

MEGA Research Question #3:

How has the low college graduation rates of Black and Latino males impacted workforce development (in NJ)?

Low graduation rates among Black and Latino males is not just an academic issue, but an economic one that could affect workforce development in New Jersey and elsewhere. To find studies exploring this relationship, we searched EBSCOhost's Academic Source Complete, Business Source Complete, Education Research Complete, and ERIC; Google Scholar; ProQuest's Education Collection and Social Science Premium Collection; Scopus; and Web of Science for sources published on the matter. If you notice that our bibliography is missing an important study related to this research question, please email Bonnie Fong (fongb@montclair.edu) about adding it to our list. Thank you.

REFERENCE LIST

Cain, C. C. (2022). **A Shifting Research Agenda: Historically Black Colleges and Universities Must Prepare Students for Careers in Computing, Informatics, and Engineering.** *Journal of Information Systems Education*, 33(1), 41-50.
<https://jise.org/Volume33/n1/JISE2022v33n1pp41-50.html>

Abstract: This paper describes the founding principles upon which historically Black colleges and universities (HBCU) are built and examines their role in the high-tech economy. It examines and discusses the diversity issues that have led many to posit that HBCUs should embrace computing, informatics, and engineering as focal areas, and partner with Silicon Valley tech companies to ensure their graduates have the skills necessary for gainful employment. The Howard-West partnership of Howard University (an HBCU) with Google LLC and an enterprise architecture framework are presented as conceptual examples of how colleges and universities such as Howard University, can work together and with industry to introduce students to computing, regardless of major, to prepare them for the modern workforce. A conceptual framework is presented, guided by the outcomes of the social cognitive career theory. The theoretical orientation of this proposed work focuses on the intersection between individual, environmental, and behavioral attributes, and describes formative and summative evaluation criteria in support of the research and educational goals. HBCUs can be better served by prioritizing the very areas in which they are currently "overproducing" graduates-computing, informatics, and engineering. The proposed model can be adopted, modified, and integrated by HBCUs, and other universities and colleges, that suffer from a lack of disciplinary integration in their computing programs. The potential outcome of the work would be to attract

and retain students to computing majors, which could have an impact on the technology workforce.

Holzer, H. J. & Dunlop V. (2013). **"Just the Facts, Ma'am: Postsecondary Education and Labor Market Outcomes in the U.S.,"** IZA Discussion Papers 7319, Institute of Labor Economics (IZA).

<https://www.iza.org/publications/dp/7319/just-the-facts-maam-postsecondary-education-and-labor-market-outcomes-in-the-us>

Abstract: In this paper, we provide a comprehensive and up-to-date snapshot of the most important postsecondary education and labor market outcomes in the United States using two nationally representative sources of data: the Survey of Income and Program Participation (SIPP) and the National Educational Longitudinal Survey (NELS). We find that postsecondary educational attainment has risen modestly among young Americans over the past two decades, with greater gains in bachelor of arts (BA) attainment in the 1990s and in certificate and associate of arts (AA) attainment since 2000 (though attainment rose during the Great Recession at all levels). Both younger and older cohorts of blacks and Hispanics have made relative progress in the attainment of certificates and AAs but still lag behind whites in the entry into and completion of BA programs; completion rates in BA programs also lag substantially for those from low-income families or with weak academic achievement in high school. Young women (especially among whites and blacks) now achieve sub-BA and BA degrees at higher levels than their male counterparts and generally have higher achievement. There are labor market returns for all postsecondary credentials, including certificates and AA degrees, though these vary across field of study. Large gender gaps exist in field of study, with men more concentrated in high-paying fields. Lastly, we find that high school achievement measures can account for much of the racial gaps in BA completion and earnings and some of the gaps by family background, though they account for little of the continuing gender gap favoring young men in earnings. An appendix contains additional tables.

Ortiz, R., Jr. (2017). ***The Latino Male Educational Trajectory: A Precollege Econometric Model and 21st Century Implications*** (Publication No.10264254) [Doctoral Dissertation, University of Wisconsin].

<https://depot.library.wisc.edu/repository/fedora/1711.dl:4U7TQEGTYEMVE8G/datastreams/REF/content>

Abstract: The twin challenges of aging demographics in the United States and the need for higher levels of education to compete in the new technology-based economy is creating a socioeconomic paradox (Friedman, 2005). As the Baby Boomer generation retires, those replacing them are increasingly a non-White population. This demographic shift is inevitable and primarily driven by the burgeoning Latino population (U.S. Census, 2015). Although Latinos have made modest educational progress in the past decade, there are two different trajectories associated with gender (Saenz & Ponjuan, 2008). Latina females are

making modest but consistent educational gains while Latino males are falling behind (Saenz & Ponjuan, 2008). Hence, access to postsecondary education for Latinos and males in particular, has become a pressing future economic issue. Latino males have one of the highest labor participation rates of all groups and by default become one of the most logical substitutes for retiring Baby Boomers (Fussell, 2009). In past studies, precollege initiatives have shown to be effective in mitigating structural barriers associated with postsecondary access, offering promise in the resolution of this impending educational and demographic crisis (Perna, 2000). Thus, this study analyzed the impact precollege programs have on the postsecondary access, retention and graduation of Latino males at a Midwestern University.

Some of the search queries:

- "college graduation rates" AND "workforce development" AND (Black OR Latino) AND (male or men), limiting results to 1/1/2000-2/13/2023
- (universit* OR college) AND "graduation rate" AND ("African American" OR Black OR Latino OR Hispanic OR Latinx) AND (men or male) AND (work OR employ or job), limiting results to 1/1/2000-2/13/2023
- (universit* OR college) AND "graduation rate" AND ("African American" OR Black OR Latino OR Hispanic OR Latinx) AND (men or male) AND (work OR employ or job) AND (nj or "new jersey") , limiting results to 1/1/2000-2/13/2023
- abstract(workforce) AND (universit* OR college) AND "graduation rate" AND ("african american" OR black OR latin* OR hispanic) AND (men or male) , limiting results to 1/1/2000-2/13/2023