



# Project MALES

Mentoring to Achieve Latino Educational Success

RESEARCH DIGEST NO. 3

MARCH 2021

# A Decade of Disparities

## Examining National Educational Outcomes for Male Racial Subgroups

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## EXECUTIVE SUMMARY

The COVID-19 pandemic has created unprecedented challenges to the American educational system. Unfortunately, marginalized communities, especially male students of color, have been adversely affected by this pandemic. This report provides current national level educational data, disaggregated by race and gender, that provides critical insights about the plight of male students of color over a decade from 2010 to 2020. This research digest highlights the disparities in educational outcomes over a decade for male students of color. We identified several key findings to illustrate how male students of color overcome barriers throughout their educational pathways.

This research digest highlights the power of disaggregated educational data because it provides a nuanced look at educational attainment rates for male racial subgroups. We also assert that exploring this issue should not be explained using a deficit-based narrative that suggests these disparities of educational outcomes are solely based on individual-based characteristics (e.g. lack of motivation). This research digest concludes with our recommendations for ten action steps over the next decade that compels school districts, community colleges, bachelor's degree granting institutions, communities, and educational policy leaders to address this national challenge during the pandemic and beyond.



### HIGH SCHOOL COMPLETION RATES

Across all the male racial subgroups, no male racial sub group had a high school graduation rate above 40 percent. Specifically, within racial subgroup, Black males had the highest completion rates of 36.4 percent while Asian males had the lowest with only 16.6 percent who earned a high school diploma (see Figure 3).

### WHITE MALE STUDENTS' TRENDS

Over the last decade, White males had increases at the Bachelor's degree level (2.9 percent) and at the postbaccalaureate degree level (2.0 percent). A decade later, White males continue to out earn all other male racial subgroups by total numbers and percentages (e.g. except Asian males with Bachelor's and Postbaccalaureate degrees) in postsecondary credential and degree completion rates (see Table 2).

### HISPANIC MALE STUDENTS' TRENDS

Hispanic males were the only male ethnic subgroup who decreased in high school degree completion from 2010-2020. Hispanic males had a 2.7 percent decrease. During that same period, there was an overall population increase of Hispanic males in the U.S. population of 4.1 million (see Table 1).

### BLACK MALE STUDENTS' TRENDS

In 2020, approximately 2.8 million Black males started college but did not earn a college credential or degree. Compared to Hispanic and Asian males, Black males had the largest stop-out rates (i.e. approximately 20 percent). Unfortunately, when compared to 2010, there was marginal differences in their stopping out behavior (approximately 21 versus 20 percent, respectively) (see Table 4).

### ASIAN MALE STUDENTS' TRENDS

Although rarely often discussed or known, approximately 1 million (13.5 percent) Asian males 18 years or older enrolled in postsecondary education but never completed their degree or credential (see Table 5).

**The disparate impact of Covid-19 pandemic: Education attainment and Unemployment rates**

The ongoing Covid-19 pandemic has revealed that male racial sub-group unemployment rates<sup>i</sup> are directly related to individual educational attainment levels (Bureau of Labor Statistics, 2021a). For example, in 2020, White males (aged 25 or older) had the lowest unemployment rates (9.3 percent) compared to Asian males who had almost twice as high rate (18.5 percent). More importantly, despite earning a bachelor’s degree all men of color subgroups (7, 7.5, and 5.4, respectively) had higher unemployment rates than White males (4.6 percent) (see Figure 1).

Upon closer review of the male unemployment rates, Hispanic males and African males, which represents the largest and fastest growing racial subgroups, had higher unemployment rates despite earning an associate’s or bachelor’s degree compared to White and Asian male racial subgroups. Finally, the pandemic also highlights that unemployment rates has adversely affected for males of color aged 25 or older<sup>ii</sup>.

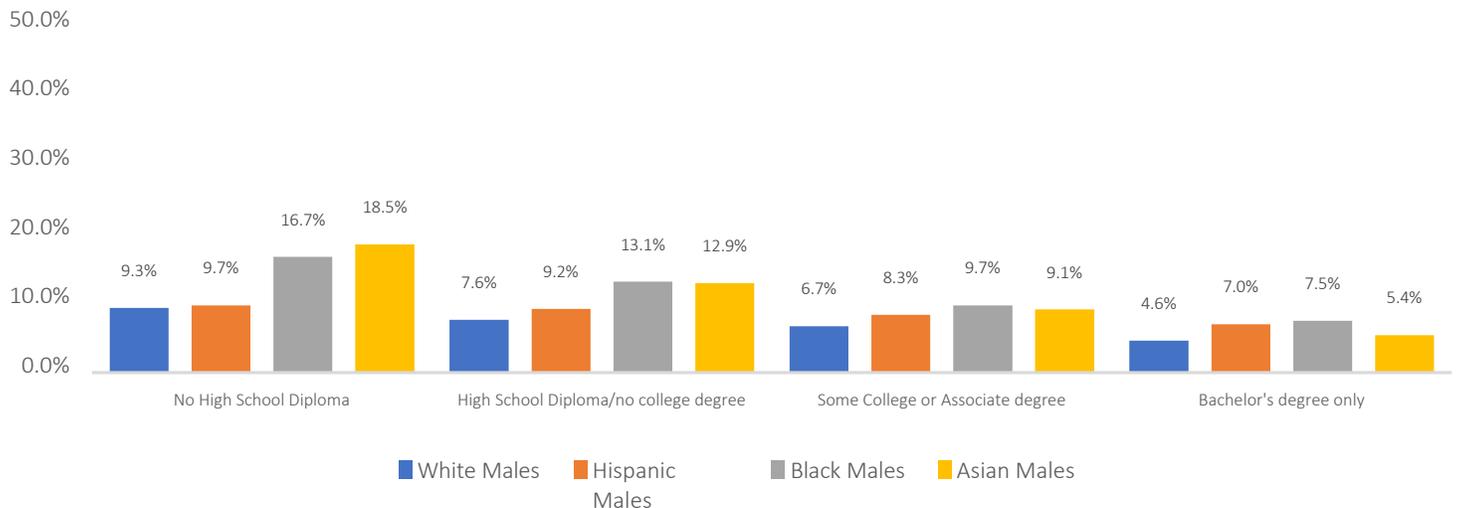


**Higher educational attainment levels still do not improve disparities in unemployment rates**

*More importantly, despite earning a bachelor’s degree all men of color subgroups (7, 7.5, and 5.4, respectively) had higher unemployment rates than White males (4.6 percent) (see Figure 1).*

**Figure 1**

*Unemployment status of the civilian noninstitutional population by Males aged 25 or older, racial group, and educational attainment levels.*



**The disparate impact of Covid-19 pandemic: Education attainment and weekly median earnings**

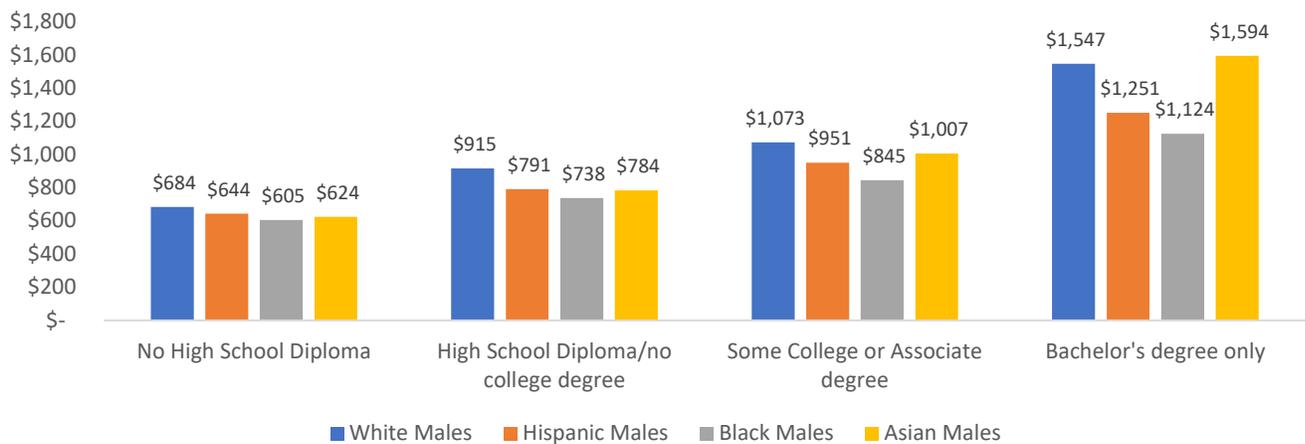
Together with unemployment rates, individual weekly median rates varied by educational attainment levels (Bureau of Labor Statistics, 2021b). Despite not earning a high school degree, White males earned higher weekly median incomes compared to all other male racial subgroups (see Figure 2). The data also suggests that earning a college education credential (e.g. associates degree) compared to no high school degree increases Hispanic males’ weekly median salary by almost 1.5 times. With the exception of Asian males who earned a bachelor’s degree, all males of color had lower weekly earnings compared to White males, at every educational attainment level (see Figure 2).

**Educational attainment levels still do not benefit male students of color median weekly earnings**

*With the exception of Asian males who earned a bachelor’s degree, all males of color had lower weekly earnings compared to White males, at every educational attainment level.*

**Figure 2**

Usual 2020 median weekly earnings of full time wage and salary works by males, 25 years or older, racial sub group, and educational attainment levels.



Based on this relationship between male educational attainment levels and unemployment rates and earnings, we closely examined the historical patterns of educational outcomes for men of color across racial subgroups. Toward that goal, this research digest, as part of the Texas Education Consortium for Male Students of Color (Consortium) research digest series, we examined national level U.S. Census population datasets to compare disparities in educational outcomes for men of color.

There are compelling reasons why we must examine the disparities in educational attainment of male students of color in schools and postsecondary institutions. Historically, male students of color, compared to their White male peers, disproportionate educational resources in school district funding (Addis & Withington, 2016), disparities in high school degree completion rates (NCES, 2019), and limited access to postsecondary education (Eichelberger, et al. 2017). These studies highlight the importance to explore how these inequalities shape the long-term pathways to postsecondary for these marginalized male student racial subgroups. This also suggests that we must critically examine the systemic educational factors that contribute to these disparities.

**THE BARRIERS ON THE PATHWAY TO A POSTSECONDARY EDUCATION FOR MALE STUDENTS OF COLOR**

**Improving college going knowledge for BYMOC**

School personnel are critical for providing underrepresented students the knowledge and support to apply and enroll in postsecondary education. Scholars have found that school counselors and psychologists play a pivotal role in creating and fostering a college-going culture in urban school settings for students demonstrating academic gaps (Hines, et al. 2019). Scholars have also posited that students’ lack of financial literacy, distrust in services, and inability to access reliable sources of information are detrimental to their college academic pursuits (Eichelberger et al., 2017). These studies have highlighted the critical need for teachers, professional staff, and school district leaders to help boys and young men of color (BYMOC) develop and increase college-going knowledge to apply, enroll, and complete a postsecondary credential or degree.



**THE CHALLENGING EDUCATIONAL PATHWAYS AT THE SCHOOL LEVEL FOR MALE STUDENTS OF COLOR**

**SCHOOL PERSONNEL MATTER**

Scholars have found that school counselors and psychologists play a pivotal role in creating and fostering a college-going culture in urban school settings for students demonstrating academic deficiencies.

**SCHOOL FUNDING DEFICIT DAMAGES**

As a result, scholars have noted that schools lack the necessary resources to provide adequate support for their students, especially those located in poor neighborhoods.

**SYSTEMIC RACISM PERSISTS**

Recent studies highlight that despite legal reforms on school segregation, certain schools across the nation face micro- and macro-aggressions that perpetuate inequality in schools

**Fiscal underfunding for marginalized school districts**

Scholars have found that male students of color who attend schools with inadequate funding are less likely to attend college than their peers from better funded schools (Addis & Withington, 2016; Arnett, 2019). As a result, scholars have noted that schools lack the necessary resources to provide adequate support for their students, especially those located in low income neighborhoods (Blake et al., 2019). In addition, there is a growing concern on how to address public funding for schools in high poverty neighborhoods to benefit marginalized students of color (Guo-Brennan, 2020). The composite of these studies highlights the connection between funding and educational opportunities and outcomes, especially for male racial subgroups.

**Systemic racism in the educational system**

Coupled with the lack of educational personnel student support and endemic low school funding, male students of color also endure broader systemic racism as they attempt to navigate educational school systems. Recent studies highlight that despite legal reforms on school segregation, across the nation students of color who attend these underfunded schools still endure micro-aggressions and macro-aggressions throughout their school experiences (Compton-Lilly, 2020). More importantly, other scholars have noted that teachers often lack culturally responsive teaching methods to address the increasing diversity of students of color in the classroom (Marrun, 2018). As a result, students of color face disproportionate classification of learning disabilities that hinders or disrupts their educational pathways to postsecondary education (Cordell, 2020). Collectively, these studies provide a sobering portrait of ongoing racism that inhibits students of color, especially male students of color from successfully navigating the educational system.

### **Challenges for male students of color to complete a postsecondary education**

In postsecondary education, males of color face challenges at both community colleges and bachelor's degree granting institutions. Scholars suggest that undocumented Latinx students' legal status and financial hardship contributes to stopping out and delayed degree completion at community colleges (Terriquez, 2015). Additionally, scholars detailed how Black males' prior academic deficiencies incurred in their K-12 experiences impacts degree completion at community colleges (Shabazz, 2020). At bachelor's degree granting institutions, scholars posit that Black males at Predominately White Institutions (PWIs) struggle with finding community, navigating institutional climate issues, and personal accountability (Parker et al., 2016). Scholars also suggest Latino males' student identities and psychological stress play a role in retention and degree completion (Ramirez, 2017). Even though these students entered postsecondary education, these studies highlight that male students of color face daunting institutional barriers to complete a degree.



#### **THE CHALLENGING EDUCATIONAL PATHWAYS AT THE POSTSECONDARY LEVEL FOR MALE STUDENTS OF COLOR**

##### **COLLEGE BARRIERS EXISTS**

At four-year institutions, scholars posit that Black males at white colleges struggle with finding community, navigating institutional climate issues, and personal accountability.

##### **EFFECTS OF PANDEMIC ON COLLEGE ENROLLMENT**

"The decline in male enrollment is nearly three times steeper than women overall (-6.9% vs. -2.6%)" (National Student Clearinghouse, 2020, p.4). Specifically, in fall 2020, Black male students had significant enrollment declines at two-year public institutions at -19.8 percent, followed by Hispanic males at -16.6 percent. (National Student Clearinghouse, 2020).

### **Pandemic college enrollment trends for male students of color**

Finally, fall 2020 enrollment data also sheds disturbing evidence that there was a decrease in male students of color enrollment in postsecondary institutions, especially at community colleges. According to a current National Student Clearinghouse (2020) report, "Undergraduate student numbers are down in all institution sectors, with the largest drop occurring in community colleges (-9.5%), followed by private nonprofit four-year colleges (-2.1%), public four-year colleges (-1.9%), and private for-profit four-year colleges (-0.1%)" (p. 1). They also noticed gender enrollment differences, "the decline in male enrollment is nearly three times steeper than women overall (-6.9% vs. -2.6%)" (p.4). Specifically, in fall 2020, Black male students had significant enrollment declines at public community colleges at -19.2 percent, followed by Hispanic males at -16.6 percent (National Student Clearinghouse, 2020). The data portends a difficult portrait for male students of color in postsecondary education. The composite of this report and the aforementioned school and postsecondary trends compels educational leaders, scholars, and state and national political leaders to address this issue.

**HIGH SCHOOL COMPLETION RATES FOR MALE STUDENTS BY RACIAL SUB-GROUP FOR 2010 AND 2020 (18 YEARS OR OLDER)**



**THE CHALLENGES OF EARNING A HIGH SCHOOL DIPLOMA ACROSS MALE RACIAL SUBGROUPS.**

Across all the male racial subgroups, no male racial sub group had a high school graduation rate above 40 percent. Specifically, within racial subgroup, Black males had the highest completion rates of 36.4 percent while Asian males had the lowest with only 16.6 percent who earned a high school diploma (see Figure 3). It might be noted; recent national high school completion rates are higher for the past year than reflected in this research digest (NCES, 2019). This 2020 census dataset includes a larger number of males for the past several decades who are aged 18 and older (see Appendix A for methodology).

**HISPANIC MALE STUDENT POPULATION GROWS, BUT HIGH SCHOOL DEGREE COMPLETION DECLINES.**

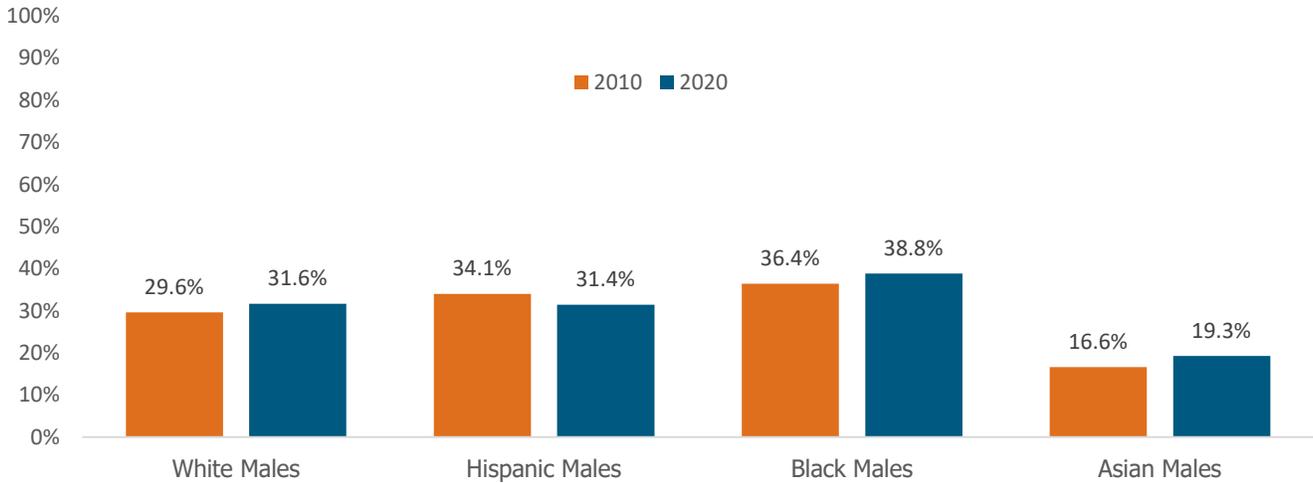
Hispanic males were the only male ethnic subgroup who decreased in high school degree completion from 2010-2020. Hispanic males had a 2.7 percent decrease. During that same period, there was an overall population increase of Hispanic males in the U.S. population of approximately 4.1 million (see Table 1).

**BLACK MALE STUDENTS CONTINUE TO INCREASE HIGH SCHOOL COMPLETION RATES.**

Black males over the age of 18 had an increase in high school completion rates between 2010 and 2020. Specifically, there was a 2.4 percentage increase in black male high school completion rates. That is, 5.2 million Black males earned a high school, compared to 28.2 million White males (see Table 1).

**Figure 3**

*National High school completion rates by male ethnic subgroups between 2010-2020 (18 years or older)*



**There is a dearth of males earning a high school degree (18 years and older)**

No male racial subgroup had a high school graduation rate above 40 percent.

**Table 1**

*Total population and high school graduation totals by male racial subgroup 18 or older (2010 and 2020).  
Note: all totals are in thousands*

Male racial subgroup	2010			2020		
	Total U.S. population	Total High school degree completed	Percentage of total population	Total U.S. population	Total High school degree completed	Percentage of total population
White	91,183	28,849	29.6%	95,463	28,263	31.6%
Hispanic	16,438	5,166	34.1%	20,551	6,998	31.4%
Black	12,269	4,764	36.4%	14,467	5,271	38.8%
Asian	5,055	974	16.6%	7,456	1,239	19.3%

**POSTSECONDARY EDUCATION ATTAINMENT RATES FOR WHITE MALE RACIAL SUBGROUP FOR 2010 AND 2020 (18 YEARS OR OLDER)**



**WHITE MALES DECREASED STOPPING OUT BEHAVIOR IN THE LAST DECADE.**

In 2020, approximately 17.1 million, about 17.6 percent, White males have stopped out of college before earning any postsecondary credential or degree. There was a modest decrease in stopping out behavior for White males (approximately 1.2 percent) in the last decade (see Figure 4).

**WHITE MALES HAVE SUCCESS IN ASSOCIATE DEGREES COMPLETION.**

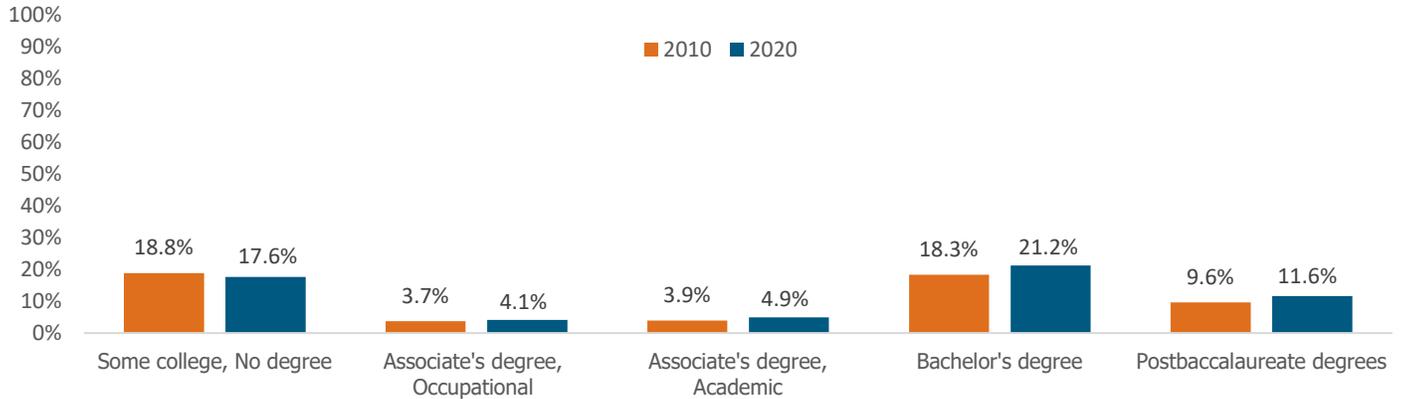
In 2020, across all male racial subgroups, White males had the highest combined percentage (9 percent) Associate degree completion rates (e.g. Associate degree Occupational and Academic) (see Table 2).

**WHITE MALES' ACADEMIC SUCCESS IN BACHELOR'S DEGREES AND BEYOND.**

Over the last decade, White males had increases at the Bachelor's degree level (2.9 percent) and at the postbaccalaureate degree level (2.0 percent). A decade later, White males continue to out earn all other male racial subgroups by total numbers and percentages (e.g. except Asian males with Bachelor's and Postbaccalaureate degrees) in postsecondary credential and degree completion rates (see Table 2).

**Figure 4**

*Postsecondary educational attainment rates for White male racial sub group for 2010 and 2020 (18 years or older)*



**In the last decade, White males reported gains in postsecondary educational attainment rates**

White males had percentage increases at every level of postsecondary credential or degree.

**Table 2**

*Educational attainment completion rates by White male racial sub group for 2010 and 2020 (18 years or older)*

*Note: All totals are in thousands*

Postsecondary Education attainment levels for White Males	2010			2020		
	Total U.S. population	Total by educational attainment	Percentage of total population	Total U.S. population	Total by educational attainment	Percentage of total population
Some college, No degree	91,183	17,109	18.8%	95,463	16,842	17.6%
Associate's degree, Occupational		3,383	3.7%		3,954	4.1%
Associate's degree, Academic		3,516	3.9%		4,712	4.9%
Bachelor's degree		16,686	18.3%		20,204	21.2%
Postbaccalaureate degrees (Master's, Doctoral, & Professional)		8,775	9.6%		11,109	11.6%

**POSTSECONDARY EDUCATION ATTAINMENT RATES FOR HISPANIC MALE RACIAL SUBGROUP FOR 2010 AND 2020 (18 YEARS OR OLDER)**



**STOPPING OUT OF THE COLLEGE JOURNEY AND LOST EMPLOYMENT OPPORTUNITIES.**

Approximately 3.3 million Hispanic males have started a postsecondary education but have not earned any postsecondary credential or degree. In 2020, that is approximately 16.2 percent of all Hispanic males' U.S. population (see Table 3).

**A PATHWAY TO HIGHER JOB EARNING AND THE DEARTH OF ASSOCIATE DEGREES COMPLETION.**

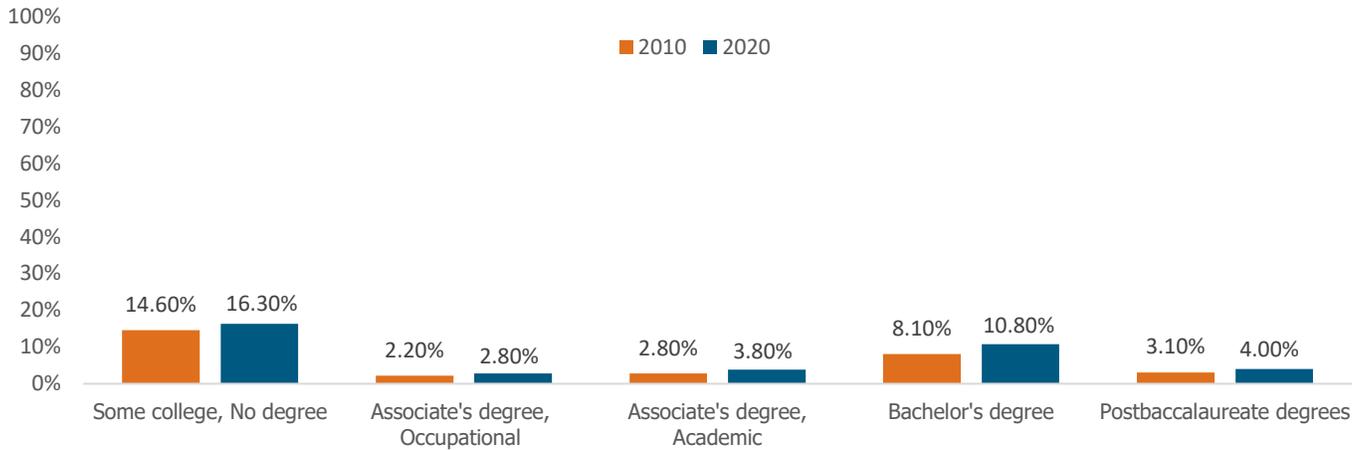
Even though earning an Associate's degree in Occupational or Academic tracks is considered the fastest path to a postsecondary credential, less than five percent of Hispanic males in the last decade have earned either type of these degrees (see Figure 5).

**THE PROMISE OF WHITE-COLLAR CAREERS VIA BACHELOR'S DEGREES AND BEYOND.**

Despite a modest increase from 2010 and 2020 in bachelor's degree completion, approximately 11 percent or 2.2 million Hispanic males have earned a degree. Although they represent the largest racial subgroup of male students of color, Hispanic males compared to Black and Asian males, have the lowest Bachelor's degree completion and Post-Baccalaureate completion rates (e.g. 11 and 4 percent, respectively) (see Table 3).

**Figure 5**

*Postsecondary education attainment rates for Hispanic male racial subgroup for 2010 and 2020 (18 years or older)*



**HISPANIC MALES START BUT DO NOT FINISH A POSTSECONDARY CREDENTIAL OR DEGREE**

Approximately 3.3 million (16.3 percent) Hispanic male students started a postsecondary education but did not complete/earn a credential or degree in 2020.

**Table 3**

*Postsecondary education attainment rates by Hispanic male racial subgroup for 2010 and 2020 (18 years or older)*

*Note: All totals are in thousands*

Postsecondary Education attainment levels for Hispanic Males	2010			2020		
	Total U.S. population	Total by educational attainment	Percentage of total population	Total U.S. population	Total by educational attainment	Percentage of total population
Some college, No degree	16,438	2,396	14.6%	20,551	3,341	16.3%
Associate's degree, Occupational		360	2.2%		582	2.8%
Associate's degree, Academic		457	2.8%		783	3.8%
Bachelor's degree		1,330	8.1%		2,226	10.8%
Postbaccalaureate degrees (Master's, Doctoral, & Professional)		513	3.1%		818	4%

**POSTSECONDARY EDUCATION ATTAINMENT RATES FOR BLACK MALE  
RACIAL SUBGROUP FOR 2010 AND 2020 (18 YEARS OR OLDER)**



**BLACK MALES' DECISION  
OF STOPPING OUT AND  
LOST OPPORTUNITIES.**

In 2020, approximately 2.8 million Black males started college but did not earn a college credential or degree. Compared to Hispanic and Asian males, Black males had the largest stop-out rates (approximately 20 percent). Unfortunately, compared to 2010, there were marginal differences in their stopping out behavior (approximately 21 versus 20 percent, respectively) (see Figure 6).

**DECREASING THE  
LIKELIHOOD OF  
UNEMPLOYMENT VIA THE  
COMPLETION OF ASSOCIATE  
DEGREES.**

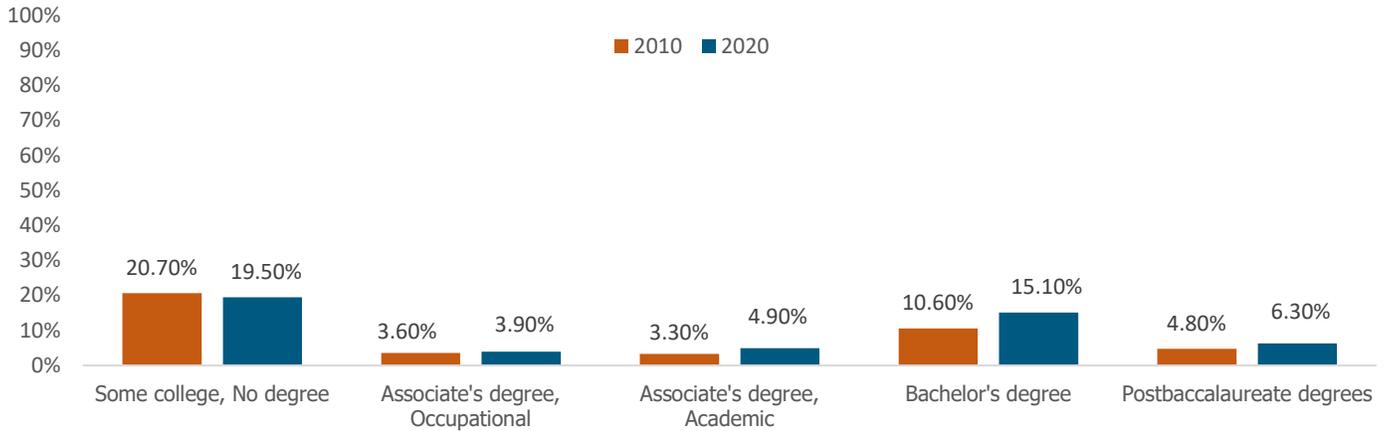
Black males who attend some college or earn an Associate's degree had lower unemployment rates (9.7 percent) compared to Black males with no high school degree (16.7 percent)(see Figure 1). Unfortunately, less than five percent of Black males in the United States had earned an Associate's degree (i.e. Occupational or Academic (see Figure 6).

**ENSURING FUTURE  
EMPLOYMENT WITH  
BACHELOR'S DEGREE  
COMPLETION AND  
BEYOND.**

In the last decade, Black males had increases in bachelor's degree completion from 10.6 percent (2010) to 15.1 percent (2020), approximately 2.1 million Black males. Additionally, they had the second highest percentage (i.e., 6.3) of post-baccalaureate degree recipients among male students of color (see Table 4).

**Figure 6**

*Postsecondary education attainment rates for Black male racial subgroup for 2010 and 2020 (18 years or older)*



**BLACK MALES EARNED MORE BACHELORS' DEGREE IN THE LAST DECADE**

In 2020, approximately 2.1 million Black males earned bachelor's degrees, a 4.5 percent increase from 2010.

**Table 4**

*Postsecondary education attainment rates by Black male racial subgroup for 2010 and 2020 (18 years or older)*

*Note: All totals are in thousands*

Postsecondary Education attainment levels for Black Males	2010			2020		
	Total U.S. population	Total by educational attainment	Percentage of total population	Total U.S. population	Total by educational attainment	Percentage of total population
Some college, No degree	12,269	2,543	20.7%	14,467	2,823	19.5%
Associate's degree, Occupational		437	3.6%		562	3.9%
Associate's degree, Academic		401	3.3%		712	4.9%
Bachelor's degree		1,297	10.6%		2,178	15.1%
Postbaccalaureate degrees (Master's, Doctoral, & Professional)		588	4.8%		916	6.3%

**POSTSECONDARY EDUCATION ATTAINMENT RATES FOR ASIAN MALE RACIAL SUBGROUP FOR 2010 AND 2020 (18 YEARS OR OLDER)**



**ASIAN MALES' DIFFICULTIES TO STAY ON THE COLLEGE DEGREE PATHWAY.**

Although rarely often discussed or known, in 2020, approximately one million (13.5 percent) Asian males 18 years or older start a postsecondary journey but never completed their credential or degree (see Figure 7).

**FINDING CAREER OPPORTUNITIES VIA COMPLETION OF ASSOCIATE DEGREES.**

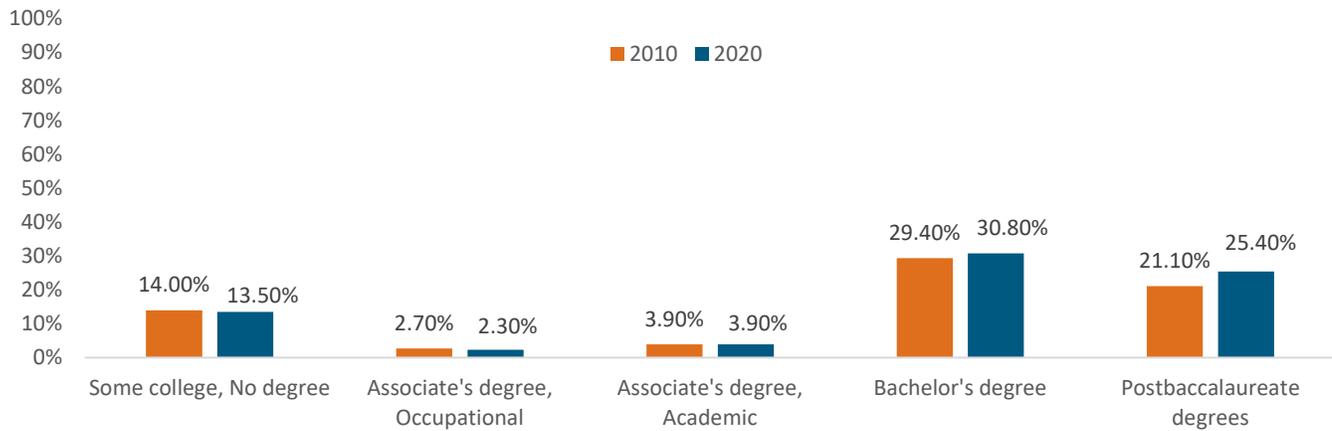
Similar to Hispanic and Black males, few Asian males completed an Associate credential or degree in 2010 and 2020 (e.g. less than 4 percent) (see Table 5).

**EMPLOYMENT SECURITY VIA BACHELOR'S DEGREE AND BEYOND.**

Compared to the other male students of color groups, approximately 2.3 million Asian males had the highest percentage to earn a bachelor's degree (e.g. 31 percent) (see Figure 7). In addition, in 2020, a quarter of all Asian males (1.9 million graduates) earned post-baccalaureate degrees which was greater than Hispanic and Black males combined (see Table 5).

**Figure 7**

*Postsecondary education attainment rates for Asian male racial sub group for 2010 and 2020 (18 years or older)*



**ASIAN MALES HAD THE HIGHEST PERCENTAGE OF BACHELOR'S DEGREE 2020 COMPLETION RATES**

Asian males in 2020 had 30.8 percent who earned bachelor's degrees, the largest percentage between the male students of color subgroups (Hispanic and African American).

**Table 5**

*Postsecondary education attainment rates by Asian male racial subgroup for 2010 and 2020 (18 years or older)*

*Note: All totals are in thousands*

Postsecondary Education attainment levels for Asian Males	2010			2020		
	Total population	Total by educational attainment	Percentage of total population	Total population	Total by educational attainment	Percentage of total population
Some college, No degree	5,055	709	14%	7,456	1,003	13.5%
Associate's degree, Occupational		139	2.7%		170	2.3%
Associate's degree, Academic		198	3.9%		292	3.9%
Bachelor's degree		1,485	29.4%		2,294	30.8%
Postbaccalaureate degrees (Master's, Doctoral, & Professional)		1,069	21.1%		1,893	25.4%

## A DECADE OF DISPARITIES: EXAMINING NATIONAL EDUCATIONAL OUTCOMES FOR MALE RACIAL SUBGROUPS

The aforementioned national data highlights a comprehensive portrait of educational attainment patterns and current unemployment rates for male racial subgroups. This report provides some critical insights about these groups because we focus on the disaggregation of U.S. Census data to reveal the differences between male racial subgroups. More importantly, we compare these disaggregated data across a decade. While the current pandemic continues to provide uncertainty and challenges, this digest highlights the critical need to understand how men of color have fared in the last decade and how we must understand the factors that continue to persist in educational outcome disparities. We would like to highlight the primary issues that deserve awareness and action.

### RECOMMENDED SCHOOL DISTRICT LEVEL ACTION STEPS

- **Address high school completion rates for male students of color**

As mentioned earlier, all young males, especially male students of color, have low high school degree completion rates. This highlights the critical need for school leaders to understand what school factors continue to contribute to this issue over the last decade.

- **Action step 1:** School districts need to improve degree completion rate above 40 percent for young male students of color as an aspirational goal over the next decade.
- **Action step 2:** During the pandemic, school district counselors and administrators must address the associated factors (e.g. food and housing insecurities, and access to internet services) that create barriers for young male students of color to complete high school.

- **Improve pathways to postsecondary education through college going initiatives**

Based on the research literature, school districts must address how they prepare male students of color beyond high school and college participation. Specifically, school districts should address how their programs, policies, and practices help male students of color successfully transition to postsecondary and career readiness.

- **Action step 3:** School districts need to create strategic partnerships with local and regional postsecondary institutions to develop and fund programs specifically focused on men of color to increase their college going mindset (e.g. financial aid literacy, postsecondary applications, and enrollment).
- **Action step 4:** School districts need to provide professional development for teachers and counselors to work with male students of color to develop a college-going mindset for these students.

### SCHOOL DISTRICT LEVEL ACTION STEPS

#### ACTION STEP 1

Focus on high school completion rates by disaggregating data by race and gender.

#### ACTION STEP 2

Create specific support services to address basic needs for boys and young men of color (BYMOC) such as food and housing insecurities.

#### ACTION STEP 3

Develop strategic partnerships between schools and community colleges to increase college going mindsets (e.g. financial aid literacy).

#### ACTION STEP 4

Professional development for teachers and counselors to work with BYMOC.

RECOMMENDED POSTSECONDARY ACTION STEPS

▪ **Reframe how male students of color navigate a postsecondary education**

The pathways to a postsecondary degree, regardless of community college and bachelor's degree track, requires attention and focus from educational leaders and practitioners to help improve appropriate career readiness counseling, effective academic advising, and supportive institutional structures to improve their credential and degree completion rates.

- **Action step 5:** Community colleges and bachelor's degree granting institutions need to develop and fund comprehensive outreach programs (e.g. male student of color mentoring programs, apprenticeship programs) to improve pathways to credential and degree completion rates for male students of color.
- **Action step 6:** Postsecondary institutions need to develop institutional policies (e.g. early-warning systems) to proactively address stop-out behavior of male students of color.
- **Action step 7:** Institutions must educate practitioners to work with male students of color in academic support services (e.g. academic advising, financial aid, math tutoring), and guide faculty members to actively engage with male students of color in and out of the classroom.

▪ **Meet the unspoken or unanticipated needs of male students of color during the pandemic era**

The pandemic has wreaked havoc in postsecondary education in unprecedented manners, especially for male students of color. Postsecondary institutions need to proactively reach out via phone calls, public announcements, and through daily interactions to encourage and empower male students of color to return to college.

- **Action step 8:** Community colleges must develop and fund a comprehensive outreach plan with the admissions and financial aid offices to answer and address the concerns of male students of color about readmission to college.
- **Action step 9:** Community colleges need to create academic support networks for male students of color to create peer to peer mentoring to address and reduce the psychological toll of the pandemic.
- **Action step 10:** Given the small percentages of community college credential and degree completion rates among male students of color, community colleges need to create fast-track educational tracks (e.g. one semester) to provide male students of color workforce development skills to earn a credential and reenter the workforce.

**POSTSECONDARY LEVEL ACTION STEPS**

**ACTION STEP 5**

Develop and fund comprehensive outreach programs (e.g. male student of color mentoring programs, apprenticeship programs).

**ACTION STEP 6**

Develop institutional policies (e.g. early-warning systems) to proactively address stop-out behavior of male students of color.

**ACTION STEP 7**

Educate practitioners and faculty members to work with male students of color in academic support services (e.g. academic advising, financial aid, math tutoring).

**ACTION STEP 8**

Develop and fund a comprehensive outreach plan that answers the concerns of male students of color about readmission to college.

**ACTION STEP 9**

Create academic support networks to create peer to peer mentoring to address and reduce the psychological toll of the pandemic.

**ACTION STEP 10**

Create community college fast-track educational tracks (one semester) to provide male students of color workforce development skills to earn a credential and reenter the workforce.

**References**

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## **Appendix A: METHODOLOGY**

### **Data Source**

This dataset provides the most current and national level data focused on educational attainment rates by race and gender from the Census year 2010 and 2020. The primary goal of this digest was to provide a comparison across demographic male racial subgroups throughout a ten-year period (2009-2010 and 2019-2020). We used educational attainment data from the most recent Census education report which was published in March 2020 and data from a decade earlier in 2010. Census office states that the 2019 Educational Attainment report “uses statistics from the [Current Population Survey Annual Social and Economic Supplement](#) to examine the educational attainment of adults age 18 and older by demographic and social characteristics, such as age, sex, race, nativity and disability status” (U.S. Census Bureau, 2020).

### **Data Analysis**

The data analysis for this research digest included descriptive statistics. First, we examined the percentage of male students aged from 18 and over to determine high school completion rates at 2010 and 2020. Next, we examined percentages for Black, Hispanic, and Asian males within their respective racial group above the age of 25 to closely examine their educational completion patterns from 2010 and 2020. Finally, all of the graphs that we presented provide a comprehensive snapshot of the current U.S. Census data on educational attainment rates for male students in the U.S. who were enrolled in the public educational system.

### **Research Digest Limitations**

We chose not to examine the male students who did not complete an education before high school years. While there are several thousand males across all ethnic groups who did not attend high school or college, that was beyond the scope of this digest.

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<sup>i</sup> In the Current Population Survey, people are classified as unemployed if they meet all of the following criteria:

They were not employed during the survey reference week.

They were available for work during the survey reference week, except for temporary illness.

They made at least one specific, active effort to find a job during the 4-week period ending with the survey reference week (see active job search methods) OR they were temporarily laid off and expecting to be recalled to their job.

<sup>ii</sup> Coronavirus (COVID-19) Pandemic Impact on Usual Weekly Earnings Data

Usual weekly earnings data for the fourth quarter of 2020, as well as annual averages for the year, reflect the impact on the labor market of the coronavirus (COVID-19) pandemic and efforts to contain it. Changes in weekly earnings during 2020 and changes from 2019 to 2020 must be interpreted with caution due to the pandemic-related employment declines in 2020, notably among lower-paid workers, which put upward pressure on median weekly earnings estimates. More information on labor market developments in recent months is available at [www.bls.gov/covid19/effects-of-covid-19-pandemic-and-response-on-the-employment-situationnews-release.htm](http://www.bls.gov/covid19/effects-of-covid-19-pandemic-and-response-on-the-employment-situationnews-release.htm).



# Project MALES

Mentoring to Achieve Latino Educational Success

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