



REQUEST FOR PROPOSALS

Massachusetts Landscape Analysis

Familias Latinas Por La Educación

www.latinosforeducation.org

Familias Latinas por la Educación (FLE) is a leadership development program for parents and caregivers of school-aged children who want to positively impact their education. This program originated in the Summer of 2021, by the Houston Team of Latinos for Education in response to the lack of access and information for Spanish speaking families during the pandemic. Latinos for Education created a program pilot for a group of Latino Parents and caregivers in the Houston Independent School District to empower them to have a voice in district decisions. Participants now engage through in-person Spanish-language programming to gain access to advocacy resources, tools, and frameworks they can apply immediately. It has been met with resounding success. Latinos for Education (L4E) believes this program should be replicated and is seeking proposals from qualified firms or individuals to conduct a Landscape Analysis to develop a first of its kind Spanish Language *Familias Latinas por la Educación* in Massachusetts, our founding region.

Founded in 2016, Latinos for Education is the first and only national organization mobilizing a network of skilled Latinx education leaders who ensure the voice of Latino students and families is heard and factored into decision-making in schools, communities, and education institutions throughout the United States. Its founders envisioned a country where there is a proportionate number of Latino teacher and education leaders who are role models in their communities, who share similar experiences and cultural background as the students served. In order to do that, we believe it is critical to remove barriers that have long impacted access, opportunity, and support to Latino teachers and leaders in the field.

Therefore, our work and organization are driven by the mission to develop, place and connect Latino education leaders and activate the Latino voice in our education systems, and our communities. We continue to focus on increasing Latino representation in three areas of the education pipeline: teachers, school and central office leaders, and board members. Through our advocacy efforts, we are mobilizing our network for critical policy changes impacting Latino students and families, including teacher diversity through the Educator Diversity Act. We believe that Latino leaders working towards improving outcomes for Latino students and their families and that identity work will engender a better understanding of their leadership roles in the broader context of systems change and social movements.



Our programs and services to date in the Commonwealth include:

- **The Aspiring Latino Leaders Fellowship:** a professional development program which accelerates the trajectory of early-career Latinx in education by providing access to strong networks and skill-building focused on identity development, advocacy, and management competencies.
- **The Latino Board Fellowship:** a program that identifies, trains, and matches Latinx leaders working outside and inside the education sector onto boards of directors at charter schools and education-focused organizations.
- **The Latinx Teachers Fellowship:** a professional development program centered on equipping K-12 Latinx classroom teachers with the frameworks, skills, and mindsets necessary to lead through an equitable, anti-racist, and culturally relevant lens.
- **EdCentro:** an online platform which connects a national network of leaders in the education sector to one another as well as to professional development opportunities.
- **Advocacy:** we convene and engage community members to advocate for policy improvements at the local, state, and national levels.

Our Mission

We develop, place, and connect essential Latino leadership in the education sector; while mobilizing Latino voices to promote practices and policies that remove barriers to equitable educational opportunity.

Our Work:

- **Accelerating Leadership Pipelines-** We accelerate leadership pipelines by promoting equitable representation of Latino Education leaders. Our leadership development programs focus on attracting and retaining more Latinos to the education sector and creating leadership pathways.
- **Mobilizing Leaders and Communities:** We gather, lift, and activate the collective Latino community voice on issues impacting Latino students and families. We mobilize leaders and communities through our member network, fellows and alumni, and coalition organizations to influence practice and policy change.
- **Activating a Virtual National Network:** We harness the power of technology to create a virtual community of Latino education leaders across the country. EdCentro, our members only platform provides a supportive network of nearly 4,500 Latinos in the education sector to share best practices, resources and professional opportunities.



Our Core Values

Our core values are foundational to our work and incorporated into our programming and the organizational culture of Latinos for Education. They include:

Lead from our Identity | Work Con Ganas | Bridge Across Cultures
Agitate When Necessary | Rise as a Collective

Overview of the work

In Massachusetts, L4E's first region, the Latino student population has increased by 7 percent over the past ten years, faster than any other racial or ethnic group. Close to a quarter of the students in the Commonwealth identify as Latino—and their families face the most pronounced socioeconomic inequality in the U.S., by multiple measures. While the typical white household in Massachusetts earns \$82,029 a year—the fifth highest of any state—the median income for Latino households is just \$39,742. (Stebbins and Comen, 2018). Close to a quarter of the Latino population in the state lives below the poverty line, compared to 6.8% of white residents. Not coincidentally, since poverty rates correlate closely to educational attainment, both high school and higher education completion rates for Latino in the state are significantly lower than for other racial and ethnic groups (US Census 2019, ACS 5-Year Survey).

Incorporating the lived experience of our participants in curriculum design has been key to FLE's early success. We conducted listening sessions with parents and families in Houston, considered our own experiences as Latino students and parents, and designed a highly interactive and responsive program that equips parents with knowledge they can use immediately to advocate for their children.

In Massachusetts, L4E has gathered perspectives from hundreds of Spanish-speaking families, Latino teachers, school leaders, and multi-sector leaders, on how COVID-19 is uniquely impacting Latino students and families. Before implementing the FLE program in the Commonwealth, we seek to conduct a formal landscape analysis building on this previous research, to determine where there is the greatest need, and what it is that parents and families in the Commonwealth most want to see for their children.



Consultant will conduct a landscape analysis using mixed methods of data gathering to include any of the following:

- Focus groups with families/caregivers
- 1:1 interviews with district and community leaders
- Surveys to Latino families
- Identify and review existing family engagement programs in MA focused on Latino communities
- Lit review of best practices in family engagement

Deliverables

- Identify up to 3 target communities for a pilot program (Essex or Suffolk counties) that have high Latino student populations
- Make recommendations on the best strategy for Latinos for Education to expand this program in the State of Massachusetts (from our model in Houston) including topics, goals, learning progression, program metrics, and post-program engagement of fellows in accordance with attached research supporting FLE program aims. In addition, what aspects of the program would need to be adapted to local context and how does the data collection inform the program design.
- Identify key stakeholders and key relationship holders (systems and organizations) in each identified community that are closest to families and caregivers that will be critical to success of program implementation
- Recommend a program evaluation approach

Additional Requirements

- 5-7 years minimum experience in research and evaluation.
- Prior experience providing consulting to education and/or education nonprofit clients.
- Understanding (based on previous experience) of the principal approaches, methods and tools used to evaluate public sector programming.
- Ability to assess and incorporate research practices and provide recommendations grounded in industry set standards.
- Understanding of new evaluation trends that are inclusive of considerations for Diversity, Equity, and Inclusion.
- Proven ability to collaborate effectively across internal and external stakeholders when leading consulting projects.



Timeline and Due Dates

- Proposal Submission – March 20th Please send to: Jessica@latinosforeducation.org
- April 3, 2023 - Project start date. Consultant receives all pertinent materials.
- June 15, 2023 – Delivery of initial findings and tracking of project timeline.
- June 21, 2023 – Delivery and presentation of full report clearly aligning relevant research with a pilot implementation timeline.

Compensation Range for this Project: Up to \$20,000-\$25,000 with a portion to be paid at the start of the project and remainder upon completion and acceptance of work

NAME
(Consultant)

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Latinos For Education