

Research Question

What are the difficulties surrounding Hispanics and Latinos in education?

Abstract

Examining the American education system, we find there are very few Hispanic/Latino educators currently in our schools. According to the National Center for Education Statistics (2011), the college enrollment rate for Hispanics is at 34.8%. Correspondingly, a study by Carnevale, Strohl and Melton (2009) reports, the percentage of education majors that are Hispanic is only 7%. Yet, society is changing and more and more Hispanic/Latinos students are entering the secondary and post-secondary educational system. For this reason, society needs more Hispanic/Latino educators. "The argument that non-White teachers are best to teach non-White students is not the issue, but rather by recruiting and retaining ethnic minorities into teaching, teacher education could present a more realistic foundation of what society looks like for our K-12 students" (Ramirez, 2010). Hispanic/Latino students need teachers and professors who they not only physically identify with but also have that social emotional connection. They need to have these "high-achieving teachers with cultural backgrounds similar to their own" because it helps them stay engaged and increases their overall performance (Ahmand & Boser, 2014). For this poster, I researched the data behind Hispanics/Latinos in the education system. I initially began my research focusing on the struggles, obstacles, and barriers of Hispanic/Latino students entering the educational field. However, as I dug deeper, it became apparent that it's important to have more of them entering the education field, but, even more important, for them to remain in the field. This poster is going to explore the hurdles Hispanics/Latinos students are facing going into the educational field; the obstacles, as educators, they experience while teaching that causes them to leave, and, it will provide possible solutions or recommendations to help Hispanics/Latinos educators enter and remain in the field.

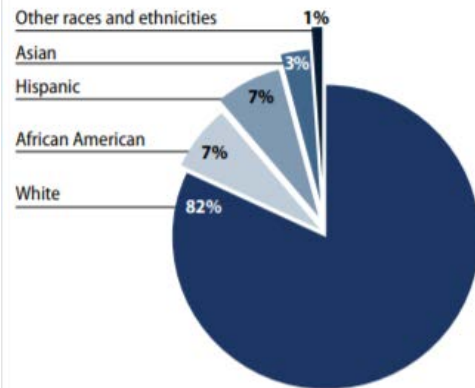
Methodology

A literature review was conducted using the Ferris State University library online database to analyze peer-reviewed journals on Hispanics/Latinos in the education field.

Literature Review

In reviewing the literature surrounding Latinos and Hispanics in education, my research uncovered many factors influencing whether or not Latino and Hispanic students enter the education field. Research by Ahmad and Boser (2014), explains that there are many barriers first-generation college students must navigate in order to enroll in college (i.e. college applications, FAFSA, and scholarships). However, this is only the first hurdle. Carnevale, Strohl, and Melton (2009), explain that there is a high rate of Latino and Hispanic educators that leave the profession because of dissatisfaction. Ingersoll and May (2011), elaborate on this explaining that many of these educators are working in difficult conditions where they are paid less, have less parental support, and fewer resources.

FIGURE 4
Share of education majors, 2009



Source: Anthony P. Carnevale, Jeff Strohl, and Michelle Melton, "What's it Worth? The Economic Value of College Majors" (Washington: Georgetown University Center on Education and the Workforce, 2011), available at <https://georgetownapp.box.com/s/5bgc2qc0nefsx68bj4u4>.

National Turnover/Stability Data Disaggregated by Teacher or School Characteristic in Base Year 2011-2012

	Number				Percent		
	Total	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total Count	3,377,900	2,846,500	271,900	259,400	84.3	8.1	7.7
School classification							
Traditional public	3,264,900	2,754,400	260,400	250,100	84.4	8.0	7.7
Public charter	113,000	92,100	11,600	9,300	81.5	10.2	8.2
Sex							
Male	801,200	686,600	63,000	51,600	85.7	7.9	6.4
Female	2,576,600	2,159,900	208,900	207,800	83.8	8.1	8.1
Race/ethnicity							
White, non-Hispanic	2,769,700	2,353,400	207,300	209,000	85.0	7.5	7.5
Black, non-Hispanic	229,400	179,400	26,900	23,100	78.2	11.7	10.1
Hispanic, regardless of race	261,200	207,400	33,000	20,800	79.4	12.6	8.0
Asian, non-Hispanic	63,800	61,200	1,600	1,600	95.8	2.5	1.7
Native Hawaiian/Pacific Islander, non-Hispanic	1,200	1,200	0	0	100.0	0.0	0.0
American Indian/Alaska Native, non-Hispanic	22,300	17,500	4,800	4,800	78.8	21.2	0.0
Two or more races, non-Hispanic	31,200	27,700	1,800	1,800	88.8	5.8	5.4

Rounds to zero.
† Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).
‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFIS), "Current and Former Teacher Data Files," 2012-13.

Results

After doing my research, I discovered that the retention of teachers was the main issue. Keeping the educators in this career field is where the trouble is. Latino and Hispanic educators often work in areas where there are fewer resources and supports. This leads to educators feeling dissatisfied with the career choice and they end up leaving/changing their field.

Conclusion

A takeaway from this research is that the education system needs to change their approach to how they handle situations with their teachers of color—specifically those of Hispanic/Latino background. There are things we can do to help assist such issues. First and foremost, being there during the college years with scholarships and extra assistance for education majors. Once they reach the field, schools can invest back into their teachers who do their job well and help support them throughout the years.

References

- Ahmad, F. Z., & Boser, U. (2014, May 4). America's Leaky Pipeline for Teachers of Color. In *Center for American Progress*. Retrieved April 13, 2018.
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- Ingersoll, R., & May, H. (2011, October). Recruitment, Retention and the Minority Teacher Shortage. In *University of Pennsylvania, Scholarly Commons*. Retrieved April 13, 2018.

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