Demand for STEM workers is growing rapidly, but Hispanic Texans remain underrepresented in high-paying STEM fields and among students earning postsecondary STEM degrees. The Regional Educational Laboratory (REL) Southwest, at the request of and in collaboration with our Texas Hispanic STEM Research Alliance,\(^1\) examined Texas education data to understand these patterns in greater depth. The findings were published in 2017.

**Texas students’ math and science coursetaking and performance in high school predicted the likelihood of declaring a STEM major and earning a STEM degree.**

When students’ high school math and science coursetaking and performance were similar, Hispanic and non-Hispanic White students had the same likelihood of achieving the following:

- Declaring STEM majors
- Persisting in STEM majors
- Earning STEM degrees

**Most Texas high schools offered a number of advanced STEM courses, with average course offerings increasing during the period studied.**

3 out of 4 Texas students attended high schools offering 19 or more\(^2\) advanced STEM courses.

---

\(^1\) The Texas Hispanic STEM Research Alliance includes members who represent state and local education agencies, regional education service centers, universities, and the American STEM Alliance.

\(^2\) Schools were divided into quintiles based on the total number of high-level STEM courses offered. Schools with 19 or more of such courses are in the fourth and fifth quintiles.
Overall, Hispanic high school students had equal if not greater access to advanced STEM courses than their non-Hispanic White peers.

Proportion of Texas students who attended high schools offering **19 or more** advanced STEM courses, 2013/14

- **Hispanic**: 78%
- **Black**: 78%
- **White**: 68%

Despite this access, Hispanic students completed fewer advanced STEM courses than non-Hispanic White students, even among students demonstrating high math ability.

Proportion of Texas students with high math ability who completed **three or more** advanced math or science courses, 2013/14

- **Math**
  - White: 39%
  - Hispanic: 41%
  - Black: 52%
- **Science**
  - White: 51%
  - Hispanic: 51%
  - Black: 58%

To address this gap, explore ways to encourage Hispanic student enrollment in advanced STEM courses and ways to support students once enrolled.

Read the reports:
