

EQUITY WITHOUT REPRESENTATION?

The New Haven Public School District

! New Haven Latino Council Demands a Call to Action

Building Equity into Policy

Latina(o) students account for 47 percent of the total population of the New Haven Public Schools District student body, yet Latina(o) staffing is significantly underrepresented at all levels of the District's workforce. In the past 6 years, the Latina(o) student population has been increasing, while the District's Latina(o) staff has been decreasing just as steadily. Such underrepresentation diminishes any influence that could be had over decision-making to better address the needs of Latina(o) students. Research demonstrates that when a school district's leadership is not representative of its student body, underrepresented students are impacted negatively, in all areas of their educational attainment. The systemic underrepresentation of the Latina(o) student population at the upper levels of leadership and management has resulted in a narrowing of the knowledge, understanding, and experience base required to serve almost half of New Haven's student body effectively.

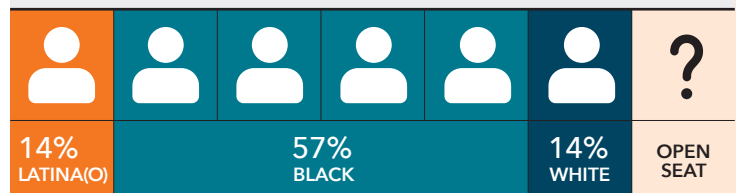
Given the inequality of Latina(o) representation, that is deeply entrenched, the Council calls on the District to uphold its commitment to diversity and inclusivity in all dimensions of its workforce. Therefore, the District's decision-making workforce must be made equitable. In doing so, the Council calls for the following demands to be implemented:

- 1 To achieve a diverse and inclusive decision-making body that is representative of the District's largest marginalized student population, the Mayor must appoint a Latina(o) leader to fill the vacant Board seat in November 2019.
- 2 To address the needs of the predominantly Latina(o) student body, the District must ensure that the Executive Team is representative of the community it serves.
- 3 Establish policies and actions that significantly increase the number of Latina(o) principals and assistant principals and reflect the District's majority Latina(o) student body.
- 4 Increase teacher workforce diversity to closely reflect the demographics of the student body it serves.

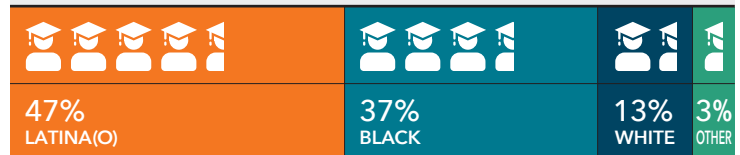
Find out more at www.nhlatinocouncil.org



New Haven Board of Education



New Haven Public School Student Body



Executive Administrators



Principals



Assistant Principals



Supervisors



Teachers (including Subs)



Security Officers



In House Suspension Workers



DropOut Prevention Workers



Q A Closer Look: Demands and Data

1 To achieve a diverse and inclusive decision-making body that is representative of the District's largest marginalized student population, the Mayor must appoint a Latina(o) leader to fill the vacant Board seat in November 2019.

While nearly half of the New Haven Public Schools student body is Latina(o), only 1 of 7 members on the Board is Latina(o). Disparities in representation do not allow for equitable top-down decision-making in addressing the unique needs of Latina(o) students – the District's largest student population.

2 To address the needs of the predominantly Latina(o) student body, the District must ensure that the Executive Team is representative of the community it serves.

Decision-making at the executive level has a trickle-down effect that impacts all levels of the district's workforce. While 47 percent of the student body population is Latina(o), only 1 member on the currently expanded Executive Team is Latina(o) in the position of a Director. Actions toward this goal will ensure that the District increase Latina(o) representation at the Executive level to better reflect the student population it serves. Additionally, to mitigate and reverse the high attrition trends of Latinos at the Executive level, the District must establish hiring and retention policies that place transparency and equity at the forefront.

3 Establish policies and actions that significantly increase the number of Latina(o) principals and assistant principals and reflect the District's majority Latina(o) student body.

Latina(o) workforce underrepresentation at the assistant principal and principal level denies equity and limits the quality of education for students. Actions toward this goal will ensure that a larger hiring pool of Latina(o) principals and assistant principals be implemented. The District must establish a pathway for minority teachers to become administrators that is representative of student and community demographics - an important step in upholding a commitment to equity and inclusion.

4 Increase teacher workforce diversity to closely reflect the demographics of the student body it serves.

While Latina(o) students make up the majority of the District's student population, fewer than 1 out of 10 teachers are Latina(o). Studies demonstrate that students taught by teachers of color have better performance outcomes - both academically and socially. Drawing on their unique cultural perspectives,

teachers of color can enrich the classroom experience in a meaningful way. Specifically, teachers with native Spanish language proficiency can help eliminate language or cultural barriers that can impede educational achievement. In accordance with the 2019 CT Senate Bill 1022 (Public Act. PA 19-74), *An Act Concerning Minority Teacher Recruitment and Retention*, actions toward this goal will ensure that the District establish a strategic action plan that implements effective outreach, recruitment, and hiring of Latina(o) teachers. To ensure that recruitment efforts result in long-term retention, the District must allocate resources and provide services that foster a supportive environment where Latina(o) teachers can thrive.

In summary, the Council holds the District accountable for its failures toward its students. By advancing the aforementioned actions, the students stand to be the largest benefactors. After all, a school system with a diverse leadership and teaching corps - representative of its majority Latina(o) student body and aligned with the student's unique cultural values and experiences - fosters a learning environment that places equity at the forefront.

References

Kamenetz, Anya, "Study Finds Students Of All Races Prefer Teachers Of Color," https://www.npr.org/sections/ed/2016/10/07/496717541/study-finds-students-of-all-races-prefer-teachers-of-color?fbclid=IwAR3lpfQbsjrGJdqfXiMLQZqx--SREmFXnzGKG0g6Oc6FVqWiK_vlqziybmo

Moule, J. (2012). *Cultural Competence: A primer for educators*. Belmont, CA: Wadsworth, Cengage Learning

<https://www.cga.ct.gov/2019/ACT/pa/pdf/2019PA-00074-R00SB-01022-PA.pdf>

TABLE 1: 2019 New Haven Public School District Student Demographic Data

Race/Ethnicity	Student Totals
Latina(o)	9,733
Black	7,430
White	2,549
Other	948
Total	20,874

TABLE 2: 2019 New Haven Public School District Staff Demographic Data

Position	Latina(o)	Black	White	Other	Totals
Executive Administrators *	1	11	6	0	18
Principals	6	15	19	0	40
Assistant Principals	5	17	26	1	49
Supervisors	2	3	9	0	14
Teachers (Including Subs)	176	362	1482	83	2103
Security Officers	11	43	7	1	62
In House Suspension Workers	0	16	0	0	16
Drop Out Prevention Workers	5	11	0	0	16
Totals by Race	206	478	1549	22	2318

* This includes the Superintendent, Chiefs, Assistant Superintendents, & Directors