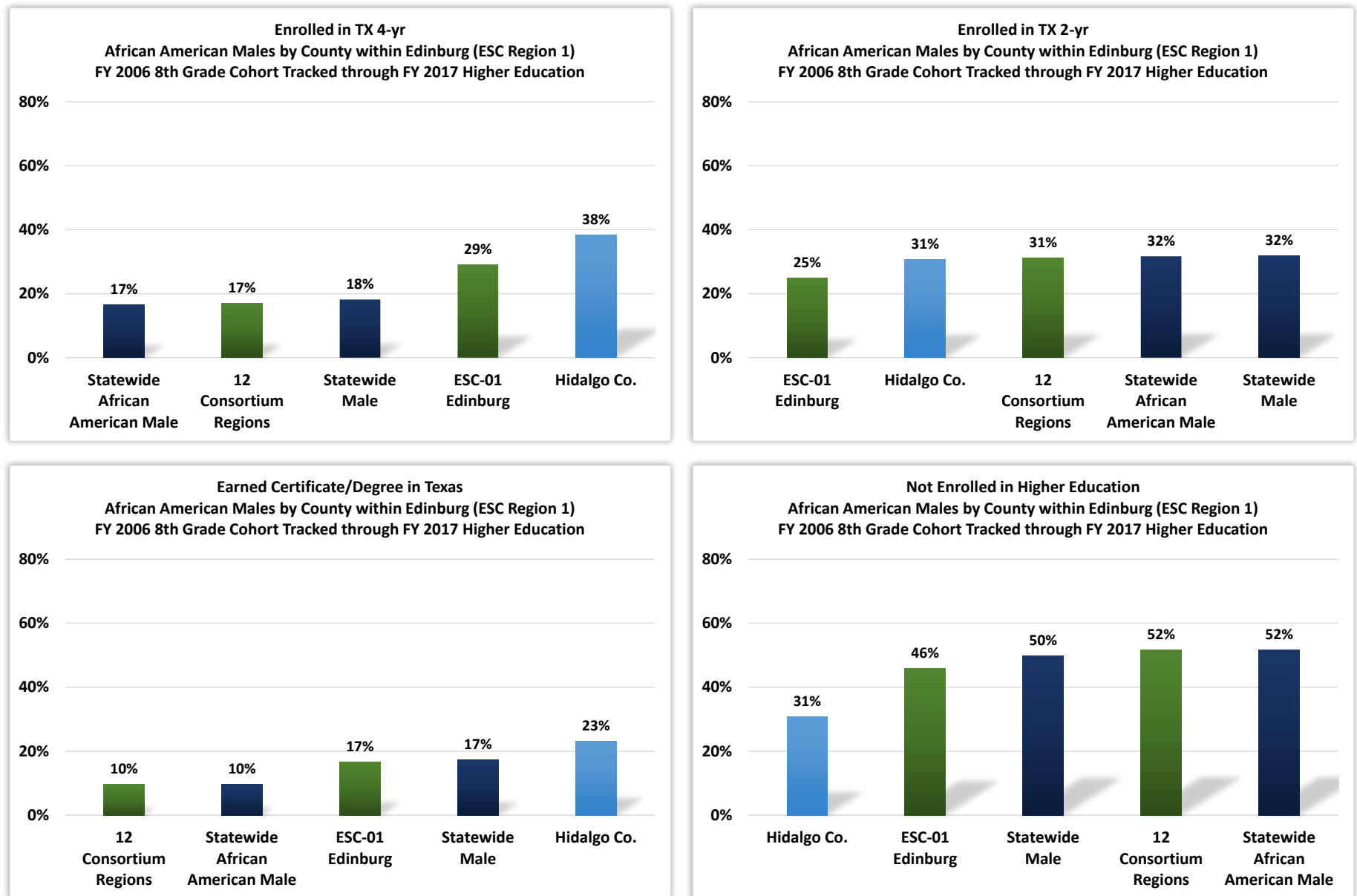
FIGURE 8.12. Educational Outcomes of African American Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – San Antonio (ESC Region 20): FY 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of African American students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between African American female and African American male students from the 8th grade cohorts tracked from FY 1998-2009 to FY 2006-2017.

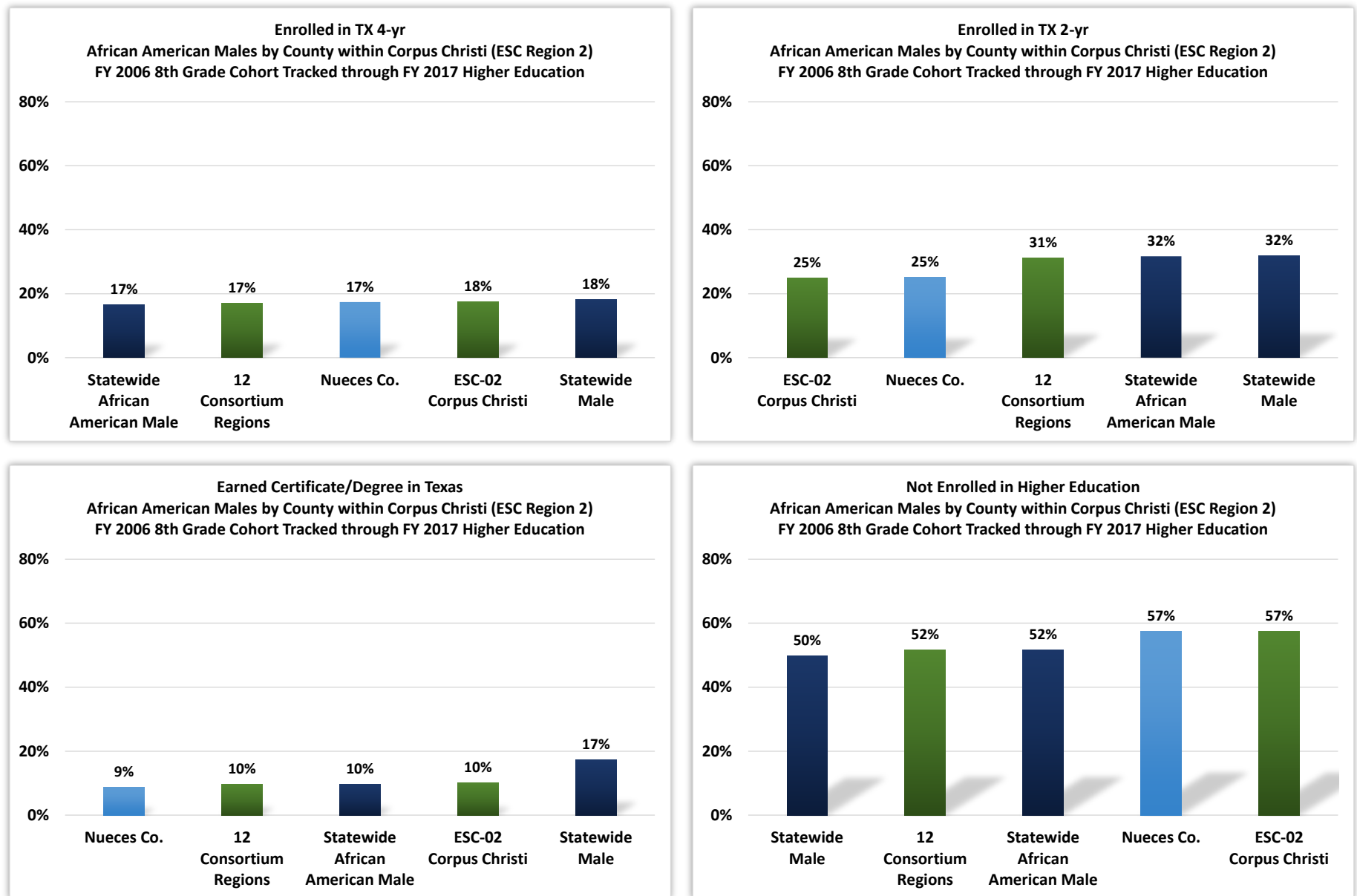
SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohorts tracked for eleven years, FY 1998-2009 to FY 2006-2017

FIGURE 9.1. Educational Outcomes of African American Male 8th Graders in Texas – Edinburg (ESC Region 1) by County: FY 2006 8th Grade Cohort Tracked through FY 2017



NOTE: The data displayed through the bar graph represent the total percentage of African American male students and their educational outcomes. Data displayed by the “12 Consortium Regions” represent the percentage of African American male educational outcomes from the 12 ESC regions in which Consortium member institutions are under. As an effort to mask county-level to comply with FERPA standards, Cameron, Starr, Webb, Willacy, and Zapata counties containing a smaller count of African American students (<5) are not represented in the figure. SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohort tracked for eleven years, FY 2006-2017

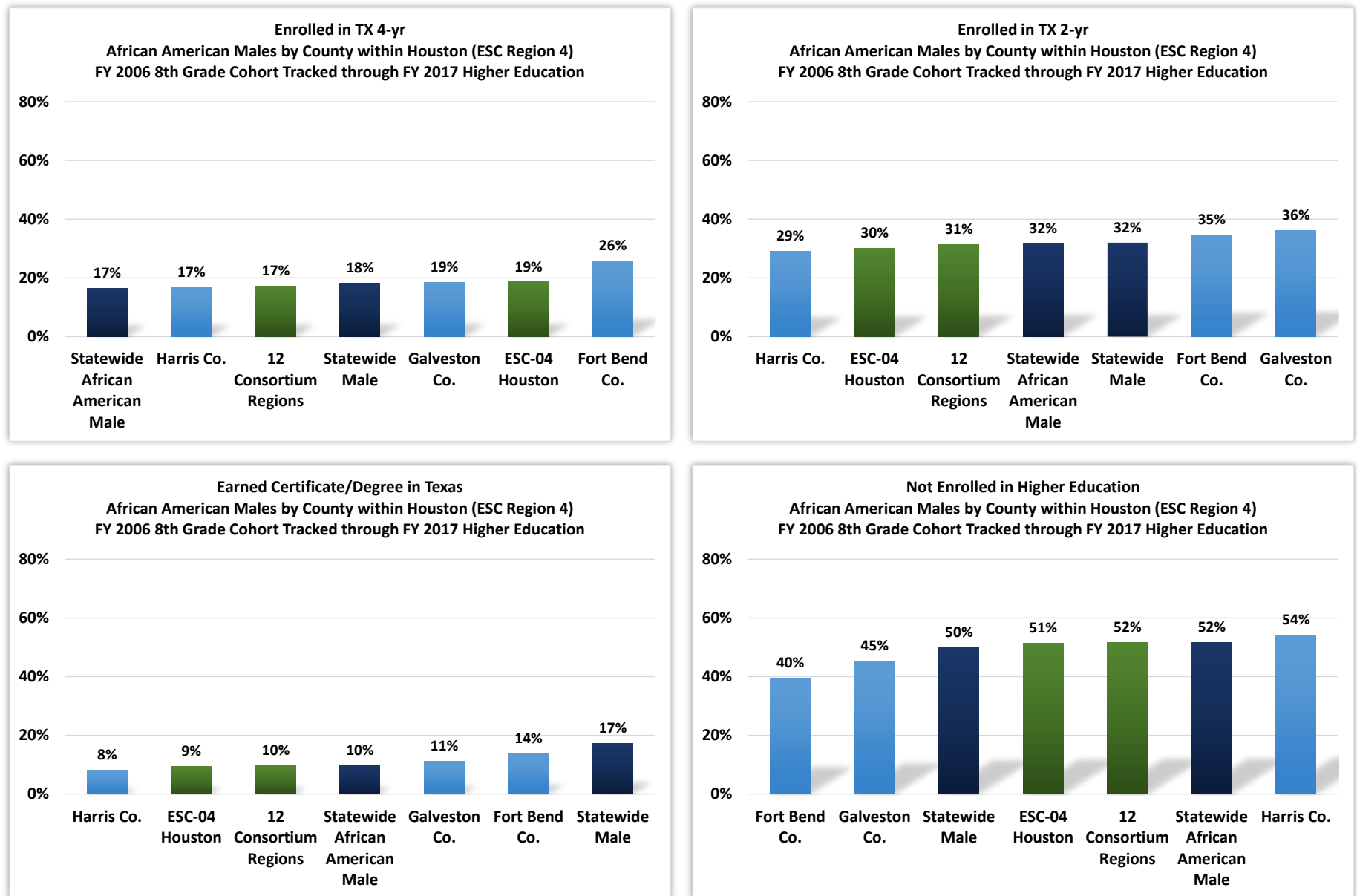
FIGURE 9.2. Educational Outcomes of African American Male 8th Graders in Texas – Corpus Christi (ESC Region 2) by County: FY 2006 8th Grade Cohort Tracked through FY 2017



NOTE: The data displayed through the bar graph represent the total percentage of African American male students and their educational outcomes. Data displayed by the “12 Consortium Regions” represent the percentage of African American male educational outcomes from the 12 ESC regions in which Consortium member institutions are under.

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohort tracked for eleven years, FY 2006-2017

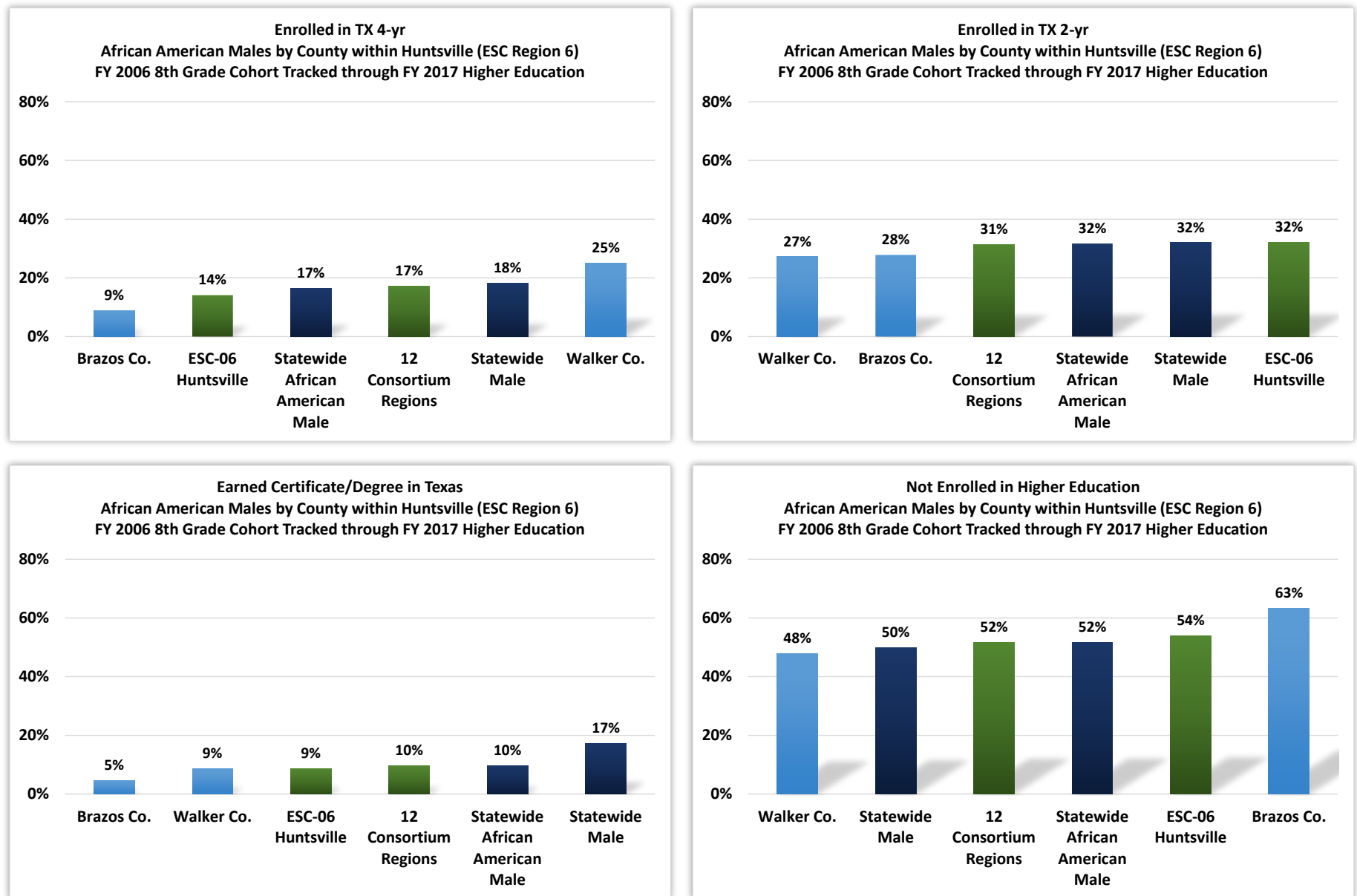
FIGURE 9.3. Educational Outcomes of African American Male 8th Graders in Texas – Houston (ESC Region 4) by County: FY 2006 8th Grade Cohort Tracked through FY 2017



NOTE: The data displayed through the bar graph represent the total percentage of African American male students and their educational outcomes. Data displayed by the “12 Consortium Regions” represent the percentage of African American male educational outcomes from the 12 ESC regions in which Consortium member institutions are under.

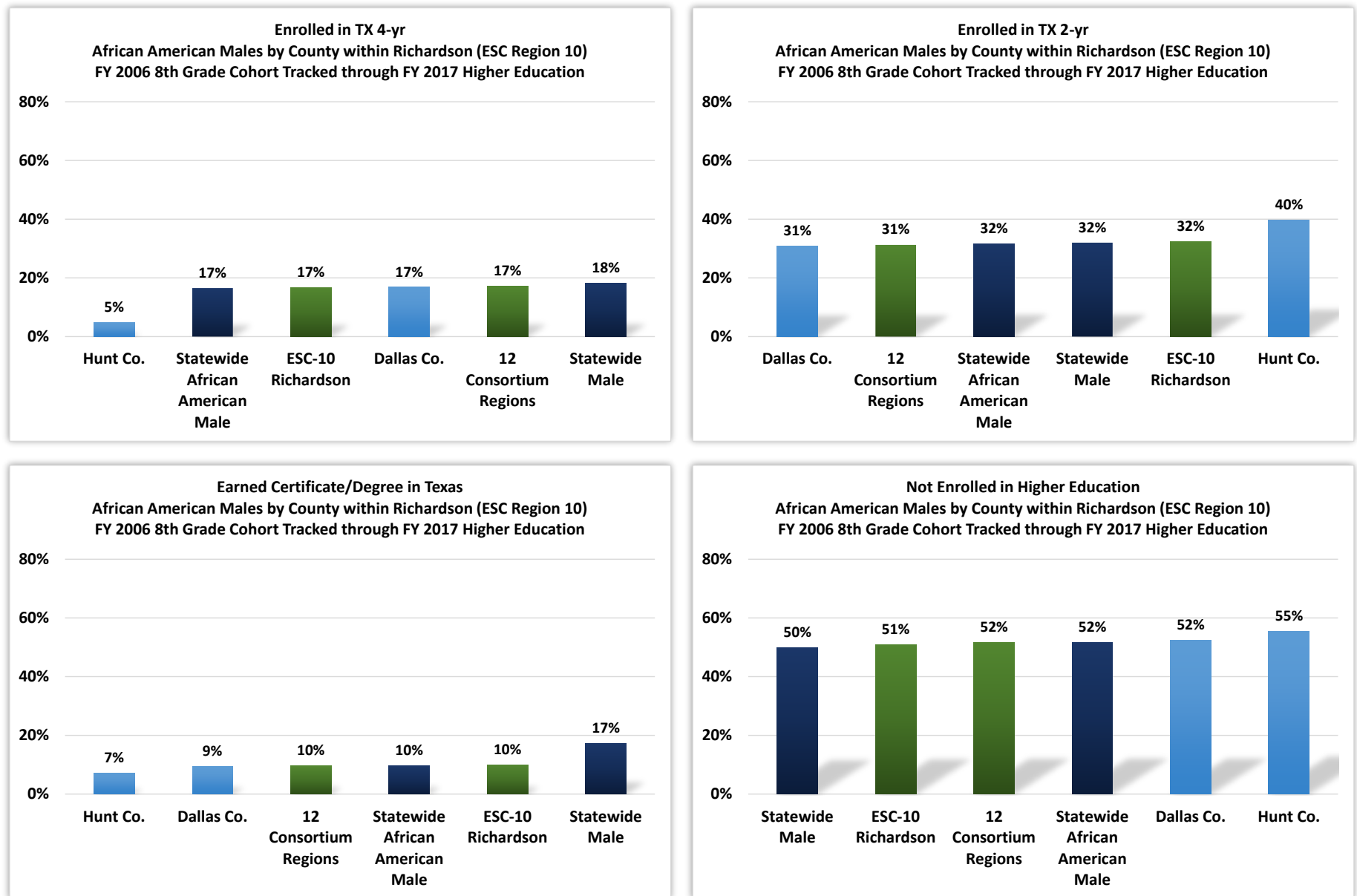
SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohort tracked for eleven years, FY 2006-2017

FIGURE 9.4. Educational Outcomes of African American Male 8th Graders in Texas – Huntsville (ESC Region 6) by County: FY 2006 8th Grade Cohort Tracked through FY 2017



NOTE: The data displayed through the bar graph represent the total percentage of African American male students and their educational outcomes. Data displayed by the “12 Consortium Regions” represent the percentage of African American male educational outcomes from the 12 ESC regions in which Consortium member institutions are under.
SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohort tracked for eleven years, FY 2006-2017

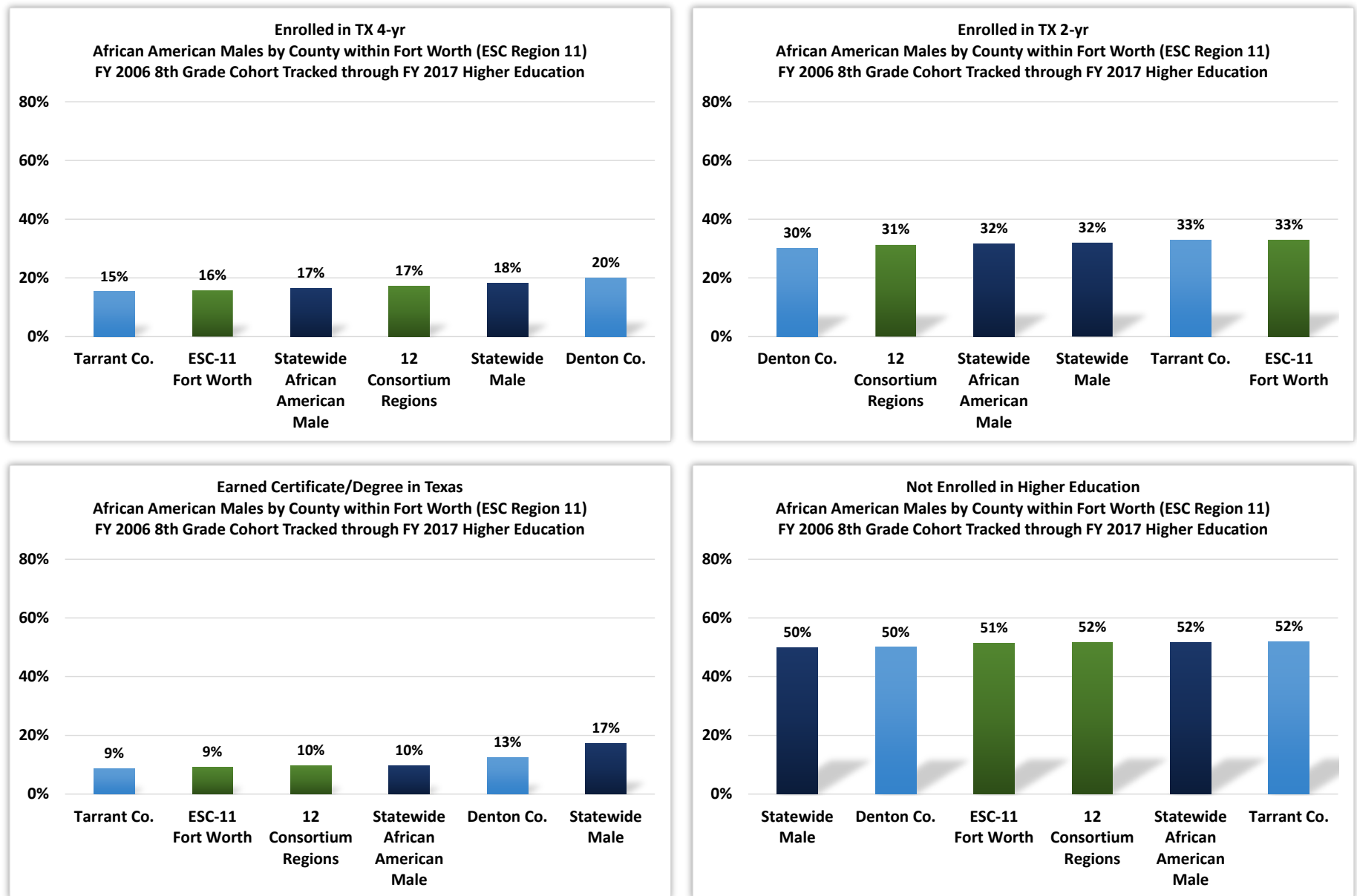
FIGURE 9.5. Educational Outcomes of African American Male 8th Graders in Texas – Richardson (ESC Region 10) by County: FY 2006 8th Grade Cohort Tracked through FY 2017



NOTE: The data displayed through the bar graph represent the total percentage of African American male students and their educational outcomes. Data displayed by the “12 Consortium Regions” represent the percentage of African American male educational outcomes from the 12 ESC regions in which Consortium member institutions are under.

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohort tracked for eleven years, FY 2006-2017

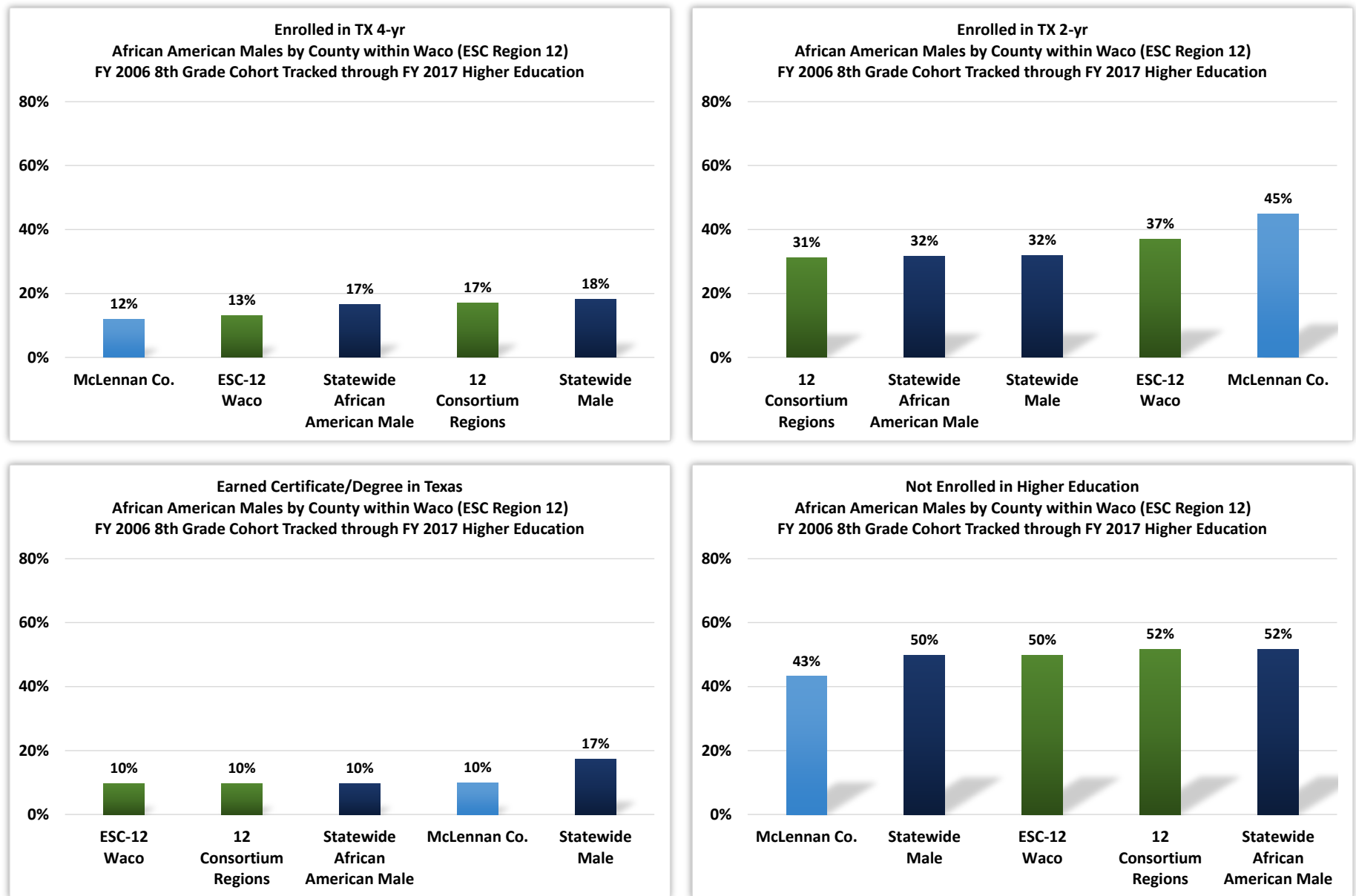
FIGURE 9.6. Educational Outcomes of African American Male 8th Graders in Texas – Fort Worth (ESC Region 11) by County: FY 2006 8th Grade Cohort Tracked through FY 2017



NOTE: The data displayed through the bar graph represent the total percentage of African American male students and their educational outcomes. Data displayed by the “12 Consortium Regions” represent the percentage of African American male educational outcomes from the 12 ESC regions in which Consortium member institutions are under.

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohort tracked for eleven years, FY 2006-2017

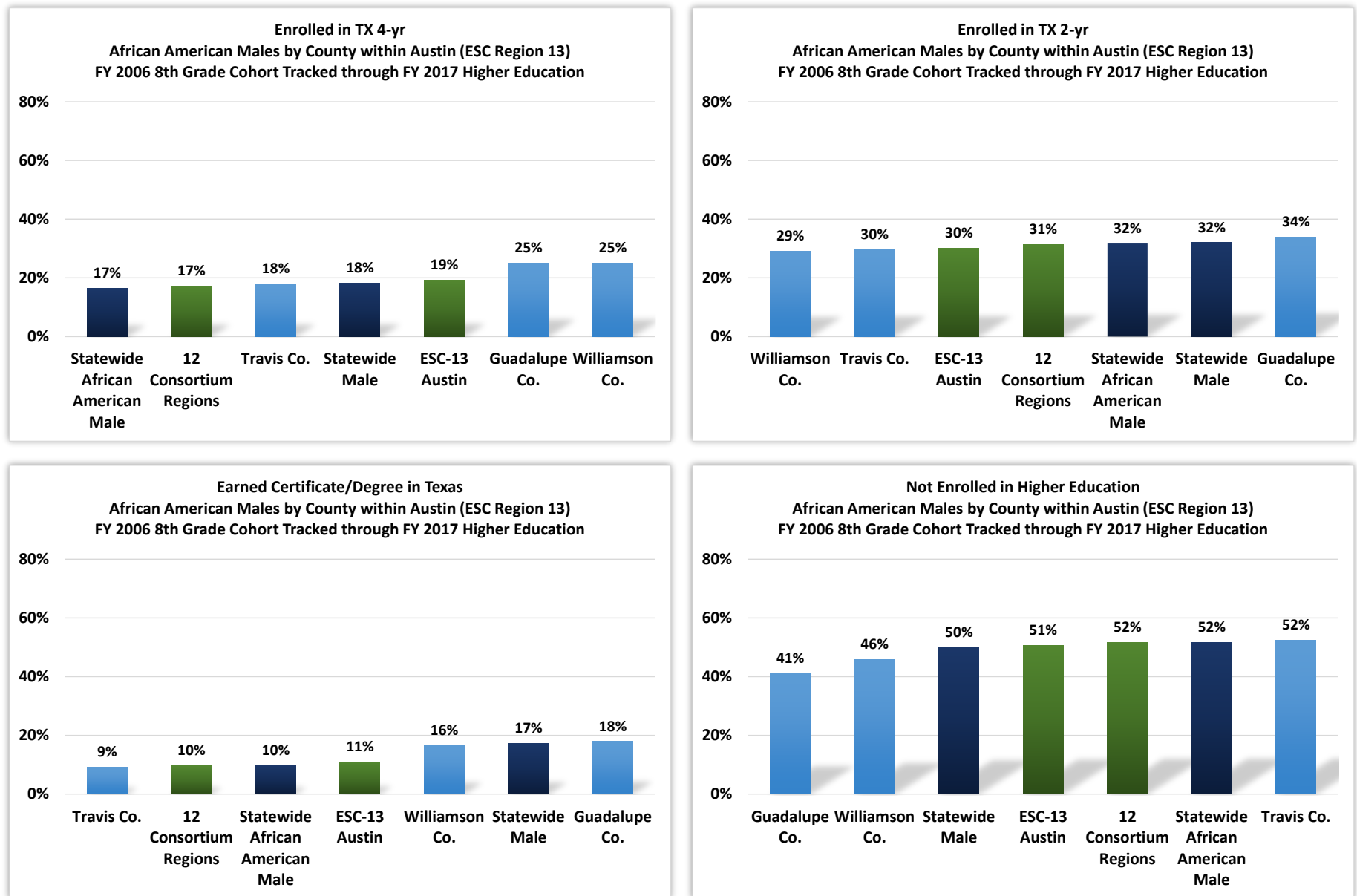
FIGURE 9.7. Educational Outcomes of African American Male 8th Graders in Texas – Waco (ESC Region 12) by County: FY 2006 8th Grade Cohort Tracked through FY 2017



NOTE: The data displayed through the bar graph represent the total percentage of African American male students and their educational outcomes. Data displayed by the “12 Consortium Regions” represent the percentage of African American male educational outcomes from the 12 ESC regions in which Consortium member institutions are under.

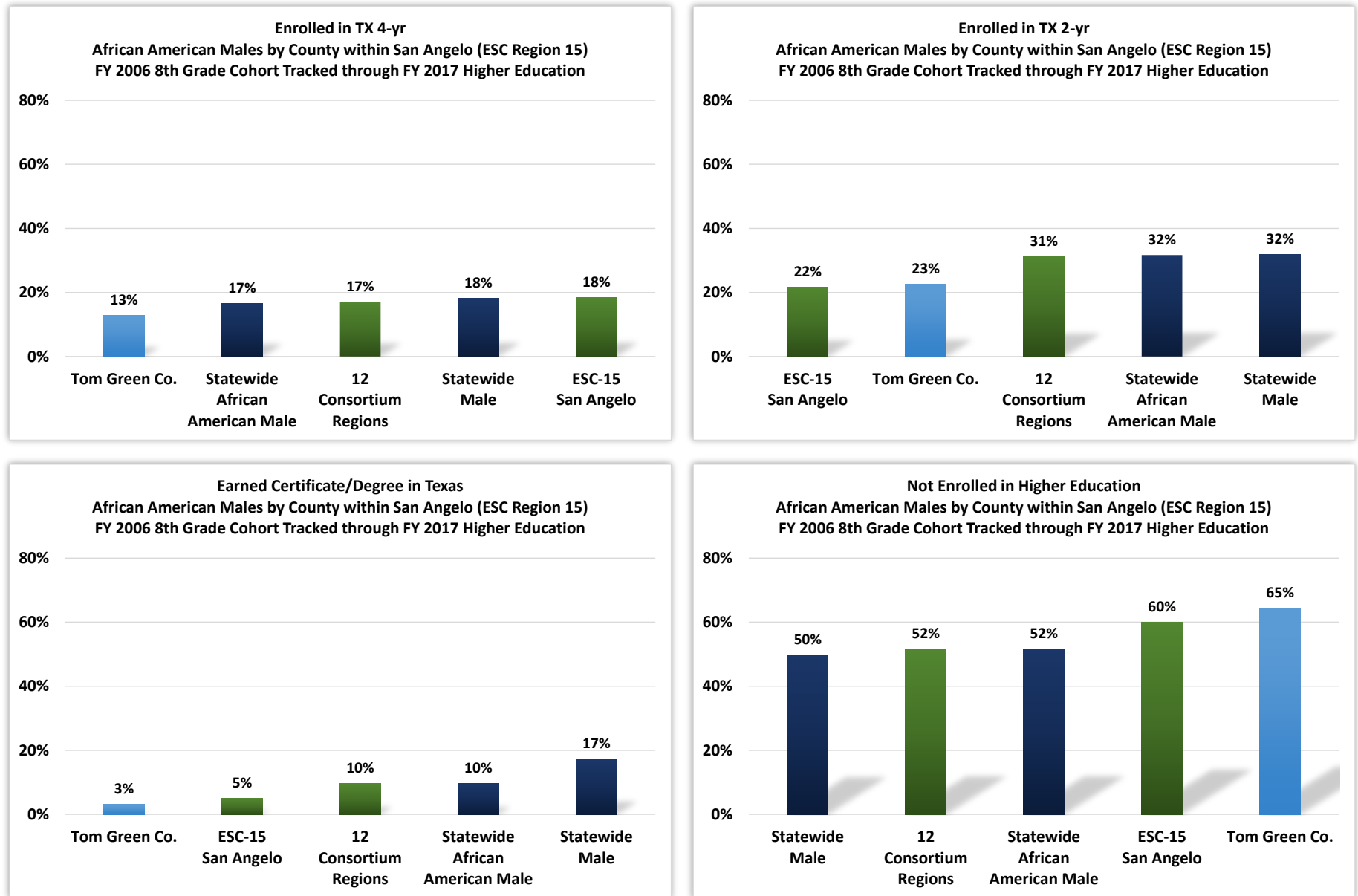
SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohort tracked for eleven years, FY 2006-2017

FIGURE 9.8. Educational Outcomes of African American Male 8th Graders in Texas – Austin (ESC Region 13) by County: FY 2006 8th Grade Cohort Tracked through FY 2017



NOTE: The data displayed through the bar graph represent the total percentage of African American male students and their educational outcomes. Data displayed by the “12 Consortium Regions” represent the percentage of African American male educational outcomes from the 12 ESC regions in which Consortium member institutions are under. As an effort to mask county-level to comply with FERPA standards, Hays County containing a smaller count of African American students (<5) are not represented in the figure.
 SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohort tracked for eleven years, FY 2006-2017

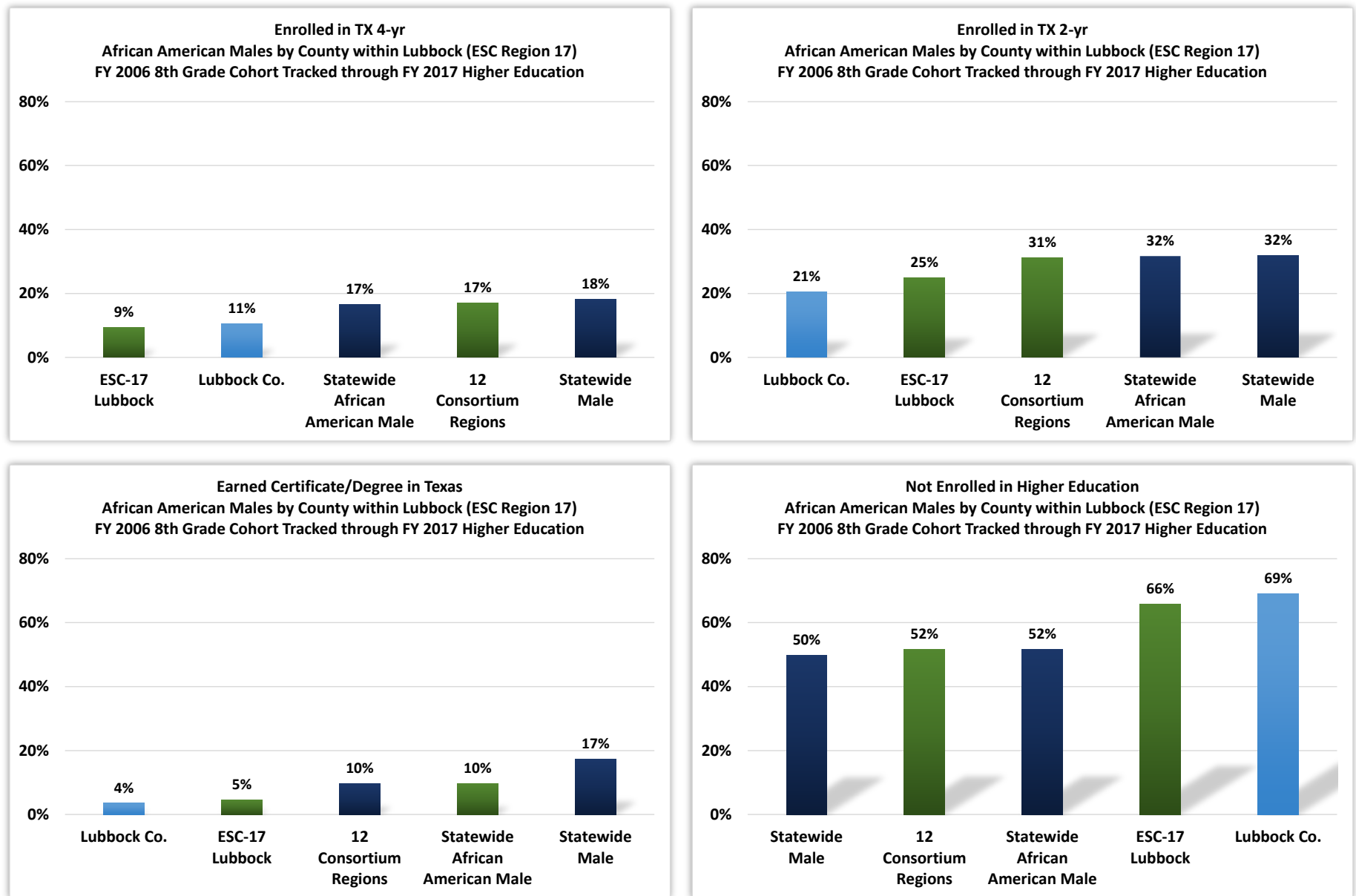
FIGURE 9.9. Educational Outcomes of African American Male 8th Graders in Texas – San Angelo (ESC Region 15) by County: FY 2006 8th Grade Cohort Tracked through FY 2017



NOTE: The data displayed through the bar graph represent the total percentage of African American male students and their educational outcomes. Data displayed by the “12 Consortium Regions” represent the percentage of African American male educational outcomes from the 12 ESC regions in which Consortium member institutions are under.

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohort tracked for eleven years, FY 2006-2017

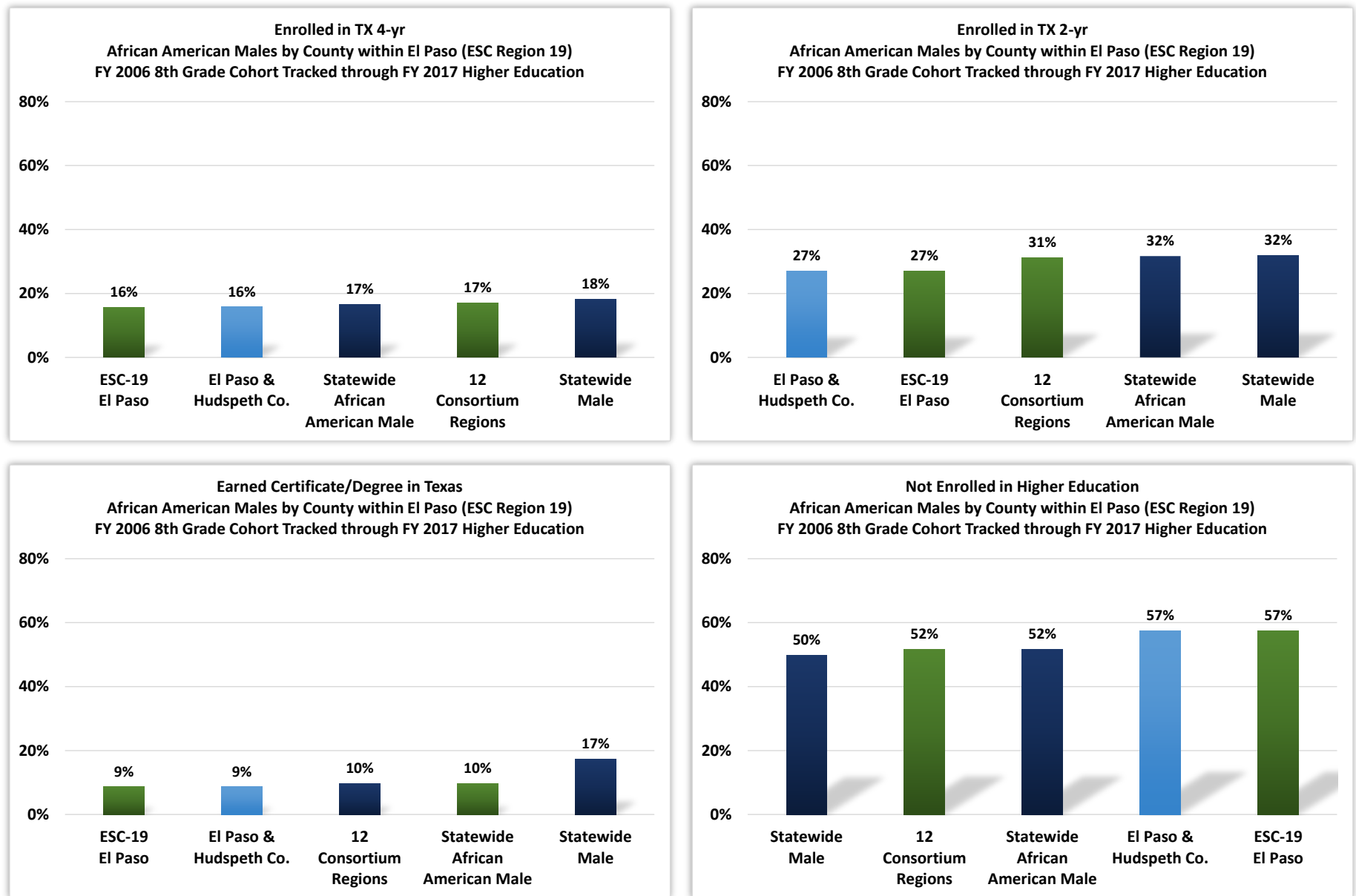
FIGURE 9.10. Educational Outcomes of African American Male 8th Graders in Texas – Lubbock (ESC Region 17) by County: FY 2006 8th Grade Cohort Tracked through FY 2017



NOTE: The data displayed through the bar graph represent the total percentage of African American male students and their educational outcomes. Data displayed by the “12 Consortium Regions” represent the percentage of African American male educational outcomes from the 12 ESC regions in which Consortium member institutions are under.

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohort tracked for eleven years, FY 2006-2017

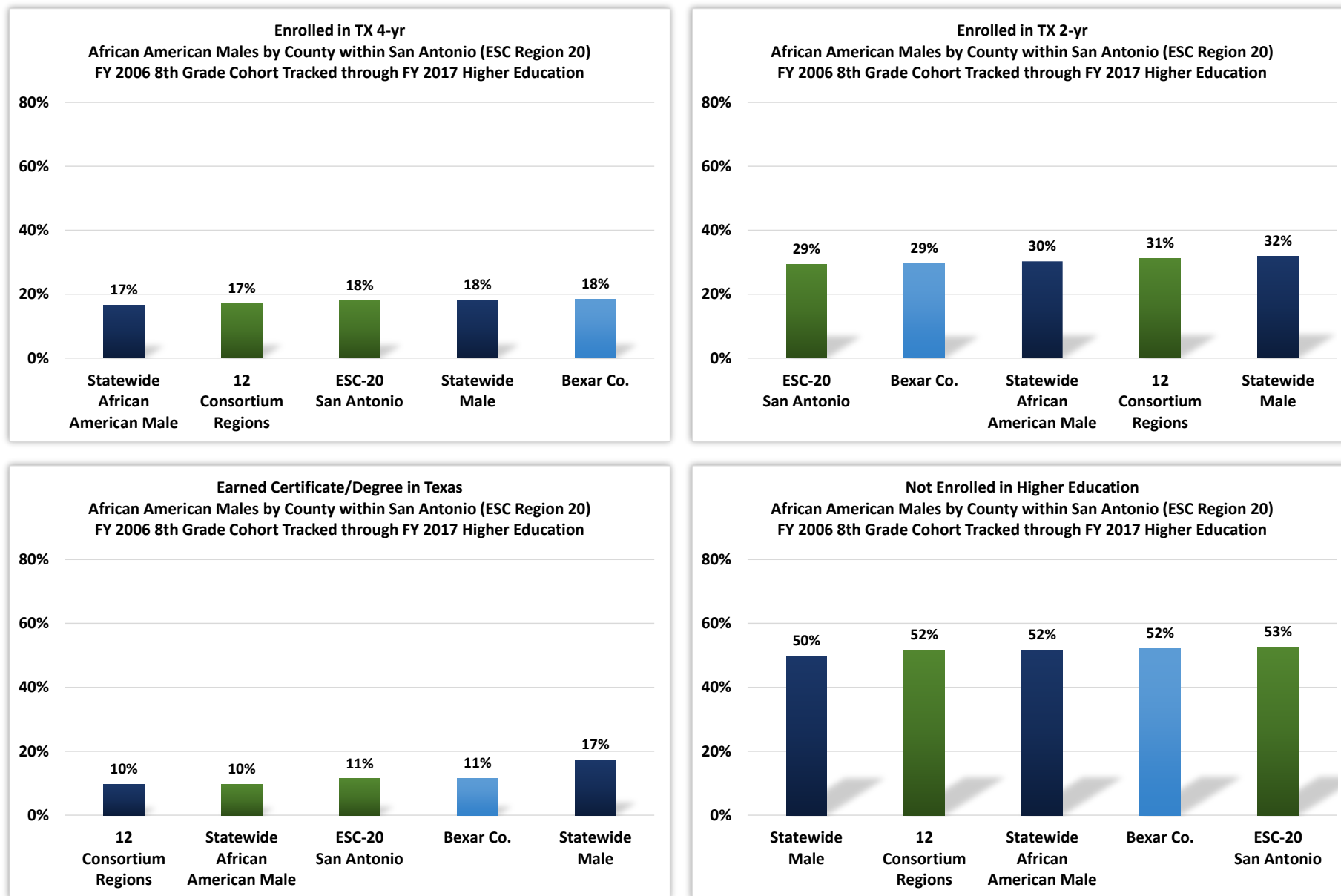
FIGURE 9.11. Educational Outcomes of African American Male 8th Graders in Texas – El Paso (ESC Region 19) by County: FY 2006 8th Grade Cohort Tracked through FY 2017



NOTE: The data displayed through the bar graph represent the total percentage of African American male students and their educational outcomes. Data displayed by the “12 Consortium Regions” represent the percentage of African American male educational outcomes from the 12 ESC regions in which Consortium member institutions are under.

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohort tracked for eleven years, FY 2006-2017

FIGURE 9.12. Educational Outcomes of African American Male 8th Graders in Texas – San Antonio (ESC Region 20) by County: FY 2006 8th Grade Cohort Tracked through FY 2017



NOTE: The data displayed through the bar graph represent the total percentage of African American male students and their educational outcomes. Data displayed by the “12 Consortium Regions” represent the percentage of African American male educational outcomes from the 12 ESC regions in which Consortium member institutions are under.

SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohort tracked for eleven years, FY 2006-2017

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Project MALES is grateful to the Texas Higher Education Coordinating Board for its support in providing data for our Digest, which is the result of a collaborative effort led by Project MALES Executive Director and Founder, Dr. Victor B. Sáenz (Department Chair, Educational Leadership and Policy (ELP) & Associate Professor, Program in Higher Education Leadership (PHEL) at UT Austin). PHEL doctoral student and graduate research assistant with ELP, Wonsun Ryu was responsible for facilitating access to the data through the THECB, conducting data analysis, and generating the tables and figures required for interpretation. Jorge M. Burmicky, also a PHEL doctoral student and graduate research associate with Project MALES, oversaw the overall project management and interpretation of the results. Dr. Veronica Jones, Assistant Professor at the University of North Texas (UNT) served as a content expert and collaborator. Lastly, Project MALES Director, Dr. Emmet Campos, provided editorial assistance for the final publication of this report.

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ABOUT PROJECT MALES

Project MALES (Mentoring to Achieve Latino Educational Success) is a research and mentoring initiative committed to advancing the educational outcomes of male students of color at the local, state, and national level. It began in 2010 and is headquartered at The University of Texas at Austin (UT Austin) under the Division of Diversity and Community Engagement (DDCE). Project MALES represents a strategic partnership between the two state flagship institutions – UT Austin and Texas A&M University (TAMU), College Station – collaborating to advance and improve educational outcomes for boys and young men of color. In 2013, the Greater Texas Foundation (GTF) and the Trellis Foundation (formerly TG) awarded Project MALES research grants to launch the Texas Education Consortium for Male Students of Color. Operating under the umbrella of Project MALES, the Consortium is a statewide, cross-sector partnership made up of over 47 institutions. It represents a direct response to the state and national policy mandates that have raised significant questions about the various challenges facing male students of color as they navigate their educational pathways.

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