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## Differential Impacts on Fall 2022 Enrollment at Any Four-Year Institution

A Supplement to *Texas Takes On Transfer Grants* 



Supplemental Table 1. Differential Impacts on Fall 2022 Enrollment at Any Four-Year Institution

Subgroup	Program Group		Control Group					
	Enrollment Rate (%)	Sample Size	Enrollment Rate (%)	Sample Size	Difference (Impact)	P-Value	Standard Error	Differential P-Value <sup>a</sup>
Gender								0.269
Female	16.7	9,678	15.0	52,564	1.7***	0.000	0.393	0.209
Male	16.7	4,288	15.8	23,302	1.0	0.000	0.600	
Race/ethnicity								0.971
Hispanic <sup>b</sup>	16.8	7,445	15.5	40,424	1.3***	0.006	0.455	
White	15.3	3,033	13.6	16,475	1.7**	0.011	0.677	
Black	15.3	2,114	13.5	11,479	1.8**	0.029	0.808	
Asian	27.9	604	25.7	3,301	2.1	0.261	1.884	
Multiracial	18.4	337	15.2	1,819	3.2	0.135	2.142	
Unknown	16.4	374	15.4	2,060	1.0	0.621	2.015	
None of the above <sup>c</sup>	13.2	59	11.1	308	2.1	0.650	4.522	
Age								0.972
19 or younger	20.2	859	18.4	4,491	1.9	0.196	1.436	
20 to 23	21.7	5,952	20.2	32,407	1.5***	0.008	0.562	
24 or older	12.3	7,155	10.7	38,968	1.5***	0.000	0.401	
Prior college-level credits								0.649
48 credits or fewer	15.5	7,702	13.9	42,462	1.6***	0.000	0.425	
More than 48 credits	18.2	6,264	16.9	33,404	1.3**	0.011	0.514	

(continued)

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## **Supplemental Table 1 (continued)**

Subgroup	Program Group		Control Group					
	Enrollment Rate (%)	Sample Size	Enrollment Rate (%)	Sample Size	Difference (Impact)	P-Value	Standard Error	Differential P-Value <sup>a</sup>
Prior postsecondary GPA								† 0.065
2.0 to 2.49	13.6	2,266	10.9	12,234	2.7***	0.000	0.719	
2.5 to 2.99	15.1	3,137	13.4	17,218	1.6**	0.013	0.663	
3.0 to 3.49	16.2	4,328	15.9	23,009	0.3	0.621	0.602	
3.5 to 4.0	20.0	4,235	18.2	23,405	1.8***	0.004	0.638	

SOURCE: MDRC calculations using de-identified data accessed through the University of Texas at Austin Education Research Center.

NOTES: Rounding may cause small discrepancies in sums and differences.

For the table above, statistical significance levels have been indicated by MDRC as \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

Estimates are adjusted by students' race/ethnicity and gender, as well as their age, GPA, and the number of college credits they accumulated prior to their selection for the evaluation. The ages of two students in the evaluation sample were not available; they are excluded from the numbers above.

The standard error is an estimate of the sampling variation of the impact and is used to assess its level of statistical significance, as shown by the p-value.

a "Differential p-value" indicates whether the difference in impacts among subgroups (for example, between female and male students) is statistically significant. Statistical significance levels are indicated as: ††† = 1 percent; †† = 5 percent; † = 10 percent.

bStudents of Cuban, Mexican, Puerto Rican, South or Central American, or of other Spanish culture or origin were counted as "Hispanic" regardless of their race. Non-Hispanic students were counted under the other categories shown.

"None of the above" includes students whose race/ethnicity was classified as International, Pacific Islander, American Indian, or Alaskan Native. International students are individuals who are studying in the United States on a visa from another country.

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