

MIRRORS FOR LATINX STUDENTS

Attracting and Retaining Latinx
Teachers in Massachusetts

Acknowledgments

This report was developed in partnership between Latinos for Education, Amplify Latinx, and the Massachusetts chapter of the Association of Latino Administrators and Superintendents.

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Latino-led coalition founding members



MIRRORS FOR LATINX STUDENTS:

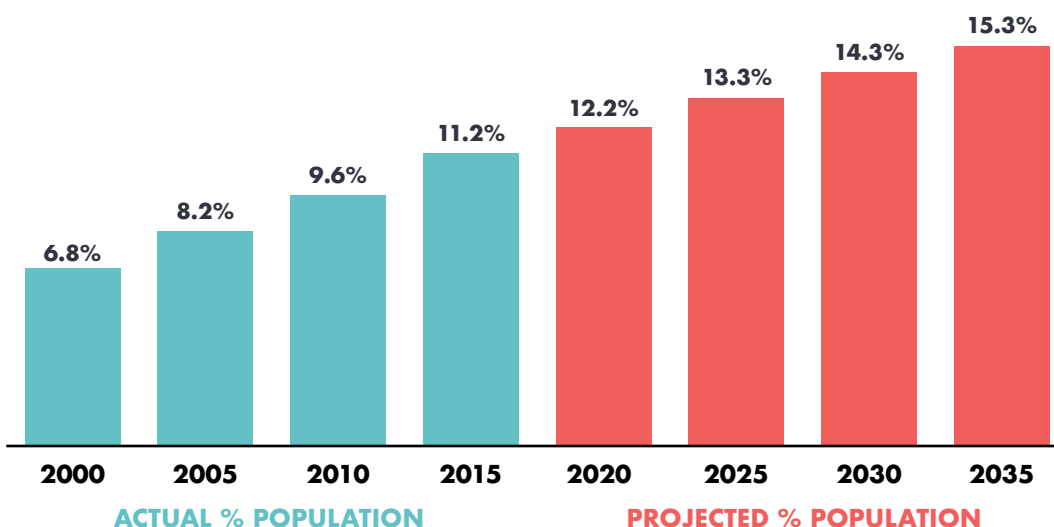
Attracting and Retaining Latinx Teachers in Massachusetts

The public education system in Massachusetts is one of the highest-performing in the nation, but only for some students.

From national test scores to graduation rates, we have reason to be proud of the progress we have made over the past decade.¹ During that same time, it has become clear that Latinos have played, and will continue to play, a larger role in the Commonwealth's future. Latinos are expected to comprise 15 percent of the population of Massachusetts by 2035 – growth fueled primarily by in-state births rather than immigration.² It is critical, then, that Massachusetts' workforce, at every level, reflect our population. This work begins now, in the classroom. Investing in a strong education system that meets the needs of Latinos and other students of color, as well as students from low-income backgrounds, is an investment in the workforce of the future.

Latino population growth will be fueled primarily by in-state births rather than immigration.

Actual and Projected Population of Latinos in Massachusetts



Source: Granberry, Phillip and Mattos, Trevor, "Massachusetts Latino Population: 2010-2035" (2019).



Latinos *for* Education

Latinos for Education is a nonprofit organization dedicated to developing, placing, and connecting essential Latino leaders in the education sector. Latinos for Education is building an ecosystem of Latino advocates by infusing Latino talent throughout the education system. This report grew out of our work with Latino leadership development – listening to and reflecting on the challenges and opportunities our fellows have anecdotally shared regarding the Latino educator pipeline.

Latinos for Education commissioned this report to inform our policy agenda and advocacy efforts, so we can best support the Latino educator pipeline in the Commonwealth of Massachusetts, and as a means of amplifying the voices of Latino educators. This report is based on a review of the population of Latino students and educators in Massachusetts; interviews and a listening tour with Latino educators and state-level education officials; and developing and analyzing a statewide survey of more than 250 Latino educators. This report surfaces the issues in education that matter most to Latino educators, focusing on teacher recruitment and retention as these are the areas where Latinos for Education and partners can have the greatest impact.



Today, in just about any community in America, and certainly throughout Massachusetts, you will find Latino students not getting the high-quality education that every student in this country deserves. In 2017-18, only 61 percent of Latino 9th grade students in the Commonwealth (and 55 percent of English Language Learners) were passing all their courses and thus on track for success in high school and beyond. This compares to 80 percent of students overall and 87 percent of White students.³

Research shows that a key factor holding back students' potential is that the adults throughout our education system do not mirror the demographics of our schools.⁴ The system has not evolved to support the state's rapidly growing Latino community or acknowledge its strength and potential. Too often, the rhetoric about Latino communities is deficit-based, which distorts beliefs and attitudes about our diverse and dynamic population. Schools are the cornerstone of any community, and communities with high populations of Latinos need to employ educators who deeply understand being Latino in America.

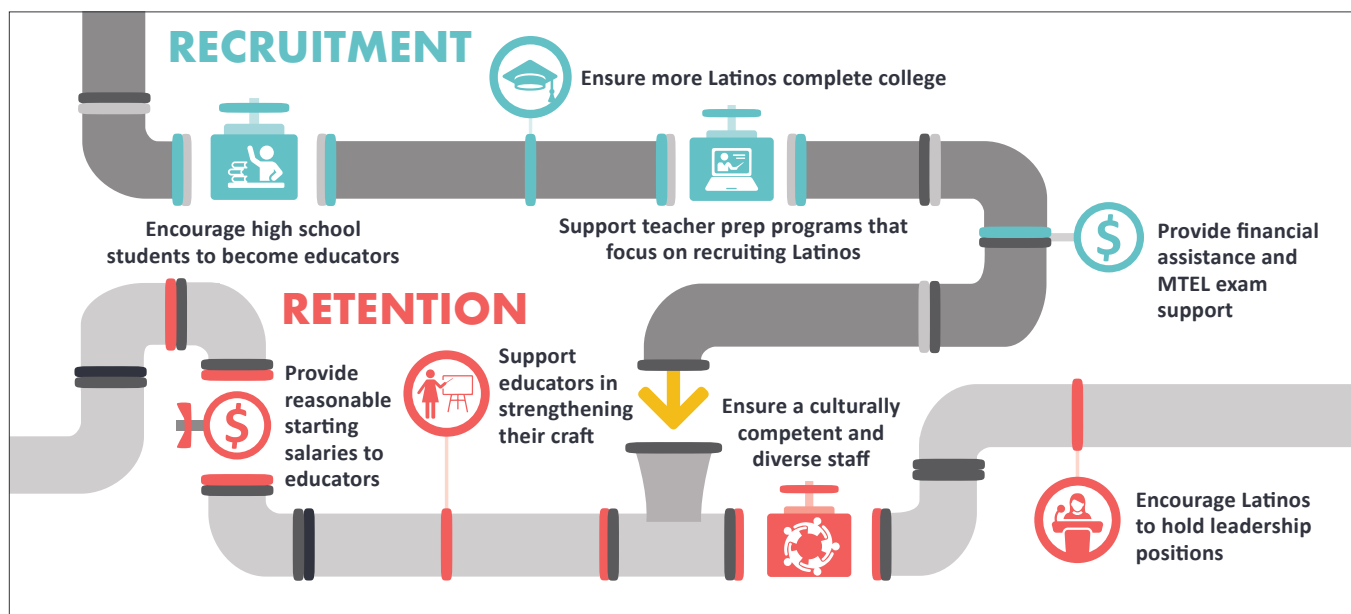
However, according to the Department of Secondary and Elementary Education (DESE) data, for the 2018-19 school year, only three percent of the Commonwealth's total teacher population identified as Latino, compared to 21 percent of the total student population.⁵ As the Latino student population grows exponentially – a seven percent increase over the past ten years – the percentage of Latino teachers entering the profession increased by less than one percent during the same time period.⁶

The implication of these statistics is that a Latino child in Massachusetts may never encounter a Latino teacher between kindergarten and 12th grade. The end result is that fewer Latino students are being prepared to succeed in school, careers, and life. According to the 2019 Massachusetts Comprehensive Assessment System (MCAS), only 53 percent of Latino students scored proficient or higher on the Science and Technology/Engineering exams, compared to 81 percent of White students.⁷ As the overall performance of students in Massachusetts is becoming more closely tied to the performance of Latino students, not supporting them adequately weakens opportunities for all in the state.

For the 2018-19 school year, only 3% of the Commonwealth's total teacher population identified as Latino, compared to 21% of the total student population.

Reimagining the Latino Educator Pipeline

As the educator pipeline becomes responsive to the needs of Latinos, more students will succeed, and infuse the pipeline with new talent.



The teacher pipeline begins earlier than one might expect: when potential teachers are students in middle and high school. They are developing their career aspirations and mapping out a postsecondary education plan to support those aspirations.⁸ The high school pipeline to attract and recruit Latino students to pursue a career in teaching is currently narrow. Latino students in high school are graduating at lower rates compared to their White counterparts. In 2017-18, more than 25 percent of Latino students in the Commonwealth did not graduate high school in four years. Only 64 percent of English Language Learners graduated in four years.⁹

A high school diploma is only the first step toward becoming a teacher, of course. In Massachusetts colleges and universities, Latino enrollment is low both in general and in teacher preparation programs. In 2017-18, only 55 percent of Latino graduates attended institutions of higher education.¹⁰ Less than half of Latino students attain their bachelor's degree within six years.¹¹

Moreover, prospective Latino educators are not entering programs necessary to obtain teaching credentials in Massachusetts. In 2016-17, only five percent of total teacher candidates enrolled in a teacher preparation program, both traditional and alternative, were Latino.¹² Barriers to attracting and recruiting Latinos to the profession include the cost of the academic program, certification/licensure fees, and challenges passing the Massachusetts Tests for Educator Licensure (MTEL).

Once they are teaching in schools, there are challenges to retaining Latino educators. Teachers of color are often employed at higher rates in high-poverty schools, which have lower teacher retention rates.¹³ Although salaries vary throughout the Commonwealth, teacher salaries are not commensurate when compared with other industries and professions that require training and certification processes.

The qualitative research we gathered, aligned with national data,¹⁴ found that Latino teachers face what is often referred to as an “added tax” because of their identities, including bias, challenges to their classroom strategies, and added obligations such as translating between English-speaking colleagues and Spanish-speaking parents. These challenges lead to job dissatisfaction and difficulty in advancing to leadership positions.

Inadequate support, lack of cultural competency from school leadership and staff members overall, and obstacles to advancing to leadership positions lead to job dissatisfaction, which results in many Latino educators leaving the profession before they master teaching.



Latino teachers face what is often referred to as an “added tax” because of their identities, including bias, challenges to their classroom strategies, and added obligations such as translating between English-speaking colleagues and Spanish-speaking parents.

As a result, there is a small pool of candidates to promote into leadership positions. Again, although one in five students in the state is Latino, only 2.5 percent of school district superintendents in the Commonwealth are Latino, 2.9 percent of principals, and 4.2 percent of deputy or assistant principals.¹⁶

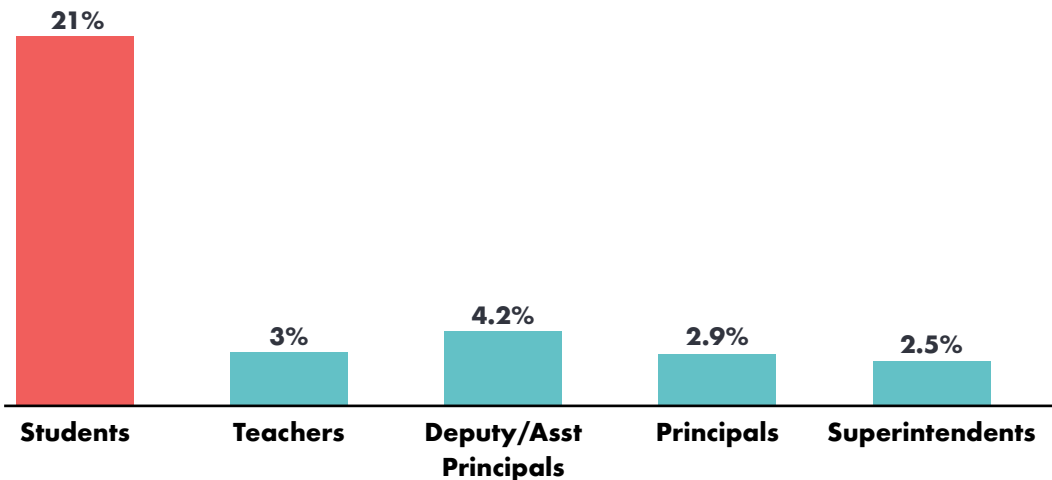
“Teaching often feels unsustainable for teachers of color, who are fighting against implicit and explicit biases, to do what’s right for their students.”

– Latino survey respondent, female, 25-34 years old, 5-10 years teaching

As a state, we have never been better positioned to take action to strengthen the Latino educator pipeline. Over the past 25 years, education advocates across the Commonwealth have been working to ensure that education reform efforts are serving students of color and students from low-income backgrounds. As a result of these efforts, the Department of Elementary and Secondary Education’s strategic plan is prioritizing diversifying the teacher pipeline; the Governor has put together a Latino Advisory Committee, whose recent listening tour revealed that education is a top issue for Latinos in the Commonwealth; and assorted groups of education experts recognize that increasing diversity in our teaching force is paramount to its success. As one of the very few education nonprofit in Massachusetts whose agenda is driven by and focused on Latinos, Latinos for Education is working to bring educators and other stakeholders together to address the challenges outlined in this overview. Our hope is that this report can contribute to this conversation and illuminate a path forward.

The recommendations in this report reflect the voices of Latino educators across Massachusetts – a group rarely convened by national- or state-level researchers. The four recommendations represent key levers we believe will strengthen the Latino educator pipeline in the Commonwealth.

Percentage of Latino Students vs. Percentage of Latinos in Teaching/Leadership Positions in MA Public Schools



Massachusetts Department of Elementary and Secondary Education

Key Recommendations

Recommendation One

Provide financial assistance and other support at key inflection points in the educator pipeline.



Recommendation Two

Treat Latino educator recruitment efforts as a critical workforce need.



Recommendation Three

Create support systems and networks for Latino educators.



Recommendation Four

Promote diversity and cultural competency training at school campuses.



These recommendations form the basis of our Latino-led coalition’s policy agenda. We will use this report to build urgency around the key issues that Latino educators have identified as being important to our families and communities, and to activate our networks to advocate for policy changes.

Methodology

We collected both qualitative and quantitative data to compile this report.

First, a landscape analysis of the Latino educator pipeline in Massachusetts provided demographic information on Latino educators, and on the recruitment, retention, and advancement strategies employed across communities in the Commonwealth.

Second, we held three town halls in the heavily populated Latino communities of Boston, Holyoke, and Somerville with the Commissioner of Elementary and Secondary Education.

Third, we continued to meet with various stakeholders and Latino educators throughout 2019 to listen to their challenges, concerns, and ideas to improve the Latino educator pipeline.

In May 2019, we held a convening of Latino educators and stakeholders regarding the Student Opportunity Act, which was being debated in the legislature at the time and passed in November 2019. We had three state legislators attend, including one of the co-chairs of the House and Senate Joint Committee on Education. The convening's focus was on understanding the equitable funding legislation and educating our legislators about the issues that are most important to Latino educators. At our urging, many in attendance wrote testimonies to ensure that their voice contributed to the policy debate.

“No parent should have to worry about their children’s education being under-resourced because they want to be part of a diverse community.”

*– from the testimony of Roberto A. Jiménez Rivera,
Aspiring Latino Leaders Fellow with Latinos for Education*

In June 2019, we led the Amplifying Latinx Voice in Education Policy session during a conference in Massachusetts. Here we shared our town hall findings with an audience of more than 70 participants, as well as gathered input about key education policy issues in Massachusetts. In addition to the three themes mentioned above, the audience cited a need to improve support for early childhood education.

Lastly, in October 2019, to hear from the people most directly impacted by recruitment and retention policies and practices, we conducted an online survey of Latino educators in Massachusetts. The survey helped us identify what was most important to this community and solidify our policy recommendations. After distributing the survey to school district superintendents, our own networks, and across education-based nonprofit organizations, we received responses from more than 250 recipients. The largest response was from Boston Public Schools. The survey questions related to retention and recruitment challenges and policy considerations.

Three themes emerged from data collected: (1) the need for more Latino teachers and a leadership pipeline; (2) increasing college access and completion rates; and (3) more support for English Language Learners. The recommendations included in this report will be focused on the Latino educator pipeline, and reflect the issues and policies that are of primary importance to Latino educators, and where we feel Latinos for Education is best positioned to contribute.

Key Findings

Our greatest value-add as an emerging coalition is focusing our policy and advocacy efforts on the Latino educator pipeline and increasing representation across leadership positions. As such, the survey we created focused on teacher recruitment and retention, which includes supporting greater college access and completion, but only to the extent that college completion is critical to having a strong teacher candidate pool.

Participants responded that financial incentives, followed by diversity policies and practices, and strengthening teacher networks and supports would have the greatest impact on both recruiting and retaining Latino educators.

Regarding financial incentives for recruitment, favored recommendations include: offering a starting salary for classroom teachers that is comparable to other professions and allows teachers to support a middle-class existence, increasing financial support for teacher preparation programs that enroll prospective Latino teachers, and supporting national- and state-based loan forgiveness programs as a recruitment tool.

Regarding diversity and teacher supports to incentivize recruitment, favored recommendations include: establishing professional learning networks for Latino teachers, requiring cultural competency training and recruitment practices, and establishing a diversity task force.

In terms of retention, respondents favored creating financial incentives for highly effective teachers to work in high-need schools, offering a commitment bonus to high-performing teachers, and offering home ownership incentives for teachers to teach in the communities they are from as a means to access social mobility. Respondents also favored teacher leadership opportunities and other incentives to continue working in high-need schools, hiring sufficient support staff to protect instructional time, requiring implicit bias and diversity training as well as asset-based cultural and linguistic curriculum at the school-level.

Additionally, participants noted that better access to teacher preparation programs that use a “teacher residency” model and increasing teacher preparation support for the MTEL exam would also have an impact on recruiting Latino teachers.

Financial incentives, followed by diversity policies and practices, and strengthening teacher networks and supports would have the greatest impact on both recruiting and retaining Latino educators.

“I’m interested in a district leadership position, but I’m having a hard time getting started. There needs to be way to support Latino teachers in securing administrator credentials without sacrificing income.”

- Latino survey respondent, male, 45-54 years old, 10+ years teaching

Practices with Potential

The Commonwealth does not currently have ideal models for Latino teacher recruitment or retention. However, there are some programs that exhibit some of our key findings and may merit further review to determine how and if they can help support the Latino educator pipeline.

The Boston Teacher Residency (BTR) is a nationally recognized clinical teacher preparation program that began in 2002 between Boston Public Schools and the Boston Plan for Excellence. The program includes a year-long teaching apprenticeship, which provides participants with a built-in support network not afforded to other new teachers. The program attempts to address financial concerns associated with joining the teaching profession in varied and unique ways. Participants receive a \$13,992 stipend, health care benefits, and a \$6,095 AmeriCorps education award upon completion of the program. Candidates can apply for financial aid to supplement stipend income and cover UMass Boston tuition, which is \$6,600. The program also waives one-third of the candidate's \$10,000 program cost for each year the candidate teaches in Boston Public Schools. The program's loan forgiveness is attractive to those that cannot afford a traditional graduate school experience or those that want to change careers.

Paradigm Shift is an organization that helps paraprofessionals navigate the process of becoming teachers while still working in classrooms. Paradigm Shift provides hands-on support and guidance to help educators apply and complete graduate school and pass the MTEL exam. By working in partnerships with school districts, colleges and universities, unions, workforce agencies, and community organizations, Paradigm Shift can offer reduced tuition, an array of resources, and a support system across the education pipeline.

Today's Students, Tomorrow's Teachers (TSTT) program, is aimed at ninth-grade high school students who are interested in the teaching profession. The workshop-based training program provides an eight-year, full-circle collaborative model where public school districts, colleges and universities, and businesses join forces to provide guidance through the application process and the college experience, as well as support, mentorship, and financial relief for students.

In addition to providing examples of both financial and pedagogical support models and insights into recruiting and supporting Latinos, these programs also demonstrate the impact of strong partnerships.

All three programs enroll Latinos at far higher rates than the teaching profession in Massachusetts currently, and even higher than the Latino student population. Research is needed to identify ways programs such as these can be replicated and scaled. BTR has an estimated 23.8 percent identified Latino representation, Paradigm Shift's 2018 cohort was 48 percent Latino teacher candidates, and TSTT had 32 percent Latino student participants. However, these programs are small and do not currently produce the number of Latino teachers necessary to mirror the student population more evenly.

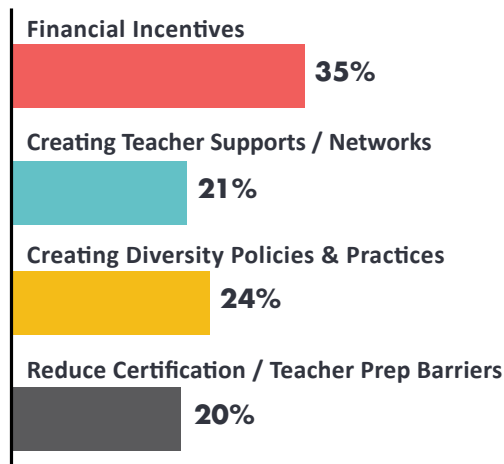
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Policy Recommendations

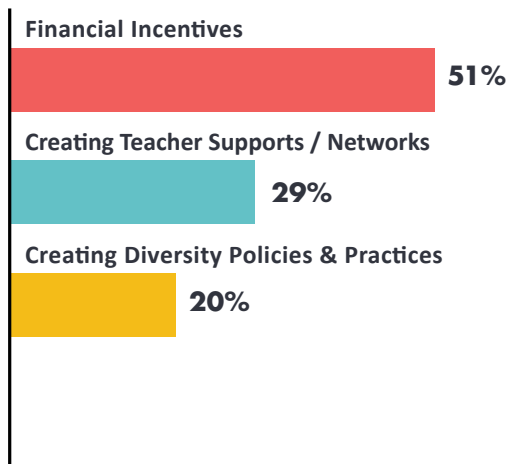
Based on the key findings from the survey and the insights we gathered from forums and interviews, we have compiled the following policy recommendations to increase the recruitment and retention of Latino educators in Massachusetts.

Top Policy Priorities Among Latino Educators

FOR RECRUITMENT



FOR RETENTION



Source: based on data from Massachusetts Latino Educator Survey

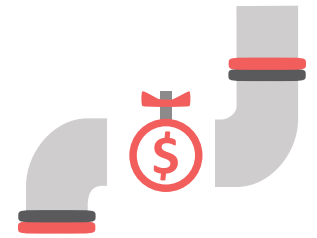
RECOMMENDATION ONE

Provide financial assistance and other support at key inflection points in the educator pipeline.

Financial constraints are barriers to entering the teaching profession. In alleviating the financial burden, initiatives like federal and state loan forgiveness programs, scholarships and grants, affordable college tuition, and increasing teacher salaries will increase Latino teacher recruitment and retention. Latinos overall have not accumulated wealth when compared to other groups. They have more limited access to social and economic capital and are generally less familiar with how to navigate higher education. Financial incentives and supports were the top policy priority among the Latino educators we surveyed, with more than 35 percent ranking financial incentives as the most important factor in recruitment and more than 50 percent as the most important factor in retention.

The most important financial incentive among Latino educators, according to nearly a third of respondents, is a starting teacher salary commensurate with what is required for a middle-class family to thrive in Massachusetts.¹⁷ This is unsurprising given that the gap for median incomes between Latino households and White households in Massachusetts is the largest in the country.¹⁸ **Current educator salaries vary geographically, but a teacher should be able to, at a minimum, afford a home, take care of their family, and save for retirement.** Educators must be compensated with a wage comparable to other professions.

The federal government’s recruitment and retention efforts include the Teacher Education Assis-



The most important financial incentive among Latino educators is ensuring a starting teacher salary commensurate with what is required for a middle-class family to thrive in Massachusetts.

tance for College and Higher Education (TEACH) grant, which provides financial aid to increase the number of teachers in low-income schools.¹⁹ TEACH grants alone are not sufficient to bolster the Latino recruitment and retention pipeline. Federal funding through the Higher Education Act can provide grants to teacher preparation programs (both traditional and alternative), specifically at minority-serving institutions. **By supporting Historically Black Colleges and Universities, Hispanic-Serving Institutions, and other programs with high percentages of Latino candidates, the federal government can play a critical role in increasing Latino enrollment in teacher preparation programs.** Latino educators stated that increased financial support for teacher preparation programs that enroll prospective Latino teachers was critical to recruitment efforts, second in importance only to increasing starting teacher salaries.

Latino educators noted that state-based loan forgiveness programs would also strengthen Latino recruitment. The Commonwealth should consider alternate forms of financial support in addition to loan forgiveness, including reduced interest rates, home ownership incentives, grant funding or scholarships, stipends, waiving the fees associated with applications and certification, bonuses to highly effective teachers, or commitment bonuses to high-performing teachers who choose to stay in their role for a set number of years.

For example, Massachusetts is currently part of the Teacher Next Door national home-buying program, where teachers can get up to \$6,000 in housing grants to cover closing costs toward the purchase of a home. There is also down payment assistance of up to \$10,681 if eligible. Thinking outside the box when it comes to helping teachers effectively meet their needs is essential to recruiting a diverse workforce.

“The testing is so expensive that Latinos are not willing to pay for it. Our focus is to go to college to get out of debt, not to get in more debt to become a teacher. That is why Latinos are in other careers and not in teaching.”

– *Latino & African American survey respondent, female, 25-34 years old, 10+ years teaching*

Additionally, more than 20 percent of Latino educators wanted more support to prepare for the MTEL exam. Latino educators discussed the need for more transparency in the content of the exam, coaching through the processes of registering and preparing for the exam, the need for more time during the exam, and the need for reciprocity across states to streamline the process to become a teacher in Massachusetts when an educator comes from another state.

More than 20 percent of Latino educators wanted more support to prepare for the MTEL exam.

“Teachers who speak English as a second language need more time to successfully perform on the MTEL. Four hours is not enough for the writing subtest.”

– *Latino & African American survey respondent, female, 45-54 years old, 1-3 years teaching*

The Department of Elementary and Secondary Education is aware that there are potential Latino educators who are close to passing the MTEL exam but are not passing by a small margin. The state should incorporate flexible scores, in conjunction with other evidence that illustrates the candidate can be an effective teacher. The state could also consider reducing the cost of re-taking the exam.²⁰

RECOMMENDATION TWO

Treat Latino educator recruitment efforts as a critical workforce need.

Much of this report has been grounded in the benefits of Latino educator recruitment (and retention) for students because research has shown that a student can perform better when they have exposure to educators who mirror their racial/ethnic background and lived experiences. While schools are often viewed as the units of change for students, they can also be that for the adults in the building. School districts are often one of the largest employers in communities across Massachusetts, thus we must consider the economic implications of strengthening the diversity of the teacher workforce.

Latinos are not accessing key tenets of the American Dream – a bank account, savings and retirement, and home ownership – despite Latino population growth being a primary driver of economic growth in Massachusetts. Teaching should be a pathway to economic mobility for Latinos, yet we have not invested at the scale necessary to develop a pipeline of diverse teachers for our students. Intentional Latino teacher recruitment efforts could both meet a critical workforce need and help close wealth gaps in Latino communities. Massachusetts is dedicating resources toward workforce development initiatives that provide pathways into high-need areas such as the STEM fields and healthcare. Becoming an educator should be viewed in the same light – as a high-skill and knowledge-intensive profession – valued as such and thought of as another avenue of workforce development.

“If you want more Latino teachers, you have to go into schools where there are Latino students and give them a clear view of why teaching is awesome and how they can become a teacher without bankrupting their families.”

- Latino & African American survey respondent, female, 35-44 years old, 10+ years teaching

A disproportionate share of the future workforce is coming from high poverty neighborhoods and schools. We must have extraordinary teachers, who are from these same neighborhoods and cities, preparing young people for professions that will require more advanced skills. It matters that we treat teachers in the professional light they deserve because, in most cases, teachers are the first adults outside of a child’s family that are influential figures in their lives. Ultimately, they influence the long-term career trajectories of young people. **While not the only solution required, teaching as a workforce development lever can make a meaningful contribution in breaking the cycle of poverty persistent in Boston and many Gateway cities heavily populated by Latinos.**

We have an opportunity to reinforce and expand the teacher workforce pipeline for Latinos and all



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people of color. By raising teaching to the professional status level it deserves, including adequate and equal pay, Latinos will be more inclined to see teaching as a pathway to a meaningful career and social mobility.

While individual school districts across the Commonwealth have developed programs to address the need for more Latino teachers, the solution requires a state-wide, cross-sector approach to ensure that the workforce pipeline is robust and well-funded. Our state is successful in working with corporate partners in understanding skillset needs and creating pathways to fulfill various workforce needs. It is time we reframe how we are thinking about teacher recruitment and preparation and work with districts, community partners, and higher education institutions with the same level of urgency that we do for other high-need fields.

RECOMMENDATION THREE

Create support systems and networks for Latino educators.

Retaining Latino educators relies on building a strong affinity-based support system and network, where Latino educators can affirm each other's experiences. With support, these networks would provide access to relevant information, training, and professional development opportunities; create a central location where jobs and application resources are shared; and advocate for policy changes as a group. Survey results indicated that 53 percent of Latino educators ranked establishing a professional learning network for Latino teachers as highly important.



“I would need financial support [to stay in the classroom for another five years], but also a strong support network of Latinx educators that are in administration and policy in order to create structural change at the top.”

– *Latino survey respondent,
female, 25-34 years, 1-3 years of teaching*

For example, the **Springfield Education Association hosts the African American, Latino, Asian, and Native America Educators and Allies (ALANA) program**, formerly known as the New Generation Leadership Program.²¹ New Generation was designed to create a safe space to discuss issues educators of color face, as well as to identify, recruit, and train members to be leaders on their campuses. The program develops educators with three years or less of leadership experience. ALANA expanded on New Generation to create a supportive, dynamic collective focused on building a diverse and culturally proficient environment for educators of color. ALANA was successful in challenging the nepotism in Springfield Public Schools' hiring practices by activating their membership's knowledge, network, and organizing power.

Latinos for Education aims to be the statewide Latino association with a vision of ensuring an equitable education for Latino students by supporting, retaining, and developing Latino teachers, educational leaders, and paraprofessionals (i.e. school staff, teacher's aides). Paraprofessionals often mirror the demographics of their students and have valuable classroom experience. Many want to become teachers but may need help navigating the system.²²

Working in partnership with **Amplify Latinx, the Massachusetts Association of Latino Admin-**

istrators and Superintendents, and others, Latinos for Education is spearheading efforts to build a statewide coalition that will develop leadership capacity among Latino educators and propel Latino paraprofessionals into an educator role by collaborating with districts, foundations, and other organizations. The coalition aims to provide professional development training, information about the certification process, and mentoring to candidates, as well as provide advocacy opportunities for Latino educators to voice their needs and advocate for policy changes. The coalition will focus on increasing enrollment of Latinos in both traditional and alternative teacher preparation programs.

Latino educators need economic stability and mobility in their profession, leadership opportunities within the educational system, and professional development. Latinos for Education, Amplify Latinx, the Massachusetts Association of Latino Administrators and Superintendents, and others, with support from policymakers and key stakeholders, will demonstrate that strong partnerships with aligned missions and goals can make these needs a reality.

RECOMMENDATION FOUR

Promote diversity and cultural competency training at school campuses.

Throughout the listening tour and in our survey data, Latino educators spoke often about school leadership's lack of cultural competency, stereotyping, and discomfort with diversity discussions. They expressed that this deters them from both remaining in the education field and from encouraging other prospective Latino educators to enter.

Fortunately, Latino educators have several ideas for improving colleagues' cultural competency at every level. District and school leaders should be required to receive cultural competency training specific to recruiting and retaining teachers of color. Forty-seven percent of Latino educators in the survey ranked this training as the most important factor in addressing diversity-related concerns. Thirty-six percent of Latino educators recommended that school district leadership establish a diversity task force that analyzes and discusses the challenges facing a district's efforts to have staff more closely mirror the demographics of students.

“I had to leave my school, which was majority Latinx students, because I was ... repeatedly ignored and undervalued ... It's important that we hire culturally competent/social-justice-focused principals and administrators who are people of color and are able to invest in teachers and counselors who are also people of color.”

– Latino survey respondent, female, 25-34 years old, 5-10 years teaching

Other recommendations include **mandating that school districts perform reviews to determine the readiness of the district to successfully diversify their teacher workforce as a prerequisite for state funding for Latino teacher retention.** Reviews will expose gaps in professional development training and allow districts to produce meaningful benchmarks to measure progress in hiring and/or advancement of Latino educators in the professional pipeline. The state may allocate funding depending on the readiness of a school district.

Latino educators need economic stability and mobility in their profession, leadership opportunities within the educational system, and professional development.



To retain Latino educators, **school districts need to require diversity and implicit bias training for all school-based staff.** Teacher diversity trainings are commonly focused on understanding the behaviors or characteristics of students whose backgrounds are different than their teacher's, while implicit bias trainings ask teachers to critically examine how their own identities have shaped their experiences, perspectives, and biases towards others.²³

Another way to truly practice diversity is to **ensure that asset-based cultural and linguistic curriculum is incorporated at the school level.** Both Latino students and teachers will see and experience positive narratives and affirmations of their cultural backgrounds. Students' experiences and cultures need to be part of the curriculum and professional development in their schools, which is rarely the case with current standards and curriculum.

In November 2019, the state legislature passed the **Student Opportunity Act**, which provides \$1.5 billion to Massachusetts public schools, specifically to benefit school districts that have a high concentration of low-income students and English Language Learners and that do not have the ability to raise significant money from their own taxpayers.

This legislation presents a unique opportunity to require districts to earmark a determined percentage in school budgets toward equity efforts. In their plan for using this funding, each district, and especially those with a high percentage of Latino students, should be required to include their plans for recruiting and supporting a diverse school staff and for providing cultural competency training and anti-bias training for all staff members. The face of Massachusetts' public schools is changing, and we must change, too, and work together to ensure that all of us – students and families, teachers, and administrators – are set up to be successful.

Conclusion

Massachusetts is like many states. Our demographics are changing rapidly, and we are trying to figure out how we can best meet the needs of tomorrow, including, in the case of this report, tomorrow's public education needs.

Massachusetts is different than many parts of the country, however, in that this report aggregates the voices and perspectives of the people who best understand the situation we are facing and compiles their feedback on the challenges and opportunities they see from their unique vantage point.

In order to best serve a growing Latino student population, we need to strengthen the Latino educator pipeline. In an effort to identify the policies and practices that will do so, **Latinos for Education, working with Amplify Latinx and the Massachusetts Association of Latino Administrators and Superintendents, has launched a statewide advocacy initiative to develop policy recommendations to create the environment needed to recruit, train, and sustain Latino educators in the field.** We spoke with and listened to Latino educators through town halls, stakeholder convenings, interviews, and a survey.

We will use this report and the key recommendations outlined herein to build urgency around the key issues that Latinos have identified as being important to our families and communities, and to activate our networks to advocate for policy changes.

Massachusetts is prepared to take on this challenge. This complex work can only be done in collaboration. **Together, the Commonwealth can harness the power of our shared values, rising collectively on behalf of the future.**

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In order to best serve a growing Latino student population, we need to strengthen the Latino educator pipeline.

Endnotes

1. <https://www.nationsreportcard.gov/profiles/stateprofile?chort=1&sub=MAT&sj=&sfj=NP&st=MN&year=2019R3> and http://profiles.doe.mass.edu/grad/grad_report.aspx?orgcode=00000000&orgtypecode=0&
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