

Minority-Serving Institutions Vital to Preparing Minority Educators

Minority-serving institutions play a crucial role in bridging the gap between the demographics of the students in PK-12 classrooms and those of their teachers.

Although these institutions collectively represent a small percentage of AACTE members, they are responsible for the preparation of a disproportionately large number of minority teachers.



Of the 745 institutions reporting to AACTE's Professional Education Data System (PEDS) in 2011, 26 (3.5%) were historically Black colleges and universities (HBCUs), and 34 (4.6%) were Hispanic-serving institutions (HSIs).

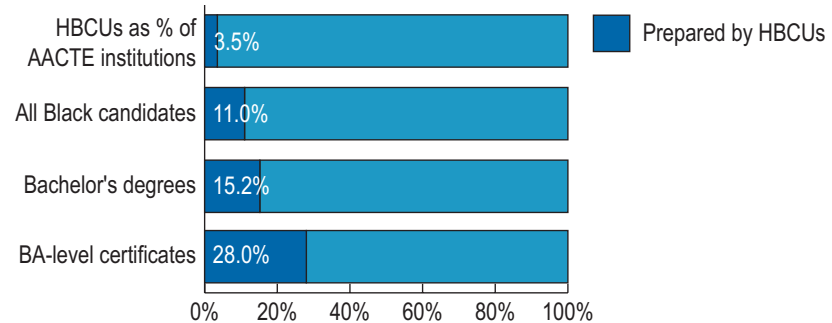
Despite representing such small percentages of the AACTE membership, HBCUs produced 11% of all Black/African-American teacher candidates and HSIs produced 23% of all Hispanic teacher candidates prepared by AACTE member institutions in the 2009-2010 academic year.

Contribution of HBCUs

As a percentage of AACTE's member institutions, HBCUs produced

- 15.2% of Black/African-American teacher candidates at the bachelor's level
- 28.0% of Black/African-American completers of nondegree certification programs at the bachelor's level

Percentage of Black/African-American Teachers Prepared by AACTE's HBCU Members, Initial Certification Level



Contribution of HSIs

As a percentage of AACTE's member institutions, HSIs produced

- 36.0% of Hispanic teacher candidates at the bachelor's level
- 49.5% of Hispanic completers of nondegree certification programs at the bachelor's level
- 38.5% of Hispanic teacher candidates at the postbaccalaureate or master's level
- 56.0% of the Hispanic candidates earning certification from nondegree postbaccalaureate or master's-level programs

Percentage of Hispanic Teachers Prepared by AACTE's HSI Members, Initial Certification Level

