



Gen Z Black & Latino Educators Study

EMBARGOED until September 4, 2024

Thank you to our Advisory Council!



Purpose Statement

Our collective goal is to advocate for a racially diverse educator workforce at Los Angeles Unified School District (LAUSD) to help close academic and opportunity gaps impacting students of color and those living in poverty.

We aim to advance this goal by publishing this comprehensive, mixed methods study that elevates the perspectives of LAUSD K-12 Black and Latino Gen Z teachers on teacher recruitment and retention strategies.

For purposes of this study, Gen Z is defined as any individual 30 years or younger. This group of young teachers have the closest proximity to experiencing existing policies and strategies for recruitment. They can also provide vital insights on the policies and strategies that would increase their retention as LAUSD teachers. We are focusing on Black and Latino teachers because they are a group of folks often discussed about, but rarely directly engaged in policy development and implementation.

We have done our best to elevate and amplify their perspectives, understanding that no group is monolithic or homogenous in their values, experiences or beliefs.

Methodology

Phase 1: Qualitative

- Four online, 90-minute focus groups
- 6 Gen Z Black and Latino LAUSD educators per group
- Held online from November 13 to 16, 2023
- Findings informed survey design for the quantitative phase

Phase 2: Quantitative

- Online and telephone surveys with 400 LAUSD educators
- Primary audience: 200 Gen Z Black and Latino LAUSD educators
- Secondary audience: 200 representative sample of LAUSD educators
- Conducted between January 31 and February 22, 2024
- Margin of Error is $\pm 6.9\%$ at 95% confidence level

Survey Profile Summary

Gen Z Black and Latino (n=200)	
18 to 24 years old	15%
25 to 29 years old	86%
Black	35%
Hispanic	65%
White	0%
Other	0%
Male	38%
Female	62%
Teaching 3 years or less	60%
Teaching 4 to 9 years	40%
District School	79%
Charter School	21%
Elementary School	57%
Middle School	17%
High School	25%
Union Member	77%

General Educator Population (n=200)	
18 to 29 years old	14%
30 to 49 years old	48%
50 years or older	39%
Black	8%
Hispanic	48%
White	30%
Other	13%
Male	30%
Female	70%
Teaching 3 years or less	9%
Teaching 4 to 9 years	30%
Teaching 10 years or more	61%
District School	80%
Charter School	20%
Elementary School	56%
Middle School	18%
High School	24%
Union Member	88%

Executive Summary

Top Line

Gen Z Black and Latino educators are **passionate** about teaching and wish to share their love of learning with their students.

They are, however, **less satisfied** with their careers than the general LAUSD educator population.

Top Line

1 in 3 Gen Z Black and Latino educators **anticipates leaving** the profession, with 71% of those expecting to leave within **1-2 years.**

This echoes an IAU report that the district is projected to lose 100 Black educators per year, while fewer Black educators are entering the profession at LAUSD.

Harnessing Gen Z Black and Latino energy and enthusiasm, while **supporting their needs,** can keep these educators in the profession.

A Closer Look

1 in 3 Gen Z Black and Latino educators would recommend teaching to a friend, family member or acquaintance.

Those who attended an LAUSD school as students have a strong desire to give back now as teachers.

Gen Z Black and Latino educators identify classroom teachers as the position most impacted by staff shortages.


Over half of Gen Z Black and Latino educators report behavioral issues in the classroom.

A majority feel their personal identity is well represented by the school/staff and feel empowered to be themselves on the job.

Affordable health care and work-life balance are the benefits most likely to retain them in the classroom.

Key Insights

Why do Gen Z Black and Latino Educators teach at LAUSD?



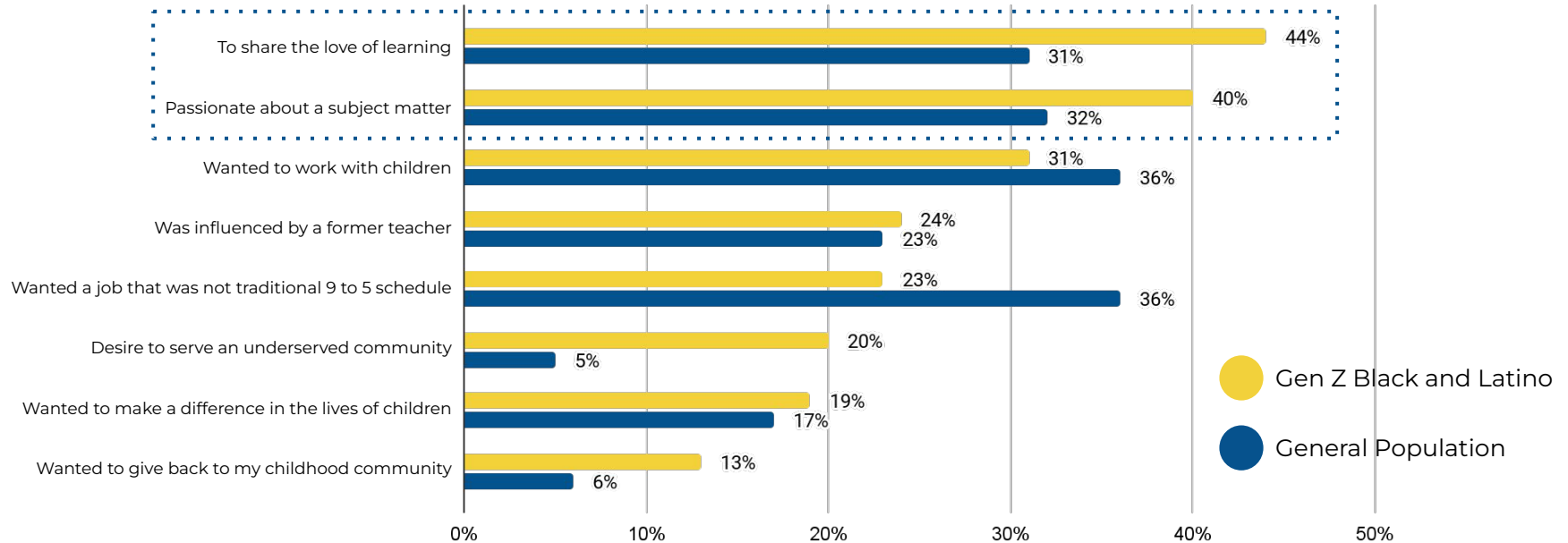
“I love the kids. I love teaching, so I’ve stuck with it for that reason.”

Latino high school educator, 3 years of teaching



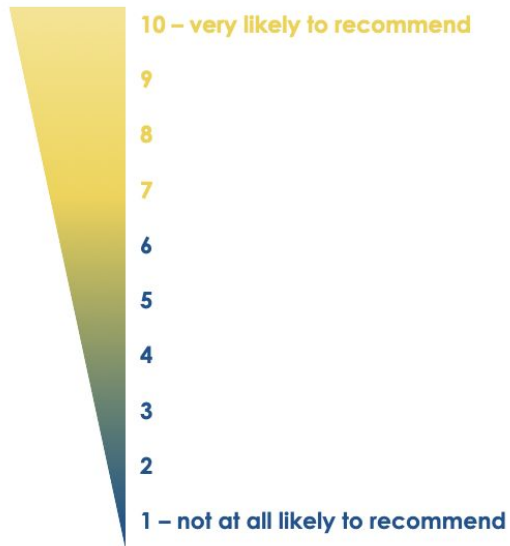
Gen Z Black and Latino teachers identify their passion to share a love of learning and their subject matter as top motivators for becoming a teacher.

Reason for Becoming a Teacher



1 in 3 Gen Z Black and Latino teachers would recommend teaching. This is higher than general educator population.

Net Promoter Score



Likelihood to recommend teaching	Gen Z Black and Latino	General Population
Promoters (ranking 9-10)	33%	26%
Neutrals (ranking 7-8)	44%	44%
Detractors (ranking 1-6)	25%	30%
Net Promoter Score (Promoters – Detractors)	+8	-4



“I went to LAUSD schools. And I know a lot of inner-city kids that need that motivation and need the support.

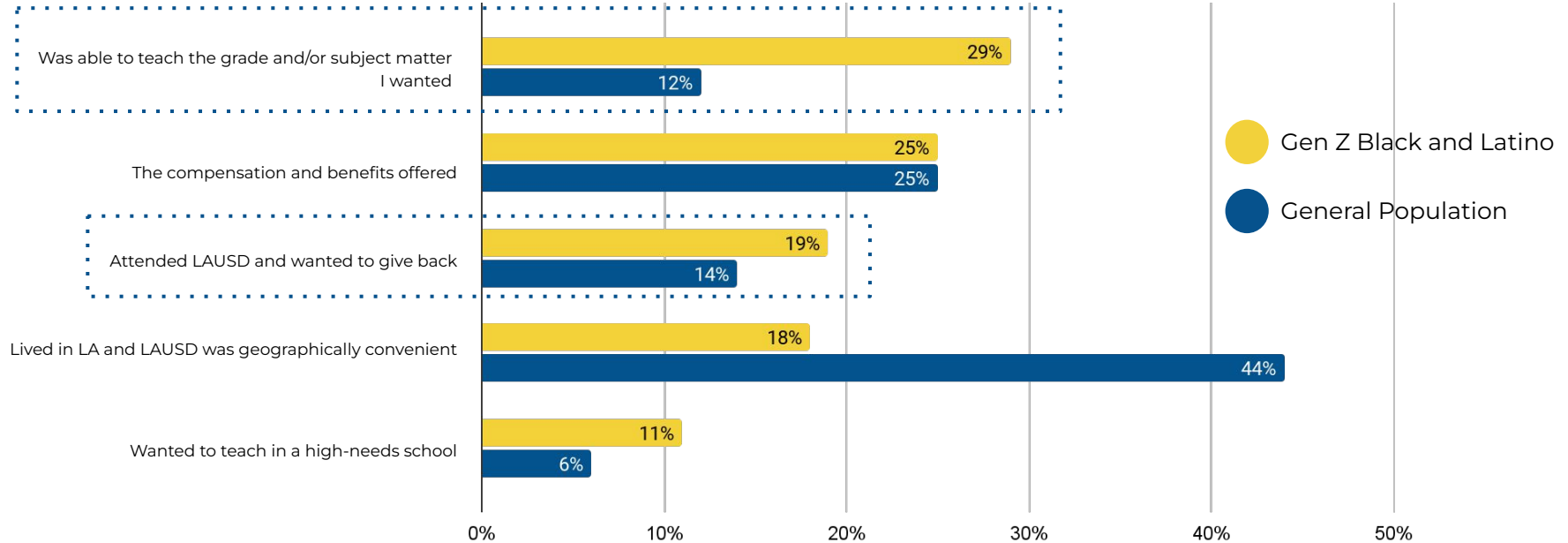
“I like working with more of the kids in the inner-city area.”


Female Black elementary school educator, 3 years of teaching



They chose LAUSD for the ability to teach their desired grade and/or subject; twice as much as the general educator population. 1 in 5 attended LAUSD and wanted to give back.

Reason to Teach within LAUSD





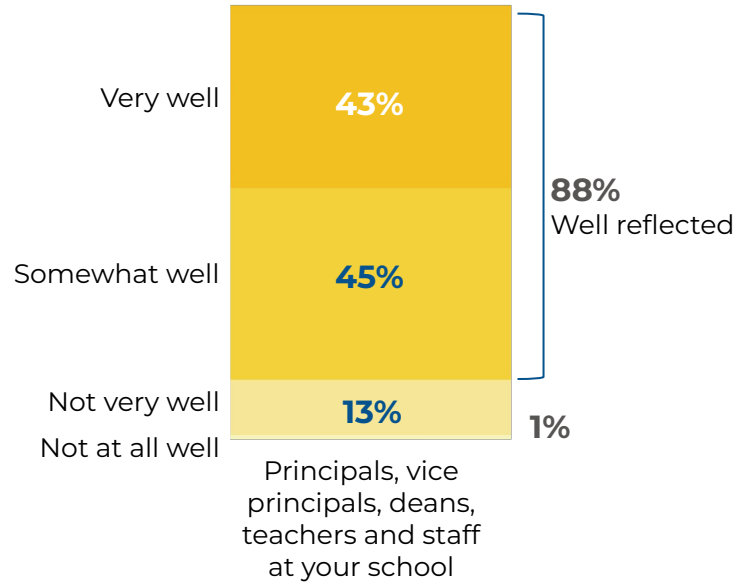
“I was an LAUSD kid from K through 12. People often discredit public education, but it gave me so much, as a child of immigrants, that I wanted to give back to an institution that gave so much to me.”

Latina high school educator, 4 years of teaching

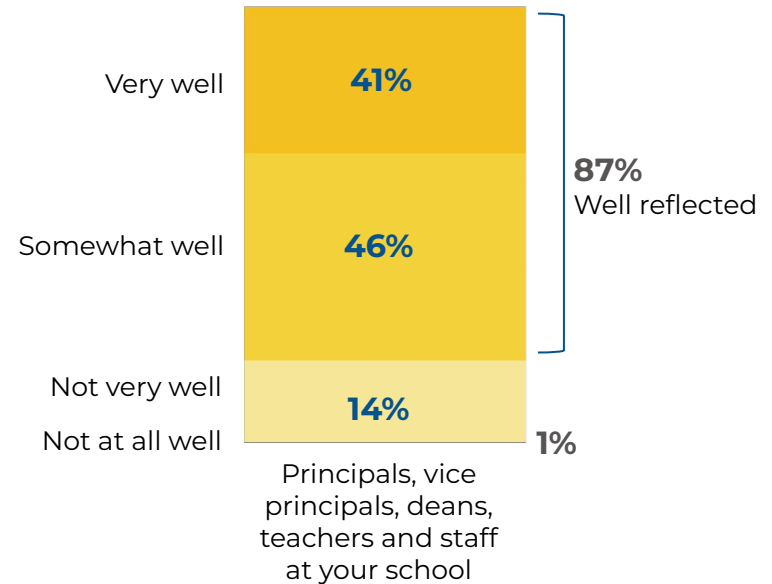


The majority of teachers feel their personal identity and the diversity of their students is well reflected by other staff at the school.

Reflection of Personal Identity Among Gen Z Black and Latino Teachers



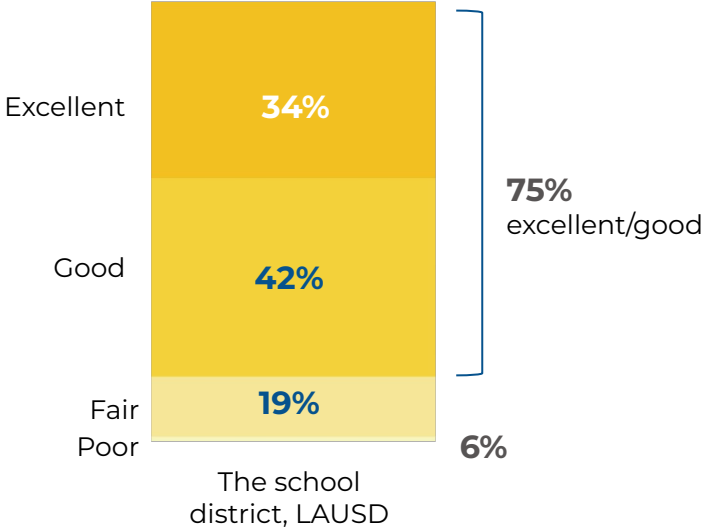
Reflection of Student Diversity Among Gen Z Black and Latino Teachers



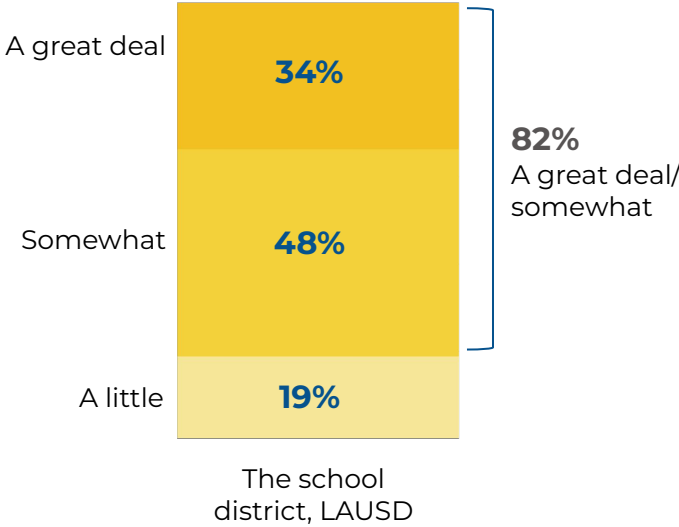
The majority of Gen Z Black and Latino teachers feel the district supports them and has aided their growth as educators.

Gen Z Black and Latino Educators Ratings on:

The Quality of Support

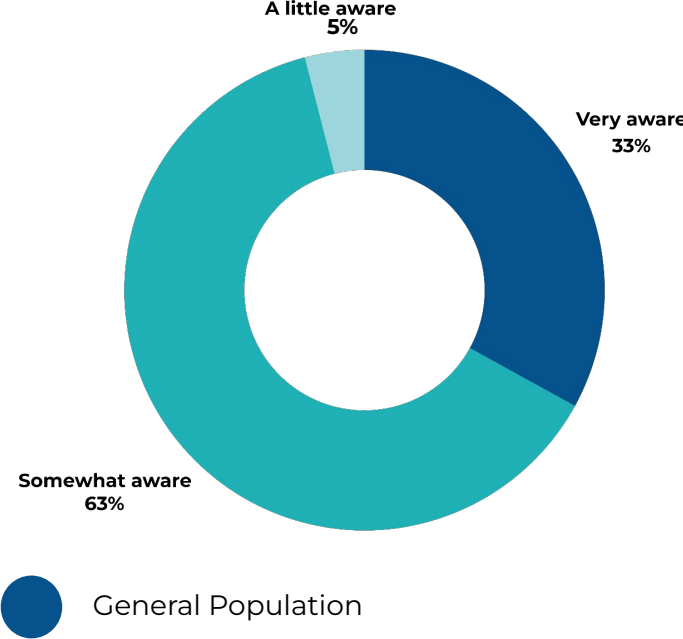
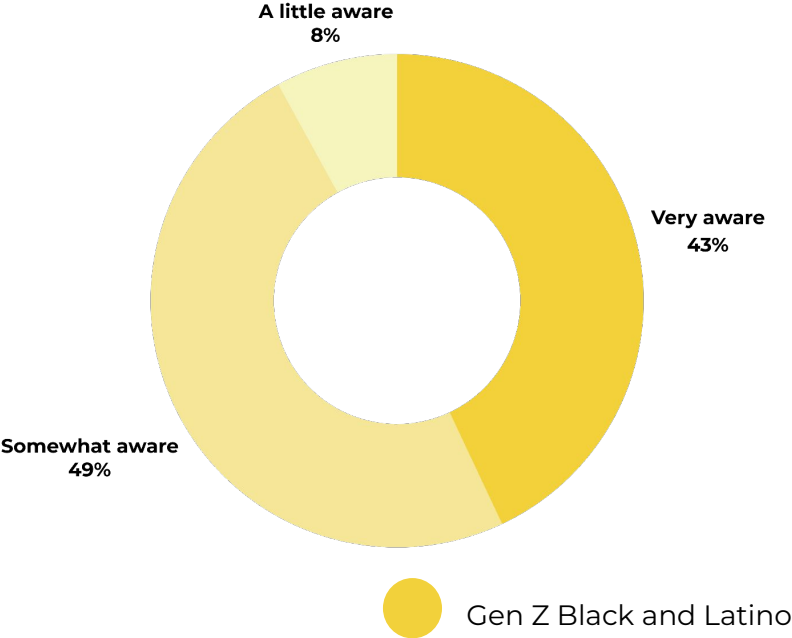


Helped Growth as an Educator



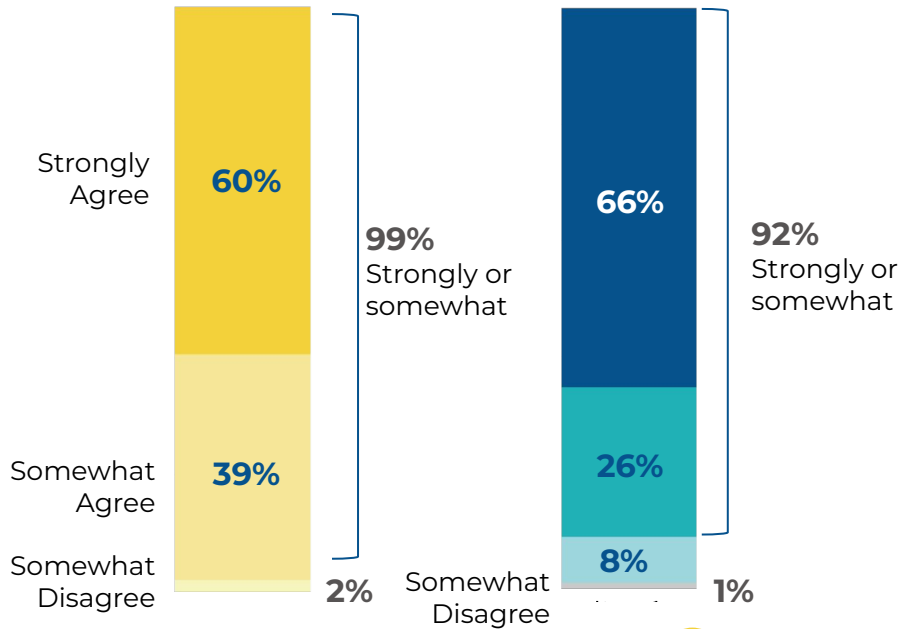
Most Gen Z Black and Latino teachers are aware of LAUSD's strategic plan, but they are more acutely aware.

Awareness of LAUSD's 2022-2026 Strategic Plan

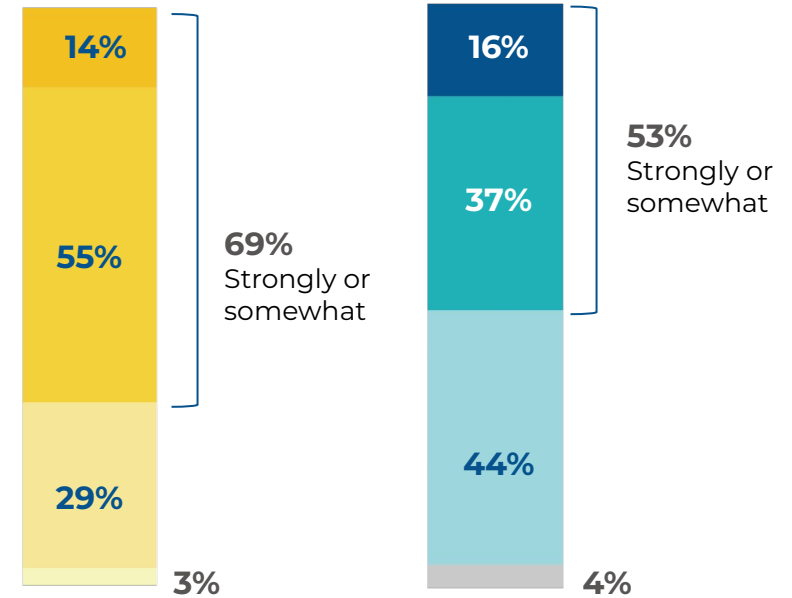


Nearly all teachers agree that the strategic plan benefits students, but Gen Z Black and Latino teachers are more likely to agree that the plan benefits them and their fellow teachers.

The LAUSD 2022-2026 Strategic Plan Is Benefitting My Students

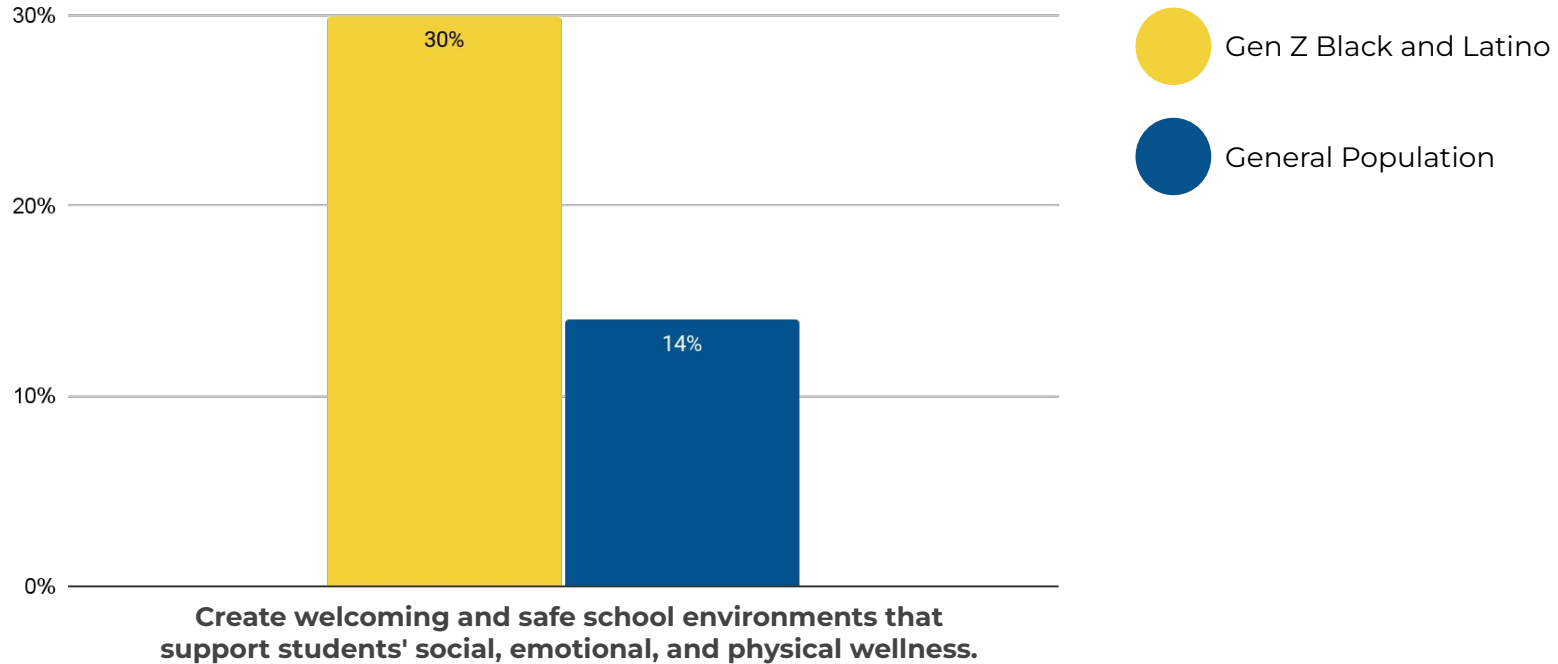


The LAUSD 2022-2026 Strategic Plan Is Benefitting Me and My Fellow Teachers



● Gen Z Black and Latino
 ● General Population

Gen Z Black and Latino teachers are twice as likely to choose creating a welcoming and safe school environment as their top priority for the strategic plan.



**Will they stay
teaching at LAUSD?**



“I thought I would be a teacher forever.

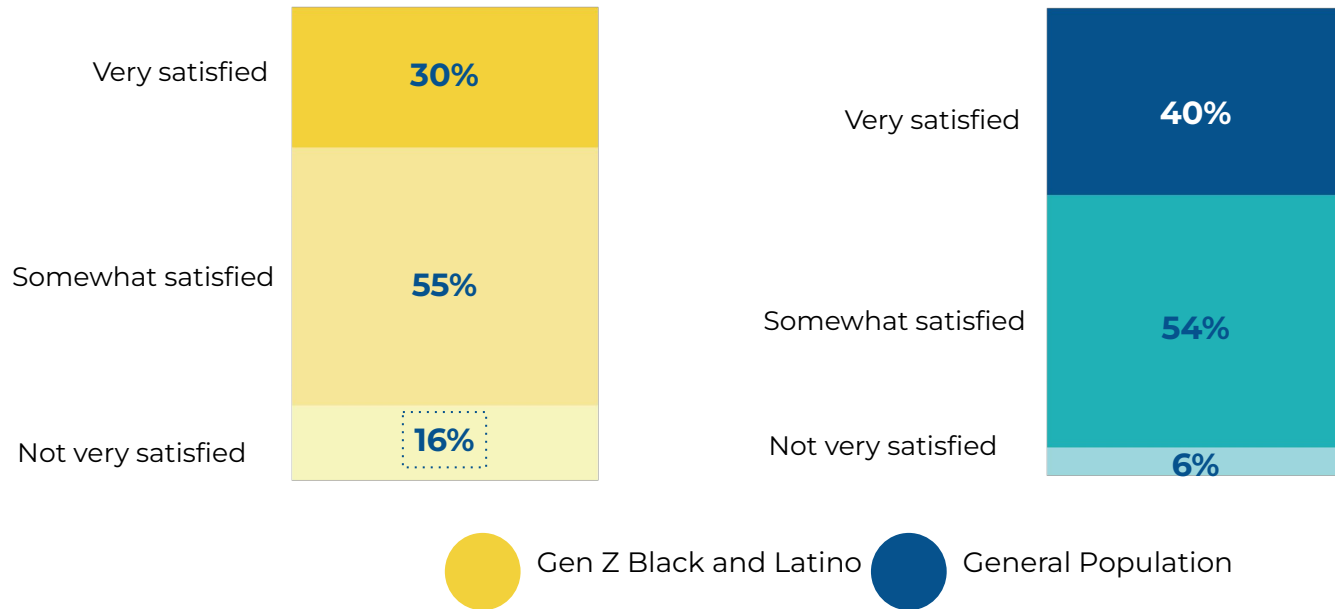
“I feel very confused and sad that I have to consider leaving something that I’m very passionate about and very good at, and I work so hard at.”

Latina high school educator, 4 years teaching



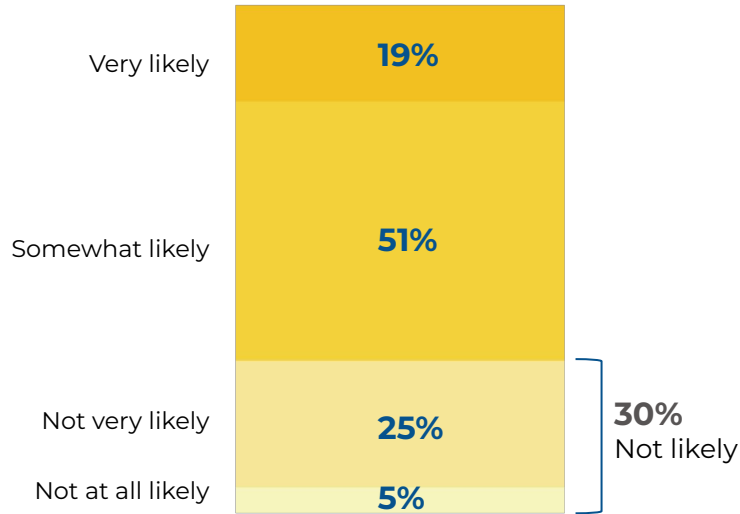
Gen Z Black and Latino educators are less satisfied with their career than their general educator population counterparts, which may suggest retention issues below the surface.

Satisfaction with Teaching Career

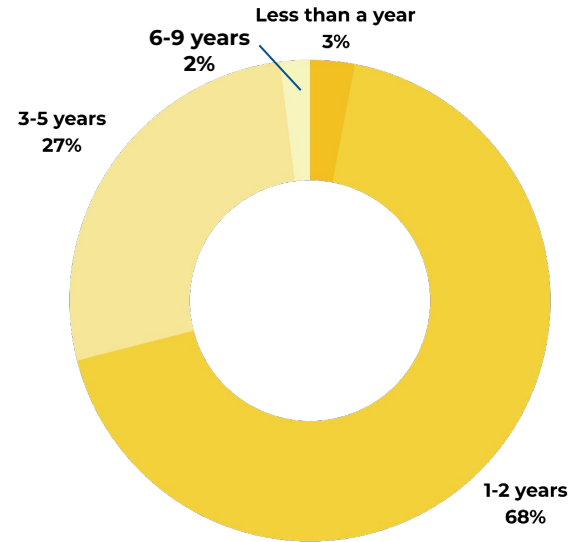


Nearly 1 in 3 Gen Z Black and Latino teachers don't expect to spend their entire career in the classroom, and 71% of those expect to leave in two years or less.

Likelihood to Remain a Classroom Teacher for Entire Career



Length of Time Before Leaving the Classroom*



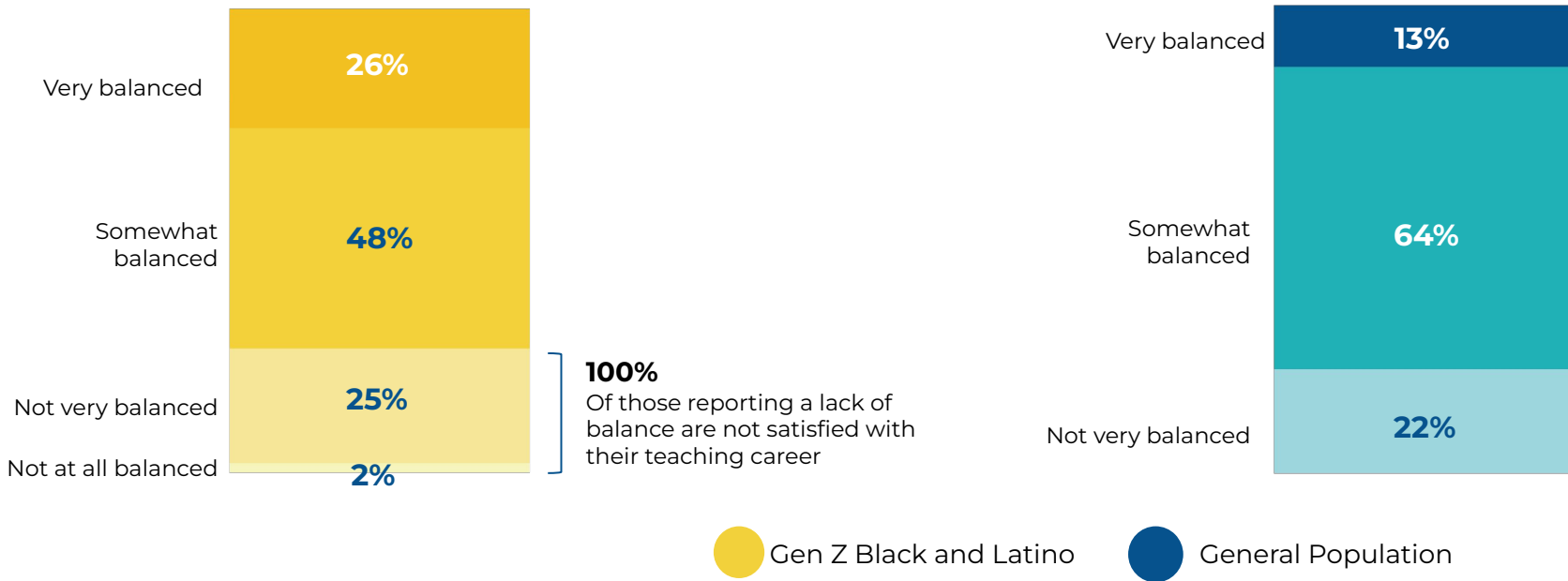
*Base: Not likely to spend entire career teaching
Base size: Gen Z Black and Latino=59

Gen Z Black and Latino educators primarily choose greater work-life balance and better pay as factors that may cause them to leave the profession.

Primary reason not to remain a classroom teacher	Gen Z Black and Latino
I want greater work-life balance	27%
I want a higher-paying job	25%
I am interested in pursuing an entirely different career	19%
I want more control over my schedule	14%
I want to work with adults	5%
I want to be involved in education policy	5%
I am not teaching my preferred subject or grade	5%
I lack a sense of belonging in my school community	0%
I want to retire	0%

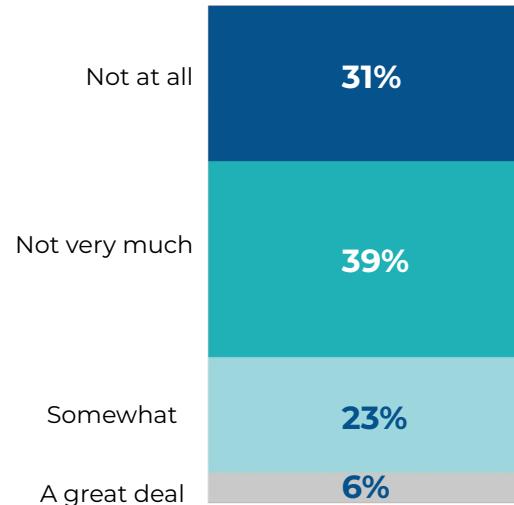
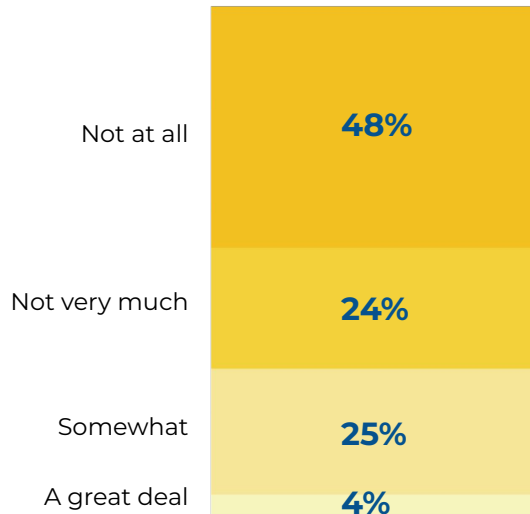
Although a quarter of Gen Z Black and Latino teachers report a “very” balanced work-life, a similar percentage say the opposite. Of those reporting a lack of balance, all are not satisfied with their teaching career.

Work-Life Balance



Nearly a third of Gen Z Black and Latino educators identify as burnt out with the profession. While the same for the general educator population, this is high for those just starting their careers.

Burnt Out with Teaching



● Gen Z Black and Latino ● General Population



“We’re not even halfway through the school year, and I kind of feel burnt out.”

“That was a surprise.”

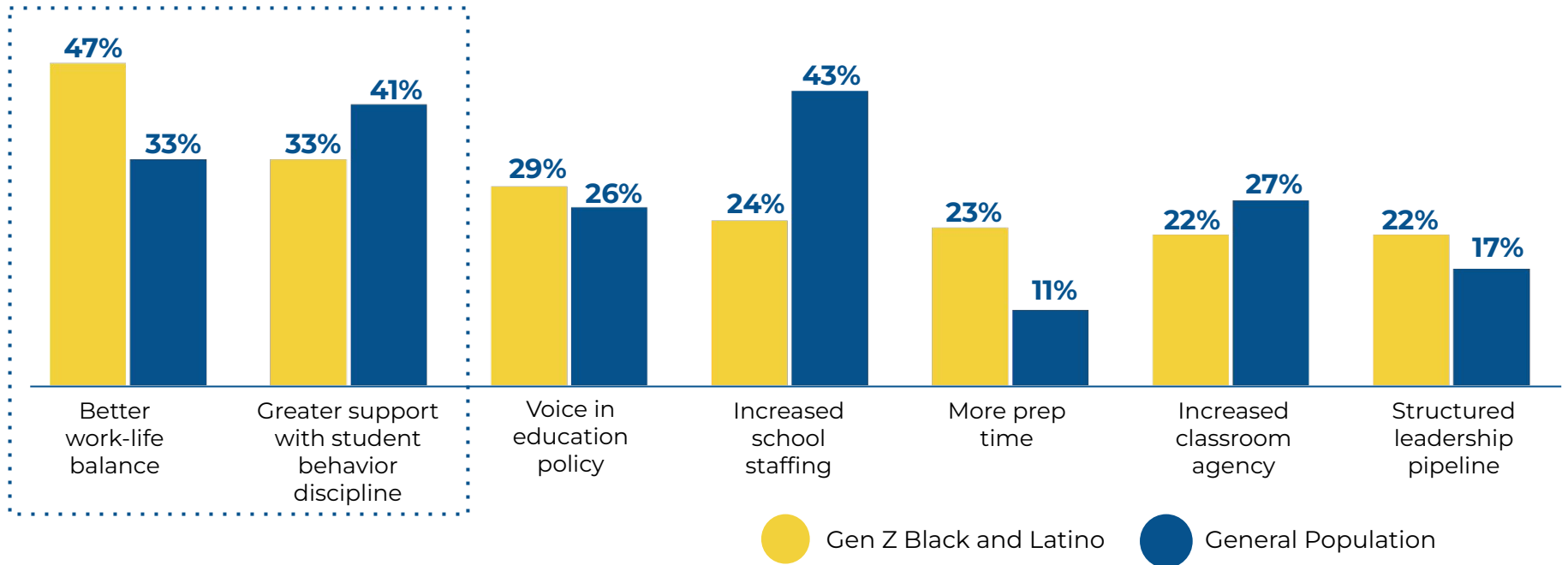
Female Black middle school educator, 2 years teaching




**What would help
retain Black and
Latino educators?**

Communicating a commitment to work-life balance and providing support with student behavior discipline will help retain Gen Z Black and Latino educators.

Classroom Benefits Most Likely to Help Retain Educators





***“Sometimes you feel like you’re failing them when you can’t physically get to every student.*”**

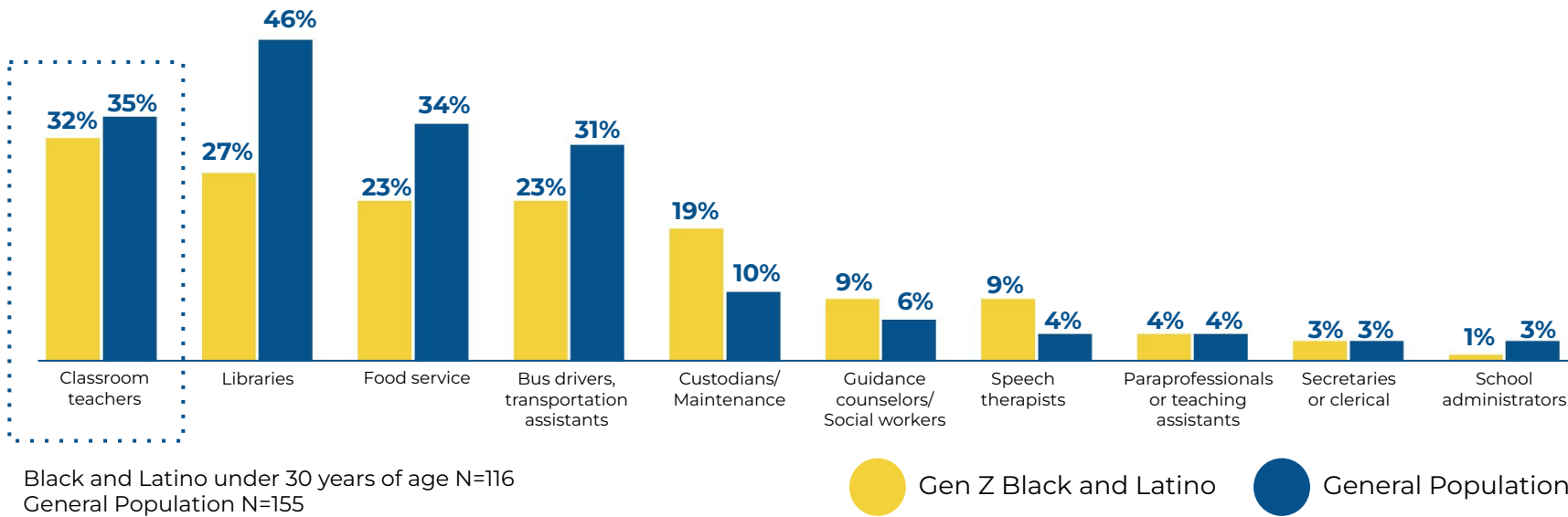
“Just having extra bodies in the class so that we can work with smaller groups.”


Female Black elementary school educator, 1 year teaching



Gen Z Black and Latino educators see classroom teachers having a staff shortage more than any other position.

Positions with Shortages





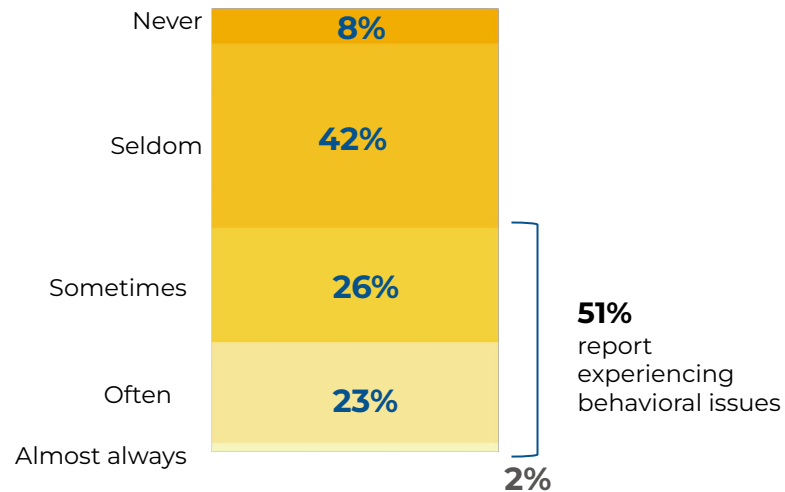
“There needs to be a lot more support in the classrooms. They could definitely take the load off having to deal with behavioral issues and help educate the students as well.”

Male Black high school teacher, 2 years of teaching



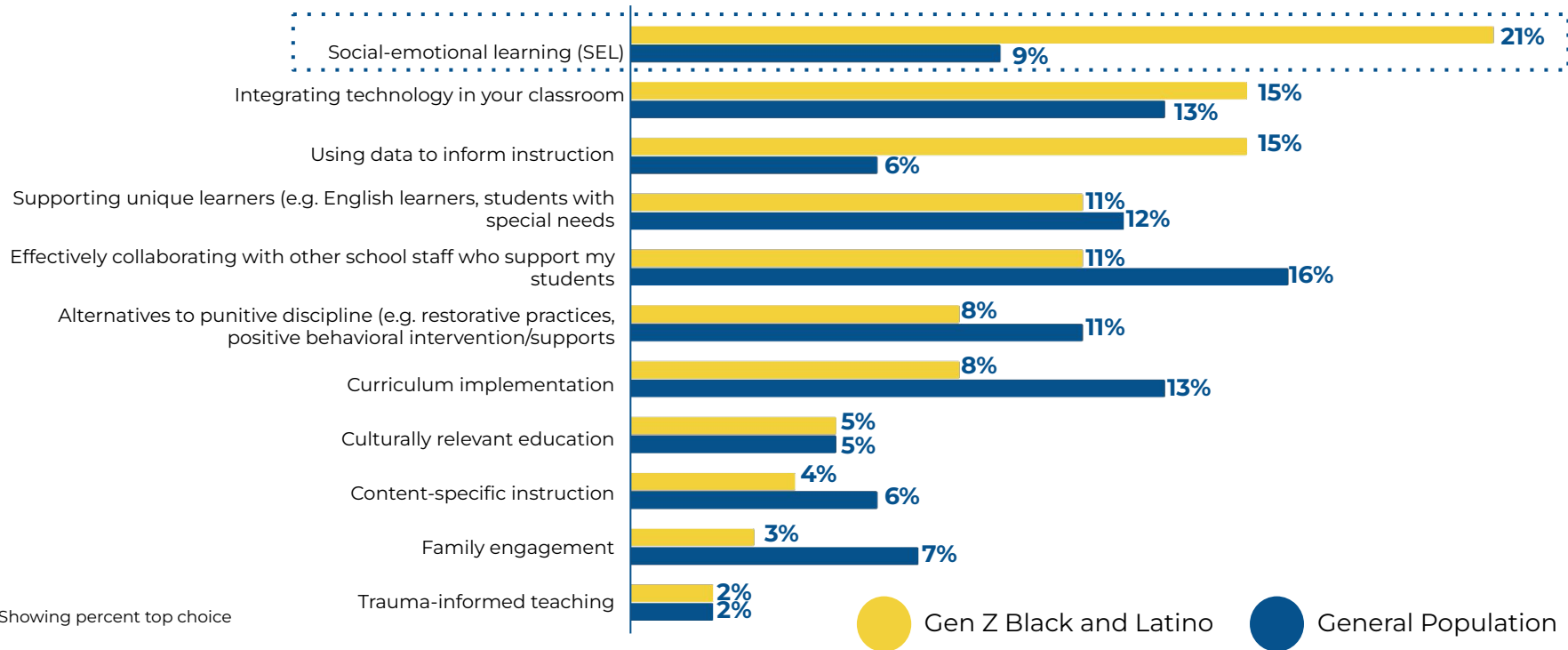
Half of Gen Z Black and Latino teachers report that behavioral issues impact classroom management and instruction


Frequency of Behavioral Issues Impacting the Classroom



Gen Z Black and Latino teachers' top choice for professional development is social-emotional learning (SEL)

Preferred Areas for Additional Professional Development*





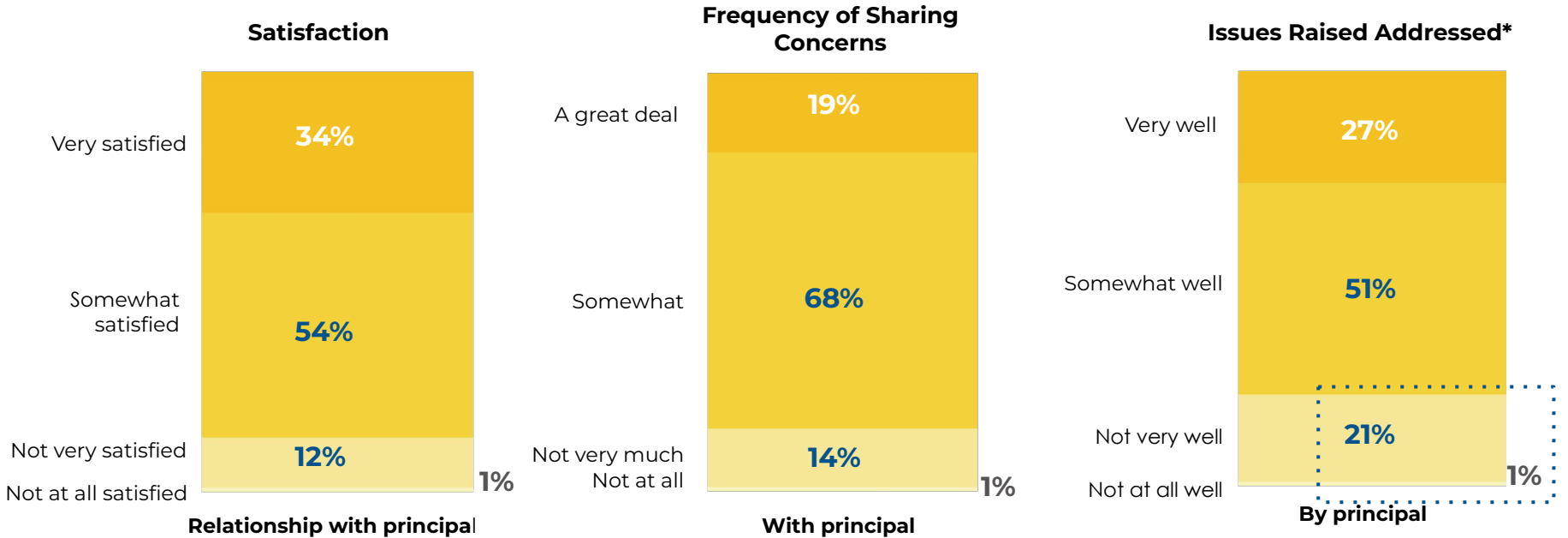
“If I run to the principal with this problem or need help with this, he's very quick to respond. So that support does make a major difference.”

Latina special education teacher, 5 years teaching



While a strong majority report a satisfactory relationship with their principal and regularly share their concerns, about 1 in 5 feel their concerns are not being addressed.

Gen Z Black and Latino Educators



*Only asked of those raising issues a great deal, somewhat or not very much
N=198

Of all the benefits identified by participants, health care and work-life balance are the most important for retaining Gen Z Black and Latino teachers.

Most Important Benefit to Retain Educators

