

Laying the Groundwork for Policy Change

**Lessons Learned from the Massachusetts
Educator Diversity Act Coalition**

Foreword



In this report, we spotlight the work of Latinos for Education in leading a diverse group of advocates and leaders from the Massachusetts Educator Diversity Coalition to push for policy and practice change in diversifying the educator workforce in a cohesive and tactical way. Our work in this sphere began with our 2019 seminal report “Mirrors and Latinx Students: Attracting and Retaining Latinx Educators” where we highlighted the glaring disparities in outcomes among students of color in the Commonwealth and the lack of teacher representation in the classroom for the growing demographic of Latino students.

We know that the national trend looks similar in Massachusetts— with close to twenty-two percent—almost one in five students— in public schools identifying as Latino, and yet only 3 percent of the total teacher population being Latino¹. As is with all regional numbers, once you zoom in to neighborhoods, one sees an even more urgent need to narrow the representation gap between Latino educators and Latino students. In the Commonwealth’s Gateway Cities, fourteen districts house and educate a student body made up of more than forty percent Latinos. In some districts, like Holyoke, Chelsea and Lawrence, the percentage of Latino students soars to eighty and ninety percent². Seeing the disconnect between the teacher workforce and the racial, ethnic, and linguistic diversity of our classrooms is worrisome. I founded Latinos for Education in 2015 precisely for this moral imperative—to ensure the Latino perspective and voice is infused in policy and practice conversations that impact our children. We know the value and impact of students seeing representation in their teachers³ and yet how do we begin to broach the systemic challenge of recruiting, retaining, and supporting teachers of color?

In this report, we draw on perspectives shared during eleven, in-depth interviews with members representing the breadth of diversity at the coalition table⁴ and present findings on (1) the conditions for success, (2) the actions taken by the Educator Diversity Coalition, and (3) outcomes and lessons learned from statewide efforts to infuse the voice of BILPOC⁵ students and educators into equity-focused policy and advocacy efforts.

In Part 1 of this report, we dive into the conditions set forth that provided the context and space for this work to blossom. The conditions for success include:

- **State Prioritization of Education:** The right state context where education has been historically prioritized in policy, practice, and legislation.
- **Strong State-wide and Regional Civic Engagement:** An infrastructure existed to enable steadfast work of other coalitions and informal groups.
- **A Dedicated Backbone Organization Galvanizing Around a Shared Agenda:** The success of this coalition rested on the sustained leadership of Latinos for Education in moving the coalition tactfully and in unison.
- **A Continuation of Previous Legislative Work And A Window of Opportunity:** In Massachusetts, there were sustained deep relationships with legislators, policymakers, and influencers that made it possible to build upon existing legislation. At the same time, the impact of COVID-19 on the lives and learning opportunities of Latino students became an even stronger imperative to address long standing barriers.

In Part 2, we focus on the key lessons learned in coalition building and center our findings on four key themes: a Coalition that Aligns, Connects, Deepens, and Activates.

Together in two years, the coalition secured \$25M in educator diversity funding with \$10M for existing programs and \$15M for a new Scholarship/Debt Assistance Programs. The emergence of this funding was a direct result of the advocacy work the coalition was doing in partnership with legislators on the issues of educator diversity.

And finally in Part 3, we consider the key lessons learned in legislative advocacy:

Latino Leadership As Essential: Latinos for Education as the backbone organization for the Educator Diversity Coalition ensured that the Latino perspective and voice was infused and elevated throughout the process.

Staffing the Coalition: Having a dedicated backbone organization with two full time employees and additional consultant support cannot be underscored enough. This dedicated team organized coalition partners and broader stakeholders; ensured the coalition was visible and actively able to respond to requests for input from policymakers and legislators; and could best position and support coalition partners in understanding the legislative process and advocacy to-dos.

Capacity Building Must Be Prioritized: The Educator Diversity Coalition prioritized capacity building and viewed it as a constant lever for coalition success. This meant that the more capacity building the staff did, the better they became at it. They learned more about the kinds of materials members needed- some learned through toolkits; others through videos or looking at templates. Some members need more context while others just need the tools or scripts.

Showing coalition members the roadmap to keep them focused on policy priorities: Oftentimes there is a desire to tackle both practice change and policy change and “fix it” all immediately and simultaneously. Feasibly, advocates have a two year window with a certain political environment, so it was important for Latinos for Education to keep members focused on seeing the road to the end of the session.



Sometimes attaching a bill to a larger piece of legislation can help or it can hold it up: In the case of the EDA Bill, attaching it to a larger Economic Mobility Bill which was placed on hold at the end of the formal legislative session due to an obscure tax law from the 80s and politics; The positive news is that the legislation was only put on hold because of the larger package being held up by the obscure tax law rather than a lack of engagement of legislators or opposition to the provisions

Integration between communications and advocacy: It was critical to keep an interwoven strategy of communications and policy advocacy. Earned media and digital advocacy stirred a sense of urgency among coalition partners and also put pressure on lawmakers.

At this time, the proposed Educator Diversity Act sits in conference committee and may be taken up this fall or next session in 2023. While the work in the State House continues, the Educator Diversity Coalition is prepared to keep advocating through different avenues by elevating issues related to education. Educator diversity now stands at 12% in 2022- up from 8 percent in 2020- thanks much to the efforts of the Massachusetts Department of Elementary and Secondary Education (DESE) and Commissioner Jeffrey Riley, legislative partners, and efforts by the Educator Diversity Coalition and other advocates persistently urging for a prioritization and action around diversifying the teacher workforce. This work is one that has reaffirmed our organizational belief that Con Ganas We Can and Con Ganas We Will. Adelante!

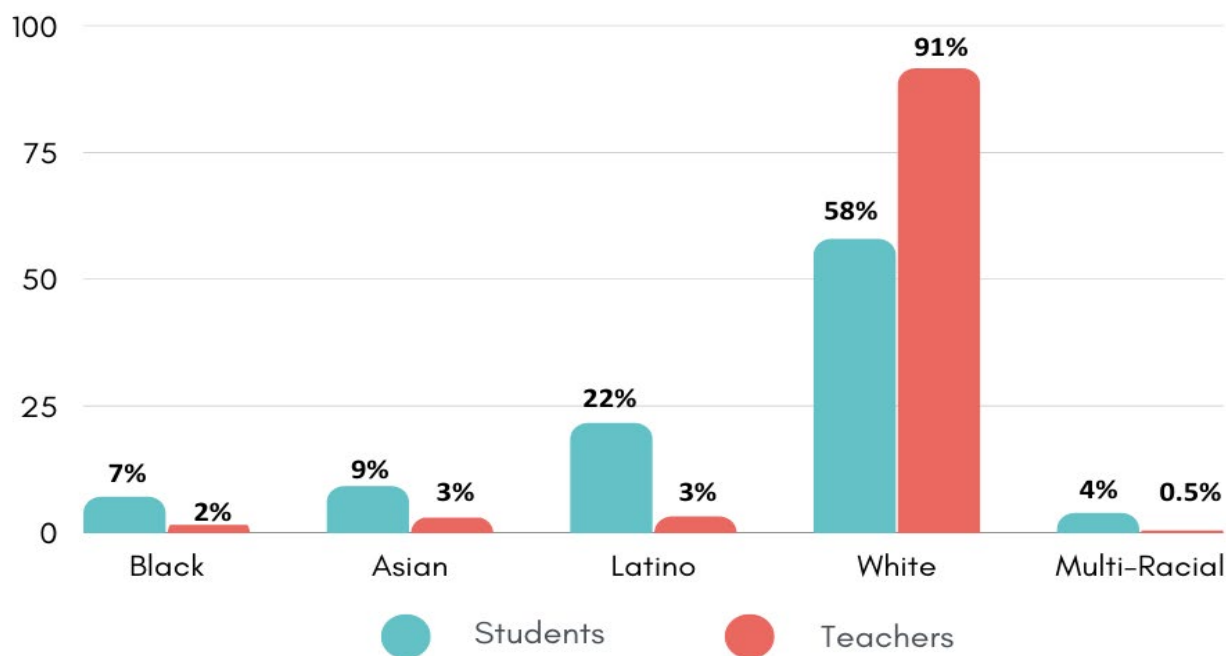
Amanda Fernandez

Part 1: Introduction

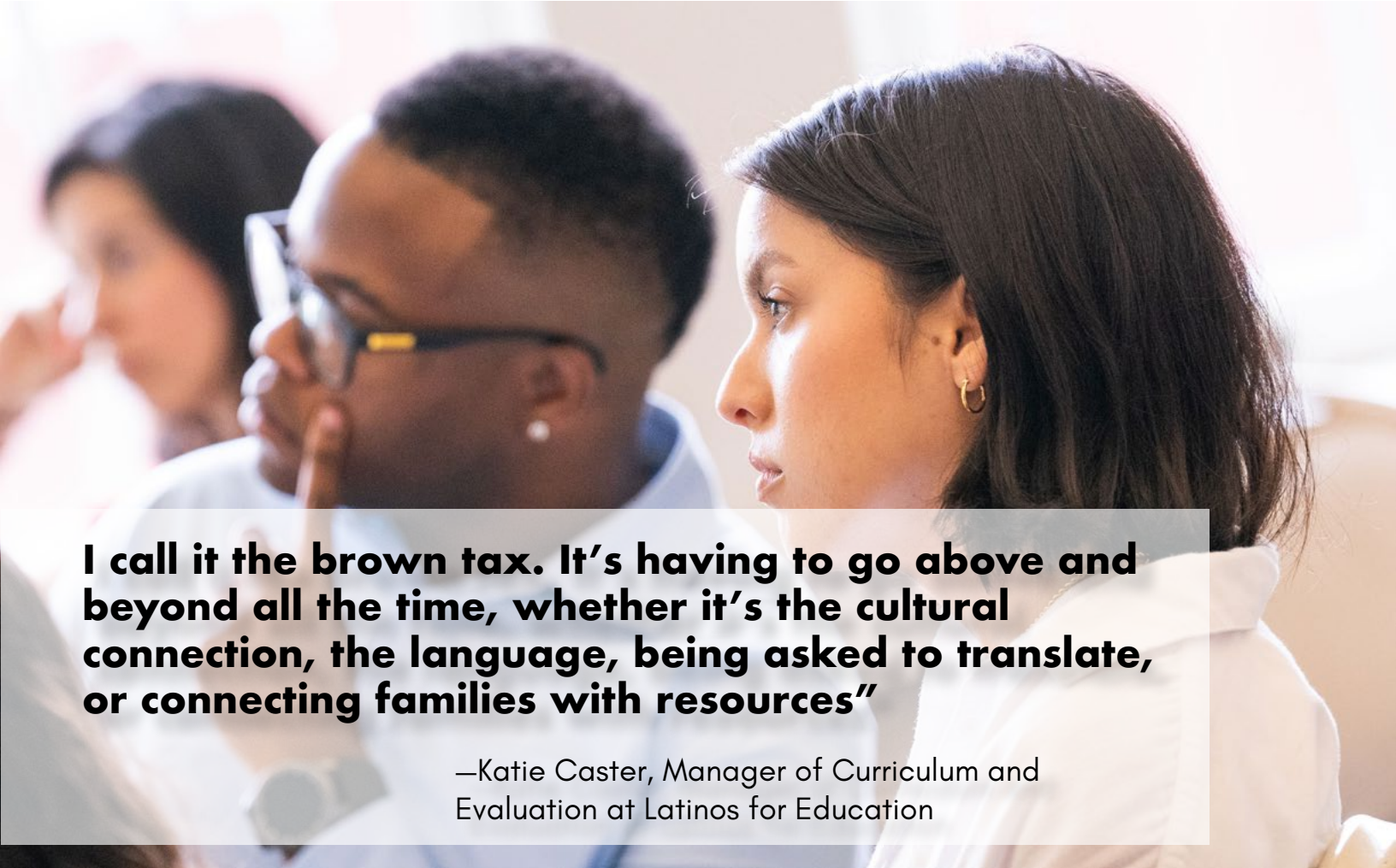
Today Latinos make up one in four students in public schools and are projected to comprise close to thirty percent of the nation's student population by 2027⁶. In contrast, only 9 percent of teachers are Latino. In Massachusetts, the disconnect between the diversity in the classroom and teacher workforce is further pronounced— with only 5 percent of the Commonwealth's total teacher population being Latino and more than one in five students— twenty-two percent— identifying as Latino⁷. Further, close to forty-four percent of students enrolled in 2020-2021 were students of color and yet only close to twelve percent of educators identified as ethnically and racially diverse.⁸ Research continues to show just how critical teachers of color are for all students and especially students of color: their achievement and success improves the more representation they see in their classrooms⁹. And yet, why doesn't the teacher workforce reflect the racial, ethnic, and linguistic diversity of the classroom?

The challenges stem from recruiting, training, and retaining educators of color and the multiple layers of cultural, political, and social capital needed within each step of the educator professional pipeline. While schools, districts, and states have made gains in hiring more diverse teachers in recent years, schools and districts continue to struggle with retaining these teachers¹⁰. Latino teachers describe how challenging it is to be in the profession as minoritized educators.

Figure 1: Student & Educator Diversity Statewide



42% of students in Massachusetts identify as students of color, while only 9% of educators identify as educators of color



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—Katie Caster, Manager of Curriculum and Evaluation at Latinos for Education

"I call it the brown tax. It's having to go above and beyond all the time, whether it's the cultural connection, the language, being asked to translate, or connecting families with resources," Katie Caster, Manager of Curriculum and Evaluation at Latinos for Education shared. "The pandemic has exacerbated the issue¹¹." In fact, a national survey published by the National Education Association (NEA) this year found that fifty-nine percent of Latino teachers planned to exit earlier than anticipated¹². Retaining Latino teachers has only been made more challenging by the pandemic, the politicalization of education, and recent cultural wars that target and censor educators by banning and outlawing honest conversations about race, gender identity, sexuality, and equity in classrooms.

One silver-lining has been how these new challenges have magnified the importance of holistic systems-level policy changes for the teaching profession. During the 2022 legislative session alone nine-hundred and seventy bills related to teaching were debated, discussed, and voted on in state houses across the country¹³.

Legislators considered bills for teacher compensation, induction and mentoring, licensure and certification, preparation, professional development and recruitment and retention. While each state holds its own distinct story and context, this paper considers the example of Massachusetts and the unique model legislation proposed through the [Educator Diversity Act](#) which contained provisions impacting recruitment, training and retention. We look at the conditions for success, the actions by the Educator Diversity Act Coalition and the outcomes to date. The hope is that what follows will provide lessons for other advocates and coalitions looking to move comprehensive statewide policy through an action-driven coalition of values-aligned members.

A Shared Policy Agenda Drives the Educator Diversity Act

The Educator Diversity Act is proposed legislation in Massachusetts sponsored¹⁵ by the co-chairs of the Joint Committee on Education, State Representative Alice Peisch and State Senator Jason Lewis, that establishes a state policy framework for increasing educator diversity, informed by diverse stakeholders. The bill spans alternative certification pathways, goal setting, reporting, implementation plans, data dashboards, and the establishment of diversity councils. Its main provisions include:

1. **Alternative Certification:** Establishing a pathway for alternative certification to the Massachusetts Tests for Educator Licensure (MTEL) by 2024 and providing safeguards for negative impacts of certification on candidates of color, such as diversifying the Career Vocational Technical Education educator pipeline and creating similar alternative pathways for licensure.
2. **Data Diversity Dashboard:** Charging The Massachusetts Department of Elementary and Secondary Education (DESE) to establish an Educator Diversity Data Dashboard which would disaggregate data in areas such as educator retention by race and set clear targets for the diversification of the educator pipeline.
3. **Hiring & Promotional Practices, Biases, & Mandated Diversity & Inclusion Training:** Requiring uniformity across school districts to appoint diversity officers or teams to set the vision for Diversity, Equity, & Inclusion (DEI) plans, set measurable goals, and to ensure compliance with all provisions requiring mandatory diversity and anti-bias training for the school committee/board, district leaders, screening committees, and all staff. Additionally, the bill includes diversification planning for educator prep programs.
4. **Support Districts with Higher Disproportionality:** Establishing a directive to the State Department of Education to create regulations, guidance, and policies aimed at prioritizing districts in which the disproportionality between students and educators of color is greatest.
5. **Elevating the Voices of Diverse Educators:** Establish Educator Diversity Councils to serve as advisory councils to school committees/boards and district leaders to inform on diversification plans, budgets, policies, and practices.
6. **Creating an Educator Diversity Grant Fund:** specifically targeted at programs and practices aimed at increasing educator diversity and retention. This funding is subject to annual appropriation from the legislature and requires evaluation and to ensure compliance with all provisions.



While the legislation is currently in conference committee, there are significant wins and lessons learned to date that can support other advocacy groups looking to accomplish similar legislative wins. In just two years, the Massachusetts Educator Diversity Act Coalition (Educator Diversity Coalition), led by Latinos for Education became the lead actor in driving a coordinated effort around educator policy among advocates, leaders, and other loose and formal groups.

Today the Educator Diversity Coalition represents a collective effort to push a proactive equity agenda by over fifty (50) members and organizations with state and regional representation in district, higher education, and nonprofit sectors. The diversity of this table includes local civil rights leaders, school and district administrators, language advocates, charter champions and higher education program leaders. The Educator Diversity Coalition brought together members working on all stages of the educator pipeline (see Figure 2 for more) as well as encompassing racial and geographic diversity as well.

Figure 2: The Educator Pipeline



Together in two years, the coalition secured \$25M in first time educator diversity funding (\$10M for existing programs and \$15M for a new Scholarship/Debt Assistance Program) and mobilized members in the following activities:

216 Engagements with legislators, including various legislative briefings and 1:1 meetings

15 Media Stories

25 Coalition members testified in favor of the EDA bill

60 Legislative co-sponsors

558 Digital advocacy actions taken (petitions, email your legislator campaigns, etc.)

1st Favorable report of a 1st time bill & unanimously passed in the House of Representatives

Conditions for Success:

The EDA Bill was sponsored by the co-chairs of the Education Committee and was co-sponsored by over 60 legislators largely because of the following conditions: the right state context (prioritizing education), the steadfast work of other coalitions and informal groups (civic engagement); a dedicated backbone organization galvanizing around a shared agenda (the Educator Diversity Coalition); and sustained, deep relationships with legislators, policymakers, and influencers moving the education needle (continuation of previous legislative work).

The Commonwealth of Massachusetts is a state well known for its prioritization of education. As far back as 1647¹⁶ and 1789, Massachusetts led the way in setting a standard for public education in the United States by becoming the first state in the nation to pass a comprehensive education law¹⁷. Today, Massachusetts routinely leads the country on national and international assessments¹⁸ and while there are persistent and growing achievement gaps between Latino students and their white counterparts¹⁹, the state is lauded as a leader in education outcomes.

With this, it is no surprise that in Massachusetts there is high civic participation and engagement in education policy and practice. Many of the interviewees knew several Educator Diversity Coalition members from sitting in other local or state-wide groups together. Part of the success of the Educator Diversity Coalition's work was a persistent recognition of decades-long efforts by others in the state to move an equity agenda for all Massachusetts students. With public education indeed being core to the ethos of Massachusetts, there were additional key ingredients that laid the groundwork for the Educator Diversity Act.

First, there were visible commitments and resources by the State for diversifying the educator pipeline. In 2020 the Massachusetts Department of Elementary and Secondary Education (DESE) set a statewide goal of increasing educator diversity from 8% to 25% by 2030²⁰ and has held itself accountable to reaching this goal by explicitly including increasing educator diversity as a key strategy to address educational inequities²¹. Further, DESE developed and currently funds several initiatives designed to increase the racial and ethnic diversity of the Commonwealth's educator workforce²².

Second, there exist numerous local and state-wide coalitions, collaborative spaces, and convenings of like-minded educators, administrators, advocates, parents, and students engaging in this work for years²³. What this meant for the Educator Diversity Coalition was that the efforts to push an equity agenda through policy advocacy had been laid by years of local thought-partnering and connection. What was missing, and what was a resounding finding in the interviews, was that despite there being local groups coming together, there were no special policy items mapped to types of practice changes or interventions needed to achieve a common goal.

This is where Latinos for Education led the way. Latinos for Education became the backbone organization to lead a coordinated, cohesive, and tactical response to a shared policy agenda. Latinos for Education drove the work forward with two full-time dedicated staff members to support the coalition

and a strategy consultant on legislative advocacy. Further, Latinos for Education structured the coalition with tiered engagement levels with the steering committee holding the most shared decision-making and members participating as much as they wanted. One interviewee said it clearly- "We're always asking people who have other jobs to contribute their voice and experience to the work. There needed to be a central place that is

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coordinating and organizing everything and can easily navigate between coalition building and policymaking.” Latinos for Education was not only the constant drumbeat behind calls to actions and information sharing among Educator Diversity Coalition partners, but was also inextricably connected to legislators and policymakers galvanizing around the issue of diversifying the educator workforce and dismantling education inequities. Latinos for Education positioned the Educator Diversity Coalition as an invaluable resource to legislators— one with members able to lead rapid response communications, provide expert testimony, and educate legislators on education policy and practice.

The deep relationship nurtured over years by Latinos for Education staff and consultants with the Massachusetts State Legislature, the Department of Elementary & Secondary Education and the Commissioner was equally critical. Latinos for Education held representation in different settings with staff who had previously worked at the state house or had deep connections to current legislators; with both understanding the ins and outs of legislative advocacy. Moreover, work in the state house around diversifying the educator pipeline had also been in the works for years. The Educator Diversity Act was sponsored by the co-chairs of the Joint Committee on Education, Representative Alice Peisch and Senator Jason Lewis, and was viewed as a continuation of the passage of the Look Act in 2017²⁴ and the Student Opportunity Act in 2019²⁵. For many groups, including the Massachusetts Teachers Association, the EDA was the next step in further breaking down structural racism and providing equitable resources (teachers) to students who needed it the most²⁶.

Part 2: A Coalition that Aligns, Connects, Deepens, and Activates

Aligning

The early days of the Educator Diversity Coalition started with work led by Latinos for Education in the fall of 2019. First, Latinos for Education was well represented in many spaces— in various local and state-wide coalitions, on the State Board of Education, and in the State House. Next, Latinos for Education leveraged the release of its seminal report “Mirrors and Latinx Students: Attracting and Retaining Latinx Educators” and drew attention to the flagrant disparities in outcomes among students of color in the Commonwealth and the lack of teacher representation in the classroom for the growing demographic of Latino students. The hard data, together with added staff capacity, allowed Latinos for Education to stir a sense of urgency among partners and also policymakers – there was a real problem for Massachusetts students and the future of the state and it had to be addressed through diversifying the educator pipeline. Moreover, the Educator Diversity Coalition bore out of work connected to other coalitions but was welcomed as a separate strand because this Coalition would focus on the policy change needed to enact practice change.

WHAT TO DO IN YOUR STATE: Anchor your organization/coalition’s efforts on hard indisputable data. Create one-pagers or policy briefs that you can bring to meetings with policymakers to create a sense of urgency. Align your group’s mission with the findings.

Connecting

The Educator Diversity Coalition grew organically out of existing relationships. The urgency of the work brought many to the table. Some had been working for years on doubling the teacher of color workforce in their respective cities' while others had been supporting educators of color to access temporary alternative pathways to teaching certification. The Educator Diversity Coalition built good faith and trust among coalition members by demonstrating how connected this work was to other efforts in the state. Further, Latinos for Education aligned the coalition work with the organization's own values: Rise as A Collective, Bridge Across Cultures, and Agitate when necessary; and operationalized this by requiring the parameters for membership/ These included: Racial/ ethnic diversity, Geographic Diversity, and representation across the 6 stages of the educator pipeline.

Further, through a landscape analysis, the Educator Diversity Coalition took stock of work taking place that touched the educator pipeline, which served to acknowledge that the Educator Diversity Coalition "[couldn't] do the work without...those who had been instrumental in propelling momentum," and also made the Educator Diversity Coalition distinguish itself. This was a coalition where "folks could coalesce...could act" and one with aligned goals. One respondent said, "The [EDA] Coalition is a network [that] allowed us to see there was an us." Furthermore, the landscape analysis also served as an important tool for identifying the policy gaps and arriving at the provisions for the bill.

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”

WHAT TO DO IN YOUR STATE: Create good will by building strong relationships with others in your state doing similar work and speak of the work always as a collective. Consider doing a landscape analysis that takes stock of work taking place in the policy and practice arenas that can easily show other groups in your state how the work intersects and diverges.

Deepening

The Educator Diversity Coalition built credibility by crystallizing policy priorities quickly, creating a policy agenda that gave members confidence and showing wins along the way. "We got people really excited to the point where folks just wanted to be a part of this because this thing is moving and being able to show these wins all along the way was key." The dedicated Latinos for Education staff facilitated over three months of meetings with coalition members to get members aligned on the core provisions of the bill. This process began by identifying each organization's respective place on the educator pipeline- whether as practice or policy agent- and at which stage- certification, recruitment, retention, attraction, college access and completion, or high school student experience. Below the graphics provide more detail into the anchoring theory of change.

**MASSACHUSETTS
EDUCATOR
DIVERSITY ACT
COALITION**

Aim: Improve student outcomes through the diversification of teacher workforce focused on all phases of the teacher pipeline.

Engage a coalition of practitioners who will seek to influence the enactment of state level policy, advise the field and work more cohesively across the continuum.

Engage recruitment efforts to increase student interest in teaching profession

Identify ecosystem of recruitment efforts (afterschool programs, CBOs, Ed Prep)

Connect existing teacher diversity recruitment efforts campaign to be a teacher

Identify multiple pathways to access & completion of teacher prep programs

Identify available resources across educator pipeline

Provide financial incentives for program completion

Invest in workforce development initiatives & multiple pathways to certification

Identify multiple pathways to certification (HE, TTP, ARCs)

Promote Financial Assistance (state loan forgiveness, scholarships, grants)

Foster a supportive school culture and teaching environment

Connect existing coalitions supporting teacher diversity (MEEP, DESE)

Identify opportunities to align and coordinate resources supporting initiatives

Identify support systems and networks for professional learning & advancement

Foster teacher leadership opportunities and Education Leadership pathways

Foster culturally affirming and sustaining practices

Promote advocacy campaign for state-level policy change

Identify effective onboarding processes, culture, & retention strategies across districts

Promote statewide campaign for teacher diversity

Next, the group began to zero in on which policy priorities the group would focus on. For every meeting held, the Latinos for Education staff organized meeting agendas, planned facilitated small group discussions, and followed up with notes capturing the conversation. After identifying the Educator Diversity Coalition's policy priorities areas, Certification, Recruitment, Retention, the group then began to discuss the opportunities in the state house.

Latinos for Education staff drafted model legislation and shared iterations with coalition members and allowed for continuous feedback even once it was introduced. Latinos for Education staff drafted model legislation and shared iterations with coalition members and allowed for continuous feedback even once it was introduced. In fact, the following additions were made after the bill as introduced:

- **More explicit language for charter schools;**
- **Including of alternative certification provisions for career and vocational schools**
- **Inclusion of a diversity fund; and**
- **Explicit requests for multilingual learners.**

Once the bill was fully drafted, the Educator Diversity Coalition leaders approached potential sponsors with the goal of going to the “leader of the parade.” The group was able to get the co-chairs of the Education Committee to sponsor, marking a big initial win for the coalition. Building off this initial win, the Educator Diversity Coalition was prescriptive and tactical and constantly answering the questions, what were the actions we needed this coalition to take? One theme that surfaced was just how much the trusted leadership of the coalition kept members coming back. This trust was cultivated early and helped move legislative advocacy tasks. There were visible education leaders willing to lend their voice as steering committee members and show the value behind this effort. Finally, the Educator Diversity Coalition leaders consistently set its coalition members up for success in advocacy and policy through capacity building, training, communications, sample templates, and informative calls.

WHAT TO DO IN YOUR STATE: Dedicate time gaining consensus on shared policy priorities and facilitate a multiple months long process where members feel heard and understand the core provisions of proposed bills. Be open to adjusting bill language as the coalition table is expanded.

Activating

The Educator Diversity Coalition mobilized hundreds of actors across various actions through a well coordinated mobilization strategy. Latinos for Education positioned the Educator Diversity Coalition as an invaluable resource to legislators and the Department of Education— one with members able to lead rapid response communications, provide expert testimony, and educate legislators on education policy and practice. In just two years, there were 216 engagements with legislators, including between various legislative briefings and 1:1 meetings; 25 testimonials from coalition members in favor of the bill; and 558 actions taken.



The table below showcases some of the capacity building artifacts developed by Latinos for Education to support coalition members participation.

Testimony Action Guide	Action Guide on How to Prepare for Oral and Written Testimony including sample templates
EDA Fact Sheet	A crisp one-pager that elevates the high-level impact of the proposed bill on outcomes
Educator Diversity Act FAQ	Internal document used to keep questions flowing between members as the Bill went through the legislative process. “Please fill out any questions you or your constituencies have regarding the Educator Diversity Act
Educator Diversity Act Explainer	Table that clearly shows impact of provisions of Bill on policy in Massachusetts and its alignment to core coalition priorities.

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Part 3: Outcomes, Lessons Learned, and Looking Forward

Together in two years, the coalition secured \$25M in educator diversity funding with \$10M for existing programs and \$15M for a new Scholarship/Debt Assistance Programs. While advocating for this funding was not a direct strategy, it was the ongoing engagement and education of legislators on the issues of educator diversity that continued to put pressure and shine light on the issue.

At this time, the proposed Educator Diversity Act in its current form sits in conference committee and may be taken up next session. The bill, wholesale, may not be adopted but there are elements of the bill such as the educator dashboard, and equity councils that can be adopted and/or replicated at the state level or even at the local level if LEAs choose to adopt it via resolutions. While the work in the State House continues, the Educator Diversity Coalition is prepared to keep advocating through different avenues by elevating issues related to education vis-a-vis local politics and state-level leadership changes. Educator diversity now stands at 12% in 2022– up from 8 percent in 2020– thanks to much to the efforts of DESE, legislative partners, and efforts by the Educator Diversity Coalition and other advocates persistently urging for a prioritization and action around diversifying the teacher workforce. The Educator Diversity Coalition is also prepared to re-visit the legislation and work together with legislators to re-file in the next session. Despite the Bill not being passed this session, one interviewee said, “As advocates, we [now] have leverage to push the department.” The persistent work of organizing calls to actions, legislative briefings, communications training, and one on one support has strongly positioned the coalition.

While there are lessons in coalition building highlighted previously, below we outline lessons in legislative advocacy:



Capacity Building Must Be Prioritized: The Educator Diversity Coalition prioritized capacity building and viewed it as a constant lever for coalition success. This meant that the more capacity building the staff did, the better they became at it. They learned more about the kinds of materials members needed- some learned through toolkits; others through videos or looking at templates. Some members need more context while others just need the tools or scripts.



Showing coalition members the roadmap to keep them focused on policy priorities: Oftentimes there is a desire to tackle both practice change and policy change and “fix it” all immediately and simultaneously. Feasibly, advocates have a two year window with a certain political environment, so it was important for Latinos for Education to keep members focused on seeing the road to the end of the session.



Sometimes attaching a bill to a larger piece of legislation can help or it can hold it up: Like with the EDA Bill, it can become a helpful strategy to attach a bill to a larger piece of legislation, but that can also be problematic. In the case of the EDA Bill, attaching it to a larger Economic Mobility Bill, left it where it ended. It was not about the EDA provisions put forward. Rather, it was because of an obscure tax law from the 80s and politics; not engagement.



Integration between communications and advocacy: Simultaneous communication between thought leadership.

Each lesson contributed to the evolving process of the Educator Diversity Coalition. The collective work of over 50 state organizations has created an infrastructure for statewide advocacy, brightened the focus on the critical need to diversify the educator workforce, elevated the urgency to prepare systems and leaders to attract, retain and support educators, and paved a path forward for the EDA provisions to materialize into reality. When asked what the work of the coalition meant for the future, one respondent said, “There is (now) hope- hope that our classrooms will be filled with people who speak the language of our children; people who live in their communities; people who unconditionally, even radically, love them and offer them ferocious warmth; people who make that school feel like a second home...people who connect and provide a sense of belonging...people who will work to provide the resources they need. That will be the gamechanger.”

The Educator Diversity Act in the News

- [Proposed bill seeks to increase number of Black and Latino teachers, better reflecting the student body](#)
- [Column: Students deserve solutions and a new path forward](#)
- [Column: A year into the pandemic, our students deserve solutions and a new path forward](#)
- [Educator diversity is possible — and critical for kids](#)
- [Some veteran teachers of color suffer burnout from invisible 'tax'](#)
- [Teachers of color face burnout while schools struggle to represent diverse students](#)
- [Make Teaching a True Pathway to the Middle Class for Young Latino Teachers](#)
- [Change is underway in communities of color as leadership grows more diverse](#)
- [Legislation aims to improve diversity among Mass. educators](#)



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- Boston Public Schools
- Education Trust, Massachusetts
- The Five Colleges Partnership
- Multistate Association for Bilingual Education, Northeast
- Salem Public Schools
- Teach Western Mass
- The Educator Diversity Coalition
- The Barr Foundation
- The Schusterman Foundation
- The Nellie Mae Foundation
- The Walton Foundation

About the Educator Diversity Act Coalition

The Educator Diversity Act Coalition is made up of a diverse group representing school district leaders, such as Salem Superintendent Dr. Stephen Zrike, higher education institutions like UMass Amherst and teacher training institutions like the Boston Teacher Residency, and education advocacy groups including EdTrust and Latinos for Education. The 35 member coalition represents every voice along the teacher preparation and retention continuum

Endnotes

- 1 Educator Diversity State Profile: Massachusetts, 2019-2020. Available at: <https://edtrust.org/resource/educator-diversity-state-profile-massachusetts/>
- 2 Massachusetts Department of Elementary and Secondary Education School and District Report Cards. Available at: <https://reportcards.doe.mass.edu/>
- 3 Mirrors For Latinx Students: Attracting and Retaining Latinx Teachers (Latinos for Education, 2019). Available at: https://www.latinosforeducation.org/wp-content/uploads/2020/01/Latino-Educator-Pipeline_OneSheet-ENGLISH.pdf
- 4 Interviews were structured with a consistent set of questions, but each participant was able to explore responses further and/or expand on relevant topics. To protect respondents' privacy, their names are not included in these findings.
- 5 BILPOC refers to Black, Indigenous, Latinx and People of Color
- 6 ational Center for Education Statistics. Available at: https://nces.ed.gov/programs/digest/d17/tables/dt17_203.50.asp?current=yes
- 7 Educator Diversity State Profile: Massachusetts, 2019-2020. Available at: <https://edtrust.org/resource/educator-diversity-state-profile-massachusetts/>
- 8 Massachusetts Department of Elementary and Secondary Education, "Enrollment Data," 2021. Available at: <https://profiles.doe.mass.edu/stater-c/?fyCode=2021> & <https://www.doe.mass.edu/csi/diverse-workforce/>
- 9 Mirrors For Latinx Students: Attracting and Retaining Latinx Teachers (Latinos for Education, 2019). Available at: https://www.latinosforeducation.org/wp-content/uploads/2020/01/Latino-Educator-Pipeline_OneSheet-ENGLISH.pdf
- 10 Davis Dixon, Ashley Griffin, and Mark Teoh, If you listen, we will stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover (Education Trust, 2019) Available at: https://teachplus.org/sites/default/files/downloads/teachers_of_color_retention_.pdf
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- 15 Sponsor refers to when a State Senator or Representative files a piece of legislation, while co-sponsor refers to a legislator who adds their name as a supporter to the sponsor's bill.
- 16 The General Court of the Massachusetts Bay Colony decreed that every town of fifty families should have an elementary school and that every town of 100 families should have a Latin school. The goal was to ensure that Puritan children learn to read the Bible and receive basic information about their Calvinist religion. From "Historical Timeline of Public Education in the U.S.," Applied Research Center of ERASE - Expose Racism & Advance School Excellence. <https://www.raceforward.org/research/reports/historical-timeline-public-education-us>
- 17 Ibid.
- 18 18. Massachusetts ranked first in the nation on 2018 NAEP <https://www.mass.gov/news/massachusetts-naep-results-lead-nation-for-12th-year> ; Massachusetts ranked among
- 19 As noted in Latinos For Education "Mirrors for LatinX Students" Fact Sheet, in the 2019 NAEP exam, Massachusetts 8th graders overall ranked #1 in math, but Latino 8th graders scored as if they lived in a state ranked 50th. https://www.latinosforeducation.org/wp-content/uploads/2020/01/Latino-Educator-Pipeline_OneSheet-ENGLISH.pdf
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