



NHCSL

THE NATIONAL HISPANIC CAUCUS OF STATE LEGISLATORS

RESOLUTION

No. 2024-01

Strengthen and Diversify the Educator Pipeline

Reported to the Caucus by the NHCSL Education Task Force
Sen. Teresa Ruiz (NJ), Chair

Sponsored by Sen. Teresa Ruiz (NJ)

Unanimously ratified by the Caucus on November 23, 2024

- 1 **WHEREAS**, teacher recruitment, retention, and diversity play pivotal roles in shaping the
2 educational landscape and fostering well-rounded learning environment; and,
- 3 **WHEREAS**, Latinos are 28.4% of the K-12 student population, Latino educators are
4 underrepresented in the profession. Hispanic educators are just 9.4% of the nation's
5 educators; and,
- 6 **WHEREAS**, for over 20 years, the National Hispanic Caucus of State Legislators (NHCSL) and
7 the National Black Caucus of State Legislators (NBCSL) have jointly recommended and
8 advocated for policies that focus on recruiting and retaining quality teachers;¹ and,
- 9 **WHEREAS**, the American Federation of Teachers (AFT) adopted a resolution² substantially
10 similar to this one and is taking steps to develop a robust educator pipeline across the U.S.
11 to encourage young people and career changers to pursue careers in teaching and to increase
12 diversity in the educator workforce; and,

¹ See for example NHCSL [Resolution 2004-2](#), Closing the Gaps for Hispanic and African American Students.

² AFT Resolution: STRENGTHEN AND DIVERSIFY THE EDUCATOR PIPELINE (Sept. 29, 2022). Available at <https://www.aft.org/resolution/strengthen-and-diversify-educator-pipeline>.

13 **WHEREAS**, the National Education Association (NEA) and its affiliates are taking similar
14 steps to ensure that students in every community have caring, committed, profession-ready
15 educators means improving strategies for recruiting, preparing, and supporting educators
16 at all stages;³ and,

17 **WHEREAS**, at the core of these initiatives are the development and expansion of grow-your-
18 own (GYO) initiatives that cultivate relationships between P-12 school districts, higher
19 education and community partners—programs that provide valuable early experiences for
20 students, Education Support Professionals (ESPs), and career changers considering a career
21 in education (individuals who come to the classroom with a wealth of working knowledge
22 developed through their employment history), and help strengthen ties to community
23 groups supporting students and families outside of school; and,

24 **WHEREAS**, many teaching assistants and other ESPs have their associate or bachelor’s
25 degree and need the financial assistance and supports to become certified as a teacher; and,

26 **WHEREAS**, in [Resolution 2019-05](#), the National Hispanic Caucus of State Legislators called
27 on state legislatures to enact legislation to allow Dreamers and other undocumented
28 migrants, as appropriate, to sit for licensing tests in any state-regulated profession or
29 occupation, and, having completed all requisites, to obtain professional or occupational
30 licenses; and DACAdmented teachers have played a vital role in meeting teacher shortages in
31 states like CA, CO, IL, NY and NJ.

32 **THEREFORE BE IT RESOLVED**, that the National Hispanic Caucus of State Legislators
33 (NHCSL) calls on state education agencies and the US Department of Education to support
34 and strengthen pathways for aspiring educators—including new students, career changers
35 and teaching assistants—and remove impediments to preparation and teacher certification
36 at the state level through the development and expansion of programs, including:

- 37 • Scholarship opportunities for education majors at higher education institutions
38 covering not only tuition, but also fees and books;
- 39 • Career ladders that provide education and certification pathways for teaching
40 assistants and other education support professionals;
- 41 • Programs designed for career changers—school districts should partner with higher
42 education institutions to design programs tailored to career changers in high
43 shortage areas, such as career and technical education;
- 44 • Full financial program support and scholarships/grants for candidates enrolled at
45 Hispanic Serving Institutions (HSIs), Historically Black Colleges and Universities
46 (HBCUs), Minority Serving Institutions (MSIs), and Tribal Colleges;

³ NEA, Issue Explainer: Educator Pipeline (March 31, 2022). Available at <https://www.nea.org/resource-library/educator-pipeline>.

- 47 • Fellowship opportunities within school districts, providing pre-service training
48 covering core teaching skills, customized academic programs, and support and
49 guidance for fellows to obtain their teaching certification;
- 50 • Residency programs developed through partnerships between higher education
51 programs and public school districts that provide students with educational and
52 teacher training and preparation, as well as financial assistance in the form of
53 stipends allowing students to fully focus on their studies and student teaching;
- 54 • Improved educator certification processes at the state level eliminating delays in
55 educators receiving their teacher certification, which results in an unnecessary
56 barrier to getting educators in the classroom; and,

57 **BE IT FURTHER RESOLVED**, that NHCSL renews its call on state legislatures enact
58 legislation to remove barriers for Dreamers and other undocumented migrants, as
59 appropriate, to obtain teacher certification and other professional licenses; and,

60 **BE IT FURTHER RESOLVED**, that NHCSL calls on Congress and the US Department of
61 Education to provide grants to assist school districts with establishing and growing educator
62 pipeline initiatives, such as GYO programs, and developing collaborations with established
63 programs that have a proven track record of engaging students of color; and,

64 **BE IT FURTHER RESOLVED**, that NHCSL calls on Congress and the US Department of
65 Education to allocate funding to provide scholarship opportunities to potential educators,
66 the creation of programs to support career ladders, career changers, fellowship and
67 residency programs.

68 **BE IT FINALLY RESOLVED**, that NHCSL calls on school districts to review and update their
69 hiring practices and work to identify and remove any obstacles or hurdles that create
70 barriers to educators of color, and continue to support successful programs to expand the
71 number of diverse teacher candidates available to be hired by districts throughout the U.S.

72 THE NHCSL EDUCATION TASK FORCE UNANIMOUSLY RECOMMENDED THIS RESOLUTION
73 TO THE EXECUTIVE COMMITTEE FOR APPROVAL AT ITS MEETING OF MARCH 11, 2024.

74 THE EXECUTIVE COMMITTEE UNANIMOUSLY APPROVED THIS RESOLUTION AT ITS
75 MEETING OF MARCH 24, 2024.

76 THE NATIONAL HISPANIC CAUCUS OF STATE LEGISLATORS UNANIMOUSLY RATIFIED
77 THIS RESOLUTION AT ITS ANNUAL MEETING OF NOVEMBER 23, 2024 IN DENVER,
78 COLORADO.