



**ALL IN EDUCATION**

**ALL IN FOR  
ARIZONA'S  
FUTURE**

**REPORT**

**2020**

**THE IMPACT OF COVID-19  
ON LATINO FAMILIES**

# CONTENTS

1	WELCOME AND CALL-TO-ACTION FROM OUR EXECUTIVE DIRECTOR
2	EXECUTIVE SUMMARY
4	A LOOK BACK TO MOVE FORWARD
8	ARIZONA SCHOOL FUNDING AND OUR ECONOMIC FUTURE
11	ALL IN FOR ARIZONA'S FUTURE
16	RECOMMENDATIONS
19	WE ARE JUST GETTING STARTED
20	TOOLKIT FOR ADVANCING EQUITY
24	REFERENCES



# STATEWIDE COMMUNITY DIALOGUE

## Welcome and Call to Action From Our Executive Director

Friends and Colleagues,

In October 2001, I was a senior at Cibola High School in the Yuma Union High School District. This was shortly after September 11 and the country was in turmoil. Meanwhile, I was attempting to plan for life after high school and felt completely overwhelmed.

At the same time, the Morrison Institute for Public Policy at Arizona State University released a report, [Five Shoes Waiting to Drop on Arizona's Future](#). In the report, Morrison Institute referenced the “Latino Education Dilemma” stating that Arizona’s fastest growing population, Latino youth, failed to achieve academically and this could have long-term economic implications on the state. The report was talking about me, Stephanie Parra, the high school senior from Yuma, daughter of Mexican immigrants and first-generation American who, according to these statistics, should not have attained a college education or become an Executive Director.

In April 2012, the Morrison Institute produced a follow-up report, [Dropped? Latino Education and Arizona's Economic Future](#). This report was a call-to-action for leaders to invest in and provide opportunities for Latino youth. It certainly moved me to act because I decided to run for the Phoenix Union High School District Governing Board to serve as an advocate for communities of color and low-income families.

Now, nearly 20 years have passed since the Five Shoes report was published, and I am leading an organization committed to action and results for Latino youth, youth of color and low-income families across the state. Today, we find ourselves in the middle of a global pandemic where communities of color are most impacted economically, physically and emotionally. Latinos, specifically, are being infected at disproportionate rates while holding our economy together as essential workers where they do not have access to healthcare benefits or fair wages. And we are experiencing national unrest over racism and injustice for Black Americans. All the while in Arizona, state leaders have made little to no progress in closing the opportunity gap for Latino youth and families.

At the end of this report, you will find our Toolkit for Advancing Equity where you can take action and adopt the model framework to start creating the change we need in our communities. It is time for transformational change. It is time to prioritize equity, justice and opportunity for all students. I am ALL IN for Arizona’s Future. Are you?

With Gratitude and Respect,



Stephanie Parra, M.Ed.  
Executive Director | ALL In Education



## EXECUTIVE SUMMARY

The coronavirus (COVID-19) pandemic swept the country and disproportionately impacted the Latino community and low-income families. Stay-at-home orders affected state economies and placed millions of people on unemployment. The pandemic magnified the inequities Latinos, people of color and low-income communities in the United States have struggled with for generations, such as lack of access to high-quality education, high-wage careers, affordable healthcare, quality social services, and an inability to acquire financial capital. As unemployment numbers continue to rise, the economic implications of the pandemic leave decision makers grappling with difficult choices on where to allocate dollars. In Arizona, where Latinos are one-third of the population, education must not be overlooked in the interventions planned to support the restoration and reimagining of communities, economies and institutions. As the state moves forward, it must design a system where the communities most impacted by inequity have a voice and where their perspectives and experiences are valued. State leaders need to prioritize and advance equity because the future of the state is intrinsically connected to the success of Latino students.

**THE MISSION OF ALL IN EDUCATION IS TO ENSURE COMMUNITIES MOST IMPACTED BY EDUCATION INEQUITIES ARE THE ONES MAKING DECISIONS FOR ALL CHILDREN.**

# EXECUTIVE SUMMARY

For far too long, well-meaning but uninformed decisions have been made on behalf of the Latino community without understanding and respecting the lived experiences of Latinos in leadership. The exclusion of Latino leaders from positions of influence and power in Arizona should be of grave concern to all communities. In Arizona, 46% of PK-12 students are Latino, but less than 10% of education-board appointees are Latino, including the Arizona State Board of Education, the Arizona State Board for Charter Schools, and the Arizona Board of Regents.



**The lack of Latino representation in the state's governing bodies for education is not reflective of the student population, and more importantly, has shown to be ineffective in helping Latino students increase achievement, graduate high school, obtain a college degree or postsecondary certificate, and earn a living-wage career.**

In response to the coronavirus pandemic, ALL In Education launched the ALL In For Arizona's Future Campaign in April 2020, to uplift the voices of Latino parents, families and educators and ensure the community would not be left behind during school closures. Too often, policy decisions and recommendations are made without listening to the communities most affected first. ALL In Education strives to model the importance of listening to key stakeholders before making recommendations. By being in direct conversation with Latino parents and families we hope to gain a deeper understanding of the challenges Latino communities are facing so we can begin charting a way forward.

The coronavirus pandemic greatly impacted the Latino community and forever changed education. As education is reimaged, Latino voices and leaders must be leveraged for their insight, lived experiences, wisdom and thought leadership. Significant opportunity exists to redesign Arizona and build towards a place where ALL communities have access to opportunity. Where no child is at risk of falling behind, where parents feel valued and supported and, most importantly, where ALL kids feel loved and honored in classrooms. Where every single attribute students bring to the table is an asset that is nurtured and developed so they can be our state's future leaders.

# A LOOK BACK TO MOVE FORWARD

## The Disproportionate Impact of Coronavirus on Latino Families

The coronavirus pandemic has disproportionately impacted the Latino community. In fact, NPR reported that “in 42 states plus Washington D.C., Hispanics/Latinos make up a greater share of confirmed cases than their share of the population. In eight states, it’s more than four times greater” (Hanzhang Jin, Goldfarb, & Simmons-Duffin, 2020). In Arizona, Latinos make up the highest rate of cases, according to the Arizona Department of Health Services (2020). In addition, nine of the top 10 zip codes in Arizona with the highest number of people diagnosed with coronavirus are majority Latino (ADHS, 2020).

The coronavirus pandemic also exposed the inequities Latinos have been up against for decades, including employment as essential workers, low wages, job loss, multigenerational households, food insecurity, and lack of access to healthcare and social and emotional support systems. These challenges affect everyone in the household and, ultimately, impact the learning and academic achievement of students. When schools closed in March 2020, student learning transitioned to the home environment, widening the opportunity gap for Latino students and families. By examining how social and physical environments, economic conditions, health and well-being, and food security impacts education, a more holistic approach to improving educational achievement can be chartered.



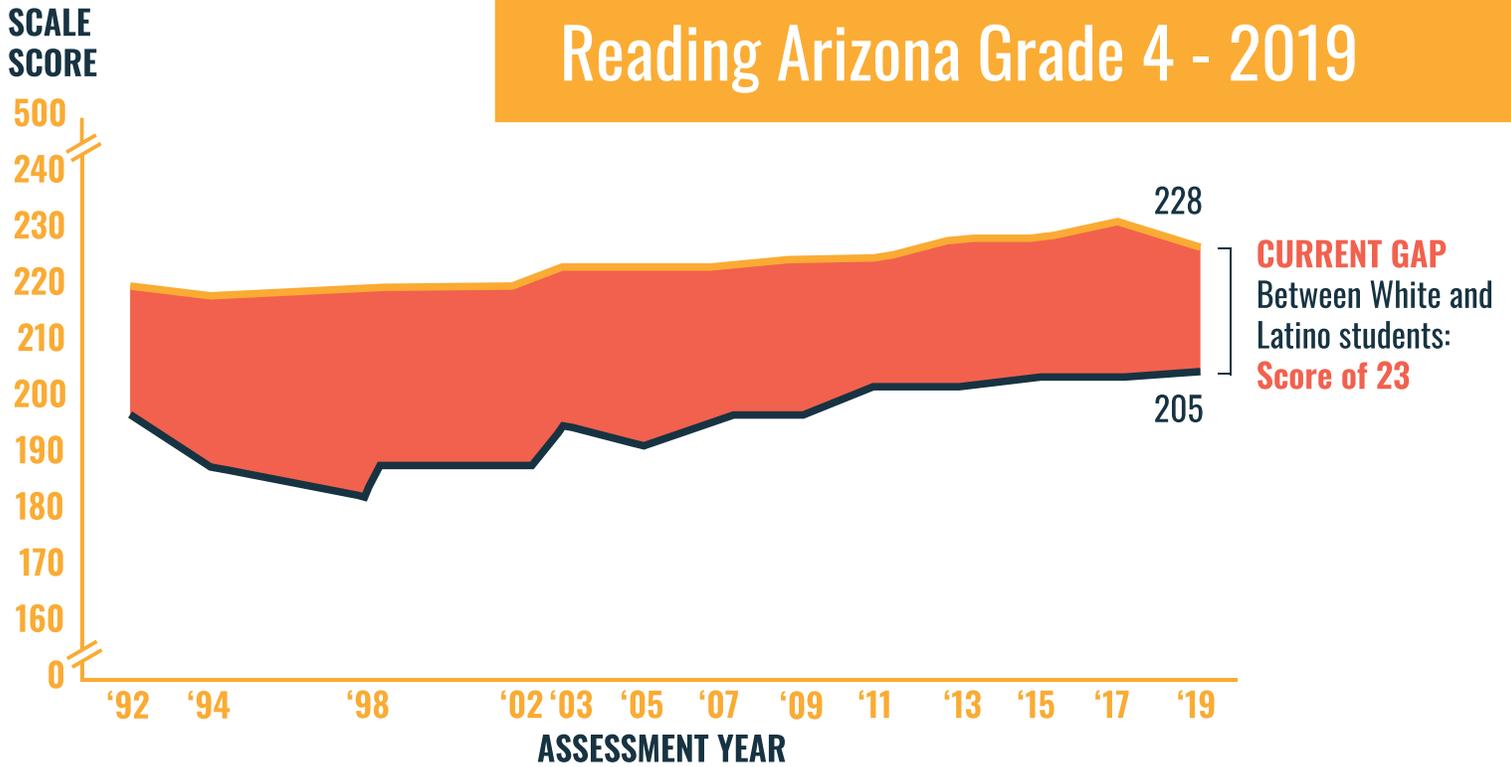
## STAGNANT ACADEMIC PROGRESS FOR LATINO STUDENTS

Longstanding stagnant academic gains amongst Latino students in Arizona have been seen for decades. According to data from the National Assessment of Educational Progress, there has been a steady gap in math and reading test scores between White and Latino students since the mid 90s (2020). Additionally, data analyzed by UNIDOS US from the last 10 years demonstrates that Arizona English Learners (ELs) have been dramatically left behind by failed policies, practices and programs. In 2013, less than 8% of Arizona ELs met basic level fourth grade reading. In 2019, the number grew to 16%, leaving the academic gains for this student population to be insignificant and disheartening as policies like Prop 203 promised “to help children acquire a good knowledge of English and allow them to fully participate in the American dream” (UNIDOS US, 2020).

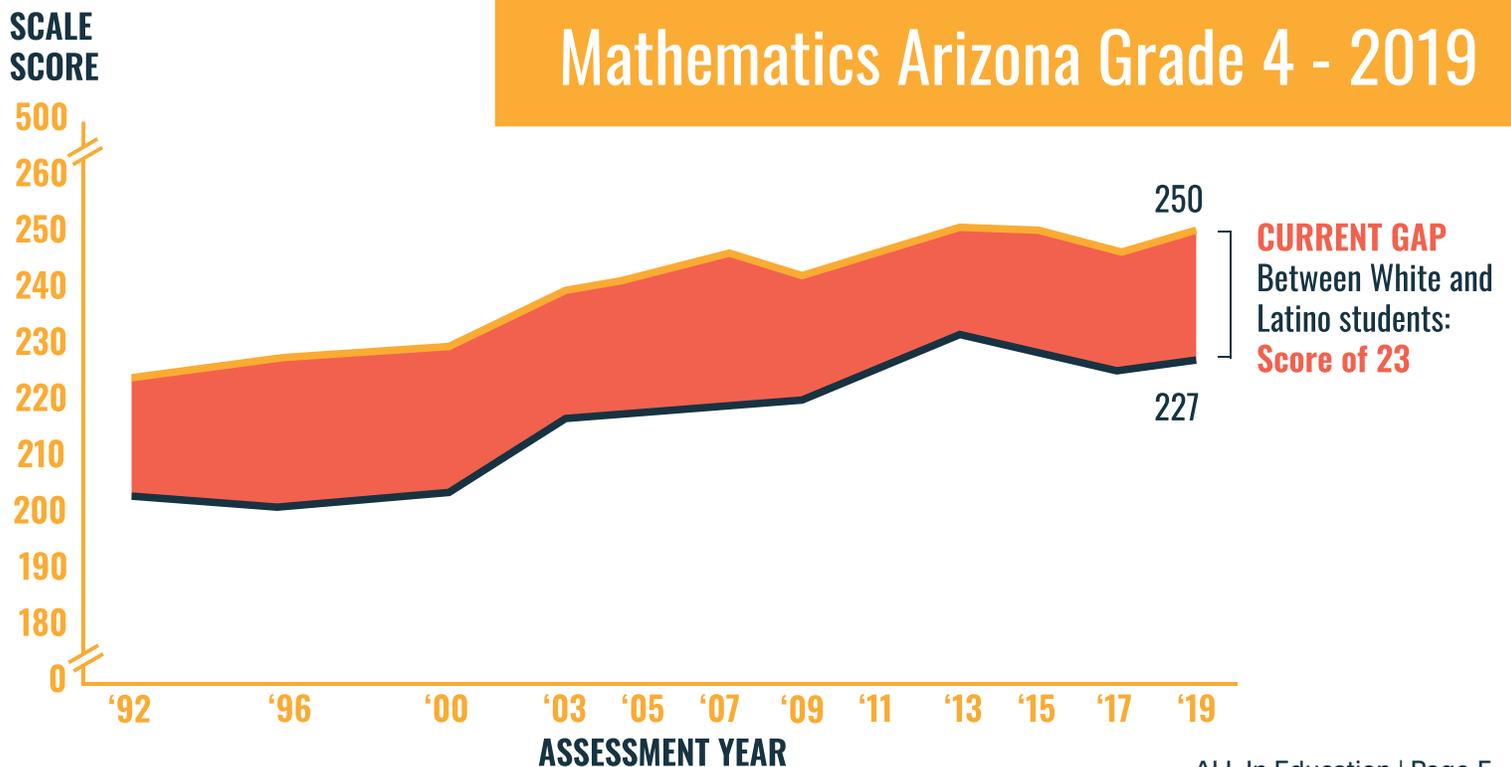
# A LOOK BACK TO MOVE FORWARD

## Stagnant Academic Progress for Latino Students

### Reading Arizona Grade 4 - 2019



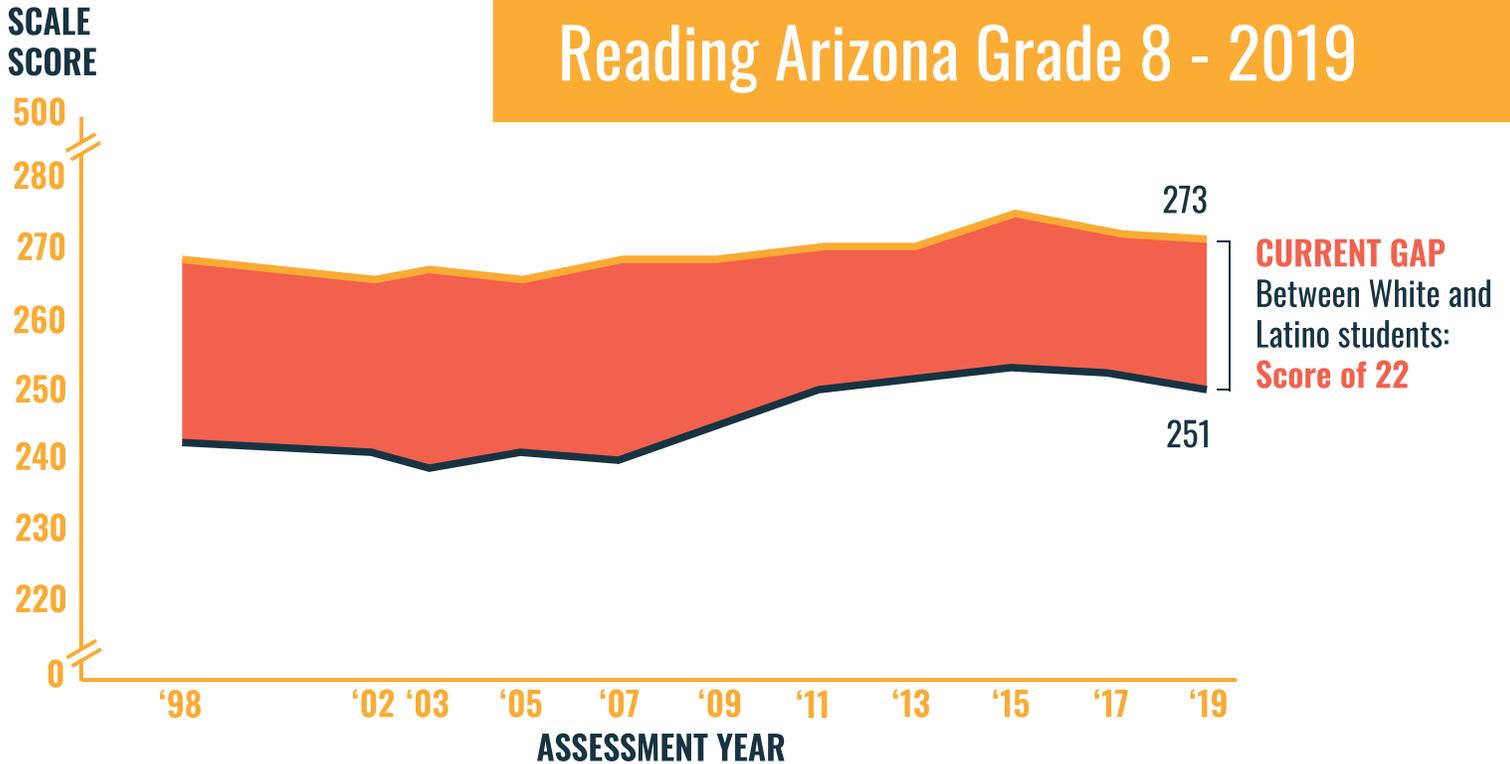
### Mathematics Arizona Grade 4 - 2019



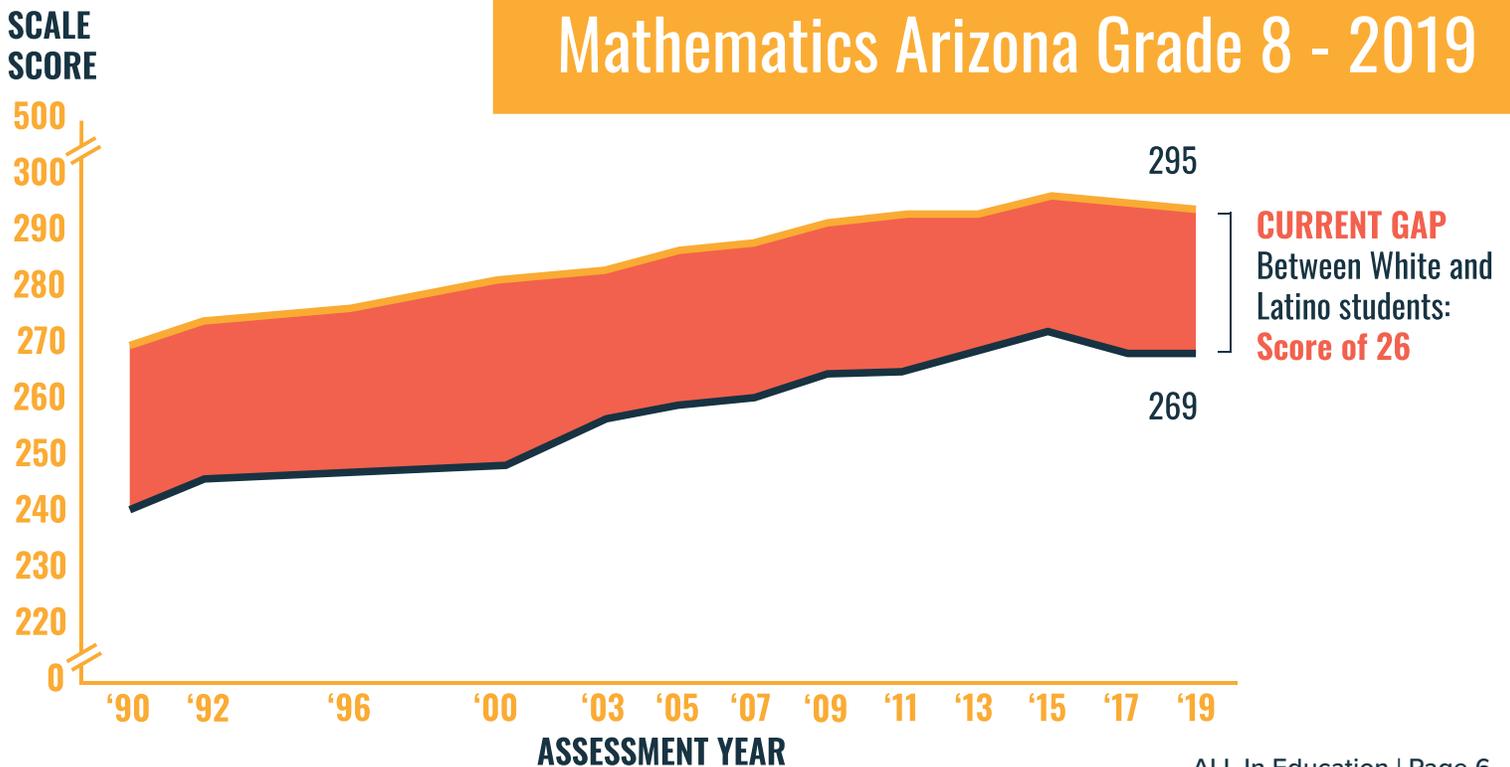
# A LOOK BACK TO MOVE FORWARD

## Stagnant Academic Progress for Latino Students

### Reading Arizona Grade 8 - 2019



### Mathematics Arizona Grade 8 - 2019



# A LOOK BACK TO MOVE FORWARD

## Why Taking Action Can No Longer Wait

In 2001, the Arizona State University Morrison Institute for Public Policy examined trends that could jeopardize the future of Arizona in the report, *Five Shoes Waiting to Drop on Arizona's Future*. The authors of the report noted, "Arizona's future economic and social well-being depends heavily on erasing the educational deficits of the state's young Hispanic residents" (Muro, Valdecanas & Kinnear, 2001, p. 4). In 2012, 10 years later, the Morrison Institute published, *Dropped?: Latino Education and Arizona's Economic Future*, where researchers revisited the state of Latino education. The report found "Arizona's Latinos – the fastest growing population group – continued to display substantial shortcomings in educational performance levels, lagging well behind the state's White population" (Hart & Hager, 2012, p. 8). The report went on to argue that the economic well-being of Arizona depended on preparing the Latino population in order to attract employers to the state and increase the state's earning potential. Now, roughly 20 years after the first Morrison report was published, it appears not much progress has been made.

Arizona's chronic underfunding of P-20 education and stained history of anti-immigrant rhetoric and policies, have created the perfect storm for the Latino academic attainment gaps present today. Currently, only 22% of Arizona's children are in a quality early learning setting, 76% of Latinos graduate high school in four years compared to 85% of White students, and only 35% of English Learners graduate in four years (Expect More Arizona, 2020). Additionally, only 30% of Latino Arizonans have completed a 2 or 4-year degree or received a postsecondary certificate (Expect More Arizona, 2020). All the while, Arizona is ranked 49th in elementary school teacher pay and 48th in secondary school teacher pay (Expect More Arizona, 2020).

**Additionally, data from the Arizona Department of Education demonstrates a major gap in representation of Latino students in the teaching workforce.**

- While **46%** of the Arizona student population is Latino, only **15%** of the teaching workforce is Latino.
- White students are overrepresented in the teaching workforce at **76%** and they are only **38%** of the student population.

**Representation matters, as it has an impact on family involvement and a school system's ability to engage parents and families in the learning of the students they serve.**

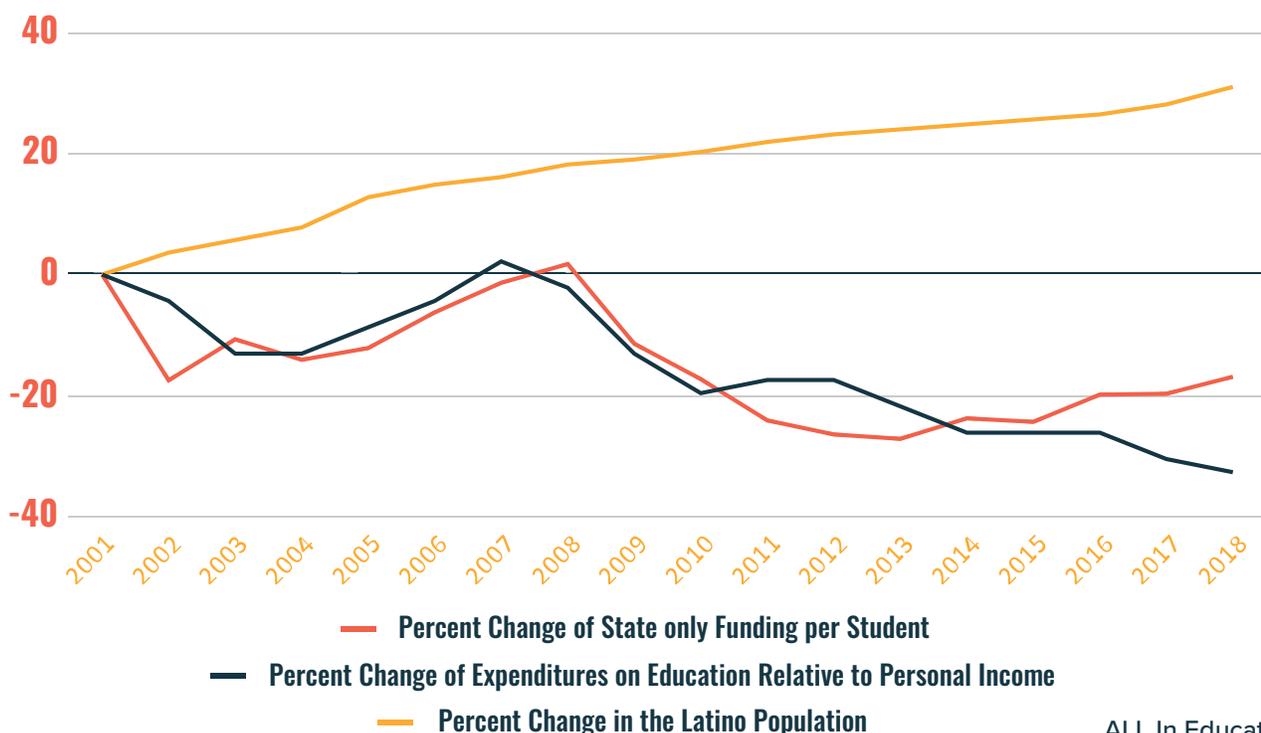
# ARIZONA SCHOOL FUNDING AND OUR ECONOMIC FUTURE

Prior to the coronavirus pandemic, lawmakers heavily debated funding for K-12 education and while some progress was due to educators, parents and the community advocating for additional resources, Arizona continued to dramatically underfund the public education system. The economic implications the global pandemic brings upon the state in the next several budget cycles positions educational investments at risk of being scaled back by state leaders.

If a state's budget reflects its values and priorities, Arizona has not prioritized the education of its children. In fact, a report published in 2009 by the Office of the University Economist in the W.P. Carey School of Business at ASU, concluded that Arizona failed to satisfy its constitutional requirement to maintain, develop, and improve all state educational institutions (Hoffman & Rex, 2009). It would be hard to argue that Arizona has improved its record on funding education since then. As shown in the figure below, when the 2001 numbers are viewed as a baseline, the percent change of 'State only Funding per Student' and the percent change of 'Expenditure on Education Relative to Personal Income' have fallen even though the Latino population has increased.

**IN ESSENCE**, as the Latino population has grown, public investment in education has decreased. The disinvestment in the Arizona education system is not only short-sided but dangerous to the state's long-term economic potential.

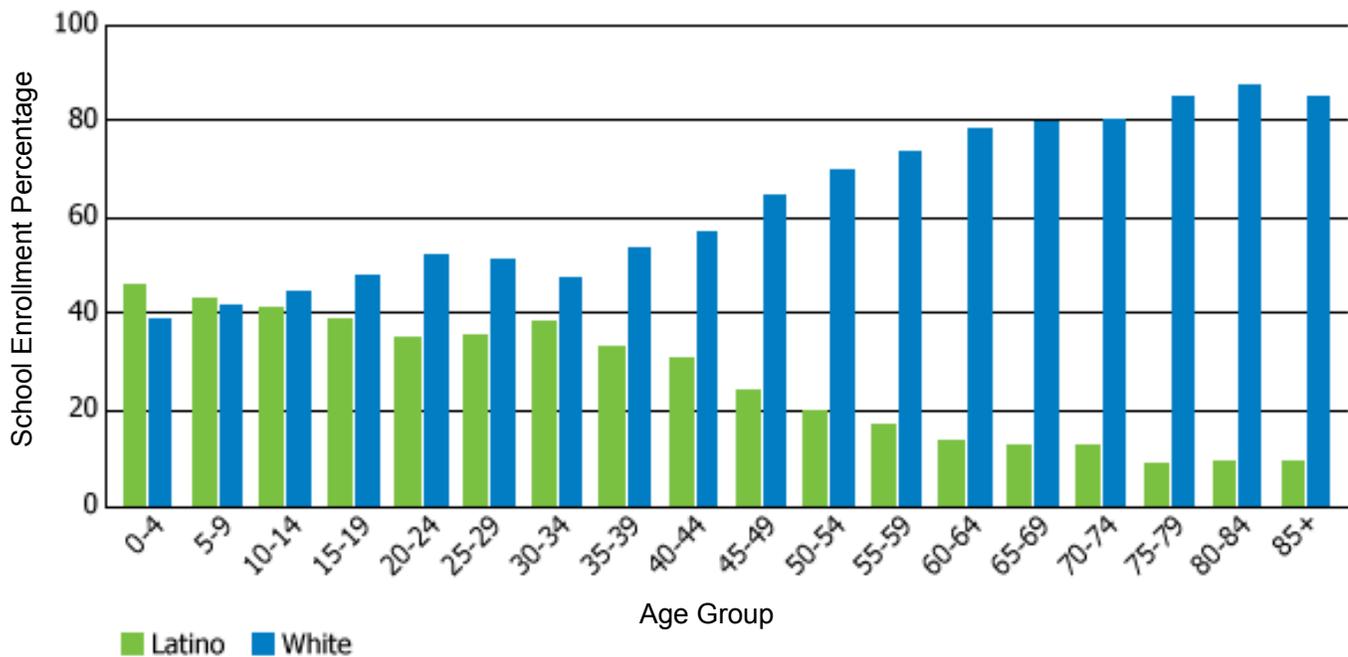
## DISINVESTMENT IN ARIZONA'S EDUCATION



# ARIZONA SCHOOL FUNDING AND OUR ECONOMIC FUTURE

## Preparing Arizona's Future Workforce

As Arizona prepares for the long-term implications of the global pandemic on the local economy, a united commitment for the future of Arizona must be a priority. Changing demographics in Arizona show a young Latino population increasing its overall school enrollment percentage, in contrast to an aging White population that is leaving the workforce.



As noted in the 2012 report by the Morrison Institute (Hart & Hager, 2012), not equipping a rapidly growing population for the job market can lead to:

- Fewer qualified workers to fill increasingly complex positions
- Lower average incomes
- Reduced consumer purchasing-power
- More families living in poverty
- Fewer residents with health insurance coverage
- Greater demands on public services and benefits
- Lower per-capita tax revenue
- A reduced ability to attract quality businesses to the state

# ARIZONA SCHOOL FUNDING AND OUR ECONOMIC FUTURE

## Preparing Arizona's Future Workforce

Arizona is falling behind in capturing the vibrancy, innovation, and economic boon that the Latino community has to offer. According to the State of Hispanic Wealth Report, 2019 Latinos are fueling the U.S. economy (Messano, 2019). The report highlights the following positive trends:

- Latinos are leading homeownership growth in America
- In 2017, Latinos saw the third consecutive year of income growth and the highest of any demographic
- Latinos have significantly higher labor force participation rates
- Latinos continue to drive small business growth

**MANY OF THESE NATIONAL TRENDS APPLY TO ARIZONA, AND WE CANNOT ALLOW ANOTHER GENERATION OF STUDENTS GO UNSUPPORTED INTO THE WORKFORCE.**

**Arizona decision makers will have to balance investing in an already underfunded education system with the economic downturn and recession on the state's horizon. These decisions will impact all Arizonans, but Latino students and families will be the hardest hit population in the state.**

In order to strengthen education for Latino students and families, listening and understanding the community's unique needs and making room for Latinos at decision-making tables to provide thought leadership and perspective from our lived experiences will be essential. It is critical for decision makers to listen and engage the communities they are making decisions about and avoid making decisions for them. To this end, ALL In Education launched an initiative, ALL In for Arizona's Future, to hear directly from Latino parents and educators about their experiences during the coronavirus pandemic and school closures.

# ALL IN FOR ARIZONA'S FUTURE

ALL In Education held a series of virtual community conversations grounded in listening to critical stakeholders in the education community, specifically parents and students. The virtual dialogues targeted both English and Spanish-speaking households to elevate their voices and understand the challenges they were experiencing during the coronavirus pandemic. Often well-meaning decision makers and school-system leaders rush to find solutions without listening to those most affected first, and in the middle of the global health crisis, most-school system leaders had to act swiftly to transition brick-and-mortar institutions into online and digital platforms overnight.

However, it was critical for ALL In Education to take a different approach to prevent Latino students and low-income families from being left behind and lost in the transition. Instead, ALL In Education wanted to ensure these communities had a space to share first-hand experiences, holding firm the belief that family engagement is a critical component of academic success for all youth in Arizona. The community dialogues provided families an avenue to lend their perspective and inform organizational decision-making and strategies moving forward.

## Community Dialogues Overview

The ALL In for Arizona's Future initiative targeted three major Latino markets in Arizona: Maricopa County (Metro Phoenix), Pima County (Metro Tucson), and Yuma County (Yuma, Somerton and San Luis). These three counties are home to more than 95% of the Latino population in the state, and are the top three counties with the largest Latino student population.

### ALL IN EDUCATION Virtual Community Dialogue Findings

The pandemic magnified the growing educational gap for Latino students in Arizona. ALL In Education listened to worried parents, concerned teachers, and frustrated community leaders as they shared challenges faced by Latino students during school closures.

#### ALL IN FOR ARIZONA'S FUTURE CAMPAIGN SUMMARY



**197**

Parents & Educators Reached



**13**

Community Dialogues Held



**5**

Communication Platforms Used

#### TOP CONCERNS REPORTED BY FAMILIES

1. Lack of Communication (including non-Spanish Support)
2. Technology Issues (Lack of Hardware and Internet Access)
3. Parents are not equipped with the necessary tools to support student learning at home
4. Financial Trouble at Home
5. Populations at Risk of Falling Behind (Special Ed, IEP, 504, ELL)



#### TOP CONCERNS FOR THE FUTURE OF THEIR CHILDREN'S EDUCATION

1. Parents anxious about children falling behind.
2. Parents anxious about how schools will keep children safe amidst the current pandemic.
3. Parents want a better relationship with schools, increased involvement and communication.
4. Parents fear there will be no change and schools will have learned nothing.
5. Parents feel that internet access should be more affordable.

#### PLATFORMS USED:



#### TOP THEMES & CONCERNS



##### Student Impact

1. Populations at Risk of Falling Behind (Special Ed, IEP, 504, ELL)
2. Negative Impact of Social Isolation on Children's Behavior
3. Children Having Difficulty Concentrating at Home



##### Parental Concerns

1. Parents are not equipped with the necessary tools to support student learning at home
2. Financial Challenges
3. Difficulty Finding a Work-Life Balance



##### Technology Concerns

1. Lack of Technology
2. Lack of Internet Access
3. Lack of Technical Training for Parents



##### Physical and Mental Health

1. Child Anxiety
2. Deteriorating Parental Mental Health
3. First-Hand COVID-19 Diagnoses



##### School Systems

1. Lack of Communication (including non-Spanish Support)
2. Secondary Trauma for Teachers
3. Lack of Technology Training for Teachers

# ALL IN FOR ARIZONA'S FUTURE

## Community Dialogues Overview

The targeted outreach campaign reached 197 unique participants through five different mass communication platforms. To maximize reach, the campaign utilized Zoom meeting conference lines, Facebook Live events, Spanish Radio, Spanish television, and held a state-wide phone bank in partnership with Univision Arizona. Parents, educators and education leaders were invited to attend via ALL In Education's website, email campaigns, social media posts, radio, and television advertising.

## What We Asked

During the community dialogues, participants were asked a series of open-ended and poll questions in English and Spanish to explore the challenges Latino families and school leaders were facing, along with uncertainties they had for the future of their children's education. While the ultimate goal of the conversations was to learn about the status of the students' learning during school closures, identifying the varying factors that can impact a child's academic achievement was also a goal. It was important to present questions clearly and format conversations in a way that would help participants share the complete experience of the child and family unit during the coronavirus pandemic.

## Participants were asked the following five questions:

1. How has the coronavirus (COVID-19) impacted you and your family at home? Please explain.
2. Has the coronavirus (COVID-19) crisis impacted you and your family financially? Yes or No)
3. Have you or anyone you know (family or friends) been diagnosed with coronavirus (COVID-19)? (Yes or No)
4. What problems, if any, has your student(s) experienced with online learning? Please explain.
5. What worries you the most about the future of your child's education? Please explain.

Participants were encouraged to respond to open-ended questions, discuss poll question results and/or comment through chatbox features. Participant responses and ensuing conversations were recorded, coded, and organized into a hierarchical coding frame that captured emergent themes and top concerns. Five themes were identified after analyzing all conversations.

# ALL IN FOR ARIZONA'S FUTURE

## What We Learned

### 1 Student Challenges

- a. Many parents of students with special needs were concerned with the limited access to specialized instruction and school-based interventions during school closures, such as Individualized Education Plans, 504 Plans, Special Education programs.
- b. Parents of English Learners were concerned students no longer had access to appropriate levels of instruction during school closures.
- c. Families also reported challenges children faced maintaining focus and attention on schoolwork throughout the day.
- d. Many parents felt children tried hard to focus on their work in the beginning of the school closure period but gave up on online assignments and homework packets after weeks of social isolation.
- e. Social isolation also impacted children's behavior at home. Parents and families reported an increase in irritability, defiance, and aggressive behaviors after the prolonged period of isolation.

### 2 Parent & Family Challenges

- a. Parents and families felt they did not have the necessary tools to support student learning at home, nor did they feel equipped to be instructional support specialists and serve in a teaching capacity.
- b. Some parents and families also reported they did not feel confident with their level of schooling to be able to teach their children. Language and technical skill barriers kept them from feeling confident in supporting student's learning at home.
- c. Parents and families also felt the financial burden of job loss and unemployment. In multigenerational households, individuals expressed concerns about exposure to the coronavirus from family members employed in essential jobs, like the food and service industry, grocery store workers, and maintenance employees.
- d. For those who maintained employment and worked from home, finding a healthy work-life balance was difficult when juggling work, child-rearing, homeschooling and homelife responsibilities.

## What We Learned

### 3 School System Issues & Concerns

- a. Many families stated they were not happy with the level of communication received from their child's school. The concern was even more pronounced from Spanish-speaking families. Many families felt alone throughout the school-closure period.
- b. Teachers also felt ill-prepared for the online instruction environment. Teachers noted that they were unfamiliar with virtual classroom software and digital tools.
- c. Similarly, teachers felt unequipped to handle the myriad of social, mental health and physical health challenges they heard students and their families experience. Some teachers reported not having enough time nor a student's updated contact information to adequately communicate. The teachers that could communicate reported feeling overwhelmed by the severity and amount of challenges they heard from students. Teacher's secondary trauma was exacerbated by the challenges they felt at home.

### 4 Technology Issues & Concerns

- a. Parents and families expressed lack of access to devices, including computers and laptops, to transition to distance learning. Families with more than one child in the home expressed frustration with having to share one laptop for multiple children.
- b. Parents also reported not having access to the internet or a reliable Wi-Fi connection. Families who learned of low-cost internet programs, like Cox Connect2Compete, shared that the quality of the service was not reliable. Some waited for the service to be installed for weeks while others shared that the quality of the connectivity was spotty and unreliable. Technical difficulties left children offline and out of the digital classroom.
- c. Lastly, parents and teachers alike reported a lack of familiarity with online software like Google Classroom, Blackboard, Zoom, Google Meets or Microsoft Teams. Even the most tech savvy parents and educators expressed frustrations with the online platforms and tools they were expected to use in the online learning environment.

# ALL IN FOR ARIZONA'S FUTURE

## 5 Social & Emotional Health Concerns



- a. Parents and families reported that children were displaying high levels of anxiety during school closures. The impact of social isolation weighed heavily on the social and emotional health of children.
- b. Parents and caretakers also reported their own deteriorating mental health caused by prolonged social isolation. Families also reported anxieties around being in close proximity to people being diagnosed or hearing about loved ones diagnosed with coronavirus.

## Key Findings and Takeaways

After organizing each concern into its respective theme, data analysts isolated the top concerns heard throughout the campaign. The top five concerns regardless of theme were:

1. Lack of Communication (In both English and Spanish)
2. Technology Issues (Lack of access to devices and reliable internet)
3. Parents' Lack of Tools to Support At-Home Learning
4. Economic Challenges
5. Populations at Risk of Falling Behind (Special Education, English Learners, etc.)

ALL In Education intended to capture participants' perspectives about the future by asking, "What worries you the most about the future of your child's education?" **While parents were certainly concerned about the future, they were eager to be partners with school-system leaders and educators moving forward. Latino parents and families want to be part of the solution to the challenges that lie ahead.** The school systems that had gone above and beyond in outreach efforts to families during school closures made parents feel empowered and capable of being a partner. In contrast, the school systems that failed to connect with parents made them feel frustrated and overwhelmed during the transition to distance learning.

**Overall, the top five concerns parents reported about the future were:**

1. Parents felt anxious about their children falling behind.
2. Parents felt anxious about how schools will keep their children safe during the pandemic.
3. Parents want a better relationship with schools, as well as increased involvement and communication.
4. Parents fear there will be no changes moving forward and that schools will have learned nothing from the pandemic school closures.
5. Parents believe that internet access should be more affordable.

# RECOMMENDATIONS

The initial effort of ALL In Education, ALL In for Arizona's Future, was grounded in elevating the voices of those who are often left out of decision-making rooms, Latino parents and families. As schools transitioned from brick-and-mortar institutions to fully online environments, concerns rose about the implications the transition would have on the Latino community. School systems have been serving as social service agencies for low-income families across the state for decades, in some cases providing the only reliable meals for a child. What would it mean for Latino students and families when the services they relied on were stripped away?

It took a global pandemic to expose what we have known all along: our public education system is riddled with inequities and Latino students and families are often stuck receiving the short end of the stick. As Arizona's leadership called for school closures, a massive shift occurred where homes became classrooms, parents became teachers, educators became social workers, schools became food pantries, and everyone experienced a crash course in the virtual learning environment. The stress on the education system exposed an antiquated system left flat footed amidst a public health crisis.

**SCHOOL SYSTEM LEADERS AND EDUCATORS WERE UP TO THE CHALLENGE, and many went above and beyond to devise stop-gap measures to the challenges school communities faced. The missteps and failures Latino parents and families experienced during the coronavirus pandemic are certainly not a failing of educators. However, they are a clear indicator that our education system is broken and grossly inequitable, and must be redesigned to ensure that the communities most impacted by the inequity in the system have a voice in fixing it.**



# RECOMMENDATIONS

## REDESIGNING TOWARDS VIBRANT COMMUNITIES AND THRIVING LOCAL ECONOMIES

- **Parent and family engagement must be prioritized, funded, and tracked as an educational performance measure.** School systems must work to build relationships with parents and families and honor their perspectives and experiences as valued partners in the learning and development of students and engage them in decision making and budgeting processes.
- **State, local and community investments must be made towards closing the equity gaps that Latino students experience.** This includes addressing the digital divide and supporting student learning at home. Access to adequate technology, like laptops, and reliable internet service and connectivity are fundamental to ensuring students continue to learn in today's environment. Internet service providers must ensure they provide high-quality service and connectivity to all communities, regardless of the level of service they can afford. Providing inferior service to low-income families only expands inequity rather than help close the opportunity gap.
- **Establish a comprehensive effort between students, families, school systems, education advocates, philanthropy, nonprofits, businesses, and government leaders where the collective focus is on advancing equity, opportunity and justice for Arizona Latino students, students of color and low-income families.** The coronavirus pandemic exposed the inequities Latinos have been up against for decades, including jobs as essential workers, low wages, job loss, multigenerational households, food insecurity, and lack of access to healthcare and social emotional support systems. These longstanding barriers to opportunity for Arizona Latino families have made it difficult for Latino students to achieve academically, graduate high school, obtain a college degree or postsecondary certificate and earn a living-wage career. The collective effort must work to dismantle inequity and break down barriers for all students of color and low-income families.
- **Build a teaching workforce that adequately represents the diverse student population of Arizona.** While 46% of the Arizona student population is Latino, only 15% of the teaching workforce is Latino. White students are overrepresented in the teaching workforce at 76% and they are only 38% of the student population. We must recruit, train and retain more teachers that reflect the student population. Representation in the school community matters, it increases an educator's ability to connect with youth, affects how an educator disciplines students, and inspires students to see themselves as capable future leaders. Additionally, the lived experiences of Latino educators help in how they communicate and connect with the parents and families they serve.
- **Increase and include Latino leadership voices and perspectives when decisions are being made about the advancement of Latino students and the community.** As 46% of the student population in PK-12 education, Latinos must be appropriately represented on state and local governing boards and in boardrooms where decisions are being made about their futures. Nothing should be decided about the Latino community without Latino leaders in the room.

# RECOMMENDATIONS

## ALL IN FOR ARIZONA'S FUTURE EQUITY FRAMEWORK

**ALL In Education is calling on** business, philanthropic, nonprofit, government, and school- system leaders, as well as education advocates, to adopt the ALL In for Arizona's Future Equity Framework and publicly commit to the advancement of equity in the state of Arizona.

**Advancing equity is thoughtful and intentional work.** School systems and organizations must stay committed to checking their own assumptions and biases during all phases of their decision-making processes. The

**ALL In for Arizona's Future Equity Framework** is a toolkit that can be used when policies, practices and programs are being developed to ensure that Latino youth, youth of color and low-income families will not be overlooked or negatively impacted.

**Leaders taking action to advance equity in school systems and organizations need to understand who stands to benefit and who will be impacted by equity.** Having honest conversations is a critical component of ensuring the framework is effective. All communities impacted by the decisions being advanced must be at the table as willing participants working toward a common goal: advancing equity in Arizona.

# WE ARE JUST GETTING STARTED

The **ALL In for Arizona's Future initiative** will continue through December 2020. ALL In Education will now host virtual roundtable conversations with Arizona business leaders, advocacy organizations, grantmakers, policy makers and educators. These roundtables will inform the development of ALL In Education's strategic plan and policy platform to increase Latino student attainment and redesign Arizona education to advance equity so that all students and families can thrive.

**ALL In Education holds a firm belief** that Latino students and families are of incredible value to the state of Arizona. The Latino community values education and wants to be partners in solving Arizona's biggest economic challenges that lie ahead. Latinos can no longer be viewed as problems that need to be solved by Arizona leaders. Latinos are here and are the fastest growing demographic block in the state. Latinos are resilient, entrepreneurial, talented, bilingual, bicultural and ready to lead.

**ALL In Education believes** we have an opportunity in the current environment to redesign Arizona and build towards a place where ALL communities have access to opportunity. Where no child is at risk of falling behind. Where parents feel valued and supported. Where ALL students feel loved and honored in classrooms. Where every single attribute a student brings to the table is viewed as an asset that should be nurtured and developed so they can be our state's future leaders.



# ALL IN FOR ARIZONA'S FUTURE

## Toolkit for Advancing Equity

### Community Pledge & Call to Action

Arizona Latino students are the fastest growing demographic block in the state, representing 46% of the overall student population. The economic success of our state depends on their achievement. A barrier to their success is that Latino youth have experienced a persistent gap in equitable opportunity to the adequate resources and high-quality learning environments needed to achieve academically and, ultimately, obtain a living-wage career.

Additionally, Arizona low-income families and communities of color have been disproportionately impacted by inequitable policies, practices and programs for far too long. These inequities have spanned issues like education, workforce development, housing, immigration, healthcare, and have resulted in large populations of disconnected and disengaged youth of color in our state.

Our organization, **[INSERT ORGANIZATION NAME]**, values, honors, respects and loves every student, family and educator who calls Arizona home. We hold a firm belief that all students can graduate high school, obtain a college degree or postsecondary certificate and earn a living-wage career when their families and local communities are provided the appropriate resources to support their success.

**[INSERT ORGANIZATION NAME]** is committed to advancing equity in the state of Arizona by practicing it within our organizational structure and supporting policies, practices and programs that position low-income families and communities of color in Arizona to thrive.

Therefore, **[INSERT ORGANIZATION NAME]** adopts the attached **ALL In for Arizona's Future Framework for Advancing Equity** to ensure we are practicing equitable decision-making processes when supporting policies, practices and programs that impact students and families in Arizona.

The ALL In for Arizona's Future Framework for Advancing Equity will ensure we ask critical questions, assess data and engage the community to increase educational attainment for Latino students, students of color and low-income families. By signing this pledge, our organization allows ALL In Education to publicly acknowledge our commitment to advancing equity in Arizona.

**Signed By:** **[CEO, EXECUTIVE DIRECTOR]**

**Representing:** **[NAME OF ORGANIZATION]**

**Date:** \_\_\_\_\_, 2020 | **Contact Email:** \_\_\_\_\_ | **Contact Phone:** \_\_\_\_\_

# ALL IN FOR ARIZONA'S FUTURE

## Toolkit for Advancing Equity

### School Board Model Resolution

WHEREAS, Arizona Latino students are the fastest growing demographic block in the state, representing 46% of the overall student population and [INSERT %] of our school district population.

WHEREAS, Arizona Latino youth have experienced a persistent gap in equitable opportunity to the adequate resources and high-quality learning environments needed to achieve academically and ultimately earn a living-wage career.

WHEREAS, Arizona low-income families and communities of color have been disproportionately impacted by inequitable policies, practices and programs for far too long. These inequities have spanned issues like education, workforce development, housing, immigration, healthcare, and have resulted in large populations of disconnected and disengaged youth of color in our state.

WHEREAS, the [INSERT NAME] School District values, honors, respects and loves every student, family and employee who call our district home. We hold a firm belief that all students can graduate high school, obtain a college degree or postsecondary certificate and earn a living-wage career when their families and local communities are provided the appropriate resources to support their success.

WHEREAS, the [INSERT NAME] School District is committed to advancing equity in the state of Arizona by practicing it locally in our district.

NOW, THEREFORE, be it resolved by the Governing Board of the [INSERT NAME] School District that:

The Governing Board and Superintendent adopt the attached **ALL In for Arizona's Future Framework for Advancing Equity** to ensure we are practicing equitable decision-making processes.

The ALL In for Arizona's Future Framework for Advancing Equity will ensure we ask critical questions, assess our data and engage the community and key stakeholders in our decision-making processes.

Adopted this \_\_\_\_\_ of \_\_\_\_\_ 2020, the Governing Board voted at a duly called meeting at which a quorum was present with \_\_\_\_\_ in favor, \_\_\_\_\_ against, \_\_\_\_\_ abstained from the above Resolution.

# ALL IN FOR ARIZONA'S FUTURE

## Toolkit for Advancing Equity

### ALL In For Arizona's Future Equity Framework

#### OVERVIEW

Advancing equity is thoughtful and intentional work. School systems and organizations must stay committed to checking their own assumptions and biases during all phases of their decision-making processes. Below is the **ALL In for Arizona's Future Equity Framework** that can be used when policies, practices and programs are being developed to ensure that Latino youth, youth of color and low-income families will not be overlooked or negatively impacted.

Leaders taking action to advance equity in school systems and organizations need to understand who stands to benefit and who will be impacted by equity. Having those honest conversations is a critical component of ensuring this framework is effective. All communities impacted by the decisions being advanced must be at the table as willing participants working towards our common goal: advancing equity in Arizona.

#### EQUITY FRAMEWORK

**E - Evaluate:** We will **evaluate** how our decisions support Latino youth, youth of color and low-income families on a regular basis around all major decisions and ensure equity by identifying and measuring outcomes.

**Q - Question:** We will **question** ourselves and challenge our own assumptions and biases on the impact this decision will have on Latino youth, youth of color and low-income families.

**U - Understand:** We will take the time to deeply **understand** which communities will benefit and which communities will be burdened by the decision before making it final, by listening directly to Latino youth, youth of color and low-income families.

**I - Include:** We will **include** stakeholders from the Latino community or other communities impacted by the policy, practice and program and get their input throughout our decision-making process.

**T - Thoughtful:** We will be **thoughtful** during our process to thoroughly review data and relevant facts to inform our decisions that will impact Latino youth, youth of color and low-income families.

**Y - Yield Opportunity:** Our final decision will demonstrate the ability to **yield opportunity** for Latino youth, youth of color and low-income families, and we will have data tied to a set of outcomes in Evaluate.

# ALL IN FOR ARIZONA'S FUTURE

## Toolkit for Advancing Equity

### Equity Framework Guidance

	EQUITY FRAMEWORK NOT PRACTICED	EQUITY FRAMEWORK IN PRACTICE
<b>Annual Operating Budget</b>	<b>Without this framework</b> , your Board will likely approve a fiscal budget this year without any explicit conversation or concrete action towards improving outcomes for Latino youth, youth of color and low-income families.	<b>With this framework</b> , your Board will include a new line-item or allocation of resources that supports the academic advancement of Latino youth, youth of color and low-income youth in our state.
<b>Governance</b>	<b>Without this framework</b> , your Board of Directors, Charter or School District Governing Board will likely look similar next year as it does today.	<b>With this framework</b> , your Board of Directors, Charter or School District Governing Board will change to include more Latino representation that at least reflects Arizona's student population at 46%.
<b>Marketing &amp; Communications</b>	<b>Without this framework</b> , your organizational outreach and communications plans will likely go unchanged with minimal or no consideration for non-English speaking families or families who do not have reliable access to technology.	<b>With this framework</b> , your organizational outreach and communications plans will include strategies for effective communication with non-English speaking families or families who do not have access to technology.
<b>Project Outcomes</b>	<b>Without this framework</b> , your project outcomes will likely go unchanged with little or no conversation about the impact of the scope of work on Latino youth, youth of color and low-income families.	<b>With this framework</b> , your project outcomes and scope of work will take into account data that validates the initiative as a way to support the advancement of Latino youth, youth of color and low-income families.
<b>Community Engagement</b>	<b>Without this framework</b> , your organization will continue to make decisions without seeking input or guidance from the communities most impacted by inequity.	<b>With this framework</b> , your organization will engage the communities most impacted by inequity before making decisions for them.

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