

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

By

Victor B. Sáenz, Ph.D., Wonsun Ryu, & Jorge M. Burmicky

RELEASED: MARCH 19, 2018

UPDATED: MAY 14, 2018



Project **MALES**
Mentoring to Achieve Latino Educational Success



THE UNIVERSITY OF TEXAS AT AUSTIN
DIVISION OF DIVERSITY AND
COMMUNITY ENGAGEMENT

EXECUTIVE SUMMARY

This inaugural [Project MALES](#) Research Digest explores the Texas eighth grade cohort data to look critically at longitudinal enrollment and completion patterns with a special focus on Latino¹ 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](#)² [Consortium map on page 8].

As college enrollment and completion rates become increasingly challenging to forecast across sectors (i.e., 2-year and 4-year institutions), understanding these trends by gender, race, ethnicity, and region is more important than ever (Levin & Kater, 2013; Perna, 2006). This is especially urgent in a fast-growing state like Texas, where current demographic shifts portend even more change to come, particularly with the steady increase in Latino students attending public schools (NCES, 2016). Tracked from their eighth grade year to eleven years later, college enrollment for Latina/o students at Texas postsecondary institutions has steadily increased by 8% points from 38% for the 1998 cohort to 46% for the 2006 cohort (see Table 3). These encouraging figures should urge colleges and universities to systematically address the high demand for higher education by this growing segment of the population.

Examining college enrollment and completion patterns over time can also help institutions explore complex challenges such as stubborn equity gaps and retention issues for this student population. Such longitudinal patterns also present a unique opportunity to critically explore the state's ongoing demographic changes and to work towards promoting accessibility to postsecondary education for Hispanics across the state. Coupled with the growth of Latina/o population is the concern over the growing gender gap in educational attainment, which is illustrated by fewer male students completing high school, enrolling at postsecondary institutions, and earning a degree or credential (Sáenz & Ponjuán, 2016). This is a special focus of this Research Digest, the first of many digests that will be published by the Project MALES Research Institute.

Yet another dimension we consider are the regional variances in college enrollment and completion across a state as vast as Texas, including by ESC-region and county-level data. ESC regions and counties with Consortium member institutions are highlighted throughout our tables and figures and in forthcoming policy briefs. Below are **three** main findings derived from our review of eighth grade cohort patterns:

Key Finding 1: While degree/certificate completion for Hispanic male students is increasing, it is still lagging behind as compared to the statewide male percentage. As shown in Figure 5, the statewide degree/certificate percentage for male students is 17%. While the ESC regions of El Paso and Edinburg continue to do better than most other regions, they are still lower than the average (14% and 16%, respectively). Even more concerning, key state urban ESC regions such as Lubbock, Richardson, and Austin show alarmingly low percentages. All three regions have a 9% degree/certificate completion for Hispanic male students, which is considerably lower than the statewide percentage for male students.

Key Finding 2: While still lower than their female counterparts, the percentage of Hispanic male students enrolled at 2-year and 4-year institutions is on the rise. In addition, the percentage of degree or certificate completion for Hispanic male students is also increasing. Figure 4 reflects the educational outcomes of Hispanic students across the state. There are three critical sections from the chart worthy of highlighting: (a) 2-year colleges have seen the highest climb in Hispanic male enrollment over the last 11 years; (b) while not as pronounced as 2-year colleges, 4-year institutions have also seen a consistent increase in Hispanic male enrollment; and (c) the gender gap between Hispanic male students and Hispanic female students appears to remain stable.

Key Finding 3: ESC regions reflect varying enrollment patterns for Hispanic male students throughout the state. For example, the ESC regions of El Paso and Edinburg show unusually high enrollment percentages for Hispanic male students at both 2-year and 4-year institutions. More specifically, Figure 7 reflects that the statewide percentage for male enrollment is 32% for 2-year colleges. For the ESC regions of El Paso and Edinburg, percentages for Hispanic male enrollment are 35% and 34% respectively. A similar pattern is reflected at 4-year institutions. Figure 6 shows that the statewide male enrollment percentage for 4-year institutions is 18%. Both El Paso and Edinburg show 19% for Hispanic male student enrollment, 1% higher than the statewide percentage for male student enrollment.

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

Lastly, our Digest considers the overarching goals of 60X30TX. This plan aims to increase the percentage of 25- to 34-year-olds in Texas who hold a certificate or degree. Hence, Project MALES is committed to releasing a series of Policy Briefs focused on completion patterns. Ultimately, we believe in the value of producing benchmarking data to put in the hands of educational leaders and policymakers as an essential step to achieving these aspirational goals. The series of Policy Briefs will focus on the following topics:

- Completion patterns in border ESC regions (El Paso and Edinburg) as compared to urban ESC regions (Houston, Austin, Fort Worth, Richardson, and San Antonio),
- Completion patterns in 2-year colleges as compared to 4-year institutions, and
- Completion patterns for Hispanic male students as compared to Hispanic female students.

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 three forthcoming policy briefs will be also available through the Project MALES Research Institute webpage.

1 For the purposes of this Digest, the terms Hispanic and Latino are used interchangeably.
2 Abbreviation: “Consortium”

METHODOLOGY

Data

The data for this Research Digest originate from the 8th Grade Cohort Longitudinal Study conducted 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. 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 (ESC). 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 Latino 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.

TABLE OF CONTENTS

Executive Summary	2
Methodology	4
List of Tables	6
List of Figures	6
Maps	8
Tables	10
Figures	12
References	33
Acknowledgments	34
About Project MALES	35

LIST OF TABLES

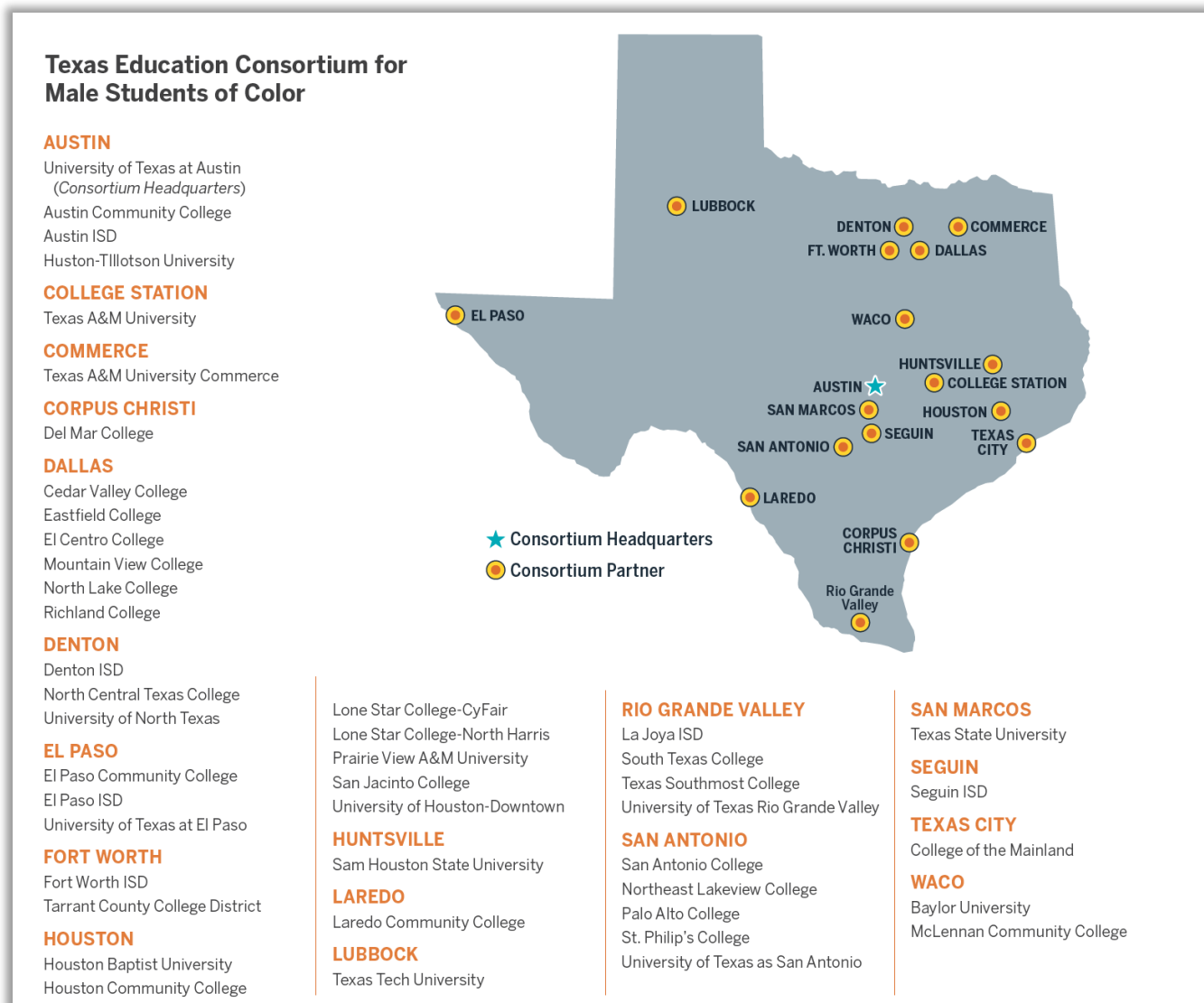
<i>Table 1.</i> Number of 8th Graders in Texas by Gender, FY 1998 through FY 2006.....	10
<i>Table 2.</i> Educational Outcomes of Texas 8th grade Cohorts, Tracked for 11 Years – State Average: FY 1998-2009 to FY 2006-2017	10
<i>Table 3.</i> Educational Outcomes of Hispanic Texas 8th grade Cohorts, Tracked for 11 Years – State Average: FY 1998-2009 to FY 2006-2017	11

LIST OF FIGURES

<i>Figure 1.</i> Map of the Texas Education Consortium for Male Students of Color	8
<i>Figure 2.</i> Map of Texas Education Service Centers (ESC).....	9
<i>Figure 3.</i> Percentage of Hispanic 8th Graders in Texas by Gender, FY 1998 through FY 2006	12
<i>Figure 4.</i> Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – State Average: FY 1998-2009 to FY 2006-2017	12
<i>Figure 5.</i> Earned Certificate/Degree in Texas, Hispanic Male 8th Graders by ESC Region – FY 2006 8th Grade Cohort Tracked through FY 2017.....	13
<i>Figure 6.</i> Enrolled in Texas 4-Year Institutions, Hispanic Male 8th Graders by ESC Region – FY 2006 8th Grade Cohort Tracked through FY 2017.....	13
<i>Figure 7.</i> Enrolled in Texas 2-Year Institutions, Hispanic Male 8th Graders by ESC Region – FY 2006 8th Grade Cohort Tracked through FY 2017.....	14
<i>Figure 8.</i> Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – 12 ESC Consortium Regions: FY 1998-2009 to FY 2006-2017	14
<i>Figure 8.1.</i> Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Edinburg (ESC Region 1): FY 1998-2009 to FY 2006-2017	15
<i>Figure 8.2.</i> Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Corpus Christi (ESC Region 2): FY 1998-2009 to FY 2006-2017.....	15
<i>Figure 8.3.</i> Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Houston (ESC Region 4): FY 1998-2009 to FY 2006-2017	16
<i>Figure 8.4.</i> Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Huntsville (ESC Region 6): FY 1998-2009 to FY 2006-2017	16
<i>Figure 8.5.</i> Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Richardson (ESC Region 10): FY 1998-2009 to FY 2006-2017.....	17
<i>Figure 8.6.</i> Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Fort Worth (ESC Region 11): FY 1998-2009 to FY 2006-2017	17
<i>Figure 8.7.</i> Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Waco (ESC Region 12): FY 1998-2009 to FY 2006-2017.....	18

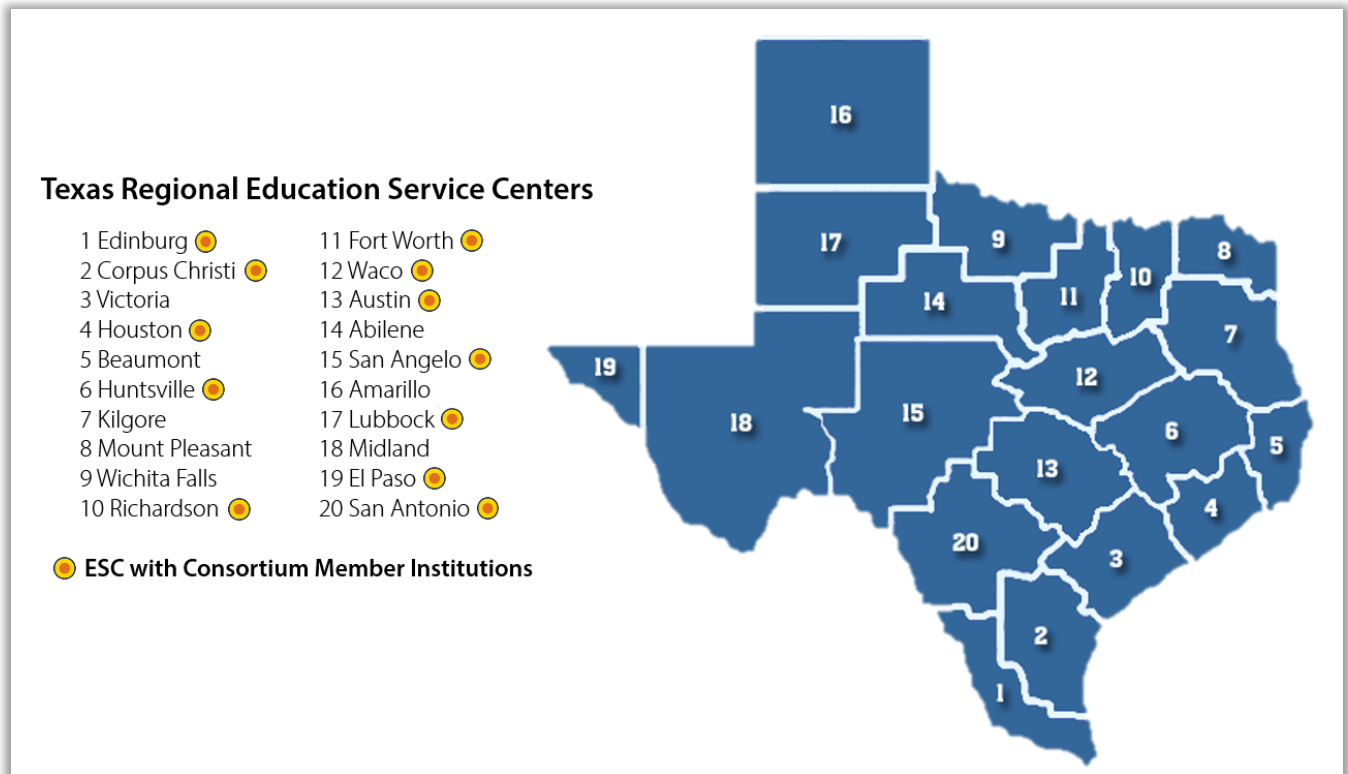
<i>Figure 8.8. Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Austin (ESC Region 13): FY 1998-2009 to FY 2006-2017</i>	18
<i>Figure 8.9. Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – San Angelo (ESC Region 15): FY 1998-2009 to FY 2006-2017</i>	19
<i>Figure 8.10. Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Lubbock (ESC Region 17): FY 1998-2009 to FY 2006-2017</i>	19
<i>Figure 8.11. Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – El Paso (ESC Region 19): FY 1998-2009 to FY 2006-2017</i>	20
<i>Figure 8.12. Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – San Antonio (ESC Region 20): FY 1998-2009 to FY 2006-2017</i>	20
<i>Figure 9.1. Educational Outcomes of Hispanic Male 8th Graders in Texas – Edinburg (ESC Region 1) by County: FY 2006 8th Grade Cohort Tracked through FY 2017</i>	21
<i>Figure 9.2. Educational Outcomes of Hispanic Male 8th Graders in Texas – Corpus Christi (ESC Region 2) by County: FY 2006 8th Grade Cohort Tracked through FY 2017</i>	22
<i>Figure 9.3. Educational Outcomes of Hispanic Male 8th Graders in Texas – Houston (ESC Region 4) by County: FY 2006 8th Grade Cohort Tracked through FY 2017</i>	23
<i>Figure 9.4. Educational Outcomes of Hispanic Male 8th Graders in Texas – Huntsville (ESC Region 6) by County: FY 2006 8th Grade Cohort Tracked through FY 2017</i>	24
<i>Figure 9.5. Educational Outcomes of Hispanic Male 8th Graders in Texas – Richardson (ESC Region 10) by County: FY 2006 8th Grade Cohort Tracked through FY 2017</i>	25
<i>Figure 9.6. Educational Outcomes of Hispanic Male 8th Graders in Texas – Fort Worth (ESC Region 11) by County: FY 2006 8th Grade Cohort Tracked through FY 2017</i>	26
<i>Figure 9.7. Educational Outcomes of Hispanic Male 8th Graders in Texas – Waco (ESC Region 12) by County: FY 2006 8th Grade Cohort Tracked through FY 2017</i>	27
<i>Figure 9.8. Educational Outcomes of Hispanic Male 8th Graders in Texas – Austin (ESC Region 13) by County: FY 2006 8th Grade Cohort Tracked through FY 2017</i>	28
<i>Figure 9.9. Educational Outcomes of Hispanic Male 8th Graders in Texas – San Angelo (ESC Region 15) by County: FY 2006 8th Grade Cohort Tracked through FY 2017</i>	29
<i>Figure 9.10. Educational Outcomes of Hispanic Male 8th Graders in Texas – Lubbock (ESC Region 17) by County: FY 2006 8th Grade Cohort Tracked through FY 2017</i>	30
<i>Figure 9.11. Educational Outcomes of Hispanic Male 8th Graders in Texas – El Paso (ESC Region 19) by County: FY 2006 8th Grade Cohort Tracked through FY 2017</i>	31
<i>Figure 9.12. Educational Outcomes of Hispanic Male 8th Graders in Texas – San Antonio (ESC Region 20) by County: FY 2006 8th Grade Cohort Tracked through FY 2017</i>	32

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, 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

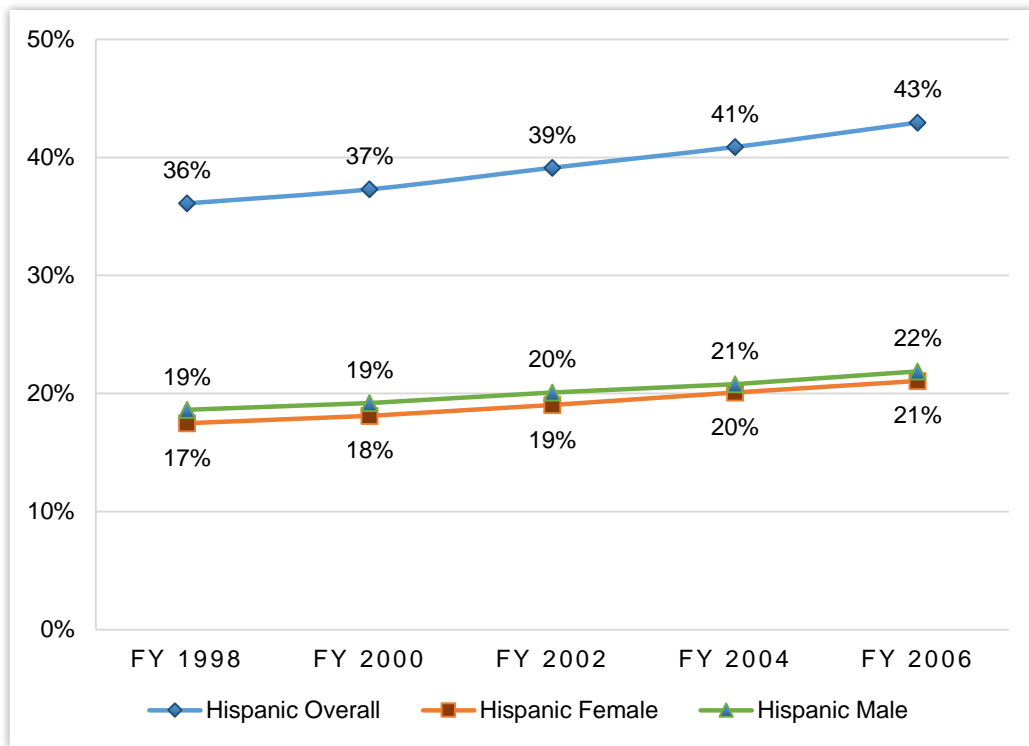
SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohorts tracked through higher education, FY 1998-2009 to FY 2006-2017

TABLE 3. Educational Outcomes of Hispanic 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	105,690	64,464	61	28,744	27	11,797	11	10,550	10
FY 2000 - FY 2011	112,245	73,017	65	32,624	29	12,689	11	12,374	11
FY 2002 - FY 2013	121,570	75,246	62	35,632	29	13,912	11	14,111	12
FY 2004 - FY 2015	132,598	83,710	63	41,437	31	15,941	12	17,469	13
FY 2006 - FY 2017	144,200	102,119	71	47,080	33	19,421	13	21,249	15

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

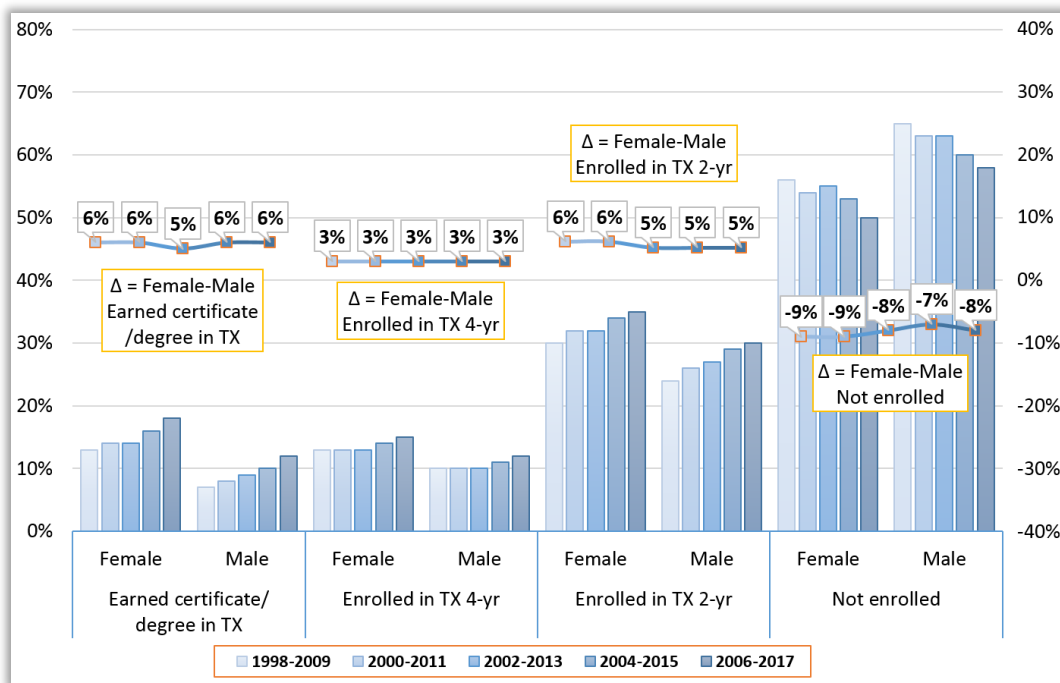
FIGURE 3. Percentage of Hispanic 8th Graders in Texas by Gender, FY 1998 through FY 2006



NOTE: The data represent a proportion of all 8th graders in Texas that are labeled as Hispanic.

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

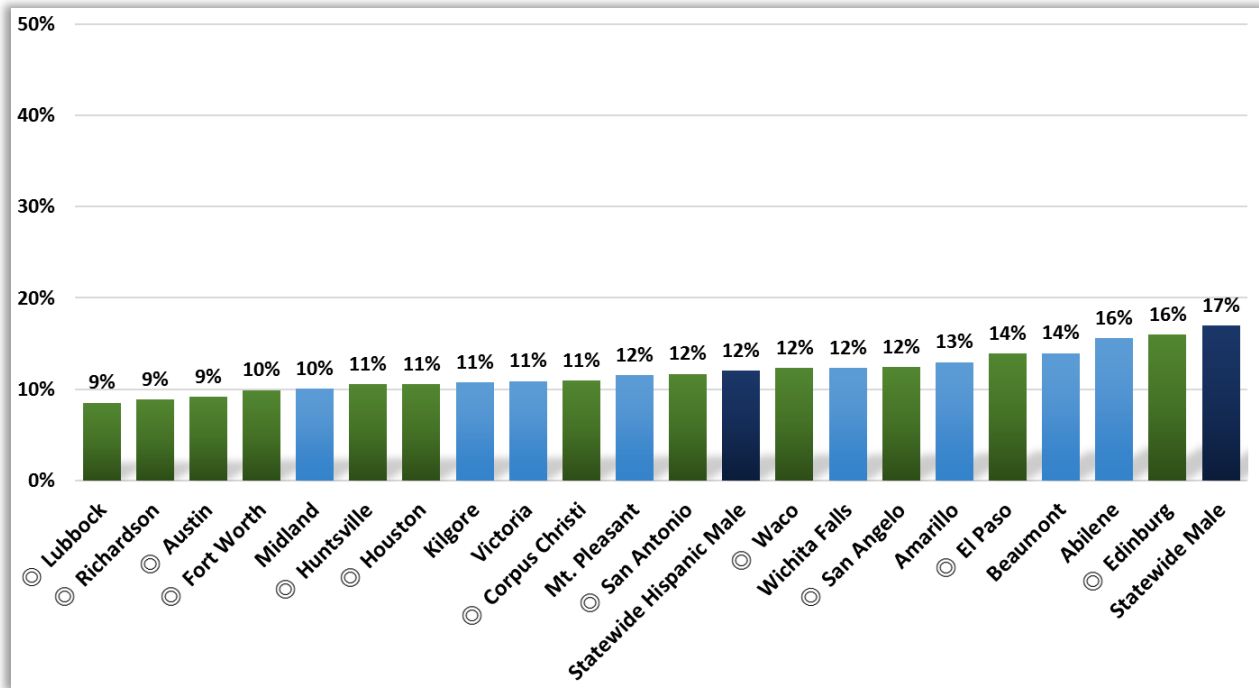
FIGURE 4. Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – State Average: 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of Hispanic students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between Hispanic female and Hispanic 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

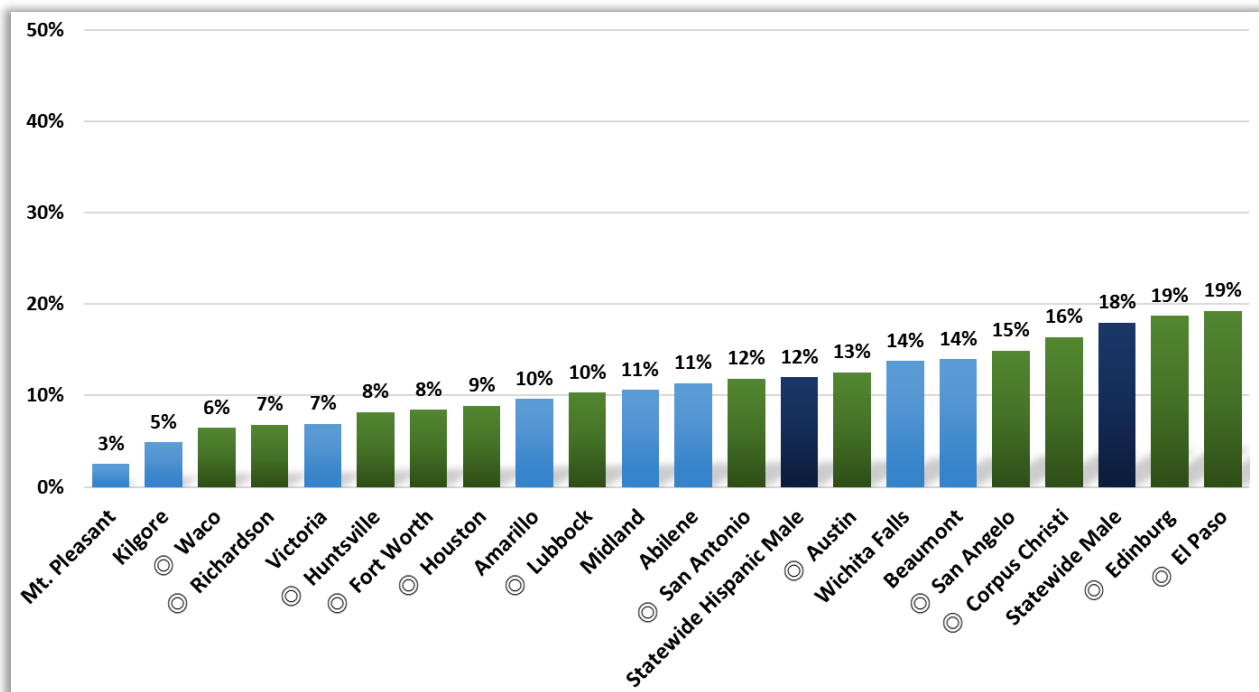
FIGURE 5. Earned Certificate/Degree in Texas, Hispanic Male 8th Graders by ESC Region – FY 2006 8th Grade Cohort Tracked through FY 2017



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

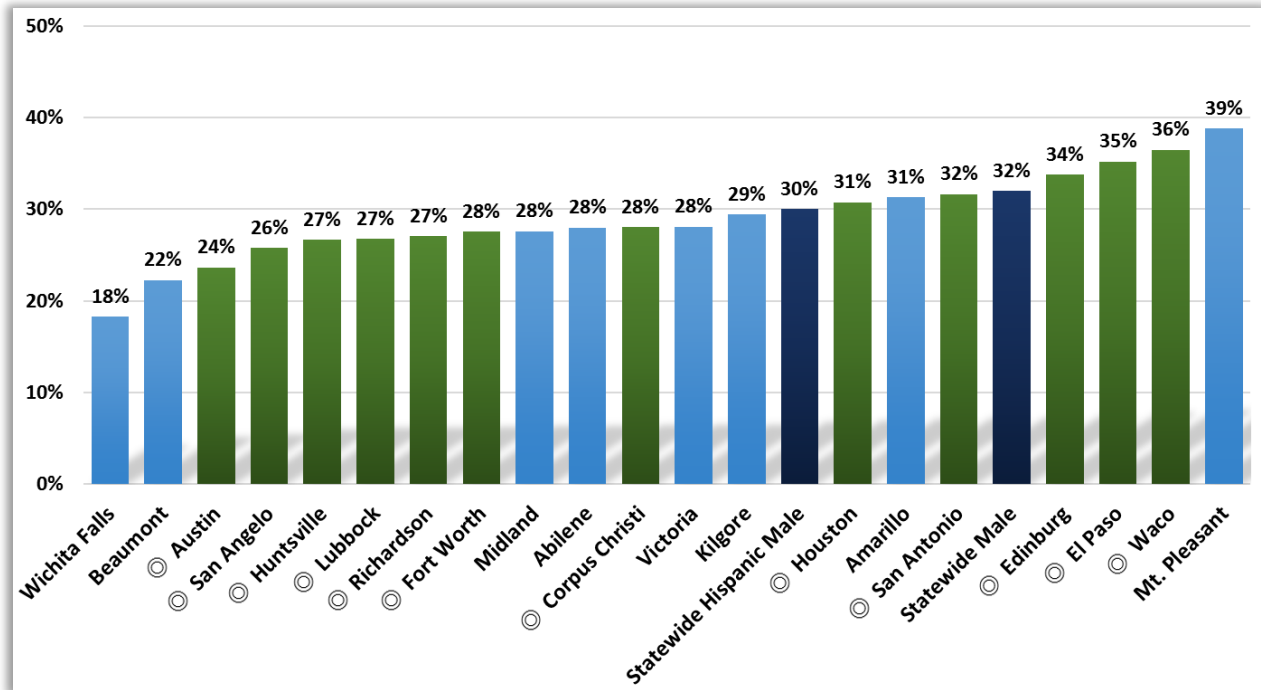
FIGURE 6. Enrolled in TX 4-Year Institutions, Hispanic Male 8th Graders by ESC Region – FY 2006 8th Grade Cohort Tracked through FY 2017



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

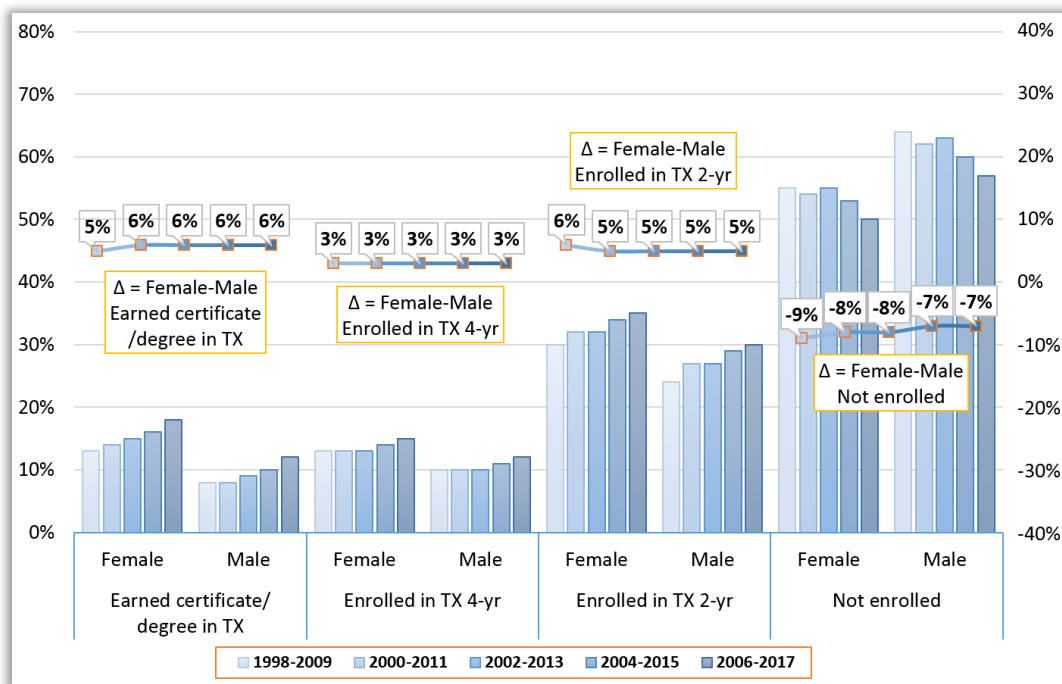
FIGURE 7. Enrolled in TX 2-Year Institutions, Hispanic Male 8th Graders by ESC Region – FY 2006 8th Grade Cohort Tracked through FY 2017



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

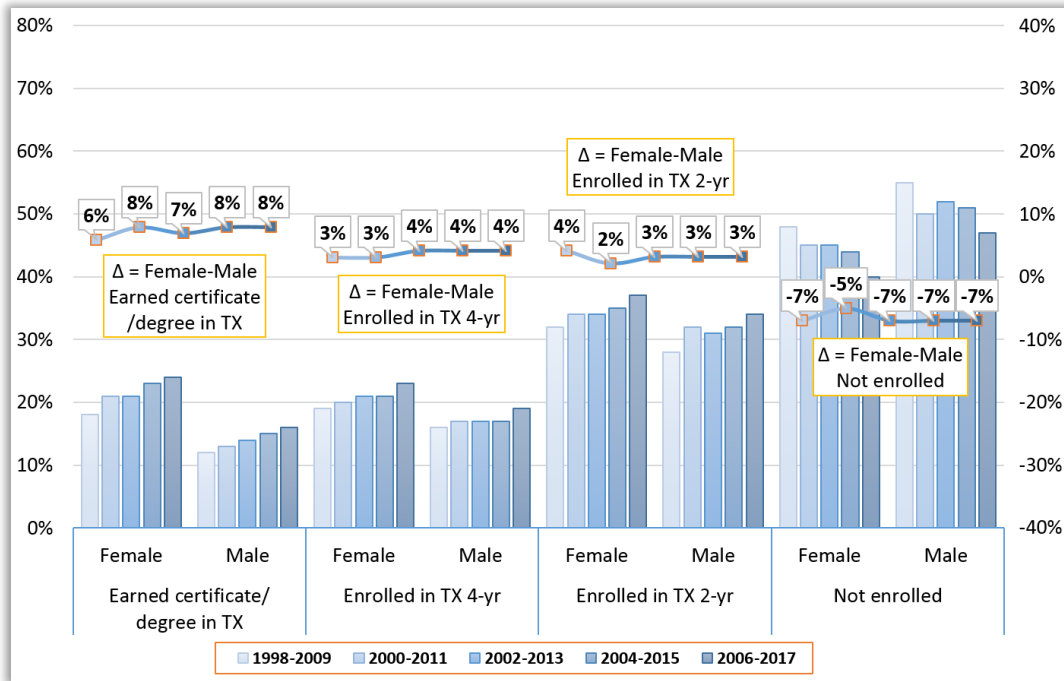
FIGURE 8. Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – ESC Consortium Regions: FY 1998-2009 to FY 2006-2017



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 Hispanic students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between Hispanic female and Hispanic 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

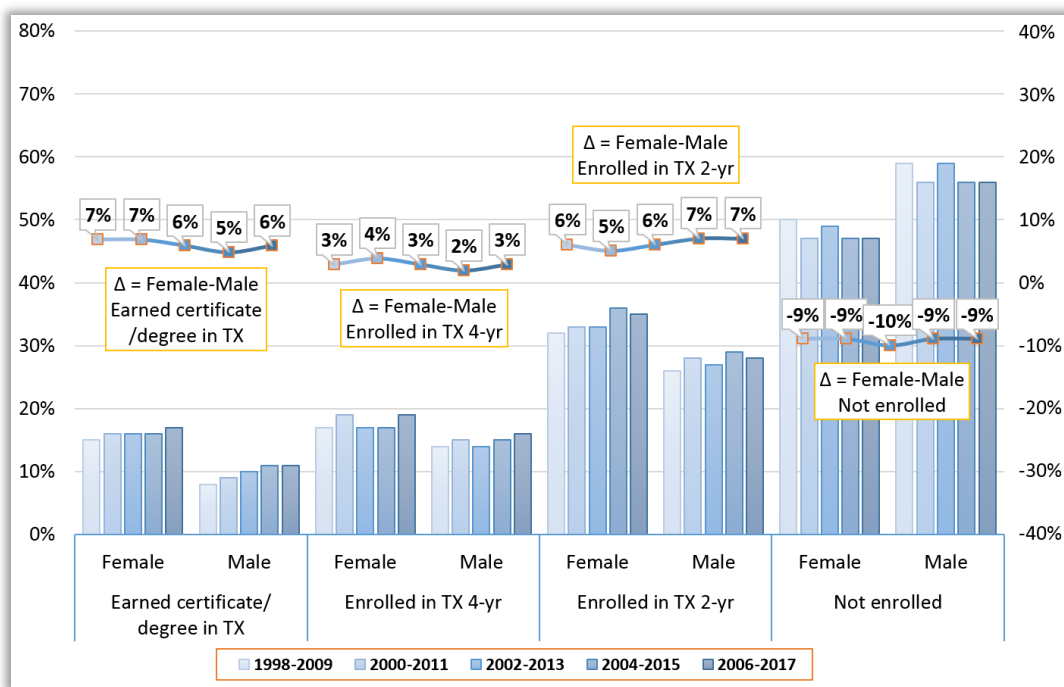
FIGURE 8.1. Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Edinburg (ESC Region 1): FY 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of Hispanic students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between Hispanic female and Hispanic 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

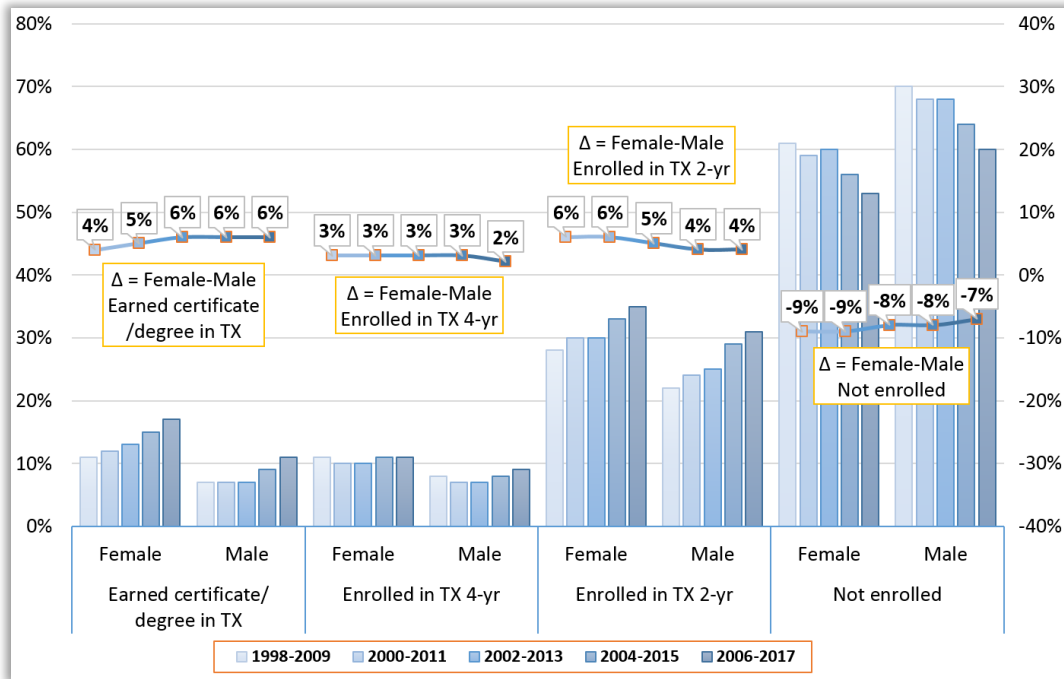
FIGURE 8.2. Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Corpus Christi (ESC Region 2): FY 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of Hispanic students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between Hispanic female and Hispanic 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

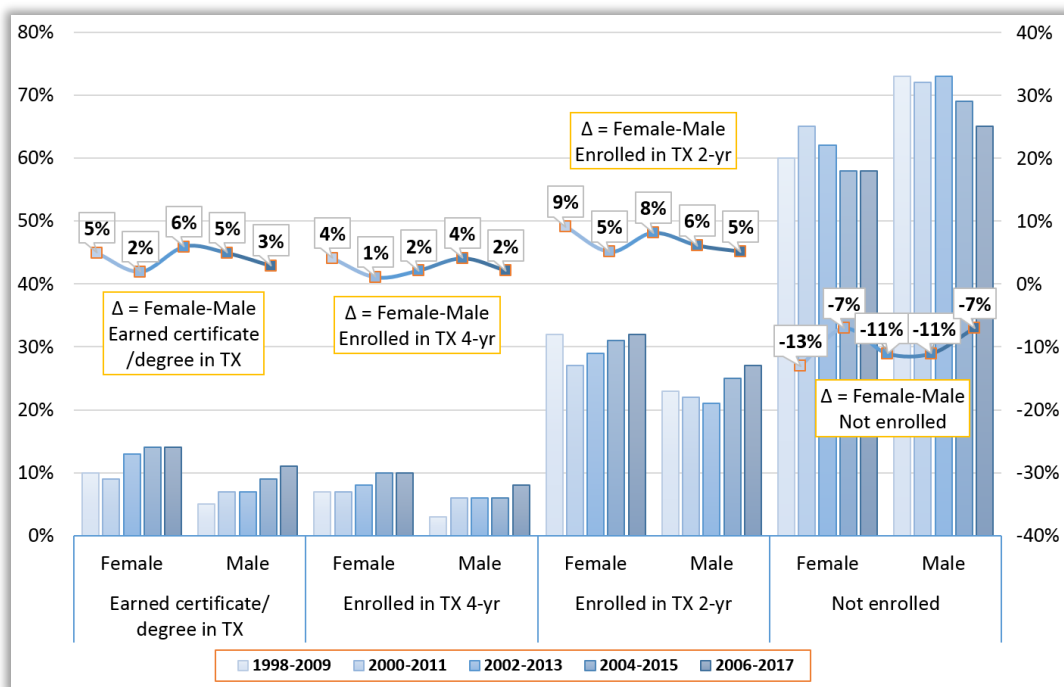
FIGURE 8.3. Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Houston (ESC Region 4): FY 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of Hispanic students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between Hispanic female and Hispanic 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

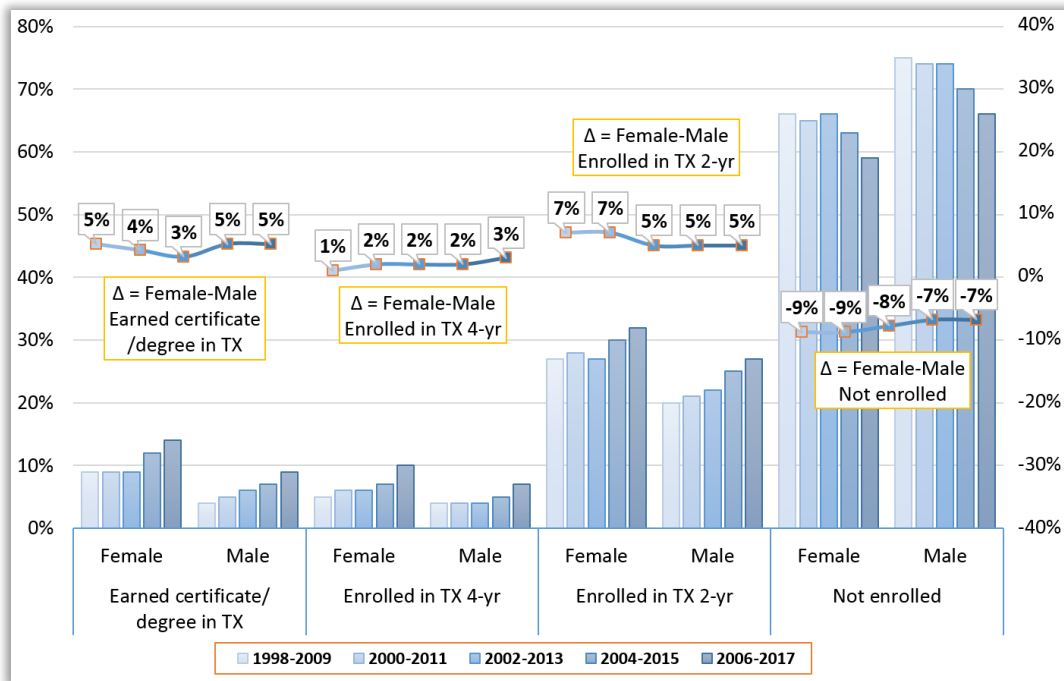
FIGURE 8.4. Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Huntsville (ESC Region 6): FY 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of Hispanic students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between Hispanic female and Hispanic 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

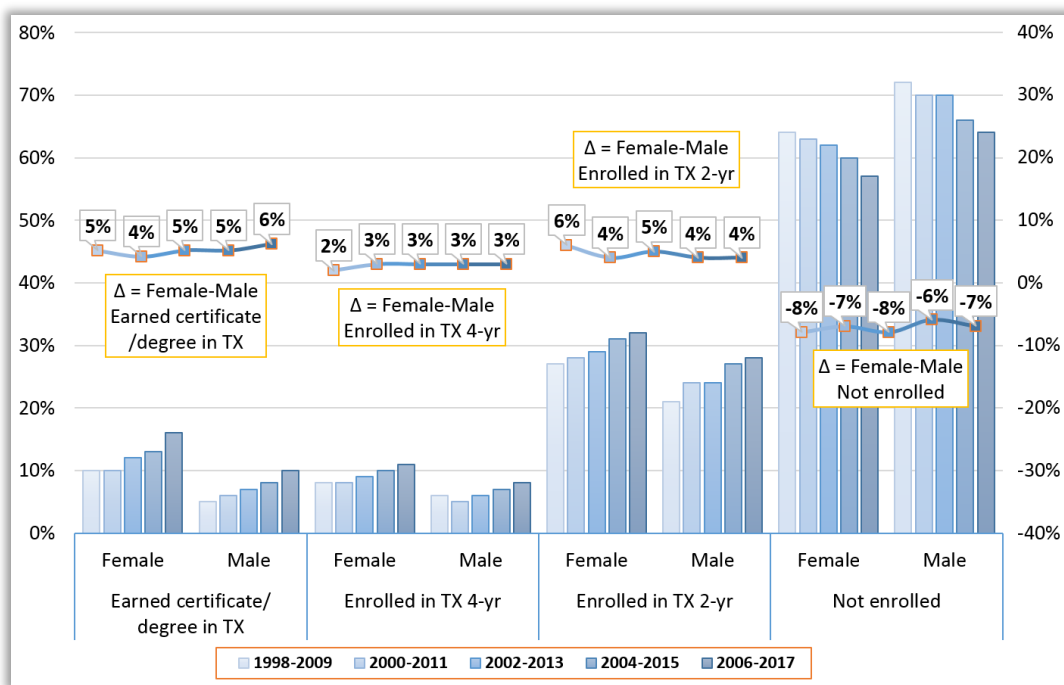
FIGURE 8.5. Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Richardson (ESC Region 10): FY 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of Hispanic students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between Hispanic female and Hispanic 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

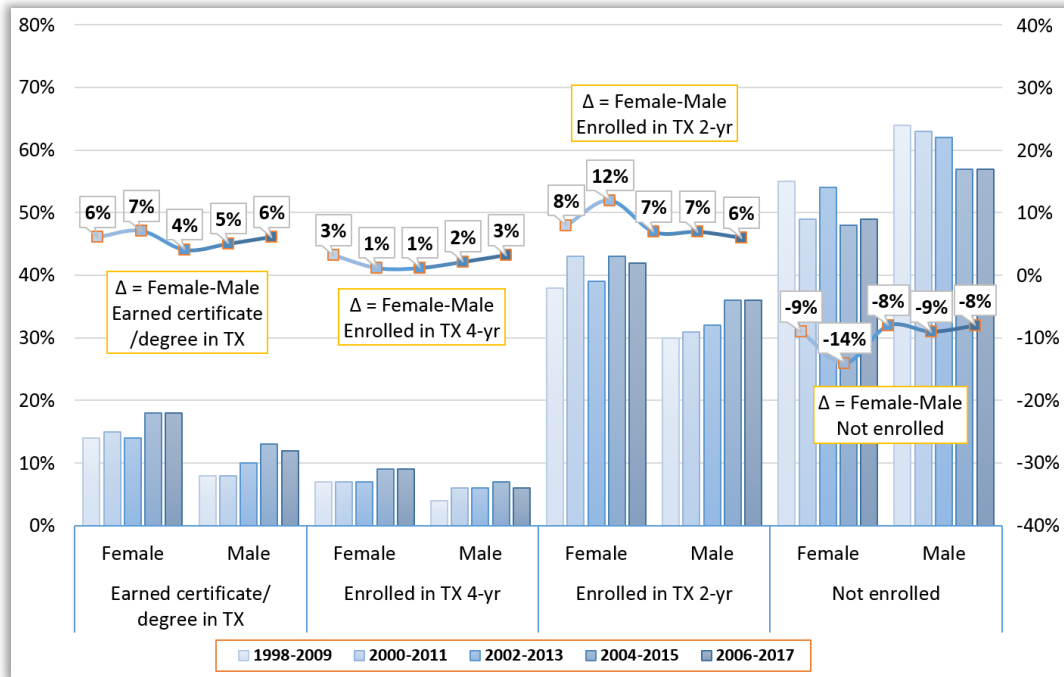
FIGURE 8.6. Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Fort Worth (ESC Region 11): FY 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of Hispanic students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between Hispanic female and Hispanic 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

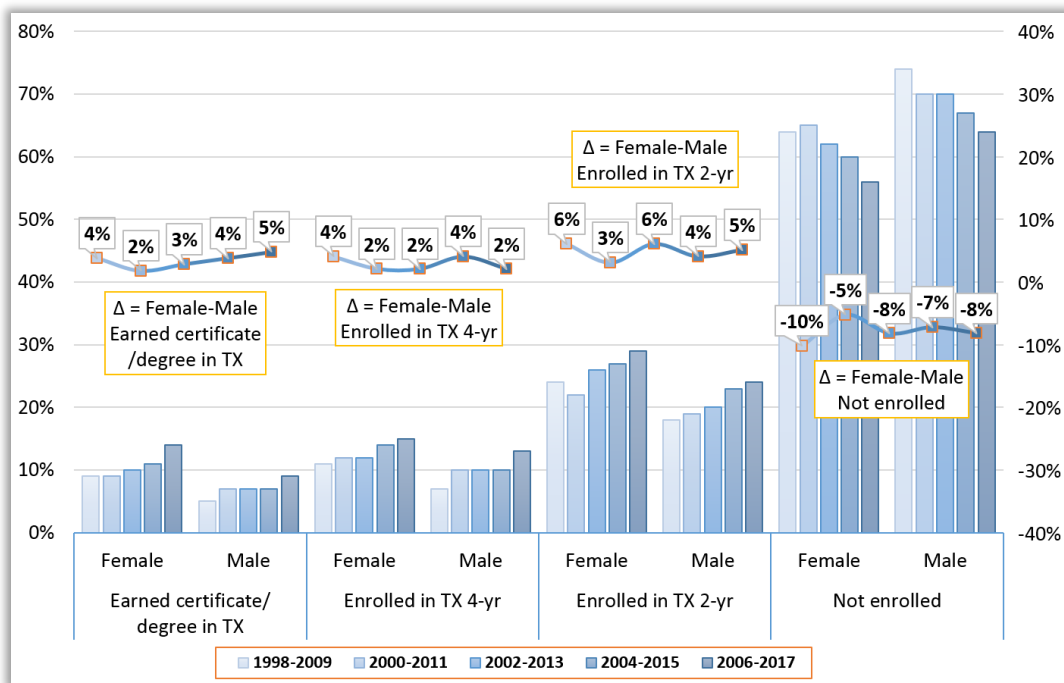
FIGURE 8.7. Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Waco (ESC Region 12): FY 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of Hispanic students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between Hispanic female and Hispanic 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

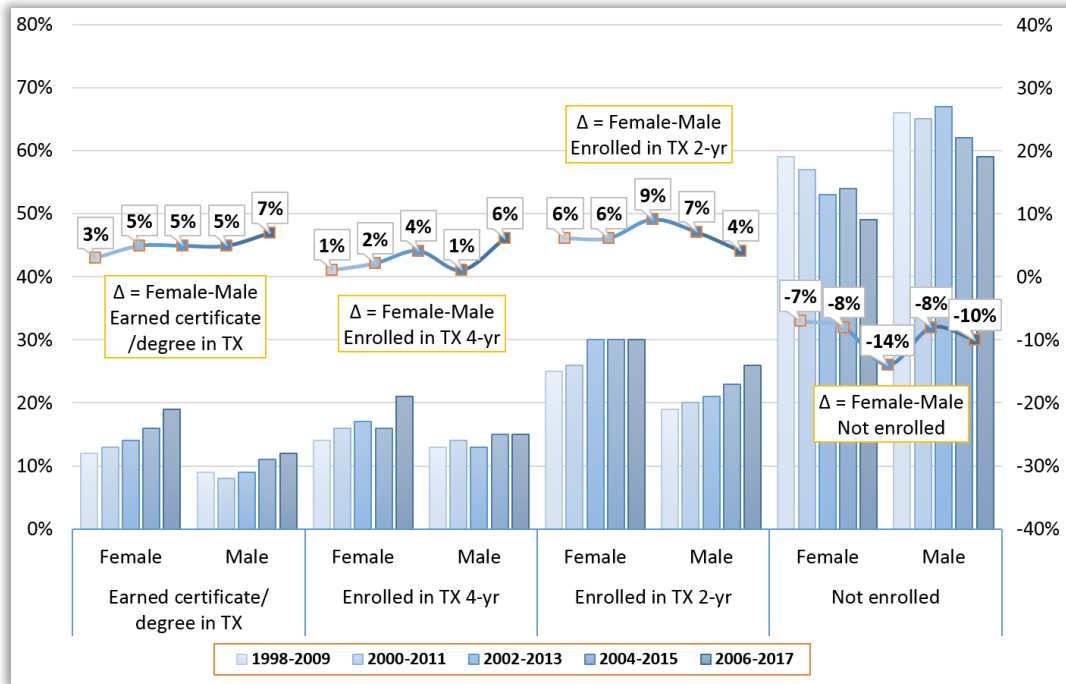
FIGURE 8.8. Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Austin (ESC Region 13): FY 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of Hispanic students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between Hispanic female and Hispanic 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

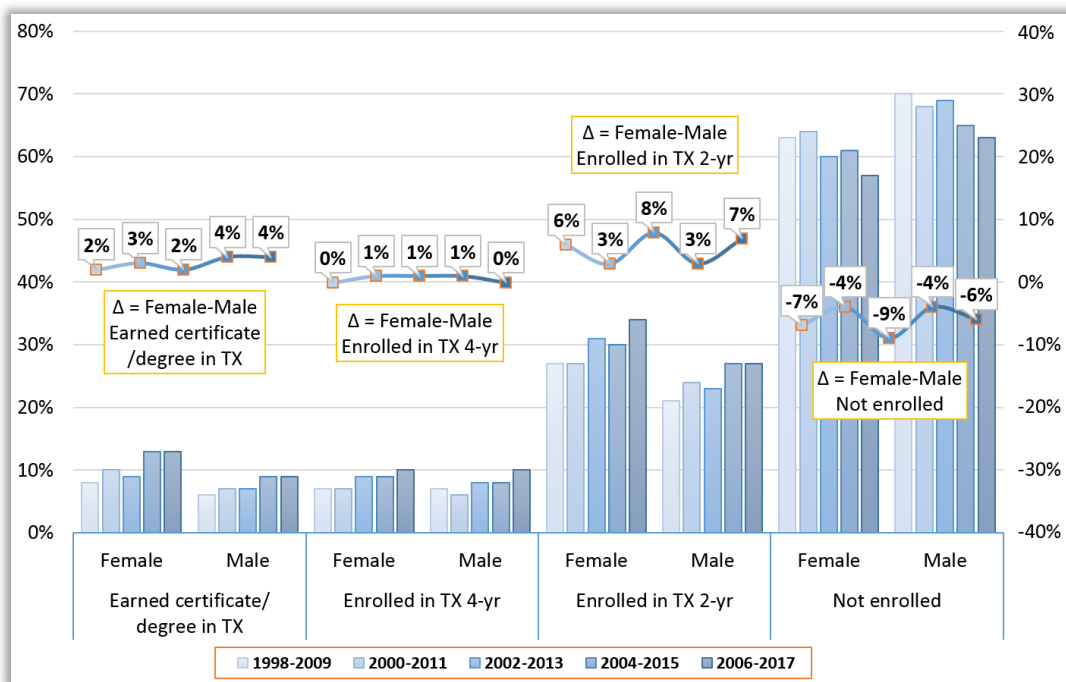
FIGURE 8.9. Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – San Angelo (ESC Region 15): FY 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of Hispanic students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between Hispanic female and Hispanic 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

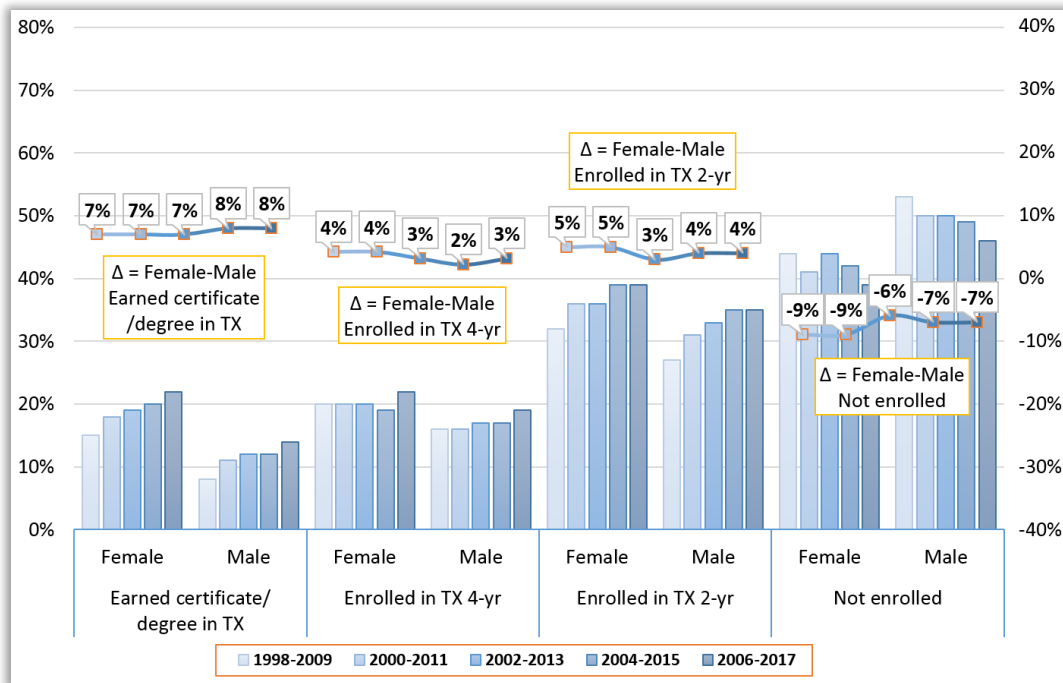
FIGURE 8.10. Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Lubbock (ESC Region 17): FY 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of Hispanic students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between Hispanic female and Hispanic 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

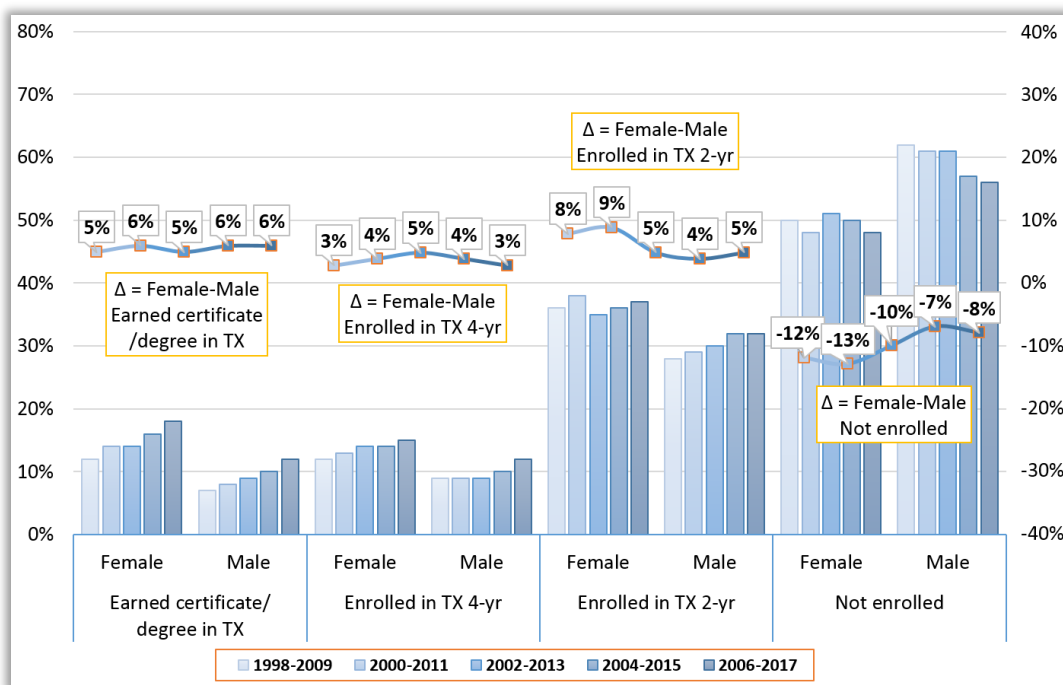
FIGURE 8.11. Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – El Paso (ESC Region 19): FY 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of Hispanic students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between Hispanic female and Hispanic 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

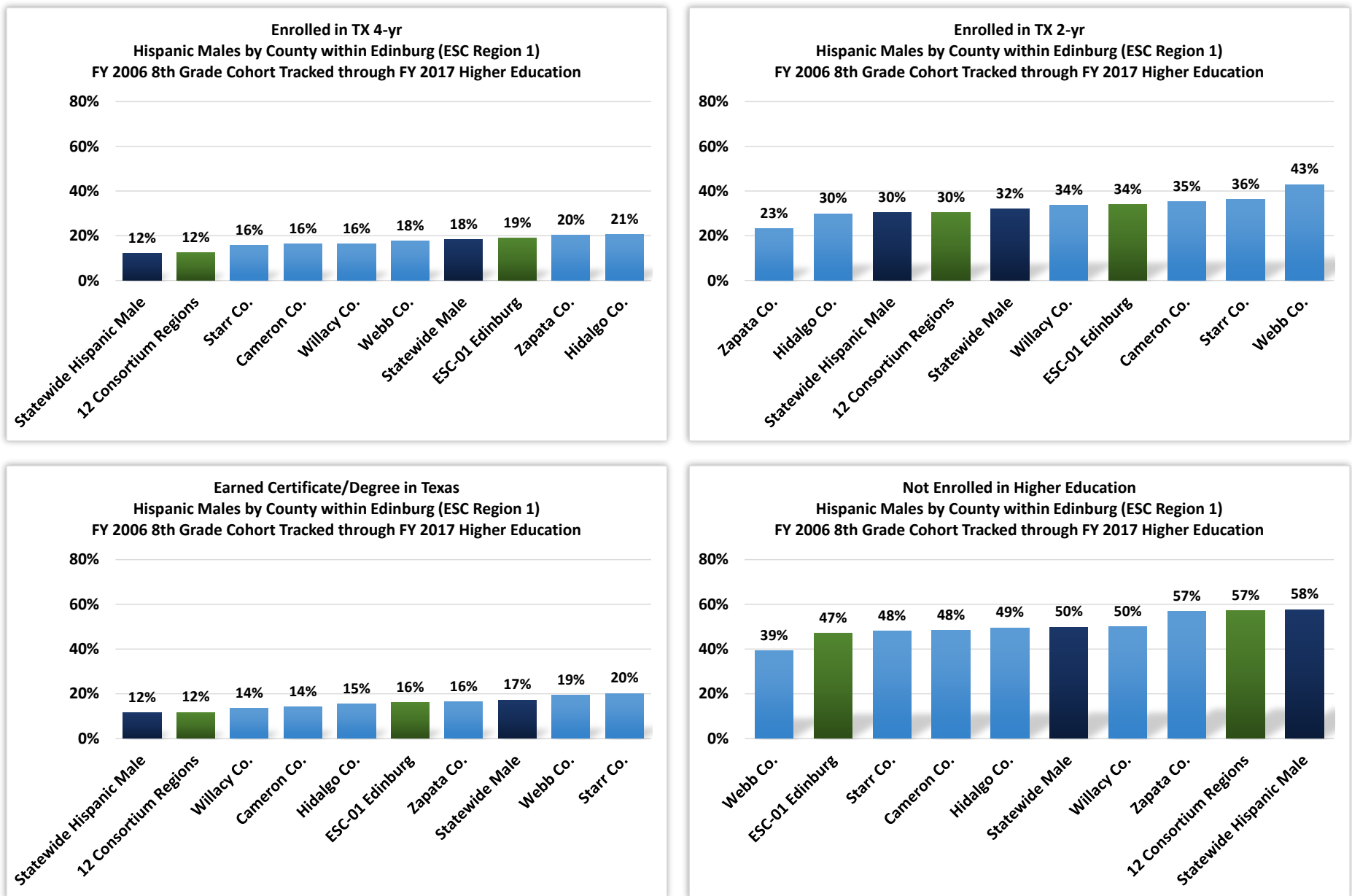
FIGURE 8.12. Educational Outcomes of Hispanic Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – San Antonio (ESC Region 20): FY 1998-2009 to FY 2006-2017



NOTE: The data displayed through the bar graph represent the total percentage of Hispanic students and their educational outcomes by gender. The line graphs represent the percentage difference (Δ) between Hispanic female and Hispanic 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

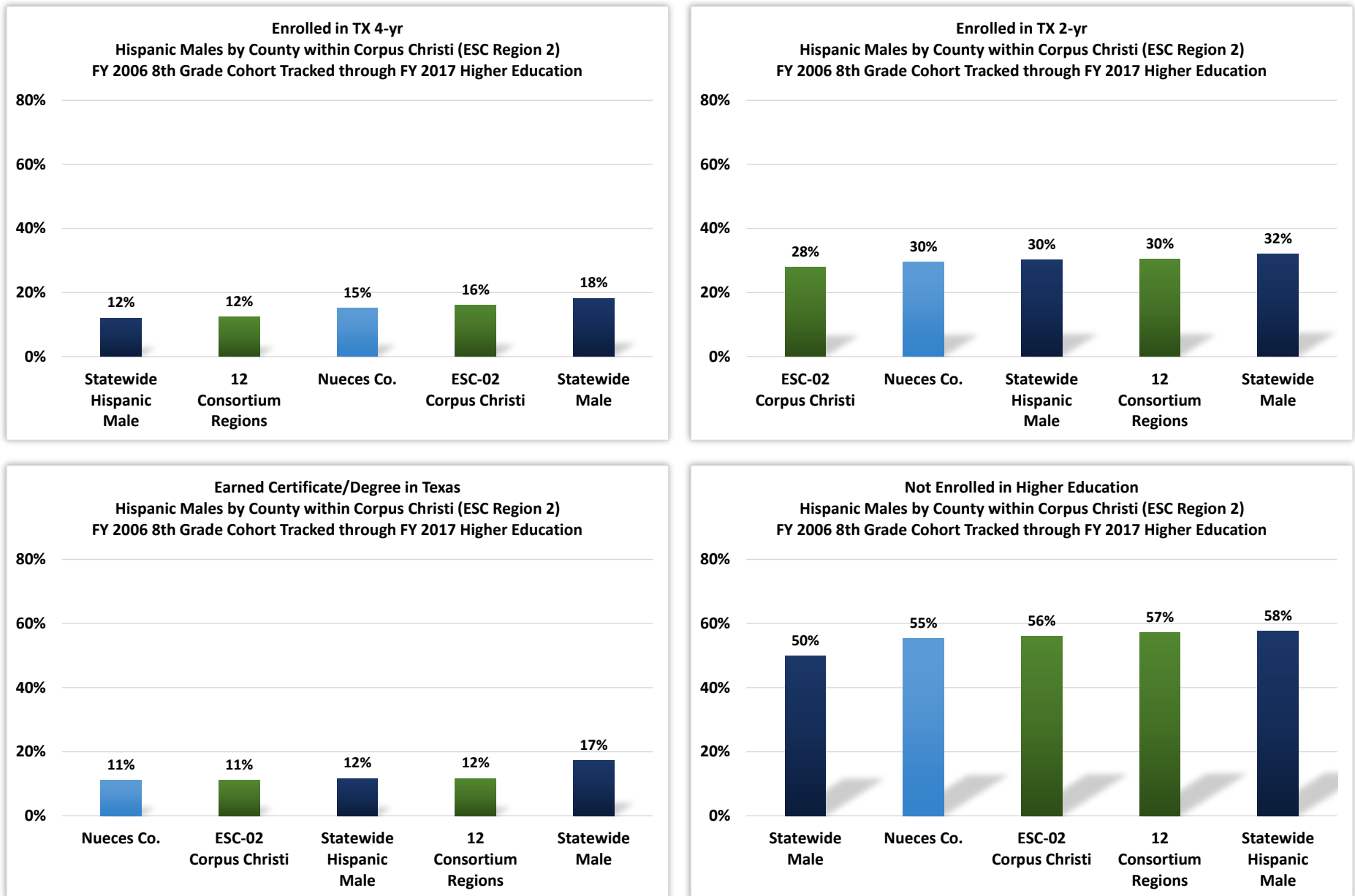
FIGURE 9.1. Educational Outcomes of Hispanic Male 8th Graders in Texas – Edinburg (ESC Region 1) by County: FY 2006 8th Grade Cohort Tracked through FY 2017



NOTE: The data displayed through the bar graph represent the total percentage of Hispanic male students and their educational outcomes. Data displayed by the “12 Consortium Regions” represent the percentage of Hispanic 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

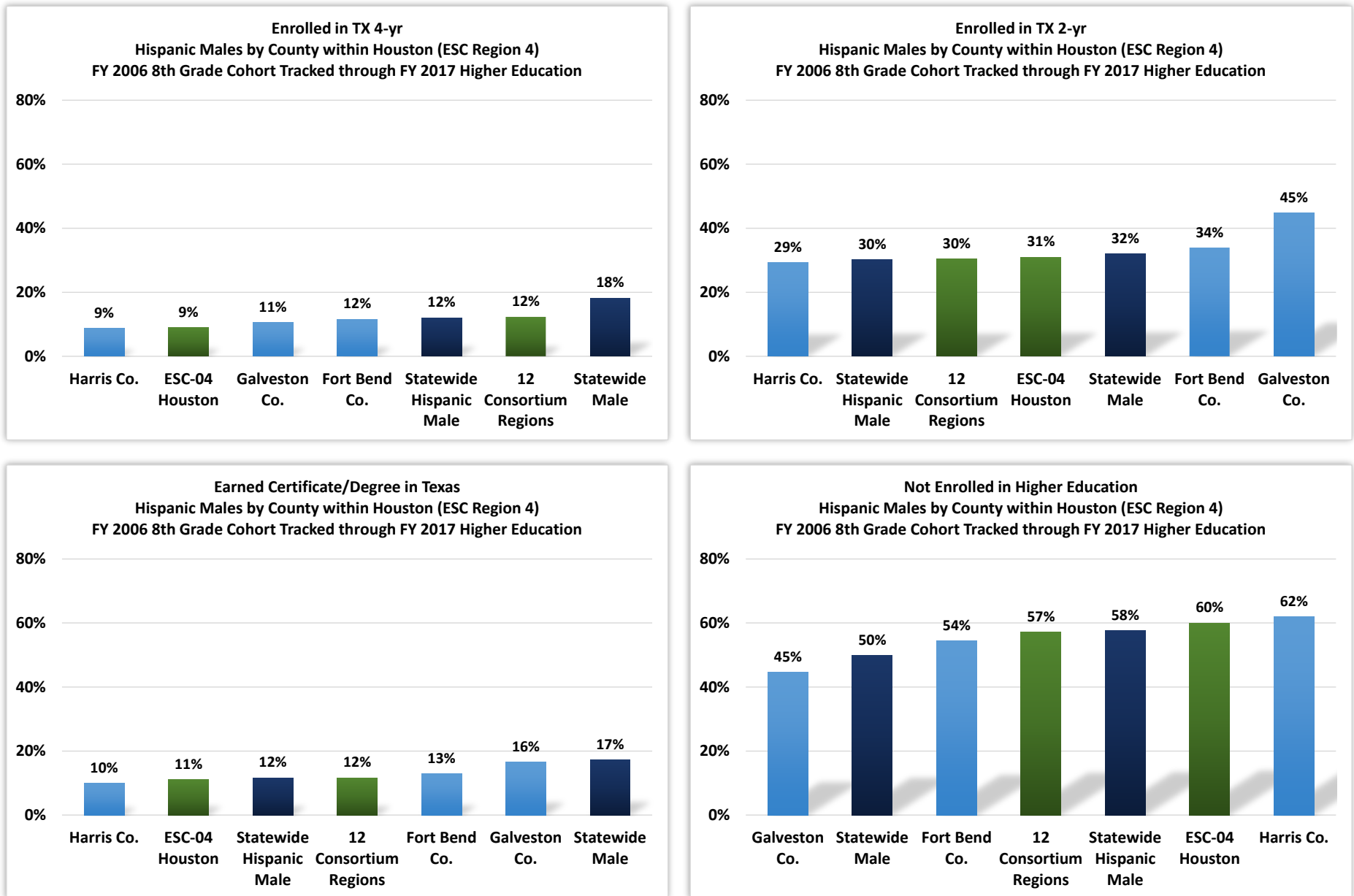
FIGURE 9.2. Educational Outcomes of Hispanic Male 8th Graders in Texas – Corpus Christi (ESC Region 2) by County: FY 2006 8th Grade Cohort Tracked through FY 2017



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

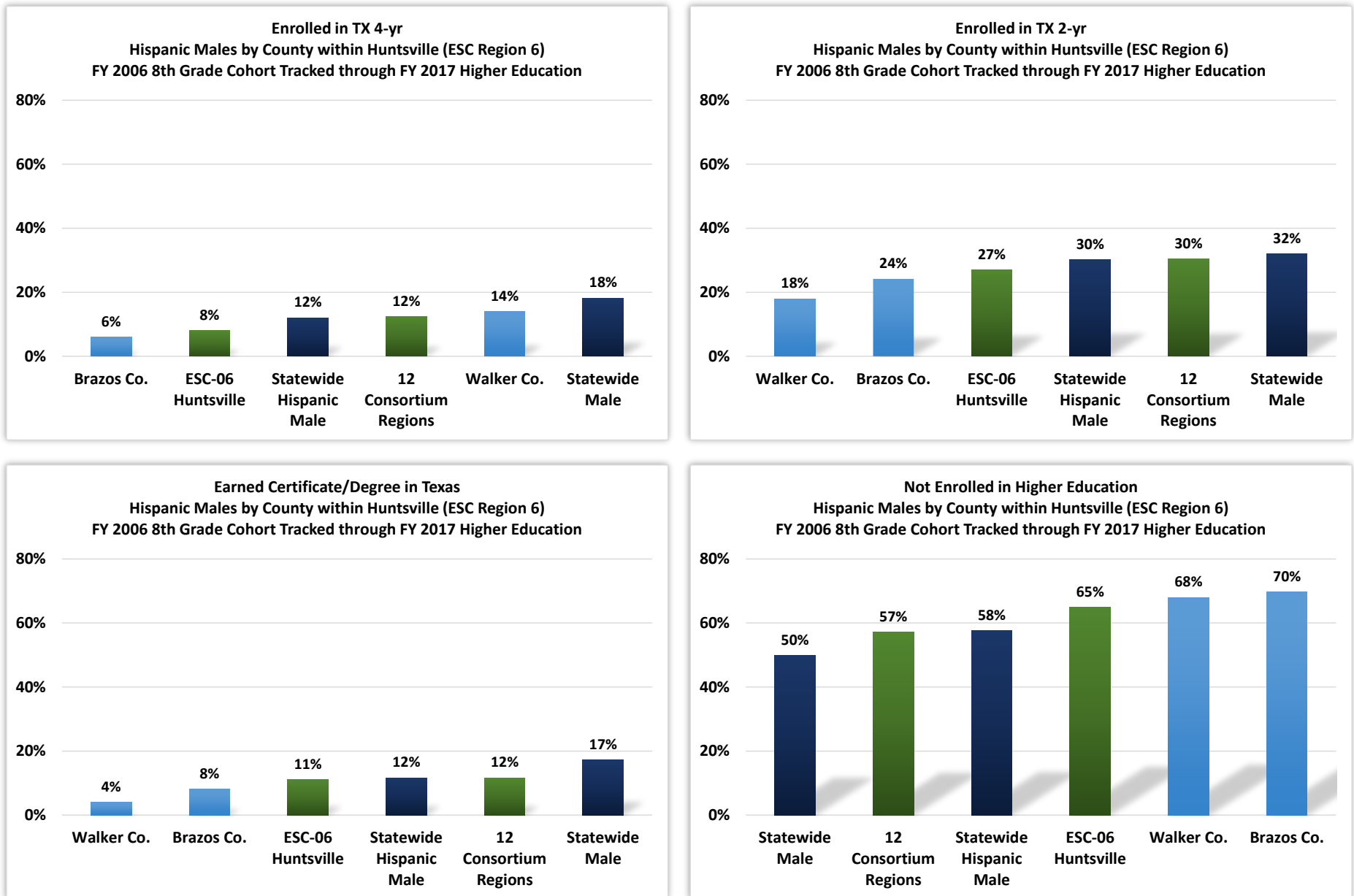
SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohort tracked for eleven years, FY 2006-2017

FIGURE 9.3. Educational Outcomes of Hispanic 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 Hispanic male students and their educational outcomes. Data displayed by the “12 Consortium Regions” represent the percentage of Hispanic 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

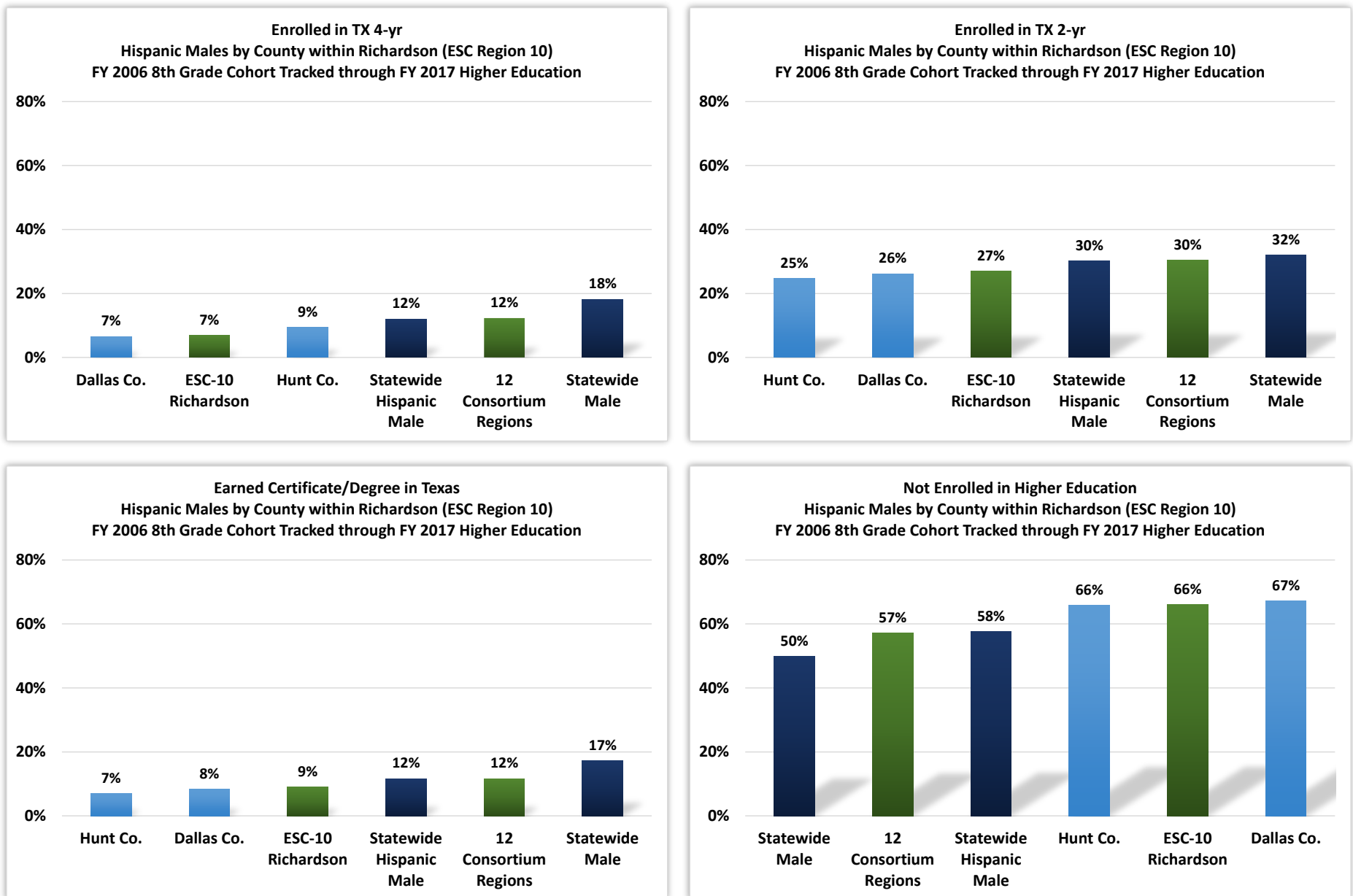
FIGURE 9.4. Educational Outcomes of Hispanic Male 8th Graders in Texas – Huntsville (ESC Region 6) by County: FY 2006 8th Grade Cohort Tracked through FY 2017



NOTE: The data displayed through the bar graph represent the total percentage of Hispanic male students and their educational outcomes. Data displayed by the “12 Consortium Regions” represent the percentage of Hispanic 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

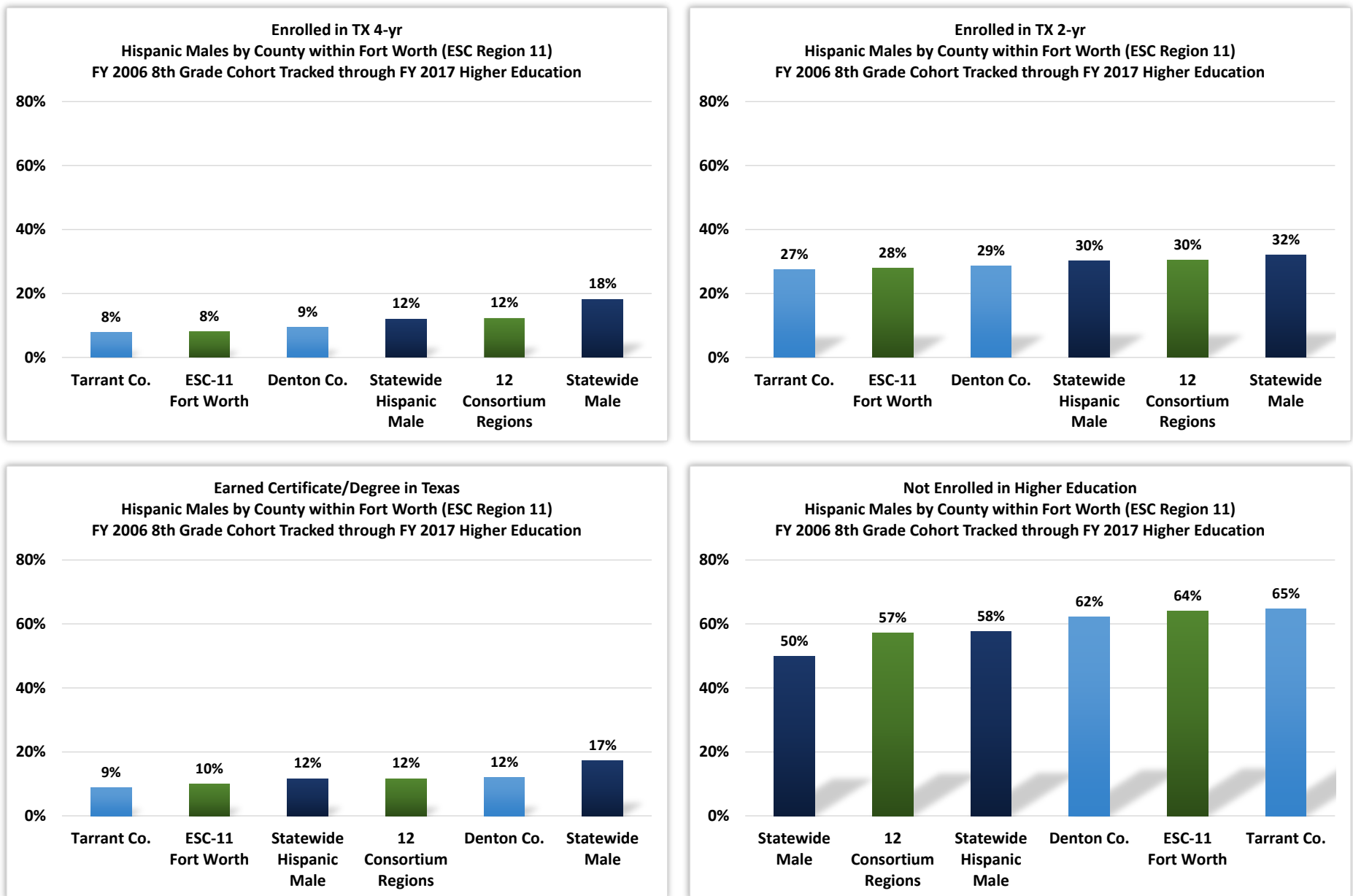
FIGURE 9.5. Educational Outcomes of Hispanic Male 8th Graders in Texas – Richardson (ESC Region 10) by County: FY 2006 8th Grade Cohort Tracked through FY 2017



NOTE: The data displayed through the bar graph represent the total percentage of Hispanic male students and their educational outcomes. Data displayed by the “12 Consortium Regions” represent the percentage of Hispanic 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

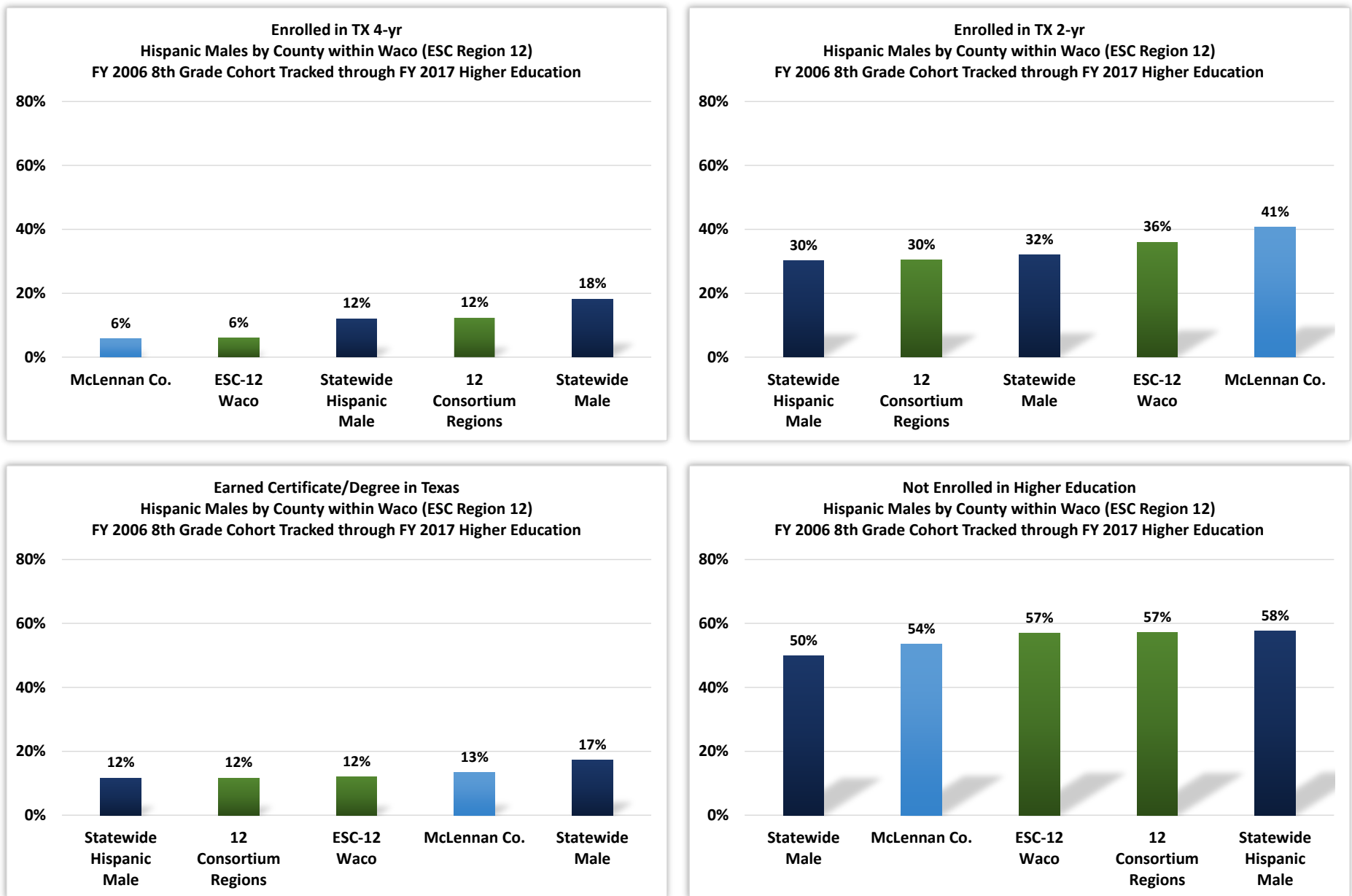
FIGURE 9.6. Educational Outcomes of Hispanic Male 8th Graders in Texas – Fort Worth (ESC Region 11) by County: FY 2006 8th Grade Cohort Tracked through FY 2017



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

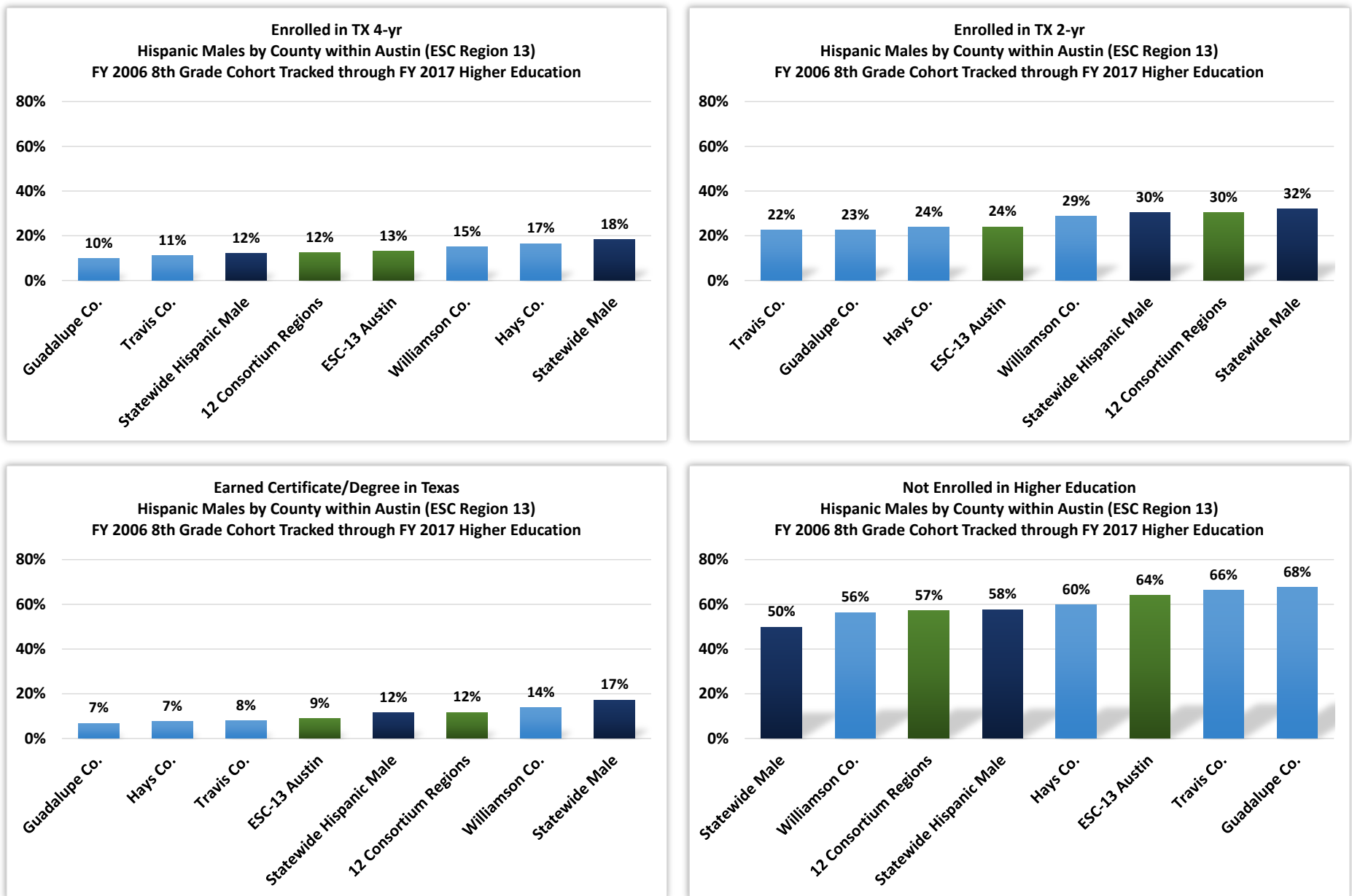
SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohort tracked for eleven years, FY 2006-2017

FIGURE 9.7. Educational Outcomes of Hispanic 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 Hispanic male students and their educational outcomes. Data displayed by the “12 Consortium Regions” represent the percentage of Hispanic 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

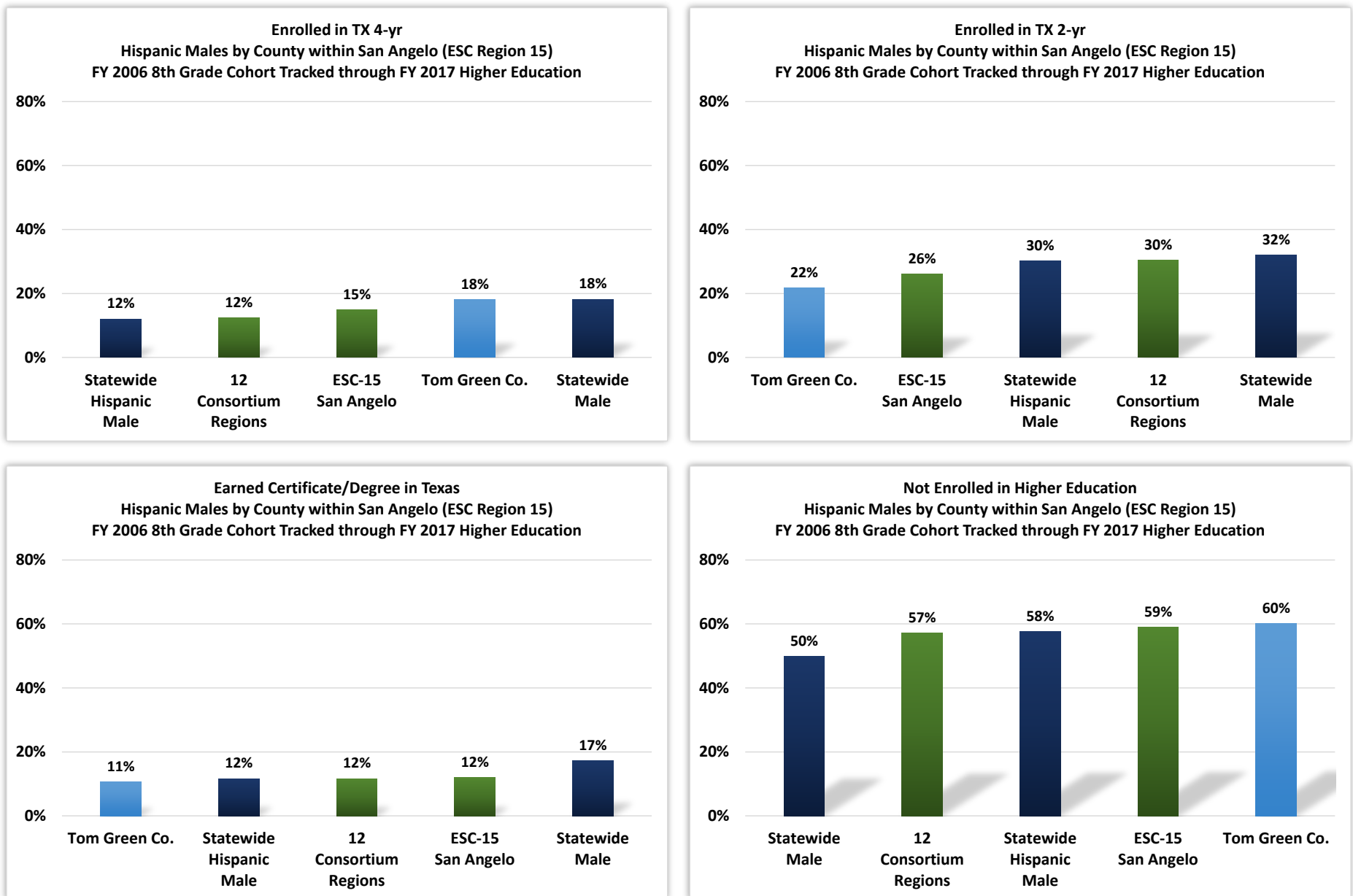
FIGURE 9.8. Educational Outcomes of Hispanic Male 8th Graders in Texas – Austin (ESC Region 13) by County: FY 2006 8th Grade Cohort Tracked through FY 2017



NOTE: The data displayed through the bar graph represent the total percentage of Hispanic male students and their educational outcomes. Data displayed by the “12 Consortium Regions” represent the percentage of Hispanic 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

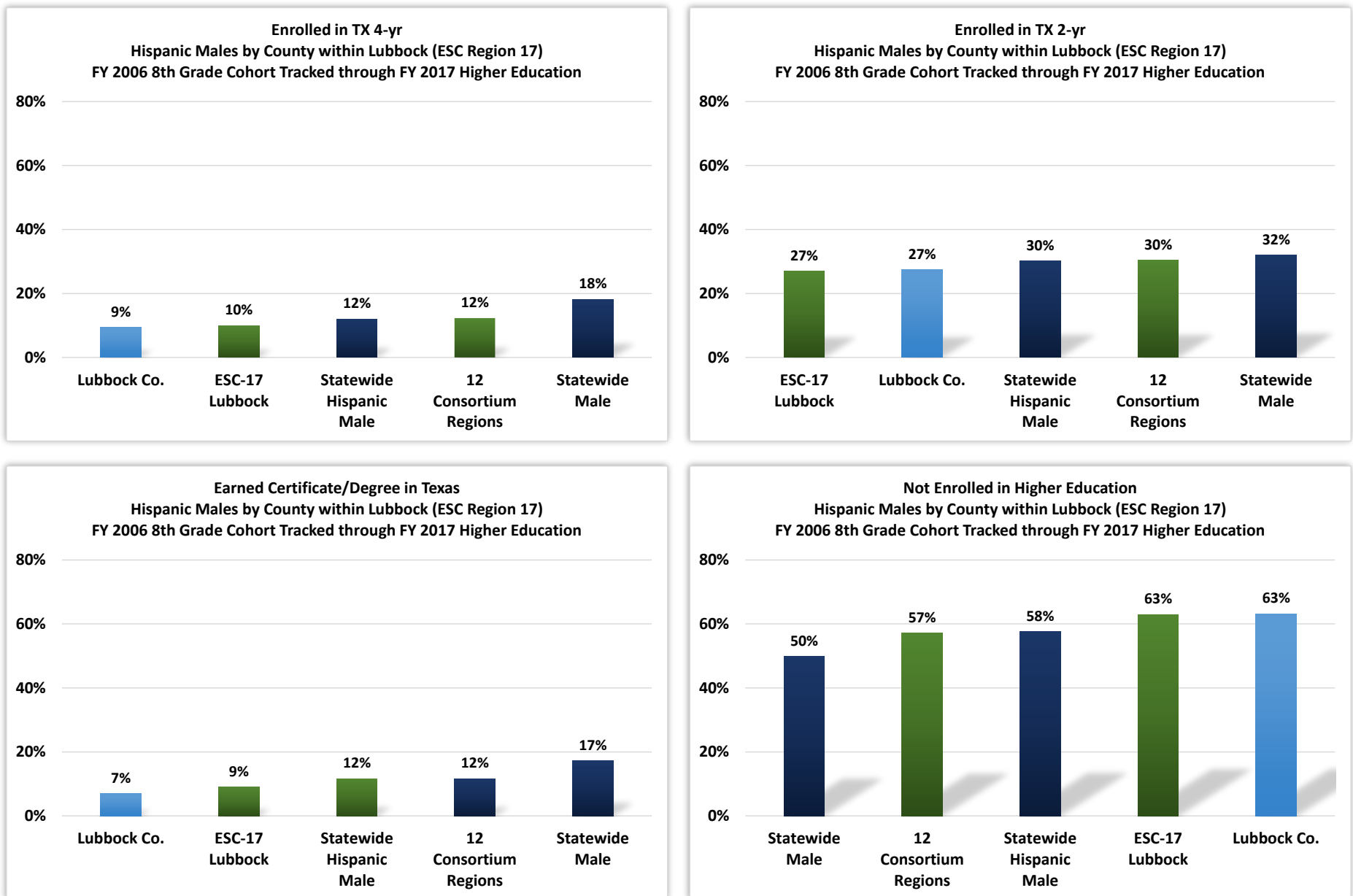
FIGURE 9.9. Educational Outcomes of Hispanic Male 8th Graders in Texas – San Angelo (ESC Region 15) by County: FY 2006 8th Grade Cohort Tracked through FY 2017



NOTE: The data displayed through the bar graph represent the total percentage of Hispanic male students and their educational outcomes. Data displayed by the “12 Consortium Regions” represent the percentage of Hispanic 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

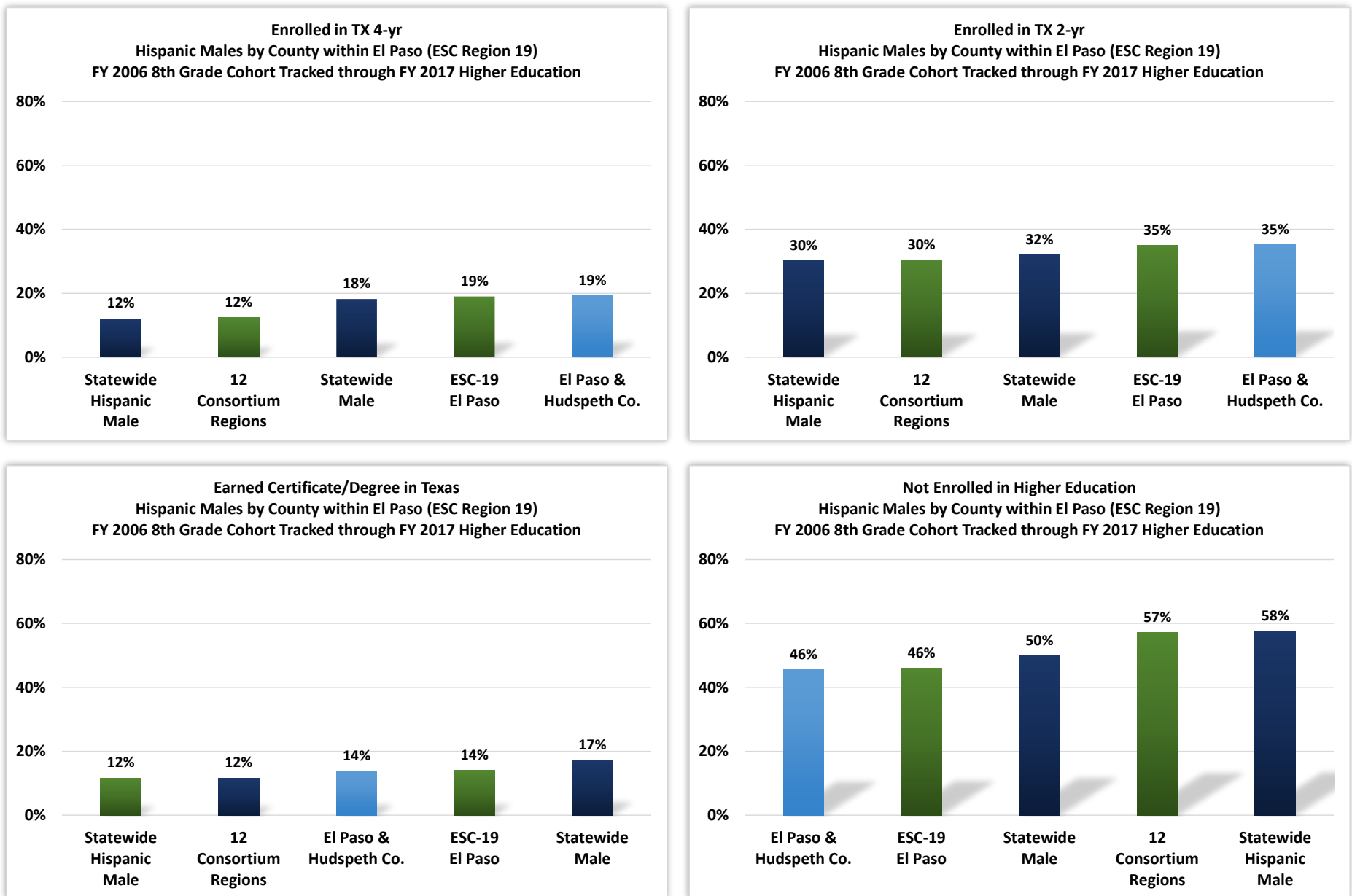
FIGURE 9.10. Educational Outcomes of Hispanic Male 8th Graders in Texas – Lubbock (ESC Region 17) by County: FY 2006 8th Grade Cohort Tracked through FY 2017



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

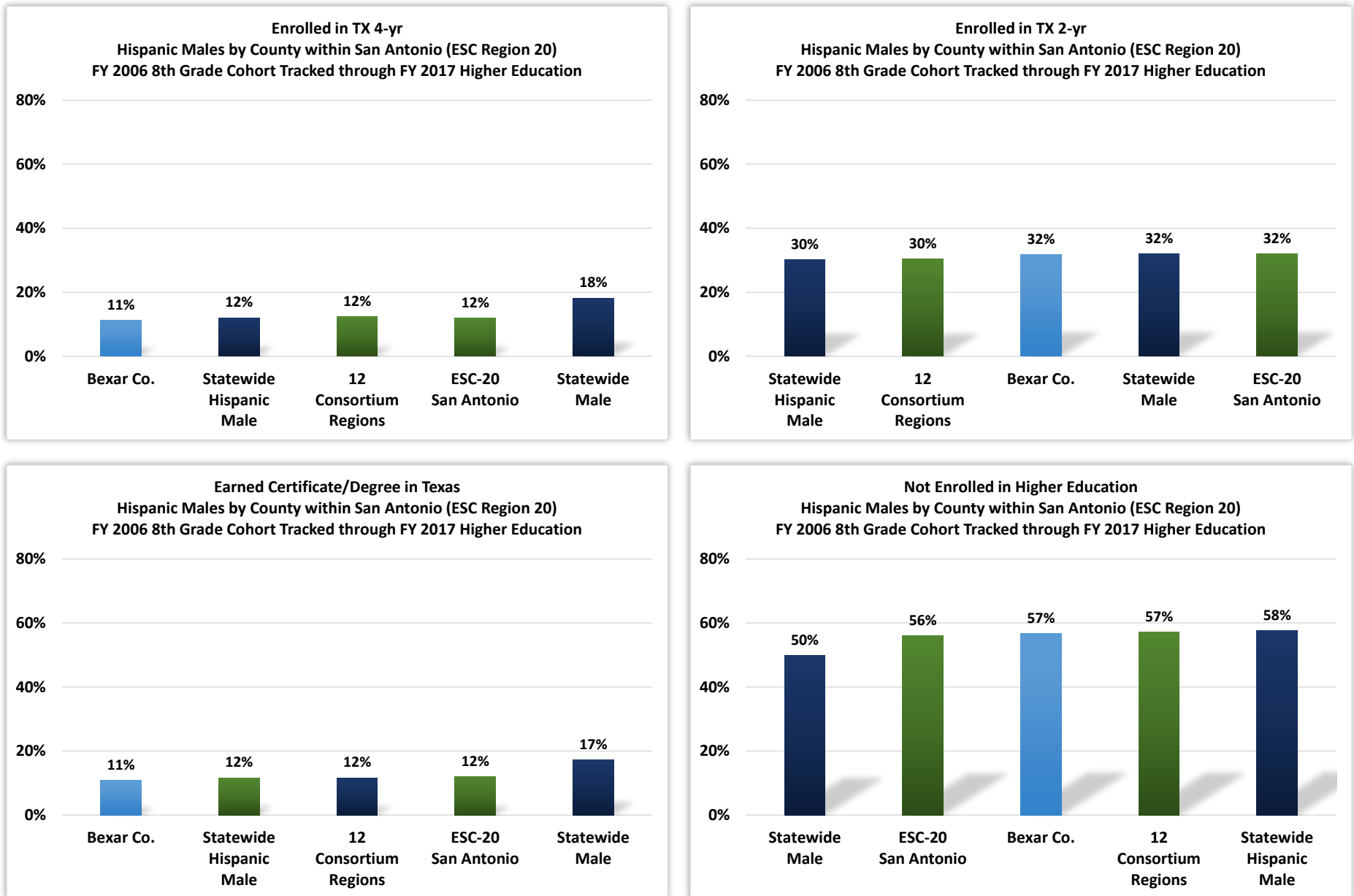
SOURCE: The Texas Higher Education Coordinating Board, 8th grade cohort tracked for eleven years, FY 2006-2017

FIGURE 9.11. Educational Outcomes of Hispanic 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 Hispanic male students and their educational outcomes. Data displayed by the “12 Consortium Regions” represent the percentage of Hispanic 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 Hispanic 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 Hispanic male students and their educational outcomes. Data displayed by the “12 Consortium Regions” represent the percentage of Hispanic 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

REFERENCES

- Levin, J. S., & Kater, S. T. (2013). *Understanding community colleges*. New York, NY: Routledge.
- Murphy, R., & Daniel, A. (n.d.). *Texas Higher Ed Outcomes Tracking Eighth-Graders' Post-Secondary Success*. Retrieved from <https://schools.texastribune.org/outcomes/>
- National Center for Education Statistics (2016). *Digest of education statistics*, 2016. Washington, D.C; Author.
- Perna, L.W. (2006) Studying college access and choice: A proposed conceptual model. In J. C. Smart (Eds), *Higher Education: Handbook of Theory and Research* (Vol. 21, pp. 99–157). Dordrecht: Springer Netherlands.
- Sáenz, V. B. & Ponjuán, L. (2016). *The Texas Education Consortium for Male Students of Color: Cross-Sector Collaboration as a Model for Improving Educational Outcomes*. Viewpoints: Voices from the Field. Washington, DC: American Council on Education.
- The Texas Higher Education Coordinating Board. (1998). 8th grade cohorts tracked through higher education, FY 1998 8th grade cohort [Data file]. Retrieved from <http://www.theccb.state.tx.us/reports/Docfetch.cfm?DocID=9489&Format=XLS>
- The Texas Higher Education Coordinating Board. (2000). 8th grade cohorts tracked through higher education, FY 2000 8th grade cohort [Data file]. Retrieved from <http://www.theccb.state.tx.us/reports/Docfetch.cfm?DocID=7334&Format=XLS&Confirmed=1>
- The Texas Higher Education Coordinating Board. (2002). 8th grade cohorts tracked through higher education, FY 2002 8th grade cohort [Data file]. Retrieved from <http://www.theccb.state.tx.us/reports/Docfetch.cfm?DocID=7336&Format=XLS&Confirmed=1>
- The Texas Higher Education Coordinating Board. (2004). 8th grade cohorts tracked through higher education, FY 2004 8th grade cohort [Data file]. Retrieved from <http://www.theccb.state.tx.us/reports/Docfetch.cfm?DocID=7338&Format=XLS&Confirmed=1>
- The Texas Higher Education Coordinating Board. (2006). 8th grade cohorts tracked through higher education, FY 2006 8th grade cohort [Data file]. Retrieved from <http://www.theccb.state.tx.us/reports/Docfetch.cfm?DocID=9489&Format=XLS>
- The Texas Higher Education Coordinating Board. (2006). [8th grade cohorts tracked through higher education, Latino males in selected counties]. Unpublished raw data.

ACKNOWLEDGMENTS

The data for this Project MALES Research Digest (“Following Hispanic Male 8th Graders through College: A Digest of Longitudinal Enrollment and Graduation Patterns in Texas.”) were made available by the Texas Higher Education Coordinating Board (THECB). The state agency has been documenting long-term educational outcomes for eighth grade student cohorts in Texas public schools over the last nine fiscal years 1998 through 2006.

Project MALES is grateful to the Texas Higher Education Coordinating Board (THECB) 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. Lastly, Project MALES Director, Dr. Emmet Campos, provided editorial assistance for the final publication of this report.

We would also like to acknowledge Dr. Julie Eklund and Lihong Ma from THECB for their support in granting access to eighth grade cohort data. This collaboration with THECB allowed us to provide an in-depth analysis of Hispanic male eighth grade student cohorts in Texas. Lastly but certainly not least, we acknowledge the thousands of boys and young men of color (BYMOC) in the state of Texas, who are navigating the P-20 pipeline as well as the thousands of teachers, administrators, and faculty that dedicate their lives to the educational advancement of these students.

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.

PROJECT MALES AND CONSORTIUM STAFF

Executive Director & Founder

Dr. Victor B. Sáenz

Co-Founder

Dr. Luis Ponjuán (TAMU College Station)

Director

Dr. Emmet Campos

Program Coordinator, Project MALES

Mike Gutierrez

Program Coordinator, CONSORTIUM

Jorge Luis Rodriguez Jr.

Faculty & Research Affiliates

Dr. Veronica Jones (University of North Texas)

Dr. Nydia Sanchez (UT Austin)

Graduate Student Staff

José Del Real Viramontes, Communications Associate

Pavitee Peumsang, Research Associate

Jorge M. Burmicky, Research Associate

Wonsun Ryu, Research Assistant

Myra Barrera, Research Associate

Rodrigo Aguayo, Mentoring Site Coordinator

Enrique Aguayo, Mentoring Site Coordinator

Armando Tellez, Mentoring Site Coordinator

Danielle Marie Zaragoza, Mentoring Site Coordinator

Edgar Fidel Lopez, Mentoring Site Coordinator

Leticia Palomin, Research Associate (Consortium)

Susana Hernandez, Research Associate (Consortium)

Juan Lopez, Research Associate (Consortium)