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

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

FOR RELEASE: MAY 14, 2018
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 [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 disproportionally 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.

1 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 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.
# 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

Table 1. Number of 8th Graders in Texas by Gender, FY 1998 through FY 2006 ................................................. 10

Table 2. Educational Outcomes of Texas 8th grade Cohorts by Gender, Tracked for 11 Years – State Average: FY 1998-2009 to FY 2006-2017 ................................................................. 10


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

LIST OF FIGURES

Figure 1. Map of the Texas Education Consortium for Male Students of Color ................................................................. 8

Figure 2. Map of Texas Education Service Centers (ESC) ................................................................................................................. 9

Figure 3. Percentage of African American 8th Graders in Texas by Gender, FY 1998 through FY 2006 .................. 12

Figure 4. Educational Outcomes of African American Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – State Average: FY 1998-2009 to FY 2006-2017 ........................................ 12

Figure 5. Earned Certificate/Degree in Texas, African American Male 8th Graders by ESC Region – FY 2006 8th Grade Cohort Tracked through FY 2017 .............................................. 13

Figure 6. Enrolled in Texas 4-Year Institutions, African American Male 8th Graders by ESC Region – FY 2006 8th Grade Cohort Tracked through FY 2017 .............................................. 13

Figure 7. Enrolled in Texas 2-Year Institutions, African American Male 8th Graders by ESC Region – FY 2006 8th Grade Cohort Tracked through FY 2017 .............................................. 14

Figure 8. Educational Outcomes of African American Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – 12 ESC Consortium Regions: FY 1998-2009 to FY 2006-2017 ........................................ 14

Figure 8.1. Educational Outcomes of African American Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Edinburg (ESC Region 1): FY 1998-2009 to FY 2006-2017 ................................................................ 15

Figure 8.2. Educational Outcomes of African American Texas 8th Grade Cohorts by Gender, Tracked for 11 Years – Corpus Christi (ESC Region 2): FY 1998-2009 to FY 2006-2017 ................................................................ 15

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 ................................................................ 16

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 ................................................................ 16

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 ................................................................ 17

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 ................................................................ 17
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 .......................................................... 18

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 .......................................................... 18

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 .......................................................... 19

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 .......................................................... 19

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 .......................................................... 20

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 .......................................................... 20

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 .......................................................... 21

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 .......................................................... 22

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 .......................................................... 23

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 .......................................................... 24

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 .......................................................... 25

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 .......................................................... 26

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 .......................................................... 27

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 .......................................................... 28

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 .......................................................... 29

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 .......................................................... 30

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 .......................................................... 31

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 .......................................................... 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)

Texas Regional Education Service Centers

1 Edinburg 11 Fort Worth
2 Corpus Christi 12 Waco
3 Victoria 13 Austin
4 Houston 14 Abilene
5 Beaumont 15 San Angelo
6 Huntsville 16 Amarillo
7 Kilgore 17 Lubbock
8 Mount Pleasant 18 Midland
9 Wichita Falls 19 El Paso
10 Richardson 20 San Antonio

ESC with Consortium Member Institutions

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>142,273</td>
<td>146,402</td>
<td>150,817</td>
<td>159,004</td>
<td>163,733</td>
</tr>
<tr>
<td>Male</td>
<td>150,438</td>
<td>154,527</td>
<td>159,885</td>
<td>165,312</td>
<td>171,975</td>
</tr>
<tr>
<td>Total</td>
<td>292,711</td>
<td>300,929</td>
<td>310,702</td>
<td>324,316</td>
<td>335,708</td>
</tr>
</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 by Gender, 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>142,273</td>
<td>101,027</td>
<td>45,058</td>
<td>30,421</td>
<td>30,979</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>150,438</td>
<td>96,234</td>
<td>40,730</td>
<td>25,225</td>
<td>21,283</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>292,711</td>
<td>197,261</td>
<td>85,788</td>
<td>55,646</td>
<td>52,262</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>146,402</td>
<td>108,479</td>
<td>48,403</td>
<td>31,516</td>
<td>32,904</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>154,527</td>
<td>104,653</td>
<td>44,668</td>
<td>26,223</td>
<td>23,372</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>300,929</td>
<td>213,132</td>
<td>93,071</td>
<td>57,739</td>
<td>56,276</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>150,817</td>
<td>107,563</td>
<td>51,395</td>
<td>33,108</td>
<td>35,115</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>159,885</td>
<td>106,996</td>
<td>47,712</td>
<td>28,006</td>
<td>25,115</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>310,702</td>
<td>214,559</td>
<td>99,107</td>
<td>61,114</td>
<td>60,230</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>159,004</td>
<td>113,344</td>
<td>56,916</td>
<td>34,418</td>
<td>38,707</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>165,312</td>
<td>111,519</td>
<td>52,158</td>
<td>29,063</td>
<td>27,213</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>324,316</td>
<td>224,863</td>
<td>109,074</td>
<td>63,481</td>
<td>65,920</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>163,733</td>
<td>124,556</td>
<td>59,097</td>
<td>36,472</td>
<td>40,695</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>171,975</td>
<td>124,706</td>
<td>54,986</td>
<td>31,314</td>
<td>29,628</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>335,708</td>
<td>249,262</td>
<td>114,083</td>
<td>67,786</td>
<td>70,323</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cohort tracked for 11 years</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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>FY 1998 - FY 2009</td>
<td>40,665</td>
<td>26,146 64</td>
<td>9,965 25</td>
<td>7,306 18</td>
<td>4,047 10</td>
</tr>
<tr>
<td>FY 2002 - FY 2013</td>
<td>44,451</td>
<td>28,656 64</td>
<td>13,151 30</td>
<td>8,421 19</td>
<td>4,984 11</td>
</tr>
<tr>
<td>FY 2004 - FY 2015</td>
<td>46,843</td>
<td>29,758 64</td>
<td>15,473 33</td>
<td>9,013 19</td>
<td>5,861 13</td>
</tr>
<tr>
<td>FY 2006 - FY 2017</td>
<td>50,671</td>
<td>34,192 67</td>
<td>17,158 34</td>
<td>10,053 20</td>
<td>6,622 13</td>
</tr>
</tbody>
</table>


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

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


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.
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
FIGURE 7. Enrolled in TX 2-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


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.

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.

FIGURE 8.2. Educational Outcomes of African American 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 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.

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.


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.


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.


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.


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.


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.


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.


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.

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.


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.

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. SOURCES: 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

**Enrolled in TX 4-yr Higher Education**
- McLennan Co.: 12%
- ESC-12 Waco: 13%
- Statewide African American Male: 17%
- 12 Consortium Regions: 17%
- Statewide Male: 18%

**Enrolled in TX 2-yr Higher Education**
- 12 Consortium Regions: 31%
- Statewide African American Male: 32%
- Statewide Male: 32%
- ESC-12 Waco: 37%
- McLennan Co.: 45%

**Earned Certificate/Degree in Texas**
- ESC-12 Waco: 10%
- 12 Consortium Regions: 10%
- Statewide African American Male: 10%
- McLennan Co.: 10%
- Statewide Male: 17%

**Not Enrolled in Higher Education**
- McLennan Co.: 43%
- Statewide Male: 50%
- ESC-12 Waco: 50%
- 12 Consortium Regions: 52%
- Statewide African American Male: 52%

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

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
REFERENCES


ACKNOWLEDGMENTS

The data for this Project MALES Research Digest (“Following African American 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. 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 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.

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 African American 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)