

HISPANIC TEACHER RECRUITMENT

INCREASING THE NUMBER OF HISPANIC TEACHERS



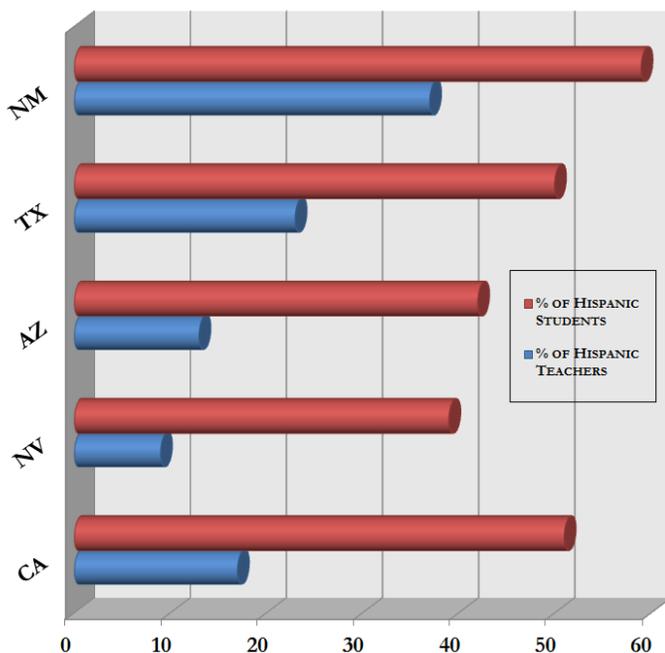
I'm very concerned that increasingly, our teachers don't reflect the great diversity of our nation's young people
-Arne Duncan, Secretary of Education

The strength of the American economy is inextricably linked to the strength of America's education system. Currently at more than 53 million, the Hispanic population is the nation's largest, youngest, and fastest growing minority population; as it continues to grow, it is essential that all students, including Hispanics, have access to a high-quality education; this begins each day with teachers in classrooms across the country. The quality of a student's teacher is the **single most influential in-school factor** in academic achievement and future life outcomes.¹ With the increase in Hispanic population, it is important to have a teaching workforce that reflects the student population in order to meet the demands of our increasingly diverse nation.

THE NEED

Although Hispanic students have become the largest minority and represent nearly a quarter of the nation's student population, Hispanic teachers represent only **7.8 percent** of the field.² In some states and districts the disparity is even more acute. In fact, several of the states with the largest Hispanic student populations have the largest Hispanic student-teacher gap.

STATES WITH THE LARGEST HISPANIC STUDENT-TEACHER GAP



Source: National Center for Education Statistics, School and Staffing Survey, Teacher Questionnaire, 2007-08 (Department of Education, 2008).

¹ Rice, J.K. (2003). *Teacher Quality Understanding the Effectiveness of Teacher Attributes*. Annapolis: Economic Policy Institute.

² US Department of Education, School and Staffing Survey, Provisional Data 2011-12

Research from multiple sectors shows that there are many benefits to having a diverse workforce; diversity enhances organizational effectiveness by increasing levels of creativity, problem solving skills, and flexibility.³ Specifically in education, a study found a positive relationship between the presence of teachers of color and the achievement of all students.⁴ Teachers of color serve as role models and cultural liaisons for their students. When teachers of color are present, there are several benefits for ethnic minority students in particular; they are represented in fewer numbers in special education, there is a decrease in absenteeism, and parents and students are more involved in school activities.⁵ Increasing the number of Hispanic teachers will help meet the needs of all students, especially in Latino communities.

CHALLENGES

Beginning in the early 1990's, researchers and educational advocates identified a minority teacher shortage in our country's public schools. High school graduation and access to institutions of higher education were and continue to be fundamental challenges that aspiring Latino teachers encounter. Due to a lack of access to a high-quality education, many Latinos are more likely to have negative associations with schooling and are less likely to become teachers. However, some Latinos are motivated to enter the teaching profession to counter the obstacles they experienced in school.⁶

Many students, including Latinos, are not attracted to teaching because of the perceived low status and salary of the profession. This challenge increases in schools with high numbers of minority students. According to the U.S. Department of Education's [Civil Rights Data Collection](#) on the 2011-2012 school year, on average, teachers in high schools serving the highest percentage of African-American and Hispanic students were paid less per year than their colleagues in schools in the same district who serve the lowest percentage of Black and Latino students.

Teaching also requires candidates to earn a college degree and a teaching credential. Since this process is costly and timely, it is a financial burden on Hispanic students who often must help support their families. Prospective teachers also must take and pass licensure teaching exams, making it an even longer and costlier process.

³ Milem, J. (2003). The educational benefits of diversity: Evidence from multiple sectors. In *Compelling interest*: (pp. 126-169). Stanford, CA: Stanford University

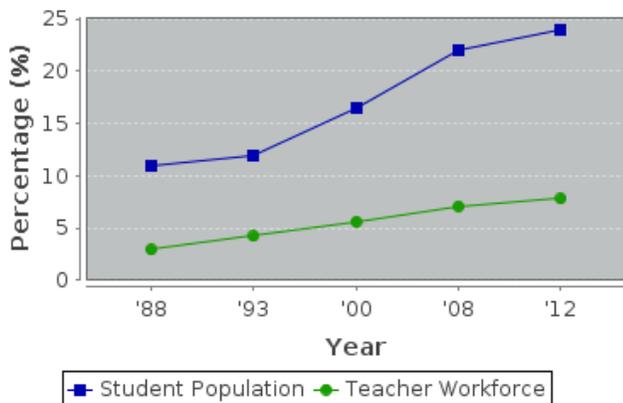
⁴ Meier, K.J. et. al. (1999) Representative Bureaucracy and distributional equity; Addressing the hard question. *Journal of Politics*, 61. 1025-1039

⁵ Morris, J. E. (2008). Ethnicity race and culture—latino growth, racial and ethnic minority students in higher education—cultural expectations and student learning. *Education Encyclopedia—State University.com*

⁶ Ramirez, A.Y. (2010). Why Teach? Ethnic Minority College students' Views on Teaching. *Multicultural Education*, 29-35

Considering these challenges, recruitment programs have been started by school districts and universities to create pipelines, support programs, and financial incentives for minority teacher candidates. These programs successfully recruited new Hispanic educators, but the number of Hispanic teachers is not increasing at a rate commensurate with the growth of Hispanic students, who now represent 12 million students, or roughly 25% of the population. Therefore, the Hispanic student-teacher gap is likely to continue without more effort to close it.

Hispanic Student vs. Teacher Increases



Source: [National Center for Educational Statistics \(NCES\)](#), 1990, 1993, 1996, 1997, 2002b, 2003, 2005, 2006, 2009, 2011-12

THE GOAL

There is a need to invest in both increasing recruitment efforts and also supporting teachers at the beginning of their careers to attract and retain Hispanic teachers for our nation's schools. In addition, more high-quality teachers—both Hispanic and non-Hispanic—must be engaged to serve and lead in the schools with greatest need, which often have high Hispanic and other minority populations.

THE PLAN

The Administration has created several initiatives and partnerships to support the teaching profession focused on recruiting top talent and developing support networks that will retain teachers and increase the status of the profession. Through these recruitment and retention efforts, the number, diversity, and status of teachers will be increased, and ensure that all students have access to highly-qualified teachers.

- The U.S. Department of Education launched the [TEACH](#) campaign to increase the support for and status of the teaching profession. [TEACH.ORG](#) is a coalition of public, private, and government sponsors.
- Secretary Duncan launched [The RESPECT Project](#) with the goal of working with teachers, school and district leaders, teachers' associations and unions, and education organizations to spark a dialogue that results in strong policy and a sustainable transformation of the teaching profession.

- The U.S. Department of Education launched [Teach to Lead](#), an initiative to catalyze fundamental changes in the culture of schools and the culture of teaching so that teachers play a more central role in transforming teaching and learning, and in the development of policies that affect their work.
- In July 2014, President Obama and Secretary Duncan launched "[Excellent Educators for All](#)," aimed at ensuring teacher equity regardless of student income.
- The federal [TEACH grant program](#) has been revamped to provide student aid with the goal of increasing the number of teachers in low-income schools.

In addition, one of the key priorities of the White House Initiative on Educational Excellence for Hispanics is engaging and recognizing Hispanic educators throughout the country to highlight the impact they are having in our nation's schools. The Initiative's [Graduate! Financial Aid Guide to Success](#) includes information and resources for students considering a teaching career. The Initiative also highlights teacher recruitment and retention programs through promoting Bright Spots.

BUILDING ON PROGRESS

It is important to build on the progress of institutions and programs that have been successful in recruiting and graduating substantial numbers of Latino teachers. For example, below are five not-for-profit universities who graduated the most Latinos with degrees in Education in 2011-2012.

Universities Graduating Hispanic Students in Education (2011-2012)	
	Number of Latino Graduates
1. University of Texas at El Paso	707
2. Florida International University	429
3. Nova Southeastern University	376
4. Arizona State University	333
5. University of New Mexico	276

Note: Only not-for-profit universities listed; this list includes universities who graduate potential teachers with degrees in education. Source: National Center for Education Statistics, IPEDS Provisional release data 2011-12 school year

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