

# Advancing Leaders of Color

Spotlight: United Black Male Educators of Chicago Public Schools

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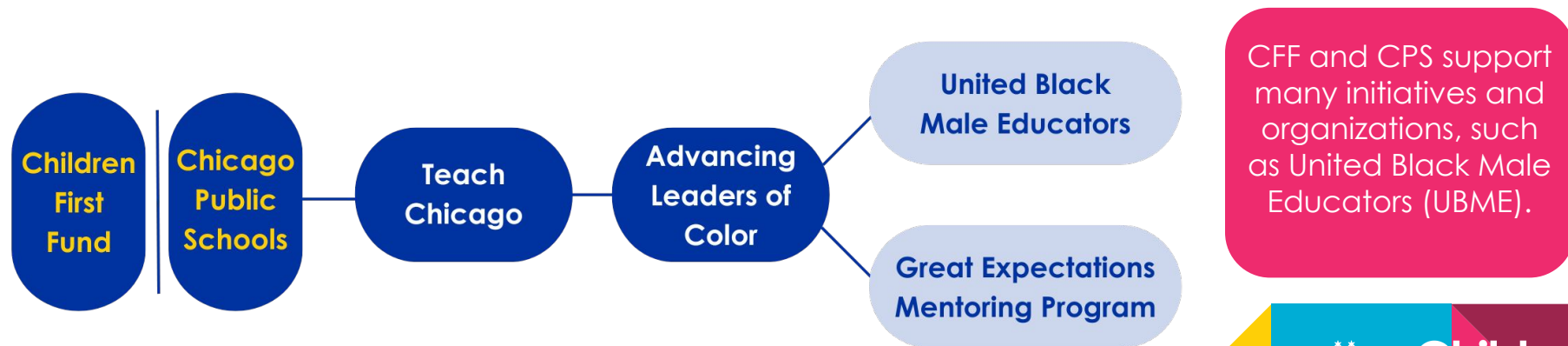
Researched by [REDACTED], Sofia Serna, and [REDACTED] of Northwestern University

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# Advancing Leaders of Color: a CFF Initiative

Children First Fund (CFF) is the foundation for Chicago Public Schools (CPS), providing support via donations, corporate giving, philanthropic partnerships, grants, and more.



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# By the Numbers

Students need to learn from teachers who look like them.

1. Cassandra M.D. Hart, "An Honors Teacher Like Me: Effects of Access to Same-Race Teachers on Black Students' Advanced-Track Enrollment and Performance. Educational Evaluation and Policy Analysis," American Educational Research Association, 42, no. 2 (2020): 163-187, <https://doi-org.turing.library.northwestern.edu/10.3102/0162373719898470>.

2. Seth Gershenson, Cassandra M. D. Hart, Joshua Hyman, Constance Lindsay, and Nicholas W. Papageorge, "The Long-Run Impacts of Same-Race Teachers," NBER Working Paper no. 25254 (November 2018, revised February 2021), JEL no. I2, <https://www.nber.org/papers/w25254>.

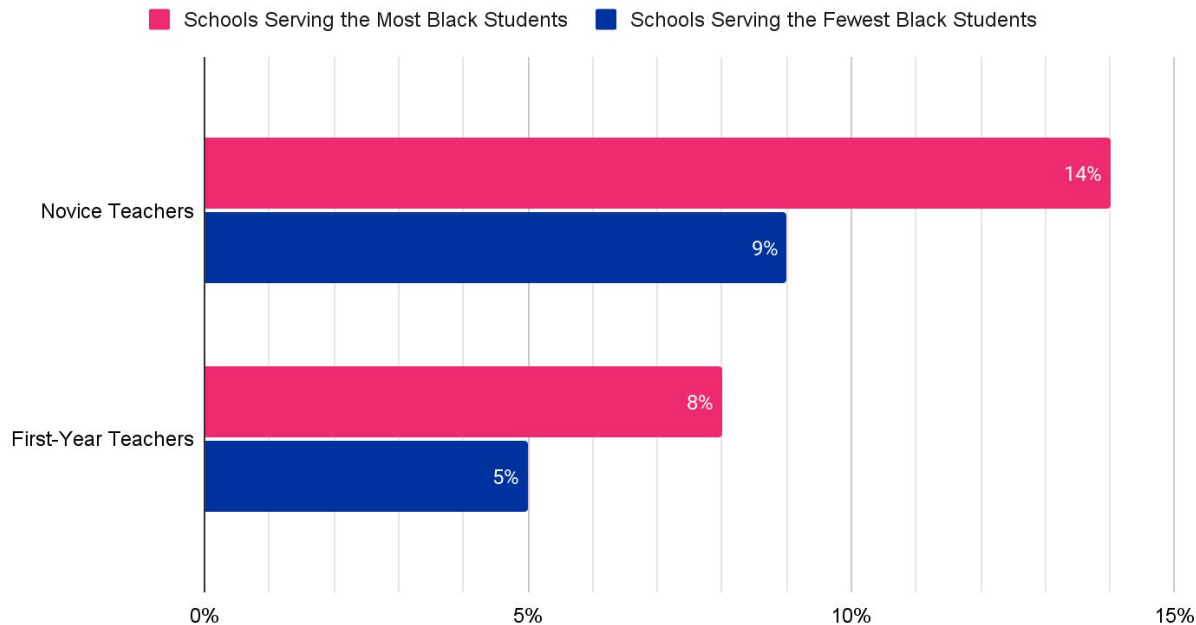
3. David Blazar, "Why Black Teachers Matter," American Educational Research Association, 53, no. 8 (2024): 450-463, <https://doi.org/10.3102/0013189X241261336>

**2%** increase in students taking advanced courses because of Black teachers.<sup>1</sup>

Black students are **13%** more likely to graduate from high school and **19%** to enroll in a two-year college after random assignment of a Black teacher anytime in grades K-3.<sup>2</sup>

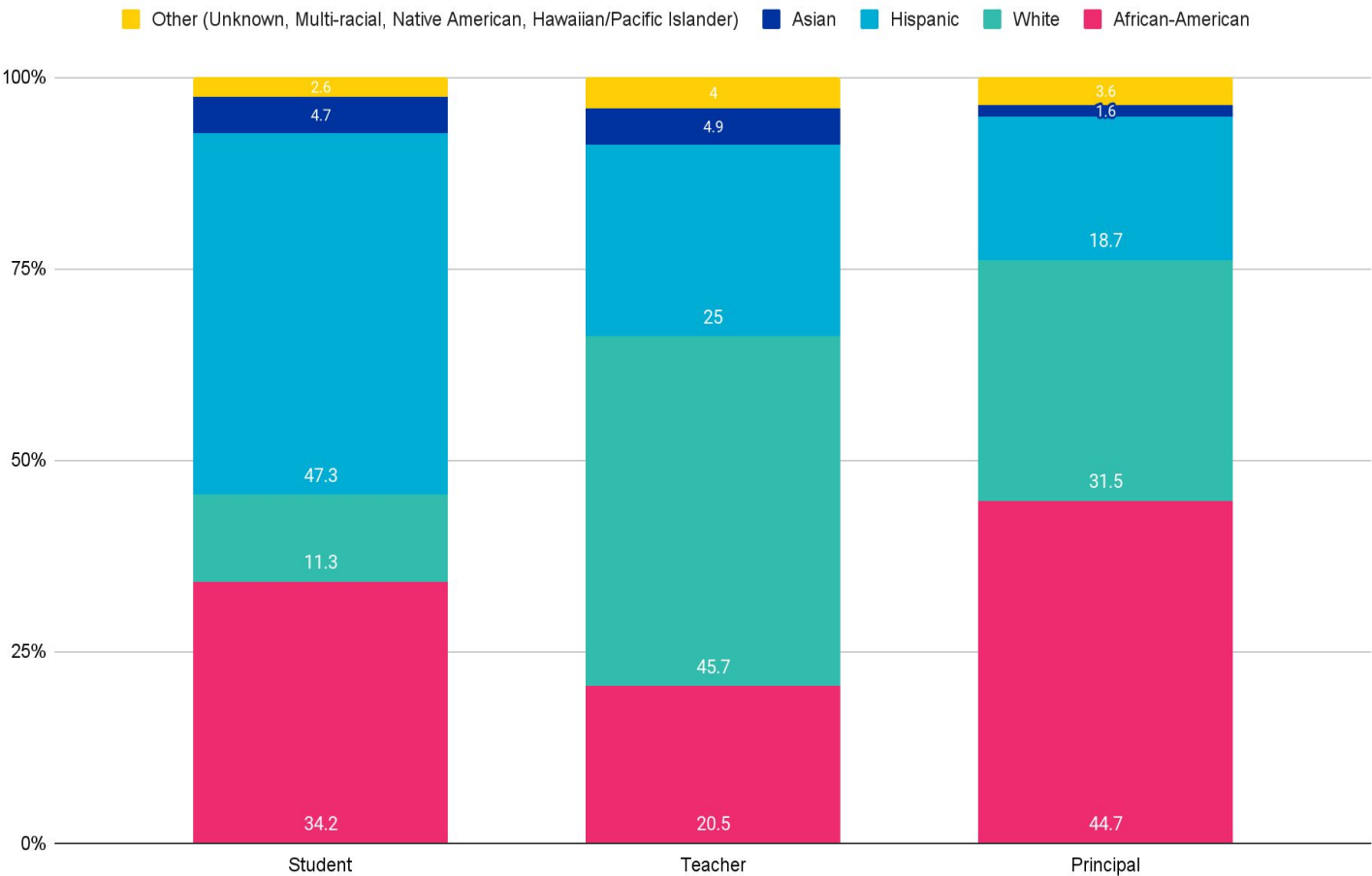
**47%** decrease in short-term absenteeism of Black students with Black teachers.<sup>3</sup>

Figure 1: Percentage of Novice and First Year Teachers in Illinois Schools



Black students are more likely to have novice teachers.<sup>4</sup>

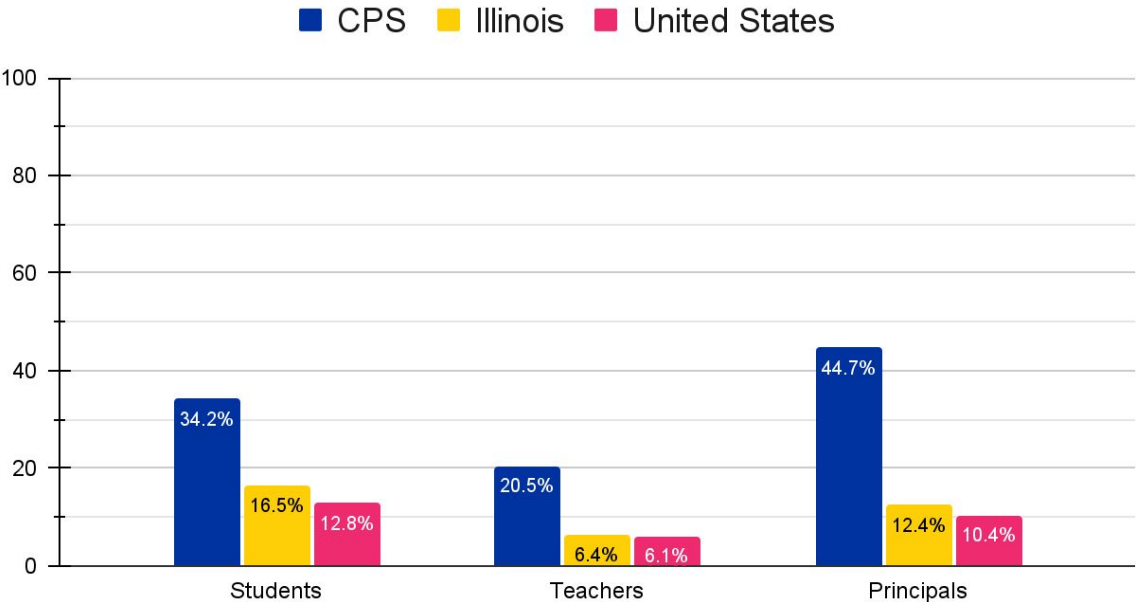
Figure 2: CPS Student, Teacher, and Principal Racial Demographics



There are about **14%** less Black teachers than students in CPS.<sup>5</sup>

# Disparity Between Black Student and Educator Demographics

Figure 3: Percentage of Black Students and Educators <sup>6,7,8,9,10,11</sup>



# What do Black educators encounter?

## ISOLATION

**Black educators are more likely to feel isolated, unsupported, and experience workplace segregation.<sup>12</sup>**

## SYSTEMIC RACISM

**They often struggle to apply their knowledge and experiences, needing to deconstruct their own miseducation caused by racism, Eurocentric practices, and the belief that schools are not equipped to teach about racism.<sup>13</sup>**

## NEED TO COPE

**Black educators draw on strong personal and community ties as protective factors.<sup>14</sup>**

12. J. S. Beck, K. Hinton, B. M. Butler, and P. D. Wiens, "Open to All: Administrators' and Teachers' Perceptions of Issues of Equity and Diversity in Teacher Leadership," *Urban Education* 0, no. 0 (2023), <https://doi-org.turing.library.northwestern.edu/10.1177/00420859231202998>.

13. Iesha Jackson and Michelle Knight-Manuel, "'Color Does Not Equal Consciousness': Educators of Color Learning to Enact a Sociopolitical Consciousness," *Journal of Teacher Education* 70, no. 1 (2019): 65–78, <https://journals-sagepub-com.turing.library.northwestern.edu/doi/epub/10.1177/0022487118783189>.

14. C. D. Gist, "Black Educators Fight Back: Facing and Navigating Vulnerability and Stress in Teacher Development," *Urban Review* 50 (2018): 197–217, <https://doi.org/10.1007/s11256-018-0446-0>.



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# United Black Male Educators (UBME)

UBME strives to advance Black Male educators and students within CPS.

## Purpose

“To **address the inequities** of Black Male representation in district leadership positions by **identifying and supporting Black Male talent** within the district who can be promoted into leadership roles and creating and maintaining a **pool of quality Black Male leadership candidates.**”

## Vision

“To identify, inspire and connect, Black Male Educators to career pathways and opportunities within the district.”

## Mission

“To partner with the district to **create avenues/opportunities and support for Black Male Educators** to grow and advance into leadership roles within the district. In addition to **create resources and supports for Black Male students.**”



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# UBME needs your support to continue their work

## Professional Development Series

- Intended to increase opportunities for Black males to become teachers, principals, and District leaders
- Sessions include:
  - a. An introduction to leadership pathways within CPS
  - b. Interview and application preparation
  - c. Guidance for navigating the hiring space

## Mentoring Conference

- First conference hosted Summer 2024
- 300 students in attendance
- Providing guidance to students entering and exiting high school
- Will become an annual event



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*“If this trajectory keeps going, there will be less than **1%** of African American males in education across the country.”*

Ali Muhammad, CPS Deputy Chief of Student Readiness, UBME Member



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"I do hope that I have a few more Black male teachers in the future because **I feel like I can relate to them the most**, considering we share the same identity. And on top of that, they can teach me how to be a good man — what I should and shouldn't do."

Jaden, Black CPS student

"When having a Black teacher, it's easier to connect with them, since they have kind of the same origins as you. When you try to speak with them, **you can feel where they're coming from, the same as you.**"

Josiah, Black CPS student



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# Your Impact

Advancing Leaders of Color needs your support.

A donation today would:

1. Address CPS leadership discrepancies by expanding UBME's Professional Development Series
2. Inspire future leaders by developing UBME's Mentoring Conference to support Black Male CPS students annually
3. Improve the performance of Black teachers and students



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# Donate Now for Lasting Impact

## Compassion Fund

For any questions, please contact Rachel Orlowski, CFF Director of Institutional Giving

[rorlowski@childrenfirstfund.org](mailto:rorlowski@childrenfirstfund.org)

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# Thank You!

# Appendix A

## Percentage of Novice and First Year Teachers in Illinois Schools<sup>4</sup>

	Novice Teachers	First-Year Teachers
<b>Schools Serving the Most Black Students</b>	<b>14%</b>	<b>8%</b>
<b>Schools Serving the Fewest Black Students</b>	<b>9%</b>	<b>5%</b>

4. The Education Trust, "Educator Diversity State Profile: Illinois," July 27, 2022, <https://edtrust.org/rti/educator-diversity-state-profile-illinois/>.



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# Appendix B

## CPS Student, Teacher, and Principal Racial Demographics<sup>5</sup>

Type	African-American	White	Hispanic	Asian	Unknown	Multi-racial	Native American	Hawaiian/ Pacific Islander
Student	34.2	11.3	47.3	4.7	0.4	1.8	0.3	0.1
Teacher	20.5	45.7	25.0	4.9	2.3	1.4	0.3	0.0
Principal	44.7	31.5	18.7	1.6	2.4	0.8	0.4	0.0

5. Chicago Public Schools, "Stats & Facts," <https://www.cps.edu/about/stats-facts/>.



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# Appendix C

## Percentage of Black Students and Educators<sup>6, 7, 8, 9, 10, 11</sup>

	CPS	Illinois	United States
Students	34.2	16.5	12.8
Teachers	20.5	6.4	6.1
Principals	44.7	12.4	10.4

6. Chicago Public Schools, "Stats & Facts."

7. U.S. Census Bureau. American Community Survey 2023: ACS-55. U.S. Department of Commerce, 2023.

<https://www.census.gov/content/dam/Census/library/publications/2023/acs/acs-55.pdf>.

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