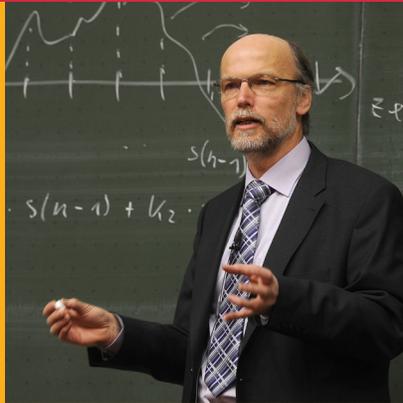
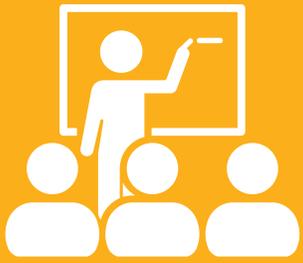


FINDING YOUR WORKFORCE: LATINO TALENT IN EDUCATION



Linking Latino college completion with U.S. workforce needs.



FINDING YOUR WORKFORCE

LATINO TALENT IN EDUCATION

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and ready to meet our mission. Launched in 2004 in the nation's capital, *Excelencia* is building a network of results-oriented educators and policymakers to address the U.S. economy's need for a highly educated workforce and engaged civic leadership. For more information, visit: www.EdExcelencia.org.

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EXECUTIVE SUMMARY

Latino talent is needed in all levels of our workforce. While Latinos have increased in college enrollment and credentials earned, Latino talent remains overrepresented in high-skilled, low-wage occupations. Ensuring America's future to meet our nation's economic and civic engagement requires students, institutions, and employers to play an active role in preparing, selecting, and sourcing Latino talent with a tactical plan to link these graduates to the workforce. The following facts about Latinos in the education workforce can inform this plan.

WORKFORCE

- **Education occupations are projected to increase** in the next decade.
- Latinos have increased their representation in education related occupations in the last decade but are **more likely to hold teacher assistant or tutor positions compared to teaching roles.**
- Latinos are **more likely to be employed in elementary and secondary teaching positions** than in postsecondary teaching positions.
- Latinos are more likely to be in **education occupations with low salaries.**

EDUCATION

- Only 10 percent of Latino adults have **earned a credential in an education field.**
- Latinos earning credentials in education are more **concentrated at the master's degree level.**
- The majority of the colleges and universities where Latinos **earned the most credentials in education are Hispanic-Serving Institutions (HSIs).**¹

For institutions looking to develop Latino talent for a global economy, this brief provides examples of what institutions are doing and actionable steps to build stronger relations with employers. For employers, this brief identifies programs and institutions to inform recruitment and investment strategies for recruiting Latinos with education credentials.

WHAT EMPLOYERS CAN DO:

- Reconfigure recruitment to focus on the top 25 institutions graduating Latinos in education fields at different academic levels and support their career pathways into more high-skilled occupations
- Partner with colleges and universities that have earned the Seal of *Excelencia*—these colleges disproportionately and intentionally enroll and graduate Latino students across the nation—to advance workforce preparation and re-training programs, recruitment, and business innovation
- Integrate data sources with institutions to track success of new hires in education and inform institutional efforts serving Latino, and all, students
- Invest and promote evidence-based practices at colleges and universities that strengthen career pathways and the Latino talent pipeline to the education workforce

WHAT INSTITUTIONS CAN DO:

- Intentionally develop career pathways through stackable credentials to meet the immediate needs of Latino students in education along with workforce advancement and re-training opportunities
- Replicate and/or scale evidence-based practices providing post-completion supports to transition to the workforce for Latino graduates in education
- Prioritize employment opportunities in high-wage education occupations for Latino students
- Partner with HSI collaboratives to prepare Latino talent and connect with employers in education

¹ HSIs are defined as accredited, degree-granting public or private nonprofit institutions of higher education with 25% or more total undergraduate Hispanic full-time equivalent (FTE) student enrollment, as noted in Title V of the Higher Education Opportunity Act, as amended in 2008. To be eligible for the "Developing HSIs Program," the law further requires that an HSI have a high enrollment of needy students and low core expenditures.

INTRODUCTION

The nation is facing a shortage of educators prepared to meet the needs of an increasingly diverse student population. In 2022, public K-12 schools with a majority of underrepresented students (greater than 75 percent) had at least one teaching vacancy (60 percent) compared to 32 percent of schools with a fewer number of underrepresented students (less than 25 percent; National Center for Education Statistics, 2022). Moreover, in 2021, Latinos represented 26 percent of all K-12 students but less than 10 percent of teachers (National Center for Education Statistics, 2022). Despite the lower representation of Latinos in education occupations, the projected demand for educators continues to grow. By 2031, education, training, and library occupations will increase by seven percent compared to five percent of all occupations (U.S. Bureau of Labor Statistics, 2022a).

Latinos are the nation's fastest growing population. Between 2010 and 2020, Latinos accounted for over 50 percent of the nation's population growth—the largest share among all groups (Jones et al., 2021b). Today, Latinos make up 20 percent of the United States population (62.1 million; *Excelencia in Education*, 2023b) and overrepresent in those under 18 years of age. In 2021, Latinos represented 26 percent of the population five years and younger as well as all K-12 students (*Excelencia in Education*, 2023b). At the college level, Latinos represent 20 percent of all undergraduate students (*Excelencia in Education*, 2023b).

The rapid growth of the Latino population also impacts the nation's workforce. Latinos are projected to account for 91 percent of new workers by 2031 (U.S. Bureau of Labor Statistics, 2022a). As the Latino population continues to grow, the success of Latinos in the classroom will translate into the success of the nation. Latino, and all students, require trained educators to enter the classrooms with the skills needed to educate a diverse student body. There is a growing need for educators to be trained to foster culturally responsive classrooms and support language learners in and outside the classroom. For example, among public schools, vacancies often include English as a Second Language or bilingual education (six percent) positions (National Center for Education Statistics, 2022). The need for Latino educators in the classroom also extends to the college level. In 2019-20, only six percent of full-time faculty were Latinos.² In addition to meeting the needs of Latino students in the classroom, Latino representation among

faculty is crucial to increase college completion and demonstrate to Latino students that success in academy is a stepping stone for success on- and off-campus.

Latinos are making progress in earning education credentials to meet national needs. Between 2015 and 2019, Latinos' completion in the field of education increased by 24 percent (*Excelencia in Education*, 2022b). However, Latinos remain overrepresented in supportive roles in the classroom. In 2021, Latinos made up about 10 percent of teachers but 17 percent of teaching assistants (high-skilled, low-wage occupations) (U.S. Bureau of Labor Statistics, 2021) with limited pathways for Latino talent in higher-skilled occupations with higher-paying wages. Collectively, this shows the need for employers and institutions to create pathways into the field of education as Latinos see the value to educate others and our community.

To ensure America's future, institutions and employers in education must both play an active role in preparing, selecting, and sourcing Latino talent for a global economy. *Excelencia's* research demonstrates that select institutions are investing in the recruitment, development, and completion of Latino talent and employers in education have opportunities to strengthen their workforce. To bridge this gap, *Excelencia* has analyzed national datasets to connect employers in education with institutions that are graduating and preparing Latinos for the workforce.

² *Excelencia in Education* analysis of U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2020 Institutional Characteristics and Human Resources Surveys.

There is an opportunity for both employers in education and institutions to take action. This brief, *Finding Your Workforce: Education (FYW: Education)*, identifies the top institutions graduating Latinos (2019-20) from certificates to the doctoral level in education. These top 25 institutions are meeting the nation's economic needs by intentionally serving Latino students and producing Latino talent. This brief also highlights institutions

and their intentional efforts to support post-completion success by providing education credentials needed to support our current and future education workforce.



BACKGROUND

Our knowledge-based economy continues to project an increase in careers that require postsecondary training and education. As *Excelencia* continues to learn more from institutions and their efforts to increase Latinos' enrollment (*Excelencia in Education*, 2022a), completion (*Excelencia in Education*, 2022b), and post-completion success (Bermea, 2022), workforce is a natural extension of our mission as we examine the current condition of Latinos in the education workforce. Education programs and employers have an opportunity to bridge their efforts by taking active steps to engage Latino students in experiences that promote workforce preparation and foster post-completion success in education.

To seize the opportunity to increase the number of trained and educated Latinos in the education workforce, employers and institutions can leverage data to identify where Latino talent is located. For example, consider the following facts:

ENROLLMENT:

In 2021, Latino undergraduate enrollment was 3.0 million and represented 21 percent of all undergraduate students (*Excelencia in Education*, 2023b). Further, Latinos' enrollment in college is projected to increase over the next decade as they represent a higher proportion of the college-age population (*Excelencia in Education*, 2022a). Combining this demographic growth with the knowledge that Latinos are likely to continue to prioritize access, location, and cost in their choice of institution (Santiago, 2007) has fueled the growth of Hispanic-Serving Institutions (HSIs). Latino undergraduates are highly concentrated at HSIs—62 percent of all Latino undergraduates are enrolled at HSIs (*Excelencia in Education*, 2023a), and the numbers of HSIs are also projected to grow with Latinos' college enrollment.

COMPLETION:

As a result of completion efforts, 30 percent of Latinos in the workforce (25 years and older) have an associate's degree or higher (*Excelencia in Education*, 2022b). In 2020, Latinos earned 37,000 degrees in education and represented 13 percent of all degree recipients in education (*Excelencia in Education*, 2022b). Today, a high concentration of Latinos who earned a credential or degree in education did so at an HSI.

In 2019-20, HSIs awarded 39 percent of degrees in education to Latinos (*Excelencia in Education*, 2022b). Moreover, significantly increasing the number of Latino students attaining college degrees requires that institutions go beyond enrollment to intentionally serve Latino students (*Excelencia in Education*, 2023c). Seal of *Excelencia* certified³ institutions, most of which are HSIs, are setting the pace for institutional transformation and are among the top institutions graduating Latino students.

POST-COMPLETION:

According to a recent survey, over 85 percent of Latinos in their senior year of college earning degrees in education, engage in one or more experiential learning activities (e.g., internships, study abroad, or research with faculty) before graduation (National Survey for Student Engagement, n.d.). High impact practices⁴ such as experiential learning support Latino graduates in being workforce ready (Martinez & Santiago, 2020).

WORKFORCE:

In *Excelencia's* national study on life outcomes among graduates of HSIs, Latino graduates are as likely as their non-Latino peers to have had an applied job or internship (60 percent vs. 58 percent, respectively), and to have been extremely active in extracurricular activities and organizations (17 percent vs. 16 percent; *Excelencia in Education & Gallup*, 2018). As a result of engaging in these activities, 31 percent of *Excelencia* network⁵ graduates strongly agree that their

³ To support and reinforce institutional capacity to intentionally serve, *Excelencia* developed the Seal of *Excelencia* framework that integrates essential components of transformation into a comprehensive institutional strategy for SERVING students.

⁴ Due to their positive impact on student learning and retention, the National Survey for Student Engagement considers senior capstone, service-learning, internships, study abroad, research with faculty, or learning community as High Impact Practices.

⁵ Presidents for Latino Student Success (P4LSS) is a network of a diverse group of college and university presidents and chancellors who have committed to making their institutions learning environments where Latino students thrive. They are part of the *Excelencia in Action* network and collaborate with *Excelencia in Education* to leverage collective expertise and resources, foster partnerships, and amplify current efforts at the national level.

alma mater provided them with the knowledge and skills they needed to be successful in the workplace (*Excelencia in Education & Gallup, 2018*). When hired, Latino graduates from *Excelencia's* network of institutions shared they are fulfilled in their work and actively engaged in their workplace (*Excelencia in Education & Gallup, 2018*). Institutions who expand access to hands-on learning in and outside the classroom are actively investing in Latino talent (Bermea, 2022; Martinez & Santiago, 2020). These efforts are indicators to pinpoint institutions that are tapping Latino talent and preparing them to enter the workforce in education.

Excelencia identified the top 25 institutions where Latinos earned a credential across five award levels (i.e. certificate, associates, baccalaureate, master's, doctorate) in the field of education. The top 25 institutions serve as prime locations for sourcing and selecting Latino talent. Highlighting these top 25 institutions, especially HSIs, creates an opportunity for institutions and education employers to make intentional connections and strengthen efforts to develop and source Latino talent. Together, institutions and employers can build strategic partnerships to facilitate the development of Latino talent to be future educators.



LATINOS IN THE EDUCATION WORKFORCE: 2021

Latinos in the workforce are projected to reach 36 million, account for over 90 percent of new workers, and make up one in five workers of the nation's workforce by 2031. In education fields, jobs in education, training, and library occupations as well as education and childcare administrators are all projected to increase by seven percent in the next decade while librarians, curators, and archivists occupations are projected to increase by about five percent.

Reflecting this accelerated growth, Latinos within the education workforce are on the rise and represent various education industries and careers. However, despite this growth, Latinos continue to be underrepresented in education occupations. Consider the following:⁶

REPRESENTATION

Latinos have low representation in education occupations.

- **Latinos are less likely to be in education occupations compared to their White peers.** In 2021, Latinos represented 11% of those employed in education occupations compared to 82% of Whites, 10% of African Americans, and 6% of Asians.

- **Latinos are less likely to be in education/childcare administrator occupations compared to their peers.** In 2021, Latinos represented 10% of education/childcare administrators, compared to 80% of Whites, 14% of African Americans, and 3% of Asians.

- **Latinos are less likely to be in postsecondary teaching positions compared to other racial/ethnic groups.** In 2021, Latinos represented 7% of postsecondary faculty compared to 77% of Whites, 13% of Asians, and 8% of African Americans.

- **The number of Latinos employed in education increased in the last ten years.** From 2011 to 2021, the representation among Latinos in education occupations increased by 35%.

EDUCATION

Latinos' representation in education credentials has increased but is still low.

- **The number of education credentials earned by Latinos increased at a higher rate than other groups.** From 2015 to 2020, the number of education credentials earned by Latinos increased by 31%, compared to Asians (19%), African Americans (-7%), and Whites (-5%).

- **Latinos are significantly less likely than their White peers to earn degrees in education.** In 2019-20, 13% of Latinos earned an education certificate or degree, compared to 64% of Whites, 10% of African Americans, and 3% of Asians.

DEGREE CONCENTRATION:

More Latinos are earning credentials, especially at the master's level.

- **Latinos earning credentials in education are concentrated at the master's level.** In 2019-20, of all credentials Latinos earned in education, 46% were at the master's level followed by 28% at the baccalaureate, 10% at the associate, 8% at the certificate, and 3% at the doctorate level.

- **The number of degrees earned by Latinos in education increased.** Between 2015 and 2020, Latinos' degree attainment in education increased by 38% at the certificate level, 32% at the baccalaureate, 31% at the doctorate, 29% at the associate, and 28% at the master's level.

6 *Excelexia* in Education analysis of the U.S. Bureau of Labor Statistics' Current Population Survey 2021 Tables 5, 6, 7, 8, 10, 11, 13, and 37.

SALARIES⁷

Latinos are in lower-paying education occupations.

■ Latinos are more likely to be in K-12 teaching positions, which offer a lower median salary, than postsecondary teaching positions.

In 2021, Latinos represented only 7% of postsecondary teachers (with a median salary of \$78,300). In contrast, Latinos represented 13% of preschool and kindergarten teachers (with a median salary of \$60,900), 11% of elementary and middle school teachers (with a median salary of \$61,390), and 8% of secondary teachers (with a median salary of \$61,820).

■ Latinos are more likely to hold teaching assistant

or tutor positions, which offer a lower salary, compared to other teaching roles.

In 2021, Latinos represented 17% of teaching assistants (with a median salary of \$29,550), 12% of tutors (with a median salary of \$36,470), and 11% of teachers and instructors (with a median salary of \$50,540).



7 U.S. Bureau of Labor Statistics. (2023). Occupation Outlook Handbook: Educational Instruction and Library Occupations. Retrieved from <https://www.bls.gov/ooh/education-training-and-library/>

EDUCATION CREDENTIALS EARNED BY LATINOS IN 2019-20

The top institutions awarding education credentials to Latinos in 2019-20 include 112 unique institutions across 17 states and Puerto Rico. The majority (70 percent) of these top 25 institutions were HSIs across 11 states and Puerto Rico and are public institutions (73 percent), including public four-and two-year institutions (55 percent and 18 percent, respectively). Consider the following:

EDUCATION CREDENTIALS EARNED BY LATINOS AT TOP 25 AND ALL INSTITUTIONS

Latinos earning education credentials are concentrated in a small number of institutions.

In 2019-20:

- More than one in three (39%) of all Latinos who earned education credentials graduated from one of the top 25 institutions awarding degrees in education to Latinos.
- Over half of all Latinos who earned an education certificate (54%) or associate (52%) degree graduated from a top 25 institution awarding degrees in education to Latinos.
- About half (49%) of Latinos who earned an education doctorate degree graduated from a top 25 institution awarding degrees in education to Latinos.
- Over one-third of all Latinos who earned an education baccalaureate (38%) or master's (34%) degree graduated from a top 25 institution awarding degrees in education to Latinos.

TABLE 1: TOTAL EDUCATION CREDENTIALS EARNED BY LATINOS AT TOP 25 INSTITUTIONS AND ALL INSTITUTIONS, BY DEGREE LEVEL, IN 2019-20

Credential Level	Total Education Credentials Earned by Latinos		
	Top 25 Institutions	All Institutions	% at Top 25 Institutions
Certificate	1,676	3,084	54%
Associate	2,134	4,101	52%
Baccalaureate	4,108	10,894	38%
Master's	6,064	18,070	34%
Doctorate	530	1,086	49%
Total	14,512	37,235	39%

Source: *Excelencia* in Education analysis of U.S. Department of Education, National Center for Education Statistics, IPEDS, 2020 Institutional Characteristics and Completions Survey

WHAT WORKS FOR LATINO STUDENTS IN EDUCATION

Excelencia in Education identified evidence-based practices among the top 25 institutions graduating Latino students that demonstrated a commitment to furthering the pipeline from degree completion to careers in education. The institutional programs highlighted below demonstrate the importance of credential preparation and school district collaboration for increasing student pathways into education occupations. These institutional practices are considered to be particularly valuable because they contribute to careers in education in the following ways:

EVIDENCE-BASED PRACTICE	WHY IT WORKS
(1) Collaboration with K-12 school districts	Immersive teaching experiences allow students to connect what they learn in their coursework and apply it in practice. These partnerships also expose students to the policies and practices of districts in their community, which better position teacher candidates to be hired after earning their credential.
(2) Credential preparation programs	Given that many states require teacher candidates to pass a state licensure exam, institutions provide preparation materials and/or reduce the cost of these examinations to facilitate students' teacher accreditation.

INSTITUTIONAL COLLABORATION WITH SCHOOL DISTRICTS

Institutional partnerships with K-12 schools are a powerful tool for facilitating pathways for teacher candidates to enter the workforce by ensuring they have the necessary skills to meet the needs of an increasingly diverse student population. Teacher residency programs are one type of partnership model that institutions can implement to offer high-impact teaching experiences for teacher candidates to receive on-the-job training in their local school districts. This type of partnership model helps address the growing shortage of K-12 teachers in the nation by directly matching teacher candidates to schools in local school districts with the potential of being hired after completing the program. Consider the following examples of programs at top 25 institutions graduating Latinos:

STEP UP Program at the University of Texas Rio Grande Valley

The STEP UP Program at the University of Texas Rio Grande Valley offers undergraduate students in the teacher education

program a year-long, clinically-rich experience in K-12 schools. The goal of the program is to prepare new teachers to enter the classroom by bridging the gap between what they learn in their coursework and their first year of teaching. The STEP UP program provides candidates with guided supervision and mentorship from an experienced teacher and university liaison so that they are prepared to enter the classroom with the knowledge, skills, and experience of a second-year teacher. This program offers teacher candidates: (1) immersive and intensive teaching experiences designed and implemented by university faculty and district educators, (2) co-teaching opportunities with a selected mentor throughout the year-long experience, (3) practice in applying theory to practice with university faculty, (4) opportunities to experience a variety of school activities over the school year, and, (5) district onboarding to prepare candidates for the expectations, policies, and procedures of the district, in advance of job interviews and the possibility for early hire in the district.

ASPIRE Program at National University

In 2022, National University established a teacher residency program, Advancing Student Progress through an Innovative Residency Experience (ASPIRE), to address the growing teacher shortage in K-12 schools in Chula Vista, California. Through this partnership, National University prepares 100 teacher candidates to become multiple-subject or single-subject certified teachers at high-need schools within the Chula Vista Elementary School District. The residency program provides a comprehensive and integrated structure that fully immerses teacher candidates into the school culture by providing contextually-situated mentorship and community acculturation. In doing so, teacher candidates are better equipped to meet the needs of students in the Chula Vista school district.

COEHD Signature Teacher Residency Model at the University of Texas-San Antonio (UTSA)

The COEHD Signature Teacher Residency Model at UTSA works in partnership with local school districts to provide cohorts of teacher candidates with clinically-embedded coursework. This model provides teacher candidates more opportunities to teach, learn, and interact with K-12 students, teachers, and administrators. In doing so, candidates become more familiar with their local school districts and better prepared to lead their own classrooms by the end of the program. While this residency model is currently only offered for teacher candidates pursuing early childhood credentials (e.g., core curriculum, ESL, Bilingual Education), UTSA plans to expand its training program to all certification areas at the K-12 level. Some of the key components of the COEHD Signature Teacher Residency Model include: (1) clinically-embedded coursework, (2) carefully selected Mentor Teachers, (3) year-long clinical teaching (two semesters), (4) co-teaching and co-planning with a Mentor Teacher from day one, and (5) weekly clinical seminars. By the end of the residency program teacher candidates at UTSA will have established a professional network with the other residency program participants and with educators in local school districts better preparing them to enter the workforce.

CREDENTIAL PREPARATION PROGRAMS

Students seeking teaching careers are often required to successfully complete examinations to earn their teaching credential, which require substantial preparation and are often costly. Consider the following examples of programs at top 25 institutions graduating Latinos:

LEAP to Teacher Program at CUNY Lehman College

The LEAP to Teacher Program at CUNY Lehman College provides a wide array of resources and support services for students interested in pursuing a teaching career. LEAP offers free noncredit courses and workshops for students designed to prepare students for different certification exams and some New York state-mandated training programs for educators. This program offers a free three week exam preparation workshop for CUNY students who have over 40 credits and are interested in obtaining the New York State Teaching Assistant certification to become a teaching assistant. This workshop is designed to prepare students for taking the New York State Assessment of Teaching Assistant Skills Test (NYS-ATAS), which is required to earn the teaching assistant certification. In offering these services, Lehman College prepares students to successfully obtain their teaching credential and enter the workforce.

The Bilingual Authorization Program at California State University-Fullerton

The Bilingual Authorization (BiAu) Program at California State University-Fullerton prepares teacher candidates to hold multiple subjects, single subject, or education specialist teaching credentials in bilingual and dual immersion classrooms at the K-12 level. The BiAu program helps candidates develop an in-depth understanding of how to “read the words and the world with critical eyes.” Candidates are trained to teach with an asset-based approach when working with second language learners and employ culturally responsive pedagogy in their teaching practices. All teacher candidates are involved in fieldwork activities with K-12 students, which include: (1) Language Proficiency, (2) Culturally and Linguistically Responsive Practices, and (3) Engaged Pedagogy. The skills teacher candidates gain in the BiAu Program address the growing needs of the education workforce to prepare educators to teach in multicultural classrooms and to fill vacancies in English as a Second Language or bilingual education classrooms.



FINDING YOUR WORKFORCE

TOP 25 INSTITUTIONS GRADUATING LATINOS IN EDUCATION

The lists of top 25 institutions graduating Latinos in education serve as a resource and starting place for employers and institutions interested in recruiting Latinos with postsecondary credentials and learning more about what they are doing to prepare and support their graduates for the workforce. Several of the top 25 institutions have aligned pathways for educational progress in education fields for Latinos and are thus represented at multiple academic levels.

INSTITUTION	AMONG TOP 25 INSTITUTIONS, BY ACADEMIC LEVEL
Grand Canyon University (AZ)	baccalaureate, master's, and doctorate levels
Florida International University (FL)	baccalaureate, master's, and doctorate levels
The University of Texas at San Antonio (TX)	baccalaureate, master's, and doctorate levels

The following tables list the top 25 institutions awarding certificates or degrees to Latinos in Education for 2019-20 at the certificate, associate, baccalaureate, master's, and doctorate level. Each list includes information on location, sector, identification of HSIs, as well as a summary of fast facts for each list. Notably, the list also identifies institutions who are Seal of *Excelencia* Certified, a national certification for institutions that strive to go beyond enrollment to intentionally SERVE Latino students.

ADDITIONAL INFORMATION ON LISTS OF TOP 25 INSTITUTIONS

It should be noted that the lists of top 25 institutions conferring degrees to Latinos by academic level is based solely on the numbers of certificates or degrees awarded in 2019-20. Thus, the lists of institutions are different for each academic level. The lists included in the brief do not provide any information on the quality or productivity of the institutions and their programs of study. This would require additional and more detailed analysis than is provided in this brief. Further, the lists count awards, not an unduplicated headcount of recipients. The lists were created with data on certificates and degrees conferred from the U.S. Department of Education, National Center for Education Statistics (NCES),

Integrated Postsecondary Education Data System (IPEDS), 2020 Institutional Characteristics and Completions Survey. These data are reported by every institution of higher education participating in Title IV (federal student financial aid programs). Therefore, these lists exclude those that only offer certificate programs. Institutions awarding certificates of less than one-year and those of one-year but less than two years are included in the certificate level to reflect the diverse postsecondary options available to those preparing for the current workforce needs of the country. The identification of institutions as HSIs is based on analysis by *Excelencia* in Education using the U.S. Department of Education, NCES, IPEDS, 2021 Fall Enrollment and Institutional Characteristics Surveys. A complete list of the institutions that meet the basic federal definition of an HSI is available at <https://www.edexcelencia.org/research-policy/hispanic-serving-institutions-hsis>.

TOP INSTITUTIONS AWARDING EDUCATION CERTIFICATES TO LATINOS ACADEMIC YEAR: 2019-20

	Institutions	State	HSI	Seal	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Awarded
1	Miami Regional University	FL			4 Private (FP) ⁸	322	312	97%
2	NUC University	PR			4 Private (FP)	123	123	100%
3	Yakima Valley College	WA	*		4 Public	122	102	84%
4	Big Bend Community College	WA	*		2 Public	126	92	73%
5	Front Range Community College	CO			4 Public	295	82	28%
6	Columbia Basin College	WA	*		4 Public	88	69	78%
	Teachers College of San Joaquin	CA			4 Public	293	69	24%
8	Central New Mexico Community College	NM	*		2 Public	145	68	47%
9	Skagit Valley College	WA			4 Public	79	57	72%
10	Lake Washington Institute of Technology	WA			4 Public	220	56	25%
11	Wenatchee Valley College	WA	*		4 Public	67	54	81%
12	Rasmussen University-Florida	FL			4 Private (FP)	400	53	13%
13	Santa Fe Community College	NM	*		2 Public	119	49	41%
	Wake Technical Community College	NC			2 Public	255	49	19%
15	East Los Angeles College	CA	*		2 Public	55	46	84%
16	Central Arizona College	AZ	*		2 Public	69	43	62%
	Walla Walla Community College	WA	*		4 Public	92	43	47%
18	Miami Dade College	FL	*	**	4 Public	47	41	87%
19	Pima Community College	AZ	*		2 Public	161	39	24%
20	EDIC College	PR			4 Private (FP)	38	38	100%
21	Universidad Ana G. Mendez-Cupey Campus	PR	*		4 Private (NFP) ⁹	33	33	100%
22	Colorado Mountain College	CO	*		4 Public	59	32	54%
	Community College of Denver	CO	*		4 Public	78	32	41%
	Pueblo Community College	CO	*		4 Public	64	32	50%
25	Olympic College	WA			4 Public	131	31	24%
	Universidad Ana G. Mendez-Carolina Campus	PR	*		4 Private (NFP)	31	31	100%
	Total Top 25:					3,512	1,676	48%

FAST FACTS

Of the top 25 institutions where Latinos earned Education certificates in 2019-20:

- The majority (20) were public institutions
- 16 were Hispanic-Serving Institutions (HSIs)

- 1 earned the Seal of *Excelexencia*
- Washington had the most institutions (8), followed by Colorado (4) and Puerto Rico (4)
- Latino representation ranged from 13% to 100% and overall was 48%

⁸ FP refers to for-profit

⁹ NFP refers to not-for-profit

TOP INSTITUTIONS AWARDING EDUCATION ASSOCIATE DEGREES TO LATINOS ACADEMIC YEAR: 2019-20

	Institutions	State	HSI	Seal	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Awarded
1	South Texas College	TX	*	**	4 Public	396	386	97%
2	El Paso Community College	TX	*	**	2 Public	199	176	88%
3	San Jacinto Community College	TX	*		4 Public	258	175	68%
4	Northwest Vista College	TX	*		2 Public	169	125	74%
5	Dallas College	TX	*		4 Public	175	122	70%
6	Lone Star College System	TX	*		4 Public	269	117	43%
7	Palo Alto College	TX	*		2 Public	113	95	84%
8	CUNY Borough of Manhattan Community College	NY	*		2 Public	167	80	48%
	CUNY Hostos Community College	NY	*		2 Public	101	80	79%
10	Tarrant County College District	TX	*		2 Public	144	71	49%
11	Central New Mexico Community College	NM	*		2 Public	117	64	55%
12	San Antonio College	TX	*	**	2 Public	86	61	71%
13	Texas State Technical College	TX	*		2 Public	63	59	94%
14	College of Southern Nevada	NV	*		4 Public	161	58	36%
15	Texas Southmost College	TX	*		2 Public	57	56	98%
16	Austin Community College District	TX	*	**	4 Public	100	49	49%
17	Riverside City College	CA	*		2 Public	65	48	74%
18	Fullerton College	CA	*		2 Public	66	47	71%
19	Mt San Jacinto Community College District	CA	*		2 Public	70	45	64%
20	Odessa College	TX	*		4 Public	63	44	70%
21	Saint Augustine College	IL	*		4 Private (NFP) ¹⁰	42	40	95%
22	Urban College of Boston	MA	*		2 Private (NFP)	57	37	65%
23	Ashford University	CA			4 Private(FP) ¹¹	287	34	12%
24	Arizona Western College	AZ	*		2 Public	39	33	85%
25	Collin County Community College District	TX			4 Public	123	32	26%
Total Top 25:						3,387	2,134	63%

FAST FACTS

Of the top 25 institutions where Latinos earned Education associate degrees in 2019-20:

- The majority (22) were public institutions
- 23 were Hispanic-Serving Institutions (HSIs)

- 4 earned the Seal of *Excellencia*
- Texas had the most institutions (14), followed by California (4)
- Latino representation ranged from 12% to 98% and overall was 63%

¹⁰ NFP refers to not-for-profit
¹¹ FP refers to for-profit

TOP INSTITUTIONS AWARDING EDUCATION BACCALAUREATE DEGREES TO LATINOS ACADEMIC YEAR: 2019-20

	Institutions	State	HSI	Seal	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Awarded
1	Florida International University	FL	*	**	4 Public	481	318	66%
2	California State University-Los Angeles	CA	*	**	4 Public	423	298	70%
3	California State University-Fullerton	CA	*	**	4 Public	516	277	54%
4	Western Governors University	UT			4 Private (NFP) ¹²	3,243	254	8%
5	University of Central Florida	FL	*	**	4 Public	978	250	26%
6	California State University-Northridge	CA	*	**	4 Public	344	226	66%
7	Arizona State University	AZ	*	**	4 Public	625	212	34%
8	The University of Texas at San Antonio	TX	*	**	4 Public	307	205	67%
9	Grand Canyon University	AZ			4 Private (FP) ¹³	1,256	200	16%
10	California State University-Sacramento	CA	*	**	4 Public	494	180	36%
11	University of California-Irvine	CA	*		4 Public	388	162	42%
12	Northern Arizona University	AZ	*		4 Public	573	152	27%
13	California State University-Dominguez Hills	CA	*		4 Public	194	147	76%
14	Ashford University	CA			4 Private (FP)	1,136	141	12%
15	University of Puerto Rico-Rio Piedras	PR	*		4 Public	189	135	71%
16	San Jose State University	CA	*		4 Public	246	119	48%
17	University of Puerto Rico-Bayamon	PR	*		4 Public	104	104	100%
18	University of New Mexico-Main Campus	NM	*		4 Public	213	103	48%
19	CUNY Brooklyn College	NY			4 Public	280	97	35%
	CUNY Queens College	NY	*		4 Public	254	97	38%
21	University of Arizona	AZ	*	**	4 Public	269	92	34%
22	New Mexico State University-Main Campus	NM	*		4 Public	133	91	68%
23	Texas Tech University	TX	*		4 Public	133	84	63%
24	California State University-Fresno	CA	*	**	4 Public	162	82	51%
	Universidad Ana G. Mendez-Gurabo Campus	PR	*		4 Private (NFP)	82	82	100%
Total Top 25:						13,023	4,108	32%

FAST FACTS

Of the top 25 institutions where Latinos earned Education baccalaureate degrees in 2019-20:

- The majority (21) were public institutions
- 21 were Hispanic-Serving Institutions (HSIs)

- 10 earned the Seal of *Excellencia*
- California (9) had the most institutions, followed by Arizona (4)
- Latino representation ranged from 8% to 100% and overall was 32%

¹² NFP refers to not-for-profit
¹³ FP refers to for-profit

TOP INSTITUTIONS AWARDING EDUCATION MASTER'S DEGREES TO LATINOS ACADEMIC YEAR: 2019-20

	Institutions	State	HSI	Seal	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Awarded
1	Grand Canyon University	AZ			4 Private (FP) ¹⁴	5,773	813	14%
2	National University	CA	*		4 Private (NFP) ¹⁵	1,755	457	26%
3	Western Governors University	UT			4 Private (NFP)	5,984	380	6%
4	The University of Texas Rio Grande Valley	TX	*	**	4 Public	363	315	87%
5	Lamar University	TX			4 Public	1,541	295	19%
6	Arizona State University Digital Immersion	AZ			4 Public	1,447	293	20%
7	American College of Education	IN			4 Private (FP)	2,998	285	10%
8	Relay Graduate School of Education	NY			4 Private (NFP)	1,307	222	17%
9	CUNY Lehman College	NY	*		4 Public	394	193	49%
10	Loyola Marymount University	CA			4 Private (NFP)	493	187	38%
11	California State University-Los Angeles	CA	*	**	4 Public	336	185	55%
	The University of Texas at Arlington	TX	*	**	4 Public	706	185	26%
13	Concordia University-Irvine	CA	*		4 Private (NFP)	519	170	33%
14	CUNY Hunter College	NY	*		4 Public	800	167	21%
15	University of Redlands	CA	*		4 Private (NFP)	338	166	49%
16	San Diego State University	CA	*	**	4 Public	434	165	38%
17	University of Southern California	CA			4 Private (NFP)	622	164	26%
18	Florida International University	FL	*	**	4 Public	276	161	58%
19	Ball State University	IN			4 Public	1,576	151	10%
20	California State University-Northridge	CA	*	**	4 Public	350	149	43%
21	California State University-Fresno	CA	*	**	4 Public	295	145	49%
22	University of La Verne	CA	*		4 Private (NFP)	280	143	51%
23	California State University-Fullerton	CA	*	**	4 Public	461	142	31%
24	The University of Texas at San Antonio	TX	*	**	4 Public	227	135	59%
25	Cambridge College	MA	*		4 Private (NFP)	317	132	42%
	CUNY City College	NY	*		4 Public	353	132	37%
	University of Nevada-Las Vegas	NV	*		4 Public	498	132	27%
	Total Top 25:					30,443	6,064	20%

FAST FACTS

Of the top 25 institutions where Latinos earned Education master's degrees in 2019-20:

- The majority (16) were public institutions
- 18 were Hispanic-Serving Institutions (HSIs)

- 9 earned the Seal of *Excellencia*
- California had the most institutions (11), followed by New York (4), and Texas (4)
- Latino representation ranged from 6% to 87% and overall was 20%

¹⁴ FP refers to for-profit

¹⁵ NFP refers to not-for-profit

TOP INSTITUTIONS AWARDING EDUCATION DOCTORATE DEGREES TO LATINOS ACADEMIC YEAR: 2019-20

	Institutions	State	HSI	Seal	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Awarded
1	Nova Southeastern University	FL	*		4 Private (NFP) ¹⁶	307	109	36%
2	University of Southern California	CA			4 Private (NFP)	297	67	23%
3	Capella University	MN			4 Private (FP) ¹⁷	412	23	6%
4	University of Puerto Rico-Rio Piedras	PR	*		4 Public	22	20	91%
5	Grand Canyon University	AZ			4 Private (FP)	197	18	9%
	The University of Texas at San Antonio	TX	*	**	4 Public	36	18	50%
7	Florida International University	FL	*	**	4 Public	27	17	63%
	New Mexico State University-Main Campus	NM	*		4 Public	46	17	37%
	Northcentral University	CA			4 Private (NFP)	337	17	5%
10	Concordia University Texas	TX	*		4 Private (NFP)	19	16	84%
	Universidad Ana G. Mendez-Cupey Campus	PR	*		4 Private (NFP)	16	16	100%
12	Universidad Ana G. Mendez-Gurabo Campus	PR	*		4 Private (NFP)	14	14	100%
13	University of California-Los Angeles	CA			4 Public	62	13	21%
	University of North Texas	TX	*		4 Public	79	13	16%
	William & Mary	VA			4 Public	47	13	28%
16	University of Houston	TX	*		4 Public	55	12	22%
17	American College of Education	IN			4 Private (FP)	157	11	7%
	The University of Texas at Austin	TX	*	**	4 Public	66	11	17%
	The University of Texas at El Paso	TX	*	**	4 Public	16	11	69%
20	Inter American University of Puerto Rico-Metro	PR	*		4 Private (NFP)	10	10	100%
	Teachers College at Columbia University	NY			4 Private (NFP)	126	10	8%
	Texas A & M University-Kingsville	TX	*		4 Public	13	10	77%
	University of California-Berkeley	CA			4 Public	35	10	29%
24	Russell Sage College	NY			4 Private (NFP)	39	9	23%
	Texas A & M University-College Station	TX			4 Public	85	9	11%
	Texas A & M University-Commerce	TX			4 Public	62	9	15%
	University of La Verne	CA	*		4 Private (NFP)	31	9	29%
	University of Pennsylvania	PA			4 Private (NFP)	86	9	10%
	Walden University	MN			4 Private (FP)	280	9	3%
	Total Top 25:					2,979	530	18%

FAST FACTS

Of the top 25 institutions where Latinos earned Education doctorate degrees in 2019-20:

- The majority (15) were private institutions
- 15 were Hispanic-Serving Institutions (HSIs)

- 4 earned the Seal of *Excelexia*
- Texas had the most institutions (9), followed by California (5) and Puerto Rico (4)
- Latino representation ranged from 3% to 100% and overall was 18%

¹⁶ NFP refers to not-for-profit
¹⁷ FP refers to for-profit

CALL TO ACTION IN EDUCATION

The opportunity exists for institutions and employers to make intentional connections to strengthen efforts to develop and recruit Latino talent. Additionally, institutions and employers can build strategic partnerships to facilitate the development and selection of Latino talent into the current and future workforce.

FOR EMPLOYERS

Latinos are an essential population to help advance the nation's economy. Our growing knowledge-based economy calls for employers to have intentional relationships with institutions who are producing Latino talent to create a talent ecosystem that increases Latino, and all, groups representation in the workforce.

■ Invest in the Creation of Latino Talent

Ecosystems. Employers can invest in career pathways by providing paid internships, scaling up scholarships, expanding clinical opportunities, and committing to hiring local Latino talent.

■ Establish Common Cause with Institutions.

Employers can be proactive in aligning their goals with the institutions they partner with by leveraging effective recruitment strategies that account for diverse student experiences and institutional outcomes.

■ Integrate Data Sources with Institutions.

Employers can work with institutions to identify and integrate data sources that are more comprehensive and robust. These data sources can track post-completion success of new hires and help identify needs within industry and academic programs.

■ Connect Current Employees with Future Hires.

Employers can connect current employees with their graduating institution to help current undergraduate students make informed post-completion decisions.

■ **Connect with Faculty.** Employers can increase their engagement with faculty by offering faculty tours of their facilities, engaging in regular industry discussions, informing curricular design as advisors, and coordinating with faculty on paid student internships.

As a result, employers who partner with institutions are likely to see the benefit of creating ecosystems that promote and attract diversity, foster resilience, and hire local talent from

local institutions. Employers who take action to connect with institutions are also likely to experience potential benefits such as an increased understanding of workplace culture by new employees, strengthened practices for recruitment, and validated fit between Latino talent and the employer.

FOR INSTITUTIONS

Institutions have an active role in Latino post-completion success by developing Latino talent for a global economy. Our growing knowledge-based economy calls for institutions to go beyond completion and take active steps to intentionally serve Latino talent through intentional post-completion services and strengthening their employer partnerships.

■ Invest in Post-Completion Wrap-Around

Services. Institutions have an opportunity to invest in services that support students after completion. Students completing their education can benefit from wrap-around services such as career mentorship, job placement support, ongoing professional development, continued access to career services, and connections to professional networks within their department and college.

■ Take Inventory of Existing Employer

Partnerships. Institutions have an opportunity to take stock of their current employer relations. An internal analysis of current employer relations can highlight institutional strengths with employers (e.g., strategies and practices) and identify opportunities to connect with new industries to intentionally serve Latino, and all, students.

■ **Include Career and Workforce Experiences as Post-Completion Success Outcomes.** While most programs and practices often provide completion outcomes, institutions have an opportunity to assess and evaluate how their intentional workforce strategies and practices impact Latino, and all, students after completion and disaggregate their post-completion outcomes data to identify trends and patterns.

■ **Build Institutional Partnerships to Strengthen the Latino Talent Pipeline.** Institutions have an opportunity to recruit from other institutions that yield high Latino enrollment and completion rates. In doing so, institutional partnerships can strengthen the Latino talent pipeline through shared data agreements, aligned curriculum, and opportunities to connect with employers.

As a result, institutions have an opportunity to work with other institutions and employers to clarify and align post-completion pathways towards career goals and opportunities that work in tandem with career preparation activities to intentionally serve Latino students beyond completion. Institutions with a focus on post-completion success are likely to experience stronger post-completion outcomes, increased student satisfaction, a stronger alumni base, and higher donorship from alumni.



ENSURING AMERICA'S FUTURE BY INCREASING LATINO COLLEGE COMPLETION

An emphasis on college degree attainment by the Biden Administration, and major foundations including the Bill & Melinda Gates Foundation and the Lumina Foundation, reflects the growing recognition that increasing college completion is key to future prosperity. Given current educational attainment levels for Latinos, demands for economic competitiveness, and projected Latino demographic growth in the United States, increasing American college degree attainment is vital.

According to the Bureau of Labor Statistics, only 33 percent of Hispanics in the United States had earned an associate degree or higher in 2020. In comparison, 73 percent of Asians, 54 percent of Whites, and 45 percent of African Americans had earned an associate degree or higher in 2020. Further, demographic predictions show Latinos will represent 24 percent of the U.S. civilian labor force by 2031. In combination, these facts create a compelling call to action.

To meet this challenge, *Excelencia* in Education is shaping a policy strategy with measures, tactics, and strategies focused on young adults generally, and Latino students specifically. The initiative, Ensuring America's Future by Increasing Latino College Completion (EAF) brings to the forefront of public attention the role Latinos play in meeting the country's college degree completion goal. With over 170 institutions and systems of higher education—the coalition is actively collaborating for collective impact to increase Latino college completion.

Excelencia in Education is uniquely positioned to tackle this challenge in several ways. By using its voice and convening power, *Excelencia* makes the case for the importance of getting Latino students to and through college. It has



expanded its information role to track progress towards Latino college degree completion, as well as engage stakeholders at national, state, and institutional levels in purposeful deliberations to develop and deploy a policy roadmap to accelerate Latino college degree completion.

Accelerating Latino college degree completion requires: (1) intentionality in serving this group of students; (2) delineation of degree completion goals and measures of progress; (3) commitment to practices and policies that produce positive results; and, (4) clarity about the federal, state, and institutional policy environments that affect Latino student success. There is a role for all stakeholders committed to increasing U.S. college degree completion.

FOR MORE INFORMATION PLEASE VISIT:

www.EdExcelencia.org/research/latino-college-completion

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APPENDIX 1

EDUCATION PROGRAM CIP CODES

The following lists the Education programs identified in the IPEDS dataset for 2019-20, aggregated to identify the top institutions conferring degrees to Latinos.

EDUCATION.

- 13.01 - Education, General
- 13.02 - Bilingual, Multilingual, and Multicultural Education
- 13.03 - Curriculum and Instruction
- 13.04 - Educational Administration and Supervision
- 13.05 - Educational/Instructional Media Design
- 13.06 - Educational Assessment, Evaluation, and Research
- 13.07 - International and Comparative Education
- 13.09 - Social and Philosophical Foundations of Education
- 13.10 - Special Education and Teaching
- 13.11 - Student Counseling and Personnel Services
- 13.12 - Teacher Education and Professional Development, Specific Levels and Methods
- 13.13 - Teacher Education and Professional Development, Specific Subject Areas
- 13.14 - Teaching English or French as a Second or Foreign Language
- 13.15 - Teaching Assistants/Aides
- 13.99 - Education, Other



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