Hispanic Superintendents in Kansas: Where are They?

By

Sarah Lucero

M.S. Baker University, 2009

B.S.E. Emporia State University, 2005

Submitted to the graduate degree program in Educational Leadership and Policy Studies and the Graduate Faculty of the University of Kansas in partial fulfillment of the requirements for the degree of Doctor of Education.

_____

Chair: Thomas A. DeLuca

_____

Deborah Perbeck

_____

Argun Saatcioglu

_____

Bryan Mann

_____

Michael Orosco

Date Defended: **December 2, 2020**

The dissertation committee for Sarah Lucero certifies that this is the approved version of the following dissertation:

Hispanic Superintendents in Kansas: Where are They?

_____

Chair: Thomas A. DeLuca

Date Approved: **December 17, 2020**

Abstract

Although Hispanic students have been a part of Kansas public education since the 1800s and have been the second largest student body since 2000, as of fall 2020, there is a shortage of Hispanic superintendents across the state. With over 20 percent of the student population being Hispanic across the United States, the lack of superintendents from the same ethnic group is not a unique phenomenon found only in Kansas. There is a disproportionately smaller representation of Hispanics in superintendency across the nation in comparison to their growing student population. Correspondingly at a national level, Hispanics are the largest growing student population while only two percent of the superintendents are represented from this same ethnic group.

The purpose of this study was to investigate through the lived experiences of ten Hispanic education leaders in Kansas, their career pathways, supports, barriers, opportunities provided, and perspective on becoming a superintendent. This study sought to shed light and explore potential causes on this local and national occurrence of a longstanding ethnic disparity between those who lead districts and the populations they serve.

To that end, the research questions that guided this study are:

1) What factors influence Hispanic administrators to consider a district leadership position within Kansas?

2) What are the real and perceived barriers that prevent Hispanic educational leaders from

considering or pursuing superintendency positions (e.g., age, family status, years of experiences, school district type, size, or community type, degree attainment, initial interest, race, social norms, ethnic identities)?

3) What types of supports encourage current building leaders to pursue leadership from teaching into administration that could be replicated in other areas of the Hispanic educator pipeline (e.g., mentoring, networking, higher education programs, recruitment, and hiring processes)?

The research questions are addressed through in-depth, semi-structured interviews with principals, and mid-level district administrators in the state of Kansas. Furthermore, a qualitative research design was most suitable to examine and understand the Hispanic leaders' narratives by the means of supports and obstacles encountered through experiences as a student to becoming an administrator. Themes were constructed using categorical content analysis to focus on specific patterns within the narratives. As indicated by the literature, it was crucial to investigate the leaks from the student to leadership pipeline to develop future Hispanic leaders in education.

The findings indicate there are limited Hispanics who recruited or considered for the superintendency position. Moreover, these leaders were currently in higher-ranking positions in which few others from their same ethnicity held. They encountered barriers and supports along their journey that lead them to their current position. Furthermore, there was inadequate support provided for the superintendency position even for those that had interest in obtaining the role. This finding is important because it allows us to examine the leaks to superintendency that is rarely explored in the body of literature from a Hispanic perspective. Future research might explore the causes for the marginal

representation of Hispanic superintendents in comparison to the student body in this

understudy topic in research.

Acknowledgements

First and foremost, I would like to acknowledge my daughter, Serena, for the inspiration, strength, and love throughout this entire journey. To my family, thank you for holding me up when I needed it the most. I appreciate you, Mom, for sharing your generous heart and vibrant energy. My beautiful sister, Kaila, thank you for the many laughs, hugs, and girls' trips. Thank you to my brother, Quinton, for being there when I call for help. Thank you, Dad, for teaching me that education is one thing that can never be taken away by anyone. To my grandpa, who showed me the value of love, family and hard work and most importantly all things will be done '*poco a poco'*. Much appreciation to my Grandma Doud who taught me how to see the best in all situations. Even though COVID took your life only a month before defense, I still felt your encouragement shine through to the very end.

I would like to give a special thank you to the educators and mentors in my life that believed in me. Thank you, Professor Thomas DeLuca, for believing in me and never giving up! Through your support, I have been able to pick myself back up time and time again. I would also like to thank Professor Deborah Perbeck for walking alongside me in every step from starting my first class to completing this dissertation. I appreciate Dr. Argun Saatcioglu for opening my eyes up to a new perspective that guided this study. You each have forever impacted my life for the better. Dr McWilliams, my superintendent, I appreciate all your support to finish my dissertation and value your special way of saying the right thing at the right time.

My final acknowledgement is to my dearest friends, Laura, Katie, Kyrstin, Keelin, Jessica, and Michelle, thank you for your support as a mother, principal and friend throughout this entire journey. Thank you to my "work wife" of almost a decade now, Amy, you have been my rock through the ups and downs of all those years. You amazing women have always been there for me in more ways than I can count.

"Life is a tragedy full of joy." – Bernard Malamud

Chapter 1 Introduction

This study explores factors related to the insignificant number of Hispanic superintendents in Kansas, especially given the considerable number of Hispanic students compared to other non-White populations. Since 2000, Hispanic students have been the largest minority group in Kansas, with a total headcount higher than all other minority groups combined in the state (KSDE, 2018a). Despite this, there are currently no Hispanic superintendents in Kansas. At the same time, according to the Kansas Department of Education, Hispanic high school dropout rates are higher than the state average, and Hispanic performance levels on the state assessments and ACT exams are lower than the state average (ACT, 2018; KSDE, 2018a). Examing the current state of minority leadership is one way of examining these achievement gaps. As described below, multiple studies suggest a connection between district leadership that reflects the student body and increased academic success for those students. As a result, minority students report having a more positive experience at school. Hispanic students perceive leaders of the same culture as role models that encourage them to achieve at higher rates (Björk & Keedy, 2001; Irizarry, 2015; K. R. Magdaleno, 2011). In order to study this phenomenon, the perspectives of current Hispanic building and district administrators were explored through interviews that sought to understand influences and barriers along their career paths from teacher to building or district administrator. In addition, interviews were used to identify and describe these leaders' perceptions of any potential moves to district-level leadership.

Statement of the Problem

We do not currently understand the underlying factors related to the disparity between high Hispanic student enrollments and lack of Hispanic superintendents in Kansas. The most common career pathway taken by superintendents is to start as a teacher, become a building principal, then advance to district administration (Kowalski, McCord, Peterson, Young, & Ellerson, 2011). By examining the Hispanic demographics in the career track from teacher to central office, existing gaps should be identifiable. According to the National Center for Education Statistics (NCES), Hispanic teachers have gradually increased in number to become the largest minority teacher population in the last decade (2019). Therefore, the supply of Hispanic teachers exists. The next step was to examine building administrators. According to national percentages, there are three percent fewer Hispanic principals than African American principals (Education, 2016). The lower number of Hispanic principals, as compared to teachers, reveals an initial leak in the pipeline that eventually leads to district leadership. The disparity clearly grows in the transition to the central office.

The proportion of Hispanic superintendents are low even when compared to other under-represented minorities like African Americans, Native Americans, and women. The Kansas Association of School Boards (KASB) Superintendent Surveys reported that the number of women in administrative positions has increased in the last decade, and women currently hold less than 15 percent of Kansas' superintendent positions. There are multiple African American superintendents in Kansas, while African American student enrollment (6.9 percent) is 12.6 percent lower than Hispanics (19.5 percent). In the 2017-2018 school year, African American and Native American were the only non-White categorizations self-reported by superintendents.

In fact, only one Hispanic superintendent in Kansas has been employed in the last twelve years and is no longer in that position (Ted Carter, 2019). Although under-representation of African American and female superintendents exists, the leak in the Hispanic pipeline from teacher to superintendent is significantly more massive.

Numerous studies exist that explore the effects of organization stratification on women and minorities obtaining higher ranking positions in the labor market (Baron, 1985; Bielby, 2000; By & Soyoung, 2012; England & England, 1993; McTague, Stainback, & Tomaskovic-Devey, 2009; Ridgeway & Correll, 2004; Wiebe, 2017). Additionally, well-known studies have been established that focus on women (Glass, 2000; Harper & Reskin, 2005; Shakeshaft, 1989; Tallerico & Blount, 2004) and African American superintendents (Alston, 2000). To date, there is limited research that focuses on Hispanic superintendents (Durant, 2018; Hernandez, 2018; Iglesias, 2009), and these studies do not address the issue in Kansas. The need for this research will continue as Kansas' Hispanic population and student enrollment continue to grow. By the year 2050, one in three Americans are predicted to be Hispanic (Bordas, 2013). In order to reflect the Hispanic demographics of the growing student population, a proportional increase in the number of Hispanic leaders will be needed (Ramsey, 2013).

Purpose of the Study

When considering the scarcity of one ethnic group from Kansas' current superintendent positions (n=286), especially when that same ethnic group represents almost 20 percent of the state's K-12 enrollment, it is critical to explore the variables facilitating this discrepancy (KSDE, 2018a). Therefore, the purpose of this study was to understand the experiences of Hispanic educational leaders that led them into building and district administrative roles and their

3

perceptions about the challenges and opportunities in becoming a superintendent. It is essential

to examine the journey of current Kansas Hispanic administrators in order to identify what

barriers and supports have been encountered along their pathway from teacher to administrator.

By exploring the narratives of their own experiences in education, factors that influenced them to

become educators and administrators, current views about aspiring to a superintendent position,

as well as identifying common patterns of barriers and supports, this study describes the lived

experiences of Hispanic educational leaders in Kansas.

Significance of the Study

The American Association of School Administrators: 2010 decennial study of

superintendents reports that even though women and minority superintendents have increased in

the last decade, "their presence in the position does not reflect the diversity of both the national

population and the total student population in public schools" (Kowalski et al., 2011). There is a

considerable body of literature on African American and women's rise to leadership (Baldi &

McBrier, 1997; Barron & Brown, 2012; Brooks & Jean-Marie, 2007; Harper & Reskin, 2005;

Stainback & Kwon, 2012; Tallerico & Blount, 2004; Tyack & Strober, 1981). On the other hand,

the research on Hispanic superintendents is less consistent and has a limited focus on ascension

to the position, effects on Hispanic ELL (English Language Learners) academic achievements,

and Latina perceptions on factors, challenges, and mentoring. As far as we know, no previous

research has investigated the deficiency of Hispanic superintendents in Kansas. The substantial

increase of the Hispanic student population, the existing achievement gap, and high dropout rates

for Hispanic students constitute a legitimate rationale to research the challenges of advancement

for Hispanic leaders.

Research Questions

The Hispanic experience is diverse (e.g., culture, religion, generations of immigration, nationality, language, social classes, and gender), and in order to develop a full description of their experiences, this research began with a focus on their ethnic background, then explored the participants' educational leadership experiences and their views on the causes of the disparity of Hispanic superintendents. The research questions that guided this study are as follows:

1. What factors influence Hispanic administrators to consider a district leadership position within Kansas?

2. What are the real and perceived barriers that prevent Hispanic educational leaders from considering or pursuing superintendency positions (e.g., age, family status, years of experiences, school district type, size, or community type, degree attainment, initial interest, race, social norms, ethnic identities)?

3. What types of supports encourage current building leaders to pursue leadership from teaching into administration that could be replicated in other areas of the Hispanic educator pipeline (e.g., mentoring, networking, higher education programs, recruitment, and hiring processes)?

Chapter 2 Anchoring the Study Within Current Knowledge

History of Superintendents

Even though education is a predominately female-filled profession, women, as well as minorities, are unrepresented as superintendents (Kowalski et al., 2011). The history of education and gender roles influence the current administration population. In the 19th century, men's and women's purposes in schoolhouses were viewed differently than they are today. According to the study in *Women and Men in the Schools: A History of the Sexual Structuring of Educational Employment*, sexual structuring of society started in public schools. Men were hired as superintendents to oversee the women teachers. Tyack & Stobers' study (1981) indicates that "from the beginning of American history, women had always taught young children," which remains valid in today's elementary schools (Domenech, 2018; Glass, 2000; 1981, p. 8). In the 1900s, almost all superintendents were married males, and 85 percent of all teachers were single females (Blount, 2000; Tyack & Hansot, 1982; Tyack & Strober, 1981). The superintendent was created as a man's role (Shakeshaft, 1989; Tallerico & Blount, 2004). Although teaching continues to be a majority-female profession, their leadership presence has only slightly grown across the nation. As stated in the 2010 decennial study, 24 percent of superintendents are women (Kowalski et al., 2011). This is an 11 percent increase from the previous decade's report in 2000 (R.C., 2011). As gender leadership dynamics have slightly changed, the current expectations and requirements of superintendents also have compared to the 1900s.

With time, administrative roles shifted from managerial responsibilities into what is referred to as an instructional leader. Now, superintendents are expected to be more than fiscal and operations managers. They are also expected to implement the curriculum, supervision,

evaluations, and engage in positive public relations for the district. Similar to the business world, superintendents are the Chief Executive Officer of the school district, essentially running a multi-million-dollar non-profit organization. The most current shift in responsibilities includes changes to the candidate's qualifications and route to this position since the 1920s (Tallerico & Blount, 2004; Tyack & Strober, 1981). The common pathway for superintendents is to start in the classroom, proceed toward building administration, and then advance to central office positions (Blount, 2000; Glass, 2000). The current demand for instructional and classroom experiences required for superintendents should promote more female and minority leadership from the classrooms (Tallerico & Blount, 2004). However, district leadership representation for women and minorities continues to be disproportionately lower when compared to teachers in classrooms.

As the role of the administrators has significantly shifted to involve instructional supervision, gender and racial dynamics have marginally changed to reflect the teacher population. As previously stated, the percent of women in educational leadership positions has increased to almost a fourth of the total superintendent population. On the other hand, the teacher population continues to be a female-dominated profession (Domenech, 2018; Kowalski et al., 2011). In 2016, 77 percent of the nation's teachers were female, which is less than 86 percent in 1920 (Soheyla Taie, 2017). There are also drastic differences in administrative employment for minorities. In 2012, eight percent of the teacher workforce were Hispanic, and seven percent were African American (Education, 2016). According to the 2010 decennial study, only two percent of superintendents were Hispanic, and two percent were African American (Kowalski). Subsequently, only 11 percent of the current 24 percent of women

superintendents identified themselves as minorities, and only 1.3 percent called themselves Latinas (Kowalski et al., 2011). The reasons these disparities exist are explored through several perspectives within recent literature. A commonly understood terminology should be established.

Terms

        Hispanic. Hispanic is a broad term used to describe a diverse ethnic group that includes a mix of race, language, nationality, and immigrant status. The term Hispanics includes peoples in this country from before the United States was established to recent immigrants with diverse languages and backgrounds (Bordas, 2013). National and state data is commonly collected under the term Hispanic. Although Hispanics encompass many races, including White, when referring to a White population in this research, it refers to the Non-Hispanic White population.

        Latino. Latino is a term used for the Latin American population. González and Gándara state that "Latino connotes diversity, brownness, and Latin America, whereas Hispanic, a term used by the Census Bureau, signifies uniformity Whiteness and Spain" (2005). Latino can be applied to all persons of nationalities of Hispanic except for Spain, languages (Spanish, Portuguese, or other) and race (Mestizo, Indian, Asian, Black, White) or native or foreign-born status (Hayes-Bautista & Chapa, 1987). Latina is the feminine form of this term.

        Mexican American. Mexican American applies to Americans with Mexican descent and is the largest Latin population in Kansas. Immigration began around the 1900s when Mexican communities become permanent settlers, and first-generations continue to migrate to the state (Oppenheimer, 1985). Thus, some of the data collected will focus on leaders with Mexican American backgrounds due to the history and size of the population they represent.

Generation Status. Generation status applies to when the participant came to the United States. First-generation are those that have immigrated from another Latin country. Second-generation includes those whose parents were foreign-born. For those that are third-generation born and beyond, they have a Hispanic heritage from at least one grandparent that was born in a Latin country (Malott, 2009).

Demographics

Scholars have focused on closing the achievement gap for decades. School reformers are "concerned with advancing equity and social justice in society have criticised the lack of correspondence between the gender and 'race' of those who teach and lead public schools, particularly those in the superintendency" (Björk & Keedy, 2001, p. 406). According to recent data, there are no Hispanic superintendents reported in the state of Kansas (Ted Carter, 2017; KSDE, 2018b). Additionally, the Kansas Education Data Central reports that Hispanic students make up 19.5 percent of the population for the 2017-2018 school year. These discrepancies between student enrollments and district leadership are found at the state level, as well as at the national level. Hispanics only make up two percent of the overall superintendent population (Domenech, 2018; Kowalski et al., 2011), while the United States Census reports that Hispanics are the largest ethnic or racial minority group in the country (Alonzo, 2018). Over the last 19 years in Kansas, the proportion of Hispanic students has expanded by 14.5 percent, making them the largest minority and fastest-growing student group.

The steady increase of the population and absense of administration equally representating the student body can negatively influence academic achievement. Although high school dropouts Kansas continue to decrease over the last 10 years, Hispanic students' dropout

rates continue to be higher than the overall average and White students' rate. Kansas Hispanic four-year high school graduation rates are 5.3 percent lower than all students and 7.6 percent lower than White students. Furthermore, the 2017 Kansas State Assessment results demonstrate that Hispanic high school students' performance levels have decreased from 2016 in both Math and Reading. Additionally, their reading proficiency levels that were 21 percent lower than White students (KSDE, 2018a). Across the state, there were 52 percent fewer Hispanic students that took the ACT[1]; and had overall lower composite scores than their White peers (ACT, 2018). At the national level, Hispanic college students are less likely to enroll in a four-year college and graduate than White students (Fry, 2012) The data demonstrates a need to address Hispanic student performance levels and the leadership that is influencing their educational outcomes.

Ethnic, Race and Gender Stratification

Kevin Stainback is one of the prominent scholars in organizational stratification. His studies have examined organizational inertia, relative power, and environments on positions of authority. Stainback describes these three forces as they intersect to produce what is called organizational stratification (Stainback, Tomaskovic-Devey, & Skaggs, 2010). This phenomenon is when there is an arrangement of different groups at different levels that rarely change over extended amounts of time. The forces of organizational inertia concern how workplaces resist change over time and hold on to the same practices that generate inequities in hiring and promotional practices within an environment (Stainback & Tomaskovic-Devey, 2009;

---

[1] ACT stands for American College Testing and is a commonly used college entrance exam (ACT, 2018).

Stainback et al., 2010). In *Documenting Desegregation: Segregation in American Workplaces by Race, Ethnicity, and Sex* (2006), the three forms of occupational segregation that are examined are Hispanic-White (ethnic), Black-White (race), and male-female (gender) (Tomaskovic-Devey et al.). All three of these forms are observable in the education workforce between teachers and superintendents. According to the KASB Superintendents Survey, 94 percent of the superintendents are White, and 90 percent are males (Ted Carter, 2017). Therefore, the occupational approach to study ethnic, race, and gender equality is valid.

Organizational stratification effects on minorities and women obtaining leadership positions in the workforce have been long studied by scholars (Baldi & McBrier, 1997; DiTomaso, Post, & Parks-Yancy, 2007; McTague et al., 2009; Restifo, Roscigno, & Qian, 2013; Tomaskovic-Devey et al., 2006). A limited amount of organizational stratification studies focus on the Hispanic ethnic group (Tomaskovic-Devey et al., 2006; Vargas & Stainback, 2016). By the same token, a gap exists in the literature that examines the advancement of Hispanic superintendents. Recent studies are mostly dissertations that have been produced within the last two decades. According to Durant's (2018) meta-study of recent literature reviews, the majority of research focuses on female Hispanic superintendents with some literature sharing narratives of current Hispanic superintendent perceptions about the factors and challenges in obtaining positions. A few studies address the effects of mentorship on aspiring or current superintendents (Durant, 2018; González & Gándara, 2005; K. R. Magdaleno, 2011). Most of them are qualitative case studies of the experiences of Latina superintendents are in the Midwest and Southwest through the lens of women scholars (Hernandez, 2018; S. Méndez-Morse, 2004). This study addresses current gaps in literature by studying ethnic segregation in Kansas

superintendents from the perspective of Hispanic building leaders. Through a Hispanic lens, the organizational forces explored are hiring processes, external influences, cultural self-perceptions, networking, and mentoring.

Hiring Process

Research shows that although hiring practices are regulated to protect the disadvantaged, insignificant progress has been made since the Civil Rights Act and Equal Employment Opportunity Act, especially for the Hispanic population (Tomaskovic-Devey et al., 2006). Tomaskovic-Devey and Stainback state that "the enactment of law does not produce social change; it is the political process" (2007, p. 77). Marilyn Tallerico has conducted in-depth studies of the influence of school districts, school board members, and hiring consultants on upholding long-standing biases that may work against historically marginalized groups. Additionally, superintendent recruitment processes and employment policies have scarcely changed over time. Many of the traditional hiring practices cultivate a system of disadvantage, both with networking and cultural differences for obtaining administrative positions (Tallerico, 2003). Tallerico states that "sociocultural biases and other unwritten rules" create barriers for those that are not White male superintendents or typically represented within these social circles (Rodriguez, 2014; Tallerico, 2000). The decennial study revealed that 46.9 percent of superintendents of color consider discriminatory hiring practices as a significant problem in comparison to only 10 percent of their White colleagues (2010). The literature reports that resistance to change is a strong, complex force and is evident in the historical demographics of superintendents who are majority White males (DiTomaso et al., 2007).

Often employment decisions are influenced by unconscious processes that may prevent school systems from hiring minorities or women as superintendents (McTague et al., 2009). Tallerico suggests that transformation should come from the influences of those in power in these hiring processes (2000). School boards possess tremendous political power in the hiring process of superintendents. Members of the board come from varying backgrounds and cultural bias. These unconscious beliefs impact the selection process for superintendents (Tallerico, 2003; Wiebe, 2017). Organizational inertia not only exists within the group of elected officials but also within the social circles of those in the higher-ranked positions of school systems.

Additionally, informal networking that occurs within superintendent hiring institutions perpetuates segregation because social networks tend to be segregated" (Reskin, 1993, p. 254). Organizational stratification decreases when employers apply methods in which recruitment reaches beyond the status quo, formal advertisement processes are in effect, and applications are screened without gender and racial biases (Reskin, 1993; Stainback & Irvin, 2012; Stainback & Tomaskovic-Devey, 2009; Tomaskovic-Devey & Stainback, 2007). Stainback's research examines not only internal constituencies, which are the political pressures and status within the organization, also the exogenous pressures in the environment that influence organization strategies, routines, and practices that impact the pathway to leadership for persons of color (Stainback et al., 2010).

External Influences

Organizational inertia literature examines outside influences such as community demographics and politics. The impact of stratification can shift when external pressures are influenced by external forces such as political pressures or of demographics (Restifo et al., 2013;

Roscigno, 2007). Relative power may come from those already in authoritative positions or the disadvantaged groups within the work environment (McTague et al., 2009; Vargas & Stainback, 2016). Internal organization constitutions shift when outside forces demand the transformation of leadership stereotypes (Stainback & Tomaskovic-Devey, 2009; Vargas & Stainback, 2016). School districts with high Hispanic populations or bilingual programs are more likely to recruit Hispanic leadership (Björk & Keedy, 2001). Tallerico reports that in problematic urban districts, there is an increase in minority superintendents (Rodriguez, 2014; Tallerico, 1989). In Kansas, the four urban districts are Kansas City, Wichita, Topeka, and Lawrence. At the time of this study, all four of these urban districts currently have African American superintendents. However, the Hispanic student population is often 20 percent larger than the African American student population in these urban districts. As an illustration of the additional disparity, districts in Kansas with greater than 50 percent Hispanic student population have White Superintendents (KSDE, 2018b). Furthermore, national increases of Hispanic superintendents are found either in districts that have significant Hispanic student populations or in urban settings. This trend does not follow in Kansas. External influences may not be the only cause of Hispanic administration but also cultural self-perceptions.

Cultural Self-perceptions

Literature argues that another power to increase the number of minority Superintendents comes from the minority group themselves. Research examines self-perceptions of cultures and their influences on assuming leadership roles. In labor markets, this is referred to as the supply-side (DiTomaso et al., 2007; Murakami, Hernandez, Valle, & Almager, 2018; Stainback & Irvin, 2012). Self-perceptions or pressures from their group will influence if they pursue higher-

14

ranking positions (England, 2015). Disadvantaged groups tend to follow their in-group stereotypes rather than searching beyond them for their own beliefs or norms (Stainback & Irvin, 2012). Society's perceptions become the group's own identity that is rarely challenged. They will often select "in-group preferences" and select positions of power that are similar to their cultural expectations (England, 2015; Stainback et al., 2010). If current Hispanic teachers do not envision themselves as administrators, they will be less likely to take the appropriate actions toward obtaining this position that could build a pipeline towards district-level administration (K. R. Magdaleno, 2011). In most current studies, England provides evidence that "social position affects one's outcomes" (England, 2015). Social position is defined as the roles or situations that shape the professional or personal characteristics a person adopts. In general, Hispanic sense of self is formed by the association and responsibility to a group and not on personal achievement. The social position of Hispanic educators can hinder them from developing the characteristics and individual advancement needed for authoritative roles.

Networking and Mentoring

There is a substantial body of literature that examines the positive impact that mentorship and networking have on increasing leadership pipelines and capacity (Dreher & Cox Jr, 1996; K. R. Magdaleno, 2011; S. Méndez-Morse, 2004; Podolny & Baron, 1997). Previous research by Dreher and Cox Jr. has found that "the formation of a mentoring relationship has clearly been shown to have positive career effects for the protégé." It can increase job satisfaction, network circles, and salary attainment (1996, p. 298). Literature demonstrates that when employees are provided the opportunity to come together with leaders of their organization, a natural mentorship can occur. The relationships formed in collaborative environments can build

15

opportunities that will help promote them to higher positions (Baron, 1985; Podolny & Baron, 1997; Stainback & Irvin, 2012; Tomaskovic-Devey & Stainback, 2007).

Vargas and Stainback have explored the relationship between minorities' access to collaborative work environments and opportunities for leadership roles within an organization (2016). The opportunity gap exists within longstanding organizational designs which is typically unnoticed by the employees. Kalev's research suggests that job-segregation cultivates a work environment in which discrimination for higher-paying jobs is most likely to occur for several reasons for all oppressed groups (Barron & Brown, 2012; By & Soyoung, 2012; Kalev, 2009). Women and minorities are not exposed to as many leadership opportunities and have less access to getting the skills they need in a less collaborative environment (By & Soyoung, 2012; England & England, 1993; Harper & Reskin, 2005). Building stronger collaborative environments is an effective practice to decrease organization stratification (DiTomaso et al., 2007; Reskin, 1993). Hispanic leaders can serve as a guide to others "through the racial and gender barriers they face" (K. R. Magdaleno, 2011). However, in Kansas there are currently no superintendent role models and very few at a national level to fulfill this role. The Association of Latino Administrators and Superintendents is an organization that encourages mentorship in the state affiliates. Kansas does not have a state affiliate for Latino leadership to have access to this mentoring program.

Often when superintendents of color are offered mentoring, it is often by White males (Björk & Keedy, 2001). Studies show that Latinos face different cultural challenges, often take a different pathway to superintendency (K. Magdaleno, 2009; Padilla, 2003). Latina superintendents tend to spend more time in the classroom before becoming administrators and have less exposure to mentors in leadership roles (Wiebe, 2017). Hispanic educators that aspire

to be administrators encounter limited guidance and networking opportunities. (S. Méndez-Morse, Murakami, E. T., Byrne-Jiménez, M., & Hernandez, F, 2015). Those who do make it up the leadership ladder can experience a sense of isolation due to a lack of other leaders that are similar to their culture (K. R. Magdaleno, 2011; Rodriguez, 2014). Not only is there a lack of mentors, but also a deficiency in the "pipeline" to build future Hispanic district administration. The pipeline is how organizations build a pool of candidates for higher ranking positions. The number of minorities in superintendent positions has increased since the 1990s, "concerns are being raised that their number may plateau or precipitously decline as their presence in the administrator 'pipeline' declines" (Björk & Keedy, 2001). The advancement from teacher to building administration is weaker for Hispanic educators.

Summary of Anchoring the Study Within the Context of Current Knowledge

In the 1900s, the superintendency position was created for affluent males to oversee women teachers and network within the community. Since then, this highest-ranking position has mostly been filled by White males (Tyack & Strober, 1981). The resistance to change is studied through an organizational approach and study of power (Stainback et al., 2010). Women and minorities have slightly increased over time yet are not at the same rate as the student population (Kowalski et al., 2011). Research shows that having leaders who reflect their student population can have a positive impact on student achievement. The growing population of Hispanic students continues to increase along with their academic needs, demonstrating a call for increased Hispanic administrators. However, it is a multifaceted ethnic group that has various layers of diversity. Mendez-Morse explains the complexity of the Hispanic ethnic group in "the dimensions of gender, class, race/ethnicity, religion, sexuality, and language interact not multiple

17

forms of discrimination, but rather as interwoven forms of oppression that are connected. They

are interwoven as in a fabric, one thread laid on top of another, reinforcing the other" (2003, p.

166). Few studies examine Hispanic leadership advancement in education to the

superintendency (Durant, 2018). Therefore, the organizational approach to inequality examined

the external and internal influences that may be causing occupational segregation in Kansas

superintendents (Stainback et al., 2010).

Chapter 3 Data and Methodology

Introduction

The purpose of this chapter is to describe the research design, participant selection methods, setting, instrumentation, data collection procedures, and data analysis process along with ethical considerations and credibility used in the study. The methodology used for this study was a qualitative research design based on a semi-structured interview. Merriam's qualitative research strategy allows the collection of data through interviews and observation, which provides an in-depth perspective and application to research (1998). The narratives of current Hispanic administrators provided an understanding of the research questions beyond the capacity of organizational data.

Research Questions

The Hispanic experience is diverse (e.g., culture, religion, generations of immigration, nationality, language, social classes, and gender) and this research will start with a focus on their ethnic background and then explore participants' educational leadership experiences and their views on the causes of the disparity of Hispanic superintendents. The research questions that guided this study are as follows:

1. What factors influence Hispanic administrators to consider a district leadership position within Kansas?

2. What are the real and perceived barriers that prevent Hispanic educational leaders from considering or pursuing superintendency positions (e.g., age, family status, years of experiences, school district type, size, or community type, degree attainment, initial interest, race, social norms, ethnic identities)?

19

3. What types of supports encourage current building leaders to pursue leadership

from teaching into administration that could be replicated in other areas of the

Hispanic educator pipeline (e.g., mentoring, networking, higher education

programs, recruitment, and hiring processes)?

Research Design

The scarcity of Kansas Hispanic superintendents was studied by using qualitative

research based on semi-structured interviews. Earl Babbie explains that there are three purposes

to qualitative research: explore, describe, and explain (2015). The purpose of this study is to

describe the potential causes of leaks in the Kansas superintendent pipeline through the

experiences of current Hispanic administrators. Qualitative researchers are "interested in

understanding the meaning people have constructed, that is, how they make sense of their world

and the experiences they have in the world" (Merriam, 2002, p. 4). The Kansas leadership

demographic data paints a picture of the reality of existing gaps. The influences of the White-

Hispanic superintendents' segregation were explored with observation and data collection

methods that numbers alone cannot provide. Qualitative research provided a firsthand

perspective on the topic and made the occurrence personable. This study engaged in a

qualitative multiple case study approach. The researcher used qualitative methods of data

collection and analysis that permitted a deep understanding of the complex powers and

influences on Hispanic educational leaders in Kansas. This research attempted to triangulate the

observed data by using interviews along with state and national reports on superintendency.

Interviews are a common form of data collection in qualitative research. The researcher

selected proper interview questions in order to collect impactful observation, valid data, and

draw appropriate conclusions. Candidates are influenced by settings and question styles (Walcott, 1994). A substantial portion of the research design is focused on selecting questions that generated responses in which the researcher could search for common themes in the pathway of Hispanic leaders. Despite the formality of the process, which includes letters, signatures, and an audio recorder in the process, the researcher wanted the participants to feel comfortable in a natural setting. The interview process was initiated by probing with predetermined, open-ended, semi-structured questions to describe their personal and ethnic background, such as their nationality, generation, language, and culture. Although the term Hispanic is most commonly used through this study, the researcher used the ethnic term established by the participant (e.g., Hispanic, Mexican, Latina) in the interview process. By establishing the participant's ethnic self-identity in the beginning, this allowed the researcher to connect the remainder of the interview to their personal Hispanic experiences. Maxwell states that "for interviewing to be useful for this purpose, you need to ask about specific events and actions, rather posing questions that elicit only generalizations or abstract opinions" (2013, p. 78). The interviewer used phrases such as "*tell me about*" or "*give me examples of*" in order to prevent general statements and have participants reveal specific Hispanic experiences in educational systems throughout the pipeline from student to leadership.

This study involved a variety of data collection, including semi-structured interviews, unstructured interviews, correspondence, audio recording, and administrative data drawn from public websites (e.g., KSDE, NCES).

Context of the Study

Nationally, Hispanic superintendents are more likely to obtain positions in districts that have high Hispanic student enrollment or in urban districts (Rodriguez, 2014; Tallerico, 2000). This study was completed within the state of Kansas. There was a focus on districts that fit the previously described profiles. NCES categorizes school districts by utilizing the "urban-centric" system. School districts are divided into city, suburb, town, and rural according to size, population density, and location city-schools (NCES, 2006). The first context of the study was within urban schools. According to NCES standards, the four Kansan urban districts are Wichita, Kansas City, Topeka and Lawrence.

Here are the findings of student population and superintendent demographics in Kansas urban districts:

Figure 1

Kansas Hispanic student enrollment percentages
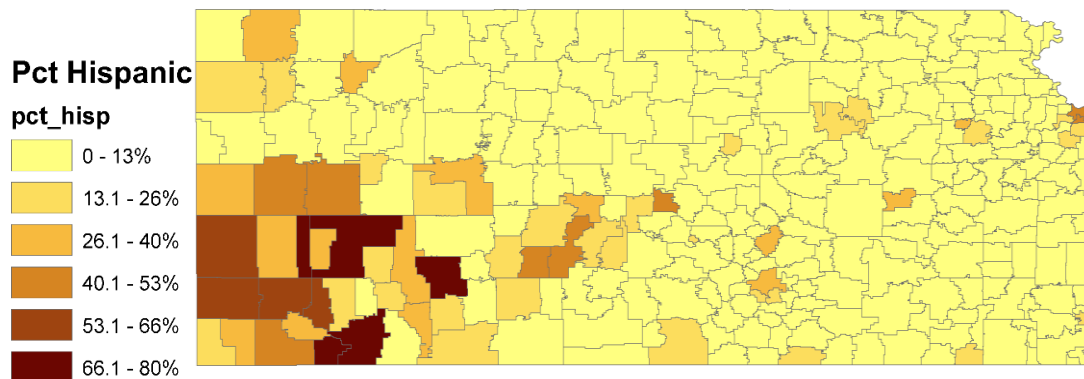
Note. Data from ACS-ED (U.S. Census Bureau's American Community Survey Education Tabulation) Maps tool (https://nces.ed.gov).

Table 1

Kansas urban districts with student enrollment greater than 10,000

22

2017-2018 District Enrollment by Percentage and Total Headcount				
	Wichita	Kansas City	Topeka	Lawrence
White (non-Hispanic)	33.3	11.6	37.8	68
Hispanic	34.2	49.6	31.8	9.4
African American	19	29.1	17.2	6.4
Multi-racial	7.6	2.5	11.4	8.9
Asian	4.5	6.8	.6	3.8
Native American	1	.3	.9	3.3
Pacific Islander	.3	.3	.2	.3
Total Student Headcount	50,898	22,000	13,645	11,896

Note. Data from "2017-18 Attendance Rate by Race & Gender - State Totals Kansas" by KSDE K-12 Report Generator (https://datacentral.ksde.org).

This table demonstrates that in Wichita and Kansas City, the Hispanic student population is larger than all minority races combined. In Kansas City, Hispanics are the ethnic majority surpassing White student enrollment by 38 percent larger than Whites. In all four urban districts, Hispanic enrollment is larger than the African American student enrollment population. The most substantial variances between the two populations are in Kansas City by 20.5 percent and in Lawrence by three percent.

Table 2

Superintendent Demographics, Kansas districts with student enrollment greater than 10,000

2018 Superintendent Demographics				
	Wichita	Kansas City	Topeka	Lawrence
Race	African American	African American	African American	African American
Gender	Female	Male	Female	Male

Note. Data from *"2018 Kansas Unified School District Superintendents Directory and Reports"* by KASB (https://www.ksde.org).

This data demonstrates that in all four urban districts, the superintendents' race is African American. The gender is equally divided between male and female.

The other context in this research are districts with large Hispanic populations. The most significant population growth is found in Western Kansas. All districts that have more than 50 percent Hispanic student enrollment are located in this region.

Table 3 shows the student population and superintendent demographics in Kansas districts in which Hispanic are the *majority* of the student population:

Table 3

Kansas districts with Hispanic student enrollment greater than 50 percent

	2017-2018 District Enrollment by Percentage and Total Headcount					
	Garden City	Dodge City	Liberal	Satanta	Ulysses	Stanton
Student Headcount	7,768	7,205	5,001	307	1,702	453
White (non-Hispanic)	20.8	17.1	14.2	44.2	30	43.9
Hispanic	70.6	78.7	79.4	53.4	64.6	53.2
African American	1.9	1.3	1.9	.3	.3	.7
Multi-racial	2	1.5	1.8	1	1.2	.4
Asian	4.4	1.1	2	.3	.5	3.8
Native American	.3	.3	.7	.7	3.3	0
Pacific Islander	.1	0	0	0	0	0

Note. Data from *"2017-18* Attendance Rate by Race & Gender - State Totals Kansas" by KSDE K-12 Report Generator (https://datacentral.ksde.org).

This table displays that Garden City, Dodge City, and Liberal school districts have considerably larger total student headcount than the other districts. Furthermore, these three districts have a significant Hispanic population that is at least 50 percent more than the White student population.

Table 4

Kansas urban districts with Hispanic student enrollment greater than 50 percent

	2018 Superintendent Demographics					
	Garden City	Dodge City	Liberal	Satanta	Ulysses	Stanton
Race	White	White	White	White	White	White
Gender	Male	Male	Male	Male	Male	Female

Note. Data from *"2018 Kansas Unified School District Superintendents Directory and Reports"* by KASB (https://www.ksde.org).

The data from Table 4 determines that the race of these Superintendents is White. All are males except for one female.

Participants, Setting, and Instrumentation

Sampling refers to the decisions of selecting who will be included and where the research will take place. Purposeful sampling is deliberately selecting settings and individuals that provide the most valuable information in the research (Maxwell, 2013). For this study, the targeted participants are Hispanic educators who are building or district-level administrators (e.g., Associate Superintendents, Directors) in Kansas public school districts. With no database for Hispanic administrators, the researcher utilized networks to identify potential candidates for the research. The participants identified were from both urban and rural districts in various regions of the state. The administrators' experiences range from assistant principals to central office from a variety of districts and student demographics. Ten Hispanic administrators, currently or recently employed in Kansas public schools, participated using an interview protocol script that examined their journey from student to administration.

In the article *Being a Careful Observer*, it is mentioned that the physical setting is an essential part of the experience (S. B. Merriam, 1998). Due to some of the topics being personal questions, the participant had the choice to interview in their preferred setting. The options provided allowed the participant to find a setting where they could speak openly and with confidentiality. When possible, the interviews were conducted in person. However, due to geographical location restrictions, the person was interviewed by video technology such as Zoom or through a phone conference. Each interview was recorded and transcribed. During the

interview, the researcher also took handwritten notes of crucial details that include the nonverbal responses such as pauses, hand gestures, or facial expressions.

Procedures

Once the application was approved by IRB, participants were recruited by phone, email, in person, or with an invitation letter (Appendix A). Once the individual voluntarily agreed to participate in the study, they signed (or replied via email with a positive affirmation) an Informed Consent Statement (Appendix B). Before interviewing, the participants' certification credentials were verified through the KSDE licensure website. With such personal information available, the primary purpose of the research was to establish trust with the participant before the interview took place. Therefore, the participants selected time and location for the interview that was most comfortable for them. A general overview of the interview questions was emailed ahead of time for review (Appendix C). At any time, the individual could choose not to participate, or answer select questions. The interviews were designed to make participants feel comfortable enough to share thoughtful and genuine perspectives on a topic they may not have previously discussed (Maxwell, 2013). During the interviews, the participants were encouraged to talk in-depth about the supports and challenges they have experienced in their pathway, starting as a student leading into administration. The participants were interviewed with open-ended questions, and their responses were audio-recorded with handwritten notes that were later transcribed. Data collected will be protected in a secure location for a minimum of three years after the completion of the study, after which the recorded data and field notes will be destroyed.

Data Collection, Coding, and Analysis

A feature of qualitative research is that the researcher is "the primary instrument for data collection and analysis" (Merriam, 2002, p. 7). During the data collection process, the researcher used observation methods that include recordings and handwritten notes to gather both the words and the unspoken details of the interview. Thus, items in the handwritten notes, such as the participant's hesitations, expressions and mannerisms, were included in the analysis of this research (Walcott, 1994). A transcription was made of the recorded interviews, and then data was classified (i.e., coded) to identify possible themes. While transcribing, it was not only the words but also the distinct tones, emphases, and pauses that were collected.

The constant comparison method was used to analyze the data, which looks for themes that were alike and different in the responses (Glaser & Strauss, 1967). By finding themes in their responses to extract similarities guided the researcher to draw conclusions (Ryan & Bernard, 2003). Classifying pertains to taking text or qualitative information apart and looking for categories or themes (Creswell, Hanson, Clark Plano, & Morales, 2007). Linguistic connectors were analyzed by identifying patterns and trends in participants' responses to questions (Ryan & Bernard, 2003). The data was color-coded by categories for thematically driven coding. The categories found were linked to the framework of organizational inertia to identify common themes for potential causes in the superintendency pipeline leakage.

Ethical Considerations; Trustworthiness and Credibility

Ethics are the foundation for social research and pertains to what is proper while conducting research (Babbie, 2015). The trustworthiness and credibility of the research will be established by following standard codes of conduct in qualitative research. The first ethical

consideration is participation in this study was voluntary. Participants were notified in advance about the purpose of this study and at any time may choose to no longer take a part of the study. Measures that were previously described in this chapter were utilized to ensure anonymity and confidentiality. The participants had pseudonyms names, and all the information was secured. The primary purpose of the Institutional Review Board (IRB) is to protect the rights and welfare of participants in this study. The University of Kansas' IRB approved the study before any research took place. This ensured that the study followed the standard ethical considerations of qualitative research.

Strategies for Avoiding Threats to Validity, Trustworthiness, and Credibility

The researcher employed several strategies to avoid threats to validity, trustworthiness, and credibility. According to Maxwell, the two threats to validity are researcher bias and reactivity. Researcher bias is the most likely threat to occur during a study (Arounsack, 2014; Peshkin, 1988). This threat takes place when research data is manipulated to fit into existing conclusions or theories. The second threat to validity, and less common, is reactivity. During interviews, the researcher may respond or choose leading questions to control the observation data collected. The validity tests were developed in order to decrease these threats were triangulation and numbers. Triangulation is ensuring that there is a wide range of individuals who participated during the data collection (Maxwell, 2013). In this study, participants were from a variety of districts with diverse Hispanic backgrounds. William Firestone states that quantitative and qualitative research combined can be triangulated in order to draw more reliable conclusions in research (1987). The other validity tests used student enrollment and administration in number terms in order to align with the raw data collected during interviews.

By using pseudonyms to represent each of the candidates in the final written study, the participant's identity remained anonymous. Additionally, the researcher considered that there were few Hispanic administrators in Kansas, which could cause participants to be easily identifiable by geographic or district location. Therefore, the findings reported did not include professional information that could potentially make any individual participant readily identifiable.

Potential Contributions of the Research

Although the research on various aspects of the superintendency is extensive, inadequate attention has been on the studies of Hispanic superintendents. Additionally, of the few studies that do exist, they are conducted in regions that currently have existing Hispanic superintendents. This study focused on a state where only a few current Hispanic superintendents existed in the last decade. In 2016, Kansas was the seventeenth-largest Hispanic voting population in the nation (Center, 2016). Even as this population continues to grow, the students continue to demonstrate poor academic success and continue not making adequate gains. This study could have an impact on future Hispanic students' academic achievements by an exploration of the ethnic gap in the educational pipeline between the student population and the leaders who serve them.

Summary

This chapter provided the design for qualitative research conducted. The methods and frameworks that were utilized in the in-depth interview study were described. The research design applied was qualitative in order to obtain the narratives of those currently a part of the identified leaky superintendent pipeline. This method allowed raw data to be collected,

analyzed, and categorized into common themes. The participants were Hispanic building and

district administrators employed in public school systems across the state of Kansas.

Chapter 4 Findings

At the time of this study, there were only two identifiable Kansan Hispanic superintendents since 2010. While students of the same ethnic group represented approximately 20 percent of the total student enrollment population (KSDE, 2018a; Perbeck, 2020). As this emerging population continues to expand, the need to address essential matters about their school experiences increases as well. The purpose of this study was to research the experiences of Hispanic educational administrators currently serving in Kansas public schools in order to find potential causes in the leakage from the student to the teacher to the building administrator to the central office pipeline within the same ethnic group. One method to better understand this leakage is to examine the journey of current Hispanic administrators in order to identify common challenges and supports that have been encountered in their careers. Through semi-structured open-ended interviews, questions were used to research the perceived influences on ten Hispanic educational leaders' pathways to their current position. Qualitative interview data was collected and analyzed in order to identify common barriers and supports by using the following research questions to guide the inquiry:

1. What factors influence Hispanic administrators to consider a district leadership position within Kansas?

2. What are the real and perceived barriers that prevent Hispanic educational leaders from considering or pursuing superintendency positions (e.g., age, family status, years of experiences, school district type, size, or community type, degree attainment, initial interest, race, social norms, ethnic identities)?

3. What types of supports encourage current building leaders to pursue leadership

from teaching into administration that could be replicated in other areas of the

Hispanic educator pipeline (e.g., mentoring, networking, higher education

programs, recruitment, and hiring processes)?

The data were collected through interviews between June and November of the 2019-

2020 school year. Each Hispanic leader was asked to self-identify their ethnic identification,

educational, and professional background information during the beginning of the semi-

structured interview. The educational questions provided a demographic profile related to

educational, professional, and personal histories. Their ethnic profile provided personal

information about their intersectionality of nationality, heritage, immigration generation status,

gender, class, and language in regards to being identified as Hispanic (S. Méndez-Morse, 2000).

The results of the demographic profiles, which include professional and ethnic information, are

reported in Table 5 below. The findings in this chapter embody the underlying themes that

became apparent from the interviews.

Demographic Profile of the Participants

The participants included ten Hispanic educational leaders who served in various districts

across the state of Kansas: four leaders are currently serving as district-level administrators; six

leaders are head principals, which included one that recently served in Kansas and is now an

administrator for a private school in Central America. Four participants were male, and the

remaining six were women. None of the candidates self-identified as non-binary related to

gender.

Professional Background Findings

The ten administrators who participated in the study served in positions from assistant principal, lead building principals, and district-level administrators during the 2019-2020 school year.

Table 5

Educational Profile of Hispanic Leaders in Kansas

	Total Years Teaching	Total Years Instr. Ldr./ Athl. Dtr.	Total Years Building Admin.	Total Years District Admin.	Total Years Education	Highest Degree Obtained	Dual Lang. Teacher Exp.
District Administrator 1	4	0	9	3	16	EdD	N
District Administrator 2	19	4	1	2	26	EdD	N
District Administrator 3	8	2	0	2	12	EdD	N
District Administrator 4	7	1	9	3	20	MEd	N
Building Administrator 1	5	3	3	0	11	MEd	Y
Building Administrator 2	11	3	5	0	19	EdD	Y
Building Administrator 3	7	0	26	0	33	MEd	Y
Building Administrator 4	18	0	11	0	29	MEd	N
Building Administrator 5	12	0	8	0	20	EdD	Y
Building Administrator 6	6	0	13	0	15	MEd	Y

Ethnic Background Findings

All participants had at least one parent of Hispanic ethnicity and self-identified with a term previously defined in Chapter 2 (i.e, Hispanic, Latino/a, Mexican-American) (González & Gándara, 2005; Hayes-Bautista & Chapa, 1987). The participants ranged from first-generation to third-generation immigrants. First-generation signifies that the participant was foreign-born. Second-generation is for those whose parents were not born in the United States. Third generation indicates that at least one grandparent migrated from a Latin country. Four of the participants were first-generation immigrants. As shown in Table 6, six of the candidates were

bilingual in Spanish and English. Most Hispanic ethnic backgrounds were of Mexican descent, although three were from other origins, including Ecuador, Honduras, and Puerto Rico. Of those that were of Mexican origin, two were born in Mexico, another two were Texas natives, and the rest were from Kansas.

Table 6

Ethnic Profile of Educational Hispanic Leaders in Kansas

	Gender	One or Both Parents Hispanic	Immigrant Gen.	Bilingual	% His. Student Pop. of Current Dist./Bldg.
District Administrator 1	F	ONE	3	N	9.4
District Administrator 2	F	BOTH	1	Y	7.2
District Administrator 3	F	ONE	3	N	8.1
District Administrator 4	M	BOTH	3	N	35.2
Building Administrator 1	F	BOTH	2	Y	70
Building Administrator 2	F	BOTH	1	Y	78
Building Administrator 3	F	BOTH	1	Y	89
Building Administrator 4	M	BOTH	3	N	66
Building Administrator 5	F	BOTH	3	Y	18
Building Administrator 6	M	BOTH	1	Y	73

Profile of Individual Hispanic Leaders

District Administrator 1. District Administrator 1 (hereinafter D1) became an assistant principal after four years of teaching. Shortly after, she became a lead middle school principal and currently has been a curriculum director in the central office. She has 12 combined years of leadership experience. She has one parent who is Hispanic and speaks some Spanish but does not consider herself fully bilingual. Both her parents were business professionals who encouraged her to get an education. She grew up in a predominantly Caucasian middle-class

school. She does not recall noticing she was of a different ethnicity than most of her peers until middle school. She aspired to become a Superintendent but changed her career trajectory once becoming a mom. She is married and has one child.

District Administrator 2. District Administrator 2 (hereinafter D2) arrived in Kansas as an international student, without her parents, from a South American country to attend college. After graduation, she was hired as a Spanish teacher in a local district. She has resided in Kansas since. Her career as a teacher continued for nineteen years. She moved out of the classroom into an instructional, curricular leadership role. It was in this role that she observed and aspired to become a district leader. After multiple attempts of applying and not being selected for building leadership in this same district, she applied for administration positions in different districts. She was hired within the first round, which started her administrative career as assistant principal. In fact, she was promoted to a central office within the same year in the new district. She has now served full-time at the central office for two years. She is married to her high-school sweetheart from her native country and has raised her children to be bilingual.

District Administrator 3. District Administrator 3 (hereinafter D3) is a third-generation immigrant in which her grandfather settled in Southeaster, Kansas, from Mexico to work on the railroad. In her hometown, her family was the only one with a Hispanic heritage. She also had a Cherokee Native American grandmother that was raised by Mexicans and spoke Spanish. Spanish was not passed down through the generations due to the bullying experiences her grandfather endured. She speaks enough Spanish to get by but is not fluent. Her ethnic background also includes Irish and German. Of all of those, her ethnicity experiences most strongly tied with her Hispanic traditions and culture. After moving from teacher primary to

becoming an instructional coordinator, she currently serves as a district curriculum director. This administrator has experience in both private and public-school settings. She is the first in her family to have earned a doctoral degree. She is married and mother to two children.

District Administrator 4. District Administrator 4 (hereinafter D4) was raised in a town outside of a large metropolis in Texas. His schooling experience was in the predominately White upper-middle class. After high school, he moved to Kansas to attend college on a football scholarship. He has remained in the same city as his college after accepting a teaching position in a local school district. After teaching, he started administration as an athletic director and then continued as an assistant principal to head High School principal. His entire career has been in the same district, where he has now served as Assistant Superintendent for the last three years.

Building Administrator 1. Building Administrator 1 (hereinafter B1) is a second-generation immigrant whose parents came from Mexico to Kansas. As a student, she was part of English Language Learner services in a migrant school. She did not always have teachers that believed in her ability to go to college. Her parents are the ones that pushed her to go to college. She received a scholarship for Hispanic students getting into education, and her goal was to teach high school Spanish. However, she was recruited by a district as a primary bilingual teacher in a dual-language program. From there, her career continued in dual language schools in which she eventually became a Dual Language Coordinator in another district for three years and became an assistant principal in the same school for two more years. B1 is currently serving as an elementary principal in another district that is also a highly Hispanic populated area.

Building Administrator 2. Building Administrator s (hereinafter B2) is a first-generation immigrant that grew up in a diverse neighborhood with strong Hispanic influence in

the Bronx, New York, New York. Her family immigrated from a country in South America, and education was a big part of her family. In their homeland, her mother was an educator, and her father was a superintendent. Spanish was the primary language of the household. Growing up in such a diverse neighborhood in New York, she felt no differences being Latina in her school experiences. She moved to Kansas and started her pathway into leadership as an Instructional Coach, then an Assistant Principal and on to head principal. Since serving in Kansas, she now serves as an administrator in an international private school in Panama.

Building Administrator 3. Building Administrator 3 (hereinafter B3) was born in Mexico and has been in the United States for around 40 years. She was the oldest of eight siblings in a first-generation immigrant family that grew up in Oklahoma. She worked as a student custodian and later as a secretary in the feed yard, where her father worked. Her parents wanted her to pursue college but could not financially support it. It was a teacher that sponsored her to attend college and paid for all four years of school. This Latina was the first in her family to graduate college and started her teaching career in Garden City, Kansas. She graduated with a bachelor from Panhandle State University located in a small community. As a teacher, she had a colleague that encouraged her to start working on her administrative degree. That same teacher became an assistant principal in one of the schools in their district. The same colleague was shortly promoted to a principal and told the district she would take that position only if B3 could become her assistant principal. After one year, B3 became the head principal of that school and has been for 25 years. She has two daughters that have become educators. After encouraging both of them to pursue their administrators' licenses and sharing the importance of serving her own people, one has started working on an educational leadership degree.

Building Administrator 4. Building Administrator 14 (hereinafter B4) was born and raised in Western Kansas. During his childhood, there were not many Hispanics in this region. Although he had bilingual grandparents, but never became bilingual himself. He was raised by a single mother and went to college on an athletic scholarship. He chose education as a career in order to give back and coached in his hometown. He coached and taught for 18 years before entering administration as an athletic director, after receiving a scholarship for his administration degree. He relocated to central Kansas, where he currently serves as an assistant principal. This leader has no interest in the Superintendent position due to the level of stress and time of the position. His wife works in the teacher program in higher education.

Building Administrator 5. Building Administrator 5 (hereinafter B5) is a bilingual Texas native who grew up in poverty with five siblings in a one-bedroom house and later upgraded to a two-bedroom house. Her mother has a fifth-grade education, and her father has an eleventh-grade education. In Texas, as a child, she attended two schools with distinct demographic differences in town. One was a mostly Caucasian school that she never felt a part of, and the other was of higher poverty, yet had a positive impact on her. She reports about three teachers that made a difference in her life; two of them were Hispanic. After graduating from college, she taught Special Education and Remediation for six years before relocating to Kansas due to her husband's job. She then taught Physical Education, Health, and Reading for another six years. After being the finalist for several administration jobs, she finally became an Assistant Principal. She held this role for three years and has been a Head Principal for the last five years. Her most recent administration position included opening a brand-new school within her current district that serves approximately 28 percent Hispanic students. She does have interested in

becoming a Superintendent one day and has been offered a position by School Board members in Texas. However, at the moment, she loves being in the building and around students. Her own family has been her biggest drive and motivation throughout her career.

Building Administrator 6. Building Administrator 6 (hereinafter B6) has spent his entire professional career and was a student in the district that he is currently serving. He was part of the first influx of Hispanic students and reported having few Hispanic teachers from elementary to high school. While studying a communications major in college, he became a paraprofessional in the same school district. He then changed his major to Elementary Education with a minor in Spanish. After being hired as a teacher for six years, which included a dual language school, he started his administrative experience as an athletic director and continued to various buildings around the district at the middle school level. He aspires to obtain his doctorates one day when the timing is right with his family.

Findings: Major Thematic Strands

Through the constant-comparative method, major themes were constructed that identified patterns in the participants' responses during the interviews. The data was processed by coding the interviews while the researchers read the transcripts and listened multiple times to the audios from the interviews. Data that was useful, relevant, or interesting were coded with a color-highlighting system and notes made in the margin. These discoveries are as codes during the data analysis process. The codes were categorized into significant and meaningful categories. Through comparison, the categories were merged into significant themes. The development of the major findings required a continuous cycle of coding, categorizing,

consolidating, and connecting data in order to interpret the meaning of the information collected (Merriam, 2002).

This section reports the six major themes found in this research (see Table 7). The first provides the finding of the obstacles with being able to identify Hispanic ethnic/racial groups. The second theme shares of the participants K-12 and higher education school experiences. The third strand details the Hispanic leadership experience. Fourth is a presentation of perceived barriers for Latinos advancing their careers. Fifth is on the challenges these candidates encountered along the way as part of their administrative careers. The sixth area provides the Hispanic leaders' perspectives on how to break the leakage in the student to leadership pipeline within schools.

Table 7

Summary of Codes, Categories, and Themes

Summary	Codes	Categories	Themes
The employee/candidate = SUPPLY SIDE			
Challenges of Hispanic Identification found within the Groups and by Organizations	Roots, Origins, Nationality, Immigration Status, Generation, Data, Race, Ethnicity, Skin Color, Color-blind, Black and White, Stereotypes, English Language Learners, Bilingual	Race, Ethnicity, Documentation, Nationality, Immigration Status Heritage, Language, Social class, and Gender	Complexity of Hispanic Identity
Influences, Opportunities, and Obstacles in School Experiences, Paths to Teaching and Leadership Programs	Cultural Struggles, Perceptions, Different, Peers, Neighborhoods, Scholarship, Parents Drive, Social Capital, Poverty, Motivation, Separation, First in Family, Scholarship, Athletics, Master Programs	K-12 School Experiences, Higher Education, Leadership Programs, Supports, Challenges Opportunity	Pathway from Student to Administrator
Values, Attributes, and Self-perceptions as a Hispanic Leader	Dual Identities, Both/Two Worlds, Flexible, Adapt, Language, Bilingual, Spanish, Connect with Diverse Groups, Relationships, Passionate, Emotional, Values, Hard Work, No Need for Recognition, Let Actions Speak, Family, Logical, Act	Self-identity as a Hispanic, Positive and Negative Leadership Experiences, Building Relationships and Being a Role Model	Hispanic Leadership

Summary	Codes	Categories	Themes
The employee/candidate = SUPPLY SIDE			
	a Certain Way White/Caucasian, Appearance, Advocate, High Expectation, Obligation		

Summary	Codes	Categories	Themes
The employer = DEMAND SIDE			
Cultural Impacts on Education, Career Paths and Leadership Position	Higher Hispanic Student Population, ELL, Bilingualism, Social Expectations, Lower Standards of Living, Income, Schooling, Lack of Mobility, Roots	External Influences, Outside the Organization, Demographics	Cultural Barriers
Barriers and Supports Experienced within the Organization	Not Approached, Hiring Process, Finalist, Promotion, Mentoring, Recruiting, Take Risks, Networking, Mentors, Believed in Them, Positions Offered, Driven, Goal-oriented, Salary, Certain Type of Individual	Who You Know, Good Ol' Boys, Within the Organization	Organizational Influence on Professional Trajectory
Breaking Inertia = Critique of Supply and Demand			
Changing the Current Hispanic Educator and Leader Scene	Developing Others, Learn More, Have a Group, Belonging, Time Commitment, Perceptions, Change	Breaking Norms, Helping other Hispanic	Disrupting Status Quo

43

Theme 1: Complexity of Hispanic Identity

The makeup of Hispanic identity is interwoven with multiple variables that include race, origins, language, gender, class, culture, religion, and citizenship status. Hispanic is defined as a person with origins of Hispanic nationalities whose race may be White, Black, Native American, or Mestizo. The language encompasses English, Portuguese, and Spanish, along with a variety of dialects within each one, adding a layer of complexity to this ethnic group (Hayes-Bautista & Chapa, 1987). The unique blend of each Latino obscures the unified identity.

The interview process started with the researcher allowing the participants to self-identify by asking them to share about their heritage. Many of the participants referenced the origins of their family's country, such as Mexican or Puerto Rican. One administrator proudly self-identified as a Tejana, which refers to a Texas-native Hispanic woman. The description of their origins was coupled with their generation immigrant status. For example, "I'm a second-generation Mexican American" or "my family is immigrants from Ecuador." Of the 10 participants, none of the responses were the same. The variations were found within origin, language, gender, and immigrant status provided. The first question of the data collection process demonstrated the complex combinations of Latino identity. For the remainder of the interview, the most common terms used in their responses were Hispanic and Latinos. Although self-identity about their heritage was provided without hesitation, a common shared challenge was in how to report their ethnicity regarding formal surveys that questioned their race.

Who are we? Several participants shared how confusing it was to report their ethnicity. There have been changes to how Hispanic's race and ethnicity are marked over the years. The participants felt left in the dark about them. One participant disclosed that non-Hispanic people ask her about it, like she should know why it changes since she is Hispanic. She felt just as clueless as they did about it. When one participant was asked at the end of the interview if she had any other thoughts or questions about the research topic, she responded with:

> Actually, I do. Who are We? What do we mark? I mean, as in how to mark Hispanic on any survey. I don't know why, but it's like that you're like now you mark White-Hispanic and then a few years ago you couldn't mark White, just Hispanic. Now it's weird like we mark this but not the other- but no one talked to us about it. We just go to fill out these forms, and we don't know where to really mark anymore and try the best we can (D1).

Another administrator shared that the changes were explained to her by a White colleague because Hispanic is an ethnicity, not a race. She then questioned why Hispanic would be the only ethnicity on there and was confused what that even meant. This process was not only ambiguous for them but for families in the school system as well. There were several accounts reported that families registering in schools were unsure how to mark their child on the surveys. This seemed to be especially true for foreign-born immigrants coming into a new school system in a new country with a different language. However, by law, the school officials are not to help the families with navigating the race markings on enrollment. As one administrator shared about this process in his experiences, it was stated as an unreliable system for both identifying Hispanics and English Language Learners [ELL or ESOL]. From his observations, Hispanics are not being adequately reported, which could skew school data on both students' enrollments and its employees. In this instance, parents have marked wrong, and as an administrator, there is nothing that can be done to correct it.

I think it is a terrible system because it's based on what the parents see themselves as. They might say my kid is Caucasian or not African American; some parents then mark Pacific Islander. I'm thinking you are not Pacific Islander, but legally, I can't correct them. The fact is that it's flawed. Like ESOL, the question is, do you speak any other language than English at home. If the answer is yes, they are automatically put into ESOL. The way they identify people are messed up. Thus, you can't get accurate data and to attack it and do something about it (B6).

This principal's account affirms what was discovered throughout the study. A simple task of self-identification became perplexing for all those involved. The data representing Hispanics lacked credibility and was a barrier for systemically addressing issues. The absence of a clear ethnic identity carried over into their real lives both personally and professionally.

Color-blind. When asked about the barriers these leaders have faced due to being Hispanic, all but one participant responded that ethnicity was not an obstacle in their career. Several participants (40 percent) shared that they were brought up in a color-blind world and taught that their race did not matter. Even if they did not agree with this belief system, it appeared to influence their own perceptions and hesitation to not identify barriers in their career paths due to their race.

I also think that I was raised in the color-blind philosophy, which I do not necessarily agree with, but that is how I was brought up and has influenced my thinking (D1).

This administrator referred to her father several times in the interview and it was apparent that he had a large impact on her success. One of the many lessons he taught her was to not let skin color matter.

My father would teach us that the color of our skin didn't matter. We can't make excuses, and I was trained to not think that way. To be honest, deep down inside, I always felt it. I couldn't put my finger on it (B5).

Even though it was part of her upbringing by one of her most influential figures, she did express that she felt impacts of her ethnicity as a student and an administrator. Although the

common response for the participants was that color had no impact on their careers, they were easily able to identify the impact it had on their students in the school systems. The influence to not see race also impacted how Hispanic's perceive themselves to be seen by others in the social setting. Some participants felt their Hispanic identity was not recognized as much as others occurred because it was not as blatant. One participant simply put it.

> We are like the silent minority. It's a Black and White thing. Then you have Hispanics in the middle. They are silent in many ways, but yet they are being heard (B5).

It was expressed that even they were unsure where Hispanic's belong in the sea of Black and White equity work. More than one felt that their ethnicity was either somewhere in the middle or not noticed.

> It's easier to see Black people than Brown (D2).

When discussing their experiences, the shade of a Hispanic skin tone impacted how they perceived society responded to them. As one participant explained the impact on the various appearance even amongst her siblings.

> I really didn't have any issues or conflict because people really don't know what race I am. I don't go through what my older brother goes through who gets mistaken as a light skin Black person. And my younger brother, people really don't know what he is. He is the lightest, so no one really knows what he is, and he gets asked if he's Jewish (D1)

The color of the skin and outward appeared impacted the type of opposition each leader encountered in a social setting. This lighter skinned administrator went on to explain that her ethnicity was not as recognizable by others, so gender had a more substantial influence on how she was perceived in a room full of administrators.

> I think that so many people don't know what race I am, I think that it works both ways I can't hold that towards I was the only 'X' in the room because people don't see me showing up that way they might see me showing up as White, because I've been told that

I act White what really irritates me, so I don't necessarily think that showing up in a room I'm necessarily modeling for others, I do think that I am modeling as a female because I do overtly show up that I'm female, and I look younger than I am, I think that shows up more than my race (D1).

It was not only the color of their skins that impacted their cultural perceptions in society, but there were also stereotypes they encountered. Some participants shared the challenge of biases connected with their heritage and language. Others did not understand the diversity that comes with being Hispanic. One administrator was raised in a diverse large city and was not from Mexico. She has been an educator in various school systems across the United States and internationally. The distinct stereotypes she experienced were higher in Kansas in comparison to other locations. These existed more amongst teachers than from administrators.

> But coming from educators, they didn't really get it or understand the Hispanic community. They would just think that we would all clump us together, like if you are a Hispanic that you would all like the same type of food, or the same type of music, which is just not true. So, making sure that they understood even within being Hispanic, there are a lot of differences. It's no different from being American; if you're from the East Coast or the Midwest, you have different ways of thinking or likes. So, trying to get people to understand that there are differences in the Hispanic culture (B2).

She also shared a conversation with a particular teacher not being able to understand the impact of social class variances within the Hispanic experience and in the school setting. The teacher's reference was about immigrant students not adjusting well in the classroom.

> I remember having a conversation with one teacher that she was talking about Hispanic students don't have the same habits as White students. I explained to him that it's not as easy for them because they go back to a completely different environment. They have to see themselves in the education environment too. The teacher responded, well, you did it. I responded that I also had other influences that helped get me here. That's just like in Kansas; there aren't many Hispanic educators. So, the Hispanic students understand that their parents migrated here, and many don't have formal education and may become factory workers. For so long, that's all they know, that's all they see, and then it continues the cycle of poverty. So, it would benefit them to see more teachers and Hispanics that are administrators so they can see the potential so then they can think that they can become administrators and teachers if they want (B2).

48

She discusses the benefits of Hispanic teachers in order to help students, which leads to the next theme that presented itself in the study. The participants were asked about their personal experiences in the school systems from student to leadership.

Theme 2: Pathway from Student to Administrator

There were both obstacles and barriers encountered along their journey from grade school into educational leaders. Participants shared both the good times and the challenging ones. As their stories unfolded, there was powerful resilience in their ability to overcome. Their childhood schools impacted many of their views about growing up Latino. The settings varied from middle-class schools to more impoverished schools from Brooklyn, New York to rural small towns in Kansas. Some attended predominately White schools while others had been in mostly Hispanic schools and were placed into English Language Programs. Most of the participants had little to no Hispanic teachers over the years. Along the way, heritage influenced life inside the school walls or within their home life, and at times both.

K-12 School. A common concept that presented in the research was that generation status and neighborhood demographics had more considerable influences on their school experiences than being identified as Hispanic. One administrator spoke about the contrast of two schools she attended as a child in Texas. The schools were only an hour apart but very different in make-up. One district was of higher economic status with majority White teachers, and another was Hispanics. Although she was raised not to believe that color matter, she had felt more connected and supported in the school with a higher Hispanic student population. She never felt a part of the mostly White school, and there were also no Hispanic teachers.

I couldn't say I connected with a single teacher. No one was there to advocate for me. I can remember when I went to the school with more Hispanics. I had three teachers that really made a difference. Two of them were Hispanic. That's when I started really started to notice I was treated a little differently in my old school (B5).

Teachers that believed in her that she attributed to helping her in a tough time. During her interview, she sounded like a strong and confident Latina. She was also recommended by another participant in this interview due to her excellent reputation as an administrator. Therefore, it was surprising when she revealed that she was shy as a child, and these teachers reaching out and connecting with her changed school experiences in a positive way.

Ethnic identity was not the only factor that contributed to negative school experiences for one leader. This district administrator grew up in a White rural town in which her family was the only one of Mexican descent. Although she was third-generation and spoke little Spanish, her heritage was often the focus of many jokes from other students. These comments were hurtful growing up. On the other hand, at school, she did not feel that her heritage influenced how her teachers treated her. It was her learning style that a teacher did not like. She said she did not learn like her sisters, who had almost a photographic memory. Her math teacher made negative remarks that encouraged her to become an educator.

Well, you just need to learn like your sister. That really paved my way to want to be a teacher because I wanted to do better for students that were like me. I'm the kind of person that it takes many, many times, for it to sink in (D3).

Parents were my cheerleaders. Language was another obstacle in school systems that prevented staff from believing in them. All narratives had a common theme about what an impact their parents had on them to advance through the school system challenges. Parents were the ones that pushed participants to pursue higher education. One building principal revealed the role of her parents in pushing her to go to college and inspiring her to become more. Her parents

were immigrants from Mexico that took lower-ranking jobs once they arrived in Kansas with hopes to provide a brighter future for their children. She was in the migrant program and did not have the most supportive teachers. It was not until graduation that her parents shared that they were proud to prove a staff member wrong.

> I was thinking about my middle school teachers and my elementary teachers, and I don't remember one teacher that said, "you know, [participant name] you can do this. You can be anything you want to be", I don't remember that. I remember when I graduated high school, my parents said, "ha, we showed her." It turned out that the ELL director at the time, when I started kindergarten, told my parents that "they would be surprised if I finished school, like period." They [her parents] didn't tell me that until I was in high school and graduated. I remember thinking oh my gosh somebody said that about a kid, and someone said that about me like that's crazy how could they judge and say something without knowing me. I was just a kindergarten (B1).

> Fortunately for her, she recalls the impact her parents had on her growing up. They

expected that this administrator and her siblings attended college.

> In our household, it was expected, at a minimum, that you are going to go to college and get a bachelor's degree. It wasn't even like a high school degree. It was expected, and I am going to graduate from a four-year degree. I remember even in 4th grade my parents saying, 'you know even though you are struggling right now, at a minimum you have to get this.' The expectation was always set there, no matter what, that we were going to college and that we were going to graduate with some kind of job. My biggest cheerleaders were for education were my Hispanic parents (B1).

Social Capital. At times, the role would shift from parents advocating for them to having to leverage social capital for their children in the complicated English Language Learner educational systems. One participant shared about being a parent and having a negative school experience for her child. During Kindergarten orientation, her child was pulled from all the main activities and was isolated the entire time to be tested for ELL due to marking that he spoke Spanish at home.

> Both my husband and I speak Spanish and have raised our children to speak Spanish. My child was pulled aside to be tested the entire kindergarten event since we marked that we

spoke Spanish at home. I couldn't believe it and didn't know it until it was over. I was so upset because my child knows English, but we've raised our children to be bilingual. So, I let the staff at that school know how I felt that my child was isolated. I wrote a letter to the Superintendent and school board members. I had the social capital to advocate for my child. What about all the others? I wanted to be a voice not only for my child but also the others (D2).

Pathway to higher education. Beyond parents advocating and family expectation, getting into college was linked to financial opportunities for scholarships or sponsorships provided. Sponsorship came in the form of a generous high school teacher for one administrator. Her family were migrant workers in Oklahoma. One of her teachers, who was a White female, paid for her to go to college. This allowed for this Latina to be the first in her family to go to college. The teacher continued her financial contribution as long as she kept her grades in good standing.

> I grew up in a very poor family dad was the only one that worked jobs. I was a student custodian in my high school. I got a secretary job in the feed yard where dad worked. Being Hispanic, I probably could've stayed there, but I wasn't satisfied. Both mom and dad wanted me to pursue higher Ed. But you know financially it was going to be difficult. I had a teacher who actually sponsored me. I was very fortunate. She sponsored my entire education. My four years, she paid for all of them. I tell you I was very blessed. She actually told me you can go to college and if you go one year you can pay me back 50 percent. If you go two years, then you can pay me 25 percent. I was like I am going to finish this not so much because I didn't want to pay back. It just seems like once I start something, I just want to finish it. I just continued and persevered. You know dad would help me as he could. That was great. Then my siblings after me all went to college, so I was kind of the trendsetter for our family (B3).

Like the previous candidate, her parents were immigrants from Mexico. She was provided with opportunities by programs and scholarships that targeted migrant students to get into education. Although financial support was given to go to college, the lessons of learning how to navigate the higher education systems came at her own expense.

> I got to K-State in '03 because I got on a full-ride scholarship through the BESITOS [Bilingual/Bicultural education students interacting to obtain Success] program. They got

the hubs of major Hispanic populations from Scott, Garden City, Liberal and Dodge, and those in-between. They would do full ride of paying for your tuition and your books, and they were as long as you came back and taught for one of those school districts for two years. So when I was in Garden I graduated from high school, I went to the JUCO not knowing how to navigate the Higher Ed school, you know so like I would go to school and then like I wouldn't feel right in a class, or I just wasn't feeling like I was understanding so I would just stop going. That was it. I didn't realize that you had to drop classes. Like I would just know that I would stop going and just and that was it feel like I had to learn all that stuff you know on my own many times. Then I got up and then fell and got up and then finally let, so it took me four years to finish up my JUCO career. And then, before I transfer to K-State and then I was at K-State for 9 years for a 6-year degree. But so that's the not knowing why, and so later on after you figure out like. Like I bombed a lot of classes and then like you had to go back and pay back those classes that I bombed. And I just didn't like to realize but when I go at to back to look at my transcript like they had me enrolled in like 20 to 24 hours, and so I see that and no wonder I wasn't successful. I was understanding because I was just being dumped in a bunch of classes and wasn't taught how to handle situations where you might not have been in before. You know you might be the only person in that space representing that culture in the classroom (B1).

The obstacles were not only in learning how to maneuver through a system with little support. She also shared about challenges of feeling separation from her family and culture. She was raised in a place that had everything culturally needed at her fingertips. There were Mexican food markets and vendors all around. Spanish music and language flowed freely in her hometown. She had to learn to build her own pseudo-family at K-State. Although this transition was a challenge, she reflected that being Hispanic helped bring her the opportunities to get where she is now.

When I was a junior in high school, I got a scholarship to come to Emporia State for the Hubbard Education Program. It was the first time I was with teachers like we got to be on campus, we got guest speakers from teachers, and I was always thinking about education, education, education. So, in hindsight like being Hispanic might have been one of the reasons that I got to go to that program. Now I see that as a Hispanic that's one of the benefits that if you do want to do programs, you know, most of the time that I've applied for different programs and scholarships, that I've got them and my academic haven't always been my strong suit, so I'm assuming it's because of being Hispanic (B1).

Athletes to Administration. For one administrator, it was being a Hispanic and athlete that provided scholarships that led him to college, then to education and eventually administration. He is one of four boys raised by a single mom in Western Kansas. He wanted to become a professional athlete and had no intention of going to college. That changes once he received a baseball scholarship, which required him to declare a major. He chose education for the chance to coach one day that his playing career might come to an end. With that degree, he was brought back to his hometown after college.

> I ended up in the opportunity to go back to my Alma Mater to teach and coach. The floodgates just opened up for me at that point time. It was an accident because I did it because I wanted to coach when my playing days are over. I wanted to coach, and then in order to do that, I went with teaching. Since I've moved up the chain of different things. It's a little thing that has influenced how can I have more of an impact. Now with moving my position, I wanted to make decisions that are going to be what I feel is best for all kids, and that's kind of how I ended up where I am today in this role. I wanted to make impact on all kids (B4).

Growing up, there was not much diversity, and this administrator's hometown was predominately White. Once he returned as an educator, the Hispanic population increased significantly over time due to factory plants. K-State provided scholarships for bilingual educators to become building administrators. He shared his experience of seizing that opportunity and attributes that for what pulled him to where he is today.

> I got my administrative degree, which I got that based on being Hispanic. There was a grant that was written Dr. Herrera at K-State. They held a meeting about that they were looking for, at the time, bilingual educators to get their degree in administration so you could become a principal at school out here. It was a kind of grow your own where the diversity is increasing. I'm at that meeting, and there just wasn't a very good representation of anyone interested in that was bilingual. I applied and was accepted in so that's how I got my administrative degree. And then from there, it was when I got into administration because of athletics. I wanted to be an athletic director and just deal with those things, but in the course of time, I said in terms of making decisions for kids that are in my classes, etc. it was now I want to go this [administration] route, and then after

20 years of coaching baseball, I decided to get that up and be an administrator full-time to be able to have those opportunities to impact all my students (B4).

Another administrator shared a similar pathway with different origins. This Texas native came to Kansas for college with a football scholarship and has since remained. It was a combination of his desire to coach and his parents' influence that guided him to become a teacher. His father was a Physical Education teacher, and his mother was an elementary school teacher.

My parents were both educators. Both come from a poverty, and my dad also played football. I think it because of sports, and it got them out of that the cycle of poverty because he ended up going and coaching in New Mexico after he played college ball and then met my mom. And it dragged her that same direction for them. So, they both had opportunities because they were at a college to get her master's degree, and both of them were teachers for their entire career. (D4).

After coaching and teaching for seven years, he decided to become an Athletic Director. This avenue took him to his current position as a district-administrator. He was the high-ranking Hispanic administrator in this study. He attributes his upbringing in the middle to the upper-class environment, being one of the attributes that helped him be promoted through the ranks.

I will say as I reflect on your questions and thinking about my path. I think a reason I was successful was not necessary because I was Hispanic, but because I knew how to wade through the understood White. I'm trying to think of a good way to say this because I grew up in a White area, and I wasn't intimidated by being in the room where you are the only minority (D4).

This level of confidence allowed him to apply for his current job without being recruited. He saw the opening and felt because of his experiences, he could give more to his district. It was self-perceptions like his that influenced all of these administrators' leadership experiences and styles. Cultural values and heritage have shaped their leadership style.

Theme 3: Hispanic Leadership

Cultural influences had a positive effect on their leadership capacity. A strong work ethic and the duality of growing up in a world different than others contributed to the ability to have perseverance, resilience, and adaptability needed for the job.

Work hard and Commitment. The principals commonly shared the value of hard work. It was the foundation for their current positions. In their ways, it expressed that they did not need recognition. It was passion, determination, and obligation that pushed them to do their jobs well.

> My dad was being my motivation because even though he lacked in education, he made it up in work-ethic. There was no one that would work my dad, so for me, it was growing up with that. I started thinking, there may be someone who might be smarter than me, someone might know it. But they will never outwork me no matter who you are. You would never outwork me. Growing up, I knew I was the statistic. So, I felt like I was on a mission to prove something. We are not a statistic we are capable of doing that. [With tears she added] No one will ever keep me from doing what I want to do. If I fail, it's going to hurt a little bit, but I'm going to get right back up. It's just something my dad has instilled in me. If you just work and don't give up, no matter what. Work-ethic and doing the right thing is going to get you where you need to go, and the right people will see it. That's just the attitude I've had on everything. My family is my motivation. That's been my drive, my boys, and my family (B5).

As one administrator reflected on her 26-year administrative career, she felt the school community and district administration had always supported her. She loved her job, and recognition was not what motivated her.

> Once I start something, I wanted to finish it. I've never used my background as an excuse to do anything, and I've never really felt like I've needed to compete for anything. I work very hard, and I do it with passion, and I don't look for getting recognition or anything like that, but I think you know I don't thrive on that. I don't need any recognition; I don't care for it (B3).

She later added that she is committed to providing the best for her people.

> We have an obligation to our community to show them we can do a good job (B3).

56

Two Worlds. Passion and relationships are a strength for the administrators. On the other hand, they have learned when to let their emotions show. In the administrative world, it did not feel as welcomed.

> I have noticed, but I can't specify that it's just my race, but like that whole typical like Latina passionate relationship focus kind of thing I have. I was coached by many mentors, not that I was displaying that, but I almost made to believe that the relationship, emotional side takes a back seat, and coached by like 'let logic drive you' so it was like the emotion vs. logic thing. It was interesting because if I am around my Puerto Rican side of the family, they are a lot more, I would say like they are as the White culture would say dramatic. I would say like they would say like they're really mad and then they're really glad within the same pace. That didn't happen in my White culture world. I would say that in my educational space, they would see that as a deficit as of like 'oh you can't be emotional as an administrator,' you must a very reserved, very logical (D1)

Most leaders expressed the challenges in navigating the difference between professional environments and personal experiences. The term both worlds was mentioned throughout the interviews as positive attributes as part of their Hispanic identity. Their narratives expressed divides between the cultural experience as a child that vastly differed from their school and professional work environment. Some described this experience as being exposed to more than one world. It was a dwelling that existed between holding on to their roots while seizing the American Dream.

> We grew up with the best of both worlds. We kept a lot of our Hispanic culture and roots but then also understood the American dream of being able to provide and follow your dreams and you know, being able to follow your dreams, and essentially, you know, being able to be monetarily responsible and being able to get ahead of the game, and saving for retirement. So, we grew up in a world where both of them were merged together, and we got to get the best of both worlds (B1).

The encounters from both worlds taught them how to be open-minded and flexible within diverse groups. It was a learned social fluidity learned in the school setting that spilled over into their professional life as administrators.

We consider it like a gift that we can operate in Two Worlds. It's like being socially bilingual. I think as a positive, I look back and realize I can make friends and other racial groups easier than now then I see some of my White colleague friends. It doesn't bother me at all that people have different style clothing or mannerisms or that kind of stuff. To me, that kind of stuff is normal. If anything, it's made me more of a fluid or more flexible person (D1).

Duality is what helped these administrators connect with both the community that they serve in the school buildings and maintain higher-ranking political networks. As described by this principal, being a Hispanic administrator allowed them to navigate through the various social settings between the school community and the administration environment.

I did get a chance to grow up with both cultures right, so I know how to navigate Both Worlds and when I am with my Hispanic families I might not act, I mean I'm still professional, but you know what how you can act and what you say compared to when you're around your Caucasian boss who you have to act more professional (B1).

The ability to connect with underserved communities in their schools was not only with Hispanic families but people of color in general. This Latina described her ability to handle Black moms or different races provided an advantage over White male administrators.

There's already that element, so then I think of entering that space with different parents. I know that I'm making some generalizations in talking to some principals and mentoring them. It has been intimidating for some of those to work with parents of different races that have come in, especially like how do you handle the angry Black mom? So, some of those pieces, I feel like I was a little less fearful of, and I think it was because I had been around different races more. I feel like that kind of gave me more of an edge where traditionally you naturally you think the White male work in those roles, but that's where I saw that I was in a better position definitely more comfortable so I could think on my feet and not be worried about you know how the mamas reacting and not really handling the situation. I would say in working with your average colored family they want to see some emotion, not anger, they want to see compassion, love, relationships. So, I can't tie that directly to race, but I think that I think that natural ability to be warmer, that does identify with my race, is something that either makes the position stronger or not (D1).

They often masked the cultural characteristic of being open and passionate in the administrative environment. A commonly shared experience was a certain way to act as an

administrator that was more closed and reserved. This experience was different from their

heritage and upbringing. The way they speak did not always blend in with the dominant work

culture. On the other hand, as this administrator shared, learning to express in different manners

was not perceived as a negative and could be a means to self-improvement.

> The one part that I find challenging sometimes is the language, not that I can't speak English. But when you think about vocabulary, and how a Caucasian speaks versus how I speak. I don't speak that language. I am who I am, and I'm just going to say it the way it is, very transparent. It's not always going to be cleaned up, brushed up how they would present it. It does feel a little different sitting there. There are times when you doubt yourself listening to them speak, and the knowledge they have. You know I sit there, am I really sitting at the right spot? But then at the same time, my dad always told me to surround yourself with people that are going to make themselves better. So, I just try to learn (B5).

Speaking of language, six of the ten participants were bilingual. The ability to speak

more than one language inspired the type of connections they made with their work. One

administrator shared how much she enjoyed working in bilingual schools, even when they were

not the same as her own native language.

> I think it [being Hispanic] did help me a lot too. It helped me be very successful in schools like the dual-language program. Even in Florida, I remember starting in there where they taught Hebrew and English. That was my first experience and bilingual education. I was fascinated about how kids learn the language. I grew up as a Hispanic bilingual, but it was fascinating to watch schools like that. I would be able to say to myself, yes, that's exactly how kids should learn when seeing these bilingual schools (B2).

Community Connections. The ability to speak Spanish served as a bridge between

schools and families. When asked what is one of the advantages of being a Hispanic leader, this

administrator declared that it was communication.

> Communication piece. I have wonderful relationships with my parents. From the very beginning, having that person they can speak to because our parents feel comfortable coming in asking questions, talking about any kind of problem. They can come in to talk

to the teachers directly or the principal. I think it's a huge impact. My presence here makes it so much easier to problem-solve with parents (B3).

For this administrator, being bilingual was a way to empower his families. He reflected on his own experiences as a student and having to use an interpreter with schools. This principal is now serving the same district that he attended himself.

Many of my families speak Spanish. They are first-generation students. They are just like me. It's easy in that you can communicate with parents. I didn't feel like I had a voice because I always had to use an interpreter. Although I trusted the interpreter, I don't necessarily know that they're conveying the message that I'm trying to send. The fact that I can speak to them, and in their terms, and in their language helps tremendously. It makes people feel empowered, like what they're saying matters (B6).

Even beyond language, there were social reasons that this principal was able to support Hispanic families. He guided his staff on how to help students around known holidays in which there would be a significant amount of absences. For example, in December, families will go to Mexico for Catholic holidays, and students will not be at school. As a principal, he takes a proactive approach to give them assignments before leaving the country for this holiday. The cultural connections between schools and families were present in monolingual administrators as well. Although this building leader was not bilingual, Hispanic families preferred to consult with him over the non-Hispanic administrators in the school.

I'm not the only administrator in this building. They tend to come to me. I've only been here for my 6th year. I try my best to get connected in the community, going to church, play, dance recital. I try to get connected (B4).

The connections felt extended beyond language. There was a cultural understanding between the parents and this principal. He was able to understand their background and beliefs in order to advocate. Teaching families how to navigate the school system in the United States

60

was a consistent source of strength for Hispanic leaders. A Latina principal feels outstanding

pride in helping Hispanic parents advocate and navigate the school system.

> One of my proud moments [as an administrator] is the relationships that I've been able to build here with the Hispanic families, like telling parents that you are your child's biggest advocate, or you can ask questions. You are the one that knows them better than anyone else. It's great knowing that parents listen to what you said and come back and ask more questions when they need help with their kids. I think that's a really proud moment for me. Teaching the Hispanic families here that the teachers in the United States are not the end-all, but they also know about their child and are truly the biggest in helping their child's education (B1).

> **Voices for equity.** All of the building principals served in a school community with an

ELL population. Five of the six buildings had a Hispanic student population of 66 percent or

higher. It was frequently shared that being a leader for the Hispanic population as a positive

influence on the students. Previously mentioned reasons such as language and social

connections were just a few. They reflected on the positive influence they had directly on

students too.

> What drives me is that being the face for the students...being that reflection of them in power of leading the school and breaking the stereotypes of stopping education at a certain point, that just because you have the degree to become a teacher, you don't have to stop there. You can continue learning more (B1).

> They lead by example to be a role model for all students of color. One administrator

shared that it helped her build relationships with students. She was a principal in a building with

a significant number of high-minority students.

> I also feel like it helps a lot in relationships with kids. So being a small-statured female that's not White has really helped me with my at-risk kids that have mostly worked with White women or men in the educational setting. I think that helped a lot, and their perception helped a lot, of how they see me as a small person showing up. As they might not know who I am, but they knew I wasn't White (D1).

The leaders also paved the way for breaking barriers and ensuring their staff held their students to higher standards. Assumptions cultivated stereotypes, along with empathy for their students' home lives, caused some teachers to lower standards. These leaders demonstrated high academic expectations, particularly for immigrant students.

> I love all of my students, but the one thing that it doesn't impact, with me being a Hispanic administrator, is I have the same expectations for my Hispanic students as I do for everyone else. We do it to be kind, but at the same time, we enable them. My belief is that we cannot do that. We have to hold them to the same expectations (B5).

District-level administrators advocated for students with staff, and at times with their superiors. The demographics at this level was different from the building level experiences. Each had worked for districts with a total Hispanic population at 35% or lower. Three of the four were less than 10 percent of the total population. It was their cultural background that drove their continued equity work even in less diverse populations.

While one district was incorporating leadership panels that included Latino students as part of the equity work, this administrator became the bridge between cultural differences between the students and the central office.

> I do think that our Latino students are getting lost a little bit in the equity work. And it's really interesting because we've had spaces or you just sit down with students there on that Latino career coalition, we've had these conversations in this space. We have had a productive conversation recently. In this case, the Latinos are very respectful of the education system, in the leader being disappointed because he didn't hear much from the Latino students on the leadership panel, and they were trying to be respectful towards him and not give anything that would view as disrespectful in their culture. But the district leader felt disappointed that they didn't give him any feedback (D1).

She had to help district administration understand the cultural beliefs of Latino parents and students in this setting. They would not say anything negative in his presence as a form of

respect to his authority. His perception shifted from Hispanics being a group that did not value

education to seeing the humility display in formal school settings.

> It's not that they don't care, but culturally, it is viewed as disrespectful to question educators and administrators about educational decisions. Once that I helped my district administration understand that it wasn't that they didn't care, but it was an extreme form of respect, they started to understand (D1).

Dual heritage has provided this administrator the ability to adapt and become flexible so

that the way for this equity work could exist. She provides the path for student cultural relevance

in a White dominant administrative world. The results transformed frustration into

understanding between the two worlds.

> I see a more flexible mindset as an adult to do the equity work in the district. I feel like sometimes things that my White colleagues get stuck on or timid about, I just feel like that's not a thing. So, it gives me another ability to navigate. I just learned that people are different, but they are people. I think I don't have an element of fear that some of my White colleagues had and thinking about what school I wanted to teach in. I would say that maybe I've been at an advantage or strength (D1).

The strength to provide cultural relevance influences a bridge between Hispanic students

and a White superintendent as described in this occurrence. Another district administrator shared

an account that as a district administrator, she was able to advocate for diverse curriculum in a

predominately White school district.

> I've been in a White district. I've been in a White university. I am attuned to identifying the needs of people of color. I bring that to the district (D2).

She helped others see the need for being inclusive in their instruction as well. While

walking through classrooms in a building, she noticed an ELL student that was not reading.

Once she spoke to the student, she learned the student needed glasses and did not have them.

She was able to assist this teacher along with the relationship the teacher had with the students.

It was a concern that the teacher did not know this with the small class size. This instance is one

of several that unfolded in her narrative that Hispanic leaders adapt and readily responded to their underserved students' needs. This Latina became an informal social advocate within school systems to provide equal access to learning.

Although cultural influences have positively impacted these leaders' drive, beliefs, and capacity, there were also barriers connected to their heritage expressed. The next theme that transpired was preventing others from getting to where they currently were.

Theme 4: Cultural Barriers

When it came to discuss the disparity between the student population and administration, there was a multitude of perceived barriers connected to cultural influences. The primary pipeline leakage started with the transition from public schools to higher education. Likewise, there was a familiar feeling in the interviews that many Hispanics were not choosing education as their profession for several reasons. The roadblocks shared in this major theme were referred to as Hispanics in general but were not part of their own experiences.

Immigrant standards. In fact, social class and family were two compelling categories that consistently unfolded by nine of the ten (90 percent) of the participants. Immigrants from lower standard of living attributed to causing the disparity for the number Hispanic students that obtained a four-year college degree or pursuing master-level degrees. Attending college or higher education is not something that has even been presented to them in their homeland.

> Majority of the students that come to United States are lower-class and their countries, so even the poor people here in the United States would be rich and compared to them. So, the fact to try to tell them to pursue a higher-level education is a lot. For them to see the need when they already satisfied with the pay, they are getting here, even at minimum wage is much higher. The ones that are coming over here come from poor standards. The life they are living in now is better than what they probably had in Mexico or El Salvador. So, trying to tell them to go to school and make more money doesn't make sense from their perspective (B6).

One administrator that grew up in an area with a high Mexican migrant population in

Western Kansas shared views of those in her hometown. Although she had foreign-born parents

that pushed her to go to college, she mentioned that most have immigrated to provide more for

their families than they could in their native county. It is as though immigrants experience a tug-

of-war between the push of parents wanting more for their future generations while being pulled

by their cultural commitment to family.

> I feel like it might be a cultural thing. You are making more money than what your
> parents made at beef factories or whatever factory they're working at. It's not like in
> Mexico that you're raised to continue getting a higher education to make a ton of money.
> You are supposed to be able to provide for your family, and like you already providing
> for your family more than what your parents could provide for you, so why do you have
> to keep on going to school (B1).

Furthermore, some Hispanic students go to college and become teachers. However, a

level of contentment found as a teacher may prevent them from seeking administrative positions.

In comparison to their upbringing in blue collar or migrant environments, this new level of

achievement is more than enough. They are already making a higher earning than their parents.

Therefore, the sacrifice to attend graduate school might be not valued as worth the time or

money.

> In the culture, it's not important of how much money you make or how much you can
> offer, and you know where your parents came from, and you know you can do easily a
> little bit better than them by getting a college degree and having that job. If they're
> making 30,000 a year, and you can pull off $60,000 as a year as a teacher, then the
> income doubles (B1).

Family Ties. It was often referenced that Hispanics do not want to move far from

families for various reasons. As previously mentioned, supporting extended families, such as

parents and grandparents, was a cultural expectation. Relocating would abandon not only this

obligation but also the social norm of being close to family. The value of family was an attribute

that was connected to the Latino culture regardless of social class or generational status.

> There is also the culture that Latinos like to stay with their families, communities….so
> you don't see Latinos jumping state lines for a teaching job or bigger...so there are
> cultural factors that contribute to that, but there are also the natural humanistic comfort
> levels that contribute to that (D1).

The unwillingness to be mobile was connected as a barrier for Hispanics to advance in

their careers or even recruited. One administrator related her own challenging experience of

moving away from family to the challenge of hiring Hispanic teachers in her school.

> It's hard to get people of our culture because they are afraid to move away because of
> family. Even for me, it was hard, but because of my husband's job, we had to move, and
> I had to see what opportunities there were for me (B5).

Male and female leaders shared that caring for their own family altered their own career

drive into higher-ranking positions. This central office administrator was on the fast track to

superintendency that quickly came to a halt with the arrival of motherhood.

> I have, yes for a long time I was really hard-charging towards that finish line in the
> superintendency route, then I this gorgeous little baby, and so he's now almost two
> almost three, and so now, I'm just kind of thinking that might be a career when kids are
> older, and so I would definitely still consider it (D1).

One candidate stated that he would want to become a superintendent if he had district

licensure. It is the encouragement of his mother that inspired him to one day obtain the

education needed to get his doctorates. When asked if he was pursuing his degree now, he

replied in a joking tone,

> "No, because of family and all this other stuff, I'll probably have to get a divorce if I do
> (B6)".

It was the situation of current family status the prevented him from taking that route for

now. Standards of living, unavailability to be mobile, and family obligations were not the only

obstacles faced in the career pipeline. Several administrators shared how they would like to hire

high-quality staff that reflected the student population. The ability to identify Hispanic

candidates was a challenge.

> I would like to know, where are they? Like if you ever do a search and look up their last name, they are married to someone who is [Hispanic] and just like you can't find them (B5).

> The ambiguity of identity transpired as a challenge for being up to find talent and to build

up others. Overcoming cultural obstacles and influences of their professional trajectory often

came from within the school systems. There were occurrences that both challenge and support

the Hispanic career into higher-ranking positions.

Theme 5: Organizational Influence on Professional Trajectory

There were shared challenges in their current positions. However, when asked if they

had experienced barriers related to being Hispanic, most of them did not view that being an

obstacle.

Right place at the right time. As one building principal stated, it is about timing.

> I don't necessarily have anything that has prevented me except for you got to be at the right place at the right time (B6).

Once he started to reflect on what could have prevented some from becoming a

superintendent, he felt that there might be some challenges in advancing that connect with his

own experiences of not being promoted for a while as an assistant principal.

> I think there will be some barriers. I was an AP [assistant principal] for 12 plus years, and it wasn't until recently that they promoted me to become a principal. I look around at my other colleagues, and I was kind of like what the hell are they doing to get promoted. I think it was getting recognition. I can speak for myself; I'm not one that I like to toot my own horn or anything like that. I just like to do a good job and let my actions speak for themselves. In order to be successful, there is that 'Americanism' that you need to be

competitive; you need to show out so people can notice you and things like that. So that is something that can set people back (B6).

Not needing recognition was a similar attribute that several Hispanic leaders identified in the interview. On the other hand, this administrator explained how that could also be a blockage for the path to higher-ranking positions. Self-promotion, competitiveness, and networking were perceived as something that is not typically part of their culture.

> Networking, I don't see that being a big Hispanic thing. Like for me, I have to really work at networking and keeping with people and asking questions. That's not something that comes out of me naturally, but I also don't remember my parents networking to get information (B1).

Good Ol' Boy Network. Networking and mentors had the largest impact on the participants' path to administration. Not being connected with the right people in the interview process could be a roadblock to getting positions. It was disheartening for several of the leaders to experience the interview process yet not to be selected. Two Latinas shared their narratives in the hiring process in which they often made it to the final round but were not selected for the job. It was not until the right person at the right time came along that they finally were selected to be principals. One shared her story about doing everything that she could to get an administrative job in a district that she had devoted her entire career.

> I was in the district office, and I am watching what's happening in there, and I am watching what people do. I have a lot knowledge. I have a master's degree. I have been through a doctoral program. I was interested in pursuing an administrator role, but they would not consider me for any district role unless I had been a building principal. Which is really curious because there have been other assistant directors that had never been building principals. Again, they were all White, just so you know. So, they are all White, and they were able to be assistant directors. So here I am. I have a Masters in curriculum, I've been in the classroom for 19 years and had all this experience in the administrative realm, but they wouldn't even consider me because I hadn't been a building principal (D2).

She then went on to school to get her administration certifications at both the building

and district level so she could have an opportunity. At that time, she was carrying a heavy

school load while working full-time. Once she completed it, she started applying for building

level positions.

> There was a middle school opening. I was told I had the qualifications. The principal
> told me that I would make it to one of the finals. When it came down to it, she had to tell
> me that there are people in this district that don't want to see you interview for the finals.
> And the person who got the job, a White male; who lasted one year and couldn't deal
> with the issues that were going down were mostly about race? I had the training. I had
> the education. I was an equity leader. So nope, I didn't make it to the finals despite the
> fact that she told me I had the qualifications, but people higher up didn't want to see me
> and that final round. She actually used the phrase you're going to have to leave our
> district to get an opportunity (D2).

The Latina perceived that she was not good enough in their eyes. She did apply in

another district and got a position immediately once she applied at another district. Her first

district gave her a counteroffer for an administrative job within 48-hours of accepting her new

job. The ironic experience for her was the new district was predominately White and had not

done formal equity work. It was two White males in the new district that mentored and

promoted her within the same year from assistant principal to central office. She felt like they

believed in the skills she had and would be valued at the next level. With that experience, she

feels the *Good Ol' Boy* network still exists.

> My belief is that no one is really looking for talent. Identifying talent, mentoring it, and
> trying to nurture talent. I think we are still living in the *Good Ol' Boy* network for the
> most part. Because obviously the people who gave me the job, because the building
> principal and the superintendent who interviewed me, and those two men, both White,
> gave me a chance. I'm saying, for the most part, not saying everybody, but I think, for
> the most part, we're still functioning under this whole *Good Ol' Boy* network. I had a
> superintendent who passed me up who brought some equity work into our district, but the
> two men who were also White who gave me a chance had no equity work (D2).

It's who you know. Another candidate had the same experience of being the finalist during interview rounds or, at times not even getting interviews for administration jobs.

> When I went into administration, I was always told that oh, that you are going to get a job really easily. You're Hispanic. You're bilingual. You're a woman. Well, I didn't. I was always a finalist. I even interviewed in a Hispanic population, and I wouldn't get a job. But it was someone with a higher level of degree and experience that got the job (B6).

It was a White person that got that position. However, when she compared herself to them, that candidate had more experience than her. After not being the finalist for administration positions more than once, she finally got an opportunity from a former principal she taught for. He reached out to her when he was retiring and told her that she would be suitable for this position.

> My first administration job was where I was once a teacher. My first principal was a reason that I got this opportunity. When this opportunity to unity came when he was retiring, he quickly contacted me and gave a good word for me, so that helps me a lot. He actually was the one that encouraged me to go into administration. He told me you have a gift. He told me I needed to get into administration. (B5).

Frequently, the participants pursued administrative careers because of someone else encouraging them to get in. Many felt that it was who you know that helped them to get promoted into higher positions.

> I think it's who you know. If your supervisor or administrator above, does believe in you. They will move you into positions (B3).

Mentors guided the way. Mentors played a big part in each administrators' journey. These mentors would encourage them to take the next advancement in their careers, from teaching to administration. The majority of mentors were White and mostly males. Only one participant had a Hispanic mentor. For those that did not have Hispanic mentors, when asked if

it would be valuable to have one in their career, most either felt like it was important but not

necessary or did not matter at all.

> Yes, it would be great, but I didn't have that. What is more important is to have a leader that is going to motivate, support you, and inspire you. Obviously, you don't see them anywhere. You learn to adapt and accept. You quit looking for people of color because you just don't see them (B5).

As one building administrator reflected on all his mentors being White, he could not say

that the race of the mentor had a significant influence on him.

> I don't know that that has helped me in terms of being in administrator having those other than my race. I've never had the opportunity to work for a Hispanic or African American administrator. All of my colleagues that I'm at work with have been White. In terms of since I've become an administrator (B4).

Path to Superintendency. When it came to consider the superintendent roles, nine of

the ten participants said they would be interested in the position. Sadly, only four had someone

talk to them about pursuing a superintendency job. After many years as a building principal, one

Latina had never considered it before this interview but felt it might have changed her career

path if someone would have talked to her.

> Honestly, I've never been approached, do you want to be a superintendent. If somebody would have come to me early in my years about superintendency, I may have done it. Because I'm the type of a person if the opportunity is there, I'm going to jump on it. The real sad thing is I had actually considered doing my doctoral work. But at the time, there wasn't anyone in the area that was wanting to pursue their doctorate, not until just maybe five years ago we had a group of people that were. I'm getting near to where I am looking at how many more years I want to work and if it is really worth getting it (B3).

There were two obstacles shared for Hispanics taking at the seat in the superintendent's

chair. The Hispanic administrators perceived there would be challenges to become a

superintendent in a predominately White administrator. For this seasoned administrator, she

knows she wants to be one. She has not been approached before about the job.

71

Actually, I've been the only one that has been driving that [desire to become a superintendent]. I'm the one that wanted to be a superintendent somewhere. It's something that I really want to do. Because now, I think about how a superintendent has the ability to influence the whole community. That's exciting for me to do that. So yeah, someday, hopefully, I will be a superintendent (B2).

However, the challenge of being of a different ethnic background is one that might exist

for the superintendent position, especially in a place like Kansas, with more White communities.

I don't know if this is completely my personal perception, I keep toying with this idea, but when I go to interview, I think 'oh they're not going to hire me because the majority of the population is White. So that's always in the back of my mind, that they might not select me not because I'm not highly qualified but because I am Hispanic, and will the neighborhood be ready to have a Hispanic superintendent? I always think that way going into an interview, especially a place like Kansas, but at the same time, I just wonder if it's me and my mindset or if there's really some truth to what I'm thinking that it goes back to the communities. I think that they are relatively White communities. To get a Hispanic superintendent in a district, it's tough just because the community itself is very closed. You have a lot of that in the Kansas community. And I think that's a barrier for Hispanics because in Kansas there are a lot of closed communities because administrators going in don't necessarily match the demographics (B2).

The politics that come with both race and community relations with the job were

perceived challenges. Being Hispanic might add a layer of difficulty to the role.

I think that for Hispanics, there are a lot of politics that are involved [with being a superintendent], so to be a different race than you are leading, that is a challenge. I don't think it's an overt in your face issue, but if you were to try to attack, it would be a challenge (D1).

Demographics were not the only perceived barrier. For those that desire to become

superintendents, it was still unclear how to prepare for the role.

I do want to be a superintendent of a highly Hispanic population. That's because I remember as an undergrad having an 'a-ha' moment that I didn't have many figures that represented, and that looked like me in teaching. Ultimately, it's the unknown. If I don't have any Hispanic mentors. How do you find information? Does somebody just go up to their superintendent of their school district and say, "Hey, how did you get started?" Yes, that's probably what they do, but how many people actually let those words come out of their mouth and ask somebody about that kind of thing? (B1).

This administrator was recruited for a highly Hispanic population by school board members in Texas. At the moment, the timing is not right because she loves her current job as a building principal and being with the students. She was intrigued by the position, yet underlying hesitations existed with the uncertainty of the role.

> Why not a superintendent. I wouldn't say it is fear stopping me, because I never let fear make decisions for me. I would say it's the confidence of am I ready for this. How do I get ready for this? How do I run an entire district? If I do something, I want to be ready. I want to know the job itself. I don't know what it entails. I don't know how to be ready for something like that. Who is going to support me? Who is going to guide me? How am I going to learn it? (B5).

The unknown of advancing into a higher position was a commonly perceived obstacle for those that are interested in a higher-ranking position. The leaders shared that this territory of the unknown might be a potential cause for many Latinos to enter education or continue on their career pipeline. The next theme was ways that could change the existing deficiency.

Theme 6: Disrupting Status Quo

These leaders shared narratives of how to disrupt the disparities of the current status quo between Hispanic student populations and school staffing. Although these participants were already strong advocates for the underserved, a theme immersed in how to build capacity, starting with recruiting students to the profession.

Reach the students first. The first common trend that appeared is to that we must reach out to the Hispanic population we are currently serving. The groundwork started with these students' parents. They must understand the purpose, value, and power they had to get their child to higher education as a starting point.

> Knowing the culture, knowing how to work with parents to navigate different educational issues that they might have. That they might not see college as a strong point or why kids

73

have to go there. You know they just see the kids leaving school home, and that's it, so then being able to talk to parents and relate to them and say it's what they want for their future so that they can be independent someday. It's how you understand the culture. These [Hispanic] parents, they'd give teachers the ultimate control of the child and education decisions their own children. So being able to understand that part but helping parents become an advocate for their own children while knowing those cultural norms, then using the good for good and acknowledging what doesn't work and then trying to figure out how to fix that (B1).

The process of showing them how to navigate systems along with supporting them was one way these leaders increased the number of Hispanics going into college. As one building principal shared his experience, it was not only talking to families but also walking alongside them to make a shift for students that made a difference.

Most of the time, you have to give them a kick in the butt and show them the door and then tell I'll walk with you through the door, or I'll take you to it (B6).

Many of the leaders shared accounts of recruiting high school students to enter education as a profession, which demonstrated a level of awareness and support that Hispanic leaders provide parents and students.

Speaking with young adults, high school students. Encouraging them. We have to speak about our jobs. I think really talking up, really encourage it. Letting them know that we can have an impact. There's such an impact in every life we touch. We're talking from teachers, students, to parents, that we can have. When we are leaders, there's the awareness and support we can have to all our kids, especially our minorities, we are more sensitive to the challenges that they face, and the discouragement that comes with it. So, if we can break through those barriers, it's going to be much easier (B3).

One building principal has a wife that works at a Teacher's College. When they discussed this topic, they both noticed that the gap starts in the teacher preparation programs. He shared the experience of his wife trying to recruit more Hispanics into her college program.

I think where it needs to start is, we need to get more Hispanics into education. I know about my wife. She works to get more Hispanics into education. She works with those populations to recruit. At the start, it sounds great, but when it comes down to it, there come reasons that they don't do it. I can't afford it now, whatever. This becomes a

priority. We can talk to them about it. We can encourage them. It's just our culture. Our family is first. That's what Hispanics do. That's our priority. When I grew up, we didn't go on vacation. We didn't leave our family. There are just are so many other things. It's hard for me in the position I'm in. It's not hard for me to inspire others to be superintendents. We need more minority administrators and teachers. We have to start there. We all have to start there. There are a lot of things that are influencing our young culture to not get into education, whether it's the money or leaving our family (B4).

Professional networks. Even for those that have gone to college, chose education, and are currently teaching, it has been a challenge to recruit them into leadership roles. Several administrators shared occurrences of trying to persuade others to consider becoming building principals but were not well received. These leaders often recruited colleagues or staff that worked in their buildings to become administrators. One building principal has tried to get both of her daughters, that are teachers, into administration. The response is often that the leadership role appears to be too demanding and would take away from their family.

The idea of having cohorts and organizations was a potential path to support more Hispanics by considering the idea of getting into administration. This administrator shared how the BESITOS program, a K-State program that supported migrant students to become teachers, assisted her as a first-generation college student. She had left her family and hometown while attending college.

> Setting up a cohort to talk about this, just to know that you're not the only one. Maybe that's another reason why people you know to struggle with it. Because they're going to be potentially one of the only Hispanic representatives for the whole culture, for this whole town or they are the only Hispanic representation in a dissertation program because everyone else in the program is White. If you don't know how to react to those situations or how to answer questions, then I'm assuming it could be a struggle. I was able to get taught how to work out those kinds of situations with the BESITOS program. That was where we talked a lot about identity, also knowing who you are and where you come from. So those supports were there, and they were building a foundation. It taught us to know how to navigate through all of that (B1).

75

This level of support could be replicated in the professional setting for educators and administrators advancing their careers. The thought of having a network of other Hispanics and not to feel so isolated in administration could help. Additionally, having more Hispanic administrator mentors would help others learn how to navigate the leadership scene.

> I think that for me, a lot of my mentors were initially males, White males. It was hard for me to just really try to identify, like what personality traits are just mine that I need to work with and what it is just like the ethnicity showing up, like the emotional side and that kind of piece. Now that I have been in the trenches a little more, I would relax more with parents and be more of me. Instead of me trying to be a little more reserved, or a little more professional. Those are just some of the elements that if I had a Puerto Rican or even a Hispanic mentor, I think it would have been phenomenal to have someone of my race to have talked to, seeing things from the same set of eyes (D1).

The final level of change comes with awareness about the gap in Hispanic leadership. Several candidates stated during the interviews that they did not think about this until now. One principal had discussed this with his wife that works at the university level with pre-service teachers. He said they both had not considered the disparity of Hispanics in education and leadership.

> I didn't realize we had zero superintendents in Kansas. Until you presented me with your research, I never thought about it. I talked about it with my wife; she never thought about it either. There aren't those applicants out there. In this building, we don't have one African American or Hispanic teacher out there. My wife's classroom is predominately women, and there are very few men. I know very few Hispanic administrators in this State, other than [one], who was aspiring to be a superintendent in this State (B4).

These leaders were social advocates beyond ethnicity and race. One district administrator discussed an instance that helped her colleagues during the hiring process see gender biases. Initially, only male candidates were selected to interview for an administration position. After bringing awareness of this to the committee, a decision was made to include women. In the end, one of the women was selected for the position.

It's a matter of being conscientious about what we want, then being strategic to attack it. If it's Hispanic educators or superintendents. We are there, but people need to cater to us. We need to go knock on people's doors and say education is a cool place to be. You can't just complain about it; you got to do something about it (B6).

The message of awareness and making change is not just for this ethnic group but for all that are underrepresented in leadership positions. As one administrator explained, it does not matter if it in education or not the impact leadership has.

It's always a bonus when people can look at whomever their leader is, in anything, it doesn't that have to be education, it can be somewhere or something else, but if we're talking about education your ultimate leader is your superintendent or even your school board, with the representation of your community, I think that's always a plus. However, I think that no matter what, it should always be the best person for the job. I believe that with all my heart (B4).

The ability for students, parents, staff, or even community to find themselves in their leader is positive for all those involved. The candidates' ability to influence and advocate for not only within their own cultural identity but all those that they served was a resounding theme as to why it is crucial to push the status quo.

Summary of the Analysis of the In-Depth Interviews

This chapter highlighted the findings from the qualitative data collected to understand the experiences of ten Hispanic administrators in Kansas. The in-depth semi-structured interviews were conducted to find the common causes of the discrepancy between the Hispanic student demographics and the administration population. The one-on-one interviews were recorded and transcribed so that each participant's journey from student to leadership could be studied for common barriers and supports along the way. The major themes that emerged were used to discover conclusions for the three research questions.

Chapter 5: Discussion, Recommendations, and Conclusions

As described in chapter one, the purpose of the research was to identify connections between the disproportional gap between the sizable Hispanic student body and inequality of the same ethnic leaders within Kansas public schools. The findings emerged from a mixed methods analysis that involved qualitative data collection in the form of ten semi-structured interviews with current Hispanic administrators. The study was conducted within the scope of organizational framework grounded in research by Stainback and Tomaskovic-Devey as they relate to the current public-school systems. Organizational approach framework argues workplace segregation is caused by the intersection of three forces: inertia, relative power, and environments (K. Stainback et al., 2010 Baron, 1985; Bielby, 2000; By & Soyoung, 2012; England & England, 1993; McTague et al., 2009; Ridgeway & Correll, 2004). Furthermore, three distinct forms of segregation exist within a workplace: ethnic (Hispanic-White), race (Black-White), and gender (male-female) (McTague et al., 2009; Tomaskovic-Devey & Stainback, 2007). This chapter contains a discussion of the results within organizational approach framework and context with current literature, as well as limitations of the study and future research possibilities to answer the following three research questions:

1. What factors influence Hispanic administrators to consider a district leadership position within Kansas?

2. What are the real and perceived barriers that prevent Hispanic educational leaders from considering or pursuing superintendency positions (e.g., age, family status, years of experiences, school district type, size, or community type, degree attainment, initial interest, race, social norms, ethnic identities)?

3. What types of supports encourage current building leaders to pursue leadership from teaching into administration that could be replicated in other areas of the Hispanic educator pipeline (e.g., mentoring, networking, higher education programs, recruitment, and hiring processes)?

Does the Supply Exist?

Before exploring potential causes in the leaky pipeline, the study determined if a supply existed for there to be Hispanic superintendents in Kansas. Research question one sought to identify their qualifications, experiences, and influence to assume the role. This section discusses the results of willing and able leaders within the sample group. Sixty percent of the participants possess the educational qualifications and professional licensure required for a superintendent position. Although not required for the position, half of the participants had a doctoral degree in Educational Leadership and district level administration experiences. Of the remaining participant sample, one did not aspire to pursue a doctoral program in the future or interest in the position. These leaders expressed confidence in the skills they could provide at both the building and district level. These statistics demonstrate that 90 percent either currently had the qualifications or would be willing to pursue them to become a superintendent.

Additionally, Vargas and Stainback state that minorities must have motivation and desire to obtain higher-ranking positions within the workplace (2016). The research discovered high interest was found with these leaders to move up the rank. Participants were interviewed to share their views on pursuing a superintendent position. Nine of the ten administrators expressed interest in the role. In regard to research question one, common themes were analyzed to identify influence one to pursue this career pathway. A significant finding in the responses was the

correlation between an intrinsic motivation to have a positive impact on students and be a role model for the Hispanic community. These same influences attributed to their advancement in the student to teacher and eventually administration. Overall, research question one demonstrated that a supply exists in the Hispanic pathway from student to superintendent positions.

Inertia: Finding a Voice for the Silent Minorities

While exploring research question two, it was revealed the Hispanic ethnic-segregation within school institutions is an unspoken phenomenon. Through the common response during interviews, it became apparent the disparities between Hispanic students and administrators have rarely been discussed both in professional and personal settings. Accordingly, most participants reported being unaware of both the lack of Hispanic superintendents and the considerable size of the student population in Kansas. Throughout the interview, responses included "until you brought this up, I had never thought about it before," or "no one has ever talked to me about this before." There were moments during the interviews that provoked a sense of taboo, hesitation, or discomfort with questions centered around barriers and obstacles they have encountered as minority leaders. Surprisingly, a common response described being raised with a color-blind philosophy, which promoted an underlying belief that skin color, culture, language, or race should not be a barrier for their own success. As one principal explained, "I was taught not to let the color of my skin to be a barrier." Majority of the participants did not directly answer questions about personal barriers encountered in connection to their ethnicity. Nevertheless, through interview data analysis of the study discovered subtle obstacles that unfolded within the narrative. A bilingual administrator responded to the question, "I don't think I've encountered any barriers except for being at the right place at the right time." Later in the interview, his

journey of becoming a head principal came after serving as an assistant principal for 12 years in the same building. In that duration, it was difficult to understand the reason that other assistants were promoted instead of him. Similar stories of facing barriers rose to the surface indirectly through the research. Through coding analysis, the interview data revealed a pattern when discussing barriers. An existing cultural norm prevented most participants from identifying personal obstacles in connection to ethnicity.

On the other hand, the participants were able to identify barriers for their Hispanic students. This same cultural norm was revealed as a potential obstacle for Hispanic families and students in their schools. Administrators shared accounts in which the parents or students will not voice their concerns out of respect to authority. Many leaders felt this same lack of awareness and voice caused Hispanics to become lost in schools' equity initiatives. All leaders shared accounts in which they advocated for their students and families. These results coincide with the body of literature that states minority groups rarely oppose these "in-group" preferences placed on them (England, 2015; K. Stainback & Irvin, 2012). Cultural groups will select positions of power that are similar to society's expectations of them. Ethnic disparity influence may come from the cultural norm that allows the phenomenon to remain silent.

Environment: Student Demographics Influence on Hispanic Leadership

To further examine the imbalance in the pipeline, the extraneous influence of student demographics on leadership pathways were analyzed in the study. Organizational theory states that external influence can shift authority and power for minorities within an institution (Stainback et al., 2010). Research claims that Hispanics are more likely to be hired in areas with high Hispanic student populations, particularly for higher ranking positions (Björk & Keedy,

2001). According to the national statistics, Hispanics are more likely to be hired as superintendents in districts that are either in urban regions or have a high student minority population. In Kansas, higher ELL enrollment correlates to higher Hispanic student population. The sample groups' professional experiences were analyzed by ELL and minority populations to identify.

Relative Power: Mentors and Social Networks

Outside of the organizational approach framework, these results coincide with the substantial body of research that claims mentorship and social networks have a significant impact on minorities and women obtaining leadership (Dreher & Cox Jr, 1996; S. Méndez-Morse, 2004; Podolny & Baron, 1997). Social networks and mentoring were another influence that explored when examining the leaky pipeline from teacher to superintendent. This aspect was studied by finding if the participants had someone encourage them to obtain a higher-level position. All administrators had a mentor guiding them into building level positions. Moreover, three of the four district level administrators had someone encourage them to apply for a central office vacancy. In contrast to the positive influence mentors had, the study also revealed a lack of recruiting for district level. Social networks are more exclusive to outsiders for higher authoritative positions. Furthermore, during the interviews, nine of the ten candidates expressed interest in becoming a superintendent. However, only three of them had been approached about considering this role.

Limitations

Although the purpose of this study was not to find inconsistencies within the Hispanic identity, this unfolded as a significant limitation. The identity of this ethnic group varied greatly

within context, systems, and social settings and became confusing even to the research participants. For example, the latest term used across academic and media content is Latinx, a gender-neutral term. Variances were found even within the United States Census data collection. Hispanic/Latino had a different racial/ethnicity in the 2020 survey than the previous decennial survey. In 2010, approximately 30 percent of Latinos marked "some other race" and wrote in their origins due to not knowing how to self-identify (Passel, 2019). These discrepancies may have constrained the data provided in this research related to students and staff.

Consequently, the lack of identification for Hispanic administration limited the study participants and providing accurate data. After contacting, KASB only requires superintendents to report race, not ethnicity and could not provide accurate information about Hispanics and only reported one. Based on personal communication with Dr. Perbeck, there were at least two Hispanic superintendents between 2002-2010 (Ted Carter, 2019; Perbeck, 2020). Without a reliable database for Hispanic administrators, the researcher relied on social networks and anecdotal evidence to identify administrators. This limited the research and findings for this study.

An additional limitation in the study was confidentiality threats due to the few Latino administrators in the state. Some participants expressed concern about being identified, and one asked, "how much are you going to say? I don't want to burn bridges." Consequently, the researcher made extra confidentiality precautions in sharing their narratives. This prohibited some analysis to be uncovered within the discussion of results.

As previously described, another limitation is the lack of research on the topic. The majority of the known research explores racial and gender-segregation within institutions

(Barron & Brown, 2012; England, 2015; Kalev, 2009; Reskin, 1993; K. a. Stainback, 2012).

Furthermore, within the context of school institutions, previous studies primarily focus on the lack of female and African American superintendents (Björk & Keedy, 2001; Tallerico & Blount, 2004; Tyack & Strober, 1981). Few researchers address the third form of occupational-segregation embedding ethnicity (Hispanic-Whites). Overall, the lack of Hispanic superintendents is understudied research (Durant, 2018; Vargas & Stainback, 2016). This limited the researcher's ability to embed relevant research into the phenomenon.

Recommendations for Further Research

On the other hand, due to this area being understudied there are significant opportunities for future research. The problem with a lack of Hispanic superintendents will continue to grow in importance as the number of Hispanic students continues to increase. Furthermore, the value of diverse leadership benefits the entire school population. This study demonstrated the ethnic-stratification that exists within public schools through the view of an organizational framework. During the defense, it was suggested to explore culturally responsive leadership as part of conceptual framework. Given that the focus of this study was to collect and describe findings of institutional stratification within the school systems, the culturally responsive framework would be a valuable study in the future.

Further research should explore the mentors' perspective and motivation on this topic. Mentors had a substantial impact on these leaders. Another prevalent influence was the teacher preparation programs and scholarships targeted on Hispanics, largely the previous BESITOS in K-State. These programs should be furthered researched on their ability to bring more Hispanics into education. In the study, it was suggested multiple times that schools should start to empower

families and students to attend college and choose education. It would be essential to investigate the impact schools have on recruiting minority students into school systems. Additionally, the participants suggested that a Hispanic mentor organization would encourage more leaders. These types of mentoring programs and supports need to be further studied to determine the impact on the education career pipeline.

In this study, self-perceptions about the Hispanic identity were contradicted between their own hesitation to identify barriers for themselves while being able to identify obstacles for their students. More research is needed to understand the dichotomy between their ethnic experiences and their students. Additionally, cultural stereotypes often referred to immigrant low-income students. A study that focuses on cultural norms and self-perception within schools would increase how this might influence the lack of Hispanic educators.

Conclusions

In summary, this study explored the causes of the leaky pipeline related to the advancement of Hispanic administrators that exists in public school systems. Statistics illustrate a staggering disparity between the growth of minority student populations and the educational leadership demographics. This research focused on the Hispanic populations in Kansas, which is the state's largest student minority group. At the time of this study, there was no Hispanic representation in the superintendents' seat. The voice of ten Hispanic administrators provided a glimpse into this unspoken phenomenon. The sample groups demographic included various regions, districts, and leadership positions

Their responses from the interviews were examined with three organizational forces, relative power, environmental influences, and inertia, that cause workplace segregation, although

all forces presented themselves in the research. It was through coding and analysis, the data the results demonstrated common obstacles and supports for Hispanics. Relative power was discovered to be both a positive and negative influence for these leaders to advance to higher-ranking positions. It was through mentors, and social networks that allowed access to more significant opportunities on their journey to bring them to their current position. On the other hand, a significant barrier discovered was the lack of recruiting for the superintendent position. There were instances when social networks broke existing walls. Other times it was more difficult for them as an outsider. Which resulted in limited mentoring and recruiting opportunities for district and superintendent roles.

The force of external environment within the lens of Hispanic student populations, significantly impacted the hiring process at the building level and no correlation to district level positions. The influence of inertia, in regard to cultural norms and perceptions, had a significant impact on the study. An unspoken cultural norm in the colorblind philosophy did not allow for ethnicity or race barriers to be openly identified. Furthermore, their ethnic identity is ambiguous by the diverse intersectionality of gender, social norms, race, language, immigration status, and language. Hispanics encounter obstacles with formal reporting systems, self-identification, and cultural stereotypes. Consequently, a lack of awareness existed within this study about both the sizable student population and the lack of superintendents for Hispanics. These interwoven layers of suppression allow the disparity to continue without resistance or change.

Given the small sample size and limited research on this topic, caution must be utilized in drawing definite conclusions. A vast amount of supports and barriers were encountered along the journey for the participants from student to leader. With an organizational approach to examining

the disparity between Hispanic students and superintendents, the study suggests relative power had the most significant impact on the student to superintendent pipeline. It was those that mentored, sponsored, or recruited them along the way that provided a direction toward administration. However, the supports to advance further in the pipeline dramatically decreases from teacher to principal and even more at the central office.

The findings of this research are given with the utmost respect for the bravery of every participant that shared their story for the purpose of this study. The research was enriched by their willingness to be vulnerable in sharing personal and professional experiences centered around their heritage. Their passion and convictions to serve students were stronger than the barriers placed in their path.

References

ACT. (2018). *The Condition of College & Career Readiness 2018: Kansas Key Findings*. Retrieved from https://www.act.org/content/dam/act/unsecured/documents/cccr2018/Kansas-CCCR-2018.pdf

Alonzo, F. (2018). *Hispanic Hertiage Month*. Retrieved from www.census.gov

Alston, J. A. (2000). Missing from action: where are the black female school superintendents? *Urban Education, 35*(5), 525-531.

Arounsack, A. (2014). *A qualitative study of minority school district administrators in the Central Valley of California: their career pathways, barriers, and perseverance.*

Babbie, E. R. (2015). *The practice of social research*: Nelson Education.

Baldi, S., & McBrier, D. B. (1997). Do the Determinants of Promotion Differ for Blacks and Whites? Evidence from the U.S. Labor Market. *Work and Occupations: An International Sociological Journal, 24*(4), 478-497. doi:10.1177/0730888497024004005

Baron, H. M. (1985). Racism Transformed: The Implications of the 1960s. *Review of Radical Political Economics, 17*(3), 10-33. doi:10.1177/048661348501700302

Barron, A. B., & Brown, M. (2012). Let's talk about sex. *Nature, 488*(7410), 151-152.

Bielby, W. T. (2000). Minimizing Workplace Gender and Racial Bias. *Contemporary Sociology, 29*(1), 120-129. doi:10.2307/2654937

Björk, L. G., & Keedy, J. L. (2001). Changing social context of education in the United States: Social justice and the superintendency. *Journal of In-Service Education, 27*(3), 405-428.

Blount, J. M. (2000). Spinsters, bachelors, and other gender transgressors in school employment, 1850-1990. *Review of Educational Research, 70*(1), 83-101.

Bordas, J. (2013). *The power of Latino leadership: Culture, inclusion, and contribution*: Berrett-Koehler Publishers.

Brooks, J. S., & Jean-Marie, G. (2007). Black leadership, White leadership: Race and race relations in an urban high school. *Journal of Educational Administration, 45*(6), 756-768.

By, K. S., & Soyoung, K. (2012). GENDER AND RACE INEQUALITY IN MANAGEMENT: CRITICAL ISSUES, NEW EVIDENCE: Female Leaders, Organizational Power, and Sex Segregation. *Annals of the American Academy of Political and Social Science, 639*, 217-258.

Carter, T. (2017). *KASB 2017 Superintendents Survey: Annual Report*. Retrieved from https://kasb.org/wp-content/uploads/2017/12/2017-18-Superintendents-Survey-Annual-Report.pdf

Carter, T. (2019). [Research Specialist].

Center, P. R. (2016). Latinos in the 2016 Election: Kansas. Retrieved from http://www.pewhispanic.org/fact-sheet/latinos-in-the-2016-election-kansas/

Creswell, J. W., Hanson, W. E., Clark Plano, V. L., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The Counseling Psychologist, 35*(2), 236-264.

DiTomaso, N., Post, C., & Parks-Yancy, R. (2007). Workforce Diversity and Inequality: Power, Status, and Numbers. *Annual Review of Sociology, 33*, 473-501. doi:http://dx.doi.org/10.1146/annurev.soc.33.040406.131805

Domenech, D. (2018). AASA's Status Check in the Superintendency. *AASA SchoolAdministrator*.

Dreher, G. F., & Cox Jr, T. H. (1996). Race, gender, and opportunity: a study of compensation attainment and the establishment of mentoring relationships. *Journal of applied psychology, 81*(3), 297.

Durant, G. I. (2018). *A Phenomenological Study On Hispanic School Superinendents' Perceptions About The Impact Of A Common Languag Anad Lived Cultural Experience In Educating Hispanic English Language Learners.* (Doctor of Education). Texas A&M University-Commerce,

Education, U. S. D. o. (2016). *The State of Racial Diversity In The Educator Workforce* Retrieved from

England, P. (2015). Sometimes the Social Becomes Personal: Gender, Class, and Sexualities. *American Sociological Review, 81*(1), 4-28. doi:10.1177/0003122415621900

England, P., & England, P. (1993). Theory on gender/feminism on theory. In. New York: New York : A. de Gruyter.

Firestone, W. (1987). Meaning in Method: The Rhetoric of Qunatitative and Qualitative Research. *Educational Researcher, 16*(7), 16-21.

Fry, R. T., Paul. (2012). *Hispanic High School Graduates Pass Whites in Rate of College Enrollment* Retrieved from Washington, D.C.: Social & Demographic Trends

Glaser, B. G., & Strauss, A. (1967). *The discovery of grounded theory: Strategies for qualitative research*. New York: Adeline

Glass, T. E. (2000). Where Are All the Women Superintendents? *School Administrator, 57*(6), 28-32.

González, C., & Gándara, P. (2005). Why we like to call ourselves Latinas. *Journal of Hispanic Higher Education, 4*(4), 392-398.

Harper, S., & Reskin, B. (2005). Affirmative action at school and on the job. In *Annu. Rev. Sociol.* (Vol. 31, pp. 357-379).

Hayes-Bautista, D. E., & Chapa, J. (1987). Latino terminology: conceptual bases for standardized terminology. *American Journal of Public Health, 77*(1), 61-68. doi:10.2105/AJPH.77.1.61

Hernandez, L. (2018). *The Lived Experience of a Latina Superintendent.* San Diego State University,

Iglesias, N. (2009). Latino superintendents' identities: A critical study of cultural, personal, and professional worlds. In P. Prado-Olmos, J. Necochea, & C. Ramsey (Eds.): ProQuest Dissertations Publishing.

Irizarry, J. (2015). What Latino Students Want from School. *Educational Leadership, 72*(6), 66.

Kalev, A. (2009). Cracking the Glass Cages? Restructuring and Ascriptive Inequality at Work. *American Journal of Sociology, 114*(6), 1591-1643. doi:http://dx.doi.org/10.1086/597175

Kowalski, T. J., McCord, R. S., Peterson, G. J., Young, P. I., & Ellerson, N. M. (2011). *The American school superintendent: 2010 decennial study*: R&L Education.

KSDE. (2018a). Kansas K-12 Report Generator. *Attendance Rate by Race & Gender - State Totals.* Retrieved from https://datacentral.ksde.org

KSDE. (2018b). Kansas Unified School District Superintendents Directory and Reports. Retrieved from https://ww.ksde.org/Portals/0/Communications/Publications/2018-2019-Kansas-Superintedent-Directory.pdf

Magdaleno, K. (2009). CALSA: Transforming the power structure. *Leadership, 39*(1), 28-29.

Magdaleno, K. R. (2011). Mentoring Latina/Latino leaders. *Keeping and improving today's school leaders: Retaining and sustaining the best*, 83-100.

Malott, C., Waukau, L., & Waukau-Villagomez, L. (2009). Teaching Native America across the curriculum: A critical inquiry In P. Lang (Ed.), (Vol. Vol. 349).

Maxwell, J. A. (2013). *Qualitative Research Design: An Interactive Approach*. Washington, DC: SAGE.

McTague, T., Stainback, K., & Tomaskovic-Devey, D. (2009). An Organizational Approach to Understanding Sex and Race Segregation in U.S. Workplaces. *Social Forces, 87*(3), 1499-1527. doi:10.1353/sof.0.0170

Mendez-Morse, S. (2003). Chicana feminism and educational leadership. *Reconsidering feminist research in educational leadership*, 161-178.

Méndez-Morse, S. (2000). Claiming forgotten leadership. *Urban Education, 35*(5), 584-596.

Méndez-Morse, S. (2004). Constructing mentors: Latina educational leaders' role models and mentors. *Educational Administration Quarterly, 40*(4), 561-590.

Méndez-Morse, S., Murakami, E. T., Byrne-Jiménez, M., & Hernandez, F. (2015). Mujeres in the Principal's Office: Latina School Leaders. *Journal of Latinos and education, 14*(3), 171-187. doi:10.1080/15348431.2014.973566

Merriam, S. (1998). *Qualitative Research and Case Study Applications in Education. Revised and Expanded from "Case Study Research in Education."*. San Francisco, CA: ossey-Bass Publishers.

Merriam, S. B. (1998). Qualitative Research and Case Study Applications in Education. In. San Francisco: Joseey-Bass Publishers.

Merriam, S. B. (2002). Introduction to qualitative research. *Qualitative research in practice: Examples for discussion and analysis, 1*(1), 1-17.

Murakami, E., Hernandez, F., Valle, F., & Almager, I. (2018). Latina/o School Administrators and the Intersectionality of Professional Identity and Race. *SAGE Open, 8*(2), 2158244018776045. doi:10.1177/2158244018776045

NCES. (2006). Definitions: School Locale Definitions. Retrieved from https://nces.ed.gov/surveys/ruraled/definitions.asp

NCES. (2019). A Slightly More Divserse Public School Teaching Workforce. Retrieved from https://nces.ed.gov/blogs/nces/post/a-slightly-more-diverse-public-schoool-teaching-force

Oppenheimer, R. (1985). Acculturation or Assimilation: Mexican Immigrants in Kansas, 1900 to World War II. *The Western Historical Quarterly, 16*(4), 429-448. doi:10.2307/968607

Padilla, V. P. (2003). A descriptive profile of hispanic superintendents in Texas.

Perbeck, D. (2020). [Professor of the Practice

Program Coordinator of EdD Program].

Peshkin, A. (1988). In search of subjectivity—one's own. *Educational Researcher, 17*(7), 17-21.

Podolny, J., & Baron, J. (1997). Resources and Relationships: Social networks and mobility in the workplace. *American Sociological Review, 62*(5), 673-693. doi:10.2307/2657354

R.C. (2011). "The American School Superintendent: 2010 Decennial Study". *Education Week, 30(17),* 5.

Ramsey, A. (2013). Nuestra voz: A critical ethnographic study of Latina school leaders.

Reskin, B. (1993). Sex segregation in the workplace. *Annual Review of Sociology, 19*(1), 241-270.

Restifo, S. J., Roscigno, V. J., & Qian, Z. (2013). Segmented Assimilation, Split Labor Markets, and Racial/Ethnic Inequality: The Case of Early-Twentieth-Century New York. *American Sociological Review, 78*(5), 897-924. doi:10.1177/0003122413501071

Ridgeway, C. L., & Correll, S. J. (2004). Unpacking the Gender System: A Theoretical Perspective on Gender Beliefs and Social Relations. *Gender & Society, 18*(4), 510-531. doi:10.1177/0891243204265269

Rodriguez, S. A. (2014). *Extraordinary Women in Texas: A Phenomenological Study of Mexican American Female Superintendents.* Texas State University, San Marcos, TX. Retrieved from https://digital.library.txstate.edu/handle/10877/5332

Roscigno, V. J. a. (2007). *The face of discrimination : how race and gender impact work and home lives*: Lanham, Maryland : Rowman & Littlefield Publishers.

Ryan, G., & Bernard, H. R. (2003). Techniques to Identify Themes. *Field Methods*. doi:10.1177/1525822X02239569

Shakeshaft, C. (1989). *Women in educational administration*: ERIC.

Soheyla Taie, R. G. (2017). *Characteristics of Public Elementary and Secondary School Teachers in the United States: Results From the 2015–16 National Teacher and Principal Survey*. Retrieved from https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017072rev

Stainback, K., & Irvin, M. (2012). Workplace racial composition, perceived discrimination, and organizational attachment. *Social Science Research, 41*(3), 657-670. doi:10.1016/j.ssresearch.2011.11.016

Stainback, K., & Kwon, S. (2012). Female leaders, organizational power, and sex segregation.(Author abstract). *The Annals of the American Academy of Political and Social Science, 639*, 217-235.

Stainback, K., & Tomaskovic-Devey, D. (2009). Intersections of Power and Privilege: Long-Term Trends in Managerial Representation. *American Sociological Review, 74*(5), 800-820. doi:10.1177/000312240907400506

Stainback, K., Tomaskovic-Devey, D., & Skaggs, S. (2010). Organizational Approaches to Inequality: Inertia, Relative Power, and Environments.(Author abstract)(Report). *Annual Review of Sociology, 36*. doi:10.1146/annurev-soc-070308-120014

Tallerico, M. (1989). The dynamics of superintendent-school board relationships: A continuing challenge. *Urban Education, 24*(2), 215-232.

Tallerico, M. (2000). *Accessing the Superintendency: The Unwritten Rules*: ERIC.

Tallerico, M. (2003). Policy, structural, and school board influences on superintendent supply and demand. *Journal of School Leadership, 13*(3), 347-364.

Tallerico, M., & Blount, J. M. (2004). Women and the superintendency: Insights from theory and history. *Educational Administration Quarterly, 40*(5), 633-662.

Tomaskovic-Devey, D., & Stainback, K. (2007). Discrimination and Desegreation: Equal Opportunity Progress in U.S. Private Sector Workplaces since the Civil Rights Act. *Annals of the American Academy of Political and Social Science, 609*, 49-84.

Tomaskovic-Devey, D., Zimmer, C., Stainback, K., Robinson, C., Taylor, T., & McTague, T. (2006). Documenting Desegregation: Segregation in American Workplaces by Race, Ethnicity, and Sex, 1966–2003. *American Sociological Review, 71*(4), 565-588. doi:10.1177/000312240607100403

Tyack, D. B., & Hansot, E. (1982). *Managers of virtue: Public school leadership in America, 1820-1980*: Basic Books New York.

Tyack, D. B., & Strober, M. H. (1981). Women and Men in the Schools: A History of the Sexual Structuring of Educational Employment. 37.

Vargas, N., & Stainback, K. (2016). Documenting Contested Racial Identities Among Self-Identified Latina/os, Asians, Blacks, and Whites. *American Behavioral Scientist, 60*(4), 442-464. doi:10.1177/0002764215613396

Walcott, H. F. (1994). Confessions of a "Trained" Observer. In *The Study of Schooling: Field-Based Methodologies in Educational Research and Evaluation* (pp. 152-172). Thousand Oaks, CA: SAGE.

Wiebe, E. E. (2017). *Si Se Puede: The Narratives of Latina Superintendents.* (Doctor of Education in Educational Leadership). California State University, Los Angeles.

Appendix A
Invitation Letter

Research Study Invitation Letter for Hispanic Education Leaders in Kansas

Study Title: "Hispanic Superintendents in Kansas: Where are they?"

Dear _____,

My name is Sarah, and I am a doctoral student at the University of Kansas in the Educational Leadership and Policy Studies department. I would like to cordially invite you to participate in my study regarding Hispanic district leadership in Kansas.

The purpose of this study is to investigate the Hispanic education leaders in Kansas by exploring their career aspirations and experienced barriers and challenges in reaching the school and district administration positions. By utilizing the lens of data collected during interviews with Hispanic educators who are current educational leaders, this study seeks to expand previous research conducted in the field of educational leadership and how it relates to the disproportional representation of Hispanic leaders found within the profession. If you decide to participate, you will be asked to meet with me for a brief interview.

If you choose to participate in this study, please complete the enclosed consent form and survey and return in the postage paid envelope provided. Should you be selected for an interview, you will receive a telephone call from me directly to arrange a date, time and private location of your choice for the interview. The interview will last approximately one hour and will proceed no longer than 90 minutes. If deemed necessary, I will also request and conduct a follow-up interview with you by telephone for clarification.

Participation is confidential, and your identity will not be revealed. The interview will be audio recorded so that I can accurately reflect on what is discussed. The recordings will only be reviewed by myself, who will transcribe and analyze them. They will then be destroyed. Furthermore, you may withdraw from the study at any time. Taking part in the study is your decision. You may also quit the interview at any time or decide not to answer any question you are not comfortable answering.

I would gladly answer any questions you have about the study. You may contact me at slucero@ku.edu or (785) 220-6527 if you have study related questions or concerns.

Thank you for your consideration,

Sarah Lucero
2608 SE Scorpio Ave.
Topeka, KS 66605
(785) 220-6527
slucero@ku.edu

Study Title: "Hispanic Superintendents in Kansas: Where are they?"

INTRODUCTION

The Department of Educational Leadership and Policy Studies at the University of Kansas supports the practice of protection for human subjects participating in research. The following information is provided for you to decide whether you wish to participate in the present study. You may refuse to sign this form and not participate in this study. You should be aware that even if you agree to participate, you are free to withdraw at any time. If you do withdraw from this study, it will not affect your relationship with this unit, the services it may provide to you, or the University of Kansas.

PURPOSE OF THE STUDY

Considering the lack of one ethnic group represented in Kansas superintendent positions, it is critical to explore the variables facilitating this discrepancy. Therefore, the purpose of this study is to understand the experiences of Hispanic educational leaders that led them into administrative roles and their perceptions about the challenges and opportunities in becoming a superintendent. It is crucial to examine the journey of current Kansas Hispanic administrators in order to identify what barriers and supports have been encountered in their pathway from teacher to administrator. By exploring the narratives of their own experiences in education, factors that influenced them to become educators and administrators, current views about aspiring to a superintendent position, as well as identifying common patterns of barriers and supports, this study will describe the lived experiences of Latino educational leaders in Kansas.

PROCEDURES

You will be asked to participate in one interview composed of approximately twenty questions. The interview will last approximately one hour. There may be an audiotape used during the interview; however, you have the option of having the taping stopped at any time. The researcher will be transcribing the recording shortly after the interview. No other person will have access to the recordings, and the recordings will be destroyed upon completion of the transcription process.

Sample questions include:
- Why did you decide to go into education?
- Can you think of any school experiences that being Latino was an advantage or were difficult?
- What factors do you believe contribute to the underrepresentation of Hispanics in the Kansas superintendency?

RISKS

Participants will be asked to share their personal information (experiences) and thoughts/perceptions related to employment in the profession. However, the information gathered will not pose significant risk or harm to any of the participants.

BENEFITS

Although the participant may not directly benefit from the study beyond providing service to the profession, the study may provide valuable information for the research community and the general profession.

PARTICIPANT CONFIDENTIALITY

Your name will not be associated in any publication or presentation with the information collected about you or with the research findings from this study. Instead, the researcher(s) will use a study number or a pseudonym rather than your name. Your identifiable information will not be shared unless (a) it is required by law or university policy, or (b) you give written permission.

Permission granted on this date to use and disclose your information remains in effect indefinitely. By signing this form, you give permission for the use and disclosure of your information for purposes of this study at any time in the future.

REFUSAL TO SIGN CONSENT AND AUTHORIZATION

You are not required to sign this Consent and Authorization form. You may refuse to do so without affecting your right to any services you are receiving or may receive from the University of Kansas or to participate in any programs or events of the University of Kansas. However, if you refuse to sign, you cannot participate in this study.

CANCELING THIS CONSENT AND AUTHORIZATION

You may withdraw your consent to participate in this study at any time. You also have the right to cancel your permission to use and disclose further information collected about you, in writing, at any time, by sending your written request to: Sarah Lucero, 424 JRP, University of Kansas, Lawrence, KS 66045.

If you cancel permission to use your information, the researchers will stop collecting additional information about you. However, the research team may use and disclose information that was gathered before they received your cancellation, as described above.

PARTICIPANT CERTIFICATION:

I understand that if I have any additional questions about my rights as a research participant, I may call (785) 864-7429 or (785) 864-7385, write the Human Research Protection Program (HRPP), University of Kansas, 2385 Irving Hill Road, Lawrence, Kansas 66045-7568, or email irb@ku.edu.

I have read this Consent and Authorization form. I have had the opportunity to ask, and I have received answers to, any questions I had regarding the study. I understand that if I have any additional questions about my rights as a research participant, I may call Sarah Lucero at (785) 220-6527 or e-mail slucero@ku.edu.

I agree to take part in this study as a research participant. By my signature, I affirm that I am at least 18 years old and that I have received a copy of this Consent and Authorization form.

_____   _____
Participant's Signature   Date

- Format: semi-structured interviews
- Formulated according to a specific target group
- Inform participant about the approximate length and recoding
- Inform participant about the main idea of the interview, making sure the participant feels comfortable with the purpose of the project
- Inform participant about the researcher's role
- Inform participant about anonymity and confidentiality
- Ensure that everything is clear and understandable

Interview Script:
[Interviewer states:] *I appreciate your willingness to meet with me and share your time to talk about my research about Hispanic educational leaders. To review, the purpose of this study is to learn about your journey to your current educational leadership position. Please remember, this interview will be recorded and transcribed, your identity will not be revealed in any of my written work, and you will be provided with a copy of the transcripts to check for accuracy in content and meaning before analyzing the data. Do you have any questions before we begin? I would ask that you consider my questions through the specific lens of being an [Hispanic] educator if that makes sense.* [Begin to ask interview questions]

NOTE: Probing questions are identified by bullet points below the interview questions:

Ethnic Background

1. Tell me about how about your Hispanic heritage?
   - Latino, Mexican-American, Puerto Rican, etc.?
   - How many generations do your Hispanic family roots go back in the US?
   - Was your [Hispanic] heritage a large part of your family's identity?
   - Was Spanish spoken in your home, and did you learn it?

Educational Background

2. Can you talk about your experiences going to school growing up and your educational influences?
   - Do you have any close family members who went to college? What was their relationship to you, both officially (e.g., parent, aunt/uncle, cousin) and closeness (e.g., saw daily, weekly, only at family events)?
   - What types of influence did your family have in identifying and pursuing your overall education and educational goals?
   - What types of influences did the general idea of school have on your family or neighborhood?
   - As you were growing up, how much did you feel part of the mainstream student body? What were some of the activities in which you participated?

3. Do you recall any difficult or negative school and/or positive experiences related to being a [Hispanic] student?
   • Did you have any Hispanic teachers as a student? What was your experience with that?

Path to Administration

4. What did you teach before becoming an administrator?
   • Elementary or Secondary?
   • Content areas?
   • How long?
   • What were your favorite parts of teaching? Your least favorite parts?
5. When did you know you wanted to be an administrator?
   • How did you know?
   • Was there a single event or situation that may have triggered your interest?
6. Can you provide any examples of successes and challenges you may have experienced as an [Hispanic] administrator?
   • Can you talk about your leadership style and describe any ways in which you believe your heritage influenced that style?
7. Did you have any mentors (official or unofficial) who have supported you through your professional journey? Please describe.
   • Were they of the same ethnic background? If yes, did that make a difference?
   • Do you think it would be helpful to have a mentor from your own culture? Why or why not?
8. What are your thoughts about pursuing a district level administrator or superintendent position?
   • Has anyone ever talked to you or encouraged you to consider becoming a district administrator or superintendent?
   • Have you ever talked to someone specifically about the idea of pursuing a district leadership position?
   • Who was it, and what did they say?
9. As you probably know, Kansas has very few Hispanic administrators and no superintendents. What does it feel like to be one of the few Hispanic administrators in Kansas?
   • How often to do you network professionally with someone of the same ethnic background as you? Do you find these interactions valuable? How?
   • Have you encountered stereotypes in the educational setting as a Hispanic administrator? What were they? Can you describe the situations in more detail?
   • Are you aware of any stereotypes of Hispanic students by non-Hispanic educators or administrators in the educational setting? If so, please describe them. In other words, do non-Hispanic educators have a view of Hispanic students compared to non-Hispanic students?

Perceptions about Hispanic Superintendents

10. In your opinion, what might be some of the challenges and opportunities Hispanic educators face in the administrative hiring process?
    • Have you personally experienced any of these during your hiring process? Can you talk about this, so I have a better understanding of how this experience affected you, both personally and professionally?
11. In your opinion, what are the real and perceived barriers that discourage or even prevent Hispanic educators from becoming superintendents in Kansas?
    • What information, guidance, supports might encourage building-level Hispanic administrators to aspire to a district administration position?
    • Can you identify any factors that you believe contribute to the underrepresentation of Hispanics in the Kansas superintendency?

Concluding Questions:

12. Is there anything else you could share that I have not already asked about this topic?
13. Do you know any other [Hispanic] leaders who I might contact to provide more insights into my research?
14. Would it be okay if I contact you again in the event that I have follow-up or clarification questions?