Following Latina/o 8th Graders through College: A Digest of Longitudinal Enrollment and Graduation Patterns in Texas

By

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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 Latino 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 [Consortium map on page 6].

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 Latina/o 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 3, 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 2 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 5 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 4 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.

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“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.”
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As we draw key observations and conclusions from this data, we have increasingly realized the need for sharing these vital college enrollment and completion trends with the public. Project MALES is committed to releasing several education policy briefs on the following key subjects and regions as it relates to Latino male students in the near future:

- Enrollment patterns in border ESC regions (El Paso and Edinburg) as compared to urban ESC regions (Houston, Austin, Fort Worth, etc.),
- Enrollment patterns in 2-year colleges as compared to 4-year institutions, and
- Enrollment 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/](http://diversity.utexas.edu/projectmales/research-institute/).

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

**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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1 Abbreviation: “Consortium” or “TECMSC”
2 For the purposes of this digest, the terms Hispanic and Latina/o are used interchangeably.
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MAP 1. 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).
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

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<tr>
<td>Female</td>
<td>142,273</td>
<td>146,402</td>
<td>150,817</td>
<td>159,004</td>
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<td>Male</td>
<td>150,438</td>
<td>154,527</td>
<td>159,885</td>
<td>165,312</td>
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<td>Total</td>
<td>292,711</td>
<td>300,929</td>
<td>310,702</td>
<td>324,316</td>
<td>335,708</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Cohort tracked for 11 Years</th>
<th>Gender</th>
<th>Class size</th>
<th>Graduated high school</th>
<th>Enrolled in TX 2-yr</th>
<th>Enrolled in TX 4-yr</th>
<th>TX HE certificate/degree</th>
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<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>FY 1998 - FY 2009</td>
<td>Female</td>
<td>142,273</td>
<td>101,027</td>
<td>71</td>
<td>45,058</td>
<td>32</td>
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<tr>
<td></td>
<td>Male</td>
<td>150,438</td>
<td>96,234</td>
<td>64</td>
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<tr>
<td></td>
<td>Total</td>
<td>292,711</td>
<td>197,261</td>
<td>67</td>
<td>85,788</td>
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<tr>
<td>FY 2000 - FY 2011</td>
<td>Female</td>
<td>146,402</td>
<td>108,479</td>
<td>74</td>
<td>48,403</td>
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<td>Male</td>
<td>154,527</td>
<td>104,653</td>
<td>68</td>
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<tr>
<td></td>
<td>Total</td>
<td>300,929</td>
<td>213,132</td>
<td>71</td>
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<td>FY 2002 - FY 2013</td>
<td>Female</td>
<td>150,817</td>
<td>107,563</td>
<td>71</td>
<td>51,395</td>
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<td>159,885</td>
<td>106,996</td>
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<tr>
<td></td>
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<td>99,107</td>
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<td>FY 2004 - FY 2015</td>
<td>Female</td>
<td>159,004</td>
<td>113,344</td>
<td>71</td>
<td>56,916</td>
<td>36</td>
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<td>165,312</td>
<td>111,519</td>
<td>68</td>
<td>52,158</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>324,316</td>
<td>224,863</td>
<td>69</td>
<td>109,074</td>
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<tr>
<td>FY 2006 - FY 2017</td>
<td>Female</td>
<td>163,733</td>
<td>124,556</td>
<td>76</td>
<td>59,097</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>171,975</td>
<td>124,706</td>
<td>73</td>
<td>54,986</td>
<td>32</td>
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<tr>
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<td>Total</td>
<td>335,708</td>
<td>249,262</td>
<td>74</td>
<td>114,083</td>
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<table>
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<th>Cohort tracked for 11 years</th>
<th>Class size</th>
<th>Educational outcomes</th>
</tr>
</thead>
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<td></td>
<td></td>
<td>Graduated high school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td>FY 1998 - FY 2009</td>
<td>105,690</td>
<td>64,464</td>
</tr>
<tr>
<td>FY 2000 - FY 2011</td>
<td>112,245</td>
<td>73,017</td>
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<td>FY 2002 - FY 2013</td>
<td>121,570</td>
<td>75,246</td>
</tr>
<tr>
<td>FY 2004 - FY 2015</td>
<td>132,598</td>
<td>83,710</td>
</tr>
<tr>
<td>FY 2006 - FY 2017</td>
<td>144,200</td>
<td>102,119</td>
</tr>
</tbody>
</table>

FIGURE 1. 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 2. 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 ($\Delta$) between Hispanic female and Hispanic male students from the 8th grade cohorts tracked from FY 1998-2009 to FY 2006-2017.
FIGURE 3. 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 4. 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 5. 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


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.

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.


FIGURE 6.2. 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.

FIGURE 6.3. 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.


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.
FIGURE 6.5. 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.


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.


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.


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.

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.


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.


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.


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.

FIGURE 7.1. 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 7.2. 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 7.3. Educational Outcomes of Hispanic Male 8th Graders in Texas – Houston (ESC Region 4) by County: FY 2006 8th Grade Cohort Tracked through FY 2017

Enrolled in TX 4-yr
Hispanic Males by County within Houston (ESC Region 4)
FY 2006 8th Grade Cohort Tracked through FY 2017 Higher Education

Enrolled in TX 2-yr
Hispanic Males by County within Houston (ESC Region 4)
FY 2006 8th Grade Cohort Tracked through FY 2017 Higher Education

Earned Certificate/Degree in Texas
Hispanic Males by County within Houston (ESC Region 4)
FY 2006 8th Grade Cohort Tracked through FY 2017 Higher Education

Not Enrolled in Higher Education
Hispanic Males by County within Houston (ESC Region 4)
FY 2006 8th Grade Cohort Tracked through FY 2017 Higher Education

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 7.4. 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 7.5. 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 7.6. 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

Enrolled in TX 4-yr
Hispanic Males by County within Fort Worth (ESC Region 11)
FY 2006 8th Grade Cohort Tracked through FY 2017 Higher Education

Enrolled in TX 2-yr
Hispanic Males by County within Fort Worth (ESC Region 11)
FY 2006 8th Grade Cohort Tracked through FY 2017 Higher Education

Earned Certificate/Degree in Texas
Hispanic Males by County within Fort Worth (ESC Region 11)
FY 2006 8th Grade Cohort Tracked through FY 2017 Higher Education

Not Enrolled in Higher Education
Hispanic Males by County within Fort Worth (ESC Region 11)
FY 2006 8th Grade Cohort Tracked through FY 2017 Higher Education

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 7.7. 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 7.8. 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 7.9. 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 7.10. 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 7.11. 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 7.12. 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


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